



MODERATION REPORT

Swim Education Assessors- 2015 Moderation

BACKGROUND

A total of 13 assessors attended and participated in moderation activities at the two Swim Education Assessor Forums run by Skills Active in July.

The forums gave assessors an opportunity to:

- Meet moderation requirements for 2015
- Engage in moderation activities to reach agreement around Evidence Requirements for assessment
- Evaluate and review their own assessment practices to obtain consistency of assessor judgements
- Network with other assessors

MODERATION ACTIVITIES

Assessors engaged in **four** moderation activities:

1. **Refresher & Upskilling** Qualities of Assessment -Fair, Valid, Consistent, Sufficient and Competent. NZQF Level Descriptors
2. **Self-evaluation and Review** Assessors reflected on the assessments they have completed during the past 12 months
3. **Sufficiency of evidence** Assessors reviewed and evaluated assessment for unit standard
13377 Identify and manage hazards and risks in relation to a recreation activity and environment
4. **Peer Moderation** Using samples of completed assessments brought to the forum

This report gives a summary of the moderation activities to provide Swim Education Assessors with a written summary to read and consider when they carry out assessment.

Refresher & Upskilling

Activity	Purpose	Outcome
Qualities of Assessment	An opportunity for assessors to confirm their knowledge about assessment terminology. Assessors completed an exercise to match assessment terminology to the correct definition.	<p>FAIR: Assessment methods and/or the assessor will not disadvantage individuals or groups</p> <p>VALID: The information/evidence you collect, and the decisions you make regarding the assessment must relate only to the unit or units you are assessing</p> <p>CONSISTENT: The information/evidence you collect, and the decisions you make regarding the assessment must relate only to the unit or units you are assessing</p> <p>SUFFICIENT: Evidence gathered is sufficient to establish with confidence that the trainee has met all requirements of the assessment</p> <p>COMPETENT: When the trainee meets all the requirements of the assessment and with hand on heart the assessor is confident the trainee will still be competent tomorrow</p> <p>A full list of the Qualities of Assessment can be found on the Skills Active website http://www.skillsactive.org.nz/Default.aspx?page=5250</p>
NZ Qualifications Framework Level Descriptors	<p>An opportunity for assessors to gain an understanding of Level Descriptors, the relevance of Level Descriptors to the assessment process, and how to avoid over-assessment</p> <p>Assessors looked at the NZQF Level Descriptors in relation to the standards they are assessing. This was an opportunity for assessors to review their own expectations of</p>	<p>Each unit standard is assigned a level. Level Descriptors show what a trainee is expected to know, understand, and be able to do at the given level.</p> <p>Knowledge - What a trainee knows and understands, Skills- What a trainee can do, Application- How the trainee applies the skills and knowledge in a particular context. (includes: responsibility, behaviours, attitudes, attributes, competence)</p> <p>Over assessment- It is important that assessors do not over-assess. Over-assessment happens when you expect skills and knowledge higher than, or more than, what's required to meet the standard.</p> <p>It can also occur when you judge a candidate on something that is not part of the requirements for assessment.</p>

	trainees when assessing the Aquatics (Swim Education) unit standards which are at level 3.	A copy of the NZQF Level Descriptors plus tips on how to avoid over-assessment can be found on the Skills Active website http://www.skillsactive.org.nz/Default.aspx?page=5250
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Self-Evaluation & Review		
Activity	Assessors reviewed and discussed assessments they have completed during the past 12 months	
Purpose	<ul style="list-style-type: none"> • To review their own assessment practice • Evaluate their own practice in relation to other assessors • Identify any areas for improvement <p>Assessor reflected on the assessments they have completed during the past 12 months and discussed:</p> <ul style="list-style-type: none"> - What works well? - What doesn't work so well? - What are the issues for assessors and trainees? - What are the areas for improvement? 	
Outcome	What works well?	<ul style="list-style-type: none"> - Trainee already in the workplace- easy to assess, trainee & assessor know each other & see each other regularly - Assessor portal works well - Upgraded assessment resources - Collaboration with other swim schools - Having well-trained evidence verifiers - Talking to parents and supervisor about trainees - Video evidence is helpful
	What doesn't work so well?	<ul style="list-style-type: none"> - Trainees at a distance - Quality of video evidence not always good - Lack of time- lots of trainees to assess - Delays in releasing certificates - Lack of regular communication between EV and assessor - Being able to sign into only one qualification at a time

		<ul style="list-style-type: none"> - Having to be the verifier and the assessor - Having to chase up trainees to get them through on time - Trainee lacking motivation - Trainees not turning up for assessment - Repetition of questions in the workbook
	What are the issues for assessors and trainees?	<ul style="list-style-type: none"> - Not enough assessors - Not enough time to assess - Not enough time to achieve the required standard - Trainees not knowing the assessment process - Trainees not ready for assessment - Not enough workplace support for trainees - Lack of experienced teachers to shadow/learn from - Amount of paperwork involved - Some trainees may need LLN support to understand the questions - Finding/knowing company policies - Difficult to coordinate group classes (some trainees only do private lessons) - Retaining evidence - Not enough opportunity to see trainee performance more than once - Need to follow up on paperwork from trainees - Hard to communicate with some trainees - Difficulty making assessment decisions - Evidence Verifiers not writing enough evidence
	What are the areas for improvement	<ul style="list-style-type: none"> - Choose Evidence Verifiers carefully - Let Evidence Verifiers know what evidence you need and how it will be recorded - Share issues and solutions with other assessors - Use the Assessor Guide to check your own standard against the unit standard(s) - Can trainees be sorted in alphabetical order (portals) - Setting deadlines/timeframes with trainees
Summary	There was thorough discussion and sharing of ideas. Common issues were identified with some good recommendations made for improvements.	

Sufficiency of Evidence

Activity	Assessors worked in pairs to review and evaluate a completed assessment for unit standard 13377 <i>Identify and manage hazards and risks in relation to a recreation activity and environment (level 3, credit 4)</i>
Purpose	<ul style="list-style-type: none"> • To ensure that there is sufficient evidence for assessment • To obtain consistency of assessor judgements <p>The activity gave assessors an opportunity to evaluate the evidence provided for this assessment and to decide whether or not they agreed with the final assessment outcome (Competent). Assessors used the Assessor Guide to determine the evidence requirements and discussed:</p> <ul style="list-style-type: none"> - Is there sufficient evidence to show that the trainee is Competent? - What evidence is there to show that the written work has been checked as correct? - Is the assessment fair & valid - Do you agree with the final assessment outcome?
Outcome	<p>It was agreed that:</p> <ul style="list-style-type: none"> • There is insufficient evidence to show Competence <ul style="list-style-type: none"> - The written work is incomplete - Comments on the on-job task form don't provide enough information - The required hazard reporting form has not been attached • There is evidence that the work has been marked but some of the answers are incorrect • The assessment is not fair or valid because <ul style="list-style-type: none"> - The trainee has not been given the opportunity to complete the assessment in full - The written answers have not been checked against the assessor guide • Assessors disagreed with the final assessment outcome. The consistent assessment judgement is <i>Not Yet Competent</i>
Summary	<p>Assessors made these recommendations for improvement:</p> <ul style="list-style-type: none"> - Make sure that the written work is completed in full - Ask the trainee additional questions if their answers are incorrect or not sufficient - Where the trainee answers questions verbally, their answers need to be written down - Talk to Evidence Verifiers to make sure that their comments are sufficient, and include examples of the trainee's performance
Moderation Outcome	The moderator agrees with the final assessment decision and supports the recommendations for improvement

Peer Moderation

Activity	Using samples of completed assessments brought to the forum, assessors worked in pairs to peer moderate each other's assessments.
Purpose	<ul style="list-style-type: none"> • To identify examples of Best Practice Assessment • To make recommendations for improvement <p>The activity gave assessors an opportunity to review the completed assessments and to give and receive feedback from each other.</p> <p>Assessors used this peer moderation activity to:</p> <ul style="list-style-type: none"> - Reinforce Best Practice Assessment - Recommend improvements - Use the feedback to evaluate and improve their own assessment practice
Outcome/Summary	<p>Best Practice Assessment includes:</p> <ul style="list-style-type: none"> - On-job tasks provide good comments and specific examples of performance - Ticks and comments throughout the written work - Additional evidence has been recorded - Evidence of good feedback to the trainee - Assessment decisions are fair and consistent - There is sufficient evidence to make an assessment decision - Specific comments highlight trainee's strengths and areas for improvement <p>Recommendations for improvement includes:</p> <ul style="list-style-type: none"> - Encourage the trainee to complete an assessment plan prior to the assessment - Feedback to the trainee could include some areas to work on to improve their programme delivery - Make distinction between evidence verifier and assessor- maybe use different coloured pens
Moderation Outcome	The moderator agrees with the examples of Best Practice Assessment and supports the recommendations for improvement

Moderators Feedback:

Examples of Best Practice Assessment include:

- On-job tasks provide good comments and specific examples of performance
- Ticks and comments throughout the written work
- Additional evidence has been recorded
- Evidence of good feedback to the trainee
- Assessment decisions are fair and consistent
- There is sufficient evidence to make an assessment decision
- Specific comments highlight trainee's strengths and areas for improvement

Recommendations for improvement include:

- Making sure that the written work is completed in full and recording any additional information provided verbally by the trainee
- Questioning the trainee if the evidence provided is not sufficient
- Talking to Evidence Verifiers to make sure that their comments are sufficient, and include examples of the trainee's performance
- Encourage the trainee to complete an assessment plan prior to the assessment, with timeframes
- Feedback to the trainee could include some areas to work on to improve their programme delivery
- Make distinction between comments from evidence verifier and assessor- maybe use different coloured pens
- Use the Assessor guide to check your own standard against the requirements for the unit standard

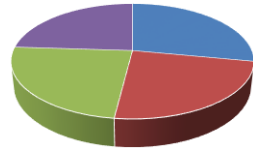
It is encouraging to see that assessors are enthusiastic about reviewing and evaluating their own assessment process & practice to ensure that assessments are fair and valid, and that there is sufficient evidence to enable them to make consistent assessment decisions.

Keep up the good work!

Skills Active Moderator, Pat Thompson July 2015

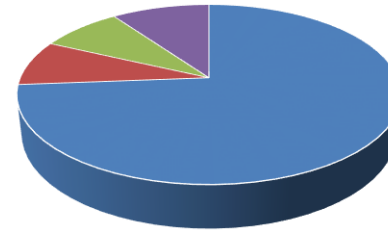
Summary of Assessor Feedback

What did you find most useful about the forum?



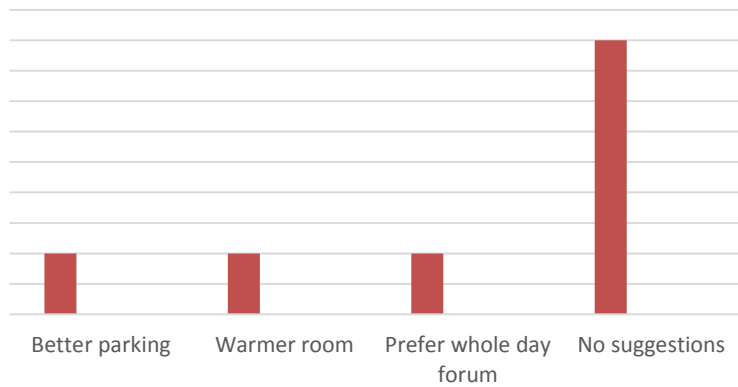
- Networking and sharing ideas
- Moderation activities
- Confirming that I'm on the right track
- Reviewing my own assessment practice

What did you find least useful about the forum?



- No comment
- It was all good
- Finding a park near the venue
- Re-validation process

What suggestions do you have for improvement?



What would you like covered at future forums?

