

# COMPETENCY BASED TRAINING AND ASSESSMENT SYSTEM (CBAS)

## Session 2: Principles & Concepts of a CBAS



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### CBAS Principles & Concepts: Objectives

- CBTA/CBAS History
- Competency-based assessment system
- Competency Standards
- Key Stakeholders
- Managing the assessment framework
- Terms Defined
- Organisational Impact
- Activity: examine the AMMM



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### History of Competency Based Assessment Systems in the Workplace

- Originated in Western Countries in the 1970s
- Developed in the UK, Australia & Europe 1980s
- Adopted in the UK & Australia in the 1990s
- Adopted internationally post 2000
- The Australian model was adopted across all industries by the mid 1990s: both standards and qualifications
- JKR has adapted its CBAS from current Australian practice



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## What do we mean by **COMPETENCY???**



Competency is the performance expected of a Project Manager in the project environment ... rather than what she or he has gained through attending certain learning or training processes ... it encompasses Knowledge + Skills + Attitude



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## What is competency-based Training?



- The job is analysed (Standards and job performance agreed)
- The PM's training requirement is established
- A program is developed to suit the training need (or an existing program is chosen)
- The program is conducted and evaluated
- The PM is coached and assessed as a result of the program ... in the project environment ... for competency



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## What is competency-based assessment?



- Knowledge and skills are assessed against agreed competency standards ...
- on the job ...
- under conditions in which the skills are expected to be performed ...
- to the required standard ...
- by providing evidence as substantiation ...
- displaying the values and attitudes important to JKR



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## **TYPES OF ASSESSMENT**

**Formative = progressive, includes coaching**

**Diagnostic = analysis of what exists, establishes gaps**

**Summative = final assessment**

**Recognition of learning = assesses what has preceded in terms of qualifications and experience**



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## **DIMENSIONS of skills to be assessed**

- **Task skills**
- **Task management skills**
- **Contingency skills**
- **Job role/environment skills**
- **Transferable skills**



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## **WHAT TO ASSESS**

**Competence is behaviourally anchored – it can be observed and measured**

**Assessors measure both generic and specific competencies**



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## Each Assessment relies on:

- **Transparency** - the methods of assessment, the standards being used and the overall system are simple and clear to anybody looking at it
- **Validity** - the assessments provide realistic proof of competence
- **Reliability** - different assessors in varying locations can make the same judgment about the same candidate based on the same evidence.
- **NOTE:** These are important factors in any assessment system and are the basis for the JKR Competency Based Assessment System (CBAS).



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## PATHWAYS

There are two pathways for assessment in a competency based system:

- **assessment through training**
- **assessment only**



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## Assessment through training

- **Based on a competency-based system that:**
  - **Analyses the job to develop Units of Competence and standards**
  - **Designs and develops training specifically for the job, based on the agreed standards**
  - **Conducts training on and off the job**
  - **Evaluates that the training is effective, and**
  - **Validates job performance as a result of training**



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## Assessment Only

- Based on a competency-based system that:
  - Has approved standards of workplace performance
  - Recognises prior learning and experience
  - Assesses workplace performance against the approved standards



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## Structure of Competency Standards include:

- Units of Competence: job or functions eg Manage Project Scope
- Elements: what the person must do eg Plan, Implement, Finalise Project Scope
- Performance Criteria: how well the task is to be done eg to JKR PM standards



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## Structure continued

- Range of Variables: describes the conditions or circumstances in which the activity is performed
- Evidence Guide: provides information on where and how the assessment should be carried out and what underpinning knowledge to look for



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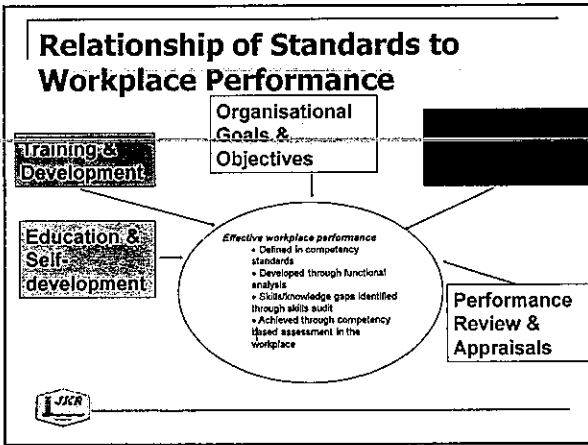
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### Outsourcing and Partnerships (1)

Throughout the assessment there are a number of individuals and groups important to the success of the processes. These are:

- Competency Standards Boards (CSBs) - responsible for developing and maintaining the competency standards
- Industry Training Advisory Boards (ITABs) - responsible for providing advice and support to organisations on training and assessment
- Vocational Education and Training providers (Technical and Further Education – TAFEs) - responsible for providing publicly funded VET to industry and individuals
- External assessors and advisors - can assist in providing additional assessment or advisory services
- Awarding Bodies - the organisations responsible for awarding the qualification or award based on successful completion of the assessment

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### Outsourcing and Partnerships (2)

Throughout the assessment there are a number of individuals and groups important to the success of the processes. These are:

- Verifiers - responsible for ensuring quality of assessment on behalf of the body awarding the qualification
- Private Training Providers - can assist in top-up or short, specifically focused, training and development
- Legislative and other government funded bodies - responsible for ensuring the processes work nationally and, where appropriate, internationally
- Networks - can assist in keeping members up to date on issues relating to training and assessment
- Professional organisations and Networks – national & international
- Other industries or organisations using Competency-Based Assessment - providing network membership or advice and guidance/assistance.

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**Continuous Professional Development (CPD) – key features:**

- Continuous - throughout the practitioner's working life
- Professional/Organisational focus – necessary for the execution of professional and technical duties and related to maintaining the quality and relevance of professional services
- Broad Based – knowledge and skills and the development of personal qualities
- Structured – systematic maintenance, improvement and broadening of the person's skills base



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**So what does CBTA/S mean to an Organisation for PM???**

- Identification (through assessment) of what is expected of a PM's performance in the project environment
- Identification (through application) of what is expected of an assessor
- Performance is both assessed and enhanced as a result of formal reporting
- Training and Assessment is competency-based within the JKR CONTEXT



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**Organisational benefits ... Cont'd**

- Standards are agreed before any training and assessment takes place ... therefore individual needs analysis is clear and recognition of prior learning has been recognised and assessed
- Training and assessment meets the immediate and future organisational and individual need
- Efficiency in RM/\$\$\$ spent
- The right people attend the right program
- Follow-up action as a result of training and assessment is clear and specific



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### MATURITY LEVELS of Project Management???



**Behaviour first ... Systems second**

	5. Adaptive	Continuous Improvement
Systems	4. Managed	Measurable
Behaviours	3. Organised	Monitoring & Control
	2. Abbreviated	Planning
	1. Ad-Hoc	

NOTE: Assessment of candidates (their capability) also depends on the level of maturity of the organisation!!!




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### KEY STAKEHOLDERS in the Assessment Process (for PM)

- Candidates
- Manager/Supervisor
- PM Coach/Mentor
- Internal Assessor & RPL Advisor
- External Assessor


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### THE CANDIDATE

- Complete a PM Analysis & Training Course/s (as applicable)
- Apply skills on group project &/or own project
- Gather evidence of competency (during and after the course on the job)
- Complete the RPM Record of Assessment and Evidence Log Book
- Receive help from supervisors, mentors, assessors & peers
- Progress to Certification
- Continue to demonstrate competency as a Project Manager


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## CANDIDATE'S MANAGER/SUPERVISOR



- Understand principles of competency-based assessment, the RPM Record of Assessment and Evidence Log Book, and the level of competence required
- Witness the Candidate's evidence
- Determine sufficiency of evidence
- Provide referee report (letter of recommendation)
- Seek advice from External Assessor if unsure



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## PM MENTOR/Coach

- Assists Candidates
- PM specialist provides input to Assessment
- Advises on PM developments
- Provides PM quality control for course & assessment processes
- Recommends potential candidates for future courses and assessment



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## INTERNAL/EXTERNAL ASSESSOR

- Ensures assessment is transparent, valid and reliable
- Understands how evidence can be demonstrated / discuss with candidate
- Judges evidence of skills
- Judges evidence of knowledge
- Liaises with Internal Supervisor/Assessor
- Makes, records and processes the assessment decision
- Enlists second opinion to assure quality
- Provides feedback to Candidate & Client



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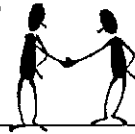
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### Outcomes of Assessment against Standards

▪ Assessed as **COMPETENT**

▪ Assessed as not yet **COMPETENT**



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### Competent means ...

- Has attained an independent judgment that she/he can do the assigned job
- Is registered by JKR to undertake future jobs at that level
- Needs to meet ongoing professional compliance with that standard (re-assessment as defined by JKR)



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### Not yet competent means ...

- Has not attained all the Units of Competence to do the job assigned
- May have attained some of the Units of Competence; with those units registered by JKR
- Has the benefit of being given an opportunity/pathway/instruction in how to achieve competence in the future



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## Terms defined ...

- Accreditation of training courses = an approved course
- Certification of candidates = qualifications awarded by an awarding body to successful graduates
- Registered Training Organisation (RTO) = an awarding body
- Others???



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## Organisational Impact



- Confirms JKR's approach to PM
- Ensures PMs are utilising methodologies, procedures and toolsets available
- Provides competency-based system for: training and development, education and self-development, recruitment of PMs, conducting performance reviews of PMs
- Assesses PM organisational competency and PM Maturity Level
- Uses customised KPIs (potentially) and a performance management system to measure results



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## SUMMARY

- History of CBTA
- Competency-based assessment system
- Competency Standards
- Key Stakeholders
- Managing the assessment framework
- Terms Defined
- Organisational Impact

QUESTIONS???

Issues - Points of view???



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### Activity – Practitioner Guide Appendices

- Examine & discuss the Assessor Standards – Appendix A
- Examine & discuss the Glossary of Terms – Appendix B
- Report on findings – Q & A
- DISCUSS



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### Closing Thoughts!!



- CBTA for PMs is an efficient method to realise project results
- CBTA provides a marketing advantage
- CBTA contributes to organisational effectiveness in supporting projects
- PM Standards should be customised and aligned to specific CBTA programs
- An increase in professional PM status will result from structured work-based assessment and training/coaching programs



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