



PRINCIPLES OF  
**ON-JOB**  
**ASSESSMENT**  
FOR INDUSTRY  
TRAINING



**PRACTICE  
EXAMPLE  
2**

**Each ITO is challenged to develop its assessment processes and practices to best meet the needs and demands of the specific industry, workplace and trainee involved. The ITO works with these parties to ensure everyone understands what is expected for trainees to undertake and complete their qualifications. Below is an example of how this is working in practice.**

**THE SKILLS ORGANISATION AND VODAFONE: PARTNERSHIP IN ACTION**

**T**raining and assessment for qualifications does not need to be onerous, nor does it need to duplicate other training and assessment already happening in workplaces. This was the case with The Skills Organisation (Skills) and Vodafone who with funding through the Direct Funding Scheme (DFS) have worked together to ensure a seamless approach to working, learning, and getting a qualification.

Skills worked with Vodafone to align their training and assessment materials, and practice to qualifications. An alignment report was produced and includes an evidence matrix which shows where relevant unit standard evidence can be found.

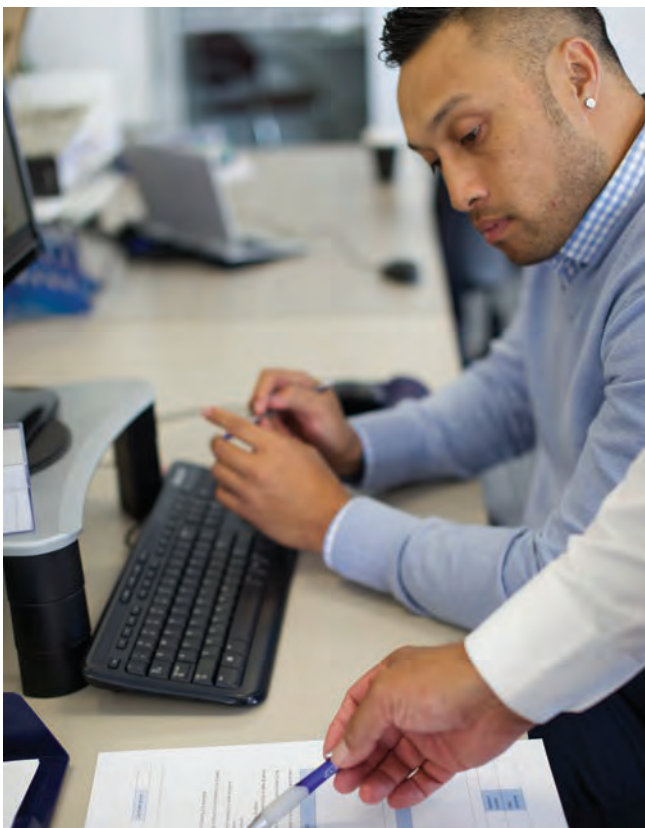
Skills developed an attestation focusing on measuring the employee's competence, behaviour and performance against their business drivers and qualification requirements.

*"The alignment and attestation method is a whole qualification solution where triangulated evidence is captured through self-assessment, successful completion of internal training, workplace evidence and verification from the employee's manager. The assessment is focused on unit standard outcomes, and real-life, naturally occurring evidence. It is integrated and allows the assessor to consider the wholeness of the employee's performance,"* said The Skills Organisation's Loretta Rutene.

This partnership approach came about as a result of Skills thinking and working differently with Vodafone. *"It took inspirational leadership from the Chief Executive at The Skills Organisation,"* said Vodafone's Talent and Capability Development Partner. *"Relationships were the key. There was a need to be flexible as in this case, traditional methods of assessment were not the best solution. The qualifications need to be living and breathing in the contact centre therefore being authentic is paramount. I'm passionate about this concept. The qualifications need to be fit for purpose and based inside the business."*

**Collaboration  
and  
partnership**

Skills recognise the value of the partnership approach and having Vodafone in the driver's seat. *"We have a strong partnership and together benefit from focusing on one another's*





strengths. Staff were working 40 hours and had to study after work – making it challenging for them to complete. This assessment method gives staff the opportunity to self-reflect, evaluate their own performance, and remind them of what they are expected to do on a daily basis. The achievement of the qualification is linked to high performance, doing the job well.” said Loretta Rutene.

### Communication with trainees

Vodafone sees this approach as giving employees a meaningful qualification that is nationally recognised rather than it being a Vodafone qualification. It is

undertaken as part of what sales representatives and contact centre staff do every day. *“We tell staff we are assessing their sales and service techniques, evaluating what they need to do every day for qualifications and attesting to what they know.”*

Vodafone see themselves as the owner of the qualification and as such take responsibility for the assessment process. Managers take responsibility for verifying employees’ competence as part of the people development process. In this attestation process the manager can spend up to an hour talking with employees, reviewing the evidence they have gathered and observing them on the shop floor. *“All of this is done in work time,”* says the Talent and Capability Development Partner. *“It is what we expect you to be doing”.* Lucy, an employee, confirms the benefits of the approach, *“We are given tasks to do and the manager signs them off. We’re observed on the shop floor. This is nothing we’re not used to. It always happens and we get feedback and coaching. I’m more of a doer so I prefer it this way. It was easy as I didn’t even know I was doing an assessment.”*

### Naturally occurring evidence

### Professionally developed and supported assessors

Managers are supported through their first ‘attestation’ conversation with employees and receive feedback throughout the process. Vodafone is clear with managers

that they have a right to say “no” if an employee is not yet competent. Jonathan, an employee, confirmed this happened for him when he presented his evidence to his manager, *“I had a few blanks and the manager wanted to see it again until I was competent and confident. He ghosted me around the customers. It’s a good way to do it.”*

So how do The Skills Organisation and Vodafone know whether they have been successful? It is their view that their employees “love the process” as they attested to this at the end of the pilot. This has also been confirmed by an increase of completion rates; increase of managers asking if their staff can go through the qualification; increase of staff asking if they can go through the qualification; and an increase in engagement as shown in the in-house survey within retail, part of which Vodafone attributes to the new approach to assessment.

*“It works really well. They’ve got to be sure I’m competent and doing the right thing. It’s just really good. Every employee on the sales floor should have it. It’s recognised all over the place – it’s about sales and a sale’s environment,”* says Jonathan.



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