TVET research and practice: Developing competency-based curriculum

NGUYEN VAN CUONG, Ph.D
Dept. Continuing Education and Training, DVET, MOLISA, VIETNAM
OUTLINE

Why is CBT in VET

Challenges facing implementation of CBT

National Education System of Vietnam
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 is designed to allow a learner to demonstrate their ability to do something.
Model for Competency-Based Education and Training

Developing the CBET in Vietnam
Challenges facing implementation of CBET

<table>
<thead>
<tr>
<th>Policy and Regulatory Frameworks</th>
<th>Shifting Mindsets</th>
<th>Infrastructure and Resources</th>
<th>Curriculum Design</th>
<th>Teacher Professional Development</th>
</tr>
</thead>
</table>
| Existing policies and regulations in education systems **may not align** with the principles of CBET | **Growth the mindset of educators, administrators, and learners from a time-based approach to a focus on mastery of skills and competencies is necessary** | **- Requirement for integration of technology, learning management systems, and other educational tools to support CB instruction**  
  - Large class size need | **- Relevant standards require;**  
  - Define specific learning outcomes and aligning them with the desired competencies;  
  - Coherent plan and teaching method;** | **- Support and training to develop CB instruction, adopt new assessment methods, and manage personalized learning environments effectively;**  
  - **On the job training is recommended** |
## Challenges facing implementation of CBET

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Enterprises Engagement</th>
<th>Student Cooperation</th>
<th>Data Management and Tracking</th>
<th>Transition and Scaling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporating authentic and performance-based assessments may require significant effort and resources</td>
<td>Expert from enterprise need to be involved in delivering as well as assessment</td>
<td>- Students need to be involved in the teaching and learning; - Students of primary and secondary schools have not been oriented to learner centered approach</td>
<td>Collecting, analyzing, and utilizing data effectively can be demanding, requiring appropriate technology infrastructure and data protection measures</td>
<td>Ensuring smooth transitions, scalability, and sustainability of the CBET model can be challenging, particularly when dealing with diverse contexts and varying levels of readiness.</td>
</tr>
</tbody>
</table>
THANK YOU!

CUONGKTV@GMAIL.COM
NVCUONG@MOLISA.GOV.VN