

**THE UNIVERSITY OF DA NANG  
UNIVERSITY OF SCIENCE AND EDUCATION**

**VO LE HOANG QUYEN**

**THE QUALITY MANAGEMENT  
OF UNDERGRADUATE TRAINING PROGRAMS  
ACCORDING TO AUN-QA STANDARDS**

**Major: Educational Management**

**Major code: 914 0114**

**DOCTORAL THESIS SUMMARY**

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*Reference sources:*

- National Library of Vietnam;
- Library of The University of Da Nang - University of Science and Education.

## INTRODUCTION

### 1. Reason to choose the theme

The chosen theme is based on following main reasons:

**First**, the Fourth Industrial Revolution, about connection and digital technology to create an open learning environment, is requiring traditional university, administrative management and operation, such as current state universities to change. The international context and the domestic socio-economic state positively influencing Vietnam's education and higher education is considered as a breakthrough factor. Therefore, improving the quality of training, and training programs to gradually narrow the gap of regional and international standards is an important task of higher education.

**Second**, the management activities, quality management systems of training programs and setting up quality management systems of training programs at universities in many countries have been developed for a long time. However, this work has only been invested and concentrated in Vietnam recently. Therefore, among many theoretical approaches to available quality management systems for training programs in the world, which theory will be suitable for building a theoretical framework for the formation and development of a quality management system of training programs at universities as well as an effective approach to suit the characteristics in Vietnam? This is an important question for educational managers and university leaders today.

**Third**, the standards for assessing the quality of undergraduate training programs of AUN-QA version 4.0 are compiled following the results of the AUN-QA Council of Experts and the reviews from relevant parties after each external assessment activity, including assessors, managers, and participating lecturers. The version includes 8 standards and 53 criteria. The standards include: (1) Expected learning outcomes (2) form and operation of the program (3) Teaching and learning methods; (4) Student assessment; (5) Faculty; (6) Student support services; (7) Infrastructure and

facilities; (8) Outputs and achievements;

In the context of higher education in Vietnam, which still has many limitations compared to many countries in the ASEAN region and the world as well as lack of improvement in the university education strategy and integration into the global education system. Therefore, the model according to AUN-QA standards has many points that need to be researched and applied, specifically: The AUN-QA standard model is linked to the quality assurance system of the region and the world, so it can be applied to Vietnamese universities in particular and ASEAN in general.

Based on these outlined reasons, the PhD student chose the theme: "*The Quality management of undergraduate programs according to AUN-QA standards*" as the subject of the doctoral thesis.

## **2. The purpose of the research**

Based on the theoretical basis of quality management of training programs at universities to analyze the current state of quality management of training programs at universities, propose the establishment and operation of a quality management system (internal quality assurance system) for undergraduate programs according to AUN-QA standards, assess the quality of training programs and measures to deploy this system at universities in the current period to improve effectiveness, sustainability, transparency, and public accountability of activities to ensure the quality of university-level training programs Vietnamese universities.

## **3. Subjects and research objects**

*Research subjects:* Undergraduate training program in Vietnam educational institutions

*Research objects:* Quality management of undergraduate training programs at Vietnam educational institutions according to AUN-QA standards.

## **4. Research questions**

*4.1 What issues does globalization and integration pose for university managers in terms of managing the quality of training programs?*

*4.2 How to establish and operate a quality management system (internal quality assurance system) for undergraduate training programs according to AUN-QA quality standards to address these issues?*

## **5. Scientific hypothesis**

The training program is the most important factor determining the quality of a university. In the context of globalization and deep integration of higher education, academic programs are also a brand and a means of promoting image as well as fulfilling social explanation. Therefore, ensuring the quality of academic programs is an urgent (survival) task for universities if they want to exist and develop, providing high-quality and competitive human resources in the labor market. However, quality management activities of academic programs at universities still reveal many shortcomings.

If we study the principles of quality management and use the AUN-QA quality standards to establish a quality management system and propose measures to implement this system, it can ensure and enhance the quality of training programs to meet the society's needs of human resources to compete and integrate with the region and the world.

## **6. Research tasks**

6.1 Research theoretical basis on quality management of training programs at universities according to AUN-QA standards and propose a quality management system for training programs according to AUN-QA standards to assess the quality of training programs.

6.2 Survey and evaluate the current state of quality management, the quality management system of educational programs at educational institutions.

6.3 Propose measures to establish and operate the quality management system for educational programs at educational institutions. Test the feasibility and necessity of the measures; experiment with one measure in the group of measures to operate the quality management system for educational programs.

## **7. The scope of research**

The dissertation deeply researches the methods of quality management of educational programs at Vietnamese universities.

Research area: 03 Vietnamese universities: Danang University of Science and Technology - University, Hanoi University of Science and Technology, Quy Nhon University.

Research period: from 2021 to 2024.

## **8. Dissertation defense standpoint**

8.1 Training programs are the decisive factor for the quality of well-trained human resources.

8.2. The quality of training programs is determined by the quality management system.

8.3. The AUN-QA program quality assessment standards can be applied to establish a quality management system and propose measures to implement this system to ensure and enhance the quality of university educational programs.

## **9. Methodology and Research Methods**

### ***9.1 Methodology***

The dialectical materialist and dialectical historical method of Marxism-Leninism is the orientation for implementing dissertation research, organizing research based on the following approaches:

*9.1.1 System approach*

*9.1.2 Historical approach - logic*

*9.1.3 Standard-based approach*

*9.1.4 Quality management approach*

### ***9.2 Research methods***

*9.2.1 Group of theoretical research methods*

*9.2.1.1 Purpose of theoretical research*

*9.2.1.2 Content of theoretical research*

*9.2.1.3 Theoretical research methods*

*9.2.2 Group of practical research methods*

*9.2.2.1 Survey method using questionnaires*

*9.2.2.2 In-depth interview method*

*9.2.2.3 Expert opinion solicitation method*

*9.2.2.4 Experimentation method, trial*

*9.2.2.5 Experience summarization method*

*9.2.3 Mathematical statistical method*

The topic uses mathematical statistical methods to process data related to the topic with the assistance of SPSS (Statistical Package for Social Sciences) version 20.0 to calculate frequency, mean, median, standard deviation, test...", Excel software for statistical data; Set up tables, charts, etc. for surveying and formulating research results.

**10. New contributions of the dissertation**

***10.1 Theoretical contributions***

The dissertation contributes to further clarify and systematize theoretical issues, summarizing international and domestic experiences in quality management of undergraduate training programs at universities according to AUN-QA standards for assessing the quality of undergraduate programs.

The dissertation propose the establishment and operation of a quality management system (internal quality assurance system) for undergraduate programs according to AUN-QA standards, assess the quality of training programs and measures to deploy this system at universities in the current period to improve effectiveness, sustainability, transparency, and public accountability of activities to ensure the quality of university-level training programs Vietnamese universities based on legal corridors to ensure domestic quality.

***10.2 Practical contributions***

The quality management system using AUN-QA standards for assessing the quality of undergraduate programs and the implementation measures can be applied in other universities with some adjustments.

## **11. Dissertation structure**

To accomplish the research objectives and achieve the stated research purposes, in addition to the introduction, conclusion, recommendations, references and appendices, the dissertation consists of 3 chapters:

Chapter 1: Theoretical basis of quality management of undergraduate training programs according to AUN-QA standards

Chapter 2: Practical basis of quality management of undergraduate training programs according to AUN-QA standards

Chapter 3: Measures to manage the quality management system of undergraduate training programs according to AUN-QA standards"

### **CHAPTER 1**

#### **THEORETICAL BASIS OF QUALITY MANAGEMENT OF UNDERGRADUATE TRAINING PROGRAMS ACCORDING TO AUN-QA STANDARDS**

##### **1.1 Overview of research**

###### ***1.1.1 Researches on training management and training programs in higher education***

Training program management is an important part of the organization and activities of higher education. Managing toward autonomy, self-responsibility, ensuring harmony between the interests of individuals, the market and the state, large-scale and diverse training programs are gradually replacing the management of other programs. have been trained in a narrow scope, serving a predetermined labor position and managed according to the previous centralized mechanism. Therefore, managing training programs from both a macro and micro perspective requires new awareness; needs to be guaranteed with satisfactory solutions to ensure effectiveness and efficiency in administration and enforcement as well as meet requirements for quality assurance of higher education..

The training program management has an important role in the process of building and developing the training program management. Good management of training program management will create a basis for

explaining to relevant parties, helping educational institutions recognize the advantages and disadvantages of training programs to propose solutions for implementation, overcoming and improvement in the next period.

### ***1.1.2 Researches on quality management of training programs in educational institutions***

The ministerial-level scientific project "Research and proposal for a model for quality management of postgraduate training in Vietnam" in 2000, chaired by Phan Van Kha and the Institute for Research and Development of Education, evaluated the current situation of quality management in higher education in Vietnam [24]. Author Le Minh Hiep (2022), in his doctoral thesis in Educational Management "Developing an English language bachelor's training program at foreign language universities to access the quality standards of AUN-QA" has clarifying the concept of quality management as management towards standardization, including 3 activities carried out simultaneously and continuously, including: Establishing goals and standards [22]. Kim Hoang Giang's doctoral thesis in Educational Management with the title "Quality management of universities training economics according to the quality assurance approach" has identified theoretical research contents on quality management according to the quality assurance approach and evaluate the current status of the quality assurance system at universities training economic majors [19]. Author Vu Xuan Hong [21] with the topic "Research on building a training quality management model at the Military University of Foreign Languages" has highlighted the TQM model and the application of TQM perspectives to higher education management. Tran Hai Ngoc's doctoral thesis in Educational Management with the title "Managing business administration training programs according to the CDIO approach at universities in the North Central region" has proposed a solution system managing business administration training programs according to the CDIO approach at universities in the North Central region [32].

In addition, many conferences on the topic of quality and educational quality management have also been organized, such as: annual conference on "Quality assurance in higher education institutions - balancing the national context and international trends" organized by the Asia - Pacific quality network APQN in coordination with the Ministry of Education and Training [52].

### ***1.1.3 General comments on review and factors to be further concerned***

Thus, from the above analysis, the researcher found that there have been general studies on the theoretical basis system of quality management and the quality management system at Vietnamese higher education. However, the construction of a training program management at universities has not been fully and systematically researched. Specifically, the gap that the thesis needs to focus on clarifying: Comparing with the quality assurance standards of the ASEAN university network to systematically research the issue of quality management of undergraduate training programs according to AUN-QA standards. Therefore, the research task "The quality management of undergraduate training programs according to AUN-QA standards" is a research task with both theoretical significance and remarkable practical value.

## **1.2 Theoretical issues about undergraduate training programs**

### ***1.2.1 Training program***

The training program is a system of educational and training activities designed and implemented to achieve training goals, aiming to grant a university education degree to learners. The program includes the curriculum, 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, output standards in accordance with the Vietnam National Qualifications Framework and guaranteed conditions [11].

### ***1.2.2. Curriculum***

The curriculum of the program at a specific level includes: General

objectives, Specific objectives and outcome standards for the major and each module; training content, teaching methods, assessment forms and duration for the major and each module [10].

### **1.3 Theoretical issues about educational quality and quality management in education**

#### ***1.3.1 Quality concept***

According to TCVN - ISO 8402 quality is "the set of characteristics of an entity that give it the ability to satisfy stated or implied needs" [18]. The ISO 9001: 2015 standard defines quality as the totality of features and characteristics of a product or service that have the ability to meet needs and expectations" [70]. American professor - Juran: Quality is conformity with needs [73]. According to INQAAHE (International Network for Quality Assurance Agencies in Higher Education): quality is fitness for purpose [78].

#### ***1.3.2 Quality in higher education institutions***

Quality in higher education institutions includes the concept of quality of a higher education and an academic program. In recent years, the Ministry of Education and Training has issued sets of quality standards for higher education and programs. After accreditation, higher education institutions and programs have satisfied standards, meaning they are of quality. Therefore, a higher education or a program can be considered to be of quality when it satisfies the requirements of quality standards.

#### ***1.3.3 Quality management***

##### ***1.3.3.1 Definition***

Each definition of quality management above is based on its own purposes, but they are all the same in that researchers agree to view quality management as a system of processes to quality assurance for the entire system, satisfying market needs at the lowest cost and highest economic efficiency, carried out in all stages.

From the above analysis, we can synthesize the basic contents of the concept of quality management as follows: "Quality management is

establishing and operating a management system based on the standards including procedure, work instructions that impact all quality assurance elements so that they contribute to the quality of the product or service.” [19].

*1.3.3.2 Distinguish between two management methods: traditional management and quality management*

*1.3.3.3 Levels of quality management*

## **1.4 Popular higher education quality assurance models**

*1.4.1 Accreditation the educational quality*

*1.4.2 Assessing the quality of higher education*

*1.4.3 Auditing the quality of higher education*

*1.4.4 Combined quality assurance*

In this thesis, the quality assurance method is established on the basis of the standards by combining the quality audit model with quality inspection. The basic difference between quality inspection, quality assessment and quality audit is in the object of assessment. If quality inspection and quality assessment have the object of assessment as quality (for recognition/non-recognition), then the object of quality audit is the process of creating/aiming for quality/satisfaction of stakeholders.

## **1.5 The quality management of undergraduate training programmes according to AUN-QA standards assessment Programs Level Version 4.0)**

### ***1.5.1 Definition***

On the basis of the theoretical issues analyzed above about quality management, the concept of quality management of training programs can be defined according to AUN-QA standards as follows: “*Quality management of training programs based on the quality standards is a combination of activities to establish and operate an internal quality assurance system including educational goals, quality policies, quality plans, and information systems on quality assurance of the training programs..., including a quality assurance framework (based on standards*

and criteria) to guide and control all activities in all stages of the process of designing, implementing, and evaluating the training programs to ensure all standards, criteria of the program to satisfy quality requirements. The internal quality assurance system is completed and improved through quality assurance as an external quality assurance mechanism to improve the quality of the training program"[34].

### 1.5.2 Legal basis for quality management of training programs

Law No. 34/2018/QH14 of the National Assembly dated November 19<sup>th</sup>, 2018 amending and supplementing a number of articles of the Law on Higher Education[35].

Decision 78/QĐ-TTg dated January 14<sup>th</sup>, 2022 of the Prime Minister approving the Program "Developing a quality assurance and accreditation system for higher education and pedagogical colleges"[39].

Circular No. 04/2016/TT-BGDĐT on standards for evaluating the quality of training programs for higher education levels according to Southeast Asian regional standards (AUN-QA) version 3.0 in 2016[4].

### 1.5.3 Structure of the internal quality assurance system

#### 1.5.3.1 Structure diagram of the internal quality assurance system

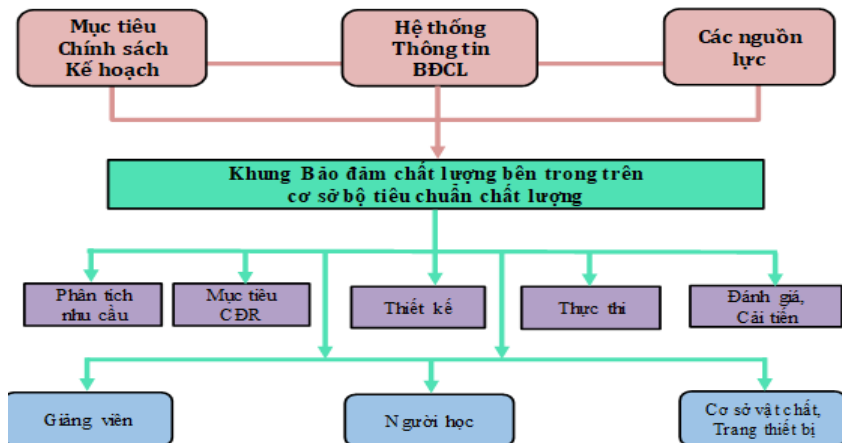


Figure 1.5 Diagram of the internal quality assurance system [34]

#### 1.5.3.2 Diagram description

The internal quality assurance system within the training programs has

4 components arranged at 3 levels: strategic level, system level and operational level. Among them, system level with The "internal quality assurance framework based on the quality standards "component includes procedures, processes, plans, and work instructions (according to PDCA) with the function of guiding and controlling each job in the procedure to develop the training programme, starting from analyzing needs, determining output standards, to designing, implementing and evaluating improvements to curricula to meet the requirements of the quality standards. This is the most important component because once built and operated with the help of the above 3 components, it ensures that all work is guided and controlled to meet quality standards. This is an important theoretical and legal basis for building a quality management system for university-level training programs.

***1.5.4 The AUN-QA standards assessment of the quality of training programs level - the basis for building procedures, processes, and the internal quality assurance framework of the training program quality management system***

*1.5.4.1 AUN-QA standards assess the quality of training programs*

*1.5.4.2 Meaning of the standards*

The AUN-QA standards of quality assessment of training program version 4.0 (Guideline to AUN-QA Assessment at Programme Level Version 4.0) was officially announced on June 29<sup>th</sup>, 2021 after being approved by the AUN-QA Council on June 11<sup>th</sup>, 2020. Up to August 31<sup>th</sup>, 2023, according to statistics from the Ministry of Education and Training, our country has had 330 training programs assessed and recognized as "satisfactory" by the AUN-QA Organization out of a total of 422 assessed training programs according to foreign quality standards by international quality accreditation organizations.

***1.5.5 The Structures of training program quality management system according to AUN-QA standards for training program assessment version 4.0***

### 1.5.5.1 Introducing the diagram

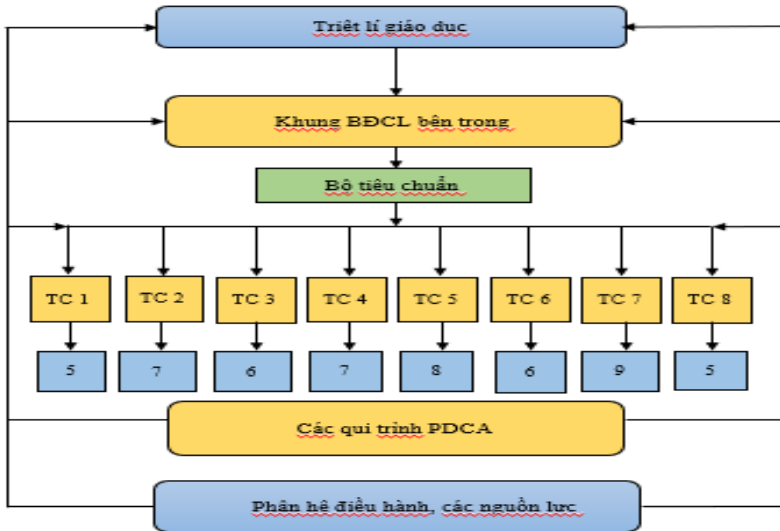


Figure 1.7 Structure of training program quality management system according to AUN-QA standards [34].

### 1.5.5.2 Diagram description

The internal quality assurance system within the training programs has 4 components arranged at 3 sub-system levels: sub-system of strategic level, sub-system of system level and sub-system of operational/ tactical level.

\* The sub-system of strategic level includes: The goals, policies, and quality plans that have the function of guiding all activities in the university.

\* The sub-system of system level includes 02 elements: The internal quality assurance framework based on the quality standards component includes procedures, processes, plans, and work instructions (according to PDCA) with the function of guiding and controlling each job in the procedure to develop the training programme, starting from analyzing needs, determining output standards, to designing, implementing and evaluating improvements to curricula to meet the requirements of the set

of quality standards; The quality assurance information system component has the function of providing information about the operation of the entire system, ensuring the system operates smoothly, promptly notifying possible problems and providing solutions to remedial problems.

\* Finally, The sub-system of operational level includes the resources component, including human resources, material resources, financial resources and other technical means, has the function of supporting the system operation process.

The quality management system (internal quality assurance system) of the training program, including the sub-system of system-level quality management of the training program, is a comprehensive and important part; all procedures, processes, and quality assurance frameworks within the program based on standards and criteria; a sub-system of quality management of training programs with the function of guiding and controlling each activity in the process of building and deploying training programs towards achieving all standards to be recognized/meet standards, quality assurance as well.

The Structures of the training program quality management system is the theoretical framework of the thesis, as well as the basis for surveying the current status and suggesting measures to improve the quality management system of the training program, operate the system, self-assess and External evaluation to continue accomplishing the system and improving the quality of training programs.

#### *1.5.5.3 Procedure of The sub-system of system level based on standards*

##### ***Definition***

*The procedure of using the standards in quality management of training programs is the activity of developing public instructions for all activities to ensure quality according to the requirements of the standards, evidence in the form of procedures, processes, and plans, ... specific instructions to demonstrate compliance/recognition of meeting the requirements of the standards and criteria of the standards. Besides the*

*criteria of the standards, the quality management process of training programs is built and adjusted according to the conditions and goals of the educational institution (principle base): educational philosophy and vision... not following any rule base. The steps that must be taken and complied with can't be adjusted.*

***Procedure of using the standards to establish plan, do, check and action (PDCA) activities of the of the curriculum quality assurance framework [34]***

*Establish Plan*

Step 1: Research each standard and criterion, determine the required evidence, and the requirements to be met for the evidence.

Step 2: Write instructions for preparing demonstrations in the form of procedures, processes, plans, and work instructions so that the demonstrations meet the requirements. Note, in this step, clearly state the person responsible, the steps to be taken, and evidence after each step.

Step 3: Document and organize discussions, add and remove, agree on the tasks to be done, the procedure of performing each task for each individual, and then organize implementation. After discussion and agreement, the procedures and processes need to be organized into a quality assurance framework. The Quality Assurance Framework can be organized into a quality assurance Handbook, leaflets, etc and provided to individuals.

*Do*

Step 4: Organizing the implementation of formalities, procedures, and work instructions (operating the quality assurance framework) is the most difficult step, because it completely changes the old management method, breaking the habits of each individual. In this step, the leader's role is decisive. Support, training, education, and sanctions are needed in the early stages. Forming a quality culture.

*Check*

Step 5: Write a self-assessment report, who did what according to a formalities, procedure, and work instructions, now describe the work done

with evidence that has been prepared and archived. Things that have been done and have evidence of compliance with the process are strengths, things that have not been done or have not complied with the process are weaknesses, and the plan is to do all the things that have not been done. During the process of writing a self-assessment report, suggestions can be made to improve procedures and processes.

Step 6: Complete the self-assessment report, the university synthesizes it into the university's self-assessment report and registers for accreditation (external assessment).

Step 7: Welcoming the external assessment team. Accordingly, external assessment (inspection) of self-assessment reports will help the university perfect the internal quality assurance system (supplement and edit formalities and procedure) and improve operations. Quality assurance framework to improve quality.

#### *Action*

Step 8. After the accreditation, the university is required to research the comments of the external assessment team, supplement missing formalities and procedure, complete the commented procedure and adjust the university's internal quality assurance system.

Step 9. Publicize the internal quality assurance system after improvement as a measure to promote the brand and implement social accountability.

### **1.6 Factors affecting on the quality management of undergraduate training program**

#### ***1.6.1 Objective factors***

#### ***1.6.2 Subjective factors***

### **CONCLUSIONS OF CHAPTER 1**

Chapter 1 focuses on presenting the theoretical framework underpinning the quality management of undergraduate training programs in alignment with AUN-QA standards. It addresses five primary aspects pertaining to the quality management of such programs according to AUN-QA quality standards. These include (1) Overview of research problems;

(2) Theoretical considerations regarding the quality of undergraduate training programs; (3) Theoretical discussions on educational quality and quality management in education; (4) Establishment of a quality management system for undergraduate training programs in accordance according to AUN-QA standards with 3 levels; (5) Factors influencing on the quality of undergraduate training programs.

## **CHAPTER 2**

### **PRACTICAL BASIC OF QUALITY MANAGEMENT OF UNDERGRADUATE TRAINING PROGRAMS ACCORDING TO AUN-QA STANDARDS**

#### **2.1 Overview of quality management of undergraduate training programs in higher education institutions in Vietnam**

##### ***2.1.1 Documentation for establishing Quality Management systems (Internal Quality Assurance) at educational establishments***

##### ***2.1.2 Direction for developing education quality accreditation systems***

##### ***2.1.3 Quality management of undergraduate training programs at educational institutions***

##### ***2.1.4 The internal quality assurance system at some selected educational institutions***

#### **2.2 The current status of the quality assurance system of undergraduate training programs at The University of Da Nang, University of Science and Technology, Hanoi Polytechnic University, Quy Nhon University in alignment with AUN-QA standards**

##### ***2.2.1 Objectives***

In order to gain more insights into the quality management system (the internal quality assurance) of undergraduate training program at public universities, the author conducted an analysis based on the results of surveys and interviews with experts. This analysis encompassed examining data related to the current state of the quality management system for undergraduate training programs, the implementation of quality management standards at public universities, and the factors influencing

the adoption of standards and the establishment of quality management systems. Each aspect was evaluated based on the survey findings from participating public universities.

### ***2.2.2 Research methods and topics***

### ***2.2.3 Survey results***

#### ***2.2.3.1 The current status of training programs***

#### ***2.2.3.2 The current status of the quality management system of undergraduate training programs***

#### ***2.2.3.3 The current status of components of the quality management system of training programs***

#### ***2.2.3.4 General assessment of the quality management system (internal quality assurance) of training programs***

### **2.3 General comments on the existing quality management system of training programs**

#### ***2.3.1 Strengths***

*Firstly*, planning components, quality policy (strategic level), quality assurance information system, and quality assurance resources (operational level) demonstrate commendable effectiveness.

*Secondly*, while the internal quality assurance framework components encompassing processes and work instructions (system level) in alignment with the criteria of the AUN-QA standards are in place, there remains a need to fortify this framework.

*Thirdly*, the research model exhibits coherence with practice, evidenced by post-test data boasting a reliability higher than 95%.

*Fourthly*, there is a proactive approach in surveying and quantitatively evaluating the current state and various factors affecting quality assurance within training programs at universities.

#### ***2.3.2 Weaknesses***

*Firstly*, the evaluation of the teaching program and its associated conditions falls short of excellence, merely meeting the fundamental practical necessities without achieving higher acclaim.

*Secondly*, while the quality assurance information system garners a reasonably positive rating, numerous factors receive assessments that fall short of practical requisites.

Thirdly, the internal quality assurance framework of undergraduate training programs, comprising procedures, processes, and work instructions, reveals numerous limitations and inadequacies. This segment represents one of the weakest links within the training program's quality management system.

#### *2.3.2.1 Missing processes (listed by criteria)*

- Criteria 1

- 1) The procedure of building expected learning outcomes,
- 2) The procedure of organizing learning content (modules) fully reflects expected learning outcomes.
- 3) The procedure of choosing the method of organizing the teaching process and the forms of output to meet the requirements of the labor market and the career prospects of the learner.
- 4) Have a plan to periodically review expected learning outcomes.
- 5) Description of the training program and outline of the modules.

- Criteria 2

- 1) The procedure of developing a description of the training program and syllabus of the modules, which fully and clearly shows the expected learning outcomes.

- Criteria 3

- 1) The procedure of building the educational philosophy of the educational institution and disseminating it to the teaching staff and learners.

- 2) Contracts to provide training services, scientific research, etc.

- Criteria 4

- 1) Plan for testing and evaluating learning outcomes for each module and communicating results to relevant parties and stakeholders.
- 2) The procedure of organizing an evaluation period and

implementation results.

3) Regulations on evaluating learning outcomes that do not have corresponding subjects.

4) Evaluation criteria and scoring tables for different types of evaluation purposes.

- Criteria 5

- 1) The procedure of planning the team of lecturers, staff, and managers.

- 2) Recruitment process and salary increase.

- Criteria 6

- 1) Admissions procedure and admission criteria. 5-year enrollment data.

- 2) Training regulations and operating regulations of academic advisors.

- 3) Working regulations of the support team.

- 4) Mechanism to collect feedback from learners about support activities.

- Criteria 7

- 1) Equipment registration procedure, frequency of use, operating/inactive time, number of operating hours.

- 2) Maintenance planning.

- 3) Plan to purchase new and upgrade facilities and equipment.

- Criteria 8

- 1) The procedure and metrics to measure stakeholder satisfaction.

- 2) Surveys of graduates, alumni and employers.

- 3) Public reports.

- 4) Survey on employment situation.

- 5) Statistical data on employment situations.

- 6) Employer response.

#### ***2.3.2.2 Procedure are not good***

Process for evaluating learners, process for periodically reviewing the teaching program to ensure it is updated and meeting the requirements of the labor market, process for monitoring and comparing employment situation to enhance quality.

#### ***2.3.3 Degree of documenting and institutionalizing processes***

Most procedures have not been documented or institutionalized and job is still done according to habit and experience

## ***2.4 Impact of factors on quality assurance of undergraduate training programs***

### ***2.4.1 Objective factors***

### ***2.4.2 Subjective factors***

## **CONCLUSIONS OF CHAPTER 2**

In this chapter, the researcher delves into a comprehensive investigation of undergraduate training programs and their respective quality assurance systems, guided by a robust quality assurance model. The study includes a detailed examination through case studies of the quality assurance management systems implemented at University of Technology, University of Da Nang, Quy Nhon University, and Hanoi Polytechnic University. The research methodology comprises research, surveys, and in-depth interviews aimed at thoroughly understanding the existing conditions of both training programs and their associated quality assurance systems.

## **CHAPTER 3:**

### **MEASURES TO MANAGE THE QUALITY MANAGEMENT SYSTEM OF UNDERGRADUATE TRAINING PROGRAMS ACCORDING TO AUN-QA STANDARDS**

#### **3.1. Principles for proposed measures**

##### ***3.1.1 Ensuring systematicity***

##### ***3.1.2 Ensuring inheritance***

##### ***3.1.3 Ensuring feasibility***

#### **3.2 Measures to re-build/complete the quality management system of undergraduate training programs according to AUN-QA standards**

##### ***3.2.1 Group of measures to complete the quality management system of undergraduate training programs according to AUN-QA standards***

Measure 1. Organize to raise awareness of quality management, the decisive role is the participation of top leaders and everyone in the university.

Measure 2. Organize and build missing procedures of the internal quality assurance framework component.

Measure 3. Organize and complete the quality assurance procedures that have not been implemented well.

Measure 4. Organize and document processes in the form of "Quality Management Handbook" and deploy to corresponding units.

Measure 5. Organize and perfect the quality assurance information system

***3.2.2 Group of measures for organizing and operating and self-assessing the quality management system of undergraduate training programs according to AUN-QA standards***

Measure 6. Organize training for lecturers in working skills according to the process and self-assess the level of work completion according to the process.

Measure 7. Issue reward regulations in implementing the quality management system of training programs according to AUN-QA standards.

Measure 8. Complete facilities and techniques for training and training management of undergraduate training programs according to the AUN-QA quality standards.

***3.3 Relationship between measures***

***3.4 Testing the urgency and feasibility of the proposed measures***

***3.4.1 Testing organization***

***3.4.1.1 Purpose of testing***

***3.4.1.2 Content***

***3.4.1.3 Testing methods and testing data analysis***

***3.4.1.4 Testing object***

***3.4.2 Results of testing data analysis using SPSS***

***3.5 Analyze and assessment testing results***

***3.5.1 Urgency of management measures***

***3.5.2 Level of feasibility of management measures***

***3.5.3 General assessment of the urgency of the measures***

### 3.5.4 General assessment of the feasibility of the measures

### 3.5.5 Degree of correlation between urgency and feasibility

Table 3.6: Degree of correlation between urgency and feasibility

TT	Biện pháp	Mức độ cấp thiết (n=48)				Mức độ khả thi (n=48)				Hiệu số	
		$\bar{X}$	Mode	$\sigma$	$\sigma^2$	$\bar{Y}$	Mode	$\sigma$	$\sigma^2$	$\sigma$	$\sigma^2$
1	Tổ chức nhận thức đúng về bản chất của quản lý chất lượng, vai trò quyết định của lãnh đạo và sự tham gia của toàn bộ thành viên trong trường tới sự thành công của phương thức quản lý mới	4,31	4	0,52	0,72	3,94	4	0,61	0,78	0,10	0,06
2	Tổ chức xây dựng các qui trình còn thiếu của hệ thống BDCL bên trong	4,42	5	0,50	0,71	4,02	4	0,57	0,76	0,07	0,05
3	Tổ chức hoàn thiện các qui trình	4,35	4	0,45	0,67	3,98	4	0,57	0,76	0,13	0,09
4	Tổ chức văn bản hóa các qui trình dưới dạng "Sổ tay BDCL" và triển khai tới các đơn vị tương ứng	3,77	4	0,88	0,94	3,74	4	0,89	0,94	0,01	0,01
5	Tổ chức bồi dưỡng cho cán bộ giảng viên kỹ năng làm việc theo qui trình và tự đánh giá mức độ hoàn thành công việc theo qui trình	4,25	5	0,70	0,84	4,02	4	0,70	0,84	0,00	0,00
6	Tổ chức hoàn thiện hệ thống thông tin BDCL bên trong	4,31	5	0,60	0,78	3,81	4	0,75	0,87	0,15	0,09
7	Ban hành qui chế khen thưởng trong triển khai hệ thống BDCL	4,00	4	0,64	0,80	4,23	4	0,52	0,72	0,12	0,08
8	Hoàn thiện cơ sở vật chất, kỹ thuật phục vụ đào tạo và quản lý đào tạo theo tiêu chuẩn AUN-QA	4,48	5	0,51	0,71	3,90	5	0,95	0,97	0,44	0,26

## 3.6 Experimentation

Measure 2: Organize and build missing procedures of the internal quality assurance framework component. The detail is: Procedures for building and improving the learning outcome of undergraduate training programs

### 3.6.1 Purpose, content and scope

### 3.6.2 Experimental hypothesis

The program learning outcomes of undergraduate training programs are the most important element that determines the quality of the curriculum. The learning outcome stipulates the number of modules, the method of organizing the training procedures, the forms of teaching organization and is the standard for testing and evaluating training results. If you apply the procedure of building The program learning outcomes proposed by the thesis, you can build The program learning outcomes that meet the above requirements, contributing to perfecting the training program as well as improving the training procedure and improving training quality.

### 3.6.3 Objective sample

### ***3.6.4 Method of processing experimental results***

### ***3.6.5 Experimental description***

### ***3.6.6 Evidence of experimental description***

### ***3.6.7 Experimental results***

The learning outcome of the undergraduate training program achieved 100% (one hundred percent) consensus among all members: participating in professional activities in the department with employers, businesses and students representatives of the specialized specialized training program integrating bachelor - engineer in Industrial Systems Engineering, Faculty of Transportation Mechanics.

## **CONCLUSIONS OF CHAPTER 3**

The focal point of this chapter is to propose measures for effectively managing the quality of undergraduate training programs at faculties/ higher education institutions, aligning with the stringent criteria outlined by the AUN-QA standards. Specifically, it covers: (i) Principles and proposed measures for the establishment of a robust quality management system. (ii) Measures to ensure adherence to the AUN-QA standards in both programs and university levels across higher education institutions. (iii) The interconnectedness between various proposed measures (iv) Assessment of the urgency and feasibility of the proposed measures through testing methodologies. (v) Testing of selected measures at The University of Danang-University of Science and Technology . The findings showcase the urgency, feasibility, and effectiveness of The Quality Management of Undergraduate Training Programs according to AUN-QA Standards.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusions**

The thesis titled "The Quality Management of Undergraduate Training Programs according to AUN-QA Standards" addresses pressing issues within the realm of quality management of undergraduate training programs at universities. It offers a comprehensive examination and

clarification of fundamental theoretical concepts pertaining to quality management in training programs, particularly through the lens of quality assurance methodologies based on established standards within higher education institutions. Drawing from an extensive synthesis and analysis of academic literature, legal frameworks, and relevant guidance documents in educational quality management, the thesis lays down a solid theoretical foundation for the effective management of training programs. It not only scrutinizes existing university degrees according to AUN-QA standards but also proposes a structured quality management system (referred to as internal quality assurance system), tailored specifically for undergraduate training programs aligned with AUN-QA benchmarks. The thesis also outlines a pragmatic framework for evaluating the quality of training programs with definitions and delineates the necessary steps for implementing and operating this system within higher education institutions in Vietnam.

## **2. Recommendations**

### *2.1. As for the Ministry of Education and Training*

*Firstly*, it is necessary for the Ministry of Education and Training to expedite the formulation of comprehensive policies and legal frameworks governing the quality assurance processes within higher education. These regulations should empower institutions with autonomy and self-responsibility in managing their educational programs, fostering accountability to society at large. The clarity and dissemination of these policies are paramount, ensuring widespread awareness among higher education institutions, thereby enabling them to effectively orient themselves, establish, and promote the autonomy of the educational institutions.

*Secondly*, the Ministry of Education and Training should issue specific policies aimed at facilitating the adoption of appropriate training, enrollment practices, facilities, and instructional techniques aligned with esteemed standards such as AUN-QA and broader international

benchmarks, thereby deepening the integration of Vietnamese education into the global landscape.

*Thirdly*, the Ministry of Education and Training must spearhead the issuance of a directive advocating for educational institutions that meet established quality standards to adopt a hybrid approach, integrating both education quality audit and accreditation models. This aims to enhance the efficacy of internal quality assurance mechanisms within educational institutions.

*Fourthly*, it is imperative for the Ministry of Education and Training to establish and maintain a centralized internal information system encompassing all educational institutions across Vietnam. This system should facilitate efficient data management, decentralized data retrieval processes, promote transparency, and address any identified shortcomings promptly (if any).

*Fifthly*, collaborative efforts among the Ministry of Education and Training, relevant ministries, and local authorities are essential in establishing and maintaining robust channels of communication with domestic, regional, and international businesses. These channels serve to facilitate the exchange of knowledge and expertise, enabling education institutions to stay abreast of rapidly evolving scientific and technological advancements, to update training programs, to foster a research-oriented mindset, and to equip learners with market-relevant skills and entrepreneurship, thereby cultivating globally competent citizens even during their university study.

## *2.2 As for university education institutions*

*First*, university education institutions must establish and effectively implement an internal education quality management (assurance) system, adhering to the predetermined standards and grounded on internal quality assurance subsystems. These subsystems ensure that both training programs and functional units are structured and operated in accordance with specified quality criteria. Higher education institutions should

strategize the development of quality management systems for each category over varying timeframes: long-term, medium-term, and short-term. The plan should align with the trajectory of regional and international educational integration.

*Second*, university education institutions should require their staff to develop operational procedures pertinent to their respective roles within the internal education quality assurance system, as dictated by established standards. Emphasizing quality as a paramount objective, institutions must accord it utmost priority. Subsequently, appropriate measures will be deployed to enhance educational quality: refining training curriculum and processes, diversifying assessment methods, investing in teaching, learning, and research equipment, and employing a dedicated team of proficient lecturers... These concerted efforts will collectively enhance the operational efficacy of the quality management system within the institution as well as student outcomes.

*Third*, university education institutions should institute a fair and equitable remuneration policy for employees, particularly those involved in operating and refining the quality management (assurance) system to ensure internal education quality in line with established standards. Priority should be given to various forms of recognition, such as opportunities for career advancement, participation in relevant training courses, seminars, and conferences both domestically and internationally focused on higher education quality management, as well as skills enhancement programs.

*Fourth*, leaders of higher education institutions must exemplify their pioneering role by articulating and disseminating the institution's vision, mission, and quality culture comprehensively to all staff, departments, and students. This ensures that every member understands their position within the education quality assurance system and is equipped to fulfill their roles and responsibilities effectively towards achieving the institution's common goals.

*Fifth*, university education institutions should adopt a model that

integrates both quality audit and accreditation practices to operate and refine their internal education quality assurance systems in accordance with established standards. This approach enables prompt problem-solving during operations and ensures the system's completeness. Not only does this strategy minimize time and cost losses, but it also cultivates self-awareness and a sense of responsibility among employees, gradually enhancing the operational efficiency of the education quality assurance system.

*Sixth*, university education institutions should develop and disseminate a comparative table showcasing various sets of educational quality standards. This resource aids in management, guidance, and fosters an environment conducive to selecting and implementing appropriate quality assurance systems for training programs.

## **THE LIST OF PUBLISHED RESEARCH RELATED TO THE THESIS**

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3. Quyen VO Le Hoang, Chinh NGUYEN Duc, Bach TRAN Xuan (2023), “Some theoretical issues on quality assurance of university training programs based on AUN-QA standards”, *VietNam Journal of Educational Science*, Episode 19, No. 6, Year 2023, Page 1-9.

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