



**AUS4SKILLS**

# Benefits and Pitfalls of CBTA

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A Logistics CoP Online Session

*Dr Greg McMillan*

*Dr Devinder Grewal*

# | Supplementary Papers

*This session draws upon concepts raised in the following Aus4Skills Concept Papers*

## **01** Benefits and Pitfalls of CBTA

by Dr Greg McMillan

## **02** A Competent Worker

by Dr Greg McMillan

# | Session Overview



**01**

**Introductions and Welcome**

*(5-10 min)*



**02**

**Short Presentation**

*(Dr Greg McMillan) (15-20 mins)*

- What is a competent worker
- CBTA formal qualification perspective
- Major Benefits of CBTA
- Major Pitfalls CBTA
- Supplementary comments

*(Dr Devinder Grewal)*



**03**

**Respond to any pre-submitted questions**

*(Greg and Devinder)*



**04**

**Open Question and Answer and Discussions**



**05**

**Close and summary** *(Greg)*

Accelerate Competency Recognition [RPL]

Eg:  
4-5 Months

**GREENHAND**  
(LIMITED KNOWLEDGE,  
SKILL OR EXPERIENCE)

1



**Variables**

- Competitive Labour Market
- Limited Pool of Labour
- Varied knowledge, skills and experience in the Sector
- Reputation of Sector and XXXX

→ → → **Time Frame** → → →  
Dependant on the individual and the role

6

**Competency Assessment**

1. Supervisors proposes competency achieved - signs-off Log Book
2. Superintendent confirms competency achieved – signs-off Log book
3. Assessor undertakes on-job assessment – validates competence and signs-off Log Book

5

**Safe Worker**

- Compulsory Induction
- XXXX Context
- 5/20 Days

**Developing a Competent Worker**

- On-Job Functions
- Graduated Supervision
- Assessment to Job Requirements
- Assessment to Location Requirements

4

**Learner Guides, Workbooks, Practical Assessments**

3

**XXXX: SOPs, SCTs, Permit to Work, Licenses etc**

2

**XXXX: Position Descriptions and Competency Profiles**

**XXXX**  
**Competent Worker**

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Staff Member  
Who Will  
Stay!

Competent to do the  
**XXXX Job**  
Assigned to Them

XXXX can  
**Prove Competence**  
if Challenged

**Confidence by the  
Regulator of XXXX**  
Process and Standard

**Industry Credentialed**  
With Australian  
Vocational Qualification

**Alignment to Australian  
Qualifications  
Framework  
[AQF]**

**Alignment to  
NVR Standards  
For  
RTOs**

← ← ← 6 months minimum → → →

← 1 month →

← ← ← 5 to 8 months → → →

← ← ← XXXX Career → → →

Recruitment Phase

Compulsory Induction

Core Competence – supervised on the job

Credentialed Re-Accreditation New Technologies New Roles Promotion

# CBTA and Formal Qualifications

**What makes up a  
'Unit of Competence'?**

This can vary over time and be influenced by Industry input into Units of competence

**Key elements  
(or similar) will be**

- Required knowledge and skills
- Evidence to determine 'competence'
- Range statement – applies to similar units in different contexts

# Two Key Challenges of CBTA for College Educators

There are many opportunities and some challenges with CBTA. Two major ones for Colleges and often organisations are:



**How do you assess if someone is a good team member?**



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# | Is a Person a 'Good' Team Member?

## What defines 'teamwork'?

- It can be a 'employability skill'
- It can be a specific Unit of Competence
- It can sit within a range of other Units of Competence
- It can sit outside of any Unit or Qualification and be part of what an organisation requires (eg: job description, code of conduct)

# | Is a Person a ‘Good’ Team Member?

**CBTA provides both a framework and a process for measuring whether someone is a “good”**

- Team Member
- Team Leader
  - Operational Level
  - Supervisor level
  - Middle Level Manager



# Does a Person have a Good Attitude?

- A more complex or difficult concept to manage
- A person can demonstrate 'competence' to do a role or task; however, they can approach this with a poor attitude
- How to measure 'attitude' otherwise it is merely subjective
- Some Units of Competence can assist, for example competencies relating to:
  - Risk or Risk Management
  - Interacting with people or teams

# Does a Person have a Good Attitude?

The challenge for VET educators is to **find a balance** between focusing on 'competence' demonstrated by evidence and any perceptions of a person's attitude toward achieving competence

In Australia some colleges have adopted 'graded competence'

- Competence is determined in relation to knowledge and skills
- A student's approach to learning provides a grade above competence. For example:
  - Have they submitted assessments on time
  - Have they needed to re-submit
  - How was the person in class – a team person, willing to help other or disruptive and a negative influence

# | Summary



The Concept Papers referred to provide more detail on some of the key issues on CBTA and Competency



We now have an opportunity to have an open discussion on any areas of CBTA that you are interested in or that is an issue for your College



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