



MANAGEMENT OF UNDERGRADUATE BRIDGING EDUCATION AT CAN THO UNIVERSITY OF MEDICINE AND PHARMACY

Ngo My Linh¹

Thai Cong Dan²ⁱ,

Pham Kieu Anh Tho³,

Tran Binh Khiem⁴,

Nguyen Gia Thinh⁵

^{1,3,4,5}Can Tho University of Medicine and Pharmacy,

Can Tho City, Vietnam

²School of Foreign Languages,

Can Tho University,

Can Tho City, Vietnam

Abstract:

This study examines the management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy, Vietnam, from an educational management perspective. It aims to propose feasible measures to enhance the effectiveness of bridging programs based on theoretical analysis and an assessment of current management practices. The study employs both theoretical and empirical methods, including surveys of administrators, lecturers, and bridging students. The findings show that while existing management demonstrates strengths in planning, organization, direction, and initial evaluation, limitations remain in curriculum continuity, training flexibility, supervision consistency, digital technology application, and staff professional development. Based on these findings, the study proposes five feasible management measures to improve the quality and effectiveness of undergraduate bridging education at the University.

Keywords: educational management; undergraduate bridging education; training management; medical university; Can Tho University of Medicine and Pharmacy

1. Background of the Study

1.1 Rationale

In the context of globalization and the rapid development of the knowledge-based economy, higher education plays a critical role in developing high-quality human resources and promoting sustainable national development. The Fourth Industrial Revolution has profoundly transformed labor markets, placing increasing demands on

ⁱ Correspondence: email tcdan@ctu.edu.vn, nmlinh@ctump.edu.vn

professional competence, adaptability, innovation, and lifelong learning. In the healthcare sector, challenges related to climate change, emerging diseases, and changing disease patterns have further intensified the need to improve the quality of health human resources.

Within this context, undergraduate bridging education has emerged as an effective pathway for healthcare personnel to upgrade qualifications, standardize academic credentials, and meet career development requirements. The Vietnamese Party and State have consistently emphasized the development of an open, flexible, and articulated education system, as reflected in Resolution No. 29-NQ/TW (2013), the Resolution of the 13th National Party Congress (2021), the Education Law (2019), and Decision No. 18/2017/QĐ-TTg. These policies affirm the importance of educational articulation and lifelong learning.

In practice, undergraduate bridging education in Vietnam has expanded rapidly, with 134 out of 243 higher education institutions offering bridging programs in 2023 (Ministry of Education and Training). This growth underscores the urgent need to strengthen quality assurance and management effectiveness. At Can Tho University of Medicine and Pharmacy, a key healthcare training institution in the Mekong Delta, bridging education plays an important role but faces management challenges related to enrollment quotas, credit recognition, digitalization, coordination, and quality monitoring.

Despite existing studies on higher education management, research on managing undergraduate bridging education in health sciences remains limited. Therefore, this study on *“Management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy”* is necessary and significant, contributing to improved management practices, training quality, and sustainable university development.

1.2 Research Objectives

1.2.1 General Objective

Based on a review of theoretical foundations and an analysis of the current status of the management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy, as well as the factors affecting this activity, the study aims to propose managerial measures to enhance the quality and effectiveness of undergraduate bridging education in response to the requirements of educational and training reform.

1.2.2 Specific Objectives

- To systematize the theoretical foundations of the management of undergraduate bridging education at universities.
- To examine and analyze the current status of the management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy.
- To propose management measures for undergraduate bridging education at Can Tho University of Medicine and Pharmacy.

1.3 Research Questions

- What theoretical foundations serve as the basis for managing undergraduate bridging education?
- What is the current status of the management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy?
- What management measures are needed to improve the effectiveness of undergraduate bridging education at Can Tho University of Medicine and Pharmacy?

2. Literature Review

2.1 Fundamental Concepts

2.1.1 Management

The concept of management has been interpreted from various perspectives, reflecting the development of management science over time. From the classical efficiency-oriented approach, F. W. Taylor (1911) defined management as organizing and directing work through others to achieve maximum efficiency at minimum cost. From a process perspective, H. Fayol identified management as a set of core functions, including planning, organizing, directing, coordinating, and controlling (Fayol, cited in Bui Minh Hien *et al.*, 2006). From the human relations perspective, Mary Parker Follett viewed management as the art of accomplishing work through people. In the Vietnamese context, management is commonly understood as a purposeful and organized process in which managers influence managed objects through appropriate methods and tools to effectively mobilize and utilize organizational resources in a changing environment (Nguyen Quoc Chi & Nguyen Thi My Loc, 2002; Ha Si Ho, 2008).

In general, management can be defined as a purposeful, organized, and systematic process by which managers mobilize and coordinate resources to achieve organizational goals efficiently and effectively.

2.1.2 Educational Management

Educational management, although defined from different perspectives, generally refers to the purposeful and systematic influence of management subjects on the education system to ensure its effective operation and development. Khudô Minxki (1982) emphasized that educational management involves planned and conscious impacts at all levels of the education system based on the laws of teaching and learning. Pham Minh Hac (1986) defined educational management as the process of organizing and directing teaching and learning activities to achieve educational objectives. Similarly, Bush (1995) viewed educational management as the organized and goal-oriented use of resources to achieve educational goals efficiently.

Overall, educational management can be understood as a lawful, scientific, and goal-oriented process of planning, organizing, directing, and supervising educational activities to improve educational quality and meet societal needs.

2.1.3 Undergraduate Bridging Education

Training is a purposeful and organized process aimed at developing learners' knowledge, skills, and professional competencies (Nguyen Minh Duong, 1996). In higher education, training is a fundamental function of universities (Bui Thi My Hao, 2023).

According to the Education Law (2019), articulation in education allows learners to use accumulated learning outcomes to continue studying at higher levels while ensuring quality assurance. Undergraduate bridging education, therefore, refers to an organized training process that enables learners who have completed intermediate or college programs to progress to the undergraduate level in the same or related fields, based on principles of inheritance, integration, and compatibility of learning outcomes.

2.1.4 Undergraduate Bridging Training Activities at Universities

Training activities are central to higher education institutions and reflect the realization of educational objectives (Nguyen Thi Hong Van, 2011). Undergraduate bridging training activities are distinctive in that they must ensure continuity and integration between different educational levels within an open education system.

From a systems perspective, these activities include components such as training objectives, curriculum, teaching and learning processes, faculty, learners, and outcomes (Tran Luong & Bui Thi Mui, 2018). Applying the CIPO model, training activities can be viewed as a systematic process transforming inputs into outputs in response to contextual conditions (Scheerens, 2000).

In brief, undergraduate bridging training activities at universities comprise admission, curriculum development, teaching organization, assessment, and graduation recognition, all of which require effective management to ensure quality and efficiency.

2.2 Related Studies

International research on undergraduate bridging education has examined the topic from multiple perspectives, including articulation policies, credit recognition, learning outcomes, student engagement, and transition support. Carter *et al.* (2011) emphasized the role of clearly defined learning outcomes in facilitating transfer from college to university programs, identifying barriers such as inconsistent policies and limited credit recognition. However, their study did not address institutional management of bridging programs. Similarly, Blaylock *et al.* (2011) and Hurlihey (2012) highlighted the benefits of transfer and bridging programs for student success and educational equity, while noting fragmented coordination and limited systemic management across institutions.

From a policy perspective, OECD reviews (Field *et al.*, 2013) and comparative European studies (Fiore, 2018) acknowledged the expansion of articulated training pathways but pointed out persistent weaknesses in outcome standardization and governance coordination. Studies focusing on learner pathways and decision-making (Lang, 2018) further revealed challenges for universities in planning and managing flexible transfer routes aligned with labor market demands.

More recent research has shifted toward factors influencing transfer student success, such as academic advising, learning communities, and institutional support (Thomas *et al.*, 2019; Chamely-Wiik *et al.*, 2021). While these studies demonstrated positive impacts on retention and learning outcomes, they largely examined isolated support mechanisms rather than comprehensive management frameworks. Recent policy evaluations and empirical studies (Nguyen Ngoc Anh *et al.*, 2023; Cuéllar Mejía *et al.*, 2023) continued to identify challenges related to curriculum alignment, credit recognition, and coordination among institutions.

In Vietnam, studies on undergraduate bridging education are mostly embedded within broader research on higher education management and flexible training systems (Nguyen Khanh Tho, 2009; Le Thuy Trang & Tran Van Hieu, 2012). Subsequent research emphasized planning, teaching organization, quality assurance, and learner management (Nguyen Huu Nang, 2012; Nguyen Xuan Van, 2015; Vu Duc Hanh, 2020). Notably, Nguyen Ngoc Anh *et al.* (2023) directly examined articulation from vocational to higher education, highlighting increasing demand alongside persistent limitations in legal frameworks and credit recognition mechanisms.

Overall, existing studies confirm the importance of undergraduate bridging education in expanding access and promoting equity. However, systematic research on institutional-level management—particularly in health sciences universities—remains limited. This gap underscores the necessity of the present study in proposing effective management measures to enhance the quality and sustainability of undergraduate bridging education.

3. Research Methodology

3.1 Research Questions

Based on the research objectives, the study addressed the following research questions:

- 1) What theoretical foundations serve as the basis for managing undergraduate bridging education at universities?
- 2) What is the current status of the management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy?
- 3) What management measures are necessary to improve the effectiveness of undergraduate bridging education at Can Tho University of Medicine and Pharmacy

3.2 Research Objectives

This study aimed to improve the effectiveness of managing undergraduate bridging education at Can Tho University of Medicine and Pharmacy. The specific objectives of the study were as follows:

- 1) To systematize the theoretical foundations of the management of undergraduate bridging education at universities.

- 2) To examine and analyze the current status of the management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy.
- 3) To propose feasible and effective management measures to improve the quality and effectiveness of undergraduate bridging education at Can Tho University of Medicine and Pharmacy.

3.3 Participants

To assess the current status of undergraduate training activities at Can Tho University of Medicine and Pharmacy, the study conducted an online questionnaire survey involving two specific groups of respondents, as follows:

- **Group 1:** Administrators (who also participate in teaching bridging students) and lecturers directly involved in teaching bridging programs. Among them, 29 administrators participated in the survey, accounting for 145% (29/20) of the planned number of administrators, and 71 lecturers participated, accounting for 236% (71/30) of the planned number of lecturers.
- **Group 2:** Bridging students currently studying at Can Tho University of Medicine and Pharmacy. A total of 219 students participated in the survey, accounting for 109.5% (219/200) of the planned sample size.

To assess the current status of the management of undergraduate training activities at Can Tho University of Medicine and Pharmacy, the study also conducted an online questionnaire survey involving two specific groups of respondents, as follows:

- **Group 1:** Administrators (with roles in teaching bridging students). A total of 29 administrators participated in the survey, accounting for 145% (29/20) of the planned number of administrators.
- **Group 2:** Lecturers directly involved in teaching bridging programs. A total of 71 lecturers participated in the survey, accounting for 236% (71/30) of the planned number of lecturer

3.4 Research Approaches

3.4.1 Systems–Structure Approach

The systems–structure approach is employed to examine the management of undergraduate articulation (bridging) training at Can Tho University of Medicine and Pharmacy. From this perspective, the management of bridging education is viewed as an integrated system composed of interrelated components that interact closely with other institutional activities. Each component of the management system comprises specific elements and functions with defined roles and positions. Enhancing the quality of undergraduate bridging training, therefore, requires a comprehensive analysis of the system as a whole, alongside efforts to improve the effectiveness of individual components to ensure stability, coherence, and overall system performance.

3.4.2 Management Function Approach

The management function approach is applied to analyze the management of undergraduate bridging training through core managerial functions, including planning, organizing, directing, and inspecting–evaluating training activities. Specifically, this approach focuses on the development of admission and training plans, the organization of training implementation, the direction and coordination of activities, and the inspection and evaluation of training outcomes.

3.4.3 Practical Approach

The practical approach is used to clarify the current status of undergraduate bridging training and its management at Can Tho University of Medicine and Pharmacy, thereby demonstrating the necessity and relevance of the research. This approach facilitates the identification of practical difficulties and limitations, which serve as a basis for analyzing underlying causes and proposing appropriate, feasible management measures to improve training quality.

3.4.4 Theoretical Research Methods

Theoretical research methods are applied to analyze and synthesize documents and materials related to undergraduate bridging training management, including Party resolutions, State legal documents, scientific publications, books, and domestic and international research studies. Methods such as comparison, generalization, and systematization are employed to establish the theoretical framework of the study and guide empirical investigation. In addition, institutional documents such as regulations, reports, and records related to bridging training at the University are reviewed.

3.4.5. Empirical Research Methods

Empirical research methods include document analysis and the examination of activity products related to the management and implementation of undergraduate bridging training, such as training regulations, plans, and evaluation reports. A questionnaire survey is also conducted to collect data on the current status of training management and to assess the necessity and feasibility of the proposed management measures.

Convenience sampling is used in this study. Questionnaires were designed using the Google Forms platform and distributed via the University's email system to administrators, lecturers, and students. After data collection, responses were checked, cleaned, and coded for statistical analysis. The sample sizes were as follows:

- 1) Administrators: 29 respondents,
- 2) Lecturers: 71 respondents,
- 3) Students: 219 respondents,

3.4.6 Statistical Methods

Descriptive statistical methods are employed to analyze survey data on the current status of undergraduate bridging training management and to evaluate the necessity and

feasibility of the proposed measures. Data were entered and processed using Microsoft Excel and subsequently analyzed using SPSS software to ensure accuracy, reliability, and consistency of the research findings.

4. Findings and Discussion

4.1 Current Status of Undergraduate Bridging Training Activities at Can Tho University of Medicine and Pharmacy

4.1.1 Current Status of Awareness of the Importance of Undergraduate Bridging Training Activities

Awareness of the importance of undergraduate bridging training activities plays a guiding role in the organization and implementation of training activities in practice. The level of accurate awareness among stakeholders involved in the training process directly affects their attitudes, sense of responsibility, and the effectiveness of the implementation of undergraduate bridging training. Therefore, examining the current status of awareness of the importance of undergraduate bridging training activities at Can Tho University of Medicine and Pharmacy provides a basis for evaluating the level of consistency in awareness among administrators, lecturers, and students, serving as a prerequisite for analyzing subsequent contents of the study. The study conducted a survey of 319 respondents from two groups: 100 administrators and lecturers who are directly involved in managing and teaching bridging students, and 219 bridging students currently studying at Can Tho University of Medicine and Pharmacy.

Table 4.1: Summary of Survey Results on *Administrators'*
Awareness of the Importance of Undergraduate Bridging Training Activities

Importance of Undergraduate Bridging Training Activities	Mean (M)	Rank	Standard Deviation (SD)
Undergraduate bridging training contributes to expanding lifelong learning opportunities for all individuals, especially those who are employed or who did not have the opportunity to pursue a regular university education from the beginning.	4.34	1	0.670
Undergraduate bridging training meets the needs of social human resource development.	4.28	2	0.882
Undergraduate bridging training plays an important role for the University in diversifying training modalities and enhancing institutional autonomy capacity.	4.28	2	0.702

Note: Cronbach's Alpha: 0.911.

The survey results indicate that the item *"undergraduate bridging training contributes to expanding lifelong learning opportunities for all individuals, especially those who are employed or who did not have the opportunity to pursue regular university education from the outset"* received the highest evaluation from administrators (Mean = 4.34). This reflects

administrators' clear awareness of the social and humanistic significance of undergraduate bridging training.

The two items *"meeting the needs of social human resource development"* and *"contributing to the diversification of training modalities and enhancing the University's autonomy capacity"* both achieved a Mean score of 4.28, indicating that undergraduate bridging training is perceived as an activity playing an important role in the University's overall development strategy. The Cronbach's Alpha coefficient of 0.911 confirms the high reliability of the measurement scale, demonstrating strong internal consistency and a high level of agreement in perceptions among this group of respondents.

Table 4.2: Summary of Survey Results on *Lecturers'*
Awareness of the Importance of Undergraduate Bridging Training Activities

Importance of Undergraduate Bridging Training Activities	Mean (M)	Rank	Standard Deviation (SD)
Undergraduate bridging training contributes to expanding lifelong learning opportunities for all individuals, especially those who are employed or who did not have the opportunity to pursue a regular university education from the beginning.	4.37	1	0.815
Undergraduate bridging training meets the needs of social human resource development.	4.27	2	0.910
Undergraduate bridging training plays an important role for the University in diversifying training modalities and enhancing institutional autonomy capacity.	4.25	3	0.840

Note: Cronbach's Alpha: 0.913.

The survey results show that lecturers highly value the importance of undergraduate bridging training. Among the surveyed items, *"expanding lifelong learning opportunities for learners"* received the highest rating (Mean = 4.37), reflecting lecturers' strong consensus on the practical value of this type of training. The items *"meeting the needs of social human resource development"* (Mean = 4.27) and *"its role in the development and autonomy of the University"* (Mean = 4.25), although rated slightly lower, still fall within the "very important" level. This indicates that lecturers perceive undergraduate bridging training not only from the learners' perspective but also in relation to broader societal needs and institutional development. The measurement scale demonstrates high reliability, with a Cronbach's Alpha coefficient of 0.913.

Table 4.3: Summary of Survey Results on *Students' Awareness*
of the Importance of Undergraduate Bridging Training Activities

Importance of Undergraduate Bridging Training Activities	Mean (M)	Rank	Standard Deviation (SD)
Undergraduate bridging training contributes to expanding lifelong learning opportunities for all individuals, especially those who are employed or who did not have the opportunity to pursue regular university education from the beginning.	4.41	1	0.911

Undergraduate bridging training meets the needs of social human resource development.	4.39	2	0.914
Undergraduate bridging training plays an important role for the University in diversifying training modalities and enhancing institutional autonomy capacity.	4.37	3	0.951

Note: Cronbach's Alpha: 0.969.

The student survey results indicate a very high level of awareness of the importance of undergraduate bridging training. Among the surveyed items, *"expanding lifelong learning opportunities for learners"* received the highest rating (Mean = 4.41). The remaining items also achieved mean scores above 4.37, reflecting a high level of consensus among students regarding the role and significance of undergraduate bridging training for individual learners, society, and the University. The Cronbach's Alpha coefficient of 0.969 indicates that the measurement scale has very high reliability.

In a nutshell, administrators, lecturers, and students all demonstrate a very high level of awareness of the importance of undergraduate bridging training. Although there are certain differences in evaluative emphasis among the respondent groups, the overall consensus confirms the significance and urgency of undergraduate bridging training in the current context, providing a foundation for defining objectives for undergraduate bridging education in the subsequent stage.

4.2 Current Status of the Management of Undergraduate Bridging Training Activities at Can Tho University of Medicine and Pharmacy

4.2.1 Current Status of Awareness of the Importance of Managing Undergraduate Bridging Training Activities at Can Tho University of Medicine and Pharmacy

Awareness of the importance of managing undergraduate bridging training activities plays a fundamental role, shaping the organization and operation of training activities in practice. The level of accurate awareness among administrators and lecturers directly affects the effectiveness of implementing training management functions. Therefore, examining the current status of awareness regarding the importance of managing undergraduate bridging training activities at Can Tho University of Medicine and Pharmacy serves as a basis for assessing the level of consensus among stakeholders involved in management and provides a foundation for analyzing subsequent management contents.

Table 4.4: Summary of Survey Results on Administrators' Awareness of the Importance of Managing Undergraduate Bridging Training Activities at Can Tho University of Medicine and Pharmacy

Importance of Managing Undergraduate Bridging Training Activities	Mean (M)	Rank	Standard Deviation (SD)
Management of undergraduate bridging training ensures compliance with current training regulations and policies.	4.48	1	0.688

Management of undergraduate bridging training contributes to ensuring program quality and learning outcomes.	4.34	2	0.721
Management of undergraduate bridging training helps maintain continuity, coherence, and flexibility of training programs.	4.17	4	0.805
Management of undergraduate bridging training contributes to improving the efficiency of the University's resource utilization.	4.28	3	0.751
Management of undergraduate bridging training plays an important role in meeting societal human resource development needs.	4.03	5	0.981

Note: Cronbach's Alpha: 0.939.

The survey results show that *"management of undergraduate bridging training ensures compliance with current training regulations and policies"* received the highest rating from administrators (Mean = 4.48), reflecting strong consensus on the foundational role of management in ensuring legality, discipline, and standardization. The item *"management contributes to ensuring program quality and learning outcomes"* ranked second (Mean = 4.34), indicating administrators' emphasis on quality control in bridging training. Meanwhile, *"management improves the efficiency of the University's resource utilization"* achieved a Mean score of 4.28, demonstrating positive awareness of the relationship between effective management and resource use. In contrast, *"management plays an important role in meeting societal human resource development needs"* received the lowest rating (Mean = 4.03), suggesting that administrators tend to view the management of undergraduate bridging training mainly from an internal institutional perspective rather than a broader societal one.

Table 4.5: Summary of Survey Results on Lecturers' Awareness of the Importance of Managing Undergraduate Bridging Training Activities at Can Tho University of Medicine and Pharmacy

Importance of Managing Undergraduate Bridging Training Activities	Mean (M)	Rank	Standard Deviation (SD)
Management of undergraduate bridging training ensures compliance with current training regulations and policies.	4.49	3	0.715
Management of undergraduate bridging training contributes to ensuring program quality and learning outcomes.	4.56	1	0.670
Management of undergraduate bridging training helps maintain continuity, coherence, and flexibility of training programs.	4.48	4	0.694
Management of undergraduate bridging training contributes to improving the efficiency of the University's resource utilization.	4.49	3	0.673
Management of undergraduate bridging training plays an important role in meeting societal human resource development needs.	4.51	2	0.694

Note: Cronbach's Alpha: 0.956.

The research results show that lecturers rated *"management of undergraduate bridging training contributes to ensuring program quality and learning outcomes"* highest (Mean = 4.56), highlighting their strong recognition of management's central role in quality assurance. The item *"meeting societal human resource development needs"* ranked second (Mean = 4.51), indicating that lecturers view training management as closely linked to broader

workforce demands. Meanwhile, “ensuring compliance with regulations” and “improving resource utilization” both received high and equal ratings (Mean = 4.49). The item “maintaining continuity, coherence, and flexibility of training programs” received the lowest Mean score (4.48), though it was still considered very important, suggesting relatively lower prioritization compared to other management roles. The Cronbach’s Alpha coefficient of 0.956 confirms very high scale reliability.

Overall, both administrators and lecturers rated all criteria at a very important level. However, lecturers tended to assign higher scores, emphasizing program quality, learning outcomes, and societal impact, whereas administrators placed greater emphasis on regulatory compliance and internal control.

4.3 Current Status of Factors Affecting the Management of Undergraduate Bridging Training Activities at Can Tho University of Medicine and Pharmacy

4.3.1 Objective Factors

The management of undergraduate bridging training activities is influenced not only by internal factors within the University but also by various objective factors originating from the external environment. Factors such as the legal and regulatory framework, educational management policies, learners’ demand for further education, labor market requirements, and the development of science and technology directly affect the organization, administration, and effectiveness of managing undergraduate bridging training. Therefore, analyzing objective factors affecting the management of undergraduate bridging training activities at Can Tho University of Medicine and Pharmacy provides a basis for identifying external influences, as well as clarifying current favorable conditions and challenges in management practice.

Table 4.6: Summary of Survey Results on Objective Factors Affecting the Management of Undergraduate Bridging Training Activities at Can Tho University of Medicine and Pharmacy (Administrators)

Objective Factors	Mean (M)	Rank	Standard Deviation (SD)
The system of legal documents, regulations of the State and the Ministry of Education and Training affects the management of undergraduate bridging training activities.	4.45	1	0.572
Learners’ demand for further education and labor market requirements affect the management of undergraduate bridging training activities.	4.41	2	0.568
The development of science and technology and digital transformation trends in higher education affect the management of undergraduate bridging training activities.	4.41	2	0.682

Note: Cronbach’s Alpha: 0.865.

The study results show that all objective factors strongly influence the management of undergraduate bridging training, with mean scores at the “very influential” level. Among these, “the system of legal documents and regulations of the State and the Ministry of Education

and Training” was rated highest by administrators (Mean = 4.45), underscoring the governing role of the legal framework in organizing and regulating training activities.

The other two factors—*learners’ demand for further education and labor market requirements* and *the development of science, technology, and digital transformation in education*—received equally high ratings (Mean = 4.41), reflecting administrators’ awareness of societal and technological pressures on training management. The Cronbach’s Alpha coefficient of 0.865 indicates good reliability of the measurement scale.

Table 4.7: Summary of Survey Results on Objective Factors
Affecting the Management of Undergraduate Bridging Training
Activities at Can Tho University of Medicine and Pharmacy (Lecturers)

Objective Factors	Mean (M)	Rank	Standard Deviation (SD)
The system of legal documents, regulations of the State and the Ministry of Education and Training affects the management of undergraduate bridging training activities.	4.55	1	0.650
Learners’ demand for further education and labor market requirements affect the management of undergraduate bridging training activities.	4.41	3	0.729
The development of science and technology and digital transformation trends in higher education affect the management of undergraduate bridging training activities.	4.48	2	0.673

Note: Cronbach’s Alpha: 0.939.

The study results indicate that lecturers perceive objective factors as having a very strong influence on the management of undergraduate bridging training, with all mean values at the “very influential” level. Among these, *“the system of legal documents and regulations of the State and the Ministry of Education and Training”* received the highest rating (Mean = 4.55), highlighting lecturers’ strong recognition of the regulatory and guiding role of the legal framework. The factor *“the development of science and technology and digital transformation in higher education”* was also rated highly (Mean = 4.48), reflecting lecturers’ expectations for technological innovation in training management. Meanwhile, *“learners’ demand for further education and labor market requirements”* remained highly influential (Mean = 4.41), demonstrating the continuing impact of societal needs. The Cronbach’s Alpha coefficient of 0.939 confirms a very high reliability of the scale.

A comparison shows that both administrators and lecturers agree on the strong influence of objective factors, particularly the legal framework. However, lecturers assign greater importance to legal stability and digital transformation, while administrators emphasize learner demand and labor market orientation.

4.3.2 Subjective Factors

In addition to objective factors, the management of undergraduate bridging training activities is also significantly influenced by subjective factors originating from the

University itself and from stakeholders involved in the training process. The awareness and managerial capacity of administrators, the professional competence and level of coordination among lecturers, as well as the learning attitudes, cooperative spirit, and adaptability of bridging students, are factors that directly affect the effectiveness of training management. Therefore, analyzing subjective factors influencing the management of undergraduate bridging training activities at Can Tho University of Medicine and Pharmacy is of great significance in identifying internal causes and providing a basis for proposing appropriate management measures in the subsequent stage.

Table 4.8: Summary of Survey Results on Subjective Factors
Affecting the Management of Undergraduate Bridging Training Activities
at Can Tho University of Medicine and Pharmacy (Administrators)

Subjective Factors	Mean (M)	Rank	Standard Deviation (SD)
The awareness and capacity of administrators affect the effectiveness of managing undergraduate bridging training activities.	4.48	1	0.634
Lecturers' professional competence and level of coordination affect the management of undergraduate bridging training activities.	4.41	2	0.682
Bridging students' learning attitudes, cooperative spirit, and adaptability affect the management of undergraduate bridging training activities.	4.38	3	0.775

Note: Cronbach's Alpha: 0.958.

The survey results indicate that all subjective factors exert a very strong influence on the management of undergraduate bridging training activities, with all mean scores reaching the "very influential" level. Among these factors, "*the awareness and capacity of administrators*" received the highest rating (Mean = 4.48), reflecting the decisive role of the management team in organizing, administering, and improving the effectiveness of undergraduate bridging training activities.

The factor "*lecturers' professional competence and level of coordination*" was also rated highly (Mean = 4.41), indicating the strong dependence of management effectiveness on the quality of the teaching staff and the coordination among stakeholders involved in training. Meanwhile, "*bridging students' learning attitudes, cooperative spirit, and adaptability*" received a slightly lower rating but still remained at a very influential level (Mean = 4.38), highlighting the important role of learners in management effectiveness, even though they are not direct managers. The Cronbach's Alpha coefficient of 0.958 demonstrates very high reliability of the measurement scale, indicating consistent perceptions among administrators regarding the influence of subjective factors on training management.

Table 4.9: Summary of Survey Results on Subjective Factors
Affecting the Management of Undergraduate Bridging Training Activities
at Can Tho University of Medicine and Pharmacy (Lecturers)

Subjective Factors	Mean (M)	Rank	Standard Deviation (SD)
The awareness and capacity of administrators affect the effectiveness of managing undergraduate bridging training activities.	4.49	1	0.652
Lecturers' professional competence and level of coordination affect the management of undergraduate bridging training activities.	4.45	2	0.672
Bridging students' learning attitudes, cooperative spirit, and adaptability affect the management of undergraduate bridging training activities.	4.41	3	0.729

Note: Cronbach's Alpha: 0.928.

Survey results from lecturers indicate that *administrators' awareness and management capacity* are perceived as the most influential factor in managing undergraduate bridging training (Mean = 4.49), underscoring the central role of leadership in direction, coordination, and quality assurance. Lecturers' professional competence and coordination were also rated very highly (Mean = 4.45), reflecting strong professional self-awareness and responsibility in implementing training activities. In addition, *students' learning attitudes and adaptability* received a high rating (Mean = 4.41), highlighting the impact of learner characteristics on management effectiveness. The Cronbach's Alpha coefficient of 0.928 confirms very high reliability of the scale.

A comparison between administrators and lecturers shows strong consensus on the decisive role of administrators' capacity (Mean = 4.48 and 4.49, respectively). Lecturers tend to rate their own professional role slightly higher, while administrators express greater caution regarding students' learning attitudes due to the diverse backgrounds of bridging students.

In general, subjective factors strongly influence the management of undergraduate bridging training, with leadership capacity playing a decisive role, supported by lecturer coordination and learner characteristics.

4.4.2 Limitations

Despite the achieved strengths, the management of undergraduate bridging training activities at Can Tho University of Medicine and Pharmacy still exhibits several limitations.

First, ensuring continuity and minimizing content overlap between educational levels in undergraduate bridging training has not yet been fully effective. Several aspects related to curriculum design based on articulation and progression principles receive lower ratings compared to other contents, indicating the need for further improvement.

Second, the organization of teaching activities and training formats has not fully aligned with the characteristics of bridging students. Issues related to class organization,

allocation of learning time, and flexible learning modes for bridging students are rated lower, reflecting challenges in addressing the diverse characteristics of this learner group.

Third, inspection, supervision, and feedback on evaluation results are not implemented consistently across units. Some aspects, such as periodic evaluation and timely feedback from inspection and supervision activities, receive lower ratings, indicating that inspection and supervision have not yet been fully synchronized and responsive.

Fourth, the application of information technology, digital learning materials, and digital resources in the management and support of undergraduate bridging training remains limited. Although recognized as important, this aspect receives lower ratings compared to other supporting conditions, indicating that the potential of digital transformation in managing undergraduate bridging training has not been fully exploited.

And *fifth*, the direction of innovation in teaching methods and the professional development of lecturers involved in undergraduate bridging training has not received sufficient attention. This aspect often receives the lowest ratings within the group of management direction activities, reflecting the need to strengthen staff development initiatives.

4.4.3 Causes of the Limitations

The above limitations stem from both objective and subjective causes.

With regard to objective causes, the system of legal documents and regulations governing undergraduate bridging training has undergone periodic changes and adjustments, creating difficulties for the University in maintaining stability and coherence in management practices. In addition, the diverse learning needs of students and the increasing demands of the labor market place significant pressure on curriculum design, training organization, and the management of undergraduate bridging training activities.

Regarding subjective causes, the management capacity and experience in organizing undergraduate bridging training among some administrators remain uneven, and coordination among units involved in management and training organization is at times insufficiently close. Furthermore, the diverse characteristics of bridging students in terms of age, educational background, learning conditions, and study schedules pose challenges for training organization and effective management. The lack of synchronized investment in and utilization of information technology and digital learning resources for managing undergraduate bridging training also contributes to existing limitations in management practices

4.5 Discussion

This part has examined the current status of undergraduate bridging training and its management at Can Tho University of Medicine and Pharmacy, thereby providing

empirical evidence to address the research objectives and research questions proposed in Part 3.

Regarding the first research objective and research question—to systematize and examine the theoretical foundations for managing undergraduate bridging education—the findings confirm that both administrators and lecturers possess a high level of awareness of the importance of management in undergraduate bridging training. Management is widely recognized as a decisive factor in ensuring regulatory compliance, program quality, and learning outcomes. This result is consistent with classical and contemporary theories of educational management, which emphasize planning, organizing, directing, and supervising as core managerial functions (Fayol, 1916; Bush, 2011). Previous studies in higher education management also highlight that effective leadership awareness is a prerequisite for quality assurance and sustainable program development (Hallinger & Heck, 1998; Leithwood *et al.*, 2008).

In relation to the second research objective—to analyze the current status of management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy—the findings indicate several strengths, including relatively systematic planning, stable organization of training activities, timely managerial direction, and the initial implementation of inspection and supervision mechanisms. These results align with research by Mintzberg (1973) and Fullan (2007), which emphasizes the importance of coherent planning and organizational stability in educational institutions. However, the identified limitations—such as insufficient curriculum continuity, limited flexibility in training organization for bridging students, uneven supervision practices, modest application of digital technologies, and limited professional development for lecturers—are also consistent with challenges commonly reported in studies on continuing and bridging education (Candy, 1991; Scott *et al.*, 1998).

Concerning the third research objective and research question—to identify management measures needed to improve effectiveness—the analysis of influencing factors provides a critical foundation for proposing solutions. The strong influence of objective factors (legal frameworks, labor market demands, technological development) and subjective factors (managerial capacity, lecturer collaboration, learner characteristics) supports systems-based perspectives on educational management (Birnbaum, 1988; UNESCO, 2015). The high level of consensus among administrators and lecturers, particularly regarding the central role of managerial capacity, reflects the human capital and distributed leadership perspectives emphasized by Becker (1964) and Spillane (2006). All in all, the discussion indicates that while the management of undergraduate bridging training at the University has established a relatively solid foundation, addressing existing limitations and adapting management practices to contextual demands are essential for improving effectiveness and sustainability in the next stage of development.

4.6 Proposed Management Measures for Undergraduate Bridging Education at Can Tho University of Medicine and Pharmacy

Based on the review of theoretical foundations and the analysis of the current status of management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy, this thesis applies key principles for proposing management measures, including goal orientation, systematic coherence, practicality, continuity, and feasibility, in order to develop a system of management measures that is appropriate to the University's actual conditions in the current period.

Accordingly, the thesis proposes five management measures for undergraduate bridging education, including:

- 1) Enhancing awareness among administrators, lecturers, and students regarding the role and requirements of managing undergraduate bridging education;
- 2) Improving administrators' capacity to develop and organize the implementation of undergraduate bridging training plans that are responsive to the specific characteristics of bridging students;
- 3) Strengthening leadership and coordination among units within the University to improve the effectiveness of management of undergraduate bridging education;
- 4) Innovating and improving inspection, supervision, and evaluation activities in the management of undergraduate bridging education;
- 5) Mobilizing and effectively utilizing resources to ensure the quality of management of undergraduate bridging education.

These proposed measures are closely interrelated and mutually supportive; each measure serves both as a prerequisite and as a facilitating condition for the effective implementation of the others. The results of the feasibility survey indicate that the majority of administrators and lecturers consider these measures to be both necessary and feasible, and applicable in the practical management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy.

However, the implementation of these management measures should be carried out in a coordinated and flexible manner and aligned with the University's practical conditions. The isolated application of individual measures may only address specific aspects of management, whereas overall effectiveness can only be achieved when the measures are integrated and implemented coherently throughout the entire undergraduate bridging education process.

5. Conclusions

5.1 Main Findings

5.1.1 Theoretical Contributions

This study systematizes and clarifies the theoretical foundations of managing undergraduate bridging education, thereby providing a scientific basis for research and for proposing appropriate management measures in the context of current higher education reform. Specifically, the study clarifies key concepts related to educational

management, undergraduate bridging education, and the management of undergraduate bridging education; it also analyzes the roles, objectives, content, and management functions associated with undergraduate bridging training in universities within the health sciences sector. In addition, the thesis systematizes the factors influencing the management of undergraduate bridging education, thereby affirming that the management of undergraduate bridging training extends beyond the management of teaching and learning processes to encompass comprehensive management of all stages, including planning, organization and implementation, inspection and evaluation, and the assurance of resource conditions supporting training activities.

These theoretical findings contribute to enriching and expanding the theoretical framework of undergraduate bridging education management within the field of educational management, particularly for institutions involved in training healthcare professionals.

5.1.2 Practical Contributions

Based on surveys and analysis of the current status of management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy, the thesis identifies both achievements and limitations, as well as the causes of these limitations. The findings indicate that undergraduate bridging education at the University has attained certain positive outcomes; however, management practices still exhibit shortcomings in areas such as training planning tailored to the characteristics of bridging students, coordination among units, inspection and evaluation, and the utilization of resources supporting training activities.

On this basis, the study proposes five management measures for undergraduate bridging education, developed according to the principles of goal orientation, systematic coherence, practicality, continuity, and feasibility. The proposed measures include:

- Enhancing awareness of the role and requirements of managing undergraduate bridging education;
- Improving capacity for developing and implementing undergraduate bridging training plans that reflect the specific characteristics of bridging students;
- Strengthening leadership and coordination among units within the University;
- Innovating and improving inspection, supervision, and evaluation in the management of undergraduate bridging education;
- Mobilizing and effectively utilizing resources to ensure the quality of undergraduate bridging education management.

The results of the feasibility assessment show that these measures are considered highly necessary and feasible, and are consistent with the practical conditions of Can Tho University of Medicine and Pharmacy. The coordinated and flexible implementation of these measures is expected to enhance management effectiveness and improve the quality of undergraduate bridging education, thereby meeting current demands for healthcare human resource development.

5.2 Limitations

Due to limitations in knowledge, time, research scope, and data collection conditions, this thesis focuses solely on the management of undergraduate bridging education at Can Tho University of Medicine and Pharmacy and does not include comparative analysis with other medical and pharmaceutical training institutions. In addition, certain management aspects specific to particular undergraduate bridging disciplines have not been examined in depth. These limitations suggest directions for further research in future studies.

5.3 Recommendations

5.3.1 Ministry of Education and Training

- Coordinate with the Ministry of Health to refine regulations and guidelines for undergraduate bridging education in the health sciences sector, particularly with regard to program standards and learning outcomes, in order to establish a unified basis for management across higher education institutions.
- Strengthen guidance, supervision, and inspection of undergraduate bridging education to ensure training quality and protect learners' rights.

5.3.2 Ministry of Health

- Coordinate with the Ministry of Education and Training in issuing guidelines related to the organization of training and the use of resources for undergraduate bridging education in the healthcare sector.
- Improve policies and mechanisms that facilitate effective organization and management of undergraduate bridging education in line with the practical conditions of different localities and institutions.

5.3.3 Management Staff of Can Tho University of Medicine and Pharmacy

- Strengthen leadership and administration, and further (refine) management mechanisms for undergraduate bridging education in a coherent, unified, and effective manner.
- Place greater emphasis on capacity building for management staff and lecturers involved in undergraduate bridging education.
- Proactively mobilize and effectively utilize resources supporting bridging education, and enhance the application of technology in training management.

5.3.4 Lecturers of Can Tho University of Medicine and Pharmacy

- Actively innovate teaching methods and assessment approaches in accordance with the characteristics of undergraduate bridging students.
- Participate proactively in professional development activities related to undergraduate bridging education management to meet the requirements of higher education reform.

5.3.5 Students of Can Tho University of Medicine and Pharmacy

- Actively enhance learning awareness and strictly comply with University regulations throughout the undergraduate bridging training process.
- Promote self-directed learning, independent study, and personal responsibility in order to meet the learning outcome standards of undergraduate programs.

Acknowledgments

The authors sincerely thank all individuals and institutions that contributed to the completion of this research. Special appreciation is extended to the lecturers of Can Tho University (CTU), Vietnam—particularly those from the CTU Board, Department of Psychology and Education, the School of Education (SoE), the School of Political Science, Social Sciences and Humanities (SSSH), School of Foreign Languages (SFL), and other affiliated units—for their academic guidance and support throughout the Education Administration Program. The researchers are deeply grateful to the participants from Can Tho University of Medicine and Pharmacy (CTUMP), including 29 administrators, 71 lecturers, and 219 students, whose valuable responses provided essential data for this study. Sincere thanks are also extended to the staff of the Undergraduate Training Department and the Medical Education and Skills Training Center, CTUMP, for their substantial support. In addition, the authors wish to thank Ms. Thai Phan Bao Han for her assistance with language editing and formatting. Finally, the authors appreciate the *European Journal of Human Resource Management Studies* for providing the opportunity to share this research with the wider academic community interested in educational management and undergraduate bridging education.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Authors

Ms. Ngo My Linh is presently working as a specialist in the Undergraduate Training Department, Can Tho University of Medicine and Pharmacy (CTUMP), Vietnam. She's interested in doing research about training, medical education and human resources for health. She can be contacted at nmlinh@ctump.edu.vn.

Dr. Thai Cong Dan is currently a senior English lecturer, School of Foreign Languages, Can Tho University (CTU), Vietnam. He has held his PhD at Naresuan University, Thailand, since 2010 in Educational Administration (English program). He got his MA in Cultural aspects and Literature from the University of Notre Dame du Lac, Indiana, USA in 1999. His main research interests are TEF/TESOL issues, intercultural communication, high school and higher education levels in English learning and teaching, English program management, curriculum design, testing and evaluation, professional development, and educational administration. He can be reached at tcdan@ctu.edu.vn.

Dr. Pham Kieu Anh Tho is currently serving as Chair of the Undergraduate Training Department, CTUMP, Vietnam. Her research interests include physiology, neurology, and medical education. She can be contacted at pkatho@ctump.edu.vn.

Mr. Tran Binh Khiem is currently working as a specialist in the Undergraduate Training Department, CTUMP, Vietnam. His research interests focus on training, education, and human resources for health. He can be contacted at tbkhiem@ctump.edu.vn.

Mr. Nguyen Gia Thinh is currently working as a specialist in the Medical Education and Skills Training Center, CTUMP, Vietnam. His research interests include medical education, clinical skills training, and simulation-based learning. He can be contacted at ngthinh@ctump.edu.vn.

References

- Ban Chap Hanh Trung Uong Dang Cong San Viet Nam. (2018). *Resolution No. 26-NQ/TW on focusing on building a contingent of cadres at all levels, especially strategic-level cadres, with sufficient qualities, capacity, and prestige, commensurate with assigned tasks*. Hanoi, Vietnam.
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Open University Press. Retrieved from https://www.researchgate.net/publication/215915395_Teaching_for_Quality_Learning_at_University
- Blaylock, R. S., & Bresciani, M. J. (2011). Exploring the success of transfer programs for community college students. *Research & Practice in Assessment*, 6, 24–42. Retrieved from <https://www.rpajournal.com/exploring-the-success-of-transfer-programs-for-community-college-students/>
- Bui, T. X. (2025). Proposing policy orientations for the development of Vietnam's lifelong learning law in the context of a digital learning society. *Journal of Hanoi Open University Science*.
- Cao, T. C. T. (2020). Managing training activities based on AUN-QA program-level standards at the University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City. In *Proceedings of the conference on improving higher education quality to meet integration and innovation requirements based on the AUN-QA approach* (pp. 11–20).
- Carter, I., Coyle, J., & Leslie, D. (2011). Easing the transfer of students from college to university programs: How can learning outcomes help? *Canadian Journal of Higher Education*, 41(2), 10–27. <https://doi.org/10.47678/cjhe.v41i2.2297>
- Chamely-Wiik, D., Frazier, E., Meeroff, D., Merritt, J., Johnson, J., Kwochka, W. R., Morrison-Shetlar, A. I., Aldarondo-Jeffries, M., & Schneider, K. R. (2021). Undergraduate research communities for transfer students: A retention model based on factors influencing student success. *Journal of the Scholarship of Teaching and Learning*, 21(1), 193–224. <https://doi.org/10.14434/josotl.v21i1.31318>

- Chinh phu nuoc CHXHCN Viet Nam. (2013). *Resolution No. 29-NQ/TW on fundamental and comprehensive reform of education and training*.
- Chinh phu nuoc CHXHCN Viet Nam. (2016a). *Decision No. 1981/QD-TTg approving the framework of the national education system*.
- Chinh phu nuoc CHXHCN Viet Nam. (2016b). *Decision No. 1982/QD-TTg approving the Vietnam national qualifications framework*.
- Chinh phu nuoc CHXHCN Viet Nam. (2017). *Decision No. 18/2017/QD-TTg on articulation between intermediate, college, and university education levels*.
- Chinh phu nuoc CHXHCN Viet Nam. (2019a). *Resolution No. 35/NQ-CP on strengthening social resource mobilization for education and training development (2019–2025)*.
- Chinh phu nuoc CHXHCN Viet Nam. (2019b). *Decree No. 46/2017/ND-CP on conditions for investment and operation in education*.
- Dang Cong San Viet Nam. (2021). *Documents of the 13th National Congress of the Communist Party of Vietnam*. National Political Publishing House.
- Fayol, H. (1949). *General and industrial management*. Pitman. Retrieved from <https://dn721903.ca.archive.org/0/items/in.ernet.dli.2015.13518/2015.13518.General-And-Industrial-Management.pdf>
- Fazekas, M., & Field, S. (2013). *A skill beyond school review of Germany*. OECD Publishing. Retrieved from https://www.oecd.org/content/dam/oecd/en/publications/reports/2013/07/a-skills-beyond-school-review-of-germany_g1g3092e/9789264202146-en.pdf
- Harden, R. M. (2016). Revisiting OSCEs: The future of clinical assessment. *Medical Teacher*, 38(1), 1–6. <https://doi.org/10.3109/0142159X.2015.1061830>
- Harden, R. M., & Gleeson, F. A. (1979). Assessment of clinical competence using an objective structured clinical examination (OSCE). *Medical Education*, 13(1), 41–54. <https://doi.org/10.1136/bmj.1.5955.447>
- Hurlihey, V. (2012). College–university transfer programs in Ontario: A history and a case study. *College Quarterly*, 15(4).
- Karseth, B. (2006). Curriculum restructuring in higher education after the Bologna process: A new pedagogic regime? *Revista Española de Educación Comparada*, 12, 255–284. <https://doi.org/10.5944/reec.12.2006.7431>
- Knowles, M. S. (1984). *The adult learner: A neglected species*. Gulf Publishing. Retrieved from <https://files.eric.ed.gov/fulltext/ED084368.pdf>
- Lang, D. W. (2018). Deciding to transfer: A study of college-to-university choice. *College Quarterly*, 21(3). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1203543.pdf>
- Le, Q. S. (2010). Issues in credit-based training management in teacher education universities. *Journal of Science and Technology, University of Da Nang*, 6(41), 125–134.
- Le, T. T., & Tran, V. H. (2012). Management measures for part-time training activities at Hue University of Economics. *Journal of Science and Education*, 1(21), 146–155.
- Masadeh, M. (2012). Training, education, development and learning: What is the difference? *European Scientific Journal*, 8(10), 62–68. Retrieved from

https://www.researchgate.net/publication/279480522_TRAINING_EDUCATION_DEVELOPMENT_AND_LEARNING_WHAT_IS_THE_DIFFERENCE

- Middlewood, D., & Burton, N. (2001). *Managing the curriculum*. Sage. Retrieved from https://books.google.ro/books/about/Managing_the_Curriculum.html?id=5dmHE6qvUxQC&redir_esc=y
- Nguyen, H. N. (2012). *Solutions to improve training management effectiveness at Van Hien University* (Master's thesis). Vinh University, Vietnam.
- Nguyen, K. T. (2009). *Management measures for part-time training at affiliated institutions of Hanoi University of Agriculture* (Master's thesis). Vietnam National University, Hanoi. Retrieved from <https://sk.sagepub.com/book/edvol/managing-the-curriculum/chpt/management-consequences-different-models-teaching#>
- Nguyen, N. A., Pham, N. D., Nguyen, H. G., Nguyen, D. C., Hoang, T. M. A., Nguyen, L. H., & Nguyen, T. H. T. (2023). Current status of articulation from vocational education to higher education. *Vietnam Journal of Education Sciences*, 19(10), 21–25.
- Nguyen, N. Q. (2003). *Fundamental issues of educational management*. Education Publishing House.
- Nguyen, Q. C. (2020). Public sector human resource development in the context of reform and integration. *State Management Review*, 5(290), 45–50.
- Nguyen, T. S. (2011). Innovation in management to improve undergraduate training quality. *Journal of Education – Health – Tourism*, 1, 108–113.
- Nguyen, T. N., & Vo, D. T. (2023). Solutions for managing university training activities in the context of integration. *Journal of Educational Equipment*, 301(2), 149–151.
- Nguyen, X. V. (2015). *Managing credit-based training at the Gia Lai campus of Nong Lam University* (Master's thesis). University of Da Nang, Vietnam.
- Pham, M. H. (1996). *Issues in education and educational science*. Education Publishing House.
- Pham, N. N. (2016). *State management of articulation between vocational and higher education to meet learning society requirements* (Doctoral dissertation).
- Quoc hoi nuoc CHXHCN Viet Nam. (2014a). *Law on higher education* (No. 08/2012/QH13).
- Quoc hoi nuoc CHXHCN Viet Nam. (2014b). *Law on vocational education* (No. 74/2014/QH13).
- Quoc hoi nuoc CHXHCN Viet Nam. (2018). *Law on higher education* (No. 34/2018/QH14).
- Quoc hoi nuoc CHXHCN Viet Nam. (2019). *Law on education* (No. 43/2019/QH14).
- Thomas, C., Ruiz, E. A., van Beek, H., Furlow, J. D., & Sedell, J. (2019). Being honors worthy: Lessons in supporting transfer students. *Journal of the National Collegiate Honors Council*, 20(1), 79–105. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1220578.pdf>
- Tran, K. D. (2019a). *Modern training management and school governance*. Vietnam National University Press.
- Tran, K. D. (2019b). *Management and quality assurance in higher education*. Vietnam National University Press.

- Trung tam Khao thi va Danh gia Chat luong Dao tao. (2015). *Guidelines for program-level quality assessment based on AUN-QA standards* (Vietnamese version). Vietnam National University Ho Chi Minh City Press.
- UNESCO. (2022). *Beyond limits: New ways to reinvent higher education*. UNESCO. Retrieved from <https://www.unesco.org/en/articles/beyond-limits-new-ways-reinvent-higher-education>
- Vu, D. H. (2020). Training and student management in response to quality improvement requirements. *Journal of Procuracy Science*, Special Issue, 55–60.
- William, E. B. (1982). *Handbook for developing competency-based training programs*. Prentice Hall. Retrieved from https://books.google.pl/books/about/Handbook_for_Developing_Competency_based.html?id=kgmfAAAAMAAJ&redir_esc=y
- World Federation for Medical Education. (2015). *Global standards for quality improvement in medical education*. WFME.