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# **The Application of Competence-based Model to Assess University and College Lecturers**

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# University lecturer competencies

## **consist of four groups:**

- teaching competencies,
- scientific research competencies,
- competencies to serve the community (by expertise),
- and competencies to accomplish civic duties

## Teaching competencies include two sub-groups:

- Sub-group of competencies related to professional knowledge and skills in the field of expertise
- and sub-group of competencies concerning university pedagogical skills.

# Scientific research competencies:

- These competencies require faculty to be trained on methods of scientific research and be able to conduct scientific researches at all levels.
- Lecturers should proactively plan their own researches in order to get the best results. Besides, the faculty needs to update and synthesize research results in the field of teaching.
- The faculty must have the skills in using effectively information technologies, in effective cooperation and teamwork in scientific researches. Lecturers must also chair and participate actively in the activities of scientific research at all levels.
- They must be able to build effective strategies to carry out research work, have the ability to collect information, gather scientific data for research service, to apply at least a software to analyze the data in scientific research and have good skills in data analysis, statistics, interpretation, comparison and reference.

# Competencies to serve the community:

- Understanding clearly the missions, strategic objectives and related values of the university;
- Understanding the mutual relationship between the university and the community; Understanding the characteristics of geography, socio-economy and culture of the local community;
- Understanding national communities relating to career professionals; Keeping contact with the local community and professional career community;
- Meeting the requirements for professional ethics and community service; Identifies individual strengths in the community service; Cooperating with professional organizations related to personal development plans, within the context of professional rules;
- Cooperating with universities, colleges and socio-economic organizations to perform professional activities; Cooperating with non-governmental organizations,
- Giving advice to organizations and individuals on the issues in the field of expertise; Implementing applied researches and professional services (active or under contract) to serve the community; Encouraging and organizing community activities for students...

# Competencies to accomplish civic duties:

- Knowing about the individual powers and competencies;
- Being awarded of the occupational requirements, mastering the law relating to duties, rights and responsibilities of his/herself, and acting accordingly;
- Being able to plan professional development and striving to develop his/herself;
- Participating, supporting and encouraging students to be active in the university activities;
- Adhering to social values, professional ethics in operations within/outside the classroom and conducting appropriately;
- Being ready to receive and make use of the feedback of students, parents, teachers and managers in assessing performance of his/herself...



# Table 1. Results of survey on professional competencies

No.	Statements	No. of samples	Mean	Standard deviation
1.	Has high-level thinking skills and makes good use of these skills.	276	4.05	0.051
2.	Has fluency of 4 skills of a foreign language for research and teaching	270	3.04	0.054
3.	Continuously updates and makes use of information and communication technologies in order to support his/her professional development and increase his/her efficiency.	282	4.17	0.053
4.	Attends regularly in-service trainings, meetings and seminars to develop his/her professional knowledge, skills and competencies.	279	3.69	0.051
5.	Participates in culture and art activities to increase his/her personal and professional sensitivities.	282	2.80	0.057
6.	Actively improves his/her professional expertise through regular training courses	279	4.00	0.056
7.	Regularly reads, hears, views and accesss to various information sources (books, newspapers, magazines and other traditional media) related to expertise to serve scientific research and teaching	282	4.43	0.051

**Table 2: Results of survey on pedagogical sub-competencies**

<b>No.</b>	<b>Statements</b>	<b>No. of samples</b>	<b>Mean</b>	<b>Standard deviation</b>
1.	Creates own teaching plans	282	4.41	0.047
2.	Masters the curriculum, syllabus modules as specified	282	4.48	0.045
3.	Knows and applies variuos teaching methods at the same time	282	4.17	0.049
4.	Tries to prepare handy and economical materials. Tries to prepare materials in accordance with the learning content.	282	4.27	0.050
5.	Benefits from environmental facilities in preparation of materials.	282	4.11	0.053
6.	Organizes the learning environment suited to the specific teaching-learning activities, with clear purposes	282	3.98	0.044
7.	Takes precautions for health and safety considerations in learning environments where materials-tools and technology is used.	282	3.69	0.065
8.	Teaches subjects precisely, consistent with the level of knowledge of students	282	4.39	0.042

## Table 2: Results of survey on pedagogical sub-competencies

No.	Statements	No. of samples	Mean	Standard deviation
9.	Uses a variety of strategies / teaching methods and resources to sustain progress and teaching schedule, promoting student learning	282	3.89	0.055
10.	Uses information technologies and other supporting equipment in teaching	282	3.95	0.046
11.	Identifies and uses various proper tools and techniques for testing and assessment, considering student characteristics.	282	3.71	0.053
12.	Organizes activities rewarding academic achievement and positive behaviors of students	282	3.60	0.049
13.	Encourages and assists in learning methods for students with not good academic results	279	3.63	0.053
14.	Organises extra – curricular activities and makes sure that they conform to objectives of the course, considering student characteristics.	282	3.30	0.054
15.	Gives suggestions to contribute to the development of the program courses on the basis of actual teaching	282	3.69	0.051
16.	Evaluates content of teaching materials (course book, workbook, journal, etc.) to update new information in teaching and scientific researching process.	282	4.02	0.054

**Table 3. Result of survey on scientific research competencies**

<b>No.</b>	<b>Statements</b>	<b>No. of sample</b>	<b>Mean</b>	<b>Standard deviation</b>
1.	Has been trained on scientific research methods and affords to scientific research of all levels	273	3.86	0.057
2.	Proactively plans for annual research for his/herself	273	3.46	0.070
3.	Updates and consolidates the results of scientific research related to expertise	276	3.25	0.064
4.	Discovers the needs of research from practice to serve scientific research	276	3.46	0.069
5.	Uses information technology effectively in scientific research	276	3.66	0.056
6.	Coordinates, teamworks effectively in scientific research	276	3.71	0.057

Table 3. Result of survey on scientific research competencies

<b>No.</b>	<b>Statements</b>	<b>No. of sample</b>	<b>Mean</b>	<b>Standard deviation</b>
7.	Actively chairs/participates in scientific research activities at all levels	276	3.32	0.071
8.	Builds effective scientific research strategies	273	3.31	0.065
9.	Collects information, gathers data for scientific research	273	3.97	0.047
10.	Applies at least one software to analyze data in scientific research	273	3.43	0.069
11.	Has good skills in data analysis, statistics, interpretation, comparing, and contacting	276	3.88	0.055
12.	Links to build and maintain research networks	276	3.33	0.064

**Table 4. Result of survey on Competencies to serve the community (by expertise)**

<b>No.</b>	<b>Statements</b>	<b>No. of samples</b>	<b>Mean</b>	<b>Standard deviation</b>
1.	Understands clearly the mission, strategic objectives and related values of the university	282	4.06	0.045
2.	Understands the mutual relationship between the university and the community	282	3.77	0.048
3.	Understands the characteristics of geography, socio-economy and culture of the local community	282	3.65	0.048
4.	Understands national communities relating to career professionals	282	3.47	0.061
5.	Keeps contact with the local community and professional career community	279	3.48	0.054
6.	Meets the requirements for professional ethics and community service	282	4.15	0.050

**Table 4. Result of survey on Competencies to serve the community (by expertise)**

<b>No.</b>	<b>Statements</b>	<b>No. of samples</b>	<b>Mean</b>	<b>Standard deviation</b>
8.	Cooperates with professional organisations related to personal development plans, within the context of professional rules.	276	3.34	0.066
9.	Cooperates with universities, colleges and socio-economic organizations to perform professional activities	282	3.38	0.067
10.	Cooperate with non-governmental organizations, social organizations within and outside the education sector, the media, etc. in the implementation of education and training activities to serve the community	276	3.08	0.072
11.	Gives advice to organizations and individuals on the issues in the field of expertise.	282	3.49	0.056
12.	Implements applied researches and professional services (active or under contract) to serve the community	279	3.23	0.064

**Table 5. Result of survey on competencies to accomplish civic duties**

<b>No.</b>	<b>Statements</b>	<b>No. of samples</b>	<b>Mean</b>	<b>Standard deviation</b>
1.	Knows about the powers and competencies of his/herself	282	4,29	0,052
2.	Is aware of the occupational requirements, mastering the law relating to duties, rights and responsibilities of his/herself, and acts accordingly	279	4,14	0,052
3.	Plans professional development and strives to develop his/herself	279	4,11	0,045
4.	Plans and carries out research on the operation of the university to contribute to the development and solve the problems of the university	282	3,65	0,057
5.	Participates, supports and encourages students to be active in the university activities	279	4,01	0,049
6.	Adheres to social values, professional ethics in operations within/outside the classroom and conducts appropriately	282	4,20	0,049



Table 5. Result of survey on competencies to accomplish civic duties

No.	Statements	No. of samples	Mean	Standard deviation
7.	Is ready to receive and make use of the feedback of students, parents, teachers and managers in assessing performance of his/herself	282	4,22	0,046
8.	Adapts to changes and new ideas	279	3,90	0,054
9.	Knows how to overcome difficulties in work and life	282	4,09	0,049
10.	Maintains a balance between work and life	282	3,96	0,056
11.	Coordinates well with faculty and other staff in performing teaching tasks and other activities	282	4,04	0,052

# Suggestions and proposals

- State needs issue further positive policies aimed at encouraging qualification improvement for the teaching staff at universities. The Government should consider further enhance the number of scholarships to help meet the needs of a large number of teachers to further study, improve their professional to serve the country education.
- The Government should have a policy on reasonable wages for all workers in general and teachers in particular.
- There should be policies to attract talents who have been trained in the field of advanced overseas. The phenomenon of "brain drain" has a strong place in Vietnam. Many talents after finishing training abroad do not want to return home to contribute to nation building. To get a team of highly qualified lecturers to serve country education, the State should have a better mechanism and policies for talent attraction.

# Suggestions and proposals

- The state should develop policy to build national key research centers located in universities in the model of research universities. This work aims to prevent faculty from passive research as well as contributes to improving the quality of study work according to international standards.
- There should be general guidance on the construction of information networks and forecasting manpower needs of the ministries, branches and localities on the functions, tasks, organizational structure, manpower, equipment, operating manners and funding.
- It is necessary to implement the system of national skill standard assessment centers, testing centers to assess the training quality or guide ministries, branches and localities to implement.

# Suggestions and proposals

- There are some shortcomings and difficulties in the management and financial mechanism for the training institutions under enterprises, especially under equitized ones. The tuition fees for engineering training facilities do not meet the cost of training quality assurance.
- The vocational training faces a lot of difficulties such as difficult achievement of targeted workforce development through training and the participation of enterprises in vocational training is very limited.
- Ministry of Education and Training should review and improve the framework programs towards facilitating training institutions greater flexibility in developing training programs in accordance with the actual business, while enhancing the organizing of training courses inside and outside the country for management staff and teachers to enhance their professional capabilities.

**THANK YOU FOR LISTENING!**