



ISSN Print: 2664-7249
ISSN Online: 2664-7257
IJPEPE 2023; 5(2): 47-53
www.physicaleducationjournals.com
Received: 05-06-2023
Accepted: 11-07-2023

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Developing bachelor of physical education training program oriented to meet outcome standards at Thai Nguyen University of education: A case study

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DOI: <https://doi.org/10.33545/26647249.2023.v5.i2a.70>

Abstract

Training program development is a continuous process of perfecting the training program. It plays an important role in ensuring the quality of human resource training to meet the development requirements of the economy - society. Based on the analysis and synthesis of documents, theoretical and practical information at Thai Nguyen University of Education, the article presents the process of developing the Bachelor of Physical Education training program in the direction of meeting the school's outcome standards and initial achievements as well as existing limitations when implementing the program. This research result contributes to the process of continuously improving the quality of bachelor's degree training in Physical Education at Thai Nguyen University of Education in the current context of autonomy.

Keywords: Program, training program, program development, outcome standard orientation, OBE, physical education

1. Introduction

The training program is the most important step in all training processes at the university. The training program includes all that the learners have in order to achieve specific goals and objectives. The development of curriculum is carried out in a variety of approaches, depending on the level of development of each country. For developed countries, the curriculum is developed based on the national qualifications framework, which clearly defines the competence of learners acquired after completing the course of each industry or profession at each training level. In order to improve training quality, education and training institutions need to pay attention to the building, reviewing, updating and implementation of each training program according to the requirements of the Ministry of standards for evaluating the quality of training programs. Outcome Based Education (OBE) is one of the methods applied to build and develop training programs effectively. Developing an OBE-oriented curriculum is focused on learners' competencies, also known as outcome standards [1, 2].

The outcome-based teaching concept is used by Thai Nguyen University of Education (TNU) in the design of training programs. Most of the training programs are evaluated according to the set of standards for evaluating the quality of training programs of the Ministry of Education and Training or the The ASEAN University Network-Quality Assurance (AUN-QA). In fact, the Ministry of Education and Training standards are built based on AUN - QA standards. In essence, AUN-QA develops standards and criteria to ensure and evaluate the quality of training programs according to the educational approach based on outcomes. Therefore, for each training program, it is necessary to ensure compliance with the requirements of the OBE approach from design to implementation and evaluation. According to this approach, curriculum development begins with clearly defining what learners are capable of doing, then organizing the curriculum, teaching and assessment to ensure that learning is optimally implemented to ensure learning learner-centered, forming learners' capacity after they complete the curriculum. Using this approach in the development of training programs helps the process of designing, implementing and evaluating training programs to meet the needs of training quality assurance as required by the current sets of standards for evaluating the quality of training programs [1, 2, 3, 16].

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On the basis of results of the review of the training program in recent years, it is recognized that the shortcomings and inadequacies of the current training program, based on the inevitable requirements of society and the University, the development training program oriented to outcome standards at the Faculty of Physical Education and Sports in Thai Nguyen University of Education is essential to improve the quality of training programs to meet the development needs of today's society. In order to develop according to the above-mentioned orientation, the Faculty has planned a development strategy with objectives, orientations, development scale and guiding views, priority tasks, clearly showing the mission and vision to 2035 of the Faculty and it will be a prestigious and quality scientific training, retraining and research unit in the field of physical education, a unit that organizes teaching and advising on the development of strategies for training, scientific research, cooperation and coordination with organizations and individuals in research, training and fostering activities in the field of physical education and sports. By 2030, the Faculty will become a faculty with a position in the country in terms of scale, quality of training, scientific research and application of technology in the training of teachers with bachelor's and master's degrees, providing human resources for the Northern Midlands and Mountains areas and the whole country ^[16].

2. Content

2.1 Training program concept

According to the Dictionary of Education, the concept of "training program" is understood as an official document that defines the purposes, objectives, requirements, content of knowledge and skills, the overall structure of the subjects, plans for promotion and internship for each academic year, the ratio between subjects, between theory and practice, regulations on methods, approaches, instruments, facilities, certificates and diplomas of education and training institutions ^[9].

The Law on Education of Vietnam defines the higher education program as follows: "The higher education program represents the objectives of higher education, stipulates standards of knowledge, skills, scope and structure of contents of higher education, methods and forms of organization of educational activities, methods of evaluating educational results for subjects, branches, professions and training levels of higher education; ensure linkage with other educational programs" ^[11].

2.2 Concept of training program development

Developing university curriculum is a continuous process of perfecting the curriculum. Thus, according to this definition, development of training program includes the compilation or development of a new program or improvement of an existing training program. In addition, we use the term "development" of training program instead of the word "construction", "design" or "compilation" of training program, because "development" includes continuous changes and additions. Development is a cycle which the end point is the beginning again, resulting in a new and better training program ^[12].

2.3 OBE concept

Outcome-based education (OBE) can be understood as a method of approaching, building and operating the training program based on the knowledge and skills that learners are expected to acquire and demonstrate success in graduation. OBE focuses on learning outcomes, ensuring that the knowledge, skills and attitudes (Including the thinking skills that learners need to acquire) are clearly defined and reflected in the program outcome standard ^[15].

2.4 The process of developing the bachelor's degree program in physical education at Thai Nguyen University of Education

The bachelor's training program in physical education is built based on the requirements of the training colleges in terms of knowledge, skills, autonomy and responsibility. The training program has clear and specific goals and is designed in an orderly manner, including general knowledge, professional education knowledge, pedagogical knowledge, graduation thesis and alternative courses. Graduation thesis. The output standards of the modules of the knowledge blocks are determined to meet the output standards of the training program. The content, form, methods of teaching and testing to assess the learning outcomes of learners in all modules are determined in a way that is appropriate and meets the learning outcomes of the course and the training program ^[16].

The development process of the bachelor's training programs of physical education in 2022 at the Thai Nguyen University of Education is carried out including the following steps:

Step 1: Establish a drafting team to develop training programs

The composition of the Drafting Team includes typical representatives of lecturers who are knowledgeable about the training industry and major, directly involved in teaching or managing training at the school, capable of building and developing training programs; experts in curriculum development and higher education quality assurance; representative of employers in the relevant professional field with knowledge of professional capacity requirements and job positions in the field of training.

Step 2: Survey the requirements of the labor market, determine human resource needs by qualifications and training majors

Survey purpose: To have more important information channels as a basis for adjusting and updating the objectives and outcome standards of the training program. Survey subjects include: Employers, Alumni. The form of the survey can be sent by paper form, email, online survey, social network, etc. Survey content: Sticking to the objectives and outcome standards of the current training program and the content intended to be adjusted and updated to design consultation contents; requirements on qualities and specific competencies of the training program; requirements for job positions other than teachers.

Step 3: Develop general objectivess, specific goals and outcome standards of the training program

Adjust and update the objectives of the current training program to ensure that it reflects the University's mission

and vision and is consistent with the higher education objectives specified in the laws. The objectives of the bachelor's training program in Physical Education include general and specific goals.

Adjust and update the outcome standards of the current training program to ensure that it reflects and meets the following: Objectives of the training program; Vietnam's National Qualification Framework; Regulations on the minimum amount of knowledge and capacity requirements that learners achieve after graduation for each training level of higher education of the Ministry of Education and Training; Professional standards for high school teachers; Recommendations of the external assessment team for the University's training programs have been evaluated.

After the draft outcome standards of the training program is developed, stakeholders will be consulted on the output standards of the training program. Survey subjects include: Employers; Alumni; Lecturers; Scientists. The survey subjects met the requirements on quantity and quality according to the regulations of the school. Survey form: Send paper slip, email, online survey, social network, etc.

The outcome standards after the survey will be approved by the Stakeholder Consultation Conference and finalized and submitted to the Rector for appraisal and approval.

Step 4: Determine the structure of amount of necessary knowledge of the training program to build the training program to ensure the training objectives and output standards (Building the framework of training program)

Carry out assessments and develop reports on the effectiveness of the current training program. Review the contribution of the knowledge and each module in contributing to the achievement of the objectives and outcome standards of the training program from which to draft the framework of training program (1st time).

Step 5: Compare and contrast the universities training program in the same discipline of other domestic and foreign training institutions to complete the training program

The process of updating and reviewing the bachelor of physical education training program at Thai Nguyen University of Education has collated and compared with 03 university training programs of the same discipline in the country and 01 training program in the same branch of foreign countries to complete the training program. After comparing, completing the draft Training Framework (2nd time), collecting opinions from stakeholders on the training framework and developing a report on the results of the survey of stakeholders to finalize the training framework. The subjects of the survey of the training framework in terms of quantity and quality requirements are the same as the survey of outcome standards. Based on the survey results, the Faculty completed the training framework and sent it to the Training Department for appraisal and submission to the Rector for approval.

Step 6: Design detailed outlines of courses according to the training programs

The module outline of the Bachelor's program in Physical Education is built according to the general guidelines and forms of the University. Based on the guidance of the University, the Faculty takes the following steps: The Head of the Department assigns the lecturers to write the module outline; organize discussions and comments on the draft module outline at the subject level; Deploy editing and finalizing after discussion; Appraise the module outline at the Faculty level, then submit it to the Rector for signing for a issuance decision.

The module outline is built to ensure logical correlations from the objectives of the course to the outcome standards of the course and the detailed content of the course with appropriate teaching and assessment methods.

Step 7: Finalize the draft curriculum based on feedback from stakeholders and submit it to the Faculty Council for consideration

The training program must satisfy the requirements of assessing the degree of satisfaction of the regulations of the training program standards and the current regulations on training organization for the respective qualifications; other relevant regulations on training programs; requirements of the branch of training and defined goals and outcome standards

After being completed, the draft training program for bachelor's degree in physical education continues to ask for comments from stakeholders, receive feedback on the draft training program, the editor team complete and submit it to the Faculty Council. After completing the review process, the Faculty completes the training program and sends it to the Training Department for appraisal and submission to the Rector for approval.

Step 8: Regularly review and update course content and teaching methods based on new advances and employer requirements

Regular evaluation and updating of the training program is an extremely important task for each training program. To carry out this task, the Faculty of Physical Education and Sports in cooperation with the functional department of the University organizes activities to attend the teaching hours of the lecturers, to draw experiences after attending the lecturers in order to improve the quality of teaching. In addition, the process of reviewing the module outlines from the subjects also has suggestions and adjustments on the teaching methods and assessment methods of each module to be suitable and compatible with the module's outcome standards. In addition, students' feedback on the lecturer's teaching activities is an important information channel for teachers to self-adjust teaching methods, forms, and assessment to better meet requirements of students.

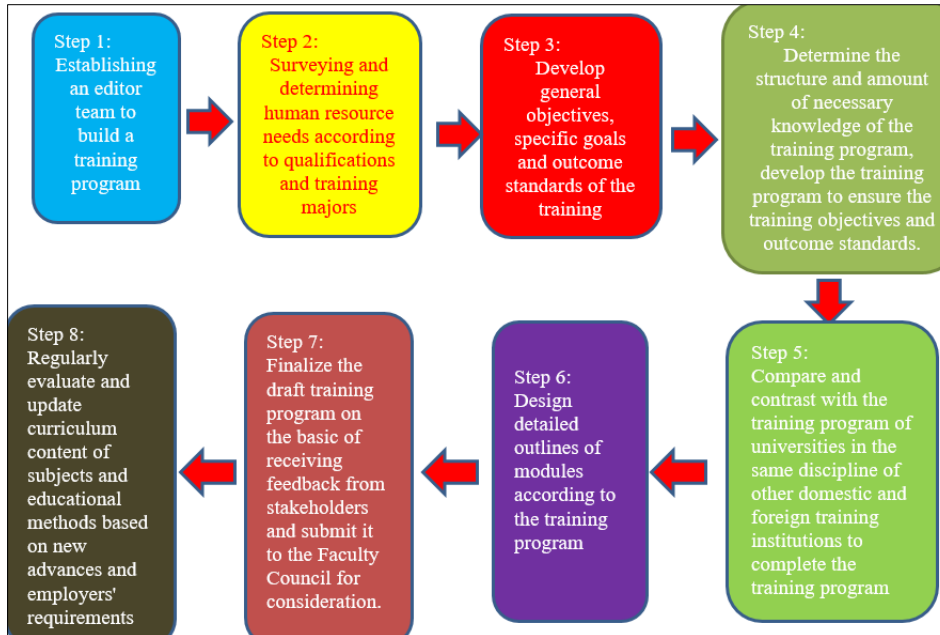


Fig 1: Flowchart of steps to build bachelor of physical education training program in 2022

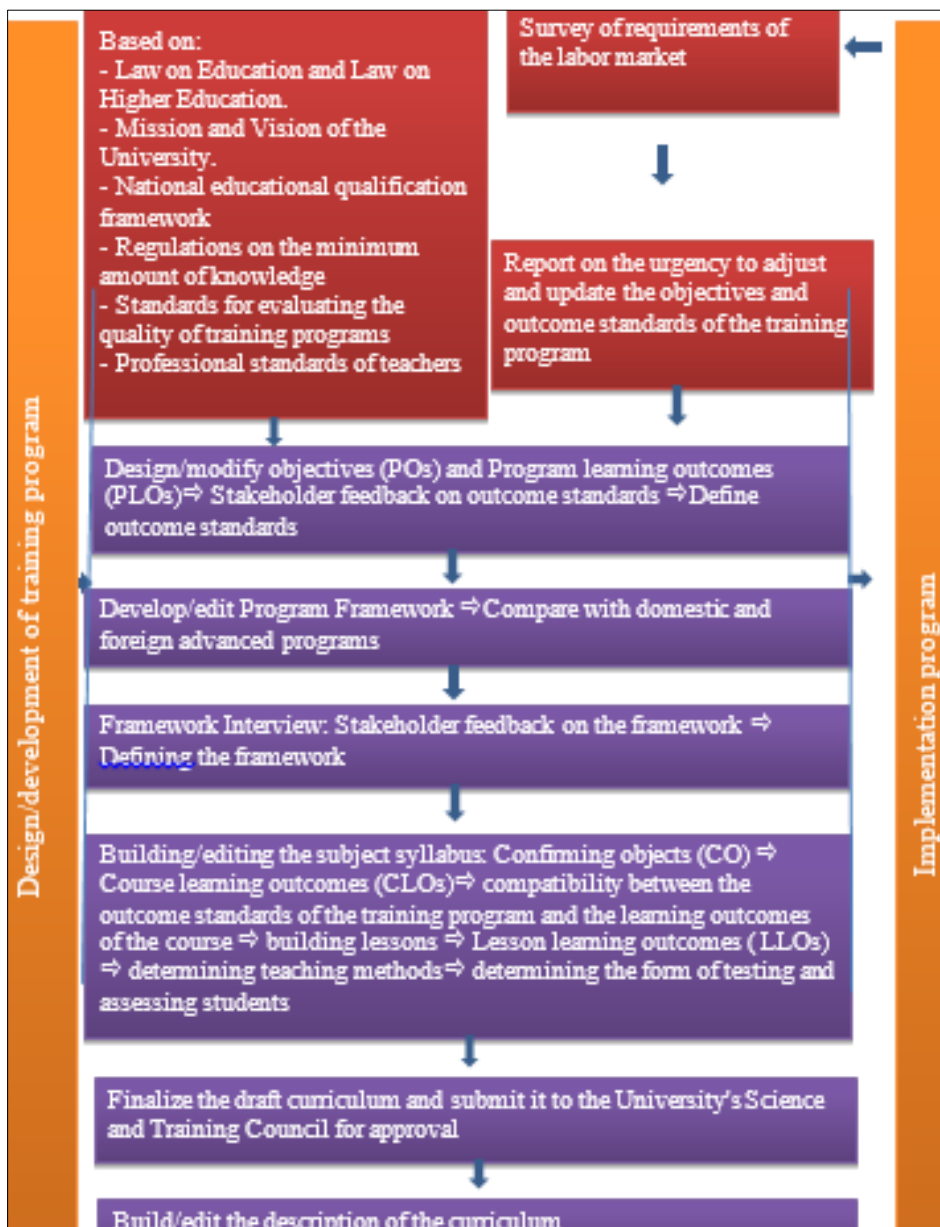


Fig 2: Summary of the development process of the bachelor of physical education program in 2022

2.6 The initial results achieved on the development of the bachelor's program in physical education at the Thai Nguyen University of Education

The process of developing the Bachelor of Physical Education program at the Thai Nguyen University of Education under the close direction of the University and the active efforts of the faculty and staff of the Faculty of Physical Education and Sports has achieved initial achievements such as: after ^[16]:

The objectives of the Bachelor of Physical Education program are clearly defined, including general objectives and 8 specific objectives. The objectives of the Bachelor of Physical Education program are consistent with the University's mission and vision, and in accordance with the higher education objectives specified in the Law on Higher Education. The objectives of the training program have reflected the requirements of the labor market on the basis of consultation with employers and former students of the Faculty on labor market requirements.

Table 1: General and specific objectives of the bachelor's training program of physical education at Thai Nguyen University of Education in 2022

General objective	Detail objectives
The objective of the bachelor's training program is to train physical education teachers with university degrees, managers, specialists in charge of expertise at educational institutions and movement workers at culture - physical education and sport agencies of the whole country, especially in the Northern Midlands and Mountains and surrounding areas. Graduates have good political and moral qualities; have basic knowledge, expertise and solid professional skills; have the ability to self-study, self-research, create and solve the requirements set forth by the theory and practice of PE and education; self-adapting for lifelong learning; have foreign language and computer skills to meet job requirements after graduation	<p>PO1. Have good moral and political qualities; have professional capacity, have a passion for professional activities.</p> <p>PO2. Have basic knowledge, industry basis and specialization in the field of expertise.</p> <p>PO3. Having knowledge of subject teaching theory, psychology, education and can be applied in teaching and educating students.</p> <p>PO4. Having analytical thinking, evaluating, building plans to deploy physical education and sports activities in schools and in the locality in the direction of developing students' capacity; Skilled in advising and assisting learners.</p> <p>PO5. Ability to work independently and in groups; Ability to continue learning to improve qualifications.</p> <p>PO6. Capable of teaching, training and researching in schools, Culture and Sports agencies at all levels and related professions.</p> <p>PO7. Having the ability to test and evaluate the learning and training results of learners in the field of physical education and school sports;</p> <p>PO8. Ability to use information technology, English in communication and professional activities.</p>

The outcome standards of the training program clearly describe the general and specific requirements that learners need to achieve after completing the training program. Specifically, the training program in 2022 has identified 14 outcome standards, including 04 outcome standards on knowledge, 08 outcome standards on competence and 02 outcome standards on autonomy and responsibility. Specifically:

* Knowledge

* General knowledge

PLO1: Apply basic knowledge of political theory and Vietnamese law in personal and work practice.

PLO2: Apply knowledge of psychology, education, and school management to organize teaching and educational activities.

* Expertise

PLO3: Apply basic knowledge of disciplines, specialties and pedagogy to analyze and evaluate specific tasks in the practice of physical education, school sports and sports activities in the community.

PLO4: Apply basic research results in professional fields to practical activities of physical education and school sports.

* Skill

* General skills

PLO5: Communicate effectively and carry out consulting activities in teaching, education and career guidance activities.

PLO6: Exploiting applications of information technology in self-study, scientific research, teaching, assessment and student management.

PLO7: Can use English equivalent to level 3/6 in communication and professional activities.

* Professional skills

PLO8: Implement basic techniques of some basic sports in the general education program; Develop a plan for teaching, training and organizing competitions and referees in physical education and sports activities at schools.

PLO9: Applying teaching methods and educating students in the direction of developing quality and capacity; Handle situations that occur in the work of Physical Education and Sports at school.

PLO10: Being able to apply methods, forms and techniques of testing to assess learning outcomes and progress of learners in physical education and sports at school.

PLO11: Analyze the practical conditions of agencies and localities to develop plans and organize the implementation of Physical Education and Sports activities.

PLO12: Coordinate with relevant forces to plan and organize activities; evaluate and improve professional activities at the grassroots level. Effectively mobilize and use resources for education in general and Physical Education and Sports at school in particular.

*Capacity of autonomy and responsibility

PLO13: Strictly complying with regulations on teacher ethics and democratic regulations in high schools.

PLO14: Applying professional knowledge and skills to the process of working independently, in groups and for lifelong self-study.

The training program for the Bachelor of Physical Education is designed based on the requirements of the outcome standards in terms of knowledge, skills, autonomy and responsibility. The methods of teaching, testing and assessing the learning outcomes of all the modules in the training program are described clearly and appropriately, contributing to supporting learners to achieve the output standards. 100% of the module outlines in the training program are compatible and show a specific level of contribution to achieving the outcome standards.

The training program has a reasonable and logical structure among the blocks of knowledge, helping students to acquire knowledge and practice professional competence, to meet the actual requirements of society's human resources.

Training programs are regularly reviewed, adjusted and newly built according to regulations and compared with domestic and foreign programs.

Teaching and learning activities have been appropriately designed, in the direction of promoting the positivity and creativity of learners to achieve the outcome standards of each module towards achieving the outcome standards of the training program. Through the teaching and extra-curricular activities of the Faculty and the University, it has promoted skills training, improved self-study and self-training ability of learners. The assessment of learners' learning outcomes is designed in accordance with the level of achievement of the learning outcomes of the module towards the outcome standards of the training program. Learners' learning results are promptly feed backed in many forms, thereby helping students promptly adjust their study plans.

The method of testing and evaluation ensures the measurement of the requirements of the outcome standards, the reliability of the clear evaluation criteria and the fairness. The university has developed and promulgated the process of designing and developing training programs, guiding the setting of goals, outcome standards, implementation, evaluation and quality improvement; the program development directions, domestic and international comparison.

Evaluation of learning results and teaching process to ensure that students after graduation have in-depth knowledge in the field of physical education and sports; have good pedagogical skills and abilities, reason and solve problems, promote teamwork and have social communication skills.

There is a process, plan and regular implementation of stakeholder satisfaction surveys and a systematic collection of feedback; The feedback results have been recorded, monitored and used by the School and Faculty to improve and enhance the quality of training, scientific research and the quality of student support activities.

2.7 Existences and limitations

The process of building a training program for bachelor's degree in physical education, although initially effective, still has certain shortcomings^[16].

As follows:

The collection of feedback from graduate students, teachers, lecturers, scientists who are leading experts and employers to comment on the outcome standards has not been regular and widespread.

It has not been compared with many bachelor's degree programs in physical education of advanced countries abroad. Methods, forms and assessment tools are still not diversified. The implementation of review and evaluation of the teaching process of the Faculty's teachers is often not done regularly and continuously.

3. Conclusion

The design and development of the curriculum is quite a difficult job, requiring the implementer to not only have strong specialized knowledge but also master the educational knowledge and skills to conduct the survey achieve the expected results, skills to build outcome standards (according to Bloom scale) to be able to quantify and evaluate, knowledge about teaching, learning and assessment activities. All such knowledge and skills should be implemented based on the basic principles of OBE including: focus on competencies or outcome standards; design the training program based on the needs of the stakeholders; the principle of oriented compatibility in the process of implementing teaching and learning activities, as well as testing and evaluation activities; and must create opportunities for continuous learning for learners. Understanding the OBE model for effective application in the development of training programs, as well as solutions for synchronous development of human and material resources and smooth administrative processes, will be the key extremely important factor to ensure the quality of the school's bachelor's degree program in physical education. Through the practice of developing outcomes-oriented bachelor's degree programs in physical education at the Thai Nguyen University of Education, we would like to summarize and share the results obtained from the process of designing and developing training programs at the university as an experience. Reference experience for higher education institutions, with the common goal towards ensuring the quality of training programs.

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