UNDERSTANDING COMPETENCY-BASED ASSESSMENT
Overview

• Terms
• The CBET System
• Purpose of Assessment
• Competency-Based Assessment
• Features
• Comparisons
• Conclusion
What does being Competent mean?

Being **competent** means that the individual has suitable or sufficient:

- Skill
- Knowledge
- Experience &
- Attitude

According to the specification of industry
What does it mean to be Competent in TVET?

• **Perform** at predetermined skill level
• **Respond** and react to the unexpected situations
• Fulfill the role **expected** in the workplace
• **Transfer** skills and knowledge to new situations
What is Assessment?

• The gathering and judging of evidence about the performance of individuals

• Judging against the criteria for what people must know and be able to do within the context and specified in the competency standard.
Purpose of Assessment

• It gives information about the knowledge, skills and attitude learners have acquired.
• Helps to determine the level/degree of competence
• Determine if they can apply the knowledge they have acquired
• Outcomes are used to determine the award of a certificate
What is Competency Based Assessment?

• Competency-based assessment is **not** a set of examinations

• Competency-Based Assessment is **the basis** for certification of competency
Competency-Based Assessment

- Is carried out as a process in order to collect evidence about the performance and knowledge competency standard

- Competency-based assessment is a very valuable diagnostic instrument both for the worker and the employer
What is Competency Based Assessment?

A system of capturing and measuring the student’s knowledge, skills and attitudes (K S & A) in an area and the application of the K S & A to industry

Also a means through which portable qualifications are achieved, where performance is judged against nationally recognised competency standards
Occupational Standards

Standards describe the work tasks to be carried out within the framework of a specific occupational activity as well as the related knowledge, skills and abilities.
Standards are used to:

- Define National Qualification requirements
- Articulate between programmes and institutions
- Establish benchmarks against which to assess
- Plan and develop career paths
- Develop training courses and programmes
- Identify human and physical resource requirements for training
<table>
<thead>
<tr>
<th>Type/Level</th>
<th>Orientation And Purpose</th>
<th>Credits</th>
<th>Entry Requirements</th>
<th>Occupational Competence</th>
<th>Academic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1/ Certificate</strong></td>
<td>Completion of a preparatory programme leading to further study in a given academic or vocational area or entry qualification for a particular occupation</td>
<td>Minimum 10 Credits</td>
<td>To be determined by the local training Institution</td>
<td>Semi-skilled, entry level. Supervised worker</td>
<td>Grade 10</td>
</tr>
<tr>
<td><strong>Level 2/ Certificate</strong></td>
<td>To prepare a skilled independent worker who is capable of study at the next level (post-secondary)</td>
<td>Minimum 20 Credits</td>
<td>Grade 11 or Equivalent</td>
<td>Skilled Worker Unsupervised Worker</td>
<td>Grade 11</td>
</tr>
<tr>
<td><strong>Level 3/ Diploma and Associate Degree</strong></td>
<td>A post-secondary qualification emphasising the acquisition of knowledge, skills and attitudes (behavioural competencies) to function at the technician/supervisory level and pursue studies at a higher level.</td>
<td>Diploma: Minimum 50 Credits, Associate Degree: Minimum 60 Credits</td>
<td>4 CXC’s, Level 2 Certification or Equivalent</td>
<td>Technician, Supervisory</td>
<td>Associate Degree Entry to Bachelor’s Degree programme with or without advanced standing</td>
</tr>
<tr>
<td><strong>Level 4/ Bachelor’s Degree</strong></td>
<td>Denoting the acquisition of an academic, vocational, professional qualification, who can create, design and maintain systems based on professional expertise</td>
<td>Minimum 120 Credits</td>
<td>5 CXC’s, Level 3 Certification or Equivalent</td>
<td>Competence which involves the application of knowledge in a broad range of complex, technical or professional work activities performed in a wide range of contexts. This includes Master Craftsman, Technologists, Advanced Instructor, Manager, Entrepreneur</td>
<td></td>
</tr>
<tr>
<td><strong>Level 5/ Post Graduate/ Advanced Professional</strong></td>
<td>Denoting the acquisition of advanced professional post-graduate Competence in specialized field of study or occupation.</td>
<td>Level 4 Certification or Equivalent</td>
<td>Level 4 Certification or Equivalent</td>
<td>Competence which involves the application of a range of fundamental principles at the level of chartered, advanced professional and senior management occupations.</td>
<td></td>
</tr>
</tbody>
</table>
Advanced professional
Senior manager

Master Craftsman
Technologist

Technician
Supervisor

Skilled Worker
(Unsupervised)

Semi-skilled, entry level worker
(Supervised)
**Example of a Vocational Education and Training Standard (4 features)**

1. Occupational Profile
2. Assessment Requirement
3. Entry Requirements
4. Curriculum
1. Occupational profile

Occupational profile/training or task profile, describes which group of work activities must be undertaken in what manner (e.g. independently or according to instructions).
2. Assessment Requirements

Lay down which tasks are to be undertaken:
• At the end or
• During the course of training and
• What minimum level of knowledge and skill must be demonstrated
3. Entry requirements

- These stipulate which education certificate/competence must be held if one wishes to start a training course (educational prerequisites)
4. Curriculum

A curriculum which describes:

- The learning goals
- The theory
- The practical knowledge to be taught
- The structure and length of individual sections and
- The overall training course
Assessment under CBET uses an andragogical approach

- The teaching of adults with experiences and motivations to learn

- The approach recognises the impact of lifelong learning on the competencies “regardless of how they were acquired”
CBA Part of the Wider CBET System

• The system that is developed must be:
  (a) controlled (*compliance - quality-assured*)
  (b) ordered
  (c) process-designed to ensure that assessment decisions made are consistent, fair, valid and reliable
  (d) Based on **STANDARDS**
The TVET System

**INPUTS**

- Learners Selection & Admission Procedures
  - Competency Standards
  - Guidance

**PROCESS**

- Staff
  - Equipment
  - Finances
  - Facilities
  - Training materials
  - Training delivery
  - Assessment procedures
  - Links with industry
  - Organization Structure

**OUTPUTS**

- Graduation rates
- Job placements
- Skills, knowledge, attitude
- Workplace performance
The Assessment System...

- Inputs
- Process
- Outputs
The Assessment System

• The assessment methodology, the assessment instruments and the assessment system are critical to the quality of the certification (NVQs/CVQs)

• The link between Competency Standards and assessment reinforces the contribution made by business to education and to the learner
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC1. Caring for children’s physical and nutritional needs

Element: EC1.4 Provide opportunities for children to rest or sleep

Performance Criteria

1. Periods for rest and/or sleep within the daily routine are adhered to.

2. The environment provided for rest and sleep is maintained satisfactory to public health and safety requirements.

3. Furniture, equipment and bedding used by sleeping children are safe in relation to the size and mobility of the individual child.

4. The daily routines are organized to give children time to unwind and to attend to their toileting needs prior to periods of rest or sleep.

5. Children are made as comfortable as possible and provided with their preferred comfort objects.

6. A soothing and reassuring manner is adopted and appropriate methods used to encourage children to rest or sleep.

7. Children who are not resting are provided with quiet activities and prevented from disrupting the rest or sleep of others.

8. Waking children are treated in a sympathetic and unhurried manner.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of opportunities: rest, sleep, quiet periods
Assessment is “Stand Alone”

Assessment
• is independent of curriculum
• is directly linked to Standards
  (and where appropriate)
• can be conducted in a workplace or simulated environment
• Formal and Non-formal Learning is recognised
Criterion-Referenced

- Assessment in competency-based programmes must be criterion-referenced with the criterion being the performance criteria in the competencies on which the certification or qualification is based.
Competency Based Assessment

Focuses on work-based performance

• Allows the learner/student to demonstrate the competencies required by the industry

• Improves the relevance of what is learned

• Facilitates integration of content with practice
Components of C B A

1. A **standard** of competence or benchmark of performance

2. Established **methods** for the collection of evidence of competence

3. **Framework** for the comparison of evidence against competency standards to establish performance level

4. **Assurance of quality of process**
Features for C B A

- Established standards and assessment plans
- Valid, Reliable, Flexible and Fair assessment processes
- Holistic approach to the collection of a range of evidence
- Qualified assessors
- Record keeping & Feedback mechanism
CBA - Participants

Learners/Students

- have prior knowledge of the assessment methods, criteria and processes
- can have their competencies assessed, recorded and recognised through a variety of methods (on the job, prior learning, equivalencies, college credits etc.)
CBA Participants- Assessors

Assessors must

- be qualified in the skill area and at least one level higher

- demonstrate good interpersonal skills

- demonstrate good communication skills

- be flexible, adaptable and non-discriminatory
DRILLING DOWNWARDS
COMPETENCY
The key aspects of the definition of competency are:

1. Any job / occupation can be effectively and sufficiently described in terms of the **Tasks** that successful workers in that occupation perform.

2. All **Tasks** have direct implications for the Awareness, Knowledge, Skills, and Attitudes. Competencies that workers & trainees must acquire in order to perform the tasks correctly are defined in the standards.

3. Assessment is made on **how** the individual is actually performing work.
4. An individual is incompetent no matter how much knowledge he has. If he can’t apply his knowledge and skills appropriately at the work location he/she is not yet competent.

5. The assessment must be objective by conducting it against defined Competency Standards (Levels).
Implications

• The definition of competency implies a more formal, objective process of assessing performance by clearly knowing what is being assessed and how it is assessed.

  (helping to lift the status and credibility)

• CAMS - This approach is quite different from other performance assessment practices used in industry.
Continuous Assessment
Verification and Certification
In order to enter the world of work

• The learner must be formally assessed (and verified) to prove that he/she is competent.
  • The assessment process is not based on time (e.g. scheduled exams)
  • Assessment is based on performance
  • Assessment should therefore be a continuous process
Certification

• Certification occurs only after there is proof and a formal recognition of competence
• This is done after assessment and verification of the individual
• Certification means that the individual IS able to carry out a standardized job task
Certification & Transparency

• The issue of a certificate implies that there has been a prior process of competency assessment.
• In a standardized system, the certificate is not an award which certifies prior studies.
• It is PROOF of a verified competency based on a well-defined standard.
• It is therefore a TRANSPARENT process
Why is assessment transparent?

• It allows workers to know what is expected from them
• It allows employers to be aware of the competencies that are required of their enterprise
• It informs training providers as to what should go into the curriculum
The Certificate (GVQ/CVQ)

• The award of the Vocational Qualification is therefore a guarantee of quality concerning what the worker is capable of doing (competent – K.S.A.)
Traditional vs. CBET

• Assessment in traditional courses typically involves administering knowledge-based tests.

• Under CBET - the primary focus is on measuring mastery of skills (although knowledge-based assessments can be used to measure mastery of information)
Traditional vs. Modern Assessment

<table>
<thead>
<tr>
<th>TRADITIONAL</th>
<th>MODERN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative assessment in a formal setting used as the main (sometimes only) form of assessment</td>
<td>Formative and informal assessment</td>
</tr>
<tr>
<td>Examination at end of the term or end of the year</td>
<td>Continuous assessment is an integral part of the teaching/learning process</td>
</tr>
<tr>
<td>Norm-referencing, comparing a student’s performance with other students as an indicator of final ranking and for placement/selection</td>
<td>Criterion-referenced, comparing student’s performance against pre-determined criteria /standards to provide feedback and improve performance</td>
</tr>
<tr>
<td>Knowledge and recall of content is heavily stressed</td>
<td>Emphasis is placed on the learning process.</td>
</tr>
</tbody>
</table>
In concluding

Competency-Based Assessment is about

- **Collecting evidence** and making judgments about whether competency has been achieved
- **Confirming** that an individual can perform to the standards expected in the workplace as expressed in the occupational or competency standards
One of the Goals of TVET

• To prepare youth and adults for an increasingly competitive and technological workplace.

• It is important to develop and implement systems of performance standards and core measures to:
  – evaluate the extent to which vocational programs meet workplace needs
  – prepare vocational and technical students for successful entry into either the workplace
COMPETENCY-BASED ASSESSMENT GIVES YOU THAT ASSURANCE
THE END

Thank you for watching and listening!