

# **Tutors Assignment Correction Guide**

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## **MODULE 3 Instructional Techniques**

### **UNIT 3.3 Competency-Based Education and Training**



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## Module 3 Instructional Techniques

### UNIT 3.3 Competency-Based Education and Training

This Guide is to assist you in the correction of the assignments for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Completed or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.





## Assignment 3.3-1

### Unit 3.3 Competency-based Education and Training

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: \_\_\_\_\_ Due date: \_\_\_\_\_

#### Question 1

Complete the following sentences using the words from the list provided.

***perceptual, learning, competent, praise, psychomotor, knowing, cognitive, performing,***

- 1.1 Competency based education and training (CBET) is concerned with \_\_\_\_\_ whether someone is \_\_\_\_\_ at \_\_\_\_\_ a task, or a group of tasks, on the job.
- 1.2 It is good teaching practise to \_\_\_\_\_ trainees for *almost achieving* a required competence while they are \_\_\_\_\_ the particular skill or task.
- 1.3 \_\_\_\_\_ skills are those that relate to knowing and thinking
- 1.4 Skills that involve movement or physical action are referred to as \_\_\_\_\_ skills.
- 1.5 Seeing a garment and being able to estimate the amount of fabric required is classified as a \_\_\_\_\_ skill.

**Question 2**

From your own learning experiences, give an example of *operant conditioning*, which is the basis of Skinner's theory of reward or punishment following a response. This need only be a paragraph long.

**Question 3**

Describe, in your own words, the main difference between *norm referenced testing* and *criterion referenced testing*.

**Question 4**

List two advantages of criterion referenced testing and two disadvantages

Advantages:

Disadvantages:

**Question 5**

From the information in this section, complete the table so that it illustrates the comparison between norm-referenced and criterion referenced assessment in terms of their:

- Uses
- Content
- Results
- Grades
- Question type

Please use your own words to complete this task to indicate your comprehension.

**Comparison table of norm-referenced and criterion-referenced assessment**

|                      | <b>NORM-REFERENCED</b>  | <b>CRITERION-REFERENCED</b>                                 |
|----------------------|---|---|
| <b>USES</b>          | <ul style="list-style-type: none"><li>•</li><li>•</li></ul>           | <ul style="list-style-type: none"><li>•</li></ul>           |
| <b>CONTENT</b>       | <ul style="list-style-type: none"><li>•</li></ul>                     | <ul style="list-style-type: none"><li>•</li></ul>           |
| <b>RESULTS</b>       | <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |
| <b>GRADES</b>        | <ul style="list-style-type: none"><li>•</li></ul>                     | <ul style="list-style-type: none"><li>•</li></ul>           |
| <b>QUESTION TYPE</b> | <ul style="list-style-type: none"><li>•</li></ul>                     | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |





## Assignment 3.3-1

### Unit 3.3 Competency-based Education and Training

#### Guidelines for the correction and weighting of questions for Assignment 3.3-1

##### Question 1

Complete the following sentences using the words from the list provided.

**Expect 100% correct or resubmit**

- 1.1 Competency based education and training (**CBET**) is concerned with **knowing** whether someone is **competent** at **performing** a task, or a group of tasks, on the job.
- 1.2 It is good teaching practice to **praise** trainees for almost achieving a required competence while they are **learning** the particular skill or task.
- 1.3 **Cognitive** skills are those that relate to knowing and thinking
- 1.4 Skills that involve movement or physical action are referred to as **psychomotor** skills.
- 1.5 Seeing a garment and being able to estimate the amount of fabric required is classified as a **perceptual** skill.

**1 mark each**  
**Total of 8 marks**

***perceptual, learning, competent, praise, psychomotor, knowing, cognitive, performing,***

**Question 2**

From your own learning experiences, give an example of *operant conditioning*, which is the basis of Skinner's theory of reward or punishment following a response. This need only be a paragraph long.

*Must include an example of response and reward - either negative or positive, e.g.:*

*When my children were young, they had a sandpit. One of their delights was to empty the sand all over the lawn. To encourage them to stop doing this, instead of punishing them for it, they were rewarded with a special treat, a trip to the park, when they didn't do it.*

*The positive behaviour was rewarded and it soon developed an entirely new attitude to keeping the sand in the sand pit - to the extent that I spent a lot of time in the park!!*

**5 marks**

**Question 3**

Describe, in your own words, the main difference between ***norm referenced testing*** and ***criterion referenced testing***.

*Should include at least one of the following concepts:*

**Norm Reference Testing**

- compares the performance of individual learners on a set tasks
- produce a range of scores
- allows people to either “pass” or “fail”
- results do not indicate very clearly exactly what a student can do

**Criterion referenced testing**

- compares the performance of a learner with a set of fixed criteria
- determines whether a student has a particular level of mastery
- is not concerned with comparing one student against another

**4 marks**

**Question 4**

List two advantages and two disadvantages of criterion referenced testing.

Two of each must be given. They do not have to be as cited, but must include the meaning.

***Advantages of criterion referenced testing:***

- caters for the majority of learners, not only the high performers
- indicates the real level of someone's ability
- allows employers an accurate indication of the level of performance of a prospective employee
- level of competence can be determined no matter who administers the test

***Disadvantages of criterion referenced testing***

- does not give incentive to strive beyond the standard set
- high achievers may lose interest because there is no recognition of "first" or "best"
- does not allow selection on relative merit for prizes, promotions or hiring

***2 marks each  
Total of 8 marks***

**Question 5**

From the information in this unit, complete the table so that it illustrates the comparison between norm referenced and criterion referenced assessment in terms of either:

- Uses
- Content
- Results
- Grades
- Question Type

Accept one correct example in each block - again the examples can be different, but these were taken directly from the manual.

***1.5 marks for each box  
Total of 15 marks***

**Comparison table of norm-referenced and criterion-referenced assessment**

|                      | <b>NORM-REFERENCED</b>  | <b>CRITERION-REFERENCED</b>   |
|----------------------|---|---|
| <b>USES</b>          | <ul style="list-style-type: none"> <li>• Selects from individuals competing for something, such as a prize or award.</li> <li>• Ranking of an individual in the group is determined relative to the group.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Determines if a student has gained the knowledge and skills to go to the next step.</li> </ul>   |
| <b>CONTENT</b>       | <ul style="list-style-type: none"> <li>• Teacher conducting course may have decided it's content and described it in general objectives.</li> </ul>   | <ul style="list-style-type: none"> <li>• Defined by specific objectives and standards.</li> </ul>   |
| <b>RESULTS</b>       | <ul style="list-style-type: none"> <li>• Give information about how a learner performs compared with others in the group.</li> <li>• Indicates what a student can do.</li> <li>• High scores are indicators of excellence.</li> </ul> | <ul style="list-style-type: none"> <li>• Accurate indicator of what students can or cannot do.</li> <li>• Identification of excellent performance often not appropriate.</li> </ul> |
| <b>GRADES</b>        | <ul style="list-style-type: none"> <li>• Vary where scores differ.</li> </ul>   | <ul style="list-style-type: none"> <li>• Not needed as attainment of standards is the goal.</li> </ul>  |
| <b>QUESTION TYPE</b> | <ul style="list-style-type: none"> <li>• Distinguish between individuals when it's necessary to compare the performances of different learners.</li> </ul>  | <ul style="list-style-type: none"> <li>• Questions must match the objectives.</li> <li>• Questions must get information about what a student can or cannot do.</li> </ul>           |

***Total 40 marks***

***This assignment represents 40% of the total assessment for this unit, which means there is no need to adjust the total.***

Assignment 3.3-2 represents 60% of the total assessment.



## Assignment 3.3-2

### Unit 3.3 Competency-based Education and Training

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: \_\_\_\_\_ Due date: \_\_\_\_\_

Answer the following questions on separate sheets and attach then to the Assignment Attachment Form.

#### Question 1

Write a definition of Competency-based Training (in your own words). Include reference to Conditions, Performance and Standards in your definition.

#### Question 2

- 2.1 Prepare a two column chart headed Advantages and Disadvantages of CBET and list these from the perspective of a *trainee*. Brief explanations of why you consider these either advantages or disadvantages must be included.
- 2.2 Prepare a similar chart and list the Advantages and Disadvantages of CBET from an *employer's* perspective

#### Question 3

Explain the difference in the relationship between instructor and student in a CBET learning environment and that in a more traditional approach.

**Question 4**

Explain in about 150 – 200 words, the relationship between the time spent in training to attain the learning outcomes of a CBET training programme, and the relationship between the time spent and course completion in a traditional training programme. Your answer should include reference to the different methods of instruction used.

**Question 5**

Write a statement (of no less than 1000 words) of whether you believe this form of training is appropriate to your field of expertise. You must qualify your answer with logical argument of support, to indicate that you have a sound knowledge of this learning/instructional strategy.

Consider assessment, and the characteristics, advantages and disadvantages of Competency-based training to stake holders, (trainees, employers, training authorities and institutions) in your supporting argument, as it will help you qualify your opinion in a logical manner.



## Assignment 3.3-2

### Unit 3.3 Competency-based Education and Training

Guidelines for the correction and weighting of questions for Assignment 3.3-2

#### Question 1

Write a definition of Competency-based Training (in your own words). Include reference to Conditions, Performance and Standards in your definition.

The response could include:

- reference to Conditions, Performance and Standards
- a statement that CBET is learner centred rather than teacher centred
- assessment is criterion referenced rather than norm referenced
- of programme is based on identified needs

**10 marks**

#### Question 2

2.2 Prepare a two column chart headed Advantages and Disadvantages of CBET and list these from the perspective of a *trainee*. Brief explanations of why you consider these either advantages or disadvantages must be included.

*The following are sample answers only. Any meaningful points can be made providing the explanation or reason is logical*

***Trainee Perspective***

| <b>Advantages</b>  | <b>Disadvantages</b>   |
|--|--|
| <ul style="list-style-type: none"><li>• Allows time to achieve mastery of skills before proceeding to next unit</li><li>• Allows for recognition of prior learning</li><li>• Does not necessarily have to take place in a traditional training institution</li><li>• Constant feedback so progress can be checked regularly</li><li>• Instruction is individual</li><li>• Can progress at own rate</li></ul> | <ul style="list-style-type: none"><li>• A new system therefore creates anxiety</li><li>• Requires self direction which some trainees are not comfortable with</li><li>• Cannot compare work with colleagues as they may be on different topics</li><li>• “Group cohesion” is difficult as colleagues move in and out of the group according to their level of competence</li><li>• Numerical assessment often not given</li><li>• The need to learn a new system</li></ul> |

***5 marks***



**2.1** Prepare a similar chart and list the Advantages and Disadvantages of CBET from an ***employer's*** perspective.

***Employer's perspective***

| <b>Advantages</b>   | <b>Disadvantages</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• Training can be more flexible to match the requirements of the industry and therefore more productive</li><li>• Employers can be confident in the competence of their trainees as the assessment criteria is clearly stated</li><li>• Some trainees can achieve competence in a shorter time and will therefore be more productive on the job earlier</li><li>• Employers can contribute to the curriculum development and training process to ensure its relevance</li><li>• Employees can be trained in a competence without having to complete the entire courses</li><li>• Precisely defined learning outcomes means that an employer knows exactly what the trainee is being trained to achieve.</li></ul> | <ul style="list-style-type: none"><li>• Employers are required to take a more active role in the training of their employees which takes additional time</li><li>• Evidence of competence allows employees to move between jobs more readily which means an employer may lose staff</li><li>• CBET allows trainees to take additional time to gain competence therefore an employers cannot predict the time of training required</li><li>• Gaining competence earlier may require an employer to pay “competence rates” which means that the employer may be required to pay this higher salary earlier in the career of an employee</li></ul> |

***5 marks***

**Question 3**

Explain the difference in the relationship between instructor and student in a CBET learning environment and that in a more traditional approach.

This response could include reference to:

- CBET being a student centred system of instruction while a more traditional approach is teacher centred, so the relationship in CBET is more adult-to-adult rather than adult-to-child.
- In CBET the teacher is not seen as the “font of all knowledge” as in the traditional approach but relies on a broader spectrum of resources.
- In CBET the teacher is a facilitator of learning, helping the trainee to gain knowledge and skill from a wide choice of resources, rather than subjecting the trainee to only one opinion and option.
- CBET allows for a student teacher ration of 1:1 while a more traditional approach is usually a minimum of 12:1, often more. This allows for a close, and more understanding relationship between instructor and trainee.
- Instructors assess trainees against objective criteria, which means that the trainee can see clearly the level of competence that must be achieved. There is little scope therefore in an instructor exhibiting any subjectivity in the assessment, which assists the trainee to feel confident in the assessment of the instructor as fair and valid.
- Three differences should be accommodated in the response

***10 marks***

**Question 4**

Explain in about 150 – 200 words, the relationship between the time spent in training to attain the learning outcomes of a CBET training programme, and the relationship between the time spent and course completion in a traditional training programme. Your answer should include reference to the different methods of instruction used.

The answer should include reference to:

- The different times required by individuals to achieve competence.
- That CBET allows for the trainee to take time to actually achieve competence rather than operate to a fixed time and achieve a score of somewhere between 0 and 100, which indicates little of the level of competence.
- That in CBET, the ratio between time and standard allows for the time to fluctuate but holds the standard constant, while in a more traditional system of instruction, the time is the constant and the standard is allowed to fluctuate.
- CBET infers that a self-paced system of instruction occurs to allow for the different times required by trainees to gain competence. A traditional system exerts more control over students requiring them to conform to the same process of instruction.

***10 marks***

**Question 5**

Write a statement (of no less than 1000 words) of whether you believe this form of training is appropriate to your field of expertise. You must qualify your answer with logical argument of support, to indicate that you have a sound knowledge of this learning/instructional strategy.

Consider assessment, and the characteristics, advantages and disadvantages of Competency-based training to stake holders, (trainees, employers, training authorities and institutions) in your supporting argument, as it will help you qualify your opinion in a logical manner.

This question specifies clearly what must be included in the response. Whether the trainee teacher believes that CBET is suitable for their field of expertise or not, is not the critical issue. Their argument to support their position is the relevant issue. It must justify the position they have taken.

Many early objectors used the fact that they dealt with “live” people (such as in hairdressing) as their main objection, and this would create risks for the client. However, today in Australia, all hairdressing subjects are taught using CBET as the convergence of technologies with training has allowed for more precise and detailed demonstrations via video, than can be achieved consistently by actual live demonstration.

The response should indicate that the teacher trainee has thoughtfully examined the possibilities.

***20 marks***

***Total 60 marks***

Total assessment for this unit includes:

|                     |                    |
|---------------------|--------------------|
| Assignment 3.3-1    | 40%                |
| Assignment 3.3-2    | 60 %               |
| <b><i>Total</i></b> | <b><i>100%</i></b> |