

# Learning & assessment principles for competency based training

These were generated at a workshop I facilitated recently with a group of vocational education teachers.

Although there are many official documents, standards and policies that stipulate similar principles, the group wanted to develop their own as a way of confirming that they were in agreement and also as a way of emphasising what was important to them as educators.

The group agreed that these should be addressed when designing learning and assessment, and as a set of criteria against which learners could provide feedback and evaluation could be conducted.

## What learners need to understand:

- The nature of competency based training & assessment
- The scope of the qualification, the units and its various applications
- How they can/will learn
- The purpose of assessment

## Learners

- Are encouraged to critically reflect on their learning
- Interact constructively with other learners
- Have the opportunity for peer and self assessment
- Are supported, especially those with special needs which have been identified in the pre-training review or LLN assessment
- Are engaged in the evaluation of the learning & assessment

## Assessment

- Is aligned with the unit requirements: elements, performance criteria and range of conditions etc
- Focuses on the achievement of competency

- Is appropriate for the qualification level
- Is communicated effectively to learners
- Uses a range of methods to collect evidence
- Aligns with the principles of assessment
- Meets the rules of evidence
- Encourages reflection on practice
- Is engaging and enjoyable

### **Learning**

- A variety of learning modes & approaches is used
- Learning & assessment strategies cater for a range of learning styles
- Learners are engaged in practical activities & performance of the competency
- New skills & knowledge build on previously acquired skills & knowledge (scaffolding)
- Strategies, assessment practices and materials are culturally sensitive and inclusive
- Learning processes and materials are industry relevant and up to date

### **Knowledge**

- Is applied in real world situations, especially workplaces or community settings or a simulated environment
- Alternatively, complex case studies are used for application of knowledge
  - Also, learners have the opportunity to create their own case studies based on their own work experience
- Learners explain their practice and activities as a way of demonstrating their understanding of required knowledge