



Managing the development of training programs in universities in Ho Chi Minh City based on an output-based competency approach

Nguyen Huy Dung

Sai Gon University, Ho Chi Minh City, Vietnam

*Corresponding author: Nguyen Huy Dung

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Abstract

This study examines the management of curriculum development at Ho Chi Minh City University in the context of a shift towards a competency-based approach. The main objective is to identify key management factors and develop a system of measures to improve the quality of training programs in response to the demands of higher education reform. The research was conducted through the analysis of relevant literature, practical surveys, and comparison with widely applied curriculum development models based on a competency-based approach. The results show that to effectively implement a competency-based curriculum, the university needs to synchronize many aspects: enhancing the capacity and awareness of the teaching staff, updating course content in an interdisciplinary direction, innovating teaching and learning methods, and establishing a mechanism to monitor students' achievement of learning outcomes. These measures help align the curriculum with real-world needs, increase its applicability, and better support students in meeting career requirements after graduation. This study provides further practical data for improving curriculum development management and affirms the necessity of an output-based competency approach in enhancing the quality of higher education.

Keywords: Curriculum management, Curriculum development, Output competencies, University of Ho Chi Minh City

1. Introduction

Managing the development of university training programs based on an output-based competency approach means that the training program needs to be designed to be flexible and adaptable, meeting specific requirements, suitable to the needs and abilities of learners, promoting dynamism and creativity in learning, cultivating self-learning abilities, communication skills, aesthetic abilities, self-understanding and development abilities, critical thinking skills, independent thinking skills, etc., helping students to actively and confidently engage in dialogue, debate, and public speaking. The program's development aims to assess students' abilities and skills rather than focusing on testing knowledge and memorization. Therefore, the objectives, content, methods, and assessment methods must also change accordingly. Thus, to manage the development of university training programs, we need to focus on developing six basic components of the training program, namely: Training program objectives based on an output-based competency approach; 1. Developing and implementing competency-based training programs; Methods of competency-based training programs; Evaluating competency-based training programs; Conditions for implementing competency-based training programs; Checking and evaluating the results of competency-based training programs.

2. Theoretical foundations of managing the development of competency-based university training programs

2.1 Concept of training programs

According to Wentling (1993): "A training program is an

overall design for a training activity (which can be a course lasting a few hours, a day, a week or several years). That overall design shows the entire content to be trained, clearly indicates what can be expected of learners after the course, it outlines the necessary process to implement the training content, it also shows the training methods and ways to test and evaluate learning outcomes, and all of that is arranged according to a strict timetable" [34].

In Vietnamese universities, a training program is understood as a set of modules designed for a training major to ensure that students are provided with the necessary knowledge and skills for their future careers [1]. In a broader sense, the training program is also understood to include subjects not offered in school that learners are required to acquire sufficient knowledge and skills for (e.g., foreign language certificates, computer skills certificates).

Referencing domestic and international literature and based on current realities, the author believes that a university training program should be understood as the entirety of courses and activities developed by the university to equip students with knowledge, skills, and attitudes appropriate to their chosen major.

The training program and training objectives are based on output results, aiming to develop the capabilities of the trainees, helping them acquire knowledge, skills, and improve their thinking abilities in performing job requirements at their level of training.

2.2 The concept of managing the development of university training programs according to an output-based competency approach

The development of university training programs has many different interpretations and has not yet reached a common consensus. This leads to the existence of many different models in curriculum development. Therefore, defining the concept of curriculum development will influence the approach when carrying out the work of developing university curricula. University curriculum development encompasses both compiling or building a new curriculum or improving an existing curriculum. Besides, we use the term “development” of a curriculum instead of the words “building,” “designing,” or “compiling” a curriculum, because “development” includes continuous change and supplementation. Development is a cycle where the end point is the starting point, resulting in a new and increasingly better curriculum [17]. Other concepts only mean a process and the result stops when we have a new curriculum. Therefore, developing university training programs is a continuous process of building training objectives, implementation roadmaps, and training human resources to meet the requirements of society.

The perspective on managing the development of university training programs varies from university to university depending on the development strategy and local conditions of each region. Following the direction of the Ministry of Education and Training, “Developing a Strategic Framework for the Development of Higher Education, Planning the Network of Higher Education and Teacher Training Institutions, linked to the socio-economic development strategy and the national human resource development strategy.” The planning of the network of higher education and teacher training institutions for the period 2021-2030, with a vision to 2050, is built according to the perspective of planning, arrangement, emphasizing connection with the socio-economic development orientation of each economic region, meeting the needs of the labor market and the needs of learners - where there are jobs and will be many jobs, in which field the university development plan and training field are planned [27]. The management of university training program development is the process of planning, organizing, directing and checking and evaluating to build and continuously improve to enhance the quality of training programs to meet the changing needs of society.

Managing the development of university training programs according to the output competency approach is the process of developing knowledge, skills, and qualities that help students have practical work skills to meet the practical requirements of the labor market and society.

2.3 Approaches in managing the development of university training programs

In educational development management, there are many different approaches in building training programs: Competency approach; Content approach; Goal approach and development approach.

2.3.1. Competency approach

a) Concept of competency

There are many concepts and definitions of competency. “Competency” originates from the Latin word “competentia”. According to the commonly used Vietnamese Dictionary: Competency is “a psychological and physiological quality that gives people the ability to complete a certain type of activity with high quality” (Hoang Phe *et al.*, 1998, p. 639) [10]. According to the Dictionary of Psychology (Vu Dung, 2000): “Competence is a set of characteristics or qualities of an individual's psychology, playing the role of an internal condition, facilitating the good performance of a certain type of activity” [33]. According to these concepts, competence is the quality of an individual that helps to perform a certain activity well.

More specifically, Nguyen Thi Kim Dung and colleagues (2015) define: “Competence is a combination of knowledge, skills, attitudes and personal experience that allows for responsible and effective performance of actions, solving tasks and problems in different situations in professional, social or personal fields” (p. 30) [25]. This definition reflects the structural component of competence. Bernd Meier and Nguyen Van Cuong (2016) argue that: “The concept of competence is linked to the ability to act. The ability to act is a type of competence, but when talking about developing competence, people also understand it as developing the ability to act (the ability to perform)” (p. 68) [5]. This is a definition according to the type of manifestation of competence. Huynh Van Son and colleagues (2017) argue that: “Competence is the combination of unique psychological attributes of an individual to meet the requirements of a certain activity and ensure that the activity achieves high results” (p. 17) [11]. This definition comes from psychological qualities. A fairly common concept, which basically summarizes the aspects of some of the above concepts and is used by many people, is: “Competence is a personal attribute that is formed and developed thanks to inherent qualities and the process of learning and training, allowing people to mobilize a synthesis of knowledge, skills and other personal attributes such as interest, belief, will,... to successfully perform a certain type of activity, achieving desired results under specific conditions” (Ministry of Education and Training, 2018, p. 37) [26].

b) Structure and components of competence

Based on different viewpoints and bases, the structure and components (parts) of competence can be determined differently. According to Tran Khanh Duc (2014): “Competence is formed and developed on the basis of a combination of knowledge, skills and attitudes” (p. 290) [29]. As mentioned above, Nguyen Thi Kim Dung and colleagues (2015) argue that competence is a combination of personal knowledge, skills, attitudes, and experiences. From an educational perspective, the structure of competence can be understood as including the following main components:

- Knowledge is an important component of competence. Knowledge is acquired through the process of learning and research.

- Skills are the ability to apply and the technique of applying knowledge to perform specific activities. Skills are formed on the basis of knowledge, experience, and technique; and can be honed in practical activities. In other words, to have skills in a certain field, a person must have knowledge, experience, and the technique of manipulating, acting, or operating in that field. Therefore, skills do not spontaneously arise, but can be formed, nurtured, and developed.
- Attitudes (in a broad sense, qualities): These are psychological factors, personality traits, and individual characteristics (self-confidence, patience, perceptiveness, perseverance, discipline, sense of responsibility, etc.) that can influence learning ability and competency development. From an educational perspective, the competency structure aims not only to impart knowledge but also to form and develop skills and qualities; oriented towards the holistic development of the individual.

From another perspective, when referring to competence, depending on the context, field, and purpose of use, some commonly used terms are: general competence, specific competence, professional competence, occupational competence, academic competence, managerial competence, leadership competence, creative competence, communication competence, critical thinking competence, basic competence, core competence, supplementary competence... Based on the components (parts) of competence, Tran Khanh Duc (2014) defines: "Competence can also be classified into component competencies such as social competence, personal competence, methodological competence, and professional competence..." (p. 290). Bernd Meier and Nguyen Van Cuong (2016) propose a model of competence structure consisting of four component competencies (a combination of four component competencies): professional competence, methodological competence, social competence, and individual competence (p. 69). This four-component competency model is consistent with the four educational goals (four pillars of education) according to the United Nations Educational, Scientific and Cultural Organization (UNESCO). Learning to know, Learning to grow, Learning to live together, Learning to do – the four pillars from UNESCO's perspective can be grouped into two typical qualities that every adult needs to strive for to succeed: Knowledge and Skills. The competency-based approach is also the approach to educational goals according to UNESCO, and therefore competency development is considered the goal of education. That is why competency-oriented education or competency-based approach in education is becoming an international educational trend.

c) Competency-based approach

To understand competency-based approach, it is necessary to consider some terms related to competency-based approach in education that have been commonly used recently ^[30].

The competency-based approach is an educational method that focuses on developing and assessing learners' competencies.

Competency-based education (CBE) is an educational model that focuses on developing and assessing learners'

competencies. Instead of focusing on knowledge transmission, CBE emphasizes developing the knowledge, skills, and attitudes necessary for learners to succeed in the real world.

Outcome-based education (OBE) is an educational model that focuses on defining the learning outcomes (outputs) that learners should achieve after completing a course or program. Instead of focusing solely on the teaching process, OBE places emphasis on learning outcomes and learner development. The outcome-based competency approach is the development and assessment of learners' competencies based on the outcomes they achieve after completing a course. In this approach, learners' competencies are predefined (what learners need to know, do, and acquire), designed into clear output goals, and assessed based on achieving the competency standards and criteria defined in those goals.

The vocational competency-based approach is a method in vocational education that focuses on developing and assessing the necessary competencies of learners so that upon graduation they can adapt to the work of a specific profession.

The performance-based competency approach is a method in education and training that focuses on developing and assessing the performance competency of learners. Performance competency is the ability to apply knowledge and skills to practice to perform tasks effectively.

A common characteristic is that the above approaches all aim to develop and assess learners' competencies, and they can be combined within a system, an educational and training model.

The output-based competency approach ensures that learners are equipped with the necessary knowledge, skills, and attitudes to adapt and succeed in work and life after graduation.

2.3.2. Content-based approach

Many authors argue that the training program: Education is the process of transmitting content - knowledge. This is a classic approach in curriculum development, according to which the goal of training is the content of knowledge. This approach is currently very common in our country. According to this approach, the training program is no different from the table of contents of a textbook. The teaching method suitable for this approach must aim to transmit as much knowledge as possible, with learners passively listening to the teacher. Evaluating learning outcomes will be difficult because the depth and breadth of knowledge are not clearly demonstrated.

2.3.3. Goal-oriented approach

Training programs are built based on training objectives. For building programs using a goal-oriented approach, the first important thing is to clearly define the training objectives. B. Bloom's general method of dividing training objectives into three domains: cognitive, skill, and emotional-attitude domains, is a basis for reference in determining specific objectives. To describe objectives clearly, many authors believe that a specific objective must be composed of three parts: the conditions under which the behavior is performed, the observable performance of the behavior, and the standards of achievable levels of the behavior ^[4].

2.3.4. Developmental approach

According to Kelly (1977), the training program is “A process and education is development.” Education must develop to the maximum potential of human beings through persistent pursuit of lifelong learning and development [12]. The developmental approach is associated with “Learner-centered learning.” Lectures are organized in the form of various activities to help students gradually acquire learning experiences through solving situations, giving students the opportunity to be challenged by different challenges.

2.4 The process of managing the development of training programs in Ho Chi Minh City universities according to the output competency approach

Ho Chi Minh City universities are local universities; their mission is linked to and consistent with the socio-economic development strategy and local resources. Training at universities in Ho Chi Minh City contributes to developing human resources to serve the socio-economic development of Ho Chi Minh City and the country. With content and mission defined in accordance with resources and development orientation of each university, it is built and implemented according to the shared university model, capable of strongly connecting and sharing important resources in higher education such as human resources, facilities, and learning materials based on modern information technology. Emphasis is placed on developing open educational resources in higher education by systematically investing in the production and use of open educational resources to improve the quality of teaching programs [27].

The management of training program development at universities in Ho Chi Minh City is based on a competency-based approach designed to be flexible and adaptable, meeting individualization requirements. For learners, the training process can be flexible according to their needs and abilities with the effort to achieve competencies according to output standards. During the process of students selecting courses that align with their career aspirations, abilities, and personal interests, instructors teach using a competency-based approach with multi-directional interaction through exchange and discussion: instructor-student interaction, student-student interaction, and interaction inside and outside the classroom. Instructors always inspire interest and create a friendly learning environment that stimulates dialogue, debate, and critical thinking to help students achieve competency goals according to output standards. Assessment is diverse, rich, and linked to the academic environment and the real-life experiences of students.

Managing the development of training programs based on a competency-based approach facilitates the development of knowledge, skills, and attitudes, fostering the necessary competencies for students to be confident, dynamic, and easily adaptable to their careers after graduation. The process of managing the development of training programs in universities in Ho Chi Minh City according to the output competency approach includes the following steps:

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Step 1: Training program objectives according to the output competency approach

The work environment for graduates from universities in Ho Chi Minh City is primarily within educational institutions. In this environment, they must participate in and organize numerous activities within the school, such as teaching, educational activities both inside and outside the school, professional development, group activities, extracurricular educational activities, parent meetings, etc. To successfully participate in and organize all these activities, future students need to be equipped with the necessary skills. A competency-based training program should help learners proactively seek knowledge and self-improve during their studies, communicate clearly, listen attentively, and behave appropriately in various situations. They should be able to perceive and apply aesthetic elements in their studies and daily lives, constantly expand their knowledge and develop themselves, analyze information and formulate logical counter-arguments, think independently and solve problems when faced with difficulties, perform teaching tasks effectively according to professional requirements, and organize and manage educational activities efficiently...in the current development context.

Step 2: Building and developing a competency-based training program

Contents for building a detailed curriculum based on the competency-based approach:

First, defining the overall objectives of the course: These are the basic, minimum requirements regarding knowledge and skills that students need to have and can achieve after each unit of knowledge. Therefore, instructors must identify the correlation between course objectives and learning outcomes in a competency-based approach, and then generalize this into objectives regarding knowledge, skills, and attitudes that students will acquire after evaluating the quality of the course. Secondly, Course Content Summary: Write a summary outlining the position and role of the course, the main knowledge content it provides to students, research methods, achievements, and development prospects of the course.

Thirdly, Course Content: Courses in the training program need to be carefully reviewed to avoid duplication of knowledge blocks in different courses, while meeting interdisciplinary requirements or opening up job opportunities for students. Instructors should introduce students to mandatory learning materials, reference materials, and websites for searching and exploiting information online to support their learning and research process.

Step 3: Training program method according to the competency-based approach

Changing teaching methods. Following the educational philosophy of “learner-centered” and “learner-competency-based approach,” modern teaching techniques are flexibly applied. Group learning activities provide students with opportunities to collaborate, exchange ideas, and complete common tasks, thereby fostering cohesion and teamwork. Presentation skills are honed through learning scenarios

requiring students to present and discuss in front of a group, enhancing their confidence and clear communication skills. Game-based learning is incorporated into lessons to create a lively atmosphere, encourage active student participation, and foster interest in the lesson content. Dramatizing literary works allows students to approach the works from a more vivid perspective, understand their meaning more deeply, and develop their appreciation and emotional expression skills. Information technology is used in teaching and learning to support the presentation, illustration, and exploitation of rich resources, thereby making the learning process more effective and engaging. Enhanced methods are employed to organize and support students in independently and actively acquiring knowledge, developing general and specific competencies for future students.

Step 4: Evaluate the training program using an output-based competency approach

Assessment is based on achieving defined competency standards and criteria to measure the level of achievement of students in terms of the output competencies of the subject or course. "Assessment is the process of collecting information and evidence about the subject to be assessed and making judgments and assessments about the level of achievement according to the scales or criteria given in the standards or norms" (Tran Khanh Duc, 2014, p. 359) [29]. Therefore, competency-based assessment must be based on evidence that is the product of an activity that can be valued and measured. The design of assessment tools must require students to reveal those products. In particular, reference tables and rubric matrices are important tools.

Depending on the teaching methods and the required learning outcomes for each subject or module, appropriate assessment methods are selected to ensure sufficient information is provided to evaluate student progress and the effectiveness of the teaching process. Assessment may include assignments, presentations, tests, projects, reports, group work, internships, and other evaluation activities to assess the ability to apply knowledge and skills to practice. Assessment activities are implemented in diverse forms and are consistent with the competency standards set by the program. The process of testing, review, and announcement of results is clearly communicated to students, ensuring transparency, reliability, and consistency in application. A unified system of tools and methods for assessing the achievement of each learning outcome is developed to support the determination of the achievement level of each module and the entire program. Timely learning feedback facilitates learners in adjusting their learning strategies and improving their outcomes. Assessment and evaluation activities are reviewed periodically to enhance the ability to reflect the level of achievement of learning outcomes and meet the requirements of stakeholders.

Step 5: Conditions for implementing a competency-based training program

To effectively implement a competency-based training model, the following conditions regarding human resources, material resources, and financial resources are necessary:

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- Management staff at all levels within the school need to have a good understanding of competency-based training;
- The teaching staff, specialists, etc., must ensure sufficient quantity, structure, and quality (qualities, capabilities) to organize and implement the teaching of subjects and modules in the program according to the competency-based approach;
- The number of students in each class (class size) should be reasonable to allow for the application of teaching methods and assessment of learning outcomes based on a competency-based approach;
- Awareness training and professional development are needed for administrators, lecturers, specialists, and students regarding competency-based training.
- Regarding facilities, teaching equipment, and information technology infrastructure: these must be ensured and effectively support competency-based training.

Step 6: Review and evaluate the competency-based training program

The training program is organized and evaluated for its reasonableness and feasibility. Program evaluation should be conducted based on the results of extensive consultations with scientists, education experts, faculty, students, parents, employers, etc. Clearly define evaluation criteria for each form of assessment. Assessment of learning outcomes is typically divided into three forms: regular assessment; periodic assessment; and summative assessment. Among the evaluation criteria, instructors should prioritize assessing the level of completion of group tasks, based on observing the coordination and interaction among members. The level of cooperation, exchange, and academic participation between students and instructors is monitored regularly throughout the learning process. The results of practical activities, discussions, seminars, and applied exercises are compiled to reflect the level of learner participation. Periodic assessments are implemented to review the extent to which the requirements of each course are met. End-of-course results are compiled and compared with the learning outcomes to determine the level of achievement of the course objectives.

3. Research Methods

3.1. Survey objectives and content

In order to clarify the current state of curriculum development management in universities in Ho Chi Minh City towards a competency-based approach, we surveyed the following specific contents: Objectives of competency-based training programs; Development and implementation of competency-based training programs; Methods of competency-based training programs; Evaluation of competency-based training programs; Conditions for implementing competency-based training programs; Monitoring and evaluation of competency-based training programs.

3.2. Survey methods and subjects

The survey was conducted in October 2025 using three methods: document review related to the management of curriculum development in universities in Ho Chi Minh City,

focusing on an output-based competency approach. The survey sample was selected using a convenience random sampling method at universities in Ho Chi Minh City (HCMC), including: Saigon University, HCMC University of Education, and HCMC University of Industry. The total number of questionnaires distributed included: 15 administrators, 42 teachers, and 216 students. Survey subjects were asked to evaluate the management of curriculum development based on an output-based competency approach using the following scoring scale: 5 points - Good; 4 points - Fair; 3 points - Average; 2 points - Weak; 1 point - Poor. The average score is divided into the following levels: 4.21-5.0 points: Good; 3.41-4.20 points: Fair; 2.61-3.40 points: Average; 1.81-2.60 points: Weak; 1.0-1.8 points: Poor.

4. Research Results

4.1 Assessment of the current state of curriculum development management in Ho Chi Minh City universities according to the output competency approach

Course development management in Ho Chi Minh City

universities according to the output competency approach is a comprehensive process that evaluates the advantages and disadvantages of objectives, content, methods, testing and evaluation, while fully reflecting the continuous improvement process of curriculum development management to meet the development needs of society.

4.1.1. Current status of training program objectives based on the output-based competency approach

To examine the suitability and effectiveness of output-based competency-oriented training program objectives in universities in Ho Chi Minh City, the research team collected opinions from three groups directly involved in the program development and implementation process. The survey was conducted with administrators, lecturers, and students currently enrolled at the universities. The survey focused on evaluating the clarity of the objectives, their suitability to training requirements, the ability to assess and evaluate them, and the extent to which they meet practical needs and labor market demands.

Table 1: Training program objectives based on the output-based competency approach

No.	Contents	Level of implementation					
		Administration staff, lecturers		Students			
		Average score	Standard deviation	Ranking	Average score	Standard deviation	Ranking
1	Actively seek knowledge and self-improve during the learning process	4.05	0.64	7	4.25	0.55	4
2	Communicate clearly, listen attentively, and behave appropriately in each situation	4.27	0.70	3	4.31	0.47	3
3	Possess the ability to perceive and apply aesthetic elements in learning and life	4.08	0.79	6	4.18	0.70	7
4	Continuously expand knowledge and develop oneself	4.30	0.80	1	4.36	0.56	2
5	Analyze information and provide logical counter-arguments	4.02	0.74	8	4.20	0.53	6
6	Think independently and solve problems when faced with difficulties	4.28	0.82	2	4.38	0.69	1
7	Perform teaching tasks well according to professional requirements	4.18	0.89	5	4.24	0.62	5
8	Organize and manage educational activities effectively	4.25	0.58	4	4.15	0.74	8
Average score		4.18		4.26			

Table 1 shows that most of the program objectives based on the output-based competency approach were rated as “Good” by administrators and lecturers (average score = 4.18). Students rated them as “Good” (average score = 4.26). However, all eight responses had a scale factor (SC) of less than 1, indicating a high concentration in the evaluation. Specifically, administrators rated the content “Continuously expanding knowledge and self-development” as “Good” (average score = 4.30), ranking 1st; students rated it as “Independent thinking and problem-solving when facing difficulties” as “Good” (average score = 4.36), ranking 2nd; students rated it as “Good” (average score = 4.38), ranking 1st; and the content with the lowest rating was “Analyzing information and making logical counter-arguments.” Students rated (average score = 4.02) as 8th in the “fair” category, while students rated (average score = 4.20) as 6th in the “fair” category; no administrators, teachers, or students rated the program as “weak” or “poor”.

The survey results highlight the need for the university to implement management measures to further improve training activities based on the output-oriented competency approach, contributing to the improvement of educational quality in the future.

4.1.2. Current status of building and developing training programs based on the output-oriented competency approach

To objectively reflect the situation of building and developing training programs based on output-oriented competency in universities in Ho Chi Minh City, the research group conducted a survey of the opinions of administrators, lecturers, and students. The survey focused on aspects such as the program development process, the level of involvement of relevant stakeholders, the updating of content according to practical requirements, and the ability to meet the expected competency standards.

Table 2: Program development and training based on the output competency approach

No.	Contents	Level of implementation					
		Administration staff, lecturers			Students		
		Average score	Standard deviation	Ranking	Average score	Standard deviation	Ranking
1	Define the overall objectives of the course	4.23	0.87	1	4.21	0.75	3
2	Summary of the course content	4.21	0.75	2	4.26	0.77	2
3	Content of the courses	4.02	0.69	3	4.31	0.73	1
Average score		4.15			4.26		

The assessment of the current status of the content “Building and developing training programs based on output-based competency approaches” was rated as satisfactory by administrators, lecturers, and students (average scores from 4.15 to 4.26). However, all three responses had a standard deviation of less than 1, indicating a high degree of concentration in the assessment. Specifically, the content “Summary of Course Content” was rated “Good” (average score = 4.23), ranking first, by administrators and lecturers, and “Fair” (average score = 4.21), ranking third, while the content “Summary of Course Content” was rated “Fair” (average score = 4.21) and “Good” (average score = 4.26), ranking second, and the content with the lowest rating, “Content of Courses,” was rated “Fair” (average score = 4.02), ranking third, and “Good” (average score = 4.31), ranking first, by students. Therefore, the school needs to pay close attention to

coordinating with lecturers in building and developing training programs based on a competency-based approach that meets interdisciplinary requirements or opens up specific and clear job opportunities for learners during their training.

4.1.3. Current status of training program methods based on output-based competency approach

To examine the suitability of training program organization methods based on output-based competency approach at universities in Ho Chi Minh City, the research team collected opinions from administrators, lecturers, and students. The survey focused on program implementation methods, teaching methods currently applied, the level of connection between theoretical knowledge and practical activities, and forms of support for learners in achieving the program's output competencies.

Table 3: Training program methods based on output-based competency approach

No.	Contents	Level of implementation					
		Administration staff, lecturers			Students		
		Average score	Standard deviation	Ranking	Average score	Standard deviation	Ranking
1	Organizing group learning activities	4.28	0.59	1	4.32	0.55	1
2	Presentation skills are honed through learning scenarios	4.18	0.66	2	4.29	0.71	2
3	Game models are incorporated into lessons	4.09	0.75	4	3.88	0.61	5
4	Dramatization of literary works	3.98	0.72	5	4.07	0.64	4
5	Application of information technology in teaching and learning	4.12	0.73	3	4.27	0.63	3
Average score		4.13			4.17		

The assessment of the current status of the content “Training methods based on output competency approach” was rated as satisfactory by administrators, lecturers, and students (average scores from 4.13 to 4.17), at a “Fair” level. However, all 5 surveyed areas had a standard deviation of less than 1, indicating a high degree of concentration in the assessment. Specifically, the content “Organizing group learning activities” was rated “Good” by administrators and lecturers (average score = 4.28), ranking first, and “Good” by students (average score = 4.32), ranking first. The content “Presentation skills developed through learning situations” was rated “Fair” by administrators and lecturers (average score = 4.18), ranking second, and “Good” by students (average score = 4.29), ranking second. The content with the lowest rating, “Dramatizing literary works,” was rated “Fair” by administrators and lecturers (average score = 3.98), ranking fifth, and “Fair” by students (average score = 4.07), ranking

fourth. This shows that lecturers need to actively innovate teaching, testing, and evaluation methods to develop learners' competencies and strengthen practical connections with the requirements of new trends. Regularly update information and supplement teaching content.

4.1.4. Current status of evaluating training programs according to the output-based competency approach

To assess the effectiveness of testing and evaluating training programs according to the output-based competency approach at universities in Ho Chi Minh City, the research team collected opinions from administrators, lecturers, and students. The survey focused on the currently applied evaluation process, the level of transparency in publishing results, the suitability of the tools used, and the ability to accurately reflect the level of student achievement of output standards.

Table 4: Evaluation of training programs according to the output-based competency approach

No.	Contents	Level of implementation					
		Administration staff, lecturers			Students		
		Average score	Standard deviation	Ranking	Average score	Standard deviation	Ranking
1	Activities related to assessing learning outcomes	4.32	0.74	2	4.31	0.77	2
2	The process of testing, reviewing, and announcing results is clearly communicated	4.05	0.72	5	4.27	0.81	3
3	A system of tools and methods for measuring the level of achievement of each learning outcome is in place	4.39	0.67	1	4.36	0.61	1
4	Timely learning feedback is provided	4.14	0.69	4	4.19	0.77	5
5	Assessment and evaluation activities are reviewed periodically	4.16	0.77	3	4.21	0.83	4
Average score		4.21			4.27		

The assessment of the content “Evaluating training programs according to the output competency approach” was rated as Good by administrators, lecturers, and students (average scores from 4.21 to 4.27). However, all 5 surveyed areas had a standard deviation of less than 1, indicating a high degree of concentration in the assessment. Specifically, the content “System of tools and methods for measuring the achievement level of each learning outcome” was rated “Good” by administrators and lecturers (average score = 4.39), ranking first, and “Good” by students (average score = 4.36), ranking first. The content “Activities for checking learning outcomes” was rated “Good” by administrators and lecturers (average score = 4.32) and “Good” by students (average score = 4.32), ranking second. The content with the lowest rating, “Clearly communicated procedures for testing, review, and announcement of results,” was rated “Fair” by administrators and lecturers (average score = 4.05), ranking fifth, and “Good”

by students (average score = 4.27), ranking third. Therefore, the school needs to pay attention to providing timely feedback to learners so that they can improve their learning, learning methods, and learning outcomes. Creating a positive environment for students to develop their active and proactive approach to learning.

4.1.5. Current status of conditions for implementing the training program based on output competency approach

To fully consider the extent to which the conditions for implementing the training program based on output competency approach are met, the study surveyed basic factors such as administrators, lecturers and students, facilities and equipment, learning materials system, management mechanism, and coordination among relevant forces, as shown in Table 5.

Table 5: Conditions for implementing the training program based on output competency approach

No.	Contents	Level of implementation					
		Administration staff, lecturers			Students		
		Average score	Standard deviation	Ranking	Average score	Standard deviation	Ranking
1	School administrators at all levels need to have a good understanding of output-based competency-based training	4.35	0.83	1	4.35	0.73	1
2	Lecturers must ensure the quality of their teaching skills and abilities	4.30	0.93	2	4.31	0.86	3
3	Lecturers should apply teaching methods and forms, and assess student learning outcomes according to the output-based competency-based approach	4.25	0.76	3	4.29	0.45	4
4	Education and professional development should be provided for administrators, lecturers, staff, and students regarding output-based competency-based training	4.14	0.88	5	4.34	0.92	2
5	Ensuring adequate facilities, teaching equipment, and information technology infrastructure for output-based competency-based training is essential	4.21	0.86	4	4.22	0.76	5
Average score		4.25			4.30		

The survey results on the topic “Conditions for implementing training programs based on output-based competency approaches” were rated as satisfactory by administrators, lecturers, and students (average score from 4.25 to 4.30), classified as “Fair”. However, all five survey areas had a standard deviation of less than 1, indicating a high degree of concentration in the evaluation. The content “Administrators at all levels in the school need to have good awareness and

understanding of output-based competency-based training” was rated “Good” by administrators, lecturers, and students (average score = 4.35), ranking first. The content “Lecturers, ensuring quality, character, and teaching competence” was rated “Good” by administrators and lecturers (average score = 4.30), ranking second, and “Good” by students (average score = 4.31), ranking third. The content with the lowest rating, “Raising awareness and professional development for

administrators, lecturers, specialists, and learners on output-based competency-based training,” was rated “Fair” by administrators and lecturers (average score = 4.14), ranking fifth, and “Fair” by students (average score = 4.34), ranking second. Therefore, the school needs to focus on creating a positive environment for students to develop their active and proactive learning skills. The physical facilities, equipment, and teaching and educational materials are complete and convenient during the training process.

4.1.6. Current status of testing and evaluating training programs according to the output competency approach

To assess the current status of testing and evaluating training programs according to the output competency approach, the study surveyed the opinions of administrators, lecturers, and students on issues related to testing and evaluating training results. The survey results are summarized and presented in Table 6.

Table 6: Testing and evaluating training programs according to the output competency approach

No.	Contents	Level of implementation					
		Administration staff, lecturers			Students		
		Average score	Standard deviation	Ranking	Average score	Standard deviation	Ranking
1	Evaluating group work results and student collaboration and interaction skills	4.25	0.83	1	4.26	0.89	2
2	Level of collaboration, exchange, and academic participation between students and instructors	4.21	0.82	3	4.22	0.59	4
3	Results of practical experiential activities	4.14	0.84	5	4.23	0.68	3
4	Forms of periodic assessment	4.16	0.73	4	4.21	0.78	5
5	End-of-course results are compiled and compared with learning outcomes	4.22	0.88	2	4.28	0.75	1
Average score		4.19			4.24		

The survey results for the content “Assessment of training programs based on output-based competency approach” were rated by administrators, lecturers, and students with average scores ranging from 4.19 to 4.24. However, all 5 survey contents had a standard deviation <1, indicating a high degree of concentration in the evaluation. Specifically, the content “Assessment of group work results and student collaboration skills” was rated “Good” by administrators and lecturers (average score = 4.25), ranking first, and “Good” by students (average score = 4.26), ranking second. The content “Comprehensive and comparison of end-of-course results with learning outcomes” was rated “Good” by administrators and lecturers (average score = 4.22), ranking second, and “Good” by students (average score = 4.28), ranking first. The content with the lowest rating, “Results of practical experience activities,” was rated “Fair” by administrators and lecturers (average score = 4.14), ranking fifth, and “Good” by students (average score = 4.23), ranking third. Therefore, the school needs to review and evaluate the development of the training program according to new trends that require students to possess critical thinking and creativity skills. new in learning.

4.2 Measures for managing the development of training programs in Ho Chi Minh City universities towards an output-based competency approach

Managing the development of training programs towards an output-based competency approach can be approached from many different angles. Within the scope of this article, we mention some of the following measures with the hope of contributing to the strategy for developing training programs in Ho Chi Minh City universities.

Firstly, the University and its Departments/Faculties should strengthen connections and organize professional development for administrators, lecturers, specialists, and students on competency-based training. Scientific workshops on

curriculum development should be conducted from various perspectives, inviting experts, businesses, and educational institutions. Through specific, vibrant, and practical scientific activities, lecturers and students will gain a comprehensive understanding of the significance of developing competency-based training programs, thereby stimulating them to proactively improve their awareness, attitudes, and behaviors in teaching and learning.

Secondly, Faculties and subject groups need to develop the content of courses within the training program, integrating knowledge blocks across different subjects to meet interdisciplinary requirements or create job opportunities for learners that are closely aligned with practical realities. Depending on each major and course module, additional training content related to essential life skills should be included. Organize seminars with regularly updated information.

Thirdly, lecturers need to actively innovate teaching methods, apply information technology in teaching and learning, incorporate game models and dramatizations of literary works into lessons to develop students' competencies, strengthen practical connections with the demands of new trends, regularly update information and supplement teaching content, and increase conversations and discussions with students on subject topics.

Fourthly, periodic assessment and evaluation of the development of training programs based on an output-based competency approach requires students to possess critical thinking and creative abilities, practical experience, innovation, analytical and synthesis skills, the ability to work independently and make decisions based on the analysis of evidence and data, adaptability to new trends, and the ability to intelligently and rationally master modern technology. These qualities will be important driving forces for students to strive, integrate, and develop in the 4.0 era.

5. Conclusion

Research shows that developing output-oriented training programs in universities in Ho Chi Minh City can only be effective when implemented through a synchronized and consistent management system. The focus of these measures is to improve the professional qualifications and awareness of lecturers and administrators; adjust course content to connect different fields; innovate teaching and learning activities; and build a mechanism for monitoring and evaluating students' achievement of output standards. Implementing these measures contributes to clearly defining the core role of output competencies in the entire process of program development and operation, while also creating a stronger connection between the university, lecturers, students, and employers.

The research results also show that implementing this approach helps training programs better align with societal needs, increases the applicability of learning, and enhances students' ability to meet career requirements after graduation. At the same time, the innovation process contributes to promoting the school's improvement in academic management, thereby enhancing its image and position in the higher education system.

Overall, developing training programs based on output competencies is not only an inevitable trend in higher education today but also a foundation for universities in Ho Chi Minh City to train high-quality human resources, meeting the increasingly high demands of society in the context of digital transformation and international integration.

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