

Competency Based Education & Training 101

TVET Council
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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



KNOWLEDGE

Relates to information

Cognitive Domain

Set of SKILLS

Relates to the ability to do,

Physical domain

Attribute

Relates to qualitative aspects

personal
Characteristics
or traits

COMPETENCY

Outstanding
Performance of tasks
or activities



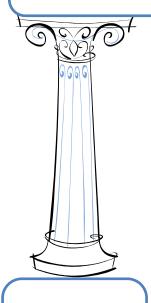
Competence-Based Education and Training (CBET)

- ✓ 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

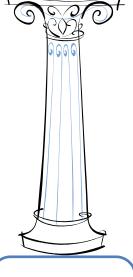


Five Essential Elements of CBET

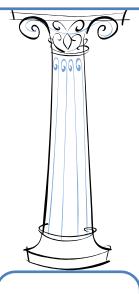
COMPETENCY-BASED EDUCATION AND TRAINING



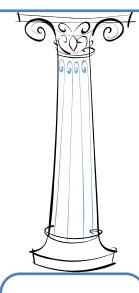
COMPETENCIES IDENTIFIED BY INDUSTRY EXPERTS



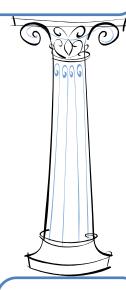
LEARNER CENTRED



ASSESSMENT OF KNOWLEDGE SKILLS ATTITUDES



CRITEREON-REFERENCED ASSESSMENT



DEMONSTRATION OF COMPETENCE



TVET Council: Providing CBET Services

Request by Industry to develop and publish Standards Development industry relevant standards Request from Education & Training Institutions: Curriculum **Industry Standards of** Development competencies, content and assessment Request by Individuals: Individual's: Assessment of Prior **PLAR** Knowledge Learning and Skills Recognition Assessment of: Attitude **Awarding Body** Certification: NVQs & CVQs







Occupational Standards?



What are Occupational Standards (OS)?

- ✓ OS are detailed statements of what people are expected to 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.





Occupational Standards Development Process

1	• Establish a need for Occupational Standards	11	 Convene working Group meetings to complete evaluation process (3)
3	Standards are sourced and evaluated	12	Obtain final approval from Working Group
4	Qualification Structure developed	13	Validate Standards with wider occupational sector
5	Project Plan developed	14	Amend Draft Standards based on feedback
6	Unit Standards are edited by TO	15	• Distribute Standards to TOs for Peer Review
7	• Edited Unit Standards are reviewed by STO	16	• Finalise Standard and prepare for SAC
8	Induction meeting for Working Group	17	Amend if necessary
9	Units are evaluated by Working Group	18	Finalise Standards for publication
10	Amend Unit Standards based on feedback	19	Publish Standards



Relationship between the Components of Competency Standard and Competencybased Curriculum

COMPETENCY STANDARD

Unit Title

Unit Descriptor

Elements

Performance Criteria

Range (of Variables)

Underpinning Knowledge

Evidence Guide

Assessment (Methods & Context)

COMPETENCY-BASED CURRICULUM

Course Title

Module Description

Level of Certification

Module Title

Summary of Learning Outcomes

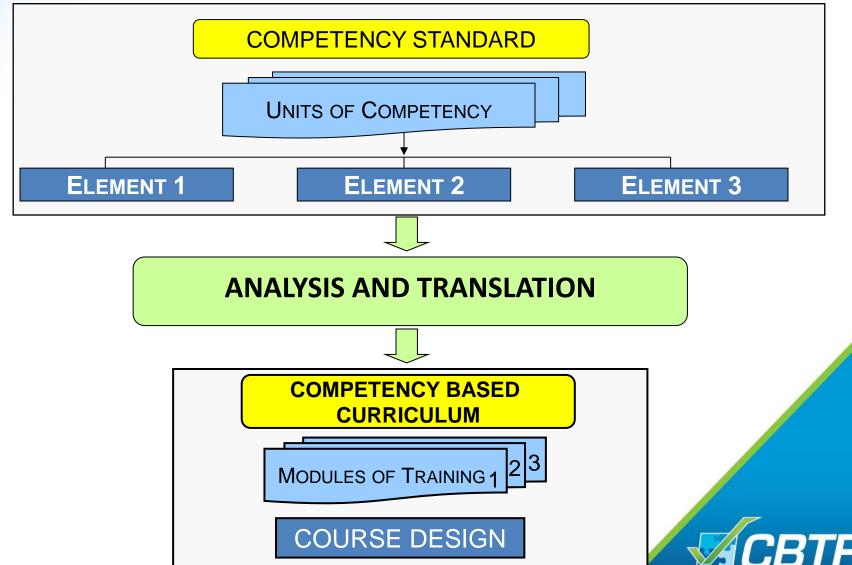
Assessment Criteria

Content

Condition

Assessment Method

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

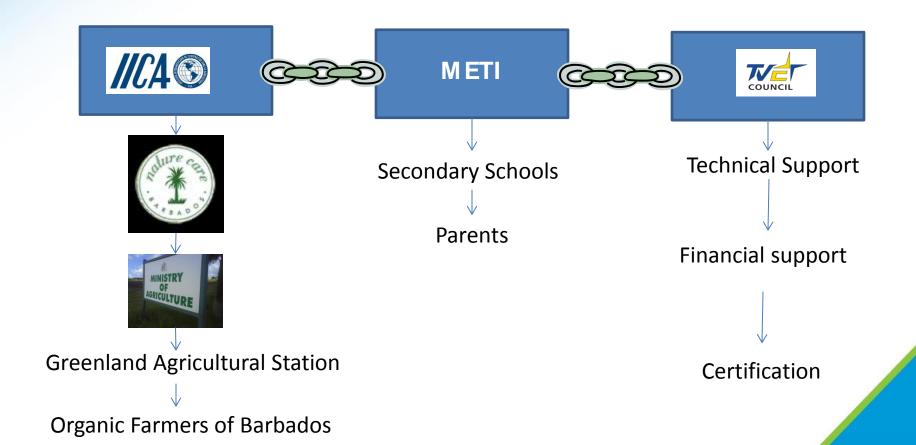
ENTRY REQUIREMENTS:

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

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



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)	Monitors Centre assessment process provides feedback on the assessment process
External Verifier (TVETC)	 Monitors Centre assessment practices Ensure the quality and consistency of assessment for NVQs nationally
Centre Coordinator (Centre)	 Link between the Centre and the TVET Council Ensures that there are accurate assessment and verification records



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.



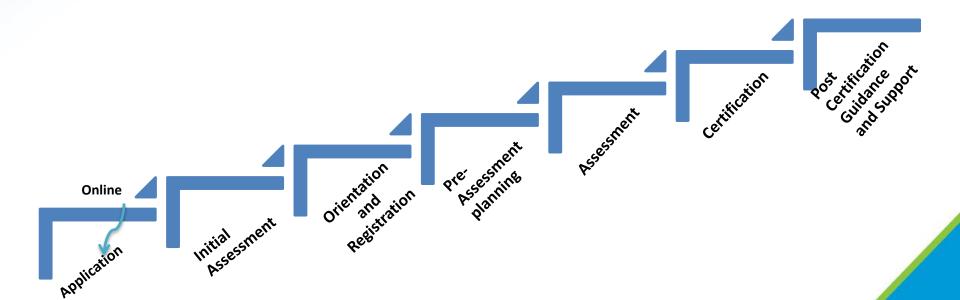
Prior Learning Assessment and Recognition? (PLAR)

- ✓ 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



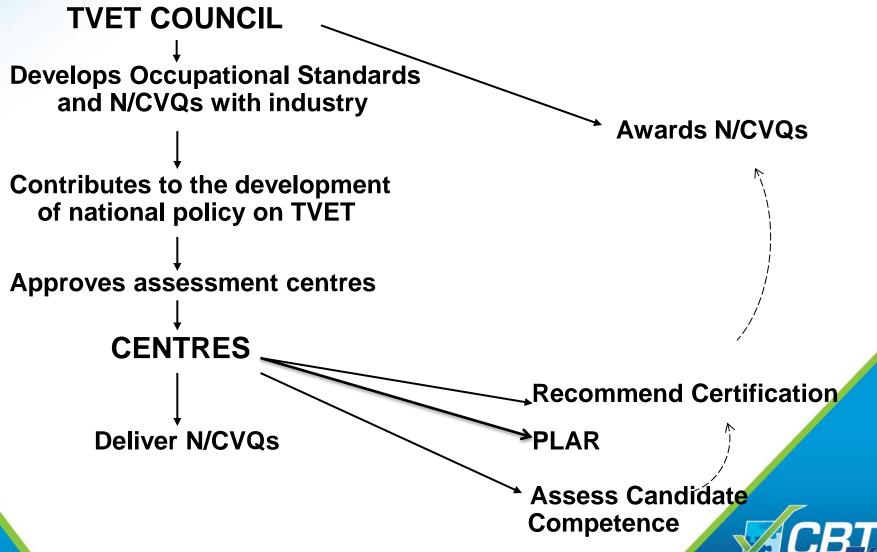
PLAR Process

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



