

GOOD PRACTICE

What constitutes a good practice model?

An exemplary practice model is not merely good; it is a practical model that has been proven effective and yields positive outcomes, and is therefore recommended as a model to adopt. It represents a successful experience—one that has been widely validated, repeatedly replicated, and is well worth sharing so that more people can apply it.

- Factor	- Description
Title *	An ongoing system for enhancing the quality of vocational training, based on output standards and feedback from enterprises, at Nha Trang Technical College.
Name of the training organization	Nha Trang Technical College (NTCT), Khanh Hoa Province, Vietnam – a public college under the People's Committee of Khanh Hoa Province.
Lĩnh vực chủ đề Subject Area	☒ Innovation ☐ Digitalization ☐ Sustainability ☐ Includes: ☒ Entrepreneurial mindset ☒ Career counseling ☒ Lifelong learning ☒ Building a collaborative ecosystem/competency development Primary focus area: Driving innovation in ensuring the quality of vocational education through continuous improvement based on output standards, competency assessment results, and feedback from enterprises; leveraging the role of the Vocational Advisory Council to bridge vocational training with the demands of the labor market.
Introduction *	The Nha Trang Technical College was established in 1962 as a public vocational education institution dedicated to training technical professionals to serve production, commerce, services, and the socio-economic development of Khanh Hoa Province, the Southern Central Region, and the Central Highlands. The college offers training programs at three levels—college, intermediate, and elementary—and also provides professional skills training and enhancement for its workforce.

Currently, the school trains over 3,000 students and undergraduates across 22 training programs, providing technical talent to domestic and foreign enterprises.

To enhance the quality of training in alignment with job performance capabilities, the school has implemented a continuous improvement model, using enterprise-defined outcome standards and feedback as the basis for reviewing and adjusting its training activities. This model integrates the following stages: defining training objectives → specifying expected learning outcomes → organizing training sessions and practical exercises → assessing competencies → analyzing data and gathering feedback → making adjustments and improvements.

The core of this model is to shift the quality assurance from primarily serving batch-based evaluations to a mechanism of ongoing monitoring, analysis, and continuous improvement. The model has been piloted through the Advisory Council for Automotive Technology and Industrial Electrical Engineering, serving as a foundation for considering expansion to other training programs.

Initial Situation and Challenges:

Initial Situation and Challenges: Prior to implementing the model, training quality assessment activities focused on input criteria such as training programs, physical facilities, and graduation outcomes. Efforts to align output standards with practical competency assessment results and the specific requirements of enterprises should be strengthened; feedback from enterprises should be systematically leveraged to facilitate adjustments to training programs and methodologies.

The challenge lies in establishing a mechanism to ensure the quality of routine operations, leveraging data and evidence to identify issues, determine improvement measures, and simultaneously engage enterprises in substantive participation in the training process.

Phase

During this phase, the organization implements a continuous improvement cycle: training objectives → expected learning outcomes → training programs and hands-on activities → competency assessment → data analysis and feedback from the enterprise → adjustments and further improvements.

The model has been piloted in two occupations—Automotive Technology and Industrial Electrical Engineering—through the Occupational Advisory Council. Participating enterprises provide feedback on the program, support internships, and engage in evaluating learning

outcomes, thereby enhancing the connection between training initiatives and the manufacturing, business, and service environments.

The implementation process aims to standardize the criteria for evaluating output capabilities, enhance the use of data in quality management, and sustain a cycle of periodic improvement. The results achieved in the pilot programs provide a foundation for reviewing and refining the methodology before considering its expansion.

Stakeholders and Partners

Beneficiaries / Target Group:

Students: Students will be able to engage in learning within a curriculum aligned with professional requirements, thereby increasing their opportunities for practical training, internships, and exposure to corporate work environments.

Teachers and responsible units: Have the basis to review exit criteria, update teaching content and methodologies, and adjust assessment activities.

Employers: Participate in providing feedback on the program and assessing the competencies of trainees, thereby contributing to enhancing the alignment between the quality of training and the requirements of the labor market.

The following parties shall adopt this practice method:

the School Board of Directors; the Quality Management Department – Students; relevant functional departments; specialized academic departments; the Automotive Technology and Industrial Electrical Engineering Career Advisory Council; teachers, civil servants, employees, and any individuals participating in the school's quality assurance activities.

Partners and Participation:

Professional Advisory Council – comprising corporate representatives, alumni, and relevant stakeholders; members of the council participate in providing feedback, reviewing training programs, offering admissions counseling, guiding career development, supporting internships, and evaluating graduation outcomes.

Experts from universities and colleges: providing professional support, sharing best practices, and conducting training sessions on training methodologies, evaluation processes, and quality assurance.

Former students, current final-year students, and internship supervisors: Provide feedback on the learning and internship processes, as well as the extent to which work requirements have been met.

Enterprises hosting internships and recruitment activities: creating a professional experience environment, supporting learners in gaining access to real-world production settings, and providing information on the professional competencies required.

Impact *

Regarding students, current students, and graduates:

According to the school's statistical data, over 80% of graduates secure employment in fields aligned with their academic programs. This metric should be continuously monitored and compared with feedback from employers to assess the alignment between training outcomes and labor market demands.

100% of students and university students from the pilot professions undergo internships and practical training at enterprises for a period of 3 to 4 months, in accordance with the training plan.

Practical training accounts for approximately 70% of the training duration, providing an opportunity to develop professional skills and cultivate an industrial work ethic.

In terms of institutional frameworks:

the school has developed and standardized a set of output competency indicators for key occupations, thereby providing a concrete basis for translating training requirements into assessable components.

Greater emphasis is being placed on the collection and analysis of evaluation results to help identify areas requiring improvement.

Evidence includes assessment items such as examinations and practical assessment forms, which have been digitized and archived to facilitate retrieval, synthesis, and quality assurance activities.

Regarding the operational scope and skill ecosystem:

participating enterprises engage not only in internship intake and recruitment, but also provide feedback on the program, support scholarships, supply equipment, and fund competitions.

The collaboration between the school and enterprises helps strengthen training partnerships aligned with labor market demands, thereby expanding practical training opportunities and employment prospects for learners.

Practical training activities and corporate partnerships will help bolster the institution's reputation and its student recruitment efforts.

Evidence:

The sources of evidence used to assess the impact include:

Survey report on labor-using entities and feedback from enterprises regarding the quality of recent graduates.

A statistical report on employment among former students, current students, and recent graduates.

Internship records at the enterprise; practical assessment results and graduation assessment results.

Training program documentation, learning outcome standards, competency indicators, and assessment tools.

Digitalized documentation for evidence and reporting to support self-assessment and ensure quality assurance

**Factors for
innovation and
success ***

What drives innovation?

The shift from batch-based evaluation to continuous improvement: linking output results to monitoring, analyzing data, and identifying improvement measures for the next cycle.

Focus on core content: select approximately 30–40% of the core courses to collect and analyze data, thereby concentrating resources on content that is meaningful for professional competence; this selection should be based on the required learning outcomes and the specific characteristics of each curriculum.

Emphasis is placed on assessing practical competence: The assessment framework, as outlined in the model, allocates 60% of the score to skills and techniques, and 40% to occupational safety, industrial conduct, and workplace organization.

Utilizing evaluation results for improvement: The course evaluation results are analyzed and discussed to identify areas requiring adjustment in the next training cycle.

Integrating practical training with professional conduct: Applying the 5S methodology in classrooms and practical workshops to cultivate organization, discipline, accountability, and a culture of continuous improvement.

Enhance corporate participation: Through the Professional Advisory Council and cooperation mechanisms, enterprises shall provide feedback on the program, support practical training and internships, and assess learners' competencies.

Key success factors:

The commitment of the Board of Directors—to provide strategic direction, guidance, and resource support for quality assurance activities and training improvement initiatives.

The role of key teachers: proactively organize evaluations, analyze the results, and propose improvement measures.

Integrating professional expertise with corporate practice: Subject-matter experts among teachers participate in field research and on-site experiences at enterprises to stay abreast of technological advancements, production processes, and professional requirements.

Sự tham gia của doanh nghiệp: Góp ý chương trình, hỗ trợ thực tập, đánh giá tốt nghiệp và tuyển dụng.

Sử dụng dữ liệu và minh chứng: Kết quả đánh giá được lưu trữ, tổng hợp và sử dụng để nhận diện vấn đề, theo dõi cải tiến.

Sự phối hợp của các bên liên quan: Nhà trường, nhà giáo, người học, cựu sinh viên và doanh nghiệp cung cấp thông tin, phản hồi và tham gia cải tiến theo vai trò của mình.

Enterprise participation: providing feedback on the program, supporting internships, conducting graduation evaluations, and facilitating recruitment.

Utilization of data and evidence: Evaluation results are stored, aggregated, and used to identify issues and monitor improvements.

Collaboration among all stakeholders: the institution, teachers, learners, alumni, and enterprises, each contributing information, feedback, and participation in improvement efforts in accordance with their respective roles.

Restrictions *

Document volume and supporting evidence: Teachers may face challenges in collecting, standardizing, and archiving data. It is necessary to establish unified guidelines for classifying, naming, and updating records on appropriate digital storage platforms.

Change in work methodology: Transitioning to outcome- and data-based evaluation requires teachers and staff to become familiar with new

criteria, tools, and procedures; it also necessitates enhanced professional exchange and internal guidance.

Data reliability: The evaluation results must accurately reflect the learner's competencies; it is essential to establish a unified interpretation of the evaluation criteria, conduct cross-checks, and review the results across all subject areas.

Translate feedback into improvements: The feedback from enterprises and relevant parties should be analyzed, with accountability assigned, deadlines set, and outcomes monitored.

Maintain corporate participation: Given the varying levels of involvement across different occupations and enterprises, it is essential to select appropriate forms of cooperation, define the scope of consultation, and ensure effective feedback on the outcomes of opinion processing.

Key lessons learned

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Quality assurance must be integrated with daily training activities: the value of this model lies in its ability to identify issues and improve quality across each cycle, rather than merely in completing evaluation documentation.

Data must serve decision-making purposes: data collection should be aligned with specific evaluation criteria and objectives; data only holds value when it is analyzed and utilized.

Businesses should participate in the improvement process: feedback should be reviewed and translated into appropriate adjustments to their programs, training methods, or competency assessment approaches.

Improvements must be undertaken with accountability and subject to monitoring: each area requiring improvement must be linked to specific corrective measures, a designated person or unit responsible, and an evaluation of the results in the next cycle.

The practical training environment contributes to shaping professional conduct: the application of 5S helps integrate professional skills with discipline, safety, and workplace organization.

Provide feedback on the results to the relevant parties: Sharing information regarding the outcomes of the feedback processing process

helps maintain trust and encourage continued participation from all parties.

People and commitment to operational effectiveness: The model requires direction from leadership, initiative from teachers, and active participation from the enterprise.

Expansion must be based on verification results: experience gained from pilot occupations should be summarized, evaluated, and adjusted before being applied to other occupations.

Replication and/or scalability capabilities

This model can be applied to numerous vocational training programs based on standardized output criteria, competency assessment, feedback from enterprises, and continuous improvement.

At Nha Trang Technical College, the experience of implementing programs in the automotive technology and industrial electrical engineering occupations can be summarized to evaluate the possibility of expanding these programs to other occupations, based on the specific characteristics of each occupation, training conditions, degree of corporate participation, and available implementation resources.

The following content may be shared with other vocational education institutions:

The training methodology based on target alignment, defined output standards, and performance evaluation criteria for practical competence.

Approaches to organizing a professional advisory council and mobilizing enterprises to participate in training programs.

Experience in storing evidence and utilizing data to support quality management.

The model shall be adjusted according to the specific conditions of each vocational education institution, the characteristics of the respective trade, available resources, and the needs of local enterprises.

Conditions for successful reproduction

Commitment of leadership and resource allocation for implementation: There shall be clear direction, well-defined responsibilities, and appropriate resource allocation to sustain improvement initiatives.

Clear learning outcomes and evaluation criteria: defining the required competencies, the appropriate measurement methods, and the relationship between these learning outcomes and the course components as well as practical activities.

Actual participation of enterprises: Establish mechanisms enabling enterprises to provide feedback, participate in evaluations, and offer input regarding the quality of learners.

Teacher's implementation capacity: Teachers are guided on how to assess their capabilities, analyze the results, and utilize data to drive continuous improvement.

Consistent processes and tools for validation: Clear, easy-to-follow guidelines for data collection, storage, analysis, and monitoring of improvement outcomes.

Monitoring and evaluation mechanism: Any improvement measures must have a designated responsible person, a defined timeline, and a method for verifying the results before expanding the model.

Adapting to the new context

Vocational education institutions may begin with one or two programs that benefit from favorable conditions regarding teaching staff, assessment data, and corporate participation. The initial scope should focus on a number of core courses and competency criteria directly aligned with professional requirements.

During implementation, it is essential to collect data, evaluate outcomes, gather feedback, and adjust the methodology based on practical considerations. The model is refined through successive implementation cycles; there is no requirement to build a complete system from the outset.

When sharing best practices, the school can provide procedures, evaluation criteria, tools, and implementation lessons for vocational education institutions to reference and adapt according to the specific requirements of their trade sectors, available resources, and the needs of local enterprises.

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**The relevant
resources have been
developed.**

BUILD-IT documentation on the certification process, key success factors, and quality assurance practices in education.

The school's internal toolkit comprises: a process for evaluating expected learning outcomes at the curriculum and subject levels (referred to as PEO/SO in internal documentation); a mapping diagram linking SOs to course components; a definition of the performance indicator (PI); evaluation criteria for practical courses and projects; and a template for the SO evaluation report.

Internal documents may be provided upon request to support the understanding, reference, and sharing of best practices for implementing the model.
