

Management of university-level training programs according to the AUN-QA approach: theoretical basis, management content, and influencing factors

Gestão de programas de treinamento de nível universitário de acordo com a abordagem AUN-QA: base teórica, conteúdo gerencial e fatores de influência

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Abstract

The issue of education quality in general and university training program management, in particular, is one of the major concerns of current education systems in the world and in Vietnam. Many studies have shown a dialectical relationship between education quality and training program management. The university training program is to train human resources with high skills, thinking abilities, and creative abilities. In training activities, it is necessary to innovate contents, programs, teaching, and learning methods, build a list of training occupations, and a system of assurance and accreditation of college training quality, towards integration with the university educational community of countries in the region and the world. The identification and clarification of the theoretical basis of training program management according to the AUN-QA approach are even more urgent when many Vietnamese universities are conducting training quality accreditation under this system. Along with that, it is necessary to clarify the management contents and impact factors of the management process of university-level training programs according to the AUN-QA approach. Qualitative analyzes were used as one of the main tools of this study. However, in some important contents, some important issues need to be clarified, this study will conduct some surveys to create more objectivity and accuracy in the conclusions.

Keywords: Training program management; university level; AUN-QA; universities in Vietnam.

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Resumo

A questão da qualidade da educação em geral e da gestão de programas de treinamento universitário, em particular, é uma das maiores preocupações dos sistemas educacionais atuais no mundo e no Vietnã. Muitos estudos demonstraram uma relação dialética entre a qualidade da educação e a gestão de programas de treinamento. O programa de treinamento universitário é o de treinar recursos humanos com altas habilidades, capacidade de pensamento e criatividade. Nas atividades de treinamento, é necessário inovar conteúdos, programas, métodos de ensino e aprendizagem, construir uma lista de profissões de treinamento e um sistema de garantia e credenciamento da qualidade do treinamento universitário, visando a integração com a comunidade educacional universitária dos países da região e do mundo. A identificação e o esclarecimento da base teórica da gestão de programas de treinamento de acordo com a abordagem da AUN-QA são ainda mais urgentes quando muitas universidades vietnamitas estão conduzindo o credenciamento de qualidade de treinamento sob este sistema. Além disso, é necessário esclarecer o conteúdo da gestão e os fatores de impacto do processo de gestão de programas de treinamento de nível universitário de acordo com a abordagem da AUN-QA. As análises qualitativas foram utilizadas como uma das principais ferramentas deste estudo. Entretanto, em alguns conteúdos importantes, algumas questões importantes precisam ser esclarecidas, este estudo conduzirá algumas pesquisas para criar mais objetividade e precisão nas conclusões.

Palavras-chave: Gestão de programas de treinamento; nível universitário; AUN-QA; universidades no Vietnã.

Introduction

Educational administrators and lecturers are decisive factors not only for the quality of education in university but also have an important influence on capacity and quality in every person's life. Resolution No. 29-NQ/TW on a fundamental and comprehensive renovation of education and training emphasized the task of "Developing a contingent of teachers and administrators, meeting the requirements of education and training innovation; develop planning and project on training and retraining teachers and educational administrators in association with the needs of socio-economic development, assurance of security, national defense and international integration. Standardize the contingent of teachers according to each educational level and training level; develop a system of pedagogical university to meet the training objectives and requirements of teachers and educational administrators" (Communist Party of Vietnam, 2013).

In fact, Vietnam has many policies to encourage the improvement of training quality, towards fundamentally innovating training in order to meet social needs and in line with the conditions of international economic integration. Vietnamese human resources are the most important foundation and advantage for sustainable development.

Vietnam's socio-economic development strategy for the period 2011-2020 has affirmed: "Rapidly develop human resources, especially high-quality human resources, focusing on a fundamental and comprehensive renovation of the economic education of national; closely link human resource development with the development and application of science and technology" (Communist Party of Vietnam, 2011).

Resolution No. 29/NQ-TW dated November 4, 2013, of the Central Committee, has determined: Reforming education and training needs to start from renewing viewpoints and guiding ideology to goals and contents, methods, mechanisms, policies, and conditions to ensure implementation; innovate from the leadership of the Party, the management of the State

to the management of education and training institutions and the participation of families, communities, society and learners themselves; innovation at all levels, disciplines, etc.

This issue has not been until the 12th Congress (2016) that such a determination was made. The problem is that: In recent years, the viewpoints, guiding ideas, and goals of comprehensive education have not been properly understood and implemented, now we need to be more aware and implement it more effectively. "Transitioning education and training development from mainly quantity-based to focusing on quality and efficiency, while meeting quantity requirements, etc." (Communist Party of Vietnam, 2016).

After 36 years of renovation, Vietnam's education career has been developing, making an important contribution to human resource training for the country's industrialization and modernization (DangNguyen & Son, 2022a; Hang & Van, 2020; Vuhong, 2022a); As the nucleus of the education system to train high-quality human resources for the country, over the years, the Vietnamese higher education system has achieved positive results, specifically: University network planning has come into sync; the number of universities ranked on the number of prestigious international ranking systems is increasing; the number of students increases steadily every year; developing teaching staff; innovate training contents, programs, methods, and assessment methods; vocational skills of students are improved; improve the quality of management work and improve the capacity of managers; graduates have high jobs, gradually meet the needs of the domestic labor market and international integration.

However, evaluating the quality of training objectively, the team of experts in the field of education management has not yet fully met and satisfied the requirements to perform the development tasks of the education system, especially teachers in higher education (Cullen, et al., 2003; DangNguyen & Son, 2022a & 2022b; DucHiep, et al., 2022; Van, 2022). There are many reasons leading to the low quality of training: The lack of uniformity and consistency between the training programs and training models, the lack of standards and norms, and the lack of coherence and complementarity between the two groups training in university with on-the-job training, the university lacks a team of good lecturers and modern teaching and learning equipment, and employers do not pay attention to the placement of work positions that are appropriate to the industry occupations where workers have been trained, leading to low labor productivity (Emil & Raymond, 2007; Hang & Van, 2020; Dao & Van, 2020; Trung & Van, 2020a; Vuhong, 2022b).

Applying a quality assurance approach in managing university-level training programs is a new direction in education in recent years, attracting the attention of many managers and educational institutions (Wentling et al., 1993; Kellogg, 2000; Emil & Raymond, 2007). The set of criteria for assessing the quality of training programs of AUN-QA (ASEAN University Network - Quality Assurance, the association of quality universities in Southeast Asia) is interesting and registered by many universities in Vietnam, many domestic training programs have been certified by AUN (ASEAN University Network, 2015).

With the desire to study more fully and deeply about the management of training programs at the university level, the author chooses the problem: "Management of training programs at university level according to the AUN-QA approach: Basic theoretical, management content and influencing factors" as a research topic in order to contribute to clarifying issues of university-level training program management according to the AUN-QA approach, meeting the requirements of the university demand for higher education reform in the current context.

Literature review

The issue of education quality in general and university training program management, in particular, is one of the major concerns of current education systems in the world and in Vietnam. These are issues that are fundamentally related to the research topic, helping us to have an overall and appropriate view in building a theoretical basis for the management of training programs at universities. To the extent allowed, the study refers to the following studies:

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Wentling (1993) stated that: "A training program is an overall blueprint for a training activity (it can be a course lasting several hours, a day, a week or a few years). That master design outlines the entire content to be trained, specifies what to expect from learners after the course, outlines the process needed to implement the training content, and also shows training methods and methods of testing, assessing learning outcomes, and all that is arranged according to a tight timetable".

With the aim of creating a common language for curriculum development, (Fred Korthagen, John Loughran, & Tom Russell, 2006) proposed 7 basic principles for curriculum change including: (1) Learning from practical experience; (2) Building knowledge from practical experience; (3) Shifting from focusing on training programs to focusing on learners; (4) Promoted through research on training, (5) Learning to connect with colleagues, (6) Relationships between employers, educational institutions and learners, (7) Teaching activities are carried out according to the approach of each teacher.

These principles have helped to solve training program problems such as complaints from graduates, employers, and parents about the mismatch between being equipped with knowledge and skills before entering the labor market (Barone, Berliner, Blanchard, Casanova, & McGowan, 1996); the phenomenon of "reality shock" of young teachers when starting work after graduation (Zeichner & Tabachnick, 1981); or the opposition between traditional training methods and new teaching perspectives such as constructivist views (Fosnot, 1996).

Tran Thi Hoai et al. (2018) also conducted a study on the degree of responsiveness to the national qualification framework of undergraduate training programs of Vietnam National University, Hanoi from the perspective of analyzing program output standards the university training program, the steps to develop the training program, and the points of compatibility and incompatibility of the content and structure of the training program with the requirements of the corresponding output standards stated in the Qualification Framework Vietnam. The research results show that the surveyed training programs have met most of the requirements of the National Qualifications Framework, but some contents are completely absent from the training programs, including Basic knowledge of management, operating professional activities, skills to lead and start a business to create jobs for themselves and for others, etc.

By the end of 2017, the Ministry of Education and Training has issued 4 sets of standards for evaluating the quality of training programs (specifically, 01 set of standards for evaluating the quality of training programs for primary university teachers at the college level), 01 set of standards for evaluating the quality of training programs for high university teachers at the university level, 01 sets of standards for evaluating the quality of educational programs in industrial engineering pedagogy at university level and 01 set standards to evaluate the quality of nursing training programs at university and college levels) and 01 set of standards common to all training programs. This is also a very modest number compared to thousands of programs. Training programs are being implemented at domestic higher education institutions today.

Results and discussion

Theoretical issues of training management in universities according to the AUN-QA approach

Management:

Currently, there are many different views on management. In different fields and industries, there will be different perspectives. Management concepts can be understood in the following basic contents:

Management is a common phenomenon: Management is a very common and widely used term in all fields of society. All organizations, business, political, cultural, or social are involved in management. Because management will help and direct different efforts towards a definite purpose. According to Harold (1961): "Management is an art of getting things done through and with people in formally organized groups. It is the art of creating an environment in which people can perform and individuals and can collaborate to achieve group goals." According to Taylor (1903): "Management is the art of knowing what to do, when to do it, and seeing that it is done in the best and cheapest way".

According to Nguyen Ngoc Quang (2004): "Management is the purposeful, planned impact of the management subject on the collective of workers, generally, the management object, in order to achieve the intended goal".

With the above points of view, management is understood as the activity that directs the efforts of the group toward the achievement of certain predetermined goals. It is the process of working with and through others to effectively achieve organizational goals, by making efficient use of limited resources in a changing world. Of course, these goals can vary across agencies and organizations.

Management of training programs at universities:

Applying the concept of management to the field of training, which can be understood as: Management of training programs in universities is a process of purposeful and planned influence of the management subject on training activities at universities through the application of management functions and means to achieve the training goals of the university.

Management of training programs at universities according to the AUN-QA approach:

Training management at universities following the AUN-QA approach is very important, this activity helps managers and commanders of the university to review, review and evaluate the current status of training. How have universities been and are? Since then, there are guidelines and measures to adjust training goals and plans to meet the requirements of comprehensive development.

The goal of the management of the training process at universities according to the AUN-QA approach is first and foremost the quality of comprehensive training of students with political-ideological-ethical and cultural standards-scientific-technical-technology, practical skills, and physical fitness are specified in the output standards or training objectives in a particular profession.

The subject of management is the leader, the administrator guides the improvement of the quality of work in the university, but the productivity and quality of the whole university, thereby achieving the results as the common goal of the university has been achieved. Managers must have a comprehensive, comprehensive and dialectical view of the elements under their management in order to control and manage them (Duchiep et al., 2022; Vuhong, 2022a; Van, 2020 & 2022). The quality of comprehensive training of students is reflected in the quality of graduates - technical workers, which must be suitable and meet the very diverse and complex needs of the customers in the market.

Southeast Asian University Network (AUN)

Quality management AUN-QA is a method of high-quality management, aiming to constantly improve quality, each person in the organization is imbued with high-quality cultural values. Therefore, quality management AUN-QA is the most appropriate quality management method in university management today. The researches of domestic and foreign scholars in the field of educational quality management and especially pedagogical education are necessary documents for reference in the process of searching for a theoretical basis, and surveying reality. The adverb then proposes measures to manage training programs suitable for universities.

AUN is a network of leading universities in Southeast Asia, established in November 1995 by the initiative of the Council of Education Ministers of Southeast Asian countries, with the first members led by the Minister of Education and Training. Nominated by the Ministry of Education. Since its establishment, AUN has had 13 members who are top universities in 10 countries in the region; Up to now, there has been 30 members university (In which, Vietnam has Hanoi National University, Vietnam National University Ho Chi Minh City, and Can Tho University).

The AUN accreditation standard is currently the goal that many universities in Vietnam and Southeast Asia aim to develop human resources through higher education in the ASEAN region. In order to promote quality assurance at universities in the region, AUN has launched an initiative to assess the quality of higher education according to the common quality assurance standards of the ASEAN region (ASEAN University Network - Quality Assurance, abbreviated as AUN-QA).

The selection of quality accreditation according to AUN-QA standards helps the university understand what level the training program has reached on the regional evaluation

scale, and detect what problems the training program still has need to be remedied for improvement to ensure the quality program in the ASEAN region.

Content management of training programs at universities according to the AUN-QA approach

Management of training programs at university in universities according to the AUN-QA approach is all activities that universities implement to maintain, improve and enhance the quality of their training. Since then, the content of training program management at universities following the AUN-QA approach includes the following issues:

Raise awareness for managers, lecturers and staff about the need to manage training programs according to the AUN-QA approach:

School members must have a clear awareness of quality, training quality, quality management, and the need for quality training and training according to the AUN-QA approach.

Awareness is the first step to having the right attitude and behavior. For the implementation of training program management according to the AUN-QA approach, awareness is expressed in the fact that every member of the university from learners to administrators, lecturers, and staff, all organizations (departments, departments, organizations, etc.) know how their work is of good quality and all follow that quality requirement. To do so, the university needs to have a specific training plan to regularly influence the awareness of its members.

Develop strategic plans, and quality policies for university training according to the AUN-QA approach:

The strategic plan at universities is a long-term plan, usually for a period of 5 to 10 years. Good strategic planning can help university: Clarify future direction; set priorities and focus resources on priorities; professional team/workgroup building; build and enhance the spirit of cooperation with businesses, communities, and external organizations; evaluate the university's progress; improve the quality of university management; Adapt creatively and effectively to change.

Quality management according to AUN-QA contributes to improving the university strategy formulation process in many ways such as: Promoting customer-oriented thinking; focusing on measurement and objective actions to introduce fact-checking against which one can determine the effectiveness of the strategy and the effectiveness of meeting objectives; focusing on teamwork to create the trust that everyone in the organization is involved in formulating strategy. For strategic planning in universities to follow the AUN-QA approach, the strategic planning process is as follows:

1) Mission, vision, and values of the university; 2) Analysis of learner and customer needs; 3) Environmental analysis (SWOT), identification of strategic issues; 4) Define strategic goals; 5) Define the quality policy; 6) Identify strategic solutions; 7) Action plan; 8) Organize the implementation and evaluation of the strategy.

Building a management system for training programs at universities according to the AUN-QA approach:

Defining the university's mission, vision, and goals; formulating policies on training quality of the university; establishing an organization for the quality of the university;

identifying the needs of customers: internal customers (students, lecturers, etc.), external customers (students' parents, community, etc.) (Snoek, et al., 2011; Hong Vu, 2022; Hong Van, 2022a, 2022b); determine the ability (resources: human, material, financial) of the university to meet customer requirements economically; forming and constantly perfecting the system of assessment standards (evaluating teaching activities, learning activities, production labor, arts, sports, etc.).

Periodically survey the level of achievement of the specified standards for each type of product and the reliability of the product to customers; training, education, and fostering, with a clear reward and punishment regime to strengthen the capacity of the university's members (DangNguyen, 2022b; Van, 2022). The quality policy must be developed by all members of the university.

Building a quality cultural environment at universities. The contents of building a quality culture: Quality awareness education for all members of the organization; organizing training according to the inverted triangle model; maintaining customer-oriented and customer-oriented relationships; marketing within the university organization.

Managing training programs at universities according to the AUN-QA approach:

The university training process includes many stages or sub-processes, from the admissions process or stage to the implementation of the program, the teaching and learning plan, to the evaluation of the graduates out of university. Today, the training process can be extended to the stage where graduates find jobs, receive additional training, continue to update, etc. Manage training programs at the next universities The AUN-QA approach is composed of elements that are always moving, transforming each other, and interacting with the environment in three stages.

Manage Inputs: The input of the training process includes the successful students, management staff, lecturers, training quality, and necessary equipment for the organization of the teaching process. Therefore, the management of inputs includes:

Admissions management and consulting;

In order to be able to select students with the right competencies for the training profession as a premise for improving the quality and effectiveness of training, universities need to organize serious enrollment according to current regulations. For students who have been accepted, the university needs to organize counseling for students to choose the right major among the fields that the university trains to match the student's capacity as well as the university's ability.

Managing, selecting, employing, training, and fostering a contingent of managers and lecturers: Lecturers; Management staff, and lecturers are the main labor force of the university, which is one of the important quality assurance conditions of the university. Therefore, the university needs good management to have a team of managers and lecturers with high quality, and a synchronous structure of occupations and qualifications to meet the training development requirements of the university.

Manage training program development: In today's era, science and technology develop rapidly, production is also constantly changing. Therefore, vocational training programs need to be constantly improved to match the needs of society.

Manage the process of procurement, construction, preservation, use, and repair of teaching facilities and equipment;

In order to teach quality, it is not possible to only teach theory, especially vocational training, the content of practical teaching accounts for a large proportion of the total training time. School facilities must meet training requirements. Teaching equipment must be modern, not too outdated compared to production, must be sufficient in quantity, and type, and especially always ready to be used.

Factors affecting the management of training programs at universities according to the AUN-QA approach

Factors belonging to the external environment:

First, Laws and policies of the State: The pedagogical training system operates within the legal framework of the country. The Party and State have always focused on education and training activities, including pedagogical training. Stemming from socio-economic realities, the Party and State have advocated promoting the training of highly qualified teachers, increasing the scale of training; increasing investment, consolidating and developing pedagogical education and training institutions; build a number of key educational institutions. These are policies that create a great motivation for the enhancement of pedagogical training in association with improving the quality of training in the current period.

Second, the level and trend of socio-economic development: The more developed the economy, the more and more demand for high-quality human resources is required. To meet that demand, pedagogical training always uses measures to improve the quality of training, to ensure the quantity and quality of labor for the economy. Economic development along with the process of industrialization and modernization of the country makes the economic structure of the industry shift from agriculture to industry, especially focusing on the manufacturing industry and high-tech industry. Currently, Vietnam is being evaluated as having a golden population structure with a large labor force. This creates increased demand for jobs, which in turn promotes educational institutions, to expand their enrollment scale. Raise the income of the national economy, and turn Vietnam into the world's factory.

Third, market size and educational development policy. As analyzed above, the development of the education sector creates the demand for human resources in the industry, thereby orienting the training needs in terms of both training size and quality.

Fourth, the level of scientific and technological development: The world is entering the era of the fourth industrial revolution (also known as the industrial revolution 4.0), from the first industrial revolution (industrial revolution). mechanical engineering), to the second industrial revolution (automation industry) and the third industrial revolution (digital industrial revolution), so far with the 4.0 revolution, technology has advanced significantly, integrating and blurring the boundaries between the physical, digital and biological domains; Industry 4.0 is considered an exponential development compared to the additive and exponential growth of previous industrial revolutions.

Fifth, the issue of integration: The process of international economic integration taking place deeply will greatly affect pedagogical training. Trends impact international negotiations on the liberalization of trade in goods and services and the free movement of labor between countries within a certain range. This puts countries in need of human resource development strategies, especially high-quality human resources to increase competitiveness.

One of the issues that need to be paid much attention to in the integration process is to improve the professional qualifications of the lecturers. A skilled labor force will attract foreign direct investment; promoting productivity growth for the economy as a whole and moving towards the free movement of labor among countries in the region under the framework of the ASEAN Economic Community.

Factors belonging to universities:

First the training program and curriculum. The training program is a decisive factor in the quality of training because the training program reflects the training content; is a document or design that represents the overall components of the training process; including conditions, methods, and procedures for organizing and evaluating training activities to achieve training objectives of educational institutions. Depending on the subject of training, there is an appropriate training program and must ensure the following requirements: Basic, practical, modern, feasible, and systematic. If any program meets the above requirements and clearly defines the training objectives, requirements, content, and quality assurance, the training activities will be effective.

The training program must be developed with both standards and flexibility so that it can quickly adapt to the training organization and respond to the frequent changes in production technology. Therefore, in order to have a quality training program, it is necessary to involve experts from the educational sectors, with a scientific approach.

Developing a training program according to the AUN-QA approach requires close coordination between education experts, teaching staff, and experts from educational institutions. The essence of the AUN-QA approach is capacity training and capacity building for learners. AUN-QA is an approach to train students, including students of educational management to become comprehensive pedagogues, understand how to form ideas - design - implement - operate processes, and complex technical systems with high added value in the modern working environment. AUN-QA helps to form in education management students the competencies to meet the requirements of enterprises not only in the present but also to help them approach new development problems of science and technology in the future.

Second, the teaching staff and management staff. The training process consists of two processes teaching and learning, and the person who directly implements the teaching process or in other words imparts professional knowledge to students is the teaching staff. Thus, the teaching staff has a decisive role in the quality of training in general and training in particular. If the teaching staff has knowledge, capacity, creative thinking, good professional qualifications, professional ethics, and practical experience, the training quality will be increased; On the contrary, if the teaching staff is both lacking in size, inconsistent quality, and inappropriate structure, the training quality cannot be improved.

An indispensable factor in the training process is the management team. Management staff includes leaders and managers in specialized and professional departments (DangNguyen, 2022b; LuongNgoc & Van; 2022). The management team is a decisive factor in the sustainable development of the vocational education institution, including the improvement and assurance of training quality (ThiHong & VuHong, 2022; Van, 2022). If the staff is proficient in professional skills, has good moral qualities, and has good leadership capacity, the quality of training will increase.

Third, facilities. Technical and material infrastructure includes lecture halls, laboratories, practice workshops, etc. Therefore, the physical infrastructure and teaching

equipment are factors that directly affect the quality of training. If the facilities are fully equipped and modern, it will have a positive impact on improving the quality of training. On the contrary, when the facilities are lacking or not suitable for the development trend of reality, the quality of training will be affected. This factor includes equipment serving the teaching and learning process of lecturers and learners. When the elements of equipment are adequate, quality assurance will increase the quality of training.

Fourth, the organization of exams and graduation assessments. The more rigorous, rigorous, and correct the organization of the graduation exam and assessment is, the more accurately the qualifications and skills of the learners can be assessed. This motivates learners to really try and study seriously to ensure good expertise; thereby ensuring the output quality of educational institutions. Moreover, the education management industry needs to evaluate graduation through practical content. Graduation assessment through live practice will assess students' real skills. Graduation assessment should be based on the output standards announced by the university. Therefore, the assessment of learning outcomes and graduation assessment should be based on these output standards.

Fifth, the participation of educational institutions in training. The relationship between educational institutions and university is the bridge between labor supply and demand. The closer the linkage, the more relevant the training process is to the needs of the labor market. Educational institutions participating in the process of developing programs and curricula, and teaching practical modules associated with each major will create favorable conditions for the university to develop the program in a way that is appropriate to the needs of the university; learners have more access to practice and the ability to meet the needs of the market is increasing.

Sixth, quality management of training programs is a factor to ensure training quality and improve training quality. If the university does a good job of managing the training program, the output of the training process will meet the needs of the labor market, ensuring the supply of highly qualified human resources. The process of managing the training program in order to ensure the elements of real learning and real exams, learners have the knowledge, skills, and attitudes according to the standards of each industry; this not only helps graduates to be able to work immediately, but also helps educational institutions to have access to highly qualified human resources. Moreover, the university enhances a certain brand and reputation in the industry, creating motivation and confidence for learners.

Conclusion

Issues about training programs in general and management of training programs according to the AUN-QA approach at universities, in particular, are mentioned in many different perspectives on the basis of educational management science. Management of training programs in each university training institution is a matter of survival, determining the quality of output products, creating prestige, and imprints, and related to the survival of training institution to meet the needs of education and training reform in the integration period, so this issue should be promoted research with practical application.

Management of training programs according to the AUN-QA approach at universities has been mentioned, but only suggested by articles, situation reviews, and single proposals

through seminars, no research has been done for typical in-depth study. Therefore, this is a new and practical issue that needs to be studied intensively in order to apply improvements in education and training at universities, which will contribute to affirming the university's position as well as enhancing the role of education in education and training today.

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