

*Logo of the Vocational and Technical Education
and Training Institution*

VOCATIONAL AND TECHNICAL EDUCATION AND
TRAINING PROGRAMME
(Template)

Occupational Index/Code:
Programme Title:
Education Level:
Qualification Title:
Programme Duration:

Date

APPROVED BY
DIRECTOR OF THE TRAINING INSTITUTION
(Name, Signature, Seal)

___ / ___ / 20___

PREPARED BY:

Position	Full name	Signature
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CONSULTED BY:

Position	Full name	Signature
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VERIFIED BY:

Position	Full name	Signature
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TRAINING PROGRAMME STRUCTURE

1. TRAINING PROGRAMME INTRODUCTION
 - 1.1. Revision Notes
 - 1.2. Training Programme Rationale
 - 1.3. Training Programme Objectives
 - 1.4. Programme Learning Outcomes
2. TRAINING PROGRAMME CONTENT
 - 2.1. List of Competency Units
 - 2.2. Unit Grouping Rules
 - 2.3. Curriculum Map Showing Relationships Among Courses
3. TRAINING PLAN

4. TRAINING PROGRAMME INTRODUCTION

4.1. Revision Notes

Version №2. Edited the title of the “Provide First Aid” competency unit.

Version №1. Updated in accordance with the Occupational Standard.

4.2. Training Programme Rationale

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4.3. Training Programme Objectives

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4.4. Programme Learning Outcomes

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5. TRAINING PROGRAMME CONTENT

5.1. List of Competency Units

No.	Competency Unit Title	Compulsory / Elective	Competency Unit Code	Credit Hours
	General foundation			
1				
2				
3				
	Vocational foundation			
4				
5				
6				
	Specialization			
7				
8				
9				

5.2. Unit Grouping Rules

Total competency units

- Compulsory Units– XXX
 - General Foundation – XXX
 - Vocational Foundation – XXX
 - Specialization – XXX
- Elective Units- XXX
 - General Foundation – XXX
 - Vocational Foundation – XXX
 - Specialization – XXX

5.3. Curriculum Map Showing Relationships Among Courses

6. TRAINING PLAN

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(Name, Signature, Seal)

VOCATIONAL EDUCATION TRAINING PLAN (1 YEAR)

Programme Index/Code:
Occupational field/Programme Title:
Education Level:
Qualification Title:
Programme Duration:

Entry education:
Mode of delivery:
☐ Training Institution
☐ Workplace-based
☐ Dual
☐ Distance
☐ Online

No.	Competency Unit (Course) Title	Competency Unit Code	Credit Hours	Total Hours (5+6+7)	Theory	School-Based Practical Training	Workplace-based training	Semester			
								1		2	
								9	9	9	9
	1	2	3	4	5	6	7	8	9	10	11
General Foundation Component			5.3	198	180	18	0	0	0	0	0
1	Professional English		1.0	36	36						
2	Work in Compliance with Occupational Safety and Health Requirements		1.0	36	36						
3	Entrepreneurship-Based Personal Skills Development Programme		1.8	72	54	18					
4	Disaster Preparedness and Response		0.5	18	18						
Elective Competency Unit			1.0	36	36						
5	Life Skills Development		1.0	36	36						
6											
7											
8											
Vocational Foundation Component			0.0	0	0	0	0	0	0	0	0
9											
10											
11											
12											
Elective Competency Unit			0.0	0	0	0	0	0	0	0	0
13											
14											
15											
16											
Specialization Component			0.0	0	0	0	0	0	0	0	0
17											
18											
19											
20											
Elective Competency Unit			0.0								
21											
22											
31											
24											
Total Unit			5.3	198	180	18	0	0	0	0	

Theory-to-Practice Ratio for Vocational Education Content: 30/70 (±5)

PREPARED BY:
REVIEWED BY:

Position, Name
Position, Name

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DIRECTOR OF THE TRAINING INSTITUTION
(Name, Signature, Seal)

VOCATIONAL EDUCATION TRAINING PLAN (3 YEARS)

Programme Index/Code:
Occupational field/Programme Title:
Education Level:
Qualification Title:
Programme Duration:

Entry education:
Mode of delivery:
☐ Training Institution
☐ Workplace-based
☐ Dual
☐ Distance
☐ Online

No	Competency Unit (Course) Title	Competency Unit Code	Credit Hours	Total hours (5+6+7)	Theory	School-Based	Workplace-based training	First year		Second year		Third year	
								I	II	III	IV	V	VI
								18	18	18	18	18	18
0	1	2	3	4	5	6	7	8	9	10	11	12	13
A. Upper Secondary Education Content			45.5	1638	1638	0	0	0	0	0	0	0	0
1	Mongolian Language and Literature		5.5	198	198								
2	Traditional Mongolian Script		4.5	162	162								
3	Mathematics		7.0	252	252								
4	Social Studies		3.0	108	108								
5	Mongolian History		1.5	54	54								
6	Geography		2.5	90	90								
7	Biology		2.5	90	90								
8	Physics		2.5	90	90								
9	Chemistry		2.5	90	90								
10	Foreign Language (English)		5.5	198	198								
11	Physical Education		3.0	108	108								
12	Civic and Ethics Education		2.0	72	72								
13	Information Technology		2.5	90	90								
14	Health Education		1.0	36	36								
B. Vocational Education Content			6.8	252	234	18	-	-	-	-	-	-	-
General Foundation Component			6.8	252	234	18	-	-	-	-	-	-	-
1	Professional English		1.0	36	36								
2	Entrepreneurship-Based Personal Skills Development Programme		2.5	90	90								
3	Disaster Preparedness		1.0	36	36								
4	Work in Compliance with Occupational Safety and Health Requirements		1.0	36	36								
5	Work readiness		1.3	54	36	18							
Elective Competency Unit			1.0	36	36	0	0	0	0	0	0	0	0
6													
7													
Vocational Foundation Component			0.0	0	0	0	0	0	0	0	0	0	0
8													
9													
10													
11													
Elective Competency Unit			0.0	0	0	0	0	0	0	0	0	0	0
12													
13													
Specialization Component			0.0	0	0	0	0	0	0	0	0	0	0
14													
15													
16													
17													
Elective Competency Unit			0.0	0	0	0	0	0	0	0	0	0	0
18													
19													
	Total Unit		52.3	1,890	1,87	18	-	-	-	-	-	-	-

Theory-to-Practice Ratio for Vocational Education Content: 30/70 (±5)

PREPARED BY:

Position, Name

REVIEWED BY:

Position, Name

APPROVED BY

DIRECTOR OF THE TRAINING INSTITUTION

(Name, Signature, Seal)

TECHNICAL EDUCATION TRAINING PLAN (1.5 AND 3 YEAR)**Programme Index/Code:****Occupational field/Programme Title:****Education Level:****Qualification Title:****Programme Duration:****Entry education:****Mode of delivery:**☐ Training Institution☐ Workplace-based☐ Dual☐ Distance

N o.	Competency Unit (Course) Title	Competency Unit Code	Credit hours (4+5+6+7)	Learning outcome (credit hour)			Semester					
				Theory	School-based practical training	Workplace-based training	First year		Second year		Third year	
							I	II	III	IV	V	VI
0	1	2	3	4	5	6	7	8	9	10	11	12
General Foundation Component			15	15	0	0	0	0	0	0	0	0
1	Mongolian History and Culture		3.0	3								
2	Mongolian Language, Writing and Composition		3.0	3								
3	Natural Science		3.0	3								
4	Social Science		3.0	3								
Elective Competency Unit			0.0	0	0	0	0	0	0	0	0	0
5												
6												
Vocational Foundation Component				0.0	0	0	0	0	0	0	0	0
7												
8												
9												
10												
Elective Competency Unit			0.0	0	0	0	0	0	0	0	0	0
11												
12												
Specialization Component			0.0	0	0	0	0	0	0	0	0	0
13												
14												
15												
16												
Elective Competency Unit			0.0	0	0	0	0	0	0	0	0	0
17												
18												
Нийт дүн			15	15	0	0	0	0	0	0	0	0

Theory-to-Practice Ratio for Technical Education Content: 40/60 (±5)

PREPARED BY:

Position, Name

REVIEWED BY:

Position, Name

Logo of the Vocational and
Technical Education and
Training Institution

COMPETENCY UNIT TITLE
[competency code]
(Template)

Date

APPROVED BY
DIRECTOR OF THE TRAINING INSTITUTION
(Name, Signature, Seal)

___ / ___ / 20___

PREPARED BY:

Position	Full name	Signature
1.		
2.		
3.		

CONSULTED BY:

Position	Full name	Signature
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2.		
3.		

VERIFIED BY:

Position	Full name	Signature
1.		
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COMPETENCY UNIT CONTENT STRUCTURE

1. COMPETENCY UNIT INTRODUCTION

1.1.Revision Notes

1.2 Competency Unit Description

1.3.Learning Outcomes

2. COMPETENCY UNIT CONTENT PLANNING

3. COMPETENCY UNIT ELEMENT PLANNING

3.1.Competency element 1

3.2.Competency element 2

4. TRAINING ENVIRONMENT AND RESOURCES FOR THE COMPETENCY UNIT

4.1 Training Environment and Resources

4.2 List of Materials and Raw Materials

4.3 Books, Textbooks, and Reference Materials

5. ASSESSMENT

1. COMPETENCY UNIT INTRODUCTION

1.1. Revision notes

Version #2

Version #1

1.2. Competency Unit Description

Competency Unit Title and Code:	
Competency Unit Description:	
Codes and Titles of Prerequisite Competency Units:	

1.3. Learning outcomes

Knowledge:

-
-

Skills

-
-

Attitudes

-
-

2. COMPETENCY UNIT CONTENT PLANNING:

No.	Competency Element	Class size:			
		Training hours:			
		Theory	Practical Training		Total hours
			School-Based Practical Training	Workplace-Based Training	
1.					
2.					
3.					
	Total				
	Theory-to-Practice Ratio (%)				

3. COMPETENCY UNIT ELEMENT PLANNING

3.1. Competency Element 1:

Performance Criteria	
PC 1. ... PC 2. ...	
Knowledge:	
• ... • ... • ...	
Skills:	
School-Based Practical and Laboratory Training:	• ... • ... • ...
Workplace-Based Training:	• ... • ... • ...
Independent Practice:	• ... • ... • ...

3.2. Competency element 2:

Performance Criteria	
PC 1. ... PC 2. ...	
Knowledge:	
• ... • ... • ...	
Skills:	
School-Based Practical and Laboratory Training:	• ... • ... • ...
Workplace-Based Training:	• ... • ... • ...
Independent Practice:	• ... • ... • ...

4. TRAINING ENVIRONMENT AND RESOURCES FOR THE COMPETENCY UNIT

4.1. Training Environment and Resources

№	Equipment / Tool Name	Unit of measure	Quantity	Description / Purpose
A. Machinery and Equipment				
1				
2				
3				
B. Equipment				
1				
2				
3				
B. Tools				
1				
2				
3				

4.2. List of Materials and Raw Materials:

№	Material Name	Unit of Measure	Description / Purpose
1			
2			
3			

4.3. Books, Textbooks, and Reference Materials:

Books, Textbooks, and Learning Resources

1. ...
2. ...

Laws, Regulations, and Standards

1. ...
2. ...

Manufacturer Certificates, Technical Manuals, and Maintenance Instructions for Machinery, Equipment, and Tools

1. ...
2. ...

Digital resources, software and others

1. ...
2. ...

5. ASSESSMENT

Competency Element / Learning Outcome	Performance Criteria	Assessment Methods					
		Observation	Test/quiz	Product Assessment	Third-Party Evidence	Assignment / Course Project	Questioning and interview
		+	+	+			+

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ORDER OF THE MINISTER OF EDUCATION

No. A/563

Ulaanbaatar, Mongolia

28 November 2025

APPROVAL OF THE “REQUIREMENTS FOR TRAINING PROGRAMMES AND
TRAINING PROGRAMME TEMPLATE”

Pursuant to Article 24.2 of the Law on the Government of Mongolia, Article 6.12 of the Law on Vocational and Technical Education and Training, and Section 3.2 of the Annex to Government Resolution No. 176 of 24 April 2024, “On Approval of the Concept Framework,” it is hereby ORDERED:

1. The Requirements for Vocational and Technical Education and Training Programmes shall be approved as Annex 1, and the Training Programme Template shall be approved as Annex 2 to this Order.
2. Directors of vocational education schools and polytechnic colleges are instructed to develop and validate training programmes in accordance with the approved requirements and programme template on a phased basis from the 2025–2026 academic year and to implement them from the 2026–2027 academic year.
3. The Department of Higher and Vocational Education Policy and Coordination (N. Narangerel) shall be responsible for overall coordination and management of the implementation of this Order, the General Authority for Education (T. Nyam-Ochir) shall provide methodological support for implementation, and The National Institute for Educational Research (P. Oyunaa) shall conduct research on training programme content, improve programme quality, and implement related measures.
4. In connection with the approval of this Order, the Department of Higher and Vocational Education Policy and Coordination (N. Narangerel) is instructed to organize the repeal of the following orders:
 - Order No. A/197 of 2015 of the Minister of Labour, “On Approval of the Competency-Based Training Programme Model”;
 - Order No. A/134 of 2019 of the Minister of Labour and Social Protection, “On Approval of the Model and Requirements for Technical Education and Training Plans and Programmes”;
 - Order No. A/159 of 2020 of the Minister of Labour and Social Protection, “On Approval of the Model Training Plan for Vocational Education.”
5. The Department of Monitoring, Evaluation and Internal Audit (L. Tugsbayar) shall monitor the implementation of this Order.

MINISTER P.NARANBAYAR

REQUIREMENTS FOR TRAINING PROGRAMMES AND TRAINING PROGRAMME TEMPLATE

ONE. GENERAL REQUIREMENT

1.1. These Requirements and the Training Programme Template shall govern the planning, development, approval, implementation, review, and continuous improvement of vocational and technical education and training programmes, and workplace-based training and dual training programmes.

1.2. A training programme is a comprehensive document as defined in Article 3.1.13 of the General Law on Education, and the training plan is an integral part of the programme. The training plan shall be reviewed and reapproved whenever changes are made to the duration, content, or ratio of training hours.

1.3. Training programmes shall be aligned with national and regional development priorities, labour market and skill demands, employer expectations, and social partnership engagement and shall incorporate advances in information technology and comply with occupational standards.

1.4. Training programmes shall be developed for the relevant education level in accordance with these Requirements and the Training Programme Template set out in Article 3.4.9 of the Model Regulations for Vocational and Technical Education and Training Institutions, with stakeholder participation, and approved by the director of the training institution.

1.5. Vocational and technical education and training programmes and their associated competency units shall be aligned with the appropriate level of the National Qualifications Framework (NQF).

1.6. Programme content shall be measured in credit hours, and the training programme shall ensure logical sequencing.

1.7. These Requirements and the Training Programme Template shall apply to all training programmes, regardless of the mode of delivery. The content of vocational education programmes shall consist of 30% theory and 70% practical training, while the content of technical education programmes shall consist of 40% theory and 60% practical training. A variation of ± 5 percentage points in the theory-to-practice ratio shall be accepted.

1.8. Training institutions may adapt training programmes and plans, or develop individual learning plans, to meet learners' needs and skill levels across institutional, workplace-based, dual, distance, or online training. Appropriate resources and support shall be provided to ensure access to education and vocational skills training for persons with disabilities.

1.9. The general and vocational foundation components of the training plan shall integrate content relevant to the occupational field, in accordance with Article 11.4 of the Law on Vocational and Technical Education and Training.

1.10. Training programmes shall support social development, economic productivity, the advancement of qualifications, opportunities for dual vocation, and lifelong learning.

1.11. In addition to the content specified in Article 14.4 of the General Law on Education and Articles 6.2, 6.3, and 6.4 of the Law on Vocational and Technical Education and Training, training programmes shall include mandatory content on anti-corruption, gender equality, digital and technological transformation, green skills, lifelong learning, and support for lifelong learning

1.12. For programmes developed jointly with foreign institutions, both the original programme and its officially certified Mongolian translation shall be approved by the training institution before implementation.

1.13. Vocational training programmes shall be developed in accordance with competency units aligned with the National Qualifications Framework. Programme implementation shall be overseen by the General Authority for Education.

1.14. Requirements and the Training Programme Template are structured into the following sections:

1.14.1. Training Programme

1.14.2. Unit of Competency Content

TWO. TRAINING PROGRAMME STRUCTURE

2.1 Programme Introduction: The programme introduction shall include the occupational field, occupational index, qualification title, qualification level, training duration, qualification pathway, information on the team responsible for developing, reviewing, recommending, and evaluating the programme, a list of abbreviations, and the table of contents.

2.2 Revision Notes: A brief description of the reasons for the revision and the changes made to the programme version.

2.3 Training Programme Rationale: The rationale for the training programme shall be based on labour market demand, regional and local development priorities, employer requirements, benchmarking and comparative reviews of similar national and international programmes, graduates' workplace competencies, and the findings of relevant studies and analyses.

2.4 Training Programme Objectives: The programme objectives shall describe the knowledge, skills, attitudes, and professional development expected of graduates after four to five years of employment in their field. The objectives shall be developed with the participation of programme stakeholders, including teachers, learners, graduates, employers, and professional associations, and shall be progressive, measurable, and aligned across vocational training, vocational education, and technical education levels.

2.5 Programme Learning Outcomes (PLOs): Programme learning outcomes shall be developed in a progressive and measurable manner across vocational training, vocational education, and technical education levels, defining the knowledge, skills, and attitudes graduates are expected to acquire in accordance with Bloom's Taxonomy. Programme learning outcomes shall be aligned with the requirements of international accreditation bodies, the level descriptors of the National Qualifications Framework, relevant professional standards, and the programme educational objectives.

2.6 Admission Requirements: Admission requirements shall specify the requirements applicable to applicants for the programme.

2.7 Training Programme Content: The training programme content shall comprise the following components:

- 2.7.1 List and codes of competency units;
- 2.7.2 Rules for grouping competency units within the programme;
- 2.7.3 Curriculum map showing the relationships among courses;

2.8 Training Plan: The approved training plan for programme implementation.

THREE. GUIDELINES FOR DEFINING THE CONTENT OF TRAINING PROGRAMMES AND TRAINING PLANS

3.1 Competency Units: Competency units shall be selected based on occupational analysis and occupational standards. Competency unit codes shall identify the occupational field, occupational index, qualification title, qualification level, sequence number of the competency unit, and version number. Competency unit content shall be expressed in credit hours.

In accordance with Article 6.9 of the Law on Vocational and Technical Education and Training, vocational and technical education programmes shall comprise competency units (courses) within the general foundation, vocational foundation, and specialization components. Each component shall include both compulsory and elective competency units.

- 3.1.1 The general foundation component shall provide learners with the scientific, technical, and foundational knowledge required to obtain a qualification.
- 3.1.2 The vocational foundation component shall provide the fundamental technical knowledge and skills essential for learners to acquire occupational competencies and qualifications.
- 3.1.3 The specialization component shall enable learners to acquire occupation-specific competencies and practical skills and to specialize in a selected qualification.

3.2 Training Plan: The training plan shall govern the commencement, completion, duration, and organisation of the academic year for vocational and technical education and training. Flexible arrangements may be made to accommodate sector- and occupation-specific requirements, as well as force majeure events, disasters, and other exceptional circumstances. The duration of industry training may be adjusted to meet qualification requirements, provided that programme content is not compromised. Programme duration shall be planned so that learners' weekly workload does not exceed 40 hours and shall follow the principles set out below.

3.2.1 A three-year vocational education programme shall consist of six semesters, while a one-year vocational education programme shall consist of two semesters. The duration of each semester shall not exceed 18 weeks. The curriculum for a three-year vocational education programme shall comprise both secondary education and vocational education components. The secondary education component shall include at least 60 percent of the subject content specified in the Concept Framework for Preschool and General Education Curriculum (2024–2036) and shall be aligned with the General Entrance Examination.

3.2.2 Technical education programmes and training plans shall support progressive learning. The duration of a semester in technical education programmes shall be no less than 16 weeks. The content specified in Article 14.4 of the General Law on Education shall be incorporated into the training

programme through standalone or integrated competency units (courses).
The training plan shall clearly indicate course prerequisites and sequencing.

- 3.2.3 The general foundation component of technical education programmes and training plans shall include courses covering the content areas and credit hours specified in the table, regardless of the programme field, to ensure achievement of the corresponding learning outcomes

Content area	Learning Outcomes to be Achieved through General Foundation Courses	Credit hour
Natural science	- Understand and explain the nature of natural phenomena and scientific concepts, analyse information, formulate hypotheses, analyze and draw conclusions; - Use information technology creatively, develop logical thinking, identify cause-and-effect relationships, model and visualize processes, and solve problems.	3
Humanities	- Understand human development and apply knowledge of history, culture, philosophy, arts, aesthetics, human rights, gender equality, civic ethics, responsible citizenship, and sustainable development; - Communicate effectively in their native language through speaking, presentations, writing, and academic writing; - Demonstrate upper-intermediate proficiency in English (or another foreign language) in speaking, listening, reading, and writing, and use professional and academic sources.	6

Social science	• Demonstrate an understanding of society, the economy, governance, cultural diversity, individual and family development, universal human values, interpersonal relationships, and human behaviour; think creatively and apply scientific approaches to problem-solving and analysis.	3
Life skills	• Adopt healthy lifestyles and healthy eating practices, maintain physical fitness and personal wellbeing, ensure personal safety and respond effectively to risks, emergencies, and disasters, provide basic first aid and support, prevent crime and misconduct, understand the harmful effects of narcotic drugs and psychotropic substances, and prevent screen addiction.	3
Sector-Specific Foundation	• Explain the characteristics, workplace requirements, career opportunities, and development trends of the chosen occupation; apply foundational occupational knowledge and skills to solve workplace problems; and apply personal, interpersonal, and communication skills effectively in professional contexts.	-

To meet this requirement, the curriculum shall include at least six credit hours of compulsory coursework designed to achieve learning outcomes in Mongolian history and culture, and Mongolian language, writing, and composition.

FOUR. COMPETENCY UNIT CONTENT

4.1 The competency unit introduction: It shall include the competency title, code, information on the team responsible for developing, reviewing, and validating the competency unit programme, explanations of abbreviations, and the table of contents.

4.2 Revision Notes: A brief description of the key amendments and updates incorporated into the relevant version.

4.3 Competency Unit Description: it shall be identified by specifying the occupational field, occupational index, qualification title, qualification level, sequence number of the competency unit within the qualification, and version number.

4.3.1 Competency Unit Description: A concise description of the knowledge, skills, attitudes, and professional behaviours that learners are expected to acquire through the competency unit.

4.3.2 Codes and Titles of Prerequisite Competency Units: The relationship between the competency unit and any prerequisite competency units shall be specified.

4.4 Learning Outcomes (Knowledge, Skills, and Attitudes):

Each learning outcome shall describe what learners are expected to know and be able to do by the end of the learning process and shall define the essential knowledge, skills, and attitudes to be acquired. They shall align with the course objectives, clearly state the intended outcomes, and demonstrate the course's contribution to the attainment of programme learning outcomes.

4.5 Planning of Competency Unit Content: Competency unit content shall ensure alignment among competency units, competency elements, and performance criteria and additional occupation-specific requirements may be incorporated into the performance criteria.

Competency units comprise competency elements, and competency elements comprise performance criteria, each representing a distinct task, activity, or process with a clear beginning, sequence, and end.

4.6 Planning of Competency Unit Elements: Each competency element shall be planned based on its performance criteria, specifying the knowledge to be acquired through theory and the skills to be developed through practice using appropriate learning methods, including school-based practical and laboratory training, workplace-based training, and independent practice.

4.6.1 This shall include practical activities conducted under instructor supervision in laboratories equipped with specialised equipment and tools, on-campus and off-campus training environments, fieldwork settings, and real-world learning environments to apply theoretical knowledge, develop technical skills, and undertake experiments, research, and practical work.

4.6.2 Workplace-Based Training: This shall include practical activities conducted in real workplace environments under the supervision of experienced employees and workplace trainers to perform job tasks, gain practical experience, adapt to workplace culture, and develop practical knowledge and skills.

4.6.3 Independent Practice: Individual or group learning activities undertaken without direct supervision to acquire and strengthen theoretical knowledge and practical skills.

4.7 The teaching methodologies used to develop competency elements shall be based on occupational requirements and current industry practices.

FIVE. TRAINING ENVIRONMENT AND RESOURCES FOR THE COMPETENCY UNIT

- 5.1 The training environment and resources, including machinery, vehicles, equipment, tools, materials, raw materials, books, textbooks, and reference materials, shall comply with the fundamental requirements for training environments, occupational safety and health, textbooks, and learning resources specified in the education standards and vocational and technical education standards.
- 5.2 Lists of training equipment, tools, learning resources, materials, and raw materials shall be provided in the format specified in the Training Programme Template.
- 5.3 The programme shall specify the titles and sources of the books, textbooks, and reference materials required for the competency unit.
- 5.4 Where learners with diverse needs are enrolled, the training institution shall provide an accessible learning environment that accommodates their specific needs.
- 5.5 Cost estimates shall be prepared for each competency unit (course) to provide the required training environment and learning resources.

SIX. ASSESSMENT

- 6.1 Assessment of programme learning outcomes shall include diagnostic assessment, formative assessment, competency unit (course) assessment, and graduation assessment. Information on assessment shall be made available to learners in an open and transparent manner.
- 6.2 The programme shall include provisions for the recognition and crediting of prior knowledge and skills.
- 6.3 Assessment in vocational and technical education and training shall be conducted in accordance with the Regulations for the Assessment and Certification of the Knowledge, Skills, and Competencies of Learners and Graduates of Vocational and Technical Education and Training Institutions.
- 6.4 The assessment section shall specify the methods used to assess achievement of the performance criteria defined for each competency element.

SEVEN. TRAINING PROGRAMME ASSESSMENT AND IMPROVEMENT

- 7.1 Training programme improvement shall be based on evidence gathered during programme implementation and shall include the following evaluations and analyses:
 - 7.1.1 Analysis of graduate employment and labour market participation rates, including trends and changes over time;
 - 7.1.2 Revision notes and records of amendments and improvements made to the training programme;
 - 7.1.3 Satisfaction surveys of programme stakeholders, including graduates, employers, teachers, and students;
 - 7.1.4 Direct assessments (such as examinations, capstone projects, and assessment scores) and indirect assessments (such as surveys, interviews, and graduate feedback) used to evaluate programme outcomes;
 - 7.1.5 Information on programme accreditation, including recommendations and observations from the accrediting body;

- 7.1.6 Information on whether the programme is included in the list of priority and high-demand occupations in vocational and technical education and training;
- 7.1.7 Evaluation and analysis of programme educational objectives, programme learning outcomes, and course learning outcomes, including their alignment, implementation, and attainment.

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