



**MINTRAC**  
NATIONAL MEAT INDUSTRY TRAINING ADVISORY COUNCIL LIMITED

# Customising Assessment Tools

Workshop for Training Network meetings

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# Relevant standards

1.1 The RTO's training and assessment strategies and practices... are consistent with the requirements of training packages and VET accredited courses ...

1.4 The RTO meets all requirements specified in the relevant training package or VET accredited course.

1.5 The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.

1.8 The RTO implements an assessment system that ensures that assessment complies with the assessment requirements of the relevant training package or VET accredited course and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

# Principles of assessment

- **Fairness** – Assessment process considers learner's needs; learner is informed about process and has opportunity to challenge the result and be reassessed if necessary
- **Flexibility** – Assessment reflects learner's needs; assesses competency no matter how acquired; uses methods appropriate to the context
- **Validity** - Any assessment decision of the RTO is justified, based on the evidence of the individual learner's performance.
- **Reliability** - Evidence presented for assessment is consistently interpreted and assessment results are comparable, irrespective of the assessor conducting the assessment.



# Rules of evidence

- **Validity** - The assessor is assured that the learner has the skills, knowledge and attributes described in the module or unit of competency and associated assessment requirements
- **Sufficiency** - The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency
- **Authenticity** – The assessor is assured that the evidence presented for assessment is the learner's own work
- **Currency** – The assessment evidence demonstrates current competency



# What is customisation?

- Customisation involves **changing words in the assessment** and **changing the assessments** to suit particular work conditions that apply in an actual workplace. It makes the assessment resources relevant and more meaningful to candidates and work organisations.
- Customisation **must be in line with Training Package rules** while taking into account the policies, standard procedures, workplace infrastructure and organisational and regulatory requirements of the local context.
- Customisation **must not have a negative impact on the integrity** of the assessment or on the standards outlined in the units of competence and the Training Package.



# Why do I have to make changes to the MINTRAC sample tools?

- They are **generic** tools – they do not specify the context or the conditions
- They do not provide a detailed **description of the tasks to be administered** to the student – you need to add details specific to the workplace such as equipment, PPE, timing, location, etc
- They don't **specify the evidence to be gathered** from the student
- The **evidence criteria used to judge the quality of performance** is stated in general terms and does not contain information relevant to WIs, SOPs etc



What do *you* do to customise the Workplace Referee's report?



# Workplace Referees

- Expected to be well briefed by the assessor, including legal implications
- Expected to make notes and comments
- Can be more than one person
- Usually an immediate supervisor or experienced work colleague
- Main role is to testify to consistency of performance over a period of time
- Workplace Referees **are not assessors**



What do *you* do to customise the knowledge tests?



# Knowledge tests

- Check of understanding of the underpinning knowledge
- These are questions an auditor or overseas reviewer might expect a worker to answer
- Expected to reflect language and literacy requirements of the workplace

How do *you* customise the on-the-job assessment with assessor observation?



# On-the-job demonstration with assessor observation

- A combination of both skills and knowledge assessment
- Enables assessment within the context of the work instruction, regulatory requirements, chain speed etc
- Assessor is expected to discuss performance with and de-brief the trainee
- Currency of skills and knowledge of the assessor, within the workplace context is critical

# How do *you* customise the workplace projects?



# Workplace projects

- Enable application of knowledge to the workplace context
- Encourage use of the tools and systems used in the workplace
- Encourage analysis and problem solving which will benefit the enterprise
- Are a clear demonstration of the value and applicability of the training

What *evidence* do you record for each student?



# What are industry expectations of the assessment process?





# Why does the industry specify three forms of assessment?

For role-related Units, these are usually prescribed because the industry expects:

- performance at production speed
- understanding and application of the underpinning knowledge
- demonstration of consistency of performance

# Industry expectations of *validation*

- That the assessment task
  - aligns with the Work Instruction and company processes
  - reflects the regulatory and customer requirements
  - confirms worker ability to work effectively at production speed
  - Includes the tools and technology used at the workplace
  - confirms the worker's ability to work at the level of independence expected at that AQF level
  - confirms the worker's ability to work safely, hygienically, as a team player

# How transferable is competency?

- New employers will expect:
  - knowledge of the process within the context of the production system
  - understanding of hygiene and sanitation, yield maximisation, contamination risks, safety requirements, task sequence
  - to provide **top-up training** to address requirements of a different employer, such as different species, different chain speed, different customer requirements, different technology