

NZQA Assessment Support Material

Unit standard	30422				
Title	Participate in the quality assurance of assessment				
Level	4	Credits	10	Version	1

GUIDELINES FOR ASSESSORS

ASSESSOR INFORMATION

People credited with this unit standard can: explain the purposes and principles of quality assurance of assessment; participate in the pre-assessment quality assurance of assessment materials; and review own assessment decisions for consistency.

This document is intended as a guide to support assessors. It is expected that assessors will use these materials, together with the unit standard document, as a tool to develop their own assessments in a way that is relevant to the context in which their assessment occurs.

Assessors and candidates need to be very familiar with the outcomes being assessed by the unit standard. The outcomes, performance criteria and explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing candidates against the standard.

AWARD OF CREDIT



This unit standard can be awarded with an Achieved grade only.

ASSESSMENT REQUIREMENTS



- This assessment will take place over a timeframe set by the assessor.
- For this assessment, the candidate will participate in pre-assessment quality assurance of assessment materials and review own assessment decisions for consistency. Both activities must cover at least three different standards for a total of 10 credits, or equivalent, OR one larger standard of at least 10 credits or equivalent
- Pre-assessment quality assurance may be completed individually or as part of a team. However, candidates must individually provide evidence of their own performance for assessment against this standard.
- Evidence for this unit standard must involve real situations as relevant to a candidate's own teaching and/or assessment context. They must not involve artificial situations created for assessment purposes.

General Information

- This unit standard has been developed to contribute to the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752].
- Candidates completing this unit standard will be directly involved in training and/or assessing adults and will have a role in which they have direct access to learners. Types of organisation and roles may include but are not limited to polytechnics and institutes of technology, private training establishments, community organisations, corporate and workplace training, and district health boards (DHBs). Candidates are responsible for organising access to training/assessment opportunities.
- Prior to this assessment all candidates must have had sufficient training opportunities to become familiar with the purposes and principles of quality assurance of assessment materials and how they can be applied in at the pre-assessment stage, and when reviewing own assessment decisions.
- Assessment against this standard can be undertaken in conjunction with Unit 30421, *Carry out assessments against standards to make judgements of learner performance*, as the two standards assess complementary skills.

Definitions

This unit standard uses a variety of terms the trainee assessor may not have come across before. These are noted below:

Assessment materials refers to documents like assessment tasks and/or activities, assessment schedules, assessor briefs, evidence guides, common assessment tasks (CATs), checklists, and marking guides.

Standards are statements of performance with measurable outcomes. Standards may include but are not limited to – NZQF unit standards, other national standards, organisational standards, learning outcomes.

Quality Assurance means a process of monitoring assessment to ensure that it is valid, consistent, fair and sufficient and supports equitable outcomes for all learners. Depending on the context, it may also be called moderation, peer review, validation, audit, consistency reviews or other similar terms. Quality assurance activities may include but are not limited to – combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.

Ethical and Legal Behaviours

Candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. All activities must conform to the procedures and requirements of any relevant standard setting body or quality assurance body, as well as contextual requirements.

During the assessment, assessors must also ensure the following:

- All professional discussions undertaken for assessment purposes remain confidential
- Health and Safety is observed at all times in assessment tasks.

Possible assessment tools

There are a range of possible assessment tools that could be used for assessing candidates against unit standard 30422. These may include recording/documentation of:

- Documented professional discussion
- Reflective log/comments
- Written answers
- Action plans
- Attestation/verification
- Direct observation with assessor checklist
- Documentation (e.g. moderation reports, logbook, diary notes, electronic data capture)
- Examination of documentation
- Practical assessment

Evidence and Judgement Guidance

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Assessment Requirements:

To meet the requirements of the standard, the candidate must:

- Participate in pre-assessment quality assurance of assessment materials. Assessment materials must relate to real assessment carried out by the candidate, for a minimum of at least three different standards for a total of at least 10 credits, or equivalent, or one larger standard of at least 10 credits, or equivalent.
- Review own assessment decisions for consistency. Candidate must provide at least two assessment decisions for each of at least three different standards for a total of at least 10 credits, or equivalent, or two assessment decisions for one larger standard of at least 10 credits, or equivalent.

Outcome 1: Explain the purposes and principles of quality assurance of assessment

Outcome statement	Evidence for achievement	Judgement
<p><i>Performance Criteria</i></p> <p>1.1 The purposes and principles of quality assurance of assessment are explained in terms of assessment design and assessor judgements.</p>	<p>1.1 Written descriptions or documented discussion. Other supporting evidence could include:</p> <ul style="list-style-type: none"> • Consent and moderation requirements (CMRs) • Quality assurance/moderation documentation from learner's organisation 	<p><i>Evidence confirms</i></p> <p>1.1 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> • Explanation of quality assurance with relevant supporting documentation which includes quality assurance documentation from learner's own context. • Explanation covers both internal and external moderation/quality assurance in the pre- and post-assessment phases as well as during the assessment.

	<ul style="list-style-type: none"> • Moderation policies and procedures for Standards Setting Body (SSB) and/or organisation. • Examples of pre and post-moderation systems. 	<ul style="list-style-type: none"> • Purpose and principles of quality assurance are clarified with supporting documentation from learner's organisation/context. • Overall evidence demonstrates an understanding of validity, sufficiency, currency, fairness, consistency and authenticity.
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Outcome 2: Participate in pre-assessment quality assurance of assessment materials.

Range Assessment materials must relate to real assessments carried out by the candidate for a minimum of at least three different standards for a total of at least 10 credits, or equivalent, or one larger standard of at least 10 credits, or equivalent.

Outcome statement	Evidence for achievement	Judgement
<i>Performance criteria</i>		<i>Evidence confirms</i>
2.1 Learner assessment materials are reviewed for their suitability for assessment against required outcomes.	2.1-2.3 Evidence includes: <ul style="list-style-type: none"> • Pre-assessment moderation and quality assurance reports • Assessment materials and standards • Written descriptions and/or documented discussion • Written verification. 	2.1-2.3 Provision/demonstration of the following: <ul style="list-style-type: none"> • Completed learner guidance materials • Completed assessor guidance materials • Three completed pre-assessment moderation reports including suggestions for amendments to the assessment materials • Reports regarding suitability of materials/process to support quality assessment with suggested amendments noted • Participation shows moderation principles have been applied and communicated by candidate as required. Verification confirms candidate's participation in pre-assessment moderation.
2.2 Assessor guidance materials are reviewed to ensure they are matched to the required outcomes and are fit for their intended purpose.		
2.3 Any suggested amendments to assessment materials or processes are documented and communicated to relevant Standard Setting Body (SSB), provider, or organisation.		

Outcome 3: Review own assessment decisions for consistency

Range at least two assessment decisions for each of at least three different standards for a total of at least 10 credits, or equivalent, or two assessment decisions for one larger standard of at least 10 credits, or equivalent.

Outcome statement	Evidence for achievement	Judgement
<p><i>Performance criteria</i></p> <p>3.1 Own assessment decisions are reviewed for consistency with decisions made on similar evidence.</p> <p><i>Range</i> self-review, organisational post-assessment quality assurance.</p>	<p>3.1-3.3 Evidence includes:</p> <ul style="list-style-type: none"> • Self-reviews of own assessment for six or two assessor decisions (depending on size of standards assessed – see outcome range) using sample assessments marked by peers or other similar evidence. • Post-assessment moderation reports showing how consistency was achieved. • Review of assessment decisions by candidate. • Stakeholder feedback notes or documents. • Documented changes for future assessment process. • Written descriptions and/or documented discussions. • Review of own practice with refinements for future assessment practice. • Documented improvements to materials and processes. 	<p><i>Evidence confirms:</i></p> <p>3.1-3.3 A minimum of either three standards, for a total of at least 10 credits, with two marked assessment samples and a marking guide for each standard (i.e. a total of six assessments marked by the candidate are self-reviewed) OR one standard of 10 or more credits with two marked assessment samples and a marking guide (i.e. a total of two assessments marked by the candidate are self-reviewed).</p> <ul style="list-style-type: none"> • Feedback from a quality assurance representative/colleague confirming consistency of candidate's assessment decisions and any improvements required. • Post-assessment moderation report by organisation confirming that post-moderation requirements have been met in accordance with organisational/SSB procedures. • Review of assessment decisions documented. • Self-review and analysis of feedback documented, including feedback from organisation quality assurance team/moderator identifying possible areas for improvement in practice, or confirming consistent practice.
<p>3.2 Feedback is sought and evaluated. It is responded to, if required, in a manner that respects all parties.</p>		
<p>3.3 Improvements to own practice are identified and documented.</p>		