

# Competency Based Assessment



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# Objectives

- Definition and principles of **competency based assessment**
  - Definition and concept of competency
  - Principle of being competent
  - Benefits of competency based assessment
- Organisation of the **assessment**

*Types of evaluations and progress during the semester*
- **Transposition** of the evaluation into a note

*Precise rule to obtain a grade out of 20 from assessments*

# Competency



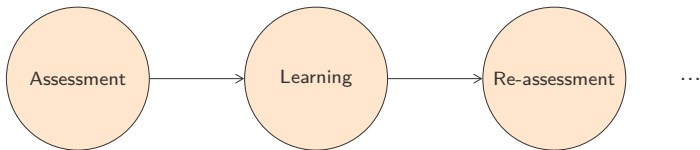
# The Apprentice

- American reality television program “The Apprentice”  
*Judges business skills of a group of contestants*
- **Competition** over several weeks to become the winner
  - Real world business case related tasks assigned to complete
  - Performance judged by show host and business savvy advisors



# Competency Based Assessment

- Determining whether a person **can do a task** or group of tasks  
*And also evaluate how well the task has been performed*
- Evaluating persons to determine their **competencies**  
*Using their knowledge and skills in an on-the-job situation*
- **Building the skills** and knowledge needed to perform a job  
*Not only an assessment exercise, but a complete learning process*



# Competency

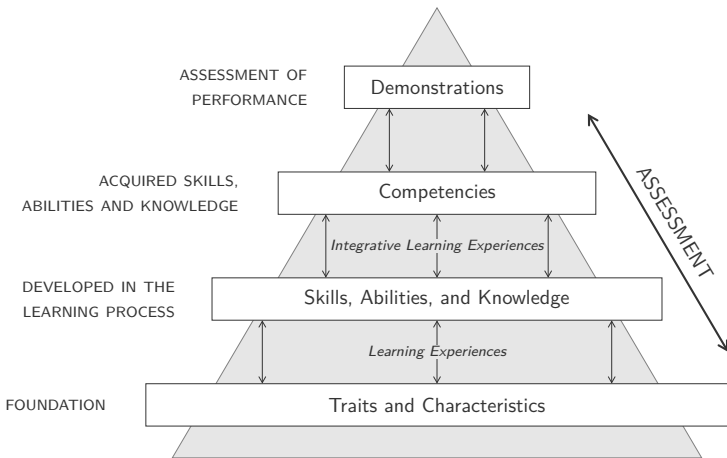
- Definition of **competency** according to NPEC work group

*“a combination of  
skills, abilities, and knowledge  
needed to perform a **specific task**.”*

- Competency or set of competencies **attained** by a learner

*Development of a completely different learning system*

# Learning Model (1)



Source: U.S. Department of Education, 2001.



# Learning Model (2)

- First rung of the ladder is **traits and characteristics**

*Innate makeup of individuals on which experiences can be built*

- Skills, abilities and knowledge acquired by **learning experiences**

*Different levels and kinds depending on traits and characteristics*

- Assembling **learning bundles** for a given task or set of tasks

*Based on acquired skills, abilities and knowledge interactions*

- Applying competencies result in **demonstrations**

*Performance-based learning can be achieved at this last rung*

# Being Competent

- An individual **being competent** has sufficient/suitable:
  - **Knowledge**: sum of what is known gained through experience
  - **Skill**: ability to use one's knowledge effectively
  - **Experience**: practical knowledge, skill or practice derived from direct observation of or participation in events/activities
  - **Attitude**: mental position/feeling/emotion towards fact/state
- Always related to some **particular skill** or situation

*Also always implies more than just having the skill*

# Assessment

- Opportunity for **demonstration of skills**

*What I learned, how am I doing and what will I learn next*

- Complete change on where to **put the focus**

- ↑ Empowering learners to demonstrate what they have learned
- ↓ Collecting data for the instructors

- Assessments are completely integrated in the **learning process**

*Self-assessment, formative and summative assessments*

# Benefits

- Provide **specific feedback** to learners about their performances
  - Clearer understanding of progress and skills gained over time*
- **Four main benefits** for competency based assessments
  - Better clarity and transparency about learner progress
  - Opportunity to individualise and personalise the learning
  - Development of a culture of assessments and diversification
  - Better understanding of their own learning profile for learners

# Evaluation



# Transition

- Current system requires a **grade** for each course  
*Need a transposition rule from competency based assessment*
- Current system splits studies in **teaching units**  
*Need transversal assignments to cover shared competencies*
- Current system tends to seclude **theoretical sessions and labs**  
*Need to rethink labs as the place to assess one's competencies*

# Zero Exam

- **No more exams** during the exam sessions

*Students are assessed continuously during all the semester*

- **No more revision break** before the exam sessions

*Time should be used to put new competencies at work*

- But **more regular work** during the semester

*Continuous learning and integration to improve experience*

# Competencies List

- Detailed and complete **list of competencies** by teaching unit

*Competencies are split in two categories*

- **Basic competencies** must be acquired to succeed

*These competencies are specific to the teaching unit*

- **Advanced competencies** can be acquired through the course

*Could be transversal to several teaching units*



# Assessments List

- **List of assessments** that can be taken by teaching unit
  - Several kinds: MCQ, quizz, mini-project, assignment, etc.
  - Can be taken at any time, after self-assessment
- List of competencies that **can be checked** for each assessment
  - To increase your level of mastery for these competencies*
- **Overlapping competencies** among assessments
  - Possibility to choose best suited assessment given learning profile*

# Assessments Opportunities

- **Self-assessment** can be and should be taken at any time

*Allows the learner to check his/her level of mastery*

- Learners can propose **custom tailored project**

*Specifications defined with the instructor to define competencies*

- **Assessment interview** between learner and instructor

*During the semester and some days during exam sessions*

# Grade Computation

- Each competency is graded on a **scale from 0 to 5 stars** ★  
*Corresponding to a mastery level from 0% to 100%*
- First step is to acquire all the **basic competencies**
  - 100% mastery for all the basic competencies : 10/20
  - Otherwise : 0/20
- Second step is to acquire the  $n$  **advanced competencies**
  - Only available if 100% mastery for basic competencies
  - $\frac{2x}{n}$  points to get, with  $x$  the total number of obtained stars

# References

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