

CAREERFORCE

**(Community Support Services
Industry Training Organisation Ltd)**

MODERATION HANDBOOK

2009

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WELCOME

We appreciate feedback from accredited education providers, and from Careerforce registered workplace assessors¹ on the relevance, topicality, layout and information supplied in this Moderation Handbook. Any feedback should be directed to cpqinfo@careerforce.org.nz by 1 November each year so that education providers' and Careerforce registered workplace assessors' views can be considered for next year's edition of the Handbook.

Tihe Mauri Ora!
 Whakarongo ki te tangi a te manu e karanga
 Tui, tui, tuituia
 Tuia i runga, tuia i raro
 Tuia i roto, tuia i waho
 Tuia i te here tangata
 Ka rongo te pō, ka rongo te pō
 Tuia i te kāwai tangata, i heke mai
 I Hawaiki nui, i Hawaiki roa
 I Hawaiki pāmamao
 I hono ki te wairua, ki te whai ao
 Ki te ao mārama

Behold I sneeze, it is life!
 Listen to the cry of the bird calling
 Unite, unite, be one
 Unite above, unite below
 Unite within, unite without
 Unite all humanity
 The night hears, the night hears
 Unite the descent lines
 From the great Hawaiki, from the long Hawaiki
 From Hawaiki far away
 Joined to the spirit, to the daylight
 To the world of light

E ngā mana, e ngā reo
 O ngā hau e whā o te motu
 E rau rangatira mā
 I mahi nui te kaupapa nei
 Tēnā koutou
 Tēnā koutou
 Tēnā rā tātou katoa

We acknowledge the authority and the many voices
 Across the four winds of this land
 we acknowledge each and everyone
 whose great work is before us
 Greetings
 Greetings
 Greetings to us all

¹ The term "Careerforce registered workplace assessors" refers to all assessors registered by Careerforce to assess in the workplace, including Gateway, external, mobile and roving assessors; together with assessors who may have a particular role or functionality in assessing RCC or integrated assessment.

INTRODUCTION

The purpose of moderation of assessment is to ensure that:

- Assessments are consistent with the national standard.
- Assessment methods are appropriate, fair, manageable and integrated with work or learning.
- Assessment methods and processes are systematic, open and consistent.

National moderation systems aim to ensure that all assessment decisions made by accredited education providers and Careerforce registered workplace assessors are consistent. It is an NZQA requirement that all education providers and Careerforce registered workplace assessors who assess against unit standards participate in the moderation system as set out in the Careerforce Accreditation, Moderation Action Plans (AMAPs) 0024 and 0150.

This Moderation Handbook is a reference document for accredited education providers and Careerforce registered workplace assessors who assess against unit standards for which Careerforce is the standard setting body (SSB). This Handbook explains the requirements for, and the process of, moderation of all accredited education providers and Careerforce registered workplace assessors.

Accredited education providers include:

- Schools
- Private Training Establishments (PTEs)
- Institutes of Technology and Polytechnics (ITPs)
- Government Training Establishments (GTEs)
- Wānanga
- Other ITOs

Careerforce registered workplace assessors include:

- Careerforce roving assessors
- Careerforce mobile assessors
- Careerforce Gateway assessors
- Careerforce external assessors
- Careerforce assessors who may have a particular role or functionality in assessing RCC or integrated assessment

What are the benefits of moderation?

Most Careerforce registered workplace assessors and education providers find that involvement in moderation helps them to build confidence in their assessment skills. Moderation provides a chance to check that their decisions are in line with those of all other Careerforce registered workplace assessors nationwide.

Moderation also provides an opportunity to: give and receive information that encourages new ideas; learn about different approaches to assessment; and work through issues about standards and assessment processes.

Ensuring that assessment is valid, consistent and fair is a vital part of maintaining the credibility and relevance of the qualifications for students/trainees, employers, others in industry and the general public.

Feedback is encouraged and collated on an ongoing basis and is taken into account during qualification/unit standard and assessment materials reviews. Feedback also helps in the development of new qualifications/unit standards. Careerforce registered workplace

assessors, employers, education providers and other stakeholders are encouraged to make recommendations for changes that will improve the quality and clarity of unit standards and assessment materials; and which will help to ensure that qualifications continue to meet industry sector current needs. All feedback is requested in writing and is stored at Careerforce for future review/development rounds.

Who is involved in moderation?

- Careerforce national moderators
- Accredited education providers, moderators and assessors
- Careerforce registered workplace assessors
- Workplaces
- Careerforce support staff

MODERATION LIAISON PERSON

For education providers

Each education provider is required by NZQA to nominate a moderation liaison person. It is suggested that this person is also the point of contact for the moderation of Careerforce managed unit standards. Alternatively, a moderation liaison person may be appointed from the education provider's department/faculty as appropriate.

- All moderation enquiries should be directed to Careerforce through the moderation liaison person.
- The moderation liaison person circulates correspondence from Careerforce to the appropriate people within his/her organisation.

For workplaces

All Careerforce registered workplace assessors have responsibilities around moderation, including ensuring that workplace verifiers are meeting moderation requirements. Larger health and disability providers will benefit by appointing a moderation liaison person and are encouraged to do so, and should ensure that Careerforce is aware of the identity of this person so that all communication on moderation issues can be directed to that person.

CAREERFORCE MODERATION PROCESS

General

The moderation process is a constructive and supportive professional development tool for Careerforce registered workplace assessors, moderators and education providers. This process helps to ensure that unit standards based assessment is consistent nationally.

There are two distinct parts to the Careerforce moderation process.

1. Assessments made and registered by accredited education providers are moderated through Careerforce's national **external moderation system**. For unit standards which are part of Careerforce qualifications, but for which Careerforce is not the SSB, the **national external moderation** system requires the submission of assessment materials and samples of students'/trainees' work for a pre-selected unit standard to be moderated by the SSB, usually NZQA or another ITO.
2. Assessments made by all Careerforce registered workplace assessors are moderated through Careerforce's **internal moderation system**.

All education providers should have internal moderation processes that are embedded in their quality management systems. Where possible, education providers should align their internal moderation activity to Careerforce's five-year moderation plan. An education provider's internal moderation does not replace the need for Careerforce's external moderation to take place.

Careerforce promotes best practice in moderation and is actively involved in working with industry sectors, education providers, other ITOs and NZQA to maintain a quality management system for moderation. Examples of good practice in moderation may be accessed via NZQA's website – www.nzqa.govt.nz/for-providers/moderation

Assessment materials must be externally moderated in accordance with the terms of the relevant AMAP. As the AMAP is regularly reviewed it is recommended that NZQA's website: www.nzqa.govt.nz or Careerforce's website: www.careerforce.org.nz is accessed for the current versions.

Careerforce recognises that a moderation system is always evolving. Formal annual reviews are carried out, and adjustments are made in consultation with industry, health and disability providers and education providers. Changes may also be made periodically due to evolving needs around a particular unit standard or the size of a moderation cluster group meeting etc.

This Handbook outlines the moderation requirements for education providers and Careerforce registered workplace assessors assessing any of the unit standards listed in AMAP 0024 (available at <http://www.nzqa.govt.nz/nqfdocs/maps/pdf/024.pdf>) and AMAP 0150 (available at <http://www.nzqa.govt.nz/nqfdocs/maps/pdf/0150.pdf>).

The Handbook or any part(s) of it may be copied for moderation purposes by staff or accredited education providers, Careerforce registered workplace assessors or moderators.

Feedback on any aspect of this Handbook, the moderation system, unit standards/qualifications may be provided on the form enclosed as the Appendix to this Handbook (for unit standards), or by contacting the national moderator at Careerforce (all other feedback).

The role of the national moderator

The national moderator is responsible for recording moderation outcomes and reporting to the accredited education provider or workplace.

Accredited education providers and workplaces are expected to inform all their assessors and Careerforce registered workplace assessors respectively of the decisions made by the national moderator, to ensure that any necessary changes are made to the accredited education provider's or workplace's assessment practices.

If moderation of all samples of assessments is unable to be completed at a moderation cluster group meeting (also known as a peer review forum or assessor forum), the samples that were not moderated will be allocated to a moderator for postal moderation. The moderator, who may be the national moderator or a Careerforce approved moderator, will complete the moderation without cost to the accredited education provider or workplace in question. A report on the assessment decision and process will be completed by the national moderator. As part of the reporting process the national moderator will forward the minutes of all cluster group meetings to NZQA or to the relevant Quality Assurance Body (QAB).

External moderation system for education providers

There are two parts to the external moderation system: pre-assessment and post-assessment moderation.

1. Pre-assessment moderation

All assessment materials must be moderated and approved by Careerforce prior to use. There are two forms of pre-assessment moderation – postal and cluster group – which may be selected in accordance with the moderation plan for the year. There is no cost to accredited education providers for pre-assessment moderation. If education providers are using Careerforce assessment materials, these materials have already been pre-moderated and do not need further pre-moderation.

2. Post-assessment moderation

Accredited education providers are required to comply with the annual post-moderation plan. This plan may specify may include provisions for postal moderation, or for attending moderation cluster group meetings (or their equivalent) at least once per year to moderate assessment decisions and processes for selected unit standards. The location and dates of the cluster group meetings will be advised as part of the annual moderation plan and at least one month prior to each meeting.

Internal moderation system for Careerforce registered workplace assessors

There are two parts to the internal moderation system: pre-assessment and post-assessment moderation.

1. Pre-assessment moderation

Most workplaces use Careerforce assessment materials which are pre-moderated. Workplaces wishing to use their own assessments, however, will need to undergo a pre-moderation benchmarking process. This process is undertaken by Careerforce at no cost to the workplace.

2. Post-assessment moderation

At least one Careerforce registered workplace assessor from each workplace – and all Careerforce registered mobile, roving, integrated and RCC assessors who are assessing the unit standards selected in the annual moderation plan – are required to participate in post moderation. This participation may include postal moderation or attending moderation cluster group meetings/assessor forums in order to moderate assessment decisions and processes for the selected unit standards. The date and locations of the meetings will be advised as part of the annual moderation plan, and confirmed at least one month prior to the meeting.

All active Careerforce registered workplace assessors will be moderated at least once every two years.

Pre-assessment moderation process

Pre-assessment moderation of assessment material involves the checking of assessment materials against the unit standard to ensure that:

- The instructions in the assessment materials are clear, unambiguous and easily understood.
- The assessment meets the requirements of the unit standard.
- Sufficient evidence can be gathered from the assessment to meet the requirements of the unit standard.
- The assessment does not go beyond the unit standard.

Pre-assessment moderation is required for all assessments that have been developed by either education or health and disability providers.

Pre-assessment moderation for education providers can take place through participation in a moderation cluster group meeting or via a postal system. Pre-assessment moderation for health and disability providers is undertaken through a benchmarking process directly with each health and disability provider.

To prepare for pre-assessment moderation education providers should prepare copies of:

- All assessment activities
- All model answers (if available)
- All evidence and judgement statements
- A copy of the unit standards (available at www.nzqa.govt.nz)
- Any additional material used for assessment (such as marking guides) including student resources if used in the assessment.

If pre-assessment moderation is planned to be carried out at a *moderation cluster group meeting*, education providers who develop materials are required to bring sufficient copies to allow one copy to be shared between two members of the moderation cluster group.

If, in accordance with the annual moderation plan, pre-assessment moderation is to be carried out by *postal moderation*, education providers should send one copy of the documentation listed above to Careerforce at least 30 days prior to use. This timeframe allows Careerforce sufficient time to ensure that assessment materials are externally moderated.

There are two possible outcomes from pre-assessment moderation:

- The assessment materials meet the national standard.
- The assessment materials do not meet the national standard and must be resubmitted before use.

If the result is "The assessment materials meet the national standard", the assessment material is fit for use.

If the result is "The assessment materials do not meet the national standard":

- The assessment materials must be altered before they can be used again.
- The moderation report usually provides examples of changes required for the assessment material to meet the national standard.
- The materials must be resubmitted to Careerforce prior to use.

Pre-moderation benchmarking process for health and disability providers

Health and disability providers who have assessments and/or learning materials that they wish to have benchmarked against Careerforce unit standards and qualifications are required to complete the benchmarking template. Careerforce will appoint an independent contractor to review the health and disability provider's assessments and/or learning materials and prepare a report which is discussed with both Careerforce staff (national moderator and Manager, Leadership and Delivery) and the health and disability provider.

A final outcome will be confirmed and the associated programme of delivery will also be confirmed. This outcome may include Careerforce supporting the health and disability provider's resources with Careerforce assessments and/or learning resources.

Post-assessment moderation process

All accredited education providers and Careerforce registered workplace assessors assessing against the unit standard(s) that are included in the moderation plan for that year are required to present assessment materials from assessments carried out within the preceding 24 months.

The national moderator will manage post-assessment moderation and will decide in each case how the moderation will be conducted: which may be through education providers'/Careerforce registered workplace assessors' attendance at moderation cluster group meetings (or their equivalent) held throughout New Zealand; or through visits; or via a postal system.

It is the responsibility of each education provider and Careerforce registered workplace assessor to keep copies of students'/trainees' assessment materials for the nominated unit standards. These materials should be as complete as possible, as any omissions can affect a moderation outcome. The materials required for post-assessment moderation will be confirmed as part of the annual moderation plan.

The materials that should be forwarded to Careerforce for postal moderation or brought to the moderation cluster group meetings are likely to include copies of:

- Assessment activities.
- Assessment schedules including evidence and judgement statements (qualitative and quantitative) and model answers if/where applicable.
- Complete work for up to four students/trainees (identified as Samples A, B, C and D) for each unit standard, who have been assessed as NYC (not yet competent) or C (competent), with the result clearly documented. Careerforce registered workplace assessors will be notified in writing of the number of samples required, which may include evidence for:
 - One student/trainee who has achieved credit.
 - One student/trainee who was assessed as being not yet competent (NYC).
 - One student/trainee who was borderline but deemed to be competent (C).
 - One student/trainee who was borderline but deemed to be not yet competent (NYC).
- Copies of all verification evidence for these assessments. Evidence may include attestations, witness testimonies, verified checklists, written answers etc.
- A copy of the unit standards (available at www.nzqa.govt.nz).
- Any additional material used.

Careerforce will confirm the list of required materials as part of the annual moderation plan.

The purpose of submitting the "borderline" cases is to open up discussion with education providers and Careerforce registered workplace assessors to determine those factors that influenced their decisions. The outcome of the discussion will provide a benchmark for future assessment decisions.

Education providers and Careerforce registered workplace assessors should not include or send teaching materials or workbooks unless they contain the actual assessment activities.

The minutes and the provider's individual moderation report will be sent to each education provider (who has the responsibility of photocopying additional copies for staff if required).

At the moderation cluster group meeting attendees are required to moderate the samples based on a given set of questions. The moderation must be based on principles of good assessment practice such as validity and sufficiency, and should cover all the points raised on the post-assessment moderation form (refer www.careerforce.org.nz).

Postal moderation will make provision for the national moderator or appointee(s) to review the assessment decisions.

Education providers and workplaces will be sent individual moderation reports, and are responsible for photocopying additional copies for staff if/as required. Minutes or notes taken at cluster group meetings (or their equivalent) will be sent to all participants.

Final moderation outcomes will be forwarded to all education providers and Careerforce registered workplace assessors electronically, and placed on the Careerforce website.

Common non-compliances (pre and post-assessment moderation)

At any stage of pre-assessment moderation or post-assessment moderation, assessment materials may be found to be non-compliant i.e. they do not meet the requirements of the national standard. Common reasons for assessment materials not meeting the national standard include:

- Not all elements, performance criteria and/or range statements in the unit standard are covered in assessment activities.
- Special notes in the unit standard have not been considered in assessment materials.
- An expired version of the unit standard has been used for assessment.
- An assessment schedule has not been included.
- Model answers are referred to in judgements but not supplied.
- Evidence and/or judgement statements are not adequate.
- Verification evidence is insufficient.
- The assessment has been assessed at a higher or lower level than the unit standard requires.

If an education provider or Careerforce registered workplace assessor is found to be non-compliant, Careerforce will give that education provider or assessor the opportunity to review the findings and submit revised or further evidence.

If an education provider or Careerforce registered workplace assessor continues to submit assessment material that is non-compliant or which otherwise fails to meet requirements specified in the AMAPs or in Careerforce's policies and procedures, this situation will be deemed to be one of ongoing non-compliance. The actions that Careerforce will take in the case of ongoing non-compliance are set out in the section "Resubmissions, Ongoing Non-Compliance and Appeals" on page 15 of this Handbook.

CODE OF ETHICS FOR MODERATION

Education providers, Careerforce registered workplace assessors and moderators should aim at all times to act in good faith to all parties involved in the moderation process. Participation in moderation processes should be carried out in a constructive, supportive and efficient manner.

Where a conflict of interest exists – or is likely to arise – that may compromise the moderation process, that actual/ possible conflict of interest should be declared to the national moderator. The national moderator is responsible for negotiating a solution that will best preserve the integrity of the moderation process.

Education providers, Careerforce registered workplace assessors and moderators must respect all intellectual property rights, confidentiality, and non-public information received in the course of their involvement in moderation.

Intellectual property and confidentiality

As part of the moderation process, assessment documentation is viewed that includes education provider and workplace developed assessment material and students'/trainees' evidence. It is important to emphasise that this material is the individual education provider's or workplace's intellectual property, and is confidential to that provider and to members of the moderation group. It is to be used for moderation purposes only. Other non-public information could be sighted during moderation and this information must be kept confidential.

All items should be returned to the education provider, Careerforce registered workplace assessor or moderator before leaving the moderation meeting (or at the conclusion of any other moderation process). Materials may, however, be copied if used for moderation purposes. Before presenting assessment evidence, the names of students/trainees, consumers, whānau, employers, agencies and any identifying information should be removed.

Anyone wishing to adopt ideas from another Careerforce registered workplace assessor or copy that assessor's assessment methods should negotiate an arrangement with the assessor. If permission is granted, this will normally be on the basis that the source is acknowledged in any use of the materials by the recipient.

Education providers and Careerforce registered workplace assessors need to tell their students or trainees that samples of their work may be used for moderation purposes.

EXTERNAL MODERATION ROLES

The Careerforce national moderator will:

- Establish the internal and external moderation system.
- Maintain the ITO's moderation policy and procedure.
- Maintain an overview of internal and external moderation activities.
- Oversee the implementation of the annual moderation plan.
- Work with education providers, workplaces, Careerforce registered workplace assessors and moderators to resolve any concerns or issues of non-compliance.
- Co-ordinate, facilitate and (possibly) chair moderation meetings.
- Set up, maintain and re-form moderation cluster group meetings (or their equivalent) as necessary.
- Set up postal moderation systems.
- Follow up and monitor any designated actions.
- Ensure that feedback on qualifications, unit standards and assessment guides is documented for appropriate review rounds.
- Ensure that all accredited education providers are compliant with the moderation requirements of the AMAPs.
- Ensure that all moderation reports are completed and sent to their required audiences.

The accredited education provider will:

- Continue to meet the moderation requirements as set out in AMAPs 0024 and 0150.
- Participate in postal moderation or enable a selected representative/s to attend at least one regional moderation cluster group meeting each year.
- Advise Careerforce if that education provider intends to start assessing against Careerforce unit standards.
- Ensure that assessment activities submitted for moderation are representative of the work of all the education provider's assessors.
- Meet costs relating to: staff release, venue, materials and travel.
- Undertake internal moderation systems as per the education provider's Quality Management System.
- Ensure that all moderation decisions and outcomes are communicated and implemented.

The workplace will:

- Enable assessors to attend at least one peer review/assessor forum every two years.
 - Ensure that assessment activities submitted for moderation are representative of the work of all of the workplace's assessors.
 - Meet all costs relating to staff release, materials and travel.
-

The education provider liaison person will:

- Advise the national moderator of any unit standard(s) intending to be assessed against, and state whether the Careerforce supplied assessment guide or the provider's own guide will be utilised.
- Make arrangements for any pre-assessment analysis that is required.
- Keep copies of completed forms and approved assessment materials.
- Represent and inform all education provider assessors in the person's organisation.
- Co-ordinate the internal and external moderation processes for that organisation.

The education provider and Careerforce registered workplace assessor moderation cluster group's representative(s) will:

- Attend regional moderation cluster group meetings or peer review/assessor forums as required.
- Ensure all documents e.g. assessment tasks, samples of assessed work and the appropriate forms are collated prior to the meeting, with sufficient readable copies made available to attendees.
- Report on their analysis of the material presented by other education providers or Careerforce registered workplace assessors and raise issues relating to assessment against the unit standards.
- Follow up meetings by reporting to colleagues.
- Ensure that any follow-up actions agreed to at meetings are completed.
- Represent the education provider or the workplace. If the representative does not carry out the responsibilities, the education provider or worker may become non-compliant.

Moderation system review

At any time education providers, Careerforce registered workplace assessors or moderators can submit feedback/recommendations about moderation systems and processes to the national moderator. This feedback will be taken into account during the process of the annual review.

EXTERNAL MODERATION CLUSTER GROUPS

The moderation plan developed each year outlines the type of moderation activity to be undertaken, which may include postal moderation or moderation cluster group meetings – or both.

Careerforce currently has the following regional groups in operation. These groups are reviewed periodically in relation to the number of education providers represented. The Careerforce national office is able to offer further advice.

QUALIFICATION	GROUP	AREA COVERED
Mental Health (Nat. Certificate)	Top of North Island (TONI)	Auckland, Waikato, Bay of Plenty, Rotorua and Tairāwhiti
	Bottom of North Island (BONI)	Taranaki, Hawke's Bay, Manawatu, Wellington (Marlborough)
	South Island (Southern)	South Island education providers
Mental Health (Nat. Diploma)	All providers	
Human Services	All providers	
	There are some providers assessing unit standards that are not part of the National Certificate in Community Support Services (Human Services) – these providers may join local moderation groups or make other arrangements depending on the particular circumstances. <i>This group will be phased out in 2010, as the qualification is expiring.</i>	
Support of the Older Person	Postal moderation only	<i>This process will be phased out in 2010, as the qualification is expiring.</i>
Diversional Therapy	All providers	
Community Support Services	Includes Foundation Skills, Core Competencies, Intellectual Disabilities, Human Services, Residential, LCP Residential (Dementia). A series of moderation cluster group meetings or assessor forums will be held throughout the year which will include workplace Careerforce registered workplace assessors of the National Certificate in Community Support Services qualifications. Education providers delivering these qualifications will be invited to attend these meetings.	

RESUBMISSIONS, ONGOING NON-COMPLIANCE AND APPEALS

Resubmissions

Materials required for resubmission will include the same materials originally requested together with any additional material or amendments requested in the moderation report.

Ongoing non-compliance

Ongoing non-compliance means not meeting national moderation requirements including failure to comply with Careerforce policies and procedures. Where ongoing non-compliance is identified and confirmed over time, the national moderator will contact non-compliant education providers and Careerforce registered workplace assessors by letter, outlining concerns relating to the results of moderation.

Education providers who are non-compliant are expected to respond to these concerns with a written action plan within the time specified. This plan should include:

- Specific detailed actions that the organisation will develop, implement and/or review.
- A timeline for each action.
- Reference to wider actions than the modification of individual unit standards.
- Considerations shown for internal moderation processes, professional development of staff, and the moderation liaison person's role.

If the response or further moderation fails to address the identified issues, the national moderator will send a further letter to the education provider advising of the non-compliance in relation to accreditation requirements.

If non-compliance continues, the case will be referred to the education provider's Chief Executive Officer. Careerforce may recommend to the appropriate QAB that further action is appropriate if there is a history of ongoing, unresolved non-compliance. The national moderator will notify the education provider of this decision by letter.

Careerforce registered workplace assessors who are non-compliant will be required to submit additional assessment judgements. Careerforce registered workplace assessors will also receive support from designated Careerforce personnel on conducting assessment activities and on meeting moderation requirements where their practices fall outside specified standards.

If the situation of ongoing non-compliance cannot be addressed and resolved satisfactorily, following discussion between the assessor and Careerforce the assessor will be de-registered. Careerforce will notify the assessor of this decision by letter.

Appeals and complaints

If an education provider, registered workplace or Careerforce registered workplace assessor has concerns with a moderation report or result, it is recommended that they follow the Complaints and Appeals Policy which is available on the Careerforce website www.careerforce.org.nz.

This policy provides information on formal and informal complaints and the process for appealing against decisions, together with directions on the forms for use.

GLOSSARY

Accreditation	A quality management process administered by the New Zealand Qualifications Authority (NZQA). All organisations seeking to offer unit standards or qualifications registered on the National Qualifications Framework (NQF) must be accredited to do so.
Adequacy	The evidence will establish with confidence that all criteria set out in the unit standard have been met and that performance to the required standard could be repeated with consistency. Adequacy relates to the assessment methods used, which must be able to give the Careerforce registered workplace assessor sufficient evidence to make a judgement as to the level of knowledge and skill that the student/trainee has achieved.
AMAP	Accreditation, Moderation and Action Plan: a plan devised by an Industry Training Organisation (ITO) and registered with NZQA, which outlines the criteria the ITO is using for accreditation of providers that seek to deliver and assess against unit standards for which the ITO is the standard setting body (SSB). The AMAP also includes information on how the particular ITO will implement quality controlled, external moderation processes to ensure that local, regional and/or national consistency is achieved across unit standards. Every unit standard registered on the National Qualifications Framework (NQF) cites the number of the AMAP that applies to that unit standard.
Appropriate	A variety of assessment methods will be available to check that the assessment is closely aligned to the performance element that is being assessed.
Assessment	The measurement and recording of a student's/trainee's degree of attainment of a specific set of knowledge, skills, practice and attitudes integral to the subject being learnt (see also definition of Careerforce registered workplace assessor).
Assessment guide	A document that outlines what, and how much, evidence is needed to meet the requirements of a unit standard, and which is supplied by the SSB.
Assessment method	A strategy used to gather evidence of knowledge, skills or understanding e.g. questioning, direct observation, knowledge testing.
Assessment schedule	A "marking scheme": a list of the criteria governing assessment. It outlines the criteria that a student/trainee must meet and against which he/she will be assessed.
Authenticity	Describes assessment evidence that is produced by a student/trainee without assistance from others.

Careerforce registered workplace assessor

The person registered by Careerforce as a workplace assessor who collects and evaluates adequate and verifiable assessment evidence that is the authentic work of a student/trainee, against which a decision can be made based solely on this evidence. The Careerforce registered workplace assessor's judgment will determine whether the trainee has met the national standard in attaining the required level of competence to be awarded credit, or requires further training or experience to gain the requisite knowledge and skills. Each assessor registered by Careerforce is registered to assess against a defined and pre-determined list of unit standards (known as the "assessment scope"). In this Handbook the term "Careerforce registered workplace assessor" refers to all assessors registered by Careerforce, including mobile and roving assessors and assessors who have a particular role or functionality in assessing RCC or integrated assessment.

Careerforce unit standards

Unit standards for which Careerforce is the SSB, details of which are outlined in the registered AMAPs.

Common assessment task

An assessment activity designed for use by several students/trainees or groups of students/trainees.

Competence

The ability to apply particular knowledge, skills, attitudes and values to the standards of performance required in specific situations.

Consistent

Assessment is consistent where, given similar circumstances the Careerforce registered workplace assessor would make the same judgement again, and the judgement will be similar to judgements that other Careerforce registered workplace assessors would make.

Currency

Allows the Careerforce registered workplace assessor to make a judgement on whether a student's/trainee's skills are adequate and topical (or not) at the time of assessment. This situation can alter depending on the area under discussion. Certain technologies change faster than others e.g. information communication technologies.

Direct evidence

Assessment activities which are as similar as possible to the conditions of actual performance.

Education provider

Inclusive name for a school, Private Training Establishment (PTE), Government Training Establishment (GTE), Institute of Technology and Polytechnic (ITP), College of Education or wānanga.

Element

A learning outcome within a unit standard (collectively the elements form the title and purpose of the unit standard).

Evidence

Information or objects that demonstrate a student/trainee's performance.

Evidence record

The place where evidence of a student's/trainee's performance is recorded. An evidence record accompanies an assessment guide.

Fairness	Assessment methods do not disadvantage students/trainees by hindering or limiting them through introducing methods, material or context that are unrelated to the assessment task and expected outcomes. The conditions under which assessment is carried out are impartial and equitable.
Indirect evidence	Evidence that is not direct. Indirect evidence is produced by assessment activities that are not based on the performance of actual workplace activities. Indirect evidence is collected by assessment methods such as questioning and written tests.
Integrated assessment	An approach to assessment that collects evidence of skills, knowledge and attitude simultaneously, utilising whole activities that test a range of elements and performance criteria across a group of unit standards.
Integrated with work or learning	Evidence collection that is ongoing, and which is linked with normal, everyday learning or work.
Internal moderation	An internal process that promotes consistency of assessment within Careerforce over time and among Careerforce registered workplace assessors. Internal moderation may occur among Careerforce registered workplace assessors at a single site, at a provider's multiple sites, or among Careerforce registered workplace assessors.
Judgement statements	Judgement statements in an assessment schedule further define the meaning of an element/performance criterion in terms of quality or quantity.
Manageable	The methods used in assessment will be straightforward, readily arranged and will not interfere unduly with the learning process.
Moderation	The process of checking and verifying that an assessment task is an adequate, justifiable, fair and valid test of a learning outcome; that the task contains no technical or comprehension errors and is unambiguous in intent; and that the marking schedule is appropriate to the task. Moderation compares the assessment judgements made – and assessment tools used – by different Careerforce registered workplace assessors in relation to the same competency in a variety of contexts, with the aim of achieving consistency in assessment judgements. Moderation also assists in identifying opportunities for ongoing improvements to the process of assessing competencies, at the same time ensuring that the assessment activity remains, valid, fair and reliable.
Moderation cluster groups	Regionally based groups of active Careerforce registered workplace assessors and/or TEO assessors – which may be convened under the direction of the national moderator – who meet to moderate assessment tools and/or decisions.

National external moderation	<p>An external process for Careerforce unit standards that are delivered by accredited organisations, to promote assessment activities and outcomes which are fair and valid; consistent nationally; and meet the national standard.</p> <p>Includes the moderation of assessment decisions made against unit standards that have credits registered by Careerforce, but are managed by NZQA or another ITO. For the purposes of this document the terms “external moderation” and “national external moderation” are interchangeable.</p>
National moderator	The person within an ITO who has overall responsibility for administering the moderation system and interpreting the assessment requirements of unit standards.
Non-compliant	Not doing what is required in the particular context of a moderation system.
Non-Careerforce unit standards	Unit standards for which Careerforce is not the SSB. The SSB for non-Careerforce unit standards will be NZQA or another ITO.
Open	Any process which is transparent, readily understood and applied, and minimises any ambiguity of interpretation or application. In terms of students/trainees, “openness” means that they will understand the assessment process and the criteria to be applied, and can contribute to the planning and accumulation of evidence.
Performance criteria (PCs)	Statements against which the standards of performance of an element or outcomes are assessed.
Post-assessment moderation	A review of sample assessment activities on completed or partially completed assessments to ensure that assessment decisions are fair and consistent with the judgement statements and marking schedules, and that assessment decisions meet the national standard in terms of validity, reliability and sufficiency.
Pre-assessment moderation	Moderation carried out on assessment material and marking schedules prior to the assessment activity.
Range	Clarifies meaning or scope within a unit standard. All items listed in a range statement must be addressed in the assessment of that unit standard.
Recognition of Current Competency (RCC)	A process for gathering evidence for – and evaluating – a person’s accumulated experience and skill levels against a particular subject, range of elements or performance criteria, or specified set of activities. It is usually applied in the context of awarding credit for a unit standard or qualification. RCC is awarded on the assumption that no further – or minimal – training will be required by the person who is being assessed to meet the specified requirements of the unit standard or qualification.

Records	Any of: minutes, annotated changes, file notes, written communication and correspondence (paper and electronic), documented feedback and evaluative data.
Reliable	How well the assessment method will result in consistent, dependable outcomes. Also refers to the ability of the Careerforce registered workplace assessor to judge accurately between competent and not yet competent students/trainees.
Standard setting body (SSB)	A collective term that covers ITOs and advisory groups that are recognised by NZQA as nationally representative of specialists in a particular field, for the purposes of establishing standards for national qualifications.
Student/trainee	An individual who is being assessed for award of credit against a unit standard or qualification.
Sufficiency of evidence	Evidence that establishes with confidence that all assessment criteria have been met, and that the student's/trainee's performance to the required standard could be repeated with consistency.
Systematic	Planning and recording of process this is ordered, well-documented and rigorous, and promotes sufficiency and fairness of assessment.
TEOs	Tertiary education organisations including universities, Institutes of Technology and Polytechnics (ITPs), colleges of education, wānanga, private tertiary education providers, ITOs, government training organisations, and other providers. N.B. Schools are education providers, but not TEOs.
Training agreement	A training plan between a company and employee ("trainee") which is registered with Careerforce. The training agreement will specify the conditions under which a training agreement remains active and in force.
Valid assessment	Assessment that achieves fitness for purpose by requiring evidence that is directly related to the specified requirements of unit standards.
Workplace assessment	Assessments carried out mainly in the context of the trainee's everyday activities (job requirements) carried out in the workplace. Workplace assessment relies on evidence produced in actual work situations.

APPENDIX

UNIT STANDARD FEEDBACK FORM

This feedback form is an opportunity to provide Careerforce with feedback on how a particular unit standard meets your requirements. Feedback details are compiled and summarised in order to update/amend national qualifications in both content and structure.

Thank you for your response.

Unit Standard Number: _____ Version _____ Level: _____ Credits: _____

Unit Standard Title: _____

Element No: _____ Performance Criterion No: _____

Please provide details of your feedback below (continue over page if required)

We may wish to contact you to clarify queries.

First name: _____ Surname: _____

Address: _____

Phone: _____ Fax: _____

Please return the completed form to: Community Support Services ITO
PO Box 25-255
CHRISTCHURCH
Fax 03 371 9285