

# Competency Based Education & Training 101

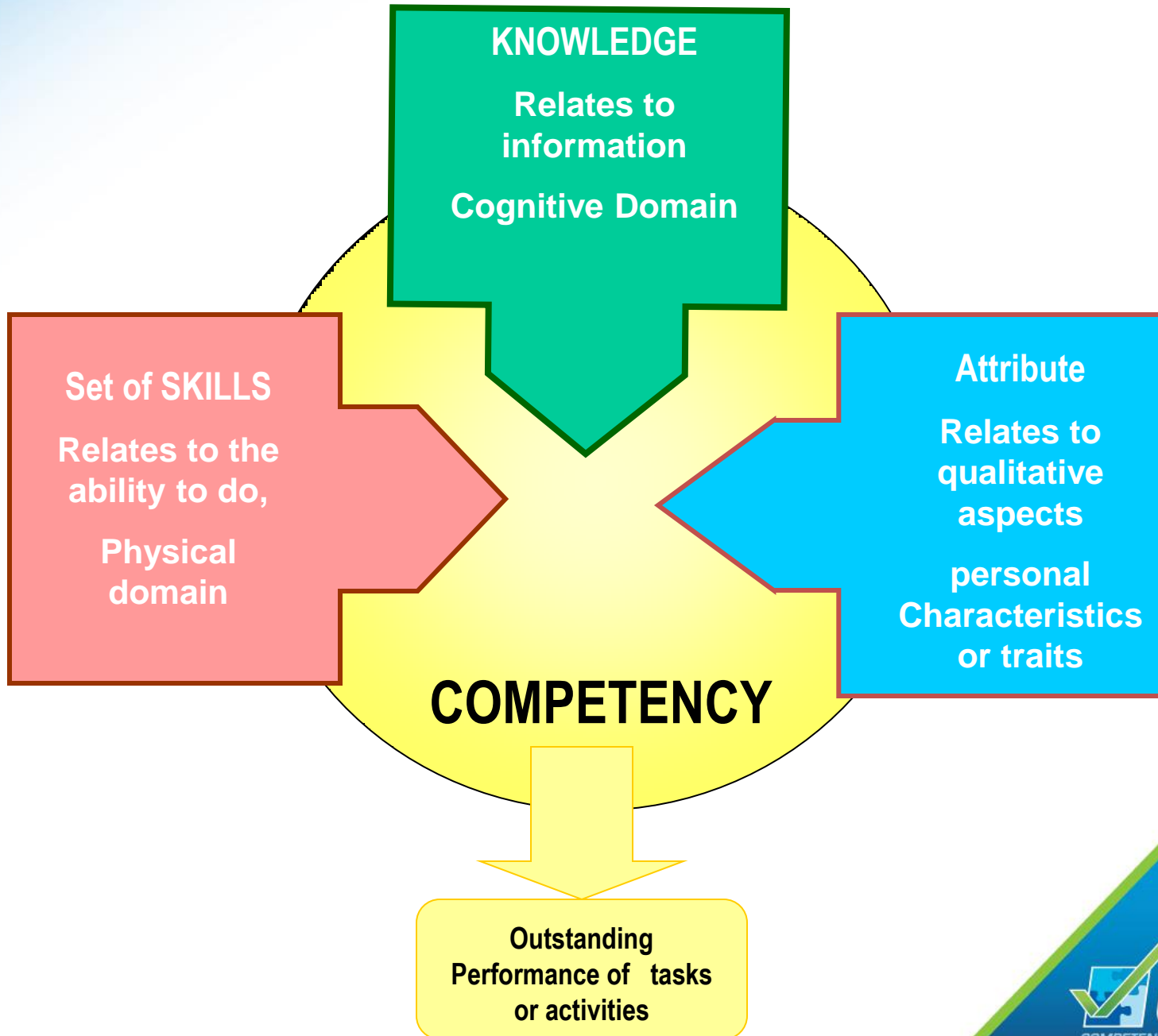
*TVET Council*

*Presented by: Arleen Murrell-Crichlow*

*Dario Walcott*

# Presentation

- ✓ Understanding of Competency
- ✓ Overview of CBET
- ✓ TVET Council and CBET Services
- ✓ Occupational Standards & Curriculum
- ✓ CBET Partnerships 2012- 2014
- ✓ Who is Who in the C/NVQ Process
- ✓ Centre & Qualification Approval
- ✓ PLAR
- ✓ Summary & Invitation

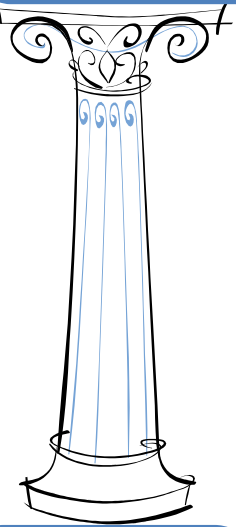


# Competence-Based Education and Training (CBET)

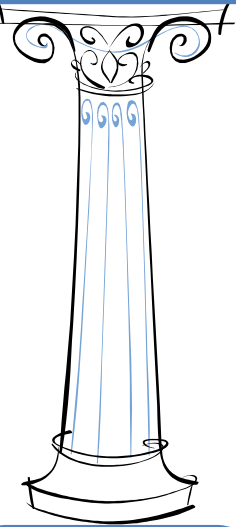
- ✓ What is CBET?
- ✓ "A way of approaching (vocational) training that places primary emphasis on what a person can do as a result of training" (Australian Chamber of Commerce)
- ✓ Involves organizing the **curriculum** (*instruction environment* and *assessment*) to ensure that desired learning outcomes are achieved

# Five Essential Elements of CBET

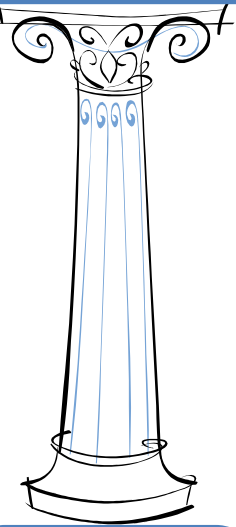
## COMPETENCY-BASED EDUCATION AND TRAINING



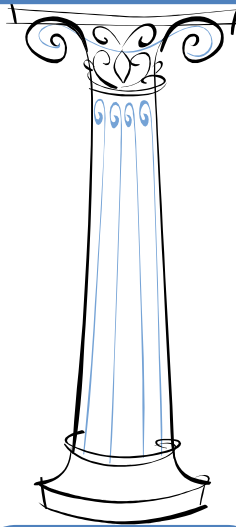
COMPETENCIES  
IDENTIFIED BY  
INDUSTRY  
EXPERTS



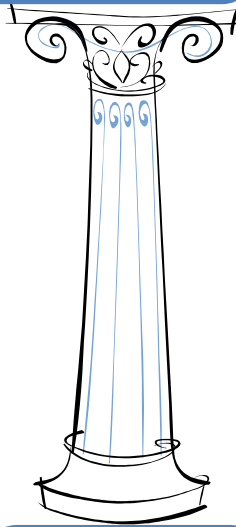
LEARNER  
CENTRED



ASSESSMENT OF  
KNOWLEDGE  
SKILLS  
ATTITUDES

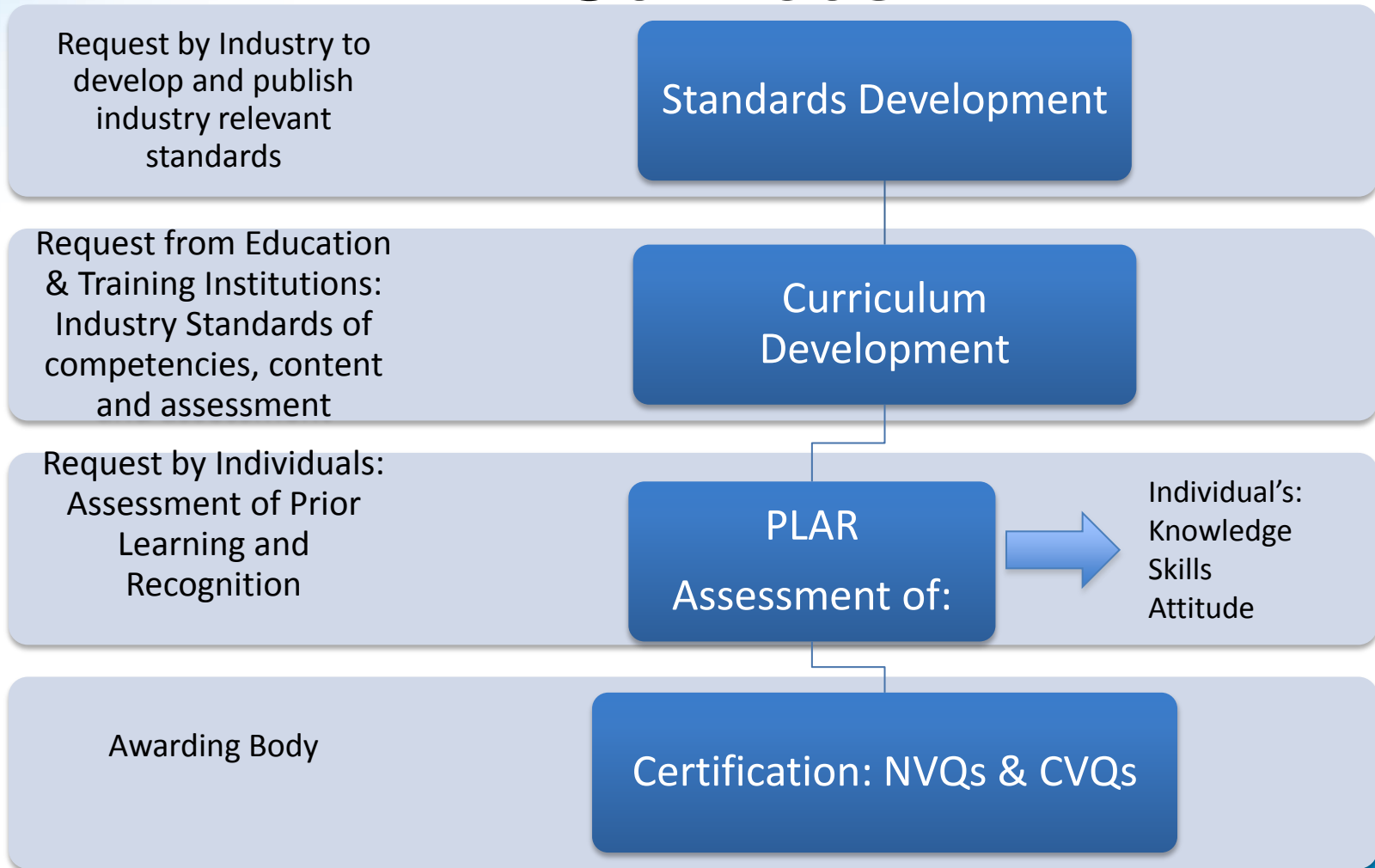


CRITEREON-  
REFERENCED  
ASSESSMENT



DEMONSTRATION  
OF COMPETENCE

# TVET Council: Providing CBET Services



# Competence-based TVET Processes

Process	Competence based TVET	Traditional TVET
<b>Vocational Standards (Major content)</b>	Needs of employment (performance based)	Educational requirements, procedure and regulations
<b>Assessment</b>	Can do/Can't yet do (criterion referenced)	Grading scales, pass, fail
<b>Certification</b>	Modular accreditation	Diploma
<b>Length of training programme</b>	Flexible- depends on needs	Fixed period
<b>Syllabus/curriculum model</b>	Modular	Courses-whole programmes within defined occupations
<b>Delivery of training</b>	Multiple methods and locations	Institution based
<b>Methods of training</b>	Active, learner centred, project based	Traditional, lectures, show/tell, demonstrations



# Occupational Standards?

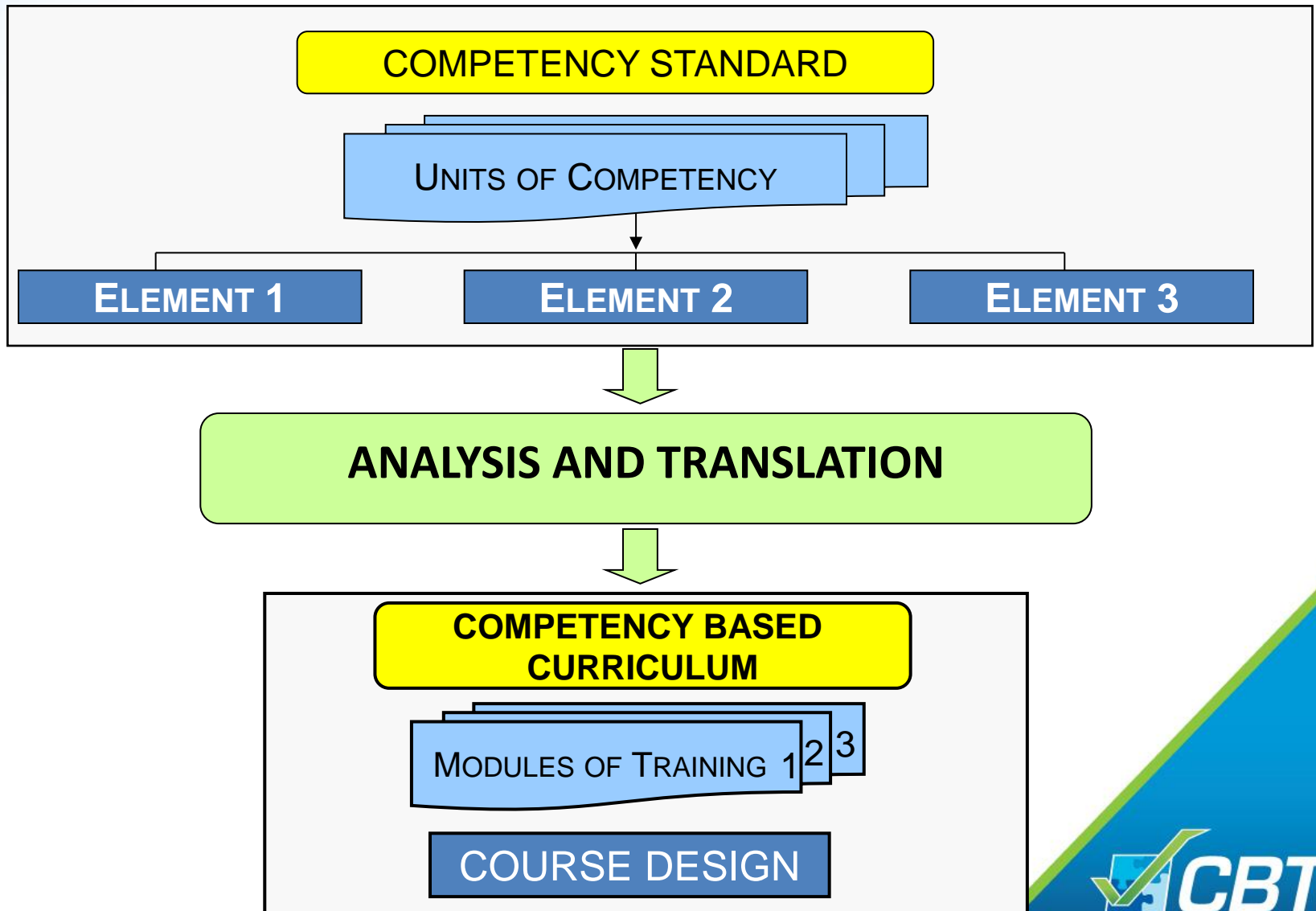


## What are Occupational Standards (OS)?

- ✓ **OS** are detailed statements of what people are expected to be able to do in their work role.
- ✓ OS describe **best practice** by bringing together the **skills, knowledge and attitudes** of an occupation
- ✓ OS are valuable tools to be used as benchmarks for **defining work roles, staff recruitment, supervision and appraisal and developing qualifications.**



# Development Of Competency Based Curriculum



# Course Design

**COURSE TITLE:** AUTOMOTIVE SERVICING NC II

**NOMINAL DURATION:** 360 Hours

## **COURSE DESCRIPTION:**

This course is designed to enhance the knowledge, desirable attitudes and skills of automotive service technician in accordance with industry standards. It covers specialized competencies such as; test and service automotive batteries, service ignition system ,install and repair wiring/lighting system, repair wiper and washers, dismantle and assemble engine –sub assemblies, maintain under chassis components and perform shop maintenance. It also includes competencies in workplace communication, team work, safety, use of hand tools, and house keeping.

## **COURSE OUTCOMES:**

Upon completion of the course, the trainees/ students must be able to:

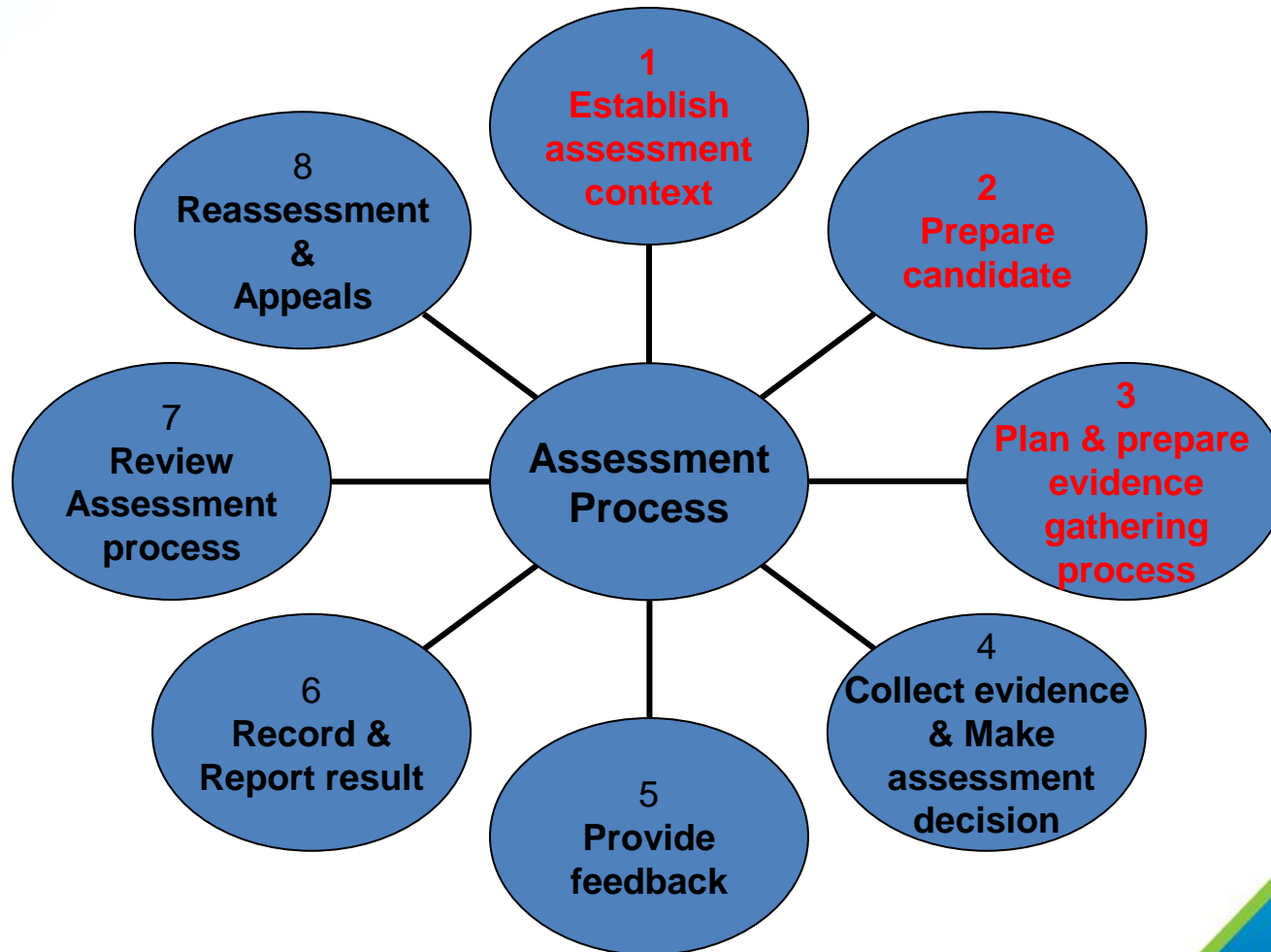
- Perform diesel engine tune up
- Perform gas engine tune up
- Service automotive battery
- Test and repair wiring/lighting system.
- Service ignition system
- Perform under chassis preventive maintenance.
- Service charging system
- Service starting system
- Service engine mechanical system

## **ENTRY REQUIREMENTS:**

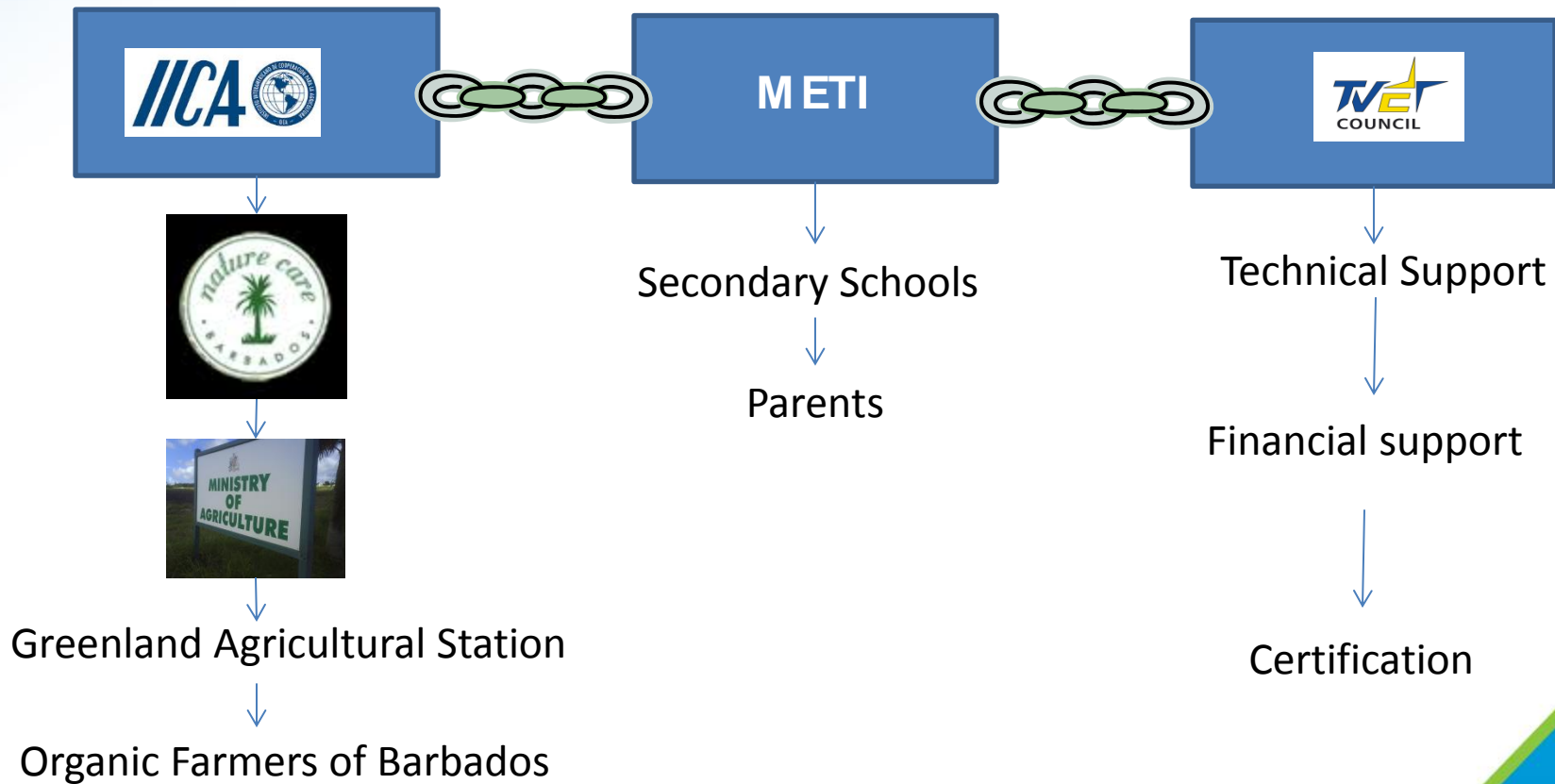
Candidate /trainee must possess the following qualifications; must be:

- Able to communicate both oral and written
- 18 years old and above
- Good moral character

# The Model of the Assessment Process



# CBET Partnerships 2012-14



# Who's Who in the CBET- N/CVQ Process?

WHO	ROLE
Candidate/Student/ Trainee/Employee	Gathers evidence to prove they can perform to Occupational Standards
Instructor/Trainer/ Employer	Provides instruction to meet the requirements of the Occupational Standards
Assessor	Plan with, guides and assesses the candidate
Internal Verifier (Centre)	<ul style="list-style-type: none"> <li>➤ Monitors Centre assessment process provides feedback on the assessment process</li> </ul>
External Verifier (TVETC)	<ul style="list-style-type: none"> <li>➤ Monitors Centre assessment practices</li> <li>➤ Ensure the quality and consistency of assessment for NVQs nationally</li> </ul>
Centre Coordinator (Centre)	<ul style="list-style-type: none"> <li>➤ Link between the Centre and the TVET Council</li> <li>➤ Ensures that there are accurate assessment and verification records</li> </ul>

# Types of Approval

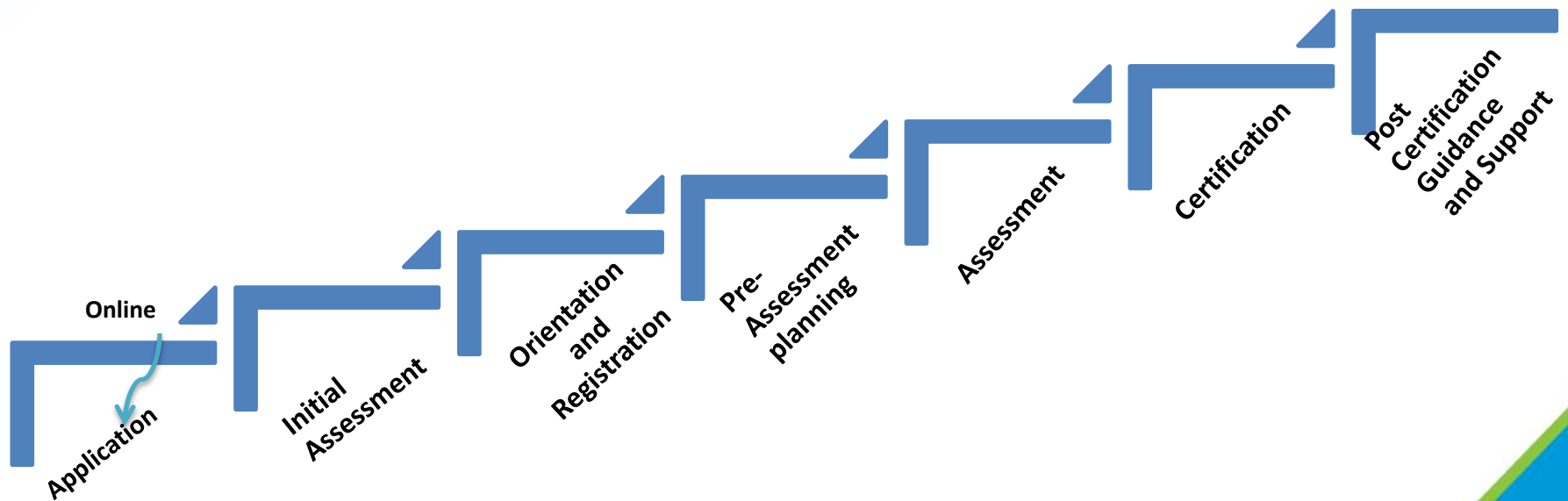
- ✓ Centre Approval
  - You have the management structure, and quality assurance systems to support delivery, assessment and internal verification of NVQ awards.
  
- ✓ Qualification Approval
  - You have the staff, reference and learning materials, assessment materials, equipment and accommodation you need to deliver and assess the specific qualifications you want to offer.

# Prior Learning Assessment and Recognition? (PLAR)

- ✓ Process by which individuals can gain credit towards N/CVQs based on evidence from past experiences, achievements or work
- ✓ Formal learning i.e. training institutions, workshops, seminars, conferences and workplace experiences (paid and voluntary)
- ✓ Informal learning i.e. self-directed study and research
- ✓ Process involves the identification, documentation and assessment of prior learning
- ✓ **Simply another method of assessment**

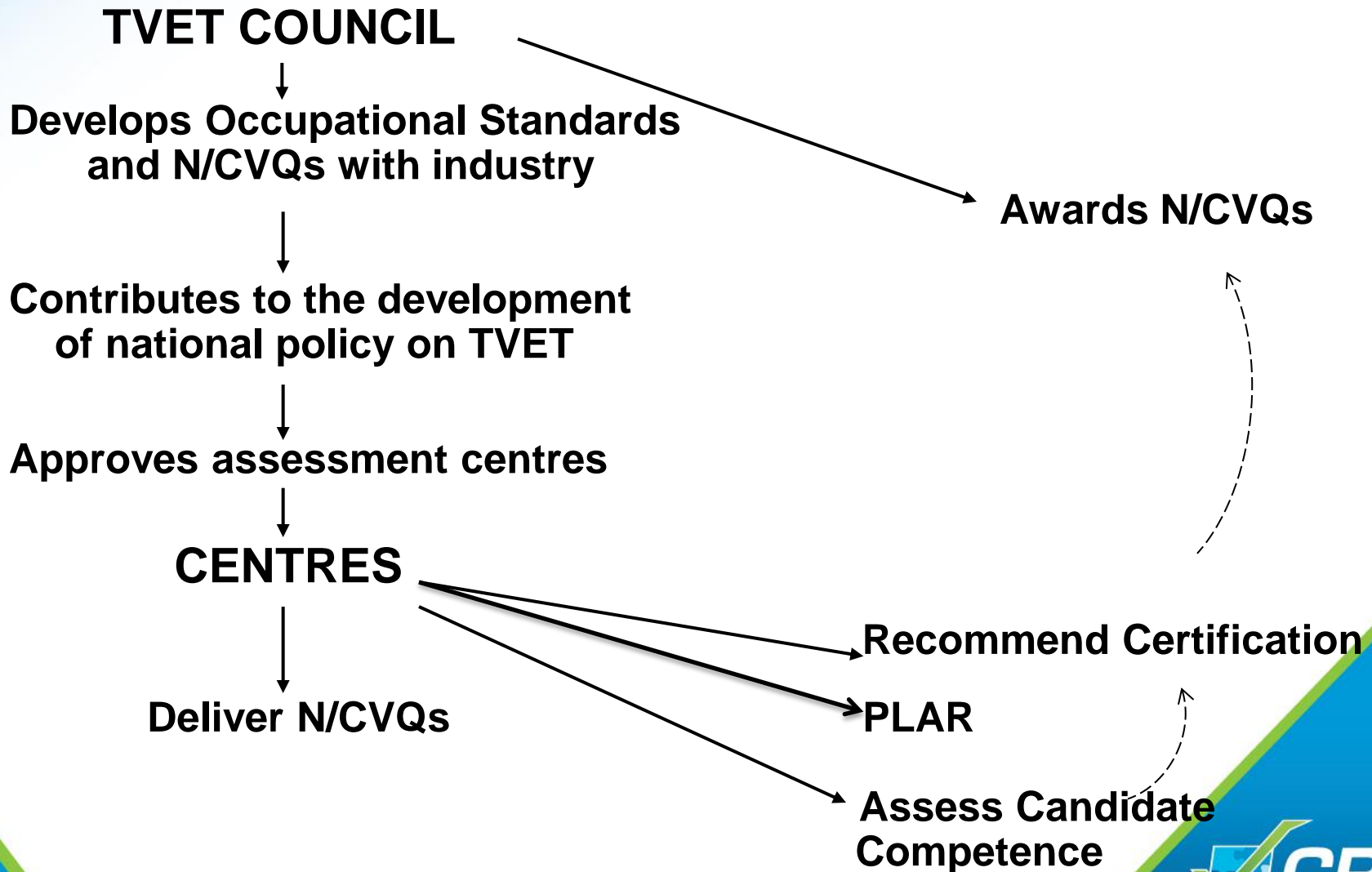
# PLAR Process

Seven (7) Stages in the PLAR Process





# Role of TVET Council in N/CVQ System



# Find out More On How to become a supportive CBET Partner

