

Learning Assessment Guide

Unit Standard 11057 – Version 2

Assess information sources and produce analysis of information and data

Level 5 – 10 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

This Learning Assessment Guide is made up of:

- Questions for you to answer regarding your competence in assessing and analysis of information;
- Verification forms for your manager and a policy analysis are to complete; and
- The Assessment Guide summary that the assessor will use to assess your competence.

The assessment is designed to show that when assessing and analyzing information, you can:

- Identify relevant information sources and collect information and data
- Select and apply analysis techniques
- Interpret and produce information in relevant formats
- Your manager and a policy analysis will be asked to confirm that the examples you provide as evidence are representative of the material you produce.

Assessment Task One – Elements 1, 2 and 3

Introduction

This assessment is intended to provide you with a guide to the type and quantity of evidence necessary to support your competence in assessing information sources and producing analysis of information and data.

Task Instructions

Provide your assessor with answers to the below questions.

They may be answered in writing or orally.

These questions are a guide and may be supplemented by further questions from your assessor.

If you choose to answer the questions orally, your assessor will record your answers. You can produce documentation to support any or all the responses you make.

Your manager will also be asked similar questions to support your competence.

The completed assessment will include:

- Responses to the questions listed below;
- Evidence of work that you have been involved with; and
- Verification from your manager and a policy analyst who has used work you have produced to comment on your consistency.

Task One Questions

1. What did you take into account when you decided what information and data was required?
2. What did you consider when deciding on strategies for collecting this information and data?
3. Was information sought through literature search processes, from operational databases and other electronic storage sources?
4. What consultation processes did you use with Maori regarding relevant information, data and data collection methods?
5. Does your organisation have explicit protocols and processes for consulting Maori?
6. Did you use them, if not, why not?

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26. Was that the appropriate management level for sign-off?

Documentary evidence of competence

In compiling your documentary evidence you will need to select two policy issues that you have sourced and analyzed information for.

For purposes of sufficiency it is important that you provide two examples of information you have supplied, one that is quantitative and one that is qualitative.

If you are unable to provide both then this must be substantiated by the quality and consistency of your work and the field in which you work.

Documents that should be produced as evidence to support competency in the sourcing and analyse of information can include but are not limited to:

- Project plans
- Background papers
- Operational databases
- Cabinet papers
- Other agencies
- Literature review process
- Overseas agencies

5. For these projects, was the information the learner provided accurate, concise and organised to facilitate communication?

6. For these projects, was the information presented in a way that met your and other key users needs?

7. If you had any concerns in this area, what were they?

8. What was the agreed time frame for producing the information?

9. Did the learner meet the deadline?

10. If not, why not and when was it produced by?

11. Does your organisation have management performance standards?

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12. If so, did the learner comply with them on this project?

13. Who signed off the information the learner produced?

14. Was that the appropriate management level for sign-off?

Name: _____

Date: _____

Position: _____

Telephone number: _____

Signature: _____

Thank you for your assistance.

Endorsement of work produced

_____ (name of learner) is a learner for unit standard 11057: Assess information sources and produce analysis of information and data.

As a policy analyst who has worked with this learner your knowledge of their work is extremely valuable in determining their competence.

This learner has nominated you to be part of this assessment.

Questions

1. How user friendly was the information and data provided by the learner?
2. Was it organised in ways that immediately enabled you to identify and understand policy issues, and/or assess policy options?
3. Did you ever gave to get the learner to represent or differently manipulate the data, before it was useful to you? Was this the exception or the rule?

Name: _____

Date: _____

Position: _____

Telephone number: _____

Signature: _____

Thank you for your assistance.

Assessment Guide

The following guide will be used to assess your competence in unit standard 11057 version 2: Assess information sources and produce analysis of information and data.

Task / Element	Evidence Required	Judgement	
<p><i>Task 1 / Element 1</i></p> <p>The learner is required to identify relevant information sources and collect information and data on two separate policy issues.</p>	<p>The learner provides direct and clear answers to questions about the two policy issues, sourcing information and data to address these issues, consultation processes, and sizing the information needs.</p>	<p>The learner provides confident responses to questions about identifying and sourcing relevant information and data for the two policy issues.</p>	Yes / No
		<p>Within these responses the learner should demonstrate that they have undertaken the following:</p>	
		<p>Assess all dimensions of the policy issue, the likely breadth of policy options and the complexity of analysis expected by decision makers when deciding which information sources and data collection strategies are relevant. (PC 1.1)</p>	Yes / No
		<p>Assess information on other countries own agency's and external information to establish – whether or not similar policy issues have arisen overseas; - whether contributory factors suspected in NZ have been proven to exist overseas; - what options have been adopted to deal with the same policy problems overseas, with what outcomes. (PC 1.2)</p>	Yes / No
		<p>Assess the following internal and external resources to gather background information and data relevant to the policy issue – literature review process; operational databases; other electronic</p>	Yes / No

Task / Element	Evidence Required	Judgement	
		storage sources. (PC 1.3)	
		Contact other public sector agencies who may have an interest in the policy issue and representatives of affected parties to find out if they have any information and data relevant to understanding and evaluating the policy issues and options. (PC 1.4)	Yes / No
		Ensure that consultation processes with Maori about relevant information and data use culturally appropriate consultation protocols and process; and are in accordance with organisational policy. (PC 1.5)	Yes / No
		Organise and present material in ways that make it easy to identify, access and utilise information relevant to policy issues. (PC 1.6)	Yes / No
		Develop an information needs assessment and gathering process which is as comprehensive and resource intensive as the nature and significance of the policy issue requires and is in accordance with organisational standards and processes for undertaking policy work. (PC 1.7)	Yes / No
	Manager's verification form is complete and signed.	The responses of the learner's manager are consistent with those of the learner.	Yes / No
	Policy Analyst endorsement form is complete and signed.	The endorsement of the policy analyst indicates the learner's competence.	Yes / No

Task / Element	Evidence Required	Judgement	
<p><i>Task 1 / Element 2</i></p> <p>The learner is required to select and apply analysis techniques to the information and data collected for the two separate policy issues.</p>	<p>The learner provides direct and clear answers to questions about two policy issues and how they selected and applied analysis techniques to the information and data.</p> <p>Manager's verification form is complete and signed.</p>	<p>Identify and examine relevant causal links, while making clear any qualifications or uncertainties such as;</p> <ul style="list-style-type: none"> • limited sample size which limits the predictive reliability of the data. • specific assumptions underlying quantitative estimates or forecasts. • information shows a correlation between factors, which may be indicative of but does not prove any causal link. • available information supports competing hypotheses about causal links, making it difficult to be sure which causes or solutions are most relevant. <p>(PC 2.1)</p>	<p>Yes / No</p>
		<p>Establish information objectives and evaluate, select, and apply qualitative and quantitative policy analysis techniques relevant to the nature of the policy problem.</p>	<p>Yes / No</p>
		<p>The learner should provide at least on quantitative and one qualitative example – and if both are not available, ensure there are good reasons for this.(PC 2.2)</p>	<p>Yes / No</p>
		<p>Evaluate, select and apply statistical and deductive analysis modelling techniques that are relevant to the nature of the policy problem. (PC 2.3)</p>	<p>Yes / No</p>
		<p>The responses of the learner's manager are consistent with those of the learner.</p>	<p>Yes / No</p>

Task / Element	Evidence Required	Judgement	
<p><i>Task 1 / Element 3</i></p> <p>The learner is to interpret and produce information, in relevant format, from the data and information collected and analysed on two separate policy issues.</p>	<p>The learner provides direct and clear answers to questions about the two policy issues that explain how information is interpreted and analysed.</p> <p>Manager's verification form is complete and signed.</p>	<p>Collate and present relevant material, facts and information for analysis and interpretation. (PC 3.1)</p> <p>Use relevant information, evidence and analysis to clarify policy issues. (PC 3.2)</p> <p>Identify any deficiencies in available theoretical or empirical information and evidence, relating to specific policy issues. (PC 3.3)</p> <p>Provide information which is accurate, concise and organised to facilitate communication. (PC 3.4)</p> <p>Present information in a format consistent with the nature of the information being presented, the purpose of the analysis, the needs of the recipients of the information. (PC 3.5)</p> <p>Produce information within the agreed timeframes, which complies with organisation management performance standards, and is signed off at the appropriate management level (PC 3.6)</p> <p>The responses of the learner's manager are consistent with those of the learner</p>	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>