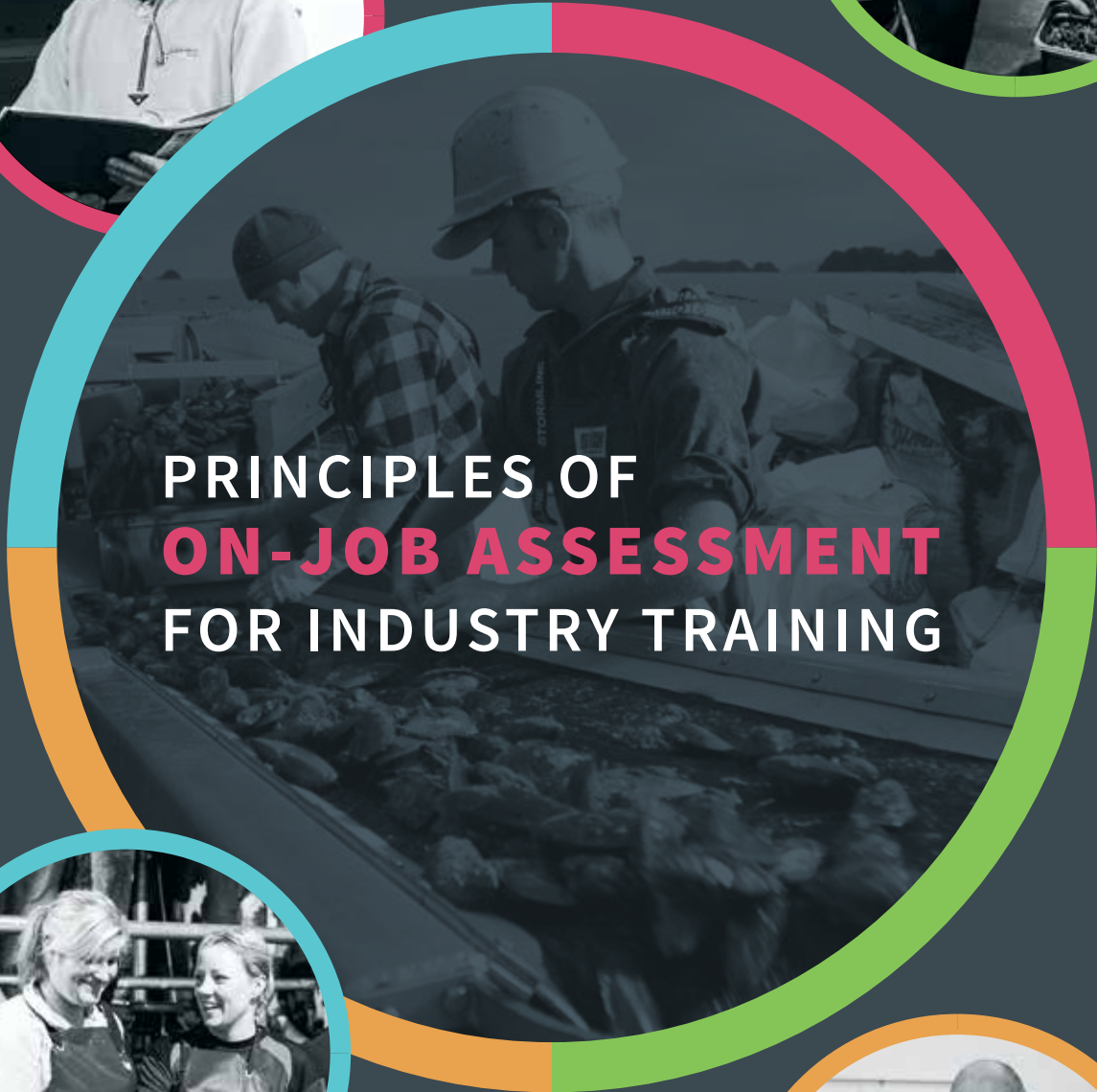


FULL REPORT



PRINCIPLES OF **ON-JOB ASSESSMENT** FOR INDUSTRY TRAINING



PREPARED FOR
SERVICEIQ AND **AKO AOTEAROA**
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HEATHROSE RESEARCH LTD



AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE



PRINCIPLES OF ON-JOB ASSESSMENT FOR INDUSTRY TRAINING

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INTRODUCTION

The workplace provides an authentic context for learning and as such provides a genuine context for assessing the progress, skills, knowledge and competencies of trainees. It provides opportunities for assessment that are fair, valid, and feasible to undertake, and not overly onerous for trainees, employers or Industry Training Organisations (ITOs). Workplaces provide opportunities for trainees to demonstrate and/or gather evidence about what they have done and then present this in a way that attests to their ongoing learning, progress and competence.¹

This guide refreshes Vaughan and Cameron's (2010) principles and practices for on-job assessment² and builds from subsequent work in 2011-2012.³ Since that time, ITOs have undertaken substantial work in relation to assessment. This has occurred in an environment of ITO mergers, the targeted review of qualifications and increasing demand from employers to have qualifications that are more in line with their own and their industries' needs.

As such, it is timely to describe what good practice in on-job assessment looks like for trainees, employers and ITOs. Such practice is guided and supported by ITOs' current range of technical assessment design and quality assurance processes. This guide exemplifies four principles and describes the variety of practices based on talking with employers and trainees in large and small business and ITO representatives. ITOs can use the guide as a reflective tool to guide professional conversations about on-job assessment.

This guide shows there is no single model for 'on-job' assessment. Rather, ITOs adapt a principles-based approach to suit the needs of their trainees, employers and industries. The principles highlight the need for all those in the assessment process to know what is happening, what is required of them, and how to do it. The examples that show the principles in action come from assessment conversations with employers, trainees and ITO staff and assessment observations.

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 2. Vaughan, K. & Cameron, M. (2010). *A guide to good practice in industry training organisation structures and systems for on-job assessment*. Wellington: Industry Training Federation.
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**PRINCIPLES
AND
PRACTICES**

PRINCIPLE 1

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

Central to this principle is the notion of partnership that is driven by the needs of the trainee, the industry and the workplace. Assessment requirements must be made clear to ensure everyone involved understands what is expected for trainees to undertake and complete their qualifications.

COLLABORATION AND PARTNERSHIP

Assessment is built around and from qualifications that are useful and relevant to industries and workplaces. It aims to guide trainees to learn both in their current work environments and for those they will encounter in the future.

Collaboration and partnership happens with both large companies and Small to Medium Enterprises (SMEs). With the latter, this requires developing rapport and understanding so that everyone is clear about the assessment expectations and requirements. With large companies there are opportunities to tailor and map qualifications and subsequent assessments so that they specifically match and align with company training systems. This provides trainees with a seamless career path within companies and with National Qualifications.

ALIGNED TO WORKPLACE NEEDS

When the Talent and Capability Partner from Vodafone New Zealand engaged with the Skills Organisation, he said there was no time or capacity to duplicate the training required for an industry training qualification alongside the business training. The ITO responded by taking Vodafone's training and mapping it to unit standards that lead to a level 3 qualification. "A key thing for me," says the Talent and Capability Partner, "is that the qualification needs to be living and breathing in the contact centre. Therefore, being authentic is paramount. I'm passionate about this concept. It needs to be fit for purpose and based inside the business."

Trainees also acknowledged how well the process worked for them. "We were given tasks to do and the manager signed them off. We were observed on the shop floor. This is nothing we are not used to. It always happens and we get feedback and coaching."



ALIGNED TO WORKPLACE NEEDS

“Delaware North operate seven food and beverage outlets and manage the airport conference centre at Wellington Airport. ServiceIQ has been an incredible partner in helping us realise our learning and development goals. They understood exactly what our needs and goals were and worked with us to achieve them. It wasn’t just about our staff receiving a certificate and hanging it on the wall; it was about real time learning that could be applied right away in the workplace. This was an exciting development for us. It opened up several opportunities for our staff and great outcomes for the business.”

Business Manager, Delaware North



ITO FORMAL DOCUMENTATION – AT COMPANY LEVEL

“The training co-ordinator at Junken New Zealand Ltd (JNL) has an information sheet from the Training Advisor at Competenz about the assessment process. The JNL co-ordinator also has general discussions about assessments with the Training Advisor to make sure the apprentices are on track. Along with this the JNL training co-ordinator has a print out from Competenz’s web services about what the apprentices are to do next. Last time it [the conversation] was about the block two course and what the apprentice needed to do before that. The co-ordinator also keeps track of progress through the training plan which is seen as a living document that guides the training co-ordinator’s conversations with apprentices and trainees.”

Competenz

WORKING WITH COMPANIES AND TRAINEES

“The forestry contractor that tells me what to do; what they want from the trainee. I then fit the programme around that. I’ll always observe first. I need to determine if they’re ready to proceed to assessment. For example, they might have only have been pruning for a couple of weeks, so I need to give them more time to learn, give them some bookwork, go through the unit standards, get them to read around what they need to know. Then I’ll go back out when they are more ready.”

Contract Assessor, Competenz

INDUSTRY AND WORKPLACE GUIDANCE

“The ITO stuff guides it but I’ll look at what the company is doing. Does the National Certificate fit what they are doing? I may pull some bits out that are more relevant e.g. scaling. Once I work out what they want, I’ll look at where the candidates are at, the length of time [they have been] with the company, the time they may have been scaling, whether they are still training. Lots of companies have their own trainers. I talk to them and the trainee’s supervisor to get a picture of whether that candidate is ready to be assessed.

Business Manager, Delaware North

COMMUNICATION

Communication between all parties is vital so there is a shared clear understanding about why, where, when and how assessment is taking place. Each of the partners has different roles and responsibilities:

- the trainee as learner, evidence gatherer and assessment completer
- the employer as provider of work, supporter of the learning process and, in most cases, the verifier/attestor/evaluator of competence
- the ITO as provider of learning and assessment materials, quality assurance, support and/or professional development for employers, guidance and support for trainees and, in many cases, assessor.

Reaching this shared understanding happens in a variety of ways, such as through websites, documentation (training plans/agreements, theory, assessment guides) and ongoing conversations throughout the course of a qualification programme. Communication is about timeliness and what is said to whom, when and how. Ideally, this process is layered, iterative and tailored to meet the information needs of all parties throughout the training.

ITO CONVERSATIONS – AT EMPLOYER LEVEL

The Training Advisor from the BCITO talks about the idea of the advisor, employer and trainee as a team. Before each visit she/he phones the employer or supervisor. Site visits with apprentices also include conversations with employers who are generally asked about ‘where the trainees are at, in relation to the theory and the practical, the standard at which they are doing the work with minimal supervision, and in what time frame – that is, their commercial competency’.

TALKING ABOUT ASSESSMENT – AT TRAINEE LEVEL

By the time the BCITO Training Advisor has his/her first visit with a trainee, the trainee has been to an induction course. In the first visit, the advisor goes through the materials, although ‘not everything as it can be a bit overwhelming,’ and shows them ways to collect evidence. One of the key messages in this introductory conversation is that learning [for a building apprenticeship] is a 3.5 to 4 year process if the trainee has no prior experience. The next visit happens six weeks to 12 weeks later, depending on the extent to which trainees have understood the requirements.

“When we talk about assessment, we talk about it all being about giving me proof that they can do the tasks (and have them verified). I give examples, go through them, what they need to do to provide evidence. Tell them they don’t need an essay. They can draw a picture or diagram, take photos, use dot points. I use different language such as ‘proof’, ‘evidence?’”

Primary ITO Training Advisor

“We have modules – we get these ahead of time. With level 4, we had seven to eight books given to us. We had time to read through them. The timetable was given to us by our trainer to follow and how long the modules should take – one-three hours each week. He explained the book, then we had a discussion. After we finish [trainer] assesses everything and if he has any questions will give us one-to-one feedback.”

Trainee, ServiceIQ





CELEBRATIONS

Part of communication is celebrating learning and qualification completion. This can happen with events, stories in newsletters or more quietly through getting congratulatory information out to businesses.

CELEBRATING SUCCESS

Delaware North celebrates learning and development successes. Certificates are presented at a celebratory lunch that has in the past included guest speakers from Wellington Airport, ServiceIQ and other organisations who share their enthusiasm, insights and wisdom with the new graduates. The Business Manager noted that, "After having worked and studied so hard to gain their workplace qualifications this is really powerful motivation for them, which gives them a sense of purpose and direction with their careers."

Reflective questions

PRINCIPLE
1

?

How do we operate a partnership approach with industry, employers and trainees?

?

How do our training agreements/plans inform and support the assessment process?

?

What evidence do we have that our qualifications and assessment processes suit industry, employers and trainees?

?

How, when and what do we communicate with industry, employers and trainees?

?

What evidence do we have that shows our partnership approach and communications are effective?

PRINCIPLE 2

ITOs' assessment structures and systems support learning, skill acquisition and qualification completion

This is the key principle as the structures and systems have to support and enable trainees to acquire skills and knowledge and subsequently complete their qualifications. There is no single right way to go about this, as ITOs have models and approaches that have been adapted to suit the industries and workplaces in which their trainees operate.

Most industry training happens on-job with trainees' knowledge and skills attested to through their demonstration of theoretical understanding and practical skills. All parties need to know what is required to demonstrate the requisite skills and knowledge.

The assessment process, in addition to being fair, valid and reliable, needs to guide rather than drive learning in a way that engages trainees with workplace activities and allows them to collect and collate evidence of competence in authentic ways. Assessment structures and systems should allow for an integrated rather than atomised approach to learning so the focus is on demonstration of holistic and integrated learning rather than individual unit standards and evidence requirements.

ASSESSMENT ON THE JOB

"We used to do unit by unit but we're about four to five steps ahead of that now. There's very little writing required. They meet with their supervisors regularly, get advice on whether they are ready for assessment. Two assessments are 'walk about assessments'. The assessor spends half a day to a day with them on the job so the recruit doesn't have to gather as much evidence. They go through the records on site and talk through their experiences."

Learning Assessment & Qualifications Manager,
Corrections Department





READINESS FOR ASSESSMENT

“The employer decides with the trainee when they are ready for assessment. Most go through on the day. Because I’m watching them all day, I know when they are ready, when their production, quality and safety are up to scratch. We’ll just go through all the steps, do the verbal. It’s all manageable. It’s harder when you don’t know the trainee. The guys do get nervous when they’re assessed by an outsider – scared they might stuff things up. You try and get them relaxed. I just tell them, if they’re not ready, ‘You need to scratch up on this, sort it out and I’ll come back.’”

Competenz Contracted Assessor

Using this integrated approach is not always easy and the assessment process needs to be manageable for all parties – keeping in mind that it happens in and around work. While there is a place for written work, ITOs and employers want more innovative and authentic ways for trainees to show what they know and can do. In essence, this involves observations and conversations that incorporate deliberate acts of questioning. This requires assessors to be knowledgeable and skilful regarding both the subject matter and assessment.

Assessment can follow a natural process through conversations where trainees show what they know and have done. During the conversation they also show how they learnt and were enabled to learn through opportunities to access different types of tasks.

PRESENTING EVIDENCE

In response to a general question about what he had done since the last visit, building apprentice T responded that he had “done heaps,” before going into further detail. “Done heap of straps – but the plywood came braced. Did the ecoply, taped joints, nails every 150. Used an old coil gun. I was on the nails ... then I moved on to cladding. Did it with coloside [coloured steel cladding]. Had to get the vermin strips level. The first time I’ve done palisading [weather board cladding]. Measured off the line [level line set by employer], two nails on each cavity baton as it was a high wind zone. Then flashings, clad up to the window. I helped chuck the window in – I just held them up. [Note latter comment made when T was asked whether he put the window in himself.] Cut the packers for the windows. Cut the flashings.”

Trainee, BCITO

ASSESSMENT CONVERSATIONS

“I’ll check with the company first about how they do stuff there, get their prescriptions for example, about spacing required between trees. Then I need to make the trainee feel at home, I talk about everything else, try and remember stuff from when I’ve seen them before, like about their kid or truck or something. Then I’d lead into it, “Tell me what the hazards are here?” Or, “Name six hazards you have to be aware of. What do you do about each of them?” I do it all from my head because I know the unit standards. Sometimes I’ll do it while they are working, follow them around, try and keep them at ease. Will do written assessments too. If they aren’t up to it, will let them know, take them out, show them, tell them what they need to do.”

Contracted Assessor, Competenz

DELIBERATE ACTS OF QUESTIONING

During an assessment conversation the Training Advisor asks J (the apprentice) about Additions and Alterations. First he asks about precautions to take when opening up the existing structure. J talked first about consent. The TA followed this by asking about what can hold up a process. J talked [with prompts from the TA] about asbestos; load bearing walls; safe site; the environment - trees, being careful that water was not running into streams. The conversation then moved on to things to check for when starting on the building. J talked about checking floor heights, where the existing floor would meet the new floor, window heights, checking things against the plans, and being prepared to troubleshoot.

Training Advisor, BCITO

NATURALLY OCCURRING EVIDENCE

A key component of the assessment process is the use of naturally occurring evidence and the workplace lends itself to this. Naturally occurring evidence – evidence of actual work completed by trainees – can be captured through, for example, photos, screen shots, work diaries, production sheets, and sales sheets. It can also be demonstrated through observations. Such processes support the idea that assessment is more than a one-off event and happens as part of the working and learning process.

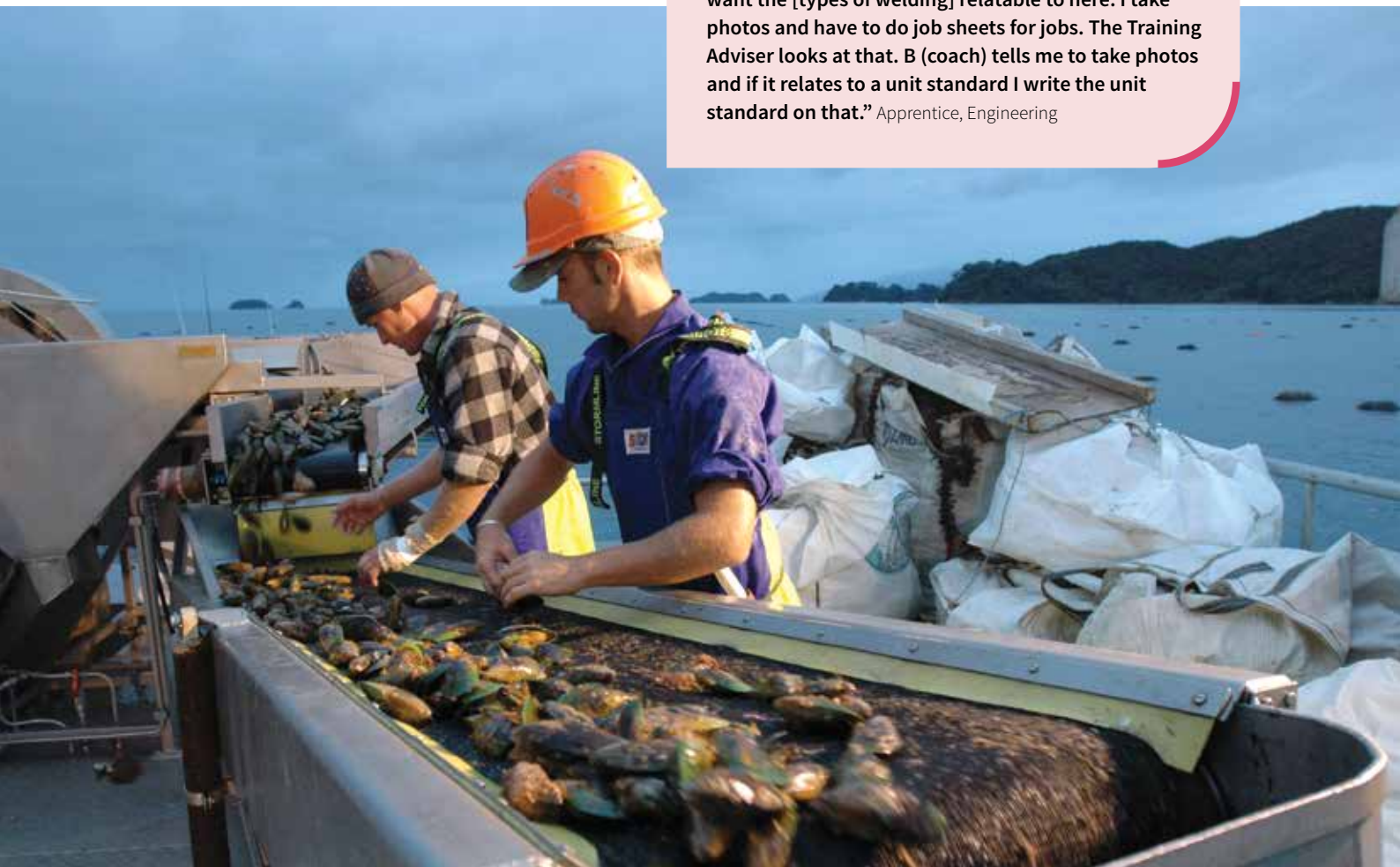
READINESS FOR ASSESSMENT

“The manager went through it with me. Had a one-to-one meeting about what was required. I had a few blanks and the manager wanted to see it again until I was competent and confident. He ghosted me around with customers. It’s a good way to do it. But it’s hard for people in the first four to five months as there is so much to know... It is easy to get the evidence – easy to take 10 minutes off the shop floor and then with the manager. Not too time consuming.

Trainee, Vodafone

GATHERING EVIDENCE

“I usually get told what I’m going to do next. JNL want the [types of welding] relatable to here. I take photos and have to do job sheets for jobs. The Training Adviser looks at that. B (coach) tells me to take photos and if it relates to a unit standard I write the unit standard on that.” Apprentice, Engineering



NATURALLY OCCURRING EVIDENCE

At Vodafone, the trainees’ manager is the verifier and the process is known as SKILLS verification which is part of the “performance dialogue”. “There is a SKILLS verification at the end of three months and then at six to seven months. Naturally occurring evidence comes from screen shots, conversations around the credit requirements information, and through their PDP with their manager. The manager dedicates an hour to SKILLS verification. It’s all done in work time. It is “What we expect you to be doing”. Managers support the trainees to bring evidence they have collected in a folder portfolio. It is scanned and saved. It is made clear to managers that SKILLS verification is not just a tick-the-box exercise – managers can say “no” if they feel employees are not yet competent. Trainee, Vodafone



ROLE OF VERIFIER/ATTESTOR/ EVALUATOR

To support the assessment process, employers, managers or supervisors in workplaces make judgements about trainees' competence. These people have first-hand experience of what the trainees are doing on a daily basis, the standard of their work and the extent to which they can do things repeatedly, without supervision and within given time frames. It is a process that happens over the time of the traineeship and a process that requires time, thought and attention.

ASSESSMENT ROLES

"I'm really clear that I'm the assessor, they are the verifier – my ears and eyes to assist me with assessing and signing off. They need to know what they're responsible for. They have to train, support at work, understand the requirements on them. Many think we'll do it all. Employers have to be part of the triangle. The employer is the harder piece to get working well. I do remind them that we all sign the Training Agreement that says we all will do what we need to do to help the trainee be successful."

Training Advisor, Primary ITO

SUPPORT

There are a range of ways to support trainees in their learning and preparation for assessment. This can be done by ITOs, workplace supervisors, coaches or mentors, or by getting additional support for trainees outside the workplace.

One of the tensions in the assessment process is timing the readiness of the trainee to be assessed with the day of the assessors site visit. ITOs manage this by having pre-visit chats with employers about what they are expecting to see during the visit.

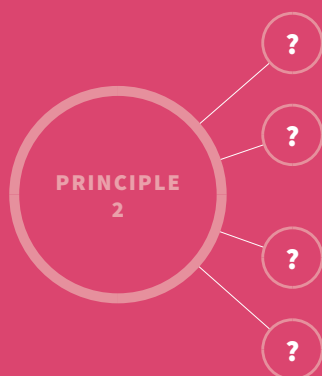
While some ITOs employ in-house or contracted assessors in some of their industries, others use in-house/workplace staff to carry out the assessments as part of their usual team leader or people management process.

SUPPORTING LEARNING

Support for assessment also happens within workplaces. At JNL, trainees are provided with time to complete their book work during worktime and are expected to attend a weekly study group (night class) run by an education provider. They also have a nominated workplace coach and others who are buddies. The engineering trainee also gets to shift around the other fitters so he is exposed to different ways of doing things.

The Training Advisors at the BCITO see supporting assessment as part of the learning process. They use a variety of mechanisms depending on the trainees' needs. For example, getting them additional support for literacy and numeracy; helping them to set up filing systems on computers so evidence is easily stored and accessed; seeing trainees more regularly than the three months so learning can be chunked into more manageable lots for them. "It's about guiding trainees so that assessment is not about a road block or trying to trip them up."

Reflective questions



How do we know that our assessment approaches suit our trainees?

In what ways do we support trainees and employers to collect and show evidence required for assessment and to verify and evaluate that evidence?

What could we be doing with our assessment approaches to improve qualification completion rates?

What evidence do we have that shows our assessment approaches are effective?

PRINCIPLE 3

Good assessment requires appropriately recruited, trained and professionally developed people

Assessment for qualifications is high-stakes so the process must be robust and judgements reliable. The people performing the varying assessment roles need to have the requisite subject matter expertise and assessment knowledge and skills.

BUILDING ASSESSOR CAPABILITY

Assessment and verification happens in a variety of ways across and within ITOs. Some ITOs employ Training Advisors as assessors, some use contracted assessors, and others use workplace assessors. Some ITOs use a combination of all three approaches. What all the ITOs have in common is people in the workplace who attest to and evaluate the competence of the trainees. These are vital roles and support the ideal that on-job assessment is part of a continual learning process rather than a one-off event.

PROFESSIONALISING THE ITO ASSESSMENT PROCESS

BCITO has a team of 113 Training Advisors (TA) across the country who are trained and supported by both the Learning and Development Team and by Area Managers. Groups of 11 TAs are overseen and supported by a moderator. TAs:

- get assessment training
- are expected to have in-depth knowledge about the qualifications and their components, such as unit standards
- are expected to undertake professional reading
- participate in Community of Practice activities
- are expected to share their practice with other TAs.



Making judgements about trainees' competence relies on people's ability to make holistic judgements about competence. Competence based on an integrated assessment approach and/or against the outcomes and evidence requirements in unit standards is required. Those responsible for assessment need both subject matter knowledge and assessment knowledge.

While reliable judgements are driven by valid and reliable assessment tools and activities they also need to be made by capable people. Therefore, all those involved with the on-job assessment process need to be trained to fulfil their assessment roles and have ongoing opportunities to upskill.

DEVELOPING WORKPLACE ASSESSORS

ServiceIQ is building the capacity of workplaces to undertake assessment by building the capability of workplace assessors. This happens through one-day professional development workshops on the principles of assessment and follow-up support for assessors to complete US 4098, 'Use standards to assess candidate performance.' Further support is being considered through workshops where workplace assessors can come together for professional development and to talk about assessment and moderation. They are also supported with quarterly visits from either Sector Advisors or Training Advisors.

DEVELOPING WORKPLACE ASSESSORS

Competenz recruits assessors within workplaces and Account Managers maintain a direct relationship with them and train them in good assessment practice. These assessors, as well as Competenz Account Managers, are required to attend at least one professional development session every two years. Competenz is in the process of developing a more holistic approach to round out the skills of workplace assessors with a new programme that new assessors will complete. It comprises about half of the requirements of National Certificate in Adult Education and Training (L4).

BUILDING VERIFIER CAPABILITY

Verification is an important component of assessment, so employers need to know how the process works and what they need to do to complete it. ITOs provide support for employers about verification, usually in the form of written material.

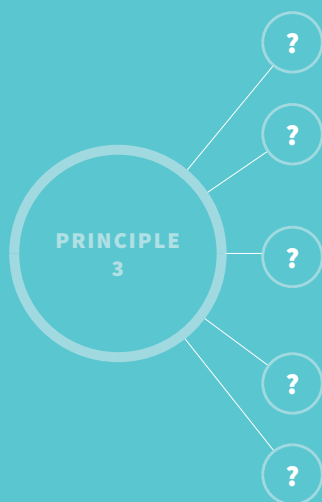
GUIDING VERIFIERS

Primary ITO provides 'Your guide to Workplace Verification' to support workplace verifiers. This explains the verification role, why it is important, how it differs from and supports assessment and the sorts of qualities verifiers should demonstrate in their role. A Training Advisor explains how she uses it: "I'll earmark where they should start. I point to the activities and discussion starters and to what I will be assessing. We also offer a one-day train-the-trainer workshop about how to deliver messages/instructions."

GROWING ORGANISATIONAL CAPABILITY

Vodafone combines the role of assessor and verifier into an 'attester' and support staff, who are generally people managers, to do this. The attesters are observed in their early feedback sessions with their staff to ensure the attestation process is not just a tick-box session. The post-moderation process also picks up any issues managers need to know more about. Work has also been done with senior managers about how the attestation process should work and on the way the attestations are written in the contact centre around KPIs.

Reflective questions



How do we build communities of assessment practice amongst our ITO staff and others involved with assessment?

What assessment knowledge do assessors and verifiers need to make reliable judgments and how does our ITO equip them with this?

What sort of ongoing professional development opportunities does our ITO provide assessors and others involved with the assessment process?

What else could we be doing to support employers with assessment roles?

What evidence do we have that shows our professional development opportunities are effective in upskilling those involved with assessment?

PRINCIPLE 4

Moderation contributes to the validity and reliability of assessment decisions

Moderation is required because assessment responses necessarily involve interpretation and judgement. Moderation helps ITOs ensure assessment materials are fit-for-purpose and appropriate and that assessment judgements are fair, reliable and accurate. It also helps to ensure that the assessments cover what is required by the qualifications and can help identify areas for improvement.

Moderation supports assessors to make the best possible professional judgements. Each ITO is responsible for its internal moderation systems. The pre-moderation process ensures the assessment activities are not only fit-for-purpose, but that they validly and reliably assess the requirements of the qualifications and provide opportunities for trainees to show what they know and can do.

While quality assurance teams, assessment teams and instructional designers tend to do most of the front end work related to pre-moderation, there is also space for all of those involved with the assessment process to feed into this through continuous cycles of self-assessment and reflection. Assessors may develop their collective understanding and clarity of what counts as evidence through examining samples of work and discussing them as part of pre-moderation workshops.



MODERATION OF ASSESSMENT DECISIONS

Post-moderation of completed assessments, whether paper-based or through observation, involves checking the accuracy of assessment decisions, the quality of the assessments and the degree to which trainees are meeting the requirements. ITOs use different approaches for post-moderation. For some, it happens when specialist moderators check a sample of completed assessments. For others, it is when a specialist moderator visits sites and works alongside the assessor, actively observing the assessment process. Along with these approaches, some ITOs use a collaborative team approach, in which assessors compare their judgements with those of their peers, enabling them to adjust or confirm their judgements.

The moderation process, as with the assessment process, is not simply a perfunctory, 'tick-box' activity. It is an opportunity for a learning conversation that professionally develops assessors and grows assessment capability.

Moderation of assessors who hold consent to assess in the company may be the responsibility of their company. This will require ITOs to ensure companies can effectively complete moderation so that assessment decisions are consistent within the company and remain so over time.

MODERATION CONVERSATIONS

"Our assessors are moderated annually. We call it quality support and it is all about giving our assessors feedback and opportunities for constant improvement. The moderators spend time with assessors as they go about their normal day. They are looking at the conversations the assessors have with the trainees and workplace verifiers; the questions they are asking and how they know to dig a bit deeper when necessary. The feedback we get from our assessors is that they really appreciate the opportunity to learn and improve their technique. When it is done properly, it is a really positive experience for both the moderator and the assessor." Q.A. Manager, Primary ITO

MODERATION PROCESS

At the BCITO, moderators are part of the assessment team and sometimes accompany training advisors on site visits where they observe the assessment. A professional conversation follows that centres around learning and judgments. At a wider level, moderation also happens in workshops where training advisors come together to share their practices and experiences.

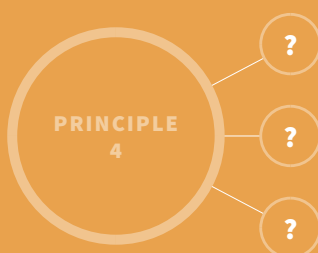
MODERATION PROCESS

"When we moderate a contract assessor, we might select a standard where there [have been judgement concerns] to go out and watch an assessment being done. We would also interview someone recently assessed, look at their paperwork, check with the trainee that it was a good process. It would be good if we could do more. We're just doing enough." Competenz

CAPTURE OF EVIDENCE FOR MODERATION

As ITOs place an increasing emphasis on the use of naturally occurring evidence, either demonstrated or gathered by a trainee, they need approaches for the effective capture of this evidence for post-moderation purposes. This needs to be balanced against the effectiveness of, for example, assessor-peer and moderator processes that see moderation as an integral part of assessment, rather than as a separate event.

Reflective questions



What sort of moderation conversations does our ITO have and who is involved in these?

How does pre- and post-moderation support assessor development?

What evidence do we have that our pre-moderation processes are as effective as they can be?



CONCLUSION

Assessment for qualifications is a technical process that needs to be robust and quality assured. However, on-job assessment is a collaborative process whereby ITOs guide and support all those involved with the process – trainees, employers and their own staff so that:

- the assessment process is manageable and fair
- the assessment activities are authentic and valid
- the assessment activities and moderation processes produce reliable results.

In addition to this report, this study has also produced a summary report and industry specific case studies. These resources are available at www.akoaootearoa.co.nz



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