

Competency Design & Assessment Workshop Series



**Centre for Student Leadership
Experiential Education & Citizenship**

28 October 2021—February 2022



forward together · saam vorentoe · masiye phambili

Are you interested in developing a capabilities framework for your institution or wish to understand competency formation, assessment thereof, clear identification of criteria, objective measures, assessment and reporting?

This workshop series will benefit individuals involved in or considering developing a structured approach to experiential learning and competency formation. This training opportunity focuses on assessment and competency acquisition together with designing levels of skills progression.

This workshop series is for you.

Who will benefit:

- Learning and Development Professionals
- Organisational Development Professionals
- Lecturers
- Experiential Educators
- Teachers
- Facilitators
- Anyone interested in competency design



Your Facilitator: Mia Bunn

Principal Consultant of Vitatalent Consulting
(www.vitatalent.co.za)

Mia has more than 20 years of experience in the development of competency frameworks and the design of tools and processes integrating competencies into selection processes, performance management, succession planning and leadership development. She has led Competency Framework Design projects whilst working for Human Capital Consulting specialists such as the Granada Learning (UK), Assessment Centre Technologies, Deloitte, DDI and more recently Vitatalent. Most recent projects include work for The Allan Gray Orbis Foundation, Engen, Investec, The Jakes Gerwel Fellowship, Peermont Global, The Clicks Group, The Makers Hub, The Allan and Gill Gray Philanthropy (Rwanda & Kenya) and Stellenbosch University.

This workshop series offers an in-depth learning opportunity covering competency design, implementation and assessment techniques towards preparing graduates to thrive in a VUCA world.



Motivation

Technological advances and globalization brings tremendous opportunities for human advancement. It also brings societal challenges through increasing economic inequalities, job uncertainty, shifting global migration patterns, the need to dissolve humanitarian crisis and rebuild social capital. As the impact of global warming and climate change becomes more visible, creative solutions and innovative projects are required to address the ever increasing 21st century challenges. Facing these unprecedented challenges and opportunities, university graduates today require an education that not only gives them a sound knowledge skill-set, they will also need to know how to collaborate with others from different disciplines and cultures, in a way that solves complex problems and creates economic and social value. Of critical importance is the preparation of graduates for an era of unprecedented complexity that will change the world of work as we know it today.

Workshop Series Outcomes

By the end of this workshop series, participants will be able to:

- Classify different competencies and competency model trends.
- Explore the design and piloting of assessment instruments
- Analyse assessment methods to competency mapping
- Understand and apply competency indicators and efficiency levels
- Analyse barriers, limitations, and assessment methods
- Link learning strategies to career pathways
- Analyse and map institutional values to competency frameworks
- Evaluate pathways to piloting a competency-based framework
- Evaluate structured learning paths vs unstructured learning paths.
- Apply competency progression tools from novice to proficient using rating scales towards addressing skills deficit prior to graduation.





WORKSHOP 1: Designing Competency Models

DATE: 28 OCT 2021 : 09h00 – 13h00



- ◆ **Understanding Competencies**
What are competencies? Why are they effective? How are they used?
- ◆ **Current Competency Model Trends**
Analysis and trends: Competency models used by global organisations
- ◆ **Competency Proficiency Levels**
Exploring the Dreyfus and Drotter model as frameworks
- ◆ **Competency Indicators**
Best practice techniques for defining competency indicators
- ◆ **Validating Competency Models**
Exploring the links between competency proficiency levels
- ◆ **The Role of Strategic and Cultural Priorities**
Designing generic and strategically informed competency models
- ◆ **Connecting to the World of Work**
Exploring approaches to incorporating business drivers and values
- ◆ **Graduate Competencies**
What do graduates think and want?

WORKSHOP 2: Assessment Tools – Design & Usage

DATE: 18 November 2021 : 09h00 – 13h00



- ◆ **Review Key Learnings from Workshop 1**
- ◆ **Assessment Methods – Best practice**
Criteria: selecting, designing and implementing assessment methods
- ◆ **Assessment Methods used to Assess Competencies**
Benefits and limitations to employing different assessment methods
- ◆ **Designing and Piloting Assessment Exercises & Scoring Guides**
Designing, piloting and refining assessment exercises and scoring guide
- ◆ **Assessment Methods for the Dreyfus Model Progression Scales**
Mapping personal attributes, knowledge, experience and demonstrated behaviours to the Dreyfus model progression scales
- ◆ **Barriers to Utilising Certain Assessment Methods within a University Context**
Balancing between scalability, data reliability and resource availability



WORKSHOP 3: Assessor Knowledge and Skills

DATE: 27 January 2022 : 09h00 – 13h00



- ◆ Review of Key Learning Outcomes of Workshop 2
- ◆ Understanding Competencies
- ◆ Assessor Skills
- ◆ Assessor Biases
- ◆ Barriers to Competency Observation
- ◆ ORCE MODEL: Observing and recording competency-based behaviours
- ◆ ORCE MODEL: Classifying and evaluating competency-based behaviours
- ◆ Data Integration: Data-based scoring competencies vs consensus scoring
- ◆ Scoring Competencies using a Behavioral Anchored Rating Scale
- ◆ Assessing & Developing Competencies

Case Study – When theory meets practice

WORKSHOP 4: Competency Implementation Road Map

DATE: 24 February 2022 : 09h00 – 13h00



- ◆ Review of Key Learning Outcomes of Workshop 3
- ◆ Developing Competencies: semi-structured vs unstructured self-driven learning paths
 - Case Study : Clinical Programme
- ◆ Challenges with Assessing and Developing Competencies: Personal Skills Domain
- ◆ Challenges with Assessing and Developing Competencies: People Skills Domain
- ◆ Approaches to developing “Soft Competencies”
 - Behaviour modelling training method (BMT)
- ◆ Implementation Roadmap
 - Key Steps involved in designing and implementing a competency framework
- ◆ Barriers to Implementing a Competency-based Approach

The Why

This workshop series offers an in-depth learning opportunity covering competency design, implementation and assessment techniques towards preparing graduates to thrive in a VUCA world

The Challenge

Unprecedented global challenges and opportunities require an education that not only gives sound knowledge and skills, it requires the capacity to collaborate across disciplines and cultures in order to solve complex problems and create economic and social value.

The Response

Aligning competencies to learning outcomes and activities together with knowledge skills and capabilities, fosters behaviours that include caring for the environment and creating social harmony, flexible attitudes and developing a deep appreciation for our shared humanity.

The Benefit

To acquire knowledge, tools, and capabilities to prepare graduates with transferable skills and measurable competencies for successful careers.

Certificate of Participation



A certificate of participation will be awarded to participants who complete the full workshop series



Learning Methodology

The **Competency Design & Assessment Workshop Series** utilises a variety of proven adult learning techniques to ensure maximum comprehension and application of the information presented. This includes, direct input, participant discussions, case studies, scenarios, reviews, interactive exercises and video-material.



PROGRAMME INVESTMENT

Stellenbosch University Staff and Registered Students

Stellenbosch University staff and registered students will not be charged a fee for attending the workshops as registered participants.

Kindly note: As a non-paying participant of the workshop series, there are participants who will be paying an attendance fee. Should you sign up, we ask that you honor this opportunity by attending all the sessions you have registered for. In doing so, this will ensure that nobody is denied access to the workshop room that has a seemingly full attendance quota, but absent participants.

Therefore non-attendance will incur the full workshop fee to be charged to your Cost Centre.



ENQUIRIES

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