Characteristics of learning and assessment in the workplace in New Zealand

Good assessment requires appropriately recruited, trained and professionally developed people

- Assessors need commitment to learning & other attributes
- Assessment requires additional expertise to training
- Validity is strengthened with several sources of evidence
- Multiple roles (especially WPB) demand understanding
- Assessors require professional development after training
- Verifiers can be a “weak link” in the system
- Verifier work is critical and ITOs need to invest in verifiers

Moderation contributes to the validity and reliability of assessment decisions

- Moderation is not straightforward because assessment is not a self-evident process
- Assessors need appropriate accreditation scope
- Take care if limiting moderation to workbook checks
- Moderation has greater value when a collective exercise
- Pre-moderation of assessment materials is useful
- Moderation with assessors before assessment improves consistency
- Moderation can improve the standards

The ITO’s assessment structures and systems must support the learning process

- Assessment and learning are linked
- Assessment is an on-going process, not a one-off event

ITOs and workplaces have a clear purpose for assessment and they work together

- Start with good standards
- Communicate with, and help, workplaces to support learning and assessment
- Develop quality resources

Research: explored structures and systems used by ITOs to support and manage assessment and assessors

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Assessment of Learning in the Workplace: A Background Paper.

ITO Workplace Assessment Structures and Systems: Survey and Focus Group Findings.