



# Assessment Workshop

Tēnā koutou, kia ora anō tātou.



# Topics we are covering

- Importance and responsibilities of an Assessor
- Helping you to make better decisions
- What does “good” look like
- An introduction to Te Ako Tiketike model
- What is moderation – why we do it
- Unit Standard 4098 – why and importance

# The Importance of the Assessor

- Helps to maintain the integrity of the qualification
- Support and guide the learner in the collection of evidence
- Conduct the assessment and give relevant and appropriate feedback
- Ensure that the assessment is appropriate, safe, fair, valid and authentic

# Responsibilities

- Judging evidence criteria to assessment decisions
- Providing feedback to the learner
- Ensure the work being assessed is the learner's own work
- Make sure the assessment is fair, safe, valid, repeatable and reliable
- Record the outcome

# What is an Assessment

It is an **evidence** based **judgement** of an individual's **competence** against a defined **standard**

# Assessment Decisions

- **Sufficient** – enough evidence supplied
- **Evidence** – will come from a range of sources and must relate to the workplace
  
- “Are you, the assessor, confident the learner knows or can currently do what is required by the unit/s being assessed?” (A defensible decision)

# Assessment Decisions

There are 2 questions to consider –

- Question 1 –

“Is the learner competent?”

Yes/No

- Question 2 –

“How do you know?”

**NOTE – Is your decision defensible?**

# Assessment – Unit 22077

- 22077 – Care for grower pigs
- Version – 3; Level – 3; Credits – 3



The unit standard states that the learner must –

- Outcome 1 – **Carry out** routine husbandry checks of grower pigs
- Outcome 2 – **Check and report** on feed and water supplies, and feed grower pigs

# Outcomes

Practical assessments (Both learning outcomes)

Practical activities – The learner must be able to **demonstrate** and **apply** those **skills** in the workplace

This is an observational assessment (in other words, you are observing/watching the trainee)

# Activity – Carry out daily routine husbandry checks of grower pigs

This activity is a **practical demonstration**, where the learner **must** show they have the **knowledge** and **skills** to carry out daily routine husbandry checks of grower pigs.

Requirements for **competence**

- 1.** Check and report on grower pigs in accordance with workplace procedures **MUST** include behaviour, environment, water supply
- 2.** Check for behavioural and physical signs of ill-health in accordance with workplace procedures

# Activity (continued)

3. Identify and report signs of ill-health in growers in accordance with workplace procedures
4. Take remedial action for identified problems in accordance with workplace procedures
5. Keep records of routine husbandry checks in accordance with workplace procedures

Remember – this is a **practical task** (Carry out)

What **type of evidence** are you looking for or expecting to see?

**What could be used as evidence?**

# Evidence

- **Sufficiency**
  - How much is enough?
  - What type of evidence?
- The learner must **provide enough evidence that shows they are competent** in the task they are being assessed in
- **Evidence** can come from a **number of sources**
- **Sufficient evidence = defensible decision**

# Evidence

Evidence	Date 1	Date 2
	Verifier initial and date	
<ul style="list-style-type: none"><li>• Carry out routine husbandry checks of grower pigs</li></ul> <p>Jobs/tasks completed when carrying out routine husbandry checks. This must include (but not limited to):</p> <ul style="list-style-type: none"><li>• Checking and reporting on grower pigs:<ul style="list-style-type: none"><li>behaviour, environment, water availability</li></ul></li><li>• Checking for behavioural and physical signs of ill health</li><li>• Identifying and reporting signs of ill health.</li><li>• Taking remedial action for identified problems</li><li>• Recording routine husbandry checks</li></ul>		

Remember to have the Learner add their comments

- **Sufficient evidence = defensible decision**

# Evidence

22077: Care for grower pigs	Verifier
I confirm the learner was able to competently care for grower pigs by: <input type="checkbox"/> Carrying out routine husbandry checks <input type="checkbox"/> Checking feed and watering equipment and feeding	Initial & date
Verifier to comment on tasks completed: (Include details about any supporting evidence provided)	

This is about the task/s. Assessor to comment on the overall performance.

- **Sufficient evidence = defensible decision**

# Evidence

25110 – Catch, pick up, carry, hold, and handle poultry in a poultry production operation

For each of the poultry groups, what **two husbandry procedures** that require you to hold and present them for the procedure to be performed (Learner to complete)

Poultry group	Husbandry procedures that require you to hold and present them for the procedure to be performed
Chicks	
Rearing chickens	
Adult poultry	

- **Sufficient evidence = defensible decision**



# Evidence

25110 – Catch, pick up, carry, hold, and handle poultry in a poultry production operation

## Verifier to record

Activity: I have observed the Learner's work performance, and confirm that they can hold poultry and present poultry for husbandry procedures

### Comments:

(Include details about Health and Safety practices, discussions, Q & A, tool selection, actions taken by the Learner)

Please tick to confirm each of the following criteria have been met:

- Held poultry in a manner that avoided undue discomfort or risk of injury
- Held and presented poultry for two husbandry procedures

Verifier name:

Signature:

Date:

This is about the task/s. Assessor to comment on the overall performance.

- **Sufficient evidence = defensible decision**

# Competency

**COMPETENCY CAN ONLY BE  
DEMONSTRATED BY  
PERFORMANCE**

# COMMENTS

- Comments provide **context and detail** concerning the learner's work/tasks
- **Gives background to support your decision**

Examples of comments:-

- Trainee has a very good understanding of Biosecurity that is required at the farm. When asked oral questions pertaining to Biosecurity she gave the appropriate answers.

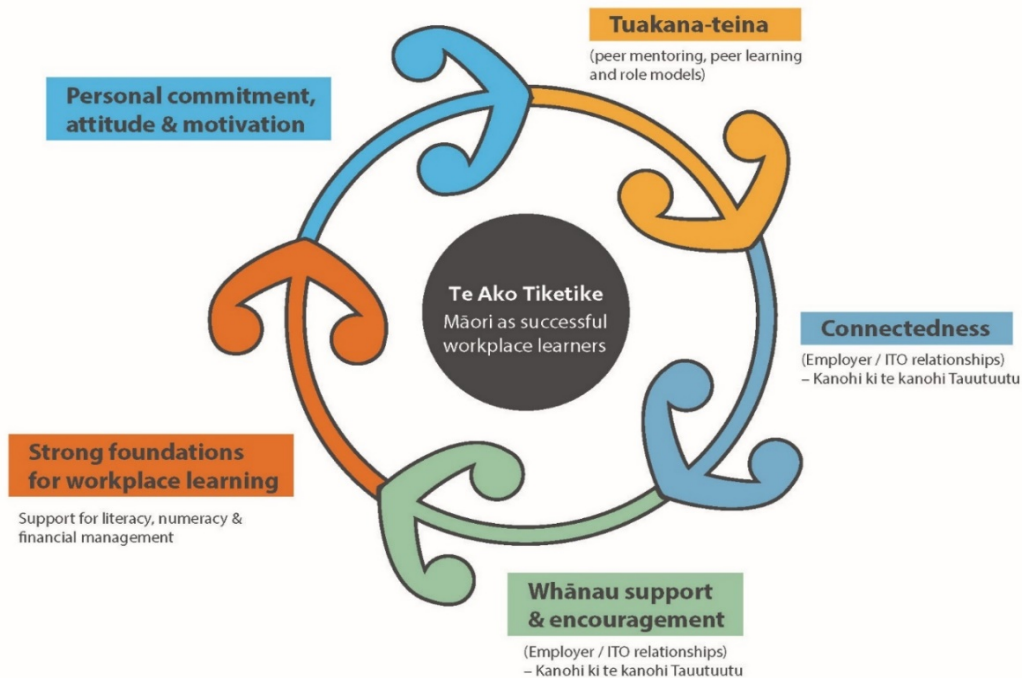
# COMMENTS

- Trainee and I walked through the pens and I asked him verbally what signs he would look for if birds were in poor health. He identified the types of symptoms he may see. If he was unsure he knew to inform a senior person or farm Manager on site.
- No “umbrella” words – good, did well. They mean ???

# Te Ako Tiketike Model

## A Model For Successful Māori Learners In Workplace Settings

Cain Kerehoma, Jenny Connor, Loretta Garrow and Carmin Young



# Te Ako Tiketike Model

- **Connectedness**

Take the time to create a genuine connection with the learner

- **Whanau Support & Encouragement**

Give them encouragement and security so that they know that they are dealing with someone who cares about their success

- **Tuakana-teina – Buddy Mentoring/role models**

Include other learners that they can connect with to create a buddy system.

- **Strong foundations for Workplace learning**

Be aware many Maori struggled at school and were underserved and think they were the problem when they left. Some are more confident than others.

- **Personal Commitment – Attitude and Motivation**

Make sure they know that you are there to help them.

# Moderation

The process of monitoring and evaluating assessment documentation and decisions to ensure that standards are applied validly and consistently to all learners

# Two Types of Moderation

- **Pre-assessment** – This is to ensure the assessment material meets the unit standard, as well as being fair, valid and at the appropriate level. (Design and functionality)
- **Post-assessment** – This is done after the assessment. Is there enough evidence to show competency? Is the Assessor's decision supported by the evidence?



# Why do we Moderate

As Standard Setting Body (SSB) we must. It is a part of our role as SSB. (This role will go to the WDC shortly)

- Primary ITO is paid to moderate (Rebates)
- Done by Quality team and contracted moderators
- At some point during the year, you will be called for moderation (For the 2 groups, probably September/October)

# Purpose of Moderation

- Assessments are consistent with the national standard (unit standard)
- Assessments are fair, valid and consistent
- Assessors are making consistent judgements about learner performance

# Moderation Requirements

At some point during the year, you will be called for moderation.

What documentation do you need to supply for moderation?

- 1** – The completed assessment (all of it, not just the sign-off page)
- 2** – Any supplementary evidence, e.g., photos, copies of documents (signed SoPs, or reports) etc
- 3** – Can be either emailed ([moderation@primaryito.ac.nz](mailto:moderation@primaryito.ac.nz)) or couriered (PrimaryITO L 2 15 Walter St. Te Aro, Wellington)

# Unit 4098

## Use standards to assess candidate performance

Able to:- Prepare for and conduct assessment; complete assessment administration; and review the assessment practice

**Why** – Completing 4098 is part of being a registered Assessor with the ITO; This unit gives you some skills and knowledge about assessing;

Yes, you may have been assessing for some time, but how have you been doing it and did you receive any training, not just been shown how to assess.

Also, you will receive an acknowledgement of your work and will be registered on the NZQA Framework.

# Unit 4098

Yes, I have completed this unit plus a couple of other units. I did them as part of my PD as a tutor.

In my teaching I found it really useful, and still do today.

If you would like to know more or have any questions either email or ring me

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