



The Canadian Vocational Association Presents:

The CVA DACUM & Competency-Based Training (CBT) Program Development Facilitator International Certification Program

The Canadian Vocational Association is committed to enhancing the quality of educational and training practices. This international certification program is part of this commitment and ensures standardization and quality control in our certified CVA DACUM facilitators.

The focus of this program is the certification of individual Program Development Facilitators. Candidates must lead the program development process in order to become certified.

Program Objectives

- Establish and maintain an international standard of all DACUM and CBT program development facilitators using the DACUM model.
- Enhance the development process of DACUM and CBT programs.
- Assist DACUM Facilitators through active advocacy for performance-based education and training.

Program Rules

- Anyone successfully completing CVA's CBT Program Development Facilitator Module (DACUM II), or an equivalent, is eligible to register in this certification program;
- Upon successful completion of the CVA DACUM II Training Module, or an equivalent, and receipt of a registration fee, the applicant will be issued an interim certificate. This interim certificate is valid for a maximum of 3 years or until the applicant successfully completes this certification's process, whichever comes first;
- A CVA member in good standing who has recent CBT program development facilitator experience using the DACUM model (3-5 years) may also be admitted in this certification program upon assessment by the CVA DACUM Evaluation Committee of his/her background, experience and training;
- Upon successful CVA evaluation of evidence of 2 complete and different CBT programs/curricula using the DACUM model, the applicant will be issued a permanent dated certificate;
- Candidates will receive a feedback and overall assessment report for the required documentary evidence of the CBT programs/curricula. It is strongly recommended that documents related to each program/curriculum be submitted for review as soon

as possible following its completion. In so doing, candidates will have a clear knowledge of what to improve, to achieve or to provide to meet the CVA requirements for certification;

- A CVA DACUM Evaluation Committee will make all decisions regarding certification. All decisions will be final;
- A one-time registration fee of 550\$ will be paid for this certification process;
- Individuals wishing to maintain a permanent DACUM Facilitator certification and remain on the international register must submit a minimum of one new CBT program /curriculum every 3 years;
- All applicants must be CVA members in good standing to maintain interim and permanent dated certification status (to become a CVA member, please refer to the CVA website: www.cva-acfp.org)

Required Documents

The following documents must be submitted as evidence of facilitation of two complete DACUM-based CBT programs/curricula:

- 2 Program Profiles for competency-based training programs that the candidate has facilitated the development of. The Program Profiles must include DACUM charts.
- 3 Learning Units (modules) that the candidate has facilitated the development of, from each of the two training programs. (a total of 6 learning units)
- 2 examples of process-based competency assessment tools that the candidate has developed.
- 2 examples of product-based competency assessment tools that the candidate has developed.
- A completed self-assessment (Appendix C).

Standards for Certification

The candidate's work is assessed by CVA following these standards:

- The candidate has performed a training program facilitation role for at least 2 competency-based training programs.
- There is a clearly demonstrated link between the DACUM Competency Analysis (Chart of Competencies) and the programs' goals, learning objectives and content for both of the two programs submitted.
- Learning units support learning activities in workplace or workplace-like situations that allow learners to build and demonstrate their competence.
- Competencies are assessed by the use of product and process assessment using a yes/no model and including learner self-assessment.
- The candidate has demonstrated an ability to reflect on and improve their own practice.

CVA Support

- Remote coaching assistance is offered to each registered candidate wishing to receive such assistance;
- All CVA certified DACUM facilitators' names will be published in an international register.


To Register

- The candidate must complete the application form (following page) and mail it to:
Canadian Vocational Association
Attention: Mr. Tim Loblaw, CVA-ACFP President
P.O. Box 65058
Calgary, AB T2N 2K0
- The payment method will be communicated to the candidate or to the candidate's employer or sponsor once application form is received by the Coordinator

Coordinator

Pierre Morin, CVA DACUM Training Program Coordinator

@ pmforminc@gmail.com

☎ (438) 491-6001 



DACUM Analysis Facilitator International Certification Program

Application Form

_____ Last Name	_____ First Name
_____ Address	_____ City
_____ Country	_____ Postal Code
_____ Employer	_____ Job Title
_____ Phone Number	_____ Fax Number (<i>optional</i>)
_____ Signature	_____ eMail

FOR CVA USE ONLY

Certification Fee Paid: _____ 550 C\$

INTERIM Certificate Number

PERMANENT Certificate Number

Certification Board Signatures:

Chairman of the CVA Board of Directors

CVA DACUM Training Program Coordinator



Key-Steps to Become a CVA Certified DACUM and Competency-Based Program Development Facilitator

1 CVA's Initial DACUM Training Workshops

Successful completion of CVA's DACUM I, DACUM II and DACUM III Modules or equivalent training recognized by the CVA

2 Facilitating Development of DACUM & Competency-Based Training Programs

Following formal registration in the CVA DACUM & Competency-Based Program Development International Certification Program, candidate facilitates the development and implementation of a minimum of 2 DACUM and Competency-Based Training Programs with – if requested – remote assistance of a CVA designated Certified DACUM Trainer

3 Certification

Candidate receives formal CVA certification as DACUM and Competency-Based Program Development Facilitator following successful evaluation – based on CVA's quality standards – of 2 complete and different DACUM & Competency-Based Training Programs facilitated by candidate. Candidate's name is then added to CVA's international register of CVA certified DACUM and Competency-Based Program Development Facilitators



Glossary of Key Words Used in the DACUM Model

PROFESSIONAL COMPETENCE	Demonstrated ability (including knowledge, skills and attitudes) to perform a task successfully according to an established standard.
CHART OF COMPETENCIES (or DACUM ANALYSIS)	A matrix identifying all required technical/professional and transversal competencies for a given occupation or work function.
OBJECT of a DACUM analysis	Can either be: <ul style="list-style-type: none"> ▪ a specific occupation or work function ▪ a family of occupations ▪ a business/administrative unit, such as a department
SCOPE of a DACUM analysis	Job levels, specialties and categories, and organizational environments to be considered and included and, possibly, those to be excluded.
GENERAL AREAS OF COMPETENCIES (GACs)	A DACUM analysis distinguishes 2 types of GACs: <ul style="list-style-type: none"> ▪ Professional/Technical GACs: Primarily reflect the major duties or responsibilities in a given occupation, function or position. ▪ Transversal GACs: Categories of transversal competencies; often, a distinction is made between Interpersonal and Communicational Competencies, and Personal Competencies.
TECHNICAL/PROFESSIONAL COMPETENCY	Task that a practitioner of a given occupation or work function is required to perform.
TRANSVERSAL COMPETENCY	A generic skill or attitude that an individual is expected to display when performing a given duty or task (ex. solve problems; demonstrate thoroughness and attention to detail; practice active listening).
TASK	A specific, observable unit of work complete in of itself, having a beginning and an end. A task can be broken down into two or more steps and performed in a limited period of time. When completed, a task results in a product, service or decision. The person doing the task is normally paid to do it.
PROFICIENCY (Required level or degree of)	It is the level or degree of mastery of a given skill or how much of a particular capability a person must have to be successful in his/her work.

Reference: www.cchra-ccarh.ca/en/phasellreport/glossary.asp

Appendix B - Glossary

PERFORMANCE STANDARDS	<p>Observable behaviors and actions which explain how the job is to be done, in addition to the results which are expected for satisfactory job performance.</p> <p>Performance standards are:</p> <ul style="list-style-type: none"><input type="checkbox"/> Based on the position, not the individual;<input type="checkbox"/> Observable, specific indicators and attainable;<input type="checkbox"/> Meaningful, reasonable and attainable;<input type="checkbox"/> Describe "fully satisfactory" performance once trained;<input type="checkbox"/> Expressed in terms of:<ul style="list-style-type: none">▪ Quantity;▪ Quality;▪ Timeliness;▪ Cost;▪ Safety; or,▪ Outcomes.
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Reference: www.indiana.edu

COMPETENCY-BASED TRAINING/LEARNING (CBT/L)	<p>A flexible method of training/learning which aims at enabling an individual to learn a given occupation by acquiring the knowledge, skills and attitudes required to practice this occupation.</p>
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Reference: *Canadian Vocational Association's DACUM Training Program* (www.cva-acfp.org/en)

Appendix C – Self-Assessment

4. What obstacles did you make progress on?

5. What obstacles were you unable to overcome?

6. What did you learn from this experience?

7. What would you do differently next time?

