

WHERE'S MY A+

Competence based education (CBE) for teachers





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COMPETENCY BASED EDUCATION (CBE)

- Competency based training and assessment means that a person (student/learner) is trained and assessed to meet the performance and knowledge requirements to **safely** and **effectively** complete activities in a range of **different** situations and environments, to a standard that is expected.

DIFFERENCES WITHIN CBE?

- Competent vs not yet competent
- Knowledge vs performance (understand the difference VS demonstrate)



You must know what competence looks like before you develop your assessment.

Students must know what competence looks like.

Assessors must know what competence looks like.

Competence is FIRST.

A



B



ISSUES FACING CBE

- failure to fully address the requirements or components of those requirements
- addressing skills requirements as knowledge (observable tasks passed off as knowledge or non-observable activities)
- incorrect mapping to criteria and required knowledge and skills
- using language of the unit of competency for assessment
- unclear instruction given to students
- risk of trainer bias (poor marking guides)



MAPPING TASKS

Mapping not only shows that you have hit each element but it also goes to show that students have competence by

- More than one method
- Multiple occasions
- Multiple contexts
- Over a period of time



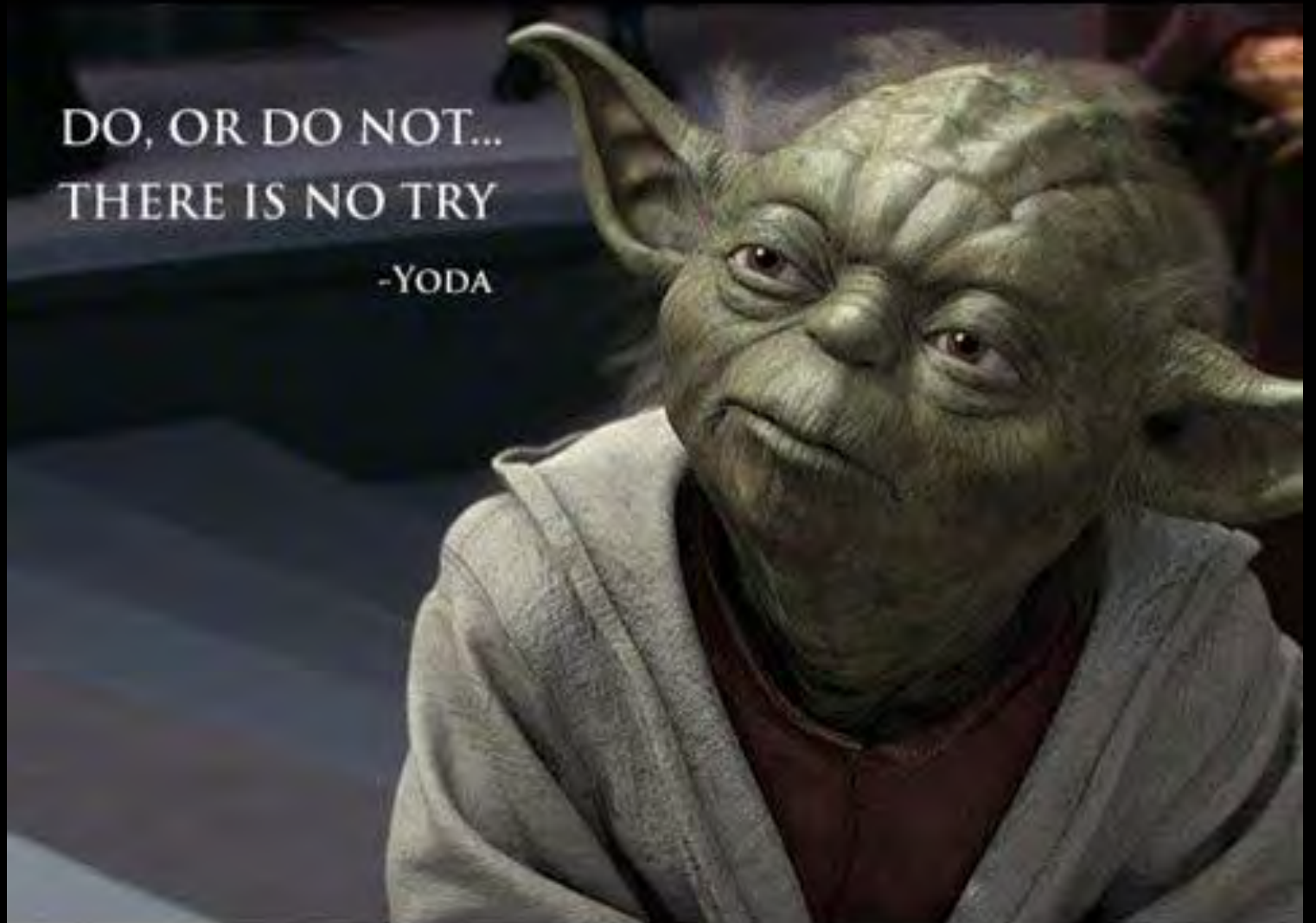
Component of the unit ↓↓ is addressed in → →		Case study	Observation of applied skills	Knowledge questions
Element 1 Monitor stock receipt and dispatch				
1.1	Implement organisational policies and procedures for receipt, dispatch and secure storage of stock		1	
1.2	Allocate tasks and monitor staff to ensure organisational procedures are followed, and documentation is completed correctly	1	2	
1.3	Confirm that stock quantity and quality inspections on receipt meet organisational standards			Q1
1.4	Act on variations to quantity and quality of delivered stock	3		
1.5	Supervise safe stock handling and storage		4	
Element 2 Maintain stock records				
2.1	Monitor stock and maintain stock at required levels		5	
2.2	Maintain, monitor and adjust stock reorder cycles as required	5		
2.3	Provide clear information to team members about individual stock recording responsibilities	6		
2.4	Record and report stock discrepancies	2		
2.5	Monitor stock performance and identify and report fast and slow-selling items	5		
Element 3 Process and follow up orders				
3.1	Process and raise stock orders according to organisational procedures	4		
3.2	Monitor delivery of stock to ensure agreed deadlines and inventory requirements are met	4		
3.3	Liaise with suppliers to ensure continuity of supply	4		
3.4	Resolve routine supply problems or refer to appropriate personnel for action	4		
3.5	Distribute stock within the organisation according to required allocations		3	

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to produce documents	<p>1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met Practical 1 and 2 – first task</p> <p>1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required Practical 1 and 2 – second task</p> <p>1.3 Identify organisational and task requirements for document layout and design Practical 1 and 2 – second task</p>
2. Produce documents	<p>2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements Practical 1 and 2 – third task</p> <p>2.2 Use system features to identify and manipulate screen display options and controls Practical 3 – demonstration to teacher</p> <p>2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production Practical 3 – demonstration to teacher and Theory q's 7-9</p>

GRADING IN CBE

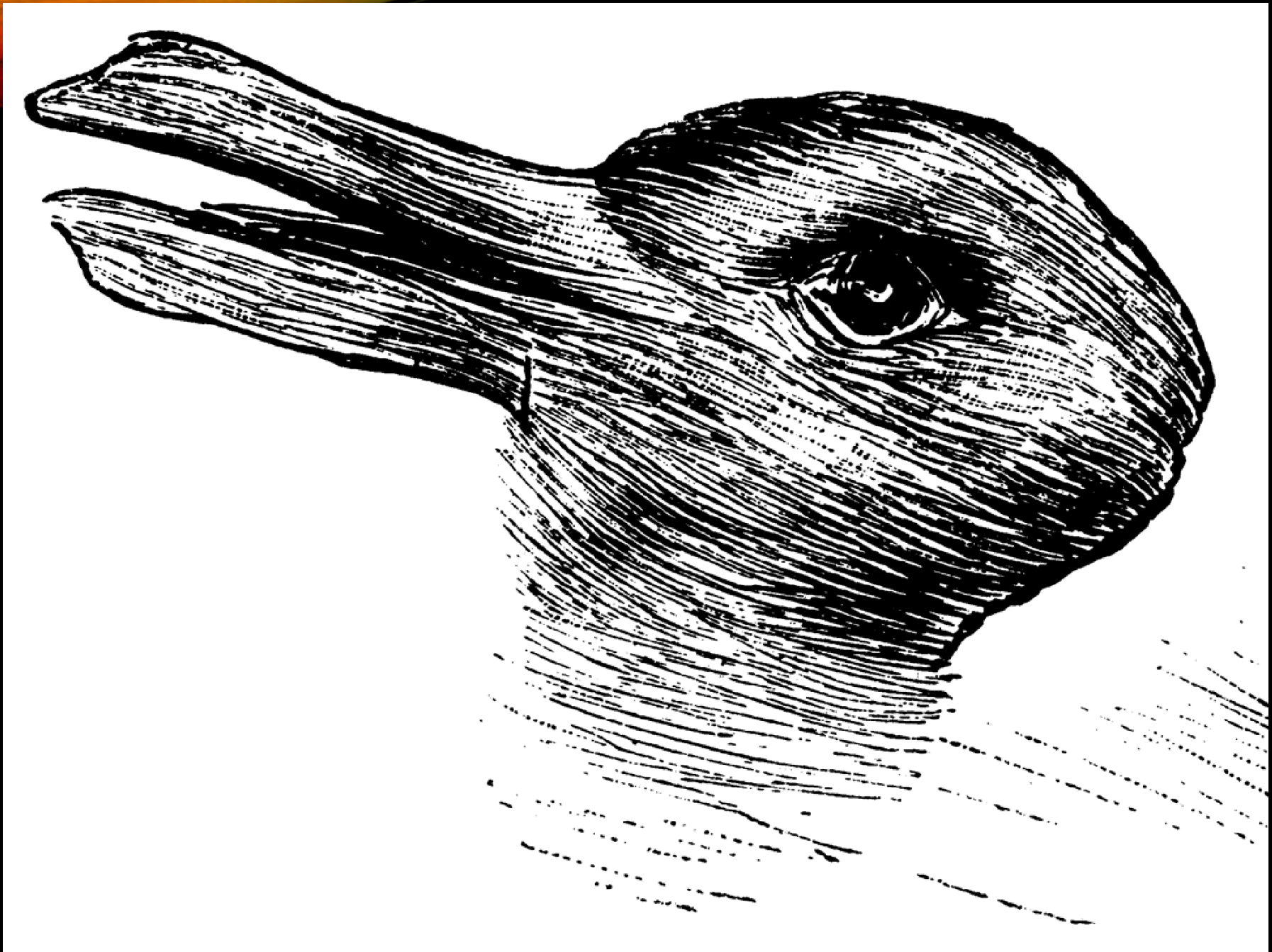
- CBE you determine if a student is competent or not. The results should be either a yes(C, PU, S, MR) or no (NYC, FER, N, NU)
- Grading is the process of measuring a students work against a scale of some sort (A+ to F, exceeds expectations to Troll)

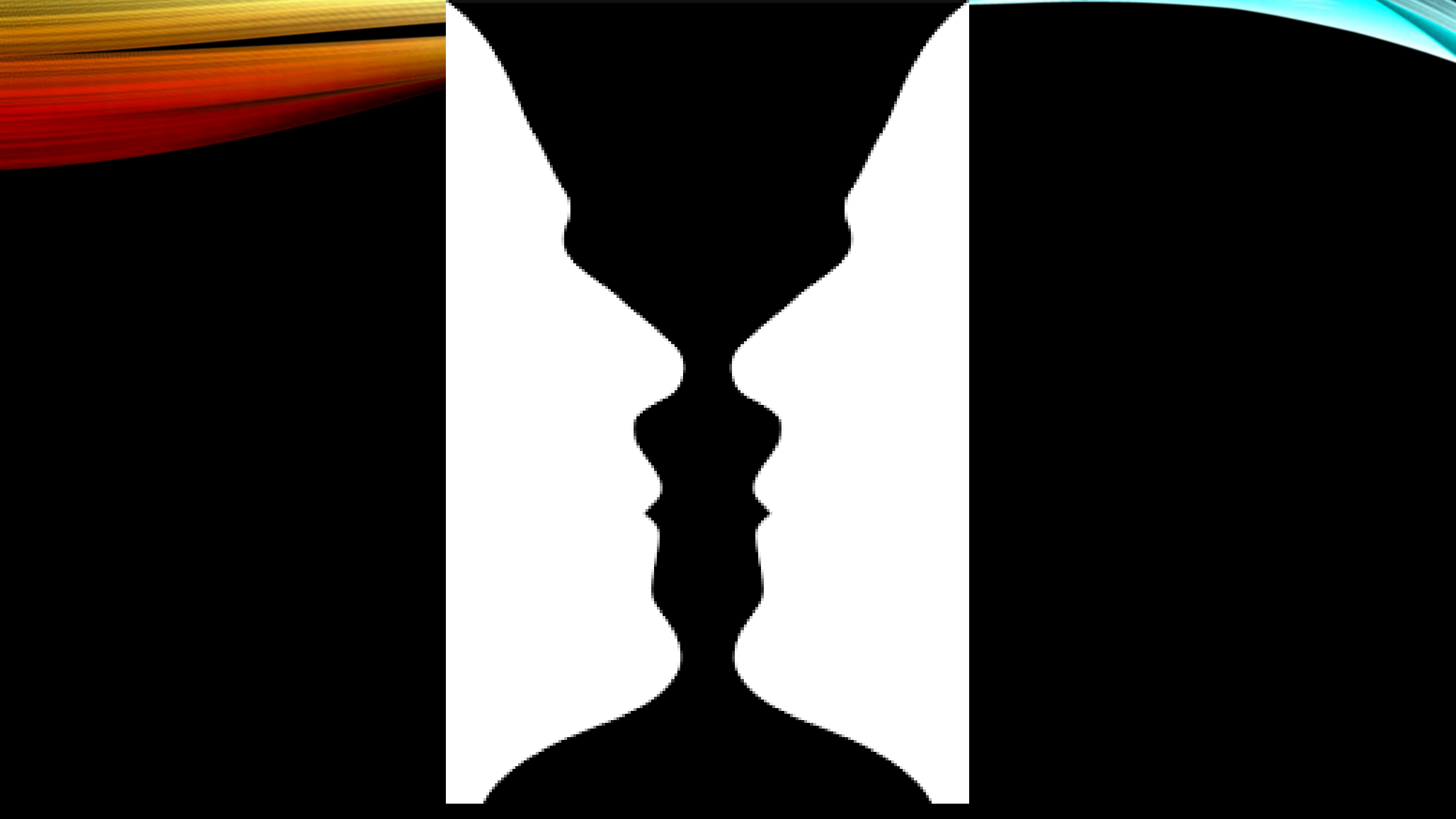
- some competency criteria do not lend themselves to be graded, how can you grade “changing a tire”



IF YOU MUST GRADE

- Grading and competency are different and must be clearly separated
- Grades must not be reported if the student has not demonstrated competence
- Grades should not be done for individual tasks (credit task A, credit task B, but didn't complete the third they are not competent)
- There must be no more subjectiveness in grading than there is determining competence





- Grading is arbitrary
 - It's not part of the national system
 - It's not consistent across organisations
 - It's not consistent within organisations
 - It's not recognised by other organisations unless there is a specific agreement in place

DON'T USE PERCENTAGES

- Competent or not yet competent (we have two criteria)
- Fail, pass or credit (we have three criteria)
- Percentages (out of 100) means that you need 100 set of criteria or how else would you be able to justify the difference between a 75 or 76

BUT I WANT TO GRADE

- A good performance is described as what is competency
- Better performance is a credit
- And the best performance is a distinction

I FIND YOUR LACK OF DOCUMENTATION

DISTURBING

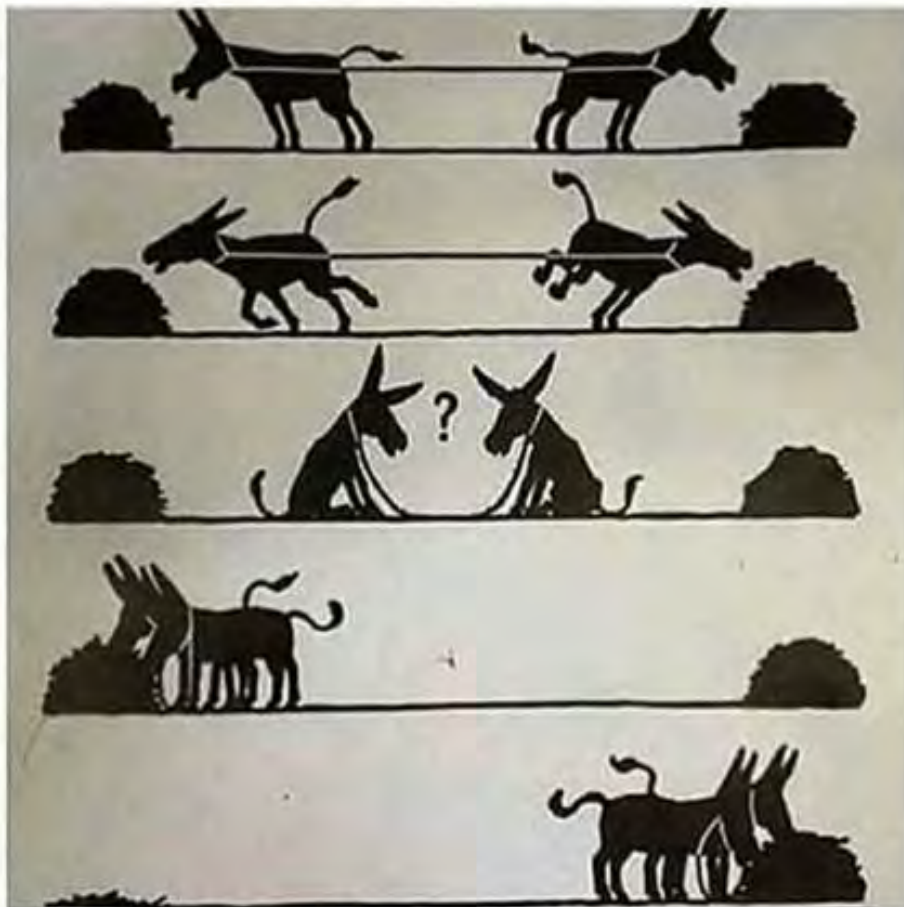


MAKING COMPLIANCE FUN

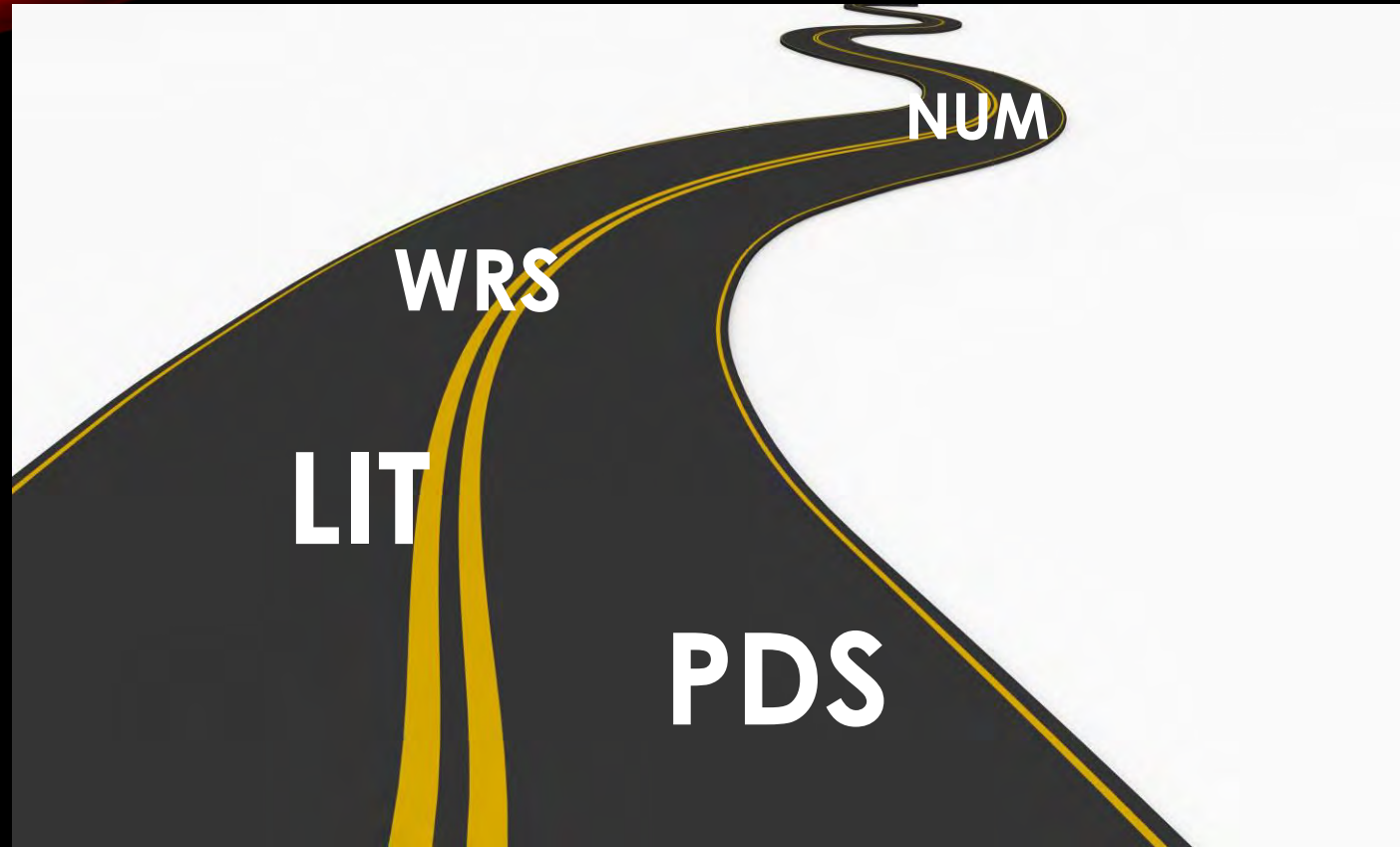
- My version of the QA template (use them as a Mapping document)
- Marking guides (a MUST!!!!!!)


WHAT'S THIS **TAS** I
HEAR PEOPLE
TALKING ABOUT
(TRAINING AND
ASSESSMENT
STRATEGY)

Imagine what we can accomplish when
we work together



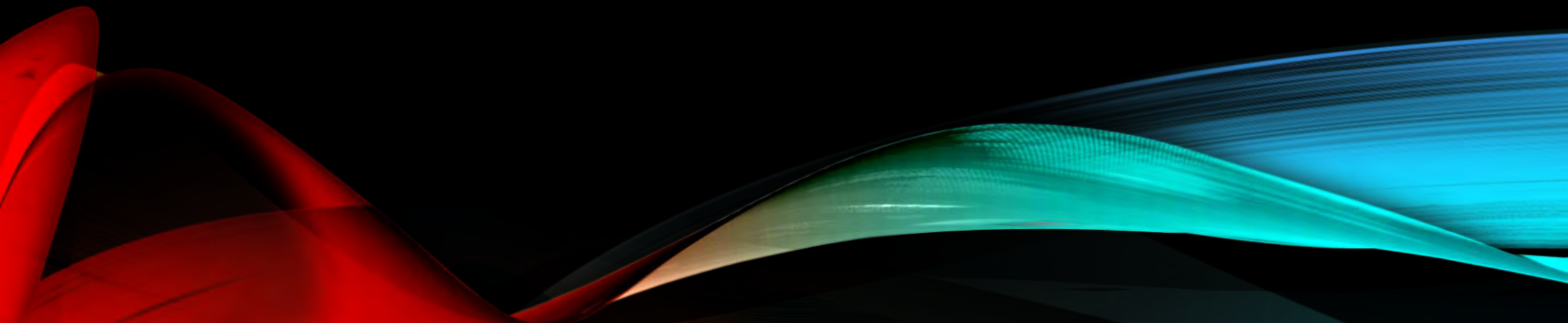
Overarching theme





Q & A

WHERE ARE WE GOING?



Medicine 99.9
Teaching 50

ATAR scores align more closely to
postcode than they do to human
potential (Teese 96)

60 per cent of students are being
admitted without scoring the
advertised required marks

ATAR is only one pathway into
university



MISS LENHART COULDN'T BE
HERE TODAY, SO SHE ASKED
ME TO SUBSTITUTE.



MR. MUNROE, MISS LENHART
NEVER TAUGHT US THIS.



THAT'S BECAUSE MISS LENHART DOESN'T
UNDERSTAND HOW IMPORTANT CERTAIN
KINDS OF MATH ARE.

BUT THIS JUST LOOKS --

THIS MATERIAL IS MORE VITAL THAN
ANYTHING YOU'VE EVER LEARNED

BUT --

NO BUTS.



— THIS IS A MATTER OF LIFE AND DEATH.

Name: _____

1. The velociraptor spots you 40 meters away and attacks, accelerating at 4 m/s^2 up to its top speed of 25 m/s . When it spots you, you begin to flee, quickly reaching your top speed of 6 m/s . How far can you get before you're caught and devoured?



2. You are at the center of a 20m equilateral triangle with a raptor at each corner. The top raptor has a wounded leg and is limited to a top speed of 10 m/s .



The raptors will run toward you. At what angle should you run to maximize the time you stay alive?