

EXPECTATIONS OF INDUSTRY TRAINING UNDERTAKEN IN SCHOOLS

Primary ITO unit standards must be assessed with industry in mind. The expectation is that students will be able to utilise the knowledge, skills and attitudes that they have gained at School, within the primary industries.

The following should be considered when determining student competency:

1. The outcome the industry expects is that students who are competent in practical unit standards will have the ability to utilise these skills in a commercial situation, with no requirement for further training other than familiarisation with aspects of each individual operation.
2. For knowledge-based unit standards, i.e. *“Demonstrate knowledge of...”*, the expectation is that students will have learned this knowledge in an industry context and be able to apply it within a workplace. It is therefore expected that although the topic might be seen as “theory”, aspects of practical application need to be contextualised to the learning. This could involve a range of learning situations such as practical experience and/or field trips to ensure students understand the application that theory has to the industry.

We have provided some guidance below on Primary ITO’s expectations to help ensure that the learning and assessment carried out by Schools meets with industry expectations and standards:

- Learning should be carried out in an applied manner. Students should be given opportunities to practice and use the practical skills that they have learned, and apply industry experience and context to the knowledge that they are gaining.
- Practical skills should be taught and assessed using up to date and appropriate industry equipment, resources and practices (e.g. Animal Handling should be assessed in a real, commercial situation rather than on a lifestyle block with 10 sheep; if students are being assessed against cutting propagation, the cuttings need to be propagated on a mist bench using bottom heat and hygiene trays, rather than in yoghurt or ice-cream containers on the windowsill). In this way, industry practice is being reflected.
- The schools must maintain sufficient resources so that the programmes of study can be adequately delivered and assessed. This includes capital items, class materials and consumables.
- Programmes should be embedded into the school culture and be a valued part of the school curriculum rather than a convenient method of managing the less-academic students.
- Teachers must have appropriate industry experience and qualifications. Evidence of a teacher’s current knowledge of the industry is required, as well as appropriate recent and ongoing professional development.
- There should be strategies/policies and procedures in place for a programme to be able to continue in the event that the teacher who is running it becomes unavailable for any reason. This is important, as in many cases the fact that a programme is working well is down to the teacher who is running it. Primary ITO needs to be confident that if a teacher were no longer available, a programme could still continue to run and there would be no reduction in the quality of learning or assessment.
- Selected Level 1 and Level 2 unit standards are generally appropriate for schools and should be taught from Year 11 onwards. If students are to be assessed against Level 3 unit standards or above, they should be in Year 13 and had significant industry experience.
- Practical unit standards should be taught and assessed by someone with sufficient ability and experience who is regularly teaching and assessing these unit standards. For many schools this may mean using a good quality, experienced outside provider.

- There needs to be evidence of students having spent sufficient time practically (e.g. on quad bikes or tractors) before being assessed as competent. With regards to vehicles if students have driven a quad bike or tractor for the first time on the day of the course, there is not sufficient evidence of consistent ability or repeatability to be able to say they are competent. Good practice would be for the student to gather evidence (e.g. via a diary or logbook) of their experience over a period of time, before being finally assessed as competent.

Important Note: *In a recent case, the Department of Labour fined an employer \$78,000 and gave reparations of a further \$60,000 for a workplace ATV incident that resulted in the death of an employee. In their report, they state that the NZQA unit standards for ATVs are seen as the nationally recognised standards for ATV training in the industry. All providers registering credits against these unit standards should be aware that in the event of an injury or death, the Department of Labour is likely to come back to the provider of training as part of their investigation.*

- Teaching and assessing on the same day is not good educational practice and there is a period of time that needs to occur between any learning and assessment carried out, so that the learning is embedded and the students are not relying on short-term memory.
- In many cases, schools who are doing small numbers of unit standards, or who do not have expertise in certain areas will be better to engage an outside provider to assist with the delivery and assessment in these areas.
- For practical unit standards there should be an ongoing collection of evidence in a practical environment. Teachers need to maintain notes/comments on individual student assessments so that a Primary ITO Moderator can see how their assessment decisions were arrived at.
- Sufficiency of Evidence – Collect evidence over a period of time to ensure that students are able to demonstrate the required skills and knowledge and attitudes. The seasonal nature of the primary industries needs to be taken into account when scheduling assessments. With regard to attitude, students should be able to consistently demonstrate the following:
 - Safe practices.
 - Care of vehicles, machinery, equipment, plants and other resources provided.
 - A work ethos that will enable them to carry out practical tasks within a reasonable timeframe.
- Levels – Teachers must assess to the correct Level (refer to NZQA Level Descriptors).
- Oral Questioning - This should play a part in your evidence-gathering process for practically based unit standards to ensure that students understand the reasons for their practices. Use open questions such as “*Who, What, Where, Why, When, How?*” so that students can provide further explanation, rather than giving you a closed yes or no answer. Keep written notes of their responses.
- Authentic Evidence - It must be the student’s own work! Students can work and study together, but you must be sure that students have attained the required competencies on an individual basis.
- Health & Safety - Assessment must take into account the health and safety of both yourself and your students - make sure that you don’t put your own or your students’ health or safety at risk. Refer to the “Special Notes” in the unit standards, as these will provide you with guidance as to the requirements of an assessment.
- Consistency - A good question to ask yourself is “*Would another Assessor make the same assessment decisions as me?*”. Discuss the assessment decisions you make with other assessors as part of your internal moderation process. The Primary ITO has a formal moderation process in place to help you achieve consistency. Consider the following:
 - Undertake internal moderation.
 - Use your moderated assessment schedules including model answers and Judgment statements.
 - Use Common Assessment Tasks, where available.
 - Network with peers.