

MINISTRY OF EDUCATION AND TRAINING
THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES

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**MANAGING QUALITY OF TRAINING
AT PRIVATE UNIVERSITIES IN CENTRAL VIET NAM**

TRAINING BRANCH: EDUCATION MANAGEMENT

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INTRODUCTION

1. Reasons choose the subject

In recent decades, the movement of quality assurance (QA) in higher education (HE) in the world has experienced strong growth. Knowledge economy has required manpower through the handset can work in different environments and qualified widely accepted worldwide. Therefore, universities must strive continuously to reach national and international standards, to ensure that student have high training quality and was recognized by international community. Therefore QA has become a center of concerns in all institutions of HE.

In Vietnam, The quality of training has been the concern of the whole society and become the most important factor in the market mechanism. Indeed, in recent years, The quality of training not meet the economic development needs of society, one of the causes of poor quality is the management of the institutions in general and quality management (QM) of training in particular.

To improve quality of training, meet innovation policy of basic and comprehensive as the spirit of the Party and Government set out. This is the urgent task of the universities.

Advocated the socialization of education has formed private education system. In recent years, private universities (PUs) has grown quickly in number and scale training students. By this time, private HE have to choose, or are of poor quality (at the bottom of the HE system), will either occupy the pinnacle of the HE system as the PUs in a few countries in the world have done.

Some reasons why PUs must QM of training: 1/Improving competitiveness. 2/Bring satisfaction to the stakeholders. 3/ Maintaining and improving quality. 4/To raise morale and motivation for staff and faculty. 5/The credibility of community ...

These are why reasons choosing the subject: "Manage the quality of training at private universities in Central Vietnam".

2. Research purposes

Constructing theoretical framework for QM of training in universities on the basis of applying the QA models of AUN-QA. Practical analysis of Vietnam on QM of training at PUs. From which propose solutions training QM fits characteristics of PUs in central Vietnam, to meet the requirements

and outcomes for students, improve the efficiency of training QM, contributing to sustainable development system of PUs.

3. Object, subject for research

3.1 Object for research: The quality of training at PUs

3.2 Subject for research: QM of training at PUs in Central Vietnam in the present context.

4. Science hypothesis

The status, the number of universities increased and ever-expanding scale, while social demands on the quality of training is increasingly enhanced. Learners are looking to universities have good quality, managing the quality of training will be the decisive factor in the outcome quality of student. PUs do not implement QM of training would fall to the bottom of education system and can not exist. If implementing QM of training according to QA level based on requirements of AUN-QA, then would gradually ensure and enhance the quality of training, meeting manpower needs of society, paving the way for developing PUs, international and regional integration.

5. Research task

Theoretical : Analysis and synthesis of theoretical basis of QM of training to meet the needs and wishes of the university and the conditions for QA of individual universitis; The need to QA of training at PUs according to the QA models of AUN - QA.

On reality: Clarify the characteristics and status of QA of training at PUs in Central Vietnam; analyze, evaluate the strengths, weaknesses, opportunities and threats of this work and the ability to apply in practice training on QA requirements according to the models of AUN QA.

Proposed solutions managing the quality of training in PUs central of Vietnam in general and test the solution in Dong A university in particular on QA requirements under the models of AUN - QA.

6. Scope of Research

Research QM according to the general and peculiar characteristics of each university on the general theoretical basis, topics research deeply QM of training at PUs.

Major research area: 6 PUs in Central Vietnam. Case study is DongA University, Da Nang. Time research: 2011 to present.

7. Methodology and Research Methods

7.1. Methodology and approaches: The methodology of dialectical materialism and historical. Approach: systems, market and QA.

7.2. Group theoretical research method

7.3. Practical research methods: survey method using questionnaires, method of product operations, summed up the experience, case studies, expert; depth interviews.

7.4. Supplementary methods: computer software; mathematical statistics.

8. Thesis protected

Currently quality of PUs do not meet the social demand is due to several reasons, including reasons for the shortcomings on QA of training at the PUs.

For PUs gradually elevated, to meet the increasing requirements in terms of quality for the countries and ASEAN region; PUs need to approach QM solutions under the models of AUN- QA matching its characteristics in the new context.

Demonstrate the advantages and effectiveness in shaping and implementing the QM steps according to the models of AUN-QA will help PUs quickly meet requirements for domestic QA and towards AUN-QA.

9. The contributions of the thesis

The thesis contributes to clarify the more and codify theoretical framework, summarizing international experience on QM of training at PUs based on demand of AUN-QA, contributing to the development of a theoretical basis MQ of training at PUs of Vietnam.

Identify inadequates of QM of training, which proposed to build and deploy solutions QM of training according to AUN-QA... contribute to improve the quality of training to attain the outcome standards in context PUs are facing the challenges and opportunities in Vietnam.

Thesis proposes solutions, build and gradually implementing solutions of MQ of training at PUs based on the requirements of the models of AUN - QA in the new context.

CHAPTER 1

THEORETICAL FRAMEWORK ON QUALITY MANAGEMENT OF TRAINING IN UNIVERSITY

1.1 Overview research problems

1.1.1. Foreign

Bảng 1.1. The chronology of quality movement.

Time	content
Pre-1900	Quality as an integral element of craftsmanship
1900-1920	Quality control by foreman
1920-1940	Inspection – base quality control
1940-1960	Statistical proces control
1960-1980	ISO, QA, total quality control (the quality department)
1980-1990	Total quality management (TQM)
1990-2000	TQM, the culture of continuos improvement
2000- Present	Organization – wide quality management

The combination of employer demand and financial limited ability of governments have formed private higher education. Market economy and privatization ideology has contributed to the revival and development of private higher education. In Asia, private higher education developed rapidly and occupy positions primarily in the following countries: Japan, Korea, Taiwan, the Philippines, Thailand, China. Latin America has 50% of the students in the countries of Brazil, Mexico, Colombia, Peru and Venezuela... in PUs. PUs also spread to central and eastern Europe. Much of the most famous universities in the US are PUs. An overview on the development of QM in the world are summarized in Table 1.1.

1.1.2. Vietnam

History of QM in Vietnam HE: Before 1985 is the closed system, basic is elite education and public universities. Students are selected for rate of screening very high. Quality is input control. The QM is performed by method of quality control. From 1986-2003 the training scale increase, Pus were formed in the education system. Universities still are not interesting in the quality control. Since 2004, a series of innovation and management documents on applying quality verification were issued by the government.

There are many researchs on QM and QA in HE in this time. However no any thesis, that research deeply on QM of training at PUs in Central Vietnam.

1.2. Some concepts related

1.2.1. *The concept of quality in HE:* 1/Quality as excellence. 2/Quality as fitness for purpose. 3/Quality as a threshold. 4/Quality as added value. 5/Quality as value for money. 6/Satisfaction of the client.

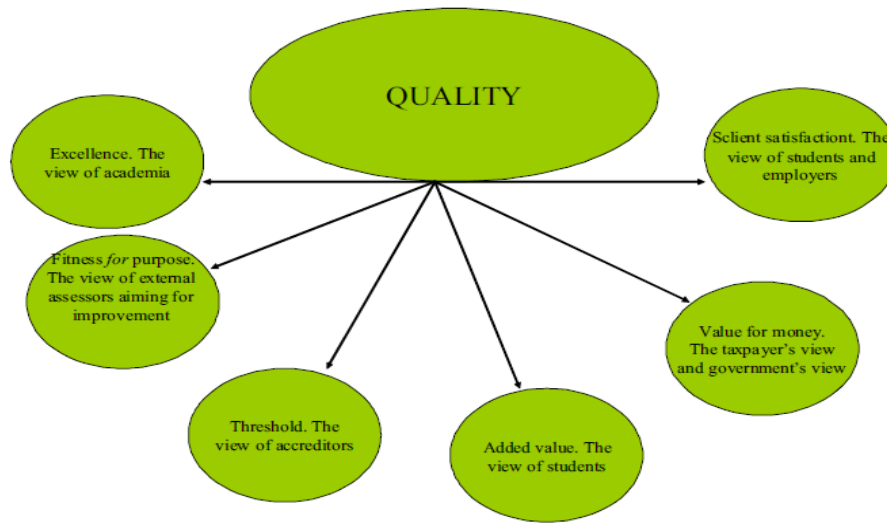


Figure 1.1. The different views about quality

1.2.2. *The opinions assess the quality of training:* 1/Input. 2/Output. 3/Added value. 4/Academic value. 5/Culture own organization. 6/Audit.

1.2.3. *Quality of training, QM, QM of training*

Quality of training: Market access perspective, is the level achieved in comparison with the training objectives set out, in order to satisfy customer requirements.

QM: is a management method, unlike traditional management is managed by functions (planning, organizing, directing and check). the nature of the QM is construction and operate the management system on the basis of standards. This system includes the method or processes affects to all phases of the training process for the purpose of management is to create products of the process. At the same time, the QM is the responsibility of every member of the organization, but first and foremost be the highest leaders must aware fully and deploy synchronously.

QM of training: This is the QM of main activities to achieve quality "product" output (quality of training). QM of training at universities about the

basic will be QM: training; research and service. If classified by function, QM will be: curriculum, staffs, students, facilities, support services and general management and administration...

1.3. The QM levels: 4 levels from low to high 1/Quality control; 2/Process control; 3/Quality assurance; 4/Total quality management. Figure 1.2

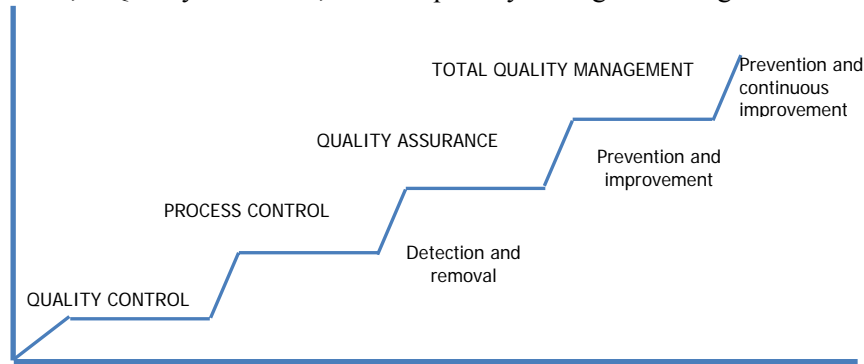


Figure 1.2. Levels of quality management

1.4. Introduction about AUN-QA and models of AUN-QA

1.4.1. Introduction about AUN-QA: ASEAN University Network (AUN), was established in 1995, to 2014, there are more than 27 leading universities of 10 ASEAN member countries participate. Models of AUN-QA includes: Internal quality Assurance (IQA), programme level and institutional level.

1.4.2. The QA model of AUN-QA institutional level (Figure 1.3)

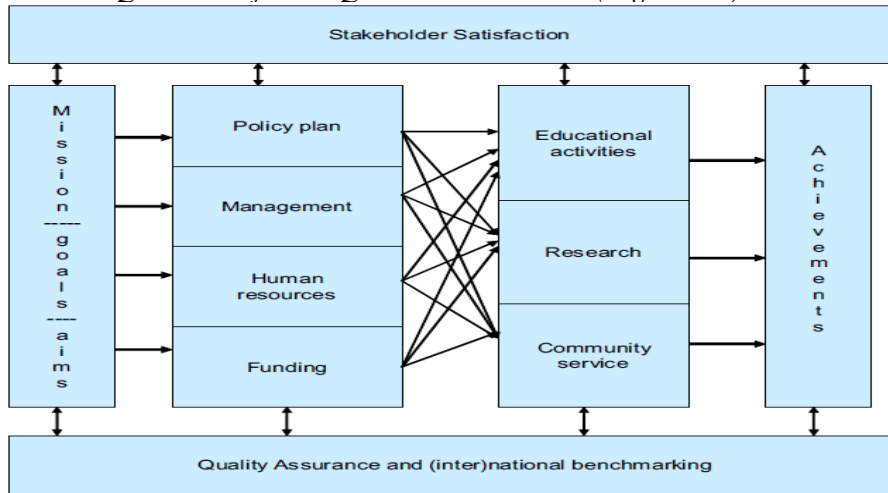


Figure 1.3 The model of AUN-QA institutional level

This model shows the QM starting from the identification of the mission, the goals and the aims continued to format policy plan, management, human resources and funding. Act upon on the main activities of the university create results, (achievements) based on the satisfaction of stakeholders and meet the national and international benchmarking.

1.4.3. IQA model of AUN-QA (Figure 1.4)

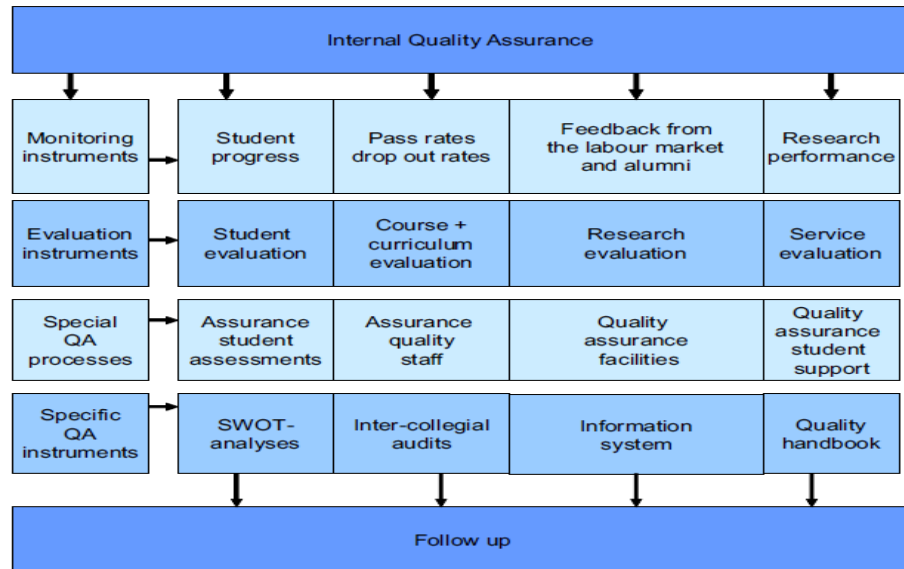


Figure 1.4. The IQA model of AUN_QA

Internal quality assurance framework: the common elements;

The monitoring instruments: student progress, pass rates and dropout rates, outcomes of the structured feedback from employers, alumni.

The evaluation instruments: student evaluation, curriculum, research and service...

QA-processes for specific activities: QA of the student assessments, the staff, facilities, student support.

Special instruments: SWOT – analysis; self-assessment; inter - collegial assessment; information management; QA handbook; improve in quality.

1.4.4. The model of AUN -QA programme level (Figure 1.5)

This model focuses on teaching and learning with the approach: The quality of inputs; in process; output.

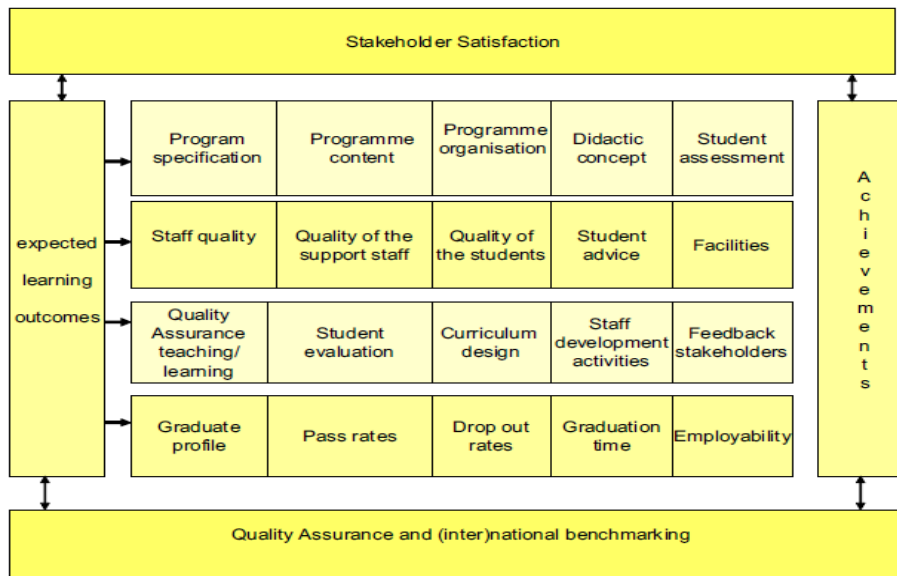


Figure 1.5. The model of AUN_QA programme level

1.5. The content of QM of training in PUs approached AUN-QA models.

1.5.1. The reason for applying AUN-QA models

1. Applying AUN_QA institutional level, will help the PUs building a QM system of training advanced and increased competitive strength.

2. Applying AUN_QA programme level will help PUs having a route to gradually meet ASEAN standards about input, output and in process training.

3. Applying AUN_QA IQA, will build a system of monitoring and assessing correctly and efficiently on the quality of training.

4. Meet the requirements of integration in regional and international.

5. Students, qualifications were recognized by the ASEAN countries and international

6. Determining the position and the existence in the university's QM system compared to other universities in ASEAN.

7. Making the satisfied stakeholders to attract learners.

1.5.2. The content of QM of training according to models of AUN-QA.

In order to limit the overlap when application 3 models of AUN-QA so content be proposed as follow:

a. Applying institutional level: Building scientific management founda-

tion and published the QM documents as: mission, vision and core values/Planning - Policy/ management structure/ processes - regulations.

b. Applying programme level: Manage and improve the quality of resources such as curriculum/staff/ facilities and equipment/ services supporting student/evaluated student.

c. Applying IQA: Building a system tools to monitor and measure the quality and specific QA tools: SWOT report, internal evaluation, information systems and QA handbook.

1.5.3 Elements affect to the QM of training at PUs

11 Elements that affect to the QM of training: 1/Managers lack the commitments on QM. 2/Lack of vision and planning. 3/Satisfaction with the quick fix. 4/ Forced tools and perform by all costs. 5/Views on QM too restrictive. 6/Satisfied soon with the satisfaction of stakeholders. 7/Change of culture than the project approach. 8/ QM has become institutionalized. 9/ In university still exist who are not really related to quantity. 10/Lack of measures to be effective. 11/The conflict between immediate profit and long-term development.

Sum up chapter 1

Through the analysis in Chapter 1, researcher said that had codified and built a theoretical framework for QM of training at PUs, specific: The concept of quality, the views assess quality, QM, QM of training; The QM levels from low to high; Analysis AUN_QA according to 3 models; identify the reasons, the content and the elements affecting to QM of training after apply 3 models of AUN-QA for completing QM of training.

The above contents are enough the catalysis to do theoretical basics for QM of training at PUs according to AUN-QA. They will be a basis to analyze the situations, find out the causes and propose solutions. These issues will be further clarified in chapters 2 and 3 of the thesis.

CHAPTER 2. ACTUAL SITUATIONS ON QM OF TRAINING AT PUs IN CENTRAL VIETNAM

2.1. PUs of Vietnam and PUs in Central Vietnam

2.1.1 Private university of Vietnam

Characteristics: Main difference between PUs and public universities are owners and investing resources must not be of state. Financial autonomy leads

to fully decide about QM.

Because of operating under a profit, so that always have a conflict between maximum profit and incurred costs to enhance quality, between immediate profitability and investment more to long-term profitability.

2.1.2. Introduce to PUs in Central Vietnam

Central Vietnam had 6 PUs. Duy Tan University was established firstly (1994), the recent is DongA University (2009). The rate of students are being in PUs Central Viet nam: 15.89% compared with total of students in PUs. All PUs are training multidisciplinary, multi-level. The training fields cover: economic, social, technical, technology, health and tourism services... the training degree from college to doctoral. Masters and doctoral have Duy Tan university. The remaining universities are training form college to university. Number of students are graduating: 6.000 per a year

2.2. Overview of the methods and organize data collection

2.3. Actual situations of QM of training in PUs Central Vietman

2.3.1. Actual situations of managing the management documents in PUs

5/6 universities have declared mission, vision and core values to the stakeholders.

Goals, plans and long-term policies have not fully planned. The connection between Long-term plans and short-term is unclear.

Management structure is designed in traditional style, not science. Not planning on functions and tasks, the contents are overlapping and complex.

The regulations and process are inadequate, The work was solved through many stages. Improvements have not met the requirements of management.

2.3.2. Actual situations of QM of curriculums

- *Designing curriculum:* Curriculum have full of structure, content and requested items. Only 3/6 universities declared the process and regulations on building, updated and improved curriculum. Objectives of education and conditions for ensuring the implementation of curriculum cohere yet clearly is affecting quality of training.

- Managing the teaching and support staff

Quantity: are being in the planning stage, therefore lacking in quantity, have not uniform in structure.

Percentage of faculty with master's degrees and higher is lower the average rate in the whole country. Qualified teachers teaching in foreign language

is not much; Capacity to carry out the teaching duties remain limited.

Most PUs already have processes from planning, recruitment, assignment, appointment, assessment, grade promotion or redeployment... but still inadequate.

Planning and implementing of policies and regimes for staff, instructor and students still limited.

Instructor of half time was interested and planned by PUs, so have high percentage.

- Managing facilities, equipments and library

The PUs often invest focus in basic construction as campus, lecture halls, classrooms, executive buildings. Not interested to invest practice equipment for the engineering, technology and medicine because quite expensive.

Most of the equipments were old, outdated and have not meet the requirements of training, have not plan to develop the facilities to meet the curriculum.

Issued the processes - regulations for managing the facilities: procurement, maintenance and use, but some of them have not cover all of contents of management.

Little attention has been building learning materials for each module. Library, books, e-books and software of library management were not interested by PUs and also invest in low level.

- Managing learning support services

Services of care and support to students in universities normal include: academic counseling; provide services; answer the questions, doing good idea and solving the regime. All these services, have been interested, built and implemented effectively by PUs, there are fully the processes, forms and were communicated to the stakeholders.

- Managing student assessment

To enroll student in universities must meet conditions in enrollment regulations of MOET or PUs. Main conditions is knowledge. PUs have not constructed the sheet of input capacity, therefore have not organized to assess the input.

Assessing of the training process is mainly inspection and examination with content not cover all the knowledge of the subject.

Assessing the output: were used 1 of 2 forms: graduation exam or essay. Both 2 form does not reflect the outcome capacity of student.

Most PUs have built criteria, rates, evaluation forms for each module. using traditional assessment methods. There are fully assessment process and resolve complaints for these methods.

2.3.3. *Actual situations of Internal QM*

Actual situations of monitoring instruments: the PUs has made monitoring the elements according to IQA model of AUN-QA:

Tracking student progress: mostly is score, was implemented individually for each module, Do not build the achieved capacity table in training stages should be not reflected fully the progress of students.

Dropout rates: there are statistics on the number of students dropping out at the end of the semester, but not collect and analyze fully the reasons why students drop out.

Pass and no pass rates: PUs consider to pass under the conditions of the current training regulations of MOET

Outcomes of the structured feedback from employers and alumni: Most PUs are not interested in building the system of receiving and processing data.

Using the results of monitoring to improve the quality, also have not been interested yet.

Actual situations of evaluation instruments: The tools were used include: analyzing statistics; control charts; audit (survey, inspection, meetings...). Data collection objects are staff, teachers, students, employers and alumni. Data collection content was limited.

Teaching and learning evaluation: 4/6 PUs has published processes and forms for evaluation, but which exist many problems.

Research evaluation: PUs have the documents for guide to faculty, staff and students participated in the research, but not mandatory. Providing funds for the research is limited.

The contribution to society and the community evaluation: most of the PUs participating in community activities with the aim of building the trademark to increase range or admissions.

The processes, forms and team of assessment has not met the mission.

- *Actual situations of QA-processes for specific activities:* 5/6 PUs held a self-assessment, writing SWOT analysis report based in QA criteria of MOET.

Data and proof in the report still is unclear.

Information systems and announced information were interested in build by PUs, but which still exist many problems to be overcome. Up to this time, only 1/6 of the issued QA handbook.

2.4. Case study - Actual situations of QM of training in DongA University

DongA University was established by decision 644/TTg dated 21/05/2009. In 2010, it had held self-assessment and reporting to the MOET. In 2011, it decided toward to AUN-QA and are gradually improving the system of internal quality control. Over 4 years, it has held self-assessment and improving twice. Comment on exists and strengths:

Strengths: Managers unified management according to quality, therefore applies easily QM in models of AUN-QA. Issued the quality improvement plans in activities such as curriculum, staffs, facilities, student support services...

Exists: low financial resources are more or less influenced management and quality improvement. passive teaching methods already exist to the skills of teachers, difficult to change. Capacity faculty ASEAN standards and innovation of teaching methods to create appealing, attracting students attend the high quality of the school's work in coming years.

Low financial resources influenced management and quality improvement. Passive teaching methods became the skills of teachers, difficult to change. Improving teacher's capacity based on the standards of ASEAN and innovating of teaching methods to appealing, attracting students is works in coming years.

2.5 General assessing the actual situations of QM of training at PUs in central Vietnam

2.5.1. Opportunities

Trending development in education management is QA and higher is TQM. Quality of training was interested by stakeholders ;

Internet and links between universities in the region have an opportunity to exchange information, learning the experiences in the QM of training.

Model of AUN-QA have fully guide documents and advisory supported services. many large universities were apply AUN-QA and have much experience to go back to universities later.

Not constrain on the mechanism of the state financial management should be able to attract the investment to grow rapidly.

2.5.2 Threats

The policy of the state is not fair, so the PUs were worry.

Community pressure requires training quality of PUs increasing.

Compete with public universities and universities have 100% foreign capital.

Responsibility for implementing the goals of the state entrusted.

2.5.3 Strengths

Owners are people with high diplomas and experience in executive management therefore implement easily the QA. Staff and teachers were aware of the importance of QM of training. PUs are investing QA resources to improve quality.

Having experience in QA, self-essessment according to the criterias of MOET therefore, Applying the models of AUN - QA into QM of training will easier.

Deciding fastly links, cooperations and technology transfer or curriculum to improve quality of training.

2.5.4 Weaknesses

Management documents are inadequate, content in which is not coherent, overlapped. Assignment is unclear, have not met the requirements of QM. QM is arbitrary, discrete and has many inadequates. The tools of monitoring, evaluation and improvement are sketchy.

Capacity of teachers and staff has not met. The habits were formed in arbitrary management formed passive job skills. The improvement, innovation will spend a lot of time and cost.

Capital for investment is small, focusing primarily on facilities, teaching equipments. Lack of laboratory and practiced equipments. Besides, there are challenges between funding, time, effort and efficiency in QA. There is not coordination, cooperation, support, shared and using of resources together to jointly develop.

Sum up chapter 2

From the actual situations of QM of training shows:

Managing PUs is traditional style. Have not to apply the models of scien-

tific management, in addition to hold self-assessment according to the criteria of the MOET.

Policies, assignments, regulations and processes were issued and having improvement. However, the contents still are overlapping, not cohere. Processes have not showed clearly of standards, goals or indicators need to reach through each task. assess and improve the management documents have not met with the demand.

Systems for monitoring and assessment, quality assurance processes, ... has been interested PUs to establish and apply but still inadequate, sketchy and not focus properly.

The actual of QA content is low.

The thesis applies the models of AUN-QA and continue to propose solutions in chapter 3.

CHAPTER 3 -

QUANLITY MANAGEMENT SOLUTIONS OF TRAINING AT PUs IN CENTRAL VIETNAM ACCORDING TO AUN -QA

3.1. A few of the development orientations of higher education in general, PUs in particular and reasons of proposing solutions.

Decision No 37/2013/QD-TTg dated 26/06/2013 of the Prime Minister to approve the adjusted planning of the network of universities and colleges in period from 2006 to 2020: North and Central: To estimate 38 universities were added; Orientation to 2020, student number of PU is about 40%; Will set up to a healthy legal environment for public and PUs equal competition each other...

Reasons: QM of training in PUs has systematic, Assuring quality of activities at PUs is urgent factors need to have the right solutions for this PUs.

3.2. Principles choose solutions: inheritance, practicality, feasibility, and systematic

3.3. Solutions on QM of training at PUs in Central Vietnam according to AUN - QA

3.3.1. Solution 1: Complete the management documents according to AUN-QA institutional level

a. The goals: Planning and announced fully of management documents to complete the management according to quality. Provide the basis for the

next training QM solutions will be deployed better.

b. Significance: The QM is a process throughout the development of a university, it was started from the establishment of the mission, vision and core values as a basis for next activities, forming objectives of long term and short term policies, planning, improve management structure, assignment of functions and responsibilities. Building, issued the regulations - the process... so that PUs have fully QA conditions of AUN-QA in institutional level.

c. The contents and organizing implementation: This solution has 4 contents

Contents 1. Announced mission, vision and core values.

Mission, vision and values statement was planed to become the articulated for everyone, will be an incentive to create quality culture. This is an important management documents to establish the agenda for all of the QM processes. Therefore, have to organize communication to everyone understanding and done.

The senior managers plan mission, vision and core values. It should be updated and improved 5-year/once according to cycles of long-term planning.

Contents 2. Planning goals, plans and policies.

Planning goals: The next step of the management is concretization the mission, vision and core values forming the target system. When planning goals have to note: 1/goals must specific, clearly on quality, implementation time frame. 2/must measure or estimate (there is quantity). 3/Make use of existing resources optimally, create challenges. 4/Feasibility. 5/There is consensus from the top down and from the bottom up. 6/Creation of specific actions to be achieved.

When planning should: 1/Set up the board of administrator and must commit management according to quality. 2/Make everyone have the opportunity to participate voluntarily and understand how management according to quality. 3/Creating the necessary infrastructure to implement improvements quality. 4/Tools and processes are widely publicized. 5/The plans were connected clearly, it should consider to improve yearly.

Policymakers: policies for teachers, staff and students have to correspond with development plans. All teachers, staff participant comments created consensus, and be publicized to stakeholders for implementation.

Establish the policy planning unit - there are full administrators at all levels to participate. It should be updated and improved once/ year

Content 3. Management structure and division of functions and tasks

Plan management structure ensures a compact and dynamic; focus pleasing stakeholders; increase academic environment; information assurance and quality culture.

Assignment of functions and tasks for each unit or individual needs to plan and carry out the following steps: 1/Analysis workflow: from top management level is low. First formed functions and duties of board. Then the leaders of departments/units and ultimately to each individual. 2/Promote forte capacity, overcoming weakness. 3/A work always 2 people can take to avoid passive.

Contents 4 Planning regulations - process.

Regulations and process: When setting up, should define the standards, targets or indices to be achieved through each work, collecting forms or reports and the important is guide to everyone involved understand and act processes properly.

12-steps to improve the process: 1/ Identify what needs improvement. 2/ Knowing how to measure and evaluate the success of the quality. 3/ Outline the process diagrams as detailed as possible. 4/ Data collection according to measure methods are used (step 2). 5/ Identify indices for the objectives and the expected achieved. 6/Reconsider the process diagram to determine, to reduce and eliminate unnecessary activities. 7. Analyze causal diagram to determine the main cause and detail level are adversely affecting to results. 8/ Analyze and determine the causes by the consultation meetings. 9/ Do a brainstorming session to determine solvable solutions. 10/ implement the newly proposed solutions. 11/Continue collecting data output (step 4) to check and make sure you are getting the desired results. 12/If the desired result is not achieved, repeat all the steps above.

Senior leaders planned scopes, fields and objects for each process - regulations and assigned to managers of faculties/ departments/ units to build. Organize feedback, training and guidance for people to comprehend. Updates and improves at the end of the school year.

d. The conditions for successful implementation of the solution: the Board and administrators at all levels unify and commit management according to quality. All of the teachers, staff in university must participate in order to make up quality. However, management can always change and creativity, so

not fixed a permanent mechanism.

3.3.2. Solution 2: Improving the quality of training according to AUN-QA programme level

a. The goals: Create quality of training higher competitors with equal cost. Moreover, there are a route to perfect inputs and outputs and training process according to a standard of the country and ASEAN

b. Significance: Improving the quality of training will allow the universities to keep up and meet current quality level (AUN-QA). Creating the satisfaction of the stakeholders. This solution helps universities to take advantage of the resources inside and outside to raise standards of quality with reasonable costs.

c. The contents and organize implementation: This solution has 5 contents
Contents 5 Design curriculum

When designing the curriculum, PUs must according to the instructions of AUN - QA. At the same time, adding specifics skills such as communication, behavior, teamwork, English ... and there are a route to improve outcomes towards standards of ASEAN. Meet training requirements according to the credit system.

Contents 6 Improving the quality of teaching and support staffs

Planning and recruit enough teaching and support staffs appropriate structural of qualifications, experience, ability, age, ...

Management of teaching and support staffs: Planning route to meet quantity and quality, Building human management processes from the stage: recruitment, assignment, evaluation, screening and training to solve the policies... implement evaluation and improve yearly.

Fostering the teachers have capacity: 1/Design and provide strict teaching documents. 2/Application of teaching methods and active learning, select best suited teaching methods, in order to the learners have been learning outcomes as desired. 3/Develop and use multiple media in teaching. 4/Using a series of techniques to assess student learning. 5/Monitoring and evaluate teaching activities and teaching documents. 6/Self-evaluation of the teaching practice itself. 7/Do not stop improving teacher standards, self-learning ability and willingness to learn.

Contents 7 Improving the quality of facilities and means teaching - learning

General plan ensures a minimum area for items, transportation reasonable, convenient to the power supply, water supply, fire protection and environmental security ... Arranging the equipment and apparatus for practice according to the performed process of the curriculum. Issued full documentation... There are plans to use the room, reasonable facilities.

Issued and communication the management regulations and process of facilities and equipment. For lack of equipment, needs to plan equipment in enterprises and carry out link, cooperation or renting meet practice of students.

Learning materials: Minimum each module should publish: 1/ a guide-book of teaching. 2/ lecture or textbook. 3/ book references 4/ a book of exercises. To manage the quality of the learning materials, the universities should issue regulations and processes: publication, evaluation and improvement ... Need digitized to provided to students easily.

Library: planning and investment of books, digitized of books into files computer, building e-library. Link libraries. Completing the management processes of library.

Contents 8 Improving the quality of learning and the learning support services

The PUs need: 1/Organizing counseling sessions on methods of learning, guiding students planning to study and prepare conditions for pursuing it; 2/Set up appropriate learning environment for adults. 3/Building management system self-learning. 4/Improving learning consultant. 5/Develop procedures and assign responsibilities to everyone. 6/Performing periodic evaluate to improve.

Organization of learning support services: library services; provide facilities and rooms;...

Other support services: psychological counseling, health, love, organize meetings to answer questions, consultant job...

Contents 9. Improving the quality of student assessment.

Building completed route on management of students evaluation from input, in the learning process to output.

Issued fully processes - regulations and select the forms, criterias and methods to assess conformity with adults. Ensure objective, show right the capacity of students. Guidelines for staff, teachers and students to understand.

d. The conditions for successful implementation of the solution:

The goal of investors is for profit, of educators is to develop the university. Solve well this relationship only when investors and educators have the same purpose is long-term growth investments for profit.

This solution requires all people to commit, participated for creating quality. Managers at all levels should regularly communicate, learn the experiences to avoid the costs of mistakes.

3.3.3. Solution 3: Improving QM of training according to IQA model of AUN-QA.

a. The goals: Completing the system monitoring, measurement and evaluation within the school. At the same time, building the information systems, communications meet with the requirements of management.

b. Significance: Set up a vision for staff, teachers and students. Set up the standards, goals and indicators of quality for each activity monitoring, evaluation, self-assessment... Build motivation to develop the university. Fully equipped staff, teachers and students with knowledge, information and help them improving the quality. Create a quality culture in university.

c. The contents organizing implementation: This solution has 5 contents
Contents 10 Designing the system of monitoring, evaluation and training QA staffs.

QM have to monitor, measure and evaluate all activities in university. Here are 8 steps designed tools for QM: 1/ Understand clearly about the processes of core activities in university. 2/ Develop effective prioritizes. 3/ Understand clearly the current monitoring and evaluation activities. 4/ Build standards, criteria and performance indicators. 5/ decide how to collect the necessary data. 6/ Design the reports and perform data representation format. 7/ Check and adjust the malfunction. 8/ Implementation of monitoring or evaluation. The university can arrange priorities, reduce or increase the appropriate steps.

Quality managers should have capacity: develop processes, measure targets and inspire staff and teachers. Managers at all levels have to organize training to unify content and QM methods. Training for QM staff requires everyone must understand and comply with the regulations - processes to create or control quality. In addition to the classes provide knowledge and skills on QM, in training also include discussions, meeting of the problem is done daily and its influence to quality. Must guided everyone proficient use of QM tools and specify how everyone will do to improve quality more .

Contents 11. Completing the self-assessment of activities in the university according to the guidance of the AUN-QA.

Self-evaluation can be performed for each activity of the unit/department or in whole university. The performed order is set up 7 steps: 1/Identify the purpose and scope of self-evaluation. 2/Establishing a self-evaluation board. 3/Planning for self-assessment. 4/Communicate, guide the requirements of self-assessment tools. 5/Collect information, evidences, analysis and treatment. 6/Write and completing self-evaluation report. 7/Action after completing self-assessment.

Contents 12. Develop information systems and information disclosure

Objects provide information: all stakeholders of the university

The necessary conditions for the development of information systems: 1/Design - developed to integrate the information past and present. 2/Sufficient capacity and can be used both internally and internet environment. 3/Meeting the standards for general information. 4/Ensure consistency when updating, replacement or modification 5/Can improvements when needed.

Perfecting management software: 1/Having enough appropriate usability. 2/Do right according to the processes, specify clearly responsibility. 3/Prevent be wasted. 4/Decentralization extensively to everyone. 5/Fit with infrastructure. 6/Funding respectively.

Need to publish a quality handbook, communicate extensively to stakeholders.

d. The conditions for successful implementation of the solution: No rigid with one method of measurement, monitoring or evaluation. Improve continuously and consider carefully each problems. Train regularly the quality managers to instill every problems in university.

3.4. Surveying the urgency and feasibility of the solutions

3.4.1. Survey purpose: Assess the level on urgency and feasibility of the QM solutions at PUs in Central Vietnam.

3.4.2. Content of survey: Shown in the consult sheet. Subjects 166, including: Managers: 118, specialists: 48.

3.4.3. Method of treating result: statistics

3.4.4. Results

Urgency: show clearly the systematic of solutions towards sustainable

and long term. The appreciated rate of urgency the highest is 85.9% in content 10 and 11, the lowest is 79.3% in content 2. Feasibility: the highest is 84.6% in content 10, the lowest is 79.3% in content 1 and 2.

3.5 Testing

3.5.1. Purpose: To verify the suitability and feasibility on the solutions of the QM of training at PUs in central Vietnam, simultaneously to prove scientific hypotheses proposed.

3.5.2. Content: 3 solutions and 12 contents

3.5.3. Location and time tested: Accounting faculty of DongA University. Duration: 18 months, from 09/2013 - 04/2015.

3.5.4. Method and procedure of testing (Table 3.1)

Table 3.1 Process and schedule test

No.	Process	Time
1	Unified the guidelines of test at accounting faculty with leaders in university and whole teachers at faculty.	09/2013
2	Training and guidance for all members at faculty.	10/2013 - 11/2013
3	Establishing a system of QM training according to the instructions of the solutions in the thesis	12/2013 - 01/2014
4	Deploying the solution and collect the results for comparison with the previous.	02/2014 - 01/2015
5	Assessing the effectiveness of the solutions when applied in the accounting faculty.	01/2015 - 04/2015
6	Phase 2: Continuing assessment to apply to the whole university.	04/2015 - 04/2016

3.5.6. *Test results:* The effectiveness of the QM of training, shown:

1. *Quality and costs:*

Everyone understands and do correctly process; quality increased, the errors be limited should not incurred additional costs.

Forming the standards, objectives and quality indicators for everyone. Helping them proactively improve themselves and coordinated implementation to achieve quality as desired.

Although no complete statistics all types of costs, but through some kind of costs shows: Cost complementary to knowledge, overcoming the consequences of teaching - learning not quality has decreased compared with the previous period. Construction costs, improve curriculum also reduced because

performing right the steps in the process of collecting and analyzing data (not performed again). The total cost of the general management of faculty also greatly reduced. only, training costs of staff have increased, reason when the application deployment must train and guide.

2. *The satisfaction of teachers and support staff:* there are QM, every mission follow the standards, creating framework, responsibility from that, satisfaction of staff increased. Quality of training increase, making teachers, staff and students trust each other, this is motivation to promote quality.

3. *Improving the quality of training:* Applying solutions on the QM of training was a change in the awareness and responsibility of staffs and students. chất lượng of activities gradually increased, Faculty controled, assessed and improved the quality. The rate of students have weak learning capacity reduced from 19.2% down 10.8%.

4. *The level of student satisfaction:* The result of monitoring on complaints from students shows: the number of complain opinions reduced. The rate of students participating in class than before (81.4% increase of 89.2%). The rate of students dropping out of school decreased (19.6% previous 11.2% now), this shows that students are satisfied and were attracted to quality learning.

3.5.7 Assessment solutions through test results

- Urgency: QM of training makes satisfaction of staffs and student. It will be the most powerful communicable resources to the community.

- Feasibility: quality of training was enhanced, implementation costs is unchanged. When the quality of training has been achieved, QM will allow faculty keep quality level announced.

- Effectiveness: To quantify the whole result in applying process need to spend time equal one course (4 years). However, the above analysis shows that solutions is effective.

Sum up chapter 3

In studies in chapter 3 shows:

1. The policy mechanism applies to PUs is unfavorable, context have much pressure; therefore, the QM solutions of training towards systematic, synchronized; having route to avoid mistakes and savings were cost.
2. QM Solutions of training have to put in the system and perform synchronization, balancing resource ensure to implement according to the route then quality of training raised.

3. When implementing the solution will help the universities to gradually overcome the inadequacies and implement effectively models of AUN-QA.
4. Links and cooperation to QA on human resource and other resources.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1/The PUs must recognize the strengths; weaknesses, opportunities and threats to have solutions on QM of training their own. 2/Respect QM of training to decided existence and development of the university. 3/PUs have flexibility; self-control; self-responsibility therefore, PUs should be utilized them to enhance the quality. 4/the solutions on QM of training have systematic and synchronized. The thesis set up solution 1: built general management documents underlie for solutions 2: enhance the quality and solution 3: improving the QM of training according to standards of AUN-QA. This is key step to overcome the shortcomings; the exists.

2. Recommendations

2.1. Government: 1/Have policies and mechanisms equity between PUs and public universities. 2/Decentralization for public university train human resources according to standards of ASEAN to compete. 3/ Develop common use of learning resources.

2.2 MOET: 1/To advise the government on policies and mechanisms. 2/Inspection, monitoring, regulating illegal activities. 3/Planning the targets and criteria on input quality according to decentralized university.

2.3. People's Committees of province/city: 1/Creating conditions on tax policy, land lease and incentives for universities. 2/Inspection and monitoring activities as assigned. 3/There are plans to help PUs communicate to enroll.

2.4. Universities: 1/Converting management under quality and implementation of synchronous solutions. 2/planning a QA route follow AUN QA. Get the most out of existing resources to improve quality. 3/Make link with agencies and organizations to QA staff, facilities... 4/Link PUs together into a unified whole to build general strength, share resources for mutual development.

2.5. Leadership, managers: 1/Undertaking management under quality, take the lead in innovation and improving quality; 2/To increase motivation and determination to promote staffs and students enhance quality, encourage them to improve quality.

LIST OF PROJECTS PUBLISHED

No.	The name of projects
1	Do Trong Tuan (2014) " <i>Quality Management of teached modules according to AUN-QA progamme level</i> ". Journal of education sciences, No. Special Issue 10/2014.
2	Do Trong Tuan(2015) " <i>The half time lecturer team, important factors for QA of teaching staff at private universities in the central Viet nam</i> " Journal of education sciences No: 112 1/2015
3	Do Trong Tuan (2015) " <i>Designing curriculum according to model of AUN-QA, programme level</i> " Journal of Teachers Vietnam No. 93 1/2015
4	Do Trong Tuan (2015) " <i>Design quality management system of training in university according to approach the IQA model of AUN-QA</i> " Journal of education sciences, No: 114 3/2015.

