



Active Careers through
On-Job Qualifications



SKILLS ACTIVE ASSESSORS
The heart of industry training

This information sheet will help you understand the role of an evidence verifier in the Skills Active Assessment process.

WHAT IS AN EVIDENCE VERIFIER (EV)?

Verification is one part of the overall assessment process. It provides a way for trainees who are being assessed in the workplace to collect evidence.

An evidence verifier (EV) is usually used in situations where an assessor is not present while a trainee carries out assessment tasks, or the EV rather than the assessor is better suited to observe the trainee consistently and repeatedly performing assessment tasks.

Assessors also use EVs to confirm authenticity of trainee evidence and to ensure that the trainee's practice is in accordance with workplace policies and procedures.

The core function of an evidence verifier is to observe, record and verify evidence.



WHAT'S THE DIFFERENCE BETWEEN AN EVIDENCE VERIFIER AND AN ASSESSOR?

Evidence Verifier	Assessor
<p>An evidence verifier supports the assessor by:</p> <ul style="list-style-type: none"> • Verifying that the evidence provided by the trainee is valid and authentic (i.e. it is the trainee's own work) • Observing trainees complete practical (on-job) tasks and commenting on their performance. 	<p>An assessor is responsible for judging the overall competence of a trainee, based on all the evidence supplied (for example, completed written assessments and completed practical tasks, accompanied by evidence verifier's comments).</p> <p>The assessor reports the credits achieved by a trainee to Skills Active, and takes part in post-assessment moderation to ensure consistency of assessment.</p>



The assessor, not the evidence verifier, is responsible for the final assessment decision.

WHO CAN BE A VERIFIER?



The assessor should consider the following when using a verifier:

Is the evidence verifier someone who:

- has a sound understanding of the trainee's role and required skills, and has had experience in the same or similar roles?
- has a sound knowledge of the trainee's workplace policies, procedures and expected standards?
- has the time and opportunity to regularly observe the trainee completing the tasks required by the assessment?
- has good communication skills and can build a positive relationship/rapprochement with both the trainee and the assessor?

ASSESSOR RESPONSIBILITIES



Before the assessment takes place, the assessor should meet with the evidence verifier to provide them with:

- clear instructions about what is to be verified, the types of evidence they are collecting and how the evidence will be recorded
- examples of the types of comments the evidence verifier must provide
- an understanding of the assessment process and the need for privacy relating to the trainee's evidence.

RECORDING EVIDENCE

Evidence means proof or confirmation of what the trainee knows and can do. Evidence verification for Skills Active is typically:

- **observation of on-job tasks**
- **confirming the validity and authenticity of the trainee's written assessment material and workplace documentation.**

Skills Active assessment workbooks contain Verification Forms for all on-job (practical) tasks. They clearly outline the evidence the trainee needs to collect and have verified.



The evidence verifier will complete these verification forms. They **MUST** add comments on specific aspects of the trainee's performance in all the 'comment' sections of these forms.

Comments should include clear, relevant and specific examples of the trainee's performance. This is one of the most important elements of evidence verification. Comments such as 'good', or 'the trainee did the task really well' are of little value to the assessor.

A sample Verification Form with appropriate comments is attached.





2. Communicate with people from other cultures

Verification form - page 1 of 2

Instructions to trainee





- Your supervisor must observe you as you communicate with people from **two** cultures different from your own
- Both situations must be of sufficient length and complexity to provide you with the opportunity to demonstrate all skills listed on this form.

Instructions to supervisor

- Observe the trainee communicating with people from **two** cultures that are different from their own culture. This should occur naturally as they are interacting with a range of people - campers, caregivers of campers and other camp visitors
- For the purposes of this task, 'culture' refers to a person's ethnicity, such as Fijian, Korean, Indian
- Interactions being observed must be face-to-face, two-way conversations which allow the opportunity for the trainee to demonstrate all of the skills and behaviours listed here
- Write the dates of your observations and the culture the person is from in the first row of boxes in the table below
- When you have observed the trainee demonstrating the task or behaviour required, to the standards expected of your camp, tick the box in the appropriate column and row
- Write brief comments describing the behaviour demonstrated and provide examples of what you observed.

Supervisor to complete The trainee...	Date: 24/3/15 Culture: French	Date: 2/4/15 Culture: Japanese
When interacting face-to-face with people from a culture different to their own, the trainee demonstrates an understanding of the other person's culture and behaves appropriately. This may include greeting people in their language, following cultural protocols, adjusting their behaviour to best suit the situation etc.	✓	✓
Supervisor comments: (Include examples of the trainee's performance) - Harry asked whereabouts in France Javier came from. Also asked if he played Rugby in Toulouse. - Harry needed to ask Javier for information at the end, Harry said "Merci", Javier seemed pleased. - Harry greeted the parents of camper, Iko "Konnichiwa", as they looked nervous.		

2. Communicate with people from other cultures - Verification form - page 2 of 2

Supervisor to complete The trainee...	Date: <i>24/3/15</i> Culture: <i>French</i>	Date: <i>2/4/15</i> Culture: <i>Japanese</i>
Establishes and maintains rapport, avoids causing offence, puts effort into ensuring the conversation flows, non-verbal cues they give are appropriate and understood by the other person		
The interaction is appropriate to the culture, purpose of interaction and the situation.		
Supervisor comments: (Include examples of the trainee's performance) <ul style="list-style-type: none"> - <i>Harry talked to Javier about Rugby and the All Blacks player going to France to play. Helped Javier relax. Javier was going to be working with Harry. Harry took him around and talked about some Kiwi words he might not understand.</i> - <i>Harry bowed when Iko's parents were leaving and they bowed. Harry explained about camp slowly and clearly to give Iko's parents time to take it all in.</i> 		
Supervisor statement I have observed <u>Harry Maclary</u> (name of trainee) communicating with people from two cultures different from their own and verify that they <u>meet</u> /exceed (circle one) the standards and expectations of their camp, relating to the tasks in this form. Supervisor name: <i>Ron Macdonald</i>		
Assessor sign-off <i>Mary Vercation</i> Assessor signature: <i>M.A. Vercation</i>		Date: <u>3/4/15</u>