

Hanoi, 23 November 2020

DECISION
on the
Promulgation of Pedagogy Training Programmes for In-Company
Trainers

**THE DIRECTOR GENERAL OF THE DIRECTORATE OF VOCATIONAL
EDUCATION AND TRAINING (DVET)**

Pursuant to the Labour Code;

Pursuant to the VET Law dated 27/11/2014;

Pursuant to the Government's Decree No. 15/2019/NĐ-CP dated 01/02/2019 detailing several articles and measures for the implementation of VET Law;

Pursuant to the Prime Minister's Decision No. 29/2017/QĐ-TTg dated 03/7/2017 prescribing the functions, tasks, powers and organizational structure of the DVET under MOLISA;

Pursuant to Circular No. 06/2017/TT-BLĐTBXH dated 08/32017 by Minister of Labour, War Invalids and Social Affairs prescribing the recruitment, utilisation and training of TVET teachers;

In response to the Prime Minister's Directive No. 24/CT-TTg dated 28/5/2020 re catalysing the development of skilled human resources, thus contributing to greater labour productivity and higher national competitiveness in the new circumstances;

In response to the request made by the Director of the Department of Teachers Affairs.

DECIDES:

Article 1. To promulgate, together this Decision, the Pedagogy Training Programmes for In-Company Trainers, including 04 Programmes and template Certificate of Teaching Skills to be presented to a person who has completed a Pedagogy Training Programmes for In-Company Trainers. Specifically:

1. Pedagogy Training Programme for In-Company Trainers teaching at college level (*Appendix I*).
2. Pedagogy Training Programme for In-Company Trainers teaching at intermediate level (*Appendix II*).
3. Pedagogy Training Programme for In-Company Trainers teaching at elementary level (*Appendix III*).
4. Pedagogy Training Programme for Internal Instructors (*Appendix IV*).
5. Template Certificates of Teaching Skills for Internal Instructors and In-Company Trainers (*Appendix V and Appendix VI*).

Article 2. This Decision shall come into effect from the date of signature.

Article 3. The Chief of DVET Front Office, Director of the Department of Teachers Affairs, heads of relevant units shall take their responsibilities for executing this Decision./.

Recipients:

- As indicated in Article 3;
- For filing: Clerical Section, Department of Teachers Affairs

DIRECTOR GENERAL

Truong Anh Dung

Appendix I

(Promulgated together with the Decision No. 868/QĐ-TCGDNN dated 23/11/2020 by the DVET's Director General)

PEDAGOGY TRAINING PROGRAMME FOR IN-COMPANY TRAINERS TEACHING AT COLLEGE LEVEL

I. OBJECTIVES

Overall objectives

Upon the completion of this programme, participants will have obtained necessary pedagogical competencies to conduct training, develop occupational skills for employees/workers, apprentices and interns as well as coordinate with TVET institutes in offering in-company components of college-level cooperative training programme(s).

Specific objectives

Upon the completion of this programme, participants will be able to:

- Analyse vocational training process in companies and TVET institutes;
- Apply TVET-related legal and technical regulations in a business environment;
- Assess a company's college-level cooperative training capacity;
- Carry out job position-based occupational analysis;
- Identify employees' knowledge and occupational skill gaps as well as their training needs;
- Prepare a training programme;
- Conduct in-company training, including training lesson plan preparation, training preparation, training delivery and assessment of learning outcomes.
- Be aware of the issues related to occupational safety, environmental protection, gender equality and equal access in a working environment in order to effectively integrate them into a training process.

II. PARTICIPANTS

Scientists, engineers, technicians and highly skilled workers from enterprises, who are selected by enterprises or have a desire to become in-company trainers, and participate in providing in-company training under the framework of cooperative training programme(s) conducted by companies and TVET institutes.

III. PROGRAMME CONTENTS

The training programme comprises 12 lessons from Module BH01 to Module BH12 with minimum time duration allocated as follows:

Table 1: List of modules and time allocation by lesson

No.	Modules	Minimum duration/h		
		Total	Knowledge	Skills
BH01	General introduction of TVET and in-company training	4	3	1
BH02	Identification of training needs	4	1	3
BH03	Development of a training programme I	8	2	6
BH04	Assessment of cooperative training capacity	2	1	1
BH05	Development of a training lesson plan I	8	2	6
BH06	Preparation for training I	4	1	3
BH07	Delivery of training I	22	2	20
BH08	Assessment of learning outcomes	4	1	3
BH09	Development of a training programme II	10	2	8
BH10	Development of a training lesson plan II	8	2	6
BH11	Preparation for training II	4	1	3
BH12	Delivery of training II	8	2	6
	End-of-course evaluation	4	3	1
	Total:	90	23	67

Details of each module is presented in the Appendix of this Programme.

IV. TRAINING DURATION

The minimum training duration is 90 hours. One training session is 60 min. A training day must not exceed 08 hours.

V. CONDUCTING THE PROGRAMME AND ASSESSING THE LEARNING OUTCOMES

Organisation of training

The training programme can be conducted in an online, face-to-face or blended mode. The face-to-face mode can be applied one or more module-based batches.

Training and certificate providers are the units that are designated to carry out TVET pedagogy training programmes in accordance with legal regulations and have experience in training provision for workers from enterprises.

Trainers

Trainers are teachers who meet all standards on professional qualifications and pedagogical skills as required for teachers providing TVET pedagogy training in accordance with the state regulations and have an understanding of in-company training.

Training approach

The programme is conducted in an action-oriented training approach, which is combined with other active teaching methods such as presentations, conversations and problem-solving so as to help participants develop their wide-ranging competencies based on their knowledge, skills, self-determination and self-responsibility. These include professional, methodological, social and personal competencies. The performance-based action-oriented training involves information, plans, decisions, implementation, testing and evaluation with pedagogical topics derived from various situations of output-oriented occupational activities.

Standard resources required for the programme shall be classroom computer(s), overhead projector(s). Specific resources required for each module shall be described in a detailed module-based plan.

Assessment method and grading scale

The learning outcomes shall be assessed for each module and at the end of the training course on the basis of the performance-based assessment approach. The competencies shall be assessed with two grading levels: Satisfactory and Unsatisfactory. The end-of-course evaluation shall be done by means of a comprehensive test, which aims at demonstrating the participants' real-life application and consolidation of their acquired competencies.

Condition(s) for course completion

Participants shall be certified for completing the training programme once they shall have acquired all the competencies specified in the programme and satisfactorily fulfilled the training regulations. They shall be granted with a Certificate of Teaching Skills for In-Company Trainers teaching at college level.

VI. REFERENCES

- [1] Legal documents: VET Law 2014, Decision No. 1981/QĐ-TTg dated 18/10/2016, Decision No. 1982/QĐ-TTg dated 18/10/ 2016, Circular No. 38/2017/TT-BLĐTBXH dated 29/12/2017, Decision No. 782/QĐ-TCGDNN dated 06/10/2017, Circular No. 43/2015/TT-BLĐTBXH dated 20/10/.2015, Circular No. 29/2017/TT-BLĐTBXH dated 15/12/2017, Circular No. 56/2015/TT-BLĐTBXH dated 24/12/2015, Circular No. 34/2018/TT-BLĐTBXH dated 26/12/2018. Circular No. 03/2017/TT-BLĐTBXH dated 01/03/2017, ILO Conventions on Labour Standards and Gender Equality.
- [2] J. Barbazette: Training Needs Assessment, Pfeiffer 2006.
- [3] Bill Lucas, Ellen Spencer and Guy Claxton: How to teach vocational education: A theory of vocational pedagogy. City & Guilds Centre for Skills Development 2012
- [4] Joerg-Peter Pahl: Ausbildungs- und Unterrichtsverfahren, W. Bertelmann Verlag 2005
- [5] Hilbert Meyer: Unterrichtsmethoden, Cornelsen Verlag 1987
- [6] P. Aharsa, D. Manik, Y. Holungo, Bui The Dung: Modular In-Plant Training – A Practical Guide to In-House Training (Project Working Paper). GIZ, Bonn 2014.
- [7] Tony Bray: The Training Design Manual. Kogan Page USA, 2007.

VII. DETAILS OF MODULES

MODULE BH01

General introduction of TVET and in-company training

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to:

- Analyse the vocational training process, parts of process and training quality factors;
- Apply TVET-related legal/regulatory and technical regulations in a business environment;
- Analyse the roles/features of in-company training and organisational forms of in-company training activities;
- Analyse and apply the cooperative training offered by TVET institutes and enterprises.

2. Contents

2.1 Knowledge (03 hours)

2.1.1 Systems and legal normative documents

- National Education System, TVET and in-company training;
- National Qualification Framework, Occupational Skills Standards, and actual application;
- Legal framework governing TVET activities in TVET institutes and enterprises.

2.1.2 TVET training models

- School-based training;
- In-company training;
- Cooperative training.

2.1.3 Training process, basic pedagogical/didactic elements and interactions

- Training process;
- Basic pedagogical/didactic elements;
- Training quality assurance factors;
- Performance-based training;
- Action-oriented training, based on full activity model.

2.1.4 Social-environmental issues in TVET

- Labour safety;
- Environmental protection;
- Gender equality;
- Equal access for disadvantaged groups.

2.2 Skills (01 hour)

2.2.1 Description of in-company training process

- Analysis of in-company training activities and organisation process;
- Identification of in-company internal training features and significance;
- Identification of barriers to in-company training.

2.2.2 Job description and competences of in-company trainers.

3. List of teaching/learning resources

- Relevant regulatory documents;
- Relevant company information profile(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s):

- Roles of in-company training in TVET;
- Features, activities and organisation of in-company training;
- Duties, competencies and qualities of an in-company trainer.
- Assessment method(s): A written or oral test.

5. Guidance on implementation

Suggested training method(s): Presentations and group discussions.

MODULE BH02

Identification of training needs

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to identify and analyse knowledge/occupational skill and work performance gaps, and propose training alternatives to develop and improve the capacities of employees/workers, apprentices and interns in a company.

2. Contents

2.1 Knowledge (01 hour)

- Work task analysis;
- Method(s) and process(es) of training needs identification;
- Method(s) of skill assessment;
- Method(s) of training cost/return on investment calculation;
- Methods of training alternative preparation.

2.2 Skills (03 hours)

2.2.1 Identify skill gaps

- Identify atypical situations in a company's operations;
- Clarify related job positions and individuals;
- Identify knowledge/skill gaps that can be addressed by training activities;
- Performance of work that requires training;
- Prepare the report on the identification of training needs.

2.2.2 Work out training alternative(s)

Define training objectives, list of people who need training, trainers, training duration/time/location, required facilities, and training costs and return on investment.

2.2.3 Assess training alternative(s)

- Assess the elements of a training alternative;
- Analyse the feasibility and effectiveness of training alternative(s);
- Finalise and submit the final training alternative for approval.

2.3 Self-determination and self-responsibility

- Participants shall perform the tasks independently and/or in groups, and be responsible for the outcomes of training needs identification.

3. List of teaching/learning resources

- Relevant company information profile;
- Template(s) of training needs identification and reporting on the training needs identification;
- Template(s) of training cost/return on investment calculation;
- Template(s) of training alternative preparation.
- Assessment criteria for training alternative(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a complete training alternative for addressing skill gaps.

Assessment method(s): Assess the development and analysis process of a proposed training alternative.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “identification of training needs” tasks, in combination with presentations, conversations and group discussions.

MODULE BH03
Development of a training programme I
Duration: 08 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop a training programme that provides knowledge, skills and abilities to perform the work of an occupation as needed by the company, and participate in the design and preparation of a training programme of an occupational module, which is part of the college-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements

2. Contents

2.1 Knowledge (02 hours)

- Basic concepts and contents of a training programme;
- Evaluation criteria for a training programme;
- Methods and processes of developing a training programme;
- Characteristics of in-company work-based/adult training and training programmes;
- Full/typical occupational activity model - Work situations - Learning situations;
- Method(s) of structuring objectives/teaching contents and defining learning volume;
- Criteria and methods for end-of-module/end-of-programme learning outcome assessment;
- Legal documents related to training programme development.

2.2 Skills (06 hours)

2.2.1 Prepare for the development of a training programme

- Conduct an analysis of training needs and programme development requirements;
- Analyse learners' characteristics and training conditions.

2.2.2 Draft a training programme

- Prepare performance-based programme objectives;
- Determine training programme contents;
- Structure programme goals and contents for each module and learning situation;
- Structure modules based on full activity model;
- Anticipate training duration;
- Develop methods and criteria for end-of-module/end-of-programme learning outcome assessment;
- Describe programme delivery conditions;
- Prepare guidelines for programme delivery;
- Draft the programme using the defined format.

2.2.3 Evaluate and finalise a training programme

- Evaluate the programme against the criteria;

- Collect opinions from relevant stakeholders;
- Revise and finalise the programme.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and/or in groups, and be responsible for the outcomes of “Development of a training programme”.

3. List of teaching/learning resources

- Documentation on training needs;
- Template format for a training programme and template worksheets as prescribed in legal regulations.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a training programme to perform the work of an occupation.

Assessment method(s): Assess the development process and products of the training programme as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “development of a training programme” tasks, in combination with presentations, conversations and group discussions.

MODULE BH04

Assessment of cooperative training capacity

Duration: 02 hours

1. Objectives

Upon the completion of this Module, participants will be able to analyse the training requirements by a partner organisation, examine the training programme, and assess a company’s responsiveness to training requirements and engagement in training

2. Contents

2.1 Knowledge (01 hour)

- Structure/components of TVET curricula;
- Conditions/factors related to training delivery and quality assurance;
- Criteria for assessing a company’s cooperative training capacity;
- Methods of training cost/return on investment calculation.

2.2 Skills (01 hour)

2.2.1 Analyse cooperative training requirements

- Analyse the training programme;
- Analyse elements and conditions of training delivery and quality assurance.

2.2.2 Conduct an assessment

- Summarise related company information;
- Analyse the availability of job positions/equipment for training purposes;
- Evaluate if the trainers meet with requirements of time availability, capacities, professional qualifications and pedagogical/didactic skills;
- Identify mismatches between training requirements and a company's capabilities; Propose feasible solutions.

2.2.3 Prepare a report on the assessment of cooperative training capacity and analyse the feasibility.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and/or in groups and be responsible for the outcomes of "Assessment of cooperative training capacity".

3. List of teaching/learning resources

- Technology diagram, job placement chart and related production plan;
- In-company trainer profile and equipment availability;
- Template report on the "assessment of cooperative training capacity".

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Assessment of training capacity for an occupational module developed by a TVET institute and delivered under cooperative training arrangements.

Assessment method(s): Review the assessment process and validity of the "Report on the assessment of cooperative training capacity", as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the "assessment of cooperative training capacity" tasks, in combination with presentations, conversations and group discussions.

MODULE BH05

Development of a training lesson plan I

Duration: 08 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop a training lesson plan for an in-company training programme and an occupational module, which is part of the intermediate-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements.

2. Contents

2.1 Knowledge (02 hours)

- Basic concepts and contents of a training lesson plan; criteria for lesson plan assessment;
- Teaching sequences;
- 4-step training approach, workplace mentoring, conduction, instructions and manipulation coaching;
- Teaching facilities and utilisation of teaching facilities: instruction worksheets/tables;
- Characteristics and learning styles of learners, and experiential learning;
- Organisation of teaching and learning;
- Estimation/allocation of training duration;
- Capacity assessment method(s);
- Methods, tools and plans for learning outcome assessment.

2.2 Skills (06 hours)

2.2.1 Prepare for the development of a training lesson plan

- Analyse the training programme;
- Clarify objectives and module contents and criteria for lesson plan assessment;
- Identify learners' characteristics;
- Check and confirm the conditions and availability of factory/workshop and equipment, work schedules of relevant individuals;
- Check relevant documents and standards/regulations (operating/manipulating procedures, etc.).

2.2.2 Prepare a training lesson plan

- Prepare "Introduction to this Module": Objectives, contents, module plan, conditions/forms of teaching organisation and criteria for learning outcome assessment;
- Develop "Delivery of module contents":
 - Content delivery process using full activity model – Time allocation;
 - Teacher's and learners' activities for content delivery (selection of suitable teaching methods, materials, organisational forms);
 - Estimated assessment time, methods and criteria.
- Prepare "Module wrap-up": End-of-module assessment; applicability in other occupational situations;
- Prepare different annexes: "A company's schedule for physical facilities utilisation", "List of teaching aids to be prepared and utilisation plan", "List of teaching materials to be developed and utilisation plan", and "Testing/assessment plan".

2.2.3 Assess and finalise a training lesson plan

- Assess a training lesson plan against the criteria;

- Revise and finalise a training lesson plan

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the quality of the training lesson plan.

3. List of teaching/learning resources

- Training programme;
- Relevant company information profile;

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a training lesson plan for a training module, which is part of the training programme developed by a partner TVET institute.

Assessment method(s): Assess the development and review process of a training lesson plan, as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “development of a training lesson plan” tasks, in combination with presentations, conversations and group discussions.

MODULE BH 06

Preparation for training I

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop training plans and assessment test(s), and prepare for training venue(s), teaching facilities, equipment and supplies for conducting the training according to the training lesson plan for an in-company training programme and an occupational module, which is part of the intermediate-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements.

2. Contents

2.1 Knowledge (01 hour)

- Functions, types and methods of developing and using teaching aids such as learning materials, forms, learning/assessment sheets and digitalised facilities;
- Functions and methods of developing the tools for learning outcome assessment;
- Methods of preparing a training plan/timetable.

2.2 Skills (03 hours)

2.2.1 Prepare conditions/facilities for training

- Analyse a training lesson plan and its annexes;

- Prepare and agree on the timetable for using the training venue, equipment and supplies as indicated in annex(es);
- Collect related programmes, technical documents and performance standards as described in annex(es);
- Make use of and develop traditional and digitised teaching facilities as indicated in annex(es);
- Develop educational and teaching materials as indicated in annex(es);
- Develop assessment tests as indicated in annex(es).

2.2.2 Prepare participants' profile

- Prepare the list and characteristics of participants;
- Develop tracking records of training progress and outcomes.

2.2.3 Develop a training schedule

- Propose a timetable;
- Agree on and keep all relevant parties informed of the training schedule.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the outcomes of the preparation for training.

3. List of teaching/learning resources

- A training lesson plan/programme;
- Training schedule preparation template(s);
- Information related to the company's facilities for training purpose.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Preparation of conditions/facilities for training.

Assessment method(s): Assess the preparation process and results.

5. Guidance on implementation

Suggested training method(s): Presentations and group discussions.

MODULE BH07

Delivery of training I

Duration: 22 hours

1. Objectives

Upon the completion of this Module, participants will be able to ensure educational communication, apply 4-step teaching approach and active teaching techniques, utilise teaching facilities and organise/manage appropriate training in order to carry out in-company training activities as described in the training lesson plan for an in-company training programme and an

occupational module, which is part of the intermediate-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements.

2. Contents

2.1 Knowledge (02 hours)

- Educational communication in classroom settings;
- Teaching methods in workplace settings: demonstration, mentoring, manipulation coaching and 4-step training approach;
- Teaching techniques: inquiry, conversations, organisation of learning activities, and giving/receiving feedback;
- Functions, types and utilisation of worksheets/tables, educational materials and digitalised teaching facilities;
- Management of teaching process, time and training profile;
- Criteria for assessing the delivery of training.

2.2 Skills (20 hours)

2.2.1 Establish a learning environment

- Prepare for a training venue with all necessary equipment, supplies and facilities;
- Bring in learning motivation and establish the cooperation inside the classroom.

2.2.2 Deliver training

- Deliver training according to the training lesson plan;
- Apply the 4-step approach;
- Ensure proficient and logical application of teaching skills;
- Use teaching facilities in a flexible and suitable manner;
- Perform good management of classroom, learning process and time;
- Ensure appropriate and efficient communication, behaviours and handling with situations;
- Conduct the assessment of learning outcomes during the teaching process, and take appropriate and prompt corrective measures.

2.2.3 Assess learning outcomes against the criteria

- Assess learners' acquired competencies;
- Prepare records of learning process and outcomes;
- Propose measures for improved teaching process.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the training outcomes.

3. List of teaching/learning resources

- A training venue with all necessary equipment, supplies and facilities;

- A training lesson plan, and relevant technical documents and occupational skill evaluation sheet(s) to be used during the training process.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Delivery of training, following the prepared training lesson plan.

Assessment method(s): Assessment of training implementation process, application of training methods, skills and facilities, learning process management and pedagogical behaviours; and assessment of learning outcomes.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “delivery of training” tasks, in combination with presentations, conversations, group discussions and skills demonstration.

MODULE BH08

Assessment of learning outcomes

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to conduct the assessment of learning outcomes in terms of learners’ knowledge, skills and occupational competencies by the end of the training course.

2. Contents

2.1 Knowledge (01 hour)

- Criteria and standards for assessing learning outcomes
- Methods and tools for assessing knowledge, skills and performance;
- Assessment planning.

2.2 Skills (03 hours)

2.2.1 Prepare for an assessment

- Prepare an assessment plan;
- Collect testing/assessment records in the learning process;
- Collect learning outcome records at the end of modules/lessons;
- Develop learning outcome requirements of a training programme;
- Prepare learning outcome assessment tests.

2.2.2 Conduct a skills assessment

- Conduct a performance assessment test.

2.2.3 Prepare the documentation on learning outcomes during the training process and at the end of the training programme

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the assessment outcomes.

3. List of teaching/learning resources

- Testing/assessment records during the training process and at the end of modules;
- Learning outcome assessment plan;
- Learning outcome assessment tools and end-of-programme test.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of end-of-programme test.

Assessment method(s): Assess the development process and test quality.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach in combination with presentations, conversations and group discussions.

MODULE BH09

Development of a training programme II

Duration: 10 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop a training programme that provides knowledge, skills and abilities to perform occupational tasks as needed by the company, and participate in the design, adaptation and preparation of a training programme of an occupational module, which is part of the college-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements.

2. Contents

2.1 Knowledge (02 hours)

- Occupational Skills Standards, learning outcomes and job positions
- Basic concepts and contents of a job position-based training programme
- Criteria for job position-based assessment of a training programme
- Methods of developing a job position-based training programme
- Soft skills needed in workplaces

2.2 Skills (08 hours)

2.2.1 Prepare for the development of a job position-based training programme

- Conduct an analysis of training needs of job position(s)
- Develop competency profiles of job position(s).

2.2.2 Draft a job position-based training programme

- Develop programme objectives
- Determine training programme contents
- Design a programme using modular structure
- Describe programme delivery conditions
- Prepare guidelines for programme delivery

2.2.3 Evaluate and finalise a training programme

- Evaluate the programme against the criteria;
- Collect opinions from relevant stakeholders;
- Revise and finalise the programme.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and/or in groups, and be responsible for the outcomes of “Development of a training programme”.

3. List of teaching/learning resources

- Documentation on training needs;
- Template format for a training programme and worksheets/tables as prescribed in legal regulations.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a training programme to perform the work of a job position.

Assessment method(s): Assess the development process and products of the training programme as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “development of a training programme” tasks, in combination with presentations, conversations and group discussions.

MODULE BH10

Development of a training lesson plan II

Duration: 08 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop a training lesson plan for an in-company training programme and an occupational module, which is part of the college-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements

2. Contents

2.1 Knowledge (02 hours)

- Occupational activity model- and project-based teaching methods;
- Soft skills needed in workplaces: Communication skills, teamwork, planning and organisation of work implementation
- Methods of developing and using ICT-based teaching facilities

2.2 Skills (06 hours)

2.2.1 Prepare for the development of a training lesson plan

- Develop criteria for lesson plan assessment;
- Determine the occupational activity model and collect relevant documents on work performance

2.2.2 Prepare a training lesson plan

- Prepare "Introduction to this Module": Objectives, contents, module plan, conditions/forms of teaching organisation, criteria for learning outcome assessment, and expected soft skills to be acquired by learners.
- Develop "Delivery of module contents":
 - Content delivery process using occupational activity model – Time allocation;
 - Teacher's and learners' activities for content delivery (selection of suitable teaching methods, materials, organisational forms);
 - Estimated assessment time, methods and criteria.
- Prepare "Module wrap-up": End-of-module assessment; applicability in other occupational situations;
- Prepare different annexes: "A company's schedule for physical facilities utilisation", "List of teaching aids to be prepared and utilisation plan", "List of teaching materials to be developed and utilisation plan", and "Testing/assessment plan".

2.2.3 Assess and finalise a training lesson plan

- Assess a training lesson plan against the criteria;
- Revise and finalise a training lesson plan

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the quality of the training lesson plan.

3. List of teaching/learning resources

- Training programme;
- Relevant company information profile;

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a training lesson plan for a training module, which is part of the training programme developed by a partner TVET institute, using occupational activity model.

Assessment method(s): Assess the development and review process of a training lesson plan, as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “development of a training lesson plan” tasks, in combination with presentations, conversations and group discussions.

MODULE BH11

Preparation for training II

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to select and utilise ICT-based teaching facilities for conducting the training according to the training lesson plan.

2. Contents

2.1 Knowledge (01 hour)

- Functions, types and sources of educational materials in Industry 4.0;
- Criteria for selecting ICT-based teaching facilities;
- Methods of utilising ICT-based teaching facilities

2.2 Skills (03 hours)

2.2.1 Prepare for training

- Analyse the training lesson plan and requirements for ICT-based facilities;
- Develop the criteria for ICT-based facilities assessment;
- Prepare Internet-connected computer equipment

2.2.2 Utilise ICT-based facilities

- Utilise educational materials and data from ICT-based teaching facilities for illustration, simulation, and control;
- Pilot and evaluate facilities and determine the final choice

2.2.3 Develop manual(s)

- Integrate ICT-based teaching facilities into training lesson plans;
- Develop manual(s).

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the outcomes of the preparation for training.

3. List of teaching/learning resources

- A training lesson plan/programme;
- Internet-connected ICT equipment system.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Preparation of ICT-based teaching facilities.

Assessment method(s): Assess the preparation process and results.

5. Guidance on implementation

Suggested training method(s): Presentations and group discussions.

MODULE BH12

Delivery of training II

Duration: 08 hours

1. Objectives

Upon the completion of this Module, participants will be able to ensure educational communication, apply 4-step and project-based teaching approach using occupational activity model and active teaching techniques, adequately utilise ICT-based teaching facilities and organise/manage appropriate training in order to carry out in-company training activities as described in the soft skills-integrated training lesson plan.

2. Contents

2.1 Knowledge (02 hours)

- Occupational activity model- and project-based teaching methods;
- Utilisation of ICT-based teaching facilities;
- Soft skills needed in workplaces;
- Assessment criteria for delivery of training.

2.2 Skills (06 hours)

2.2.1 Establish a learning environment

- Prepare for a training venue with all necessary equipment, supplies and facilities;
- Bring in learning motivation and establish the cooperation inside the classroom.

2.2.2 Deliver training

- Deliver project-based training, using typical occupational activity model;
- Utilise ICT-based teaching facilities;

- Integrate soft skills into teaching activities.

2.2.3 Assess training outcomes

- Assess learners' competencies
- Propose measures for improved teaching process

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the training outcomes.

3. List of teaching/learning resources

- A training venue with all necessary equipment, supplies and facilities;
- A training lesson plan, and relevant technical documents and occupational skill evaluation sheet(s) to be used during the training process;

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Delivery of training, using an occupational activity model, integrated soft skills and ICT-based teaching facilities.

Assessment method(s): Assessment of training implementation process, application of training methods, skills and facilities, learning process management and pedagogical behaviours; and assessment of learning outcomes.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “delivery of training” tasks, in combination with presentations, conversations, group discussions and skills demonstration.

Appendix II

(Promulgated together with the Decision No. 868/QĐ-TCGDNN dated 23/11/2020 by the DVET's Director General)

PEDAGOGY TRAINING PROGRAMME FOR IN-COMPANY TRAINERS TEACHING AT INTERMEDIATE LEVEL

I. OBJECTIVES

Overall objectives

Upon the completion of this programme, participants will have abilities to provide employees/workers, apprentices and interns with practical knowledge, occupational hands-on skills and competencies to perform the work of an occupation as well as to coordinate with TVET institutes in conducting an intermediate-level in-company cooperative training programme.

Specific objectives

Upon the completion of this programme, participants will be able to:

- Analyse vocational training process in companies and TVET institutes; apply TVET-related legal and technical regulations in a business environment; assess a company's intermediate-level cooperative training capacity;
- Carry out job position-based occupational analysis;
- Identify employees' knowledge and occupational skill gaps in job positions as well as their training needs;
- Prepare a training programme;
- Conduct in-company training, including training lesson plan preparation, training preparation, training delivery and assessment of learning outcomes;
- Be aware of the issues related to occupational safety, environmental protection, gender equality and equal access in a working environment in order to effectively integrate them into a training process.

II. PARTICIPANTS

Scientists, engineers, technicians and highly skilled workers from enterprises, who are selected by enterprises or have a desire to become in-company trainers, and participate in providing in-company training under the framework of cooperative training programme(s) conducted by companies and TVET institutes.

III. PROGRAMME CONTENTS

The training programme comprises 08 modules from Module BH01 to Module BH08 with minimum time duration allocated as follows:

Table 1: List of modules and time allocation by module

No.	Modules	Minimum duration/h		
		Total	Knowledge	Skills
BH01	General introduction of TVET and in-company training	4	3	1
BH02	Identification of training needs	4	1	3
BH03	Development of a training programme I	8	2	6
BH04	Assessment of cooperative training capacity	2	1	1
BH05	Development of a training lesson plan I	8	2	6
BH06	Preparation for training I	4	1	3
BH07	Delivery of training I	22	2	20
BH08	Assessment of learning outcomes	4	1	3
	End-of-course evaluation	4	3	1
	Total:	60	16	44

Details of each module is presented in the Appendix of this Programme.

IV. TRAINING DURATION

Minimum training duration: 60 hours. One training session is 60 min; one exam/test session is 60 min. A training day must not exceed 08 hours.

V. CONDUCTING THE PROGRAMME AND ASSESSING THE LEARNING OUTCOMES

Organisation of training

The training programme can be conducted in an online or face-to-face mode. The face-to-face mode can be applied one or more module-based batches.

Training and certificate providers are the units that are designated to carry out TVET pedagogy training programmes in accordance with legal regulations, and have experience in training provision for workers from enterprises.

Trainers

Trainers are teachers who meet all standards on professional qualifications and pedagogical skills as required for teachers providing TVET pedagogy training in accordance with the state regulations, and have an understanding of in-company training.

Training approach

The programme is conducted in an action-oriented training approach, which is combined with other active teaching methods such as presentations, conversations and problem-solving so as to help participants develop their wide-ranging competencies based on their knowledge, skills, self-determination and self-responsibility. These include professional, methodological, social and personal competencies. The performance-based action-oriented training involves information, plans, decisions, implementation, testing and evaluation with pedagogical topics derived from various situations of output-oriented occupational activities.

Standard resources required for the programme shall be classroom computer(s), overhead projector(s). Specific resources required for each module shall be described in a detailed module-based plan.

Assessment method and grading scale

The learning outcomes shall be assessed for each module and at the end of the training course on the basis of the performance-based assessment approach. The competencies shall be assessed with two grading levels: Satisfactory and Unsatisfactory. The end-of-course evaluation shall be done by means of a comprehensive test, which aims at demonstrating the participants' real-life application and consolidation of their acquired competencies.

Condition(s) for course completion

Participants shall be certified for completing the training programme once they shall have acquired all the competencies specified in the programme and satisfactorily fulfilled the training regulations. They shall be granted with a Certificate of Teaching Skills for In-Company Trainers teaching at intermediate level.

VI. REFERENCES:

[1] Legal documents: VET Law 2014, Decision No. 1981/QĐ-TTg dated 18/10/2016, Decision No. 1982/QĐ-TTg dated 18/10/2016, Circular No. 38/2017/TT-BLĐTBXH dated 29/12/2017, Decision No. 782/QĐ-TCGDNN dated 06/10/2017, Circular No. 43/2015/TT-BLĐTBXH dated 20/10/2015, Circular No. 29/2017/TT-BLĐTBXH dated 15/12/2017, Circular No. 56/2015/TT-BLĐTBXH dated 24/12/2015, Circular No. 34/2018/TT-BLĐTBXH dated 26/12/2018. Circular No. 03/2017/TT-BLĐTBXH dated 01/03/2017, ILO Conventions on Labour Standards and Gender Equality.

[2] J.Barbazette: Training Needs Assessment, Pfeiffer 2006.

[3] Bill Lucas, Ellen Spencer and Guy Claxton: How to teach vocational education: A theory of vocational pedagogy. City & Guilds Centre for Skills Development 2012

- [4] Joerg-Peter Pahl: Ausbildungs- und Unterrichtsverfahren, W.Bertelmann Verlag 2005
- [5] Hilbert Meyer: Unterrichtsmethoden , Cornelsen Verlag 1987
- [6] P.Aharsa, D. Manik, Y. Holungo, Bui The Dung: Modular In-Plant Training – A Practical Guide to In-House Training (Project Working Paper). GIZ, Bonn 2014.
- [7] Tony Bray: The Training Design Manual. Kogan Page USA, 2007.

VI. DETAILS OF MODULES

MODULE BH01

General introduction of TVET and in-company training

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to:

- Analyse the vocational training process, parts of process and training quality factors;
- Apply TVET-related legal/regulatory and technical regulations in the business environment;
- Analyse the roles/features of in-company training and organisational forms of in-company training activities;
- Analyse and apply the cooperative training offered by TVET institutes and enterprises.

2. Contents

2.1 Knowledge (03 hours)

2.1.1 Systems and legal normative documents

- National Education System, TVET and in-company training;
- National Qualification Framework, Occupational Skills Standards, and actual application;
- Legal framework governing TVET activities in TVET institutes and enterprises.

2.1.2 TVET training models

- School-based training;
- In-company training;
- Cooperative training.

2.1.3 Training process, basic pedagogical/didactic elements and interactions

- Training process;
- Basic pedagogical/didactic elements;
- Training quality assurance factors;
- Performance-based training;
- Action-oriented training, based on full activity model.

2.1.4 Social-environmental issues in TVET

- Labour safety;
- Environmental protection;
- Gender equality;
- Equal access for disadvantaged groups.

2.2 Skills (01 hour)

2.2.1 Description of in-company training process

- Analysis of in-company training activities and organisation process;
- Identification of in-company internal training features and significance;
- Identification of barriers to in-company training.

2.2.3 Job description and competences of in-company trainers.

3. List of teaching/learning resources

- Relevant regulatory documents;
- Relevant company information profile(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s):

- Roles of in-company training in TVET;
- Features, activities and organisation of in-company training;
- Duties, competencies and qualities of an in-company trainer.

Assessment method(s): A written or oral test.

5. Guidance on implementation

Suggested training method(s): Presentations and group discussions.

MODULE BH02

Identification of training needs

Duration: 04 hours

4. Objectives

Upon the completion of this Module, participants will be able to identify and analyse knowledge/occupational skill and work performance gaps, and propose training alternatives to develop and improve the capacities of employees/workers, apprentices and interns in a company.

5. Contents

2.1 Knowledge (01 hour)

- Work task analysis;
- Method(s) and process(es) of training needs identification;

- Method(s) of skill assessment;
- Methods of training cost/return on investment calculation;
- Methods of training alternative preparation.

2.2 Skills (03 hours)

2.2.1 Identify skill gaps

- Identify atypical situations in a company's operations;
- Clarify related job positions and individuals;
- Identify knowledge/skill gaps that can be addressed by training activities; performance of work that requires training;
- Prepare the report on the identification of training needs.

2.2.2 Work out training alternative(s)

Define training objectives, list of people who need training, trainers, training duration/time/location, required facilities, and training costs and return on investment.

2.2.3 Assess training alternative(s)

- Assess the elements of a training alternative;
- Analyse the feasibility and effectiveness of training alternative(s);
- Finalise and submit the final training alternative for approval.

2.3 Self-determination and self-responsibility

- Participants shall perform the tasks independently and/or in groups, and be responsible for the outcomes of training needs identification.

6. List of teaching/learning resources

- Relevant company information profile;
- Template(s) of training needs identification and reporting on the training needs identification;
- Template(s) of training cost/return on investment calculation;
- Template(s) of training alternative preparation.
- Assessment criteria for training alternative(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a complete training alternative for addressing skill gaps.

Assessment method(s): Assess the development and analysis process of a proposed training alternative.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the "identification of training needs" tasks, in combination with presentations, conversations and group discussions.

MODULE BH03
Development of a training programme I
Duration: 08 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop a training programme that provides knowledge, skills and abilities to perform the work of an occupation as needed by the company, and participate in the design, adaptation and preparation of a training programme of an occupational module, which is part of the intermediate-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements

2. Contents

2.1 Knowledge (02 hours)

- Basic concepts and contents of a training programme;
- Evaluation criteria for a training programme;
- Methods and processes of developing a training programme;
- Characteristics of in-company work-based/adult training and training programmes;
- Full/typical occupational activity model;
- Work and learning situations;
- Method(s) of structuring objectives/teaching contents and defining learning volume;
- Criteria and methods for end-of-module/end-of-programme learning outcome assessment;
- Legal documents related to training programme development.

2.2 Skills (06 hours)

2.2.1 Prepare for the development of a training programme

- Conduct an analysis of training needs and programme development requirements;
- Analyse learners' characteristics and training conditions.

2.2.2 Draft a training programme

- Prepare performance-based programme objectives;
- Determine training programme contents;
- Structure programme goals and contents for each module and learning situation;
- Structure modules based on full activity model;
- Anticipate training duration;
- Develop methods and criteria for end-of-module/end-of-programme learning outcome assessment;
- Describe programme delivery conditions;
- Prepare guidelines for programme delivery;
- Draft the programme using the defined format.

2.2.3 Evaluate and finalise a training programme

- Evaluate the programme against the criteria;
- Collect opinions from relevant stakeholders;
- Revise and finalise the programme.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and/or in groups, and be responsible for the outcomes of “Development of a training programme”.

3. List of teaching/learning resources

- Documentation on training needs;
- Template format for a training programme and template worksheets as prescribed in legal regulations.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a training programme to perform the work of an occupation.

Assessment method(s): Assess the development process and products of the training programme as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “development of a training programme” tasks, in combination with presentations, conversations and group discussions.

MODULE BH04

Assessment of cooperative training capacity

Duration: 02 hours

3. Objectives

Upon the completion of this Module, participants will be able to analyse the training requirements by a partner organisation, examine the training programme, and assess a company’s responsiveness to training requirements and engagement in training.

4. Contents

2.1 Knowledge (01 hour)

- Structure/components of TVET curricula;
- Conditions/factors related to training delivery and quality assurance;
- Criteria for assessing a company’s cooperative training capacity;
- Methods of training cost/return on investment calculation.
- 2.2 Skills (01 hour)
- 2.2.1 Analyse cooperative training requirements
- Analyse the training programme;

- Analyse elements and conditions of training delivery and quality assurance.

2.2.2 Conduct an assessment

- Summarise related company information;
- Analyse the availability of job positions/equipment for training purposes;
- Evaluate if the trainers meet with requirements of time availability, capacities, professional qualifications and pedagogical/didactic skills;
- Identify mismatches between training requirements and a company's capabilities; Propose feasible solutions.

2.2.3 Prepare a report on the assessment of cooperative training capacity and analyse the feasibility.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and/or in groups, and be responsible for the outcomes of "Assessment of cooperative training capacity".

3. List of teaching/learning resources

- Technology diagram, job placement chart and related production plan;
- In-company trainer profile and equipment availability;
- Template report on the "assessment of cooperative training capacity".

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Assessment of training capacity for an occupational module developed by a TVET institute and delivered under cooperative training arrangements.

Assessment method(s): Review the assessment process and validity of the "Report on the assessment of cooperative training capacity", as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the "assessment of cooperative training capacity" tasks, in combination with presentations, conversations and group discussions.

MODULE BH05

Development of a training lesson plan I

Duration: 08 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop a training lesson plan for an in-company training programme and an occupational module, which is part of the intermediate-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements.

2. Contents

2.1 Knowledge (02 hours)

- Basic concepts and contents of a training lesson plan;
- Criteria for lesson plan assessment;
- Teaching sequences;
- 4-step training approach, workplace mentoring, conduction, instructions and manipulation coaching;
- Teaching facilities and utilisation of teaching facilities: instruction worksheets/tables;
- Characteristics and learning styles of learners, and experiential learning;
- Organisation of teaching and learning;
- Estimation/allocation of training duration;
- Capacity assessment method(s);
- Methods, tools and plans for learning outcome assessment.

2.2 Skills (06 hours)

2.2.1 Prepare for the development of a training lesson plan

- Analyse the training programme;
- Clarify objectives and module contents and criteria for lesson plan assessment;
- Identify learners' characteristics;
- Check and confirm the conditions and availability of factory/workshop and equipment, work schedules of relevant individuals;
- Check relevant documents and standards/regulations (operating/manipulating procedures, etc.).

2.2.2 Prepare a training lesson plan

- Prepare "Introduction to this Module": Objectives, contents, module plan, conditions/forms of teaching organisation and criteria for learning outcome assessment;
- Develop "Delivery of module contents":
 - Content delivery process using full activity model – Time allocation;
 - Teacher's and learners' activities for content delivery (selection of suitable teaching methods, materials, organisational forms);
 - Estimated assessment time, methods and criteria.
- Prepare "Module wrap-up": End-of-module assessment; applicability in other occupational situations;
- Prepare different annexes: "A company's schedule for physical facilities utilisation", "List of teaching aids to be prepared and utilisation plan", "List of teaching materials to be developed and utilisation plan", and "Testing/assessment plan".

2.2.3 Assess and finalise a training lesson plan

- Assess a training lesson plan against the criteria;

- Revise and finalise a training lesson plan

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the quality of the training lesson plan.

3. List of teaching/learning resources

- Training programme;
- Relevant company information profile;

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a training lesson plan for a training module, which is part of the training programme developed by a partner TVET institute.

Assessment method(s): Assess the development and review process of a training lesson plan, as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “development of a training lesson plan” tasks, in combination with presentations, conversations and group discussions.

MODULE BH 06

Preparation for training I

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop training plans and assessment test(s), and prepare for training venue(s), teaching facilities, equipment and supplies for conducting the training according to the training lesson plan for an in-company training programme and an occupational module, which is part of the intermediate-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements.

2. Contents

2.1 Knowledge (01 hour)

- Functions, types and methods of developing and using teaching facilities such as learning materials, forms, learning/assessment sheets and digitalised facilities;
- Functions and methods of developing the tools for learning outcome assessment;
- Methods of preparing a training plan/timetable.

2.2 Skills (03 hours)

2.2.1 Prepare conditions/facilities for training

- Analyse a training lesson plan and its annexes;

- Prepare and agree on the timetable for using the training venue, equipment and supplies as indicated in annex(es);
- Collect related programmes, technical documents and performance standards as described in annex(es);
- Make use of and develop traditional and digitised teaching facilities as indicated in annex(es);
- Develop educational and teaching materials as indicated in annex(es);
- Develop assessment tests as indicated in annex(es).

2.2.2 Prepare participants' profile

- Prepare the list and characteristics of participants;
- Develop tracking records of training progress and outcomes.

2.2.3 Develop a training schedule

- Propose a timetable;
- Agree on and keep all relevant parties informed of the training schedule.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the outcomes of the preparation for training.

3. List of teaching/learning resources

- A training lesson plan/programme;
- Training schedule preparation template(s);
- Information related to the company's facilities for training purpose.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Preparation of conditions/facilities for training.

Assessment method(s): Assess the preparation process and results.

5. Guidance on implementation

Suggested training method(s): Presentations and group discussions.

MODULE BH07

Delivery of training I

Duration: 22 hours

1. Objectives

Upon the completion of this Module, participants will be able to ensure educational communication, apply 4-step teaching approach and active teaching techniques, utilise teaching facilities and organise/manage appropriate training in order to carry out in-company training activities as described in the training lesson plan for an in-company training programme and an

occupational module, which is part of the intermediate-level training programme developed by a TVET institute and delivered in the company under cooperative training arrangements.

2. Contents

2.1 Knowledge (02 hours)

- Educational communication in classroom settings;
- Teaching methods in workplace settings: demonstration, mentoring, manipulation coaching and 4-step training approach;
- Teaching techniques: inquiry, conversations, organisation of learning activities, and giving/receiving feedback;
- Functions, types and utilisation of worksheets/tables, educational materials and digitalised teaching facilities;
- Management of teaching process, time and training profile;
- Criteria for assessing the delivery of training.

2.2 Skills (20 hours)

2.2.1 Establish a learning environment

- Prepare for a training venue with all necessary equipment, supplies and facilities;
- Bring in learning motivation and establish the cooperation inside the classroom.

2.2.2 Deliver training

- Deliver training according to the training lesson plan
- Apply the 4-step approach;
- Ensure proficient and logical application of teaching skills
- Use teaching facilities in a flexible and suitable manner
- Perform good management of classroom, learning process and time
- Ensure appropriate and efficient communication, behaviours and handling with situations
- Conduct the assessment of learning outcomes during the teaching process, and take appropriate and prompt corrective measures.

2.2.3 Assess learning outcomes against the criteria

- Assess learners' acquired competencies;
- Prepare records of learning process and outcomes;
- Propose measures for improved teaching process.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the training outcomes.

3. List of teaching/learning resources

- A training venue with all necessary equipment, supplies and facilities;

- A training lesson plan, and relevant technical documents and occupational skill evaluation sheet(s) to be used during the training process;

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Delivery of training, following the prepared training lesson plan.

Assessment method(s): Assessment of training implementation process, application of training methods, skills and facilities, learning process management and pedagogical behaviours; and assessment of learning outcomes.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “delivery of training” tasks, in combination with presentations, conversations, group discussions and skills demonstration.

MODULE BH08

Assessment of learning outcomes

Duration: 04 hours

2. Objectives

Upon the completion of this Module, participants will be able to conduct the assessment of learning outcomes in terms of learners' knowledge, skills and occupational competencies by the end of the training course.

2. Contents

2.1 Knowledge (01 hour)

- Criteria and standards for assessing learning outcomes
- Methods and tools for assessing knowledge, skills and performance;
- Assessment planning.

2.2 Skills (03 hours)

2.2.1 Prepare for an assessment

- Prepare an assessment plan;
- Collect testing/assessment records in the learning process;
- Collect learning outcome records at the end of modules/lessons;
- Develop learning outcome requirements of a training programme;
- Prepare learning outcome assessment tests.

2.2.2 Conduct a skills assessment

- Conduct a performance assessment test.

2.2.3 Prepare the documentation on learning outcomes during the training process and at the end of the training programme

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the assessment outcomes.

3. List of teaching/learning resources

- Testing/assessment records during the training process and at the end of modules;
- Learning outcome assessment plan;
- Learning outcome assessment tools and end-of-programme test.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of end-of-programme test.

Assessment method(s): Assess the development process and test quality.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach in combination with presentations, conversations and group discussions.

Appendix III

(Promulgated together with the Decision No. 868/QĐ-TCGDNN dated 23/11/2020 by the DVET)

PEDAGOGY TRAINING PROGRAMME FOR IN-COMPANY TRAINERS TEACHING AT ELEMENTARY LEVEL

I. OBJECTIVES

Overall objectives

Upon the completion of this programme, participants will have basic and essential teaching abilities to deliver practical knowledge and occupational hands-on skills, and participate in retraining, upgrading and upskilling for employees/workers, apprentices and interns, as well as in elementary-level in-company cooperative training programmes.

Specific objectives

Upon the completion of this programme, participants will be able to:

- Describe in-company training process;
- Apply TVET-related legal and technical regulations in a business environment;
- Carry out work place analysis for job positions;
- Identify employees' knowledge and occupational skill gaps as well as their training needs;
- Prepare training profile;
- Conduct in-company training, including training lesson plan preparation, training preparation, training delivery and assessment of learning outcomes in internal and elementary-level training programmes.
- Be aware of the issues related to occupational safety, environmental protection, gender equality and equal access in a working environment in order to effectively integrate them into a training process.

II. PARTICIPANTS

Scientists, engineers, technicians and highly skilled workers from enterprises, who are selected by enterprises to attend training or have a desire to become in-company trainers.

III. PROGRAMME CONTENTS

The training programme comprises 6 modules with minimum time duration allocated as follows:

Table 1: List of modules and time allocation by module

No.	Modules	Minimum duration/h		
		Total	Knowledge	Skills
BH01	General introduction of TVET and in-company training	4	3	1
BH02	Identification of training needs	4	1	3
BH03	Development of a training lesson plan	5	1	4
BH04	Preparation for training	3	1	2
BH05	Delivery of training	12	2	10
BH06	Assessment of learning outcomes	2	1	1
	Total:	30	9	21

Details of each module is presented in the Appendix of this Programme.

IV. TRAINING DURATION

The minimum training duration is 30 hours. One training session is 60 min. A training day must not exceed 08 hours.

V. CONDUCTING THE PROGRAMME AND ASSESSING THE LEARNING OUTCOMES

Organisation of training

The training programme can be conducted in one or more module-based batches.

Training and certificate providers are the units that are designated to carry out TVET pedagogy training programmes in accordance with legal regulations and have experience in training provision for workers from enterprises.

Trainers

Trainers are teachers who meet all standards on professional qualifications and pedagogical skills as required for teachers providing TVET pedagogy training in accordance with the state regulations, and have an understanding of in-company training.

Training approach

The programme is conducted in an action-oriented training approach, which is combined with other active teaching methods such as presentations, conversations and problem-solving so as to help participants develop their wide-ranging competencies based on their knowledge, skills, self-determination and self-responsibility. These include professional, methodological, social and personal competencies. The performance-based action-oriented training involves information, plans, decisions, implementation, testing and evaluation with pedagogical topics derived from various situations of output-oriented occupational activities.

Standard resources required for the programme shall be classroom computer(s), overhead projector(s). Specific resources required for each module shall be described in a detailed module-based plan.

Assessment method and grading scale

The learning outcomes shall be assessed for each module and at the end of the training course on the basis of the performance-based assessment approach. The competencies shall be assessed with two grading levels: Satisfactory and Unsatisfactory. The end-of-course evaluation shall be done by means of a comprehensive test, which aims at demonstrating the participants' real-life application and consolidation of their acquired competencies.

Condition(s) for course completion

Participants shall be certified for completing the training programme once they shall have acquired all the competencies specified in the programme and satisfactorily fulfilled the training regulations. They shall be granted with a Certificate of Teaching Skills for In-Company Trainers teaching at elementary level.

VI. REFERENCES

- [1] Legal documents: VET Law 2014, Decision No. 1981/QĐ-TTg dated 18/10/2016, Decision No. 1982/QĐ-TTg dated 18/10/ 2016, Circular No. 38/2017/TT-BLĐTBXH dated 29/12/2017, Decision No. 782/QĐ-TCGDNN dated 06/10/2017, Circular No. 43/2015/TT-BLĐTBXH dated 20/10/.2015, Circular No. 29/2017/TT-BLĐTBXH dated 15/12/2017, Circular No. 56/2015/TT-BLĐTBXH dated 24/12/2015, Circular No. 34/2018/TT-BLĐTBXH dated 26/12/2018. ILO Conventions on Labour Standards and Gender Equality.
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- [7] Tony Bray: The Training Design Manual. Kogan Page USA, 2007.

VII. DETAILS OF MODULES

MODULE BH01

General introduction of TVET and in-company training

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to:

- Describe vocational training process, parts of process and training quality factors;
- Apply TVET-related legal/regulatory and technical regulations in a business environment;
- Analyse the roles/features of in-company training and organisational forms of in-company training activities.

2. Contents

2.1 Knowledge (03 hours)

2.1.1 Systems and legal normative documents

- National Education System, TVET and in-company training;
- National Qualification Framework, Occupational Skills Standards, and actual application.

2.1.2 TVET training models

- School-based training;
- In-company training;
- Cooperative training.

2.1.3 Training process, basic pedagogical/didactic elements and interactions

- Training process;
- Basic pedagogical/didactic elements;
- Training quality assurance factors;
- Performance-based training;
- Action-oriented training, based on full activity model.

2.1.4 Social-environmental issues in TVET

- Labour safety;
- Environmental protection;
- Gender equality;
- Equal access for disadvantaged groups.

2.2 Skills (01 hour)

2.2.1 Description of in-company training process

- Analysis of in-company training activities and organisation process;
- Identification of in-company internal training features and significance;
- Identification of barriers to in-company training.

2.2.2 Job description and competences of in-company trainers.

3. List of teaching/learning resources

- Relevant regulatory documents;
- Relevant company information profile(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s):

- Roles of in-company training in TVET;
- Features, activities and organisation of in-company training;
- Duties, competencies and qualities of an in-company trainer.
- Assessment method(s): A written or oral test.

5. Guidance on implementation

Suggested training method(s): Presentations and group discussions.

MODULE BH02 Identification of training needs

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to identify and analyse occupational knowledge/skill gaps and propose training alternatives to improve the capacities of employees/workers in a company.

2. Contents

2.1 Knowledge (01 hour)

- Work task analysis;
- Method(s) and process(es) of training needs identification;
- Method(s) of skill assessment;
- Method(s) of training cost/return on investment calculation;
- Methods of training alternative preparation.

2.2 Skills (03 hours)

2.2.1 Identify skill gaps

- Identify atypical situations in a company's operations;

- Clarify related job positions and individuals;
- Identify knowledge/skill gaps that can be addressed by training activities;
- Report on the identification of training needs.

2.2.2 Work out training alternative(s)

Define training objectives, list of people who need training, trainers, training duration/time/location, required facilities, and training costs and return on investment.

2.2.3 Assess training alternative(s)

- Assess the elements of a training alternative;
- Analyse the feasibility and effectiveness of training alternative(s);
- Finalise and submit the final training alternative for approval.

2.3 Self-determination and self-responsibility

- Participants shall perform the tasks independently and/or in groups, and be responsible for the outcomes of training needs identification.

3. List of teaching/learning resources

- Relevant company information profile;
- Template(s) of training needs identification and reporting on the training needs identification;
- Template(s) of training cost/return on investment calculation;
- Template(s) of training alternative preparation.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a complete training alternative for addressing skill gaps.

Assessment method(s): Assess the development and analysis process of a proposed training alternative.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “identification of training needs” tasks, in combination with presentations, conversations and group discussions.

MODULE BH03

Development of a training lesson plan

Duration: 05 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop a training lesson plan, which is based on training needs and alternatives with an aim to address/fill in learners’ practical knowledge/occupational skill gaps, and meets the requirements of an elementary-level training programme.

2. Contents

2.1 Knowledge (01 hour)

- Basic concepts and contents of a training lesson plan;
- Pedagogical interactions between trainers and participants, and presentation/conversational/group work skills;
- 4-step training approach, workplace mentoring, conduction, instructions and manipulation coaching;
- How to prepare and use instruction worksheets/tables and training facilities;
- Characteristics and learning styles of learners (who are adults, persons in need of inclusive education/training and females);
- Estimation/allocation of training duration;
- Performance standards, and skill assessment criteria and methods.

2.2 Skills (04 hours)

2.2.1 Prepare for the development of a training lesson plan

- Analyse training alternatives;
- Clarify training objectives and contents/topics;
- Identify learners' characteristics, training venue, training resources, and training time and duration;
- Prepare a training lesson plan template and related technical documents.

2.2.2 Prepare a training lesson plan

- Prepare training schedule and timetable;
- Select suitable training method(s)/skills;
- Determine appropriate teaching facilities;
- Decide on how to organise teaching/learning activities;
- Propose expected assessment time and assessment method(s)/criteria;
- Propose facilities needed for training;
- Prepare a training lesson plan based on the proposed template.

2.2.3 Assess a training lesson plan

The match between objectives, contents/topics, methods, resources, characteristics of learners, time allocation and training schedule; and feasibility of a training lesson plan.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the quality of the training lesson plan.

3. List of teaching/learning resources

- Training alternatives;
- Relevant company information profile;
- Training lesson plan template(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a training lesson plan for a small-sized course at the workplace, aiming at addressing skill gaps on the basis of training alternatives established during the assessment of training needs.

Assessment method(s): Assess the development and review process of a training lesson plan, as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “development of a training lesson plan” tasks, in combination with presentations, conversations and group discussions.

MODULE BH04

Preparation for training

Duration: 03 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop training plans and prepare for venues, teaching facilities, equipment, supplies and assessment tools before conducting the training.

2. Contents

2.1 Knowledge (01 hour)

- Functions/methods of developing and using teaching facilities such as learning materials, forms, learning/assessment sheets and audio-visual aids;
- Functions/methods of developing assessment tools of learning outcomes;
- Methods of preparing a training plan/schedule.

2.2 Skills (02 hours)

2.2.1 Prepare conditions/facilities for training

- Analyse a training lesson plan and list of proposed training facilities/aids;
- Prepare and agree on the timetable for using the training venue, equipment and supplies;
- Collect documents/materials and company information, and prepare learning sheets/forms as teaching facilities;
- Collect information on production tasks and job situations, and prepare formative and summative assessment tests.

2.2.2 Prepare participants' profile

- List and characteristics of participants;
- Tracking records of training progress and outcomes.

2.2.3 Develop a training schedule

- Propose a timetable;
- Agree on and keep all relevant parties informed of the training schedule.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the outcomes of the preparation for training.

3. List of teaching/learning resources

- A training lesson plan;
- Training schedule preparation template(s);
- Information related to the company's facilities for training purpose.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Performance of a preparation-related task, i.e. developing a teaching facilities usage schedule; a learning outcome assessment plan; and formative and summative assessment tests;

Assessment method(s): Formative and summative assessment.

5. Guidance on implementation

Suggested training method(s): Presentations and group discussions.

MODULE BH05

Delivery of training

Duration: 12 hours

1. Objectives

Upon the completion of this Module, participants will be able to ensure educational communication, apply 4-step teaching approach and basic teaching skills, utilise teaching facilities and organise appropriate training in order to carry out in-company training activities as described in the training lesson plan.

2. Contents

2.1 Knowledge (02 hours)

- Educational communication between trainers and participants, and presentation/conversational/group work skills;
- 4-step training approach, workplace mentoring, conduction, instructions and manipulation coaching;
- Functions, types and methods of developing/using instruction worksheets/tables and training facilities;
- Teaching process management (schedule; time, contents, targeted objectives);
- Learning outcome assessment method(s) and criteria.

2.2 Skills (10 hours)

2.2.1 Establish a learning environment

- Prepare for a training venue with all necessary equipment, supplies and facilities;
- Establish an atmosphere of cooperation between trainer(s) and participants.

2.2.2 Deliver training

- Deliver training according to the training lesson plan, applying the 4-step approach;
- Perform and foster teaching skills;
- Monitor and adjust the participants' activities;
- Collect and deal with participants' feedback;
- Evaluate practice-based results against performance criteria.

2.2.3 Assess learning outcomes

- Update information on the training process.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the training outcomes.

3. List of teaching/learning resources

- A training venue with all necessary equipment, supplies and facilities;
- A training lesson plan, and relevant technical documents and occupational skill evaluation sheet(s) to be used during the training process;
- Learning outcome assessment plan;
- Learning outcome assessment tool(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Training of skill gaps as indicated in the prepared training lesson plan.

Assessment method(s): Assessment of implementation process and improved occupational skills at the end of Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “delivery of training” tasks, in combination with presentations, conversations and group discussions.

MODULE BH06

Assessment of learning outcomes

Duration: 02 hours

1. Objectives

Upon the completion of this Module, participants will be able to conduct the assessment of learning outcomes in terms of learners' knowledge, skills and competencies by the end of the training course.

2. Contents

2.1 Knowledge (01 hour)

- Criteria and standards for assessing learning outcomes
- Methods and tools for assessing knowledge and occupational skills;
- Assessment planning.

2.2 Skills (01 hour)

2.2.1 Prepare for an assessment

- Develop assessment standards;
- Develop an assessment plan;
- Prepare outcome assessment tests.

2.2.2 Conduct a skills assessment

- Conduct an assessment of occupational skills.

2.2.3 Conduct an end-of-programme assessment

- Assess learning process and outcomes;
- Update training profile(s)

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the assessment outcomes.

3. List of teaching/learning resources

- Standards for work performance;
- Assessment plan;
- Test(s)

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Assessment of an occupational skill.

Assessment method(s): Analyse assessment process and outcomes.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “assessment of learning outcomes” tasks, in combination with presentations, conversations and group discussions.

Appendix IV

(Promulgated together with the Decision No. 868/QĐ-TCGDNN dated 23/11/2020 by the DVET's Director General)

PEDAGOGY TRAINING PROGRAMME FOR INTERNAL INSTRUCTORS

I. OBJECTIVES

Overall objectives

Upon the completion of this programme, participants will have basic and essential teaching abilities to deliver practical knowledge and occupational hands-on skills, and participate in retraining, upgrading and upskilling for employees/workers, apprentices and interns.

Specific objectives

Upon the completion of this programme, participants will be able to:

- Describe in-company training process;
- Apply TVET-related legal and technical regulations in a business environment;
- Carry out work place analysis for job positions;
- Identify employees' knowledge and occupational skill gaps as well as their training needs;
- Prepare training profile;
- Conduct in-company training, including training lesson plan preparation, training preparation, training delivery and assessment of learning outcomes.
- Be aware of the issues related to occupational safety, environmental protection, gender equality and equal access in a working environment in order to effectively integrate them into a training process.

II. PARTICIPANTS

Scientists, engineers, technicians and highly skilled workers from enterprises, who are selected by enterprises to attend training or have a desire to become internal instructor.

III. PROGRAMME CONTENTS

The training programme comprises 6 modules with minimum time duration allocated as follows:

Table 1: List of modules and time allocation by module

No.	Modules	Minimum duration/h		
		Total	Knowledge	Skills
BH01	General introduction of TVET and in-company training	2	1	1
BH02	Identification of training needs	4	1	3
BH03	Development of a training lesson plan	2	1	1
BH04	Preparation for training	2	1	1
BH05	Delivery of training	8	2	6
BH06	Assessment of learning outcomes	2	1	1
	Total:	20	7	13

Details of each module is presented in the Appendix of this Programme.

IV. TRAINING DURATION

The minimum training duration is 20 hours. One training session is 60 min. A training day must not exceed 08 hours.

V. CONDUCTING THE PROGRAMME AND ASSESSING THE LEARNING OUTCOMES

Organisation of training

The training programme can be conducted in one or more module-based batches.

Training and certificate providers are the units that are designated to carry out TVET pedagogy training programmes in accordance with legal regulations, and have experience in training provision for workers from enterprises.

Trainers

Trainers are teachers who meet all standards on professional qualifications and pedagogical skills as required for teachers providing TVET pedagogy training in accordance with the state regulations, and have an understanding of in-company training.

Training approach

The programme is conducted in an action-oriented training approach, which is combined with other active teaching methods such as presentations, conversations and problem-solving so as to help participants develop their wide-ranging competencies based on their knowledge, skills, self-determination and self-responsibility. These include professional, methodological, social and personal competencies. The performance-based action-oriented training involves

information, plans, decisions, implementation, testing and evaluation with pedagogical topics derived from various situations of output-oriented occupational activities.

Standard resources required for the programme shall be classroom computer(s), overhead projector(s). Specific resources required for each module shall be described in a detailed module-based plan.

Assessment method and grading scale

The learning outcomes shall be assessed for each module and at the end of the training course on the basis of the performance-based assessment approach. The competencies shall be assessed with two grading levels: Satisfactory and Unsatisfactory. The end-of-course evaluation shall be done by means of a comprehensive test, which aims at demonstrating the participants' real-life application and consolidation of their acquired competencies.

Condition(s) for course completion

Participants shall be certified for completing the training programme once they shall have acquired all the competencies specified in the programme and satisfactorily fulfilled the training regulations. They shall be granted with a Certificate of Teaching Skills for Internal Instructors.

A participant who has completed this programme may progress to In-Company Trainer training level provided that he/she will work on units of competencies that have not been covered.

VI. REFERENCES

[1] Legal documents: VET Law 2014, Decision No. 1981/QĐ-TTg dated 18/10/2016, Decision No. 1982/QĐ-TTg dated 18/10/ 2016, Circular No. 38/2017/TT-BLĐTBXH dated 29/12/2017, Decision No. 782/QĐ-TCGDNN dated 06/10/2017, Circular No. 43/2015/TT-BLĐTBXH dated 20/10/.2015, Circular No. 29/2017/TT-BLĐTBXH dated 15/12/2017, Circular No. 56/2015/TT-BLĐTBXH dated 24/12/2015, Circular No. 34/2018/TT-BLĐTBXH dated 26/12/2018. ILO Conventions on Labour Standards and Gender Equality.

[2] J.Barbazette: Training Needs Assessment, Pfeiffer 2006.

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[7] Tony Bray: The Training Design Manual. Kogan Page USA, 2007.

II. DETAILS OF MODULES

MODULE BH01

General introduction of in-company training

Duration: 02 hours

1. Objectives

Upon the completion of this Module, participants will be able to:

- Describe vocational training process, parts of process and training quality factors;
- Apply TVET-related legal/regulatory and technical regulations in a business environment;
- Analyse the roles/features of in-company training and organisational forms of in-company training activities.

2. Contents

2.1 Knowledge (01 hour)

2.1.1 Systems and legal normative documents

- National Education System, TVET and in-company training;
- National Qualification Framework, Occupational Skills Standards, and actual application.

2.1.2 TVET training models

- School-based training;
- In-company training;
- Cooperative training.

2.1.3 Training process, basic pedagogical/didactic elements and interactions

- Training process;
- Basic pedagogical/didactic elements;
- Training quality assurance factors;
- Performance-based training;
- Action-oriented training, based on full activity model.

2.1.4 Social-environmental issues in TVET

- Labour safety;
- Environmental protection;
- Gender equality;
- Equal access for disadvantaged groups.

2.2 Skills (01 hour)

2.2.1 Description of in-company training process

- Analysis of in-company training activities and organisation process;

- Identification of in-company internal training features and significance;
- Identification of barriers to in-company training.

2.2.3 Job description and competences of in-company trainers.

3. List of teaching/learning resources

- Relevant regulatory documents;
- Relevant company information profile(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s):

- Roles of in-company internal training in TVET;
- Features, activities and organisation of in-company internal training;
- Duties, competencies and qualities of an internal instructor.

Assessment method(s): A written or oral test.

5. Guidance on implementation

Suggested training method(s): Presentations and group discussions.

MODULE BH02

Identification of training needs

Duration: 04 hours

1. Objectives

Upon the completion of this Module, participants will be able to identify and analyse occupational knowledge/skill gaps and propose training alternatives to improve the capacities of employees/workers in a company.

2. Contents

2.1 Knowledge (01 hour)

- Work task analysis;
- Method(s) and process(es) of training needs identification;
- Method(s) of skill assessment;
- Method(s) of training cost/return on investment calculation;
- Methods of training alternative preparation.

2.2 Skills (03 hours)

2.2.1 Identify skill gaps

- Identify atypical situations in a company's operations;
- Clarify related job positions and individuals;
- Identify knowledge/skill gaps that can be addressed by training activities;
- Report on the identification of training needs.

2.2.2 Work out training alternative(s)

Define training objectives, list of people who need training, trainers, training duration/time/location, required facilities, and training costs and return on investment.

2.2.3 Assess training alternative(s)

- Assess the elements of a training alternative;
- Analyse the feasibility and effectiveness of training alternative(s);
- Finalise and submit the final training alternative for approval.

2.3 Self-determination and self-responsibility

- Participants shall perform the tasks independently and/or in groups, and be responsible for the outcomes of training needs identification.

3. List of teaching/learning resources

- Relevant company information profile;
- Template(s) of training needs identification and reporting on the training needs identification;
- Template(s) of training cost/return on investment calculation;
- Template(s) of training alternative preparation.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a complete training alternative for addressing skill gaps.

Assessment method(s): Assess the development and analysis process of a proposed training alternative.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “identification of training needs” tasks, in combination with presentations, conversations and group discussions.

MODULE BH03

Development of a training lesson plan

Duration: 02 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop a training lesson plan, which is based on training needs and alternatives with an aim to address/fill in learners’ practical knowledge/occupational skill gaps.

2. Contents

2.1 Knowledge (01 hour)

- Basic concepts and contents of a training lesson plan;

- Pedagogical interactions between trainers and participants, and presentation/conversational/group work skills;
- 4-step training approach, workplace mentoring, conduction, instructions and manipulation coaching;
- How to prepare and use instruction worksheets/tables and training facilities;
- Characteristics and learning styles of learners (who are adults, persons in need of inclusive education/training and females);
- Estimation/allocation of training duration;
- Performance standards, and skill assessment criteria and methods.

2.2 Skills (01 hour)

2.2.1 Prepare for the development of a training lesson plan

- Analyse training alternatives;
- Clarify training objectives and contents/topics;
- Identify learners' characteristics, training venue, training resources, and training time and duration;
- Prepare a training lesson plan template and related technical documents.

2.2.2 Prepare a training lesson plan

- Prepare training schedule and timetable;
- Select suitable training method(s)/skills;
- Determine appropriate teaching facilities;
- Decide on how to organise teaching/learning activities;
- Propose expected assessment time and assessment method(s)/criteria;
- Propose facilities needed for training;
- Prepare a training lesson plan based on the proposed template.

2.2.3 Assess a training lesson plan

The match between objectives, contents/topics, methods, resources, characteristics of learners, time allocation and training schedule; and feasibility of a training lesson plan.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the quality of the training lesson plan.

3. List of teaching/learning resources

- Training alternatives;
- Relevant company information profile;
- Training lesson plan template(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Development of a training lesson plan for a small-sized course at the workplace, aiming at addressing skill gaps on the basis of training alternatives established during the assessment of training needs.

Assessment method(s): Assess the development and review process of a training lesson plan, as prepared in the course of this Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “development of a training lesson plan” tasks, in combination with presentations, conversations and group discussions.

MODULE BH04

Preparation for training

Duration: 02 hours

1. Objectives

Upon the completion of this Module, participants will be able to develop training plans and prepare for venues, teaching facilities, equipment, supplies and assessment tools before conducting the training.

2. Contents

2.1 Knowledge (01 hour)

- Functions/methods of developing and using teaching facilities such as learning materials, forms, learning/assessment sheets and audio-visual aids;
- Functions/methods of developing assessment tools of learning outcomes;
- Methods of preparing a training plan/schedule.

2.2 Skills (01 hour)

2.2.1 Prepare conditions/facilities for training

- Analyse a training lesson plan and list of proposed training facilities/aids;
- Prepare and agree on the timetable for using the training venue, equipment and supplies;
- Collect documents/materials and company information, and prepare learning sheets/forms as teaching facilities;
- Collect information on production tasks and job situations, and prepare formative and summative assessment tests.

2.2.2 Prepare participants' profile

- List and characteristics of participants;
- Tracking records of training progress and outcomes.

2.2.3 Develop a training schedule

- Propose a timetable;
- Agree on and keep all relevant parties informed of the training schedule.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the outcomes of the preparation for training.

3. List of teaching/learning resources

- A training lesson plan;
- Training schedule preparation template(s);
- Information related to the company's facilities for training purpose.

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Performance of a preparation-related task, i.e. developing a teaching facilities usage schedule; a learning outcome assessment plan; and formative and summative assessment tests;

Assessment method(s): Formative and summative assessment.

5. Guidance on implementation

Suggested training method(s): Presentations and group discussions.

MODULE BH05

Delivery of training

Duration: 08 hours

1. Objectives

Upon the completion of this Module, participants will be able to ensure educational communication, apply 4-step teaching approach and basic teaching skills, utilise teaching facilities and organise appropriate training in order to carry out in-company training activities as described in the training lesson plan.

2. Contents

2.1 Knowledge (02 hours)

- Educational communication between trainers and participants, and presentation/conversational/group work skills;
- 4-step training approach, workplace mentoring, conduction, instructions and manipulation coaching;
- Functions, types and methods of developing/using instruction worksheets/tables and training facilities;
- Teaching process management (schedule; time, contents, targeted objectives);
- Learning outcome assessment method(s) and criteria.

2.2 Skills (06 hours)

2.2.1 Establish a learning environment

- Prepare for a training venue with all necessary equipment, supplies and facilities;

- Establish an atmosphere of cooperation between trainer(s) and participants.

2.2.2 Deliver training

- Deliver training according to the training lesson plan, applying the 4-step approach;
- Perform and foster teaching skills;
- Monitor and adjust the participants' activities;
- Collect and deal with participants' feedback;
- Evaluate practice-based results against performance criteria.

2.2.3 Assess learning outcomes

- Update information on the training process.

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the training outcomes.

3. List of teaching/learning resources

- A training venue with all necessary equipment, supplies and facilities;
- A training lesson plan, and relevant technical documents and occupational skill evaluation sheet(s) to be used during the training process;
- Learning outcome assessment plan;
- Learning outcome assessment tool(s).

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Training of skill gaps as indicated in the prepared training lesson plan.

Assessment method(s): Assessment of implementation process and improved occupational skills at the end of Module.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “delivery of training” tasks, in combination with presentations, conversations and group discussions.

MODULE BH06

Assessment of learning outcomes

Duration: 02 hours

1. Objectives

Upon the completion of this Module, participants will be able to conduct the assessment of learning outcomes in terms of learners' knowledge, skills and competencies by the end of the training course.

2. Contents

2.1 Knowledge (01 hour)

- Criteria and standards for assessing learning outcomes
- Methods and tools for assessing knowledge and occupational skills;
- Assessment planning.

2.2 Skills (01 hour)

2.2.1 Prepare for an assessment

- Develop assessment standards;
- Develop an assessment plan;
- Prepare outcome assessment tests.

2.2.2 Conduct a skills assessment

- Conduct an assessment of occupational skills.

2.2.3 Conduct an end-of-programme assessment

- Assess learning process and outcomes;
- Update training profile(s)

2.3 Self-determination and self-responsibility

Participants shall perform the tasks independently and be responsible for the assessment outcomes.

3. List of teaching/learning resources

- Standards for work performance;
- Assessment plan;
- Test(s)

4. Assessment aspect(s) and method(s)

Assessment aspect(s): Assessment of an occupational skill.

Assessment method(s): Analyse assessment process and outcomes.

5. Guidance on implementation

Suggested training method(s): Action-oriented approach to fully performing the “assessment of learning outcomes” tasks, in combination with presentations, conversations and group discussions.