

# Competency-Based Learning (3/3)

*How do we assess competencies?*



Serge Ravet, ADPIOS, Europortfolio



Lifelong  
Learning  
Programme



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Learning  
Programme

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# Questions

1. What is competency-based learning?
2. What is the place of assessment\*?
- 3. How do we assess competencies?**

*\*in a competency-based learning programme?*

How do we assess  
competencies?

# What is competency-based assessment?

The process of **collecting evidence** and making judgements on whether or not competency has been achieved

# What is assessment?

# What is assessment?

**Assessment** is about **what** information needs to be collected, **how** to collect it and **how** to use it in forming understandings, recommendations or judgements

Why do we need to assess?

Generate information that can be acted upon

To generate information that  
can be acted upon

We assess to recognise, plan,  
monitor, or accredit learning

Prior Learning

Diagnostic

We assess to recognise, plan, monitor, or accredit learning

Formative

Summative

We assess to inform learners,  
teachers, colleagues, parents,  
the institution...

# Assessment *as* learning

We assess to inform **learners,**  
**teachers,** colleagues, parents,  
the **institution...**

Continuing  
Professional  
Development

Quality Control

≠ Assessment goals

≠ Audiences

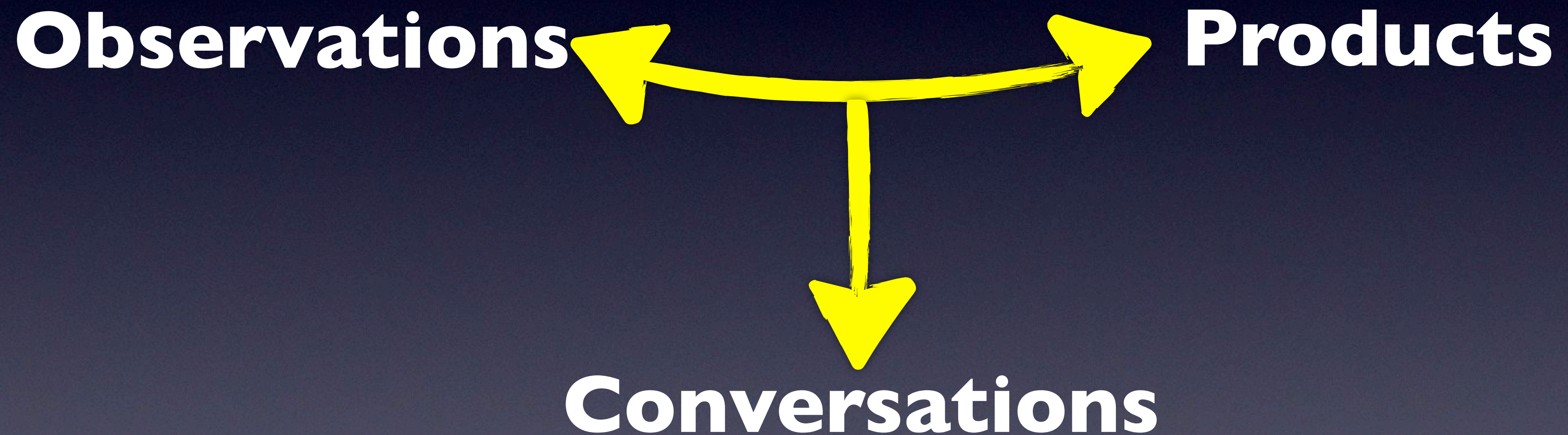
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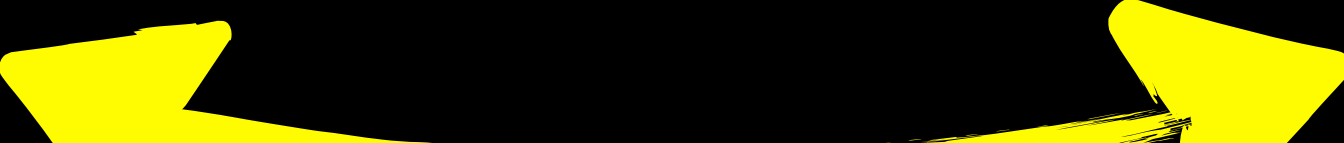
≠ Data

≠ Processes

# The assessment process

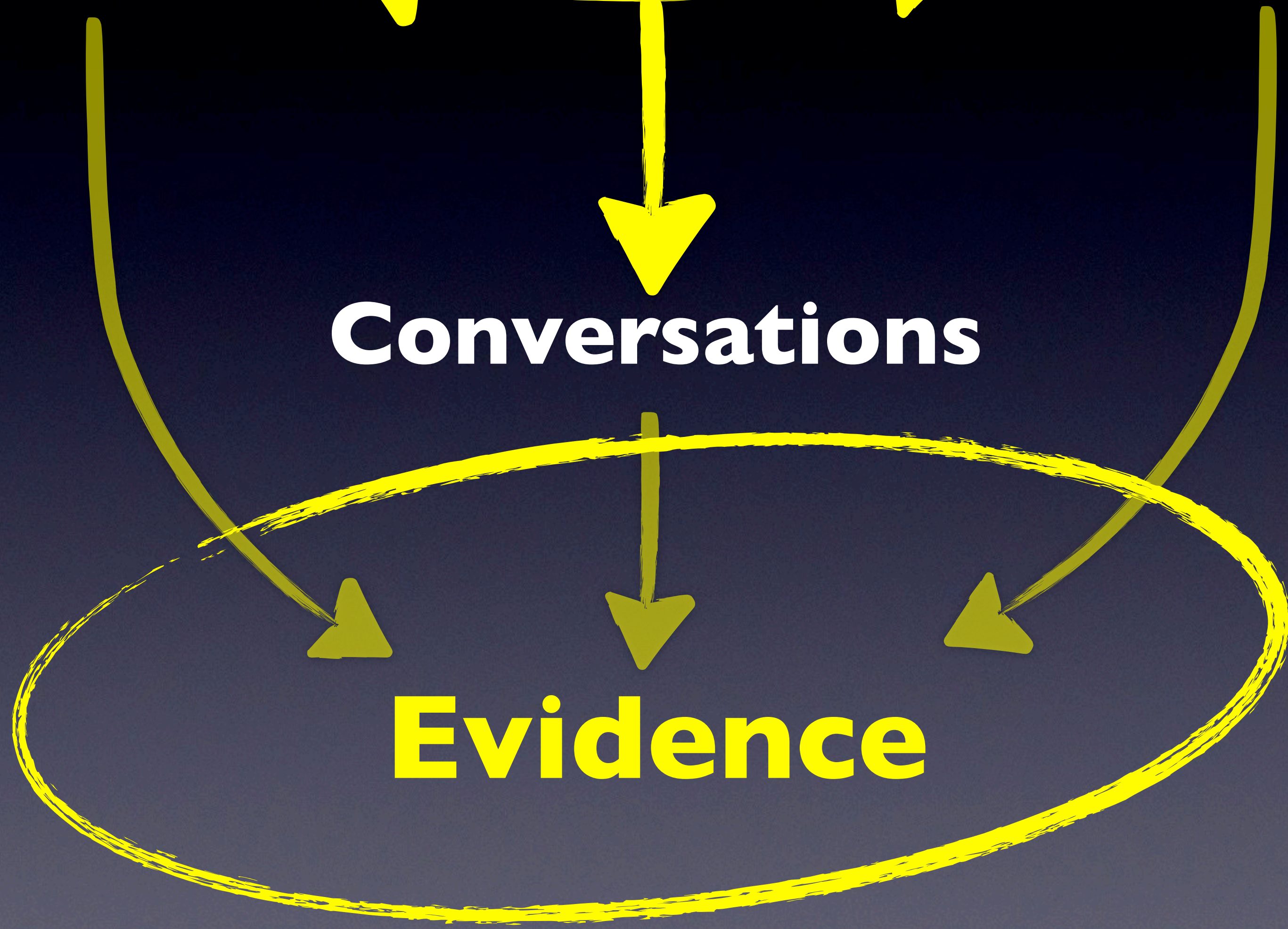
# The assessment process is based on



**Observations**  **Products**

**Conversations**

**Evidence**



**Observations Products**  
**Conversations**

**Evidence**

**Criteria Standards**



**Evidence**

**Criteria**

**Standards**

**Internal**

**Negotiated**

**External**

**Fixed**



Competency standards

Candidate  
Peers  
Witnesses  
Assessor  
Auditor

# The assessment process

Portfolio

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

Competency standards

Evidence of prior learning

Portfolio

Candidate

Peers

Witnesses

Assessor

Auditor

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

Competency standards

Activities  
generating  
evidence (direct  
and indirect) of  
learning

Portfolio

Candidate

Peers

Witnesses

Assessor

Auditor

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

Competency standards

*cross-referencing*

Candidate

Peers

Witnesses

Assessor

Auditor

artefacts  
observations  
testimonies  
...

Portfolio

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

Competency standards

Candidate

Peers

Witnesses

Assessor

Auditor

Reflections

Feedbacks

Connect with  
previous  
knowledge

...

Portfolio

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

## Competency standards

In its simplest form, reflection has been described as a form of mental processing, which involves considering things in more detail (Moon 2001), or '*turning something over in the mind and giving it serious thought*' (Dewey 1993).

knowledge

...

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

## Competency standards

*A deliberate process when the candidate takes time, within the course of their work, to focus on their performance and think carefully about ...particular actions, what happened and what they are learning from the experience, in order to inform what they might do in the future.*

QCA, 2001, 8

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

## Levels of reflective writing (Jenny Moon)

**Descriptive:** writing about events - describing things that happened

**Dialogic:** stepping back from events and exploring one's own role in events and actions

**Critical:** more analytical, showing an awareness of actions and events, making connections with other knowledge

...

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

Competency standards

Candidate

Peers

Witnesses

Assessor

Auditor

Completeness  
Relevance

...



Portfolio

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

## Competency standards

Integrate the knowledge and/or skills gaps which were found into a new stage of planning

Instruct the candidate as to what will be required for them to achieve competency in the areas identified in which she/he has not yet achieved competence

Candidate  
Peers  
Witnesses  
Assessor  
Auditor

io

**Recognise**

**Plan**

**Collect**

**Reflect**

**Review**

**Assess**

**Report**

**Monitor**

Competency standards



Quality of evidence



Portfolio

Candidate

Peers

Witnesses

Assessor

Auditor

Feedback  
Feed forward



Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

# Evidence

- Valid*
- Sufficient*
- Current*
- Authentic*

Portfolio

Candidate  
Peers  
Witnesses  
Assessor  
Auditor

Feedback  
Feed forward

Recognise	Plan	Collect	Reflect	Review	<b>Assess</b>	Report
Monitor						

# Evidence

Candidate  
Peers  
Witnesses  
Assessor  
Auditor



Direct Evidence



Indirect Evidence



*Supplementary Evidence*

Portfolio

Recognise	Plan	Collect	Reflect	Review	Assess	Report
Monitor						

Competency standards

Sampling

Portfolio

Candidate  
Peers  
Witnesses  
Assessor  
Auditor

Recognise

Plan

Collect

Reflect

Review

Assess

Report

Monitor

# Competency-Based Assessment

## Summary

# Competency-Based Assessment

The process of **collecting evidence** and making judgements on whether or not competency has been achieved

Process

Roles

Evidence

Reflection

Judgement

# Questions

1. What is competency-based learning?
2. What is the place of assessment\*?
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*\*in a competency-based learning programme?*

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