

Connexis Assessor Manual

Version 5, Edition 1

Document control

Document Type	Guideline
Version 1	Approval April 2023
Version 2	Approval December 2023
Version 3	Approval March 2024
Version 4	Approval June 2025
Version 5	Approval March 2026

This document is not controlled if printed. Official updates will be provided by Connexis. Recommendations for change to contents should notify: Quality Assurance Manager, Connexis, PO Box 2759, WELLINGTON 6140, Phone: 0800 486 626.



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Introduction

Welcome

Connexis organises the delivery and assessment for the infrastructure industries, including Civil, Energy, Telecommunications, and Water Treatment. This involves helping to improve the skills and knowledge of the infrastructure workforce in line with employer requirements.

We develop programmes and provide assessment materials to assist learners in obtaining national micro-credentials and qualifications through apprenticeships and learnerships. These can be delivered on the job or with a registered provider off the job to support individuals in their work and advance their careers.

Connexis registered assessors are a vital part of the process. The assessors apply assessment resources to measure a learner's performance against learning outcomes prescribed in standards, programmes and the graduate profile of a qualification.

The Assessor Manual contains the procedures and guidelines to ensure consistent and compliant assessment is performed by Connexis registered assessors. This manual has five sections:

1. Standards and Qualifications
2. Assessor registration
3. Assessment practice
4. Moderation
5. Appendices: Supporting documentation and industry-specific information.

Who are these procedures for?

These procedures apply to all the following Connexis Registered Assessors:

- In house
- External
- Provider Assessor

Registered assessors are trained and endorsed by the industry to assess standards within an approved scope. The scope is generally an approved programme leading towards a qualification listed on the New Zealand Qualifications and Credentials Framework (NZQCF). Qualifications range from micro credentials, certificates, diplomas, degrees and post-graduate awards.



Section 1: Standards and Qualifications

Standard Setting Bodies (SSB) develop standards and qualifications for specific industries and professions that are based on the needs of learners and are supported by industry.

Qualifications and standards are registered on the New Zealand Qualifications and Credentials Framework (NZQCF), and details of each can be found on the NZQA website.

The SSB responsible for developing and maintaining the majority of standards within Connexis programmes is the Energy and Infrastructure Industry Skills Board (ISB). The standards and qualifications are written with industry input and advice. Connexis then develops programmes containing standards to assess required learning outcomes. Programmes need to be endorsed by the relevant ISB and approved by NZQA and the Tertiary Education Commission (TEC) before learners are enrolled in them.

Qualifications

Connexis is required to have approval from the New Zealand Qualifications Authority (NZQA) and the Tertiary Education Commission (TEC), supported by the relevant Industry Skills Board (ISB) to provide a programme that leads to a qualification listed on the NZQCF, which is managed by NZQA.

Each qualification:

- Sits at a specified level of the NZQCF and is made up of a certain number of credits.
- Includes any prerequisites and transition arrangements from prior versions.

Programmes

- Approved programmes can only be delivered by accredited providers.
- Contains core skills or standards that are compulsory, and elective skill or standards which are related to industry tasks.

Unit standard or skill standard

Standards cover specific skill sets and tasks in a profession or industry, and outline the behaviour and outcomes expected of someone carrying out that task in that industry.

Unit or skill standards are registered on the Directory of Assessment and Skill Standards (DASS), which are available on the NZQCF. They are developed by groups of experts in their field.



Standards have a basic hierarchy to manage the large volume of industries and professions. A unit standard or skill standard belongs to a domain, which belongs to a sub-field, which belongs to a field. The field is the highest level of the hierarchy. Refer to [Appendix IV](#) on how to search for a unit standard on the NZQCF.

Core compulsory standards

These standards form the base of the programme and are compulsory. The learner must be assessed as competent in all of these standards to fulfil the requirements of the qualification.

Elective unit standard or skill standard

Some programmes will have standards – and/or strands – that a learner can choose from as part of fulfilling the requirements of the qualification. This gives flexibility to work towards standards that relate to their current job.

Level Descriptors

Every unit standard or skill standard, programme and qualification is assigned a level. These levels indicate the complexity of learning and the amount of effort required by the learner. It is recommended that you become familiar with the level descriptors you will predominantly assess against. See [Appendix IX](#) for a table showing level descriptors Levels 1–8, or a full description of all ten NZQF Levels can be found on the NZQA website [here](#).

Definitions

A list of **Definitions** is provided in [Appendix VIII](#) to help you to understand some of the terms used in tertiary learning and assessment practice.



Information on how to interpret a skill standard is also contained in [Appendix III](#).



Section 2: Assessor registration

Types of assessors

Registered assessors may be contracted by Connexis or employed in a workplace. Connexis is responsible for ensuring that all assessors are compliant with the relevant Consent and Moderation Requirements.



In House Assessor

A registered assessor who has been approved by Connexis to assess learners for their employer in the workplace using the approved Connexis assessments.

Connexis In House Assessors conduct assessments and report credits for unit or skill standards within Connexis' consent to assess and the assessors' designated assessment scope. In House Assessors must comply with the moderation and assessment processes outlined in this manual.

External Assessor

A registered assessor who has been approved by Connexis to assess learners from other workplaces using the approved Connexis assessments.

Connexis contracts external assessors to assess learners enrolled in a Training Agreement for part of or a whole programme leading towards a qualification on an as-needed basis.

Contracted assessors are required to have a current Service Level Agreement and signed a Conflict of Interest form to be able to invoice Connexis at an agreed rate.

Connexis External Assessors conduct assessments and report credits for unit or skill standards within Connexis' consent to assess and the assessors designated assessment scope. External Assessors must comply with the moderation and assessment processes outlined in this manual.

Provider Assessor

Connexis subcontracts NZQA-registered tertiary education organisations (TEOs) to provide training and assessment for its learners enrolled in approved Connexis programmes. Provider Assessors employed by subcontracted TEOs and who report credits for Connexis learners using Connexis' accreditation are registered with Connexis for moderation purposes. Connexis requires provider assessors to use Connexis pre-assessment moderated assessment resources where available.

Provider assessors employed as tutors within a subcontracted TEO do not need an assessment scope unless reporting using Connexis accreditation. Therefore, subcontracted registered providers need to ensure that their assessors/tutors comply with the training organisation's Quality Management System (QMS) as well as the relevant CMR.



Assessor training

Connexis are required to hold NZQA unit standard 4098: Use standards to assess learner performance (Level 4). To gain this, assessors may attend a Connexis arranged Assessor Training workshop or another provider's course to learn about how to conduct standards based assessment and moderation processes. The dates for Connexis courses are available on the Assessor page of the Connexis website.

Assessor applications

Connexis has developed a process to ensure registered assessors meet the requirements of the relevant Consent and Moderation Requirements (CMR) for which they provide training and assessment services.

To register as a Connexis assessor, the Assessor Application form, which is available on the Assessor page of the website, must be fully completed and returned. Applicants must use the current version of the form.

Applications will be reviewed by the Connexis Quality Assurance team, and where appropriate, a technical advisor.



Connexis assessor's registration approval requirements are:

- Applicant is working in the infrastructure industry.
- Achievement of unit standard 4098.
- Nomination or support from employer.
- Endorsement from two industry representative referees.
- Operational experience and technical expertise within the industry specific to scope application.
- Evidence of holding the appropriate industry qualification and unit/skill standard/s or be able to demonstrate equivalent knowledge.
- Meet the specific requirements of the CMR for the unit or skill standard scope they are applying to assess.
- Must show current evidence of demonstrated skills and knowledge within the applicant's intended scope.
- Prior to full registration, a minimum of two assessment decisions are to be supported through Connexis' post-assessment moderation process and from within assessor's Scope of Registration. Temporary registration is granted to allow access to the assessment resources used for the two assessments for initial moderation.

Supporting documentation

- Two forms of primary identification, such as a passport, driver's license with photo, or birth certificate.
- Overseas employees will need to have evidence of their current work permit and visa status.
- Record of Achievement (RoA) or NSN to provide evidence of 4098 and relevant qualifications.

For additional specific industry requirements, please see [Appendix V](#).

Application Completion

When an applicant has completed the application and post-assessment moderation process, they will be notified if they are:

- Successful and sent a letter outlining their scope along with the Connexis Assessor Manual, and a Connexis Assessor Terms of Reference or the Connexis Services Agreement if registering as an External Assessor. Assessors need to be aware of their responsibilities in conducting assessments and how to maintain registration requirements.
- Unsuccessful and the reasons why their application was declined.



Assessor scope

The approved assessor scope reflects both the qualifications and experience of the registered assessor.

The assessor scope identifies the unit or skill standard associated with requested programmes leading to qualifications the assessor is registered to assess. The scope reflects both their achieved qualifications, experience, as well as endorsement from industry.

Assessors will attain assessment scopes if they:

- hold relevant industry registration, i.e. EWRB
- hold the qualification, or unit or skill standard
- can provide evidence of skill and/or knowledge to at least the level of the qualification and/or unit or skill standard.

Unit or skill standards are to be assessed within Connexis' accreditation scope.

Registered assessors can only report credits for current unit or skill standards within their registered scope. Prior to assessing a learner, assessors must review their Assessment Scope to identify what programme, unit or skill standard they have scope to assess, noting any expiring or new versions, and noting last date for assessment.

Access to an assessor's Assessment Scope is by emailing a request to the QA team quality@connexis.org.nz or assessors reporting assessments using the Assessor Portal may view their assessor scope when they log into the Assessor Portal.

Assessing standards outside of scope is not allowed and results will not be entered. Assessors will not be able to retrospectively apply for an extension of their scope, as the scope extension application may not be approved, and the learner may then be negatively affected. Any assessments completed out of scope may incur financial implications for the assessor.

Assessment materials

Connexis develops all the assessment materials for its programmes. The Assessment materials are submitted to the relevant Industry Skill Board that sets the standards, for approval before they are made available to Assessors with the scope to assess them. Assessors are not permitted to use their own materials for assessment, or to adapt Connexis materials in any way, as this is a breach of copyright.

Assessment materials can be downloaded from the Connexis eLearning platform called Totara. Assessors receive a login when they are registered. The most current version of the assessment is available to download. If you require a previous version to assess a learner who has submitted a workbook for the previous version, please contact the Quality Assurance Team at quality@connexis.org.nz.

Connexis does not allow the photocopying of assessments and assessors must notify the Quality Assurance team if learners are submitting photocopied workbooks for assessment. Photocopied assessments will not be accepted by the moderator.



Extension of Assessor Scope of Assessment

Assessors can apply to extend their scope of assessment through the standard application form located on the [Connexis Website](#) and attach all supporting evidence of skill and knowledge to the application.

Applications will be reviewed by the Connexis Quality Assurance Team, and where appropriate, a technical advisor.

Assessor registration compliance requirements

Maintain Assessor Registration

The registration period for a Connexis workplace or provider registration is once every two years for External and In House assessors.

To maintain registration, assessors must:

- a. Attend one Connexis General Assessor Forum, which is a professional development forum or training event within a two year period, i.e. biennially. Connexis will arrange professional development forums or training on an annual basis for all industry assessors.

Assessors are responsible for any costs incurred in attending assessor forums or training events. However, Connexis will endeavour to reduce costs by providing online assessor forums or training and planning events in regions that assessors can easily access.



Note

Connexis will hold industry specific Peer Review and Moderation forums for assessors of drinking water and wastewater treatment, and the NZ Diploma in Engineering Practice programmes. The forums incorporate content from the Connexis general Assessor forums and include a peer review and moderation of assessment(s) completed by the assessors for those programmes during the previous year.

Assessors must attend the Peer Review and Moderation forums annually or when these are held. Assessors are not required to attend an assessor forum if there is a Peer Review and Moderation forum that year.

- b. Be actively assessing and reporting credits annually under Connexis' accreditation scope.
- c. Demonstrate consistent and fair assessment practices through moderation in the post-assessment moderation process. It is important to note that more than one 'not accepted' moderation decision in any given 12-month period will initiate a review process of the assessor's registration and may, as a minimum, include a mentor being assigned to the assessor. Having three consecutive unsupported moderation decisions with no improvement shown will result in de-registration.
- d. Be assessing and reporting within the approved assessor scope.

If one or more of the above requirements are not met, the assessor will be notified and may be de-registered.



Re-Registration

Connexis conducts a review of assessor registrations at the end of their registration period. If the assessor meets registration requirements, their registration is extended for one year (12 months). If the requirements outlined above are not met, the assessor will be notified and may be de-registered.

- Assessors who only assess Temporary Traffic Management (TTM) and/or Wheels, Tracks, and Rollers (WTR) are included in the mid-year review.
- Assessors in the Electricity Supply, Telecommunications, Water Treatment, and Civil Construction areas are included in the end of year review.

External assessors' assessment service agreements will state the invoicing requirements, and fees to conduct assessments onsite, online and/or using the Connexis workbooks. Assessors who do not return the signed agreement within two months after their registration expiry date will be de-registered.

De-registered assessors are required to reapply as a new applicant and meet the current registration requirements. If an assessor has been de-registered for misconduct by Connexis previously, their application may be declined. Connexis will request that the applicant submit their first two assessments for post-assessment moderation and attend a General Assessor Forum to be re-registered.

The absolute/final rights of registering and/or de-registering assessors remain the sole responsibility of Connexis.

Change of Assessor details

Assessors must notify Connexis of any change of contact details or change of employer or employment type. The form can be found on the [Connexis Website](#) or requested from quality@connexis.org.nz.

An In House Assessor's registration is automatically terminated if they leave the workplace and do not notify Connexis within 30 working days.



Section 3: Assessment practice

Assessment overview

Assessment is the process of judging a learner's performance or behaviour. There are two types of behaviours that are commonly assessed in the workplace:

1. **Knowledge** – what do they know?
2. **Skills** – what can they do?

Workplace training and assessment

Assessment commonly occurs after the learner has received some form of training, either on the job or from a training provider. Assessment can be used to identify at the time of enrolment what a learner can do or know already to inform a training overview.

In most cases, learners enrol in a programme and complete learner assessments while still carrying out their roles in the workplace, learning about the relevant principles and practices along the way. At some point, they will be deemed ready for an assessment by their training supervisor or direct supervisor, or they may request this themselves.

Connexis will allocate a registered assessor with the appropriate assessment scope to carry out the assessment.

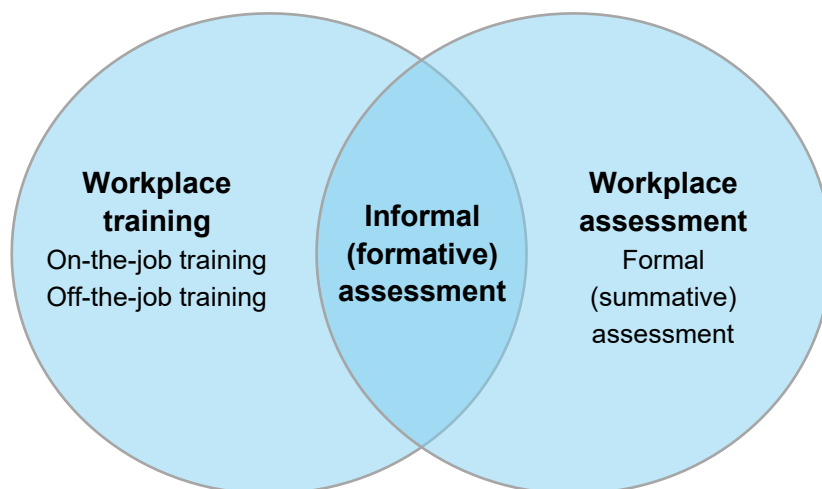


Figure 1: The relationship between workplace training and assessment.

How are learners assessed?

Evidence is what assessors need to make a judgment or decision about whether a learner knows and/or can do the tasks set out in the approved assessment guide.

Without evidence, an assessor cannot make an assessment decision. If a person is judged competent, then their evidence has proved that they are. They have been observed and provided information or objects that demonstrate an ability to achieve a set standard.

The more assessments you carry out and assess, the easier it gets to quickly identify types of evidence that would prove a person knows and/or can do a task. Connexis' assessment guides are provided to assist you in this process.

Essentially, there are three types of evidence:

- Naturally occurring evidence.
- Specially elicited evidence.
- Historical evidence.

Naturally occurring evidence

This is the most direct form of evidence and is taken from real-life or naturally occurring events that have been produced by a learner during their normal day-to-day activities.

Examples of direct evidence may include:

- a. Observation on-the-job. Observing a learner carry out the tasks in their natural environment is the most direct form of evidence.
- b. Evidence produced during normal day-to-day activities can demonstrate what a learner can do, be, or know, such as:
 - Recorded work instructions.
 - Completed projects or photos of completed projects.
 - Job cards/time sheets.
 - Drawings and sketches created on-the-job.
 - Completed company business documents, for example, order forms, checklist, standard operating procedures.
 - Company training records, including upskilling or refresher training.

Specially elicited evidence

This is evidence that is sought mainly for the purpose of the assessment and may include:

- Specific assessment tasks.
- Written or oral questions or task sheets.
- Simulations.
- Project work.
- Personal diaries/narratives in relation to the completion of the task(s).



Historical evidence

The evidence is usually already available from a learner's previous work experience and training. Assessors assess skills and knowledge using a portfolio of evidence containing a range of documents and records of work carried out, professional discussion and some elicited evidence.

Assessment methods

Written assessment

Written assessment/theory questions are a valid form of assessment of a unit or skill standard requiring 'describe' and 'explain' type responses.

Theory questions should be marked in accordance with the judgment statements or model answers in the assessor guide.

Assessors must not assess the learner's spelling or writing in the learner's script unless this is a specific requirement of the unit/skill standard or if the written work is illegible and the assessor needs to seek clarification from the learner.

Observation

Observation of a learner's performance is a valid assessment method and should be carried out by the assessor or someone who works closely with the learner. Evidence Verifiers operate under the guidance of the assessor and support them by gathering evidence of a learner's performance that occurs naturally within the workplace.

The assessor is responsible for ensuring that the Evidence Verifier understands their role and is a suitable person to perform observations. The assessor must ensure the evidence verifier completes all parts of the observation and verifies specific examples of what the learner actually did.

For more detailed information refer to the [Evidence Verifier section](#) in this manual.

Oral assessment

A learner may request that an entire assessment is conducted orally rather than using written work. Evidence for oral assessment may be in writing where the assessor will note the learner's responses using the learner's own words. It is recommended that the assessor record the conversation, either using an audio recorder or video, so that they can replay and review the evidence as needed and for moderation purposes.

Protocols for electronically recording oral evidence include the following:

- Seek learner's permission to electronically record oral conversations.
- Assessors should note where key discussion are on the recording as part of their record to show how they made assessment decisions.
- Electronic files should be available to Connexis in an agreed digital format.



Where the assessor writes for the learner, the learner must sign and date a statement on the assessment that they confirm *that the assessor has written their words for them and that they agree the answers are what they told the assessor.*

Advanced Portfolio Assessment (APA)

Advanced Portfolio Assessment (APA) is a method of gathering evidence of competency based on current skills and historical evidence such as:

- Previous qualifications, documentation.
- References from previous managers/employers.
- Third party accounts from verifiers or witnesses.
- Work history.
- Professional conversations.

Connexis has developed an APA process for a selection of programmes it has approval for. It uses specially trained assessors to carry out the APA. Assessors are contacted by Connexis staff to conduct APA.

To enrol in this qualification, learners must demonstrate relevant work experience. This means they need to show that they have extensive experience working at the level and in a field relevant to the qualification they are seeking.

Steps in the assessment process

Prior to assessment

An assessor is responsible for checking the following when allocated an assessment:

- Assessor scope.
- Assessor guide version to ensure currency.
- Skill or unit standard prerequisites. If required, ask for the learner's Record of Achievement (RoA) from the quality team or ask the CSAM to ensure the learner meets any pre-requisite requirements.
- Unit standard or skill standard version and last date for reporting.

Prepare the learner for the assessment

An assessor must do the following:

- The learner is clear about what is being asked and what they must do.
- Talk to the CSAM and find out if the learner has any additional learning needs you need to be aware of. Consider the individual needs of the learner. For example, use oral assessment rather than written where this will put the learner at ease and get the best performance from them, or provide an option to be assessed in Te Reo Māori or ask for a NZ Sign interpreter, reader/ writer, or support person. Learning support is provided by the Connexis Learning Support team.



- Coordinate with any workplace Evidence Verifiers that might contribute toward the assessment process and brief them about the expectations of their involvement within the assessment process, including providing written feedback.
- For portfolio evidence, provide the learner direction about areas of the assessment that are not covered by existing evidence.



Note

CSAMs may undertake parts of this preparation process where an external assessor is allocated to ensure that the learner is ready and has the right guidance and support needed.

Conduct the assessment

- The learner completes assessments, and the assessor uses the related assessor guide to assess them within ten (10) working days of receiving their assessment.
- The assessor applies the assessor guide by checking the evidence submitted against the evidence required and judgment statements.



Note

If practical observation evidence is required, then the learner performs tasks on the job and is observed by a suitable Evidence Verifier who records the performance for the assessor, or the assessor observes the learner directly.

Evidence must be labelled with reference to the assessment task.

- Check with the learner or Evidence Verifier if there are any questions or incomplete tasks so these can be completed prior to making an assessment decision.
- The assessor makes a decision on achievement. If the learner has provided all the required evidence and it meets the unit or skill standard requirements, then they are deemed 'Achieved' and the results are reported and feedback on the outcome is provided to the learner.
- If there is insufficient evidence, then the learner is deemed 'Not Yet Achieved', and the assessor needs to provide feedback on what further evidence is required within a requested timeframe. The assessment decision is not yet made at this stage, hence, the assessment is not completed. Refer to the section on "Feedback, Reporting and Record Keeping" for more guidance on what to do when a learner has not met the standard.
- Learners are allowed up to two resubmissions. The Assessor must record the learner as 'Not Achieved' after the third attempt. If the learner has not met the standard, they must undertake further training before they reattempt the same assessment. In most cases, it is expected that the assessor provides constructive feedback that identifies where the gap is after the first attempt, so that the learner knows where to upskill or study before their second attempt. A third attempt is often only necessary if there are still some minor gaps. Any major knowledge or evidence gaps require the assessor to record the learner as 'Not Achieved'.

A summary of the assessment process is captured in the table in [Appendix I](#).



Evidence Verifiers

The assessor can use an observer from the workplace, called an Evidence Verifier. Evidence Verifiers act as the eyes and ears of the assessor.

An Evidence Verifier is used where an assessor may not have the technical skills or is unable to observe the learner directly in a workplace to assess their skills and knowledge. The verifier is usually someone who works with and observes the learner daily.

People who may be appropriate to provide observation, verification or attestation are:

- team leaders, supervisors, managers
- people with the qualification or equivalent knowledge and skills.

The assessor is accountable for assessing the learner's knowledge and/or skills using the evidence verified by the Evidence Verifier.

Therefore, the assessor is responsible for ensuring the Evidence Verifier understands their role and is appropriately qualified and experienced to verify evidence. The assessor needs to communicate expectations and outcomes to both the learner and the Evidence Verifier.

The assessor relies on the honesty and integrity of the Evidence Verifier and may discuss the learner's on-the-job skills, knowledge, and attitude before the final assessment decision is made.

The Evidence Verifier's role is to help the assessor by observing the learner carry out tasks when the assessor is not there.

They also help the learner by showing how to do practical tasks 'in the real world' and help keep track of the learner's progress.

The verifier's role is to:

- support and help the learner practice their skills on the job.
- be a role model for the learner.
- know the organisation's policies and procedures.
- provide the learner with useful feedback during training, coaching and verification.
- evaluate the learner's progress and let the assessor know about the learner's progress.
- sign off the evidence as being the learner's own work and make written comments on the learner's skills and knowledge on the job.

Therefore, the Evidence Verifier needs to ensure the learner is aware and prepared for their assessments. Ideally, they have undertaken the online Evidence Verifier training and have read the Evidence Verifier Guide.

The learner is responsible for collecting and providing all the specified workplace documents or evidence requested. The evidence that they collect must show that they have complied with:

- the policies, procedures and requirements of the workplace.
- the standards of relevant professional bodies, including their code of ethics.
- any relevant legislation or regulations including Health and Safety.



The table below shows the relationship between the assessor and the Evidence Verifier when assessing the learner.

Evidence Verifier	Assessor	Both
Be competent in their own practice.	Know about the unit/skill standard requirements and how to assess them.	Have an understanding of the industry standard.
Be in a position to capture naturally occurring evidence.	Oversee the assessment process.	Ensure the learner has opportunity to produce/gather evidence.
Be able to authenticate evidence.	Responsible for the quality of assessment.	Ensure the learner knows when assessment and verification is happening.
Understand the evidence requirements and the standard required.	Final sign-off on competency.	Plan with the learner when verification/assessment is going to occur.
Provide feedback and support to the assessor and learner.	Provide feedback and support to verifiers and the learner.	Excellent communication skills.
Should know the learner.	Register credits.	Accurate and thorough documentation.
Liaise with assessor.	Liaise with verifier.	

Occasionally a Technical expert, who may be a colleague or a supervisor/manager, may be asked to sign off the verification form to verify a learner's tasks are to the standard. A technical expert is someone with extensive knowledge and experience in an industry sector that provides specialist advice on industry standards and applications.

An assessor may request verification from a technical expert occasionally when they are required to assess someone outside of their area, in a specialist field of expertise. They also represent the evidence verifier where they are unable to verify the learners and are also encouraged to complete the online evidence verification module to ensure they understand the process.

The assessor needs to ensure the Evidence Verifier provides feedback or comments on the learner's performance or outcomes of the task. A simple tick is not sufficient to confirm that the learner was performing the task in accordance with the company's procedures and that health and safety requirements were followed, The Verifier can also provide background or context to where variations to the task were required due to other conditions.



Aromatawai: Principles of assessment

Kaupapa, aromatawai, and assessment

Aromatawai and the principles of assessment are underpinned by the six dynamic and inextricably linked kaupapa at the heart of Te Hono o Te Kahurangi, a framework used by NZQA to carry out the quality assurance of mātauranga Māori. These kaupapa – Rangatiratanga, Whanaungatanga, Manaakitanga, Pūkengatanga, Kaitiakitanga and Te Reo Māori – are woven through all spheres of learning and teaching.

Aromatawai involves the careful and deliberate use of processes and practices to inform and support the inextricable links between learning and teaching. The principles of assessment can be derived from aromatawai, which in turn embody the kaupapa of Te Hono o Te Kahurangi.

Aromatawai starts with the learner. It is a teaching, learning and assessment approach based on te ao Māori values, beliefs, and aspirations. The values and features of aromatawai enrich and inform assessment design and are appropriate for all ākonga (learners).

Aromatawai is a holistic approach that highlights the interrelated nature of the environment and, as such, the interrelated nature of the learning and teaching environment. Aromatawai practices are culturally relevant and community responsive, and realise individual and collective aptitude, skills, knowledge and future progression. Aromatawai encompasses assessment and is the glue that binds the teaching to the learning, the learning to the teaching, and connects the ākonga, kaiako (assessor), and whānau.



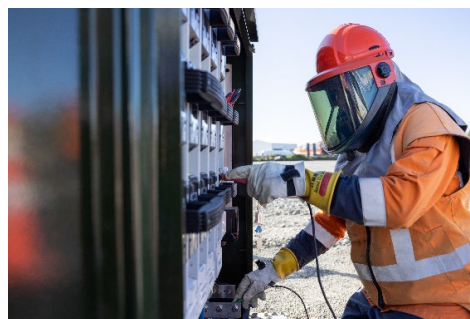
KAUPAPA	AROMATAWAI	ASSESSMENT PRINCIPLES
Manaakitanga	Ka PONO te aromatawai kia puāwai te pitomata o te ākonga e tohu ana i ōna pūmanawa.	Assessment is VALID/PONO : it measures the achievement of learning outcomes, is evidence based and appropriate.
Kaitiakitanga	Kia HAEPAPA te Aromatawai hei rokiroki, hei hāpai anō hoki i ngā pūmanawa kia puāwai ai te ākonga.	Assessment decisions are RELIABLE/ HAEPAPA : decisions are comparable and consistent when made against the same outcomes in different contexts.
Whanaungatanga	Ka mahi tahi ngā kaiako me te whānau kia MĀRAMA ngā mahi hei painga mā te ākonga, kia eke panuku ai te ākonga.	Assessment is INFORMATIVE/ MĀRAMA : it is valued, meaningful and purposeful to the context of ākonga achievement.
Rangatiratanga	Ka whakatinanatia te aromatawai ki tā te Māori tirohanga kia TIKA , ā, kia rangatira ai te tū o te ākonga.	Assessment is EQUITABLE/TIKA : it is fair, accessible and values cultural diversity and individual needs.
Pūkengatanga	Ka pono, ka tika, ka TŪTURU te aromatawai ki tā te ākonga titiro.	Assessment is AUTHENTIC/TŪTURU : it affirms the skills, knowledge and competencies acquired by ākonga, and reflects real world contexts.

The full Aromatawai and the Principles of Assessment documents can be found on the NZQA website here: www2.nzqa.govt.nz/about-us/news/aromatawai-and-the-principles-of-assessment



Feedback, reporting and record keeping

- The assessor should save any relevant information along with recording on the assessments any information that contributed to their judgment decision.
- The assessor checks that all required evidence records requirements are completed.
- On completion of assessing all parts of the assessment, the assessor informs the learner of the assessment result and provides feedback to the learner within ten working days of the assessment. This can be either in writing, such as in an email or a copy of the feedback at the end of the assessment workbook, or in the space provided when assessing online. The assessor should note when oral feedback was provided on the assessment.
- If a learner has not achieved after they have been provided with further opportunities, then they are 'Not Achieved'. Standard practice is that the learner is allowed three opportunities to attempt an assessment but for some learners, this could take longer. This decision is at the discretion of the assessor.
- Where the learner is clearly 'Not Achieved' after multiple attempts (at least three submissions), then they must be advised to gain more practice on the job, preferably more than a week or two, before they reattempt the assessment again. For a short course, this may mean the learner is withdrawn. Learners can re-enrol when they are ready and pay for the enrolment in the programme. All 'Achieved' assessment results for learners enrolled in a Training Agreement are to be reported through the Connexis Assessor Portal within ten (10) working days.
- Assessors reporting standards outside of a Training Agreement must report 'Achieved' assessment results using the Results Reporting Workbook within ten (10) working days of assessment completion. Any exceptions will be at the discretion of the QA team.
- NZQA requires Connexis to keep full copies of all assessment materials, including those used by sub-contractors (or have access to them), generated from education or training in which learners are enrolled, for at least 12 months from the date of completion of that education or training.
- Therefore, Connexis requests assessors to retain evidence in secure storage, either in hard-copy or scanned and stored electronically up to 12 months after the completion of the programme or when the last assessment was reported. This includes assessments for off-plan or casual credit standards.
- If the assessment relates to Waka Kotahi (New Zealand Transport Agency) standards, the requirement is up to 18 months after the assessment is reported.
- This is to ensure that evidence is available for the purposes of external moderation or learner appeals.
- The assessor must submit assessments for moderation, as requested by Connexis, based on a sufficient sample of the number of assessments completed each year.



Learner's rights in assessment

The responsibility for ensuring the rights of learners sits primarily with the assessor and can be supported by other Connexis representatives, such as the Customer Services Area Manager (CSAM).

Learners are entitled to:

- Guidance about what the assessment requires them to do.
- Support from their workplace to build sufficient knowledge and practical skills through on-job training and coaching in preparation for assessment.
- Timely assessment and feedback. Assessments should be marked within ten (10) working days of being submitted to an assessor, who then returns to the CSAM. The learner should receive the marked assessment with feedback within five (5) working days of the marking being completed.

Learners must be informed by their Customer Services Account Manager (CSAM) about:

- The Programme Overview, i.e. what modules/assessments they must complete, and any cross-crediting awarded and the support available to get them through the programme.
- How the programme is delivered, any block course requirements, and expected programme duration.
- What unit or skill standards and qualifications they will gain from their programme.
- The review and appeal procedures available to them if they do not meet the required standard.

Specific individual learner needs

There may be times when a learner may not have equity with regards to learning and assessment.

Literacy

Learners enrolling in Level 2 and 3 programmes undergo an assessment to identify if they require additional learning support. This could include support for learners who are struggling with dyslexia. This support aims to enhance the learner's foundational knowledge and literacy skills. While the tuition is tailored as closely as possible to the learner's industry or programme, it is not delivered by subject matter experts and cannot replace training provided by the primary training provider.

All requests for additional learning support must be submitted through the Customer Services Account Manager (CSAM).

Cultural needs

Support and assistance can be arranged for Māori and Pacific learners to ensure they have access to learning and assessment in ways that best align with cultural practices. Contact the learner's CSAM to request assistance so assessors can get the necessary help for their learners.



Use of a reader and writer

The assessor must identify if a reader/writer is required before any work commences. This is in consultation with the learner, the CSAM and/or their employer. If a learner is unable to complete the assessment even with reader/writer support, the assessment must be postponed. The assessor should then consult with the CSAM to identify appropriate foundational learning support before a reassessment is attempted.

The following guidelines, based on NZQA guidance, have been provided by Connexis for reader/writers to follow:

- they must read the questions exactly as written. They are not permitted to interpret, explain, or rephrase questions or specific words for the learner.
- avoid providing clues through body language. This includes facial expressions, nodding, or hesitating if you notice the learner making a mistake.
- they must act only as a scribe. Under no circumstances should you complete online assessments on behalf of the learner.

Who may not be a reader or a writer?

To avoid conflict of interest, the role of a reader or writer or reader/writer cannot be undertaken by someone who is one of the following:

- a tutor or assessor of the subject
- a relative, friend or close family friend of the learner
- a fellow learner on the same programme.



Authenticity

At Connexis, authentic assessments require learners to show their own knowledge and skills. This means that all work is the learner's own using their own words and workplace evidence examples. This ensures that they are presenting their own understanding of the topic.

What are inauthentic assessments?

Inauthentic assessment occurs when learners are not demonstrating their own understanding. This could be due to one of the following reasons where the learner has:

- copied answers from other learners
- is found in possession of unauthorised materials, such as marking guides or previously assessed workbooks
- had too much guidance from an assessor
- used AI.

To avoid inauthentic assessment, learners must provide examples from their own work practice. The Evidence Verifiers need to directly observe the learner completing practical tasks before completing the verification section. The verification section in each assessment must be completed and signed by the Evidence Verifier who completed the observation. When learners provide an example of their practice, assessors can see them applying what they have learned, which is an acceptable demonstration of knowledge.

Detecting copying

Learners must not buy assessment answers or copy from other learners' work. Assessors must watch for work that is similar to that of learners they have already assessed, particularly in workplaces with a number of learners on the same programme.

While many Connexis assessments are open book, learners are expected to put the answers in their own words rather than copying information from the learning material or relying on someone else to help them with their answers.



Key point

Learners are being assessed on their own understanding and skills.

Check:

- is the work consistent with previous assessments the learner has submitted?
- Is the evidence from their workplace?
- Does it feel/look right?

When marking and assessing, assessors should always use the assessor guide. Assessor guides typically use the same wording as the learning material, if the learner has copied an answer, it should be easily detected when using the assessor guide.



Please note that learners must also provide their answers in English. If learners wish to be assessed using Te Reo, please refer them to their CSAM to arrange this. Please remember that learners are not being marked on how well they write or their English language skills. By giving their own examples from their workplace in their own original words, they demonstrate that they understand how to complete a task. It is also recommended that practical assessments are not conducted in groups, as it is difficult to show that the evidence is attributable to the learner, particularly for higher level assessments.

Use of AI for assessments

Learners are not permitted to use Artificial Intelligence (AI) tools because this does not provide sufficient evidence of the learner's own understanding. It may also compromise the intellectual property of the materials, and it is not always an accurate tool. It is much better to discuss any learning needs with the learner and refer them to their CSAM if they require help with understanding or answering a question. Where the learner has used AI, they must clearly state when and how they have used generative AI tools (e.g. for brainstorming, outlining or grammar checking). The use of AI must not compromise the authenticity of the assessment. The learner must still demonstrate their own understanding of the skill or unit standard.

Detecting AI usage

Artificial Intelligence chatbots, such as ChatGPT, Copilot, Bard and BingAI learn from information on the internet to generate written responses to prompts or questions. You can usually tell if a learner has used AI because AI can make mistakes. The content may be out of date and may not necessarily provide answers that are right for the context, the organisation and New Zealand legislation and codes or practice.

The assessor can also tell if the learner's answers contain fewer spelling mistakes or use Americanised spelling or provide a greater depth of understanding or detail than what the learner has shown in previous assessments. Assessors must not mark inauthentic work as correct.

What happens if inauthentic assessment is detected?

If it is clear that the learner has copied answers from another source or used AI to answer, this must be marked as not achieved and the learner notified as soon as possible why they have not yet achieved it.

If unsure, or the nature of the inauthenticity is not serious, the assessor is advised to mark the assessment as not achieved and ask the learner to resubmit using their own words. In this situation, the assessor may also talk to the learner to confirm the learner's understanding of the subject. This can be achieved by having a conversation with the learner, in person or over the phone, where additional questions are asked. In both cases, assessors need to note the key points of the learner's discussion in the relevant section of the assessment. Talking about their on-job experiences in assessments is the best way to show their competence.

If the assessor and learner are in the same workplace, the meeting could be face-to-face and both need to sign the notes to confirm that the notes are correct. Where an assessor holds a discussion by phone, just the assessor's signature and date are sufficient.



The learner is then provided another opportunity to resubmit. Assessors should decide how many assessment attempts are allowed based on the learner's ability to review the feedback and provide the further evidence required. A good indicator is whether the learner can likely provide the required evidence in their next submission without relying on guesswork. If the learner is resubmitting evidence in subsequent submissions that is not showing an improved understanding, they should be marked as not achieved. Repeatedly failing to meet the requirements of the assessments within the programme indicates that the learner might not be ready to undertake the programme and may need to be withdrawn and re-enrolled when they are ready.

Connexis advises that three attempts at the same assessment are usually sufficient to assess if the learner has the knowledge and is able to achieve the standard; in some cases, further supporting evidence may be supplied if it helps support the decision. If the learner is not able to provide evidence of their skills and/or knowledge following continued unsuccessful attempts, then the assessor marks them as not achieved and the learner must wait for a period of six months before they attempt the assessment for the same unit or skill standard.

If a learner continues to copy another learner's work or use AI when they have been asked not to, this is academic misconduct.

Academic misconduct

When a learner presents assessment evidence that is not their own, gathered from another learner's work, or from online resources (including generative AI), or from any other sources, we call this '**academic misconduct**'. 'Misconduct' means some form of wrongdoing. This is sometimes referred to as 'academic dishonesty'. Such behaviour is a breach of academic integrity.

Consequences of academic misconduct

Connexis takes academic misconduct seriously. We have an important role in ensuring the integrity of our programmes and assessments.

When examples of academic misconduct are detected, there are consequences. The assessor must contact the Quality Assurance Manager via quality@connexis.org.nz or the CSAM. If assessors identify the sharing or selling of marked assessments among learners, they must contact the Quality Assurance Manager immediately.

Where Connexis identifies misconduct, such as a learner who has presented evidence that is not their own, misused AI, or found sharing or selling completed assessments, the QA Manager will notify NZQA and request the removal of unit or skill standards or qualifications from the learner and any other individuals involved in the misconduct.

If a qualification has been awarded and unit or skills standards are removed from the NZQA record of achievement, the qualification will be removed. If continued academic misconduct is detected, the learner's training agreement may be terminated, meaning the qualification is unable to be completed.



Support for learners

If learners are struggling with any assessments or with literacy, they can receive additional support. Please refer them to their CSAM.



Note

If there are any ongoing concerns about the authenticity of an assessment, the Quality Assurance Manager must be consulted. A learner may be withdrawn if persistent copying or use of AI is found.

Assessment appeal policy

Connexis will respond and review all appeals in accordance with the principles of natural justice and Connexis will not discriminate on the grounds of gender, gender identity, race, ethnicity, sexual orientation, marital status, age, disability, religious or ethical beliefs, or political opinions.

Grounds for appeal

A learner can appeal where an assessment is not carried out in accordance with Connexis work based assessment practices. The learner may appeal by telephone, email, or by completing the Learner Appeals form on the Connexis website [here](#).

The learner may appeal against:

- a. Assessment of competency based on evidence provided.
- b. Conduct of the assessment activity.
- c. Outcome of recognition of prior learning assessment or portfolio-based assessment.

Where a learner wishes to appeal the result of an assessment decision, the following process will apply:

- The learner should consult the assessor, within seven (7) working days, with the reasons for the appeal.
- An informal resolution may be achieved by:
 - Consultation with the learner's employer and/or CSAM.
 - Gaining a second opinion, e.g. Technical Expert, another assessor or moderator.
 - Re-assessment by the assessor.

If an informal resolution is not achieved, the learner or assessor will contact the Connexis Quality Assurance team by telephone or in writing.

- The learner contacts the Connexis Quality Assurance team within twenty (20) working days following the result of an assessment decision.



- The Quality Assurance Administrator or Advisor records the date and nature of the appeal and acknowledges the appeal via email. The email will include a request for the learner to complete the Learner appeal form, outlining reasons for the appeal and include any supporting evidence within ten working days to the Quality Assurance team mailbox.
- On receipt of the Learner appeal form, the Quality Assurance Manager will consider if there are grounds for an appeal.
- Where the grounds for an appeal have not been satisfied, the learner and the assessor are notified of the decision with a reason within ten working days.
- If grounds for an appeal are agreed, the Quality Assurance Manager informs the assessor of the appeal, requesting all assessment documentation and the assessor's response to the appeal to be submitted within ten (10) working days.
- The Quality Assurance Manager will evaluate the appeal using the evidence from the learner and the assessor, and may refer to other stakeholders or regulatory bodies for guidance. The Quality Assurance Manager may also refer to a Connexis Moderator who must have experience in the field being appealed.
- Connexis will notify the assessor and learner of the appeal outcome.
- If the appeal outcome does not support the assessor's decision, Connexis will either credit the unit/skill standard or arrange reassessment with another assessor. If the appeal is unsuccessful, then the initial assessment decision is upheld.
- Should this process not resolve the matter then the Connexis Senior Leadership Team will review each case to provide a resolution in the first instance.

Privacy Act 2020

Any personal information obtained from Connexis learners by assessors may only be collected, held and distributed in accordance with the Privacy Act 2020. This includes storage and security, as well as the limits on the retention of learners' details who completed assessments.

After moderation occurs or on the expiry of the period required for retention of material, all assessment materials, including any supporting evidence, must be destroyed in accordance with the Privacy Act 2020, or returned to the learner, and no part retained. This includes electronic copies via email, USB sticks, Online Storage or hard copies.



Section 4: Moderation

What is moderation?

Moderation is a crucial process in assessment. Moderation is a process that helps ensure that assessment tasks allow learners to meet all the requirements of the standards learning outcomes.

Moderation also confirms the assessor's decision that the evidence provided by learners aligns with the learning outcomes at the required level.

There are two types of moderation activities – pre-assessment moderation and post-assessment moderation.

- **Pre-Assessment Moderation:** This is carried out during the development phase of new assessment material to ensure that all assessment tasks and assessor guidance align with the unit/skill standard's intended learning outcomes. This must be done before the assessment material can be used by learners and assessors. Assessors need to check that the assessment material they are using has been pre-assessment moderated. Assessors must use the approved Connexis assessments.
- **Post-Assessment Moderation:** This is a systematic process of reviewing assessment samples from assessors to ensure fairness, validity and consistency in their decisions.

Why is moderation important?

Moderation provides assurance to employers, confidence for learners, and credibility for the learner and Connexis by ensuring outcomes are valid.

- **Assurance to employers:** Moderation provides employers with assurance that learners who have been assessed have achieved the intended learning outcomes. Connexis can verify that the assessment process has been conducted in a fair and consistent manner, ensuring that learners possess the required knowledge and skills.
- **Confidence for learners:** Moderation instils confidence in learners by assuring them that they are being assessed fairly.
- **Credibility for learners and Connexis:** By ensuring that assessment outcomes are valid, fair and consistent, and aligned with the intended learning outcomes, moderation adds credibility not only to the learners but also to the organisation conducting the assessments, Connexis.

Moderation focus

Moderation is an integral part of effective assessment. Connexis is required to internally moderate all its assessors to ensure that the assessment is fair, valid and consistent, and meets the national standard.



Connexis moderation plan

A centrally established and directed internal moderation system has been set up by Connexis to ensure assessment practice is:

Fair:	Assessment processes, activities, conditions and marking provide equal opportunity for all learners to achieve.
Valid:	Assessment has a clear purpose and measures what it aims to measure. Assessment activities and assessor decisions reflect the knowledge, skills, and application of knowledge or skills required to meet the learning outcome at the appropriate level.
Consistent:	Assessor decisions are reliable and accurate across all learners, regardless of who does the assessing or when the assessment occurs.

Connexis follows a Moderation Plan to ensure all assessment activities are pre-assessment moderated and all assessments are post-assessment moderated to support assessors to make decisions that are at the unit standard or skill standard level, and activities meet the outcomes. The moderation is also used to identify any improvements required to unit or skill standards or assessment activities.

The five-year Moderation Plan contains a list of unit or skill standard assessments eligible for moderation each year. The standards are selected from across all sectors using the following criteria:

- Never been moderated, reviewed or moderation occurred more than five years ago.
- High usage.
- High risk (safety/risk within the industry).
- High unit or skill standard level.
- Unit or skill standards requested for external moderation by ISBs and NZQA.
- Industry alert (reports from industry employers, companies, staff, or assessors of best practices not being followed).

Moderation samples

The list of unit or skill standards selected for moderation each year is divided into four quarters. This is to spread the workload for moderators, the QA team and assessors throughout the year.

Assessment samples are selected for standards that have been reported by assessors from the previous quarter up until the beginning of the previous calendar year.

The following criteria is used to ensure a range of assessors and assessments are moderated:

- Skill or standards reported within the range selected for moderation.
- New Assessors (annually for first two years of registration).
- Assessors reporting high number of assessments.
- Assessors reporting low numbers of assessments.



- Assessors who have not attended an Assessor Forum that year.
- Advanced Portfolio Assessments (APA) assessors are required to submit two Advanced Portfolio assessments annually.

Samples for moderation are requested at the beginning of each quarter from assessors who assessed learner workbooks and reported the results for the selected standards during the interval selected for moderation.

We recommend that the assessors scan the assessments so they can be saved securely with password protected access and easily retrievable to send to the moderator or Connexis when requested.



Note

Please note that assessors completing assessments on the LMS Totara are not required to hold the evidence as this will be downloaded by the eLearning Team. Connexis will notify the assessor when samples of theirs will be moderated as part of the Connexis quarterly moderation plan.

Moderation submissions are to include the following:

- Assessment guide, with model answers and judgement statements.
- Learner Assessment with assessment directions, tasks, theory questions and evidence used to make the decision. This may include learner work records, company forms, audio or visual recordings, evidence verifier/observer check sheets etc.
- Assessment samples moderated by Connexis will not be returned unless a self-addressed envelope or courier bag is supplied. Assessors will receive a report on the completion of the moderation.

After moderation occurs or on expiry of the 24-month retention of material, all assessment materials, including any supporting evidence, must be destroyed in accordance with the Privacy Act 2020, or returned to the learner, and no part retained. This includes hard copies, electronic copies sent via email, or saved to computers, USB sticks or cloud storage.

All moderated assessment resources/assessment samples that are under appeal, non-compliance or resubmission will be retained until the moderation requirements are resolved.

Timeframes

The timeframe for receiving moderation samples is ten (10) working days. If the assessment samples are not received, the Quality Assurance Administrator or Quality Assurance Advisor will contact the assessor and establish the reasons why and renegotiate a due date.

If there are to be significant delays, then the Connexis Quality Manager is to be informed.

The Moderator has ten (10) working days, or 15 working days for portfolio assessments, to moderate and send a Moderation report to Connexis.

Connexis will send the Assessor notification of the outcome within 20 working days from when the Moderator receives the samples.

Assessor Forums

Assessors are also required to attend an Assessor forum at least once within two years to remain compliant. The forums provide assessors with an opportunity to talk with other assessors and receive information on updated processes or upskill assessment practices, based on internal and external moderation feedback. This helps to support consistency of assessment and ensure quality assessment decisions are made, and is part of an effective moderation system.

Non-compliance process

Connexis monitors the assessor's compliance with requirements, including assessment reporting, attendance at Assessor Forums, and moderation results. Assessors are deemed non-compliant if they do not report results annually, participate in forums or moderation, or repeatedly have poor moderation outcomes.

Where there is evidence of non-compliance with the moderation requirements, Connexis will formally notify the assessor in writing and seek remedial action. The initial approach will include one or more of the following actions:

- Further post-assessment moderation.
- Mentoring.
- Attendance at an Assessor Forum
- 4098 Course for refresher.
- A hold or limitations placed on the assessor's scope.

If the issues are not resolved with the initial approach, a second written notification of non-compliance is sent to the assessor with further required actions and recommendations. In cases where this action is ineffective and non-compliance continues, or in cases of repeated non-compliance, the Connexis Quality Assurance Manager will take action that can ultimately lead to the removal of the assessor registration and therefore, assessment scope.



Moderation appeal process

If the assessor wishes to appeal the moderator's decisions, an appeal can be submitted on the following grounds for appeal:

- Misinterpretation of evidence.
- Missing evidence not requested.
- Decision not related to the evidence requirements of the unit standard.

The appeal form is to be completed and sent to Connexis within ten (10) days of receiving the final moderation outcome.

Once the form has been received, the moderator will be notified of the appeal with the grounds for the appeal clearly stated in writing. The moderator provides comments about the appeal.

The appeal is considered by the Connexis Quality Manager who can recommend:

- Acceptance of the moderation recommendation.
- Further moderation by another moderator.
- Mediation to resolve the dispute.

If the appeal is upheld, there will be no charge. If the appeal is not upheld, the assessor may be charged a fee of \$120 an hour.

Moderator selection

Moderators are contracted to Connexis for this service and are assigned assessment samples for moderation by the Connexis National Moderator. Selection will be based on moderation expertise and knowledge of industry training programmes.



Appendices

- I. On-job Assessment Process
- II. Assessing Across Generations
- III. Assessing Skill Standards
- IV. Searching standards on the NZQCF
- V. Additional Specific Industry Assessor Application Requirements
- VI. Electricity Supply Applications for Capstone Assessor Endorsement
- VII. Sufficiency Policy – Electricity Supply Industry Assessment
- VIII. Definitions | Kupu
- IX. NZQA Level Descriptors



I. On-Job Assessment Process

STEP	PRE-ASSESSMENT ACTIVITY
1	Following discussions with a CSAM or registered assessor, the learner is enrolled in a Connexis approved programme using the training agreement.
2	Learner receives the assessment workbooks with an outline of training activities, including expected timelines, assessment requirements and appeals process.
3	Learner undergoes workplace training under supervision of their workplace learning support person (not the assessor) to help ensure they have an opportunity to cover the learning outcomes for assessments.
4	<p>Assessor ensures they have the current assessor guide (hard copy or online). They then assess the learner's assessment, and if applicable, training notes. Pre-assessment moderated assessor guides can be downloaded from the Connexis eLearning section on the website. Learner assessments can be requested using the resource order form on the Connexis website.</p> <p>For online assessments, assessors need to ensure they login regularly to check for assessments from learners allocated to them.</p> <p>WRT assessment resources can be purchased using the WRT order form on the Connexis website.</p>
5	The learner and learning support person and/or Connexis registered assessor meet to discuss assessment readiness and produce a pre-assessment plan to prepare the learner.
6	<p>The assessor/CSAM will meet the learner and explain the assessment plan and the evidence that is required to demonstrate achievement.</p> <p>The learner can download the assessment, or in some cases, the assessor provides the appropriate learner assessment for the standard being assessed.</p>
7	The assessor and learner both sign the assessment in their designated places.
8	The learner ensures that evidence of the appropriate number of exposures specified in the assessment have been recorded for practical tasks where required.
9	The learner completes remaining tasks, e.g. theory questions and compiles the documentation required in support of the assessment and presents all documentation to the assessor.

ASSESSMENT	
10	The assessor applies the assessor guide by checking the evidence submitted against the evidence required and judgement statements.
11	<p>The assessor makes a decision on achievement.</p> <p>The assessor informs the learner of the assessment result and provides feedback to the learner and any relevant comments for the moderator.</p> <p>The assessor and learner sign the completed assessment.</p> <p>Reassessment is offered where appropriate.</p>
POST-ASSESSMENT ACTIVITY	
12	<p>The assessor reports the credit of unit/skill standard(s) to Connexis, using standard Connexis process.</p> <p>Online automarked assessments may be reported by the assessor allocated to the learner or by the Quality Assurance team.</p>



II. Assessing across generations

ASSESSING ACROSS GENERATIONS

CONNEXIS
INFRASTRUCTURE TRAINING



BABY BOOMER 1946-1964

TRAINEE STRENGTHS

- Experience of life.
- Experience of hierarchies and “how things work around here”
- Strong verbal skills (face to face and via phone).
- Can disengage if they feel the task/assessment does not fit with their current work.
- Are motivated if there is a strong link of qualification/unit to life goals.

ASSESSOR BEHAVIOURS

- Use open questions to gather information initially.
- New assessor? Cover off expertise to show credibility.
- Fit in with assessment gathering via phone/verbal clarification.
- Zone in on work experience and how it covers the parameters of assessment.
- Clarify terms that may have changed through time.
- Allow more time to work through past experiences to get to the assessing gold.



GEN X 1965-1980

TRAINEE STRENGTHS

- Results driven and need to have a ‘purpose to the event’,
- Foot in 2 worlds – respect for the Baby Boomers preferred working style, but with an understanding of Gen Y and beyond – Gen X can adapt to what is around them.
- Have well-honed communication skills.
- Can use multiple ways of communication and evidence collation.

ASSESSOR BEHAVIOURS

- Be prepared – have all paperwork ready to quickly pinpoint where the evidence links to assessment criteria.
- Know your way around the assessment.
- Link reason for assessment to the outcome.
- Communication can be either verbal/F2F or text/email/virtual.
- Provide targeted feedback.
- Provide a sense of ownership/control.



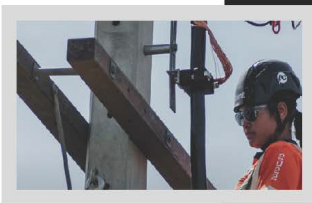
GEN Y 1981-1996

TRAINEE STRENGTHS

- Career and life goal driven.
- Happy to utilise a range of technology – they look for better ways to work things.
- Are problem solvers because of this – often looking for smarter not harder ways to work.
- Assessment must be clear, and relatable.
- Enjoy hands on, interactive assessment opportunities.

ASSESSOR BEHAVIOURS

- Allow the trainee to take an active role in running assessment opportunities, especially if technology involved – i.e. sharing documents with you.
- Do assert your experience as an Assessor, so GenY know the value you can give. GenY may be less likely to trust an expert as they have been able to gain their information through multiple sources.



GEN Z 1997-2012

TRAINEE STRENGTHS

- Digitally proficient.
- Interested in the ‘why’ and curious.
- Are willing to put in the effort, and are rewards driven.
- Happy to try different assessment tools.
- May need explanation of traditional terms or jargon E.g. SOP’s).

ASSESSOR BEHAVIOURS

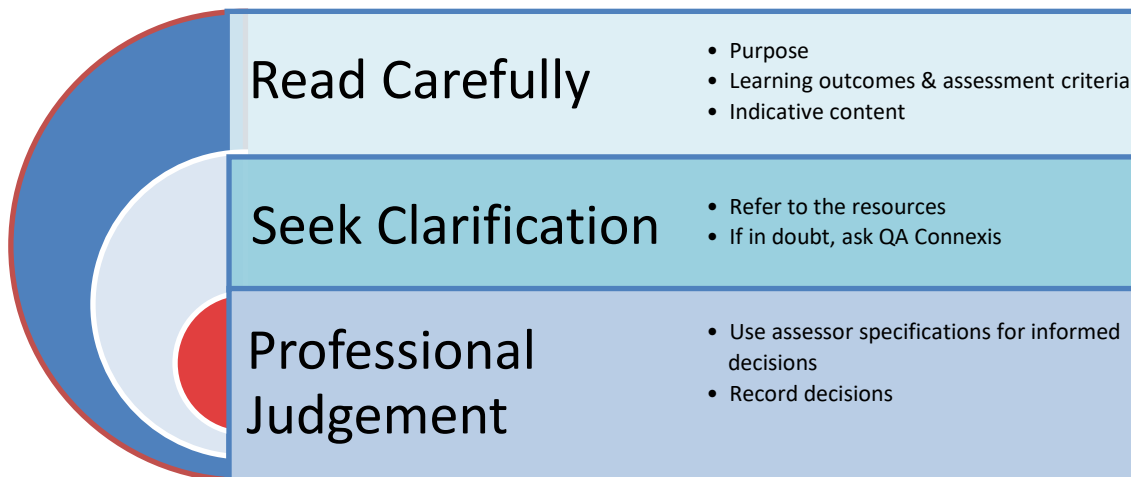
- Be open to revisit terms/jargon/concepts.
- Give them options to speed up or provide evidence smartly – video via phone for example, or video with spoken answers.
- Understand that they may be used to less written work, preferring digital responses.
- Work collaboratively.
- Be aware of your unconscious bias when assessing.



III. Assessing skills standards

The transition from standards to skill standards represents a fundamental shift away from highly prescriptive requirements toward a model that places greater trust in assessor expertise and judgement.

Assessment is no longer a technical activity but a professional practice requiring deeper engagement with learning outcomes and evidence of achievement. For assessors, greater trust involves potentially more complex assessment and decision-making processes that require professional expertise rather than merely following predetermined rules.



As standards increase in credit value while reducing prescription, assessors must pay closer attention to the relative weight and value of outcome statements. This attention requires careful analysis of the language and expectations embedded in each outcome.

Assessors will need to apply their knowledge and experience in evaluating evidence. It acknowledges the complexity of learning and recognises that meaningful assessment requires professional judgement informed by context, learner needs and intended outcomes.

Focus on Outcome

Assessment directly addresses the Learning Outcome statements.

Assessment criteria describe the required levels of performance of the skills in the standard.

Weighting Considerations

Weighting refers to the relative importance of outcomes within skill standards with higher credit values. There may be additional context provided to help with decisions, such as boundaries of the assessment, critical contexts and evidence to be used. There may also be examples provided for clarification.

Ultimately, the assessor needs to be sure that the learner is able to repeat their performance against the standard, based on sufficient evidence of learner's performance.

IV. SEARCHING QUALIFICATIONS AND STANDARDS ON THE NZQCF

All secondary and tertiary qualifications, credentials and unit standard or skill standard approved by NZQA are listed on the NZQCF.

To search for a qualification or standard, visit the NZQA website [here](#).

Qualifications are listed by number, title, qualification type, level, credits and provide a list of accredited organisation/s.

Unit or skill standards are classified using the following categories:

1. Field e.g. Engineering and Technology
2. Sub-Field e.g. Infrastructure Works, Electricity Supply or Water Industry
3. Domain (e.g. Infrastructure Works Management).

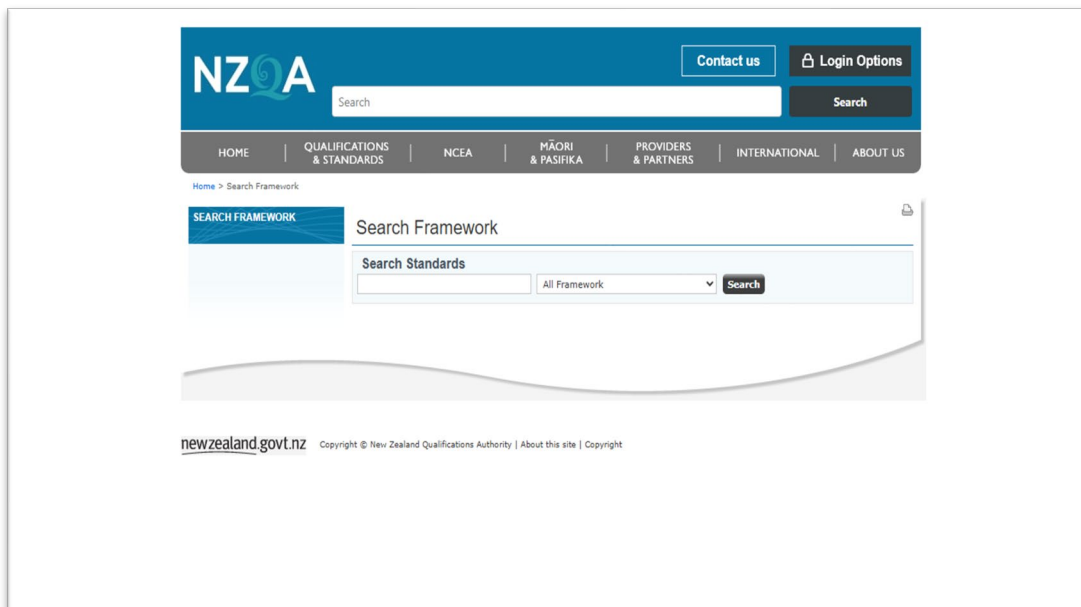


Table 1: NZQA unit standard search page.

V. ADDITIONAL SPECIFIC INDUSTRY ASSESSOR APPLICATION REQUIREMENTS

All applicants must:

- Hold the qualification for which they are applying for scope;
- Hold unit standard 4098 *Use standards to assess candidate performance*
- Have met Connexis Assessor registration requirements;
- Completed the Assessor Application Form;
- Provided supporting documents.

a. *NZ Diploma in Engineering Practices (NZDEP)* assessor applicants must:

- Be a current member of Engineering NZ (EngNZ).
- Be a current EngNZ Practice Area Assessor prior to applying to Connexis to become an NZDEP assessor within their field of expertise.

EngNZ will be approached to confirm the status of each applicant.

b. Electricity Supply Industry assessor applicants:

- Hold the appropriate level of Electrical Workers Registration Board current practicing license for the level they are assessing.

c. Electricity Supply Industry Capstone Assessors must complete the Energy and Infrastructure Industry Skills Board ISB Capstone Endorsed Assessor Application form and provide the required evidence ([Appendix VII](#)).

d. Temporary Traffic Management (TTM) assessor applicants must provide:

- NZTA Waka Kotahi number.

For existing assessor scope extensions **who do not hold the relevant qualification**, they must meet the following criteria:

- Level 3 Micro-credentials TTM 5148 Low risk, low impact & 5149 Assist with TTM within the Road Reserve

One of the following:

- 31960 (Level 3, 10 credits) or TMO Worker Practising (P) Warrant)
- 31962 (Level 3, 5 credits) or STMS – Non-practising (NP) Warrant
- 31963 (Level 3, 20 credits) or STMS – Practising (P) Warrant

- Level 3 Micro-credential TTM 5150 Mobile operation

One of the following:

- 31960 (Level 3, 10 credits) or TMO Worker Practising (P) Warrant)
- 31963 (Level 3, 20 credits) or STMS – Practising (P) Warrant
- STMS (Mobile) Warrant.

- Level 4 Micro-credentials 5285 Foundation Principles and 5286 Monitoring TTM Controls

- MC 4923 Temporary Traffic Management (TTM): Risk Assessment (Level 4, 15 credits)



Or;

- unit standard 30265 Apply health and safety risk assessment to a job role (L3, 8cr)

And;

- unit standard 31963 (Level 3, 20 credits)

Or

- STMS – Practising (P) Warrant

○ Level 4 Micro-credential 5287 Mobile Supervision

- MC 4923 Temporary Traffic Management (TTM): Risk Assessment (Level 4, 15 credits)

Or

- unit standard 30265 Apply health and safety risk assessment to a job role (L3, 8cr)

And;

- unit standard 31963 (Level 3, 20 credits)

Or

- STMS – Practising (P) Warrant

Or

- STMS Mobile Practising (P) Warrant.

e. *Wheels Rollers Tracks (WRT)* assessor applicants must:

- Apply for registration to Waka Kotahi NZ Transport Agency as a course provider.
- Hold a valid Class 1 New Zealand Driver's Licence.

The assessor must inform Connexis if the driver's license expires, or if they are disqualified from driving or a particular class of license or endorsement during the assessor registration period. Connexis assessor registration will be placed on hold until a copy of a valid Driver's Licence is provided.

If Waka Kotahi NZ Transport Agency provider registration is not obtained or is withdrawn, Connexis WRT assessor registration will also be withdrawn. If registration is placed on hold or cancelled, Connexis will advise Waka Kotahi NZ Transport Agency.



VI. Sufficiency Policy – Electricity Supply Industry Assessment

Purpose

The purpose of the Sufficiency Policy – Electricity Supply Industry Assessment applies only to the Connexis Electricity Supply Industry’s practical unit/skill standard assessments for assessors.

This policy is also imposed on all provider resources that are used in assessment of practical Electricity Supply Industry unit/skill standard assessment as managed by Connexis.

Scope

The scope of this policy in assessment sufficiency refers to the quality and quantity of evidence required to achieve fair and consistent assessment decisions across standards within the Connexis Electricity Supply Industry scope of consent to assess.

Sufficiency

Sufficiency for Electrical Supply Industry standards has been established in the following way and must be reflected in assessment resources developed to assess Connexis managed Electricity Supply standards.

Three observations of practical performance to standard are required, with two exceptions detailed below:

- When the unit/skill standard has a range statement that defines the sufficiency.
- When workplace conditions dictate differing sufficiency, Connexis will determine, in consultation with industry, the acceptable number of observations, e.g. differing sufficiency may be applied when involvement with a task is accrued over a period of time such as, installing geothermal equipment and specific high voltage cable jointing.

It has been agreed with the EWRB that Capstone standards would be used as the final assessment for several ESI qualifications.

The theory Capstone unit standard 32255 will be assessed by Connexis Capstone Assessors through an on-line platform. Learners are required to wait 48 hours if they do not achieve the online assessment on their first attempt. There are only two assessment attempts permitted.

It has been deemed acceptable for the practical Capstone standards that one practical demonstration is sufficient. The Capstone assessments must be completed and assessed, and cannot be awarded by APA or another form of credit recognition, except 32255, 29737 and 29738.



Rationale

Three observations are considered to provide evidence of consistency in practical performance and an indication of a practiced skill.

Practical observation

Connexis recognises that supervisor on-job observations can make a valid contribution to the assessment process in the Electrical Supply Industry. A supervisor has the skills to identify competent and repeatable learner performance as they see it occurring naturally, on the job. Assessors may arrange for a learner's supervisor to make up to two of the three observations required in some practical assessment resources.

The assessor must make at least one of the observations unless they appoint a Technical Expert to complete all observations. The assessment decision remains the responsibility of the assessor.



VII. ELECTRICITY SUPPLY APPLICATIONS FOR CAPSTONE ASSESSOR ENDORSEMENT

Endorsement

Assessors can apply to the Capstone Reference Group to become a Capstone Endorsed Assessor. The applicant must:

- Have an industry nominator (Connexis Supplementary Capstone Assessor form).
- Hold EWRB registration specific to industry.
- Minimum of three years as an active assessor at level 4 or above.
- Hold the qualification associated with the capstone units being assessed, or an equivalent qualification (except Traction Line – see below).
- No less than 10 years relevant operational industry experience.
- Attended an assessor forum a minimum of once every two years.
- Met moderation requirements over a period of three years.
- Capstone assessors cannot assess learners for APA if they have been involved in any aspect of the learners training.

Additional Traction Line Capstone Assessor application criteria:

- Hold the Traction Line Mechanic registration class with the EWRB.
- Be approved by KiwiRail as an assessor.

Application Process for Capstone Assessor

There will be a formal application process, including nomination from industry, for Capstone assessors.

Applicants need to contact Connexis or download the Connexis Assessor Application form and tick the Capstone option under the ESI Scope section.

Then, if there is a need for additional Capstone assessors for the programme selected, the applicant will be sent the Connexis Supplementary Application Form and the Energy and Infrastructure Industry Skills Board (EIISB) Capstone Assessor Application form (found here [Waihanga-Ara-Rau-Capstone-Assessor-Endorsement-Application-v2.docx](#)).

The applicants will be reviewed and approved by the Energy and Infrastructure Industry Skills Board EWRB Capstone Advisory Group. The decision of the Capstone Advisory Group will be final.

Capstone Endorsed Assessors Service Agreement and Renewal

Connexis Capstone Endorsed Assessors will have a current Connexis Registration and if assessing externally, will also have a Services Agreement. The contract expires at the same time as the assessor's registration expires.



Registration Expiry

Connexis is to provide a list of Connexis Capstone Endorsed assessors to the EIISB Capstone Reference Group for review before their contracts expire. Energy and Infrastructure Industry Skills Board will confirm those that are to be renewed as Capstone Endorsed assessors.

Termination of the contract will be considered for any of the following reasons:

- Not meeting minimum number of moderation submissions and have decisions supported.
- Expiry of the contract.
- If they leave the Employer.
- At the Capstone Assessor's request.

Maintaining Capstone Endorsed Assessor Registration

Capstone Endorsed Assessors must be actively assessing capstone standards and participate in post-assessment moderation activities, which consist of at least one desk-based moderation and a peer review moderation at a cluster group meeting held by EIISB.

The assessor must have a record of over 95% assessments meeting moderation requirements to maintain their Capstone Endorsed status. Should an assessor not meet moderation requirements, then the EIISB EWRB Capstone Reference Group will review continued Capstone Assessor status.

Resignation or Removal of Capstone Unit standard or skill standard

Capstone Endorsed Assessors will have the capstone unit standard or skill standard approved on their assessment scope for the agreed period of tenure. On completion of this tenure, if not renewed, or if the assessor resigns from being a Capstone Endorsed Assessor, the capstone unit standard or skill standard will be immediately removed from their scope.



VIII. Definitions

Assessor Types	
Registered Assessor	Approved industry assessors who conduct assessment and report credit for standards within Connexis' consent to assess, and the assessors designated Assessment scope.
Capstone Assessor	An assessor approved by the ISB EWRB to complete assessments of recognised Capstone standards.
Workplace Assessor	<p>A registered assessor who has been approved by Connexis to assess learners for their employer in-house using the approved Connexis assessments.</p> <p>Connexis Workplace Assessors conduct assessments and report credits for unit or skill standards within Connexis' consent to assess and the assessors' designated assessment scope. The assessment costs are covered by the in-house fee charged to the employer.</p> <p>The assessor reports assessment results through Connexis and complies with the assessment and moderation policies.</p>
External Assessor	<p>A registered assessor who has been approved by Connexis to assess learners from other workplaces using the approved Connexis assessments.</p> <p>Connexis External Assessors conduct assessments and report credits for unit or skill standards within Connexis' consent to assess and the assessors' designated assessment scope.</p> <p>Connexis contracts external assessors to assess learners enrolled in a Training Agreement for part of or a whole programme leading towards a qualification on an as-needed basis. Contracted assessors invoice Connexis at an agreed rate. Connexis external assessors who report casual credits for TTM or WTR standards required for Waka Kotahi warrants or license endorsements are not contracted by Connexis and invoice the learner or the employer.</p> <p>The assessor reports assessment results through Connexis and complies with the assessment and moderation policies.</p>



<p>Provider Assessor</p>	<p>Connexis Provider Assessors are employed by an NZQA-registered tertiary education organisation (TEO). Connexis subcontracts TEOs to provide training and assessment for its learners enrolled in approved programmes. Provider Assessors working for subcontracted TEOs report credits using Connexis accreditation.</p> <p>Connexis requires provider assessors to use Connexis pre-assessment moderated assessment resources where available. Provider assessors are moderated by Connexis.</p> <p>Tutors employed by a TEO that does not report results using Connexis accreditation are not required to register as assessors. Tutors employed by a subcontracted TEO to assess Connexis learners are not given an assessment scope. Therefore, subcontracted registered providers need to ensure that their assessors/tutors comply with the training organisation's Quality Management System (QMS) as well as the relevant CMR.</p>
<p>WTR Assessors</p>	<p>Connexis registered assessors who train and assess the Wheels, Tracks, Rollers (WTR) unit standard or skill standard.</p> <p>WTR Assessors may be either Connexis registered assessors or NZQA Provider assessors and must be approved by Waka Kotahi NZ Transport Agency prior to completing Endorsements.</p>
<p>Evidence Verifier</p>	<p>Supervisor, team leader, manager, or person with sound knowledge of the assessment topic. Involved in observing and questioning learners while they perform activities/ tasks in the workplace on a regular basis. Provides verification to support the quality of the evidence used in the assessment.</p>
<p>Technical Expert</p>	<p>A person with extensive knowledge and experience in an industry sector that provides specialist advice on industry standards and application.</p> <p>An assessor may request verification from a technical expert occasionally when they are required to assess someone outside of their area, in a specialist field of expertise.</p>



Assessment Terms	
Assessment Appeals	Where credit is not awarded, either in total or in part, the learners may seek a review or appeal of the decision. Therefore, assessors should record clear reasons for the decision and make information available for the appeal process.
Assessment method	<p>A particular technique used to gather evidence to demonstrate the learner's knowledge and skills, i.e. observation of practical skills, theory questions, collection of naturally occurring evidence and assessment of a product.</p> <p>The assessment takes into account credit already gained, for example through previous study as well as recognition of prior learning.</p>
Casual Credits	<p>Credits that are assessed, achieved, and reported by a Connexis assessor outside of a training agreement (TAG).</p> <p>The assessor will be directly invoiced for the cost of reporting any casual credits at the Connexis published rate. Where an assessor is an employee of the company in which the casual assessments are completed, they may make arrangements for the company to be invoiced directly.</p> <p>This fee does not apply to TTM or WRT Assessments.</p>
Evidence requirements	Specifies the quality of the evidence required to meet the outcomes of the unit/skill standard. Associated with these may be range statements where specific criterion needs to be considered.
Historical evidence	Evidence usually already available from a learner's previous work experience and training.
Judgement statements	The judgement statement states the quality and, sometimes, quantity of evidence that is required to meet the expected level of performance for each level of achievement.
Off-job Assessment	Assessment conducted 'off job' through a training provider.
On-job Assessment	Assessments conducted at learner's workplace 'on job'. May include practical and theory assessment.
Portfolio of Evidence	A learner's personal collection of evidence submitted for assessment of achievement.
Re-assessment opportunity	An opportunity to redo part or all of an assessment. If the learner is required to redo the majority of the assessment, then a new assessment is provided after the first opportunity and after further learning has taken place. A new result may be the outcome.



NZQCF Terms	
Accreditation	Permission for a registered education provider to use or deliver an NZQA-approved programme or micro-credential that has already been developed, including those developed by other TEOs. Any assessment completed by a Connexis registered assessor must be carried out within their approved scope and Connexis accreditation, which is listed on NZQA's provider details page here .
CMR	<p>Consent and Moderation Requirements</p> <p>A CMR is associated to each unit/skill standard on the NZQA Framework and identifies requirements for assessment and external moderation by a Workforce Development Council (ISB).</p>
Graduate Profile Outcomes	The expected graduate outcomes of a qualification. This comprehensively describes what a person awarded the qualification must be able to collectively do, be and know.
NZQCF	<p>New Zealand Qualifications and Credentials Framework</p> <p>The NZQCF is a national framework based on outcomes, described in terms of knowledge, skills and attributes, and their application. NZQA administers the NZQCF. All qualifications, both secondary and tertiary, are listed on the NZQCF.</p>
DASS	<p>Directory of Assessment and Skill Standards</p> <p>Standards include skill standards, unit standards and achievement standards. Over time, skill standards will replace unit standards on the Directory of Assessment and Skill Standards (DASS).</p> <p>Standard-setting bodies (SSBs) are responsible for the quality of the standards they ask us to list on the DASS.</p>
Moderation	Moderation is a quality assurance process, it is the method by which the national standard is established and maintained across all Connexis providers and assessors ensuring assessment is fair, valid and consistent. The Connexis philosophy is that this process should be one of support, development and interaction.
Naturally occurring evidence	Evidence taken from real-life, or naturally occurring events that have been produced by a learner during their normal day-to-day activities.
Pre-assessment moderation (Internal to business)	This process checks that assessment resources are appropriate and valid, and meet the requirements of the unit/skill standard/s.



NZQCF Terms	
Post-assessment moderation (Internal to business)	This process verifies that assessment decisions made about learners' achievement are consistent and at the right academic and/or practical level.
Programme	A programme leading to one or more qualifications listed on the NZQF. It describes what and how learning and assessment will be delivered. It is aligned with the qualification's outcomes and is based on clear and consistent aims, content and assessment practices.
Qualification	A qualification recognises the achievement of a set of learning outcomes for a particular purpose through formal certification. Qualifications are designed to identify the underpinning skills, knowledge and attributes graduates need to perform a range of roles across broad contexts.
Specially elicited evidence	Evidence that is sought and created especially for the purpose of the assessment, and may include specific assessment tasks, written or oral questions, or simulations.
Record of Achievement (RoA)	An official transcript of all the New Zealand qualifications and standards that a person has achieved as reported by NZQA consented education organisations and Universities. Any qualifications gained before the implementation of the New Zealand Qualifications Framework will not appear on the learner's RoA.
TEO	Tertiary Education Organisation e.g., Private Training Enterprise, Wānanga, or Polytechnic.
Unit or skill standard	These are nationally registered and are listed on the Directory of Assessment Standards (DAS). Each unit standard shows what a learner must know and can do, to achieve the unit/skill standard.



Connexis Te Pūkenga terms Kupu	
CSAM	Connexis Customer Service Account Manager
NZDEP	New Zealand Diploma in Engineering Practices
QMS	Quality Management System
Technical Advisor	Person with the industry experience and knowledge of NZQA level descriptors used to provide advice on qualifications, assessments, and assessors. Also known as subject matter experts (SMEs).
Training Agreement (TAG)	A Training Agreement signed by a learner and company before they commence their study programme with Connexis.
Programme Overview	A plan showing the assessment the learner is to complete within a programme leading towards a qualification.
WRT	Wheels Rollers Tracks Types of vehicle licence endorsements.
Ākonga	Learner/trainee/apprentice
Kaiako	Assessor
Aromatawai	Assessment
Te Tiriti o Waitangi	Treaty of Waitangi
Karakia	“Māori incantations and prayer used to invoke spiritual guidance and protection. They are generally used to increase the spiritual goodwill of a gathering, so as to increase the likelihood of a favourable outcome. They are also considered a formal greeting when beginning a ceremony (Wikipedia)”.



Professional Bodies and organisations	
EngNZ	Engineering NZ
ESI	Electricity Supply Industries
EWRB	Electrical Workers Registration Board
Electricity Supply Capstone Reference Group	The group is made up of representatives from the Electricity Supply industry (ESI) that the Energy and Infrastructure Industry Skills Board EIISB is responsible for as a Standards Setting Body (SSB). Its purpose is to progress and maintain effective relationships between EIISB, education providers and stakeholders in the development and use of Capstone standards within approved programmes in ESI.
NZQA	New Zealand Qualifications Authority
Waka Kotahi	Waka Kotahi NZ Transport Agency
Industry Skills Boards (ISB)	<p>Responsible for providing skills leadership and standards setting functions for their industries, including external moderation of on and off-job assessments (on campus or online). Where appropriate, ISBs will set and help with capstone assessments at the end of a qualification.</p> <p>ISBs will also endorse vocational education programmes prior to them being approved by NZQA.</p> <p>There are eight ISBs covering the different industry sectors.</p>



IX. NZQA Level Descriptors

Level	Explanation
1–2	At this level it's about basic skills and knowledge. Recall. No new ideas or problem solving. Activities carried out under supervision. Familiar processes. No responsibility of others' work.
3–4	At Levels 3 and 4 the learner is building a wider range of specialised skills and knowledge. At Level 4 it is expected that tasks are to be completed without supervision.
5–6	Starting from Level 5, the learner builds their highly specialised technical skills. Analysis, design and evaluation of a wide range of information is expected. From Level 6 onwards, the learner takes complete responsibility for personal and/or group outcomes. The learner performs self-directed activities.
7–8	Start to apply advanced generic skills and/or specialist knowledge and skills in a professional context. From Level 8, can analyse and apply a range of processes in complex situations.
9–10	At Levels 9 and 10 the learner demonstrates mastery of a subject area. They also provide original contribution to knowledge through research.

All qualifications on the New Zealand Qualifications and Credentials Framework (NZQCF) fit into a defined qualification type.

As mentioned, NZQF levels give an indication of the complexity of learning and the amount of effort required by the learner.

Level 10	Doctorates Degree	<p>Please familiarise yourself with the level descriptors for the scope you will predominately assess against in your workplace</p>
Level 9	Master's degree	
Level 8	Postgraduate Diplomas, and Certificates, Bachelor Honours Degree	
Level 7	Bachelor's Degrees, Graduate Diplomas and Certificates	
Level 6	Diplomas	
Level 5		
Level 4	Certificates	
Level 3		
Level 2		
Level 1		



It is useful to know the level descriptors for the scope you will predominately assess against in your workplace.

LEVEL	KNOWLEDGE	SKILLS	APPLICATION
1	Basic general and/or foundation knowledge.	Apply basic solutions to simple problems. Apply basic skills required to carry out simple tasks.	Highly structured contexts. Requiring some responsibility for own learning. Interacting with others.
2	Basic factual and/or operational knowledge of a field of work or study.	Apply known solutions to familiar problems. Apply standard processes relevant to the field of work or study.	General supervision. Requiring some responsibility for own learning and performance. Collaborating with others.
3	Some operational and theoretical knowledge in a field of work or study.	Select and apply from a range of known solutions to familiar problems. Apply a range of standard processes relevant to the field of work or study.	Limited supervision. Requiring major responsibility for own learning and performance. Adapting own behaviour when interacting with others. Contributing to group performance.
4	Broad operational and theoretical knowledge in a field of work or study.	Select and apply solutions to familiar and sometimes unfamiliar problems. Select and apply a range of standard and non-standard processes relevant to the field of work or study.	Some responsibility for performance of others.



5	Broad operational or technical and theoretical knowledge within a specific field of work or study.	<p>Select and apply a range of solutions to familiar and sometimes unfamiliar problems.</p> <p>Select and apply a range of standard and non-standard processes relevant to the field of work or study.</p>	Some responsibility for the management of learning and performance of others.
6	Specialised technical or theoretical knowledge with depth in a field of work or study.	<p>Analyse and generate solutions to familiar and unfamiliar problems.</p> <p>Select and apply a range of standard and non-standard processes relevant to the field of work or study.</p>	Responsibility for leadership within dynamic contexts.
7	Specialised technical or theoretical knowledge with depth in one or more fields of work or study.	<p>Analyse, generate solutions to unfamiliar and sometimes complex problems.</p> <p>Select, adapt and apply a range of processes relevant to the field of work or study.</p>	Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study.
8	Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles.	<p>Analyse, generate solutions to complex and sometimes unpredictable problems.</p> <p>Evaluate and apply a range of processes relevant to the field of work or study.</p>	<p>Developing identification with a profession and/or discipline through application of advanced generic skills and/or specialist knowledge and skills.</p> <p>Some responsibility for integrity of profession or discipline.</p>





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