



Received: 11-09-2023
Accepted: 21-10-2023

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Impact of Education Quality Accreditation on Improving Quality Training of the University of Labour and Social Affairs in the Period 2018-2023

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Abstract

In education, quality is increasingly focused on the benefits of learners and society. The quality of higher education is a concern of the State, families, schools and the whole society. Affirming the quality of training and committing to continuous improvement is an inevitable requirement of every universities. Education quality accreditation activities have been implemented in most educational institutions in Vietnam. Quality accreditation aims to evaluate the operating process of each educational institution and each program in a certain period, while also pointing out shortcomings and action plans to help the training activities of the State. The universities has been improved and its quality has been improved. For the University of Labour and Social Affairs, the education quality accreditation work has had a positive impact on all aspects of the university's activities. In 2018-2023, the university conducted quality accreditation s of educational institutions and 08

undergraduate programs according to the standards set by the Ministry of Education and Training, Vietnam with recognized results meeting the quality standards as prescribed. Based on the recommendations of external evaluation experts, the university has developed and implemented plans to improve the quality of education. Throughout the implementation and evaluation process, positive changes can be seen in the awareness and actions of the university, staff, lecturers, workers, and learners, contributing to the establishment and development of a quality culture within the university. Based on these practical experiences, the article focuses on analyzing and evaluating the impacts of education quality accreditation on improving the quality of training activities at the University of Labour and Social Affairs and proposes measures to enhance the quality of the university's training activities.

Keywords: Education Quality Accreditation, University, Quality of Training

1. Problem Statement

Education quality accreditation is an effective activity and tool to help schools control and ensure quality, and enhance competitiveness for educational institutions. Education quality accreditation plays a role in helping education managers systematically look at the entire activities of the university, to adjust the educational activities of the university according to certain standards. Through education quality accreditation activities, including self-evaluation and external evaluation activities, university leaders determine the degree of meeting educational objectives according to the quality evaluation standards in each stage. The results of education quality accreditation reflect the quality of training of the university, from which university leaders can identify strengths, weaknesses, opportunities, and challenges of their unit, and use this as a basis to develop plans to improve the quality of education, continuously improving the quality of educational activities. For the University of Labour and Social Affairs, education quality accreditation work has had a positive impact on all aspects of the university's activities. In 2018-2023, the university conducted quality accreditation s of educational institutions and 08 undergraduate programs according to the standards set by the Ministry of Education and Training (MOET), Vietnam, with recognized results meeting the quality standards as prescribed. Based on the recommendations of external evaluation experts, the university has developed and implemented plans to improve the quality of education. Throughout the implementation and evaluation process, positive changes can be seen in the awareness and actions of the university, staff, lecturers, workers, and learners, contributing to the establishment and development of a quality culture within the university. It can be affirmed that education quality accreditation work has had a strong impact on improving the quality of training activities at the University of Labor and Society.

2. Results of the Evaluation and Quality Accreditation of the University of Labor and Society

As of August 2023, the university has completed the second cycle of education quality accreditation, with 08 out of 15 undergraduate programs being inspected and recognized as meeting the quality standards according to the standards set by the Ministry of Education and Training (MOET).

2.1 The Results of the Quality Evaluation of the University's Undergraduate Programs

The results of the quality evaluation of the university's undergraduate programs by the VNU center for education accreditation- National University of Hanoi are as follows:

- Insurance undergraduate program: 41 out of 50 criteria met (82%).
- Social Work undergraduate program: 43 out of 50 criteria met (86%).
- Accounting undergraduate program: 42 out of 50 criteria met (84%).
- Human Resource Management undergraduate program: 43 out of 50 criteria met (86%).
- Business Administration undergraduate program: 42 out of 50 criteria met (84%).
- Economic Law undergraduate program: 42 out of 50 criteria met (84%).
- Psychology undergraduate program: 40 out of 50 criteria met (80%).
- Economics undergraduate program: 41 out of 50 criteria met (82%).

2.2 The Results of the Quality Evaluation of the University

The results of the quality evaluation of the university's educational facilities by the VNU center for education accreditation - National University of Hanoi are as follows:

- Cycle 1 in 2018: 49 out of 61 criteria met the requirements (80.3%), with all standards having at least 01 criteria meeting the requirements.
- Cycle 2 in 2023: The average scores of the criteria in each category (Quality assurance in strategy, Quality assurance in system, Quality assurance in function implementation, Activity results) are all above 3.50, and there are no criteria with an average score below 2.00.

2.3 The Results of Quality Assurance Regarding Strategy

The mission and vision are officially declared in each appropriate stage to fit with the country's economic and social development strategy, function, mission, and resources. The management system and structure are established, with clear responsibilities, and are being completed according to the University Education Law, Vietnam. Basic strategic targets are set and solutions to achieve them. Policies on training, scientific research, and community services are built, reviewed, and updated to fit with the Party and State's policies. Planning and training, human resource development are invested in; the basic faculty team meets the requirements for performing tasks. The financial situation at the end of the stage has increased, basically ensuring resources for activities. The network of domestic and international partners has improved.

2.4 Results of Quality Assurance Regarding the System

The quality assurance system is established and operated quite comprehensively. The specialized staff is trained and developed in their field of expertise. Strategic plans and

quality assurance activities are implemented to support improving and enhancing the quality of activities. The quality assurance mechanism is well-operated through surveys, self-evaluation, and external evaluation of the university and training programs. The internal quality assurance information management system is initially built and applied information technology in the main operating fields. The process of selecting and using comparative information is established and implemented in the process of developing training programs and serving self-evaluation and quality accreditation work.

2.5 Results of Quality Assurance Regarding Function Implementation

Admissions work is carried out with results; admission criteria and methods are clearly defined and publicly announced; university admission results have been improved. The development, review, and adjustment of training programs are periodically implemented according to regulations. Teaching activities are appropriate to the declared educational philosophy; practical activities and internships are concerned. The evaluation of learning results is specifically regulated and implemented. Plans for cooperative development, scientific research, and connection, community service are established and implemented with key indicators developed, reviewed for improvement. The system, and process of organizing, and managing scientific research of faculty and learners are established and implemented. Plans for cooperation development in research have solutions for implementation; external relations and partner networks are improved. Diverse community service activities are associated with the strengths of the university.

2.6 Results of Activities

The learning management system is implemented; the graduation rate, dropout rate, and average graduation time of training majors are established and monitored. The employment rate of graduates is quite high; the quality and job performance of graduates meet the satisfaction of employers. The quantity and types of scientific research by faculty and students are determined and implemented; the number of scientific publications has increased. The impact of connection and community service activities is recognized by stakeholders. Monitoring of results and financial indicators of activities is established and contributes to fulfilling the mission, vision, and strategic objectives of the university.

- The university has established a system of documents and procedural guidelines for implementing quality assurance activities. Along with continuously improving quality, demonstrated through strategic plans and specific action plans, the university has developed a 5-year quality assurance plan and annual plans with (1) Quality assurance plan targets; (2) Resources for plan implementation, including human resources and financial resources; and (3) Plan implementation timeline: long-term, medium-term, short-term. This system of management documents has played an important role in implementing the internal quality assurance system effectively.
- Feedback collection activities from relevant parties include: Collecting students' opinions on courses; gathering feedback from alumni and employers on the

quality of training programs; collecting feedback on support activities for students; and conducting surveys on the working environment regularly. The feedback from stakeholders, and self-assessment information from staff, are synthesized and reported to the university leadership to serve the planning, making executive decisions as well as providing feedback for relevant individuals to serve quality improvement.

- The internal quality assurance system was built and operated relatively effectively, contributing to building a quality culture at the university. This quality assurance system requires all training programs to carry out a review and improvement process to improve training quality. At the same time, leaders at all levels, and the staffs and lecturers of the university have really paid attention to the work of quality assurance and quality assurance, awareness of quality assurance in all activities has had positive changes. The university's officials, lecturers, and workers are all aware that quality assurance contributes to improving the quality of training. This change in perception contributes to creating favorable conditions for implementing review, evaluation, inspection and internal quality monitoring activities, ensuring the improvement of the quality and effectiveness of the university's activities.

3. The Impact of Education Quality Accreditation on Improving the Quality of Educational Activities at the University of Labour and Social Affairs

3.1 The Impact of Education Quality Assessment at the Strategic Level

During the process of construction and development, beside the achievements that have been made, the university still has limitations and shortcomings due to the development strategy of the university not being fully in line with the trends of higher education development in Vietnam and internationally. The results of the education quality assessment have helped the university to recognize its current situation and identify key issues at the strategic level that need to be addressed to improve quality. These issues focus on aspects such as "*Mission, Vision, Core Values, Management and Administration, Policy and Resources*". After the self-assessment process, external assessment of the quality of the educational university, and the 8 training programs, the university has identified the need to improve strategic issues as a prerequisite for improving the quality of its educational activities.

Firstly, to improve the quality of the University's activities, the Party Committee and the University's leadership have identified one of the tasks to be done to determine the position of the educational institution on the map of higher education in Vietnam, the region at the present and in the future. At the same time, review and adjust the mission, vision, core values, and educational philosophy of the University. Although before the external assessment, the University had developed its mission, vision, core values, and educational philosophy, and conducted surveys to gather opinions from relevant parties, it has not been widely disseminated.

Secondly, it is necessary to improve the university's management system to establish the strategic development orientation of the university by the practical context of the educational institution; ensure accountability, sustainability, and transparency, and minimize risks in the management

process of the educational institution. The organizational structure of the university is improved and reorganized to align with the development direction of the university, and clearly define the functions and tasks of units, departments, and individuals to promote the achievement of the university's common goals. Enhance the development of a quality culture and build an internal quality assurance system to effectively implement overall quality management work. The decisions of the University are concretized through long-term, medium-term, and short-term strategies. Thirdly, build and improve the system of policies on education, scientific research, and community service. Policies on education, scientific research, and community service are regularly reviewed, improved, and evaluated for effectiveness and efficiency, with adjustments made to align with the actual situation and feedback from relevant parties. Fourth is managing human resources, finances, infrastructure, network systems, and international cooperation. The resources of the institution are identified and allocated reasonably. In particular, the institution needs to pay more attention to planning and developing a highly skilled workforce.

3.2 The Impact of Quality Assurance in Education at the System Level

Quality assurance has an impact on system-level changes, including issues such as Internal quality assurance systems, internal and external quality assessment activities; Internal quality assurance information systems, and quality improvement activities.

After the quality assurance of educational institutions, the university continues to build and improve the internal quality assurance system, such as: Strengthening the Quality Assurance Council, and Internal Quality Assurance Network, and enhancing personnel and professional training for units and specialized staff responsible for quality assurance.

The internal quality assurance system of the university is designed and built to meet the mission, vision, and strategic objectives of the institution and to meet the requirements of relevant parties. The establishment of the internal quality assurance system helps ensure that quality assurance activities are systematically and synchronously implemented across units.

3.3 The Impact of Educational Quality Assessment at the Functional Level

Quality assessment has an impact on functional changes, including three main areas: Education, scientific research, and community service.

- In the field of education: Enrollment and admission; Curriculum design and review; Teaching and learning; Student assessment and evaluation; Student support and services.
- In the field of scientific research: Research management; Intellectual property management; Collaboration and partnerships in scientific research.
- In the field of community service: Connecting and serving the community.

The school's activities are implemented according to the PDCA cycle: Plan, Do, Check, Act. This approach helps ensure the quality of the school's activities and allows for continuous review and improvement, leading to the development of a quality culture within the organization.

4. Some Recommendations for Improving the Quality of Training at the University of Labour and Social Affairs

Firstly, continue to raise awareness of the role of quality assurance and quality assessment in the development of educational institutions. Quality is the first factor and plays an important role in every educational institution. Ensuring and improving the quality of training at the university is always the most important task, affirming its brand and reputation in the university education system. Therefore, to carry out quality assurance work well, the consensus of all members of the educational institution must be created. To do this well, the university needs a specific plan and program to raise awareness of quality assurance work among its staff and students. Raising awareness can be done in many different ways such as disseminating information on the website, through training sessions, specialized activities, seminars, etc.

Secondly, it is necessary to issue a process for developing a strategy with the participation of relevant parties related to the understanding of the mission, vision, and core values of the university into each component of the strategic pillar; Identify SMART strategic indicators; Issue full component plans for implementation and divide them into short-term annual plans; Conduct annual periodic evaluations and mid-term results of strategic indicators to have effective solutions in implementation and adjustment of strategic indicators.

Thirdly, enhances the organizational capacity to operate the quality assurance system in educational institutions. Leadership in educational institutions is an important factor that affects the success of quality assurance processes. Senior leadership (Rector) is responsible for Orienting the organization's development strategy, establishing principles for quality assurance mechanisms, and building and creating conditions for developing a quality culture at the unit. However, to operate and develop the internal quality assurance system, not only the senior leadership team but also lower-level leaders such as the center Director, Head of Department, and Head of functional departments) will be responsible for developing and maintaining the quality system at the unit. According to Sursock (2010) ^[6], to effectively manage the quality assurance process at universities, leadership at all levels needs to have the same direction and "can encourage and encourage their subordinates that they are important factors contributing to achieving the strategic direction of the unit".

Fourth, invest funds in the quality assurance process. Quality assurance is a continuous process, and internal quality assurance activities require funding. To ensure the effective operation of the quality assurance system, units need to have fixed and annual budget sources. This is also a challenge for universities today, leading to barriers in operating the quality assurance system. Breakthrough solutions are needed to attract high-quality and highly qualified personnel, plan, train, and develop high-level human resources according to job positions, and allocate budget ratios in the financial structure in the internal expenditure regulations for the development of the workforce. Establish and issue a system of KPIs to evaluate the effectiveness of the work of officials, lecturers, and employees; regularly gather opinions on regimes, policies, and procedures for implementing human resource planning

to improve.

Fifth, it is necessary to improve the internal quality assurance system and internal information system. The internal quality assurance system plays an important role in ensuring the quality of educational institutions, helping the university to monitor all aspects of activities, closely following each content of quality standards, and criteria for evaluating the quality of educational institutions and training programs. Enhance the application of information technology and communication to promote the university's brand and position. Scientifically research, improve process diagrams, review and develop vision, mission, and culture to make it easy to understand, remember, and implement for stakeholders.

Sixth, build and improve the system of quality assurance documents, and establish management procedures. Publish quality assurance policies and have annual plans with targets covering all areas aimed at improving the quality of main activities. Review and evaluate the overall process of planning quality assurance activities, performance indicators, and main targets to continue improving to fully implement strategic objectives and quality assurance goals, and build a quality culture.

Seventh, regularly analyze and forecast the demand for human resources in training programs based on the economic and social development plans/strategies of regions/areas and specialized strengths. Analyze and evaluate the effectiveness of enrollment methods to establish appropriate ratios, and improve admission monitoring and management. Establish specific criteria and support policies for some difficult-to-recruit master's degree programs; have breakthrough policies to attract candidates, especially good candidates, to register for admission. Establish specific quantities and measures of community connection and service activities, contributions to society, and regulations and guidelines for implementation. Develop specific plans to evaluate and establish the social impact of activities and contributions to society. Regularly collect data, and compare with other universities for reference and analysis as a basis for improving quality.

Eighth, promote communication work and create conditions and mechanisms for stakeholders to monitor and contribute to the process of maintaining and improving the quality of the university.

5. Conclusion

The results achieved by the University of Labour and Social Affairs after implementing the quality improvement plan from 2018 to 2023 show the positive impact of university education quality accreditation. It helps training institutions have an objective view of their training activities from a general to a detailed level. They can identify which stage of development they are in compared to other educational institutions in and outside the country and therefore have a development plan for their educational institution. In summary, all educational activities aim to improve the quality of education, with quality education accreditation being one of the important tools and solutions that educational institutions need to implement. At the same time, educational institutions need to do well in communication to receive broad support from stakeholders, creating favorable conditions for improving quality.

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