



ISO 9001:2015



Sponsor



International Conference 2022

**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022

Proposing standards for managing internal quality assurance activities in Vietnamese universities

Assoc. Prof. Le Van Hao, Eastern International University, hao.le@eiu.edu.vn

Tran Hoai Bao, Eastern International University, bao.tran@eiu.edu.vn



ISO 9001:2015



Sponsor



International Conference 2022

**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022



Assoc. Prof. Le Van Hao

2001: PhD in education at University of Melbourne, Australia

Since 1981: Physics lecturer at Nha Trang University

2001: Vice-director of the Academic Affairs

2007 - 2019: Director of Quality Assurance and Testing

From October 2021: Head of the Academic Excellence Unit – Eastern International University (Binh Duong Province, Vietnam).



ISO 9001:2015



Sponsor



International Conference 2022

**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022



Ms. Tran Hoai Bao

2006: Bachelor Degree in Machinery Design Engineer, HCMC University of Technology and Education

2009: Master Degree in Mechanical Engineering

Since 2009: Working at Eastern International University - EIU (Binh Duong, Vietnam).

2014: Vice Director of Quality Assurance and Testing of EIU

From June 2020: Director of Quality Assurance – EIU

Summary

Internal quality assurance (IQA) consists of two main components: building a quality assurance system and effective implementation of quality assurance activities.

There are many methods to operate an IQA system of a university and its activities, which normally base on **standards and regulations** established by educational organizations.

Vietnam is undergoing a radical and comprehensive change in the education system, therefore **standardizing the activities and quality of educational institutions** is crucial and necessary.

Based on document and research analyses together with practical experiences, the authors suggest the **standards for managing internal quality assurance activities in the Vietnamese universities.**

Introduction

- Standardization is a common trend of education systems in the integration process. Vietnam is undergoing a fundamental and comprehensive renovation of the education system, so the standardization of activities and the quality of educational institutions are very important and necessary. Currently, universities, colleges, vocational schools and high schools do not use standards to manage, but to evaluate their educational activities.

(Nguyễn Đức Chính và Vũ Thị Dung, 2017)

Introduction

There are many approaches for IQA. There are some standards and regulations of educational organizations around the world on the organization, operation and evaluation of the IQA activities of the university, such as:

- **Internal Quality Assurance** according to the **European Association for Quality Assurance in Higher Education (ENQA, 2015)** [European Association for Quality Assurance in Higher Education] includes **10 criterion**
- **Internal Quality Assurance by network Asia-Pacific Quality (APQN, 2008)** [Asia-Pacific Quality Network] includes **7 principles**
- **Internal Quality Assurance according to the Southeast Asian University Network (AUN, 2010)** [ASEAN University Network] consists of **11 criterion**
- **Standards and guidelines for Quality Assurance within African Higher Education (ASG-QA, 2019)** [African Standards and Guidelines for Quality Assurance] includes **13 criterion.**

ESG 2015 (10 criterion)

1. Policy for quality assurance
2. Design and approval of programmes
3. Student-centred learning, teaching and assessment
4. Student admission, progression, recognition and certification
5. Teaching staff
6. Learning resources and student support
7. Information management
8. Public information
9. On-going monitoring and periodic review of programmes
10. Cyclical external quality assurance

APQN 2008 (7 principles)

1. A quality assurance culture is created, defined, supported, and promulgated.
2. Quality assurance aligns with and is embedded within the institution's unique goals and objectives.
3. Internal quality management systems, policies and procedures are in place.
4. Periodic approval, monitoring and review of programs and awards.
5. A strategy for the continuous enhancement of quality is developed and implemented.
6. Quality assurance of academic staff is maintained.
7. Appropriate and current information about the institution, its programs, awards and achievements is made publicly available.

AUN-QA 2010 (11 criterion)

1. Quality Assurance: general aspects
2. The monitoring system
3. Evaluation instruments
4. Special QA processes: Student assessment
5. Special QA processes: Staff quality
6. Special QA processes: Quality of the facilities
7. Special QA processes: Quality of student support
8. Special QA instruments: SWOT analysis or self-assessment
9. Special QA instruments: the inter-collegial audit
10. Special QA instruments: information systems
11. Special QA instruments: the QA handbook

ASG 2019 (13 criterion)

1. Vision, Mission and Strategic Objectives
2. Governance and Management
3. Human Resources
4. Financial Resource Management
5. Infrastructure and Facilities
6. Student Recruitment, Admission, Certification and Support Services
7. Design, Approval, Monitoring and Evaluation of Study Programmes
8. Teaching, Learning and Assessment
9. Research and Innovation
10. Community Engagement
11. Information Management System
12. Public Communication
13. Collaboration, Staff and Student Mobility

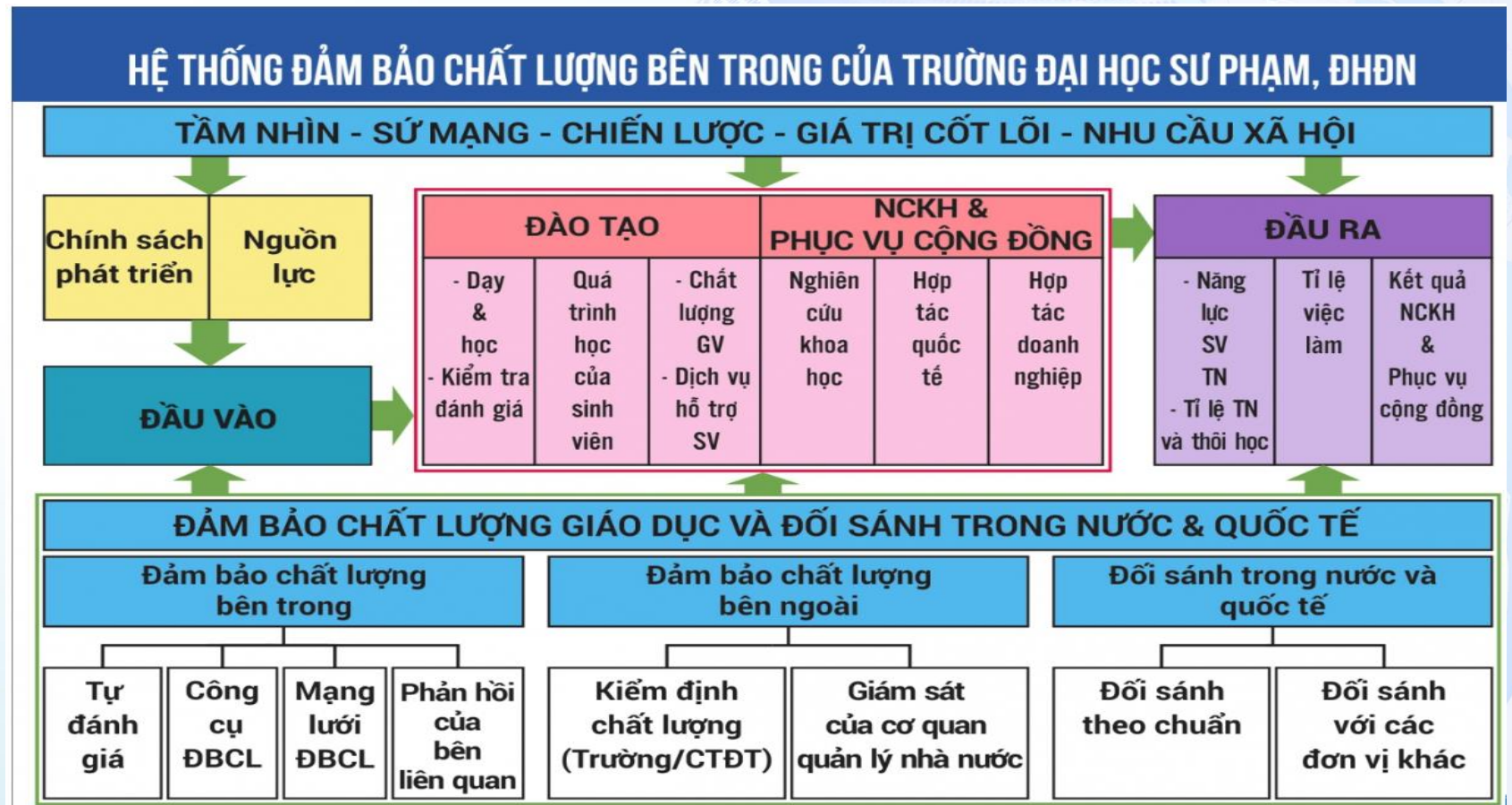
Introduction

Currently, legal documents of the Vietnamese National Assembly and Government require all higher education institutions to build and strengthen IQA systems, effectively implement IQA activities. However, there is still not a document guiding IQA for institutions.

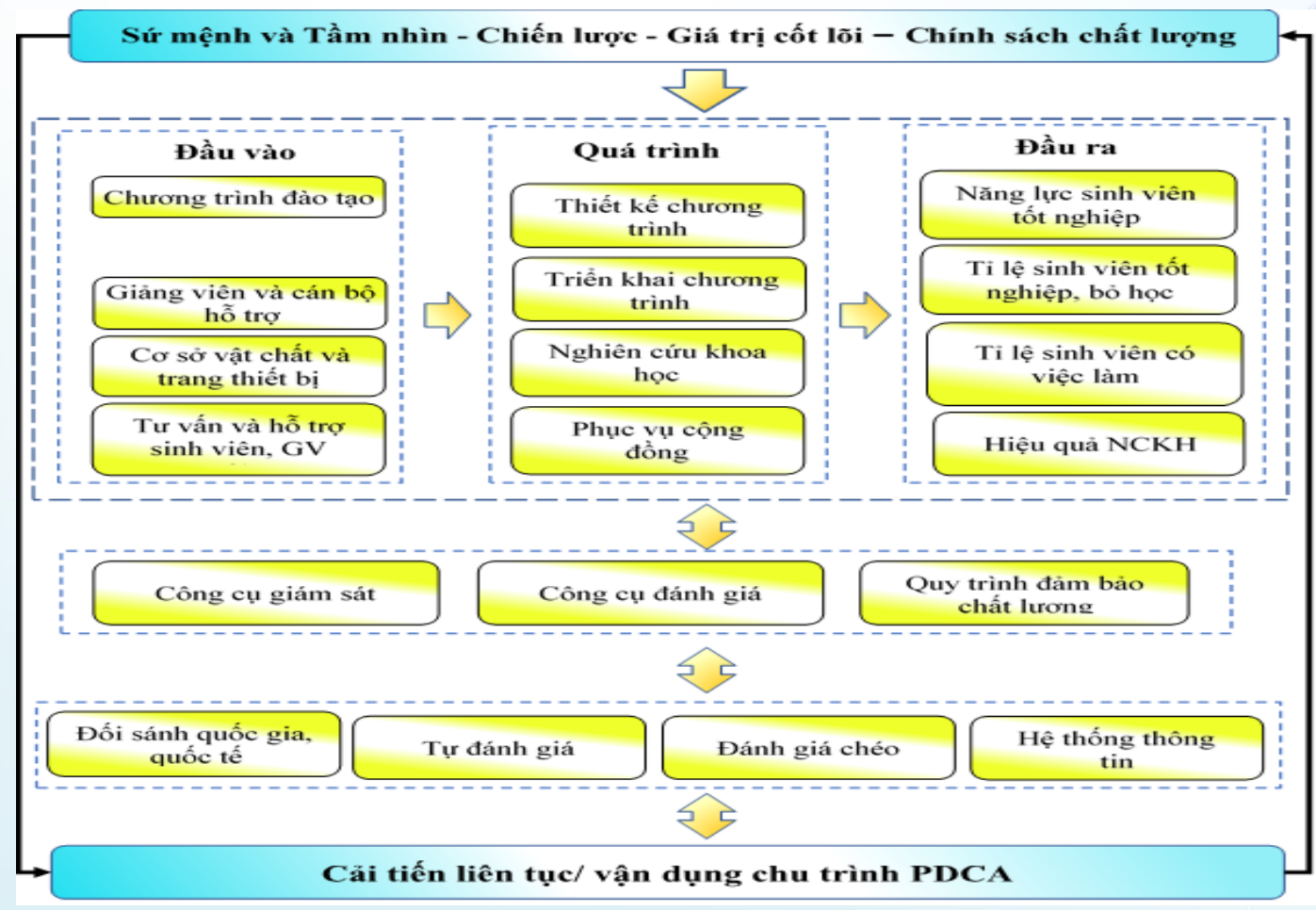
Research situation and status of IQA systems in Vietnamese universities

The IQA system of University of Education, University of Danang

=> They integrate process management, use the AUN-QA model and Vietnam's university quality assurance model.



Research situation and status of IQA system in Vietnamese universities



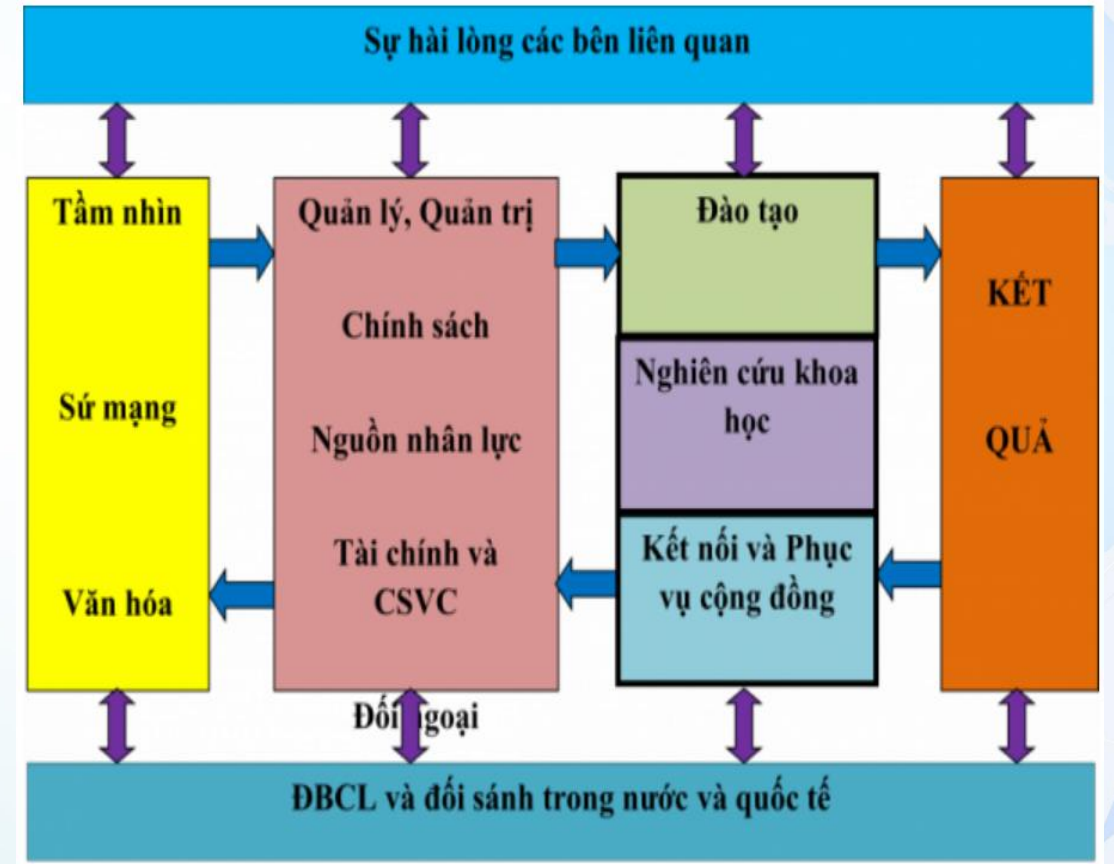
Thu Dau Mot University also uses AUN-QA's internal Quality Assurance model and adheres to the University's vision, mission, core values and quality policy, ensuring PDCA principles.

Research situation and status of IQA system in Vietnamese universities

The IQA model of the University of Information Technology

The IQA system is operated and developed to continuously improve the quality of education, towards meeting the mission, vision, strategic goals of the University as well as the requirements of the related parties.

The participation and requirements of stakeholders along with national, regional and international standards are the guideline for all quality assurance activities, and quality accreditation is the foundation for the development of the quality culture of the University.



Research situation and status of IQA system in Vietnamese universities



Nguyen Tat Thanh University

From 2012 up to now, Nguyen Tat Thanh University has gradually built and perfected the IQA system and accrediting education quality according to domestic, regional and international standards. The total quality management system (TQM) includes three levels: strategy, system and tactics to perform monitoring, evaluation and support functions for training activities, scientific research and community service.

Research situation and status of IQA system in Vietnamese universities

In general, in order to implement IQA, Vietnamese universities have adopted diverse approaches and models.

Some universities have adopted a tailor-made quality approach, rooted in university goals and culture, to meet internal and external requirements. This approach is mainly driven by accreditation requirements, therefore, the IQA system is built based on the Deming PDCA Cycle with four basic elements of university objectives, monitoring tools, technology assessment and quality improvement tools.

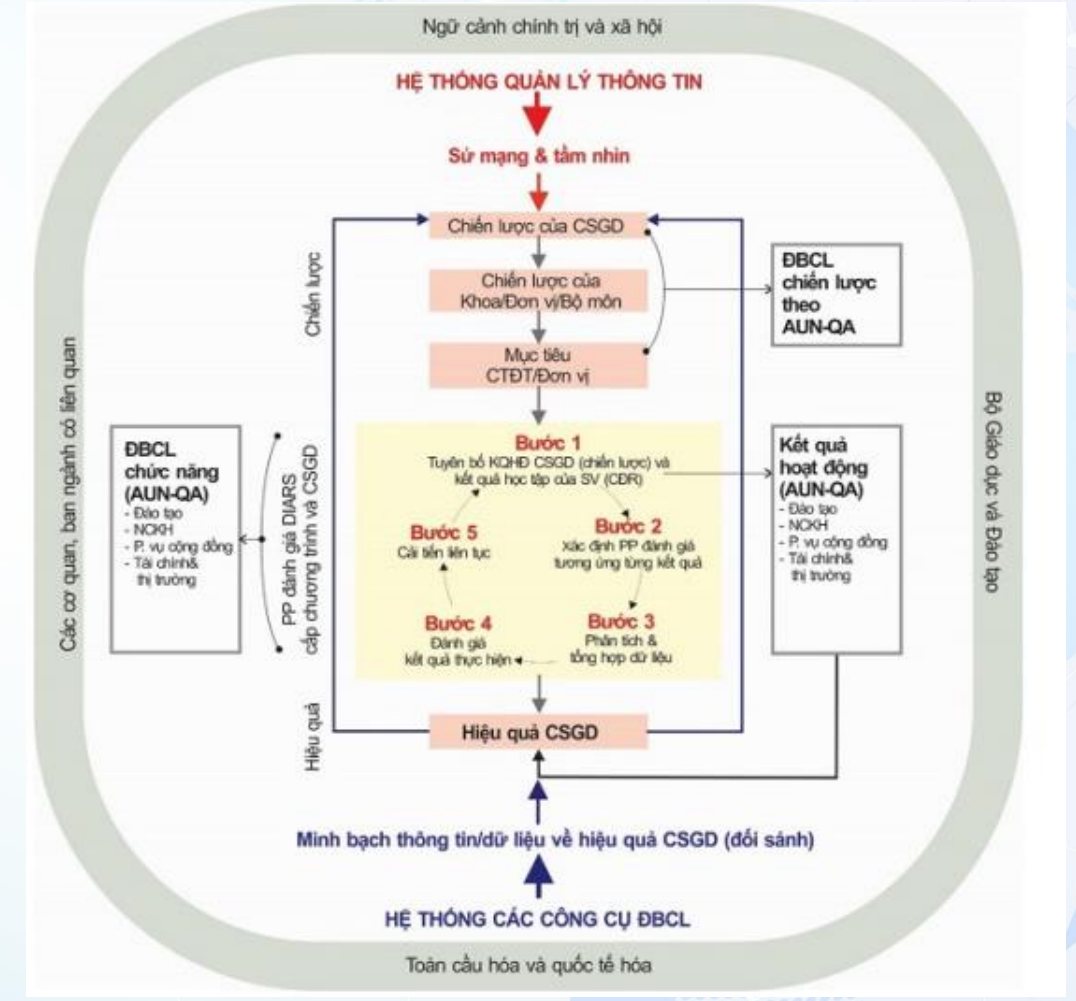
The second approach of the IQA is to use the ISO model to organize and manage their document system more effectively.

The third approach is to include the standards of MOET in their quality management guidelines.

(Phạm Thị Tuyết Nhung & Nguyễn Thị Thanh Bình, 2021)

Research situation and status of IQA system ins Vietnamese universities

In the study “Research and propose an effective internal quality assurance model for universities in Ho Chi Minh City to improve the quality of education” conducted by the Institute of Education Research - HCMC University of Education learn about the challenges and barriers that higher education institutions in HCMC have been facing in the process of implementing IQA activities.



Research Method

The authors used literature analysis on higher education QA, accreditation standards and policies on IQA, articles published internationally and domestically with proposals and recommendations on system operation and implementation of IQA activities of universities to propose a set of standards to support the management of IQA activities in Vietnamese universities.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Vietnam's approach:

From 2007 to now, MOET has issued standards for educational accreditation for educational institutions and training programs, accreditation cycle and process; a system of documents regulating the evaluation and accreditation of educational institutions and training programs with specific guidelines and standards used as tools for implementation.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Vietnam's approach:

Currently, MOET is gradually approaching how to do, how to perform quality accreditation according to AUN-QA. MOET has applied a set of standards for quality accreditation of training programs according to AUN-QA with 11 standards, 50 standards criteria (Circular 04/2016) and a set of standards for accrediting educational institutions according to AUN-QA with 25 standards and 111 criteria (Circular 12/2017). Criteria of the standards are evaluated on a 7-level rating scale, from unsatisfactory to excellent performance, reaching the level of the world's leading educational institutions.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Law on Amendments to The Law on Higher Education (2018)

Article 49. Higher education quality assurance; objectives, rules and subjects of higher education quality assessment

1. Higher education quality assurance is a continuous and systematic process, including policies, mechanisms, standards, procedures and measures for maintaining and improving higher education quality.
2. The higher education quality assurance system includes an internal quality assurance system and external quality assurance system through higher education quality assessment.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

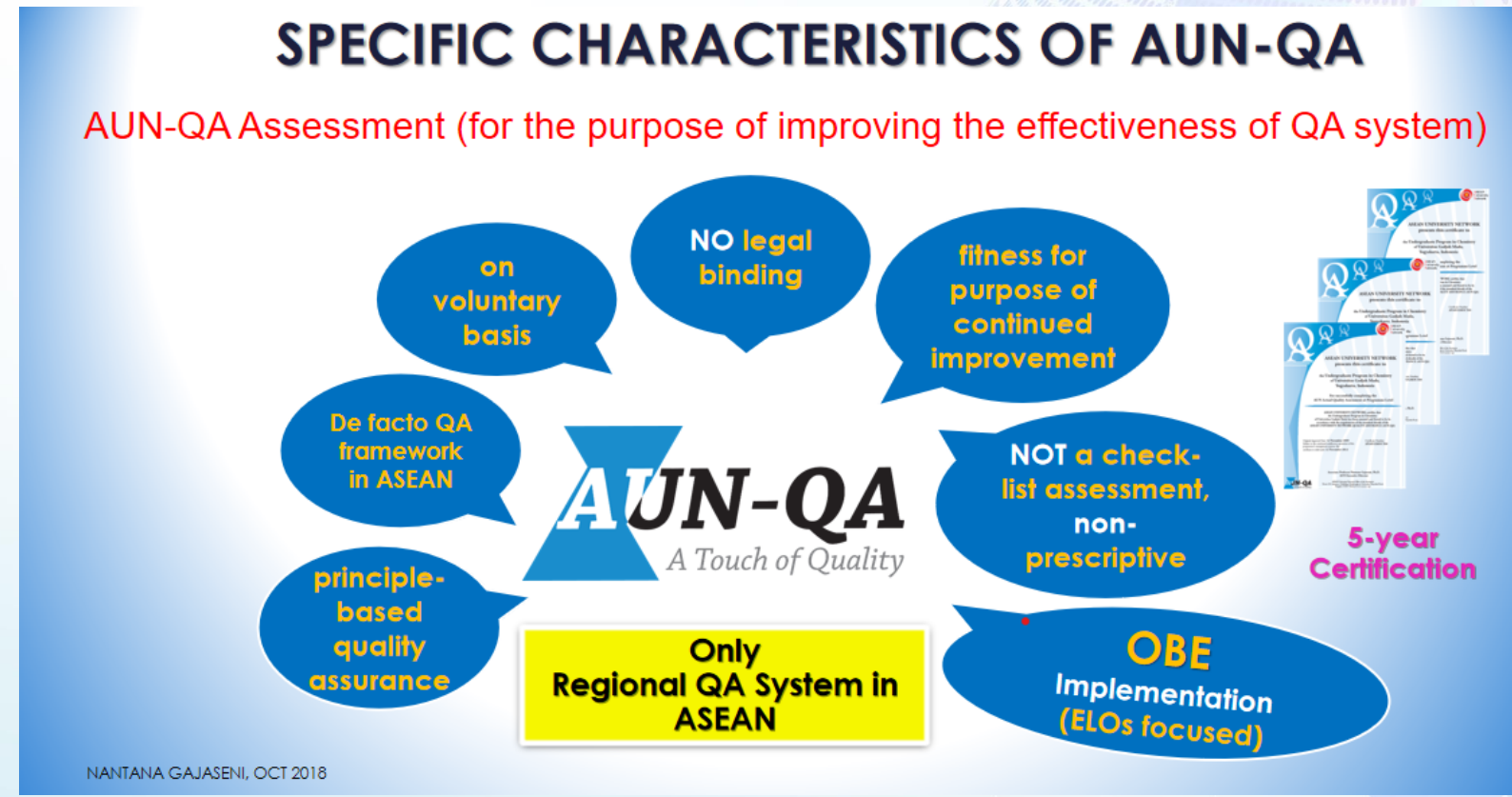
Law on Amendments to The Law on Higher Education (2018)

Article 50. Responsibility of higher education institutions for quality assurance.

- 1. Develop the training quality assurance system within the institution** in a manner that is suitable for its **objectives** and **capacity**.
2. Develop **policies** and **plans** for higher education quality assurance.
3. Assess and improve training quality on its own initiatives; have the institution and its training programs undergo periodic assessments.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

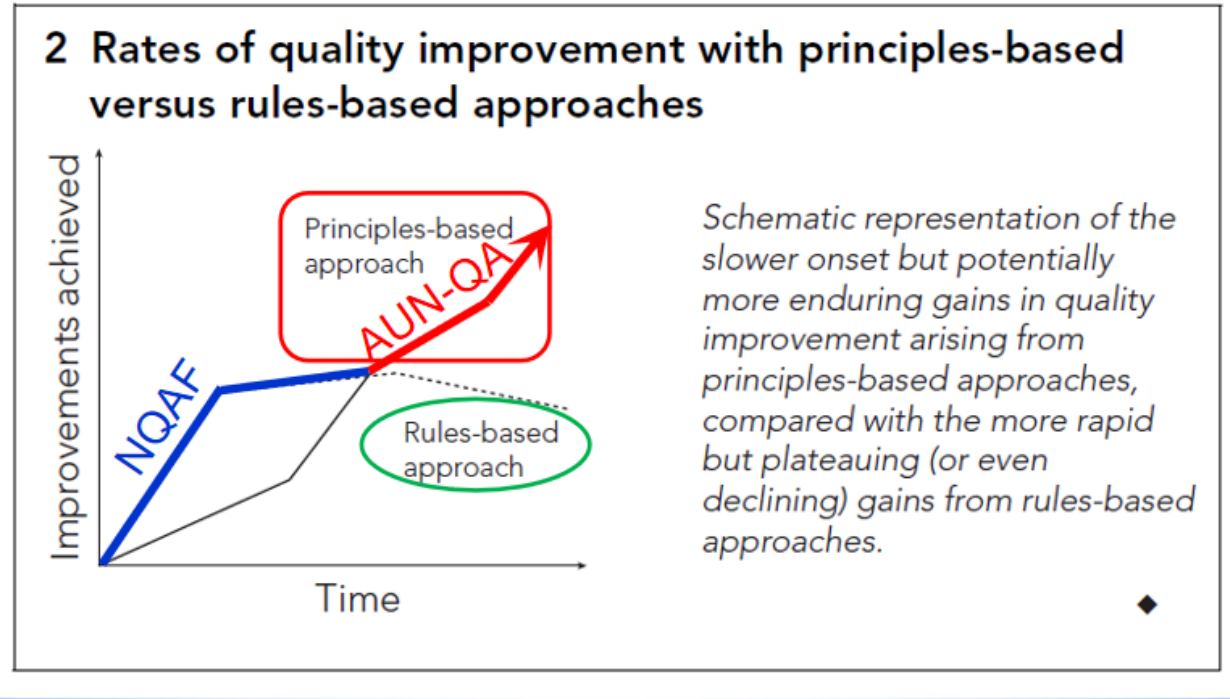
AUN-QA's approach:



Proposing a set of standards to support the management of IQA activities in Vietnamese universities

AUN-QA's approach:

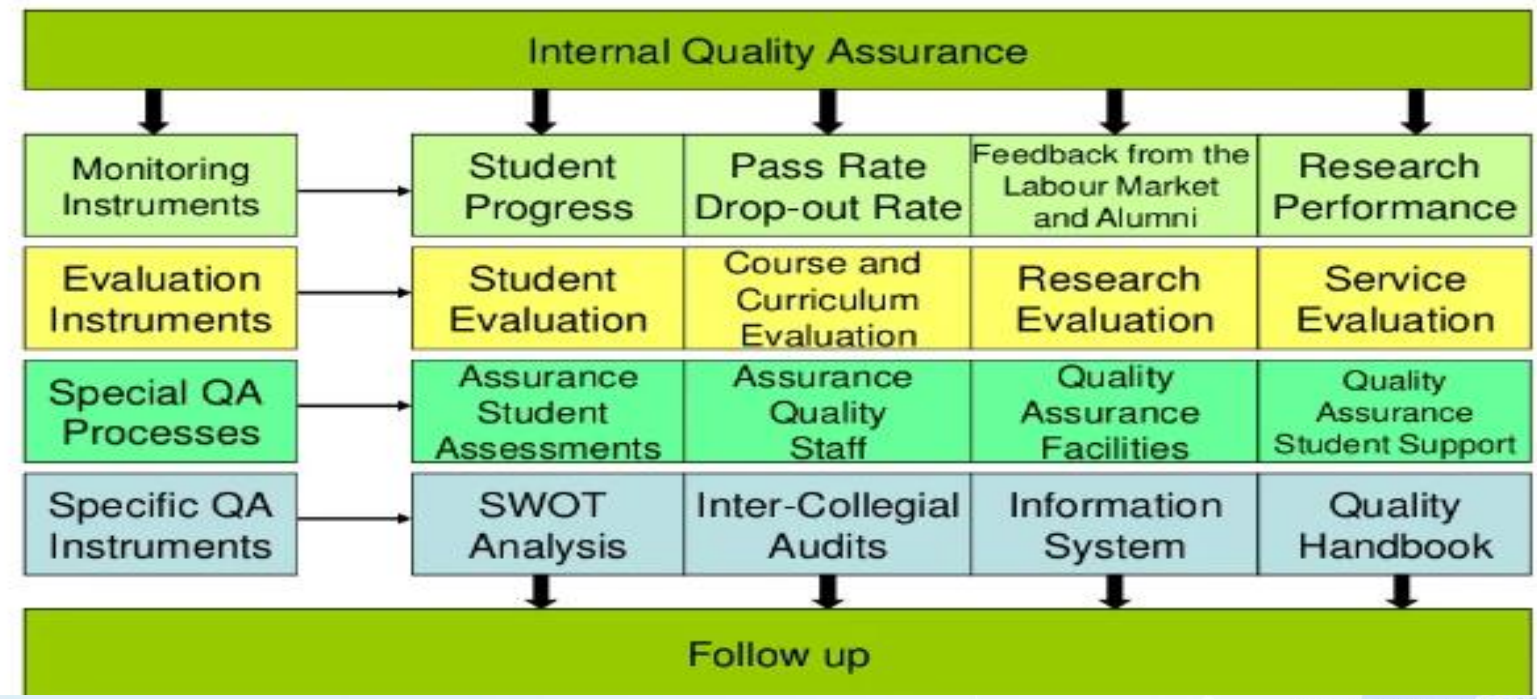
GUIDE TO AUN-QA ASSESSMENT AT PROGRAMME LEVEL (3RD VERSION)



Source: "Principles-based accreditation: the way forward?" by Lindsay H Heywood

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

IQA System



Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 1: Policies and Procedures

1.1. Internal quality assurance system is clearly defined in structure and quality assurance policy.

1.2. Develop a clear internal quality assurance strategy through appropriate structures and processes.

1.3. The involvement of internal and external stakeholders is clearly defined.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 2: Academic programs

2.1. Promulgating the design and approval processes of the training programs. Clearly define the qualifications of each training program and publicly announce, which correspond to the National Qualification Framework.

2.2. Each curriculum is designed to meet the goals and objectives of the institution.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 3: Student-centred learning, teaching and assessment

3.1. The curriculum is implemented in a way that encourages students to take an active role in the learning process.

3.2. There are clear regulations and specific requirements for testing; evaluation procedures; regulations to ensure the quality of audits; complaint procedures.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 4: Learner's learning process (admission, course of study, accreditation and awarding of degrees) is tracked and monitored

4.1. Promulgate and widely publicize regulations (including all stages) related to student learning progress such as: admission, progress (learning process), recognition and organization of work, granted diplomas and certificates.

4.2. There is a system to monitor and track the progress of learners; systematic feedback from the labor market; systematic feedback from alumni.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 5: Lecturers and support staff

5.1. Promulgate and widely publicize regulations (including all stages) related to student learning progress such as: admission, progress (learning process), recognition and organization of work. grant diplomas and certificates.

5.2. The recruitment and staff development processes are open and transparent.

5.3. Procedures for appointment of officers and employees; cadres and civil servants evaluation system; for staff training activities.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 6: Facilities, resources and student support

6.1. Allocate appropriate funding for learning and teaching activities and ensure adequate and accessible learning resources are provided. The recruitment and staff development processes are open and transparent.

6.2. Regularly upgrade the computer systems, libraries and laboratories.

6.3. Student support services: Provide adequate information, policies and facilities to learners; advise learners in learning.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 7: Information management

7.1. Collect, analyze and use relevant information to effectively manage the institution's curricula and activities.

7.2. There are information systems including: General management information system; management information system for teaching and learning; research management information system.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 8: Public information

Disclosure of information about the activities of educational institution, including training programs; disclosure of information about research activities, diplomas and certificates awarded and achievements in a clear, accurate and objective manner, updates and easy access to stakeholders.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 9: Continuous monitoring and periodic review

9.1. Monitor and periodically review and evaluate training programs to ensure that educational institutions achieve their goals and meet the needs of learners and society.

9.2. Periodically review teaching/learning activities and research activities; periodically review contributions to society and the community.

9.3. Inform relevant parties about making any improvements from the results of the review/assessment.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 10: Self-assessment and internal appraisal

- Internal quality assurance system.
- Teaching and learning activities
- Scientific research activities
- Activities to contribute to society and the community
- Institution's self-assessment.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 11: External QA cycle

Adopt external quality assurance requirements in line with cyclical principles and standards.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Criteria 12: Quality Assurance Handbook

- There is a Quality Assurance handbook
- The QA handbook is distributed to faculty, staff and students.

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Alignment with IQA Standards and Vietnam Regulations

<u>Criteria</u>	<u>Proposed set of standards (sub-criteria)</u>	<u>IQA of AUN-QA</u>	<u>IQA of ENQA</u>	<u>Vietnam regulation</u>
<u>1. Policies and Procedures</u>	1.1	1.1	1	<u>Law on Amendments to The Law on Higher Education (2018) 34/2018/QH14</u>
	1.2	1.2	1	
	1.3	1.3	1	
<u>2. Academic programs</u>	2.1		2	<u>Circular Providing For Standards And Formulation, Appraisal And Promulgation Of Training Programs Of Higher Education (17/2021/TT-BGDĐT) (17/2021/TT-BGDĐT)</u>
	2.2		2	
<u>3. Student-centred learning, teaching and assessment</u>	3.1		3	<u>Resolution on "Fundamental and comprehensive innovation in Education, serving industrialization and modernization in a socialist-oriented market economy during international ntegration" ratified in the 8th Session (29-NQ/TW)</u>
	3.2	3.1, 3.2, 3.3, 3.4		
<u>4. Learner's learning process (admission, course of study, accreditation and awarding of degrees) is tracked and monitored</u>	4.1		4	<u>Circular Providing For Standards And Formulation, Appraisal And Promulgation Of Training Programs Of Higher Education (17/2021/TT-BGDĐT)</u>
	4.2	2.1, 2.2, 2.3, 2.4		

Proposing a set of standards to support the management of IQA activities in Vietnamese universities

Alignment with IQA Standards and Vietnam Regulations

Criteria	Proposed set of standards (sub-criteria)	IQA of AUN-QA	IQA of ENQA	Vietnam regulation
5. Lecturers and support staff	5.1		5	40/2020/TT-BGDĐT stipulates standards for lecturers
	5.2		6	Circular promulgating the regulation on higher education accreditation (12/2017/TT-BGDĐT)
	5.3	4.1, 4.2, 4.3		
6. Facilities, resources and student support	6.1		6	(12/2017/TT-BGDĐT)
	6.2	5.1, 5.2, 5.3		
	6.3	6.1, 6.2, 6.3, 6.4, 6.5	6	
7. Information management	7.1		7	(12/2017/TT-BGDĐT)
	7.2	9.1, 9.2, 9.3		
8. Public information	8	10.1, 10.2, 10.3	8	34/2018/QH14
9. Continuous monitoring and periodic review	9.1		9	(12/2017/TT-BGDĐT)
	9.2	2.1, 2.2, 2.3		
	9.3		9	34/2018/QH14
10. Self-assessment and internal appraisal	10.1	7.1, 7.2, 7.3, 7.4, 7.5		
	10.2	8.1, 8.2, 8.3, 8.4		
11. External QA cycle	11		10	34/2018/QH14
12. Quality Assurance Handbook	12.1	11.1		
	12.2	11.2		

How to use the standards to support the management of IQA activities within Vietnamese universities

Step 1. Make an Implementation Plan

- Based on the standards, institutions establish implementation plans for each year. With a specific roadmap, institutions will have a basis to monitor and supervise the management of IQA activities.
- Building a system of indicators to concretize related activities in each period.

How to use the standards to support the management of IQA activities within Vietnamese universities

Step 2. Standardize tasks

Assign units and individuals to be in charge of fields related to specific standards, criteria and indicators so that every unit and individual has clear tasks to be completed.

How to use the standards to support the management of IQA activities within Vietnamese universities

Step 3. Develop procedure for each job/ task

Develop a procedure to perform each job together with instructions and forms, which helps to create favorable and unifying conditions in the process of performing tasks for all units and individuals.

How to use the standards to support the management of IQA activities within Vietnamese universities

Step 4. Implement tasks

In the process of implementing tasks, units and individuals need to base on the work procedures that have been developed and issued. During the implementation, review and supervision are provided to ensure that all tasks are carried out in accordance with the established process to ensure the results or "products" meet quality standards.

How to use the standards to support the management of IQA activities within Vietnamese universities

Step 5. Report on performance and suggest improvements

Annually and in each implementation period, units and individuals report on the results of the management of IQA activities. The reports should clearly state the difficulties, limitations and shortcomings that each unit/individual is facing and propose solutions to overcome these shortcomings.

How to use the standards to support the management of IQA activities within Vietnamese universities

Step 6. Make improvements

Based on specific proposals of functional units and individuals, institutions review, adjust, supplement and complete the implementation plan in a more effective way.

