

# Program standards of teacher training institutions in Vietnam A case study at the VNU-university of Education

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# Outline

Introduction about Vietnam National Framework

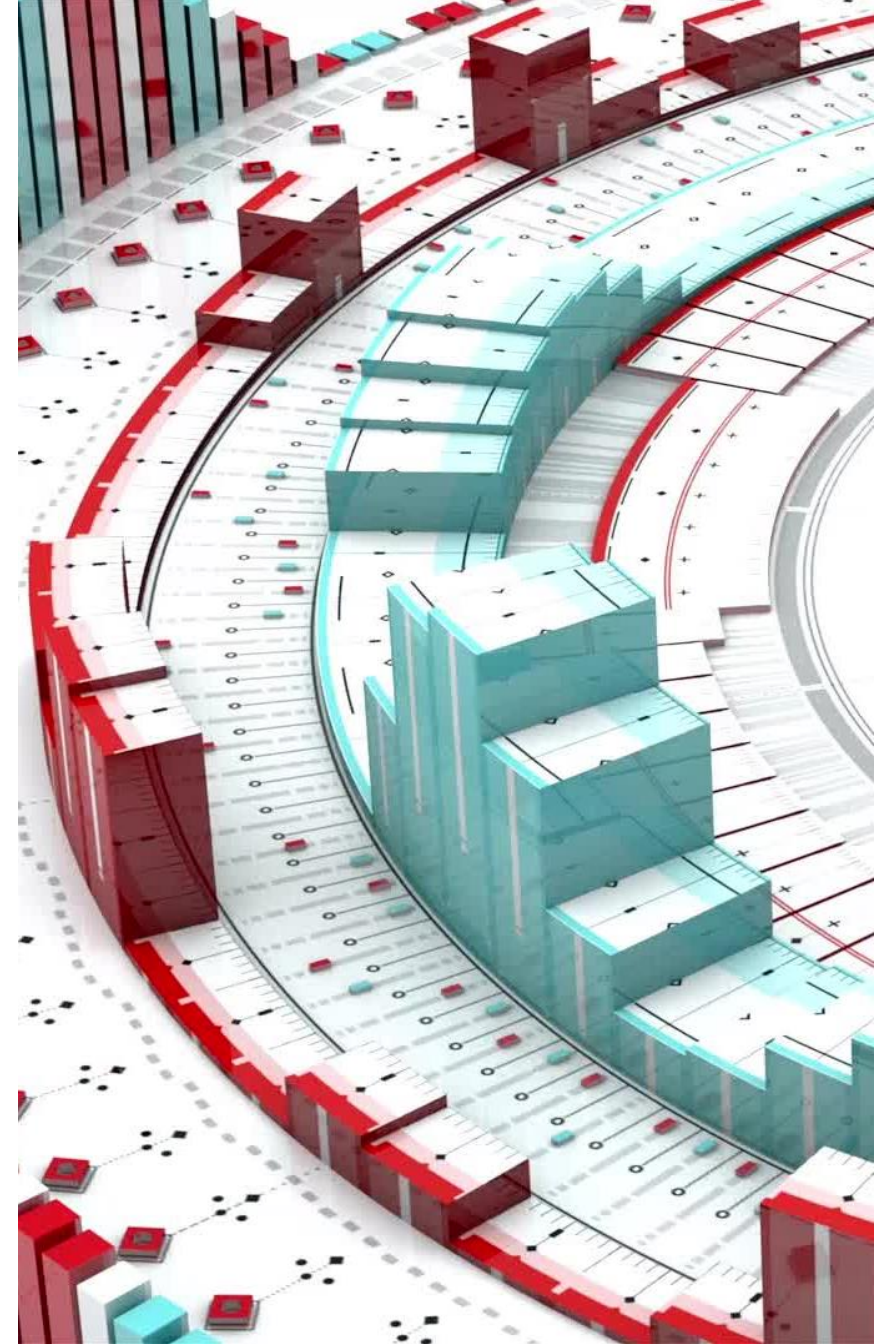
Examples of Program standards in teacher education

The case of VNU-UEd

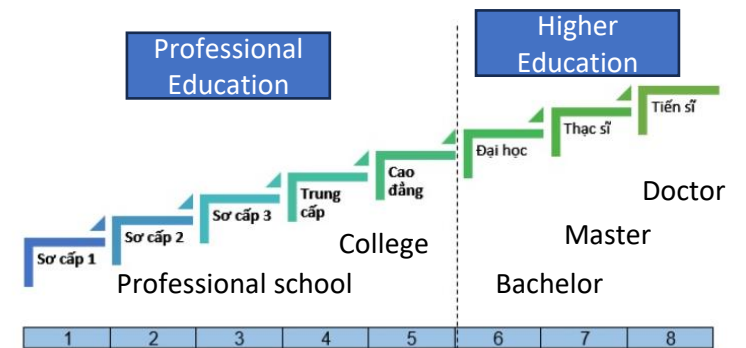
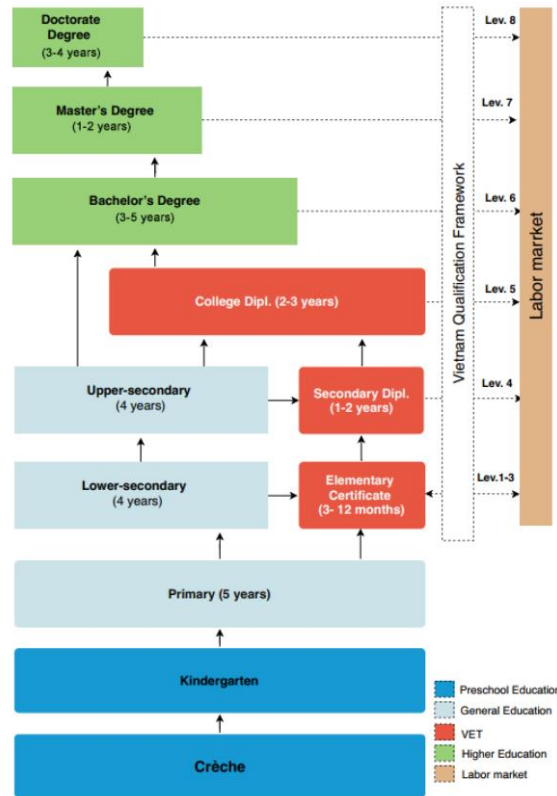
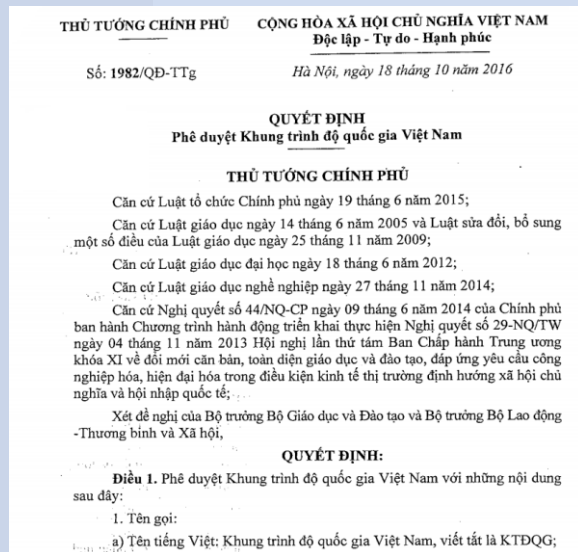
Concluding remarks

# Introduction

- A **national qualifications framework (NQF)** is a formal system describing qualifications. 47 countries participating in the [Bologna Process](#) are committed to producing a national qualifications framework. Other countries not part of this process also have national qualifications frameworks.
- A qualifications framework is a formalized structure in which [learning level descriptors](#) and qualifications are used in order to understand **learning outcomes**. **This allows for the ability to develop, assess and improve quality education in a number of contexts.** Qualifications frameworks are typically found at the national, regional, and international level. Therefore, a national qualifications framework is one type of qualifications framework.



# Introduction to Vietnam NQF



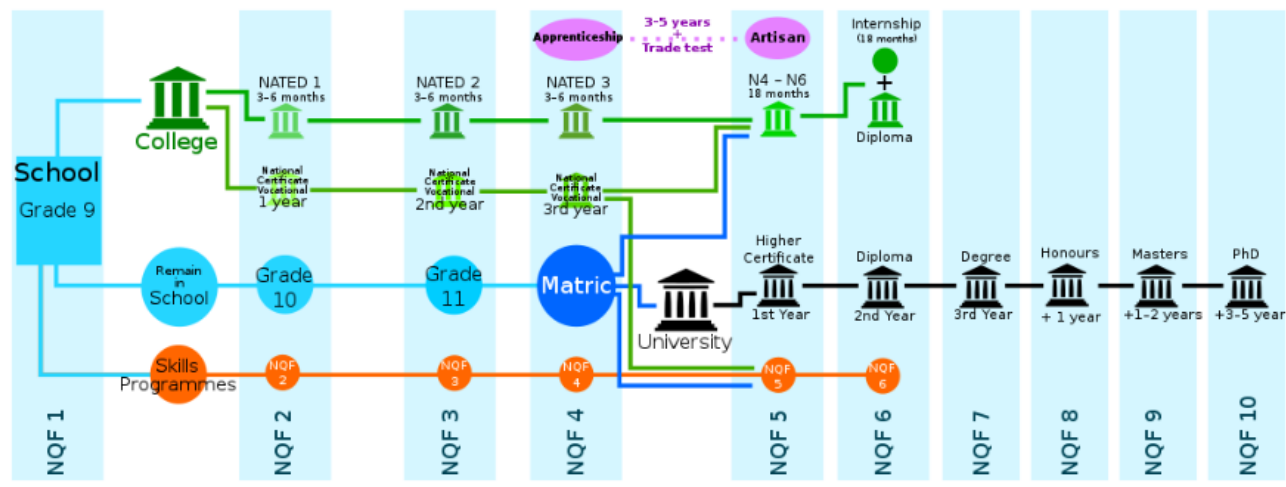
# Introduction to Vietnam NQF

Levels	Entrance requirements	Training duration	Diplomas/ Certificates
Elementary level 1 Elementary level 2 Elementary level 3	Enough health condition	From 03 months to under 01 year	Elementary level certificate 1 Elementary level certificate 2 Elementary level certificate 3
Intermediate level	Graduated from lower secondary schools	From 01 year to 02 years depending on the disciplines or vocational training	Intermediate level diploma (cannot move to higher training level)
	Graduated from upper secondary schools (or satisfied requirements pertaining to cultural knowledge of upper secondary education as regulated)	From 01 to 02 years depending on training occupations	Intermediate level diploma (can move to higher training level)
College level	Graduated from upper secondary schools	From 02 to 03 years	College level degree (recognized as bachelor of practical training or practical engineers)
	Graduated from secondary VET schools and satisfied requirements pertaining to cultural knowledge of upper secondary education as regulated.	From 01 year to 02 years	

# Example of some countries

Level	Certificate	Case I	Case II	Certifying body
		Equivalence	Equivalence	
10	NCC 8	Degree	Doctorate	University and sector skills council
9	NCC 7	PG Diploma	Master's degree	
8	NCC 6			
7	NCC 5	Advanced Diploma	Bachelor's degree	Board of Technical Education and sector skills council, university and sector skills council
6	NCC 4			
5	NCC 3	Diploma	Grade XII	Board of Technical Education and sector skills council, school board and sector skills council,
4	NCC 2			
3	NCC 1			
2	NCWP 2	Grade X	Grade X	School board and sector skills council
1	NCWP 1	Grade IX	Grade IX	
RPL	RPL 2	Grade VIII	Grade VIII	NIOS/State Open Schools and SSC
RPL	RPL 1	Grade V	Grade V	

## India



## South Africa

AQRF (8 levels)	NQF of Malaysia (8 levels)	NQF of Indonesia (9 levels)	NQF of Philippines (8 levels)	Draft of NQF of Vietnam (as of July 2016) (8 levels)
8	Doctorate degree (8)	Specialist/Doctor (9)	Doctoral & Post Doctoral (8)	Doctorate (8) (90 credits)
7	Master/Postgraduate Certificate & Diploma (7)	Master (8)	Post Baccalaureate (7)	Master (7) (30-60 credits)
		Professional (7)		
6	Baccalaureate/Graduate Certificate & Diploma (6)	Baccalaureate/DIV (6)	Baccalaureate (6)	Graduate (6) (120 - 180 credits)
5	Advanced Diploma (5)	DIII (5)	Diploma (5)	Diploma (5) (60 credits)
4	Diploma (4)	DII (4)	NC4 (4)	Intermediate (4) (40-60 credits)
3	Skills Certificate 3 (3)	DI (3)	NC3 (3)	Certificate 3 (3) (30 credits)
2	Skills Certificate 2 (2)	HS (2)	NC2/Grade 12 (2)	Certificate 2 (2) (20 credits)
1	Skills Certificate 1 (1)	Elementary (1)	NC1/Grade 10 (1)	Certificate 1 (1) (10 credits)



# NQF - Opportunities and challenges for Vietnam

- *NQF increases the attractiveness of human resources of Vietnam*
- *NQF acts as a catalyst and sets foundation for the renew of education curriculum, examination as well as the recognition and issuance of Vietnam certificates and degrees*
- *NQF promotes the international recognition of certificates and degrees of Vietnam.*
- *NQF contributes to enhance the quality of Vietnam educational system*

NQF impacts on the issue of learning outcomes standards for each qualification level and requires the review and revision of other sets of current standards in education and training such as standards for teachers and management staff, the standards in accreditation or the standards for higher education institutions.

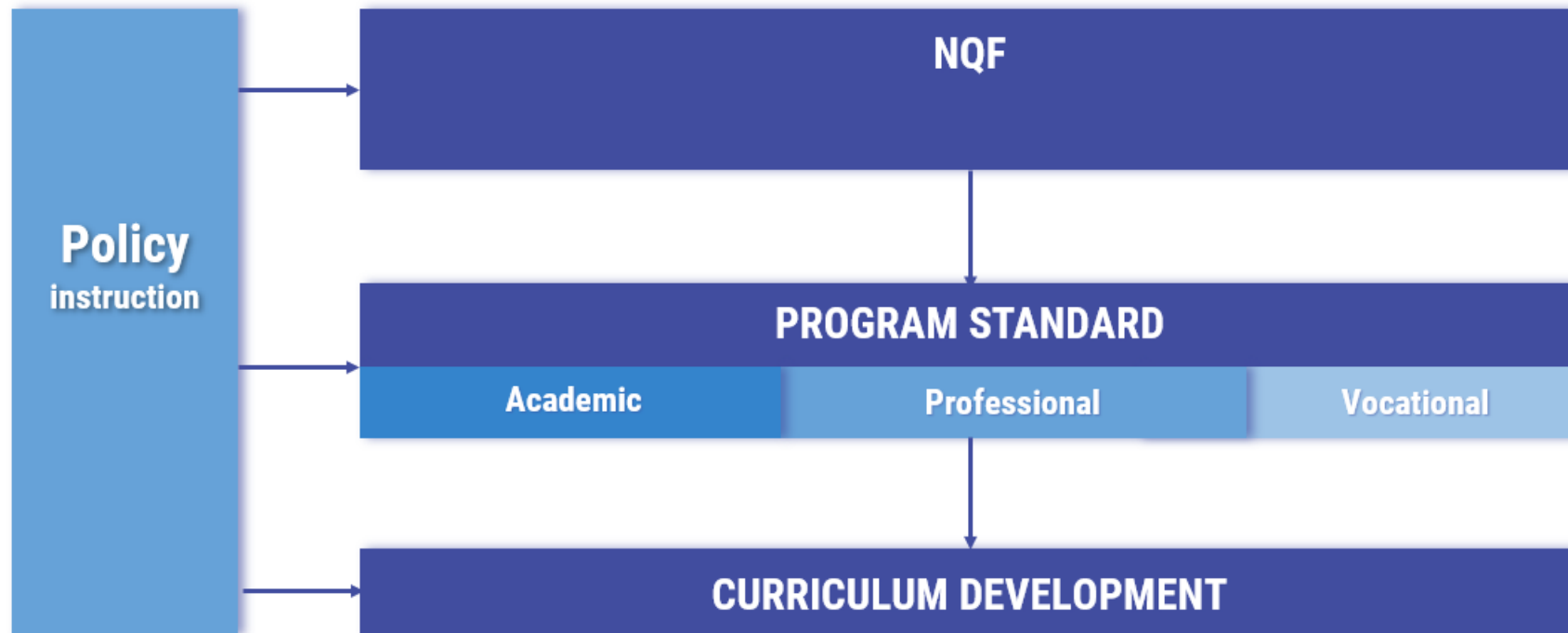
# NQF - Opportunities and challenges for Vietnam

- *Implementation of NQF takes time and consumes lots of resources*
- *Higher education quality assurance system must be strengthened*
- *Implementation of NQF needs the enterprises/sector involvement*

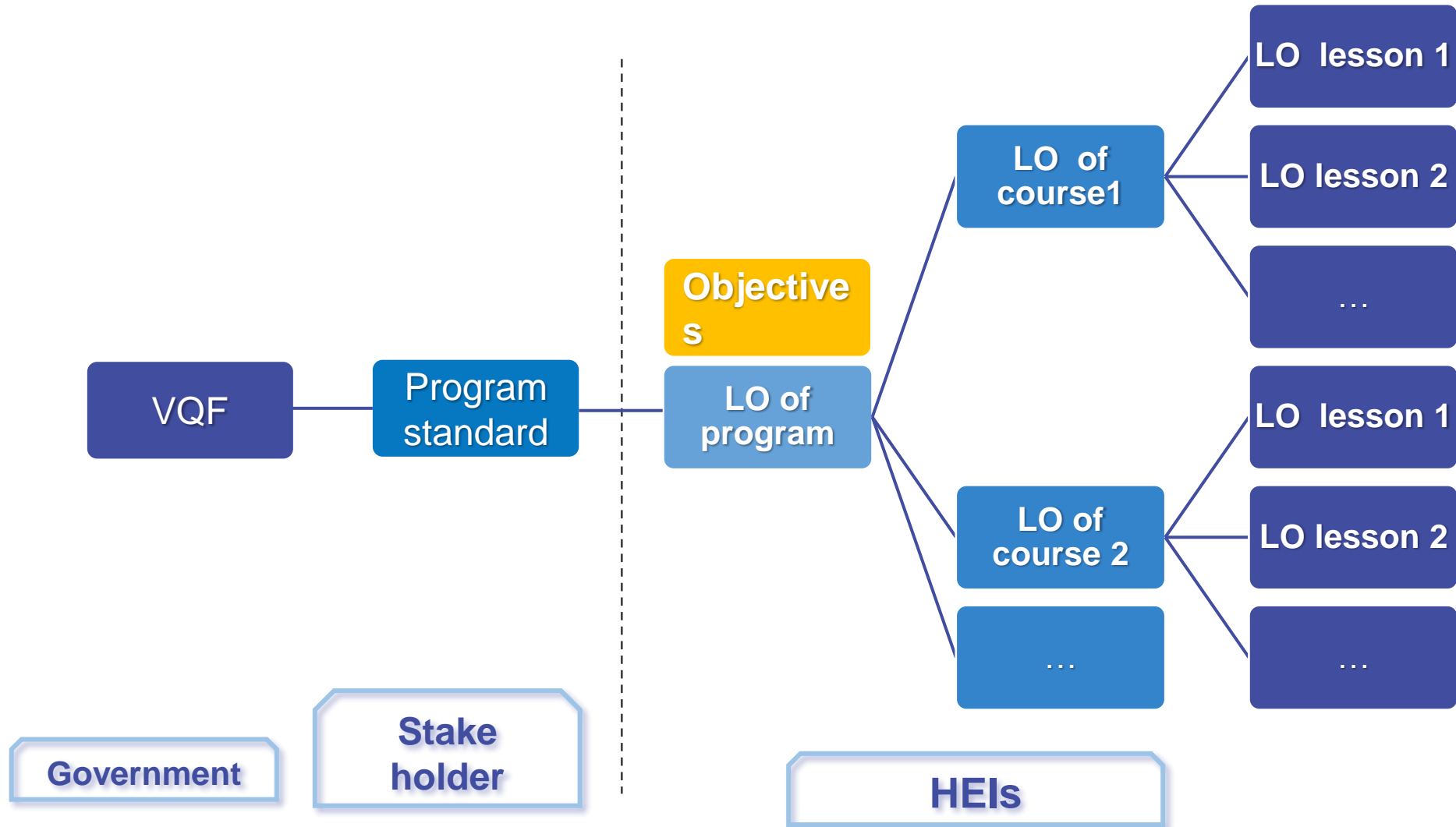
**Standards’ and ‘assessment’** are the two key elements of any NQF. To implement NQF successfully, both of these two elements should have the involvement of labor market

In many countries with developed educational system, enterprises/sector/school directly involve in developing the learning outcomes standards and competency assessment for students. Whereas, in Vietnam, the link between enterprises/industry/school and teacher education has been still loose with limited stake holder involvement in developing occupation standards, curriculum or training materials.

# Implementation of NQF – the case of Vietnam



# Program management



# The case of VNU-UEd

The screenshot displays the VNU-UEd LMS interface. At the top, the VNU logo and navigation menu (Trang chủ, Lớp học, Thi - Kiểm tra, Chuyển vai trò giảng viên, Góp ý, Hướng dẫn) are visible, along with the user's name, Nguyễn Chí Thành. The main dashboard features a 'Xin chào' (Hello) message, a 'Lịch học' (Calendar) section with a calendar icon, and statistics: 5 courses participated in (Lớp đã tham gia) and 0 external class tests (Bài thi bên ngoài lớp học). Below this, a section titled 'LỚP ĐANG HỌC (2)' (Courses Currently Taking (2)) shows two course cards. The first card is for '[ALL VNU] Xây dựng Chuẩn đầu ra CTĐT đáp ứng yêu cầu KĐCL' (Building CTĐT standards to meet KĐCL requirements), with a 'Vào học' (Enter class) button. The second card is for 'Tài liệu HDSD Hệ thống E-Learning ĐHQGHN' (E-Learning system user manual), also with a 'Vào học' button.

- A LMS of a training program for every VNU lecturer in designing learning out-come in program standard.

- Giới thiệu chung
- Chủ đề 1. Khái niệm CDR và mô hình giáo dục dựa trên chuẩn đầu ra (OBE)
  - 1.1. [Slide bài giảng] Khái niệm mô hình giáo dục dựa trên chuẩn đầu ra
  - 1.2. [Video bài giảng] Khái niệm mô hình giáo dục OBE
  - 1.3. [Video - Tham khảo] Xây dựng CTĐT theo chuẩn đầu ra
  - 1.4. [Slide bài giảng] Khái niệm, phân biệt CDR và mục tiêu đào tạo
  - 1.5. [Video bài giảng] Khái niệm, phân biệt CDR và Mục tiêu đào tạo
  - 1.6. [Bài đọc] Quy trình xây dựng CDR và CTĐT
  - 1.7. [Video - tiếng Anh] Phân biệt CDR và Mục tiêu đào tạo
  - 1.8. Bài thực hành 1. Nhận biết CDR \*
  - 1.9. Bài thực hành 2. Tương thích Mục tiêu đào tạo và CDR
- Chủ đề 2. Xây dựng Chuẩn đầu ra CTĐT
- Chủ đề 3. Yêu cầu của Kiểm định chất lượng đối với CDR
- Bài kiểm tra kết thúc khóa học

Video giới thiệu khóa tập huấn ([ALL VNU] Xây dựng Chuẩn đầu ra CTĐT đáp ứng yêu cầu KĐCL)

Phan 1 Gioi thieu chung

# Chuẩn đầu ra

- Giải thích được khái niệm chuẩn đầu ra
- Phân biệt được chuẩn đầu ra và mục tiêu đào tạo
- Xây dựng được CDR của chương trình đào tạo phù hợp với hệ thống phân loại mục tiêu giáo dục cụ thể.
- Áp dụng được các lý thuyết về mô hình đào tạo dựa trên chuẩn đầu ra (Outcome-Based Education) để thiết kế, cập nhật và điều chỉnh CTĐT.
- Áp dụng được các nguyên tắc xây dựng chuẩn đầu ra theo các tiêu chí về CDR của kiểm định chất lượng để thiết kế, cập nhật và điều chỉnh CDR của CTĐT
- Sẵn sàng tâm thế tham gia điều chỉnh, cập nhật và cải tiến chất lượng CTĐT

Watch on YouTube

SOẠN GHI CHÚ



The case of VNU-UEd

# The case of VNU-UEd: an ongoing work

- Standard structure common to all university programs
- Up to **20 standards** for each program
- **3-4 common standards** for all students of the University of Education
- **3-4 common standards** for students majoring in pedagogy/non-pedagogy
- **8-12 standards** for pedagogical students

# The case of VNU-UEd: an ongoing work

## *Example a standard*

Demonstrate understanding of pedagogy (pedagogy), didactics and knowledge of developmental psychology and the ability to apply it in lesson design and lesson planning, teaching practice, and educational activities and related assessment activities.

# Concluding remarks

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There is a need for national consensus on teacher training standards;

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This standard should be referenced to regional standards;

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The program standards of each school need to have its own characteristics;

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Unitwin project needs to refer to teacher training standards in the region when developing teacher training programs.