



WORKPLACE VERIFIER  
**GUIDE**

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AUSTRALIA | NEW ZEALAND | INTERNATIONAL

# VERIFIER'S GUIDE

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Vertical Horizonz welcomes you to the role of verifier for your organisation.

As a verifier, you play an important role in the assessment process by observing staff perform tasks in the workplace and providing feedback on their performance to assessors.

Thank you for supporting your organisation and contributing to the further development of your team members.

## NOTICE OF DISCLAIMER

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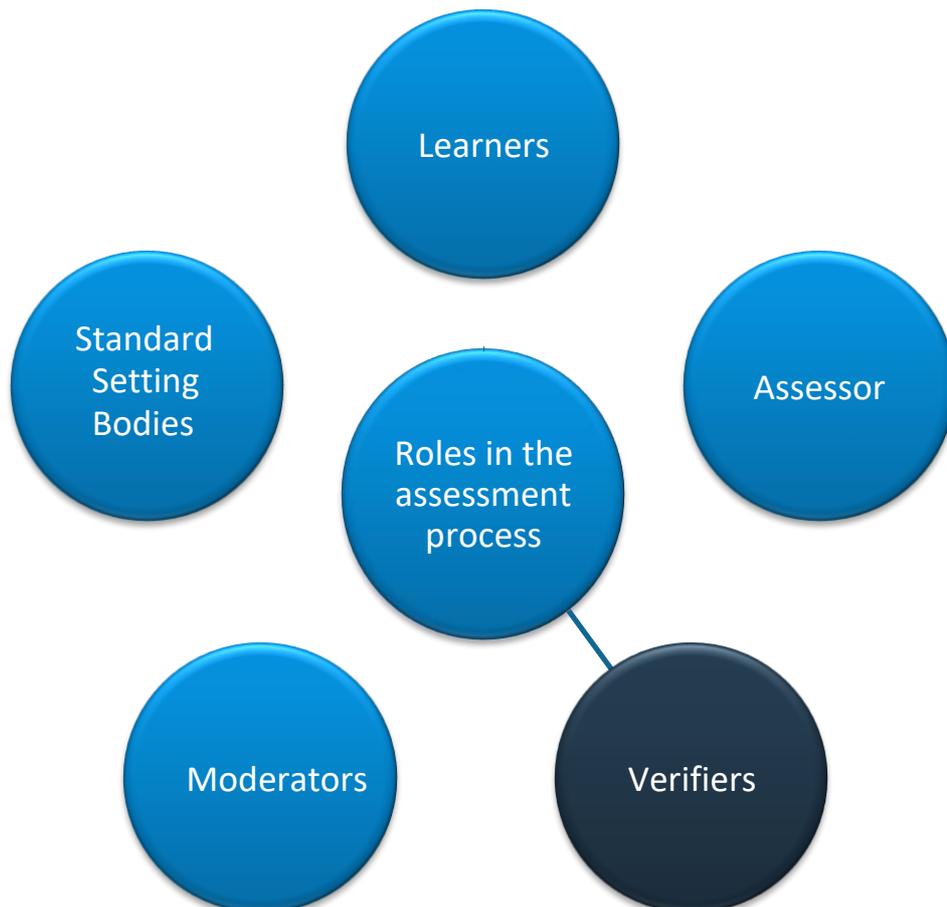
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# 1. VERIFIER

## 1.1 ROLES IN THE ASESSMENT PROCESS



## 1.2 WHAT IS A WORKPLACE VERIFIER?

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A workplace verifier is someone who supports the assessment process by:

- verifying that the evidence provided by the learner is valid and authentic
- confirming that the learner's practice is in accordance with contextual requirements
- observing the learner completing practical tasks and commenting on their performance

## 1.3 WHO CAN BE A WORKPLACE VERIFIER?

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A verifier is usually someone who works closely with a trainee in the workplace. They have the opportunity to observe trainees at work and confirm they have the knowledge and/or skills to be judged as competent.

Verification can be provided by any person who:

- works closely with the candidate/learner or in a position to be able to collect evidence as it naturally occurs
- is qualified at least at a level higher than the level of the standard(s) they are verifying or can demonstrate equivalent knowledge and skills
- is current in practice of the content they are verifying
- is familiar with workplace and organisational requirements
- understands the requirements of the assessment tasks being verified.

## 1.4 KEY RESPONSIBILITIES OF A VERIFIER

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- Support learners
- Validate evidence
- Observe and record
- Provide feedback
- Complete required admin.

It is the **ASSESSOR**  
who makes the  
final judgement,  
**NOT** the **VERIFIER**



# 2. VERIFICATION

## 2.1 THE VERIFICATION PROCESS

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- 1 Familiarise yourself with the requirements of the verification.
- 2 Discuss the verification with the learner so that they understand that they are expected to do.
- 3 Observe the learner (as required) and record your observations.
- 4 Sight any relevant workplace evidence and ensure that it is current (within the past two years).
- 5 Provide feedback to the learner. If the learner has not successfully completed all aspects of the verification, agree on a time to repeat the observation. Sufficient time should be allowed between verification meetings to give the learner time to practice or receive training/coaching.
- 6 Ensure that the verification is complete and comments recorded where required. This includes providing your contact details, in case the assessor needs clarification from you.
- 7 Return the verification checklist to the learner or assessor, as instructed in the assessment.

## 2.2 COLLECTING AND RECORDING EVIDENCE

Evidence is proof or confirmation of what the learner can do and must be collected as a part of the verification and assessment process. On-job verification typically involves:

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

Unit Standard assessments that require verifier input usually contain verification forms (e.g. Observer Checklists) for all on-job (practical) tasks. They clearly outline the evidence the learner needs to collect and have verified. All required details must be completed as in the example below.

I confirm that the trainee carried out the work safely and in accordance with the Good Practice Guidelines and company requirements.	
Verifier name: John Doe	
Signature: 	Date: 14.02.2023
Email: John.Doe@verifier.com	Phone: 021321456
CoC number: If applicable	Verifier number: If applicable

When completing these verification forms, the verifier **MUST** add comments on specific aspects of the learner's performance in all of the 'Comment' sections within these forms. Where required the verifier **MUST** also sign the verification forms.

Comments should include clear, relevant and specific examples of the learner's performance. This is one of the most important elements of evidence verification. Comments such as 'good' or 'the learner did the task really well' are of little value to the assessor and therefore are not appropriate in the verification process.

Meets workplace requirements:	Trainee <input checked="" type="checkbox"/>	Verifier <input checked="" type="checkbox"/>
Communication is clear and concise, and the manner of communication is appropriate to the subject matter, and person involved.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Register, tone, and language or oral communication is appropriate, and correct spelling, punctuation, and grammar is used for written communication.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
On all occasions, including hand signals, the trainee obtains feedback to ensure the communication is understood.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The trainee worked with other trades to ensure all activities were carried out in a logical sequence and in a safe manner. Please provide an example:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The trainee led a community, tailgate, or toolbox meeting. Please provide details:  Trainee forgot the SOP for the toolbox talk for the workers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- \* Oral methods range - face-to-face, telephone, video calling, video recording, voice mail.  
Written methods range - handwritten, word processes, email, text messaging, photographs, signage, diagrams.

#### Notes to the assessor

Please provide any additional information on the trainee's performance at work to help the assessor with their judgement of the trainee's competency.

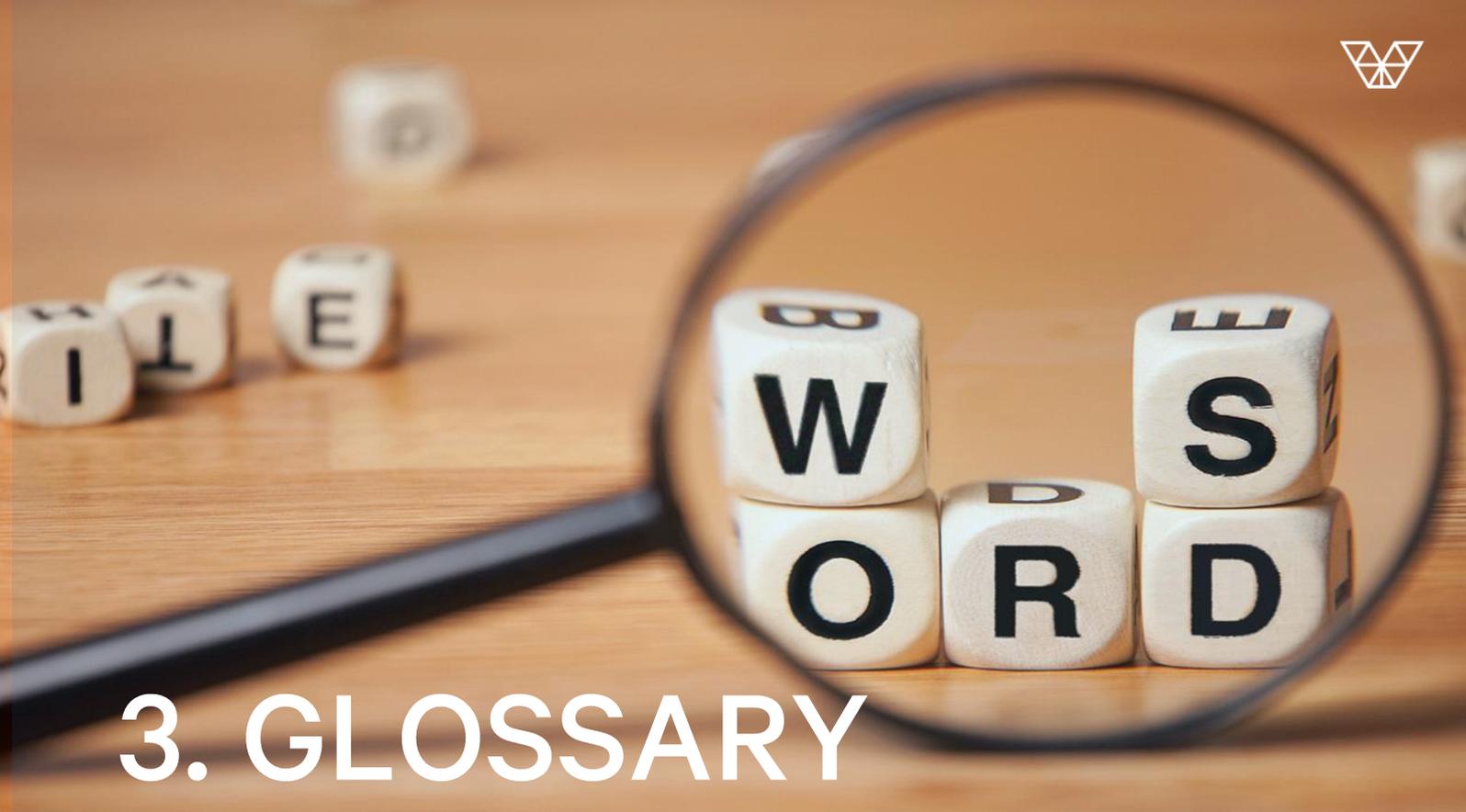
\*\*\* was confident mostly although when leading the toolbox he needs to continue to work on being organised

#### Verifier's details

Name	John Doe	Phone	021123456
Signature		Date	14.02.2023

## Other means of collecting evidence

- Observing, describing, filming or otherwise capturing natural work in progress to see how it is being done.
- Observing practice and/or samples of partially completed or finished work.
- Minutes, or recording of professional conversations with the learner.
- Asking questions – either audio or text recording.
- Written exercises.
- Workplace documentation completed by the learner.



# 3. GLOSSARY

## 3.1 GLOSSARY

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### Assessment

is collecting evidence and judging the extent and nature of progress towards the performance requirements set out in a learning outcome and, at the appropriate point, judging whether competency has been achieved.

### An Assessment Instrument

is a tool used to measure competence.

### Assessment Criteria

set out the outcomes against which learner performance is measured.

### Competency-based training and assessment

refers to training that requires the attainment and demonstration of specified KSA's.

### Competence

is the state of having achieved the requisite knowledge, skills and attitudes to perform the job in the workplace.

## Competency

is the ability to perform activities within an occupation, function or role, to the standard required in that employment. The concept of competency focuses on what is expected of a person in the workplace, rather than on the learning process. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency encompasses all aspects of work performance and includes the requirement to:  
Perform individual tasks  
Manage a number of different tasks within the job  
Respond to irregularities and breakdowns in routine  
Deal with the responsibilities and expectations of the work environment.

## Evaluation

refers to the assessment that a course or programme has been conducted as designed. Evaluation also refers to the continual monitoring of the training function as a whole.

## An Evidence Guide

describes the evidence to be sought in support of an assessment instrument. It defines the acceptable evidence that demonstrates competency has been achieved.

## Formative assessment

is the testing of learner competence in the separate components of a module using progress tests. It is a process of on-going assessment of learner competence throughout a period of instruction that provides learners with continual feedback on their rate and direction of progress towards the goal of overall competency.

## Learning Outcome

is a statement of an activity or task (related to an element of competency) that describes the skills, knowledge and attitudes required for the acquisition of a competency and is the component under which a learner is formally assessed.

## Performance Criteria

specify the critical evidence required to meet the outcomes. Collectively, performance criteria provide the standard against which outcomes are assessed,