

# TVET research and practice: Developing competency-based curriculum



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# OUTLINE

National  
Education System  
of Vietnam



VOCATIONAL TRAINING

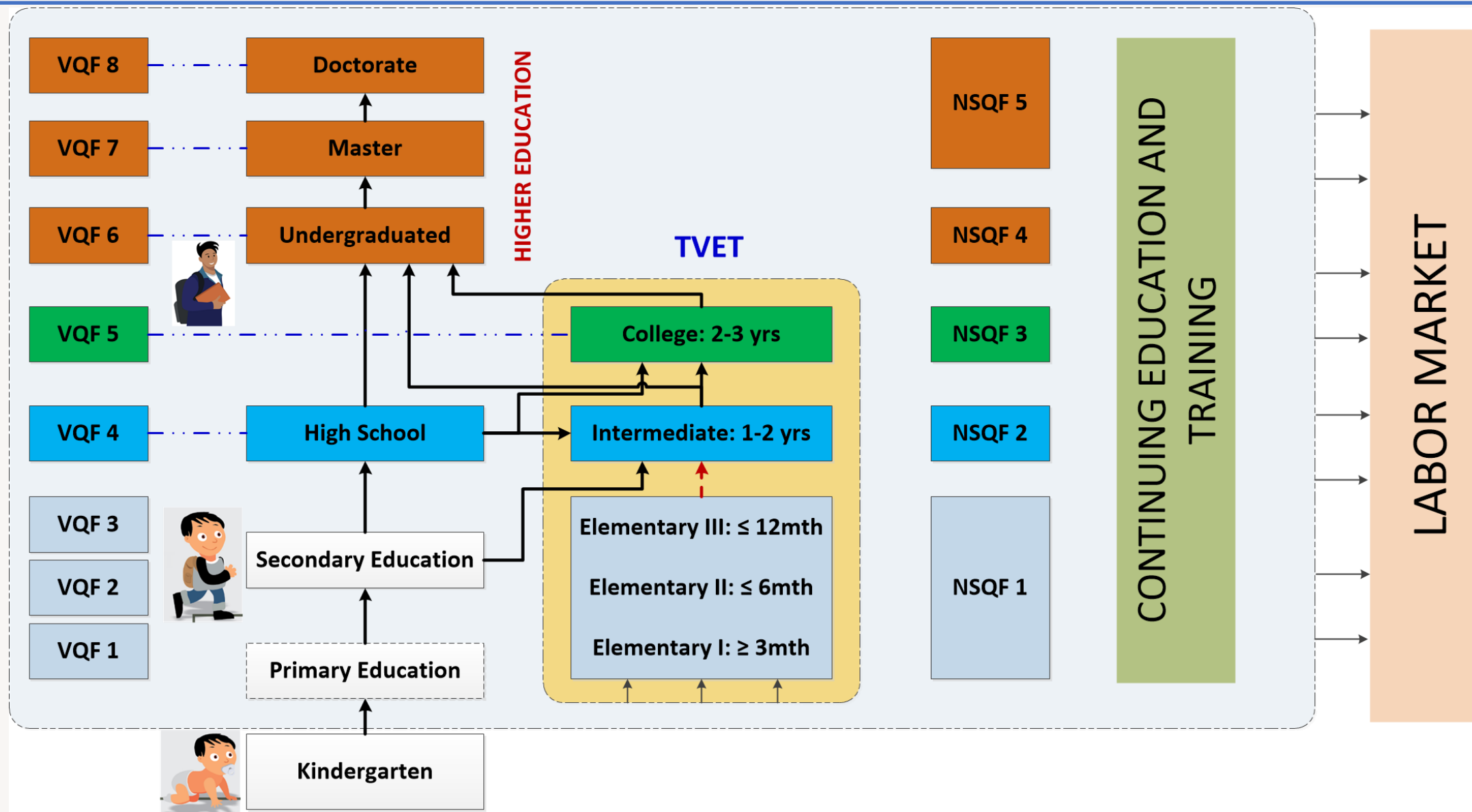


Why is CBT in  
VET

Challenges facing  
implemetation of  
CBT

**VIET NAM**  
**SKILLING UP**

# National Education System of Vietnam



# Vocational Education and Training System

1. Total VET institute: **1.904**

- College: 407

- Intermediate School: 439

- TVET centre: 1.058

- Provide 35 trades in H&T (College + Intermediate)

2. Total workfore: ~52 mil.

3. Skill assessment: 50 centres; 200 NOSS; 80K certified in ~60 trades.

4. Target: 2030 reskill/upskill upto 50% workforce

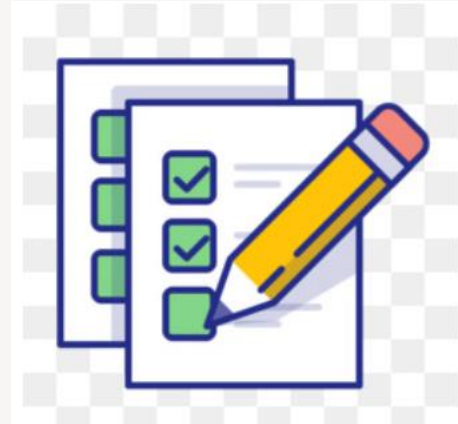
5. Relevant pro.: dual training (Germany); industrial skill council (Australia; ILO; Denmark); CBTA (Australia);...



# Why is Competency - Based Training in VET?



**Competency-based  
Training**



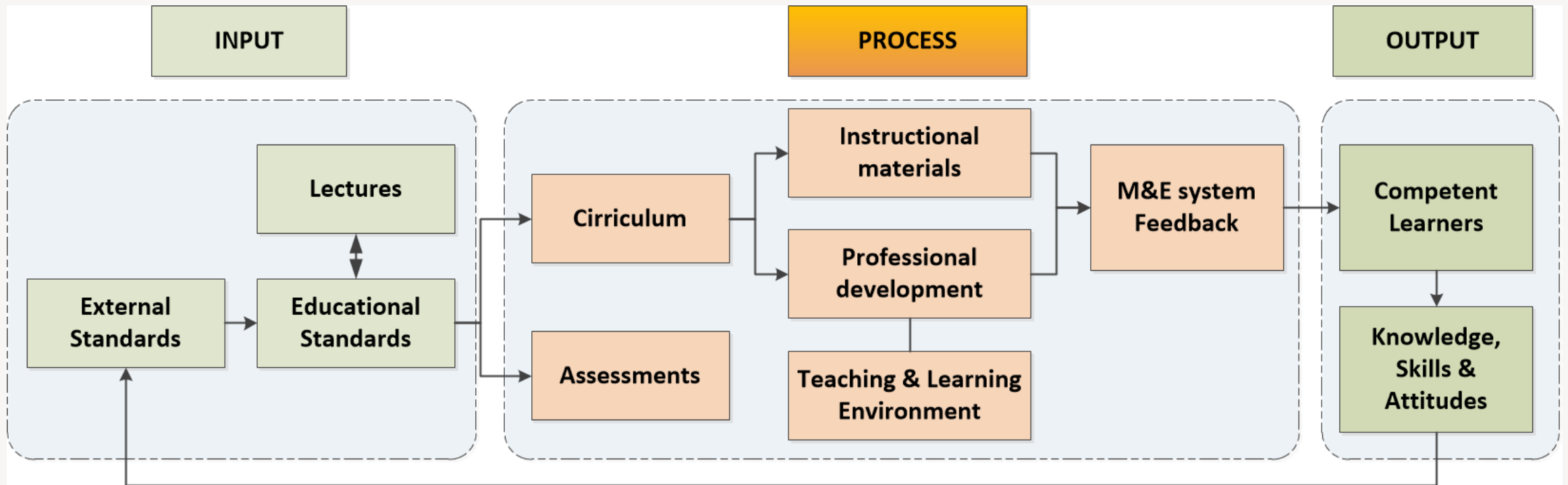
**Competency-based  
Assessment**



**Competent Labor**

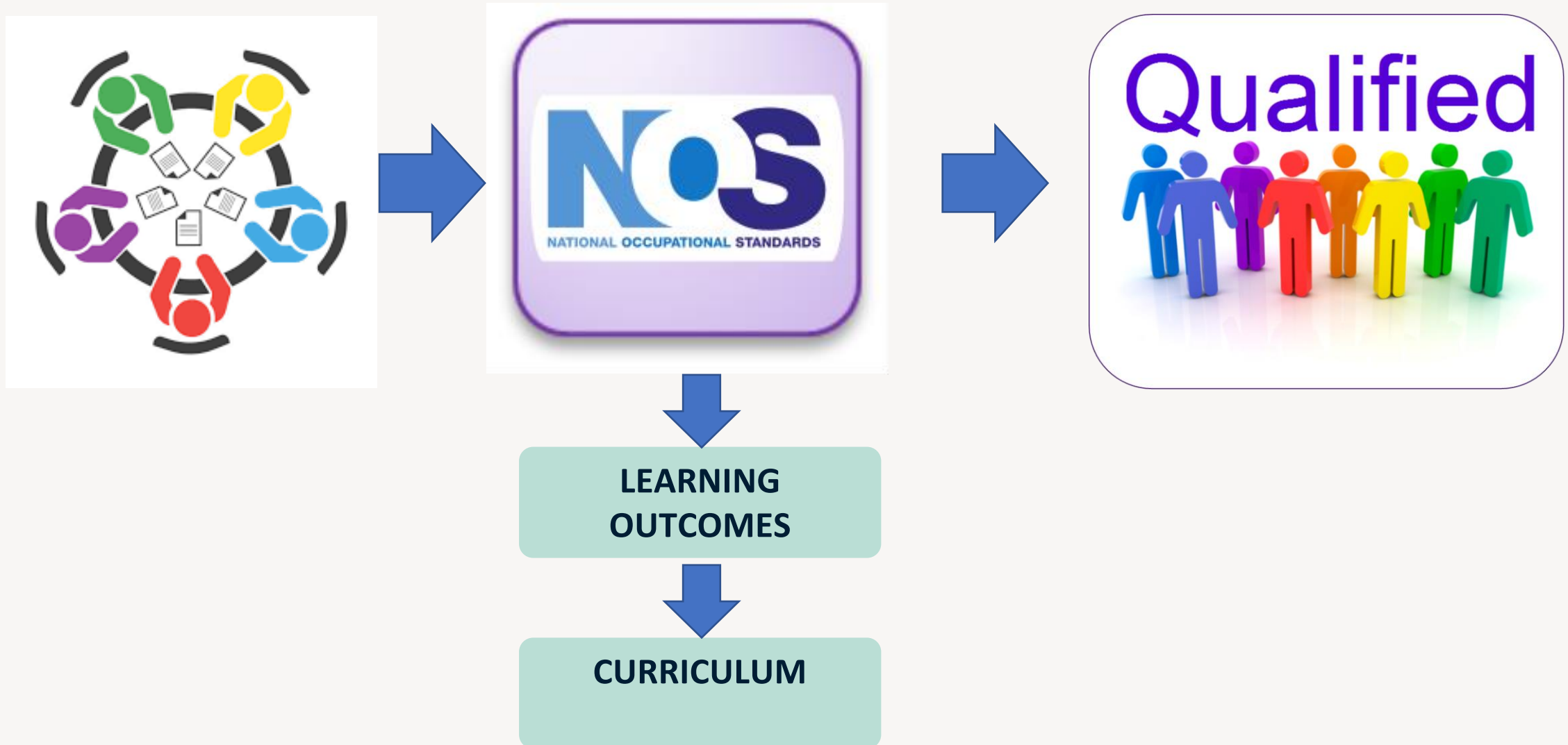
**Competency Based Training curriculum is designed to allow a learner to demonstrate their ability to do something**

# Model for Competency-Based Education and Training



Soure: Mariam Ally Tambwe, Challenges facing implementation of Competency-Based Education and Training (CBET) system in Tanzanian Technical Institutions, Education Research Journal Vol. 7(11): 277 – 283, November 2017

# Developing the CBET in Vietnam



# Challenges facing implementation of CBET

Policy and Regulatory Frameworks	Shifting Mindsets	Infrastructure and Resources	Curriculum Design	Teacher Professional Development
Existing policies and regulations in education systems <b>may not align</b> with the principles of CBET	<b>Growth the mindset</b> of educators, administrators, and learners from a time-based approach to a focus on mastery of skills and competencies is necessary	<ul style="list-style-type: none"><li>- Requirement for integration of technology, learning management systems, and other educational tools <b>to support CB instruction</b></li><li>- Large class size need</li></ul>	<ul style="list-style-type: none"><li>- Relevant <b>standards</b> require;</li><li>- Define specific learning outcomes and <b>aligning</b> them with the desired competencies;</li><li>- Coherent plan and teaching method;</li><li>-</li></ul>	<ul style="list-style-type: none"><li>- Support and training to develop CB instruction, <b>adopt new assessment methods</b>, and manage personalized learning environments effectively;</li><li>- <b>On the job training</b> is recommended</li></ul>



# Challenges facing implementation of CBET

## Assessment Methods

Incorporating authentic and performance-based assessments may **require significant effort and resources**

## Enterprises Engagement

Expert from enterprise need to be involved in **delivering** as well as **assessment**

## Student Cooperation

- Students need **to be involved** in the teaching and learning;
- **Students of primary and secondary schools** have not been oriented to learner centered approach

## Data Management and Tracking

Collecting, analyzing, and utilizing data effectively can be demanding, requiring appropriate technology infrastructure and data protection measures

## Transition and Scaling

Ensuring smooth transitions, scalability, and sustainability of the CBET model can be challenging, particularly when dealing with diverse contexts and varying levels of readiness.

The background of the slide is a faded image of an industrial facility with several tall smokestacks emitting smoke. Overlaid on the left side are three hexagonal shapes: a solid orange one at the top, a light blue one at the bottom, and a thin-lined white one to the left of the blue one. In the center of the orange hexagon is a smaller hexagon containing an image of several sheets of paper with technical drawings and charts.

# THANK YOU!

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