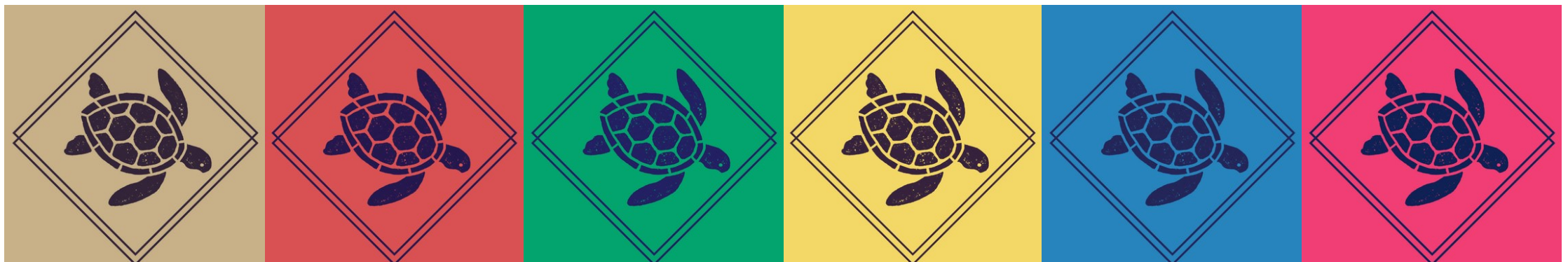


Competency-based training and assessment

Level 1 Stage 1 Core
Level 1 Stage 2 Design



Note

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Difference between CBT and traditional teaching

Students stay in the same class for a given 'duration', irrespective of how fast they learn

Traditional classroom

Students learn at their own pace and progress to the next level only when they have demonstrated 'competency'

Competency-based learning



Why is CBT so effective and valuable?

Industry engagement

- Consultation with industry to design qualifications
- The skills learnt are needed by industry

Focused learning outcomes

- Learning materials are designed to meet the outcomes industry wants
- “No grades and nobody fails”

Hands-on and book-based training

- Training on or off the job
- Uses a variety of learning and assessment methods, such as projects, case studies, portfolios, create documents, complete written activities, research, write answers to questions
- Many competencies are learnt and assessed in a hands-on way
- Learners’ skills are assessed in a simulated or real workplace

How does CBT relate to industry?



Some rules, regulations, and laws specify qualifications for certain kinds of work

Examples

A person training and assessing in the TVET system must have Certificate IV in Training and Assessment

A person working as a childcare professional must have Certificate III in Early Childhood Education and Care



Benefits of CBT



CBT improves the relevance of training to the workplace.
Employers can employ people who are already competent.



CBT improves the consistency of training outcomes across training organisations using the same competency standards.



CBT keeps learners engaged in the learning.



What is competence?

Traditional system

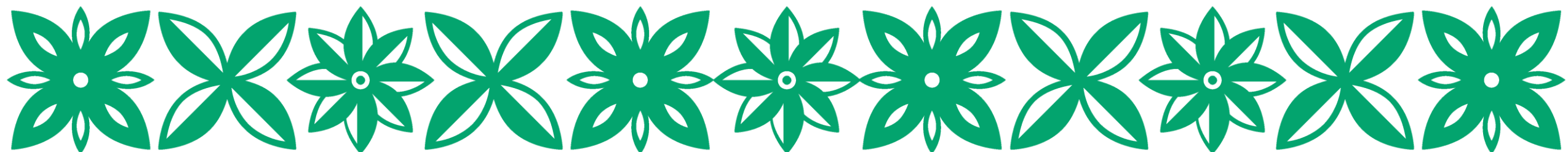
If a student gets 80% on a summative test they can have:

- 80% mastery of all learning outcomes
- or
- mastery of 80% of outcomes and no mastery of 20% of outcomes

CBT system

The learner must be able to:

- demonstrate skills and knowledge for all standards
- apply skills and knowledge consistently to all standards of performance
- transfer and apply skills and knowledge to new situations and environments

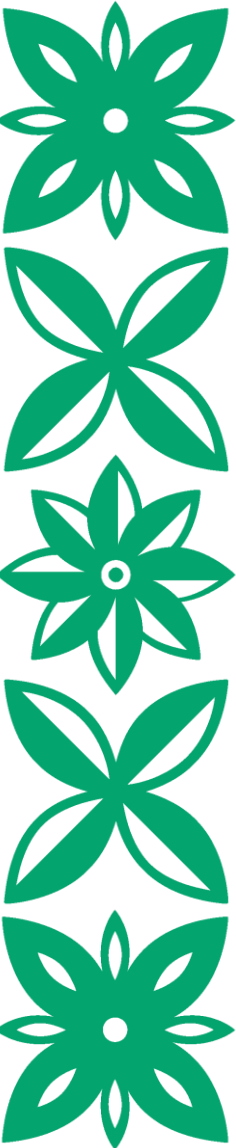


What is competency?



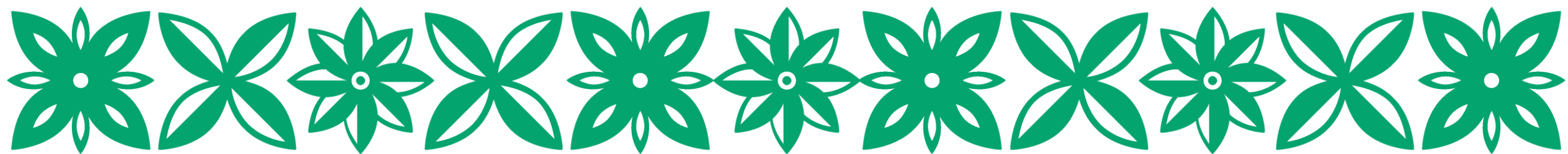
A competent learner must show the skills, knowledge, and attitudes needed to:

- perform the work task or activity being assessed
- to the required standard.







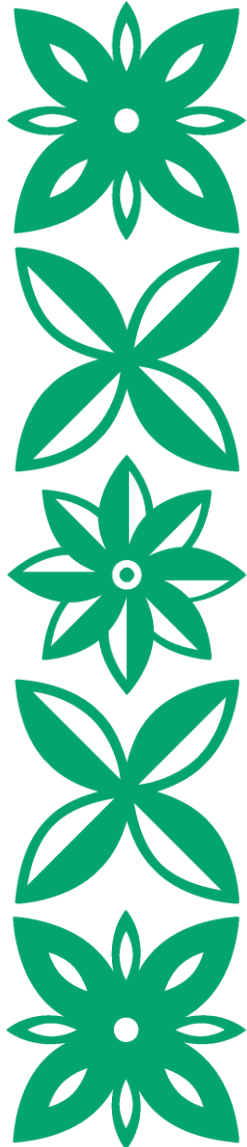
Dimensions of competency

- Competency involves successful work performance
- Competency has four dimensions
- These help trainers and assessors to:
 - develop and deliver training plans
 - build a picture of competence
 - assess competence.



More about dimensions of competency

	Dimension	Description
	Task skills	The skills to perform tasks as per workplace expectations
	Task management skills	The skills to manage several different tasks within the work environment and meet deadlines
	Contingency management skills	The skills to respond to irregularities and breakdowns in routine
	Job environment skills	The skills to deal with responsibilities at work, including working with others and meeting responsibilities for a healthy, safe and productive workplace

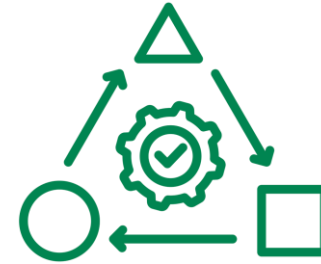


Competency based training



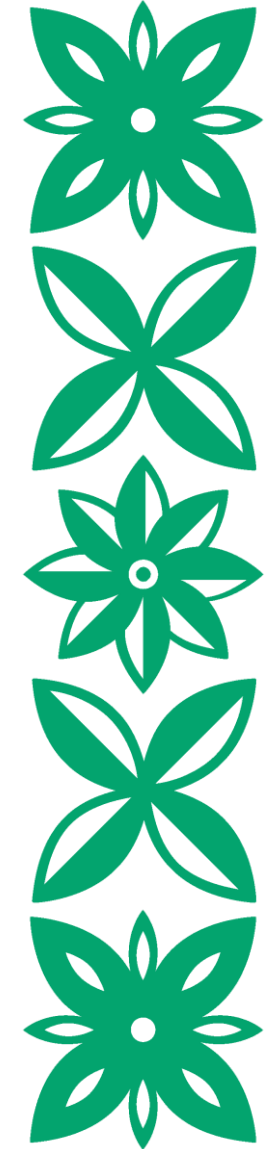
CBT focuses on what a person can do, not how they learned how to do it

A person earns a statement of attainment or qualification when they demonstrate they can perform specific tasks to a competent standard.



Flexible and personalised

CBT is client focused, meaning that training and assessment approaches must be right for the learner and their workplace.



Characteristics of training in CBT



Progress is not necessarily based on time

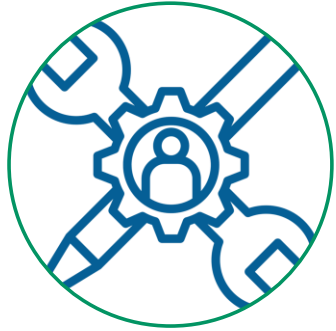
A learner either can or cannot yet do the thing that they are learning about

It is based on the concept that learners can learn transferable skills

Learners are not expected to perform tasks better than others, or in competition with others

Skills, knowledge and attitude

Skills



An ability to effectively and efficiently carry out activities and job functions involving:

- ideas - cognitive skills
- things - technical skills
- people - interpersonal skills

Knowledge



A theoretical or practical understanding of a subject, including:

- facts
- information
- descriptions

Attitude

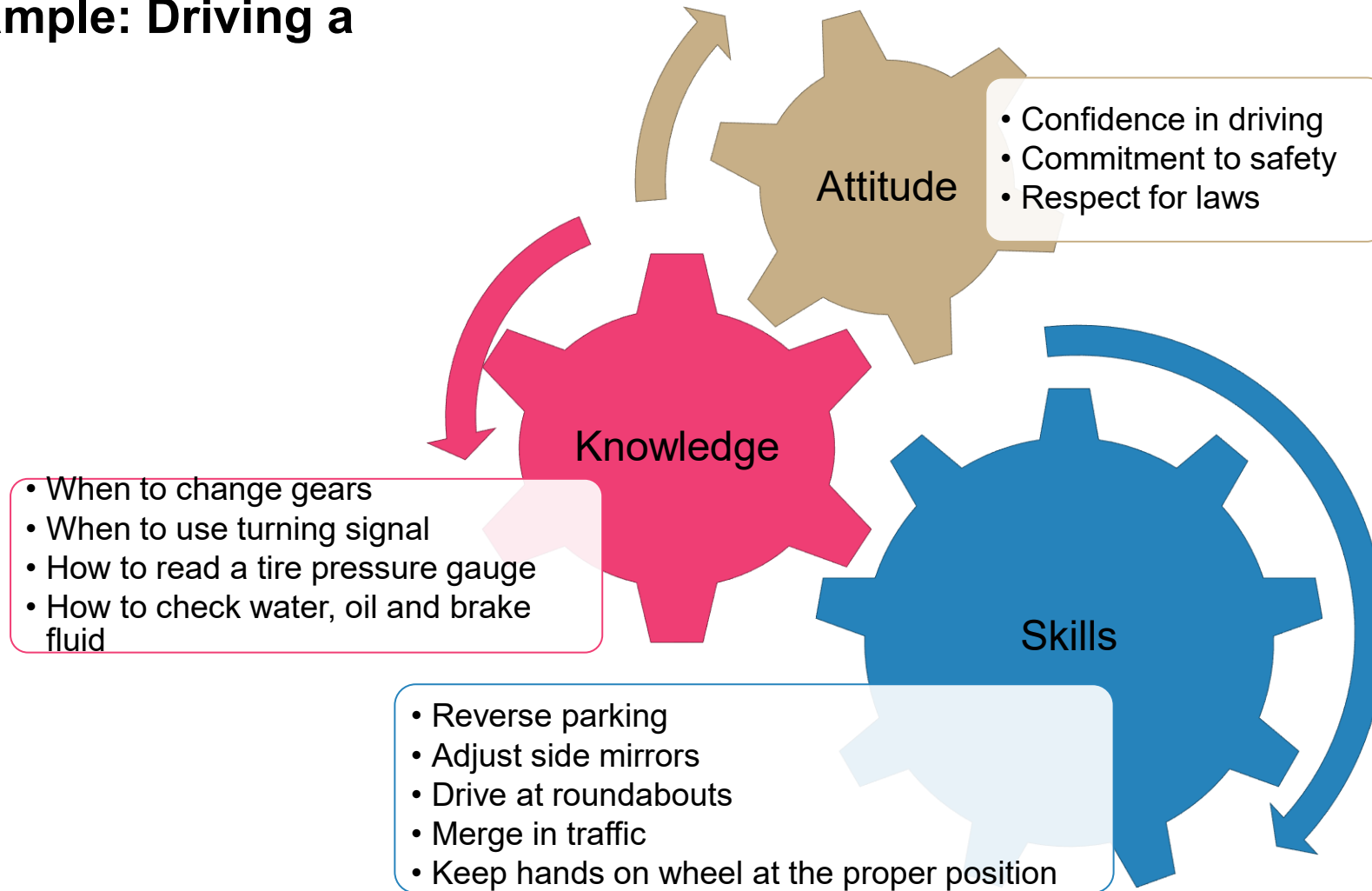


A person's approach or state of mind toward a situation, a person or an object



Skills, knowledge and attitude

Example: Driving a car



Teaching skills, knowledge, and attitude



We train people to develop their skills and knowledge

We support learners to build the right attitudes through the way we train them in the required skills and knowledge

Learners build confidence and commitment to apply knowledge as they perform skills to a consistent standard

Active learning strategies

For competency-based training to succeed, teachers need to use active learning strategies



Active learning is about using activities to teach

Engage learners in practical tasks

Get them to do, rather than just listening and watching



Scenario

Question

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?

Could I just forget about the questions and get them to demonstrate their skills to me?

Response

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

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



Characteristics of competency-based assessment

Assessment is a process of

Collecting evidence

Confirming that a person can perform tasks to the level stated in the related standard, which is the standard required in the workplace

Making a judgement about whether a person is competent



Competency standards

Competency is about being able to perform skills to a certain standard

Performance standards are set by industry

What standards do you use?



Criteria-referenced assessment



The assessor objectively evaluates the learner's performance against the criteria outlined in the relevant competency standards



Everyone is trained and assessed against a consistent standard that is nationally recognised



Recognition assessment

- People can be assessed and recognised for competence they already have, regardless of how they learned it
- People can be assessed without participating in the associated training
- Also known as:
 - recognition of prior learning (RPL) or
 - recognition of current competence (RCC)

