

Some Measures to Manage the Quality of Training Programs According to AUN-QA Standards at the Faculty of Education, Saigon University

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ABSTRACT

In the context of globalization, countries not only compete in the fields of economics, science and technology, goods and services but also compete in the quality of education. In 2016, the AUN organization's set of educational evaluation standards version 2.0 was launched, helping educational institutions in Southeast Asia in general and Vietnam in particular to improve and enhance the quality of education in a prompt sustainable way. The set of standards has been improved in Version 4.0 issued in 2022. Saigon University is a public university that has focused on improving the quality of education through applying the standards and criteria of the AUN-QA model to the quality management of training programs. In this article, we want to find optimal measures to improve the quality of training programs according to AUN-QA standards at the Faculty of Education, Saigon University to meet the needs of society.

KEYWORDS

management; training program quality; AUN-QA standards; Faculty of Education; Saigon University.

INTRODUCTION

AUN-QA (ASEAN University Network-Quality Assurance) is a set of standards with strict quality rules, specific and clear criteria, focusing on the comprehensive evaluation of training programs in many aspects such as top standards, program framework, teaching staff, facilities, quality assurance, connections between University, students, and businesses to ensure the quality of the entire training program.

With a strict and transparent inspection process; a set of standards for a comprehensive assessment of training quality and recognition by the education systems of countries inside and outside the Southeast Asia region, AUN accreditation helps Vietnamese universities gradually determine their position on the international stage. Participating in AUN-QA accreditation will bring the following benefits:

University: Affirms the university's commitment to society and employers regarding the quality of output products of the training program, which is human resources trained according to strictly controlled quality standards.

Students: Students studying programs evaluated and recognized by AUN-QA will easily perform student exchange or credit conversion with regional universities. In addition, students graduating from these programs will have many advantages in finding jobs in regional and international markets.

Businesses: AUN-QA accreditation results help employers have a reliable basis for finding quality human resources, from a training program with international quality references.

Society: AUN-QA results are a guide in choosing a University for parents and students. In recent years, Saigon University has built relatively complete policies and legal corridors to implement quality assurance activities and accreditation of higher education quality. The process of applying quality assurance and quality accreditation policies in higher education has gone through stages of testing, implementation, and adjustment to gradually establish a systematic nature, creating conditions and mechanisms for quality assurance and quality accreditation activities in higher education, and following the general development trend of higher education in the world.

Saigon University achieved 03 training programs according to AUN-QA (ASEAN University Network - Quality Assurance) and the programs met the standards of the Ministry of Training Program Evaluation Regulations. Survey to collect opinions from relevant parties on the quality of teaching, training and learning support activities, scientific research, and training programs; Implement quality improvement activities after quality assessment and surveys; update information according to regulations in the Public Regulations of the Ministry of Education and Training, Ministry of Labor, War Invalids and Social Affairs, Saigon University; Organize training on professional work and send staff to participate in training courses to improve their expertise, skills, etc. Educational management, especially training program management, is important to successfully implement training programs according to the AUN-QA approach. However, this work in the country in general and Saigon University in particular is still in the gradual “transformation” phase to “adapt” to changes in approach, so it still faces many difficulties, limited. Therefore, this article proposes some measures to manage the quality of training programs according to AUN-QA standards at the Faculty of Education of Saigon University, helping managers apply them flexibly in the work conditions of each university.

LITERATURE REVIEW

Training Program Concept

According to Wentling (1993): “A training program is a training activity, it also indicates training methods and ways of testing and evaluating learning results, arranged according to a timetable”. A rigorous course can last a few hours, a day, a week, or several years.

According to Nguyen Duc Chinh (2018): “The university training program is a comprehensive and systematic plan for all educational activities at the university. It includes educational purposes, objectives, output standards, educational content, educational methods and forms of educational organization, and methods of evaluating educational results.

Thus, the university training program is all the modules and educational activities built by the university to equip students with knowledge, skills, and attitudes appropriate to the chosen major. The university training program not only demonstrates accumulated professional capacity but must also ensure the quality of human resources, which are cultural and educational level; knowledge; physical; Professional capacity and professional skills; social understanding and lifestyle; and ability to adapt and develop. At the universities, training programs are often adjusted and improved to suit the needs of learners, society, and the labor market.

The Concept of Quality of University Training Programs

Frazer, M. (1992) defines the quality category of university training programs according to the following index: Each member of the university has the responsibility to: maintain; understand, use, and master the system to maintain and improve the quality of training and

services; University management staff regularly check the reliability and accuracy of the training program quality management system.

In university-level training programs, training program quality is defined as predetermined systems, policies, procedures, processes, actions, and attitudes aimed at achieving, maintaining, monitoring, and reinforcing quality (Woodhouse, 1999). The Australian Quality Assurance Agency also uses and approaches this way.

Thus, the quality of university training programs is an indispensable activity in universities. Forming, maintaining, and developing a training program quality system is an important and necessary job for universities.

RESEARCH METHODS

The survey method was used in this study with the research tool being a survey of the opinions of 12 managers, 146 lecturers, and 26 experts on training program management measures at Saigon University.

Research legal documents: According to the 2005 Education Law amended and supplemented in 2019; Resolution No. 29-NQ/TW; Education development strategy 2011-2020; Decision No. 2622/QĐ-BGDĐT dated August 16, 2021, on promulgating a plan to implement the “Project to improve the quality of higher education for the period 2019 - 2025” in the period 2021 - 2025; Decision No. 69/QĐ-TTg dated January 15, 2019 of the Prime Minister approving the “Project to improve the quality of higher education for the period 2019 - 2025” in the period 2021 - 2025; Circular No. 17/2021/TT-BGDĐT dated June 22, 2021 of the Ministry of Education and Training regulating training program standards; develop, evaluate and promulgate training programs for all levels of higher education.

Theoretical orientation: Based on management theory, theory of training programs according to the AUN-QA approach (a set of standards focusing on areas in university training programs such as output standards, framework programs, lecturers, students, facilities, quality assurance, etc.), we realize that to improve the quality of higher education in general and the quality of training program management According to the AUN-QA approach in particular, principals not only need to master the theories of University management but most importantly, they must know how to apply those theories into practice in the unit they manage. Dare to think, dare to do, and know how to propose appropriate and feasible management measures. Specifically:

In terms of awareness: The university has issued regulations to help managers, lecturers, staff, and students be properly aware of the importance of training program management according to the AUN-QA approach. The university’s activities operate in the right direction, synchronously, and create consensus. Regulations such as briefing regulations; regulations to centralize and unify information reporting; regulations for listening, collecting, processing, responding, and publishing opinions of relevant parties; regulations on information transparency; regulations on document storage and evidence, etc. At the same time, the university issues a Quality Manual, which clearly describes all processes of all activities in the university. Every five years, the quality policy is reviewed and updated by University leaders to suit the reality and requirements of each stage of development. Activities at the university are standardized and have specific output quantified, creating a transparent and smooth chain of information and management.

In terms of training program management: In addition to institutionalizing rules and regulations, the university always focuses on building a strict organizational structure, demonstrating the leadership’s commitment to quality assurance activities. Organize teaching according to the AUN-QA approach. In particular, the Principal is responsible for

promulgating the mission, philosophy, culture, goals, long-term, medium-term, and short-term strategies and developing action plans for each period and each year to carry out tasks. The Board of Directors directly leads assigns implementation, manages, and supervises University-wide activities; Builds and strengthens the university's personnel and organizational apparatus; builds a system of legal documents, rules, and regulations to carry out the tasks and decisions of the university Council, etc. Each affiliated unit and functional department are integral parts of the university's organizational structure and are units that directly share and carry out detailed tasks to concretize goals and strategies. of the university.

In addition to the university Council, the Science and Training Council at the university and Faculty levels, the Emulation and Discipline Council, the Quality Assurance Council, etc., the departments always have regular and cross-supervision. Conduct criticism to diversify perspectives on all core activities of the university (training, scientific research, internationalization, and community service). In addition, the university also established Accreditation Boards, Evaluation Boards, Inspection/Inspection Boards, etc., depending on the work requirements of each stage of development so that these Boards can carry out assigned tasks. The university always announces and communicates widely so that units and individuals clearly understand the university's mission and long-term goals, thereby building an implementation plan and committing to implementing the set goals. Saigon University declares its vision: Becoming a research university in the period (2025-2035). On that basis, the university determines current goals (5 years) and long-term goals (10 years), along with implementing 5-year plan phases and annual plans for each specific goal. to achieve the set long-term goals. The principal assigns tasks to each affiliated unit to carry out. From there, each affiliated unit has the task of building a specific plan to realize its own unit's goals and the university's general goals for each year and each semester, evaluate and solve problems, and difficulties in the process of implementing the strategy.

The self-assessment report on educational quality accreditation of Saigon University clearly stated the strengths and shortcomings of the university's training program, in which "Saigon University's training program is built following the mission, educational goals and functions and tasks of the university, and at the same time associated with the learning needs of learners and the human resource needs of the labor market. Training programs for each major are systematically designed, have a reasonable structure, and have clear and specific goals. In particular, there is a reference to similar training programs of other universities." However, "The detailed outline of all subjects has not been fully updated on the university's website."

RESULTS AND DISCUSSION

Training to improve the capacity of managers, lecturers, and staff on quality management of training programs according to AUN-QA standards at the Faculty of Education, Saigon University

The goal of the measure: The goal of the measure is to improve the capacity of managers, lecturers, and staff to be deeply aware of the need to manage the quality of training programs according to AUN-QA standards at the Faculty of Education, Saigon University.

Content of the measure:

Firstly, help managers and University members see the need to manage the quality of training programs according to AUN-QA standards at the Faculty of Education, Saigon

University. It is an urgent requirement for new universities to be able to train highly specialized human resources to meet social requirements.

Secondly, change the perception of quality management of training programs according to AUN-QA standards at the Faculty of Education, Saigon University. When managers, lecturers, and members have proper awareness of AUN-QA standards in training, it will create favorable conditions for this activity to be in order, contributing to improving and enhancing quality training at the university.

How to implement measures:

Firstly, Managing the quality of training programs is a vital issue for the university and is the responsibility of every University member, from university managers/faculties/departments to lecturers, experts, and staff. Each member participates in training quality management activities on their assigned tasks.

Secondly, considering the quality management of training programs according to AUN-QA standards is a professional task that requires each manager, lecturer, and employee to think and explore to innovate and improve efficiency performance on each of their jobs. University practice has shown that, wherever attention is paid to training program quality management, training quality is guaranteed, meeting training requirements well.

Thirdly, diversify forms of dissemination and propaganda so that officials, lecturers, and students are fully aware of quality management activities of training programs according to AUN-QA standards such as organizing commitment signing ceremonies training between the principal and units in the university; building an online forum, creating conditions for members inside and outside the university to exchange experiences on training quality management according to AUN-QA standards.

Fourthly, overcome incorrect and incomplete perceptions about quality management activities of training programs according to AUN-QA standards at the Faculty of Education of Saigon University.

Conditions for implementing measures:

For this measure to achieve good results, the university principal needs to direct the development of a training plan to raise awareness among managers, lecturers, and University members about quality management activities. training program according to AUN-QA standards; at the same time, it is necessary to check and supervise the training and awareness raising for managers, lecturers, and members of the university on quality management activities of training programs according to AUN-QA standards.

Improving the quality of management staff and lecturers in training programs according to AUN-QA standards at the Faculty of Education, Saigon University

The goal of the measure: After the mission, vision, and core values of the university “Forge Virtue, Practice Talent, Stand Firmly, Integrate” are clearly defined and the apparatus is established, based on the needs of relevant subjects and The organization’s pursuit expectations, the management staff and lecturers are a group of people, the main and most important force in the university’s pedagogical community, responsible for teaching, educating, and determining factor in the quality of University education.

Content of the measures:

To help staff manage the quality of training programs, develop professional skills, standardize and quality lecturers, and have a sense of responsibility in the educational profession to meet the needs of the country in the current era enter the world.

To help managers and lecturers receive training and develop a teaching staff with sufficient quantity, standardization of quality, synchronization of structure, and good implementation of the tasks, goals, and plans of the university. The university is contributing to the mission of educating people. To continuously improve professional qualifications and pedagogical skills to meet the development requirements and improve the quality of education in the period of innovation, especially the period of knowledge economy, international integration, and global integration. globalization.

How to implement measures:

The university organizes conferences and thoroughly grasps the spirit of strengthening the development of a team of lecturers and management staff who agree and actively respond to the proposed plan. Arrange recruitment of necessary managers and lecturers for pedagogical and professional training. Organize and deploy strategies and plans to lecturers, especially policies, laws, and new needs of the country.

Based on the strategic plan for training, fostering, development, and the university's annual plan, from there, select lecturers and lecturers to be trained appropriately and in sufficient quantity, synchronizing the structure. For newly recruited lecturers, it is necessary to focus on the professional quality and experience of the lecturer through the university's entrance exam, or quality assurance introduction from the training place.

Increase the purchase of equipment and reference research books to create conditions for lecturers to improve their professional skills. The university needs to purchase training materials, newspapers, especially newspapers about educational science, industry magazines, etc. so that lecturers have adequate reference and research materials.

Conditions for implementing measures:

The university builds an annual training system related to compatible teaching: program content, textbooks, resources, and other guaranteed support conditions to achieve the set goals. At the same time, there is unity and synchronization in operating and implementing quality management of training programs.

University leaders, especially vice principals in charge of training and heads of training departments, faculties, subjects, teaching staff, and students need to have a proper awareness of the necessity and importance of developing and managing training programs appropriate to the university's conditions. Adjust and innovate programs, textbooks, methods, and supporting conditions according to set goals to have the expected quality of teaching; meet the goal.

Ensure the development of a team of managers and lecturers who are capable of conducting scientific research and developing training programs. Establish a training program development team to meet human resource needs with the widespread participation of professors, lecturers, and scientists at home and abroad.

Improving the quality of learning and learning support services according to AUN-QA standards at the Faculty of Education, Saigon University

The goal of the measure: Services to support student life at Saigon University, such as dormitory; food service; forms of clubs for entertainment and physical training and skills; medical services, and measuring satisfaction levels, the results help the university continue to improve the quality of life support services for students better day by day.

Content of the measures:

Improving the quality of learning at Saigon University organizes consulting sessions for students to understand the technical characteristics of the training program, employers talk

about the capabilities of graduates, to motivate students to love their profession, voluntarily participate in learning, and create quality learning. At the same time, organize instructions for students on how to build study plans for each semester, school year, course, and prepare conditions and resources to pursue the major training program.

Instructors will create students' learning methods. Therefore, universities need to develop teaching strategies to facilitate and attract students to participate in the quality learning process and improve their self-learning awareness.

How to implement measures:

Instruct students on methods of organizing learning such as group study; group discussions, group exercises, self-study, self-research and choosing appropriate learning goals. Establish a suitable learning environment for adults that is comfortable, supportive, collaborative and not restrictive, an environment where learning is always possible.

Setting up a learning control system to create learning habits and motivation for students requires a monitoring system to monitor students' learning responsibilities and issue warnings when students do not complete tasks. study.

Conditions for implementing measures:

The university organizes learning support services for students: Library services (providing documents); services providing facilities and self-study rooms; training services, and assessment (exams) at the request of students, etc. these types of services need to develop regulations - procedures and organize the communication for students, managers and lecturers to participate.

Establishing learning consulting channels, organizing learning consulting, and learning forums are built on the university's website to collect and quickly resolve complaints promptly. Organize academic advising activities with the class, advise on conveying information, notices, policies, regulations and procedures of the university to students and record feedback from students to the university. Organize faculty consultants on duty at the faculty: to receive applications and resolve requests directly for students.

Part-time job placement consulting, career consulting and job placement for students after graduation. Build a safe learning environment, care for and help each other.

Improving the quality of activities evaluating learning and training results according to AUN-QA standards at the Faculty of Education, Saigon University

The goal of the measure: The purpose of assessment is to provide accurate and timely information, determine the learning and training results of students, and synthesize and evaluate the learning and training results that students have achieved during the participation process. learning activities. Results are censored through many stages to ensure accuracy in assessing and ranking students and classes every month, semester, and university year. Results at the end of the semester and university year serve the work of scholarship review and rewards. At the end of the course, learning and training results are used to evaluate graduation exam eligibility and evaluate graduation rankings for students.

Content of the measures:

Instructors guide students to develop learning goals. From the results of students, lecturers use it as a basis to evaluate students' learning outcomes. There are many tools to evaluate student learning outcomes such as essay tests, objective multiple-choice tests, oral question systems, etc. However, assessment tools do not comprehensively evaluate student learning outcomes, especially the system of competencies.

To evaluate student learning outcomes, depending on the objectives and content of the assessment chosen by the lecturer, use different assessment tools accordingly. Each type of assessment tool has certain advantages and limitations, so in the process of assessing learning outcomes, lecturers must know how to choose and use appropriate assessment toolsets to improve the quality of assessment. prices as well as improve the quality of teaching and learning.

How to implement measures:

Instructors guide and organize students' implementation. During the student's learning process, lecturers must closely monitor and promptly help and make adjustments so that students do not get sidetracked. To do this combination well, lecturers are the ones who build specific and clear tests and study forms, and regularly discuss with students so that they can recognize their strengths and weaknesses, what has been done and what hasn't been done to learn from experience and find ways to fix it. Encouraging students' efforts to help them be active, self-aware and responsible in self-study is key.

Assess student learning progress through a score matrix or student learning ability chart designed based on the output results recorded in the training program. Can be done at the end of the module or by modules.

Evaluating students' final/graduation exams: When choosing an evaluation form, universities build a checklist of graduate student competencies that clearly indicates the knowledge, abilities, and awareness of good students.

Conditions for implementing measures:

To carry out assessment and evaluation of students' learning and training results, lecturers must play a leading role in the assessment process and guide students on how to evaluate. Students must demonstrate a self-aware, positive, proactive, responsible, and serious attitude during the learning process.

It is necessary to communicate so that students understand the documents regulating the responsibilities of students participating in the assessment, the criteria, weights, forms of assessment, how to calculate assessment results, complaint procedures, etc.

Exam plans must be announced early and there must be time to review between modules. Organize fair examinations seriously, demonstrating correct assessment of students' abilities. Get assessment results to provide feedback and improve lecturers' teaching methods and student learning support services.

Strengthening physical resources to serve training programs according to AUN-QA standards at the Faculty of Education, Saigon University

The goal of the measure: Manage facilities and equipment to meet training needs according to AUN-QA standards. The overall planning of the university premises ensures the minimum area for functional items, such as lecture halls, theoretical classrooms, computer and foreign language practice rooms, working areas for staff and lecturers, self-study areas for students, library and other support facilities, etc. Arrange machinery, equipment, and practical laboratory tools according to the practice process to ensure there are full instructions for use.

Content of the measures:

Develop and implement a plan to invest in facilities to meet long-term teaching needs. Increase investment in building a technologically upgraded simulation practice system, helping students improve their skills and access new equipment and new technology, etc.

Strengthen the management of facilities and equipment to improve efficiency, specifically: It is necessary to promulgate regulations and procedures for managing facilities and equipment in stages such as procurement and use, maintenance, repair, etc., and organize communication and guidance and assign implementation responsibilities to all relevant subjects. Issue user manuals; organize for students to rent or borrow after hours, make the most of invested resources, etc.

How to implement measures:

To meet the facilities and equipment for quality management of training programs, Saigon University invests in modern equipment systems that have been invested and planned by businesses according to the following criteria: the industry in which the university is investing; conduct linkage, cooperation, and coordination with units to help students practice and improve the quality of training programs.

Develop a digital library with enough learning materials to meet the minimum level of learning materials for students. each subject and module in training. Lecturer's guidebook: The goal of publishing this book is to apply to full-time lecturers; and visiting lecturers; young new lecturers can consistently use methods and convey the correct teaching content. References: help students make focused references. The department assigns lecturers to review reference materials, remove old and unnecessary content, and update and add new knowledge. Training exercise book, gather exercises for each chapter and section with a volume large enough for students to self-study and practice to consolidate knowledge and perfect student's skills.

Conditions for implementing measures:

Saigon University needs to digitize minimum learning documents into computer files, create data on CDs to provide to students at the beginning of the course, or post on the university's website for students' convenience. convenient in use. Completing the digital library following advances in information technology. Library links between domestic and international universities to expand learning resources.

Strengthen links with outside units to take advantage of available capabilities in technology machinery and equipment and visiting lecturers. Attract capital sources, and sponsorship sources, and expand shareholders to increase capital for development investment.

CONCLUSION

Starting from the socio-economic development orientation in Ho Chi Minh City until 2030; Orientation for human resource development until 2030 Saigon University has determined its mission, vision and training quality policy and especially has built a management process system associated with management factors. quality management of the training program. Measures to manage the quality of training programs according to AUN-QA standards at the Faculty of Education at Saigon University help university managers and lecturers have a persistent commitment and determination to implement. improve the proposed measures to achieve the training goals, training quality, and mission and vision of the university because this is considered a set of tools to help identify the current training status of the university with its standards, and criteria that meet regional and world requirements.

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