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# The Way Forward to Enhance Quality Assurance of Higher Education in Vietnam in the Disruptive Era

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# Industry 4.0 Trends and Investment

## ASEAN Declaration on Industrial Transformation to Industry 4.0

- Accelerate ASEAN transformation to Industry 4.0, with special focus on start-ups, micro, small and medium-sized enterprises (MSMEs), eGovernment, smart cities and vocational education;
- Enhance human resource development and capacity building on frontier technologies and innovation through up-skilling and re-skilling of the workforce;
- Stimulate adoption and diffusion of innovation and technologies involving Industry 4.0 as well as joint researches, investments, and development activities.
- Promote innovation and technology-driven industries in advancing Industry 4.0
- Enhance cooperation in developing a favorable regulatory framework in support of ASEAN Industrial Transformation to Industry 4.0.
- Address the challenges impeding ASEAN industrial advancement and the solutions to address these challenges.



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# Vietnam National 4IR Strategy Goals

- Top 40 performers in the Global Innovation Index (GI)
- Top 30 in the International Telecommunication Union (ITU)'s Global Cybersecurity Index (GCI) and
- Top 50 in the United Nations (UN)'s e-Government Development Index (EGDI) by 2030.





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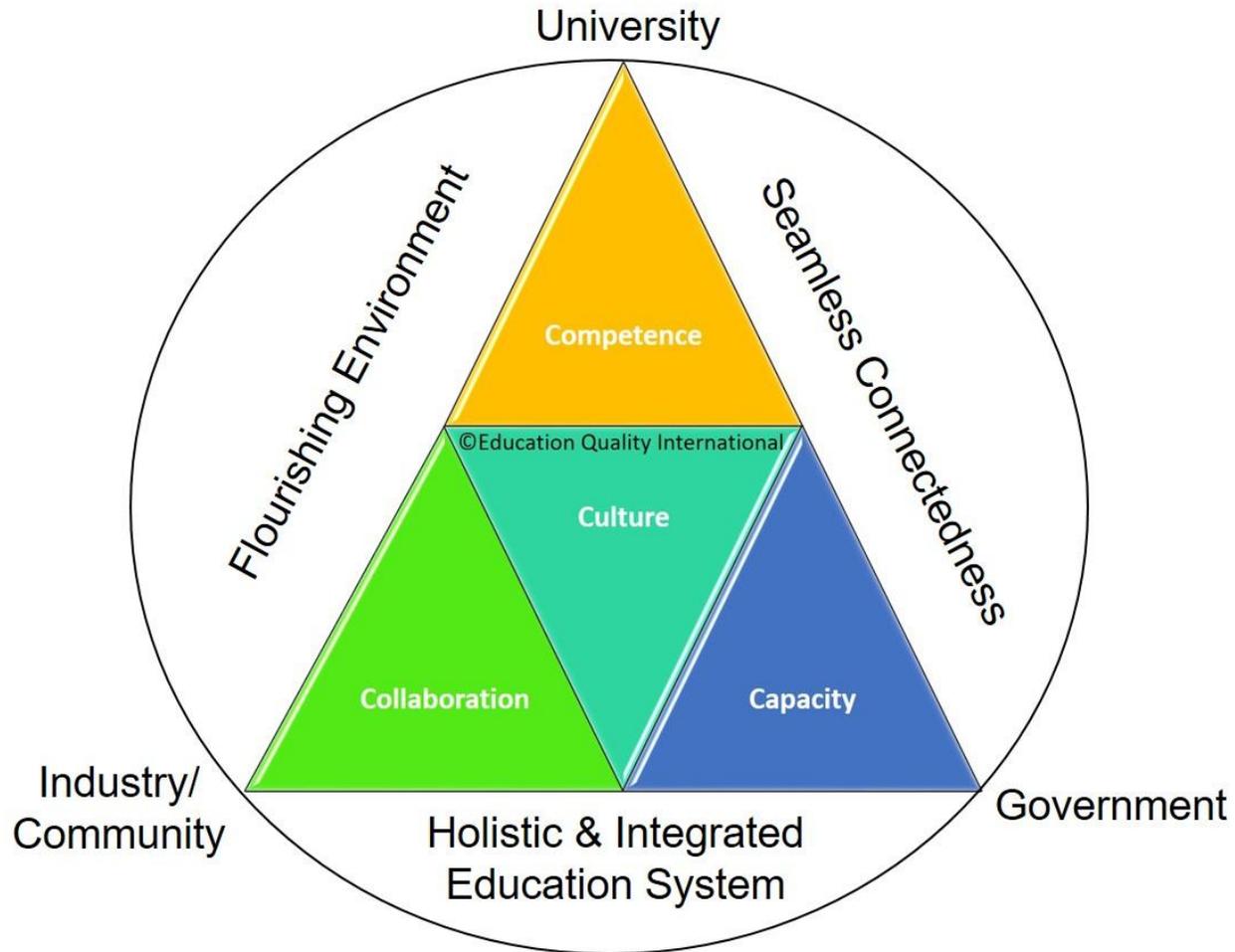
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# 7 Megatrends of Vietnam's Digital Economy

1. Emerging digital technologies such as blockchain, artificial intelligence, big data analytics and the internet of things
2. International integration of Vietnam's digital economy with new export markets, knowledge and skills transfer, and greater levels of foreign investment.
3. Increasing need for cybersecurity and privacy as more businesses and consumers engage in the digital economy, and critical systems for e-finance and e-government.
4. Modern digital infrastructure with reliable digital and energy infrastructure and new telecommunications networks
5. Smart cities in optimizing the use infrastructure and resources as well as reducing waste, pollution and traffic congestion.
6. Rise of digital skills, services, gigs and the entrepreneurs which requires further investment in higher education, digital skills, entrepreneurial skills and Vietnam's innovation ecosystem.
7. Changing consumer behaviours as a result of higher digital adoption among consumers and suppliers.

# SWOT Analysis of Quality Assurance (QA) of Higher Education in Vietnam



# SWOT Analysis of Quality Assurance (QA) of Higher Education in Vietnam

## Strengths

- Higher education institutions are deeply entrenched in the 3 traditional pillars of education, research and service.
- Strong offerings in traditional discipline- based curricula.
- Recently implemented the University Performance Metrics (UPM) to assess the responsiveness of universities in the 4th Industrial Revolution (4IR) era.
- National accreditation regulations and laws on institutional and program accreditation.
- Adapted the AUN-QA program and institutional framework for accreditation of higher education.
- Agencies of accreditation such as Centers of Education Accreditation are approved and distributed across the country
- Licensing and training of national QA accreditors (mainly knowledge-based)
- Recognition of international and regional accreditation results including AUN-QA program and institutional certification

# SWOT Analysis of Quality Assurance (QA) of Higher Education in Vietnam

## Weaknesses

- Innovation and entrepreneurship are newly established in higher education institutions.
- Lack of offerings in cross discipline- based or integrated curricula and in the field of Industry 4.0.
- Relatively low participation of universities in UPM comparing the number of universities in the country and the region.
- Lack of a robust intellectual property management at higher education institutions.
- Lack of a clear policy and roles of higher education institutions in reskilling and upskilling of the workforce especially on their alumni.
- Lack of a licensing and training of QA accreditors based on competency framework.
- Lack of quality, professional, and competent national accreditors that are equal to regional and international standards.

# SWOT Analysis of Quality Assurance (QA) of Higher Education in Vietnam

## Weaknesses

- Rules-based accreditation culture and mindsets
- Sub-optimization of the adapted AUN-QA program and institutional framework
- Lack of certification scheme for accreditation centers under ASEAN Quality Assurance Framework (AQAF).
- Limited autonomy and independent status of accreditation centers as some of them are under the management of their universities.
- Over-regulated and rules-dependent higher education and institutions on quality assurance and accreditation
- Lack of institutional and national analyzing and using the accreditation results for improvement of quality assurance of higher education.

## SWOT Analysis of Quality Assurance (QA) of Higher Education in Vietnam

### Opportunities

- Trends towards regional and international accreditation schemes
- Attract regional and international venture capitalists into Vietnam.
- Expanding UPM to the region and beyond.
- Moving towards principles-based assessment
- Collaborations with industries and businesses on innovation and entrepreneurship development and research
- Collaborations with AUN-QA Network and other accreditation agencies as well as professional bodies in ASEAN and beyond
- Raising quality of higher education with regional and international accreditation schemes.

## SWOT Analysis of Quality Assurance (QA) of Higher Education in Vietnam

### Threats

- Perceived low quality of Vietnamese higher education institutions and higher education
- Unattractive to global talents in academic, research, innovation and start-ups.
- Limited recognition of national accreditation status outside Vietnam
- Lack of authenticity of the adapted AUN-QA program and institutional framework
- Limited number of qualified and competent assessors that meet regional and international standards.
- Limited reputation and credibility of national accreditation centers outside Vietnam.

# The Big Way Forward

- Embrace innovation and entrepreneurship as the 4<sup>th</sup> pillar of higher education institutions to give them more visibility and attention as key drivers of the innovation producing ecosystem.
- To develop competence in innovation and entrepreneurship, enhance the offering of cross disciplines-based or integrated curricula in higher education institutions as well as offering innovation and entrepreneurship as strategic competence among academic staff and students.



# The Big Way Forward

- Strengthen the intellectual property management in promoting and protecting new inventions and discoveries, attract venture capitalists and enhance collaborations with industries, businesses, communities and other universities to increase the innovation capacity for commercialization and patents.
- The strengthening of innovation and entrepreneurship competence and capacity of higher education institutions coupled with enhanced collaborations may lead to a higher interest in UPM scheme particularly with the Vietnamese universities.
- Provide a clear mission and roles to higher education institutions in developing digital literacy and skills, and to reskill and upskills the national workforce to meet the demands of Industry 4.0.
- Better alignment to the AQAF to enhance the national quality assurance system and quality of accreditation centers, as well as, to meet the need of quality of higher education in the regional and global contexts.
- More focus on developing IQA and EQA capacity building particularly based on a competency-based framework rather than knowledge alone, aiming for consistency and sustainability of the national and institutional quality assurance systems.

# The Big Way Forward

- To enhance the national EQA and encourage external accreditation so as to create positive impact to the universities and society. It is important to enhance the capacity of accreditation agencies, including applying the principle-based evaluation concept, and developing the competent assessors - shifting from input to outcome evaluation.

Characteristics	Rules-Based	Principles-Based
View of Assessment	Separate part of an ecosystem	Integral part of an ecosystem
Reference of Assessment	Standards	Contexts
Focus of Assessment	Compliance	Alignment
Sources of Evidence	Hard	Hard and soft
Interpretation of Data	Descriptive analytics and thresholds	Diagnostic, predictive and prescriptive analytics
Feedback of Assessment	Summative	Formative



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# The Big Way Forward

- To develop the holistic quality assurance ecosystem with embedded culture of quality assurance, innovation and entrepreneurship in MOET, higher education institutions, and EQA agencies with stakeholders.
- To establish a research and data center within higher education institutions and MOET to gather and analyze big data arises from higher education institutions and accreditation results to enhance the quality of QA and accreditation and quality of higher education.

