Title	Participate in assessment processes as a verifier		
Level	4	Credits	10

Purpose	People credited with this unit standard are able to: explain assessment and verification processes, prepare for and conduct verification, complete verification administration, and review assessment verification practice.

Classification	Generic Education and Training > Assessment of Learning

Available grade	Achieved

Guidance Information

1   Range
     Evidence of a minimum of the verification requirements for two different standards is required.
     Verification requirements must include – authenticity attestation and verification of learner performance, which may include on-job observation, documented evidence.

2   It is essential that the assessments providing evidence for this standard are conducted in real situations, which have not been artificially created for assessment purposes. Simulations should not be used for verification unless their use is common practice for the type of standard being assessed, e.g. Emergency Response.

3   All evidence submitted by the candidate must be verified by someone who holds:
     • unit standard 30421, *Carry out assessments against standards to make judgements of learner performance*, or the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752], or be able to demonstrate equivalent skills and knowledge in assessment;
     • or is a subject matter expert in assessment;
     • or is a context-specific subject matter expert with experience in assessment;
     • or is a supervisor or manager with experience in assessment.

4   All activities must conform to the procedures and requirements of any relevant standard setting body or quality assurance body, as well as contextual requirements.

5   Definitions
     Assessment materials may include but are not limited to – assessment tasks and/or activities, assessment schedules, assessor briefs, evidence guides, common assessment tasks.
     Assessor is the one who makes the final assessment decision.
     Candidate is the person who is being assessed against this standard, and cannot also be the assessor of the standard(s) being verified.

Contextual requirements refer to policies, procedures, and reporting requirements of the candidate's context. These could include those of a provider and/or client organisation.

Good assessment practice will occur when the assessor focuses on outcomes, gives due consideration to all performance criteria within the performance standard(s) and consistently judges, overall, that the candidate has provided sufficient valid evidence that the outcomes have been met.

Learner is the person whose performance is verified by the candidate.

Stakeholders must include assessor and learner, and may include observer. Other stakeholders may include, but are not limited to – employer, supervisor, tutor/trainer and standard setting body.

Standard(s) are statements of performance with measurable outcomes against which assessment occurs. Standards may include but are not limited to – Directory of Assessment Standards (DAS) assessment standards, other national and international standards, organisational standards.

A *verifier* is someone who supports the assessment process by:

* verifying that the evidence provided by the learner is valid and authentic
* confirming that the learner's practice is in accordance with contextual requirements, and
* may include observing the learner completing practical tasks, and commenting on their performance.

Outcomes and performance criteria

Outcome 1

Explain assessment and verification processes.

Performance criteria

1.1   The assessment process is explained in relation to good assessment practices.

> Range   practices include those that are equitable (open, honest and fair), consistent, transparent, manageable, engaging, culturally appropriate

1.2   The role of verification is described in terms of the assessment process.

1.3   Roles and responsibilities in the assessment and verification process are described.

> Range   roles include – learners, assessors, verifiers, moderators, standard setters.

1.4   Ethics of participants in the assessment and verification process are described.

> Range   participants include – learners, assessors, verifiers.

1.5   Qualities of evidence are described in relation to assessment and standards.

> Range   qualities of evidence include – valid, authentic, sufficient, current.

1.6   Suitability of different types of evidence for different assessment contexts is explained.

        Range   types of evidence may include but are not limited to – observation, checking work in progress, finished product, naturally occurring evidence, video, audio, simulation, written questions, oral questions, assessment by conversation, workplace documentation.
evidence of at least five different types is required.

Outcome 2

Prepare for verification.

Performance criteria

2.1   Assessment verification documentation is obtained in consultation with assessor.

2.2   Verification requirements are agreed with the learner and assessor in terms of type and quantity of evidence to be verified.

2.3   All other relevant stakeholders are informed of the verification arrangements.

        Range   verification arrangements may include but are not limited to – sequence of events; location; time; type and quantity of evidence.

2.4   The environment and/or context in which the verification is to occur is prepared.

        Range   may include but is not limited to – diversity of learners (including cultural considerations), health and safety considerations, assessment conditions.

2.5   The preparation supports learner(s) to collect evidence for assessment.

        Range   evidence types may include but are not limited to – portfolio, naturally occurring evidence, observation, questions and answers, projects, attestations.

Outcome 3

Conduct verification.

Performance criteria

3.1   Learner performance and the authenticity of learner evidence are verified using selected assessment materials, and in accordance with the standard and contextual requirements.

3.2   Any modifications to the verification process are agreed with stakeholders.

3.3   Assessment verification recommendations are based on evidence that is valid, authentic, current, and sufficient, and are consistent with verifications made on similar evidence.

3.4   Feedback, which respects the recipient, is timely, direct, and is confined to performance in relation to the standard and any requirements for further evidence, is communicated and documented.

Outcome 4

Complete verification administration.

Performance criteria

4.1   Assessment verification results are recorded in accordance with all relevant stakeholder requirements.

4.2   Verification recommendations are provided to assessor.

        Range   must confirm sufficiency and authenticity of learner evidence.

Outcome 5

Review assessment verification practice.

Performance criteria

5.1   Review of assessment verification practice includes identification of possible areas for improvement.

        Range   feedback from stakeholders and self-review.

5.2   Recommendations are provided to assessor regarding validity and sufficiency of assessment tasks and materials verified.

Replacement information	This unit standard replaced unit standard 18203.

Planned review date	31 December 2027

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	28 September 2017	31 December 2023
Review	2	30 June 2022	N/A

| Consent and Moderation Requirements (CMR) reference | 0045 |

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council info@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.