

**QUALITY MANAGEMENT OF THE HIGH-QUALITY B.A.
PROGRAMS ACCORDING TO THE AUN-QA APPROACH AT
UNIVERSITY OF SOCIAL SCIENCES AND HUMANITIES, VIETNAM
NATIONAL UNIVERSITY - HO CHI MINH CITY**

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ABSTRACT

This study is based on the ASEAN University Network-Quality Assurance (AUN-QA) program quality assurance model approach of the Southeast Asian University network. On that basis, the research team analyzed the current status of the quality management of the high-quality B.A. programs at the University of Social Sciences and Humanities (USSH), Vietnam National University Ho Chi Minh City (VNU-HCM) through the following aspects of the programs: (1) objectives and expected learning outcomes; (2) design and description; (3) structure and content; (4) teaching and learning methods; (5) test and evaluate learning results; (6) quality of the faculties involved via their teaching staff and support staff; (7) facilities, equipment and finance; and (8) quality assurance and improvement. Proposed solutions were then raised in hope of improving the effectiveness of the quality management of the high-quality B.A. programs according to the AUN-QA approach.

Keywords: Management, program, high-quality, AUN-QA

1.0 INTRODUCTION

Along with the development of the economy and society, quality and quality management are increasingly becoming an urgent requirement and a common concern of society in all fields, including the education sector. Education has always been considered a “top national policy” (NAV, 1992) and after the 11th plenary session (in October 2013) of the 8th Central Committee, the fundamental and comprehensive renovation of education and training was considered an important issue in both strategic and urgent matters.

As clearly stated in Vietnam’s education development strategy for the period 2011-2020, “the focus on educational quality management includes (i) standardizing outputs and quality management conditions based recently on applying new achievements in educational science, science and technology, and management science as well as gradually on applying standards of advanced countries; (ii) publicizing the quality of education, the physical, human, and financial conditions of the educational institutions; (iii) carrying out social monitoring of the quality and effectiveness of education; (iv) building an independent accreditation system for education quality, accrediting the quality of educational institutions of all levels and training levels, and accrediting the quality of vocational and university education programs.” (PM, 2012)

Currently, the Ministry of Education and Training (MOET, 2016) has advocated for accrediting higher education according to the AUN-QA set of standards for B.A. programs (AUN, 2015) and applied it since 2017. The USSH, VNU-HCM has also been determining the goal of building a high-quality B.A. program in the strategy of developing and improving the quality of higher education to achieve regional and international standards, aiming to train bachelors with high expertise and commensurate foreign language proficiency to be considered as global citizens. Therefore, managing and improving a high-quality B.A. program according to any model of quality management is also an issue that needs attention.

2.0 RESEARCH METHODS

Both documentary research and survey were applied to collect data for the study: qualitatively, appropriate information were retrieved from the self-assessment reports and assessment feedback reports at the programme level according to AUN-QA, together with the summary reports on activities training of high-quality programs at the USSH, VNU-HCM; quantitatively, adequate opinions were taken from 320 students, 36 teachers and some leaders participating in the quality training system of the five faculties involved at the USSH, VNU-HCM: English Language Studies, International Relations, Journalism and Communication, Japanese Studies, and Tourism.

3.0 RESULTS AND DISCUSSION

Both documentary research and survey were applied to collect data for the study: qualitatively, appropriate information were retrieved from the self-assessment reports and assessment feedback reports at the programme level according to AUN-QA, together with the summary reports on activities training of high-quality programs at the USSH, VNU-HCM; quantitatively, adequate opinions were taken from 320 students, 36 teachers and some leaders participating in the quality training system of the five faculties involved at the USSH, VNU-HCM: English Language Studies, International Relations, Journalism and Communication, Japanese Studies, and Tourism.

3.1 Approach to model quality assurance of the program AUN-QA

The AUN-QA model and its set of quality assurance standards for the program level has been reviewed and adjusted to promote the implementation as well as to improve the effectiveness and efficiency of the assessment.

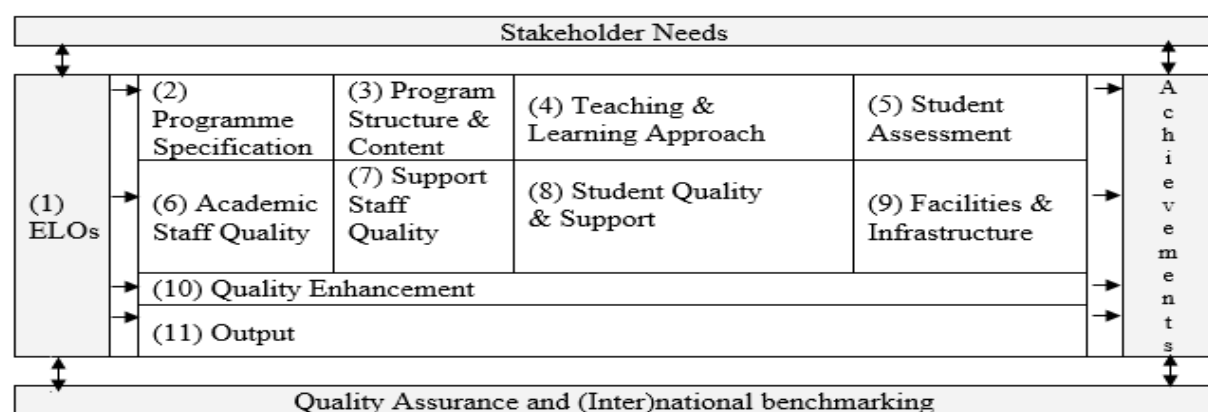


Figure 1: AUN-QA assessment model at the programme level (version 3.0)

The assessment and accreditation of programs almost exclusively focus on its internal quality assurance system (IQA); therefore, the coordination of core values of the AUN Quality Assurance Standards at the program level will help the programs not only build up a quality system from the inside but also aim at the quality management of the programs in the next steps to approach to external quality assurance (EQA).

The research done for and reported in this paper was based on the AUN-QA standards for programs (version 3.0) and the standards of the IQA system to propose a content system for quality management of the high-quality B.A. programs at the USSH, VNU-HCM, according to the AUN-QA approach, which is clearly shown in Table 1 below:

Table 1: Content system of program management according to AUN-QA

Main content	Main details
Content 1: Quality management of the program is based on the main components of the program (Standards 1, 2, 3)	1.1. Expected learning outcomes (ELOs)
	1.2. Program description table
	1.3. Program structure and content
Content 2: Quality management of programs based on teaching and learning activities (Standard 4)	2.1. Teaching and learning methods
Content 3: Quality management of programs based on student assessment activities (Standards 5, 8)	3.1. Student assessment
	3.2. Student quality and support services
Content 4: Quality management of programs based on the quality of human resources (Standards 6, 7)	4.1. Quality of teaching staff
	4.2. Quality support staff
Content 5: Quality management of programs based on quality assurance activities (Standards 9, 10, 11)	5.1. Learning aids/conditions and infrastructure
	5.2. Improve quality
	5.3. Output

3.2 Status of high-quality program management at the USSH, VNU-HCM according to the AUN-QA approach

According to OETQA (2018), 78 high-quality B.A. programs, with their own corresponding tuition fees, have been implemented at VNU-HCM. Five of them belongs to the USSH: Journalism and Communication, International Relations, Japanese Studies, English Language Studies, and Tourism.

The average scores of the factors and questions related to the quality of the programs on a 5-point scale, corresponding to 4 intervals with the GPA are explained below:

Below average / unsatisfied	= below 2.60 points.
Average / temporarily satisfied	= from 2.60 to less than 3.40 points.
Fair / quite satisfied	= from 3.40 to less than 4.20 points.
Good / very satisfied	= between 4.20 and 5.00 points.

3.2.1 About the program's admission and admission policy

Strengths and advantages:

Admissions and admissions examinations are carried out by the Admission Regulations of both VNU-HCM and the Ministry of Education and Training (Circular 23/2014/BGDDT dated 18 Jul 2016 of the Ministry of Education and Training on promulgating training regulations, University level high-quality, and Decision 87/QĐ-DHQP dated 24 Feb 2017 of VNU-HCM on promulgating Regulation on high-quality training at university level of VNU-HCM).

Regulations and guidance for the enrollment of high-quality programs have been developed and publicly announced in many forms: enrollment consultation, online consultation, website, documents, etc.

Admissions and admission calls are done by regulations, with a combination of points.

The passing scores of the exam subjects are aggregated and announced according to the decision of the University Admission Council, including foreign language requirements (if any); candidates are allowed to voluntarily register to study when meeting the admission criteria of the major. In addition to the admission criteria based on the criteria, the faculties and departments that train the high-quality system are also considered for admission according to several separate criteria. Characteristics of each training industry and profession, creating favorable conditions for university students, completing the first semester, aspiring, being eligible to change classes, and participating quality programs.

In this 2019 enrollment keyword, as proposed by VNU-HCM, the USSH has diversified its enrollment methods, increased communication about high-quality programs, and separated program codes and targets for high-quality systems, from the outset to determine the actual needs of learners enrolled in the high-quality training system to the creation of a connection in the enrollment work between the programs.

Limitations and need for improvement:

The enrollment policy of the Ministry of Education and Training changes every year. This causes difficulties in building a long-term enrollment strategy on an international scale.

3.2.2 About the program's goals and expected learning outcomes

Strengths and advantages:

The expected learning outcomes, also known as intended learning outcomes, learning objectives, or student-focused goals, of high-quality programs, are built based on the mass program. They have been reviewed, adjusted, and supplemented to domestic and international programs.

The survey results in Table 2 on the goals and outcomes of the high-quality programs of the five faculties, together with their own subjects, show that over 90% of the teachers highly appreciate that “the program's values are publicly announced” (GPA = 4.22), “the program's

objectives are consistent with the university's mission and vision" (GPA = 4.17), and "the program's expected learning outcomes are clearly defined" (GPA = 4.08). These are also the questions with the highest average score. This assessment result is like the results of the course-wide survey of the Office of Educational Testing and Quality Assurance, VNU-HCM (2018), in which the research team separated and processed separately the students who were studying in their final year at the five faculties. The students appreciated and were quite satisfied with their "understanding the program's objectives" (GPA = 3.85) and "understanding the expected learning outcomes upon their graduation" (GPA = 3.90).

Table 2: Teacher survey results of the program's objectives and ELOs

Criteria content	Totally disagree	Disagree	Temporarily agree	Agree	Totally agree	Total	GPA
The program's objectives are clearly defined.	0.0%	0.0%	11.4%	71.4%	17.1%	35	4.06
The program's objectives are consistent with the university's mission and vision.	0.0%	0.0%	8.3%	66.7%	25.0%	36	4.17
The program's expected learning outcomes are clearly defined.	0.0%	0.0%	16.7%	58.3%	25.0%	36	4.08
The program's expected learning outcomes meet the requirements of society.	0.0%	2.8%	25.0%	47.2%	25.0%	36	3.94
The program's expected learning outcomes are periodically reviewed and adjusted.	0.0%	2.8%	13.9%	61.1%	22.2%	36	4.03
The program's expected learning outcomes are reviewed with its stakeholders' participation.	0.0%	5.6%	11.1%	63.9%	19.4%	36	3.97
The program's expected learning outcomes are publicly announced.	0.0%	0.0%	5.6%	66.7%	27.8%	36	4.22

Limitations and need for improvement:

The university's and the faculty's social needs and mission roles must be assessed to identify the program's goals.

The program's expected learning outcomes must be presented clearly and consistently so that its expected learning outcomes meet the process of designing, implementing, and developing the program.

Among the surveyed aspects shown in Table 2, "the program's expected learning outcomes together with its stakeholders' comments" (GPA = 3.97) were rated the lowest by the teacher subjects; therefore, the expected learning outcomes must be developed, applied and reviewed

in a uniform and synchronous manner, following a process with clear instructions to support all key stakeholders (including teachers, alumni, and employers) who participate substantively and effectively in building the program's expected learning outcomes.

3.2.3 About the program's design and description

Strengths and advantages:

The program is clearly described with its expected learning outcomes, list of subjects, course implementation plan, and subject matrix.

All the program's subjects have detailed course outlines that show the subjects' expected learning outcomes and assessment forms; these detailed course outlines clearly describe teaching and learning activities, testing, assessment, and subject objectives, and the skills the students are assumed to be trained.

The program and its subject proposals are reviewed, updated, and publicly disseminated through many information channels such as professional meetings, printed copies, websites, face-to-face exchanges, etc., all imitating the CDIO-oriented design.

The survey results in Table 3 show that the satisfaction level in the questions about the program's design and description is quite high: 100% confirms that "the program is designed based on the first released", "updated", "publicly disclosed", "periodically reviewed", etc.

Table 3: Teacher survey results of the program's design and description

Criteria content	Totally disagree	Disagree	Temporarily agree	Agree	Totally agree	Total	GPA
The program is designed based on its expected learning outcomes.	0.0%	0.0%	11.1%	47.2%	41.7%	36	4.31
The program's description is full of information.	0.0%	0.0%	13.9%	55.6%	30.6%	36	4.17
The program's description is updated.	0.0%	0.0%	16.7%	50.0%	33.3%	36	4.17
The program's description is publicly available.	0.0%	0.0%	13.9%	58.3%	27.8%	36	4.14
The program's course outlines are fully developed with adequate information.	0.0%	0.0%	19.4%	55.6%	25.0%	36	4.06
The program's course outlines are reviewed, supplemented, and updated periodically.	0.0%	0.0%	33.3%	38.9%	27.8%	36	3.94

The program's course outlines are publicly announced.	0.0%	0.0%	22.2%	50.0%	27.8%	36	4.06
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Limitations and need for improvement:

Information about the program (e.g. the curriculum map) should be clear, straightforward, and suitable for different audiences: potential students, current students, teachers, and employers. Also included in this information are the learners' most common learning path, job positions corresponding to each of the learning paths, etc.).

Before provided to learners, the course outlines (in form of the general knowledge block) need to be built according to a unified standard model and periodically reviewed and updated to link the expected learning outcomes of the program with those of each of the program's subjects.

3.2.4 About the program's structure and content

Strengths and advantages:

The program's structure clearly shows the general, basic, and specialized subjects blocks, and strictly comply with the regulations of the Ministry of Education and Training and of VNU-HCM.

The program's content is reviewed and updated every two years according to the regulations of the university, consulted with stakeholders, and compared with domestic and foreign programs.

The distribution between theory and practice in the program is reasonable; it meets the expected learning outcomes, from general to specialized; the subject matrix shows the relationship between the program's subjects and its expected learning outcomes.

In general, the programs surveyed in this study are built by the university's regulations on high-quality programs concerning the number of credits, the study duration, the required modules, etc. This ensures connects vertically with the university's different academic levels and horizontally with the faculties' closely related disciplines (see Table 4).

Table 4: Teacher survey results of the program's structure and content

Criteria content	Totally disagree	Disagree	Temporarily agree	Agree	Totally agree	Total	GPA
The program's content is reasonably distributed each year.	0.0%	0.0%	16.7%	66.7%	16.7%	36	4.00
The program's content is reasonably distributed between knowledge and practice.	0.0%	2.8%	30.6%	50.0%	16.7%	36	3.81

The program has many elective subjects to meet the learners' needs.	0.0%	5.6%	41.7%	41.7%	11.1%	36	3.58
The program is structured and sequenced logically.	0.0%	0.0%	36.1%	47.2%	16.7%	36	3.81
The program's content is updated.	0.0%	2.8%	33.3%	41.7%	22.2%	36	3.83
The program is adjusted with local references to ensure flexibility and integration.	0.0%	2.8%	22.2%	50.0%	25.0%	36	3.97
The program is tailored with international references to ensure flexibility and integration.	0.0%	2.8%	22.2%	52.8%	22.2%	36	3.94

Limitations and need for improvement:

The number of elective subjects has not met the learners' needs: the student survey results showed that 42.7% of the total 319 students completely disagreed and disagreed with the statement that "the program has many elective subjects to meet the learners' needs"; this is rated the lowest by both the students and the teachers, with average scores of only 2.71 and 3.58, respectively.

3.2.5 About teaching and learning methods

Strengths and advantages:

The university has a formal written statement of its educational philosophy, educational goals, and core values; the educational philosophy of the faculties and departments surveyed is clearly defined and consistent with the overall philosophy and goals of the USSH and of VNU-HCM.

Highly appreciated are the program's appropriately designed teaching and learning activities to achieve outcomes and to promote skills training, and its students' lifelong learning (see Table 5).

Well appreciated by the students are the program's small class size (about 30 students/class) and diverse teaching and learning methods to ensure high interaction between students as well as between teachers and students.

Table 5: Teacher survey results of approaches to teaching and learning

Criteria content	Totally disagree	Disagree	Temporarily agree	Agree	Totally agree	Total	GPA
The educational philosophy is clearly stated.	0.0%	5.6%	16.7%	55.6%	22.2%	36	3.94

The educational philosophy is widely disseminated to stakeholders.	0.0%	5.6%	16.7%	58.3%	19.4%	36	3.92
Teaching and learning activities are appropriately designed to achieve expected learning outcomes.	0.0%	2.8%	11.1%	61.1%	25.0%	36	4.08
Teaching and learning activities promote the practice of learners' skills.	0.0%	0.0%	16.7%	58.3%	25.0%	36	4.08
Teaching and learning activities enhance learners' lifelong learning.	0.0%	2.8%	33.3%	36.1%	27.8%	36	3.89

Limitations and need for improvement:

The faculties' and the departments' educational philosophy should be integrated and concretized in each of the program's subjects.

Through the program's teaching and learning activities, its learners need to be equipped with such soft skills as communication, planning, time management, etc. to pursuit life-long learning.

The program's teaching methods should further encourage its learners' self-study, creative thinking, ability to use the library and to participate actively in scientific research activities.

3.2.6 About testing and assessing learners' learning results

Strengths and advantages:

There are clear constraints on the assessment of learning outcomes (admission, process, output) to achieve the expected learning outcomes.

Possible documentation, on time instructions, appropriate test and assessment methods are all clear for each type of test or form of assessment.

Learners' results are carried out by a variety of forms of assessment; the methods of testing and evaluation have a scale, clear answers to ensure fairness and to reflect learners' ability, which can be displayed through the student survey results below:

Table 6: Student survey results of testing and assessment of learning outcomes

Criteria content	Totally disagree	Disagree	Temporarily agree	Agree	Totally agree	Total	GPA
Regulations on testing and assessing learners' learning outcomes are clear and publicly communicated to learners.	2.5%	11.3%	23.9%	38.1%	24.2%	318	3.70

Learners are fully guided by the regulations on testing and assessment.	0.3%	8.1%	21.6%	46.3%	23.8%	320	3.85
Various methods of testing and assessing learning outcomes are applied in the program's subjects.	0.9%	10.7%	27.3%	40.4%	20.7%	319	3.69
The assessment methods are suitable for the characteristics of each subject.	1.3%	8.2%	30.6%	44.2%	15.8%	317	3.65
The exam schedule is arranged scientifically and appropriately.	13.6%	19.2%	35.6%	24.0%	7.6%	317	2.93
The organization of examinations, the examinations themselves, and the evaluations after the exam days are carried out objectively and fairly.	0.3%	5.0%	21.7%	50.9%	22.0%	318	3.89
Feedback to assessment results is promptly sent to learners to improve their learning.	15.4%	20.7%	32.6%	25.7%	5.6%	319	2.86
Test results used to evaluate learners' achievements accurately reflect their ability.	3.4%	12.2%	32.9%	44.2%	7.2%	319	3.39
It is easy for learners to get access to the complaint process.	9.1%	20.8%	34.1%	29.7%	6.3%	317	3.03

Limitations and need for improvement:

A description of the evaluation criteria (rubrics) should be developed for each subject in a high-quality program, based on the requirements to be met for each of those subjects.

The construction of a bank of exam questions for subjects in a high-quality program needs to be developed according to a specific roadmap.

Measures to monitor and strictly regulate the response time for process assessment-assessment results to students should be implemented, avoiding the case that the teacher will not send the process assessment results until the end of the semester. The survey results show that this is the place that students rate the lowest: 36.1% of the students' opinions completely disagree and disagree with the statement "The assessment results are promptly feedbacked so that learners can improve their learning" (GPA = 2.86).

The quality of practical and practical activities should be improved, helping learners to have good practical knowledge and form the right attitude towards future careers.

The arrangement of the exam schedule and the announcement of scores for many subjects is still slow; up to 32.8% of students chose to completely disagree and disagree with the statement "The exam schedule is arranged scientifically and appropriately", with the second-lowest average score (GPA = 2.93), especially subjects general education.

3.2.7 About the quality of the teaching staff

Strengths and advantages:

The university has a clear, open, and transparent process and criteria for recruiting teachers.

Team of qualified and experienced teachers; many teachers are trained and retrained abroad.

The source of teachers and teaching assistants are guaranteed in quality and quantity according to the regulations of the high-quality program; most teachers have been trained in advanced and proactive teaching methods, so they have appropriate class organization, and pedagogical and assessment methods.

The faculty and the university have implemented activities to identify training and retraining needs and manage according to the work results of the teaching staff according to the Job Position Scheme, as well as through individual summary reports at end of each academic year.

The results of the students' survey about the quality of teachers show that the teaching staff all meet the teaching requirements and have the knowledge, pedagogical skills, expertise, and high qualifications (see Table 7).

Table 7: Student survey results of the quality of teachers

Criteria content	Totally disagree	Disagree	Temporarily agree	Agree	Totally agree	Total	GPA
Teachers ensure class time as planned.	0.0%	4.4%	31.3%	45.0%	19.4%	320	3.79
Teachers introduce and provide the full course outline.	1.3%	1.3%	21.9%	49.4%	26.3%	320	3.98
Teachers are highly qualified and thus meet the program's training needs.	1.6%	5.9%	22.5%	40.6%	29.4%	320	3.90
Teachers have appropriate teaching methods.	2.5%	8.5%	38.9%	37.3%	12.9%	319	3.50
Teachers use modern aids in teaching.	2.5%	4.4%	25.3%	46.5%	21.2%	316	3.79
Teachers are enthusiastic and ready to share their experience and knowledge with students.	0.6%	1.3%	16.6%	44.5%	37.0%	319	4.16
Teachers enthusiastically guide students to participate in research.	2.6%	6.1%	24.0%	42.2%	25.2%	313	3.81
Teachers always attach career orientation to teaching activities.	4.1%	13.2%	28.9%	30.5%	23.3%	318	3.56
The student-teacher ratio is appropriate and thus meets the learning requirements.	2.5%	8.5%	20.1%	46.7%	22.3%	319	3.78

Limitations and need for improvement:

Teachers' workload is still much, some of them are still part-time.

Teachers' participation on scientific research is uneven and limited in number; therefore, the plan to support the teaching staff to meet the needs of scientific research, teaching high-quality programs, and serving activities should be recognized and supported.

Feedback on teachers' workloads from the teachers and other stakeholders, if possible, and the use of results to improve staff performance, should be considered and implemented.

Teachers' training and retraining so that they might be capable of teaching in a foreign language should be planned according to a long-term strategy; Regulations on teachers' competence to deliver a subject directly in English should be widely published.

It is necessary to supplement regulations on teachers' capacity to teach directly in English; widely publicize the list of the teachers of high-quality programs.

3.2.8 About student service and support activities

Strengths and advantages:

The university and the faculty have a monitoring system to monitor the progress of students in learning and training (including the Academic Advisor, the homeroom teacher, Office of Student Affairs, and Office of Academic Affairs).

The movements and activities of the Youth Union, Student Union, and Student Club are diverse, rich, and practical.

Students are facilitated to participate in internships and practical programs at home and abroad; as well as receive financial support for implementing scientific research, ensuring social policies, and scholarships according to regulations.

Survey results in Table 8 show that the students are quite satisfied with activities to serve and support learners in which, the best evaluation score is on "Students are guaranteed social policies and scholarships according to regulations" (GPA = 3.58), and then on "Faculty support staff always support learners warmly" (GPA = 3.48), and in third place is "Socio-cultural activities, diverse movements to meet learners' needs" (GPA = 3.39).

Table 8: Student survey results of student service and support activities

Criteria content	Totally disagree	Disagree	Temporarily agree	Agree	Totally agree	Total	GPA
The university's regulations guarantee learners scholarships and social policies.	2.2%	7.9%	34.5%	40.8%	14.6%	316	3.58

Extra-curricular activities are organized regularly to support learning and research.	5.3%	20.0%	42.8%	25.0%	6.9%	320	3.08
Academic and career counseling activities meet learners' needs.	8.1%	19.7%	36.9%	26.6%	8.8%	320	3.08
Diverse movements as well as cultural and social activities meet learners' needs.	4.4%	13.2%	34.5%	34.5%	13.5%	319	3.39
The faculty's support staff always support learners warmly.	5.0%	7.2%	38.2%	33.5%	16.0%	319	3.48
The department's support staff always helps learners enthusiastically.	5.6%	11.3%	41.7%	31.3%	10.0%	319	3.29

Limitations and need for improvement:

Monitoring the progress of learners in the learning and training process (such as the rate of students who are behind schedule, dropping out and graduating,...) should be done with the support of specialized software.

Extracurricular activities organized by the university and/or faculty need to be widely announced and publicized, creating all possible conditions to attract students to participate.

Soft skills training courses need to be provided more and more conveniently, helping students orient their careers and find suitable jobs.

3.2.9 About infrastructure, equipment, and finance

Strengths and advantages:

The system of classrooms and practice rooms of the university are fully equipped with equipment, meeting the requirements of integrated teaching according to the commitment to a high-quality program.

The university's management software system actively supports training and scientific research activities; free wi-fi coverage.

Classrooms for high-quality programs are equipped with their wi-fi, strong enough to serve in teaching; Tables and chairs are removable, convenient for arrangement, exchange, and group discussion.

The financial mechanism of high-quality programs is implemented by the regulations of the USSH and VNU-HCM.

Table 9: Structure of financial expenditure for revenue from high-quality programs

No.	Content	Structure % of total revenue
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1	Teaching expenses (domestic and foreign teachers)	$\leq 40\%$
2	Scientific research expenses	$\geq 8\%$
3	Management costs, hiring, professional operations, supplies, raw materials, etc.	$\geq 20\%$
4	Student scholarships	5-10%
5	Fund for redistribution and developing investment	Balance according to reality

In general, facilities, machines, equipment, classrooms, documents, books, and textbooks meet the needs of learning and teaching well (see Table 10).

Table 10: Survey results of infrastructure, equipment, and finance

Criteria content	Totally disagree	Disagree	Temporarily agree	Agree	Totally agree	Total	GPA
Student reviews							
The program's facilities meet learners' requirements for learning and doing research.	5.3%	15.0%	32.2%	35.0%	12.5%	320	3.34
The program's learning aids are modern and fully equipped.	4.4%	13.5%	35.4%	31.3%	15.4%	319	3.40
The program's wi-fi system is strong enough to service learning in class.	6.0%	11.6%	31.8%	34.6%	16.0%	318	3.43
The program's textbooks and documents are adequate and regularly updated.	6.0%	12.9%	34.0%	34.0%	13.2%	318	3.36
Teacher reviews							
The program gets financial support for professional training.	0.0%	26.5%	44.1%	23.5%	5.9%	34	3.09
There are enough classrooms for training and research activities.	0.0%	13.9%	52.8%	27.8%	5.6%	36	3.25
The library's resources are updated to support training and research activities.	2.9%	14.3%	40.0%	37.1%	5.7%	35	3.29
The program's machinery and equipment meet training and research activities.	5.6%	38.9%	30.6%	22.2%	2.8%	36	2.78
The program's wi-fi system and appropriate information technology meet training and research activities.	2.8%	30.6%	33.3%	25.0%	8.3%	36	3.06

Limitations and need for improvement:

There should be a restroom and a waiting room for teachers and students at D block, Dinh Tien Hoang campus.

Teachers' working room needs to be equipped with facilities and machinery to improve the quality of training and management.

The faculty's databases, books, educational programs, and documents are not affiliated with the library's resources, thus fail to support retrieval.

The program's books or any form of data and documents should be updated and linked with the library's resources.

Measures should be taken to increase the number of students and teachers who come to use the USSH's library.

The library needs to pay more attention to copyright and intellectual property regulations when referring to digital materials.

3.2.10 About activities to ensure and improve quality

Strengths and advantages:

The USSH's internal quality assurance system includes the Office of Educational Testing and Quality Assurance and the Quality Assurance Team of each of the USSH's units, to deploy quality assurance activities on a one-to-one basis.

The USSH has 3 high-quality programs that meet AUN accreditation standards: B.A. of English Language Studies (2013), B.A. of International Relations (2014), and B.A. of Journalism and Communication (2016).

The USSH has a system to collect feedback from its stakeholders periodically, regularly, and continuously. The feedback is from surveying whole programs as well as their separate courses, lecturers, graduates, employers, and even environmental officials. Survey results are disseminated and later used for continuous improvements.

The tools used in management such as regulations, processes, forms, core operations, etc. are built based on the opinions of the USSH's units and are disseminated publicly and widely.

Limitations and need for improvement:

The USSH should have a mechanism to conduct periodical evaluations and stakeholder surveys dedicated to high-quality programs.

The USSH must effectively use assessment results to improve quality.

There should be a coordination mechanism between the Executive Board of the high-quality program, the Supervisory Board, faculties, and other functional departments to quickly solve problems that exist during the implementation process.

In summary, the teachers' and students' overall assessment about the effectiveness of quality management of high-quality programs is quite satisfactory, with the overall average score of all relevant content being 3.79 points, in which the satisfaction score is arranged in ascending order from the following aspects: facilities, equipment and finance (GPA = 3.09); test and evaluate learning results (GPA = 3.66); quality of human resources (GPA = 3.77); the program's structure and content (GPA = 3.85); the program's teaching and learning methods (GPA = 3.98); the program's objectives and expected learning outcomes (GPA = 4.07); and the program's design and description (GPA = 4.12).

3.3 Proposing solutions to improve the quality management system at the program level according to the AUN-QA approach

3.3.1 Group of solutions for completing training quality management processes and policies

Develop, review and finalize core documents, regulations, processes, and operations at the USSH's units to improve the quality management of high-quality programs.

Develop detailed and specific documents and instructions in managing activities during the training and operation of high-quality programs.

Train and guide the implementation firstly of the self-assessment and external self-assessment activities at the VNU-HCM level and then at the officially granting AUN, and secondly of the improvement activities for the USSH's units that manage high-quality B.A. programs; raise awareness, build up and develop asynchronous "quality culture" for the teaching staff, the service staff, and the students.

3.3.2 Group of solutions to improve teaching and scientific research activities

Build up a contingent of highly qualified teachers sufficient in quantity, reasonable in structure, and capable of teaching in English; The university plans to develop its teaching staff in terms of quantity, structure, and quality of teaching in line with the development strategy and vision to 2030: "The USSH is a research university in VNU-HCM, among the top in the field of social sciences and humanities in Asia."

Support and strengthen scientific research conducted by well-qualified university teachers and/or their students at high-quality programs; The USSH reviews the job placement scheme; increases recruitment of young, highly qualified teachers who are proficient in foreign languages; adopts a training policy to develop the adjacent force, serving as the core for the development of high-quality programs; and applies reasonable support policies to attract from domestic and foreign experts talents who possess high qualifications to work or participate in teaching and/or scientific research.

Improve the efficiency of the management and use of the teaching staff to improve the quality of high-quality programs and to meet the USSH's training and development requirements; The faculty assigns, based on demand survey results and actual work volume, appropriate teaching to the teaching staff, which also includes part-time teachers and visiting lecturers; the faculty lets the teaching staff and the service staff have more time to participate in self-study and scientific research to improve qualifications and professional expertise as well as to meet the USSH's constantly higher requirements and standards.

3.3.3 Solution group on innovation to test and evaluate learning results

Reduce the burden of studying and taking exams, create a comfortable learning atmosphere, and apply practical knowledge; The curriculum gradually tends to be condensed, only conveying the basic content on which teachers prepare lectures, let students read reference materials to expand knowledge, exchange, and discuss, with the practical and creative application.

Diversify forms of examination and assessment in line with the current courses' objectives, requirements, expected learning outcomes, and expected results; Based on the courses' requirements, various forms of assessment are combined in the process and end-of-course tests: essays, multiple-choice tests, questions and answers, oral presentations, research projects, etc.; exams and tests must cover basic knowledge and skill, products of critical thinking, and ability to apply learned knowledge into practice.

Apply information technology in testing and evaluating learning outcomes; Matrix of exam questions that meet the courses and the program's expected learning outcomes must be developed; the bank of essay questions and multiple-choice tests must be built up by the test bank management software for both basic and specialized courses.

3.3.4 Solution group on strengthening facilities and finance

Strengthen facilities, machinery, and equipment for investment in high-quality programs; implement quality assurance conditions to improve teaching and scientific research; The USSH has a roadmap to build firstly classrooms for high-quality programs that meet their students' needs and then "a green space" for its own education and training purposes.

Review, update and supplement documents, books, and textbooks on high-quality training; provide students with lifelong learning skills; The USSH invests in machinery, equipment, software, internal information network, electronic library, etc., so that its teachers can apply optimal teaching methods, with the maximal support from up-to-date facilities and equipment.

Strengthen financial resources and allocate them rationally for high-quality programs to ensure sustainability; The USSH develops detailed financial plans for activities to create products, basically attaches inspection and acceptance of product quantity and quality, and financial settlement.

4.0 CONCLUSION

The USSH, VNU-HCM, has implemented activities to manage high-quality programs, from their input to their output, according to the AUN-QA approach including (1) program management (i.e. the process of developing these programs' expected learning outcomes, structure, and content), (2) managing teaching activities and assessing learners according to the educational philosophy of both the university and the faculty, (3) managing resources employed to serve these programs, and (4) managing the quality assurance process as well as the output of these programs. Leaders of the high-quality programs at all levels (i.e. the university, its faculties, its departments, and its units) have directed management activities of their own under the AUN-QA quality assurance model. Since then, some strengths and achievements were highlighted via these programs' accreditation. However, shortcomings were discovered from their self-assessment and accreditation. Accordingly, their "post-accreditation" improvement plans have been conducted continuously under the spirit of PDCA cycle (Plan-Do-Check-Act).

The application of the AUN-QA quality assurance model and the accreditation according to the AUN-QA quality assessment standards for the program level are of significance to the USSH. This model gradually creates conditions for the USSH to move towards interconnection, association, and cooperation with prestigious universities in the region through academic exchange and cooperation programs, scientific research and training, etc. It also contributes to train high-quality human resources to serve the national process of industrialization and modernization and to promote the internationalization of higher education in Vietnam.

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