




TE MAHI AKO

# Evidence Verification Kaiarohaehae

**Handbook**

Name

Edition 1



**Tēnei te Mauri  
Te Mauri ka tū  
Te Mauri ka oho  
Te Mauri ka rewa**

**Eke panuku, eke tangaroa  
Whakatū tārewa ki-te-rangi  
Uhi, wero, tau mai te mauri**

**Hara mai te toki ko  
Whakatangatanga-i-te-rā  
Haumi e! Ui e! Taiki e!**

The life-force is moving  
The life-force is active  
It is alive, it is present  
It is coherent  
It is all encompassing

From the spirit realms  
Place the life-force forward,  
challenge  
Give me the adze called  
“Whakatangatanga-i-te-rā”  
The Adze of Creator,  
That holds the supernatural  
Power to loosen the sun  
It is done, it is complete  
I have made my energy one  
With all that is!

-Nā Te Ngakooterangi Ngaropo

# Rārangi upoko

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# Nau mai, haere mai Welcome

## Congratulations on being chosen to become an evidence verifier!

Evidence verification plays a vital role in helping learners collect evidence for assessment. You'll be responsible for supporting learners in their journey towards gaining qualifications.

We're thrilled to have you on board and trust that your confidence will quickly grow as you gain more experience within this role.

We want to thank you for your time and commitment in helping your workplace learners and apprentices to successfully complete their assessments and achieve national qualifications.

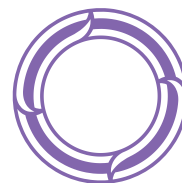
This resource is a reference guide for you. It outlines the key facts Te Mahi Ako expects all evidence verifiers to know. We're here to help and have included details on where to get further help and support should you need it at the end.

## Ka kaha ake mā te tu ngātahi We are stronger together

**We wish you all the best on your journey  
with Te Mahi Ako.**

A handwritten signature in black ink.

**Maren Frerichs**  
Chief executive



**TE  
MAHI  
AKO**





# Timatanga kōrero

## Introduction

### What is evidence verification?

- Verification is one part of the overall assessment process. It provides a way for learners who are being assessed in the workplace to collect evidence.
- An evidence verifier is commonly used in situations where an assessor isn't present while a learner carries out assessment tasks, or they're better suited to observe the learner consistently and repeatedly performing assessment tasks.
- Assessors also use evidence verifiers to confirm authenticity of learner evidence and to ensure that the learner's practice is in accordance with workplace policies and procedures.
- If you're the learner's supervisor or manager it should be part of what you usually do. For assessment purposes you'll be recording what you see the learner doing in a more structured way than you may usually do.



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

### Who can be an evidence verifier?

An evidence verifier is someone who:

- has an understanding of the learner's job role and has extensive experience in the same or similar roles
- has knowledge of workplace policies and procedures
- has in-depth knowledge of the areas for verification
- has time and opportunity to observe the learner completing work tasks
- understands assessment
- has good communication skills and can build a positive relationship/rapport with the learner and assessor
- works with the learner regularly
- doesn't have a conflict of interest with the learner (e.g. is a relative).

## Why use an evidence verifier?

An evidence verifier may be used in one or more of the following situations:

- When they work closely with the learner and can observe them on a day-to-day basis and therefore can verify that performance is repeatable.
- When the learner submits workplace documentation as evidence, an evidence verifier is used to confirm that the documents are valid (appropriate for the workplace).
- When the learner submits assessment material an evidence verifier is used to confirm that the material is their own work (authentic).
- When the assessor is unable to observe the learner completing the skills or assessment task.



# Who does what?

There can be many people involved in the assessment process, so understanding everyone's roles, and being clear on their responsibilities, is paramount to running a smooth assessment.

## So let's see who's who and what they do!

### Learner



The learner is the person being assessed. They're responsible for providing evidence of competency to the assessor or evidence verifier. They do this by completing written and/or online tasks, or by demonstrating knowledge and skills while in their role (on-the-job).

### YOU – the evidence verifier



The core function of the evidence verifier is to observe and record evidence. You are the eyes and ears of the assessor.

The best people to do this are those who work closely with the learner on a day-to-day basis, giving them the opportunity to observe and record naturally occurring evidence over a period of time. Often a supervisor, trainer or manager is an effective verifier.

### Assessor



Te Mahi Ako assessors are responsible for managing the assessment process and making the final judgement on a learner's competency

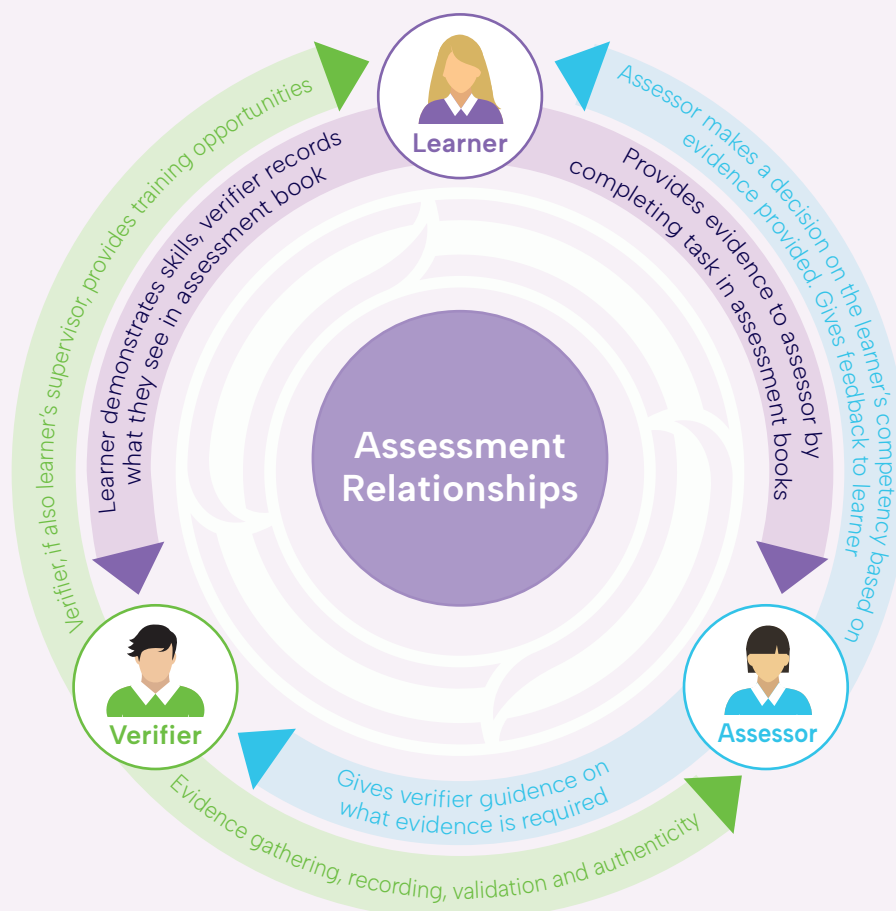
An assessor is trained and assessed by Te Mahi Ako in the role of assessment against unit standards. They are supported by, and regularly complete moderation activities with, Te Mahi Ako.

## What are the differences between an evidence verifier and assessor?

Evidence verifier	Assessor
Verifies learner evidence	Evaluates and judges learner evidence
Verifies performance of learner	Decides sufficient evidence to ensure competence of learner
Verifies consistency and repeatability of learner performance	Judges if evidence is relevant and current and covers special notes/explanatory notes/requirements as described in resources
Observes learner completing on-job tasks and writes comments describing what they see	Evaluates quality and quantity against required outcomes as described in unit standards and resources (assessor guide)
Verifies that learner evidence is authentic	<b>Makes assessment decision: Competent or Not Yet Competent</b>

## Learner/assessor/verifier relationships

Communication between all the people involved in the assessment process is key. Where verifiers are part of the assessment process, the following responsibilities and relationships exist between the learner, assessor and verifier.



# The evidence verification process

Below is an overview of the process that an evidence verifier will follow to complete their role.

## 1. Maherengia | Plan: Prepare yourself



- Meet with the assessor to ensure you're fully informed about what evidence you'll be collecting and verifying for the learner.
- Meet with the learner and confirm when and where you'll be completing the evidence verification.
- Become familiar with the assessment resources the learner is using and any documentation you'll be completing.
- The assessor has the responsibility to manage the assessment process for both you and the learner, if either of you have any questions check back in with the assessor.

## 2. Whakamahi | Do: Complete the evidence verification



- Evidence verification will happen within a planned timeframe agreed by you, the assessor and the learner.
- Learners must complete on-job assessment tasks safely and in accordance with the requirements of the assessment.
- Complete your evidence verification collection/forms/documents.
- Write notes to support your observations.
- Make sure you follow the assessor's instructions to ensure the evidence is sufficient, valid, authentic, consistent, fair and current.
- Inform the learner when you've completed the evidence verification process and what the next steps are.
- Collate all the evidence you've collected ready to hand over to the assessor.
- Ensure that all evidence is dated and signed as required.
- Check that your comments and observations clearly explain what you've seen or heard the learner do.

## 3. Arotakengia | Review: Your evidence verification process



- Did the evidence verification process work for the learner, the workplace, and you?
- Use feedback from the learner and assessor to review your practices.
- Self-review your evidence verifier practices. Be honest, recognise what you did well, and what you can improve in the future.
- Make any necessary changes to your future processes.





# Maherengia | Plan: Prepare yourself



## Meeting with the assessor

The evidence verifier and assessor meeting is important and should take place prior to any verification process starting. This meeting is intended to give you confidence as the evidence verifier in what the assessor requires you to do within each learner's assessment. There should be a separate discussion about each learner as assessments and their requirements are commonly different.



### What you should expect from the assessor



- Clear guidance on what evidence you're verifying, observing or attesting to.
- Copies of the assessment forms/tasks you're required to complete for the evidence verification.
- Information about the environment and conditions that the evidence verification will take place in.
- Expected timeframes for the evidence verification.
- Any special assessment requirements you may need to be aware of.
- Any considerations you may need to make in regards to the learner.



## Meeting with the learner

Once you've met with the assessor and have a clear understanding of your responsibilities you'll make a time to meet with the learner.



### What the learner should expect from you



- Details about when, where and how you'll be completing your evidence verification.
- You to check that they are comfortable with the process and whether they have any questions.
- Confirmation that you'll be verifying evidence and passing it onto the assessor to make the final assessment judgement.

## Prepare yourself

You've met with the assessor and the learner, now it's time to focus on ensuring you have everything ready to go.

### What you need to check

- Do you understand what your role is?
- Do you have all the required paperwork to document the evidence verification?
- Is the environment prepared?
- Is the learner ready to go?

### The Privacy Act 2020 – what you need to know

- Don't leave paperwork relating to a learner's evidence lying around.
- Feedback is confidential and given in an environment where the learner feels comfortable.



# Types of evidence

Evidence provides proof of what the learner knows and can do. Evidence can be collected in many different ways. Assessment tasks give the learner guidance on the type and amount of evidence they need to provide. Some ways that evidence may be collected include:



## Practical evidence

- Naturally occurring evidence – on-job tasks
- Observation, on a one-off occasion or over a period of time
- Examples of work the learner has produced
- Learners teaching others the relevant knowledge or skills
- Simulations



## Verbal evidence

- Presentations
- Learner answers oral questions
- Managers and/or verifiers answer oral questions about the learner's performance
- Feedback
- Speeches, interviews, giving instructions



## Written evidence

- Workplace documentation and records, checklists
- Portfolios, worksheets, forms, tests
- Written tasks
- Booklets, reports, charts and posters, plans, tables
- Assignments, multi-choice answers
- Logbooks, diaries
- Managers answer written questions about the learner's performance



## Verification/attestation

- Documented feedback from:
- Evidence verifiers
  - Supervisors and managers
  - Colleagues
  - Clients/customers

# Qualities of evidence

These are qualities the assessor needs to consider throughout the assessment process. At your planning meeting they'll discuss how your evidence collection considers these qualities.



## 1. Sufficiency

The assessor will give you instructions on the amount of evidence they need you to collect, observe or attest to. This is to ensure that the assessor has enough evidence to make an assessment decision.



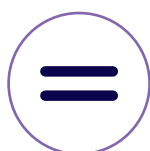
## 2. Authenticity

Verifiers are responsible for confirming the learner's assessment material is authentic.

Verifiers and assessors must be aware of the potential for learners to:

- copy from another person or source (plagiarism)
- have too much guidance from the trainer or assessor
- get specific answers for the assessment activity.

You'll need to confirm the learner has produced the evidence submitted for assessment.



## 3. Consistency

The assessor will give you direction about the conditions for your evidence collection. This is to ensure that the assessment environment and opportunities are consistent for every learner.



## 4. Fairness

Every learner has the right to an open, honest and fair assessment. The assessor is responsible for preparing the learner for the assessment process and ensuring nothing comes as a surprise in the assessment process.



## 5. Currency

Currency is when skills and knowledge can be demonstrated **now** (not in the past). Currency is an important concept, especially when learners come to you with prior knowledge and skills in the area of assessment. The assessor will guide you on what evidence they need verified to ensure currency of performance from the learner.

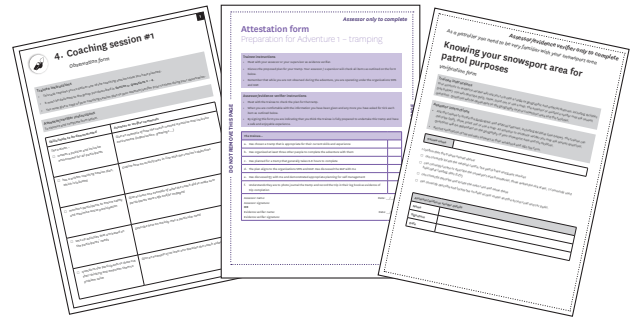


# Whakamahi | Do:

## Collect and record evidence

Evidence verifiers are often asked to collect and record evidence using the following documents:

- observation forms
- attestation or verification forms
- assessment tasks
- feedback forms/reports.



Your assessor will guide you through how to use these forms and what they need from you. Below are some tips to help you.



### Observe

You may have been asked to observe the learner during their normal work activities or completing set tasks. Effective observations can be achieved by asking yourself the following questions:

- Am I positioned in a place so I can best hear and see the learner while not being in their space?
- What can I see? (What's the learner doing and how?)
- What would I rather see?
- What does the learner look like in terms of body language, confidence, etc?
- Have I checked they understand what's expected?
- Have I checked they feel confident and competent in their role and how I can help?
- Have I painted a clear picture for the assessor to understand what I've observed?



### Using the learner's assessment books

Te Mahi Ako assessment books contain forms (usually called on-job tasks or observations). They clearly outline the evidence the learner needs to collect and have verified. It's your responsibility to complete these forms, adding useful comments for the assessor. Comments should include clear, relevant and specific examples of the learner's performance.



### Make your own notes

It's important to make notes/record naturally occurring evidence when you see it rather than relying on memory which can lead to events being missed or being inaccurate. **You may want to keep a notebook with you at all times.**



## Writing useful comments

The comments you write in the learner's assessment book are your evidence to help the assessor make a judgment on whether the learner is competent. This is one of the most important elements of evidence verification because you're the assessor's 'eyes and ears' – they rely on your comments as they aren't able to be there observing the learner themselves.

Therefore, comments such as 'good', or 'the learner did the task really well' are of little value to the assessor. Instead, write comments that 'set the scene' and describe how the learner completed the task.

EXAMPLE

John was on reception today during the busy after school period of 3.30pm – 6pm. It was during this time that he had a disgruntled customer approach. She was upset that her son's lesson had been cancelled but she hadn't received a notification.

John asked the customer to explain what her concern was and expressed an apology for the lack of communication. The customer was still not really listening to John or his apology. John remained calm throughout and repeated his apology. He did some basic checks within the database and identified that the customer's phone number was incorrect. John fixed this straight away and managed to send the customer away happier.



## Completing forms

The assessor is responsible for ensuring all the forms are fully completed. For you this means ensuring you've ticked every box, written comments where required, signed, dated and completed all other requirements prior to sending the completed form to the assessor.

Take the time to double check you've completed everything before sending it to the assessor. If you've missed something it can be time consuming for both you and the assessor to send forms back and forth.



## What if something goes wrong?

If at any point you don't feel comfortable with the evidence verification process continuing you can choose to stop it. In this situation you would need to communicate with the learner that you are stopping the process and your next steps of action.

Stopping an evidence verification process should occur if you feel uncomfortable in your role or uncertain of the process. It should also be stopped if the health and safety of anyone is compromised at any time.

If you stop the evidence verification process you need to contact the assessor as soon as practical to discuss the next steps.

## Giving feedback

It's natural and to be expected that a learner will look to you for feedback on their performance. If you're the learner's supervisor then this is something you'll be familiar with and do on a regular basis.

The difference with giving feedback within an evidence verification context is that it's **not** your responsibility to give the learner feedback on their competency.

For example, it's not your role to tell the learner whether they've met the assessment requirements and they're competent/not yet competent.

**This is the assessor's role.**

Your role does include:

- confirming with the learner that you've completed the evidence verification process
- informing the learner that your notes regarding their performance will be passed to the assessor for their judgement.

You're also encouraged to thank the learner for their participation and offer feedback on the areas of the learner's performance you would normally be responsible for monitoring. For example, their compliance with workplace policies and procedures.

Ensure that you document any feedback or conversations you have with the learner and include this with the documentation you provide to the assessor.



Please ensure you maintain the privacy of the learner at all times.

## Finalising evidence for the assessor

Once you've finished all the evidence verification requirements it's time to compile your documentation and pass this to the assessor. Your assessor will give you instructions on how they want to receive this documentation, if you're unsure just check in with them.

Before you send anything to the assessor, make sure you:

- check all documentation/forms are fully completed—boxes are ticked, dates and signatures are included
- attach any required workplace documents, e.g. incident forms
- read over your comments one last time to ensure they paint a good picture of what you saw and heard
- have documented all your feedback to the learner and any other feedback that you'd like to pass onto the assessor.

Now you're ready to pass all of the evidence over to the assessor.

# What is good evidence?

The evidence you verify plays an important role in assessors being able to make an assessment decision about a learner's competency. On the following pages are examples of different forms of completed evidence verification.



## 2. Working safely

### Observation form

1

#### Trainee instructions

This is a practical on-job task. Ask your verifier (who may also be your supervisor) or assessor to complete the observation form for this task. They will observe you while you:

- participate in a real or trial evacuation. You must make sure you follow your organisation's policies and procedures during the evacuation
- apply safe work practices as part of your daily work.

**Important note:** Read over the observation form so you are familiar with the performance your verifier/supervisor and assessor expects to see.

You may also attach evidence from work you have done already to support your competence. However, this is optional.

If you do add optional evidence, tick the evidence you are submitting below. Attach it to your assessment, with the task number clearly marked. Evidence may include:

- reporting forms
- feedback forms from customers
- feedback from other staff
- other (specify):

#### Verifier/supervisor and assessor instructions

- If the trainee has not participated in a real or trial evacuation within the past 12 months, a drill or trial evacuation must be set up to assess this task.
- Complete this form after observing the trainee actively participating in an evacuation and/or after reviewing the documentation provided by the trainee.
- Complete the observation form to confirm that the trainee's actions consistently meet the unit standard requirements.
- You may wish to talk to others who have worked with the trainee, and ask them questions about the trainee that relate to the checklists in the observation form. Their comments and feedback provide valid evidence.

Trainee name	
--------------	--

<b>Skills/tasks to be demonstrated</b>
The trainee: <input checked="" type="checkbox"/> actively participated in a real or trial evacuation and followed the correct workplace safety procedures and practices. Date of participation: 25/07/20



# 2. Working safely

## Observation form

**Assessor or verifier/supervisor comments and feedback specific to the performance of this task:**

- WENT THROUGH THE REQUIRED PROCESS FOR EVACUATIONS WITH A HEAD INSTRUCTOR + KNOWS WHERE TO GO IN THE EVENT OF CODE BROWNS AND FIRES. ALSO AWARE OF THE NEAREST FIRE EXITS RELATIVE TO THE POOL SHE IS IN + THE IMPORTANCE OF HAVING THE ROLL ON HER (WHEN TEACHING).

- The trainee applied safe work practices marked below in accordance with their role and workplace requirements. Tick all that apply and provide comments on the trainee's performance.
- |   |   |
|---|---|
| <input type="checkbox"/> Wearing personal protective equipment              | <input type="checkbox"/> Manual handling                        |
| <input type="checkbox"/> Handling equipment                                 | <input checked="" type="checkbox"/> Working in a confined space |
| <input type="checkbox"/> Cleaning   | <input type="checkbox"/> Pool water quality testing             |
| <input type="checkbox"/> During maintenance                                 | <input type="checkbox"/> Hazardous substance storage and usage  |
| <input checked="" type="checkbox"/> With other staff                        | <input type="checkbox"/> Other (specify):                       |
| <input checked="" type="checkbox"/> Client and facility safety and security |   |

**Assessor or verifier/supervisor comments and feedback specific to the performance of this task:**

- KEEPS HER WORK AREA TIDY + FREE OF TRIP HAZARDS.  
 - HER BEHAVIOUR IN THE WATER NEVER ENDANGERS OTHER STAFF.  
 - UNDERSTANDS THE IMPORTANCE OF SUPERVISION IN HER CLASSES.

**Verifier/supervisor details**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature: \_\_\_\_\_

**Assessor details**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature: \_\_\_\_\_





# End of plan check in with my manager

Manager to complete

## Apprentice instructions

Plan a time to meet with your manager. Prior to this check in give them your self-reflections, self-review and end of plan summary.

## Manager instructions

Take the time to look over the documentation that the apprentice has completed and then fill in this form. You and your apprentice will discuss their progress and performance over the last 2 months and make a plan for future improvements.

Months 1 and 2

	Manager to complete
<b>Communicating with your team</b> Explaining expectations, team objectives, daily information and team member responsibilities.	You're doing well at <i>You're awesome at creating a fun environment for your team. They like working with you.</i>
	Keep working on <i>Keeping the weekly task sheets up to date. Have it updated, printed and available from Tuesday morning open. Keep pool test logs updated.</i>
<b>Role modelling professional behaviour and team work</b>	You're doing well at <i>You model good behaviour &amp; work ethic in the cleanliness of the facility. It is noticed that you also do the 'less desirable' tasks.</i>
	Keep working on <i>Work on a professional demeanour in quiet times with only a few swimmers. Be standing and <del>accurately</del> effectively/actively supervising.</i>



	Manager to complete
<p><b>Planning a shift</b>          Reviewing documentation, bookings, rosters, handover reports, hazard register to identify lifeguard and equipment requirements for the shift.</p> <p>Planning for supervision levels and positions, opening and closing procedures, rotations, breaks, cleaning duties and ratios. You may include other factors.</p>	<p>You're doing well at  <i>It was great to see you critiquing and giving feedback on shift times. All feedback is good feedback.</i></p> <p>Keep working on  <i>Make sure documentation for a shift is up to date - bookings, pool tests, cleaning roster. Things change so can your plans.</i></p>

## Manager sign-off

### Overall comment about the apprentices performance

Comment on the apprentice's overall performance as a senior pool lifeguard. Be specific and give examples of areas of strengths and areas for improvement.

*You are doing well with a positive environment for your team. Your knowledge is invaluable. Work on setting a good example in the 'boring basics'. You are learning quickly the admin tasks, we will keep working on those together.*

### Manager attestation

I have sighted the apprentice's workplace documentation and attest that it is authentic to the apprentice and our facilities requirements.

- Any form of written communication with your team. For example copies of communication logs/diaries or emails.
- A week of shift plans that you have been responsible for leading.

Name:

### Areas that we have identified for improvement for the next 2 months are:

1. *Setting a good example in the 'boring basics'. Standing, actively supervising, cleaning.*
2. *Keeping up with admin tasks - weekly task sheets, rosters*
3. *Communication in regards ordering, shift swaps.*



# Pānui/Written communication

## Observation form

Assessor/verifier to complete

Trainee name

I confirm that I have observed the trainee using the following in their written communications at work and they have attached their evidence

### Skills/tasks to be demonstrated

- A greeting in te reo Māori (more than one word or phrase).
- A farewell in te reo Māori (more than one word or phrase).
- The trainee correctly identified the iwi of, and one local marae in, the area in which they work. PTO
- Responded to enquiries in te reo Māori (two times).
- Two written enquiry responses are attached.

**Note:** In the absence of video evidence, a verifier's checklist is acceptable if accompanied by evidence that includes examples from the trainee's performance.

### Verifier/assessor comments (required)

You have demonstrated very good use of te reo Māori in the right context. It is very consistent and well received by all.

Kia Kaha ki te Korero Māori i ngā wa katoa

Verifier name:

Date:

Verifier signature:

Phone number:

### Assessor sign-off

Assessor name:

D

Assessor signature:

# Arotakengia | Review:

## Your evidence verification process

Reviewing your own evidence verification process regularly will help you identify what's working for you and areas that could do with some improvement. Your review doesn't need to be a big, involved process. You'll find a template on the next page. This template focuses on evidence verification planning, conducting and giving feedback, and asks you to think about what you've done well and what could be improved next time.



Below are some tips for self reviewing:

- be honest with yourself
- be forgiving and don't be too hard on yourself
- identify the things you can control
- use your reflection to move forward with confidence.

# Self review template

Below is a template to use as you review your own practice as an evidence verifier.

In preparing me for the evidence verification	
One thing I did well was:	One thing that could be improved for next time is:

In conducting the evidence verification	
One thing I did well was:	One thing that could be improved for next time is:

In giving feedback to both the learner and assessor	
One thing I did well was:	One thing that could be improved for next time is:

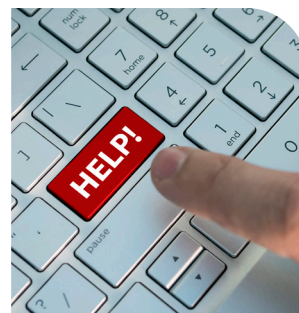
Any further reflections	

# Getting help

## What if I need help?

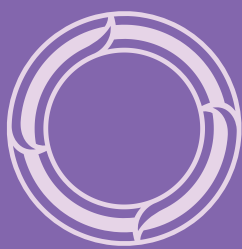
Your first point of contact should be the assessor. As the manager of the assessment process they are best placed to support you.

If you still need help or can't contact the assessor, you can contact Te Mahi Ako. We can be reached on 0508 475 4557 or [assessors@temahiako.org.nz](mailto:assessors@temahiako.org.nz).









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