



WAIHANGA ARA RAU

**Construction and
Infrastructure**

Workforce Development Council

ASSESSOR PRACTICE GUIDELINES

VERSION 1 | NOVEMBER 2024

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GLOSSARY

Term	Description:
Ākonga	Student, learner, pupil, apprentice, trainee.
Assessment resource	Also known as 'assessment', 'resource', 'assessment tool'. The learner-centric assessment resource, focussed on the assessment activity.
Assessor Guidance	Also known as 'assessor guidelines' or 'marking guides'. The supporting resource for assessors, that provides guidance, including judgement statements.
Assessment Schedule	The resource that maps where the requirements of the standard are covered in the assessment resource. May be included as part of the Assessor Guidance.
Formative Assessment	An assessment that is used to inform the teaching and learning process – to find out what the ākonga has achieved, and what the ākonga needs to best facilitate further progress.
Internal Moderation	An internal process confirming an organisation's assessment activities are fair, valid and consistent across all assessors and throughout all sites.
Kaiako	Teacher, instructor, tutor, trainer
LLN	'Literacy, Language, Numeracy'. In the context of this guidance document, 'LLN' refers to ākonga who have lower literacy and/or numeracy skills.
Pre-moderation	Involves reviewing and validating assessment tools and to ensure they are fair, accurate and aligned with the learning outcomes and performance criteria.
Professional conversation	A professional conversation is a structured and focused discussion between the ākonga and assessor to assess the ākonga knowledge and skills. This method allows for in-depth exploration of ākonga practical experiences, enabling assessors to gather evidence of performance. Professional conversations should be supported with evidence of practical competency.
Standard	Refers to unit standards, and skill standards.
Sufficiency	This refers to having enough evidence to establish with confidence that all criteria have been met and that performance to the required standard could be repeated with consistency.

Summative Assessment

An assessment typically made at the end of a training period or course, to evaluate ākonga achievement at a particular time. Summative assessments can however be used formatively, if it provides feedback to the ākonga. See also Formative Assessment.

Triangulation of evidence

The process of using multiple methods to gather evidence to verify ākonga competence. For example, an assessor might combine direct observation with work samples, verifier feedback, written work, practical demonstration &/or professional conversations.

These methods ensure that the assessment is not reliant on a single piece of evidence.

Verifier

A verifier is someone who supports the assessment process. A verifier does not make assessment decisions. The role of the verifier is to:

Verify that evidence provided by the ākonga is valid and authentic.

Confirm that the ākonga practice is in accordance with contextual and organisational requirements.

Based on their observations, verify the performance of the ākonga completing practical tasks.

1. PURPOSE

This document aims to provide guidelines for assessors using assessment standards, to clarify the assessment process and improve assessor practice. It provides guidance on:

- (a) assessors meeting Consent and Moderation Requirements (CMR),
- (b) using fit-for-purpose assessment resources, and
- (c) making consistent assessment judgements.

These guidelines work in tandem with the messages from the Assessor Practice Webinars, where the context is primarily to assess learnings from on-campus/off-job training courses.

[Watch a recording of the Assessor Practice webinar that this guideline is based on.](#)

2. INTRODUCTION

The term, 'assessment' comes from the Latin verb, 'assidere', which means, "to sit with". This word origin suggests that assessment occurs alongside ākonga (the learner), rather than to ākonga. This resonates with the concept of 'ako', the reciprocal relationship between the 'kaiako' and 'ākonga'.

One way of thinking about assessment is, *"the process of gathering evidence of a ākonga strengths and weaknesses, to measure the ākonga competency against learning outcomes"*.

3. KEY QUALITIES OF EFFECTIVE ASSESSMENT

Effective assessment is **fair, valid, and consistent**.

Fairness ensures that ākonga are not disadvantaged for any reason. The assessment process should be clearly understood by ākonga and mutually agreed on. Ākonga needs should be addressed.

Validity confirms assessment measures what is intended to be measured.

Consistency focuses on the ākonga performance being repeatable, ensuring other assessors would make similar decisions, which pre-supposes the sufficiency of the evidence.

Triangulation of evidence is the key to evidence being sufficient. Triangulation of evidence refers to gathering evidence from a variety of relevant sources to inform assessment judgements.

Sources of evidence could include:

- ▶ Written or verbal assessment
- ▶ Assessor observations
- ▶ Workplace verifications

- ▶ Site visit records
- ▶ Ākonga record of work (written or electronic)
- ▶ Workplace documentation (e.g. H&S records, plans and specifications, legislation and standards, logbooks, equipment checklists)
- ▶ Ākonga self-reflections
- ▶ Professional conversations
- ▶ Photographic and/or video evidence and/or audio

A diverse and reliable evidence-base should support all assessments. [OBJ]

[Assessment tools and approaches: NZQA](#)

3.1 THE ASSESSOR

The generic requirements for assessors according to the Consent and Moderation Requirements include the following:

The assessor must:

- ▶ Hold unit standard *4098, Use standards to assess performance* or have equivalent knowledge and skills.

and meet any other requirements in the relevant CMR(s). These may include but are not limited to:

- ▶ Hold the standard(s) or qualification they are assessing against
- ▶ Have industry experience
- ▶ Engage in professional development
- ▶ Meet the additional requirements of a regulatory board around supervision or being an authorised person
- ▶ Be able to demonstrate knowledge of and apply safe working practices.

Assessors should have a safe support system that includes:

- ▶ A well-developed assessor guide.
- ▶ Support within the workplace or through the wider network of assessors or providers, e.g. internal peer moderation, associations, cluster moderation groups.

Assessment environment and context:

- ▶ **Programme level assessments**

The assessment process should be holistic and integrated from the start. This approach allows for ongoing collection of evidence, including formative assessments, and naturally occurring evidence, which contribute to the final assessment outcome. The process should be continuous and reflective of ākonga progress over time.

► **Short courses and high-risk standards**

Training and assessment should be separated. For short courses that involve high risk activities, it is essential to separate training from assessment. This ensures that the assessment is conducted independently of the training, reducing any conflict of interest, and ensuring that safety and competency standards are upheld. The separation is critical to maintaining the credibility and validity of the assessment process.

► **Workplace verifiers**

Verification, where evidence is documented and signed by the verifier, the assessor or both, is particularly valid where the assessment and gathering of evidence is based on demonstration of practical competence or is naturally occurring over a period of time. Verifiers must have current industry experience and regularly observe ākonga in the workplace. Their role is to confirm that ākonga meet industry standards by observing their performance and gathering evidence to ensure industry standard requirements are met.

A verifier is someone who supports the assessment process. A verifier does not make assessment decisions. The role of the verifier is to:

- Verify that evidence provided by the apprentice is valid and authentic
- Confirm that the apprentice's practice is in accordance with contextual requirements
- Based on their observations, verify the performance of the apprentice completing practical tasks.

► **Workplace assessors**

Workplace assessors make assessment decisions based on a collection of evidence. This includes naturally occurring evidence in the workplace, workplace documentation and verification.

Assessors ensure assessments are fair, valid and meet national and/or industry standards. Assessors must be confident that ākonga can apply the required skills and knowledge outlined in the standard to the level, scope and complexity required to support the achievement of related standards. The assessor needs to be confident that ākonga would be able to repeat the assessed task again without further instruction or supervision.

3.2 ASSESSMENT MATERIALS ARE FIT FOR PURPOSE

The assessment resource and assessor guidelines should:

- **Meet all the standard requirements.** For unit standards, this includes requirements stated within the explanatory notes and performance criteria, including range statements. For skill standards, this includes the assessment criteria and information within the assessment specifications.

Examples:

Outcome 1

Demonstrate knowledge of hazards, hazard control, and lift planning.

Performance criteria

1.1 Describe site-specific hazards, potential hazards, and risks.

Range may include but is not limited to – vehicles; equipment; ground condition; underground services; power sources; overhead service lines; trees, buildings, and structures; unauthorised people; adverse weather conditions; simultaneous operations; risks to the environment; pinch points; evidence is required for at least seven different items.

The standard requires ākonga to **describe** site-specific hazards, potential hazards and risks. Would **naming** provide enough evidence of this requirement?

Explaining what was needed to control them is not required as per the standard; however, in line with good practice, it has been included.

Question 1

Think of a site where a crane is operating (it may be one you have worked on). In the table below name **seven** hazards, potential hazards and risks related to the **site** (not the crane or the load). Briefly explain what was needed to control them. (30072 1.1)

Hazards, potential hazards or risks	Control
<i>For example: underground services</i>	<i>Calling in experts to locate underground wires, pipes etc.</i>
<i>For example:</i> ground condition, power sources, overhead service lines, unauthorised people, slips, trips and falls. Other hazards could be: trees, buildings, other structures, adverse weather conditions, pinch points, simultaneous operations, vehicles, equipment.	<i>For example:</i> PPE, securing the area, securing the load, advising supervisor, erecting barriers, pipes etc., calling off operations due to weather or unforeseen obstructions, clearing the area of unwanted obstructions, communicating with other parties on a site. Refer to the Crane Safety Manual, Section 4 – Hazards.

Assessor Judgement:

Trainees may name other hazards not specifically covered in the Crane Safety Manual. Assessor judgement is required for the validity of the hazards and their control.

Trainees must name seven hazards, potential hazards or risks and their controls. However, this may be more or less depending on the complexity of the hazards and their control they use.

- **Be a current version.** Resources should be based on the latest version of a standard, though a current version is acceptable and can be assessed up to the expiry date.

Unit standard information should be checked as part of the internal moderation process.

NZQA unit standard

23229 version 5
Page 5 of 5

In this example, only Version 5 should be used, as all other Versions have a Last Date for Assessment that is in the past.

Status information and last date for assessment for superseded versions			
Process	Version		Last Date for Assessment
Registration	1	15 July 2007	31 December 2016
Review	2	22 May 2009	31 December 2016
Review	3	20 May 2011	31 December 2016
Review	4	16 July 2015	31 December 2022
Review	5	29 April 2021	N/A

Consent and Moderation Requirements (CMR) reference	0003
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

- **Be appropriate to the provider's context.** Assessment resources should be designed with the ākonga in mind. Including:
 - English as a second language (ESOL)
 - Low literacy and numeracy
 - The assessment context: on-job or off-job setting
 - The assessment environment: workplace, simulated environment or an isolated task.
 - Prior knowledge and experience.
- **Provide assessors with sufficient guidance.** Assessor guidance resources or marking guides should include clear and measurable sample answers and assessor judgement statements. They should include specific statements to guide assessors in evaluating responses. These should clarify how to determine the answer meets, exceeds or falls short of the expected standards.

Examples:

This structure ensures clarity and consistency for assessors while maintaining flexibility for ākonga.

Question 1: Identify two key workplace hazards and explain the control measures.

Sample Answer:

- Hazard 1: *Slips and Trips* – Slips, trips, and falls are common in workplaces due to wet floors, poor lighting, or uneven surfaces. Employers must ensure regular maintenance to prevent such hazards.
- Hazard 2: *Chemical Exposure* – Exposure to harmful chemicals can cause health issues. Proper storage, handling procedures, and personal protective equipment (PPE) are essential.

Judgement Statement: Full marks: The learner identifies two appropriate hazards and provides a detailed explanation of how each hazard can be managed.

Acceptable Responses: Examples of other valid hazards: manual handling risks, electrical hazards, fire hazards, etc.

Task	Details	Achieved (✓)
Follows lift plan in relation to the people involved and people in the area of operations (1.3)		
Inspect and evaluate lifting gear <i>May include but not limited to – slings, shackles, eye bolts; natural, synthetic and wire ropes; chains and web slings (3.1)</i>	Evidence for three required over the two observations:	

This assessor guide lacks sufficient assessor guidance: it has no sample answers. While it states, “evidence of three items required over the two observations”, it has no checkboxes to help the assessor with their marking

Job task activity	scaffolding	Location	Add location	Date	05/05/2023
Type of height work	Erect and dismantle scaffolding				
Documentation required:					
<input checked="" type="checkbox"/> Hazard ID sheet <input type="checkbox"/> Safety data sheet <input type="checkbox"/> Traffic management plan <input type="checkbox"/> WorkSafe NZ notifiable work <input type="checkbox"/> Others: _____					
Resources/ Equipment: (List resource/equipment required for the task.)					
Scaffolding equipment					
PPE: (List PPE required for the task.)					
Harness, hardhat, safety boots, hi visibility clothing					

This assessor guide includes sample answers, checkboxes, and assessor commentary, providing more robust guidance for assessors.

- ▶ Have a provision to document pre-assessment information, performance-based feedback and resits.

Pre-Assessment Confirmation (trainee to complete)

Please complete the following, before starting the assessment.

Pre-assessment statement	Tick to confirm
I understand that the health and safety of everyone involved must be maintained when assessment of this unit standard is being undertaken.	<input type="checkbox"/>
I understand that I will inform my assessor if I have any special needs that need to be accommodated.	
I will record and label any evidence provided in this assessment.	
I understand what is required to gain competency.	
I understand what I need to do with my assessment material when I have completed it (submit my assessment material).	
I understand how I will get my results.	
I understand that I can appeal the assessment decision, if I am not happy with it.	
I understand that [REDACTED] will report my results to NZQA.	

This example lists pre-assessment information and confirmation.

If you are unsure of any of the above, please contact your assessor/provider.

Assessor/ Provider feedback to trainee						

	Attempt 1		Attempt 2		Attempt 3		Notes
	A	NYA	A	NYA	A	NYA	
Part 1: Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Part 2: Observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

These examples include space for feedback, and documenting any resits.

- ▶ **Be written in plain language.** This is regardless of the language used, e.g. English, te reo Māori, other languages.
- ▶ **Pose no barriers to ākonga (e.g., underserved, LLN, learning disabilities).** Assessment is EQUITABLE: it is fair, accessible and values cultural diversity and individual needs.

Internal moderation is an integral component of best practice assessment.

- ▶ Regardless of whether the resources are internally developed or purchased externally, they should be internally pre-moderated.
- ▶ Resources must be approved for use by the Standard Setting Body (WDC).

3.3 ASSESSMENT JUDGEMENTS

Assessment judgements should:

- ▶ Include clear measures and judgement statements that describe acceptable performance levels, and the quantity and quality of evidence required to be deemed sufficient, to ensure consistency in assessment decisions.
- ▶ Include clear examples of evidence (or a range of acceptable evidence options) in the *Assessor/Evidence Guide* and be linked to the skill-specification of the unit-standard or skill standard.

Assessment evidence should:

- ▶ Align with the learning outcomes and the assessor guide.
- ▶ Provide a comprehensive evaluation of ākonga performance, aligned to the learning outcome.

The example below has evidence from multiple sources:

Question 1

Name four hazards and/or potential hazards that can occur when operating a tower crane **relating to the planned lift**. What controls can be used, and how do you implement these controls safely?











Hazard and/or potential hazard	Control and how it is implemented
Windy Weather	Don't operate or postpone work until better weather conditions. Monitoring Weather by continuously checking wind speed on computer.
Hitting Structure	Having a competent operator, getting spotter. Following Lift plans, Pre-starts, plan Stew path. Having a pre start to implement.
Structures popped up (temporary)	Planning Stew Path. Check Stew path. Anti collision agreement.
Remote control Not working	Have Pre Start, Check JSEPA, Check Lift Plan. Check Battery, Check if works. Have Pre Start, Daily checks.

A written assessment to show theoretical understanding,

Question 2

Name two hazards and/or potential hazards that can occur when **accessing a tower crane**. What controls can be used and, how do you implement these controls safely?

Hazard and/or potential hazard	Control and how it is implemented
Water at the base, flooding	Draining, Use water pump to pump out water, keep clear. Have daily check.
No anchor point to hook on harness	Make sure there's a certified anchor point Report to manufacturer. Have daily check, Pre Start.

Inspection Report - OCA Tower Crane		OCA Assessee
New Zealand		
User: [REDACTED]	Date: 04 Nov 2023	
Site: New Zealand	Time: 11:45 AM - 9:16 AM	
Checklist: OCA Tower Crane (v1)	Total score: 39	
1 	Operator Details	Company: [REDACTED] Date of Birth: [REDACTED] Years of Experience: 1
2 	Operators Drivers Licence	No None stored on file : Operator does not have licence
3 	Licence Endorsements (Tower Crane)	Endorsements : Unit Standard 3798
Competency Questions		
1.4 	Pre-Start Check	Machine is Greased Pins & Hitches Any Fluid Leaks Base of Crane
1.5 	Pre-Start Importance	Reduce risk of equipment failure during operation Helps identify defects
1.6 	Pre-Start Timing	Before first use Daily
1.7 	Blood Alcohol Level	0.00%
1.8 	Effects of Alcohol	It slows down how quickly your brain works
1.9 	Damage & Defects	Display out of service tag Report to an authorised person Secure the area & the machine
1.10 	Defect/Damage Reporting	Maintenance Crew Site Supervisor

Standard Lift Plan

Solely for the use of the Service Provider / Customer

1. Lift Plan Details

Customer: _____

Site Representative: _____

Crane Supplier: _____ **Crane ID:** 0003907

Crane Make/Model: Liebherr 2005GB10 **First Aider:** _____

Crane Operator: _____ **Dogman:** _____

Date & Time of the lift: 9:00am 4/9/23 **Location:** Hobson St

Communication: radio _____ hand signals _____ other _____

Lift Description: Erection and regular loads.

4. Lift Sketch

Weather 2005GB10 10t

Scale 1:100

2. Hazard Checks

Workplace Hazards:	Hazard notification required:
Crane Hazards	Crane setup as per lift plan
Crane Operator ticked	50 configured and working
Dogman ticked	Electrical Hazards:
Isolation managed	any live, hazardous system
PPR correct	any live, hazardous system
Crane cert correct	Crane is earthed
Lifting aids cert correct	Ground conditions checked
Rating charts correct	for use with lift
Counterweight correct	Underground services are clear
Reinforcing correct	any live, hazardous system
Outriggers Cat / Proved	Obstructions checked
Vision controls checked	any live, hazardous system
Weather conditions checked	any live, hazardous system
Traffic managed	any live, hazardous system
Radios checked	any live, hazardous system
Airport notified: <input checked="" type="checkbox"/>	any live, hazardous system

3. Lift Details

	Lift # 1	Lift # 2	Lift # 3	Lift # 4	Lift # 5
Weight of load:	200 kg				
Weight of rigging:	50 kg				
Weight of hooks:	100 kg				
Total	350 kg				
Boom length:	65 m				
Pick up radius:	10 m				
Set down radius:	20 m				
Max radius:	20 m				
SWL at max radius:	3000 kg				
Communication:					
Lift checked serial:	CR				

Crane has been checked. Dogman is at the controls at all times.

Crane has been checked. Dogman is at the controls at all times.

and supporting
documentation

LIEBHERR 200 ECR
TOWER CRANE

Logbook records - [Redacted]			
Date:	6th October 2023	Location:	[Redacted]
Operator Name:	[Redacted]	Operator Signature:	[Signature]
Supervisor Name:	[Redacted]	Supervisor Signature:	[Signature]
Make/Model:	LIEBHERR 200 ECR TOWER CRANE		
Capacity:	10T @ 19.0M - 2.2T @ 65M		
Start Time:	11:00am	End Time:	5:30pm
Total:	6.5hrs		
Comments:	Pallet cage, 36 Endless Slings, 56 Flat Slings, 18mm Chains, 6 1m Slips		
(Objects were used & attachments)			
Logbook records - [Redacted]			
Date:	6th October 23	Location:	[Redacted]
Operator Name:	[Redacted]	Operator Signature:	[Signature]
Supervisor Name:	[Redacted]	Supervisor Signature:	[Signature]
Make/Model:	LIEBHERR 200 ECR TOWER CRANE		
Capacity:	10T @ 19.0M - 2.2T @ 65M		
Start Time:	11:00am	End Time:	5:30pm
Total:	6.5hrs		
Comments:	56 Web Slings, Pallet Cage, 18mm Chains, Scaffolding		
(Objects were used & attachments)			
Logbook records - [Redacted]			
Date:	9th October 23	Location:	[Redacted]
Operator Name:	[Redacted]	Operator Signature:	[Signature]
Supervisor Name:	[Redacted]	Supervisor Signature:	[Signature]
Make/Model:	LIEBHERR 200 ECR TOWER CRANE		
Capacity:	10T @ 19.0M - 2.2T @ 65M		
Start Time:	1:00pm	End Time:	4:30pm
Total:	3.5hrs		
Comments:	36 Endless 6m, 56 Web Slings, 18mm Chains		
(Objects were used & attachments)			
Logbook records - [Redacted]			
Date:	10th October 23	Location:	[Redacted]
Operator Name:	[Redacted]	Operator Signature:	[Signature]
Supervisor Name:	[Redacted]	Supervisor Signature:	[Signature]
Make/Model:	LIEBHERR 200 ECR TOWER CRANE		
Capacity:	10T @ 19.0M - 2.2T @ 65M		
Start Time:	11:00am	End Time:	5:00pm
Total:	5		
Comments:	18mm Chains, 36 Endless Slings, Pallet Cage, Materials Cage		
(Objects were used & attachments)			
Logbook records - [Redacted]			
Date:	11th October 23	Location:	[Redacted]
Operator Name:	[Redacted]	Operator Signature:	[Signature]
Supervisor Name:	[Redacted]	Supervisor Signature:	[Signature]
Make/Model:	LIEBHERR 200 ECR TOWER CRANE		
Capacity:	10T @ 19.0M - 2.2T @ 65M		
Start Time:	11am	End Time:	6:30pm
Total:	6.5		
Comments:	18mm Chains, 36 Endless Slings, 56 Web Slings, D-Shackles		
(Objects were used & attachments)			

*26hrs

and workplace
verification / Crane
Operator's Logbook.

Professional conversations are a valid assessment process. The assessor needs to ensure that the specifics of how ākonga have achieved the unit standard outcomes are clearly documented to support assessment judgements.

Workplace evidence should include:

- ▶ Verification that ākonga can demonstrate commercial competency for each of the practical requirements of the standard.
- ▶ Verification that ākonga have sufficient knowledge for each of the knowledge requirements of the standard.
- ▶ Verifier evidence must include the name of the ākonga, employer/ verifier, company name, and date.
- ▶ Verification of evidence from all assessment tasks and ākonga involvement in the jobs associated with assessment tasks.

Practical observations should include supporting evidence:

- ▶ The assessor comments and feedback that supports the assessment decision, based on the practical observation.
- ▶ Assessor comments should be detailed and performance-specific.

Practical Assessment (Observation sheet)

Unit Standard 23229: Use of safety harness system when working at height. (Version 5, Level 3, Credits 4)

Your assessor will complete this observation sheet. Judgement is based on diverse evidence including observation when you carry out the tasks defined in the evidence guide below. Evidence may be supplemented by verbal questions asked by the assessor, and a log of satisfactory experience, if available. Assessor observations and your responses to any questions are to be recorded in the Observations / Comments Section below as evidence. Your assessor will mark you as competent (C) or not yet competent (NYC) for each task.

Trainee name: [redacted]
 Date: 04/03/2024 Time started: [redacted] Time completed: [redacted]
 Type of height work: [redacted] Location: [redacted]

Resources required for this practical assessment: Safety harness system

CHECKING AND FITTING A SAFETY HARNESS SYSTEM

Tasks evidence guide	Assessor observations / comments	Mark
1 The trainee correctly identified the parts of a safety harness. (PC 3.1)	Parts identified: 1. Attachment point 2. Shoulder straps 3. Front buckle 4. Leg straps 5. Lanyard 6. Shock absorber and inspection tags 7. Fall arrest attachment points 8. Other - specify	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Note 1: The assessor may request the trainee identify parts that are additional to those stated.	Assessor comments: [redacted]	C

These examples show generic or no comments on the practical observations. It is difficult to determine if ākonga competency was achieved.

C. Fall arrest equipment inspection and maintenance log

Please complete this form and submit as evidence.

Job task activity	Type of height work	Location	Date
Work at height	Repair	MT Wellington	15/01/2024
Inspected by	Supervisor		
Type of safety harness system used:	Full arrest safety harness		
INSPECTION LOG			
Safety harness system (check the harness for faults and record.)	Pass (Yes/No)	Fail (Yes/No)	Notes
1. Visual inspection (hardware, webbing, stitching)	Yes		
2. Functionality (check if fit for purpose)	Yes		
3. Currency of inspection records (labels, tags, log, etc.)	Yes		
Identify the lanyard used for this task (may be single, twin rail, adjustable, retractable)			
Lanyard (Check the lanyard for faults and record in accordance with manufacturer's specifications and workplace procedures.)	Pass (Yes/No)	Fail (Yes/No)	Notes
1. Appropriate for the task	Yes		
2. Visual inspection	Yes		
3. Functionality	Yes		
4. Length	Yes		
5. Connection to harness	Yes		
EQUIPMENT MAINTENANCE			

3790 v6 10

Assessor Observation – One

Use a cab controlled gantry crane

You need to be observed by your assessor using a cab controlled gantry crane for two different lifts. Your assessor will add comments and sign off. Your assessor may also ask you some questions to confirm your understanding of what you are doing. (1790.2.1 - 2.4, 2.5)

Operation	Details	Achieved (*)
Discussed and implemented controls to lower the risk of potential hazards. For example: access, obstructed field of vision, travel route, unauthorised people, insecure loads, unstable loads, unknown loads, type of load. (1790.2.1)	Task Analysis Completed Checked area before starting Saw attached Setup cones, used spotlights	A
Confirmed person directing the lift and communication methods to be used during lift operation. (1790.2.2)	Used hand signals, Verbal communication discussed before lifting	A
Confirmed the load has been slung. (1790.2.3)	Completed Test Lift, Test One Planning	A
Accessed and operated a cab controlled gantry crane to lift, travel and unload or place regular loads. (1790.2.4)	Checked movement of operator at crane before lifting Slow controlled lifting / checked certification	A
Operated crane in response to crane hand signals and radio communication. (1790.2.5)	good control of crane, used hand signals, & verbal cues	A
Assessor comment:	good safe operator Completed tasks well, followed instructions Well, Assessor gave hand signals to Candidate	A

These examples show a sufficient level of commentary for practical observation.

TASK 7: Undertake inspection activity on a category A road environment

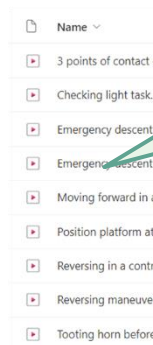
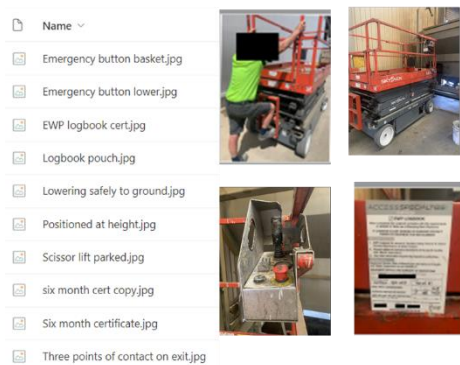
This closure must be observed by the assessor.

The checkboxes below **must** be ticked by your **TTM Assessor** as you complete each task correctly.

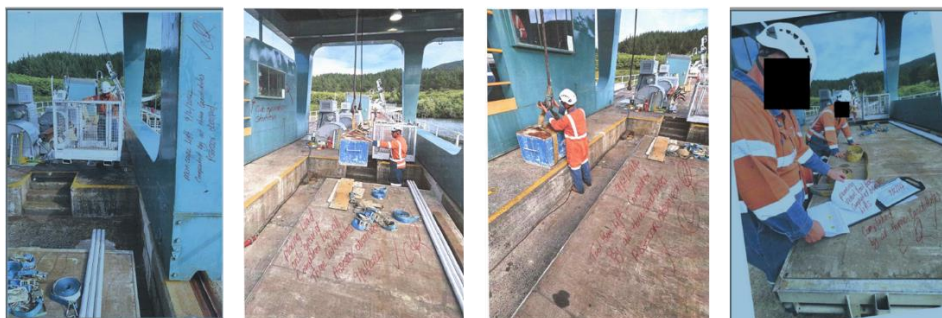
<input checked="" type="checkbox"/>	1. Follow company and CoPTTM requirements and use safe work practices to undertake an inspection activity on the lane of category A road environment.
<input checked="" type="checkbox"/>	2. Complete required worksite documents according to CoPTTM and your company requirements. Attach a copy of the on-site record you have completed for this task. The record should show you followed CoPTTM and company requirements.
Assessor Comments demonstrated safe inspection practice. good use of trigger points. Task was completed as part of static site installation/Removal as part of task 6.	

- Photos and videos should have a clear purpose and context.

When submitting photos and videos as evidence, the purpose must be clear, and its context clearly stated.

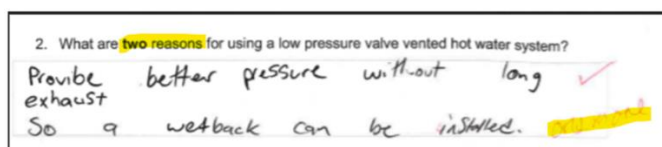


These examples show sufficient evidence for practical observations.



- Professional conversation summaries should clearly outline the key details and be aligned to performance criteria.
- Where feedback is stored in Google classroom or similar teaching apps, it is recommended that internal moderators confirm and document this feedback in the internal post moderation report to ensure a clear evidence trail.
- Assessments should have a clear trail for re-sits and verbal assessments.

Below are examples of assessments where the assessor has correctly identified a re-sit, however there is insufficient evidence of the re-sit trail. Here the assessor has correctly identified where ākonga have provided only one reason while the question requires two reasons to be identified. The assessor has correctly recorded "one more". However, the details of the re-sit are lacking.



This is an example of an unclear resit trail.

In this example, the assessor has identified that “more” was needed to meet the requirements of “explaining” the maintenance steps required for the hot water installation job. They have then noted, “added verbally explained”. However, the ākonga original answers and those written as a result of the re-sit are not identified. Thus, there is an unclear trail of verbal assessment.

5. Explain the maintenance steps required for the hot water system you have installed in job 2.

check valves
check for leaks
check for faults in valves
Replace and Repair all that needs to be done.
check Temperature Set at 55°C

done

This shows an unclear trail for verbal assessment.

- Evidence for re-sits can be captured by an assessor summarising or paraphrasing the answer, dating it and including the initials from both the ākonga and the assessor. Using a different coloured pen helps identify the trail.

Authenticity of evidence

- Group assessment is acceptable. However, there should be evidence of individual ākonga competency.

Compliance document	Recording requirements	Compliance document	Recording requirements
1. AS/NZS standards	Manufacturer guidelines for manufacture, testing, and use of PPE.	1. AS/NZS STANDARDS	- MANUFACTURERS GUIDELINES FOR MANUFACTURE TESTING PPE
2. work safe requirements	How to identify and manage hazards in a work place.	2. WORK SAFE REQ'T.	- TO IDENTIFY AND MANAGE HAZARD IN A WORK PLACE
3. Operating instructions	sop - safe operating practice based on manufacturer's instruction	3. OPERATING INSTRUCTION	- SOP BASED ON MANUFACTURERS INSTRUCTION
4. Hazards inspection records	records the model, serial number, date manufacture and the date of inspection	4. HAZARDS INSPECTION RECORDS	- MODEL, SERIAL NUMBER, DATE OF MANUFACTURE, DATE OF INSPECTION

These two learner answers are almost identical to each other.

- ▶ Learning resources and kaiako presentations should be distinct from the sample answers provided in the assessor guides.

Assessor Guide

5. AS/NZS standards	Manufacturers' guidelines for the manufacture, testing and performance criteria for items of PPE. Advice on the selection use and maintenance of fall arrest equipment
6. Work Safe New Zealand Requirements	Outline strategies for identifying and managing hazards and risks within the workplace. Identifies responsibilities for employers and employees and list penalties for non-compliance.
3. Manufacturer's instructions	Details the correct usage and possible mis-uses of the product. Information regarding the lifespan, care and maintenance, the standards met, compatibility with other items and any specific instruction requirements.
4. Operating instructions	Often referred to as standard operating procedures, they are customised by individual workplaces and likely to contain much of the information contained in manufacturers' instructions.

Compliance document	Recording requirements
1. AS/NZS Standards	Manufacturers guidelines for testing & performance criteria for items of PPE
2. Work safe New Zealand Requirements	Outline strategies for identifying & managing hazards & risks in workplace
3. Manufacturers Instructions	Details the correct usage & possible misuse of the product
4. Operators Instructions	Refers to standard operating procedures, set by individual work places

These answers are almost identical to the Assessor Guide.

- ▶ Assessment practice should ensure students have gained sufficient knowledge from learning to be able to answer questions in their own words.
- ▶ The assessor must be confident that the work being assessed genuinely belongs to ākonga being assessed, without any external help compromising the integrity of the assessment.

Assessors should provide meaningful performance-based feedback.

This enables ākonga to reflect on their performance, identify their next steps, and feel valued.

- ▶ Feedback should be aligned to the assessment task performed, focusing on strengths and areas of improvement for future growth.

Comments:

Well done

Generic feedback

Verifications and assessments completed over 2 day block. [redacted] demonstrated a very good understanding of TM. He works safely and has a great attention to detail. [redacted] has not worked in TM sector for very long but already shows confidence in completing tasks and retains knowledge well. [redacted] communicates well with crew and shows promising leadership skills.

Task 7 was completed when planning/preparing for task 6. No additional ORR was completed.

Meaningful feedback

- ▶ Evidence of the assessor's providing ākonga with feedback should be included in post-assessment moderation.

Providers should have a process to remedy any issues found within assessment resources, and/or assessor guidance.

- ▶ Providers must have a process to address observed issues with assessment resources and assessor guidance, whether internally developed or externally purchased. For example, a pc missing from the assessment resource, resource based on an expiring or expired standard, etc.
- ▶ Assessment resources are submitted to Waihanga Ara Rau for pre-assessment moderation, following changes. 'Changes' refer to version changes for the standard, or where the context, tasks, or outcomes of the assessment have changed.
- ▶ Where changes are minor, contact the SSB to determine if they need external pre-assessment moderation.
- ▶ Feedback on Waihanga Ara Rau-developed standards should be emailed to qualifications@waihangaararau.nz.

4. FURTHER SUPPORT

[Watch a recording of the Assessor Practice webinar that this guideline is based on.](#)

If you need further information and support email moderation@waihangaararau.nz.