

# **Building output standards for the Political Science training program at the National Academy of Public Administration for the period 2020-2022**

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## **Abstract:**

From 2010 up to now, universities in Vietnam have actively researched and consulted output standard models of schools around the world to perfect output standards for training majors according to the regulations of the Ministry of Education and Training. This process is synchronized with the development of training programs, creating conditions for innovation in educational management and teaching methods, to improve the quality of university-level training. However, the development of output standards still faces many difficulties and challenges. The subjective reasons are related to the lack of systematic knowledge about building output standards and references from other schools without consensus. The objective reason is reflected in the development of output standards after the training program has been developed, without focusing on surveying labor market requirements. This issue poses a big challenge in ensuring training quality, and it is necessary to conduct specific surveys and research on the requirements of the labor market and occupations to accurately develop output standards. Based on the above reasons, the author chose the issue "Building Output Standards for the Political Science Training Program at the National Academy of Public Administration in the period 2020-2022" as the topic of the article.

## **1. Introduction**

Currently, the connection between training and employment processes to provide quality human resources that meet labor market standards has become an important issue for higher education institutions. Developing and publishing output standards of training programs is becoming an important factor in the development process of each school. Output standards are not only the basis for building training programs suitable to real social needs but also a commitment to training quality, bringing important information to employers and the community about school training products.

The Ministry of Education and Training has issued many guidelines requiring educational institutions to be public, transparent, and committed to quality so that management and society can monitor them. Accordingly, promoting images and information about training quality is one of the important goals of educational institutions. Documents such as Instructions for developing and announcing output standards for the training industry (No. 2196/BGDĐT-GDDH, April 22, 2010) and Circular on the minimum amount of knowledge and capacity requirements after graduation.

Graduation (No. 07/2015/TT-BGDDT, April 16, 2015) provides detailed instructions on developing and announcing output standards.

The article studies the theoretical and practical framework for building output standards for training programs in general and output standards for training programs in Political Science in particular at higher education institutions; From there, proposes solutions to improve the quality of building output standards for the Political Science training program at the National Academy of Public Administration.

## **2. Theoretical basis**

The development and publication of output standards in training programs aim to ensure transparency with society about training capacity and conditions to ensure the quality of training facilities, helping learners, parents, and others. Employers have information and monitoring capabilities. The school is committed to training quality so that administrators, lecturers, and learners make efforts in teaching and learning.

Select and organize training content, orient the organization of the training process, test and evaluate training results, and innovate training management to improve training quality.

Output standards provide the basis for reviewing and adjusting training programs, auditing programs, and improving training quality. It also creates opportunities to strengthen cooperation and connection between schools and businesses in training and using human resources for society, meeting the requirements of employers.

Develop and publish output standards for training programs to support lecturers with specific teaching goals, focusing on requirements for knowledge, skills, qualities, awareness, and professional attitudes that learners need to achieve after graduation.

Output standards also help clearly define the obligations and enhance the responsibilities of management staff and lecturers in carrying out teaching and teaching service activities, to support learners in making progress in their studies. Practice and self-study to meet the output standards. It is also the basis for designing teaching content and choosing appropriate teaching methods and assessment methods. At the same time, continuous innovation of management methods is also carried out to improve the quality of training activities.

Announcing output standards for a major or degree helps learners know the professional knowledge and abilities, professional knowledge, practical skills, cognitive and problem-solving abilities, and jobs that they need to do. they will equip after graduation. This helps learners have clear goals in studying and striving to improve themselves. In addition, the publication of learning outcomes also supports learners in choosing appropriate learning methods and promotes innovation in learning methods. This helps them develop self-study and self-research capacity to improve learning outcomes and achieve the output standards of the training program.

Developing and publishing output standards in training programs helps provide information to recruitment agencies about the knowledge, skills, and attitudes that learners will have after graduation.

Output standards also play a fundamental role for organizations and businesses to evaluate the ability to supply human resources from training facilities, and at the same time evaluate the quality of recruitment sources based on actual needs. From there, it is possible to build effective recruitment plans and policies based on output standards. This also creates conditions to build partnerships with training institutions to develop human resources by market requirements.

Output standards are the commitment of training institutions to the quality of training to society as well as to the ability of learners to perform their careers after graduation.

- Resolution No. 29 - NQ/TW dated November 4, 2013, of the Party Central Committee on fundamental and comprehensive innovation of Education and Training, meeting the requirements of industrialization and modernization in the current conditions. socialist-oriented market economy and international integration

- On May 7, 2009, the Ministry of Education and Training issued Circular No. 09/2009/TT-BGDĐT on Regulations on public implementation for educational institutions of the national education system.

- The Ministry of Education and Training issued Official Dispatch No. 2196/BGDĐT-GDDH dated April 22, 2010, on Guidelines for developing and announcing output standards in the training industry to unify the content, methods of building, and Announcing output standards for training majors.

- Circular No. 07/2015/TT-BGDĐT dated April 16, 2015, and Circular No. 12/2017/TT-BGDĐT dated May 19, 2017, Promulgating regulations on quality accreditation of higher education institutions to Agree to guide schools on the content and methods of developing and publishing output standards for training majors.

This is the legal basis for higher education institutions to design output standards based on reference research of other schools and the unique characteristics of each school.

### **3. Current status of building output standards for the Political Science training program at the National Academy of Public Administration**

#### ***3.1. Achievements acquired***

In the process of developing output standards for the Political Science training program at Hanoi University of Home Affairs, the editorial team consulted guiding documents from the Ministry of Education and Training, including official dispatch No. 2196. /BGDDT - GDDH dated April 22, 2010, and several other documents. They also referred to the output standards for Politics of four other universities: Academy of Journalism and Communication, University of Social Sciences and Humanities, and Vinh University.

The first project has achieved some initial results, such as the training program output standards having a structure and layout (model framework) by instructions from the Ministry of Education and Training as well as from the University. Hanoi School of Internal Affairs. This demonstrates the requirements for the minimum amount of knowledge and capacity requirements that students must achieve after graduating from the Political Science major at Hanoi University of Home Affairs. However, in the process of developing output standards, some basic limitations are still revealed.

For example, the model framework for developing output standards for the Political Science major does not show specific directions for the integration of modern educational philosophies.

Some other universities such as the Massachusetts Institute of Technology (MIT) in the United States and the University of Economics have successfully applied the CDIO output standard method in building training majors, including Politics. learn. The implementation of course outlines and assessment of student capacity based on CDIO output standards has been implemented in many other universities such as the University of Social Sciences and Humanities, Vinh University,... This is considered a very scientific and valuable methodology in building output standards and developing training programs.

In general, the construction of output standards for the Political Science training program at Hanoi University of Home Affairs is still underway. It is necessary to continue to focus on inheriting and developing a modern educational philosophy, integrating the program training with the occupational needs of the labor market, to ensure this field of study meets the need for high-quality human resources in the political field and recognizes progressive trends in society.

**Table 1. Model output standards of some higher education institutions**

<p>Output standard model framework according to the CDIO method for mechanical engineering at Massachusetts Institute of Technology (MIT), USA/outcome standard applied to high-quality bachelor's degree in Foreign Economics at the University of Economics, National University Hanoi</p>	<p>Output standard sample framework according to the CDIO method of Politics of the University of Social Sciences and Humanities, Hanoi National University</p>
	<p>I. Introducing the program                      1. General Introduction                      - Name of training major: Vietnamese and English                      - Degree training                      - Training time                      - Student target                      2. Objectives of the program                      3. Career orientation of graduates                      - List about 5-8 main tasks that graduates can do.                      - Request work performance results</p>
<p>Training program output standards                      1. Technical knowledge and arguments/                      Foreign economics knowledge block and arguments</p>	<p>II. Output standards of the program:                      1. About knowledge and professional capacity                      1.1. About knowledge</p>

1.1 Basic scientific knowledge/General knowledge	1.1.1. Theoretical system, method, and methodology of political theory subjects in studying and researching Politics
1.2. Core technical foundation knowledge/Mathematics and natural science knowledge block	1.1.2. General system of knowledge and methods of the field of social sciences and humanities, with enough necessary scientific basis to deeply absorb knowledge and methods of different sectors, groups of sectors, and industries according to needs and professional development orientation
1.3. Advanced technical foundation knowledge/Basic knowledge block	1.1.3. General theoretical framework of Politics, and at the same time equipped with a relatively specific system of knowledge and methods of the social sciences and humanities that are closely related to Politics.
1.4. Basic Knowledge Block of Foreign Economic Relations	1.1.4. Knowledge and methods of politics and policy; Important complementary knowledge and methods for political and policy research
1.5. Knowledge block specialized in Foreign Economic Relations	1.1.5. System of theories and in-depth methods according to specialized orientations
	1.1.6. Ability to use basic foreign languages with listening, speaking, reading, and writing skills at least equivalent to level 3 according to the 6-level Foreign Language Competency Framework for Vietnam.
	1.2. Capacity for autonomy and responsibility
2. Personal and professional skills and qualities	2. Skills
2.1. Technical reasoning and problem-solving/ Thinking arguments and solving economic and business problems	2.1 Professional skills
2.2. Experiment and discover knowledge/Research and discover knowledge	2.1.1. Master and be able to apply theoretical operational skills
2.3. Systems thinking/Systems thinking	2.1.2. Master and be able to apply practical operational skills
	2.2. Additional skills
2.4. Personal skills and attitudes/Personal skills and qualities	2.2.1. Personal skills
2.5. Professional skills and qualities/Professional skills and qualities	
2.5.1. Professional characteristics (honesty, responsibility, trustworthiness)	
2.5.2. Behave professionally	

3. Interpersonal coordination skills	
3.1. Work in team	2.2.2. Group skill
	2.2.3. Management and leadership skills
3.2. Communicate	2.2.4. Communication skills
3.3. Communicate using foreign languages	2.2.5. Communication skills using foreign languages
4. Apply knowledge to benefit society using CDIO capabilities	3. About Attitude 3.1. Personal moral qualities 3.2. Professional ethical qualities 3.3. Social moral qualities
4.1. Social and external context	
4.2. Corporate and business context	
4.3. Forming ideas about the system/ Forming ideas about foreign economic relations	
4.4. Design/Build plans, projects, or foreign economic policies	
4.5. Deploy/Implement plans and projects	
4.6. Operate/Evaluate plans and projects	
	III. Conditions for program implementation 1. Admission conditions 2. Implement the program

#### **4. Building output standards for the Political Science training program at the National Academy of Public Administration for the period 2020-2022**

Currently, the National Academy of Public Administration carries out the task of training and fostering many subjects (training and fostering officials by position; training officials with university degrees; training master's degrees, doctorate), accordingly, training programs at the National Academy of Public Administration need to be researched, reviewed, and built on standards, including: Training program for regimental-level political officers (university level); Military social sciences and humanities lecturer training program (VB2); Master's degree training program; Doctoral training program. In addition, training programs by position such as Training programs for mid-level political commissars and constituting army divisions; Training programs for mid-level political commissars, military divisions, and coast guard; Short-term training programs for regimental-level political officers; University completion training program; Advanced training program in political theory. These programs also need to research, develop, and publish CDRs, demonstrating the Academy's commitment to learners and units employing staff after completing the training program at the Academy of Politics.

To build training standards for training programs at the National Academy of Public Administration, contributing to building training program standards according to Circular No. 17/2021/TT-BGDĐT dated June 22, 2021, of the Ministry of Education and Training regulating training program standards; To develop, evaluate and promulgate curriculum for higher education levels, the Academy needs to implement many solutions, including focusing on well implementing the following basic solutions:

**Firstly**, raise awareness about building quality standards for training programs at the Academy of Politics. This is a significant first step for the innovation of education and training activities. It is necessary to strongly innovate thinking about the relationship between CDR and the Program of Investment, these two elements have a close relationship, interact with each other, and serve as a premise and basis for each other, in which CDR must be determined. is the first and crucial step, we must focus on ensuring clarity and practicality. Based on clearly identifying the outcomes of a training program (training industry) as a basis for designing and developing the training program, therefore, the Party Committee and Board of Directors of the Academy need to pay attention to leading and directing investment in human resources. , appropriate time and budget for the development of CDR of the program.

**Second**, in the process of building standards and developing training programs, the educational philosophy of fundamental and comprehensive innovation in education and training must be demonstrated and associated with the implementation of the motto "The quality of the school's training is the unit's combat readiness." Educational philosophy must first be thoroughly grasped in the process of building learning outcomes, thereby penetrating deeply into the process of developing the curriculum. That means if we want to build training programs in the direction of developing capacity and increasing professional applicability for learners, meeting the practical requirements of building a revolutionary, regular, elite army, step by step. In modern times, first of all, that orientation must be clearly expressed in the CDR of each program (training field).

**Third**, building the standard of the training program must start by studying the labor market (the actual responsibilities and tasks of military officers at academies, schools, and units) to discover the requirements, and signals from the labor market (from practice), that must be truly thorough to thoroughly understand the desired needs from the market (from schools, units), aiming to build quality standards that academies, schools, Units and society expect the knowledge, skills, level of autonomy and responsibility of specific industries. On that basis, overcome the generality of the standards, and differentiate between the differences between the standards of training programs, between educational levels and levels.

**Fourth**, based on analyzing the needs of society (academies, schools, units), based on the mission, vision, and core values of the Academy to build standards and develop training programs, This not only promotes the internal strength of the Academy but also meets the urgent needs of society (academies, schools, and units throughout the army). CDR demonstrates the unique characteristics of the Academy, promoting its strengths in training political cadres and researching humanities and social sciences for the army and the country, while contributing to creating a diverse and diverse learning environment—a supply chain of cadres for society and the military. Building standards for training must be based on advanced educational theories to ensure improvement of quality and applicability to serve the process of developing training programs and accreditation. Evaluate the quality of training programs.

## 5. Conclusion

The Academy sets a clear and far-reaching goal by 2028: to become a multi-disciplinary, multi-field university with a domestic, regional, and international reputation; and become a quality and prestigious training and research center in the country and region. In recent years, the Academy has actively promoted international cooperation in training. As a result, an international partner network from many prestigious universities and international organizations in undergraduate and postgraduate training has been established through Memorandums of Understanding and Cooperation. This has created opportunities for lecturers and students of the Academy to participate in training activities with the participation of foreign partners, thereby improving the qualifications of management staff and lecturers as well as student learning outcomes.

However, the effectiveness of the Academy's international cooperation activities is still low due to the lack of depth and sustainability in cooperative relationships with foreign partners. These limitations have objective and subjective causes, such as the COVID-19 epidemic situation from 2019 to the present; as well as the incompleteness of mechanisms and regulations as well as the ability to access and absorb international cooperation programs of professional units, lecturers, and students in the Academy. To overcome these limitations, the Academy needs to focus on improving the quality and sustainability of international cooperation activities while reviewing and improving related regulations and mechanisms to enhance the effectiveness—results of international cooperation activities in the future.

To improve the effectiveness of international cooperation of the National Academy of Public Administration in the coming time, by forecasts of opportunities and challenges; The Academy needs solutions to change from awareness, and thinking to action in the process of international cooperation in training. Specifically: Develop strategies and plans for international cooperation associated with the development process of the Academy; Complete the system of documents regulating international cooperation in the Academy; promulgate documents regulating the review and assessment of the effectiveness of international cooperation activities; Maintain and expand relationships with international partners appropriate to the Academy's training disciplines and majors; Promote the search for financial sources to serve international cooperation activities; Improve international cooperation capacity of units, lecturers and learners in the Academy.



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