

COMPETENCY BASED TRAINING



**TRADITIONAL
CLASSROOM**

Students Stay in the Same
Class for a given “duration”,
irrespective of how fast
they learn

Students Learn on their
own Pace and progress to
the next level only when
they have demonstrated a
“competency”

**COMPETENCY
-BASED
LEARNING**

What is competency based training?

CBT focusses on what a person can DO in the workplace as a result of completing a programme of training.

Competency based training, also known as competency based learning, is the recognised training method for vocational training.

When you complete a CBT course, you will have the skills and knowledge you need to complete specific workplace activities at an industry standard of performance, in a range of work environments and situations.

Competency based training is ideally not “time based”.

In CBT, as soon as you show you have the required competency, you can move on to the next one. This means you can complete the training at your own pace.

It also allows you to complete your study much more quickly than in a time-based learning system.



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Why Is Competency Based Learning So Effective And Valuable?

Consultation with industry to design qualifications is one of the major advantages of competency based learning in vocational education. This means the skills you learn in your training are **sure to be desirable** in the industry in which you plan to work.

Focused Learning Outcomes

- The learning materials in CBT are designed to ensure you learn the exact outcomes (ie skills and knowledge) required to complete each unit.

“No grades and nobody fails”

Hands-On & Book-Based Training

- Training can take place on or off the job using a wide range of learning and assessment methods.
- Many competencies are learnt and assessed in a hands-on way; you will actually do the skill or action being assessed, often in a simulated or real workplace.
- You may also work on projects, case studies, gather and create documents, complete written activities, research or write answers to questions.



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How Does Competency Based Training Relate To Industry?

Competency based vocational training is designed with consultation with industry. As a result, qualifications are designed so that you can do a specific job and have become legally required or highly desirable for many roles.

Required To Get Specific Jobs

Some competency based training is linked to rules, regulations and laws.

For example,

- Certificate IV is the minimum standard to train and assess students in the vocational training system.
- Likewise, the Certificate III in Early Childhood Education and Care is the minimum standard to work as a childcare professional in long day care centres or operate a family day care service.

Dimensions of Competency

Task skills
(often seen as the tip of the iceberg)

Perform workplace tasks

Task management skills

Manage a range of tasks
to complete the whole job

Contingency management skills

Solving workplace problems such as
changes in routines or breakdowns

Job/role environment skills

Satisfying workplace standards
and expectations

**Competency involves successful work
performance and is usually seen
to comprise four dimensions**

What are the dimensions of competence?

The dimensions of competence are a list of workplace-related factors that trainers and assessors must take into account when building a picture of competence, developing and delivering training plans, and assessing competence.

- **Task skills**
Involve the ability to perform individual tasks as per workplace expectations
- **Task management skills**
Involve the ability to manage a number of different tasks, operations, activities within the job role or work environment and meet deadlines
- **Contingency management skills**
Involve the ability to respond to irregularities and breakdowns in routine
- **Job/role environment skills**
Involves the ability to deal with responsibilities and expectations of the workplace, including working with others and meeting personal responsibilities to maintain a healthy, safe and productive workplace.

Many people also consider the importance of **transfer skills**, defined as the ability to perform the task consistently in the workplace, given the variety of situations in which the task may need to be performed.



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What is competence?

- In traditional assessment a student who gets 80% on a summative test may have 80% mastery of all learning outcomes but have no mastery what-so-ever of 20% of learning outcomes.
- To be competent, the learner must be able to demonstrate skills and knowledge against the whole range standards.
- The consistent application of knowledge and skill to standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

To be competent..

Where a student is assessed as satisfactorily performing all the required assessment tasks to the required standard for a specific competency and having the combination of **knowledge**, formal and informal **skills**, training, experience and **behavioural attributes** required to perform a task or role.

Skills ↔ knowledge ↔ attitudes

Candidates must demonstrate the *skills, knowledge and attitudes* required to perform the work task or activity being assessed



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Skills ↔ knowledge ↔ attitudes

Skills - An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

Knowledge - is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning.

Knowledge can refer to a theoretical or practical understanding of a subject

Attitude - is a positive; negative or mixed evaluation of an object that is expressed at some level of intensity. It is an expression of favourable or unfavourable evaluation of a person, place, thing or event.

These are fundamental determinants of our perceptions of, and actions toward all aspects of our social environment.



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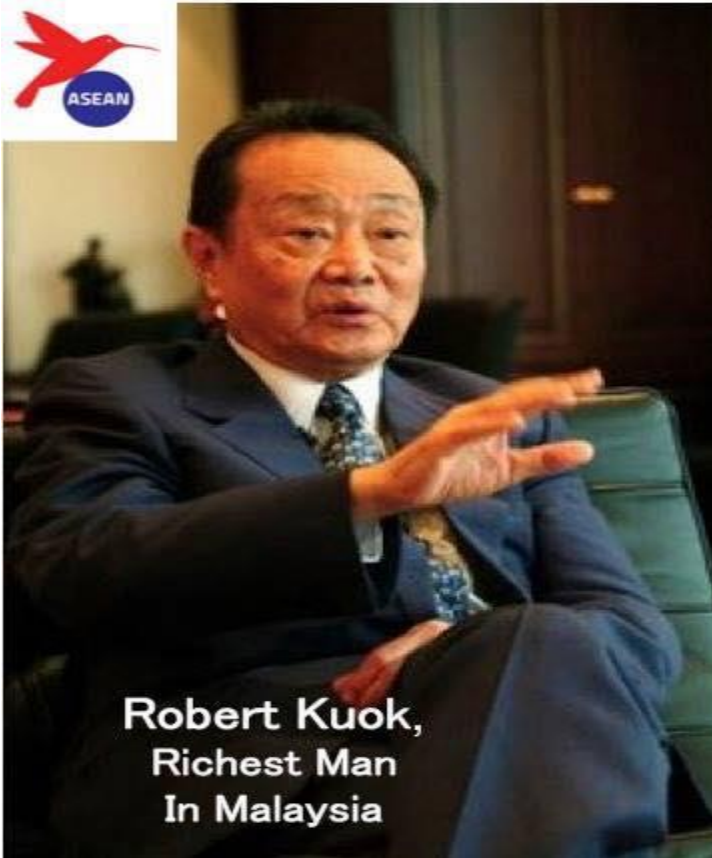
Skills ↔ knowledge ↔ attitudes

Driving a car

Examples of skills, knowledge and attitudes needed to drive a car include:

Skills	<ul style="list-style-type: none">• Efficient driving techniques (reverse parking)• Able to adjust your side mirrors & driving at round-a-bouts & T junction• Know the best way to merge in traffic• Keep your hands on wheel at the proper position
Knowledge	<ul style="list-style-type: none">• Driving gears, turning signal & handling procedures• Read a tire pressure gauge• Checking water, oil gauge and brake oil
Attitudes	<ul style="list-style-type: none">• Confidence in driving a car (auto or manual)• Commitment to drive safely and abiding by the road safety rules

Skills ↔ knowledge ↔ attitudes



**Robert Kuok,
Richest Man
In Malaysia**

**When I hire
people, I look
for Great
Attitude.**

**I don't look
for MBA or
PhD.**



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Skills ↔ knowledge ↔ attitudes

So how do we teach skills, knowledge and attitudes?

We can teach knowledge and skills—

Teaching attitudes isn't quite so easy! We can't teach (or 'preach') attitudes, but we can teach skills and knowledge such that learners will build confidence and commitment to perform consistently at work, as they develop skills and knowledge.

Emphasise:

We train skills and knowledge

We build the right 'attitudes' through HOW we train the skills and knowledge



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Benefits of CBT

- Improves relevance to the workplace – employers can employ people who are already competent.
- Improves consistency of training outcomes across training organisations using the same standards.
- Keeps learners engaged in the learning.

Characteristics of CBT

- Progress is not necessarily based on time
- The learner either can or can not (yet) do the thing that they are learning about.
- Learners are not expected to perform tasks better than others, or in competition to others.
- Based on the concept that learners can learn transferable skills.



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Characteristics of CBT

1. CBT focuses on what a person can do, not how they learned how to do it

In a CBT system, a person earns a statement of attainment or qualification when they demonstrate their ability to perform task/s to a competent standard.

2. Criteria-referenced assessment

Competency-based assessment aims to be an objective process in which candidates are evaluated according to the criteria outlined in the relevant competency standards. Therefore, everyone is trained and assessed against a consistent standard that is nationally-recognised.



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Characteristics of CBT

3. Recognition assessment

Also known as recognition of prior learning (RPL) or recognition of current competence (RCC)

Recognition assessment is an important characteristic of CBT. It is an assessment process whereby people are assessed and given formal recognition for competence they already have, regardless of how it was learned. Recognition assessment means that people may be assessed without having to be trained first.

4. Flexible and personalised delivery

CBT is client-focussed, meaning that training and assessment approaches must be appropriate and relevant for the client.

Competency Based Assessment

Scenario

“ I train all my staff how to make coffee.

To test their ability, I give them a sheet of written questions to answer. Is this enough evidence under a competency-based system to prove they have the required skills and knowledge? ”

Competency Based Assessment

“ Right, so I could just forget about the questions and get them to demonstrate their skills to me? ”

No. Although demonstrating skills is an acceptable form of assessment, it would not be sufficient evidence to prove the learners' competency.

To satisfy the requirements of the TVET system, assessors need the learner to demonstrate their competency in more than one way.

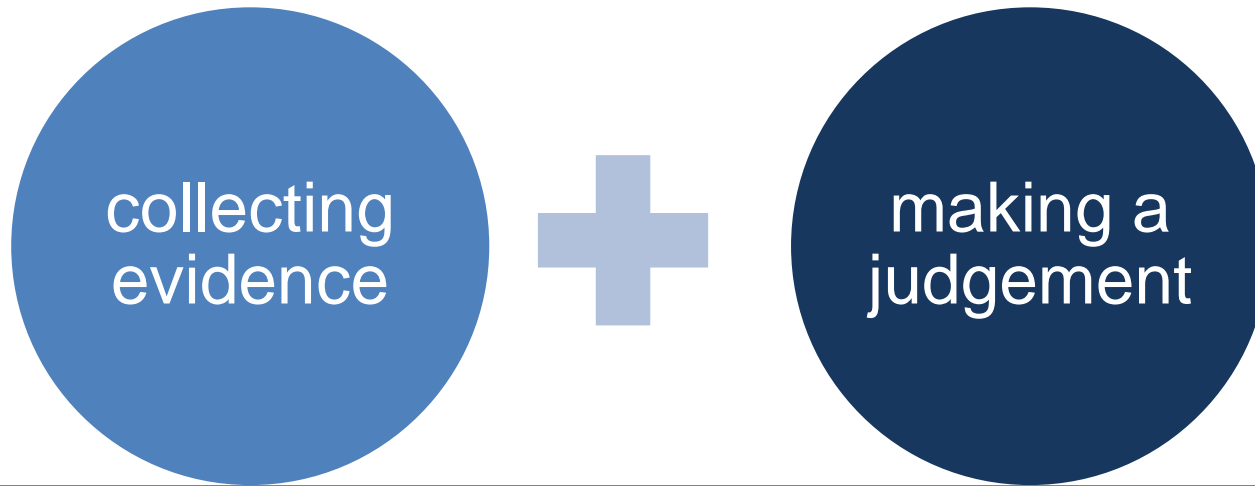


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Competency Based Assessment

Assessment is the process of:



...about whether competency has been achieved

....to confirm that the individual can perform to the standard required in the workplace,

Assessment Activity

1. Watch the demonstration on making a stress ball.
2. Follow the assessment instructions for making a stress ball in groups of 3.
3. Each person to make a stress ball and then use peer assessment to assess competency in making a stress ball.
4. Moderate your assessment decisions with another group using the rubric



Stress Balls

Standards

- Competency is about being able to perform the skills to a certain standard.
- Performance standards should be set by industry.
- What standards do you use?



Active Learning Strategies

- For competency based training to succeed, teachers must be using Active Learning Strategies.
- Active learning is about using activities to do the teaching.



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The Cone of Learning

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



After 2 weeks,
we tend to remember ...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

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