Study on Factors to Ensure Education Quality at University of Sciences - Thai Nguyen University

Khuong Phi Dinh[1], Duong Lam Thuy[2]
[1]Thai Nguyen University of Sciences, Vietnam
[2]Thai Nguyen University of Education, Faculty of Primary Education, Vietnam

ABSTRACT: Research and collect feedback from staff and students on the quality of educational factors, thereby making necessary adjustments to help improve and meet the requirements of program quality inspection. Training and checking the quality of educational and training facilities in the University of Sciences - Thai Nguyen University (TNUS), The research was conducted through a survey to get feedback from officials and lecturers on quality assurance factors at the school. Data collected from 240 officials and lecturers in the school year 2023 - 2024, using SPSS 22.0 software for analysis. Research results show that there are 7 factors affecting quality assurance at the University of Sciences - Thai Nguyen University, including 7 main contents (with 29 evaluation criteria). The survey results are synthesized and summarized specifically to provide recommendations that contribute to improving quality assurance conditions and enhancing the quality of educational and training activities of the School.

KEY WORDS: Quality assurance, quality of education, survey, testing, feedbacks

I. INTRODUCTION

Currently, the quality of education in general and the quality of higher education in particular are always the top concerns of the entire society because of its importance to the country's development. In Vietnam, the issue of ensuring the quality of education in general and ensuring quality in higher education in particular has been mentioned since the transition years between the 20th and 21st centuries and has received special attention within the last few years. For the past 20 years, there have been many models of quality assurance in higher education implemented in our country. However, the quality assurance work at universities today has not been given enough attention and has not been systematic; Most of them just stop at quality control. Therefore, learning from world experience models in ensuring the quality of higher education is extremely necessary.

The 13th National Party Congress documents have identified the goal of becoming a developing country with modern industry and high average income by 2030 and becoming a developed country with high income by 2045. That requires a breakthrough in fundamental and comprehensive innovation in education and training, "Education and training together with science and technology are the top national policies and the key driving force for national development" [1]. Among these, quality assurance activities are indispensable, activities that help maintain, ensure, improve and enhance quality in higher education. Forming, operating, maintaining and developing a quality assurance system is an important and necessary task for any university. Studying quality assurance models in higher education in other countries helps Vietnam summarize experiences suitable to the country's actual conditions and circumstances, contributing to building high-quality human resources to serve the cause of industrialization, modernization and international integration.

Education and training is the "top national policy", the cause of the Party, the State and the entire people; ensuring the leading role of the State, at the same time attracting the active participation of society in developing the cause of education and training; investment in education and training is the investment for development, given priority in socio-economic development programs and plans. Strengthening the leadership of the Party in fundamental and comprehensive innovation of education and training. Focusing on Party building work in the field of education and training; promoting the role of Party committees at all levels in education and training in leading and directing the implementation of education and training development goals. Continue to disseminate and disseminate more widely and effectively the goals, requirements and contents of education and training innovation, first of all to leaders, managers at all levels and teachers nationwide in order to create synchronization and unity in leadership, direction and implementation, creating trust, consensus and support from all aspects of life. Focus on in-depth investment in facilities and high-quality human resources for vocational training institutions and public universities in a number of industries, occupations and fields of regional and international stature in order to create breakthroughs and strong and comprehensive changes in the quality of training of high-quality human resources associated with research, development of

science, technology and innovation to meet the requirements of industrialization, modernization of the country, national digital transformation and international integration; Focus on industries and fields that meet the requirements of developing a knowledge-based economy, digital economy, green economy, circular economy, especially basic sciences, engineering, technology and new industries such as artificial intelligence, data science, semiconductors, etc. Build breakthrough mechanisms and policies and invest appropriate resources to develop national universities, regional universities, excellent higher education institutions according to international agreements, and key higher education institutions [2]

Innovate the mechanism of receiving and processing information in education and training management. Implement the mechanism of learners participating in evaluating education and training activities; teachers participating in evaluating management staff; education and training institutions participating in evaluating state management agencies [3].

Overview of quality assurance in higher education

With the emergence of higher education quality assurance systems around the world, it is important to unify definitions for terms commonly used in quality assurance activities and in professional research. Quality assurance is actually a relatively new phenomenon in higher education compared to other fields such as industry or economics. Quality assurance in education is related to policies and procedures that are practical and effective along with quality. According to Harvey: "Quality assurance in higher education is a set of policies, procedures, systems and practices within and outside the organization designed to achieve, maintain and improve quality"[4].

Thus, quality assurance in higher education is a systematic management and evaluation process to monitor the activities of higher education institutions/organizations, ensure output quality and improve quality. According to the definition of SEAMEO, educational quality assurance is the viewpoints, guidelines, policies, goals, actions, tools, processes and procedures that, through their presence and use, can ensure that the educational mission and goals are realized, and standards are maintained and improved [5].

The quality assurance system of higher education includes the following components:

(1) Internal quality assurance is the totality of systems, resources and information used to establish, maintain and improve the quality and standards related to teaching, learning, research and community service activities. The monitoring mechanisms in the internal quality assurance system are operated to maintain and improve the quality of higher education [6].

(2) External quality assurance is an activity implemented by an organization outside the educational institution. This organization conducts an assessment of the activities of the educational institution/training program to determine whether the educational institution/training program meets the agreed and predetermined standards [7].

Thus, the quality assurance system of higher education can be summarized as follows: internal quality assurance includes monitoring, self-assessment and quality improvement activities, while the form of external quality assurance includes benchmarking, auditing, assessment and accreditation. Despite the differences in activities, both internal quality assurance and external quality assurance aim at the common goal of continuous improvement and enhancement of training quality. The basis for implementing these activities is effective leadership and building a healthy cultural environment.

In that trend, the role of universities is to focus on training high-quality human resources, nurturing talents, developing qualities and self-study capacity, self-enrichment of knowledge and creativity of learners. To fulfill this role, universities need to clearly define the orientation for developing their higher education programs. The Project on Innovation of Higher Education in Vietnam for the period 2006-2020 issued under Resolution No. 14/2005/NQ-CP clearly stated that it is necessary to classify universities in Vietnam into 2 groups: Research-oriented and Career-oriented [11]. Implement necessary measures to regularly monitor and improve the quality and efficiency of higher education activities, ensuring that all standards and criteria of the Higher Education Institution Standards within the scope of application to higher education institutions from 2025 are met; Implement accountability to learners, competent state management agencies and relevant parties on the quality and effectiveness of higher education activities through the results of implementing higher education standards [12]. In Vietnam today, the quality of college and university training in general still has many shortcomings. While in countries around the world, students are considered the most important and primary customers of higher education (Hill, 1995) [14]. Customer satisfaction is the level of a person's emotional state that stems from comparing the results obtained from a product/service with that person's expectations. Thus, when a customer feels satisfied with a product, it means that the level of actual satisfaction from using the product is greater than, or equal to, the level of satisfaction expected from the product. The level of customer satisfaction is determined by the gap between the actual level of satisfaction and the expected level of satisfaction. The larger the gap, the greater the satisfaction or dissatisfaction and vice versa. (Philip Kotler, 2001) [15]

According to a World Bank survey on the quality of human resources in 12 Asian countries in 2014, Vietnam scored 3.79 points (on a scale of 10), ranking 11th. Meanwhile, South Korea scored 6.91 points; India scored 5.76 points; Malaysia scored 5.59 points (Vu Xuan Hung, 2016) [13]. The survey report also shows that countries with high scores on human resource quality are often countries that have made many strides in educational development with many training programs that are considered prestigious and of high quality. The education systems of countries with high rankings in human resource quality always emphasize the evaluation of training programs to improve, innovate and develop programs to keep up with the needs of society

and the context of global integration [13]. The quality of an educational institution is the fulfillment of the goals set by the educational institution, ensuring the requirements of educational goals of the Law on Higher Education, in accordance with the requirements of training human resources for the socio-economic development of the locality and the whole country. Assessing the quality of an educational institution is the collection, processing of information, making judgments based on assessment criteria for all activities of an educational institution, including: ensuring quality in terms of strategy, ensuring quality in terms of system, ensuring quality in terms of performing functions and results of activities of an educational institution [20]

Higher education quality assurance model in the world

Currently, educational quality accreditation activities have become quite popular in many countries around the world. Of the 213 countries and territories in the world participating in the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), most of them have implemented quality accreditation activities for higher education and vocational secondary education with the aim of managing, monitoring and continuously improving the quality of education [6].

The internal quality assurance model of the Southeast Asian University Network (AUN) includes the following components: testing tools; assessment tools; quality assurance processes for specific activities; specific quality assurance tools; and continuous quality improvement activities. For AUN, quality assurance in higher education is an important factor to improve the quality of all areas of the school's work and provides the following definition of internal quality assurance: "the totality of systems, resources and information dedicated to establishing, maintaining and improving the quality and standards of teaching, learning, research and community service. It is a system under its influence, managers and staff are satisfied that the control mechanism is operating to maintain and improve quality in higher education"[8].

Educational quality assessment organizations in countries around the world are quite diverse in terms of ownership (state, associations or organizations, individuals), in terms of assessment objects (schools, programs, all levels of education or only higher education...), in terms of dependence or independence from the state (completely independent from the state, independent in making professional decisions but still receiving state funding or completely dependent on the state).

In the United States today, all educational quality assessment organizations are not affiliated with the state. However, most educational quality assessment organizations in other countries are established by the state and receive state funding.

The first model, including a number of independent educational quality assessment organizations, is responsible for implementing external assessment activities and has the authority to recognize educational institutions and educational programs that meet educational quality standards. This model requires an associational organization to link and represent educational quality assessment organizations, thereby creating a forum for these organizations to exchange and learn from each other's experiences. However, according to this model, the connection between educational quality assessment organizations is quite loose and difficult for the state to manage. Apart from the United States and Canada, not many countries in the world apply this model.

The second model focuses on one or a few levels of education, for example: university education quality assessment organizations, vocational secondary schools, general education quality assessment organizations, etc. Most countries use this model.

The third model focuses on all levels of education, for example: organizations to assess and assess the quality of preschools, general schools, vocational secondary schools, colleges, and universities with the support of a system of external assessment units. The Office of National Standards for Education Quality Assessment (ONESQA) of Thailand is a typical example of this model.

The quality of education accreditation activities of countries are also different. Some countries only accredit schools, others only accredit programs, but there are also countries that use both forms at the same time. In particular, there are educational quality accreditation organizations that do not directly accredit educational institutions but only accredit other educational quality accreditation organizations, such as the Council for Higher Education Accreditation (CHEA) of the United States and license other educational quality accreditation organizations such as the US Department of Education or the German Council for Educational Quality Assurance [9].

Current status of quality assurance in higher education in Vietnam

The education quality assurance model in Vietnam is influenced by many countries in the world that have experience in implementing these activities. In the process of approaching many models of quality assurance and education quality accreditation in the world, the education quality assurance model in Vietnam is gradually being formed, in line with the quality assurance models of many countries in the world, especially the models of Europe, Asia - Pacific, AUN, models that continue to develop on the common model of Europe. The education quality assurance model of Vietnam includes:

(1) The internal quality assurance system of the school.

(2) The external quality assurance system of the school (external assessment system including policies, processes and assessment tools)

(3) The system of quality assurance organizations (external assessment organizations and independent accreditation organizations).

The content below is presented according to the above three components.

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Firstly, implementing the construction of a quality assurance system within educational institutions; improving quality and building a quality culture. Currently, 110 universities have established centers and specialized units on quality assurance, of which 5 centers have been established and implemented by the Dutch Government in the past 3 years. Activities of assessing teaching quality, evaluating programs, and internal auditing are being implemented and expanded.

Secondly, implementing external assessment activities. There are 20 universities and 4 primary school teacher training programs at the college level that have been externally assessed. Among those universities, 12 schools were assessed by HBO raad (Netherlands) and 8 schools were assessed by EST and CQAIE (USA) and Vietnamese experts. These universities have been assessed by the National Council for Education Quality Assessment and recommended by the Minister for recognition of meeting quality standards.

Third, prepare for the formation of a system of independent accreditation organizations to carry out objective assessment activities. The Ministry is urgently completing documents regulating the conditions for establishing the functions, tasks, powers and organizational structure of the Independent Education Quality Assessment Team so that independent accreditation agencies can be established soon. The Ministry of Education and Training advocates building and consolidating a system of units performing assessment work at universities, academies, colleges, vocational secondary schools, and Departments of Education and Training; speeding up the establishment of independent education quality assessment organizations. The latest report from the Department of Quality Management - Ministry of Education and Training shows that nationwide, more than 1,200 training programs at all levels of higher education have been accredited and certified. Of which, more than 860 training programs are accredited by domestic organizations using domestic standards and about 400 training programs are accredited by foreign accreditation organizations; more than 180 higher education institutions have achieved quality accreditation according to domestic standards, 9 institutions have been accredited by foreign accreditation organizations; 11 pedagogical colleges and 4 preschool education programs, college level have been accredited [8].

To ensure the construction of a system of accreditation organizations that meets practical requirements and forms a "network" according to Resolution No. 134/2020/QH14 dated November 17, 2020, in the past time, the Department of Quality Management has coordinated to develop regulations related to public accreditation organizations, continuing to advise on the recognition of the operations of three foreign accreditation organizations in Vietnam, including: ASEAN University Network-Quality Assurance (AUN-QA); The High Council for Evaluation of Research and Higher Education (Hcéres) and The Quality Assurance Agency for Higher Education (QAA) in 2022. The Department has also received and is appraising the dossiers of 4 other foreign accreditation organizations registered to operate in Vietnam according to the provisions of Decree No. 46/2017/ND-CP dated April 21, 2017 and Decree No. 135/2018/ND-CP dated October 4, 2018 of the Government regulating conditions for investment and operation in the field of education.

In fact, with a huge amount of professional work, in the context of limited human resources participating in accreditation work in both quantity and quality, the education sector has made efforts to implement new regulations on training of auditors according to Circular No. 14/2022/TT-BGDDT dated October 10, 2022 of the Ministry of Education and Training. As a result, in the 2022-2023 school year, 3 more private quality accreditation organizations were allowed to organize training for auditors of higher education and pedagogical colleges (out of a total of seven accreditation organizations nationwide), bringing the total number of units participating in training and fostering auditors to 6 units. On that basis, compared to previous years, the 2022-2023 school year is considered a leap forward, with up to 5 Vietnamese higher education institutions in the 2022 Best Global Universities; in 2023, there will be 2 more institutions (a total of 5 institutions) named in the QS World University Rankings 2023; 10 institutions in the Webometrics rankings and 5 educational institutions in the rankings of universities in emerging economies 2021 (The Emerging Economies University Rankings 2021)...[8].

According to the latest announcement of Times Higher Education (THE), Vietnam has 6 higher education institutions in the world university rankings in 2024 (THE WUR 2024). Of which, Duy Tan University and Ton Duc Thang University are both in the 601-800 group in the world, continuing to lead Vietnamese universities. Hanoi National University is ranked in the 1,201-1,500 group. Ho Chi Minh City National University, Hanoi University of Science and Technology and Hue University are all ranked 1,501+, maintaining the same ranking as last year. Notably, Ho Chi Minh City Open University is included in this world university rankings for the first time but with the status of "reporter" (reported group) [10].

To achieve the above results, along with the quality assessment (external assessment), is the effort of higher education institutions themselves in implementing the Law amending and supplementing a number of articles of the Law on Higher Education (2018) with more specific regulations on the responsibility to build and develop an internal education quality assurance system in higher education institutions in accordance with the mission, goals and actual conditions of the institution.

However, in the past, some higher education institutions have not paid attention to and focused on building an internal quality assurance system due to inadequate awareness of the role of the internal quality assurance system, not paying attention to the recruitment and training of lecturers, and lacking resources to invest in developing facilities.

Quality is always the most important issue of all universities, and striving to improve the quality of training is always considered the most important task of any university training institution. Ensuring the quality of higher education is a continuous, systematic

process, including policies, mechanisms, standards, procedures, and measures to maintain and improve the quality of higher education. The University of Science always focuses on improving the quality of training and service quality to create sustainable values for the community. The training programs, research projects and services of the school are developed from practice and to best meet the needs of the community. The school has focused on building and perfecting the facilities as well as the teaching staff to further improve the quality of training programs at the University of Science - Thai Nguyen University in terms of training quality. The teaching staff is the subject, the decisive factor in the quality of education, training and scientific research, services and the development of universities. The teaching staff at universities is a special production force that creates products as human resources, and at the same time is the subject that guides the sustainable development of society, so the feedback of staff and lecturers on quality assurance at the University of Science - Thai Nguyen University has a certain meaning, is the scientific basis for the school to make reasonable adjustments to be able to undertake the task of training high-quality human resources for the country in the new development trend.

II. RESULTS
2.1. Survey Overview
- Survey was conducted for the 2023-2024 school year. Survey subjects were all staff and lecturers at the University of Sciences. The total number of survey ballots collected was 240 ballots. The survey includes 7 main contents (with 29 evaluation criteria): Policy regime, welfare (7 criteria); Landscape environment, social psychology and security and order assurance (6 criteria); Support activities (1 criterion - evaluating 11 functional departments/institutes/centers); Scientific research work (6 criteria); Facilities and equipment (4 criteria); Community connection and service activities (4 criteria); Other opinions (1 optional criterion). In addition to the above 29 criteria, there are also open questions to help students express their wishes or contributions to improve the training quality of the 2 schools. [16]. [17]….[21]

- The survey tool is a pre-designed questionnaire based on the reference set of quality assessment standards of the Ministry of Education and Training to ensure the validity and reliability of the collected information, as well as the logic of the questionnaire. The criteria are evaluated on a 5-level scale with level 1 being the lowest level of assessment, level 5 being the highest level of assessment, specifically: 1- Very dissatisfied; 2- Dissatisfied; 3- Uncertain; 4- Satisfied; 5- Very satisfied. After collection, the staff processed the data using SPSS 22.0 and Microsoft Excel software for statistics and analysis. Total number of survey forms collected: 240 forms (accounting for over 80%). Including: Staff in functional departments/institutes/centers: 91 forms. Lecturers in specialized departments: 149 forms
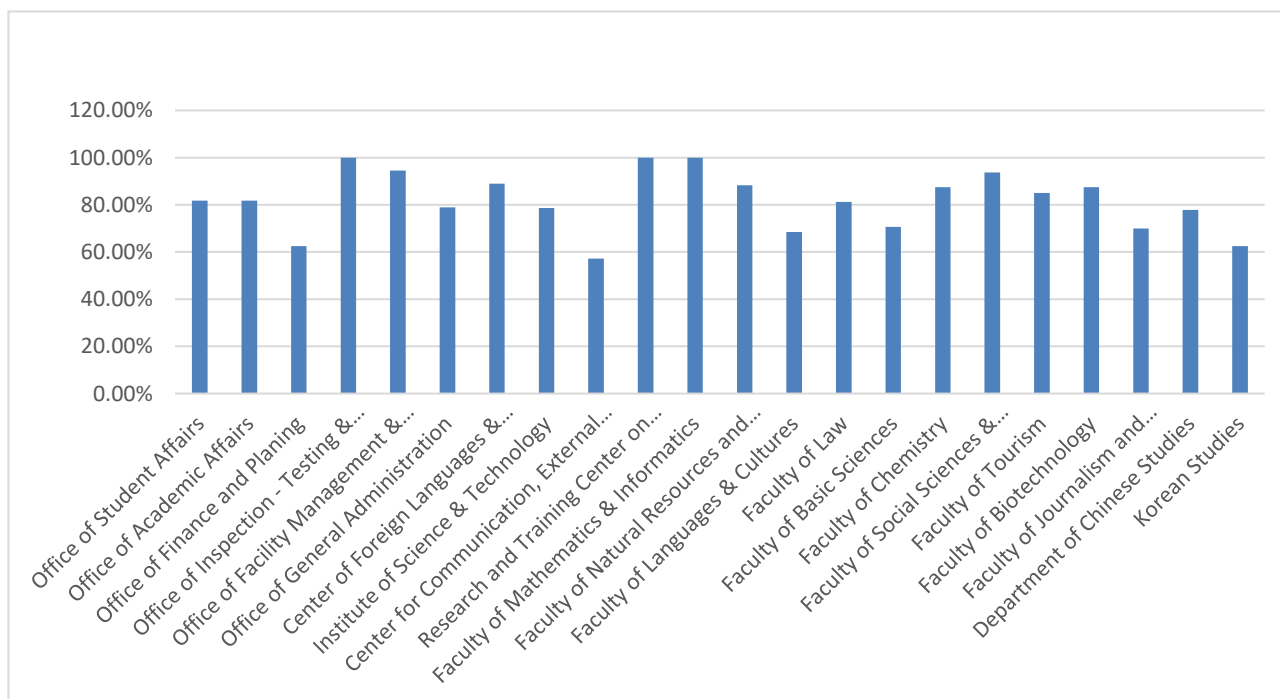

Figure 1: Feedback rate of final year students of Faculties/Divisions

The overall response from 240 survey questionnaires on quality assurance factors for the 2023-2024 school year was assessed as temporarily meeting the requirements (average value of 3.84). Based on the assessment criteria with the lowest score of 1 and the highest score of 5, the level 4 scale is considered to meet the quality assurance requirements. The assessment results are shown as follows:

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Table 2: Overall assessment results of staff and lecturers on quality assurance factors for the 2023-2024 school year

numerical order	Units	Average level of assessment content					
		Content 1: Policy and welfare regime	Content 2: Landscape environment, social psychology and security and order assurance	Content 3: Support activities (departments)	Content 4: Scientific research work	Content 5: Facilities and equipment.	Content 6: Community Service and Connection Activities
1	Office of Student Affairs	3,97	3,78	4,15	4,06	3,72	3.78
2	Office of Academic Affairs	3,94	3,94	3,97	4,04	3,86	3.92
3	Office of Finance and Planing	4,31	4,27	4,07	4,20	4,20	4.20
4	Office of Inspection - Testing & Quality Assurance	4,24	3,77	3,89	4,12	3,80	3.90
5	Office of Facility Management & Services	3,89	3,97	3,90	3,93	3,94	3.94
6	Office of General Administration	4,02	3,92	3,91	3,92	3,83	3.85
7	Center of Foreign Languages & Informatics	3,71	3,63	3,73	3,73	3,81	3.66
8	Institute of Science & Technology	3,65	3,77	3,87	3,68	3,77	3.75
9	Center for Communication, External Relations and Admission	3,82	3,67	3,91	3,79	3,75	3.69
10	Research and Training Center on Ethnic Language and Culture in Vietnam's Northern Mountainous Regions	3,89	3,54	3,66	3,38	3,50	3.31
11	Faculty of Mathematics & Informatics	4,02	3,75	4,04	4,13	3,45	3.84
12	Faculty of Natural Resources and Environment	4,04	3,86	4,40	4,00	3,70	3.80
13	Faculty of Languages & Cultures	3,88	3,92	4,10	3,97	3,17	3.98
14	Faculty of Law	3,54	3,78	3,73	4,12	3,42	3.54
15	Faculty of Basic Sciences	3,90	3,58	4,05	3,89	3,35	3.83
16	Faculty of Chemistry	3,73	3,63	3,77	3,62	3,14	3.61
17	Faculty of Social Sciences & Humanities	3,81	3,57	3,87	3,69	3,28	3.40
18	Faculty of Tourism	3,66	3,67	4,01	3,94	2,84	3.72
19	Faculty of Biotechnology	3,67	3,71	3,95	3,76	3,54	3.66
20	Faculty of Journalism and Communication	3,96	3,76	3,84	3,93	3,57	3.68

21	Department of Chinese Studies	4,00	4,17	4,47	4,42	3,50	4.41
22	Korean Studies	3,71	3,47	4,00	3,97	2,90	3.40
Average value		**3,88**	**3,78**	**3,97**	**3,92**	**3,55**	**3,77**

* *Specific Results*

* *Content 1: Policy and welfare regimes (7 criteria)*

Table 3. Summary of feedback from staff and lecturers of specialized departments on content 1

Evaluation criteria	1. Salary, bonus, welfare and security policies are clearly stated, publicly and transparently.	2.Allowances, rewards, welfare and security are implemented in accordance with regulations.	3.Teachers are satisfied with the reward system for holidays, Tet and personal achievements.	4.Teachers are eligible to participate in and fully implement social insurance, health insurance and periodic health check-ups.	5.Policy for training/ development to meet the professional needs of the job	6.Teachers are given the opportunity to study and improve their knowledge, professional qualifications and skills to serve their work.	7. Planning criteria and appointment procedures are clearly announced, publicly and transparently.
Specialization: Average value	3,91	3,86	3,73	4,00	3,57	3,82	3,91
Department/Institute/Functional Center: Average value.	4,01	4,05	3,97	4,06	3,76	3,88	3,91

The assessment of the content of the Policy and Welfare regime was surveyed through 7 criteria including criteria on policies, salaries, allowances, welfare, rewards, social security and social insurance regimes, health insurance and periodic health check-ups... The general feedback of lecturers and staff on the Policy and Welfare regime reached an average value close to the satisfaction level (3.88).

* *Content 2: Landscape environment, social psychology and security and order assurance (6 criteria)*

The content of Landscape environment, social psychology and security and order assurance includes criteria on colleague relationships, working environment, planning, landscape, campus, trees and security and order assurance... The feedback results of staff and lecturers on content 2 achieved an average value (3.78), shown in the following table:

Table 4. Summary of feedback from staff and lecturers of the Faculty of Specialization on content 2

Evaluation criteria	8.Friendly colleague relationship, willing to share information, experience, and help each other	9.The working environment is regularly maintained, cleaned and ensures occupational safety.	10.The working environment fully meets the requirements of facilities and equipment.	11.The office is planned and arranged reasonably, convenient for work.	12.Landscape, campus, and outdoor trees are designed and planted appropriately.	13.Security and order in schools are guaranteed.
Specialization: Average value	4,01	3,83	3,36	3,57	3,69	4,04
Department/Institute/Functional Center: Average value.	3,87	3,93	3,75	3,51	3,77	3,87

In which, the feedback from staff and lecturers of the specialized department on content 2 achieved an average value (3.73). In which, the criterion "The working environment fully meets the conditions of facilities and equipment" was rated the lowest (3.36) and the highest was the criterion "Security and order in the school are ensured" (4.04). Regarding the feedback from staff and

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lecturers of the functional Departments/Institutes/Centers, the average value was (3.74). In which, the criterion "The working room is planned and arranged reasonably, convenient for work" was rated the lowest (3.51) and the highest was the criterion "The working environment is regularly cared for, cleaned and ensures labor safety" (3.93).

* Content 3: Operational support (1 criterion)
Content activity support is used to evaluate the satisfaction level of staff and research with the quality support of 11 functional departments/institutes/centers. The response results of the filter and the object that supports the operation can be specified as follows:

Table 5. Summary of feedback results from staff and lecturers on the quality of support from functional departments/institutes/centers.

Numerical order	Units	AVERAGE VALUE
1	Office of General Administration	3,96
2	Office of Finance and Planing	3,73
3	Office of Academic Affairs	4,04
4	Office of Inspection - Testing & Quality Assurance	4,10
5	Office of Student Affairs	3,90
6	Office of Facility Management & Services	3,87
7	Center of Foreign Languages & Informatics	4,00
8	Research and Training Center on Ethnic Language and Culture in Vietnam's Northern Mountainous Regions	3,94
9	Center for Communication, External Relations and Admission	3,91
10	Institute of Science & Technology	4,06
11	Medical station	3,96

* Content 4: Scientific research (6 criteria)
The content of scientific research includes criteria for support policies, regulations, guidelines for approval and acceptance of scientific research topics... Results of feedback from staff and lecturers on content 4 are satisfactory. Average value (3.77) specifically as follows:

Table 6. Summary of responses from staff and lecturers of specialized departments on content 4

Evaluation criteria	15. The school has policies to support scientific research	16.Teachers are guided and proposed annual scientific research topics	17.Regulations and instructions for reviewing and accepting scientific research topics are publicly announced	18.The review and acceptance of scientific research topics are carried out in accordance with the procedure	19.Are teachers satisfied when participating in scientific research activities in school?	20.Level of satisfaction of teachers with the support regime for each scientific research activity
Specialization: Average value	3.82	4,02	4,11	4,11	3,94	3,72
Department/Institute/Functional Center: Average value.	3,88	3,92	3,90	3,92	3,86	3,83

In which, the feedback of staff and lecturers of the Faculty of Specialization on content 4 reached the average value (3.95). Among them, the criteria "Regulations and instructions for approval and acceptance of scientific research topics are publicly announced" and the criterion "Approval and acceptance of scientific research topics are carried out according to the correct process" are rated highest (4.11). For feedback from officials and lecturers in the Department/Institute/Function Center block on content 4, the average value was reached (3.88).

* Content 5: Facilities and equipment (4 criteria)
The content of facilities and equipment includes criteria for meeting the level of facilities, equipment, laboratories/practice rooms, learning resources, and information technology systems for working needs. work of officials and lecturers... The response results

of officials and lecturers on this content are relatively low (3.32). In which the criterion "Information technology system (Computer, wifi system, internet connection,...) operates stably to meet work needs" is rated the lowest with the average value (3.10). The criteria are shown in the following table:

Table 7. Summary of feedback from staff and lecturers of specialized departments on content 5

Evaluation criteria	21.Laboratory/practice facilities and service quality meet teaching and research needs	22.Facilities and supporting equipment meet the working needs of staff and lecturers	23. The library's learning resources and service quality meet teaching and research needs	24. Information technology system (Computer, wifi system, internet connection,...) operates stably to meet work needs
Specialization: Average value	3,44	3,37	3,38	3,10
Department/Institute/Functional Center: Average value.	3,76	3,84	3,82	3,86

* *Content 6: Community connection and service activities (4 criteria)*

Content 6 Community connection and service activities include criteria for charity activities, business connection, technology transfer, seminars, training and experience sharing... Results of staff feedback Departments and lecturers on content 6 achieved the average value (3.74) as shown in the following table:

Table 8. Summary of feedback from staff and lecturers of specialized departments on content 6

Evaluation criteria	25.Teachers evaluate charity and volunteer activities to support the community	26.Participate in business connection activities, technology transfer for practical application, short-term training to improve capacity to serve the community	27.Participate in international and domestic conferences, training courses... to share experiences in the fields of education and scientific research	28.Teachers are satisfied with the school's community connection and service activities
Specialization: Average value	3,78	3,68	3,74	3,76
Department/Institute/Functional Center: Average value.	3,80	3,74	3,87	3,80

Table 9. Summary of responses from staff and lecturers of the Department/Institute/Function Center on content 7

* Content 7: Other opinions (1 criterion - not required)

Content 7 is an open question to collect additional comments on the school's quality assurance work. Some feedback from staff and lecturers on this content is shown in the following table:

Stt	Content of feedback
1	- The school needs to invest, upgrade, and repair facilities and equipment at the lecture hall to serve teaching, such as: Unstable internet system, dim projector, weak cooling fan system, a Some rotten podiums, missing and poor quality speakers and microphones, invest in classrooms with mic speaker systems, ensuring to improve the quality of teaching activities for foreign language courses.
2	- Facility and chemicals for experimental practice are limited. The district's practice rooms used for teaching are not suitable.
3	- Schools need to have policies to support professional and professional training activities. Increase scientific research funding support, and support for articles for specific industries.
4	- Connecting and exploiting data sources from the ScienceDirect database of the Digital Center at the University of Science is currently not possible (Only when entering the Digital Center can you download ISI articles or foreign books), so It is not convenient for the University's lecturers and staff to work and research.

2.2. Recommendations

The feedback results show that, with the criteria built in the survey of school officials and lecturers, they partly reflect the school's activities. The scale, when used properly, gives results that fairly reflect the reality of the school's general activities. Response results for 6 main contents show that the majority of officials and lecturers are satisfied with the survey criteria. However, the school also needs to upgrade and invest in appropriate facilities and equipment to support students' teaching, learning, training and research activities.

The construction and development of the school's quality assurance system, especially the design of the system from the use of quality assurance tools, functions and tasks of quality assurance organizations to The roles of the participating parties depend on many factors. Based on the quality assurance model in the world and the current status of quality assurance in Vietnamese higher education, the University needs to implement the following contents:

Firstly, it is necessary to encourage and regularly provide a proactive and positive role for units in the school in ensuring the quality of education, and at the same time, the school needs to increase the participation of organizations in the school. Association Association in external quality assurance activities. The association can be the Association of Vietnamese Universities and Colleges or the Association for Quality Assurance of Higher Education and the Association for Accreditation of Higher Education Quality.

Second, combine the use of a variety of quality assurance tools to diversify quality assurance activities, exploiting the strengths of different tools to make quality assurance more comprehensive. and achieve greater efficiency. The combined use of many different tools also ensures that this work covers many aspects and aspects of quality in higher education. For underdeveloped higher education countries in which quality assurance is mainly based on quality accreditation like Vietnam, quality assurance is only limitedly understood and confused with quality accreditation. Diversifying tools also helps change this perception.

Third, promote and support the development of internal quality assurance systems in units within the school. Internal Audit, peer assessment and benchmarking are internal quality assurance tools that need to be promoted in schools.

Fourth, improve the practicality of quality assurance activities and tools. First of all, it is necessary to have a mechanism to confirm public information of schools, possibly through an independent organization such as an education statistics agency or using a coordination mechanism between management agencies. state management.

Fifth, it is necessary to establish appropriate and strict management mechanisms, legal regulations and professional rules for organizations and individuals participating in quality assurance. Because the quality assurance capacity at schools is still limited, the need for advice on this work is great. It is necessary to have an effective and appropriate management mechanism and a favorable legal framework to, on the one hand, create a healthy environment and ensure integrity in professional activities, and on the other hand, minimize the risk of incidents occurring. The situation of "playing football and blowing the whistle" and negativity occurs in quality assessment.

III. CONCLUSION

Quality assurance is an important factor determining the University's reputation and position and global integration. Quality assurance is also a regular activity conducted in educational institutions to continuously improve training quality to meet the increasing needs of the labor market, while ensuring the long-term existence and sustainable development of educational institutions. Therefore, the work of accreditation and self-accreditation of the quality of educational institutions is an extremely necessary requirement. Implementing quality accreditation well and regularly will create conditions for the school to develop steadily and affirm the school's position in society. Recognizing that importance, the University of Sciences always puts quality assurance first, thereby contributing to demonstrating the University's responsibility to learners, partners and the community. The research is based on theories of satisfaction, synthesizing practical research related to quality assurance at the University of Sciences - NTU. Based on the results of a survey of 240 officials and lecturers, the study evaluated and found factors affecting the training program including 7 factors. All 7 factors above are tested through statistical tools to ensure the reliability of the research. The strength of this evaluation model is that it provides a simple and easy-to-use tool to help evaluators get important answers, supporting decision-making related to quality assurance. achieve the highest quality. The research results have helped provide important suggestions and bases in developing solutions to improve the quality of the training program of the University of Sciences to have a basis for improving and enhancing the quality of training. as well as the teaching quality of lecturers, thereby providing appropriate orientation and specific, practical solutions that contribute to further improving the quality of the School's training program.

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