



NZATD Education Trust Awards On-The-Job Support Award Evaluation Guidelines for Entrants

Context

NZATD Education Trust has introduced this award to raise the profile, recognise and reward the pool of people in the workplace who are involved in both informal and formal workplace learning and assessment. These people may be in roles such as on-the-job coaches, on-the-job trainers, or line management roles where coaching staff is a responsibility. These people play a critical role in the upskilling of the New Zealand workforce with a subsequent increase in productivity for their organisation and collectively the productivity of New Zealand. It is envisaged that workplaces could include any industrial, commercial, private, public or not-for profit organisation.

Those eligible for this award will NOT be full time training professionals. Rather they will be people who have operational or managerial roles but nevertheless spend a significant part of their time actively supporting others in their learning or those who support learners through trade apprenticeships and workplace assessments.

Key Date

Entries must be received by no later than 5pm on Monday 1 September 2014.

The Judging Process

All entries will need to meet a set of baseline criteria before they can be considered for ranking against other entries. Baseline criteria refer to those criteria that **all entries must meet** before they can be considered as finalists in any category. Once adherence to baseline criteria is confirmed, these criteria will not be used to differentiate between submissions. Where an entry is missing any of the baseline criteria, a representative of the Judging Panel will contact the entrant to advise them of any actions required to meet the criteria, providing the entry was submitted prior to the submission deadline. Assessment against baseline criteria will be done on a meet / does not meet basis.

All entries meeting baseline criteria will then be assessed according to a predefined set of evaluation criteria to enable differentiation between all eligible entries. This will be done using a weighted grading scale using the following process:

- A mark from 1 (low) to 10 (high) will be applied by three judges independently, using the stated assessment criteria.
- The judges will then meet to discuss entries further and at this stage, without knowledge of the other marks, may refine their individual marks.
- Each judge's final mark in each category will be aggregated and then weighted, using the weightings indicated alongside the criteria.
- The marks in all categories will be added together to determine the overall grading.
- In the event of a tie, the judges reserve the right to deliberate further to determine an outright winner.
- The judges reserve the right not to award in this category if no entries achieve a final assessment rating of at least 70%.

Baseline Criteria On-The-Job Support Award

Criteria	Explanation	Meets Criteria Y/N?
Eligibility	<p>This award is open to employees in an organisation that are not fulltime trainers but who have, in addition to their operational accountabilities, a responsibility for training or coaching staff in workplace skills. In an organisation staffed by volunteers the equivalent person may not be an employee but has, in addition to their operational services, a responsibility for training or coaching staff in that organisation. Examples of roles that may be eligible might include, but are not limited to:</p> <ul style="list-style-type: none"> • Managers and supervisors who coach staff, develop structured development opportunities and demonstrate the establishment of a supportive learning environment in the workplace. • Workplace assessors who coach their staff before conducting assessment processes, and those who provide formative assessment and feedback. • Individuals in organisations who are providing training through modern apprenticeships and or other structured workplace experience instruction. • Those responsible to providing informal learning experience on-the-job <p>Please note: This category of award is not targeted at the external professional coach, nor the fulltime trainer. Those in this category should consider submitting entries in the Learning and Development Practitioner Award.</p>	
Timing of entry	<p>The award has been received within the stipulated entry period.</p> <p>The dates for entry will be publicised. The closing date is the date by which all entries must be received at the awards address. Entries should be received by 5pm on the closing date.</p> <p>In rare circumstances, extensions may be given. This will be considered the exception rather than the rule. The panel has the right not to consider any late entries at their sole discretion. Applications for extensions must be received prior to the closing date and only one extension per entry will be permitted.</p>	

Criteria	Explanation	Meets Criteria Y/N?
Timing & extent of on-the-job coaching	<p>To meet this criteria entrants must meet all the following criteria:</p> <ul style="list-style-type: none"> • Has been involved in providing on-the-job learning support/ training/coaching for at least 12 months, and • Has been involved in supporting learning on-the-job for at least twelve weeks in the 12 months prior to the entry submission, and • Has been involved in supporting learning on-the-job for more than three people in the same workplace setting. 	
Location of on-the-job coaching	<p>The on-the-job learning and development should be conducted:</p> <ul style="list-style-type: none"> • in a New Zealand workplace for a minimum of twelve weeks, or • in a workplace operated by a New Zealand organisation. 	
Provision of information	<p>The entry must include a completed and signed application form signed by the entrant and posted to the address shown on the application form, or a completed on-line application form. At a minimum information provided should include:</p> <ul style="list-style-type: none"> • An outline of: <ul style="list-style-type: none"> ○ Context of the support provided for learning on-the-job, including: <ul style="list-style-type: none"> - the relationship between the trainer/supporter/coach and the learner - a description of the type of on-the-job support provided - an explanation of who the learners were - the extent of support/training/coaching - the outcomes of the support/training/coaching contribution to the learner and the organisation. • Documented evidence and examples to support the entry. • Documented measures of learning outcomes. 	

Criteria	Explanation	Meets Criteria Y/N?
<p>Evidence to support entry</p>	<p>Evidence is required to enable judges to fairly evaluate entries.</p> <p>Judges all sign a confidentiality agreement and agree not to disclose information beyond the evaluation panel without permission. Any evidence that is withheld from the judges due to confidentiality (or other) concerns cannot be considered during the evaluation.</p> <p>Any evidence that is withheld from the judges due to confidentiality (or other) concerns cannot be considered during the evaluation of the entry.</p> <p>Examples of suitable evidence may include, but is not limited to:</p> <ul style="list-style-type: none"> • Support/training/coaching plan for learner(s). • Documents describing the learner(s)' work environment where the on-the-job support/training/coaching is being conducted. • Copies/evidence of any learner materials. • Copies/evidence of learner development. • Copies/evidence of learner engagement in & feedback on the learning process. • Document(s) demonstrating the alignment of the support/training/coaching to organisational goals. • Copies/evidence of the learner's self reflection on the learning process. • Copies/evidence of feedback from any relevant others on the learning process and outcomes. • Letters of support from referees and/or end users of support/training/coaching – e.g. managers etc. • Organisational documents that support the application that provide naturally occurring evidence of the learning process and outcomes e.g. job sheets, correspondence, reports, productivity measures / reports. • Any other documentation that supports the application. 	

Criteria	Explanation	Meets Criteria Y/N?
Referees	<p>Referees should include people that have direct knowledge of and have observed the process or evidence of the on-the-job support/training/coaching being provided. These may include, but are not limited to:</p> <ul style="list-style-type: none"> • Direct Supervisor • Managers • Workmates • Coaching organiser • Those receiving training/coaching. <p>Ideally referees covering a range of the above should be included, chosen for their ability to comment knowledgeably about the coach's work from their own perspective.</p> <p>For each referee please provide the following information:</p> <ul style="list-style-type: none"> • Name • Job role • Preferred daytime phone number • Alternative contact phone number • Preferred contact email address • Category of referee as per the above list in this page (e.g. sponsor, participant etc.). <p>Please Note:</p> <p>It is the intention of judges to contact referees of short-listed entrants. Provision of a referee will be considered agreement for the panel to contact them. Entrants are strongly advised to gain permission from their referees and notify them that they may be contacted prior to submitting their entry.</p> <p>Referees who are unavailable to be contacted should not be included. Consideration of a referee will be discounted if, after reasonable attempts have been made, he/she cannot be reached.</p>	

Criteria	Explanation	Meets Criteria Y/N?
Referees (continued)	<p>Referees should include people that have direct knowledge of the initiative undertaken. These may be, but are not limited to:</p> <ul style="list-style-type: none"> • Sponsors of the initiative • Participants in the initiative • Managers of participants in the initiative • Managers of those involved in delivering the initiative. • People impacted by the initiative, e.g <ul style="list-style-type: none"> ○ Customers ○ Vendors ○ The public, etc. <p>Ideally referees covering a range of the above should be included, chosen for their ability to comment knowledgeably on the initiative from their own perspective.</p> <p>For each referee please provide the following information:</p> <ul style="list-style-type: none"> • Name • Job role • Preferred telephone number • Alternative contact phone number • Preferred email address • Category of referee as per the above list in this page (e.g. sponsor, participant etc.) • Preferred time to be contacted. 	

Evaluation Criteria On-The-Job Support Award

Criteria	Factors taken into account	Weight
Relationship of on-the-job support to learner's development & organisational outcomes	<ul style="list-style-type: none"> • Description of the rationale for on-the-job support/training/coaching is consistent with the learner's work and development needs. • Learner outcomes are described in terms of individual work outcomes and organisational measures or outcomes 	15%
Coaching planning	<ul style="list-style-type: none"> • The support/training/coaching approach includes, for each learner example, a documented plan(s) detailing: <ul style="list-style-type: none"> ○ The purpose ○ Trainee outcome(s) ○ Organisational outcomes ○ Learners responsibilities ○ Supporter/Trainer/Coach's role ○ The supporting/training/coaching process ○ Any equipment/resources ○ Any written material required/available ○ How any health & safety issues will be addressed (where relevant) ○ Any assessments/measures ○ Accessibility/timing of training/coaching ○ Opportunities for learner feedback on the plan and processes. • Documentation identifies what is, and is not, the on-the-job supporter/trainer/coach's own independent work. 	30%

Criteria	Factors taken into account	Weight
Coaching Process	<ul style="list-style-type: none"> • The learning process was appropriate to the learner(s), and to the organisation’s desired outcomes. • The /trainer/coach had clear two way communication with the learner. <ul style="list-style-type: none"> a. The learner knew what was required and what standards were expected, when it was required and their responsibilities b. The trainer/coach knew what support the learner required and what arrangements would best support the learner. • The trainer’s/coach `s written and spoken language was appropriate to the learner and the outcomes required. • The trainer/coach demonstrated effective listening skills in the coaching process(es). • The trainer/coach made themselves available to the learner and gave them sufficient support to achieve the outcomes specified in their training/coaching plan. • The trainer/coach gave effective, specific, sufficient, constructive feedback in a positive, encouraging manner. • The training/coaching plan was adjusted if / where required to address issues that arose during the process. • The trainer/coach provided support consistent with the coaching plan. 	30%
Contribution to organisational outcomes	<ul style="list-style-type: none"> • The support/training/coaching lead to a positive change in the given organisational measures. • The support/training/coaching resulted in a positive change in learner knowledge and / or skills and performance. • The learning process and outcomes were perceived as positive and worthwhile by the organisation. 	25%