

**Sharing what the SRMs learnt:**

**Good practice observed during the May 2025 CAA and TAPā quality assurance visits**

**Preparation**

* Use the two opportunities and two-week window to schedule assessment sessions to meet the needs of your kura and ākonga. For example:
	+ big groups week 1, SAC and repeat attempts week 2
	+ repeat attempts in May, first attempts in September
	+ small sessions to minimise moving furniture and disrupting classes
	+ big sessions to minimise disruption to classes.
* Plan for ākonga who need less/more time in each session. For example:
* revision packs or books available for ākonga who finish ‘early’
* room separately for those who may need extra time
* consider appropriate incentives for ākonga reluctant to sit or resit the assessment
* explicitly teach how to check your own work and what to do if you have finished.
* Share the admin load. For example:
	+ specifically check that new / transferred ākonga can access their email account, know their previous results, and have logged in
	+ use each Admin login and allocate tasks to other staff
	+ run a Teams chat for everything CAA-related in the run up to the assessment.
* Plan for the unexpected – for example:
	+ contingency plans for kaiako and ākonga illness
	+ ensure spare laptops are charged and accessible
	+ train more staff members to use the digital platform than you think you’ll need.

**Ākonga readiness**

* Prepare ākonga for how the digital platform works. For example:
	+ go through the introductory slides slowly in class so they read the instructions
	+ practice using spell check, and know if/how tohutō are available on the device
	+ practice using Polly if required/available, and practice using earbuds/headphones.

**Assessment and resourcing**

* Have a clear plan for starting the assessment smoothly. For example:
	+ have a triage area outside the room for helping ākonga who arrive late and/or have problems logging in
	+ have a list of previous results for ākonga who don’t know if they need to sit it again
	+ get their teacher for that session to accompany them to the hall and remain until their whole class is logged in.
* Make the supervision as smooth as possible. For example:
	+ in the hall, allocate dashboard and roaming supervision roles to avoid everyone staring at a screen
	+ in a classroom, have a laptop that can be carried around to support proactive supervising as well as observing the dashboard
	+ have everything you need on hand – clock, pens, note paper, tissues, lozenges, signs for the toilet, attendance roll, SAC room locations, SAC entitlements list.
* Make logging in as easy as possible. For example:
	+ have a slide on the board showing where to log in and the access code
	+ give ākonga a slip of paper with instructions on how to log in & how to reset a password if required
	+ consider moving ākonga to a different assessment time if they struggle to log in
	+ note any issues with logging in so they can be resolved before the next assessment
	+ use NSN to identify ākonga who need to be logged in by ‘back door’, don't rely on first name or even first and surname.
* Prepare for your own digital quirks. For example:
	+ plan for ākonga to access the assessment row by row to not overload Wi-Fi in the hall
	+ have slips with the Wi-Fi code on it if this changes often
	+ have a few plug in points that ākonga can move to if their battery dies
	+ keep a log of who borrows what – laptops, calculators, headphones, extension cords.
* Avoid and follow up [potential breaches](https://www2.nzqa.govt.nz/ncea/ncea-rules-and-procedures/breaches-of-exam-rules/). For example:
	+ collect phones and watches
	+ keep a list of who goes to the loo and when
	+ hands up so supervisor can check assessment is submitted before dismissal
	+ have a phone available to take a photo of evidence if required (e.g. notes), and a breach form for the supervisor to fill in straight after the assessment
	+ number PDF copies so you can track them to ensure they are kept secure
	+ collect any evidence of a potential breach to include with the breach form to NZQA, but don’t investigate it yourself. Allow the student to finish the assessment if possible.

**Submission and follow-up**

* Keep a careful record of attendance and completion. For example:
	+ include which assessment was completed in a session, and time of ākonga exit
	+ include a list of any paper copies to be uploaded, and who the SAC supervisor was
	+ scan and upload papers as soon as possible; check each page has been scanned and is in the right order (print the booklet on A4 rather than A3 so it can be more easily scanned in order); label the file so you can find it again if needed.

**Do you have good ideas to share?** Email sqas@nzqa.govt.nz