

Original Research Article

Some Theoretical Issues on Quality Management of Training Programs at Universities According to AUN-QA Standards

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Abstract: The article presents an overview of the research situation on the set of assessment standards for training programs according to AUN-QA standards in the world and Vietnam. The inherit the ideas of domestic and foreign scientists, this research building a theoretical basis for building operating procedures and quality management content of training programs at universities according to AUN-QA standards. This activity includes planning, organization, direction, and inspection integrated with elements of management subjects, management objects, and management tools to ensure scientific and effective quality management of training programs at universities; contributing to the implementation of tasks and basic goals of education and training in the new era.

Keywords: Management, Quality, University Training Programs, AUN-QA Standards.

INTRODUCTION

Quality in Vietnamese higher education is being given top priority and is urgent. Ensuring and accrediting educational quality is especially important when giving autonomy to higher education institutions. according to capacity and based on the results of educational quality accreditation. Vietnam is making efforts to implement education quality accreditation to ensure and improve the quality of higher education; it certifies the extent to which a higher education institution or training program meets educational goals in each certain period, and at the same time meets requirements on the current state of training quality, and serves as a basis for Learners choose higher education institutions and training programs, and employers select human resources.

For assessing the quality of university training programs, many Vietnamese universities initially participated in the evaluation of training programs according to sets of standards through regional and world-sponsored projects regional and international standards such as AUN-QA, ABET, CTI, and AACSP, etc. After that, many schools actively searched for and evaluated training programs according to regional and international standards. Among them, the set of training program evaluation standards according to AUN-QA standards is the most used by universities in Vietnam to date. The nature of AUN-QA's external quality assurance mechanism is to evaluate educational quality with 7 levels, level 4 is considered to meet educational quality and schools will be granted certificates.

In this study, the author used documents related to the accreditation of undergraduate training programs according to AUN-QA standards. Using this set of standards helps the author build a theoretical framework for accreditation, a higher education quality accreditation system recognized by the Ministry of Education and Training and educational institutions to use the tools, and documentation of this inspection system.

LITERATURE REVIEW

Management: is to look after and preserve according to certain requirements. Management is "Organizing and controlling activities according to certain requirements" (Vietnamese Dictionary, 1998).

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According to K. Marx (1993): Management is labor controlling labor. K.Marx wrote: “Any labor or common labor carried out on a fairly large scale requires direction to regulate individual activities, etc. A solo musician regulates himself. control yourself, but an orchestra must have a conductor.

Management is the process of planning, organizing, leading, and checking the work of members of the unit system and the appropriate use of resources to achieve the intended purposes.

Training Program:

This is a system of educational and training activities designed and implemented to achieve training goals, towards granting a university education degree to learners. The training program includes a teaching program, which stipulates the objectives, amount of knowledge, structure, content, organizational form, teaching methods, and methods and forms of assessment for the subject. study, major, training level, and output standards following the Vietnam National Qualifications Framework and guaranteed conditions.

Quality:

According to the Great Vietnamese Dictionary (1998), quality is: “What makes up the quality and value of a person or thing”. Harvey L, Knight PT (1996) defines quality as a collection of different attributes: Quality is excellence; Quality is perfection; Quality is fitness for purpose; Quality is value for money; Quality is a qualitative transformation. Sallis E. (1993) believes that the concept of quality is understood in a relative and absolute sense. The concept of quality used in everyday life often has an absolute meaning. Quality in the relative sense does not consider quality as an attribute of an object or service but as something people attribute to it. According to Nguyen Huu Chau (2008), “quality is conformity with goals”. This definition is meaningful for determining the quality of education in general and the quality of teaching in particular.

Quality of University Training Programs:

Is the application of the concept of quality to the field of education and training and is associated with the concept of quality of university training programs. Woodhouse believes that the quality of higher education programs is “the systems, policies, procedures, processes, actions, and attitudes that are identified, developed and developed by the competent authority or institution of higher education. Implemented to achieve, maintain, monitor, and strengthen quality”. According to UNESCO, the quality of higher education programs is a very broad term that refers to a process of continuously evaluating the quality of a higher education system, educational institutions, and training programs (including assessment, monitoring, assurance, maintenance, and improvement). Wilger (1999) believes that the quality of university training programs is a complex process through which schools ensure that the quality of their educational process is maintained according to the set standards. Through quality assurance activities, the university can satisfy the school itself, students, and others outside the school.

AUN-QA standard (ASEAN University Network - Quality Assurance) (2021): This is a specialized network responsible for ensuring the quality of higher education of leading universities in Southeast Asia, established with the task of promoting university activities. Actively ensure quality at higher education institutions, improve the quality of higher education, and cooperate with domestic and foreign organizations.

RESEARCH METHOD

The main research method used is the theoretical research method. Through a review of legal documents, monographs, and articles, the authors build a theoretical basis for the issue of quality management of training programs at universities according to AUN-QA standards.

RESEARCH RESULTS AND DISCUSSION

Model for Building a Set of Training Program Quality Standards According To AUN-QA

According to AUN-QA (2021), ensuring the quality of training programs based on a set of quality accreditation standards focuses on the following aspects: Input quality; Process quality; and Output quality. This is the premise for the model to build a set of training program quality standards (Figure 1).

The model begins with understanding the needs of stakeholders inside and outside the training program. These needs are translated into expected learning outcomes (leftmost column of Figure 1). Expected learning outcomes impact all activities for the program to achieve the desired results.

In the middle of the model, there are three rows (Figure 1). The first row presents issues related to the structure and content of the training program (sequence of subjects throughout the program), teaching and learning methods used, and how to evaluate student learning results. Learner. The second row presents the resources needed to implement the

program, including the Teacher team (promotion, performance management, research management, etc.); learner support services (support team, library, health room, social environment, etc.) and facilities (classrooms, information infrastructure, infrastructure for activities entertainment, etc.).

The third-row concerns program outputs, including the quality of learners at the time of graduation, employment information, research results, stakeholder satisfaction, etc. The rightmost column addresses program achievements and achievement of expected learning outcomes.

The model also demonstrates how the training program meets the needs of stakeholders and focuses on continuous improvement of the quality assurance system. In addition, benchmarking activities are carried out to learn from good practices.

Version 4.0 embeds quality improvement requirements into the standards. For example, in the quality improvement requirement in Standard 1, Expected Learning Outcomes, the training program needs to demonstrate that learners are capable of achieving the expected learning outcomes at the time of graduation. Similarly, the quality improvement requirements in Standard 2 (Structure and content of the curriculum), need to ensure that the training program is periodically reviewed, updated, and adapted to the needs of the individual employer.

Quality improvement requirements are a way to receive feedback to measure improvement, or a cycle of planning, implementing, evaluating achieved results compared to set requirements, and then implementing them. Implement activities or adjust requirements for the next improvement phase.

The model for building a set of training program quality accreditation standards with closely linked steps completely coincides with the training program development model (needs analysis, goal determination, output standards, design, implementation, and evaluation of improvements).

The set of standards is a tool to build procedures and processes, a framework to ensure the quality of training programs, and an object to evaluate, verify the quality, and improve training programs to improve training quality.

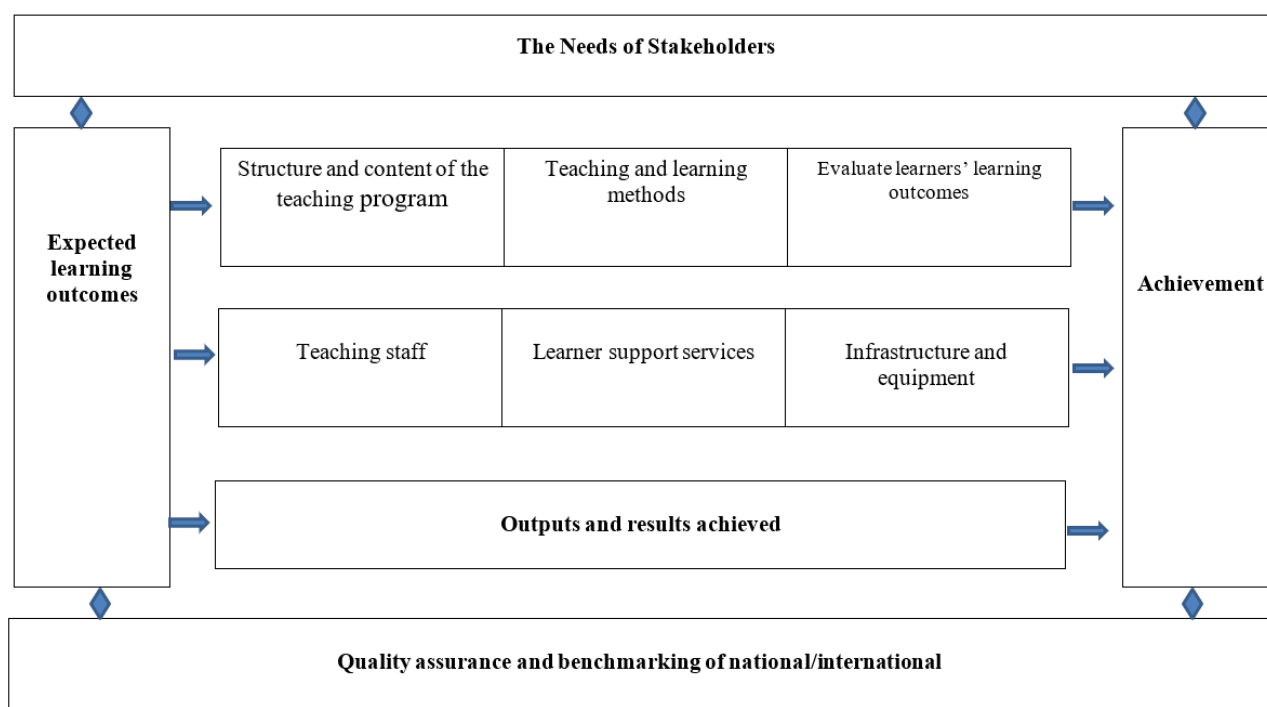


Figure 1: Quality assurance model for training programs according to AUN - QA (version 4.0)

Process of Building, Operating, Self-Assessment, And External Assessment to Ensure the Quality of Training Programs Based On the AUN-QA Standards Set

Phase 1: Building the System:

Step 1: Research the system of legal documents, and identify the concept of “Quality of higher education”.

Step 2: Assign research to the set of standards for quality accreditation of higher education institutions and the set of standards for quality accreditation of training programs, and identify the evidence and the requirements to be met for each proof.

Step 3: Assign to write preparation instructions for each demonstration, clearly stating the implementer and steps. After each step, clearly state the completion criteria before moving on to the next step.

Step 4: Document all processes, and work instructions and organize discussions and comments. Note in this step that each member of the school has a specific number of jobs along with instructions for each job. Each person will give suggestions to improve their workflow

Step 5: Institutionalize the entire process to create an internal quality assurance framework, an important component of the school's internal quality assurance system. This system is stored in the school's quality assurance department as a focal point for future operations. Specific tasks will be saved in the offices of faculties, departments, and corresponding departments and implementation organizations. This is the most important stage because it lays the foundation for changing school management methods: moving from management by function to management by processes towards standards.

Phase 2: Organize and Operate the System:

Step 6: In this step, everyone who does any number of tasks has a process and work instructions attached and is required to follow the process and work instructions most seriously, ensuring that the work is done. Best possible. Because it breaks old habits (especially for older lecturers and staff). The role of leadership at this stage is decisive. Leaders need to encourage, support, train, and help in the early stages. After that, there needs to be sanctions to ensure everyone strictly follows the process. Then you will get used to it and become a quality culture. Operating the system will establish and maintain the quality of educational facilities.

Phase 3: System Self-Assessment and External Assessment:

Step 7: When self-evaluating, who did what according to what process now self-evaluate. When self-evaluating, describe how the work is carried out according to the process. Any steps that have been taken are strengths, and those that have not been taken are weaknesses, the corrective plan is to implement all the steps. If the steps are fully implemented, it means the product is of quality (Because there is a quality assurance mechanism for that product). During this process, process improvements can be suggested to improve quality. At this stage, leaders must mobilize all officials and employees to participate because this is the responsibility of each individual not only for the quality of their work but for the entire school.

Step 8: When the self-assessment reports of units and individuals in the school are completed, the school synthesizes them into a school self-assessment report (according to the form), including a self-assessment of the security system. Ensure the quality of the school (lack/adequate) and how to operate the system.

Step 9: Register for quality accreditation of the educational institution or training program.

The accreditation team has the function of appraising the self-assessment report, helping the school perfect the quality assurance system (supplementing missing processes, perfecting poor processes), and improving the way the system operates.

Phase 4: System Improvement to Improve Quality:

Step 10: After accreditation, the school organizes to perfect the system and improve how the system operates. Next, publicize the completed quality assurance system as a measure of social accountability and also promote the school brand.

Legal Basis for Quality Assurance of Higher Education Institutions and Training Programs in Vietnam

According to Decision No. 78/QĐ-TTg of the Prime Minister dated January 14, 2022, on approving the Program "Developing an education quality assurance and accreditation system for university education and pedagogical colleges period 2022-2030" determines that the system of quality assurance and accreditation of Vietnam's university and pedagogical college education is developed to meet the requirements of fundamental and comprehensive innovation in education and training, Meets the ASEAN quality assurance framework. The overall goal of the program is to develop a system of quality assurance and accreditation of Vietnam's universities and pedagogical college education to meet the requirements of fundamental and comprehensive innovation in education and training and to meet the requirements of the assurance framework. Ensuring ASEAN quality, making an important contribution to promoting autonomy in higher education, and improving the quality of university education and pedagogical colleges.

In the context of Vietnam's higher education in the current period, the choice of this model is reasonable, consistent with the Law on Higher Education (amended in 2018) as well as compatible with the level of development of the system. higher education system. Besides, university quality accreditation activities have only been implemented not long ago (compared to the United States and Europe), and university quality accreditation standards are always changing. Furthermore, standards are only used to evaluate based on "found" evidence whose origin is difficult to verify through quality assurance mechanisms. This mechanism has not received due attention in Vietnam. This situation makes it difficult to create trust in the current quality accreditation of higher education. Therefore, at the current stage, it is first necessary to establish a mechanism to create a "habit" for higher education managers, lecturers, staff, learners, and the whole society to "Work according to the rules" process toward standards to be recognized as quality". This is an appropriate and necessary

internal quality assurance mechanism for Vietnam's higher education today. Quality accreditation is used as an external quality assurance measure, helping to complete the internal quality assurance mechanism (established through the quality audit) and recognize/not recognize quality standards.

Thus, the quality assurance model that combines quality auditing with quality inspection is an appropriate quality assurance model because it creates real (observable, assessable) quality. Sustainable way but always improved after each inspection.

On November 19, 2018, the National Assembly issued the Law amending and supplementing several articles of the Law on Higher Education (hereinafter referred to as the amended Law on Higher Education, Law No. 34/2018/QH18).

The introduction of the revised Higher Education Law creates a new, more open, and clearer legal corridor for State management agencies as well as school managers in managing the higher education system, placing the foundation for a new management method, more suitable for the role of higher education in the context of globalization, international integration, in the era of information and communication revolution and the 4.0 Industrial Revolution.

The Content of Quality Management of Training Programs at Universities Follows AUN-QA Standards

After many years of research and testing of training program quality standards, versions 1.0, 2.0, and 3.0, in October 2021 AUN-QA announced version 4.0. This is the latest version that has been applied by Vietnam's universities in the quality management of training programs. The following are specific standards:

Management of Building Output Standards:

Output standards are the minimum requirements for knowledge, skills, attitudes, and professional responsibilities that learners achieve after completing the training program, as committed by the training institution to learners, and society, and publicly announced along with conditions to ensure implementation; Output standards include:

Practical knowledge and theoretical knowledge; Cognitive skills, professional practice skills, communication, and behavioral skills; Degree of personal autonomy and responsibility in applying knowledge and skills to perform professional tasks.

Output standards need to be reviewed, adjusted, supplemented, and perfected annually to ensure the training unit's commitment to the requirements of society and the unit employing graduates. Benefits of determining the output standards of training programs in universities:

For Students: Know what you will achieve, what you can do, and the level you need to achieve, know how to connect knowledge and skills of the modules; and understand the purpose of assessment. Guide students and help them prepare for exams; Study and practice according to output standards; Choose a training major (enrollment) and know about job opportunities upon graduation.

For Lecturers: Serves as a basis for designing teaching content, preparing teaching conditions and means; Designing teaching strategies; and teaching methods; developing assessment and evaluation standards; selecting appropriate and effective assessment methods and tools; and trying to meet the learning outcomes requirements for learners.

For Universities: (i) Marketing major; Prepare conditions for implementing training activities; (ii) Monitor lecturer evaluation and training implementation of the Faculty and School; Improve the quality of training effectiveness, verify the quality of training programs, etc.; Enhance the ability to cooperate with businesses;

For Businesses: Choose recruitment sources according to needs; Effective recruitment according to output standards; Evaluate the ability to supply human resources to make investment decisions; Build partnerships with training institutions, develop human resources, etc. According to regulations of the Ministry of Education and Training, the content of output standards includes:

Knowledge Requirements: Professional knowledge, professional capacity, scientific and technical knowledge, etc.

Skill Requirements: (i) Hard skills: expertise, professional practice capacity, handling situations, solving problems, etc. (ii) Soft skills: Personal skills, communication skills, teamwork, ability to use foreign languages, information technology, etc.

Attitude Requirements: Responsibility, ethics, professional behavior, service attitude; Ethical qualities, professional awareness, civic responsibility; Ability to update knowledge and creativity.

Managing and Developing Teaching Program Content:

The training program represents training goals; and regulates knowledge and skills standards, content scope and structure, training methods and forms, and how to evaluate training results for each subject.

The undergraduate framework program includes a curriculum framework and hard content. Hard content is understood as core content, which changes little over time and is recognized as indispensable by training schools. Based

on that, the training facility develops a specific training program including prescribed hardware and “soft” content appropriate to the local actual situation, human resource situation, and the university’s facilities. learn. This delineation is not clear, although the program frameworks have increasingly clearer orientation and integration. For the postgraduate level, the master’s framework program has been regulated since 2000. Doctoral training programs are assigned to training councils at training places approved by the Ministry.

An effective training program is built using a clear, step-by-step, systematic process. Unsystematic training programs often fail to meet the initial goals and expectations of learners.

The training program needs to be written at two levels: framework program and detailed program, as follows: (i) The training program needs to clearly state the structure of knowledge blocks, list of subjects, and expected time distribution (theory, practice, etc.) to ensure training goals and output standards; (ii) From the framework program, the specialized faculty organizes the construction of course descriptions and detailed subject programs.

Depending on Reality: Develop new training programs; Adjust/innovate current training program.

In particular, the steps to develop a training program include:

Step 1: Establish a training program drafting committee;

Step 2: Analyze and determine training goals and output standards;

Step 3: Draft the training program;

Step 4: Appraisal;

Step 5: Issue a training program.

The training program drafting board includes: Faculty managers, experienced lecturers (with 1 person in charge), inviting additional research ministries and employers. In particular, the drafting committee was recommended by the Faculty Scientific Council to submit a list to the Rector for decision.

Managing Teaching and Learning Methods:

The university’s training management system is implemented mainly through lecturers, students, service staff, and the school’s information system. The quality of training and the implementation of training program goals are formed from the teaching activities of lecturers and the learning activities of students. Information about the program and teaching materials are available on the school’s website. Lecturers and students have information accounts on the school system. The school organizes training by course, school year, and semester. A school year has 2 main semesters, each main semester has at least 15 weeks of actual study plus final exam time. In addition, during a school year, the Principal may organize an extra semester, an extra semester with at least 4 weeks of actual study plus the time for the final exam.

The school’s teaching time is specifically prescribed by the Principal, ensuring the following requirements:

The school’s teaching time is from 6:00 a.m. to 7:00 p.m. daily for formal training and no more than 10 p.m. for on-the-job training, except for mandatory content. Only teaching outside of this prescribed time is eligible to do so;

The total study time according to the schedule for a student in a day must not exceed 8 hours, except for mandatory content that requires more than 8 hours to complete. In particular, do not arrange more than 30 theory lessons per week for each module, and do not arrange more than 18 theory lessons in the same module; In one day, do not arrange more than 5 theoretical periods in the same module for formal training and no more than 8 theoretical periods for on-the-job training.

Training Location:

The location of formal training must be at the school or the branch of the school hosting the training program. In particular, the school can organize teaching outside the school’s scope of content on cultural knowledge, security-defense, physical education, and practical and internship content based on quality assurance.

The final exam of the theoretical module and the theoretical graduation exam must be taken at school; the end-of-course exam that includes both theory and practice, professional practice, graduation practice, and the graduation exam in the professional practice subject can only be taken outside the school in cases where the school does not ensure the conditions for being a student. Performed at school. Training locations are carried out at school or outside school. In particular, off-campus training must be carried out according to regulations on joint training issued by the Ministry of Education and Training.

Requirements for Instructors:

- i. Ensure standards according to the provisions of the Education Law and current University Charter, in which teachers teaching professional courses must have practical professional experience consistent with the requirements of the subject or course. that teachers will teach in the training program;
- ii. Have a clear curriculum vitae, diplomas, and certificates related to teaching. Not being prosecuted for criminal liability or prohibited by law from undertaking training work; Being on the school's payroll or having a written contract to perform duties with the school according to the provisions of law;
- iii. Ensure documentation requirements according to teaching progress: Detailed course outline, lesson plan or lesson plan, exam or test with answers and grading scale for learning results, test score sheet Evaluate student learning outcomes for each module, grade book, and other requirements for teaching records according to school regulations;
- iv. Other requirements are decided by the Principal.

Publicity about Training:

Contents that must be publicly announced before the start of the course: Commitment to educational quality and actual educational quality; goals and output standards of each training major; quality assurance conditions; Maximum time to complete the program for each specific industry; Training Regulations; training plan for courses and school years; Graduation exam time; rights and obligations of teachers, students and relevant organizations and individuals; The following contents must be announced publicly before the first semester begins and at least one month before the start of the following semesters:

Training plan for the semester; list of required and elective courses expected to be taken; detailed outline, prerequisites, number of tests, exam format, exam rules, exam time at the end of the module; Textbooks or materials used for each specific module. Information about each teacher teaching in that semester, ensuring at least the following contents: Full name, year of birth, teaching seniority, position or title; agency or organization where you work, professional qualifications and pedagogical skills, teaching experience, textbooks or teaching materials compiled or participated in a compilation that has been published.

Managing and Evaluating Learners' Learning Outcomes:

Managing testing and evaluating student learning outcomes needs to pay attention to managing the application of modern assessment methods such as objective tests, managing the development of toolkits and testing standards, and evaluation for each subject, module, and training profession.

Evaluating Student Results Needs to Ensure the Following Criteria:

Develop standards as a foundation for evaluation. These standards must be the result of close discussion among members of the program/module, and assessment strategies must be linked to learning outcomes. Evaluation methods must aim to determine the current point, serve for continued development, and be synthetic. Assessment work must combine self-assessment between lecturers and students. Assessment plans, methods, and assessment standards must be clearly announced to relevant parties.

The assessment process must be carried out regularly to ensure it is valid, reliable, and implemented fairly. At the same time, sufficient validity and reliability of evaluation methods need to be stored and evaluated regularly/new evaluation methods also need to be developed and tested. Student progress must be systematically stored and monitored, with improvements and feedback to students if necessary.

According to AUN-QA, assessment is carried out at the following times: (i) entrance examination - through assessment of necessary capacity; (ii) progress in the student learning process - through a map of competencies and programs based on learning outcomes; (iii) final examination for graduates - through a competency scorecard for graduates or an integrated and summative assessment.

Teacher Quality Management:

The quality of a university depends on the capacity of lecturers and the learning ability of students. Recruiting lecturers according to appropriate selection processes is the most important factor.

In particular, the school focuses on planning and developing the quantity and quality of the team. Manage team capacity in implementing core school activities. Expressed through human resource management functions: recruitment, appointment, assignment; monitoring and evaluation; screening, training, fostering, regimes, etc.

In addition, ensure the autonomy of teaching institutions in selecting, approving, and making lists of qualified lecturers to send to train at doctoral and master's levels with the following methods: comprehensive training. Time at

prestigious universities around the world; training at domestic universities and coordination between Vietnam's universities and prestigious universities in the world; organizing foreign language training and necessary skills for lecturers selected for training abroad.

Increase investment in training at master's and doctoral levels to meet the costs of training, scientific research, practice, experiments, internships, and publication of research results in prestigious journals in the world. region and world; regularly inspect, supervise, and inspect the training process of master's and doctoral degrees at higher education institutions; Strictly control the stages of acceptance, evaluation of theses and dissertations, recognition and issuance of degrees, ensuring output quality.

Strengthen propaganda and dissemination of regulations and plans to promote the strength of the entire society to pay attention and care for the training of highly qualified lecturers to serve the country; organize regular reviews and assessments of training results every year and each period to promptly learn from experience, adjust and supplement plans, and promptly motivate and reward.

Manage Learner Support Activities:

Managing the quality of student support services: Managing the teaching support system; services providing textbooks and reference materials; academic advising and advising; services that provide facilities for learning and living (dormitories, sports services), career counseling, and employment.

Supporting learners is one of the activities identified as important to care for and support customers to feel satisfied and happy so that they are motivated to complete their tasks well in the learning process. Student support activities are becoming more and more important and sophisticated, helping students have the opportunity to receive comprehensive care and support in all aspects: spiritual life, study, remuneration policies, job opportunities, experiential classes, etc. 2 Youth Union and Student Association organizations create interesting and attractive experiential activities for students to study while studying. Just practice to assert yourself in front of a large group

Management of Facilities and Equipment:

Facilities management: is the legal impact of the school Principal on those related to the construction and use of facilities to make the school's training activities operate and reach the goal.

Facilities Management Facilities Include:

Regulations on Education & Training and regulations of the Ministry of Education & Training on the field of facilities in teaching;

The school's organizational structure and resources. In particular, there is an organizational apparatus and forces directly involved in managing, constructing, equipping, using, repairing, and preserving facilities;

The school's financial and material resources have been mobilized;

Information systems and environment in the field of school facilities management.

The main content of facilities management in schools is as follows:

Management of Basic Construction Activities: Building basic planning (system of halls, lecture halls, practice centers, experiments, etc.). Develop basic construction projects. Select design and carry out design approval procedures, bidding procedures or select construction contractors. Making basic construction contracts, managing the activities of the project management board, organizing the acceptance of the project, and putting the project into use.

Universities Library Management: Arrange and arrange areas in the library. Purchasing equipment and liquidating books, newspapers, and documents, classifying and arranging books and documents. Introducing new books and documents. Organize classrooms and preserve books and documents. Manage all types of records, books, and library cards. Organize printing and photocopying activities

Management of Teaching Technical Means: In the teaching process, teaching technical means always have a close relationship with certain content, requiring corresponding methods and means. On the contrary, the improvement and use of media in an appropriate, flexible, and creative way will harm the development and improvement of content and methods, improving the quality of transmission and comprehension. Getting better and better. Therefore, it is necessary to pay attention to the management, use, improvement, and continuous strengthening of modern technical means to achieve increasing efficiency in the teaching process.

Managing Output and Achieved Results:

Managing the quality of student assessment: assessing student input, training process, and output. Managing the quality of student assessment is establishing criteria, regulations, forms, and methods and organizing assessment activities such as exams, tests, marking papers, etc. every 2 years to review and regulate. Adjust the training program after holding discussions with alumni and employers according to the University's general regulations. The Testing & Quality Assurance

Department has developed forms to monitor and self-assess the quality of the training program according to AUN-QA standards every 2 years and the annual graduation rate.

Issues that Need to be Addressed in Training Program Management According To AUN-QA Standards

Through an overview of research projects on training programs in universities by authors in the world and Vietnam, the author draws some basic conclusions as follows:

Research projects all emphasize the role of training and promote the importance of training program management for students, considering this as content to improve the quality of education and training today. In all historical periods, training has always been valued in social life. However, in addition to general training standards, in each different historical period, and different economic and social environment, training has different specific manifestations.

Some authors have delved into research to clarify some basic contents of training and vocational training management as well as affirming the role of training program management for the younger generation, especially young people. For pupils and students at universities. There have been monographs and research topics on different aspects of training program management. However, it has not yet shown the way and measures to manage training programs for students.

Regarding training program management for students in general, there are several authors in the world and in the country who have researched doctoral dissertations. However, managing training programs at universities is an issue that has not been systematically and fundamentally researched. Therefore, there is a need for research projects on this issue to meet the practice of training teachers in current social conditions.

Through an overview of the research problem, the main issues that the project needs to continue to be resolved are as follows:

Firstly, clarify the theory of managing university-level training programs according to AUN-QA standards at universities.

Second, determine goals, tasks, and contents of managing university-level training programs according to AUN-QA standards at universities.

CONCLUSION

Based on an overview of research related to the topic at home and abroad, selectively on training programs and quality management of training programs at university-level training institutions, some comments on issues not yet mentioned in the study are drawn as follows:

Issues about training programs in general and quality management of training programs according to AUN-QA standards at universities, in particular, are addressed from many different perspectives based on educational management science. Managing the quality of training programs in each university training institution is a vital issue, determining the quality of output products, creating prestige, imprinting, and related to the survival of an institution. Training meets the needs of education and training innovation in the integration period, so this issue needs to be researched with practical application.

Quality management of training programs according to AUN-QA standards at universities has been mentioned, but only as suggestions in articles, reviews of the situation, and individual proposals through thematic seminars, not yet. There are typical in-depth studies. Therefore, this is a new and practical issue that needs to be researched in depth to apply improvements in education and training at universities, which will contribute to affirming the position of the university as well as enhancing the role of education in today's education and training system.

The results of research on basic issues will be the theoretical framework as a foundation for researching the current situation, creating a theoretical basis for practice for providing measures to manage the quality of training programs in Vietnam's universities according to AUN-QA standards. This is also the main recommendation for universities in Vietnam that want to participate in evaluating training programs according to any set of standards. In addition, the positive impact of the AUN-QA assessment could be greater at universities if they receive better support from the Board of Directors and departments and units within the university.

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