

# Physical Education Program at Higher Education Institutions, Empirical Assessment at the University of Labour and Social Affairs

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## ABSTRACT

In higher education, the subject of Physical Education is a compulsory subject. These subjects aim to equip students with basic knowledge and motor skills, form the habit of practicing physical exercise and sports, improve health, develop physical strength and stature, and contribute to the implementation of comprehensive education goals of the Party and the government. University of Labour and Social Affairs's physical education program is structured around general goals and specific goals for each module. Each module has an appropriate knowledge structure, which is more practical. University of Labour and Social Affairs's physical education program consists of compulsory and elective modules with a full assessment method. The school's physical education program is completed based on receiving feedback and submitting it to the scientific and training council of the training institution for consideration and conducting appraisal procedures. The detailed outline of the University of Labour and Social Affairs's physical education modules is determined based on the theoretical and practical requirements of each module, ensuring quality and safety for learners and teachers when implementing modules. In addition, the physical education program is completed based on receiving feedback and submitting it to the scientific and training council of the training institution for consideration and conducting appraisal procedures. Learners who are disabled or not in good health learning some contents in the Physical Education subject program are considered to participate in modules such as chess.

**Keywords:** Physical Education, Higher Education Institutions, University of Labour and Social Affairs, Goals

## I. THE PROBLEM

Improving the physical fitness and stature of Vietnamese people is a key goal in the construction and economic development of the Vietnamese Government. The guiding viewpoint was given in many Party Congresses. Specifically, in 2011, the document of the 11th Congress emphasized: "Developing and improving the quality of human resources, especially high-quality human resources, is a strategic breakthrough, a decisive factor in promoting the development and application of science and technology, restructuring the economy, etc transforming the growth model and is the most important competitive advantage, ensuring fast, efficient and sustainable development" [1]. In 2016, the document of the 12th Congress put forward the guiding viewpoint: "Industrialization and modernization in the coming period are to continue to promote the implementation of the industrialization and modernization model in the conditions of socialist-oriented market economy development and international integration associated with the development of the knowledge economy, taking science, technology, knowledge, and high-quality human resources as the main driving force" [2]. Most recently, the 13th Congress set out the requirement, "Train people in the direction of ethics, discipline, discipline, sense of civic and social responsibility; have life skills, work skills, foreign languages, information technology, digital technology, creative thinking, and international integration" [3].

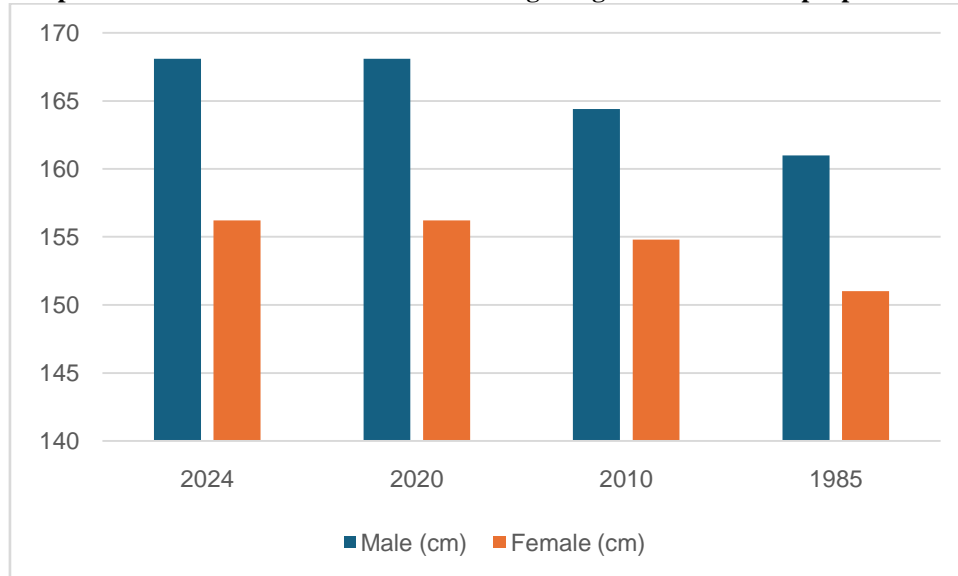
We can see that in order to train high-quality human resources, it is indispensable to improve human physical quality. Many programs are implemented to achieve the goals set out in the documents of the Party Congress. For example, Resolution No. 08/NQ-TW on strengthening the

leadership of the Party, creating a strong development in physical training and sports by 2020 of the Central Committee [4] or the overall project on the development of physical strength and stature of Vietnamese people in the period of 2011 – 2030 [5]. The objectives in Resolution No. 08/NQ-TW are "To well implement physical education according to the internal curriculum; strongly develop sports activities of pupils and students, ensure the goal of developing comprehensive physical fitness and basic motor skills of pupils and students and contribute to the training of sports aptitudes and talents" [4]. This Resolution also sets out several solutions for physical education in schools to be effective, it is necessary to "Renovate physical education programs and methods, link physical education with education of will, morality, national defense, health education and life skills of students, students" [4]. Objectives of the Decision on approving the overall project on the development of physical strength and stature of Vietnamese people in the period of 2011 – 2030 No. 641/QĐ-TTg "To develop the physical strength and stature of Vietnamese people in the next 20 years to improve the quality of human resources, serve the cause of industrialization, modernization of the country; gradually improve the quality of the breed and increase the healthy life expectancy of Vietnamese people" [5].

Through these programs, physical education activities for the younger generation are paid attention to and achieve many positive results. Physical education programs and methods have been innovated, aiming for more practice than theoretical knowledge. The physical education program has linked physical education with the education of will, morality, national defense, health education, and life skills of students and students. The Education & Training sector has been proactive in implementing physical education and sports activities in schools at all levels from preschool to university. However, the author Van (2021) concluded in the article The current state of physical education and solutions to develop school sports is that most schools teach old programs, have not had real changes, lack of guidelines, practical skills, etc there are no extracurricular sports activities. Some schools also underestimate the implementation of physical education subject programs, the implementation of formal and ineffective physical education programs. "School sports activities are still poorly guided, the form of activities is monotonous, and has not attracted a

large number of learners to participate in physical training and sports" [6]. Research by Duy et al. (2022) on "Assessment of the reality of physical education work at Pham Van Dong University". In this study, the research team has developed a scale to measure and evaluate the current state of physical education at the university level: there are 03 modules with 90 periods (compulsory). The results of the data analysis show that students do not evaluate the current status of physical education of this higher education institution highly. The surveyed person said, "The content of the program is not diverse and attractive; lack of interest in class hours, low exercise density is evaluated by students on the affected level (average = 4.23)". The reason is pointed out that the school's physical education program "does not have elective modules, which reduces interest, affects the choice, interests, and talent development of students". The authors proposed to improve the physical education program such as "increasing the number of physical education practice lessons at the university level and including sports for learners to choose" [6]. Research by author Danh (2023) on the current state of physical education at An Giang University to improve the effectiveness of physical education at the university [8]. The physical education program uses the curriculum system compiled by the school and the curriculum of other sports compiled by the University of Physical Education and Sports. The results of the study have shown that the education program of the research site includes 4 credits (120 lessons), and "the number of regular classes is generally small". The content of the class is mainly "training method instruction for students", students must practice extracurriculars by themselves in their free time. Therefore, it is very necessary to arrange extracurricular time, but this depends greatly on self-awareness as well as awareness of the importance of sports training for each student. Chau (2019) reported at the press conference announcing the Vietnam Health Program of the Ministry of Health, "The height of both Vietnamese men and women has increased very little over the years. From 1993 to now, the average height of Vietnamese youth has only increased by 3 cm and now reaches 164 cm in men and 153 cm in women" [9]. The physical fitness of Vietnamese youth is still slow to develop. In the period from 1993 to 2020, the average height of Vietnamese youth is about 10 cm lower than the international standard and about 4 cm lower than the average height of most countries in Asia [10].

**Figure 1: Comparison table of information on the average height of Vietnamese people from 1985 to 2024**



Source: Height of Vietnamese people [10]

The 13th Congress of the Party assessed: "The quality of human resources, especially high-quality human resources, has not met the development requirements; they are still heavy on theory, light on the practice, and have not paid enough attention to social skills, life skills, self-learning ability, and creative skills" [3]. Therefore, in the orientation of national development from 2021 to 2030, the 13th Congress of the Party has set out the orientation to create a breakthrough "developing high-quality human resources, attracting and employing talents". In order to achieve this, in the spirit of the 13th Congress of the Party, in the coming time, it is necessary to synchronously implement many solutions. In particular, the solution to create a fundamental and strong change in the quality and effectiveness of education and training is a breakthrough solution. The orientation, viewpoint, and direction of the Party and the Government on the development of high-quality human resources is expressed in the documents of the congresses. The Central Committee and the Government have implemented resolutions on improving the health of the Vietnamese people, the Project on developing the physical strength and stature of Vietnamese people in the period 2011 – 2030. We have achieved some positive results, but there are still many problems that need the participation of many agencies and organizations in society. The research objective of this paper is to evaluate the physical education curriculum at higher education institutions and the physical education program for learners at the University of Labour and Social Affairs.

## II. THEORETICAL BASIS

### 2.1. Some concepts

#### Physical Education

According to Clause 1, Article 2, Decree No. 11/2015/ND-CP, regulating physical education and sports activities in schools, "Physical education in schools is an educational content, a compulsory subject, belonging to the educational program of all levels and training levels, to equip children, students and students with basic motor knowledge and skills, form the habit of practicing physical exercise and sports to improve health, develop physical strength and stature, contributing to the implementation of the goal of comprehensive education" [11].

#### Higher education institutions

In the Law on Education (2019), it is stipulated: "Higher education institutions are educational institutions in the national education system, performing the function of training the levels of higher education, scientific and technological activities, serving the community; Universities and academies (hereinafter collectively referred to as universities) are higher education institutions that provide training and research in many disciplines, which are structured and organized in accordance with the provisions of this Law; A university is a higher education institution that trains and researches in many fields, which is structured and organized in accordance with the provisions of this Law; the constituent units of the

university agree to implement common goals, missions and tasks" [12].

## 2.2. Physical Education subject program

According to Point b, Clause 2, Article 3 of Decree 11/2015/ND-CP stipulating the Physical Education subject program. Specifically, the subject program of Physical Education belongs to the general education program, vocational education, and higher education; the content of physical education belongs to the preschool education program, expressing the objectives of physical education; stipulating the standards of knowledge, skills, scope and structure of physical education contents, methods and forms of organizing physical education activities, methods of evaluating the results of the implementation of physical education subjects at each level of education or training level [12].

The competence to promulgate physical education subject programs is prescribed for three subjects: The Minister of Education and Training promulgates physical education subject programs under the general education program, physical education contents under the preschool education program; Directors of universities, academies, and rectors of universities are responsible for developing, appraising and promulgating training programs of universities, including physical education subject programs according to regulations of the Minister of Education and Training; Principals of colleges and intermediate schools shall be responsible for developing, appraising and promulgating their training programs, including physical education subject programs per the regulations of the heads of state management agencies in charge of vocational education at the central level [12].

## 2.3. Physical education programs in higher education institutions

Physical education programs in higher education institutions are specified in Circular No. 25/2015/TT-BGDĐT, regulating physical education subject programs in university-level training programs. This Circular provides for physical education subject programs of university-level training programs (hereinafter referred to as physical education subject programs); examines, inspects, and handles violations of regulations on physical education subject programs in higher education institutions. Accordingly, the objectives of the physical education subject program specified in Article 3 of this Circular are "to provide basic knowledge and motor skills, form the habit of

practicing physical exercise and sports to improve health, develop physical strength, stature, improve personality, improve learning ability, social activity skills with a positive spirit and attitude, contributing to the realization of the goal of comprehensive education" [13]. The amount of knowledge of the Physical Education Program in higher education institutions is specified in Article 4, "The amount of knowledge of the Physical Education subject program that learners need to accumulate is at least 3 (three) credits. Higher education institutions specify the volume of knowledge of this subject following the requirements of each training discipline" [13].

## III. METHODS

The article uses qualitative research methods. The author has consulted legal documents on the development of physical education programs in higher education institutions such as the Decision on approving the overall project on physical fitness and stature development of Vietnamese people in the period of 2011 – 2030 No. 641/QĐ-TTg, Circular regulating physical education subject programs of university-level training programs. Summarize the orientations and guiding views of the Party and the government in physical development activities for Vietnamese people such as the Document of the National Congress, Decree No. 11/2015/ND-CP, regulations on physical education and sports activities in schools. From these documents, the group drew and cited the concept and requirements of the physical education program in higher education institutions. Combine the matching between the requirements of the Ministry of Education and Training for the undergraduate physical education program and the physical education program at the experimental assessment unit to conclude the research problem.

## IV. PHYSICAL EDUCATION PROGRAMS AT EXPERIMENTAL ASSESSMENT ESTABLISHMENTS

The author evaluated the physical education program at the University of Labour and Social Affairs. According to Decision 2006/QĐ-DHLĐXH approving the Mission, Vision, and Core Values of the University of Labor and Social Affairs, "The University of Labor and Social Affairs is the only public higher education institution of the Ministry of Labour, Invalids and Social Affairs in training high-level human resources in the application orientation with the strengths of Human Resource Management, Social

Work, Insurance, Accounting and Business Administration; to be a center for scientific research, technology transfer and international cooperation in the field of economy, labor and society to meet the development requirements of the sector, the country and international integration." [14]. Also in this decision, the University of Labour and Social Affairs defines the strategic vision as "By 2030, the University of Labor and Social Affairs will become the leading university in Vietnam in training high-level human resources in the field of labor and society with proficient professional practice skills, dynamism and creativity in work, standard professional ethics; to become a prestigious center for scientific research, technology transfer and international cooperation in the ASEAN region" [14]. In 2021, the University of Labour and Social Affairs approved the school's educational philosophy, including Comprehensive education; Creating the future; and Reaching integration. Specifically: The organization has a plan and purpose to comprehensively form and develop learners' personalities in terms of ethics, intellect, physical, aesthetics, emotions, and skills based on ensuring a close combination of theory and practice, between learning and extracurricular activities; To create an environment for the future through building learning habits and positive thinking for learners:

Planning jobs for the future; Train the determination to achieve dreams and ambitions; Optimize the use of time; Make accurate assessments and be consistent with your goals; Positive dialogue, effective communication; Creating a learning and research environment for students to access and catch up with advanced qualifications and standards through building and developing training programs similar to other universities; Cooperation in training and research with international partners.

**4.1. Physical Education Program at the University of Labour and Social Affairs**

According to the University of Labour and Social Affairs's undergraduate training program, students need to complete and accumulate 3 credits in physical education subjects. The program consists of 10 subjects divided into basic and advanced levels. For example, for Badminton, there are Badminton 1 and Badminton 2. Students can choose any 3 of the 10 physical education subjects to complete the physical education program. The physical education program is designed with a detailed outline of modules; determines the theoretical and practical requirements of each module; determines conditions to ensure quality and safety for learners and teachers when implementing modules;

**Table 1. Physical Education Program at the University of Labour and Social Affairs**

Term	Credits	Practice Lessons	Theoretical lessons	Education level
Badminton 1	1	25	5	Higher education program
Badminton 2	1	25	5	Higher education program
Volleyball 1	1	25	5	Higher education program
Volleyball 2	1	25	5	Higher education program
Basketball 1	1	25	5	Higher education program
Basketball 2	1	25	5	Higher education program
Chess 1	1	25	5	Higher education program
Chess 2	1	25	5	Higher education program
Chess 3	1	25	5	Higher education program
Gymnastics and Athletics	1	25	5	Higher education program

Source: Training program public information [16]

**4.2. Teaching methods in the physical education program**

For each different subject, the teaching method is flexibly applied to suit the content, objectives, and output standards for learners. In

these subjects, there are 9 main learning methods as follows:

Explicit Teaching is a method of direct teaching strategy in which the instructor explains specifically the content related to the lesson,

helping learners achieve the teaching goal of knowledge and skills in the physical education program.

Lecture, the teacher presents the content of the lesson and explains the content in the lecture. Teachers are presenters and lecturers. Learners only listen to lectures and take notes to receive the knowledge of physical education subjects conveyed by the teacher.

Inquiry, using provocative questions or problems and guiding learners to answer questions step by step. Learners can participate in group discussions to master the knowledge of subjects in the physical education program together.

Games, simulations, or competitions are played according to a clear set of rules. The game provides learners with the opportunity to enhance practical knowledge. The games in the physical education program are designed to achieve clearly defined expectations such as teaming up to play Basketball, Volleyball, and Badminton. Game rules help learners realize how their decisions affect themselves as well as others involved.

Discussion is a teaching method in which learners are divided into groups and participate in and discuss motor techniques and subject techniques set by the teacher.

Problem Solving, learners work with the problems posed and learn new knowledge by facing the problem to be solved. Through the process of solving the problem, learners gain the knowledge and skills required by the module.

Case Study, where the teacher relates real situations, problems, or challenges and asks learners to solve them, helping learners form problem-solving skills, decision-making skills as well as research abilities

Teamwork Learning, learners are organized into small groups to solve problems together and present the group's results through reports or presentations to other groups and teachers. An example of analyzing the stages of implementing the basic technique of Badminton

Work Assignment, learners are assigned to work from home with content and requirements set by the teacher. For example, in chess, learners are assigned to review the contents they have learned and initially get acquainted with chess competitions. Through completing these tasks assigned at home, learners learn on their own, as well as gain the required knowledge and skills

#### 4.3. Objectives of subjects in the physical education program

The physical education program is objectively developed based on current regulations on physical education, developing general goals and specific objectives for each module; determining the structure and building modules of the Physical Education subject program, including compulsory modules and elective modules; and assessment method.

**Table 2. Objectives of subjects in the physical education program**

Term	Goals for learners
Badminton	Understand the role and significance of the importance of learning Badminton with human health, the rules of competition in Badminton; Analyze the basic techniques in Badminton, form skills and motor skills; Practice and practice basic techniques in Badminton, form motor skills; Students must have a positive and proactive learning attitude; Fully participate in the process inspection and the final examination of the badminton content.
Volleyball	Understand the role and significance of the importance of learning volleyball with human health; Grasp the basic techniques, some rules of the game in Volleyball; Analyze the basic techniques in Volleyball, form motor skills; Practice basic techniques in Volleyball, form motor skills; Students must have a positive and proactive learning attitude; Fully participate in the process test and the final examination of the volleyball subject content.

Chess	<p>Understand the importance of the chess module as a sport that develops calculation, thinking, and logic skills;          Grasp the knowledge of the origin and history of the development of chess;          Understand how to play chess, basic knowledge of chess;          Grasp the knowledge of the final stage of the game;          Have the skills to perform the exercises of the final stage;          Practice and demonstrate the main requirements of the terminal stage;          Comprehensive development education, especially training perseverance, the ability to be determined, and developing intelligence;          Students strictly comply with the rules and regulations of the school, have self-discipline, and actively implement the learning content in class and homework;          Students must have a positive and proactive learning attitude;          Students take all 2 tests to assess the end of chess subjects.</p>
Basketball	<p>Understand the role and significance of learning Basketball with human health;          Understand the basic techniques, some rules of the game in Basketball;          Analyze the basic techniques in Basketball, form motor skills;          Practice basic techniques in basketball, form motor skills;          Students must have a positive and proactive learning attitude;          Fully participate in the process inspection and the final examination of the subject content.</p>
Gymnastics and Athletics	<p>Understand the importance of the Gymnastics and Athletics module;          Athletics is a fundamental sport for physical activity and other sports;          Master the techniques of general human body development exercises including 13 movements;          Grasp the knowledge of the high jump technique, and some basic competition rules of the high jump content. Have the skills to perform general development exercises of 13 movements;          Practice and demonstrate the main requirements of the tummy tuck high jump technique;          Education to develop physical qualities such as: speed, strength, endurance, dexterity, formation of necessary skills and motor skills, supplementation, and professional physical training for other sports;          Students strictly comply with the rules and regulations of the University and the Department, be self-disciplined, actively implement the learning content in class and physical exercises, and supplementary exercises at home;          Students must have a positive and proactive learning attitude;          Fully participate in the process inspection and the final examination of the subject content.</p>

Source: Training program public information [16]

#### 4.4. Standards for the output of subjects in the physical education program

The evaluation of the output standards of modules and the evaluation of learning results of the Physical Education subject program are

specified in the subject program. The results and methods of assessment are clearly stated in the detailed outline and description of the training program for each subject.

**Table 3. Standards for the output of subjects in the physical education program**

Term	Output Standards
Badminton	Learners remember the roles and meanings of badminton practice. Analyze the stages of implementing the basic techniques of Badminton. Learners observe the teacher modeling movements and observe videos and images to be able to perform movements. Able to perform movement techniques to apply movements in competition situations.
Volleyball	Learners remember the roles and meanings of volleyball practice. Analyze the stages of implementing the basic techniques of Volleyball. Learners observe the teacher modeling movements and observe videos and images to be able to perform movements. Able to perform movement techniques to apply movements in competition situations.
Basketball	Learners remember the roles and meanings of practicing Basketball. Analyze the stages of implementing the basic techniques of Basketball. Learners observe the teacher modeling movements and observe videos and images to be able to perform movements. Able to perform movement techniques to apply movements in competition situations.
Chess	Learners remember the knowledge of the origin and history of the development of chess. Understand how to play chess, a basic knowledge of chess. Learners observe the instructor performing on the hanging chessboard, observing videos combined with listening to analysis, explanations, and instructions to be able to perform well. Learners do the homework at the end stage. Learners do exercises in the tactical and strategic chess stage. Learners are interested in and receive subject knowledge and save it to apply in practice.
Gymnastics and Athletics	Learners remember the general development exercise technique of 13 movements: the tummy tuck high jump technique and some basic competition rules of the high jump content. Grasp the technical essentials of the general development exercise of 13 movements, the stages of the abdominal high jump technique. Students observe the instructor to model movement techniques and observe videos combined with listening to analysis, explanations, and instructions to be able to perform movements and techniques. Learners perform exercises to develop 13 movements in the right amplitude, direction, angle, and rhythm. Learners perform supplementary exercises and stages of high jumping techniques in the form of stomach down (momentum running, stomping, over the bar, falling on the mattress). Students perform the high jump technique of stomach up. Learners are interested in and receive subject knowledge and techniques, save motor skills to apply exercises as a means of health training.

Source: Training program public information [16]

## V. CONCLUSION

University of Labour and Social Affairs has a Physical Education subject program for university-level training programs that are prescribed to apply to national universities, regional universities, academies, universities in the national education system implementing full-time university-level training programs, and agencies, relevant organizations and individuals. University of Labour and Social Affairs's Physical Education subject program has provided basic motor knowledge and skills. University of Labour and Social Affairs's subject program helps learners form the habit of practicing physical exercise and sports to improve their health, develop physical strength, and stature, improve personality, improve learning

ability, social activity skills with a positive spirit and attitude, contributing to the realization of comprehensive education goals. The amount of knowledge of the school's Physical Education subject program that learners need to accumulate is at least under the provisions of Circular No. 25/2015/TT-BGDĐT (3 (three) credits). The physical education program is developed through the drafting team by the compilation committee following regulations. The compilation committee includes Physical education teachers; Representatives of the Department of Physical Education; Representatives of the training management department and several scientists and education experts in physical education and sports



inside and outside the University of Labour and Social Affairs.

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