

Assessment Feedback

The Assessors aim to keep you informed as to your progress in a timely, honest and clear manner. If you need further clarification of assessment tasks or assessment feedback please don't hesitate to ask them.

During your NZOIA assessment a variety of feedback techniques could be facilitated by your Assessors. Feedback methods can involve your peers, yourself and the Assessors. It is important that you can give constructive feedback as well as receive it. Feedback is an integral part of the assessment process and aims to:

- Create a supportive atmosphere
- Provide a wealth of knowledge to aid development and reinforce performance
- Gather a variety of evidence to make judgements
- Clarifying criteria and benchmark performance
- Let the candidates know where they are regarding the benchmark
- Provide learning opportunities
- Encouraging reflective thinking
- Check on performance and decision-making
- Check on perceptions of the group/individual

Ground Rules for giving feedback

- Give feedback as close to the time of the task as practicable
- Give feedback in empowering and constructive language
- All comments are exclusively related to the task, criteria and syllabus
- When giving or receiving feedback, use "I" statements. Take full responsibility for your views, look at and talk directly to the recipient
- Focus feedback on specific behaviours not personal characteristics
- The candidate is encouraged to mentally sift all the information, agreeing or rejecting what is offered as they believe is appropriate
- No discussion takes place. No justifications are necessary. Requests for clarifications can be made through the Assessor who is facilitating.
- The candidate begins each round
- No mixing of rounds
- The events of the course are confidential to those involved. Care should be taken not to discuss matters during or after the course in a manner that could be seen as a breach of trust

Self-assessment and peer feedback model

This model forms the basis of the feedback given throughout the assessment and can involve the candidate, peers and the Assessor. This model will be adapted to suit the time available, environmental conditions, numbers of participants and the wellbeing of the candidate.

Round 1: points to improve: after completing a task, the candidate begins by describing those aspects of their performance which in their opinion need to be improved upon. The other members of the group are then asked by the Assessor (acting as a facilitator) to offer their views according to

the same criteria. Finally, the Assessor then adds their feedback. The candidate receiving feedback is encouraged to silently accept or reject any of the information as they see fit.

Round 2: strengths: the candidate then identifies those things which they did well. This is followed by each member of the group, including the Assessors.

Round 3: the benchmark: the third round asks for a single statement from each person. With the candidate going first as before, everyone is asked to state where, in their opinion, the candidate's performance is in relation to the benchmark e.g. below, just below, on, above or well above the required standard.

No further discussion of the feedback takes place. Some sharing of technical matters may be valuable as a training component, but must not be confused with the feedback process.