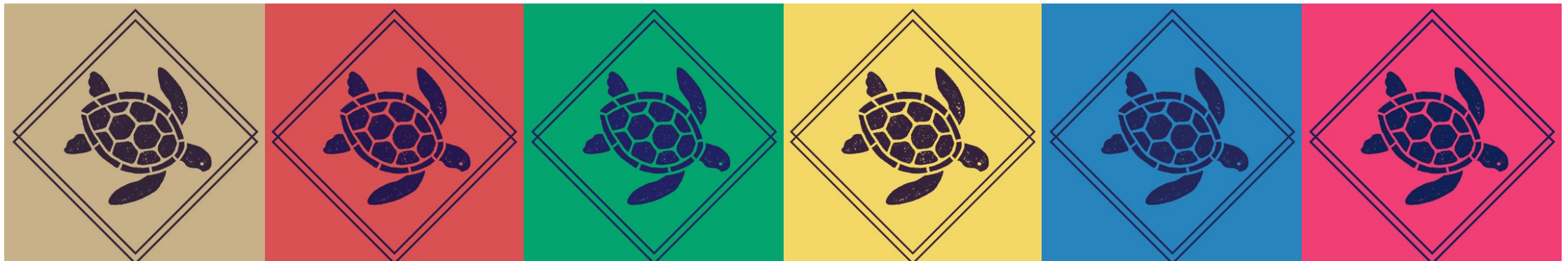


Introduction to competency-based assessment

Level 1
Level 1

Stage 1
Stage 2

Core
Design



Contents

- What is competency-based assessment?
- Benefits of competency-based assessment
- Collecting different types of evidence
- Assessment outcomes
- What makes a good assessment?



Definitions



Competency

The skills and knowledge a person uses to perform a task



Assessment

A way to check or measure a person's competency to carry out specific tasks



What is competency-based assessment (CBA)?



- CBA checks that learners have the knowledge and skills to finish tasks to a specified standard or level of performance.
- CBA measures the learners' abilities to do the job effectively.
- CBA is not based on the number of hours of learning.
- CBA is based on the learners' abilities to repeatedly complete tasks at a required standard.



Benefits of competency-based assessment - learners

For learners

- They know exactly what is expected
- They know how to apply the skills learnt at work
- They feel confident in the workplace
- They have the chance to show their competence in different ways with different types of evidence
- They prefer a more flexible learning and assessment approach.



Benefits of competency-based assessment - industry



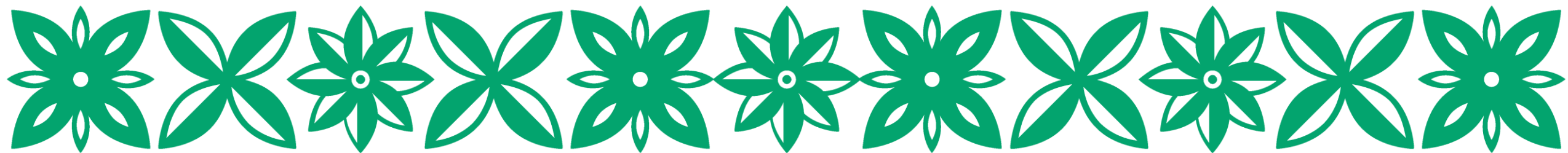
For industry

Competency based assessment means:

- learners are more work-ready
- workforce development is easier
- there are consistent standards of competence across the industry
- a culture of learning and continuous upskilling maintains skill levels industry-wide.



Collecting different types of evidence



Collecting evidence of competence



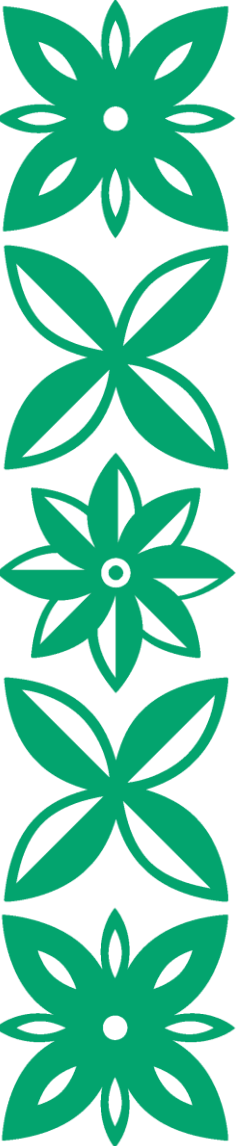
Collecting evidence is a key part of designing competency-based assessments



Assessors must decide what kind of evidence is needed?



Assessors must decide how much evidence is needed?



Types of evidence

There are several ways evidence can be collected and demonstrated

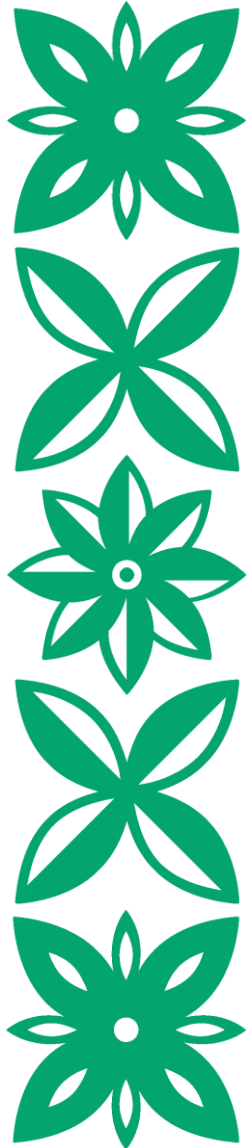
Assessment decisions are more reliable when based on more than one evidence type

Evidence types include

Direct

Indirect

Supplementary



Direct evidence

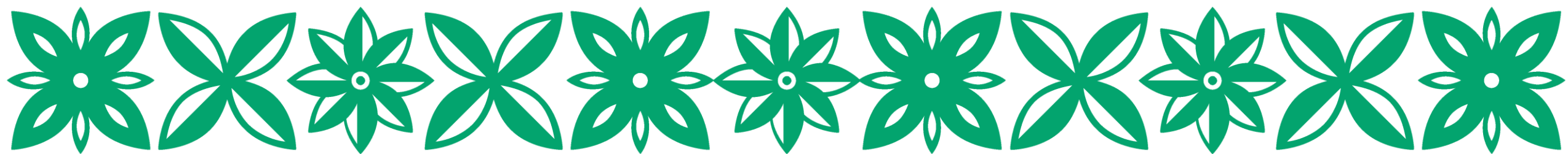


The assessor observes the learner's performance



Example

The assessor watches the learner complete relevant tasks in their workplace



Indirect evidence

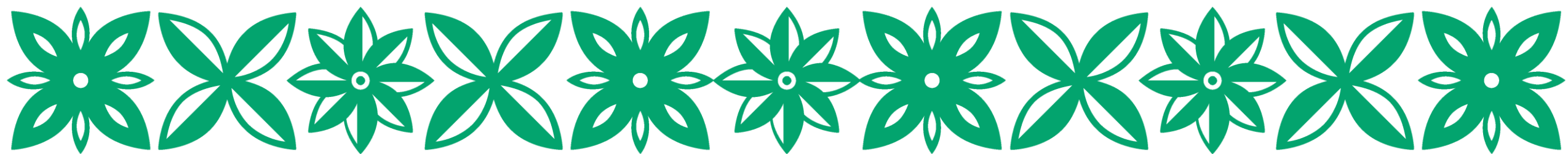


The assessor considers the learner's performance by reviewing evidence that shows relevant tasks were completed successfully at another time



Example

The assessor reviews a portfolio that contains documents, certificates, work samples and photographs



Supplementary evidence



The learner's manager or supervisor provides evidence that the learner is competent

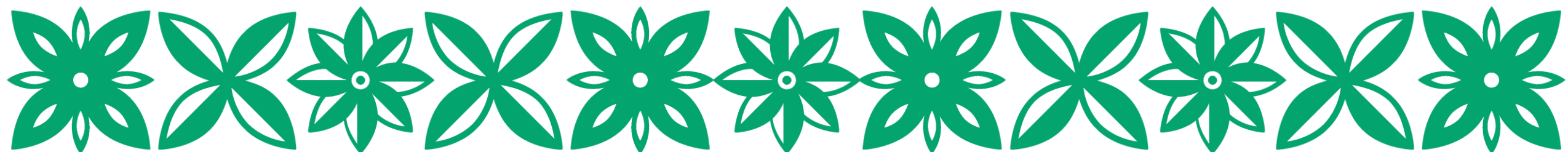


The assessor considers evidence provided by the manager



Example

The assessor reads a reference or verification written by the learner's manager



Types of evidence



Oral

- Presentations or speeches
- Oral answers to questions
- Interviews



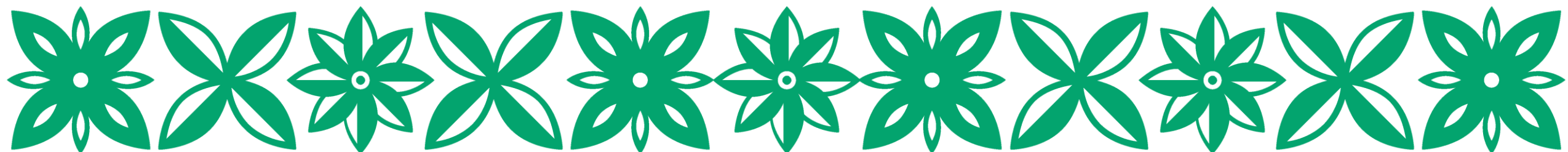
Practical

- Observations
- Simulations
- Real-life situations
- Demonstrations



Written

- Checklists
- Portfolios
- Forms
- Reports
- Written questions
- Online quizzes



Assessment outcomes

Competent



Not yet competent

- The learner provided insufficient evidence in their assessment.

OR

- The assessor suggested more training and experience before the learner re-attempts the assessment.



What makes a good assessment?

Repeatable

- Assessment evidence shows the learner can carry out the task repeatedly and consistently

Fair

- No learner is disadvantaged. They have an equal opportunity to demonstrate what they know and can do

High quality

- Assessment resources are validated, high quality, and approved for use

Informative

- Learners receive feedback that is helpful and encourages continuous progression

Clear

- Learners understand what they need to achieve competence, how they will be assessed, and where and when the assessment will take place

Authentic

- Assessment reflects a real-world application of skills and knowledge

Relevant

- Assessment relates to the expected standard of performance and the learner's content

