

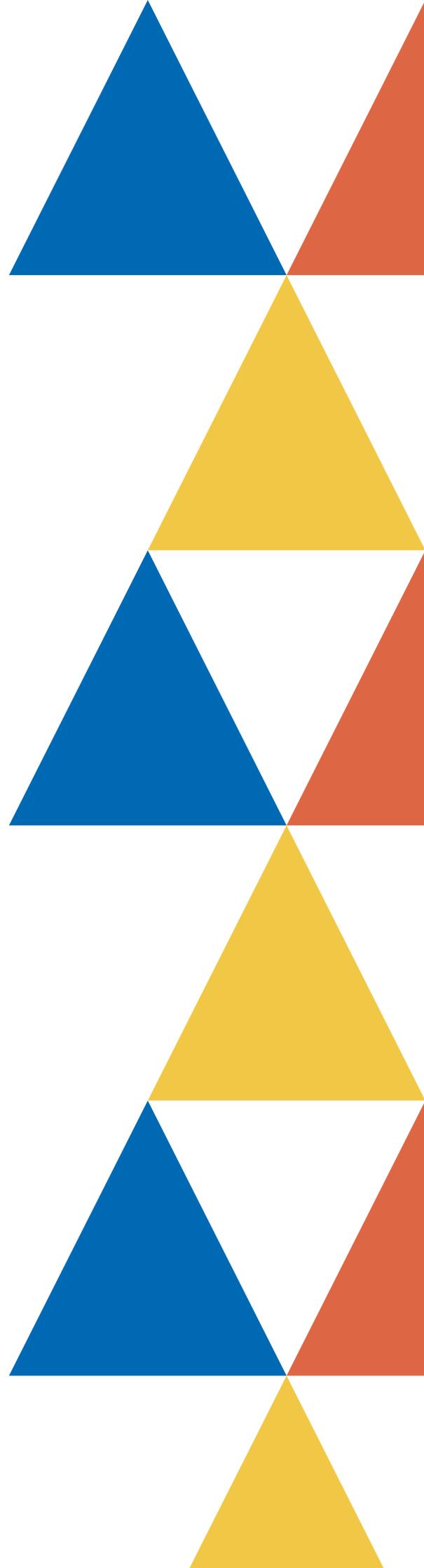
Workplace Learning and Assessment

in Vocational Training Council

A practical example in Design Discipline

Workplace Learning and Assessment Showcase

This document presents an overview of the implementation of Workplace Learning and Assessment in the Vocational Training Council of Hong Kong. The experience and practices of the Design Discipline are used as an example for illustration.



Content

Background **1**

A Three-stage Process of WLA Planning **2**

Unit Standards **3**

Roles of Stakeholders **10**

Workplace Assessment **12**

Quality Assurance System for WLA in VTC **16**





1

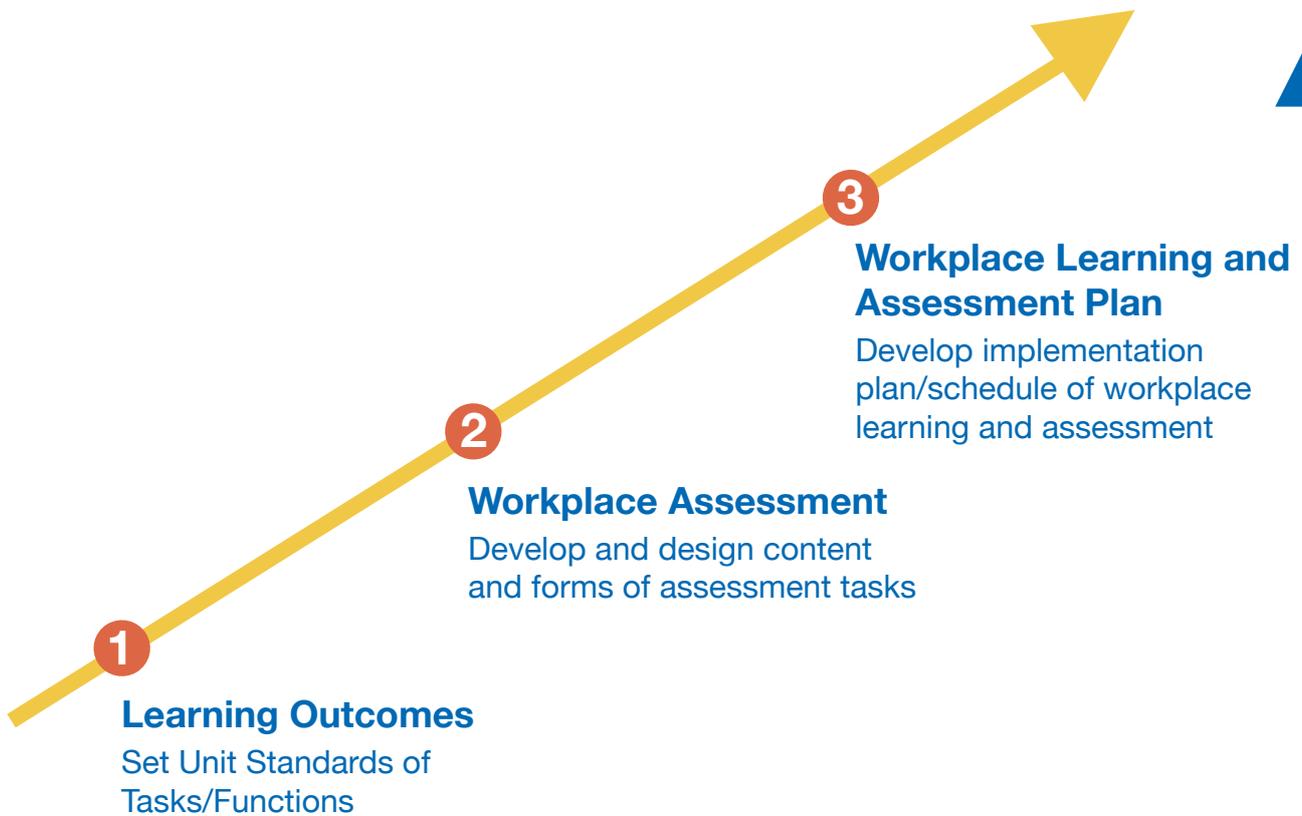
Background

In Vocational Training Council (VTC), Workplace Learning and Assessment (WLA) is a structured pedagogical practice where education is integrated into an authentic work setting. This approach facilitates students learning from their real and personal experiences and being assessed in the authentic workplace. While the forms of structured work experience may differ at varying degrees in the learning emphases and structures, the WLA forms an important and integral part of the student's Vocational and Professional Education and Training (VPET) curriculum.

2

A Three-stage Process of WLA Planning

A critical success factor of the WLA is determining where to put the emphasis. The planning can be arranged through a three-stage process, including the determination of **(1) learning outcomes**; **(2) workplace assessment**; and **(3) workplace learning assessment plan**.



3

Unit Standards

Starting with a set of clearly defined learning outcomes for the students, these learning outcomes, in the form of Unit Standards, are used to describe the required outcomes linked to the professional knowledge, skills and attributes a student has learnt and demonstrated, and the context within which the parameters are to be assessed.

▶ Guiding Principles of Developing Unit Standards

Coverage

- derived from the Module Intended Learning Outcomes (MILOs)

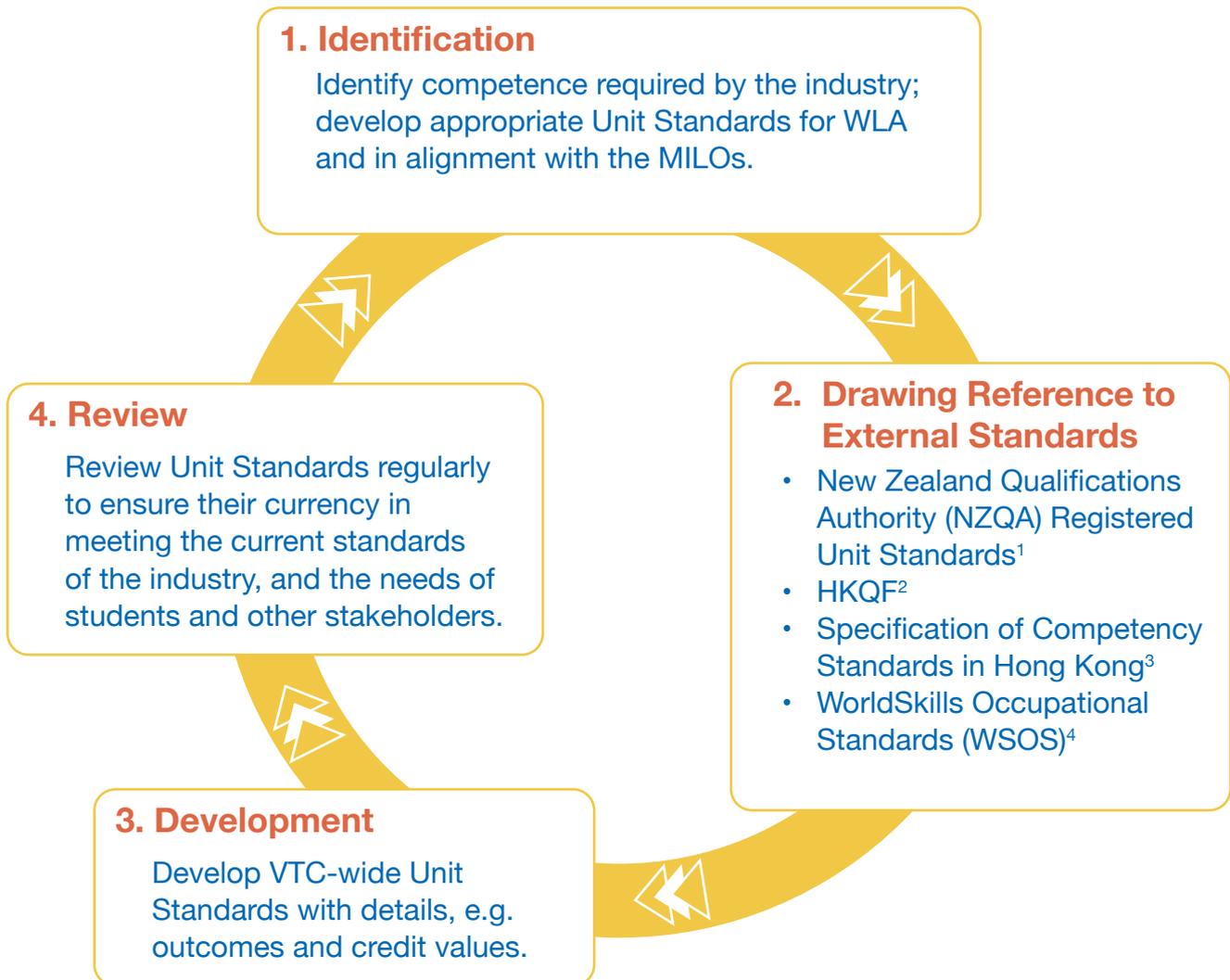
Language Use & Presentation

- written in clear and simple language
- specific to the industry, easy to understand and to be used by the stakeholders
- accurately describing the context, contents and the intended Hong Kong Qualifications Framework (QF) level

▶ Key Components of a Unit Standard

Title
QF Levels
QF Credits
Purpose Statement
Classification
Explanatory Notes
Outcomes
Performance Criteria
Range
Version Number

Unit Standards: Development Procedures



Reference Links:

1. **NZQA Registered Standards:** <https://www.nzqa.govt.nz/framework/search/results.do>
2. **HKQF:** <https://www.hkqf.gov.hk/en/scs/scs/index.html>
3. **Specification of Competency Standards in Hong Kong:** <https://www.hkqf.gov.hk/en/scs/scs/index.html>
4. **WorldSkills Occupational Standards:** <https://worldskills.org/what/projects/wsos/>

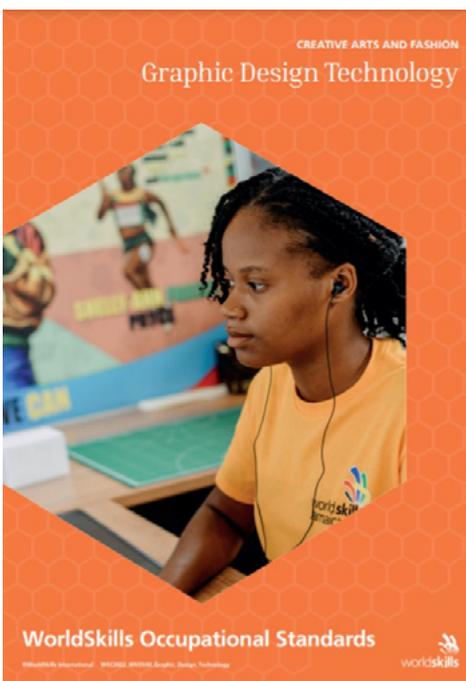
Drawing Reference to External Standards

Reference is drawn to the External Standards during the development process of Unit Standards. The adoption of WSOS into Unit Standards by the Design Discipline of VTC is used for illustration.

The WSOS as a shared standard enables WorldSkills Member Countries/Regions to benchmark and assess the occupational outcomes of VPET programmes against internationally recognised best practices in the industry and business.

The VTC has regularly and as appropriate adopted relevant WSOS when designing/updating VPET programmes to facilitate learners to meet world standards and thrive in the highly competitive job market.

The Design Discipline of VTC has widely adopted WSOS into its academic programmes, and the WLA elements of the programmes where appropriate. An example of adopting the WSOS on Graphic Design Technology into Unit Standards is provided here for illustration:



Adoption of WSOS into Unit Standards



Unit Standard

Preparing digital files for printing

Purpose Statement Trainees credited with this unit standard are able to: prepare source files for different printing processes and preflight digital files for printing in accordance with workplace practices, and present digital files to meet printing press requirements.

Classification Design, Printing and Publishing Industries > Digital Processes for Print

Outcomes and Performance Criteria

Outcome 1 Preparing image file(s) for printing

Performance Criteria

- 1.1 Scanning or capturing image(s) with digital devices.
- Range** Images include but not limited to hand drawing, painting, sketching, illustration that created by any of applications.
Digital devices include but not limited to scanners and digital cameras.
- 1.2 Manipulating and saving image(s) to the correct printing format.
- Range** Image manipulation includes but not limited to cropping, removing scratches, removing background, resizing, adjusting to high-resolution, correcting colour, enhancing contrast, lens correction and noise reduction. Save image(s) to the required formats, which include but not limited to TIFF and PSD.

Outcome 2 Creating a print-ready file

Performance Criteria

- 2.1 Creating an InDesign file for the printed matter.
- 2.2 Applying image(s) from the previous outcome and given texts for the printed matter.
- 2.3 Exporting a print-ready PDF

WorldSkills Occupational Standards (WSOS)

Creative Arts and Fashion: Graphic Design Technology (TD40)

Technical Aspects and Outputs:

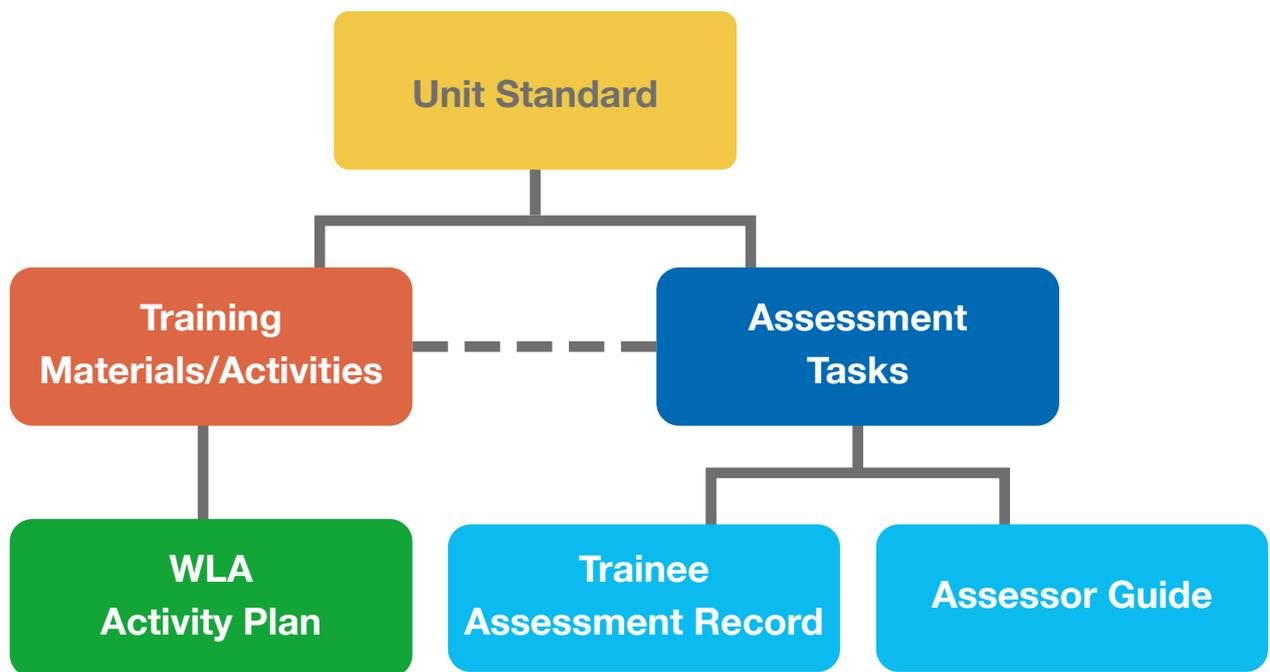
- Capture, adjust and manipulate images to suit the designs and technical specifications.
- Apply correct and appropriate adjustments for specified outputs.
- Apply colours correctly according to the task.
- Save files in the correct format.

Checklist for Setting Unit Standards

- ☑ Decide a title that can clearly show the knowledge/skills to be specified
- ☑ Decide the outcome(s) with reference to the MILOs of the modules
 - Start with action verbs?
 - Consider the total number of outcomes?
- ☑ Write down the performance criteria for achievements
 - Specify the workflow of the task, step by step?
 - Consist of action(s), process(es) and deliverable(s)?
 - Provide examples of tools/methods to achieve the requirements?
 - Make sure outcomes pegged at appropriate HKQF Level?
 - Group the performance criteria into outcomes?
 - Use range statement to clarify evidence requirements and/or assessment conditions
- ☑ Provide detailed information in explanatory notes, e.g. definition, legislation and regulation, and any special assessment requirements or conditions

Training and Assessment in alignment with Unit Standard

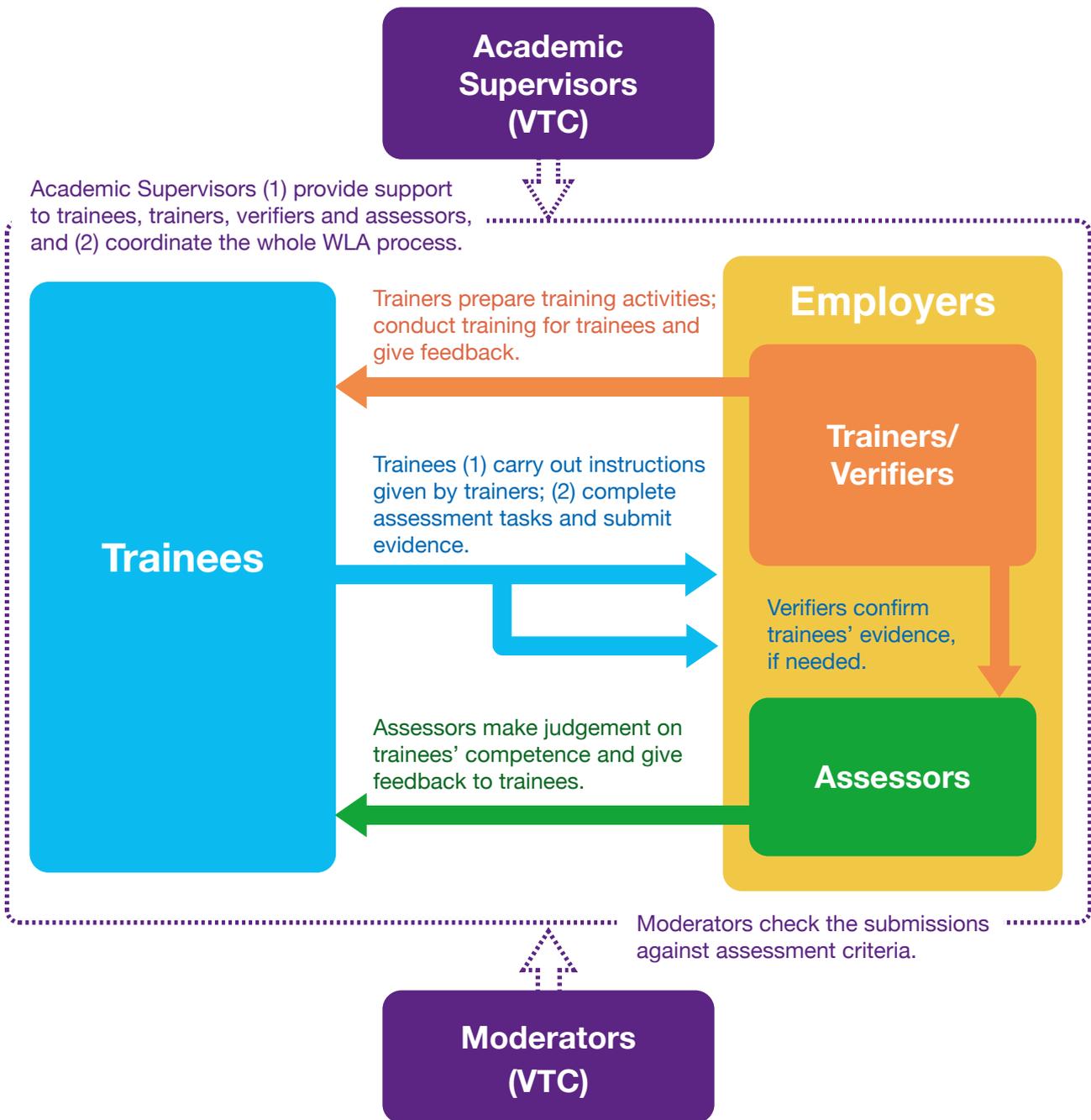
Training materials/activities and assessment tasks are subsequently developed in alignment with the Unit Standard.



4

Roles of Stakeholders

WLA involves well-defined and coordinated roles and responsibilities of different stakeholders. They are trainees, workplace trainers, verifiers and assessors, academic supervisors, and moderators. The diagram below shows the interaction of different stakeholders in the WLA.



Industry Partnership

Industry Partners

Comment on the appropriateness and applicability of **Unit Standards** and **Performance Criteria** that can be adopted in the workplace, in terms of feasibility, coverage of requirements/tools/methods, and schedule.

VTC

Define the occupation and identify **suitable learning outcome(s)** from the syllabus for developing Unit Standards.

Collect feedback from industry partners through discrete meeting/survey/discussion or at discipline advisory boards.



Key Tasks of Trainers, Verifiers and Assessors

Trainers, Verifiers and Assessors undertake various tasks in WLA as shown in the table below. A professional development workshop is offered by the VTC to enable them to accomplish the tasks effectively.

Key Tasks	Trainers	Verifiers	Assessors
Prepare and conduct training activities according to the training materials designed by VTC in consultation with employers	✓		
Plan and prepare for the verification/assessment process with trainees		✓	✓
Collect trainee's submissions for verification/assessment		✓	✓
Provide feedback to trainees on their performance	✓	✓	✓
Confirm trainee's submissions on specified tasks and pass on the verifications to Assessors		✓	
Make judgement on and record the trainee's competencies based on submissions/verifications			✓
Complete the training/verification/assessment	✓	✓	✓

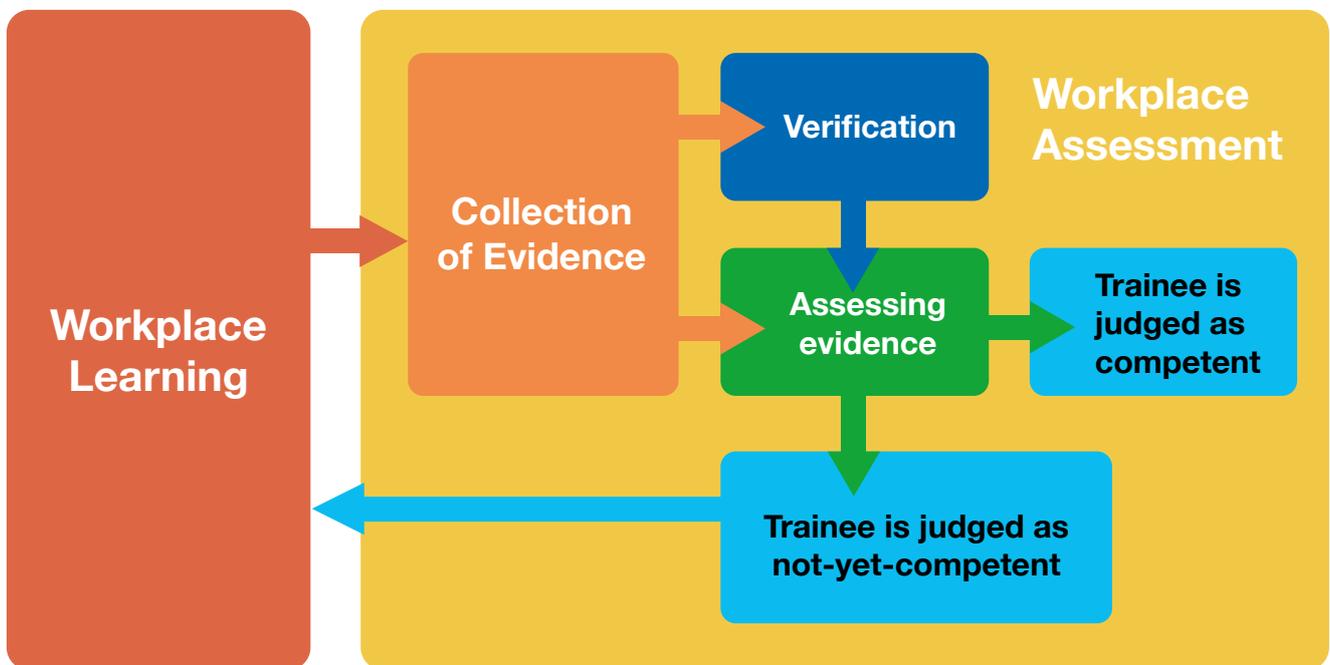


05

Workplace Assessment

Workplace assessment is a process of collecting, recording and judging the evidence of a trainee's competence against specified Unit Standards.

It is a form of competency-based assessment for a trainee to provide evidence or proof that he/she knows about and/or can do the tasks set in the Unit Standards in a repeatable and consistent way.



Sources of Evidence

Evidence about the trainee's performance can be collected from the planned workplace learning activities as well as assessment tasks. Essentially there are two available sources of evidence, namely naturally occurring evidence and supplementary evidence.



▶ Naturally occurring evidence

- observation of performance
- questioning and feedback; and
- examining the deliverables/finished products from the assessment activities, such as reports, work documents, presentations, etc.



▶ Supplementary evidence

- paperwork that was generated during training/assessment, such as training records, checklist, ect.
- photos, video recordings or electronic data capture;
- written feedback; and
- other verified evidence.





Conducting Workplace Assessments

Regardless of the sources of evidence, the Assessor should check that all required evidence has been provided and confirm that it is current, authentic, sufficient, equitable and valid. Four steps are shown as follows:



Collect

evidence through assessment tasks as submitted by Trainees and authenticated by Verifiers if required.



Confirm

performance meets assessment requirements



Judge

collected evidence

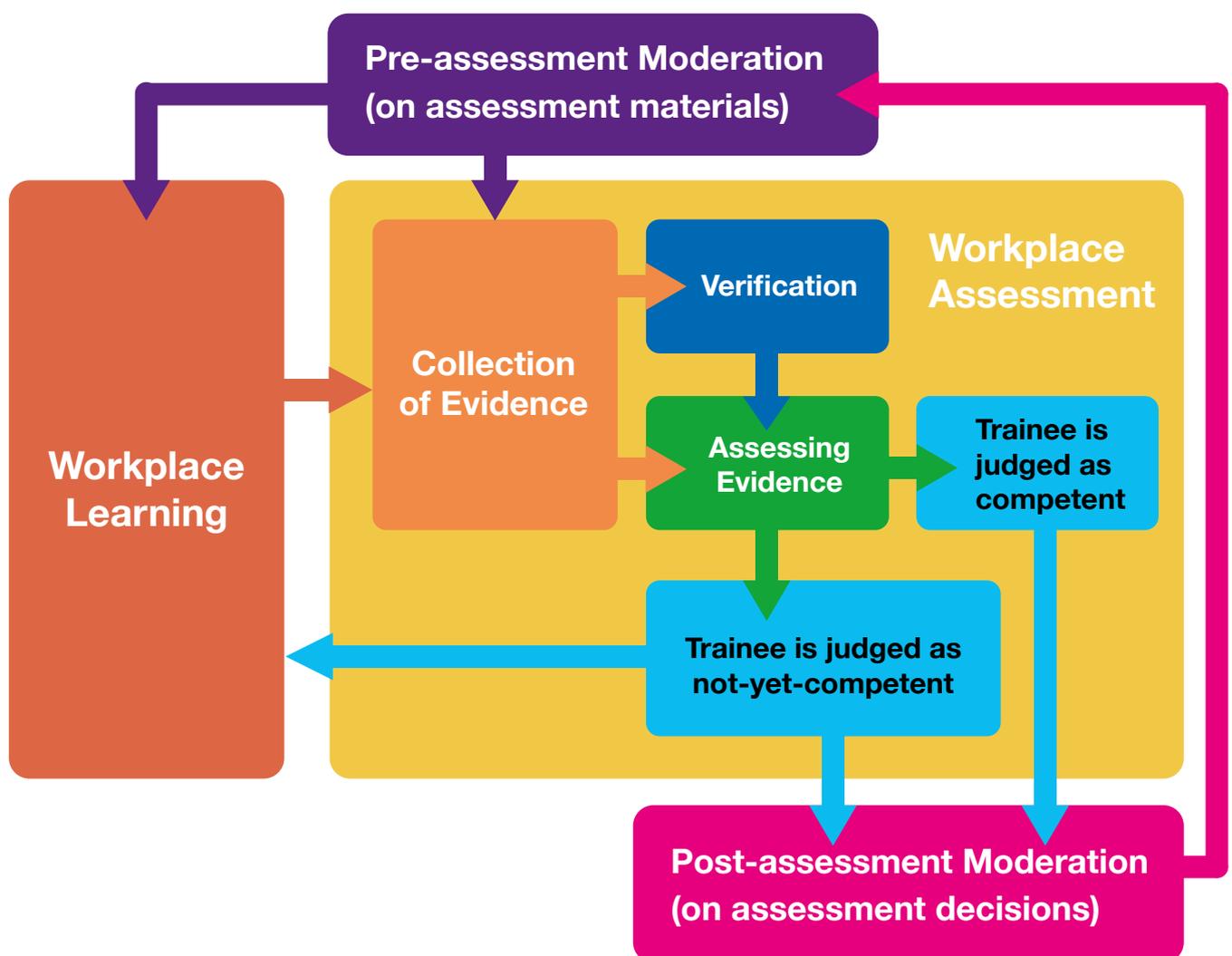


Feedback & Record

performance and result

Pre- and Post-assessment Moderation

Pre-assessment moderation is conducted to ensure that the assessment materials are fit for purpose and are appropriate to the level and credit value of the Unit Standards. It aims to help ensure that the assessment tasks capture the essence of the standards that are being assessed.



Post-assessment moderation aims to check the consistency of assessment decisions, which should be made according to the assessment materials and performance criteria where appropriate, and using evidence that is current, authentic, sufficient, equitable and valid.

6

Quality Assurance System for WLA in VTC

The effective implementation of WLA rests upon a robust Quality Assurance System which comprises the following elements.



▶ Policy

Guidelines related to the design and implementation of WLA

General academic regulations and assessment guidelines/handbooks



▶ People

Support and feedback from employers and other stakeholders

Requirements and workshops for Trainers, Verifiers, and Assessors

Support from VTC staff to workplace partners

Central support to VTC staff



▶ Process

Training activity plans for workplace learning

Pre-assessment and Post-assessment
Moderation

Web-based assessment system

Quality assurance measures



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