

**TEACHING QUALITY MANAGEMENT BASED ON THE CIPO
APPROACH AT THE UNIVERSITY OF SOCIAL SCIENCES AND
HUMANITIES, VIETNAM NATIONAL UNIVERSITY HO CHI MINH
CITY**

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ABSTRACT

Teaching quality management is a critical component of higher education quality management because teaching is the process through which educational objectives and curriculum content are directly transformed into students' actual learning outcomes. This article examines teaching quality management through the four components of the CIPO framework: institutional and policy context, teaching input resources, the teaching process, and the teaching outcomes at the University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City (USSH, VNU-HCM). Specifically, the author: (1) systematizes the theoretical foundations of teaching activities and teaching quality management in higher education, clarify the concept of teaching quality management, and establish the CIPO (Context–Input–Process–Output) framework as the analytical model; (2) analyzes the current state of teaching quality management and identify its existing challenges and limitations; and (3) propose feasible solutions and implementation plans to improve the effectiveness of teaching quality management at USSH, VNU-HCM in the coming years.

Keywords: quality management, teaching activities, quality assurance, CIPO

1.0 INTRODUCTION

According to the theory of university pedagogy, teaching is a systematic process comprising educational objectives, instructional content, teaching methods, the actors involved, and the learning outcomes achieved. These components are dialectically interconnected and mutually influential (Dang Vu Hoat & Ha Thi Duc, 2004; Luu Xuan Moi, 2000). It is precisely this systematic nature that makes teaching an object of management, in which quality is established as a dimension and a standard toward which the management of the teaching process must continuously strive and maintain, rather than as an independent entity to be managed separately.

To systematically analyze these components in educational management practice, the CIPO model proposed by Scheerens (2015), recommended by UNESCO and widely adopted in studies on higher education quality assurance in Vietnam, classifies the elements of teaching into four groups: Context, Input, Process, and Output. These groups are linked to specific managerial actors at different levels, ranging from the Rector to Deans, Heads of Departments, lecturers, and students, who function not only as objects of management but also as self-

managing agents within the scope of their own responsibilities (Dinh Thi Thu Hang et al., 2025). This theoretical framework demonstrates that effective teaching quality management cannot operate without coherent coordination among managerial levels and across these four components, because difficulties arising in any one component are likely to spread throughout the entire cycle.

In practice, pressure to reform teaching quality management in higher education institutions has become increasingly evident, driven by both national policy requirements and system-wide strategic orientations. The Ministry of Education and Training of Vietnam has shifted the focus of quality accreditation from compliance with documentation toward substantive evaluation based on the operation and effectiveness of internal quality assurance systems, in line with the principle of continuous quality improvement (MOET, 2026). Likewise, in its 2025 Annual Quality Report, Vietnam National University Ho Chi Minh City identified the promotion of outcome-based education and the authentic measurement of learning outcome attainment as key solutions for linking quality assurance with educational quality and student achievement. The report also emphasized these as one of the strategic priorities for the 2026-2030 period (VNU-HCM, 2026)

However, the analysis of program-level quality accreditation conducted in 2025 within VNU-HCM revealed that the assessment of student learning outcomes received the greatest number of recommendations for improvement across the entire system. These recommendations included the development of comprehensive examination question banks, the separation of examination design from the teaching process, and the alignment of intended learning outcomes with teaching and learning methods as well as assessment practices. Furthermore, faculty development was found to lack a systematic, long-term, and institutionally coherent plan, resulting in uneven teaching competence and technological capability among academic units. Although student satisfaction with teaching activities remained relatively high across the system, both the survey findings and the utilization of feedback for quality improvement still need to be communicated more comprehensively to survey participants to ensure that their responses are genuinely used to enhance educational quality (VNU-HCM, 2026).

These practical findings reveal a noteworthy paradox: while policy directions and strategic orientations for teaching quality management have been clearly established at the system level, translating these orientations into consistent management procedures at the institutional, faculty, and departmental levels remains an unresolved challenge requiring further investigation. This issue motivated the author to undertake the study entitled “Teaching Quality Management Based on the CIPO Approach at the University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City”. The study applies the CIPO theoretical framework to systematically analyze the current situation and challenges of teaching quality management, thereby proposing managerial solutions grounded in both theoretical and practical evidence.

2.0 LITERATURE REVIEW

2.1 Teaching Activities in Higher Education

According to Dang Vu Hoat and Ha Thi Duc (2004), teaching activities constitute an integral part of the teaching–learning process, which is inherently systematic. In this process, lecturers' teaching activities and students' learning activities exist in a dialectical, unified, and mutually interactive relationship. Without harmony between these two activities, the teaching–learning process cannot function in accordance with the principles of scientific cognition. Within this relationship, teaching objectives play the guiding role throughout the entire process: the objectives determine the selection of instructional content, which in turn determines the corresponding teaching methods and instructional media. Any inaccuracy in defining the objectives inevitably leads to inconsistencies in the remaining components of the teaching process.

Sharing this perspective, Luu Xuan Moi (2000) emphasizes that higher education teaching is not merely a replication of teaching at the general education level but possesses distinctive characteristics arising from its objective of developing highly qualified human resources with professional competence and occupational capability. Accordingly, university teaching is the process by which lecturers organize and direct students' cognitive and practical activities, enabling them not only to acquire scientific knowledge but also to develop self-learning and self-research competencies—essential capacities that allow graduates to continue improving their professional qualifications after graduation. Compared with teaching at the school level, the role of university lecturers has therefore shifted significantly from that of knowledge transmitters to designers, facilitators, and guides of students' independent knowledge construction.

Structurally, teaching activities in higher education consist of the following fundamental components: (1)Teaching objectives: the knowledge, skills, and professional attitudes that learners are expected to acquire; (2)Teaching content and curriculum; (3)Teaching methods and instructional media: the combination of approaches through which lecturers and students interact to achieve predetermined teaching objectives; (4)Teaching subjects (lecturers) and learning subjects (students); (5)Assessment and evaluation activities; and (6)Teaching outcomes (Dang Vu Hoat & Ha Thi Duc, 2004; Luu Xuan Moi, 2000). These components do not operate independently but are influenced by the broader teaching environment, including physical facilities, institutional characteristics, socioeconomic conditions, and the internationalization requirements of higher education.

To provide a foundation for the subsequent analysis and management discussion, each component is further clarified regarding its content and specific role.

First, Teaching Objectives

Teaching objectives represent the concretization of educational goals within the teaching process, reflecting the knowledge, skills, and attitudes that learners are expected to achieve after a defined period of instruction (Tran Thi Tuyet Oanh, 2004). Teaching objectives guide all remaining components of the teaching process: instructional content, teaching methods, instructional media, and organizational forms must all be selected based on the established objectives (Dang Vu Hoat & Ha Thi Duc, 2004). In higher education, teaching objectives extend beyond the acquisition of scientific knowledge to encompass the development of

professional competence together with students' capacities for self-directed learning and independent research (Luu Xuan Moi, 2000).

Second, Teaching Content

Teaching content comprises the system of knowledge, practical skills, and competencies that learners are expected to acquire during instruction. It is selected and structured from scientific, technological, cultural, and social achievements in accordance with predetermined teaching objectives (Tran Thi Tuyet Oanh, 2004). In higher education, teaching content is closely associated with the curriculum of each academic discipline and specialization and therefore requires continuous updating to reflect advances in disciplinary knowledge and evolving professional practice (Luu Xuan Moi, 2000).

Third, Teaching Methods and Instructional Media

Teaching methods refer to the combination of instructional approaches and interactions between lecturers and students that are appropriately applied to specific instructional content in order to accomplish established teaching objectives and tasks (Dang Vu Hoat & Ha Thi Duc, 2004). Instructional media, including learning materials, equipment, and educational technologies, support and enhance the effectiveness of the selected teaching methods (Tran Thi Tuyet Oanh, 2004). In higher education, because one of the principal goals is to cultivate students' capacity for independent learning, teaching methods have increasingly shifted from one-way lecturing toward active, learner-centered approaches (Luu Xuan Moi, 2000).

Fourth, Teaching and Learning Subjects

According to Nguyen Ngoc Quang (1986, 1989)'s theory of collaborative teaching, the teaching-learning process is a collaborative activity among multiple participants, including lecturer-student interaction and student-student collaboration within learning groups. In this process, lecturers organize and facilitate learning activities, whereas students actively and consciously engage in mastering instructional content (Dang Vu Hoat & Ha Thi Duc, 2004). This relationship is reciprocal and dialectical: teaching can only be effective when it receives an active response from learning, and vice versa (Luu Xuan Moi, 2000).

Fifth, Assessment and Evaluation

Assessment and evaluation measure the extent to which teaching objectives have been achieved while simultaneously providing feedback for adjusting the other components of the teaching process (Tran Thi Tuyet Oanh, 2004). This component maintains a reciprocal relationship with teaching objectives: objectives provide the basis for developing assessment criteria, whereas assessment results verify the extent to which objectives have been achieved and provide evidence for adjusting instructional content and teaching methods where necessary (Dang Vu Hoat & Ha Thi Duc, 2004).

Sixth, Teaching Outcomes

Teaching outcomes refer to the changes in learners' knowledge, skills, and attitudes following the instructional process and are regarded as the ultimate indicator of the effectiveness of the

entire teaching system (Tran Thi Tuyet Oanh, 2004). In higher education, teaching outcomes are viewed more broadly in relation to the extent to which graduates achieve the intended learning outcomes of academic programs and meet labor market requirements (Luu Xuan Moi, 2000).

It can therefore be seen that these six components do not exist in isolation but operate as an integrated and continuous system. Teaching objectives guide instructional content and methods; teaching methods and instructional media are implemented through interactions between lecturers and students; assessment measures achievement and provides feedback for adjustment; and teaching outcomes reflect the overall effectiveness of the system (Dang Vu Hoat & Ha Thi Duc, 2004). This systematic and measurable structure provides the theoretical basis for considering teaching activities as an object of quality management, which is discussed in greater detail in Section 2.2.

2.2 Teaching Quality Management in Higher Education

Building upon the analysis presented in Section 2.1, this study defines teaching quality management as the management of teaching activities from the perspective of quality, rather than the management of “quality” as an independent entity separate from teaching itself. Accordingly, the object of management is the entire teaching process, including its objectives, content, methods, actors, and outcomes. Quality serves as the guiding dimension and evaluative criterion for management, ensuring that the teaching process achieves and continuously maintains established standards while being subject to ongoing improvement.

To analyze the current situation at USSH, VNU-HCM, this study adopts Scheerens’ (2015) CIPO model as its principal theoretical framework. Recommended by UNESCO and widely employed in Vietnamese studies on higher education quality (Dinh Thi Thu Hang et al., 2025), the model allows the teaching components discussed in Section 2.1 to be classified into four major categories as follows: (1)Context: educational policies, quality accreditation requirements, institutional development strategies, external conditions affecting teaching activities (Dang Vu Hoat & Ha Thi Duc, 2004); (2)Input: teaching objectives, curriculum content and academic programs, lecturers' competencies, characteristics of incoming students (Tran Thi Tuyet Oanh, 2004; Luu Xuan Moi, 2000); (3)Process: teaching methods and instructional media employed in classrooms, interaction between lecturers and students, regular assessment and evaluation activities (Dang Vu Hoat & Ha Thi Duc, 2004); and (4)Output: student learning outcomes, achievement of intended learning outcomes, student satisfaction with teaching and learning (Tran Thi Tuyet Oanh, 2004; Luu Xuan Moi, 2000).

The adoption of the CIPO framework enables teaching quality management at the University of Social Sciences and Humanities, VNU-HCM to be viewed not as a collection of isolated managerial measures but rather as a closed-loop management cycle. Within this cycle, contextual factors and inputs determine how teaching activities are organized, while outputs provide feedback for improving both inputs and processes. This logic is fundamentally consistent with the PDCA (Plan-Do-Check-Act) cycle (Dinh Thi Thu Hang et al., 2025) and aligns with the principle of continuous quality improvement emphasized in Vietnam's current higher education accreditation regulations.

Relating each CIPO component to a specific management actor should be based on the current legal framework governing authority delegation in higher education institutions. Under existing regulations, the Rector is responsible for managing and administering all institutional activities and establishing the university's educational quality monitoring and evaluation system. Accordingly, four administrative management levels corresponding to the four CIPO components can be identified: Rector/Vice Rectors, supported by functional offices (e.g., Academic Affairs Office, Quality Assurance Office, Human Resources Office); Deans/Vice Deans; Heads of Departments/Program Coordinators; and lecturers and students as the two direct participants in teaching and learning. These relationships are summarized in Table 1.

Table 1: CIPO components, responsible management actors, and their corresponding responsibilities

CIPO Component	Elements (Section 2.1)	Responsible Management Actors	Primary Responsibilities
Context	Institutional policies and regulatory framework governing teaching	Rector, Vice Rectors (Executive Board); Quality Assurance Office (advisory unit)	<i>Executive Board</i> : formulate institutional development strategies linked to teaching quality; issue teaching regulations and policies; approve the internal quality assurance system. <i>Quality Assurance Office</i> : draft policy documents, provide implementation guidelines, and monitor policy implementation at faculty and departmental levels.
Input	Teaching objectives, curriculum, academic programs; lecturers' competencies; student characteristics	Deans and Vice Deans; Academic Affairs Office (curriculum); Human Resources Office (faculty development)	<i>Dean</i> : review faculty-level curricula, identify professional development needs, allocate resources and facilities. <i>Academic Affairs Office</i> : review and approve university-level curricula, manage enrolment quotas and teaching plans. <i>Human Resources Office</i> : recruit and develop academic staff, maintain competency records, and organize university-wide professional development programs.
Process	Teaching methods; instructional media; teaching-learning interaction; assessment and evaluation	Heads of Departments/Program Coordinators; Lecturers; Academic Affairs/Examination Office	<i>Head of Department</i> : assign teaching duties, observe teaching, organize professional meetings, and address student feedback. <i>Lecturers</i> : determine teaching methods, instructional media, and classroom assessment strategies for courses under their responsibility. <i>Academic Affairs/Examination Office</i> : schedule examinations, organize invigilation, and ensure consistent

CIPO Component	Elements (Section 2.1)	Responsible Management Actors	Primary Responsibilities
			implementation of examination regulations throughout the university.
Output	Student learning outcomes; achievement of intended learning outcomes	Deans (data synthesis); Rector (policy utilization); Students; Quality Assurance Office	<i>Dean</i> : consolidate teaching outcome data. <i>Rector</i> : use findings as evidence for policy adjustment. <i>Students</i> : plan their own learning and participate in monitoring and providing feedback on teaching activities. <i>Quality Assurance Office</i> : conduct surveys and quality accreditation activities.

Two important observations emerge from Table 1. First, administrative managers, from the Rector to Heads of Departments, are involved in all four CIPO components, although at different levels. Senior administrators primarily focus on macro-level management, whereas lower-level managers concentrate on micro-level implementation. Each managerial level nevertheless has one component that constitutes its principal responsibility according to its authority. Functional offices also play advisory and technical roles across multiple components simultaneously. For example, the Academic Affairs Office is involved in both Input (curriculum approval) and Process (organization of examinations), while the Quality Assurance Office participates in both Context (policy advising) and Output (surveys and accreditation). The presence of these functional units across multiple components explains why problems that appear independent may in fact be causally interconnected, as they often pass through the same administrative structures. Second, lecturers and students occupy a unique position that differs fundamentally from that of administrative managers. They are both objects of management and self-managing actors within the scope of their own responsibilities. Lecturers are assigned teaching duties and are professionally supervised by Heads of Departments, yet once in the classroom, they alone determine instructional methods, assessment strategies, and classroom organization. No one else can perform these responsibilities on their behalf. This perspective is consistent with Nguyen Ngoc Quang's theory of collaborative teaching, according to which teaching is a collaborative activity among lecturers and students as well as among students themselves (cited in Education and Times, 2024). Similarly, students are evaluated through their learning outcomes, yet, according to Luu Xuan Moi (2000), the ultimate objective of higher education is to cultivate students' capacity for self-directed learning. Consequently, students are also responsible for managing their own learning and contributing to the learning activities of their classes rather than relying solely on external management.

3.0 RESEARCH METHODOLOGY

The present study employed a documentary research method to investigate the research topic. The primary purpose of this method was to collect and synthesize information on the theoretical foundations of the study, as well as published research findings related to teaching quality management based on the CIPO framework.

Based on the CIPO model, the analytical framework of the study is illustrated as follows:

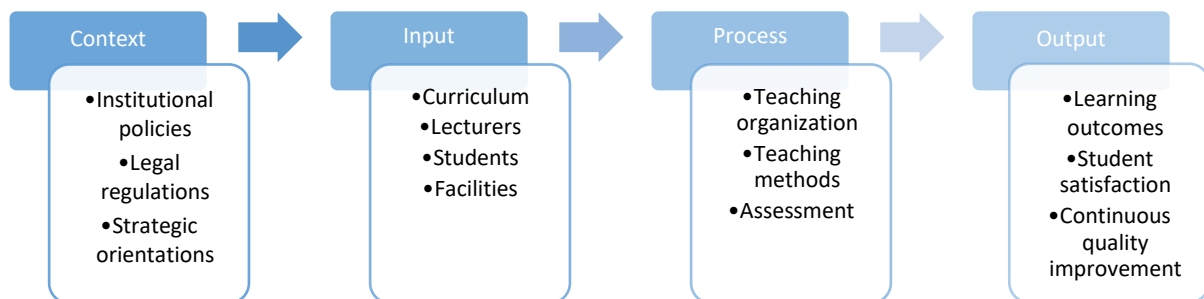


Figure 1: Conceptual framework

The research framework demonstrates that teaching quality management should be understood as a continuous cycle in which outputs provide feedback for improving contextual factors, resource inputs, and teaching processes. This cyclical relationship forms the basis for the analysis presented in the following section concerning the current state of teaching quality management at USSH, VNU-HCM.

4.0 CURRENT STATUS OF TEACHING QUALITY MANAGEMENT BASED ON THE CIPO APPROACH AT USSH, VNU-HCM

4.1 Context: The orientation toward outcome-based teaching has not yet been institutionalized into faculty and department-level teaching procedures

This component falls under the responsibility of the Rector and Vice Rectors, with advisory support from the Quality Assurance Office and the Academic Affairs Office.

The Context component of teaching activities at USSH, VNU-HCM, is directly influenced by the teaching reform agenda that VNU-HCM has been promoting across its entire university system. The VNU-HCM's Annual Quality Report 2025 clearly identifies the advancement of outcome-based education (OBE) and the authentic measurement of learning outcome attainment as key strategies for strengthening the linkage between quality assurance, educational quality, and student learning outcomes. This strategic orientation directly affects the organization of teaching activities—from course syllabus design to the selection of teaching methods and assessment approaches—rather than merely representing a macro-level issue of curriculum governance.

The orientation toward outcome-based teaching is reflected not only in institutional policy but also in the quality of student intake. As one of the member institutions of VNU-HCM, the University of Social Sciences and Humanities offers 136 academic programs. In the 2025 admission cycle, entrance scores ranged from 20.00 to 28.88 points, with Journalism recording the highest admission score (28.88 points, Combination C00) and Russian Language among the lowest (20.00 points), reflecting considerable variation in competitiveness and quality requirements across academic disciplines (USSH, 2025).

A major challenge facing the Rector and Vice Rectors is to transform this university-wide strategic orientation into concrete teaching procedures at the faculty and departmental levels. The analysis presented in the 2025 Annual Quality Report of VNU-HCM indicates that this remains a common gap throughout the system. The report emphasizes the necessity of ensuring alignment among intended learning outcomes, teaching and learning methods, and assessment activities. This finding suggests that intended learning outcomes have not yet been fully embedded in day-to-day teaching practices but remain largely confined to curriculum documents. Unless the University establishes specific internal regulations requiring Heads of Departments and lecturers to align teaching methods and examination questions with course learning outcomes, reform initiatives introduced at the system level will be unlikely to reach classroom practice. Institutionalizing these requirements is therefore a responsibility that rests primarily with the Rector rather than relying solely on the voluntary commitment of individual lecturers.

4.2 Input: Uneven pedagogical and digital competencies among lecturers create difficulties for faculty-level teaching planning

This component falls under the responsibility of Deans and Vice Deans, together with the Academic Affairs Office and the Human Resources Office.

The Input component of teaching activities is primarily reflected in the pedagogical competence of academic staff, which fundamentally determines the teaching methods employed in classrooms. The report indicates that professional development activities have been implemented but remain insufficiently systematic. Although lecturers have received training in outcome-based education, learner-centered pedagogy, project-based learning, and online teaching, external accreditation findings reveal that the University has not yet established a comprehensive competency framework accompanied by standardized procedures and quantitative indicators for evaluating teaching competence.

The need for systematic professional development became even more apparent when VNU-HCM conducted the IR3 survey between September and October 2025 across the entire university system. The survey aimed to collect students' feedback regarding lecturers, academic programs, and learning facilities. However, response rates in several member institutions did not reach the desired level, indicating the need for stronger mechanisms to encourage student participation. Furthermore, external accreditation panels consistently recommended strengthening lecturers' English-language proficiency and their ability to integrate digital technologies and artificial intelligence (AI) into teaching and learning activities (VNU-HCM, 2026).

These issues constitute a significant management challenge at the faculty level. The absence of a clearly defined teaching competency framework makes it difficult for Deans to develop effective professional development plans, despite faculty development being one of their principal responsibilities, as presented in Table 1. Without objective competency criteria, it becomes challenging to determine which lecturers should receive priority training and in which specific pedagogical areas.

This challenge becomes even more evident when compared with the requirements of international accreditation standards pursued by many academic programs within VNU-HCM. External reviewers have recommended that programs expand opportunities for students to practice English and integrate digital technologies and artificial intelligence into teaching and learning. These recommendations require lecturers to possess corresponding language and technological competencies. Unless the University systematically assesses and classifies the existing teaching competencies of individual lecturers according to these criteria, Deans will find it difficult to assign appropriate participants to professional development activities. Consequently, staff development programs are likely to remain broad and generalized while producing only limited improvements in actual classroom teaching quality.

4.3 Process: Current assessment practices do not adequately measure student competencies, creating direct challenges for heads of departments and lecturers

This component most clearly illustrates the dual role of lecturers discussed in Section 2.2. Lecturers are simultaneously subject to professional supervision by Heads of Departments and the Academic Affairs Office, while retaining direct responsibility for determining teaching approaches and assessment methods within the courses they teach.

The analysis presented in the 2025 Annual Quality Report of VNU-HCM identifies this area as receiving the greatest number of recommendations for improvement across the entire university system. Specifically, the report recommends that academic programs: (1) develop comprehensive examination question banks; (2) separate examination design from the teaching process to ensure objectivity; (3) design assessment rubrics and examination questions that accurately measure intended learning outcomes; and (4) reduce the proportion of multiple-choice examinations in order to evaluate students' competencies more effectively.

The 2025 review of academic programs further revealed that many programs had not yet established shared examination question banks or independent mechanisms for reviewing examination papers prepared by course instructors. In several departments within the University of Social Sciences and Humanities, multiple-choice examinations still accounted for approximately 70–80% of assessments, exceeding the recommendations of the AUN-QA standards, which emphasize diversity in assessment methods (VNU-HCM, 2026).

This challenge lies precisely at the intersection of administrative management and academic autonomy. According to Table 1, Heads of Departments are responsible for organizing course assessment activities. However, this responsibility depends heavily on whether individual lecturers - who possess substantial autonomy over their own courses—actively design examinations aligned with intended learning outcomes or continue relying on familiar but limited assessment formats, such as conventional multiple-choice tests.

If the University has not yet established departmental examination question banks together with independent mechanisms for reviewing examination papers prepared by course instructors, assessment practices will continue to depend largely on individual lecturers. Consequently, Heads of Departments will find it difficult to ensure both the objectivity of assessment and the alignment between teaching methods and assessment outcomes. This concern is consistent with the 2025 Annual Quality Report, which emphasizes the necessity of conducting systematic

examination analysis, independent review of examination papers, and score distribution analysis to ensure the reliability, validity, and fairness of student assessment.

4.4 Output: High levels of student satisfaction have not yet been effectively utilized to improve teaching practices at the faculty and institutional levels

This component falls under the responsibility of Deans for data consolidation, the Quality Assurance Office for quality monitoring, and the Rector for utilizing evaluation results in institutional decision-making.

The Output component of teaching activities at the University reveals a noteworthy gap between collecting teaching evaluation data and using those data for teaching improvement. The 2025 IR3 survey likewise recorded relatively high levels of student satisfaction with teaching activities, ranging from 84.1% to 97.4% across different units. However, response rates in some units remained below the desired target. Furthermore, the 2025 Annual Quality Report explicitly states that survey results and the institutional use of students' feedback should be communicated transparently to survey participants to ensure that their contributions are demonstrably incorporated into continuous quality improvement efforts (VNU-HCM, 2026).

This represents the core challenge associated with the Output component of teaching quality management. Although student satisfaction surveys have been conducted regularly, the feedback loop between Output and the teaching Process remains incomplete if the University lacks a mandatory mechanism requiring survey results to be returned to individual lecturers together with specific recommendations for improvement, rather than merely aggregating data for accreditation purposes.

In other words, student feedback data are currently consolidated effectively by Deans from a statistical perspective. However, from the perspective of quality improvement management, whereby output information should directly influence how Heads of Departments and lecturers organize teaching in subsequent semesters, this remains a weak link. Addressing this issue requires the Rector to establish a more robust institutional mechanism that formally closes the feedback loop, rather than leaving its implementation to the initiative of individual faculties.

5.0 CONCLUSION AND RECOMMENDATIONS

The synthesis of the four CIPO components demonstrates that the challenges associated with teaching quality management at USSH, VNU-HCM, are not isolated within any single administrative level. Rather, they constitute an interconnected chain extending from the Rector to lecturers and students. The strategic orientation toward outcome-based education, representing the Context component and translated into institutional practice by the Rector, requires corresponding pedagogical competencies among lecturers, which belong to the Input component under the responsibility of Deans. Uneven teaching competencies, in turn, directly affect the quality of instructional design and assessment practices in classrooms, constituting the Process component jointly managed by Heads of Departments and lecturers. Finally, although student satisfaction data, representing the Output component, are regularly collected and consolidated by Deans and utilized by the Rector, these data have not yet been effectively fed back into the teaching process to ensure meaningful adjustments to instructional practices in subsequent semesters.

Based on the analysis of teaching quality management from the CIPO perspective, the following recommendations are proposed. These recommendations are organized according to the four CIPO components - Context, Input, Process, and Output - and are aligned with the principal management actors identified in Table 1.

Recommendation 1 (Context): Institutionalize outcome-based education through faculty and department-level teaching procedures

To address the challenges identified within the Context component, the Rector, Vice Rectors, Quality Assurance Office, and Academic Affairs Office should promulgate internal institutional guidelines that explicitly require all faculties and departments to align course intended learning outcomes with teaching methods and assessment practices. Standardized templates should be developed to verify constructive alignment and ensure consistent implementation across academic units.

These regulations should clearly specify the timing of curriculum reviews, such as at the beginning of each semester or academic year, and designate the responsible authorities at each management level. Such institutionalization would ensure that the orientation toward outcome-based education is translated from policy documents into routine teaching practices.

Recommendation 2 (Input): Develop a teaching competency framework and implement targeted professional development

To overcome the limitations associated with the Input component, Deans and Vice Deans, in collaboration with relevant administrative offices, should establish a comprehensive teaching competency framework tailored to the specific characteristics of each faculty. The framework should encompass competencies in contemporary pedagogy, English-language proficiency, and the application of digital technologies and artificial intelligence in teaching.

Based on systematic assessments of individual lecturers against this competency framework, Deans should organize differentiated professional development programs targeting specific groups of lecturers rather than adopting generalized training approaches. Priority should be given to lecturers responsible for courses within academic programs that are undergoing, or preparing for, international accreditation.

Recommendation 3 (Process): Develop departmental examination question banks and separate examination design from course instruction

To address the principal challenges identified within the Process component, departments should establish shared examination question banks for each course and separate the preparation of examination papers from the lecturers directly responsible for teaching those courses.

This recommendation is particularly important because the analysis indicates that assessment practices remain highly individualized, resulting in inconsistencies in measuring intended learning outcomes. Heads of Departments, together with the Quality Assurance Office, should coordinate the development of common examination question banks with contributions from

all lecturers within each department. Independent peer-review mechanisms should also be introduced to evaluate examination papers prepared for each course.

Furthermore, departments should periodically analyze examination score distributions following each assessment period to identify questions with poor discrimination indices or inadequate alignment with intended learning outcomes. These analyses should serve as evidence for revising both examination question banks and instructional approaches adopted by course lecturers.

Recommendation 4 (Output): Establish a mandatory feedback mechanism linking student evaluation results to teaching improvement

To address the shortcomings identified within the Output component, Deans and the Quality Assurance Office should establish a formal institutional procedure requiring student evaluation results to be communicated to individual lecturers immediately after survey data become available.

Lecturers whose teaching evaluation results fall below faculty-established performance thresholds should be required to prepare specific improvement plans for subsequent semesters. Based on consolidated data submitted by individual faculties, the Rector should utilize these findings to evaluate the effectiveness of professional development activities implemented under the Input component and to adjust institutional staff development strategies for the following academic year.

Through this mechanism, the quality management cycle would be effectively closed, enabling Output data to systematically inform improvements in both the Input and Process components and thereby supporting continuous enhancement of teaching quality.

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