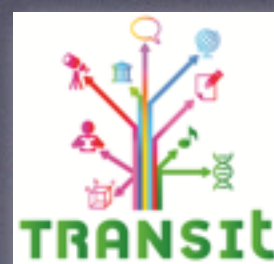


# Competency-Based Learning *(1/3)*

*What is Competency-Based Learning?*



Serge Ravet, ADPIOS, Europortfolio



Lifelong  
Learning  
Programme



<http://transit.ea.gr/>



Lifelong  
Learning  
Programme

*The TRANSIt project is co-financed by the European Commission, Lifelong Learning Programme. This presentation reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

# 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?*

# What is Competency-Based Learning?

# Competency-Based Learning

a structured approach to learning *and assessment* directed toward assisting individuals to acquire **knowledge, skills, attitudes** and **values**, required to perform an activity to a specified **standard**

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# Outcome-Based Learning

# Competency-Based Learning

*Vocational*  
a structured approach to learning and assessment  
directed toward assisting individuals to acquire  
**knowledge, skills, attitudes and values,**  
*non Vocational*  
required to perform an activity to a specified standard

# Outcome-Based Learning

# Competency

*What is expected at the workplace*

**knowledge, skills, attitudes and values,**  
required to perform an activity to a specified standard

# Learning Outcome

*What is expected after successfully completing a  
programme or curriculum*

# Competency

*What is expected at the workplace*

"it is important to see the defining of learning outcomes as one key step towards defining competence- based qualifications. In other words, competence-based qualifications are one example of how learning outcomes-based approaches are used."

EQF Series: Note 4 | 12

# Learning Outcome

*What is expected after successfully completing a programme or curriculum*



Source: National Institute for Learning Outcomes Assessment (NILOA)

# Learning Outcomes

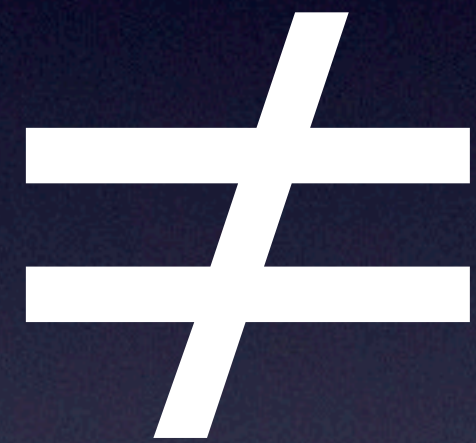
*what you can actually do*

# Learning Inputs (contents)

*what you must know*

# Learning Outcomes

*what you can actually do*



# Learning Inputs (contents)

*what you must know*

Learning  
Inputs

*what you must know*

Curriculum  
Standards

Learning  
Outcomes

*what you can actually do*

# Standards

What are  
Competency Standards?

# Competency Standards

the result of a  
**functional analysis**  
of a sector or a particular domain

~~task analysis~~

# Competency

A competency is defined in terms of what a person is required to do, under what conditions and how well.

Competency involves the ability to draw on and mobilise **knowledge, skills, attitudes** and **values** to respond to a demand in a particular context according to agreed performance **standards**

Learning Outcome

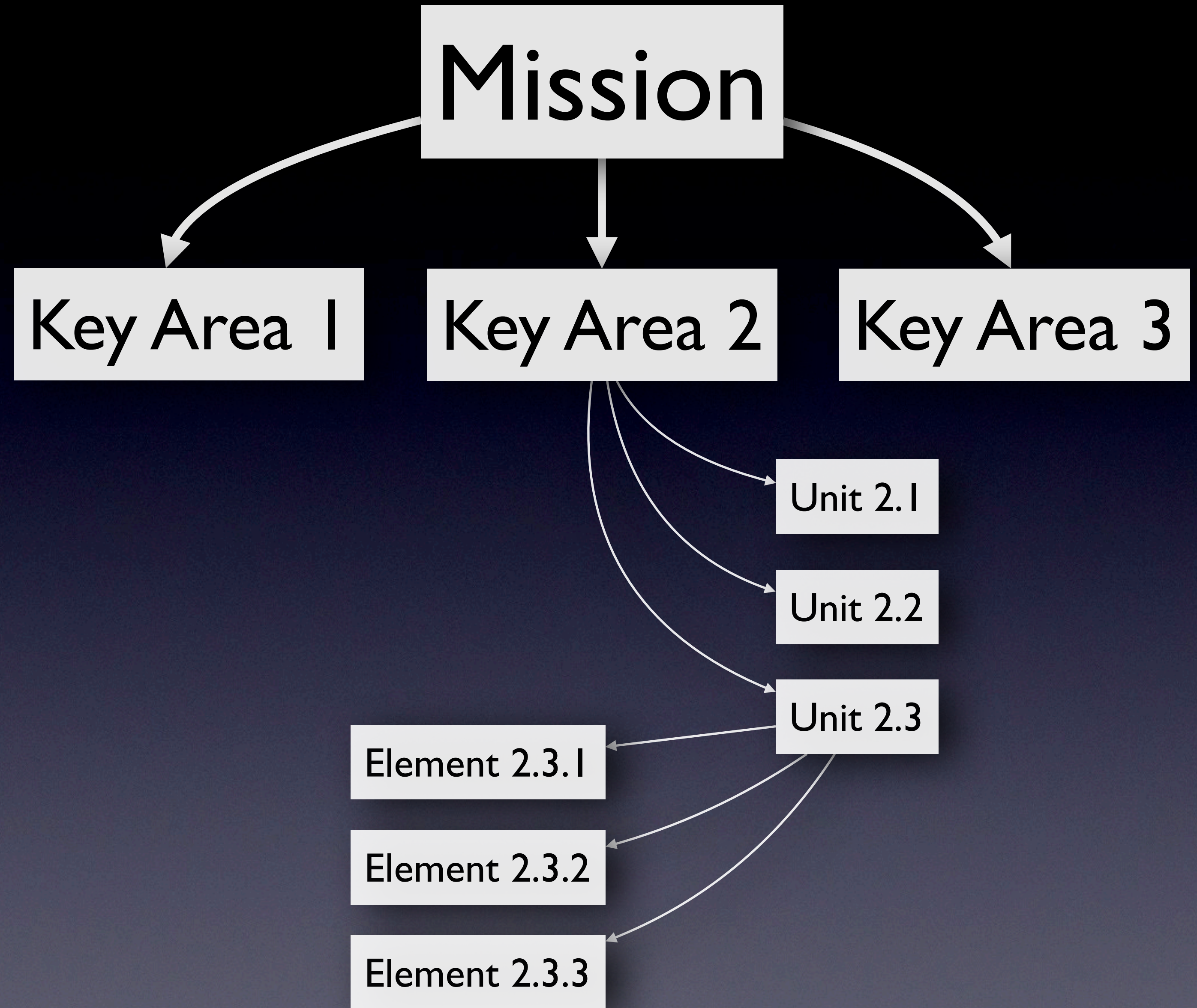
# Competency

In the context of EQF, **competence** is described in terms of **responsibility and autonomy**

# Competence

*Functional analysis starts with the definition of the **mission** of the sector, then breaks down the mission into **key areas**, that are then broken down into **units of competence***

...



## Providing direction

Provide leadership for your team

# B5

### UNIT SUMMARY

#### What is the unit about?

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

#### Skills

Listed below are the main generic skills which need to be applied in providing leadership for your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

■ Communicating

■ Planning

## Providing direction

Provide leadership for your team

# B5

## Providing direction

Provide leadership for your team

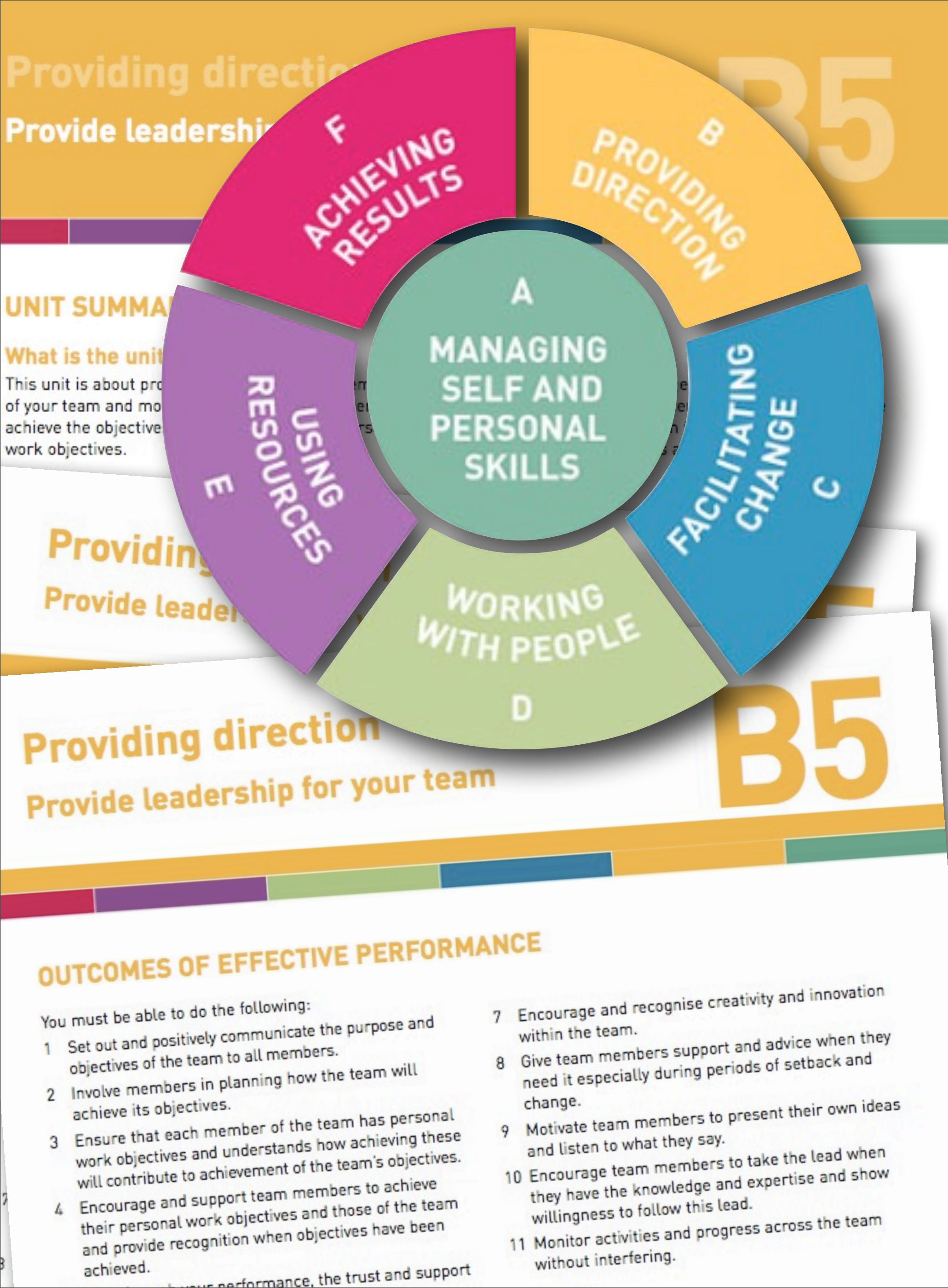
# B5

### OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

- 1 Set out and positively communicate the purpose and objectives of the team to all members.
- 2 Involve members in planning how the team will achieve its objectives.
- 3 Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.
- 4 Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.
- 5 Encourage performance, the trust and support
- 6
- 7 Encourage and recognise creativity and innovation within the team.
- 8 Give team members support and advice when they need it especially during periods of setback and change.
- 9 Motivate team members to present their own ideas and listen to what they say.
- 10 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
- 11 Monitor activities and progress across the team without interfering.

The Key Purpose of Management and Leadership is to.... *Provide direction, gain commitment, facilitate change and achieve results through the efficient, creative and responsible deployment of people and other resources.*



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The UK Professional Standards Framework  
for teaching and supporting learning  
in higher education  
2011

f the Framework

Areas of Activity	
A1	Design and plan learning activities and/or programmes of study
A2	Teach and/or support learning
A3	Assess and give feedback to learners
A4	Develop effective learning environments and approaches to student support and guidance
A5	Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Professional Values

# The UK Professional Standards Framework for teaching and supporting learning in higher education:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse

# KEY SKILLS UNIT

## Communication

### What is this unit about?

This unit is about applying your communication skills to deal with complex subjects and extended written material.

You will show you can:

- contribute to discussions;
- make a presentation;
- read and synthesise information;
- write different types of documents.



### How do I use the information in this unit?

There are three parts to the unit: what you need to know, what you must do and guidance.

#### Part A WHAT YOU NEED TO KNOW

This part of the unit tells you what you need to learn and practise to feel confident about applying communication skills in your studies, work or other aspects of your life.



#### Part B WHAT YOU MUST DO

This part of the unit describes the skills you must show. All your work for this section will be assessed. You must have evidence that you can do all the things listed in the bullet points.



#### Part C GUIDANCE

This part describes some activities you might like to use to develop and show your communication skills. It also contains examples of the sort of evidence you could produce to prove you have the skills required.



# LEVEL 3

# LEVEL 2

# LEVEL 1

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# LEVEL 3

# LEVEL 2

# LEVEL 1

## WHAT YOU MUST DO

*You must:*

### C3.1a

Contribute to a group discussion about a complex subject.

### C3.1b

Make a presentation about a complex subject, using at least **one** image to illustrate complex points.

*Evidence must show you can:*

- make clear and relevant contributions in a way that suits your purpose and situation;
- listen and respond sensitively to others, and develop points and ideas; and
- create opportunities for others to contribute when appropriate.

- speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation;
- structure what you say so that the sequence of information and ideas may be easily followed; and
- use a range of techniques to engage the audience, including effective use of images.



information from relevant sources.

### **N3.2**

Use this information to carry out multi-stage calculations to do with:

- a amounts or sizes
- b scales or proportion
- c handling statistics
- d using formulae.

### **N3.3**

Interpret the results of your calculations, present your findings and justify your methods.

to meet the purpose of your activity

3.1.2 obtain the relevant information

3.1.3 choose appropriate methods to get the results you need and justify your choice.

3.2.1 carry out calculations to appropriate levels of accuracy, clearly showing your methods

3.2.2 check methods and results to help ensure that errors are found and corrected.

3.3.1 select appropriate methods of presentation and justify your choice

3.3.2 present your findings effectively

3.3.3 describe what your results tell you and whether they meet your purpose.

## **Application of number: level 3**

Good standards

# Good standards

- Forward looking — competencies needed in the future
- Cover a whole area — sectoral or transversal
- Adaptable, sharable, easy to repurpose
- Accessible — language & technology
- ...

# Why Use Competency Standards?



# Competency Standards

Inform students of programme  
standards and expectations



# Competency Standards

Create frameworks for assessing effectiveness of programmes (QA)



# Competency Standards



Provide evidence of student learning for professional accreditation



# Competency Standards

Guide the selection of  
assessment methods by  
identifying the types of evidence  
that students are to produce



# Competency Standards

Inform employers on graduates' skills



# Competency Standards

Guide curriculum planning

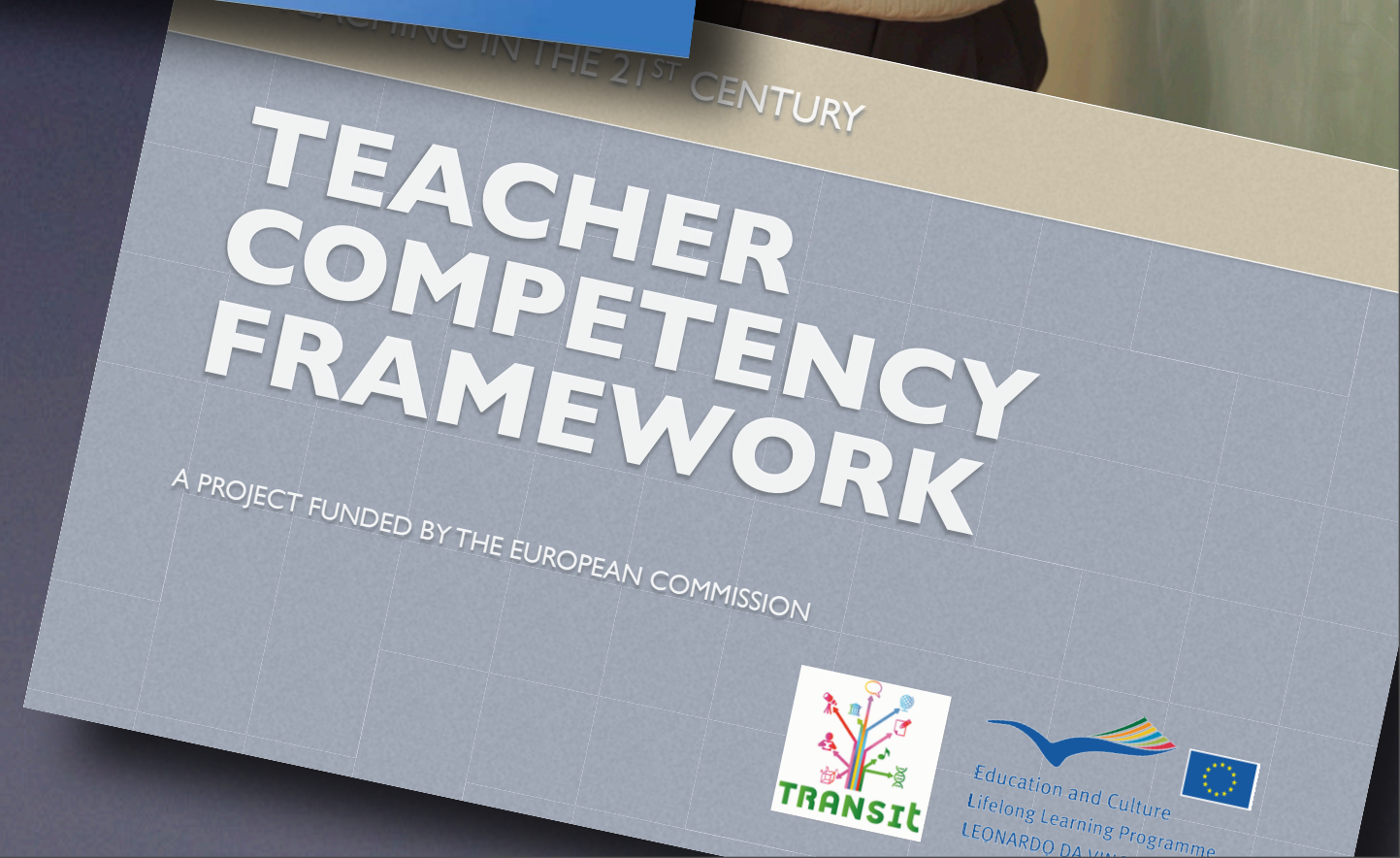
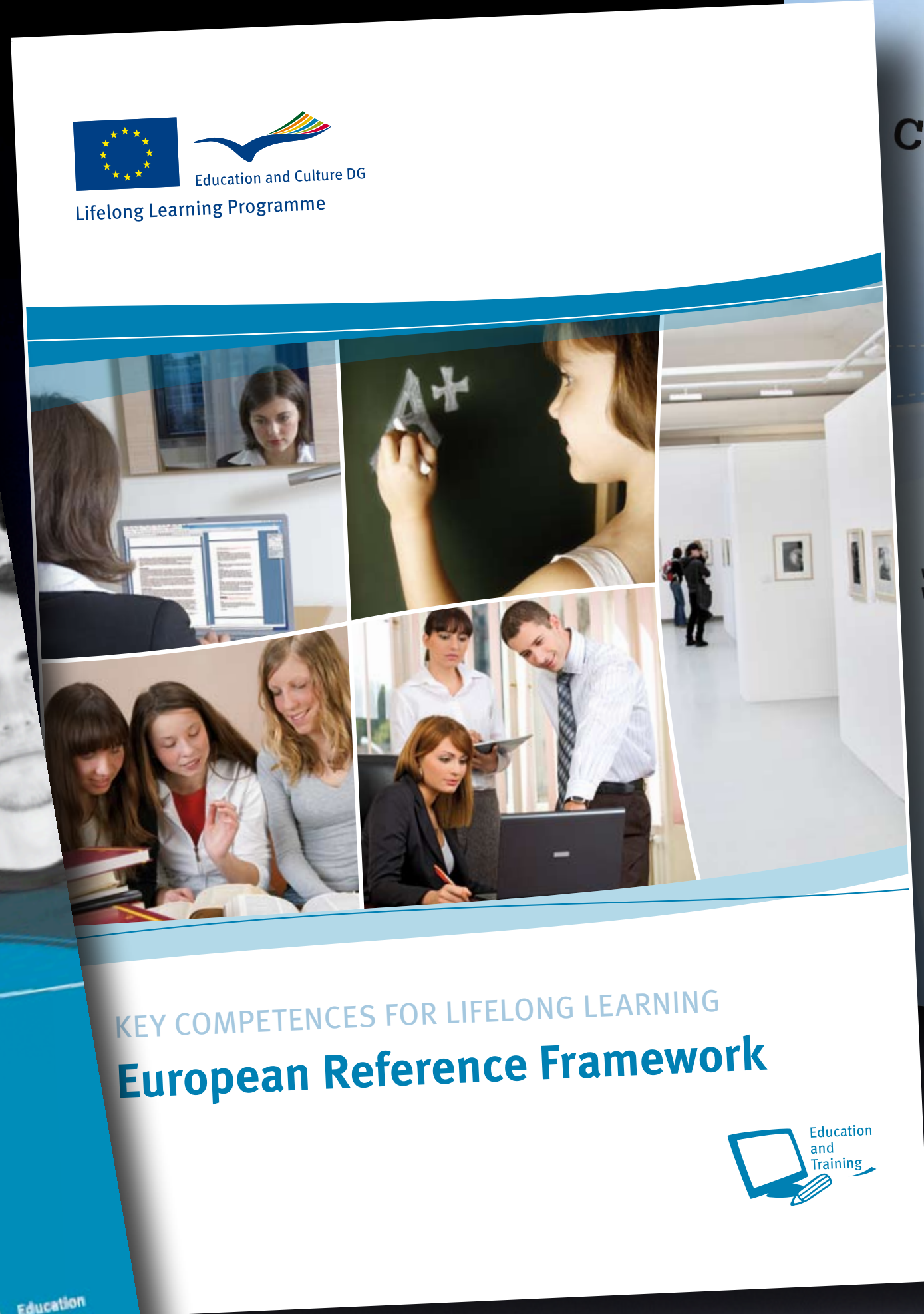


# Competency Standards

Guide and support  
Continuing Professional  
Development (CPD)

**+ *much more!***

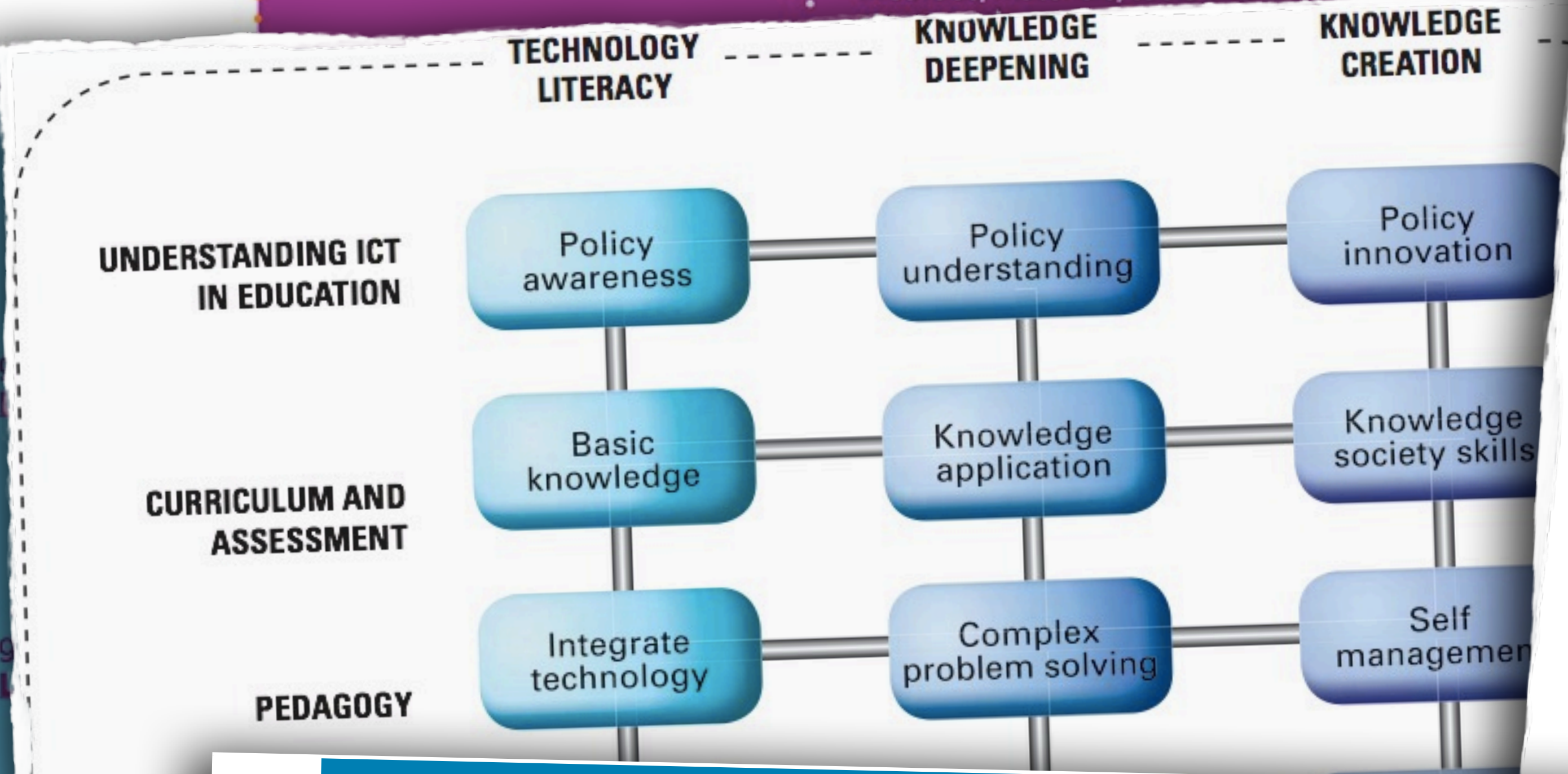
# Competency & Qualification Frameworks



Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

KNOWLEDGE	SKILLS	COMPE
In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and in-	In the context described in and autonom

- LEVEL 1
- LEVEL 2
- LEVEL 3
- LEVEL 4



- Facilitate Student Learning
- Assess and Report Student Learning Outcomes
- Engage in Continuing Professional Development
- Contribute to Curriculum Policy, Innovation and Change

# A 6. Social and civic competences

**Definition:**

These include personal, interpersonal and

# Frameworks differ

Granularity

Completeness

Span across levels (e.g. 1 to 8 of EQF)

Underpinning methodology

Vision

...

Quality

Competency standards are  
*independent* from qualifications

# Quality

Qualifications are *independent* from  
education & training programmes

Competency standards are  
*independent* from qualifications

# Quality

Qualifications are *independent* from  
education & training programmes

*Good Competency Frameworks  
are critical to building good  
Competency Based Learning  
and Assessment*

# Summary

# What is competency-based learning?

Competency

Learning Outcome

a structured approach to learning *and assessment* directed toward assisting individuals to acquire **knowledge, skills, attitudes** and **values**, required to perform an activity to a specified **standard**

Competency Standards

Student Learning Outcomes

Competency Frameworks

# Questions

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Lifelong  
Learning  
Programme

# Your turn now!

<http://transit.ea.gr/>

Serge Ravet, ADPIOS, Europortfolio



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