

# **The Quality of Teaching and Learning at Ho Chi Minh City University of Food Industry after the Application of Quality Management System ISO 9001:2008**

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## **Abstract**

After the construction, operation and improvement of the quality management system ISO 9001:2008, Ho Chi Minh City University of Food Industry was separated assessment of education quality independent teaching activities of faculty and student learning. From the development of procedures to control process activities to assess the quality of the processing and analysis of the results are taken seriously to take measures to promote improved teaching and learning activities are well better . This article gives some concrete results on the quality of teaching and learning as a life-cycle implementation of university training program (4 years) operate in accordance with ISO 9001:2008, the first step to prepare implementation accreditation of higher education quality standards Vietnam, AUN and CDIO.

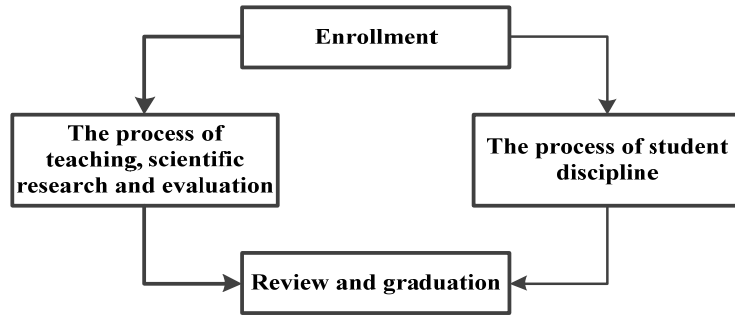
## **Keywords**

Quality systems, quality higher education, teaching and learning, quality control.

## **1. Introducing**

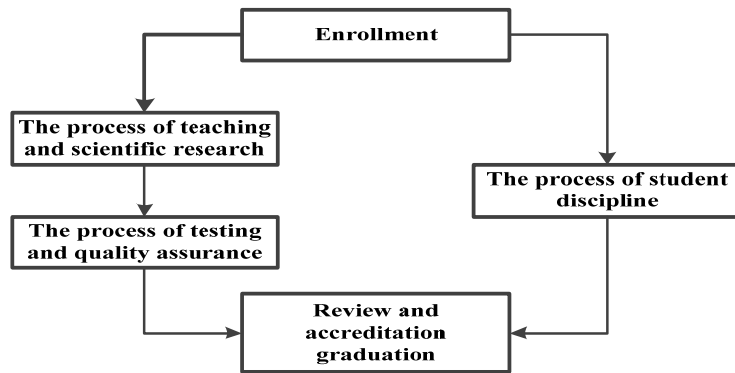
In 2005, the College of Food Industry, Ho Chi Minh City was under construction, implementation and maintenance of quality management systems (QMS) ISO 9001:2000 for 12 units (4 faculties create departments and 8) to manage the education and training activities , in order to prove the capacity of the school in providing services always comply with the procedural requirements set out, step by step improve the quality , meet the requirements of customers and interested parties. After a year of construction and operation of the QMS School was organized by British NQA certification assessment in accordance with ISO 9001:2008 standards. By 2010, the school has implemented to all units in the application of ISO 9001:2008 QMS ( 9 departments and 12 centers 7 faculties ) .

During this school year , the University was upgraded to a University and training enrollment college courses first. However, models of the training process has yet to be clearly independent of the stage of teaching and assessment (Table 1.1 ), this leads to an analysis of the quality of teaching and learning difficult cases. In parallel with the process completed surveys learners and employers about the quality of the training University, the university also decided to separate the assessment of Chamber Testing and Quality Assurance toxic up with teaching activities , and tasked with analyzing the quality of teaching and learning of the first college courses on quality assurance department as a basis for issuing regulations to improve quality for subsequent courses .



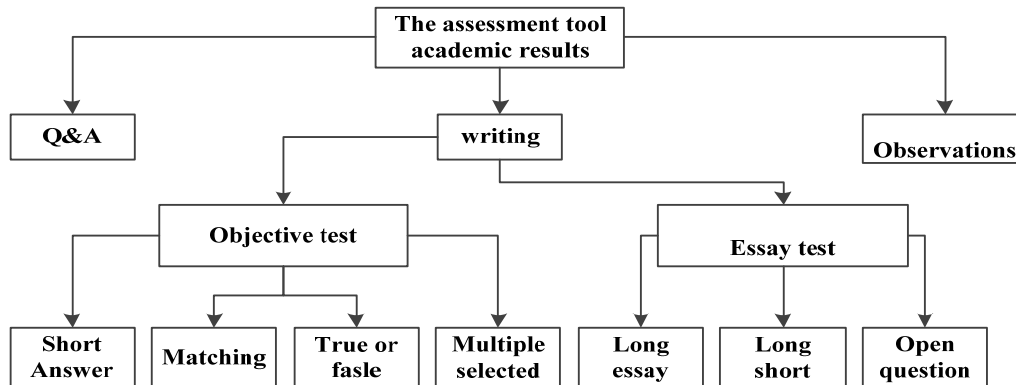
**Figure 1.1: Model training process before applying ISO 9001:2008**

Assessment is the final key step of the teaching process. It is also important areas of major impact on the process of improving the quality of training, and there is also the driving force to encourage creative exploration of student constantly. Objectives for the assessment is to measure the level achieved in comparison with the target module, so stick to learning objectives are built in the training program and must be reviewed annually the suitability of its control over the training requirements and practices.



**Figure 1.2: Location and role of assessment in the training process**

Testing department has studied the advantages and disadvantages of various assessment tool academic results ranging from processes that build unity towards the construction of common bank exam for each module. Essay contest form and two multiple-choice test is the optimal choice for the circumstances and conditions of the school at the moment, by marking essay before cutting to beat, while computer essay marked by the contrast somewhat with light of the objective quality of teaching and learning.



**Figure 1.3: The assessment tool academic results**

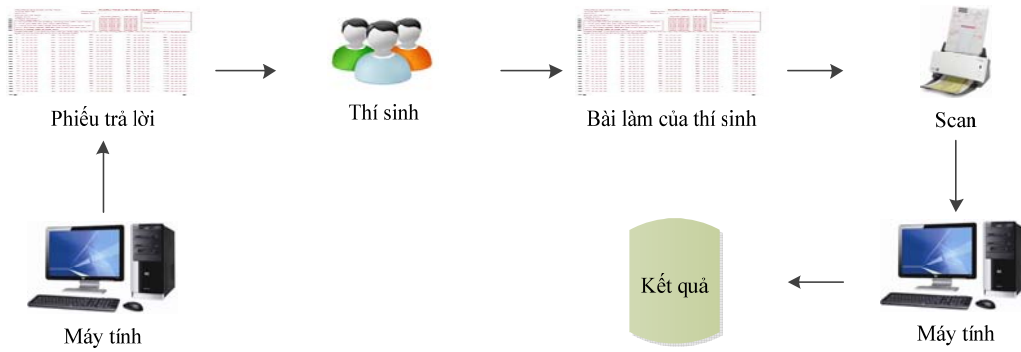


Figure 1.4: Model objective tests

## 2. Improvement after the application of the quality management system ISO 9001:2008

### 2.1. Separating parts independently evaluate the teaching process

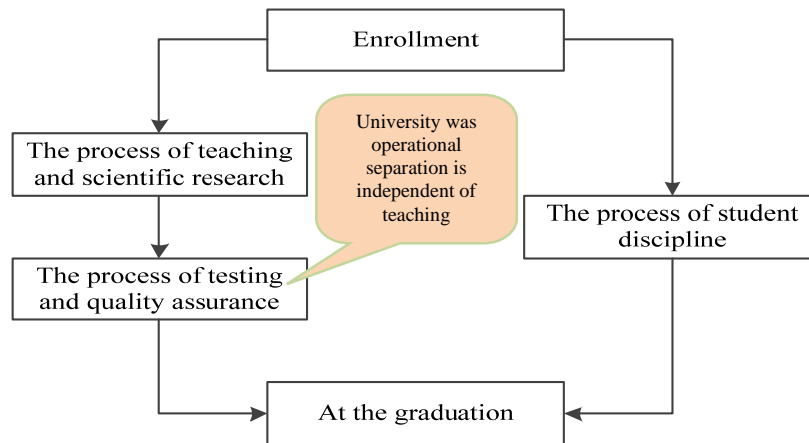


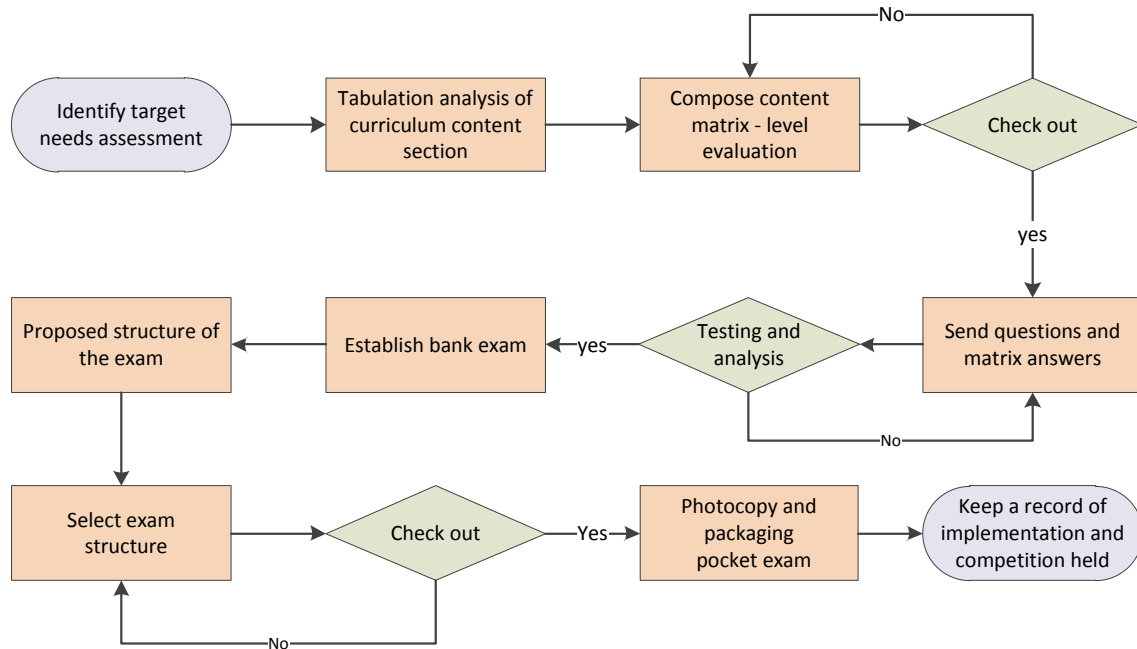
Figure 2.1: The model training process after application of ISO 9001:2008

### 2.2. The stitching should focus improvement

The solution for improving the quality of teaching and learning through active school assessment test after applying quality management system ISO 9001:2008 focus was deployed: the subject, organization and implementation examiner.

### 2.3. Procedures building process bank exam

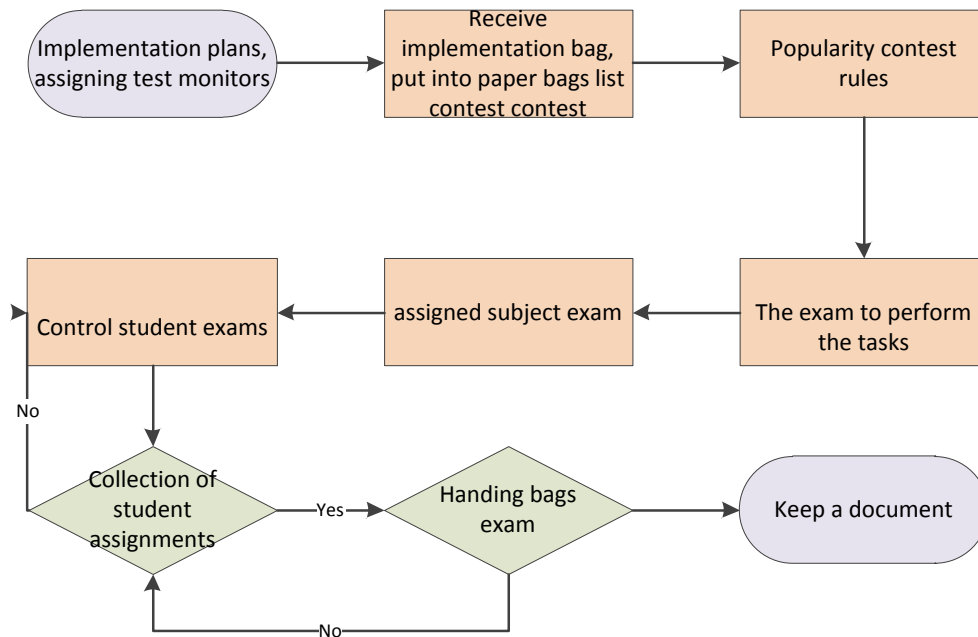
*Building process bank exam*



**Figure 2.2: The process of building the bank exam**

**2.4. Procedures for organizing the implementation process**

*Organizational implementation process*



**Figure 2.3: The process organization Exam**

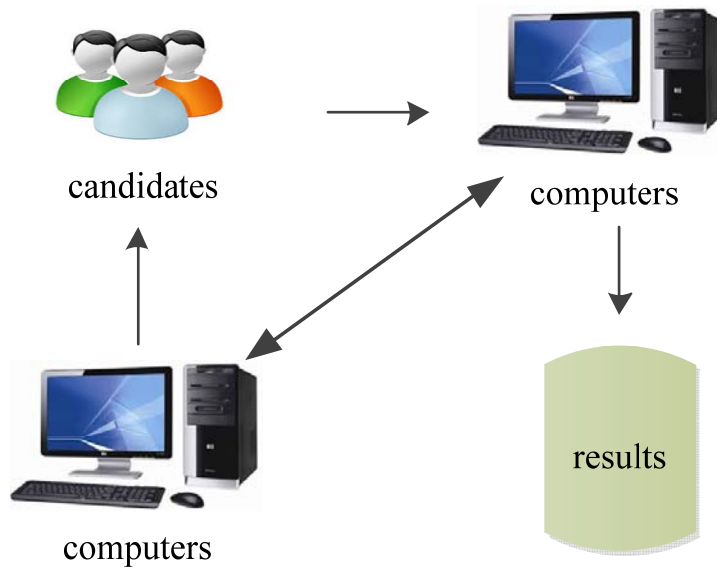


Figure 2.4: Model objective tests online

## 2.5. Process procedures dots, announced test results and analysis

### *The process of judging organization, announced, returning results*

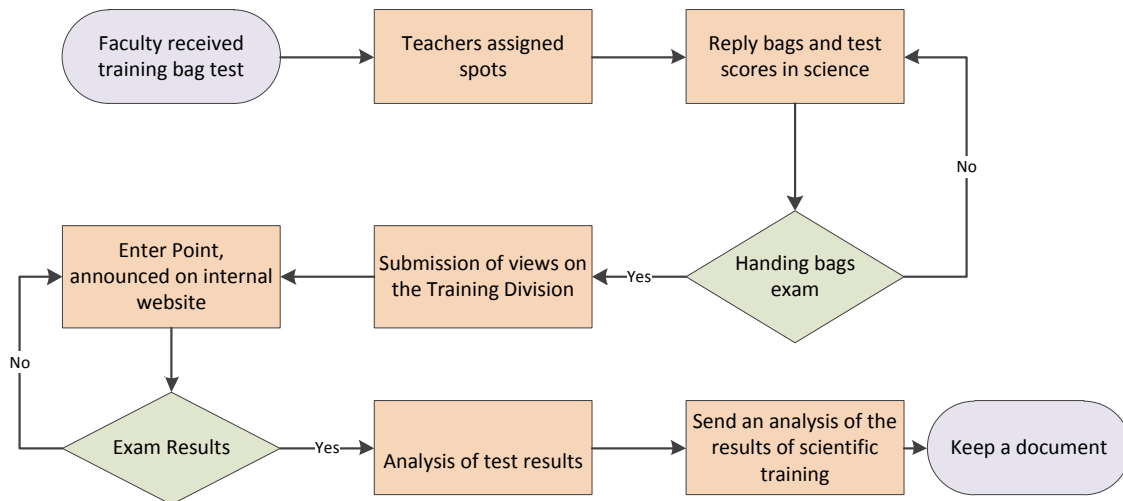
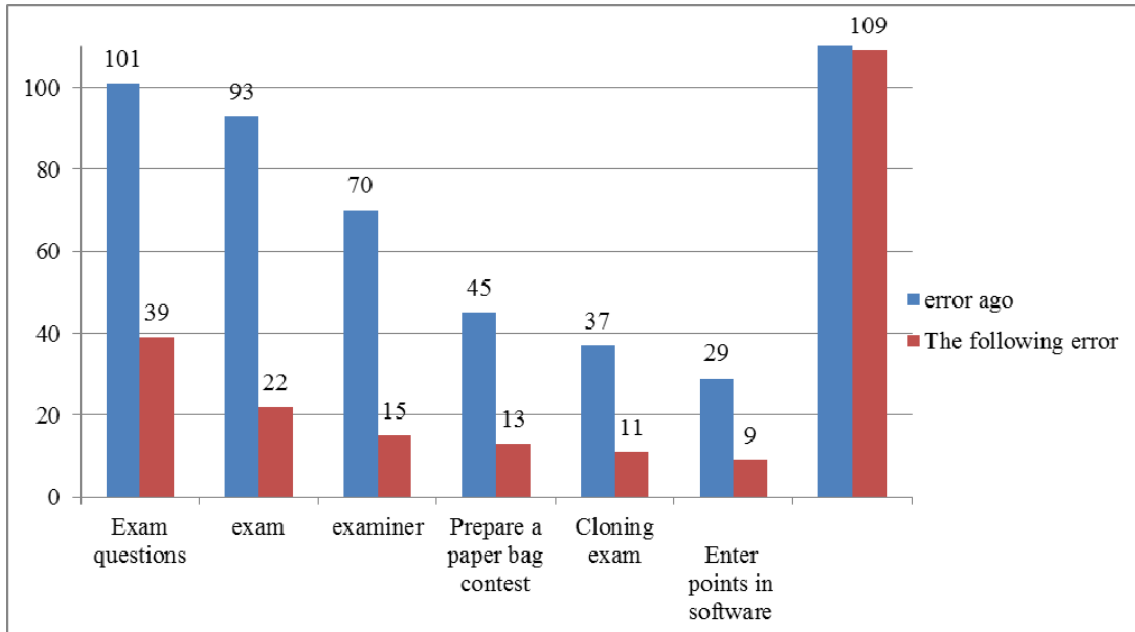


Figure 2.5: The process of judging and announcement of test results and analysis

## 3. Results

### 3.1. The errors before and after improvements

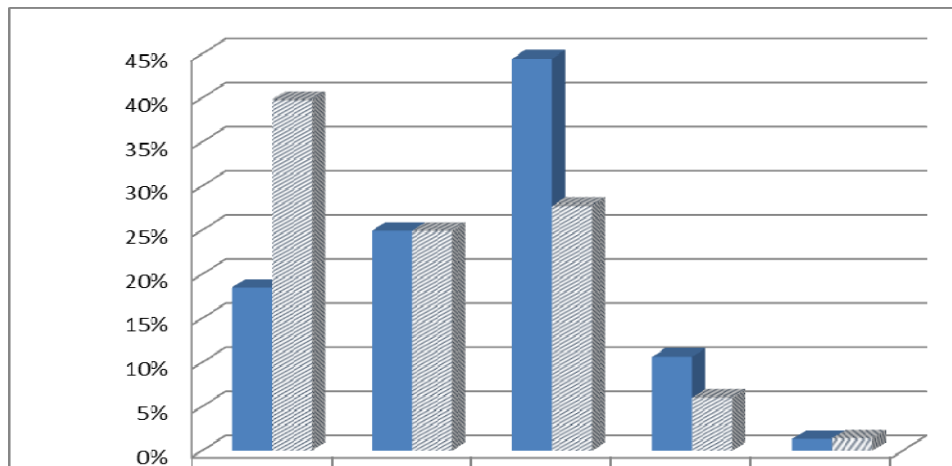
After improvements, the errors in the assessment process fell 29.1%. As for the sewing threads, exam and examiner declined to 28.8%.



**Figure 3.1: Summary of results of bank building**

### 3.2. The quality of teaching and learning

After splitting operation Testing and Quality Assurance activities independently and combined teaching with process improvement exam questions, exam organization and judging the quality of teaching and learning has improved over the past each year. After a lifetime of training programs (4 years), the rate of output (4 years) compared with the input (year 1) has obvious changes. The rate decreased by 53.5% while accompanying rate increases fairly good rate of 60.6% and a 77% increase.



**Figure 3.2: The quality of teaching and learning inputs and outputs after a lifetime of training programs (4 years)**

### 3.3. The impact of process improvements, quality teaching and learning to the process of teaching faculty

The publicity of the assessment process as well as operational separation is independent of the activities of the teaching faculty have a positive impact on the teaching activities of the faculty and student learning. Both faculty and students are more interested in the training program, course syllabi and support each other to achieve implementation goals. Since then the quality of teaching and learning is increasingly high.

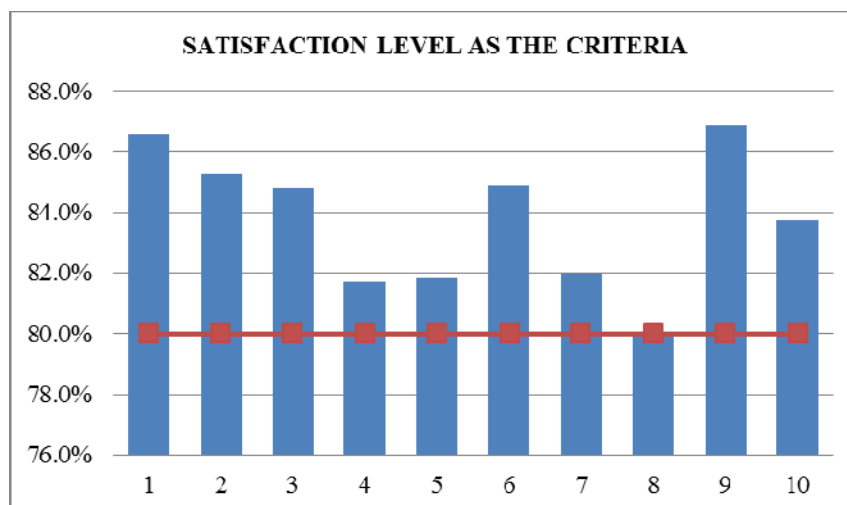


Figure 3.3: Satisfaction of students on faculty

## 4. Conclusions

The development and application of quality management system ISO 9001:2008 has a positive impact, increasing the quality of teaching and learning, as well as the training process. School was operational separation testing and quality assurance activities independent of other training system has helped manage transparency, the periodic control, analysis and assessment to identify opportunities for improvement progress, step by step improve the quality and preparation is the first step performed quality control of higher education standard Vietnam, AUN and CDIO.

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