



Contrasts between traditional and CBT programs



EXERCISE

Contrasts between traditional and CBT
programs

The India-EU Skills Development Project



Categorize the following statements!

Traditional training approach
or
CBT approach?

1. Registered certificates

<p>Traditional approach</p>	<ul style="list-style-type: none">• Series of certificates in each state, often with little relationship to each other.• Similar certificates often known under different names.
<p>CBT approach</p>	<ul style="list-style-type: none">• Certificates are registered and recognized nationally.
<p>Perceived advantages</p>	<p>National consistency in the meaning of certificates. Certificates are fully portable across industries and states.</p>

2. Proof of competences

<p>Traditional approach</p>	<p>Certificates indicate holder has successfully completed a course but do not indicate level of competence.</p>
<p>CBT approach</p>	<p>Certificates indicate holder has achieved specific competences to specific standards.</p>
<p>Perceived advantages</p>	<p>Certificates certify holder's ability to do a range of jobs. They give proof that specific skills, knowledge and aptitudes have been acquired.</p>

3. Accreditation

CBT approach	Accreditation is nationally recognised.
Traditional approach	Accreditation process might differ according to regional structures.
Perceived advantages	Standards for accreditation are provided for consistent national recognition of certificates.

4. Curricula

<p>Traditional approach</p>	<p>Curriculum is based on the time spent in training and the expectation that knowledge would be gained.</p>
<p>CBT approach</p>	<p>Curriculum is based on competences/learning outcomes derived from industry needs and based on endorsed national standards.</p>
<p>Perceived advantages</p>	<ul style="list-style-type: none">•Learners gain competence of recognised national standard•Competences/learning outcomes reflect need•Consistency in awards•Learners' rate of progress hinges on competence

5. Consistent outcomes

<p>Traditional approach</p>	<p>Courses and outcomes are dependent on individual trainers.</p>
<p>CBT approach</p>	<p>Courses centred on achievement of competences/learning outcomes.</p>
<p>Perceived advantages</p>	<p>More efficient training courses/programs. Outcomes directly benefit learners, increasing their motivation.</p>

6. Registration of providers

<p>CBT approach</p>	<ul style="list-style-type: none">• Training courses are to be submitted for accreditation.• Training providers will be registered and their quality monitored.• Registration will be valid nationally.
<p>Traditional approach</p>	<ul style="list-style-type: none">• Recognized providers in public institutions.• Private providers have minimum standing.• In-company training has little or no formal status.
<p>Perceived advantages</p>	<ul style="list-style-type: none">• A wider range of providers.• Recognition of valid competences in registered qualifications.• Closer integration of public and private training efforts.

7. Recognition of Prior Learning/RPL



<p>CBT approach</p>	<ul style="list-style-type: none">• Existing competences will be recognised through a formal system of RPL and credits.• Less duplication of learning activities.
<p>Traditional approach</p>	<ul style="list-style-type: none">• No structured system of recognition.• Credit for prior learning is open to interpretation.• Learners have to challenge authorities to gain credit.
<p>Perceived advantages</p>	<ul style="list-style-type: none">• Reliable process of RPL assigned, regardless of where or how competences were attained.• Encourages people to complete further qualifications and extend competences.

8. Assessment

<p>Traditional approach</p>	<p>Assessment of learning achievement varies regionally with different types of examinations.</p>
<p>CBT approach</p>	<p>Assessment is directly related to the achievement of competences/learning outcomes specified.</p>
<p>Perceived advantages</p>	<p>Guarantee that a registered qualification certifies competence of the holder.</p>

COMPETENCE

- a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the objective of educational programs. Competences will be formed in various course units and assessed at different stages.
- a generic term referring to a person's overall capacity to perform a given role, including not only performance but also capability. It involves both observable and unobservable attributes, such as attitudes, values and judgmental ability.

COMPETENCE

**Doing the right thing
at the right time
in the right way in
complex situations...**

**...by using and
integrating the right
internal and
external
resources...**

Internal resources

- Skills
- Knowledge
- Aptitudes

External resources

- Standards
- Customers
- Other professionals

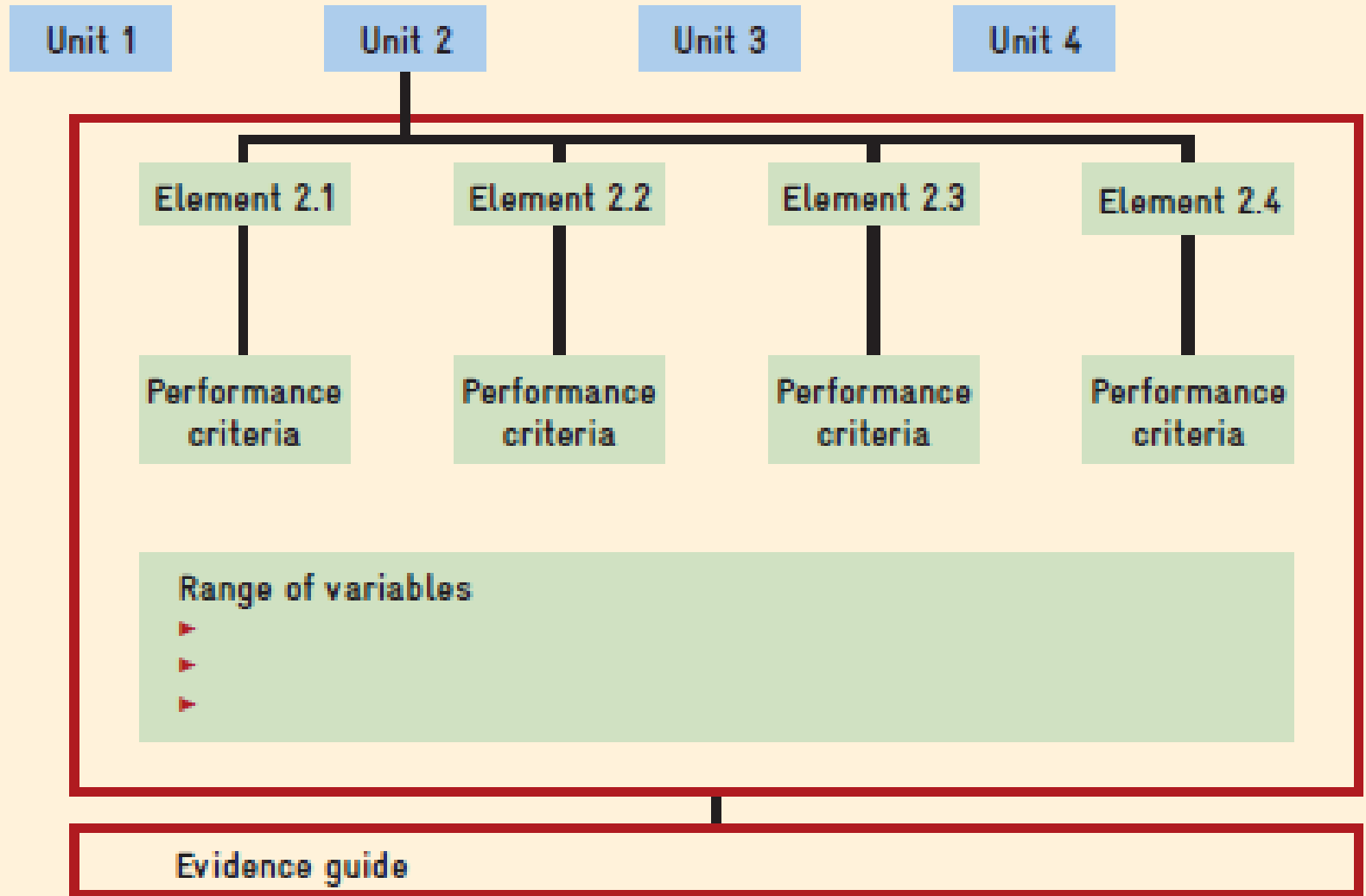
**...in accordance with
professional
roles and responsibilities**

COMPETENCY



- an observable quality of a professional, integrating multiple components such as knowledge, skills, values and attitudes. Since competencies are observable, they can be measured and assessed to ensure acquisition by a professional. Competencies can be assembled like building blocks to facilitate progressive development.
- a component part of competence. It refers to specific capabilities in applying particular knowledge, skills, decision-making attributes and values to perform tasks safely and effectively in a specific workforce role.

Format for competence standards



Features of a Competency-based program



- Defining program outcomes:
expected competencies of the trainees
- Providing relevant learning opportunities: through a curriculum that allows for the development of the competencies
- Assessing trainees for competence:
assessment of competencies as a component of the training program

How is this different from a traditional approach?



	Traditional (time-based)	Competence- based
Focus, structure, content	Input-based	Outcome-based (demonstration of competences)
Goal	Knowledge acquisition	Knowledge application
Actors	Teacher to learner (teacher-centred)	Teacher and learner (learner-centred)
Assessment	Evaluation form Norm referenced Summative	Evaluation portfolio Criterion referenced Formative
Program completion	Fixed time	Variable time