

What higher education can learn from competency based learning

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Overview of Workshop

1. Introduction to competency based training (CBT)
2. How to apply principles of CBT in higher education
3. Generic skills/competencies
4. Case example
5. What industry tells us and why ?



Introduction to competency based training (CBT)

- Competency-based training (CBT) was established as the basis for training in the vocational education and training (VET) sector in both Australia and New Zealand in the 1990s.
- CBT focuses on demonstrated outcomes and not on inputs. It is concerned with what someone may be expected to do in a job, rather than on what learning occurs on the way.

Introduction to competency based training (CBT) cont. ...

- The assessment approach follows a methodology that attempts to assess all dimensions of competence as they are likely to occur in the workplace.
- If the student does not have a workplace then one must be simulated.

Introduction to competency based training (CBT) cont. ...

The concept of competency includes:

- responding and reacting appropriately to the unexpected
- fulfilling the role expected in the workplace
- transfer of skills and knowledge to new situations
- performance at an acceptable level of skill

How to apply principles of CBT in higher education

1

- Identify job roles relating to the unit

2

- Identify key skills/competencies common to the job roles

3

- Identify relevant generic skills/competencies

4

- Identify knowledge from unit required to demonstrate the skill/competency

5

- Incorporate the demonstration of the skill into teaching and/or assessment of unit



Generic skills/ competencies

- Writing skills
 - including
 - Writing emails
 - Writing reports
 - Writing plans
- Organising and prioritising skills
- Interpersonal skills
- Communication skills
- Decision making skills
- Problem solving skills
- Presentation skills
 - Conducting a meeting
- Time management skills

Case example – LEGL304

Employment Law

Description: This unit outlines the body of law that applies to the employment relationship. **Understanding the legal ramifications in an employment situation is a fundamental skill required by Human Resource Management (HRM) Professionals.** Using relevant case and statute law, this unit will explore the relationship between theory and practice and determine the impact of HRM involvement at each stage in the employment relationship.

Case example – LEGL304

Employment Law cont...

1	Job roles relating to unit	HR Manager, HR officer/advisor, Recruiter
2	Common key skills/competencies	<ul style="list-style-type: none">• Ability to interpret employment contracts
3	Generic skills/competencies	<ul style="list-style-type: none">• Verbal and written communication skills to provide advice on employment contracts• Negotiation skills to handle grievances
4	Required knowledge to demonstrate skill/competency	<ul style="list-style-type: none">• Principles of contract law• Employment legislation• Enterprise agreements• Modern awards

Case example – LEGL304

Employment Law cont...

5	Application to teaching or assessment	Traditional Assessment	Embedded skills/competencies
		Assess knowledge of contract law via mid semester quiz	<ol style="list-style-type: none">1. Provide student with a employee scenario and an employment contract.2. Student simulates they are the HR manager to interpret the contract and provides advice to employee in the form of an email.
		Traditional teaching strategy	Embedded skills/competencies
		Lecture Tutorial Questions	<ol style="list-style-type: none">1. Provide student an employee complaint re working conditions2. Student role plays negotiating the complaint after interpreting an enterprise agreement

Which skills have been embedded?

What industry tells us:

- They would prefer a job candidate with experience over qualifications
- Why? Because they want job candidates with the skills to undertake the daily task for the job role not just have theoretical knowledge.
- Why not university graduates? Because yes they have knowledge but are perceived to lack the skills to apply that knowledge.

Why?

- ACU graduates that enter the workforce who not only have the knowledge to do their jobs but know how to apply that knowledge in their job are valuable assets to employers.
- Producing graduates of this calibre builds the ACU brand as a university that provides industry with work-ready individuals.