



Assessing Pedagogical Students' Learning Outcomes Through A Competency-Based Approach.

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ABSTRACT

The purpose of this study is to focus on improving the competence of lecturers in assessing the learning outcomes of students in the field of education. This study emphasizes the development of new, effective, and fair assessment methods, while also providing lecturers with the necessary tools and skills to implement them. This study utilized a survey method to gather data from 620 third- and fourth-year pedagogical students, as well as from 311 lecturers across five different universities. The results of this study indicate a clear need to enhance lecturers' competence in assessing students' learning outcomes. Evaluations from both students and lecturers underscored the necessity for newer and fairer assessment methods. The study concludes that improving lecturers' assessment capabilities is essential for enhancing the quality of education and training in the field of education. This can be achieved through the development and implementation of new and effective assessment methods, alongside providing lecturers with the necessary tools and skills.

Keywords: assessment; competency; students; lecturers; competency approach

INTRODUCTION

In the field of education, the competence of lecturers in assessing students' learning outcomes plays a pivotal role in shaping the quality of education and training. This paper aims to investigate and address the challenges faced by lecturers in this regard, focusing particularly on pedagogical students. By examining the current assessment practices and identifying areas for improvement, this research endeavors to propose practical solutions to enhance lecturers' assessment capabilities.

Currently, in pedagogical universities, the assessment of students' learning outcomes has initially been innovated towards competence-based approaches, such as enhancing students' ability of practicing and applying knowledge and skills into solving practical professional tasks. However, there still exist certain shortcomings in terms of objectives, content, methods, and forms of assessment, and especially the inadequate focus on essential competencies for students, which is required in the training process. The problems arising here are possibly resulted from several factors such as lecturers' and staff's limited awareness and experience in the organization and implementation of assessing students' learning outcomes towards competency-based approach, inappropriate training program and facilities for competency-based assessment. In particular, the pedagogical lecturers' awareness of assessing students' learning outcomes in the competency-based approach is far beyond the requirements and expectations.

Assessment, a critical stage in both general learning and teaching and specifically in university training, directly impacts the quality of education and training. In the current context of Vietnam's education and training undergoing fundamental and comprehensive renovation, the innovation of assessing learners' outcomes is deemed as a breakthrough.

One of the pivotal tasks and solutions within the fundamental and comprehensive reform of education and training is to fundamentally renew the form and method of examination and evaluation of educational outcomes, ensuring integrity and scientific objectivity. Within this framework, the assessment of higher education results is oriented towards fostering analytical, creative, self-updating, and innovative competencies, along with emphasizing professional ethics, scientific and technological research and

application competencies, professional and organizational practice skills, and adaptability to the working environment.

The significance of this study lies in its potential to contribute to the enhancement of educational quality within the pedagogical domain. Improving lecturers' competence in assessment not only benefits the students directly involved but also has broader implications for the educational system as a whole. By fostering fairer and more effective assessment practices, this research seeks to elevate the standards of teaching and learning in pedagogical programs.

What are the existing challenges faced by lecturers in assessing the learning outcomes of pedagogical students? What are the perceptions of both students and lecturers regarding the fairness and effectiveness of current assessment methods?

What solutions can be implemented to enhance lecturers' assessment capabilities in pedagogical programs?

2. LITERATURE REVIEW

The term "assessment" is not only restricted to students' achievement levels of knowledge, skills and attitudes after a learning process, but also comments and judgements on a specific measurement scale for students, thus making decisions for learners. At the same time, assessment has an impact on assessors and assesses: provide feedback that can lead to adjustments.

B.S. Bloom (1956) considered a foundational tool to build goals and systematize questions and exercises used to test competency that learners have achieved and progressed through a specific learning process. Research by Bloom and colleagues provided guidance on techniques for assessing students' learning outcomes, in order to assist teachers in using assessment as a tool to improve both the teaching and learning process.

Deibinger (2005) claimed that "Competency - based assessment is a form of assessment that originates from clearly defining a set of outcomes; Competency-based assessment shows that for both general and specific outcomes, evaluators, students and third party can jointly make appropriate comments regarding pass or fail results based on outcome standards; Competency-based assessment validates the learner's progress in the process of achieving the outcomes according to the learning outcomes. According to the author, "Learning outcomes are not the learning process or the courses being assessed. They must be well defined to ensure transparent and reliable assessment processes. Outcomes standard are the "real side" of a competency standard. Deibinger established 12 specific principles to evaluate student learning outcomes based on the competency: Validity, Reliability, Flexibility, Fairness. The author stated that: "Validity requires the assessment to really evaluate what has been set out; Reliability requires methods and procedures to measure the outcomes of different learners over time; Fairness is when the assessment is given in a reasonable, understandable, transparent way, involving stakeholders, ensuring that individual learners are not disadvantaged; Flexibility requires providing a variety of assessment methods geared toward learning styles, spaces, and needs." According to the author, validity has 03 principles: competency-based assessment must cover a range of skills and knowledge to demonstrate learners' competence; Competency-based assessment is a process of integrating knowledge and skills with practical application; During the assessment process, comments to determine the learner's ability at any time must be based on evidence collected in different contexts and situations. Deibinger pointed out two principles: (i) Assessment processes need to be monitored and re-checked to ensure close consistency in evidence collection and interpretation; (ii) The assessors must have sufficient competency according to the national standards prescribed for the people performing the assessment. The author points out that, flexibility has 03 principles: (i) Assessment includes components related to training; (ii) The assessment process needs to recognize the competency of learners regardless of how, where and when they achieve it; (iii) Learners must have easy access to the assessment process for them to implement in order to get from one competency standard to another. For equity in competency-based assessment, Deibinger emphasized four principles: (i) Assessment processes and methods should be fair to all groups of learners; (ii) The evaluation process and criteria for making comments should be made clear to all learners being assessed; (iii) The assesses is also involved in the evaluation process, so there should be agreement between the assessors and the assesses. (iv) Learners should be provided opportunities for challenge and experience in assessment and a backup plan to re-evaluate.

Assessment is the most important strategy we can do to help our students learn (Craddock, & Mathias, 2009). It is argued that, to be part of the learning process, assessment should be learner-centered and should reflect a learner-centered curriculum (Craddock, & Mathias, 2009). The type of assessment used can also have a powerful influence on the learning behavior of students. In an earlier study, (Deibinger, 2005). also stated that if tests do not measure important and meaningful content, skills, and knowledge, then precious time and resources are wasted. This implies that assessment instruments should be designed in such a way that they can measure the required competences of students which enables them to compete in the labor market. In doing so, offering a variety of assessment methods is often recommended as good practice. But, there should be a lesser concentration on traditional written assessments, particularly time constrained unseen exams, and a greater emphasis on assessment instruments that measure not just recall of facts, but the students' abilities to use the material they have learned in live situations competence and performance assessment. This conceptualization is further supported by previous studies (Allais, 2010).

George F. Madaus and J. Thomas Hastings (2021) has affirmed that competency-based assessment has several significant benefits, including: *Clarity & Transparency*: Competency-based assessment helps teachers and families understand students' strengths and weaknesses more clearly. Through this assessment, teachers have detailed knowledge of students' learning progress, enabling them to establish personal goals and individualized education plans for each student. Instead of solely assessing abilities in specific areas, teachers need to provide comprehensive feedback on each student's achievements and challenges. For example, teachers at UCDS provide feedback based on students' involvement in various areas and notable achievements. *Personalization of Learning*: Competency-based assessment helps personalize the learning process. Teachers have the opportunity to gain deeper understanding of each student's attitudes and learning strategies, thus providing appropriate support materials tailored to individual needs. *Focus on Results*: Students and families receive specific information about learning outcomes, helping them understand progress and skills acquired over time. The competency-based assessment model helps provide clear information about each student's social and academic progress, rather than relying solely on traditional grading systems.

Andrew Gonczi (2013) asserts that when higher education focuses on developing students' capabilities, it should not only concentrate on curriculum, methods, and forms of competence-based training. This is an important approach in education and training. The benefits of a competence-based approach include:

- + Clarity and transparency: Competence-based assessment helps identify students' strengths and weaknesses more clearly. Teachers have detailed information about students' learning progress, enabling them to establish individual goals and educational plans for each student. Instead of merely assessing abilities in specific areas, teachers need to provide comprehensive feedback on the achievements and difficulties of each student. For example, teachers at UCDS provide feedback based on students' participation in various fields and notable achievements.

- + Smoother learning customization: The competence-based approach facilitates the personalization of the learning process. Teachers gain deeper insights into each student's attitudes and learning strategies, allowing them to provide appropriate support materials tailored to individual needs.

- + Focus on outcomes: Competence-based assessment provides specific information on the social and academic progress of each student, rather than relying solely on traditional grading systems.

Anderson and Krathwohl (2001) posited that competency-based assessment of students' learning outcomes must rely on specific classification criteria. Competence building entails a cognitive thinking process that progresses from simplicity to complexity, with each level of knowledge corresponding to a level of cognitive processing. Additionally, Anderson and Krathwohl revised Bloom's thinking hierarchy, removing "Synthesis" and introducing "Creativity" as the final level of the taxonomy. Concurrently, the authors provided definitions for the content of each thinking level.

George Miller (1990), proposed a structure to assess competence- a pyramid model representing four different levels of an educational goal according to the approach. Four levels in Miller's competency model represent from low competence to high competence and each level has different assessment methods: (i) Knowledge (knows) - At this level, learners collect information and knowledge. Knowledge is assessed by written exams, (ii) Skills (knows how) - At this level learners apply learned knowledge and are assessed by problem solving exercises (Application of knowledge tested by problem solving), (iii) Shows how - skill performance level and assessed according to OSCE competency standards (Demonstration of skills tested by OSCE, standardized competency), (iv) Does - Actual action, assessed by direct observation the performance of students' competence (Daily patient care by assessed observation in performance). Through Miller's pyramid model, we see that competencies are expressed at 4 levels, however, they can be reduced to 2 levels, that is, (i) Cognitive level (cognition) including knowledge and skill level, (ii) Behavioral level (Behavior, Attitude) including the level of performance and action.

In short, Assessment as a crucial component of higher education: Assessment plays a pivotal role in higher education, serving as a means to measure student learning, evaluate teaching effectiveness, and inform instructional decisions. According to Biggs and Tang (2011), assessment is not merely about grading students but is a fundamental aspect of the learning process itself. Effective assessment practices contribute to promoting deep learning and fostering critical thinking skills among students (Entwistle, 2009).

Challenges in traditional assessment methods: Traditional assessment methods, such as multiple-choice exams and standardized tests, have been criticized for their limited ability to capture the complexity of student learning (Boud D & Falchikov, 2007). Moreover, they may not align with the diverse learning styles and needs of students in today's higher education settings

Shift towards Innovative Assessment Approaches: Recognizing the limitations of traditional assessment methods, educators and researchers have been exploring innovative approaches to assessment in higher education. One such approach is the integration of formative assessment strategies, which provide ongoing feedback to students to support their learning process (Black & Wiliam, 1998). Formative assessment encourages active student engagement and self-regulated learning and has been shown to enhance academic achievement (Nicol & Macfarlane-Dick, 2006).

Promoting Authentic Assessment Practices: Authentic assessment involves tasks that mirror real-world contexts and require students to apply their knowledge and skills to solve complex problems (Wiggins, 1998). Authentic assessment tasks, such as case studies, projects, and portfolios, provide opportunities for students to demonstrate their competencies in a meaningful and contextually rich manner. Advocates of authentic

assessment argue that it fosters deeper understanding, promotes transfer of learning, and better prepares students for the challenges they will face in their future careers.

Conclusion, the literature review highlights the importance of enhancing assessment methods in higher education to better support student learning and promote educational excellence. By embracing innovative approaches such as formative assessment, authentic assessment, and technology-enhanced assessment, educators can create more meaningful learning experiences and better prepare students for success in the 21st-century workforce. However, it is essential to recognize that implementing these approaches requires careful planning, ongoing professional development, and a commitment to fostering a culture of assessment literacy among both faculty and students. Future research should continue to explore the effectiveness of different assessment methods and their impact on student learning outcomes in diverse higher education contexts.

Competency-based assessment procedures of pedagogical university students' learning outcomes

The assessment procedures of students' learning outcomes should be based on the training curriculum of each major, each course with purposes, outcome standards, and professional competencies that teachers have identified to design a system of questions, tasks and exercises in the direction of competency development. The assessment procedures of students' learning outcomes can be classified differently. With reference to research on assessment in higher education teaching, we claim that competency-based assessment procedures of pedagogical university students' learning outcomes may include the following steps:

Step 1. Determine the learning outcomes and the competencies that students need to know and can perform. Learning outcomes, competencies and competency levels which students need to achieve are demonstrated in the training program, detailed course syllabus and introduced to students.

Step 2. Identify tasks based on the course content. The tasks are designed to assess the identified competencies covered the learning outcomes. Types of tasks include questions, group exercises, individual exercises, thesis, projects, practice reports, experiments, vocational training, and experiential learning. This leads to the selection of appropriate methods, techniques and forms of assessment.

Step 3. Determine the criteria for evaluating (rubric) the completion of the task. The criteria clearly show the indicators that describe the typical signs of completing the task, which are the basis for evaluating and commenting on the results achieved by the students. Criteria should be presented clearly, concisely, which is easy to understand and specific to each task so that teachers will be convenient when assessing and students can self-assess their activities while performing tasks and after completing their mission.

Step 4. Build a scoring scale for the tasks. The scale includes performance indicators, the levels of task completion corresponding to the criteria and the competency scale. The scoring scale helps teachers classify students according to the levels of pass, good or fail.

Step 5. Implement the assessment and feedback: The assessment of students' performance is carried out with methods and forms suitable to the subjects and according to the plan prescribed by the university; Feedback on assessment of student's performance is shared among assessment subjects in the top-down (from authorities) and bottom-up (from students) direction.

3. RESEARCH METHODOLOGY

a. We approach modern theories of competency-based assessment of students' learning outcomes. On that basis, we generalize and apply to the survey, and develop measures to improve the ability of lecturers in assessing students' learning outcomes.

b. Research survey: The aim of the survey is to objectively assess the reality of competency-based assessment of pedagogical university students' learning outcomes which lays the practical basis for the study. The study conducted a survey of 620 pedagogical students and 311 lecturers.

Part A: Opinions on the assessment process:

Have you ever participated in the competency-based assessment of learning outcomes? If yes, please share your experience.

In your opinion, what are the main advantages of competency-based approach in assessing learning outcomes?

In your opinion, what are the main disadvantages of competency-based approach in assessing learning outcomes?

Part B: Suggestions and proposals:

Do you have any suggestions or proposals to improve the competency-based assessment process of learning outcomes? Please share.

Would you like to add any additional information or opinions on this topic?

Rating scale for survey questions: Strongly disagree/ Disagree/ Neutral/ Agree /Strongly agree

Research sites: Five pedagogical universities, universities with pedagogical faculties/disciplines: VNU, University of Education; Thai Nguyen University of Education; Vinh University; Hue University of Education; Ho Chi Minh City University of Education.

The universities selected for the survey ensure the following criteria: 1) They present teacher training institutions in the pedagogical education system in Vietnam; 2) The training quality of pedagogical disciplines is ranged from good, fair to average; 3) The geographic conditions are diverse (cities, plains and midlands) 4) The number of universities selected should facilitate the survey (5 universities).

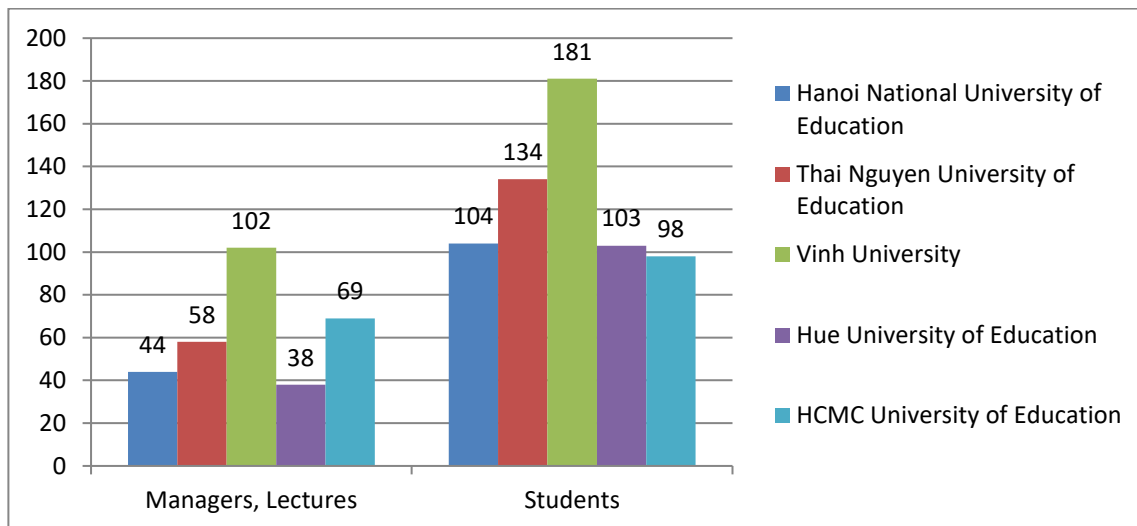


Chart 2.1. Distribution of responses from participants in research sites

Participants in the survey are the 3rd or 4th year students who major in pedagogical disciplines such as Mathematics, Literature, English, Chemistry, Physics, Biology, History, Geography, Preschool, Physical Education, Defense and Security... with 256 third-year students (accounting for 41.29%) and 364 fourth-year students (accounting for 58.71%)

Research methods and procedures

Questionnaires

- 03 versions of survey questionnaires are designed and delivered to managers, lecturers and students (02 versions for managers and lecturers; 01 version for students)

The survey questions are designed on issues related to competency-based assessment of pedagogical university students’ learning outcomes, which has been discussed in Chapter 1. The questionnaires use Liker-scale design rather than True/False questions.

Research procedures

The survey was conducted in the following steps:

- Step 1. Identify and select the necessary criteria and indicators based on the research objectives and research tasks.
- Step 2. Pilot the survey, receive feedback from experts and adjust the survey questionnaire. Then select the survey sample and conduct the extended survey. Organize the distribution of survey questionnaires.
- Step 3. Collect, import and process data using SPSS software.
- Step 4. Analyze and evaluate data collected from the survey questionnaires.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Current situations of competency-based assessment of pedagogical university students’ learning outcomes

a. Assessment methods: Survey questionnaires were designed to investigate the frequency and appropriateness of the assessment methods and the results are illustrated in the following table:

Table 1. Frequency and appropriateness of assessment methods

No	Assessment methods	Managers, lecturers		Students	
		\bar{X}	Rating level	\bar{X}	Rating level
1	Observation	3.56	4	3.42	4
2	Interview	3.46	3	3.31	3
3	Essay	3.36	3	3.35	4
4	Objective test	3.54	4	3.3	3
5	Portfolio	4.11	3	4.16	3

\bar{X}	3.6	4	3.5	3
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b. Assessment forms: Survey questionnaires were designed to investigate the frequency and appropriateness of assessment forms applied in the teaching and learning process and the results are illustrated in the two following tables:

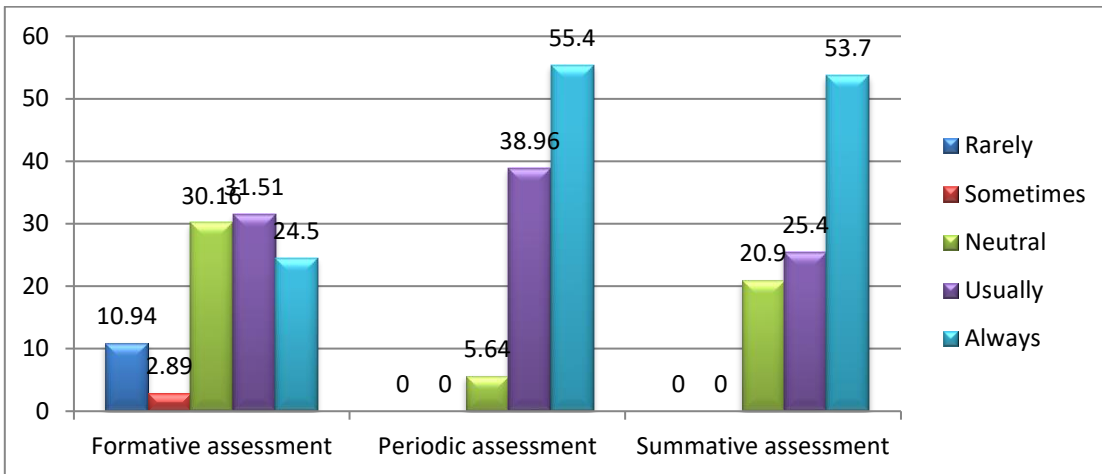


Chart 2.2. Frequency of assessment forms (responses from managers and lecturers)

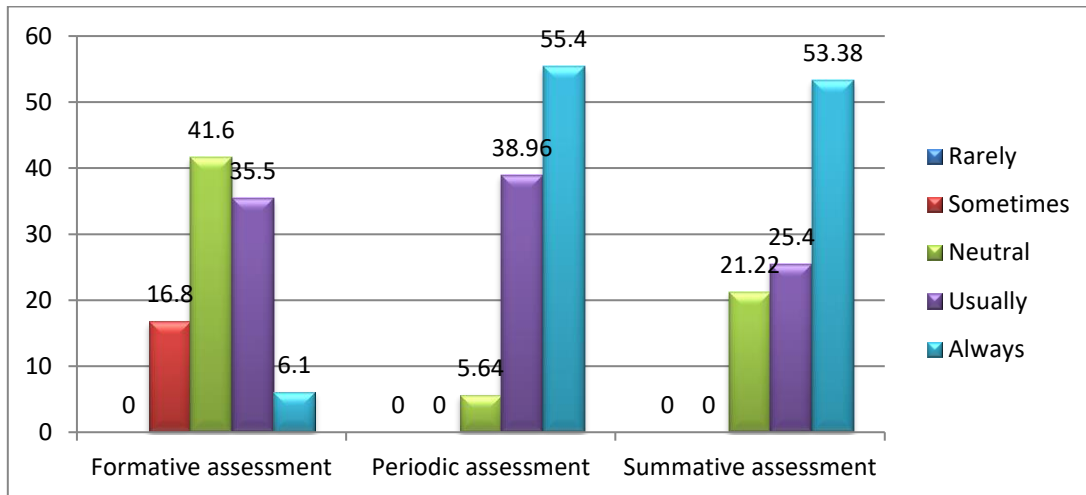


Chart 2.3. Frequency of assessment forms (responses from students)

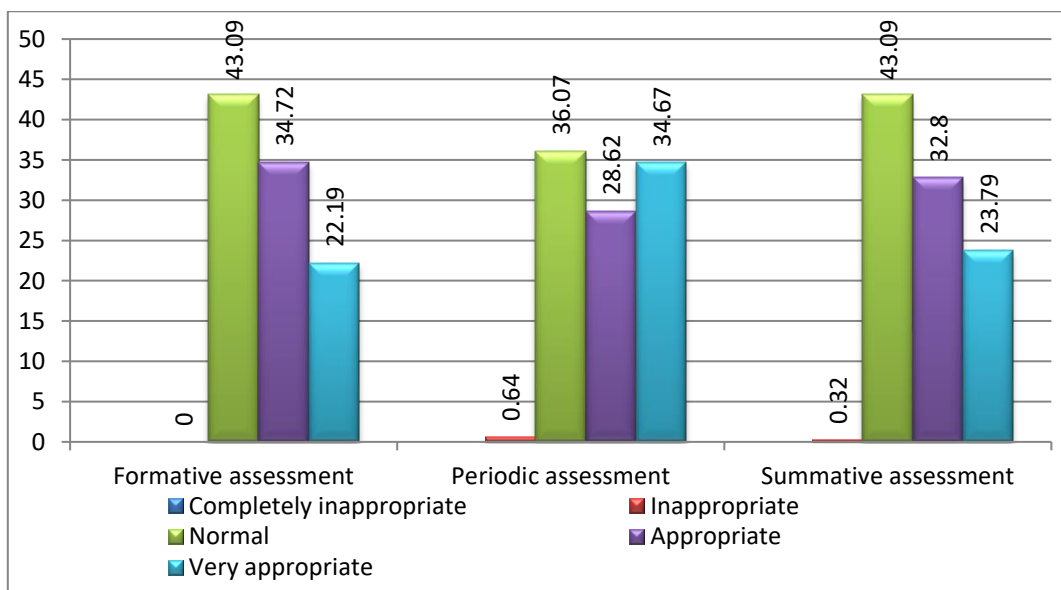


Chart 2.4. Appropriateness of assessment forms (responses from managers and lecturers)

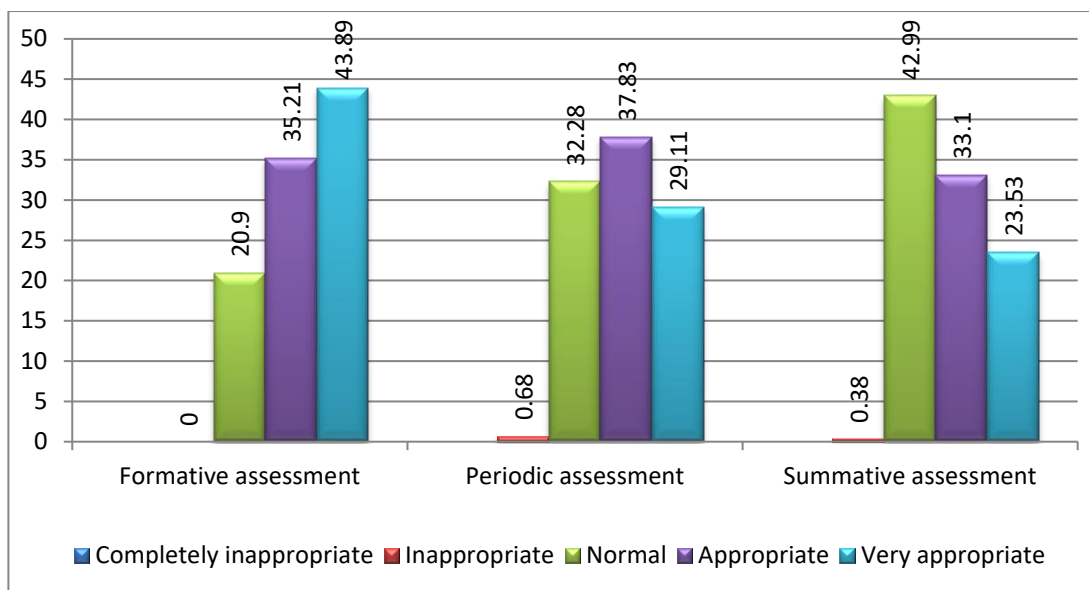


Chart 2.5. Appropriateness of assessment forms (responses from students)

The survey results on the competency-based assessment of students' learning outcomes reveal several key findings: A significant portion of managers and lecturers lack a full understanding of the role and nature of competency-based assessment of students' learning outcomes. They struggle to strike a balance between qualitative and quantitative assessment methods. Moreover, there is a lack of frequent innovation in assessment methods and forms. Qualitative assessment approaches such as observation, commentary, and portfolio assessment are undervalued, while emphasis is still placed on quantitative assessment through scores. Although formative assessment is acknowledged, its implementation remains limited, with primary focus placed on end-of-term summative assessment. Students have limited opportunities for peer assessment. Lecturers exhibit limited competence in competency-based assessment of students' learning outcomes, particularly in applying modern assessment methods, utilizing various assessment forms, and integrating information technology into competency-based testing and assessment processes. Moreover, there are deficiencies in scoring, providing feedback, and utilizing feedback results effectively. Additionally, several lecturers struggle to develop a comprehensive competency-based test bank of exam questions and answers. Consequently, exam questions often fail to accurately gauge students' competence. As a result, the assessment of students' learning outcomes occasionally lacks objectivity, accuracy, comprehensiveness, and fails to adequately support student progress and competence development.

4.2. Suggested solutions to foster lecturers' competences in competency-based assessment of students' learning outcomes

Solution 1: Constructing fundamental contents for enhancing lecturers' competences in competency-based assessment of pedagogical students' learning outcomes entails the following components: designing training programs, curricula, and school educational programs. This involves imparting theories of competency-based education and training, which include: understanding the concept and structure of competency, elucidating the relationship between curriculum, teaching, and competency-based assessment, delineating the matrix of subjects within the curriculum, establishing a competency-based framework for pedagogical university students' competencies, classifying competencies, introducing Bloom's taxonomy and competence verbs, explaining competence scoring scales, and detailing methods, techniques, and forms of competency-based assessment of students' learning outcomes. These assessment methods and techniques encompass observation, checklist construction, essay or objective multiple-choice question design, portfolio assessment, and other forms such as formative and end-of-course assessments, peer assessments, and in-class assessments. Moreover, providing guidance on the procedures, instruments, and criteria for competency-based assessment of pedagogical university students' learning outcomes is essential. Additionally, imparting knowledge and skills in designing exam matrices and crafting exam questions based on Bloom's taxonomy is crucial. Creating opportunities for managers and lecturers to practice assessment skills and manage the assessment of students' learning outcomes is integral. Fostering and developing competency among managers and lecturers should align with the requirements for reforming training programs in pedagogical universities, with a primary focus on competency-based assessment of students' learning outcomes. The aim of this endeavor is to innovate examination, testing, and assessment methods for students' learning outcomes, ultimately enhancing the quality of teacher training. Upon graduation, pedagogical students are expected to possess the competencies and qualities mandated by the general education program and new textbooks

Solution 2: A training plan should be developed for managers and lecturers focusing on competency-based assessment of students' learning outcomes. This plan should be tailored to the specific needs of professional development, strategic plans, and academic schedules. Pedagogical universities themselves are responsible for devising these training plans. The plan should consist of four steps outlined as follows: Step 1: Identify the professional development needs of each manager and lecturer. Step 2: Select appropriate training content, programs, and methods tailored to each group of managers and lecturers. Step 3: Propose estimated funding, timeframes, and locations for training. Step 4: Submit the plan to authorities for approval.

Solution 3: Training activities should be conducted to enhance the competencies of managers and lecturers in competency-based assessment of students' learning outcomes. The training methods should be guided by universities and facilitated by experts. These methods should be based on the analysis of professional requirements, focusing on identified subjects. Each manager or lecturer should receive materials, updated information, and documents for self-study to meet the knowledge expectations, proven effective for individual competency improvement. A combination of theoretical knowledge transfer from experts and self-study by managers and lecturers should be employed. The training procedures are as follows:

Step 1: Delivery of training materials and instruction on the document's content to managers and lecturers. Step 2: Self-study of the documents by managers and lecturers. Step 3: Discussion of document contents and subjects by managers and lecturers. Step 4: Clarification of unclear issues raised by managers and lecturers regarding the training content. Various training forms should be employed to meet the diverse requirements of modern education, including intensive training, online training via e-learning, and self-training through document study and information exchange with colleagues.

Solution 4: Evaluate the results of the training course on managers' and lecturers' competency in competency-based assessment of students' learning outcomes. Evaluation of the training activities should include: Assessing trainees' awareness after the training course. Evaluating managers' competency in applying competency-based assessment knowledge and skills to practical assessment management of students' learning outcomes in accordance with training disciplines and divisions.

4.3. Discussion

The data collected from the survey among managers and lecturers at pedagogical universities show that it is urgent to develop their competence in competency-based assessment of students' learning outcomes. This activity can be implemented in reality with an aim to partially improve training quality of the training institutions. The piloting, analysis, and synthesis of evaluation opinions confirm the urgency and feasibility of developing managers and lecturers' competence in competency-based assessment of students' learning outcomes. Activities are suggested to be aligned with requirements of innovated competency-based curriculum at pedagogical universities, which is to train teachers with knowledge, skills and qualities to meet the requirements of implementing the new general education program. Competency-based assessment of learning outcomes is an activity which is aimed at assessing the progress and development of learners in different learning stages. In recent years, competency-based assessment, which is based on the philosophy of assessment, that is, Assessment for learning, has been widely accepted in many countries around the world.

Nguyen Cong Khanh (2014) asserts that there are various approaches to assessing students' learning outcomes, such as qualitative assessment, performance-based assessment, standard-based assessment, competence-based assessment, and outcome-based assessment. Competency-based assessment is a form of standard outcome-based assessment. However, the outcome encompasses not only knowledge and skills but also, more importantly, the ability to apply knowledge, skills, and attitudes required to perform a learning task aligned with a specific standard. The hallmark of competency-based assessment is the utilization of diverse methods that focus on evaluating students' competencies in action, applying theories to practical situations, self-study, problem-solving, creative thinking, communication, self-efficacy, and so forth. Competency-based assessment relies on a detailed description of outputs that is sufficiently specific and clear for lecturers, students, and stakeholders to obtain a relatively accurate understanding of students' accomplishments following the learning process. Assessment also facilitates the assessment of students' progress based on their fulfillment of learning outputs.

According to Tran Khanh Duc (2016), competency-based assessment of learning outcomes "entails assessing the ability to apply and execute specific, practical tasks and develop higher-order thinking (analysis, synthesis, evaluation) of students, rather than being confined to the separate assessment of knowledge, skills, and attitudes." Competency-based assessment of learning outcomes not only centers on students' performance of learning tasks but also aims to evaluate students' ability to apply knowledge, skills, and attitudes to carry out learning tasks according to a particular standard. Consequently, competency-based assessment primarily hinges on students' performance and application of knowledge in practical settings. Competency-based assessment of pedagogical university students' learning outcomes necessitates the integration of various assessment methods, techniques, and forms across different assessment times and contexts. Students' learning outcomes are evaluated both qualitatively and quantitatively through ongoing assessment, periodic assessment, and self-assessment. Competency-based assessment of university students' learning outcomes, in

general, and of pedagogical university students, in particular, aims to cultivate students' performance competency, provide opportunities for students to apply their acquired knowledge and skills in practice, and bridge learning with practical application. However, the assessment of pedagogical university students' learning outcomes should be aligned with the characteristics of teachers' pedagogical competence, which contribute to the development of students' professional attributes and competencies. It is anticipated that students can swiftly adapt to the practical demands of general education and meet the requirements of ongoing educational reforms.

CONCLUSION

Competency-based assessment of university students' learning outcomes in general and of pedagogical university students in particular, is innovative assessment towards learners and for learners. Competency-based assessment of pedagogical university students' learning outcomes is an accurate, objective and comprehensive measurement of the student's achievements in terms of competency system formed during the training process (including general and core competencies). This activity with its typical characteristics is applied with different assessment methods and forms which focuses on the assessment of students' general and pedagogical competences.

Enhancing educational quality: Competency-based approaches help clearly identify the skills and knowledge students need to develop. This allows educational programs to be designed to optimize support for students in developing these competencies effectively.

Increasing fair assessment: Competency-based approaches often emphasize assessing achievement based on the ability to perform specific tasks diligently and effectively. This can help minimize bias and unfair assessment in the education system.

Supporting personalized learning: Through competency assessment, teachers and schools can provide specific feedback and personalized support for students, helping them develop more robustly in areas that need improvement.

Facilitating continuous development: Monitoring competencies not only helps identify specific goals for students but also allows them to evaluate their progress over time and identify areas for improvement.

Enhancing competitiveness and adaptability: Students trained from a competency perspective often develop higher-level skills and flexibility, making it easier for them to adapt and succeed in real-world work environments.

Leading to changes in teaching and learning approaches: Educators can use information from competency assessments to adjust teaching methods and develop more effective learning programs.

Contributing to innovation in the education system: Implementing competency-based approaches may require changes in the structure and methods of teaching, leading to innovation and comprehensive improvement in the education system.

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