



MODERATION REPORT

Raft and Riverboard Assessors- 2014 Moderation

BACKGROUND

A total of 27 assessors participated in Observed Moderation activities during 2013/2014. These Observed Moderation events were run jointly by Senior Assessor Mentors (SAMs) and Skills Active in Turangi, Rotorua, Queenstown and Murchison.

The moderation events gave SAMs and assessors an opportunity to:

- Look at task setting- 'benchmarked moves' and 'on-the fly', and the types of tasks appropriate for Grade 3, Grade 4/5 and Senior Guide levels.
- Discuss the appropriateness of setting a grade 4/5 assessment task on a grade 3 river.
- Develop a standard process for demonstrating Mechanical Advantage
- Receive constructive feedback from a SAM

MODERATION ACTIVITIES

(Unit standards 26513, 26514 & 26515)

Activity One: Group assessment Grade 3- Individual assessors were asked to create appropriate tasks, with assessors and SAMs taking turns to take control of the raft. Assessors used each other as evidence gatherers for candidates who were looking to be assessed during the workshop. Some good peer moderation took place at an assessment level. Discussion: what level is the task at?

Activity Two: Identification of pre-moderated moves on your local run that are not part of "the trip". A series of 'benchmark' moves that the trainees can use/practice towards. This pre-moderated course will be set with Assessor input.

Setting tasks on the fly everywhere assessors DON'T usually go on their standard trip.

- Each move either focuses on a single aspect of the skill set required to be a "solid" guide, or could contain several aspects.
- Assessors should try the move at all water levels, some flows it will be easy, other flows maybe impossible

Activity three: Mechanical Advantage – What is "Competent"? Development of a standard assessment process

Activity four: Group discussion

- The role of an assessor
- Assessments around the country, grades of rivers and levels of the Raft Guide Award, and how it all ties together
- Using the assessment resources (trainee workbooks and assessor guides)
- Moderation and Skills Active.

This report provides a summary of the moderation findings to give Raft & Riverboard Assessors a written report to read and consider when they carry out assessment. Also included is a summary of the feedback from Senior Assessor Mentors (SAMs), and overall feedback from the Skills Active Moderator.

Discussion	Outcome	Comments/Considerations
Grade 4/5 and Grade 4/5 Senior assessment	It was agreed that a 4/5 Assessment could be done on a lower grade river.	<ul style="list-style-type: none"> • The Assessor has to be innovative and good at creating difficult tasks and creating real pressure for the candidate to get an idea of where the candidate is at • There is very little real Grade 4/5 water rafted throughout New Zealand so as assessors we have to be dynamic and create tasks that fit the higher-level assessments • The assessment, or at least part of the assessment, has to be carried out with peers as clients cannot and should not be put in what may be a potentially dangerous situation • It is obvious that there is a very real place/need for what we refer to as a “trainee or training boat” where advanced technical moves can be executed or scenarios can be put in place. This can be valuable during training and for assessments
Grade 3 Senior competency	It was agreed that this could be very similar in task setting to a Grade 4/5 assessment. The only difference being the push of the water.	<ul style="list-style-type: none"> • In theory a Grade 3 Senior might transfer their base skills to the higher grade quite quickly • The Senior Guide Qualification is very credible and should be seen as such come assessment time. Skills should be of a very high level, assessors to role model the standard • The Grade 3 Qualification is a licence to learn
The different types of Grade 3 water i.e. volume Grade 3 runs, verses technical such as that of the Tongariro.	As an assessor it is important we are mindful of this	<ul style="list-style-type: none"> • You can create tasks that indicate how a candidate might perform on either of the river characters • Even though the candidate may complete their assessment on a volume type river, if they come to a very rocky technical river they may take a little time to adjust. This was passed as acceptable as long as they were displaying the basics well and not doing things that would put their crew at unnecessary risk • In contrast to this it was felt that a Grade 3 or 4/5 Senior should be able to turn up to any river where the rivers grade matched their award and guide the river well unseen

Different assessment practices and standards	There may have been inconsistencies in assessments of the past and the range of. The reality is we will get a little of this but this is why as an industry we are getting better at working together	<ul style="list-style-type: none"> • Events like the rescue workshops, moderation and working together on a range of trips and training only promotes less inconsistencies • It is the guiding component of the award that is left to an individual's interpretation to some degree, and so it should be, as it needs to be dynamic for the range of situations we may be assessing under and assessing to
Assessor Currency	Were some of our previous Assessors pushed out of the assessment role when potentially they still have much to offer?	<ul style="list-style-type: none"> • It needs to be pointed out that Assessors were not pushed out. They were given options to remain current but in all cases they choose not to take those options • It is important that an Assessor maintains their own currency and skill set. If they did not the industry would not have any credibility. In a higher-grade assessment the Assessor may have to take control of a potentially dangerous situation, or may find themselves in a place they need to get themselves out of • It gives credibility to candidates that an Assessor has good personal skills and often in many cases may be asked to role model these to a candidate to demonstrate competency • We have just had a letter from an Assessor who wants to bring his scope back to Grade 3 only and not grade 4/5, as he is no longer training and assessing at that level. This is a very professional approach

Moderation Outcome:

- The SAM agrees with the assessment decisions

Assessor strengths:

- Task setting was appropriate and demonstrated understanding of unit competencies
- Assessors are able to role model expected performance and demonstration of skills
- Assessor personal currency is at a high level, with all assessors showing competence and proficiency with personal technical skills

- Assessors are confident to explain and debate the appropriateness of their own and others tasks
- Assessors are demonstrating the ability to get a full and appropriate range of tasks from the river and river features available
- The introduction and de-briefing tasks gave candidates appropriate, meaningful feedback and was carried out in a positive manner
- When discussions were held regarding candidates performance, all assessors participated and could give examples as to how they came to conclusions
- Decisions regarding candidate competencies were within appropriate range and all agreed with decisions made
- Assessors are willing to self-review their practices

Suggestions for improvement:

- Continue to build tasks on the rivers you assess, that will test a range of skills and use the river and the river features to its fullest
- Assessors to create opportunities throughout the year where they can co-assess/peer assess with other assessors on other rivers
- Assessors to create opportunities to observe training events and assessments with other rafting companies
- Work collaboratively as assessors and keep building tasks

Moderator Feedback:

It is encouraging to see the enthusiasm and commitment from assessors to ensure their own level of competency and currency is maintained. The moderation outcome and identified assessor strengths demonstrates an understanding of the required standard(s) for assessment at the different Grades, consistency of assessor judgements, and a commitment to a robust assessment process.

The SAMs have made some recommendations and it is expected that assessors will use these to continue to improve their Best Practice Assessment.

Keep up the good work!

Pat Thompson, Skills Active Moderator