

Contextualising assessment resources

Based upon Compliance and Quality Assurance (CAQA)
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What is contextualisation?

- Contextualisation means adjusting units of competency or packaging certain units of competency together to meet the needs of the enterprise or the learner.

Why is contextualisation so important?

- Contextualisation gives VET providers the flexibility to create a meaningful program for learners whilst ensuring standards are met, and an accredited AQF qualification is obtainable.
- Contextualisation can make learning more realistic by providing real life and actual workplace examples.
- Contextualisation also accommodates specific industry needs.

What are the rules for contextualisation?

- Contextualisation must not change the unit of competency's elements or performance criteria.
 - It can only provide additional information to the range of assessment conditions and assessment requirements in a unit of competency.
- You must maintain the integrity of the industry skill and portability requirements, including all legislative licensing and any other regulatory requirements.
 - Remember, we must always follow the Qualification Packaging Rules of the Training Package.

What are the rules for contextualisation?

- You must meet the requirements of foundation skills provided under the Australian Core Skills Framework (ACSF) which places mandatory facilitation and assessment compliance requirements associated with:
 - Learning
 - Reading
 - Writing
 - Oral Communication
 - Numeracy
 - Digital Technology

What are the rules for contextualisation?

- When contextualising units of competency, teachers and trainers:
 - Must not remove the number and content of elements and performance criteria
 - May add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
 - Changes should not diminish the breadth of application of the competency and reduce its portability
 - May add detail to the assessment requirements, where these expand the breadth of the competency but do not limit its use.

How do you contextualise?

- There are two ways in which contextualisation occurs:
 - Delivery of units of competency to reflect a local need by providing additional options or contextualising assessment to meet the needs of the learner group being assessed.
 - Packaging units together using elective options to achieve particular outcomes

How do you contextualise?

- The following are some suggestions for contextualising units of competency to make them more relevant for specific industries or workplaces:
 - Refer to the guidelines in the relevant training package. Usually, it will be possible to replace generic terms and general descriptions of equipment or processes and procedures with specific examples.
 - For example, a guide working at Uluru may learn and demonstrate body language appropriate to the Pitjantjatjara people. There would be little point in that guide being required to learn and demonstrate body language appropriate for working among the Jewish community at the Sydney Holocaust Museum.

How do you contextualise?

- The following are some suggestions for contextualising units of competency to make them more relevant for specific industries or workplaces:
 - Analyse the generalised statements about the range of work and job tasks specified in the units of competency.
 - These may need to be aligned to a particular job profile and translated to highlight particular tasks and levels of performance that are relevant to a particular workplace.
 - Identify the kinds of evidence that candidates may be able to provide in their job roles to satisfy the requirements of a particular unit of competency.
 - Prepare evidence plans for the candidates, showing how they might collect the identified kinds of evidence.

How do you contextualise?

- Let's have a look at some examples:
 - If the Competency mentions Machinery, then we could use the exact name of the machine used.
 - If the Competency mentions Equipment, then we could use the names of each item of equipment
 - If the Competency mentions Location, then we could use the exact location, eg, Shed 1, kitchen bench, etc
 - If the Competency mentions Relevant Procedures, then we could use the exact title of the procedure manual
 - If the Competency mentions Relevant Personnel, then we could use the names of the people and their positions

Who is responsible for contextualising assessments?

- Registered Training Organisations (RTOs) are responsible for:
 - Identifying the target audience/ or client group for whom use of the assessment resources will be relevant
 - Adapting and contextualising learning resources and, in particular, assessments, to address group and individual needs, relevant to industry and local conditions
 - It is advisable that trainer/ assessors consider each assessment in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary.
- RTOs should contextualise in line with reasonable adjustment practices, ensuring that contextualisation will result in consistent assessment practices throughout the organisation.

Who can provide further assistance?

- To make sure that we still follow the Training Package rules, we can read the Training Package itself, or we can get the advice of others, including:
 - Skills Service Organisations (SSOs) and Industry Reference Committees (IRCs) responsible
 - Our colleagues within the training industry or within the industry for whom we are delivering the training
 - Accessing the Support Resources available for each Training Package at TGA (training.gov.au) can also give us some great ideas of what is appropriate.
 - Speaking with the client to ensure that we are really linking the Unit of Competency to the participants' actual work.