

PRINCIPLES OF
ON-JOB
ASSESSMENT
FOR INDUSTRY
TRAINING



PRACTICE
EXAMPLE
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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.

COMPETENZ: ASSESSMENT APPROACHES TO SUIT INDUSTRY

Competenz uses a range of assessment systems that suit industry and employer needs to serve its diverse industries. These include: Competenz Account Managers as on-job assessors; workplace assessors within companies; providers contracted to provide training and on-job assessment; and contracted assessors.

Account Managers play a key role in ensuring the trainee, employer, and ITO all understand the Training Agreement and

**Collaboration
and
partnership**

the Training Plan. This requires on-site discussion with the trainee and key workplace staff about what is required, ensuring that they have the capability to succeed with the training and that there is a clear path toward completion. As the Central Regional Manager Steve Brooks commented, *“No two companies are the same, so you have to work with them. Our job*





is to get the learning to progress smoothly – to set assessments to the best standard. At the start, there is a lot of work put into getting the apprentices to understand what is required.” An apprentice at Juken New Zealand Ltd, Wairarapa Mill, (JNL) confirmed this, saying, “Competenz told me before I started about the paperwork, the deadlines, block courses. I understood. You get given deadlines about when work is due. It’s about putting time aside. I like to get it done.”

This idea of working with companies and keeping them informed was also confirmed by the training co-ordinator at JNL. “The Account Manager visits the engineering apprentices four times a year. I liaise with the apprentices and with the Account Manager and agree on what’s to be done. I like to know what’s going on and make sure the apprentice is prepared.” The training co-ordinator sees this approach as contributing to the rise in the number of qualifications completed since 2011.

Contracted assessors also have a role to play in working with employers and trainees in a collaborative way. They bring subject matter expertise and work with employers and trainees as they prepare for assessment. Mike, a contract assessor in silviculture explains:

“The trainee guides the assessment. It’s too tough for some; they struggle with the written work. Some think they can go straight to achieving. You need to build them up, put all the bits in place, step them through the units to get them to the main goal. It’s the contractor [employer] though that tells me what to do, what they want from the trainee. I then fit the programme around that. I’ll always observe first. I need to determine if they are ready to proceed to assessment. They might have only been pruning a couple of weeks. You need to give them more time to learn, give them some bookwork, go through the unit standards, get them to

read around what they need to know. Then I’ll go back out when they are more ready. Usually the contractor or foreman will say when they are ready.”

Naturally occurring evidence happens when trainees demonstrate what they can do, and talk about what they know and can do.

Trainees can also present visual or written evidence. As a contract assessor in forestry, Mike’s approach is to help the trainees learn and pass the assessment:

“Sometimes I’ll do it [the assessment] while they are working, follow them around, try to keep them at ease. I’ll do written assessments too. If they aren’t up to it. I’ll let them know. I’ll take them out, show them and tell them what they have to do.”

Where there are assessors, either from Competenz or contracted assessors, there is a strong role for the employers as verifiers. In forestry, the National Manager Mark Preece talks about verification happening when employers and others have confidence that the trainee is ready for assessment and able to do the work. The situation is similar where there are workplace assessors. The Training Co-ordinator at JNL states:

“There is access to a good cross range of tasks and apprentices are given tasks to do. There are cameras on site to take photos and the apprentice keeps a journal. B (the assessor) will talk to S and other fitters and ask, “Did he do the job? Did you have to help? Was he able to do it while he was being watched?”

Naturally occurring evidence



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