



# **Report of the Redesigning of University IQA System (Version 1.0)**

**based on  
AUN Internal Quality Assurance (IQA) System Design and Development Workshop**

Organized by the Ministry of Education and Training of Vietnam (MOET) and  
the ASEAN University Network (AUN) Secretariat

Hosted by Vietnam National University Ho Chi Minh City (VNUHCM)

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## Foreword

This report presents the results from the AUN Internal Quality Assurance (IQA) System Design and Development Workshop organized on 24 - 26 April 2023, spanning two and a half days at Vietnam National University Ho Chi Minh (VNUHCM). The Workshop brought together a diverse group of 77 participants from 44 AUN-QA universities in Vietnam, a large collaborative effort by the Vietnam Education Quality Management Agency (VQA), Ministry of Education and Training (MOET) Vietnam, the Center for Educational Testing and Quality Management, VNUHCM, IQA Experts and Resource Persons from ASEAN, Australia, and Europe, and the Secretariat of ASEAN University Network (AUN Secretariat, also serving as the AUN-QA Secretariat).

Inasmuch as IQA is not something new to our higher education institutions in the ASEAN or Southeast Asian region and IQA systems and practices have been in place for many years, this AUN Workshop aims more precisely to start finding the ways to make IQA truly effective for each university, not only in Vietnam but also across the entire region.

The progress of ASEAN higher education has been remarkable, with Southeast Asia emerging as the next global spot and attracting various regional and international exchange, mobility, and research collaborative programs. Ensuring quality remains a significant challenge that we must overcome. Having served the ASEAN higher education sector for nearly 25 years, AUN-QA is well-equipped to support this Workshop with key analyses and findings based on our accumulated data from AUN-QA assessments at universities in Vietnam and throughout the region.

The Workshop incorporated a unique methodology which has been the signature of the AUN Secretariat for the past six years, emphasizing the inclusion of every participants' ideas and suggestions. It utilizes the designs and techniques that combine, blend, and mature all facts and opinions presented into the final results step-by-step in a coherence but interconnected workshop sequence without losing the original senses or information. For a detailed explanation of the methodology employed in this Workshop, readers are encouraged to refer to Part II: Methodology of the workshop of this Report.

I wish to thank all the participants, including the resource-persons for their active participation and attendance in the Workshop and for sharing their valuable ideas and feedback during the course of two and a half days. The AUN Secretariat, together with AUN-QA, aims to promote excellence in universities throughout the ASEAN region and uphold the highest standards of quality that put the needs of students, the economy, and the country first.

Choltis Dhirathi, PhD  
Executive Director  
ASEAN University Network



## Executive Summary

Report of the Redesigning of University IQA System presented the result of AUN Internal Quality Assurance (IQA) System Design and Development Workshop, under the collaboration of Ministry of Education and Training of Vietnam (MOET), Vietnam National University Ho Chi Minh City (VNUHCM), and ASEAN University Network (AUN) held from 24 - 26 April 2023 at Vietnam National University Ho Chi Minh City (VNUHCM). The workshop gathered 77 QA personnels from 44 Vietnamese universities alongside the Center for Educational Testing and Quality Management and IQA Experts and Resource Persons from ASEAN, Australia, and Europe, to:

- (1) conduct a root-cause analysis and big picture mapping to understand the current situations in Viet Nam higher education quality and standard.
- (2) re-identify the main components of the desired IQA System together with key implementation tools and mechanisms suited to the conditions and context of Vietnamese and ASEAN higher education

The objective of the report is to propose effective solutions for redesigning the effective IQA system in Vietnamese universities, considering the complex challenges identified in the report and emphasizing the significance of incorporating a variety of implementation tools to address the need for comprehensive and sustainable solutions.

While the problem analysis was well-crafted and provided valuable insights, there are notable shortcomings in the proposed solutions outlined in the Change-Implementation Matrix. This is in line with the expectations of the AUN Secretariat because of the complex nature of the challenges at hand, which require equally complex and comprehensive solutions, which in this case, requires further refinement and consideration of all levels of changes.

Preliminary recommendations for improving the IQA system, based on participant suggestions, coupled with analysis from the AUN Secretariat, include:

- Enhance data management capabilities in universities.
- Nurture a quality culture through structural support and clear policies.
- Implement effective benchmarking and evaluation practices.
- Ensure quality in curriculum design and management.
- Promote effective university autonomy.

Comments and preliminary suggestions for further action in redesigning IQA System that is applicable to Vietnamese Higher Education were also given by the AUN Secretariat as follows:

- Strategies should focus on data management capabilities, capacity-building for staff, and engagement with external partners.
- Clear outcomes, appropriate tools, and multilayer collaboration are essential key success factors for successful implementation.
- A timeframe of 18 months is recommended for formulating strategies and action plans, in parallel with the pilot implementation in the volunteer universities.

Going forward, the AUN Secretariat proposed further key actions for consideration:

- Conducting further review and evaluation of the proposed solutions by MOET Vietnam to ensure their alignment with the goals and objectives of the IQA system redesign.



- Undertaking additional review and validation of the proposed solutions by the AUN-QA Council, through the Task-Force of Experts, to ensure their effectiveness and suitability in the context of Vietnamese and ASEAN higher education.



## Acknowledgements

We would like to express our heartfelt gratitude to the Vietnam Education Quality Management Agency (VQA), Ministry of Education and Training of Vietnam (MOET) for their invaluable support and contribution to the AUN Internal Quality Assurance (IQA) System Design and Development Workshop. VQA's commitment towards excellence in quality assurance has greatly influenced the outcome of our report.

We would also like to express our sincere appreciation for the support and cooperation of Vietnam National University, Ho Chi Minh City (VNUHCM) in hosting this workshop. The encouragement and backing we received from VNUHCM have been crucial in enabling us to organize and benefit from this valuable learning opportunity.

Furthermore, we are profoundly grateful for the resources and assistance provided by Dr. Glòria González Anadón, Mr. Johnson Ong Chee Bin, Assoc. Prof. Dr. Kamolwan Lueprasert, Dr. Miquel Vidal, Dr. Robyn Phillips, Prof. Dr. Satria Bijaksana, and Assoc. Prof. Dr. Tan Kay Chuan throughout the duration of the workshop. Their expertise and perspectives have broadened our horizons and deepened our understanding of effective internal quality assurance strategies.

We would also like to acknowledge with much appreciation the local facilitators who led the group discussions during the workshop. Their deep understanding of the regional context allowed for meaningful and contextually relevant discussions. Moreover, their guidance, expertise, and facilitation skills have created a supportive and engaging environment for productive discussions and knowledge sharing.

A special thanks goes to the AUN officers. The assessment officers have conducted the analysis on 'Educational Challenges for Vietnamese Higher Education: Lessons Learned from AUN-QA Programme Assessment' that provided one of the key inputs to the Workshop.

Finally, we would like to extend our sincere appreciation to all workshop participants for their outstanding contributions and active engagement throughout the event. The diverse range of perspectives and experiences they brought to the table enriched the discussions and fostered a stimulating learning environment. Their unwavering commitment and dedication played a pivotal role in shaping the success of the workshop and will undoubtedly contribute to the ongoing improvement of the IQA system in Vietnamese universities.



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## **Part I: Rationale**

Higher education is the grounds for social, economic, and political development, where a country's growth is dependent on the skills of its workers. Good quality higher education is only ensured when its internal systems are self facilitating and sustainable.

In a dynamically changing era, higher education institutions (HEIs) in the ASEAN region are adapting rapidly to the growing demand for educational services and the guarantee of quality education. Such requisitions call for the need for excellent Internal Quality Assurance (IQA) systems with the capacity to instill a quality culture in academic staff and quality assurance processes. On top of compliance, fostering a good IQA system is necessary for the sustainable enhancement of quality management in HEIs. Universities ought to remember, understand, apply, analyze, evaluate, and finally establish the IQA System specific to their own conditions. Such realization and integration of the system ensures a more advanced and developed quality management for the region and beyond.

In line with establishing an effective implementation of the integrative framework, ASEAN University Network, with dedicated assistance from the VQA Division of Ministry of Education and Training (MOET) Vietnam, and Center for Educational Testing and Quality Management, VNUHCM, set forth the goal of redesigning the IQA system in Vietnamese HEIs for better practical utilization. Hence, the ASEAN University Network International Quality Assurance (IQA) System Design and Development Workshop was organized from 24-26 April 2023 by the triangular collaboration between AUN, MOET, and VNUHCM. The workshop saw the gathering of 77 participants from 44 Vietnamese HEIs. Three of which are AUN Member Universities, with 41 of which are AUN-QA Associate Member Universities. Distinguished participants from Viet Nam were also joined by 4 AUN-QA Technical Experts and 3 more experts from Australia and Europe.

Throughout the two and a half days of the workshop, stakeholders, experts, and a multitude of QA personnel were tasked to peruse, discuss, dissect, and analyze the unique landscape and elements of Vietnamese Higher Education based on extensive research before formulating such factors into proposed solutions that will answer to the unique conditions of Vietnamese Higher Education.



## **Part II: Methodology of the workshop**

### **Day 1: Systems Diagram**

The first day is a closed session and was participated only by the AUN Secretariat, the participants from the AUN Members and AUN-QA Associate Member Universities were divided into 8 groups in order to have varying perspectives on the key question: “What are the obstacles that prevent Viet Nam’s Higher Education Sector from being World Class?” In light of this session, participants were first presented with ‘Educational Challenges for Vietnamese Higher Education: Lessons Learned from AUN-QA Programme Assessment,’ (see Part III and Appendix I) which derived from a compilation of common challenges perceived by AUN-QA Assessors towards 125 programmes from 22 Vietnamese universities from 38 AUN-QA Programme Assessments during 2017 - 2021, to help participants understand the terrain, in which such challenges are situated. After a brainstorming session to come up with main causes, the next step was to answer: “Why?” for each cause.

For the answers that resulted, participants were urged to dig deeper by repeating the process of asking “Why?” for at least 5 more times for each cause from the very first question. Throughout the process of asking this question for the many causes, all of the groups came forward with repeating answers across causes. This resulted in a branching tree of cause and effect working as a powerful visualizer for participants to spot possible linkages of problems in the higher education sector. For the final task of the first day, participants took the initiative to map out the Systems Diagram in order to draw the vicious cycle starting from the causes and going through the linkages of problems. (see Appendix II)

### **Day 2: Solutions and Possible Outcomes**

IQA Experts joined into the fray starting with trigger presentations (see Appendix IV) that provided insightful analysis and best practices on IQA from the experts’ institutions. Now divided into 5 groups, IQA Experts engaged with the participants to continue working with the Systems Diagram created from the first day as a strong base to resume analysis of Viet Nam’s Higher Education landscape. Participants are tasked with formulating potential solutions or plans of action to tackle the issues identified from the Systems Diagrams. A powerful tool, called the Change-Implementation Matrix, was provided to guide participants in identifying and implementing changes in the Vietnamese higher education system. (see Appendix III)

### **Day 3: Presentation of results from Day 2 and the Way Forward**

Representatives from each of the 5 groups were ready to present their solutions to all the obstacles of the Vietnamese Higher Education system along with possible outcomes. After each group presented their results, all participants and experts were invited to vote on their favorite solutions. IQA Experts shared their final thoughts of the 3-day workshop and the AUN Secretariat will be compiling the results of the workshop to make the information easily digestible and to ensure each and every single idea generated will be in the pool of the final analysis.



## **Part III: Problem Analysis**

### **Educational Challenges for Vietnamese Higher Education: Lessons Learned from AUN-QA Programme Assessment**

Prior to engaging in the workshop tasks, participants were presented with an informative session titled "Educational Challenges for Vietnamese Higher Education: Lessons Learned from AUN-QA Programme Assessment" (see Appendix I). This insightful report presentation was carefully crafted, drawing from a compilation of common challenges encountered by AUN-QA Assessors from 38 AUN-QA Programme Assessments with Vietnamese universities during 2017 - 2021.

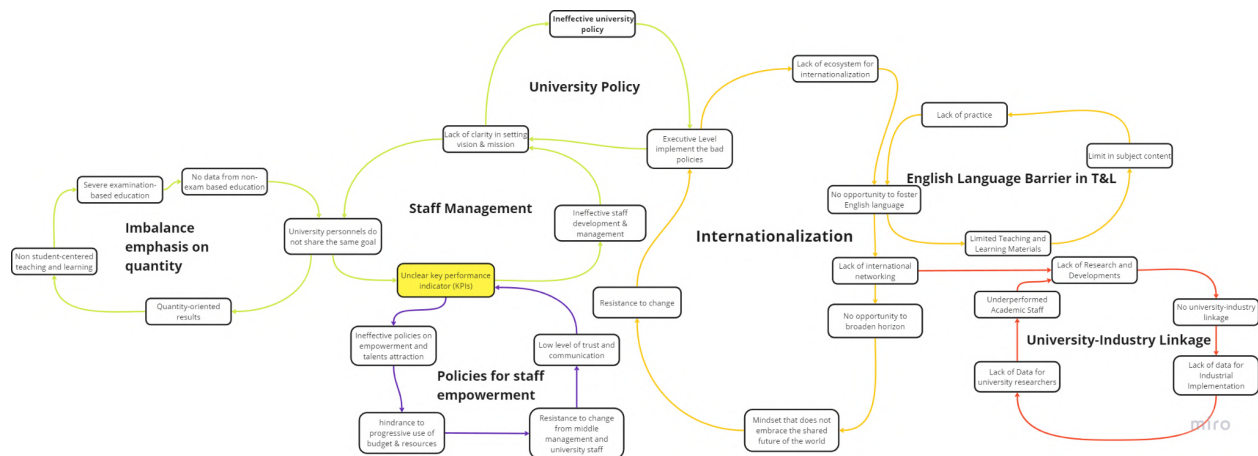
The purpose of the report was to highlight the practical difficulties experienced in delivering program degrees and provide participants with a comprehensive understanding of the terrain in which these challenges arise. By equipping participants with this knowledge, the report aimed to lay a solid foundation for identifying real significant problems, as well as effective solutions, and guiding the subsequent redesign of the university IQA system.

- One significant challenge identified in the report is the effective management and utilization of data. Universities struggle with collecting and analyzing data in a way that informs decision-making processes and resource allocation, impacting the overall quality of education.
- Another prominent challenge lies in the traditional lecture-based teaching methods employed by universities. The report emphasizes the need for more innovative approaches that engage students and equip them with practical skills and experiences.
- Creating a supportive learning and research ecosystem that fosters collaboration among students, faculty members, and industry partners is also recognized as a crucial challenge. Bridging the gap between academic theory and real-world applications can enhance the overall quality of education.
- The report further emphasizes the importance of comprehensive student assessments, moving beyond traditional exams and incorporating project-based assessments or other forms of performance evaluation that better reflect real-world skills.
- Engaging stakeholders and local communities, as well as establishing fruitful partnerships with industry partners, pose significant challenges for Vietnamese universities. This requires effort to identify community needs and provide opportunities for collaboration.
- Human resources (HR) management presents another challenge, as universities face difficulties in recruiting qualified faculty members and providing professional development opportunities for existing staff.
- The report also highlights the importance of enhancing student competency by emphasizing the development of practical skills, better preparing them for employment upon graduation.
- Lastly, improving English language proficiency and embracing internationalization are key areas of focus for Vietnamese universities. Enhancing language proficiency and promoting international collaboration can attract more international students and faculty members, while also providing valuable cross-cultural experiences for Vietnamese students.



## Systems Diagram: Context of IQA System

After the presentation was given, participants were tasked to explore the challenges within higher education in universities in Viet Nam. The session brought to light the pattern of complexities and its interactions among the subsystems, each of which influences the problem of the development of higher education in Viet Nam. From such, these ideated challenges have been concentrated into complex system diagrams from cause-effect analyses, resulting in intricate diagrams addressing the challenges of Vietnamese Higher Education from different levels and aspects.



(Systems Diagram of Context of IQA System in Vietnam Higher Education Sector)

The first diagram highlights the entire landscape of challenges to the development of Vietnamese HEIs, tackling the question “What are the obstacles that prevent Viet Nam’s Higher Education Sector from being World Class?” The exercise provides a complex and comprehensive approach to identify the intricate relationships of each factor impacting the wide array of operations within universities, given context to the IQA System. Upon identifying each factor, patterns arise, forming perceivable vicious cycles. Each cycles discern the causal relationship between each factor, which can be analyzed, grouped, and categorized as follows:

- **University Policy**

The cyclic challenges surrounding university policies in Vietnam revolve around the ineffective implementation of policies, which can have far-reaching consequences. It begins with the existence of ineffective policies that fail to address key issues and provide clear guidance. Consequently, this leads to a lack of clarity in defining the institution's vision and mission, hindering progress and growth. As these policies are passed down to the executive level, they are implemented without adequate consideration of their potential drawbacks or negative impacts. This perpetuates the cycle, as the ineffective policies continue to influence decision-making and impede the university's ability to achieve its goals.

- **Staff Management**

The challenges surrounding staff management in Vietnamese universities stem from a lack of clarity in setting the institution's vision and mission, which has a cascading effect on various aspects of personnel management. When the vision and mission are not clearly communicated, it becomes difficult to develop effective strategies for staff development and management.



Consequently, university personnel may not share the same goals, leading to fragmented efforts and a lack of cohesion within the institution. Additionally, the absence of clear key performance indicators (KPIs) further exacerbates the problem, as it becomes challenging to evaluate and measure the performance and progress of staff members. It is worth noting that the lack of clarity in setting vision and mission was previously mentioned in the context of university policy, emphasizing its significance in multiple areas of university management.

- **Policies for Staff Empowerment**

The challenges in staff empowerment policies within Vietnamese universities are reflected in a recurring cycle. The cycle starts with an issue of unclear key performance indicators (KPIs), which hampers the establishment of effective staff management practices. Unclear KPIs result in ineffective policies on empowerment and talent attraction, which further contribute to the hindrance of utilizing budget and resources in a progressive manner. This creates resistance to change from middle management and university staff, leading to a low level of trust and communication. As a result, the cycle perpetuates, undermining the development of staff and hindering the overall effectiveness of staff management policies in Vietnamese universities.

- **Imbalance Emphasis on Quantity**

The challenges hindering the development of Vietnamese universities in becoming world-class institutions include the vicious cycle of an imbalance in emphasis on quantity. The issue of university personnel not sharing the same goals can have a significant impact on the overall educational approach and outcomes. When there is a lack of alignment among staff members, it often leads to a focus on quantity-oriented results rather than prioritizing student-centered teaching and learning. This shift towards quantity-oriented outcomes can contribute to a system that heavily relies on examination-based education, where the emphasis is placed on exam scores rather than holistic development. Consequently, the absence of data from non-exam based education further perpetuates this cycle, as there is limited information available to evaluate alternative approaches to teaching and learning. The challenges highlighted in the previous answer regarding staff management are interconnected with this cycle, emphasizing the need for cohesive and goal-oriented approaches to address these issues comprehensively.

- **Internationalization**

The challenges in achieving internationalization goals within Vietnamese universities are evident in a recurring cycle. The cycle begins with the implementation of ineffective policies by the executive level, which hinders the development of a conducive ecosystem for internationalization. This, in turn, limits opportunities to foster English language proficiency among staff and students. The lack of international networking further compounds the challenges, preventing the broadening of horizons and exposure to diverse perspectives. The cycle perpetuates a mindset that does not fully embrace the shared future of the world, resulting in resistance to change and the continuation of ineffective policies. Without addressing these challenges, the cycle repeats, impeding the progress of internationalization efforts in Vietnamese universities.

- **English Language Barrier in Teaching and Learning (T&L)**

The presence of an English language barrier in T&L poses significant challenges for Vietnamese universities. This challenge manifests in a cyclic pattern that starts with a lack of opportunities to foster English language skills among both students and faculty members. As a result, there is a



limited availability of T&L materials in English, which further hampers the delivery of subject content effectively. The lack of practice in English language usage perpetuates the cycle, hindering the overall improvement of English proficiency in T&L settings. Unless this cycle is addressed, the English language barrier will continue to impede the quality and effectiveness of teaching and learning in Vietnamese universities.

- **University-industry Linkage**

The establishment of strong university-industry linkages is crucial for the development of Vietnamese universities. However, this cycle reveals a series of challenges hindering the progress in this area. It begins with a lack of international networking, which limits opportunities for collaboration and knowledge exchange between academia and industries. Consequently, there is a deficiency in research and development activities, leading to a lack of university-industry linkages. This gap further exacerbates the scarcity of data for industrial implementation, as well as inadequate data for university researchers to conduct meaningful studies. The cycle continues with underperformed academic staff, who struggle to contribute effectively to research and development initiatives.

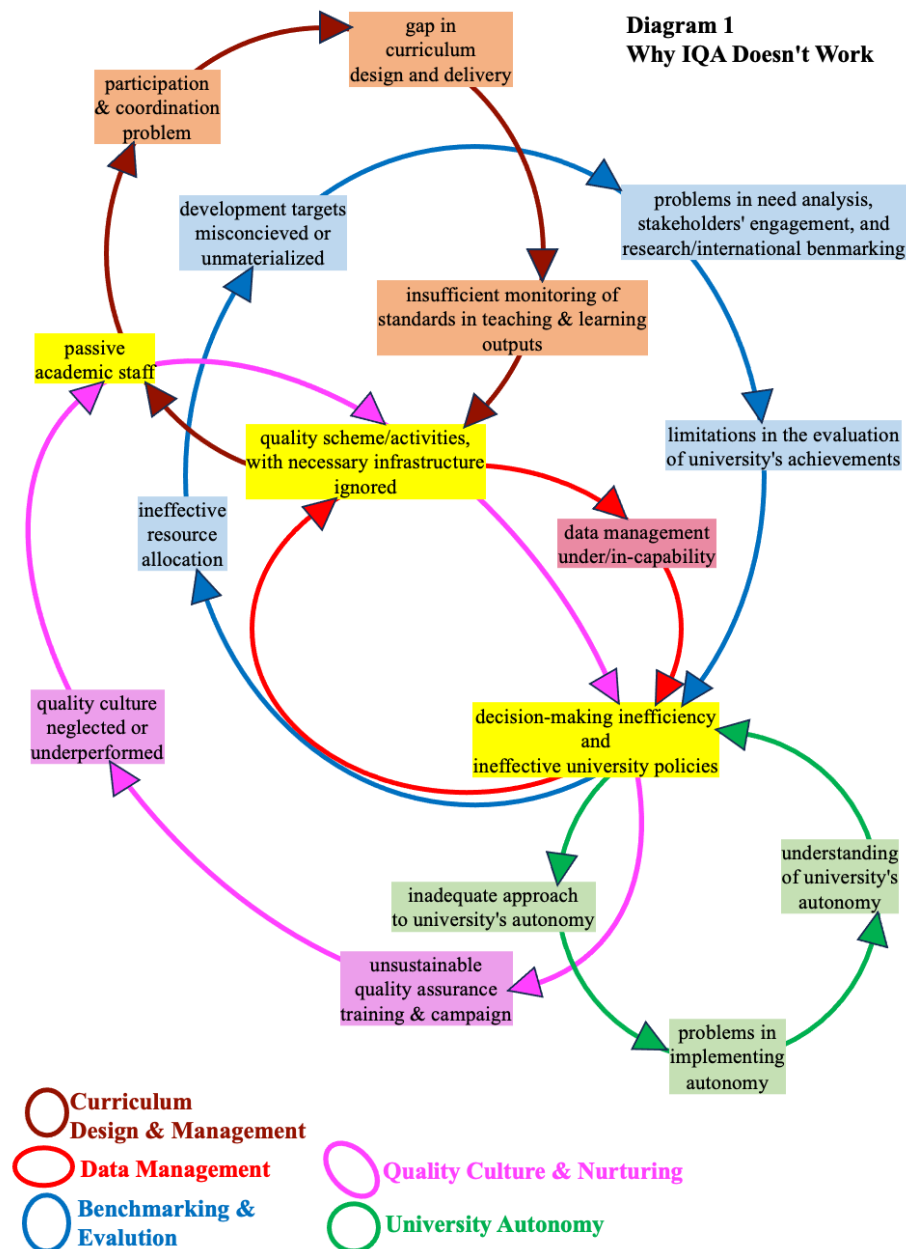
As we conclude this session, it is evident that the challenges within Vietnamese higher education, as depicted by the system diagrams, are multifaceted and interconnected. The cycles of obstacles identified in each topic shed light on the complexities involved in redesigning the Internal Quality Assurance (IQA) system. These challenges encompass various dimensions, including university policies, staff management, staff empowerment policies, imbalance in emphasis on quantity, internationalization, English language barriers in teaching and learning, and university-industry linkages.

By recognizing the intricate relationships between these factors, we can develop a comprehensive understanding of the underlying issues as context contributed to the hindrance of the effective IQA system in Vietnamese universities. It is imperative to approach these challenges holistically and implement coordinated strategies that address the root causes, rather than merely addressing the symptoms. The system diagrams provide a visual representation of the complex interactions among the factors, which will serve as a valuable reference for the subsequent phases of our analysis.



## Systems Diagram: Why IQA Doesn't Work?

In this section, we will embark on a comprehensive exploration of the specific challenges unveiled by the system diagrams, analyzing their underlying causes. Our objective is to construct a refined and comprehensive systems diagram that sheds light on the critical question at hand: "Why IQA doesn't work?" within the context of Vietnamese higher education. By employing a collaborative and evidence-based approach, we aspire to establish a solid foundation for an IQA system that not only facilitates continuous improvement but also uplifts the overall quality of education in Vietnamese universities.



(Systems diagram of “Why IQA doesn’t work?” in the context of Vietnamese universities)



Based upon the results compiled and analyzed to form the entire Systems Diagram, the AUN Secretariat highlights the following 5 main cycles:

**1. Data Management**

In the context of Internal Quality Assurance (IQA) systems, data management plays a crucial role in ensuring the effectiveness of quality assurance processes. However, the presence of a vicious cycle hinders the proper functioning of data management within Vietnamese universities. The cycle starts with the negligence of quality schemes/activities and necessary infrastructure, which leads to data management being underdeveloped or inadequate. As a result, decision-making processes become inefficient, and university policies fail to effectively address quality issues. This perpetuates the cycle, as the lack of attention to data management inhibits the university's ability to make informed decisions and implement effective quality assurance measures. It is worth noting that the challenges surrounding decision-making inefficiency and ineffective university policies were also highlighted in the context of university policies and quality culture and nurturing, emphasizing their interconnections and the need for a comprehensive approach to address these factors.

**2. Quality Culture and Nurturing**

The development of a quality culture within Vietnamese universities is essential for the success of the IQA system. However, a recurring cycle hampers the establishment of an effective quality culture and nurturing environment. It starts with the ignorance of quality schemes/activities and necessary infrastructure, which leads to decision-making inefficiency and ineffective university policies. These policies, in turn, contribute to unsustainable quality assurance training and campaigns. As a result, the cultivation of a quality culture is neglected or underperformed, and academic staff become passive in their engagement. This perpetuates the cycle, as the lack of emphasis on quality culture and nurturing undermines the effectiveness of the IQA system. The challenges mentioned in the previous topic of staff management also relate to the cultivation of a cohesive and engaged academic community.

**3. Curriculum Design and Management**

Effective curriculum design and management are essential components of an IQA system. However, a cyclic pattern impedes the proper implementation of curriculum-related processes within Vietnamese universities. The cycle starts with the ignorance of quality schemes/activities and necessary infrastructure, which leads to passive academic staff. This passiveness contributes to participation and coordination problems in curriculum design and delivery. Consequently, there is a gap in curriculum design and delivery, affecting the quality and relevance of teaching and learning outputs. Insufficient monitoring of standards in teaching and learning perpetuates the cycle, hindering the improvement of curriculum-related processes. It is important to note that the challenges mentioned in the previous topic of staff management also pertain to the importance of engaged academic staff in effective curriculum design and management.

**4. Benchmarking and Evaluation**

The effectiveness of an IQA system relies on robust benchmarking and evaluation practices. However, a recurring cycle undermines the benchmarking and evaluation processes within Vietnamese universities. The cycle begins with decision-making inefficiency and ineffective university policies, which lead to ineffective resource allocation. As a result, development targets



may be misconceived or unmaterialized. Problems arise in needs analysis, stakeholder engagement, and research/international benchmarking, further compromising the evaluation process. The limitations in evaluating the university's achievements perpetuate the cycle, as there is a lack of reliable data and benchmarks to assess performance accurately. The challenges highlighted in the previous cycles regarding decision-making inefficiency and ineffective university policies are interconnected with this cycle, highlighting the need for a comprehensive and coordinated approach to address these challenges.

## **5. University Autonomy**

University autonomy is a critical aspect of an effective IQA system, enabling universities to make independent decisions and take responsibility for their quality assurance processes. However, a cyclic pattern hinders the establishment and implementation of university autonomy within Vietnamese universities. The cycle starts with decision-making inefficiency and ineffective university policies, which result in an inadequate approach to university autonomy. This leads to problems in implementing autonomy effectively, as there may be a misplaced understanding regarding one's autonomy. This perpetuates the cycle, as the lack of clarity and effective implementation of university autonomy hampers the development of an effective IQA system. This can result in a detrimental scenario where universities prioritize compliance over quality assurance, as a flawed understanding of autonomy may lead to a focus on meeting regulatory requirements rather than fostering genuine quality improvement. It is worth mentioning that the challenges mentioned in the previous topic of university policy also relate to the significance of effective decision-making and policies in establishing an effective IQA system.

In conclusion, the challenges surrounding data management, quality culture and nurturing, curriculum design and management, evaluation and benchmarking, and university autonomy contribute to the ineffectiveness of the IQA system within Vietnamese universities. These challenges form recurring cycles that hinder the progress and development of a robust and comprehensive quality assurance framework. Addressing these challenges requires a holistic and coordinated approach to ensure the successful implementation of an effective IQA system that aligns with international standards and best practices.

Furthermore, these challenges and their interconnectedness demonstrate the need for a comprehensive reform strategy that tackles these issues in a systematic and cohesive manner. By addressing the root causes and breaking the recurring cycles, Vietnamese universities can establish a more effective and efficient IQA system that promotes continuous improvement and quality enhancement.



## **Part IV: Proposed Solutions, with Comments from the AUN Secretariat**

During the workshop, a multitude of QA personnel brought about careful and attentive solutions that answer to the intricate levels of changes including behavior, mindset, relationships, institutional capacity, and conditions, while taking into consideration the different implementation tools that can be used to properly execute the way forward.

The participants provided suggestions based upon the discussion using our double-pronged tool, the Change-implementation Matrix, whereby universities needed to implement effective Tools (see Appendix VI). The answers were presented, compiled, evaluated, and analyzed by the AUN Secretariat forming sets of recommendations corresponding to the identified problems as presented via the Systems Diagrams (see Part III). Thus, in order to establish a functioning and sustainable IQA system, the following strategies ought to be realized:

1. Good Data Management in Universities
2. Good Nurturing of Quality Culture in Universities
3. Good Benchmarking and Evaluation
4. Quality in Curriculum Design and Management
5. Effective University Autonomy



## Solutions & Comments from AUN Secretariat

### 1. Good Data Management in Universities

	Organizational tool	Authoritative tool	Financial tool	Informational Tool
<b>Mindset</b>	-	-	-	- Promote transparency for all information on QA (G2) - Digital transformation in professional QA practices (G4) - Foster data-driven decision making culture (G3)
<b>Behavior</b>	-	-	-	-
<b>Institutional Capabilities</b>	- Establish university data office for more efficient IQA system and to allow data-based decision making (G1)	-	-	- Build the IQA information system: QA handbook, short instructional videos to deliver policies, etc. (G1,2,3,5) - Build Integrated Management Information System (MIS) (G4)
<b>Relationships</b>		-	-	-
<b>Condition</b>	-	- Propose MOET to create a national platform to input data for benchmarking (G2)	-	-

#### Solutions

- Reform or increase capabilities of data management offices to allow for more effective data driven decision making processes, policies, and resources allocation, and establish a uniform QA platform for unified understanding of QA indicators among different groups of administrative level.
- Build an effective IQA information system and a strong and integrated Management Information System (MIS), including and not limited to, dashboard, data exploitation guideline (e.g. QA handbook and short instructional videos to deliver the policy).
- Conduct digital transformation in professional QA practices and IQA processes

#### Comments

- The solutions provided consist of implementation tools such as Organizational Tool and Informational Tool but are lacking in some Implementation Tools to achieve them, such as, what financial incentives to be allocated for the QA unit. The following solutions should provide changes to all levels: Mindset, Behavior, Institutional Capabilities, Relationships, and Conditions.



## 2. Good Nurturing of Quality Culture in Universities

	Organizational tool	Authoritative tool	Financial tool	Informational Tool
<b>Mindset</b>	- Integrate QA philosophy to all activities /QA tasks integrated into the job description and clear QA procedures/regulations (G3)	- Encourage MOET (VQA) and ministries, university council or board of trustee to come up with supportive resolutions /to change the mindset of top leaders to support QA (G1) - Compulsory IQA and institution Accreditation (national/international) (G5)	- A financial regulation at national level to facilitating QA activity (G5)	- To foster the information about quality policy (in alignment with the mission and vision of the university)/ to recognise the relevance of QA policy with university's mission and vision (G1)
<b>Behavior</b>	-	- To introduce transparent regulations to enhance quality culture in the Institution (G1)	-	-
<b>Institutional Capabilities</b>	-	- Regulations on University's structure and operations (G4) - 81/ National Decree (G4)	- Funds for QA activities and quality improvement (G4)	-
<b>Relationships</b>	-	- Circulars on Accreditations (04&12) (G4)	-	-
<b>Condition</b>	-	-	-	-

### Solutions

- Increase structural support by MOET to encourage top university leadership to support quality assurance and enhancement leading to clear recognition of the IQA system to increase positive attitude toward IQA through long term, medium strategy plan with appropriate and sustainable funding and seamless transition between governing terms.
- Establish clearer information on quality policy in alignment with the mission and vision of the university, increased budget and resource allocation for QA activities and appraisal policies, and increase university-industry linkages to enhance transfer, innovation, and entrepreneurship activities.
- Empowerment national guidelines, integration of QA philosophy to all activities and include QA tasks into job description and clear QA procedures and regulations and the establishment of Professional Networks on QA, such as University Hub, at different levels, while ensuring a healthy and friendly environment for staff to exchange information and aid.
- Enforcement of the Law of Higher Education Regulations on University's structure and operations, 81/ National Decree, and Circulars on Accreditations (04&12)
- Compulsory IQA and institutional accreditation, both on national and international level, allowing the accredited institutions to manage and be responsible for QA at program levels.
- Financial regulation at national level to facilitate QA activity, regulations to provide more support to weaker universities while giving more autonomy to stronger universities in terms of finance.



## Comments

- The solutions have made use of the Implementation tools such as Organizational Tools, Informational tools, Authoritative tools, but it is lacking in clear Financial tools to ensure its achievement. It should be taken into consideration the five levels of changes that ought to be established to ensure the longevity of the solutions.

## 3. Good Benchmarking and Evaluation

	Organizational tool	Authoritative tool	Financial tool	Informational Tool
<b>Mindset</b>	-	-	-	-
<b>Behavior</b>	-	-	-	-
<b>Institutional Capabilities</b>	- Long-term, medium-term QA strategy plan with seamless transition between terms (G3)	-	- Sustainable funding for formulation of QA strategy plan (G3)	- Diffusion of the University's achievement on QA (G4)
<b>Relationships</b>	- Build a system to collect and analyze data from all stakeholders (G2) - Establish a good network of stakeholders to collect and analyze data from all stakeholders (G2,5)	- Clear rules/process on benchmarking (G2) - Stakeholder engagement framework (G2)	- Financial supports for events and activities to connect and work with stakeholders	-
<b>Condition</b>	- Expanding international QA network (G1) - Learn from international QA good practices (G1) - To do regional and international benchmarking (G1)	- To change some outdated policies for more international exposure of leaders (G1) - Foster the creation of a national platform to input data for benchmarking (G1,2) - Building joint national research programs (G4) - Formulate stakeholders, industry, and community engagement mechanism (G5)	-	-

## Solutions

- Establish a comprehensive set of long and medium term QA strategy plans while ensuring seamless transition between terms of governance as well as securing sustainable funding and secured diffusion of the university achievements of QA.
- Establish a system of stakeholder data collection and analysis, a set of rules and processes on benchmarking and stakeholder engagement framework while ensuring financial support for events and activities to connect with stakeholders.



- Expand the QA network to an international level to learn good practices while conducting regional and international benchmarking, ensuring up to date policies, international exposures, joint national research programs. Formulate stakeholders, industry, and community engagement mechanisms.

### Comments

- An Organizational Tool, an Authoritative Tool, and a Financial Tool were used as part of the solution. There was less emphasis placed on Information Tools. Moreover, changes that can be used effectively to address the need for changes at the cognitive and behavioral levels of stakeholders remain to be identified to promote the effective benchmarking and evaluation of universities' achievements.

## 4. Quality in Curriculum Design and Management

	Organizational tool	Authoritative tool	Financial tool	Informational Tool
<b>Mindset</b>	<ul style="list-style-type: none"> <li>- Establish mechanism to show that staff input is valuable (G2)</li> <li>- Integrate QA philosophy to all activities /QA tasks integrated into the job description and clear QA procedures/regulations (G3)</li> <li>- Build incentives/promotion policy (G4)</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisal Policies to all staff who participate in university activities, especially in QA (G2)</li> </ul>	-	-
<b>Behavior</b>	<ul style="list-style-type: none"> <li>- Professional development, establishing KPIs, and more technical support to establish a quality culture (G3,4)</li> <li>- Make the detailed work plan and KPI for all staff (G2)</li> <li>- Track KPIs and use dashboards to improve performance evaluation (G5)</li> <li>- Implement QA competency framework with an emphasis on teamwork and collaboration (G5)</li> <li>- QA office to monitor QA practices and approve some important processes (G3)</li> </ul>	<ul style="list-style-type: none"> <li>- Performance Evaluation Guidelines (G5)</li> <li>- Implementing good policy to human resources (G5)</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize and reward staff for good teaching based on student survey, and QA initiations and practices (G1,2,3,4,5)</li> <li>- Financial support for professional development (G4)</li> </ul>	-
<b>Institutional Capabilities</b>	<ul style="list-style-type: none"> <li>- Empower the monitoring unit for more efficient and responsible HR (G1)</li> <li>- Create a healthy and friendly environment for the staff to be able to exchange information and carry out activities (G2,3)</li> <li>- Long-term, medium-term strategy plan with appropriate and sustainable funding/ seamless transition between terms (G3,4)</li> </ul>	-	<ul style="list-style-type: none"> <li>- Monetary reward for HR unit and academic staff/ for enhancement of HR commitment (G1)</li> </ul>	-
<b>Relationships</b>	-	-	-	-
<b>Condition</b>	<ul style="list-style-type: none"> <li>- Foster good talent management for talent retention (G3)</li> </ul>	-	-	-



## Solutions

- Ensure high quality QA culture through establishing appraisal processes to show that staff input and efforts in QA is valuable, integrating QA philosophy to all activities, building incentives and promotional policy, and ensuring that QA tasks are integrated into the job description with clear procedures and regulations.
- Establish and ensure professional development through clear KPIs, technical support, detailed work plan, QA competency framework with emphasis on teamwork and collaboration, QA offices to monitor QA practices, and the fostering of good talent management and retention to ensure quality culture. Such efforts should include performance evaluation guidelines, good human resource policies as well as recognition of staff and financial support for professional development.

## Comments

- It is evident that Organizational Tools are heavily emphasized in promoting good collaborative effort in delivering outstanding curriculum. The importance of other tools that can support such efforts has not been sufficiently emphasized, making it difficult to evaluate the practicality of the solution.

## 5. Effective University Autonomy

	Organizational tool	Authoritative tool	Financial tool	Informational Tool
Mindset	-	-	-	-
Behavior	-	-	-	-
Institutional Capabilities	-	-	-	-
Relationships	-	-	-	-
Condition	- Integrating enterprise culture to counter limited power of intermediate leaders (G3) - Accountability implementation (G4)	- Regulations on accreditation, with good autonomy policies, and guidelines from MOET for accountability (G4,5)	- A financial regulation at the national level to give more support to weaker universities while giving more autonomy to stronger universities in terms of finance. (G5)	-

## Solutions

- Integration of enterprise culture to counter limited power of intermediate leaders as well as implement processes to ensure accountability. Set clear regulations on accreditation with good autonomy policies and guidelines from MOET, and establish comprehensive financial regulation at the national level to provide more support to weaker universities while giving more autonomy to strong universities in financial terms.



## **Comments**

- This challenge consists only of changes at the conditional level, which may prove to be difficult to achieve from the university standpoint. Moreover, since the challenge includes mismatched understanding of autonomy, there is still a lack of Informational Tools to counter such misunderstandings.

## **Part V: Concluding Remarks, Preliminary Suggestions by the AUN Secretariat and Next Steps**

In the "Report of the Redesigning of University IQA System," we have conducted a comprehensive analysis of the challenges and complexities within the Vietnamese higher education system, aiming to propose effective solutions for the improvement of the Internal Quality Assurance (IQA) system.

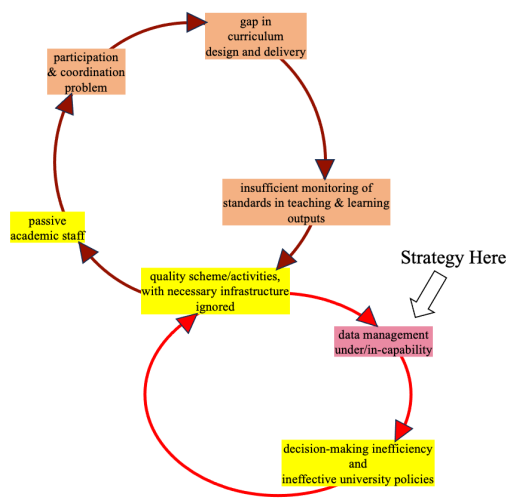
It is important to note that it is imperative to employ a comprehensive approach and utilize a complete set of implementation tools to address the complexities of the identified problems. Each challenge requires tailored solutions and a holistic perspective to ensure the effectiveness and sustainability of the redesigned IQA system. While the problem analysis, represented by the System Diagrams, was well-crafted and provided valuable insights, there are notable shortcomings in the proposed solutions outlined in the Change-Implementation Matrix. The key issue is the incompleteness of the proposed solutions, mainly due to the lack of utilization of a complete set of implementation tools.

It is crucial to acknowledge that the recommended solutions require further refinement and consideration of all levels of changes to ensure their long-term effectiveness and sustainability. Additionally, it is important to highlight the significance of incorporating a variety of implementation tools, including financial tools, informational tools, authoritative tools, and organizational tools, to achieve the desired outcomes. In order to navigate these complex challenges effectively, strategic thinking must be given to the selection and integration of appropriate implementation tools.

### **Preliminary Suggestions by the AUN Secretariat**

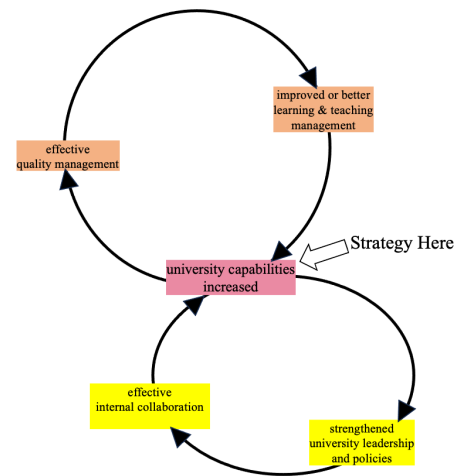
In formulating strategy and action plans for the necessary changes to make the IQA system work effectively, it is imperative to consider the complex challenges identified in the report. By focusing on key areas, universities can address the underlying issues hindering the quality assurance system. Here are some examples where strategy can be formulated in order to nullify the challenges for implementing effective IQA System in Vietnamese universities as identified in this report:





**Example 1**  
Solutions to the Complex Problem → Require strategy in building university's data management capabilities

○ Curriculum Design & Management  
○ Data Management



**Example 1 (continued)**  
Solutions to the Complex Problem → Require strategy in building university's data management capabilities

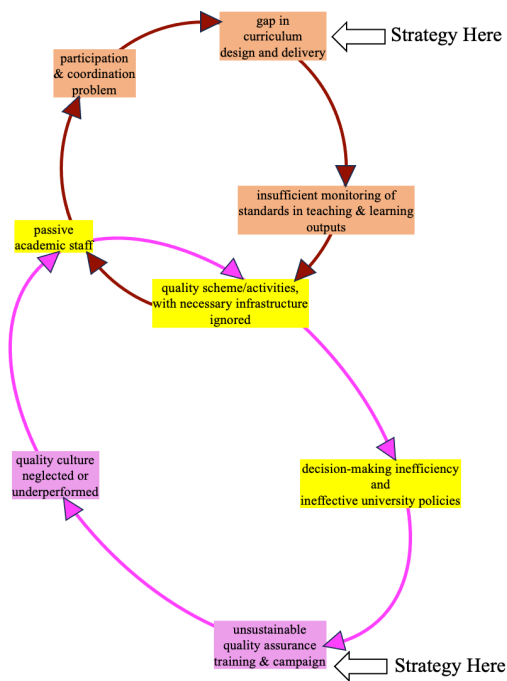
○ Curriculum Design & Management  
○ Data Management

#### (Example 1 Problem & Solution)

To tackle the complex problems related to Curriculum Design & Management and Data Management, a strategic approach is required. One key strategy is to address the issue of data management capability within universities. By implementing a strategy focused on building the university's data management capabilities, several positive outcomes can be achieved. Firstly, it would lead to strengthened university leadership as data-driven decision-making becomes a core practice. This, in turn, would facilitate effective internal collaboration among different departments and units within the university. Secondly, effective data management would contribute to improved or better learning and teaching management, as it enables the university to gather and analyze relevant data to identify areas of improvement and make evidence-based decisions.

The strategy of focusing on data management capability within universities is a crucial step towards establishing an effective IQA system. By building the university's data management capabilities, it enables a greater systematic and comprehensive approach to quality assurance. The availability of reliable and accessible data allows for evidence-based decision-making, which is essential for monitoring and evaluating the quality of education. Strengthened university leadership and effective internal collaboration fosters a culture of accountability and continuous improvement. Furthermore, improved learning and teaching management, facilitated by effective data management, ensures that educational programs meet the desired standards and deliver positive learning outcomes. Overall, this strategy contributes to an effective IQA system by providing the necessary infrastructure and practices to monitor, evaluate, and enhance the quality of education in Vietnamese universities.





Example 2.1  
Solutions to the Complex Problems → Require capacity-building strategy for university's human resource

○ Curriculum Design & Management    ○ Quality Culture & Nurturing



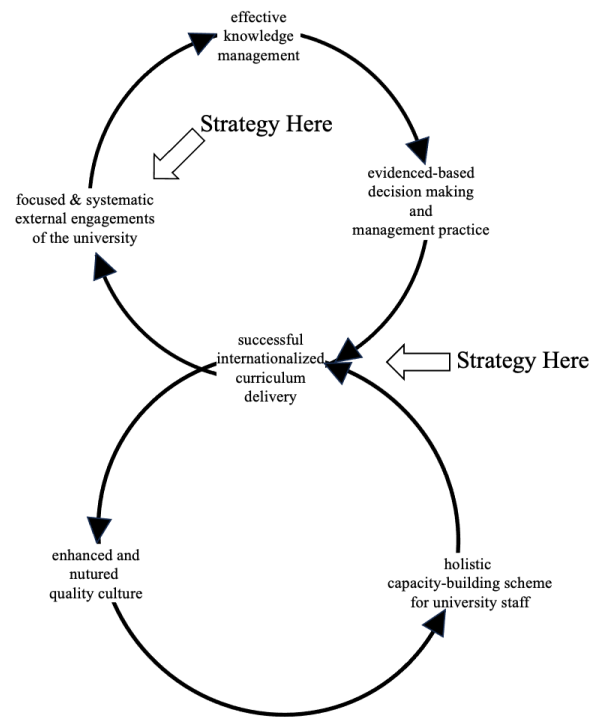
Example 2.2  
Solutions to the Complex Problems

○ Benchmarking & Evaluation → Require university's engagement strategies with external partners including international community  
○ Curriculum Design & Management  
○ Data Management

(Example 2.1 and 2.2 Problems)

In addressing the challenges related to Curriculum Design & Management and Quality Culture & Nurturing, as well as Benchmarking & Evaluation, Curriculum Design & Management, and Data Management, strategic interventions are necessary. For example, to bridge the gap in curriculum design and delivery, a capacity-building strategy for university human resources is crucial. By implementing such a strategy, universities can enhance the competencies of their staff members, ensuring they possess the necessary skills and knowledge to design and deliver quality curricula. This would lead to an enhanced and nurtured quality culture within the institution. Additionally, in tackling the challenges of benchmarking, evaluation, and stakeholder engagement, it is vital to employ university engagement strategies with external partners, including the international community. This strategy would facilitate successful internationalized curriculum delivery with a focused and systematic external engagements of the university. Consequently, it would result in a holistic capacity-building scheme for university staff, enabling them to effectively engage with international benchmarks and practices. Moreover, it would promote effective knowledge management and evidence-based decision-making and management practices, as universities gain valuable insights and learn from global best practices.





**Example 2.3**  
**Solutions to the Complex Problems**

- ➡ Require capacity-building strategy for university's human resource
- ➡ Require university's engagement strategies with external partners including international community

(Example 2.3 Solutions)

The implementation of capacity-building strategies for university human resources and engagement strategies with external partners plays a crucial role in establishing an effective IQA system. By focusing on enhancing the capabilities of university staff in curriculum design and delivery, and nurturing a quality culture, the IQA system can be strengthened. Capacity-building initiatives enable staff members to acquire the necessary skills and knowledge to design and deliver high-quality curricula, ensuring that the educational programs align with established standards and meet the needs of students. Additionally, successful internationalized curriculum delivery and focused external engagements broaden the horizons of universities and expose them to diverse perspectives and best practices. This international exposure enables benchmarking against global standards and facilitates the adoption of effective quality assurance practices. By promoting holistic capacity-building schemes and evidence-based decision-making, these strategies contribute to an effective IQA system by fostering a culture of excellence, continuous improvement, and responsiveness to international benchmarks.



## Next Steps

To ensure successful action regarding the redesign of the IQA System that is applicable to Vietnamese and ASEAN contexts going forward, the key success factors for the implementation of the proposed changes are as follows.

1. Clear outcomes need to be defined, outlining the specific goals and objectives to be achieved through the implementation of the strategy and action plans. This will ensure a focused and targeted approach towards addressing the identified challenges.
2. It is essential to select the right tools and methodologies that align with the goals and objectives of the IQA system redesign. Leveraging the existing advantages that the AUN has, such as infrastructures development projects, capacity building programmes, and/or networks of subject-specific experts, can provide valuable resources and support for the implementation process.
3. Maintaining a multilayer collaboration between the Ministry of Education and Training (MOET), the AUN Secretariat, and Vietnamese universities will foster a supportive and cooperative environment, enabling effective coordination and knowledge sharing throughout the implementation journey.

In terms of timeframe, it is recommended that a period of 18 months be allocated to formulate the strategy and action plans, allowing for thorough consideration and consultation among relevant stakeholders. This timeframe could serve as a guideline for the process, providing sufficient time to analyze the challenges, design comprehensive solutions, and engage stakeholders in the implementation planning. However, it is important to note that the timeline and commitment to the implementation process would be subject to the decisions and agreements between every counterpart.

Going forward, the AUN Secretariat proposes further key actions for consideration, with the aim to provide a thorough assessment and validation process, ensuring that the redesigned IQA system is effective and in line with the desired objectives.:

1. Conducting further review and evaluation of the proposed solutions by MOET Vietnam to ensure their alignment with the goals and objectives of the IQA system redesign.
2. Undertaking additional review and validation of the proposed solutions by the AUN-QA Council, through the Task-Force of Experts, to ensure their effectiveness and suitability in the context of Vietnamese and ASEAN higher education.

In conclusion, the recommendations outlined in this report provide a comprehensive roadmap for the redesign of the IQA system in Vietnamese higher education. By formulating strategies and action plans that address the identified challenges and leveraging the advantages and collaborations available, we can pave the way for a more effective and quality-driven IQA system. The proposed time frame of 18 months allows for thorough planning and implementation, ensuring the success of the initiative. It is through collective efforts, collaboration, and a commitment to evidence-based practices that we can successfully reshape the IQA system, laying the foundations for an effective higher education landscape in Vietnam.



## Appendix I: Workshop Program

### Monday, 24 April 2023

Venue: Vietnam National University Ho Chi Minh City

Time: 09.00 - 16.00 (GMT+7)

Participants: AUN Member and AUN-QA Associate Member Universities in Vietnam

Time	Event
08.30 - 09.00	Reception and Registration
<i>Workshop 1: Vietnamese Higher Education Sector - Towards World Class Standards (Breakout Session)</i>	
09.00 - 09.30	<b>Workshop 1: Trigger Presentation &amp; Workshop Introduction</b>  Topic: Educational Challenges in Vietnamese Universities: Lesson Learned from AUN-QA Programme Assessment
09.30 - 11.00	<b>Workshop 1: Problem Identification Session</b>  Outputs: Causes that hinder the development of Vietnamese Higher Education Institutions towards World Class Universities
11.00 - 11.15	Coffee Break
11.15 - 12.30	<b>Workshop 1: Root Cause Mapping</b>  Outputs: Diagrams showing the interlink between the major causes
12.30 - 13.30	Lunch
13.30 - 14.30	<b>Workshop 1: Big Picture Analysis</b>  Outputs: Strategic analysis of the current state (As Is) of Vietnamese Higher Education focusing on factors that need to be addressed in Day 2 (IQA system redesign)
14.30 - 14.45	Coffee Break
14.45 - 16.00	<b>Workshop 1: Analysis Session</b> <ul style="list-style-type: none"><li>Analyze and write rudimentary suggestion how to change</li><li>Identify pattern of change preferred by each group</li></ul>



## Tuesday, 25 April 2023

Venue: Vietnam National University Ho Chi Minh City

Time: 09.00 - 16.30 (GMT+7)

Participants: AUN Member and AUN-QA Associate Member Universities in Vietnam, European Experts, AUN-QA Experts, Representatives from MOET, Center of Educational Accreditation, and AUN-IQAS Task Force

Time	Event
08.30 - 09.00	Reception
<b>Plenary Session</b> <i>Venue: Trần Chí Đáo Hall</i>	
09.00 - 09.15	<b>Opening Session</b> <ul style="list-style-type: none"><li>• <b>Assoc. Prof. Dr. Pham Quoc Khanh</b>, Deputy General Director of VQA, Ministry of Education and Training of Viet Nam (MOET)</li><li>• <b>Assoc. Prof. Dr. Nguyen Minh Tam</b>, Vice Chancellor, Vietnam National University Ho Chi Minh City (VNUHCM)</li><li>• <b>Choltis Dhirathiti, PhD</b>, Executive Director of ASEAN University Network</li></ul>
09.15 - 09.30	Photo Session
09.30 - 10.05	<b>Trigger Presentations</b> (5 minutes per speaker)  <b>Moderator:</b> Choltis Dhirathiti, PhD  <b>Speakers:</b> <ul style="list-style-type: none"><li>• <b>Dr. Gloria Gonzalez Anadon</b>, President of AQU Special commission for the Certification of IQAs Implementation, University Autonoma of Barcelona</li><li>• <b>Dr. Miquel Vidal</b>, Dean, Faculty of Chemistry, University of Barcelona</li><li>• <b>Prof. Dr. Satria Bijaksana</b>, AUN-QA Council Member, Institut Teknologi Bandung</li><li>• <b>Mr. Johnson Ong Chee Bin</b>, Founder of Education Quality International (EQI)</li><li>• <b>Assoc. Prof. Dr. Tan Kay Chuan</b>, AUN-QA Technical Team, National University of Singapore</li><li>• <b>Assoc. Prof. Dr. Kamolwan Lueprasert</b>, Special Advisor to AUN Executive Director, King Mongkut's University of Technology North Bangkok</li><li>• <b>Dr. Robyn Phillips</b>, Director of XBorder Projects</li></ul>
10.05 - 10.30	<b>Workshop 2: Introduction</b>  <b>Moderator:</b> Choltis Dhirathiti, PhD
10.30 - 10.45	Coffee Break & Room Distribution



<b><i>Workshop 2: Making IQA System that Works - Generating Changes for Vietnamese Higher Education (Breakout Session)</i></b>  <i>Outputs: IQA change and implementation matrix discussed and filled-in by Participants in each group with experts as resource persons</i>	
<b>10.45 - 12.00</b>	<b>Workshop 2: Addressing Behavior and Mindset Challenges</b>
<b>12.00 - 13.00</b>	Lunch
<b>13.00 - 14.00</b>	<b>Workshop 2: Improving Institutional Capabilities and Relationships</b>
<b>14.00 - 14.15</b>	Coffee Break
<b>14.15 - 15.30</b>	<b>Workshop 2: Developing Solutions at the Macro Level</b>
<b>15.30 - 16.30</b>	<b>Workshop 2: Compiling Answers &amp; Conclusion</b>

### Wednesday, 26 April 2023

Venue: Vietnam National University Ho Chi Minh City

Time: 09.00 - 12.15 (GMT+7)

Participants: AUN Member and AUN-QA Associate Member Universities in Vietnam, European Experts, AUN-QA Experts, Representatives from MOET, Center of Educational Accreditation, and AUN-IQAS Task Force

<b>Time</b>	<b>Event</b>
<b>08.30 - 09.00</b>	<b>Reception</b>
<b><i>Plenary Session</i></b> <b><i>Venue: Trần Chí Đảo Hall</i></b>	
<b><i>Workshop 3: Way forward for Vietnamese Higher Education Institutions (Plenary Session)</i></b>	
<b>09.00 - 10.00</b>	<b>Workshop 3: Presentation of Changes and Implementation (Output of Workshop 2)</b>  <b>Description:</b> Each group to present their idea on the changes required for the redesigned IQA System generated on Workshop 2 (10 minutes)
<b>10.00 - 10.30</b>	<b>Workshop 3: Prioritizing Changes for the Better IQA System in Vietnamese Higher Education Institutions</b>  <b>Moderator:</b> Choltis Dhirathiti, PhD  <b>Outputs:</b> Quantitative prioritization of the changes required for the redesigned IQA System



<b>10.30 - 11.00</b>	Coffee Break
<b>11.00 - 12.00</b>	<p><b>Workshop 3: Way forward for Vietnamese Higher Education Institutions</b></p> <p><b>Moderator:</b> Choltis Dhirathiti, PhD</p> <p><b>Outputs:</b> Detailed recommendations on the draft AUN-IQAS (Internal Quality Assurance System) that can be piloted in Viet Nam</p>
<b>12.00 - 12.15</b>	<p><b>Closing Session</b></p> <ul style="list-style-type: none"> <li>• <b>Assoc. Prof. Dr. Pham Quoc Khanh</b>, Deputy General Director of VQA, Ministry of Education and Training of Viet Nam (MOET)</li> <li>• <b>Assoc. Prof. Dr. Vu Hai Quan</b>, Chancellor, Vietnam National University Ho Chi Minh City (VNUHCM)</li> <li>• <b>Choltis Dhirathiti, PhD</b>, Executive Director of ASEAN University Network</li> </ul>
<b>12.15 - 13.30</b>	<b>Lunch</b>



## Appendix II: List of Participants

No	Full Name	Institution
<b>Representatives from the AUN Member and AUN-QA Associate Member Universities</b>		
1	Mr. Nguyen Ha Vu	University of Economics Ho Chi Minh city
2	Assoc. Prof. Dr. Nguyen Thanh Lam	Lac Hong University
3	LLM. Tran Hong Hanh	Viet Nam National University Ha Noi- University of Law
4	PGS.TS. Nguyen Tat Toan	Nong Lam University
5	PhD. Vo Dai Nhat	Ho Chi Minh City University of Technology (HCMUT) - Vietnam National University HCMC
6	Assoc. Prof. Dr. Tran Thien Phuc	Ho Chi Minh City University of Technology (HCMUT) - Vietnam National University HCMC
7	M.A.Ed. Phan Minh Nhat	Can Tho University
8	Dr. Nguyen Quoc Chinh	VNUHCM
9	Nguyễn Anh Vũ	University of Medicine and Pharmacy at HoChiMinh City, Vietnam
10	MA. Nguyen Thi Trieu	Ton Duc Thang University
11	Vo Ngan Tho	Ton Duc Thang University
12	Assoc. Prof. Dr Nguyen Van Hung	University of Transport and Communications
13	Assoc. Prof. PhD. Hoang Phan Hai Yen	Vinh university
14	Assoc.Prof.Dr. Pham Huy Tuan	Ho Chi Minh City University of Technology and Education
15	Trinh Thi My Hien	University of Information Technology - HCMVNU
16	Ngo Van Thuyen	HCMC University of Technology and Education (HCMUTE)
17	Dr. Nguyen Hoang Tu Anh	University of Information Technology - HCMVNU
18	LÊ VŨ NAM	VNUHCM - University of Economics and Law
19	LÊ THỊ NGỌC PHƯƠNG	Saigon Centre for Educational Quality Accreditation
20	TRAN AI CAM	Nguyen Tat Thanh University
21	NGUYEN THI ANH DAO	Nguyen Tat Thanh University
22	Dr. Phan Thi Viet Nam	Hoa Sen University
23	ThS. Nguyễn Minh Trí	VNUHCM - University of Economics and Law
24	Associate Professor Ho Thanh Binh	An Giang University
25	MA. Phung Xuan Du	VNU Institute for Education Quality Assurance



26	Dr. Nghiem Xuan Huy	VNU Institute for Education Quality Assurance
27	MA. Vu Thi Thanh Thao	HCMC University of Technology and Education (HCMUTE)
28	Assoc. Prof. Dr. Nguyen Van Cuong	Industrial University of Ho Chi Minh City (IUH)
29	Prof. Dr. Lê Văn Cảnh,	International University, VNUHCM
30	Assoc.Prof., Dr. Dinh Thanh Viet	The University of Da Nang
31	Associate Professor Le Duc Niem (Ph.D.)	Tay Nguyen University
32	Dr. Phan Van Ly	Thu Dau Mot University
33	Dr. Nguyen Quoc Cuong	Thu Dau Mot University
34	Dr Trinh Thanh Deo	VNUHCM-University of Science
35	Assoc. Prof. Dr. Tran Le Quan	VNUHCM-University of Science
36	Dr. Pham Tien Thanh	VNU Vietnam Japan University
37	Nguyen Thi Ha Phuong	Vietnam Japan University
38	Assoc.Prof. Dr. Le Quang Minh	VNUHCM
39	Mr. Nguyen Ngoc Trung	Ho Chi Minh City University of Education (HCMUE)
40	MA. Le Huu Son	Hoa Sen University
41	Dr. Ly Thien Trang	Ho Chi Minh City University of Technology (HUTECH)
42	MBA. Ngô Thị Kim Duyên	An Giang University
43	M.A Do Thi Hoai Van	Ho Chi Minh City of University Technology
44	Tran Kim Ngan	Tra Vinh University
45	Huynh My Phuong (EdD)	Tra Vinh University
46	Dr. Lương Thị Hồng Gấm	University of Social Science and Humanities
47	Dr. Nguyen Duy Mong Ha	University of Social Sciences and Humanities
48	MSc Lai Đình Khải	Saigon University
49	MSc. Vu Ngoc Ha	HCMC University of Transport (UTH)
50	MA. Nguyen Thi Thu Thao	International University, Viet Nam National University, Ho Chi Minh City
51	Dr. Ong Van Nam	Ho Chi Minh university of Banking
52	Do Thi Minh Thuy	FPT University
53	Le Phuong Truong	Lac Hong University
54	Dr. Le Vu Huong Giang	Ho Chi Minh City University of Economics and Finance



55	MSc Vo Van Viet	Nong Lam University
56	MBA. Hà Thị Phương Minh	Saigon Technology University
57	Hoang Dao Bao Tram, Assoc Prof, PhD	University of Medicine and Pharmacy at Ho Chi Minh City
58	MSC. Vo Van Tuan	University of Architecture Ho Chi Minh City
59	Trương Thị Anh Đào	FPT University
60	MSc. Nguyễn Thị Quỳnh Như	University of Architecture Ho Chi Minh City
61	Dr. Nguyen Huy Phuc	Industrial University of Ho Chi Minh City
62	Master Dao Minh Tuan	Hung Yen University of Technology and Education
63	Nguyen Thanh Dieu	Vinh university
64	Assoc. Prof.Dr Nguyen Thi Hoa	University of Transport and Communications
65	Ph.D Le Thi Anh Tu	Đà Lạt University
66	Mrs Tran Thi Thuy	Đà Lạt University
67	Dr. Doan Thanh Ha	Ho Chi Minh university of Banking
68	Master Nguyễn Thị Thu Hường	Ho Chi Minh University of Banking
69	Huynh Thi Vu Quynh, MD, PhD	University of Medicine and Pharmacy at Ho Chi Minh city
70	Doan Duc Tung	Quy Nhon University
71	Nguyen Truong Sa	Industrial University of Ho Chi Minh City (IUH)
72	Dr. Nguyen Huu Cuong	Van Lang University
73	Tran Van Cuong Ph.D.	Tay Nguyen University
74	Ms. Do Minh Tam	Ho Chi Minh City University of Economics and Finance
75	M.A Nguyen Thi Khanh Linh	Quy Nhon University
76	MA Nguyen Thi Phuong Thao	HCMC University of Transport
77	Mr. Ho Dang Tuong Nguyen	Ho Chi Minh City Open University
78	Hà Thị Phương Minh	Saigon Technology University
79	Assoc.Prof.Dr. Pham Van Tuan	The University of Danang - University of Science and Technology
80	Ms. Phuong Diem Huong	Ho Chi Minh City University of Education (HCMUE)
<b>Representatives from the Ministry of Education and Training (MOET)</b>		
81	Assoc. Prof. Dr. Pham Quoc Khanh	Deputy General Director of VQA–MOET
82	Ms Tran Bich Hue	Deputy Head in charge of Division VQA



<b>Representatives from Viet Nam Accreditation Centers</b>		
83	Assoc. Prof Dr. Le Ngoc Quynh Lam	Center for Education Accreditation, VNU-HCM
84	Ho Dac Hai Mien	Center for Education Accreditation, VNU HCM
85	Vo Thi Trong Nhan	Center for Education Accreditation, VNU HCM
86	Dr. Nguyen Kim Dung	Saigon Centre for Educational Quality Accreditation (CEA Saigon)
87	Assoc. Prof. PhD Do Hanh Nga	Saigon Centre for Educational Quality Accreditation
88	Dr. Ta Thi Thu Hien	VNU Center for Education Accreditation (VNU – CEA)
<b>Resource persons and Experts</b>		
89	Dr. Glòria González Anadón	President of AQU Special commission for the Certification of IQAs Implementation, University Autònoma de Barcelona
90	Dr. Miquel Vidal	Dean of the Chemistry Faculty, University of Barcelona
91	Dr. Robyn Phillips	Director of XBorder Projects
92	Assoc. Prof. Dr. Tan Kay Chuan	AUN-QA Technical Expert
93	Mr. Johnson Ong Chee Bin	AUN-QA Technical Expert, Founder and Principal Consultant of Education Quality International (EQI)
94	Dr. Kamolwan Lueprasert	Special Advisor to AUN Executive Director
95	Dr. Satria Bijaksana	Deputy Chairperson of AUN-QA Council
<b>AUN Secretariat</b>		
96	Dr. Choltis Dhirathiti	AUN Executive Director
97	Mr. Korn Rattanagosoom	Chief Strategy Officer and AUN Secretariat Office's First Officer
98	Ms. Ing-orn Jeeraruensak	Chief of AUN-QA and Senior Programme Officer
99	Mr. Chawanvit Panprasert	AUN Secretariat Technical Expert
100	Ms. Soranee Chuyingsakultip	Programme Officer and Aide to Chief of AUN-QA
101	Ms. Benyasiri Eimviriyapong	Programme Officer
102	Ms. Chanya Chinsukserm	Programme Officer Writer
103	Ms. Ninnart Ratanasukhon	Programme Officer Writer
104	Mr. Andaman Punsawai	Programme Officer
105	Mr. Patitin Lertnaikiat	Programme Officer Writer



## Appendix III: Educational Challenges for Vietnamese Higher Education: Lessons Learned from AUN-QA Programme Assessment

# EDUCATIONAL CHALLENGES FOR UNIVERSITIES IN VIET NAM

LESSONS LEARNED FROM AUN-QA PROGRAMME ASSESSMENTS

EDUCATIONAL CHALLENGES IN VIETNAMESE UNIVERSITIES LESSONS LEARN FROM AUN-QA PROGRAMME ASSESSMENTS

## OVERVIEW

- |   |                                     |  |
|---|-------------------------------------|--|
| <b>01</b> Learning deliveries             | <b>04</b> Data management and usage | <b>07</b> Student competency (KSA)         |
| <b>02</b> Student assessments             | <b>05</b> Human resources (HR)      | <b>08</b> Stakeholder/community engagement |
| <b>03</b> Learning and research ecosystem | <b>06</b> English                   | <b>09</b> Internationalization             |



01

# Learning deliveries

## 01 Learning deliveries

1. Insufficient opportunity and resource to foster practical skills and experiences
2. Lack of flexibility to accommodate specific needs of individual learners
3. Lack of appeal and connection to current material realities of the learner and their community
4. Insufficient utilization of modern learning modalities to instill student-centered active learning/lifelong learning



02

# Student assessments



## 02 Student assessments

1. Lack of system to assess efficacy of teaching and learning practices based on student performance
2. Lack of peer and formative assessment to foster a sense of lifelong learning
3. Lack of feedback from students and lecturers on quality of teaching and learning
4. Limited emphasis on rubrics to assess student outputs



03

# Learning and research ecosystem



## 03 Learning and research ecosystem

1. Imbalance between theoretical and practical knowledge for students
2. Insufficient IT facilities, support services, and staff for teaching, learning, and research purposes
3. Lack of smart classroom to accommodate flexible and e-learning
4. Lack of national and international benchmarking
5. Inability to foster an integrated system to assure a safe learning environment



04

# Data management and usage



## 04 Data management and usage

1. Outdated program and course specifications across platforms
2. Lack of resources to properly review and implement measures on information dissemination for specific stakeholders



05

# Human Resource (HR)



## 05 Human Resource (HR)

1. Lack of soft and hard skill training beyond teaching and research-related duties
2. Insufficient number of research publications to improve quality and reputation of the program
3. Inability to address the shortage of professionals in the industry to be academic staffs



06

# English



## 06 English

1. Inadequate English proficiency for language learning and practice among students and staff



07

# Student competency

## 07 Student competency

1. Lack of foundational knowledge and capacity to foster soft and hard skill (critical thinking, problem-solving skills, communication, digital literacy, etc.)
2. Graduates do not possess skills required to enter the job market
3. Lack of practical experiences and opportunities for students to develop skills in the real world
4. Lack of entrepreneurial and digital skills courses and training sessions



08

# Stakeholder/ community engagement

## **08 Stakeholder/community engagement**

1. Lack of engagement with external stakeholders to keep the academic programs relevant to the job market
2. Lack of public relation campaign to enhance reputation and visibility of the university
3. Lack of experts from the industry to provide practical knowledge and experience for students
4. Academic programs are not regularly reviewed to keep up with dynamic changes in the industry, labor markets, and disruptive technologies



09

# Internationalization



## 09 Internationalization

1. Inconsistent program specifications to attract international student intake and collaboration from academic staff
2. Insufficient internationalization efforts (ie. student exchanges, academic collaboration, opportunities for support staff) to garner international experience and expertise.



## Appendix IV: Workshop Methodology

# SYSTEMS DESIGN

by AUN Executive Director & Secretariat



“

**Due to the sensitivity and legal requirements of the information involved in today’s Workshop (Day 1), there is no handout nor presentation distribution to all participants.**



“

A system that works must  
come from the very  
conditions and experience  
of the people on ground-  
coupled with real actions.

## OUR SHARED PURPOSE

We come together to redesign the IQA System that can be used as a regional system and mechanism, starting with Viet Nam higher education landscape as the genesis site.

Guaranteed that your experiences and views will never go to waste.



## OVERVIEW



**IDENTIFY  
EXISTING  
OBSTACLES**



**FIND  
SOLUTIONS &  
MEANS**



**NEXT  
STEPS  
FORWARD**



**1. WHAT ARE THE  
OBSTACLES THAT PREVENT  
VIET NAM'S HIGHER  
EDUCATION SECTOR  
FROM BEING  
WORLD CLASS ?**



**2. WHAT ARE THE  
"MAIN CAUSES"  
OF THE  
OBSTACLES?**

**3.  
FOR EACH CAUSE,  
THINK OF  
"WHY"**

**What influences each cause?**



**WHY?**

**& AGAIN...WHY?**

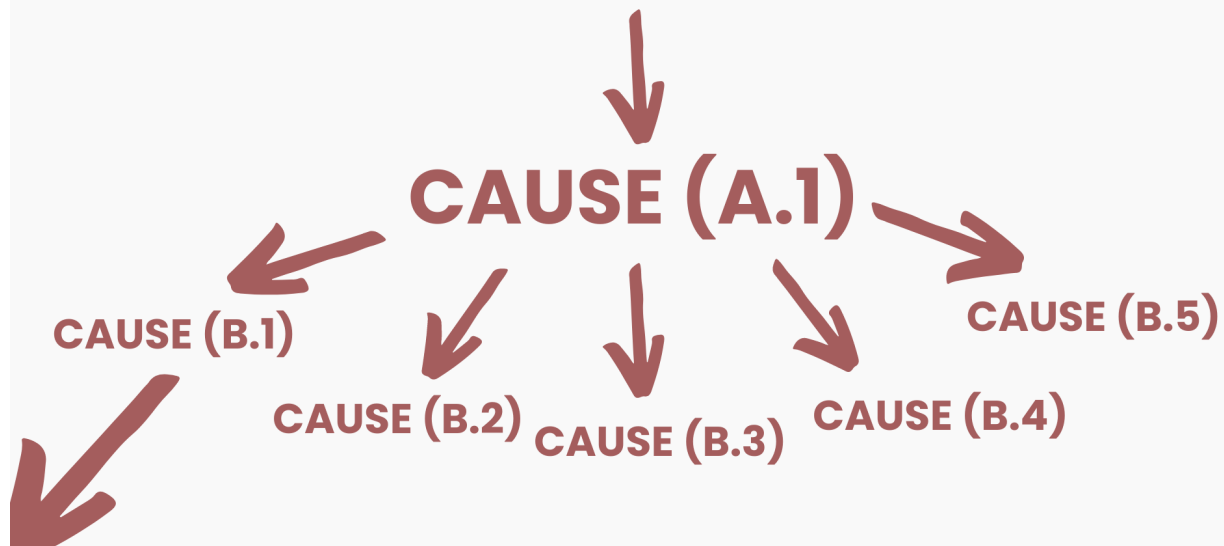
**& AGAIN...WHY?**

**& AGAIN...WHY?**

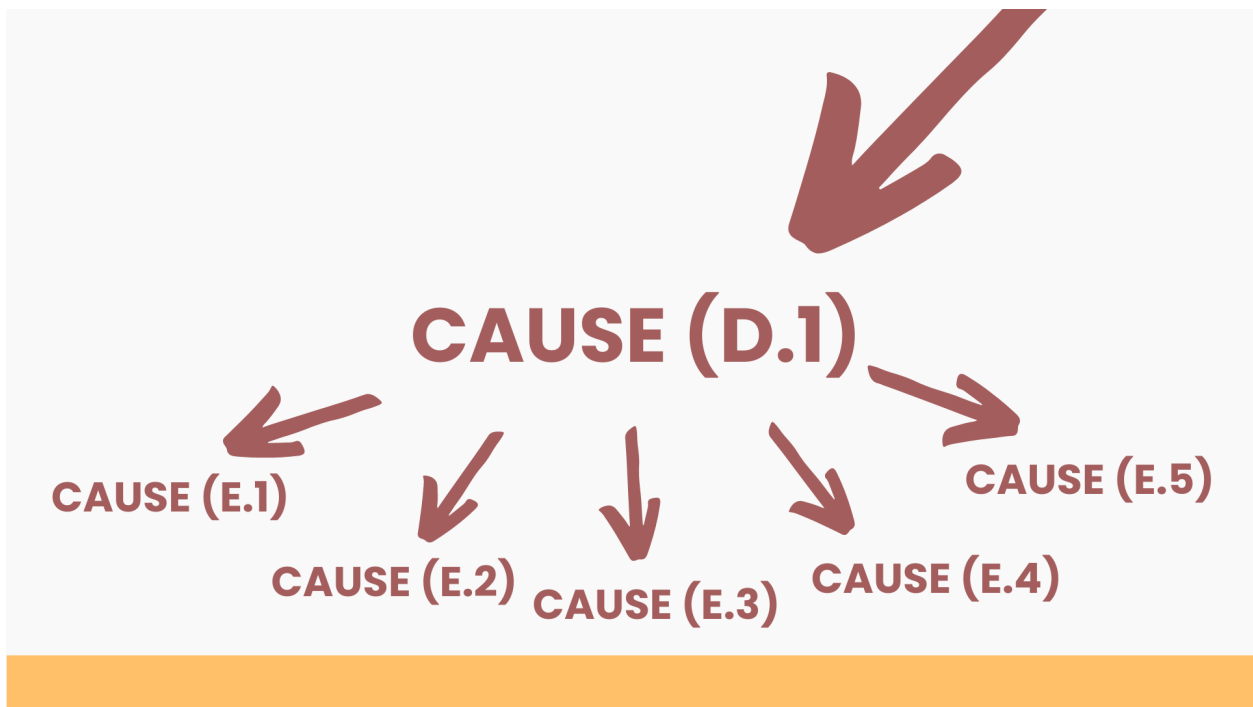
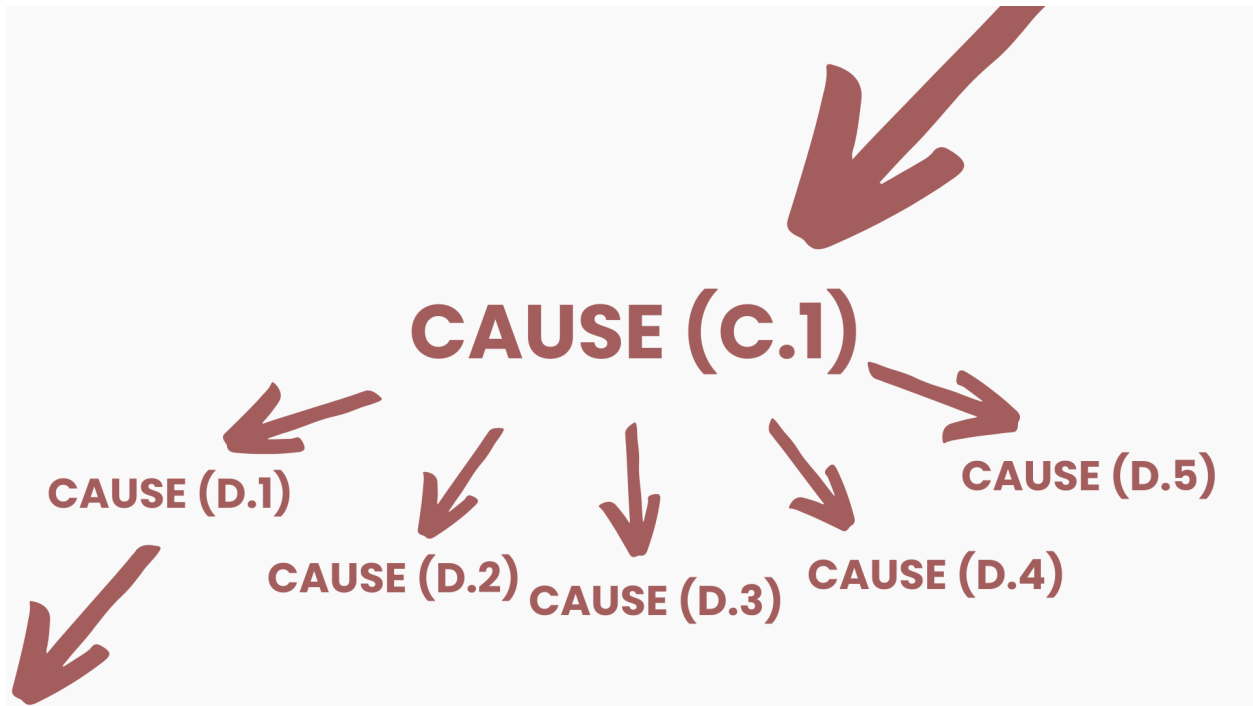
**& AGAIN...WHY?**

**& AGAIN...WHY?**

**OBSTACLE**

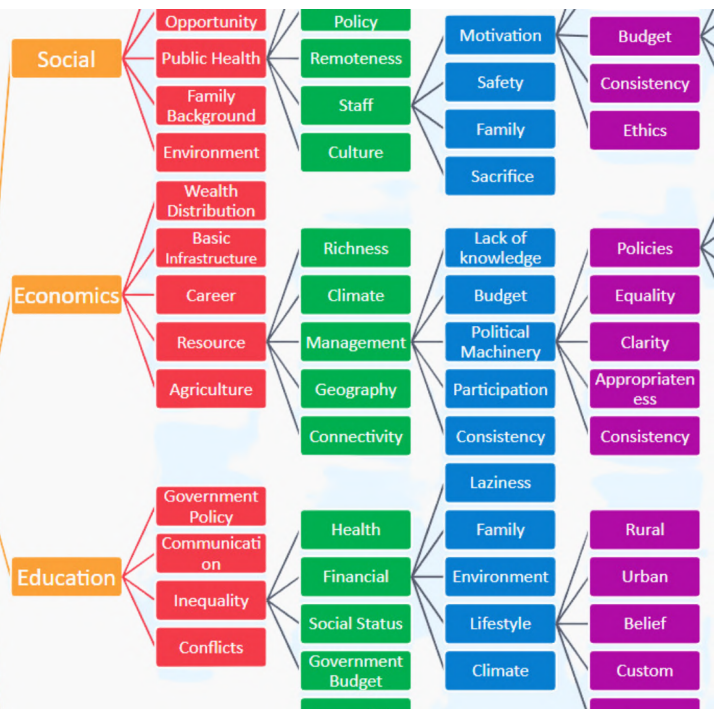








for







# 4. IDENTIFY THE VICIOUS CIRCLE

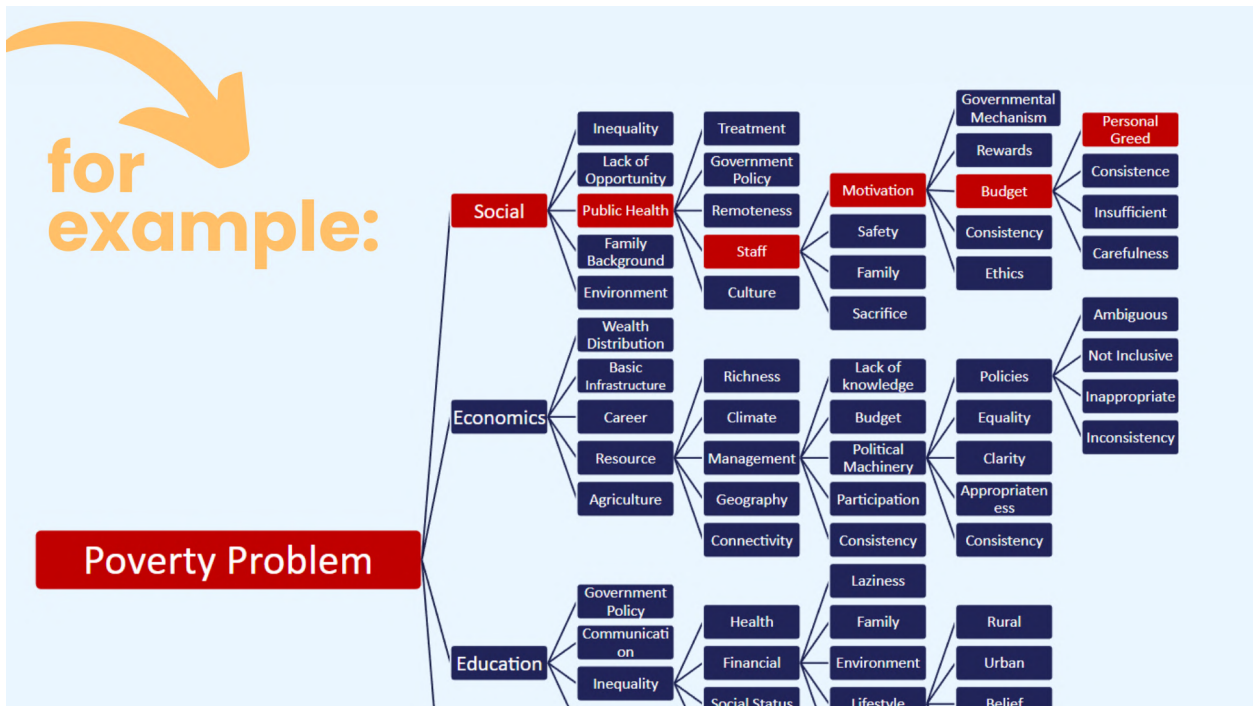
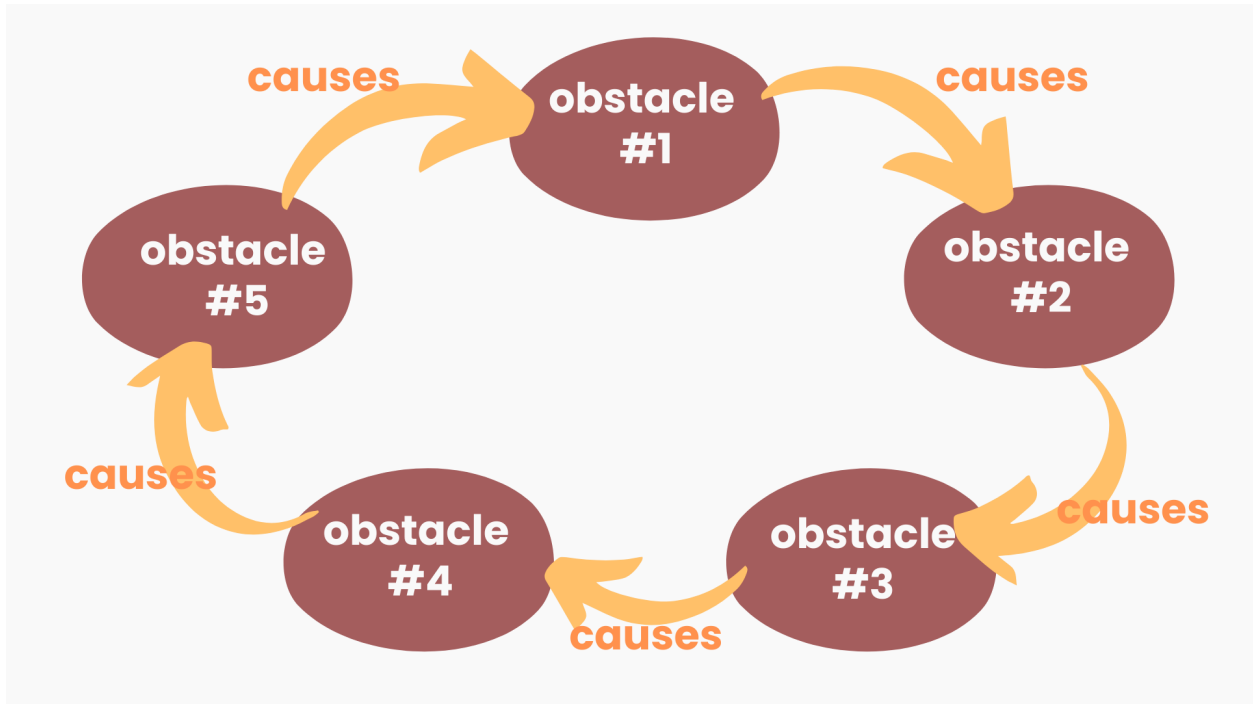


“  
**Obstacles don't exist  
in a vacuum**

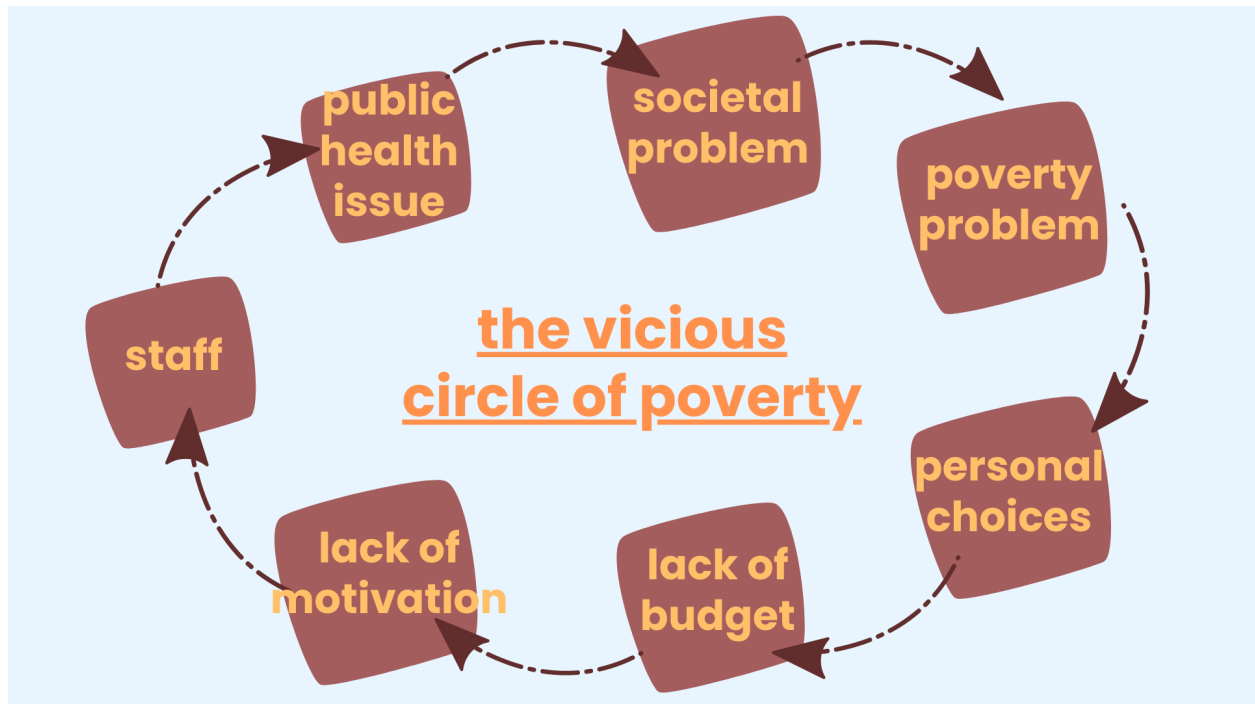
**We must identify the entire cycle  
of the problem before solving one**











**5. FIND  
CONNECTION  
BETWEEN THE  
VICIOUS CIRCLES**

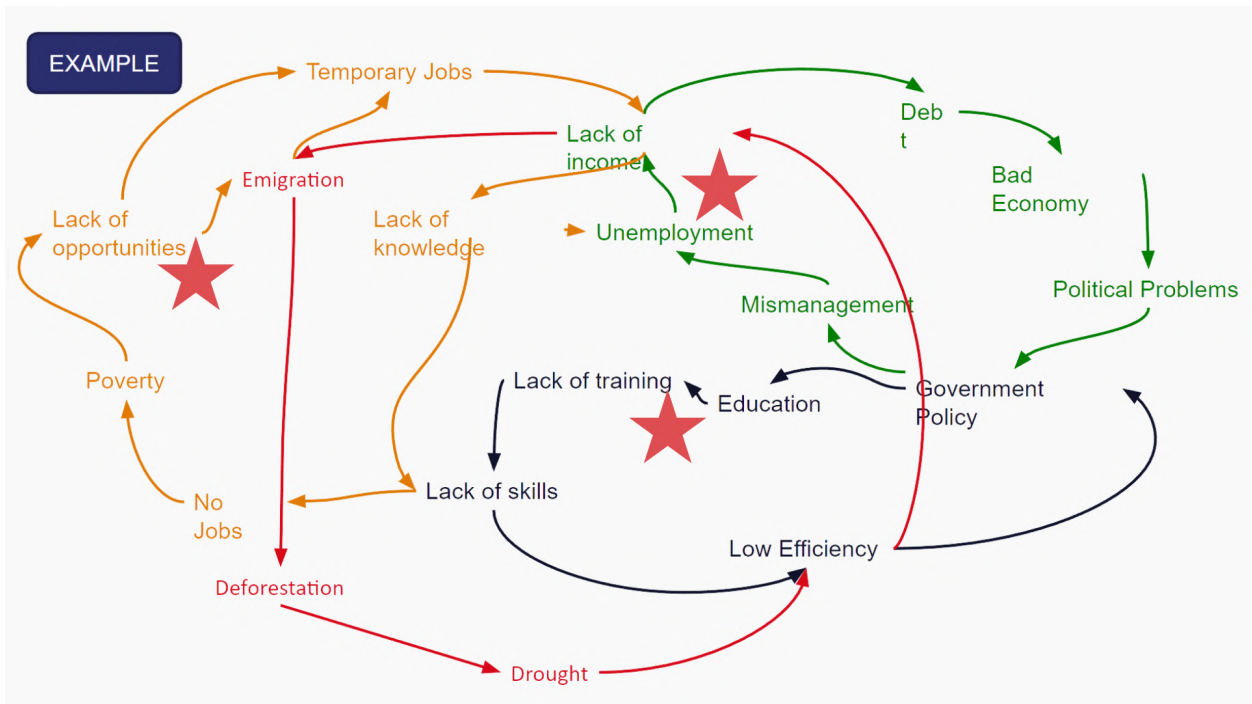
**AND MAKE A  
"SYSTEMS  
DIAGRAM"**







Response	Percentage
Yes	75%
No	25%





2

## 7. BRAINSTORM POSSIBLE SOLUTIONS

*Now we have  
understood the SYSTEM  
of the problem...*

PART I: SYSTEMS DIAGRAM

# NEXT STEPS

*in the next session*



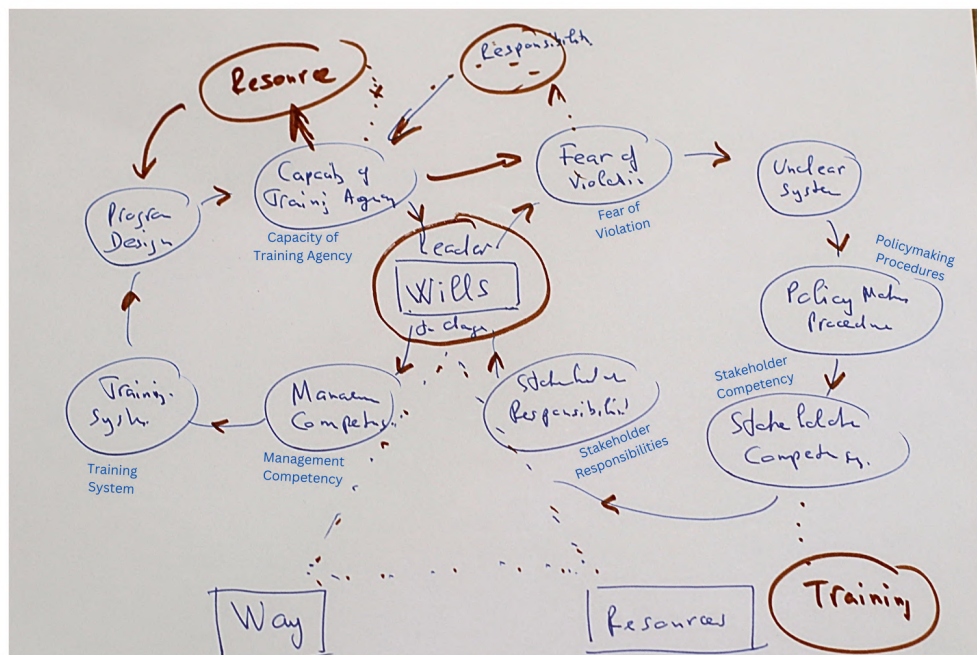
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# Results from Day 1

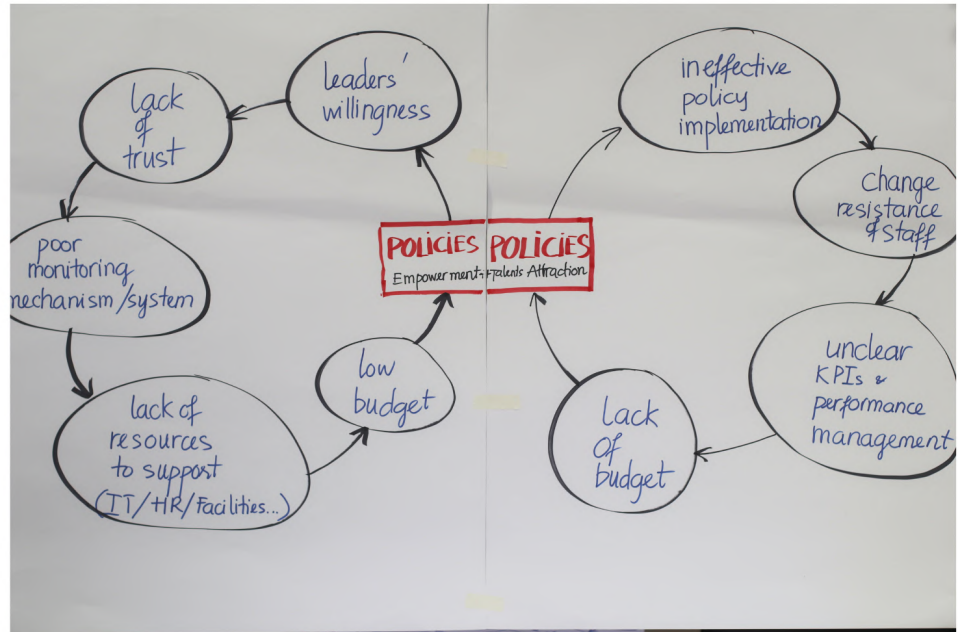
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## GROUP 1

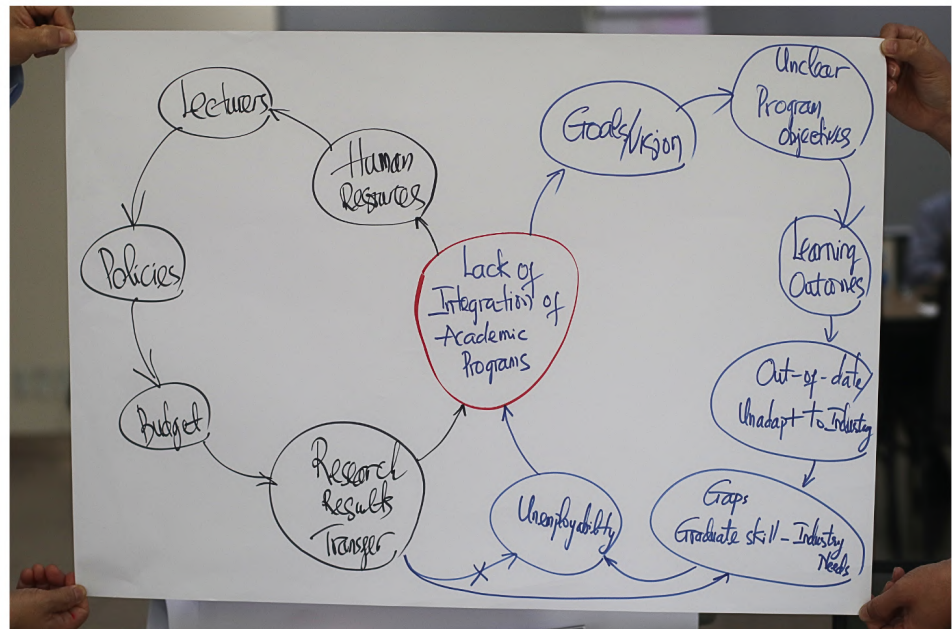




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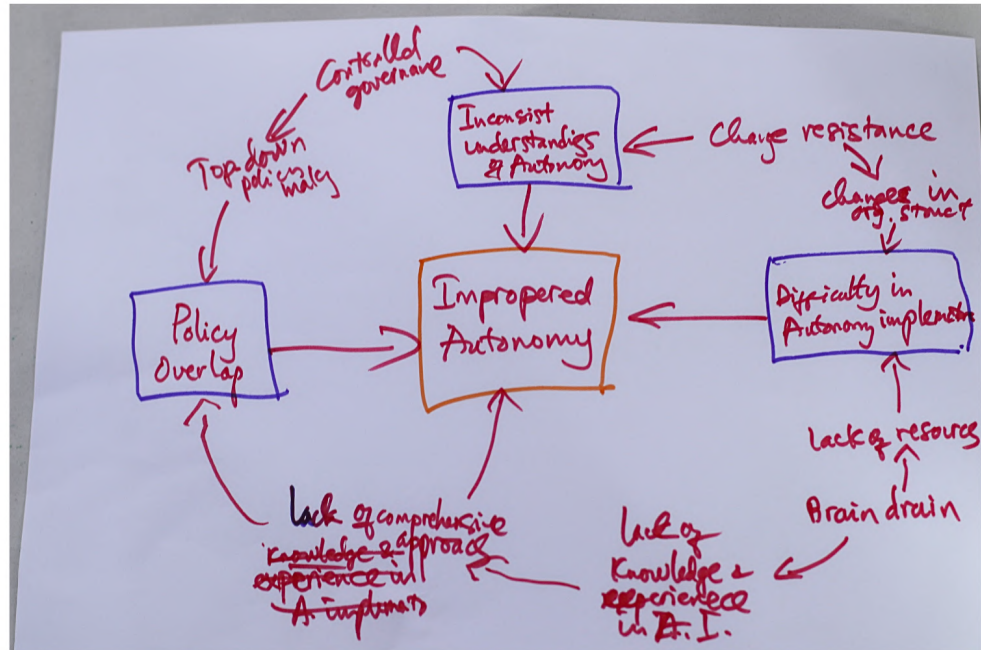


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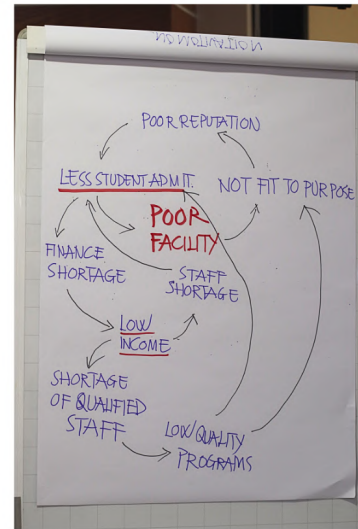
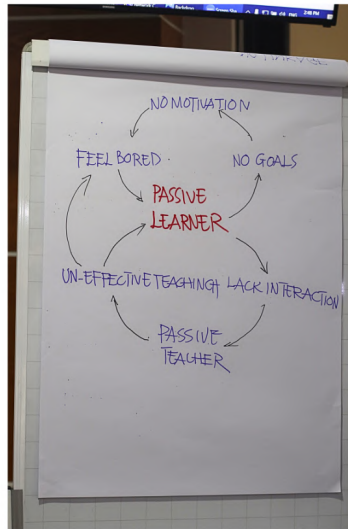
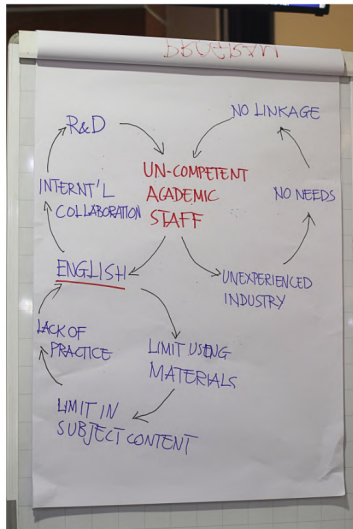




### GROUP 3

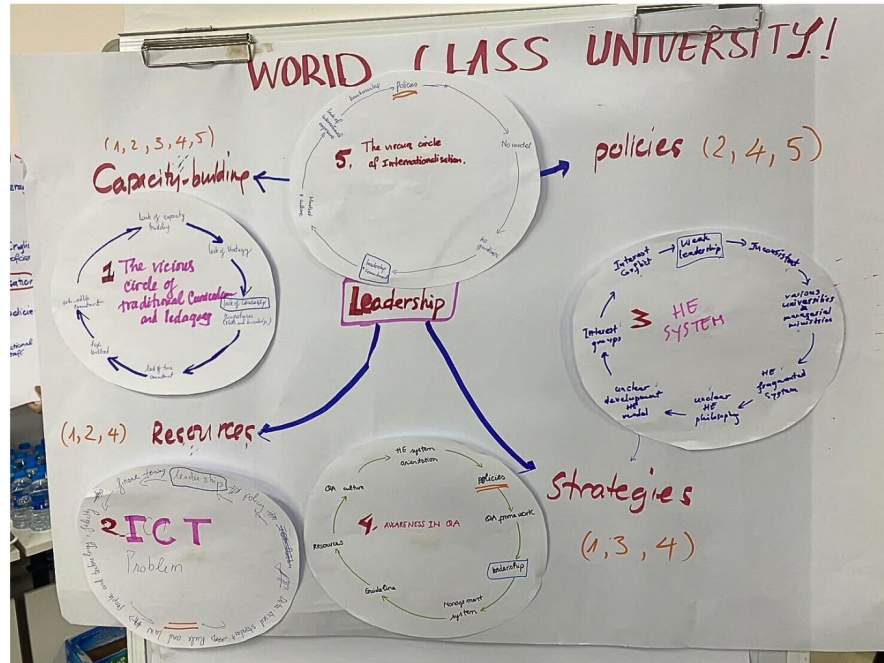


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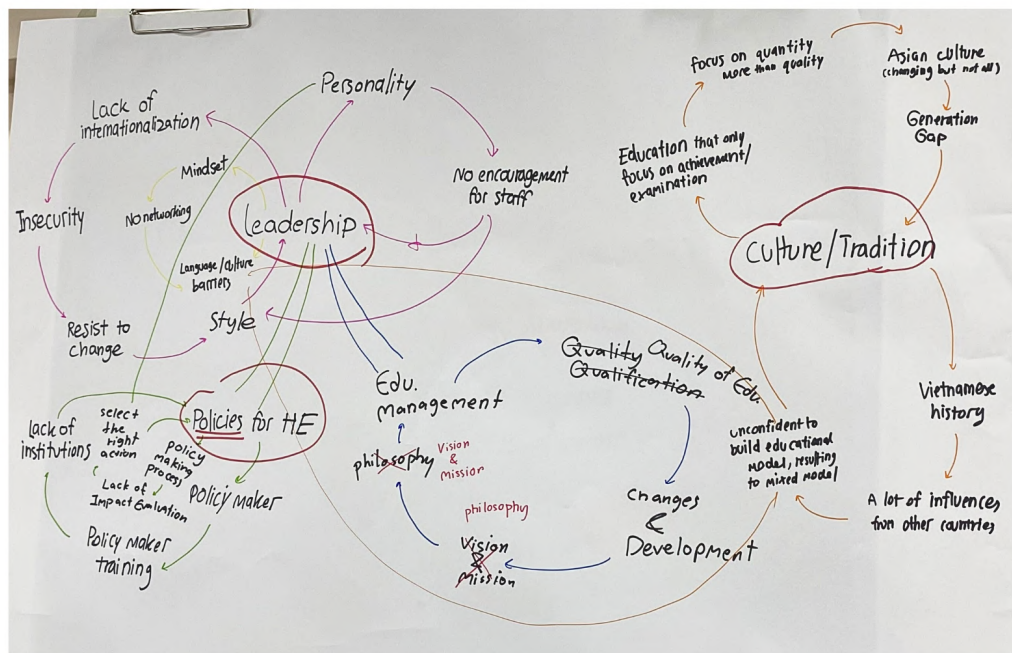




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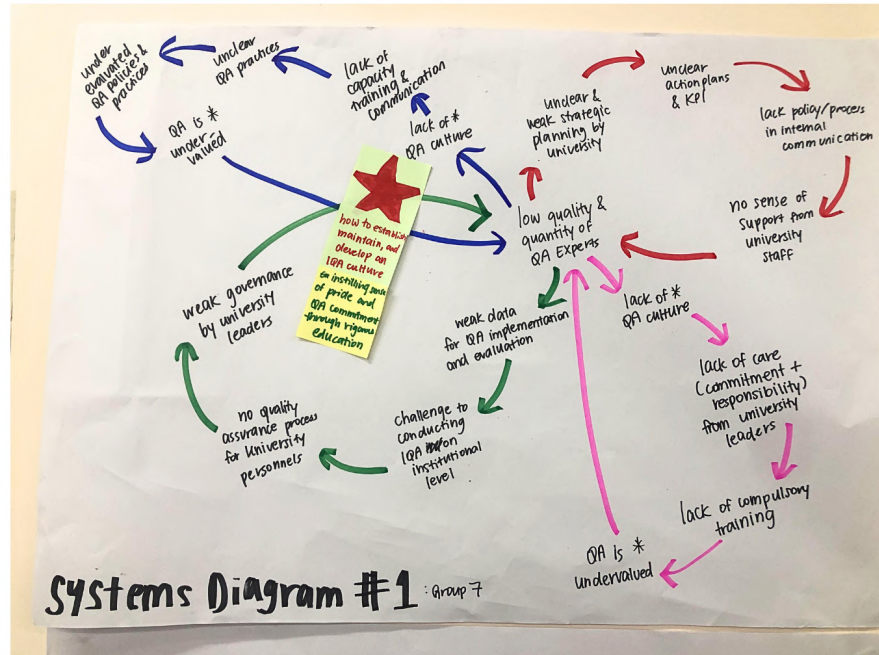


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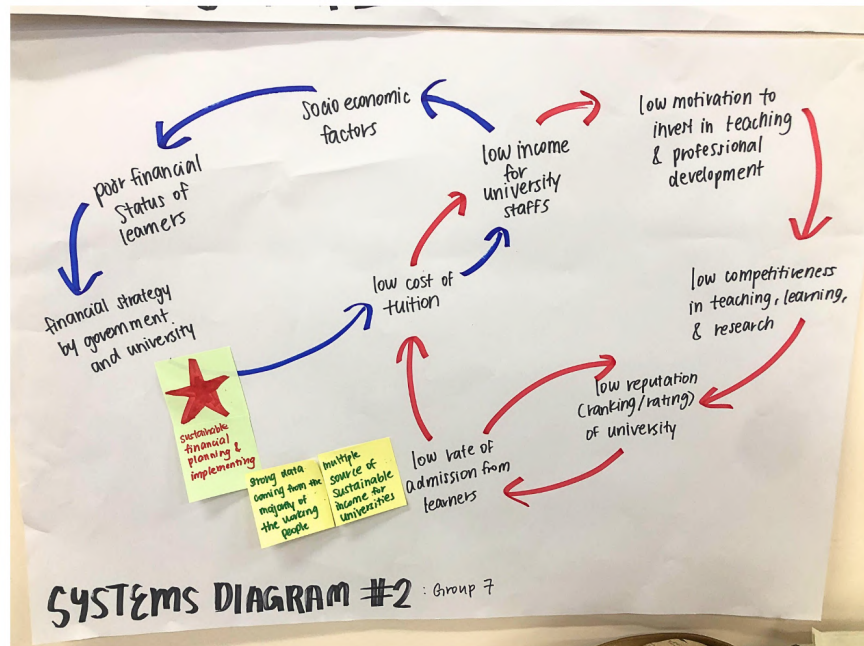




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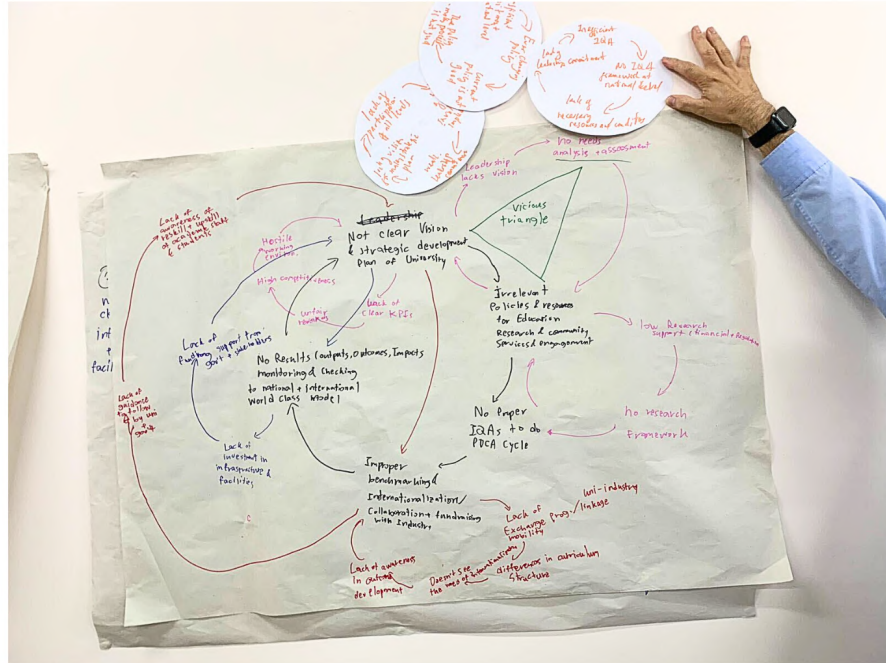


## GROUP 7 (2)





## GROUP 8



# 2 Trigger Presentation from Experts



# 2

## TASK FOR BREAKOUT ROOM

1

Take note of the Change-Implementation Matrix.

2

Identify what are **some major challenges** for **effective implementation of IQA in your institution**, in order to find their solutions

3

Participate in **three subsections** of the workshop, namely:  
a. Addressing **behavior and mindset** challenges  
b. Improving **institutional capabilities and relationships**  
c. Developing solutions at the **macro level (condition)**

### OVERVIEW

4

Discuss the identified problems and go through the set of rows within the table that pertains to each subsection.

5

Use the implementation tools identified in the table to **identify possible solutions** to the challenges faced in Vietnamese Higher Education.

6

**Compile the answers** from the previous three sessions **into one paper (outputs)** and **prepare for the presentation session** in the morning of the next day.



# 1. Take note of the Change-Implementation Matrix

The Change-Implementation Matrix is a tool that will be used during the workshop to guide participants in identifying and implementing changes in the Vietnamese higher education system. It is a 5x4 table that categorizes changes by level and implementation tool.

Implementation Tool					
	Organizational Tool	Authoritative Tool	Financial Tool	Informational Tool	
Changes	Mindset	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome
	Behavior	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome
	Institutional Capabilities	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome
	Relationships	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome
	Condition	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome

## Levels of Change

**Mindset:** Refers to the beliefs, attitudes, and values that shape how individuals and institutions approach their work.

**Behavior:** Refers to the actions and practices that individuals and institutions engage in.

**Institutional capabilities:** Refers to the resources, processes, and structures that organizations have at their disposal to achieve their goals.

**Relationship:** Refers to the connections and interactions that organizations have with stakeholders such as students, faculty, staff, other institutions, and the wider community.

**Condition:** Refers to the broader social, economic, and political context and regulations that shapes the higher education system.

## Implementation Tools

**Organizational tool:** Refers to the strategies and tactics that organizations can use to implement changes within their own structure and processes.

**Authoritative tool:** Refers to the use of legal and regulatory frameworks to enforce change.

**Financial tool:** Refers to the use of financial resources and incentives to motivate change.

**Informational tool:** Refers to the use of information and communication technologies to support and facilitate change.

## 2. Identify what are some challenges for effective implementation of IQA in your institution, in order to find their solutions

### Challenges for IQA

- cause #1
- cause #2
- cause #3
- cause #4
- cause #...



		Implementation Tool			
<div>Changes</div>		Organizational Tool	Authoritative Tool	Financial Tool	Informational Tool
	Mindset	Solution → Outcome	Solution → Outcome	Solution → Outcome	Solution → Outcome
	Behavior	Solution → Outcome	Solution → Outcome	Solution → Outcome	Solution → Outcome
	Institutional Capabilities	Solution → Outcome	Solution → Outcome	Solution → Outcome	Solution → Outcome
	Relationships	Solution → Outcome	Solution → Outcome	Solution → Outcome	Solution → Outcome
	Condition	Solution → Outcome	Solution → Outcome	Solution → Outcome	Solution → Outcome

- Participants can draw from the problem in Systems Diagram of any group for reference.
- Each problem will have its complexity that can involve multiple implementation tools.



Implementation Tool					
	Organizational Tool	Authoritative Tool	Financial Tool	Informational Tool	
Changes	Mindset	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	<b>1</b> 10.45 - 12.00
	Behavior	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	
	Institutional Capabilities	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	<b>2</b> 13.00 - 14.00
	Relationships	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	
	Condition	Solution -> Outcome	Solution -> Outcome	Solution -> Outcome	<b>3</b> 14.15 - 15.30

### 3. Participate in three subsections of the workshop



**4. Discuss identified problems and go through** the set of rows within the table that pertains to each subsection.

**5. Use the implementation tools** identified in the table to **identify possible solutions** to the challenges faced in Vietnamese Higher Education.

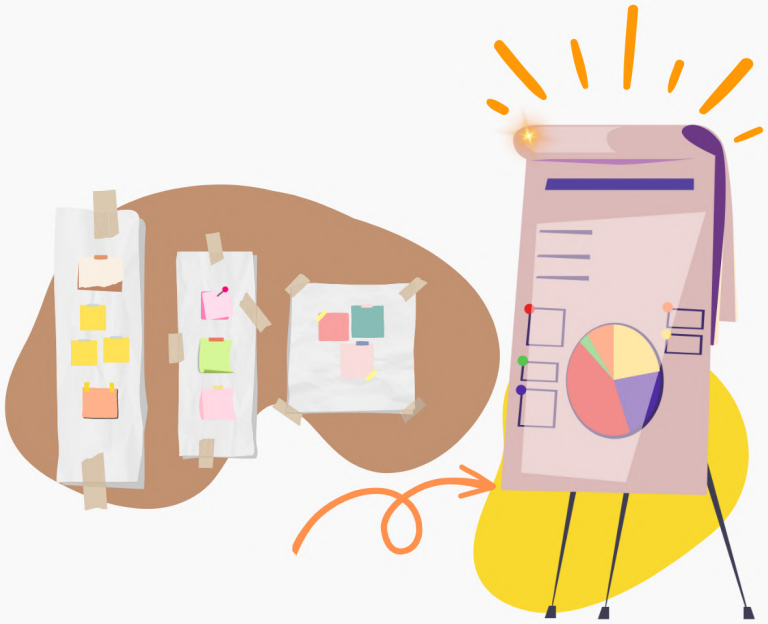
Identify

1. Problem

2. Solution







5. Compile the **answers** from the previous three sessions **into one paper (outputs)** and **prepare for the presentation session** (10 mins) in the morning of the next day.

● ● ● ● ●

# Breakout

## Group

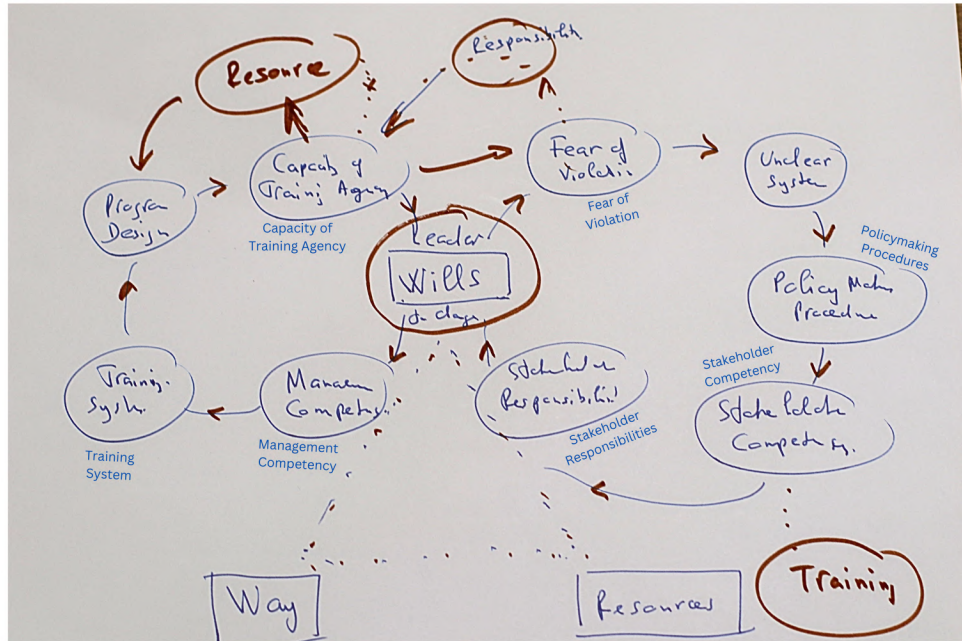
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# Activity.

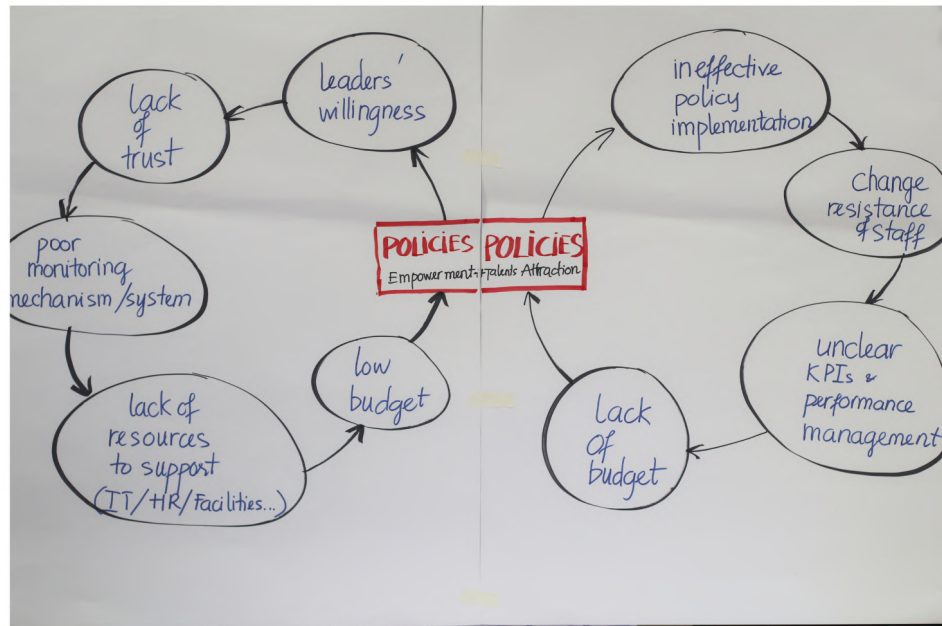


## Appendix V: System Diagrams

## GROUP 1

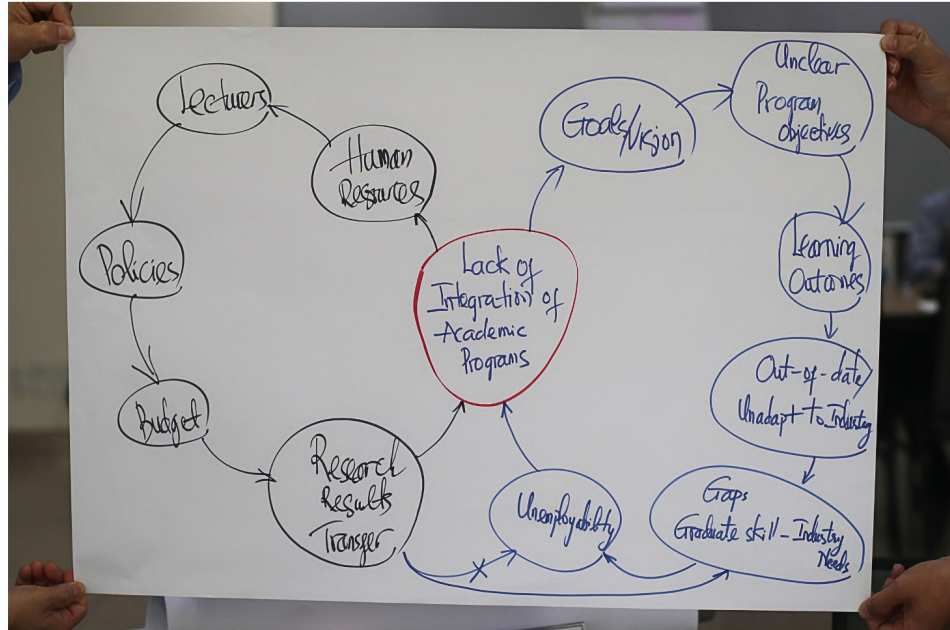


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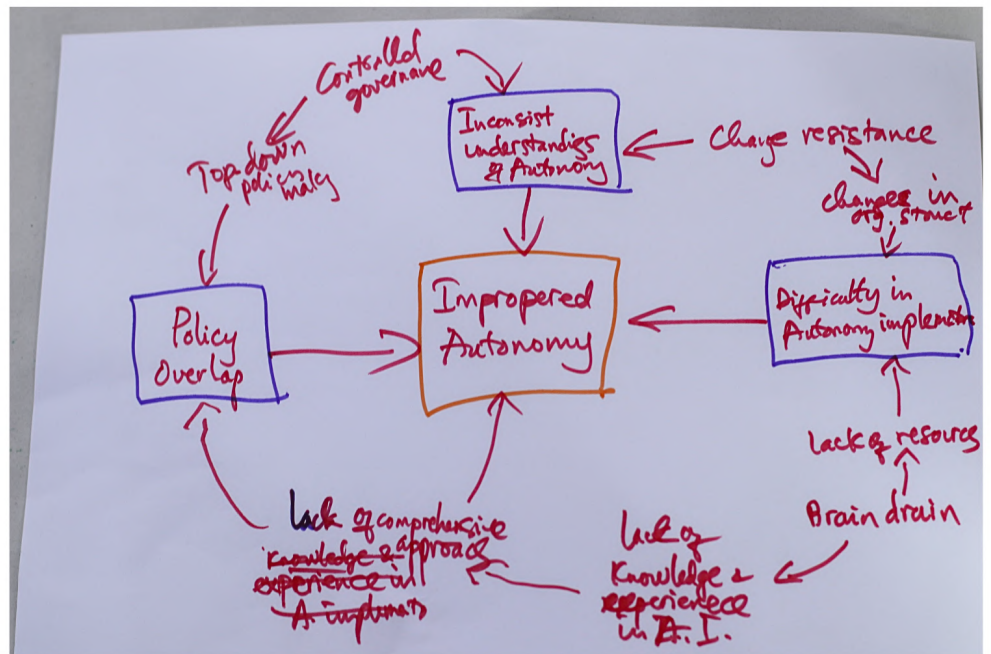




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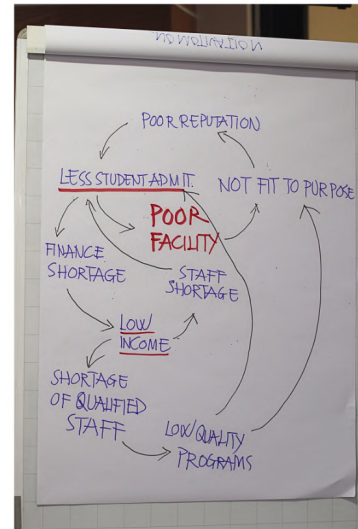
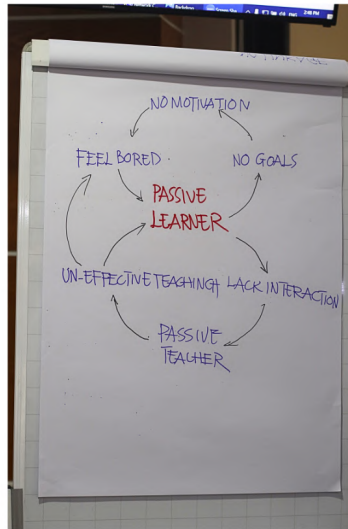


## GROUP 3

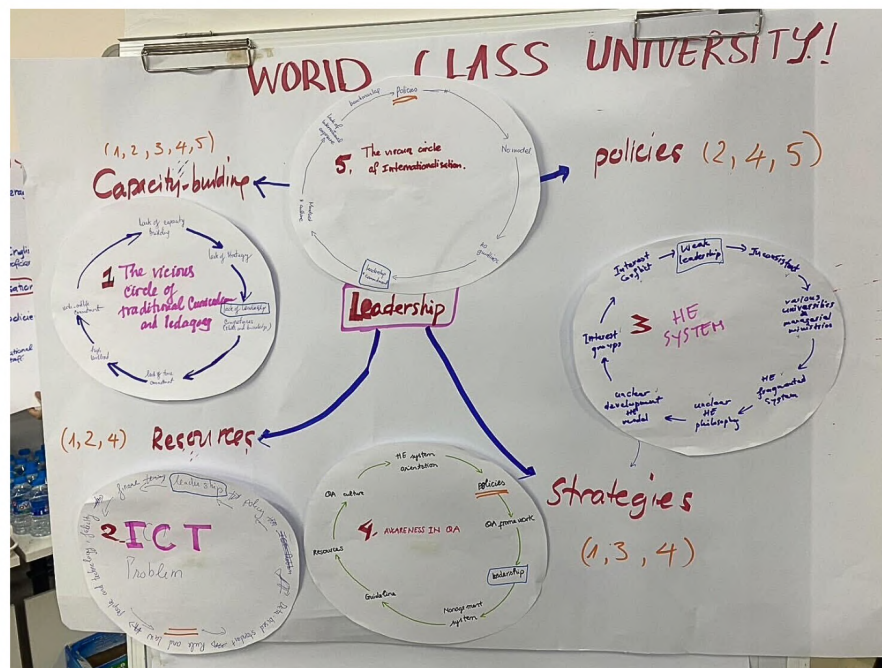




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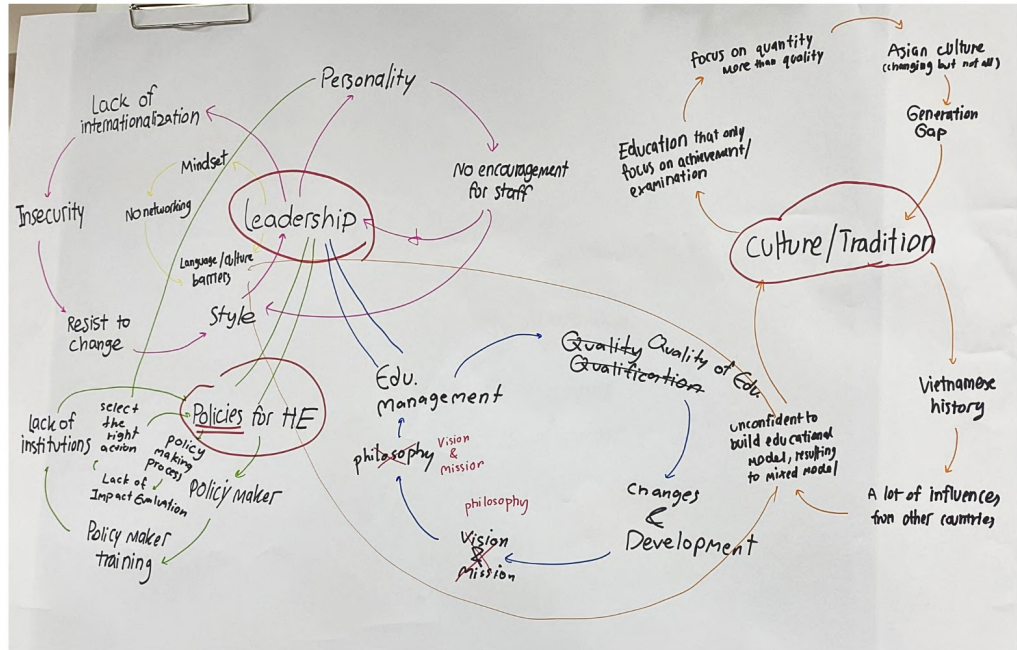


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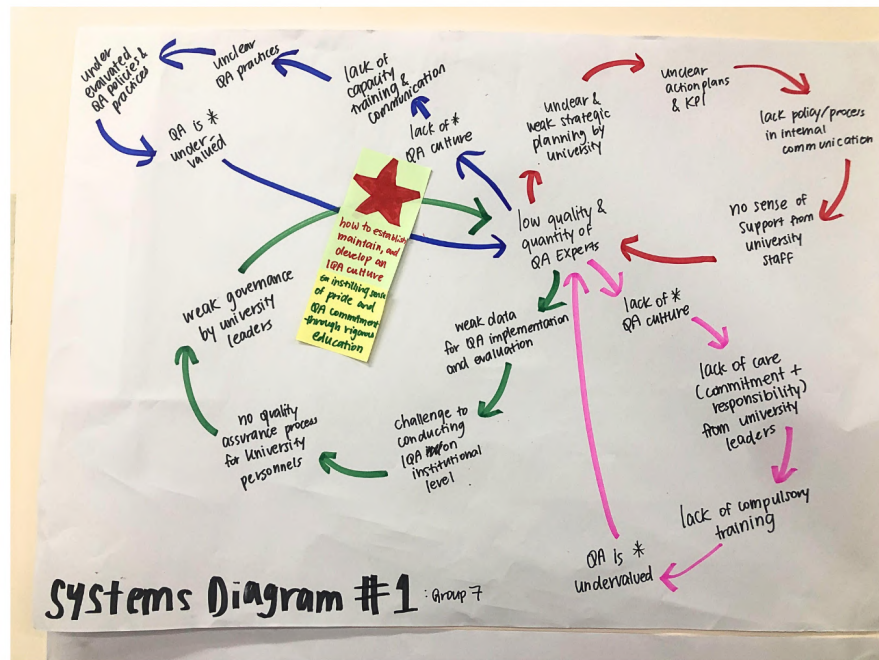




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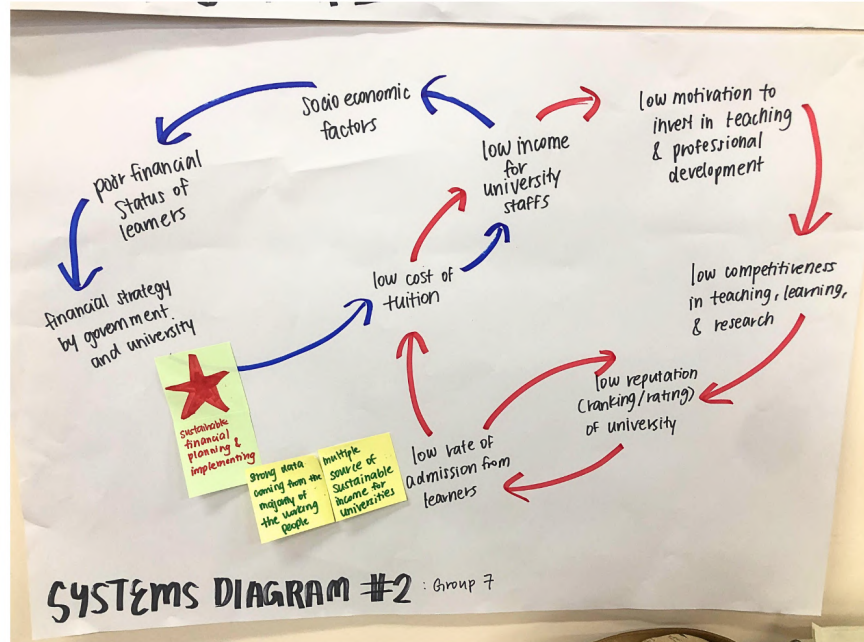


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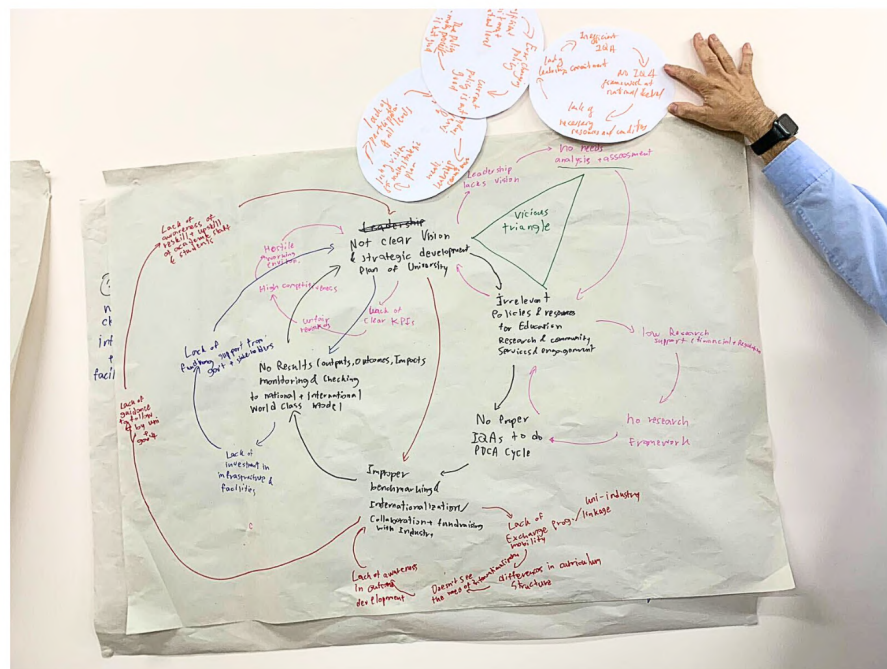




## GROUP 7 (2)



## GROUP 8





## Appendix VI: Proposed Solutions

0. Improper government policy addressing HE IQAs

1. Leadership and academic staff does not support QA (institutional level)

2. Lack of comprehensive IQA platform: processes indicator, tools, data, information, survey, responsibility.

3. Lack of proper national, regional and international benchmarking, involving mission

4. Lack of resources: human, financial and infrastructure

	Organizational Tool	Authoritative Tool	Financial Tool	Informational Tool
Mindset	To encourage MOET (VQA) and ministries, university council or board of trustee to come up with supportive resolutions /to change the mindset of top leaders to support QA - To come up with constructive strategies/ for mutual understanding regarding IQA - To encourage clear recognition of IQA system/ to increase positive attitude toward IQA activities.	MOET to introduce policies that encourage /presidents or rectors to support QA	More budget allocation for QA activities	- Introduction of data-driven decisionmaking processes based on information system - To foster the information about quality policy (in alignment with the mission and vision of the university)/ to recognise the relevance of QA policy with university's mission and vision
Behavior	Invite external QA experts to train university staff and top managers / to change staff behavior on IQA (1 and 4)	- MOET to have clear regulation/ guidance for IQA system - To introduce transparent regulations /to enhance quality culture in the institution	Rewarding staff for IQA initiations and practices	Increase benchmarking/ to learn good practices from new partners
Institutional Capabilities	- Increase capacity building activities , PPP, more innovation & commercialisation/ to gain more budget and institutional reputation from the government - To empower the monitoring unit/ for more efficient and responsible HR To establish university data office for more efficient IQA system and to allow data-based decisionmaking		Monetary reward for HR unit and academic staff/ for enhancement of HR commitment	- To introduce clear QA platform /for clear understanding of QA indicators - Use of internal and external communication/ to support IQA, disseminate QA best practices and fulfill stakeholders' needs
Relationships	To increase university-industry linkages to increase transfer innovation and entrepreneurship activities - To make QA handbook or guidance/ for clearer roles and responsibility of staff - To assess of the governance structure and information flow/ to increase participation and commitments of internal stakeholders	To foster the creation QA guideline / to have a common framework for efficient implementation of IQA	To acquire additional funding from industry and alumni	To foster the creation of national database on student academic results / to improve national benchmarking
Condition	To expand international QA network /to learn from international good practices and regional/international benchmarking	To change some outdated policies (e.g. limit international travel of management level)/ for more international exposure of leaders		

(Solutions by Group 1)

	Organization Tool	Authoritative Tool	Financial Tool	Information Tool
Mind set	Organize a regular series of workshop on IQA*	Appraisal Policies to all staff who participate in QA activities	Plan budget for inviting experts annually to train staff* (POV of head of department)	Have a quality e-handbook that is dynamic and up to date
Behavioral	Make the detailed work plan and KPI for all staff	Make QA as one of the strategy in the university strategic planning	Reward for good teaching based on student survey	develop a consistent information system management with clear accessible level for different groups of administrative level
Institutional Capabilities	Create a healthy and friendly environment for the staff to be able to exchange information and get answers quickly if they have any concerns about the policy	Consider following ISO policy	Sending staff to seminar, workshops, and training in QA	Build the IQA information system: QA handbook Create short instructional videos to deliver the policy with clear steps and procedure using understandable language
Relationships	Conduct surveys to collect opinions, suggestions, and recommendations from stakeholders to renovate the policy or adjust the policy appropriately	Alumni organization (rules/process on operation and contribution that consists of giving feedback and funding for QA activities)	Budget for IQA team to visit other local and international institutions to study their QA best practices	Build a system to collect and analyze data from all stakeholders to make the right decision before promulgating policies
Condition	Invite policy makers (national, local) to participate in the University Board	Propose MOET to create a national platform to input data for benchmarking *	Try to get funding for IQA projects from international organizations around the world (INQAAHE, APQN, etc.)	Organize a group of university and conduct benchmarking within the group

(Solutions by Group 2)



## Change – Implementation Matrix (Group 3)

No	Challenges	Tools to be introduced	Challenge type	Tool type
1	Leaders lack QA understanding and willingness to allocate appropriate resources to QA sector	Go for IQA Trainings - Enhancing leadership competence in QA/changing mindset	Mindset-Behavior	Informational Tool
2	QA is additional workload for other functional offices within a university	KPIs performance measuring/monitoring/ evaluate system - Incentive policies to encourage units to perform good QA	Mindset-Behavior	Informational Tool
3	Develop QA culture in every aspect, not an isolated activity	Integrate QA philosophy to all activities /QA tasks integrated into the job description and clear QA procedures/regulations	Mindset	Organizational Tool
4	Inappropriate, unfeasible, and instant decision-making	Data-driven decision making culture	Mindset	Informational Tool
5	Data-driven decision making culture	Dashboard, Information management system, data exploitation guideline	Institutional capabilities/Resources	Informational Tool
6	QA is blamed for any results regarding quality issues.	QA office to monitor QA practices and approve some important processes	Mindset - processes – behavior	Organizational tool
7	Inconsistent QA strategy plan, unclear results of doing good QA in a short time	Long-term, medium-term strategy plan with appropriate and sustainable funding/ seamless transition between terms	Institutional capability/ Good strategic planning tool	Organizational Tool + Financial
8	Overwhelming workload for institutional-level QA department	Centralized vs. decentralized IQA organization	Institutional capability/ Univ. structure	Organizational Tool
9	Overload of staff	Provide good support for academic staff and units to carry out activities (staffing issues)	Inst. capability/Human resources and expertise	Organizational + Financial tool
10	Competency of medium leaders and support staff to cascade the institutional strategic QA plan	QA trainings for staff/Meetings/ Workshop	Enhancing capabilities	Financial - Informational
11	Limited power of intermediate leaders	Integrating enterprise culture	Law/regulations/governance (country level) and University policies	Organizational tool
12	Well-trained QA specialists moving to other universities	Talent management	Conditions	Organizational + Financial tool
13	QA is a burden on other functional offices.	Department/Units QA assessment	Conditions/Training/ Assessment	Authoritative tool from MOET
14	Limited budget	Rational sharing of operational cost for QA activities	Condition, Budget	Financial Tool

(Solutions by Group 3)



## The Major Challenges for Effective Implementation of IQA in HE in Viet Nam

	Organizational Tool	Authoritative Tool	Financial Tool	Informational Tool
<b>Mindset</b> (Problem: Resistance to Change)	<ul style="list-style-type: none"> <li>Build incentives/ promotion policy</li> </ul> <u>Outcome:</u> Change-ready workplace <ul style="list-style-type: none"> <li>Professional development</li> </ul> <u>Outcome:</u> Quality and culture and practices	<ul style="list-style-type: none"> <li>Regulations on accreditation</li> <li>Autonomy policies</li> <li>MOET's guidelines</li> </ul> <u>Outcome:</u> Accountability	<ul style="list-style-type: none"> <li>Funds for excellent quality practices and QA activities</li> </ul>	<ul style="list-style-type: none"> <li>Digital transformation in professional QA practices</li> </ul> <u>Outcome:</u> Transparency and Efficiency
<b>Behavior</b> (Problem: Lack of Professionalism)	<ul style="list-style-type: none"> <li>Professional development</li> <li>Establish KPIs</li> <li>Increase technical support</li> </ul> <u>Outcome:</u> Quality culture	<ul style="list-style-type: none"> <li>Regulations on QA and accreditation</li> <li>Regulations on professional development</li> <li>Regulations on job/position description in HE institutions</li> </ul> <u>Outcome:</u> Quality in human resources	<ul style="list-style-type: none"> <li>Financial support for professional development</li> <li>Facilities and equipments for professional practices</li> </ul> <u>Outcome:</u> Work Efficiency	<ul style="list-style-type: none"> <li>Integrated Management Information System (MIS)</li> </ul> <u>Outcome:</u> Effective governance/professional practices
<b>Institutional Capabilities</b> (Problem: Financial support QA activities)	<ul style="list-style-type: none"> <li>QA planning (strategy, annual plans)</li> <li>Internal financial policy for QA</li> </ul> <u>Outcome:</u> QA budget approval	<ul style="list-style-type: none"> <li>Law of HE</li> <li>Regulations on University's structure and operations</li> <li>81/ National Decree</li> </ul> <u>Outcome:</u> Action plans and resources for QA approval	<ul style="list-style-type: none"> <li>Funds for QA activities and quality improvement</li> </ul> <u>Outcome:</u> QA budget approval	<ul style="list-style-type: none"> <li>Diffusion of the University's achievement on QA</li> <li>Role and contributions of QA to the universities</li> </ul> <u>Outcome:</u> QA budget approval
<b>Relationships</b> (Problem: Stakeholders' feedback)	<ul style="list-style-type: none"> <li>Collaboration between QA unit and internal stakeholders (faculty functional offices) and external ones (alumni, employers)</li> <li>Professional network on QA (Uni Hub) at different level</li> </ul>	<ul style="list-style-type: none"> <li>Regulation on QA</li> <li>Circulars on Accreditations (04&amp;12)</li> </ul>	<ul style="list-style-type: none"> <li>Financial supports for events and activities to connect and work with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Website/Social medias to communicate and send message to stakeholders</li> </ul>

(Solutions by Group 4)



## A QA SYSTEM OF VIETNAMESE HIGHER EDUCATION SOARING TO WORLDCLASS



	Organizational Tool	Authority as a Tool	Financial Tool	Informational Tool	Outcomes
<b>Mindset</b>	Contextualized Institution <b>QA culture (*)</b>	Compulsory IQA and institution Accreditation (national/international)  Allowing the accredited institutions to manage and responsible for QA at programme level.	A <b>financial (*)</b> regulation at national level to facilitating QA activity, regulations to provide more support to weaker universities while giving more autonomy to stronger universities in terms of finance	Strategic QA dashboard, IQA information system (programme, university, nation level)	Contextualized QA culture Attained QA goals (step by step: national, regional, international standard) Releasing QA stress More opportunities, support for ALL university Formulated QA practice at all level
<b>Behavior</b>	QA Competency Framework Teamwork, collaboration Visibility of Culture	Performance Evaluation review Guidelines Policy to human resource	Incentives, Rewards, Recognition	KPIs, Dashboard	Competent QA level (individual, unit, institution) Transformational Leadership No of well-trained QA staff and QA assessors Performance evaluation Trust, transparency, accountability Better benchmarking and data sharing

(\*) identified in Day 1 as 2 main factors challenging the QA development

Group 5

## A QA SYSTEM OF VIETNAMESE HIGHER EDUCATION SOARING TO WORLDCLASS



	Organizational Tool	Authority as a Tool	Financial Tool	Informational Tool	Outcomes
Institutional Capabilities	QA strategies IQA system	Internal QA structure	Regulations of finance	ICT infrastructure Data management system Data analysis	Self-accreditation Uniqueness University branding Stronger Eco-system
Relationships	Stakeholder engagement Collaboration	Stakeholder Agency (distribution and employment of power)	Donation and Sponsors Investment Revenue generation	Communication channel, network	Best practice QA network & collaboration Community of QA practice Student mobility
Conditions	Empowerment National guidelines Human resource	Establish stakeholder mechanism	Internal and External Audit	IT literacy	More productive stakeholders' feedback and needs Healthier financial system SMARTer Strategies
	Autonomy, funding, QA research, National QA database				

Group 5

(Solutions by Group 5)



## **Appendix VII: Trigger Presentation from resource persons of AUN-IQA System Design and Development Workshop**

### **1. AUN Internal Quality Assurance System Design and Development, Presentation by Dr. Glòria González Anadón**



Dr. Glòria's presentation focuses on how to approach the assessment of IQA systems at the institutional level. The starting point is requiring higher education institutions to assume a more active and responsible role. A principle of the European Standard and Guidelines is to make sure HEIs are comfortable with having the primary responsibility of their provisions. Quality assurance systems will need to respond by adapting to the diversity of higher education systems. The learned lessons are to have tailor-made systems, guidelines, and strategies for varieties of HEIs and a two-stage process beginning with making a general map of processes for institutions to pass evaluation first, then it is possible for them to begin developing their own guides and templates for their private IQAs.



## AUN Internal Quality Assurance System Design and Development Workshop

Dr Glòria González Anadón, Universitat Autònoma de Barcelona (UAB)  
President of AQU's Special Commission for the Certification of IQAs Implementation

How we have approached the assessment of IQA systems at institutional level

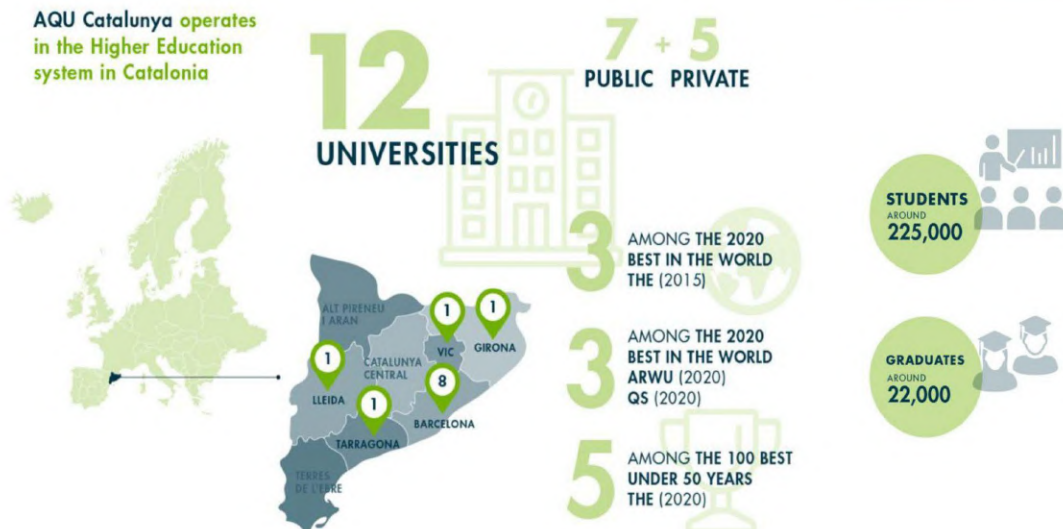
Ho Chi Min City 24-26 April 2023

[www.aqu.cat](http://www.aqu.cat) [@aqucatalunya](https://twitter.com/aqucatalunya)



### Introduction

AQU Catalunya operates  
in the Higher Education  
system in Catalonia





## Starting point



1

Most Universities have done good work in Assessment at Programme Level

2

A step forward in implantation of quality concepts in universities requires that higher education institutions assume a **more active and responsible role** (Institutional Assessment)

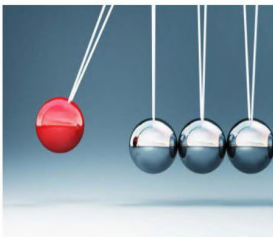
2018

**Standards and Guidelines for Quality Assurance (ESG) in the European Higher Education Area (EHEA) (2015)**

3

## European Standards and Guidelines

Principles of ESG that are basic for the success implementation of quality in universities



- Higher education institutions have the **primary responsibility for the quality of their provision** -> (institution must feel comfortable with this)
- Quality assurance system may respond **to the diversity of higher education systems**, institutions, programs and students ->(adapted to each case)

4



ESG: 10 Standards  
for internal quality  
assurance

Spanish standards: 6  
dimensions/standards



## Spanish standards



Review and improvement of IQA



Design, review and improvement of training  
programs



Teaching-learning and student support



Academic staff



Material resources and services



Public information and retention of accounts

5

## IQA's Assessment: practical implementation

**Implementation must consider the characteristics of Higher Education System, and the legal restrictions of each specific country.**



Legal: Spanish law demand Institutional Assessment must be done for each centre/faculty of each University.



Univ. Structure: Most, if not all, of the universities in our system are generalists with various centres with different characteristics.



Two steps implementation

6



### IQA system assessment in two steps



**IQA system:  
Assessment label**

1

#### Transversal Processes of University

- Carry out a systematized review of the IQA system of those processes common to all centers, and which depend on the **Quality Assurance Central Units** of the universities. Including Mission, Vision, strategy, public image, social accountability, etc

2

#### IQA System Assessment of each center

- Review of the specific IQA system of each **center/Faculty** and which includes the training programs for which the center is responsible and how it relates to transversal processes

7

## Transversal processes (2019-2023)

1

12 Universities



- 9 universities with a favorable report.
- 1 university in process (estimated closure 2023).
- 2 universities pending to participate (minor impact).



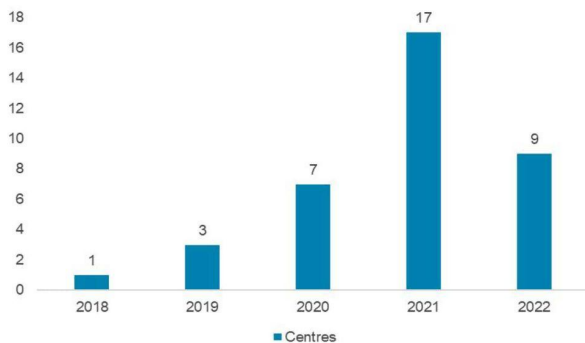
## Institutional Assessment/Accreditation (IA)



Faculty /Centre assessment (IQA → AI)



- 2018- 2022 (Institutional Accreditation ): **37 centres**



Pending 2023:

- (IA): + 10 centres (IQA's already approved)

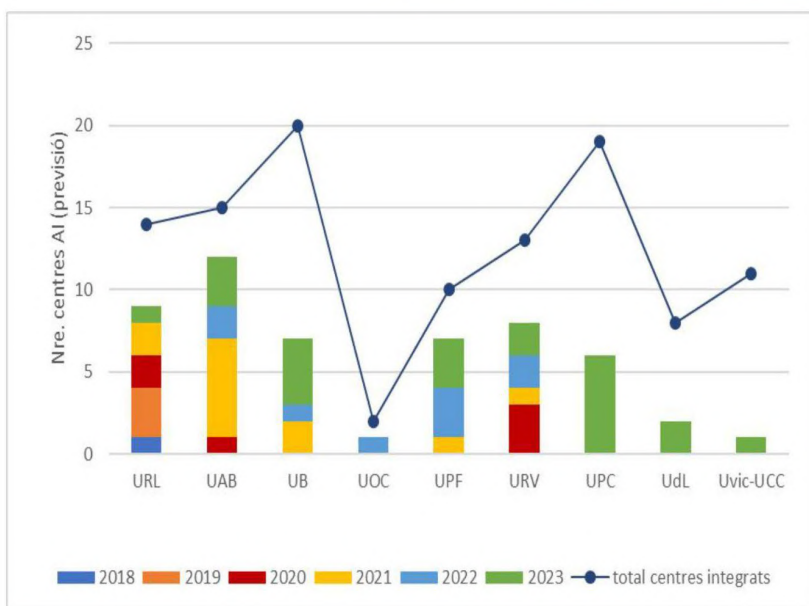
- IQA Assessment : + 9 centres

(End 2023 – first 2024):

**56 centres with IA**

9

## Institutional Assessment



We are confident to have and the end of this year, 50% of the centers with Institutional Accreditation

**50% of the work done!**

10



## Learned lessons

---

- Taylor-made: System, Guidelines and Strategy....
- In our case, this two-stage strategy has allowed that once the central quality units of each University have prepared their general map of processes (Cross processes or transversal processes), and passed their evaluation, it is possible for them to develop guides or templates for private IQAs for their centers.
- There, professors and the rest of the teaching staff, closest to students and programs, can adapt it to their daily work and really collect the results indicators or outputs of the different aspects of their activity.

11



I hope our experience can be useful to you.

**Thank you!**



## 2. The Way to the Certification of IQAS Implementation in the Faculty of Chemistry of the University of Barcelona: Current challenges, Presentation by Dr. Miquel Vidal



Challenges in the IQA system happen in every higher education institution. Dr. Miquel shared his ongoing journey in the challenges he faced in the way to the certification of the IQA system implementation in the Faculty of Chemistry (FQ) of the University of Barcelona (UB). He explained the strengths and weaknesses of the IQA system before the certification of the FQ. First, for strengths, there were clear guidelines and standards for the certification of the IQA system implementation and the existence of the UB Quality and Policy Agency. For the weaknesses, quality was often not seen as useful and there was an absence of a centralized UB data office. Next, there was no additional funding along with no additional administrative staff and not all FQ academic managers have training in quality systems. A big challenge faced is that IQA systems are subject to continuous changes and improvements following reviews. Therefore the current systems in place for FQ must endure beyond changes of governing groups. Other current challenges to be addressed are to train the staff in quality systems and the creation of a data office.



# The way to the certification of the IQAS implementation in the Faculty of Chemistry (FQ) of the University of Barcelona (UB): current challenges

Miquel Vidal

AUN Internal Quality Assurance (IQA) System Design and Development Workshop. 25-26 April 2023.



BỘ GIÁO DỤC VÀ ĐÀO TẠO  
MINISTRY OF EDUCATION AND TRAINING



ASEAN  
University  
Network



VIET NAM  
NATIONAL  
UNIVERSITY  
HO CHI MINH CITY



UNIVERSITAT DE  
BARCELONA

## Setting up the context

- Spanish regulations framework (current RD 99/2011, RD 822/2021, and RD 640/2021): since 2007, to have an **IQAS is mandatory for the *ex-ante* accreditation** of official BSc, MSc and Doctorate degrees.
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015, ENQA):** focused on the **continuous enhancement of the learning and teaching** processes.
- Evaluation of the design of UB's transversal IQAS for BSc and MSc programs (2009).** Not yet adapted to the level of a UB faculty and mostly focused on the program management (*ex-ante* accreditation, monitoring, modification and *ex-post* accreditation).
- Institutional accreditation of a faculty is a matter of reputation: certification of the IQAS implementation is a prerequisite for this.**





## Strengths and weaknesses before the certification of the FQ-IQAS implementation (I)

😊 **Clear guidelines and standards** for the certification of the IQAS implementation by Spanish and Catalan quality agencies: focus also on the management of the institution (*i.e.*, faculty).

😊 Existence of the **UB Quality and Policy Agency**.

😊 Starting point:

- **FQ-IQAS for the management of teaching experimental laboratories.**
- **Evaluation of the implementation of UB's transversal IQAS (2020)**

😊 The **composition of the Quality Committee** had to be changed from department representatives to program managers.



## Strengths and weaknesses before the certification of the FQ-IQAS implementation (II)

😞 **Quality is often seen as useless and contributing to an overly bureaucratized organization.**

😞 **No additional funding. No (enough) additional administrative staff.**

😞 **Not all the FQ academic managers have a quality training.**

😞 Dimension 1 for the certification of IQAS ("Review and improvement of the IQAS"): **implicit requirement for a Master Plan** for the actions of the FQ management team, which includes other elements than only learning-teaching.

😞 **Absence of an unique and centralized UB data office.**



## The way towards the certification of the FQ-IQAS implementation

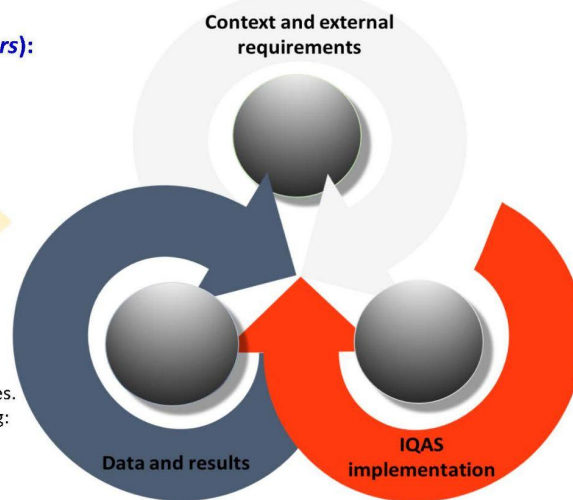
### Factors for success (*enablers*):

Staff

Facilities

Funding

- **KPI scorecard:** time series; acceptance and target values.
- Data-based decision-making: **improvement plans**.
- Annual **sectoral reports**.
- Public **information and accountability**.



- **Quality policy.**
- Elaboration of the **Master Plan**.
- **Map of processes** according (at least) to certification dimensions.
- **Definition of processes** (strategic, key and support; what + how + who + when; management of enablers).
- **Follow-up** of processes and actions: **key performance indicators (KPI)**; **evidences**; **satisfaction surveys**.
- **Document management system.**

## Current challenges and issues to be addressed

- The **certification of the FQ-IQAS implementation does not imply that the IQAS is immutable**: it is subject to continuous changes and improvements following reviews.
- IQAS acceptance and internalization of the FQ-IQAS by the faculty community: the **IQAS must endure beyond changes of governing groups**.
- **Training in quality**: management vs. non-management staff. Is a good **IQAS invisible to non-management staff**?
- The members of the Quality Committee and the management staff must have a **more critical attitude and commitment to the continuous improvement of the IQAS**.
- **Surveys should have reasonable participation rate to ensure representativeness** and allow for decision making.
- Beyond the learning-teaching context: **quality for governance**
  - Policies (and processes if required) for all the Master Plan areas
  - Segregated KPI scorecards
- **Creation of a data office**: traceability and control of raw data, centralized data in the cloud, and data visualization through interactive dashboards (e.g., BI software).





**The way to the certification of the IQAS implementation in the  
Faculty of Chemistry (FQ) of the University of Barcelona (UB):  
current challenges**

**Miquel Vidal**

**Thank you!**

**AUN Internal Quality Assurance (IQA) System Design and Development Workshop. 25-26 April 2023.**





### 3. IQA: Shared Path or Shared Destination, Presentation by Prof. Dr. Satria Bijaksana



Dr. Satria asked this thought-provoking question: “IQA, is it a shared path or a shared destination?” Higher education institutions all aim to have a well-developed IQA system, a similar destination, but do they all go through the same obstacles and challenges, going down the same path? In any case, that was for the participants to ponder throughout the workshop, but he also shared some perceptions about IQA. In the university’s point of view, IQA is a system or platform to improve the quality of an institution in line with its vision. However, in the view of individual units, IQA can be a complicated and tedious system to follow that results in tons of documents to create and infringes on academic freedom.





# **IQA: Shared Path or Shared Destination?**

Satria Bijaksana, AUN-QA Council Member

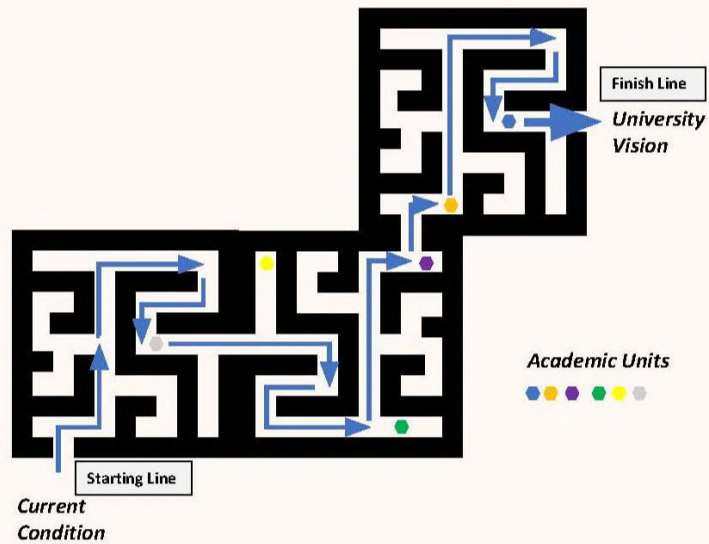
Institut Teknologi Bandung, Bandung, Indonesia

## **Perception about IQA**

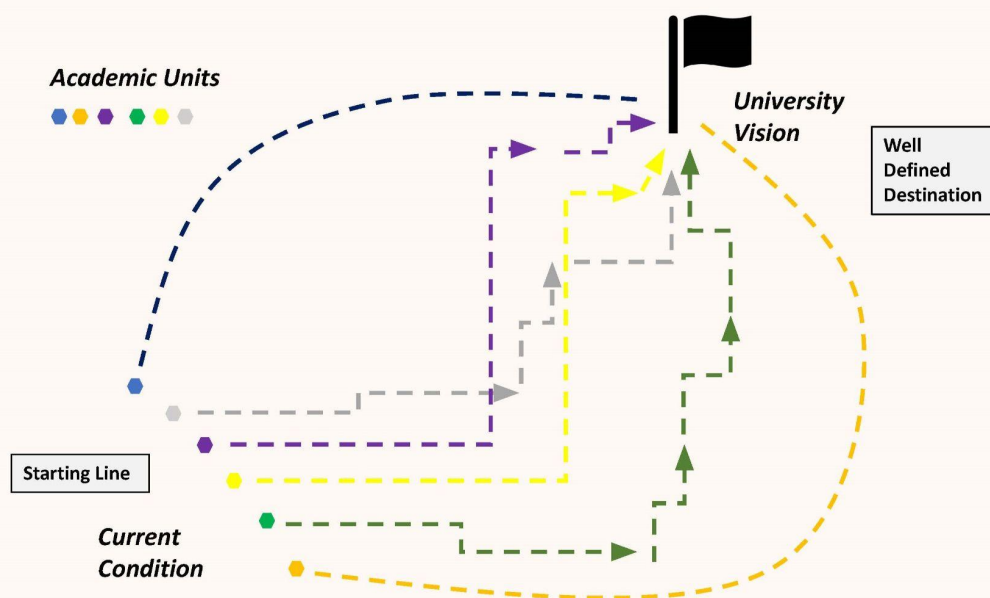
- **University's point of view:**
  - A system or platform to improve the quality of institution in line with the attainment of its vision
- **Units' point of view:**
  - Complicated and tedious system to follow
  - Tons of documents to create
  - Infringement of academic freedom



## IQA: Shared Path



## IQA: Shared Destination





#### 4. Towards a Future-Ready IQA System, by Mr. Johnson Ong Chee Bin



A future-ready IQA system is the way to go with Mr. Johnson. The IQA system design is dependent on contextual factors and we live in a VUCA world where disruptive events can happen at any time that are capable of shaking the grounds of the higher education landscape. The system to design IQA requires both outside-in (ecosystem) and inside-out (microsystem) approaches. Therefore, a future-ready IQA system will be one that has agility, accountability, collaboration, and autonomy.



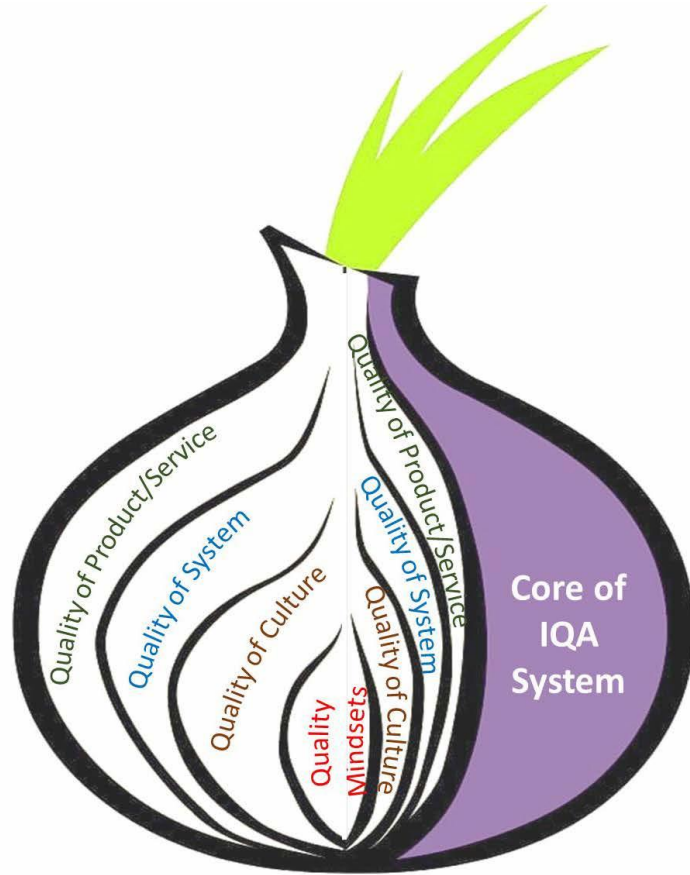
# Towards a Future-Ready IQA system

**AUN Internal Quality Assurance  
(IQA) System Design and  
Development Workshop**  
25 - 26 April 2023, Vietnam

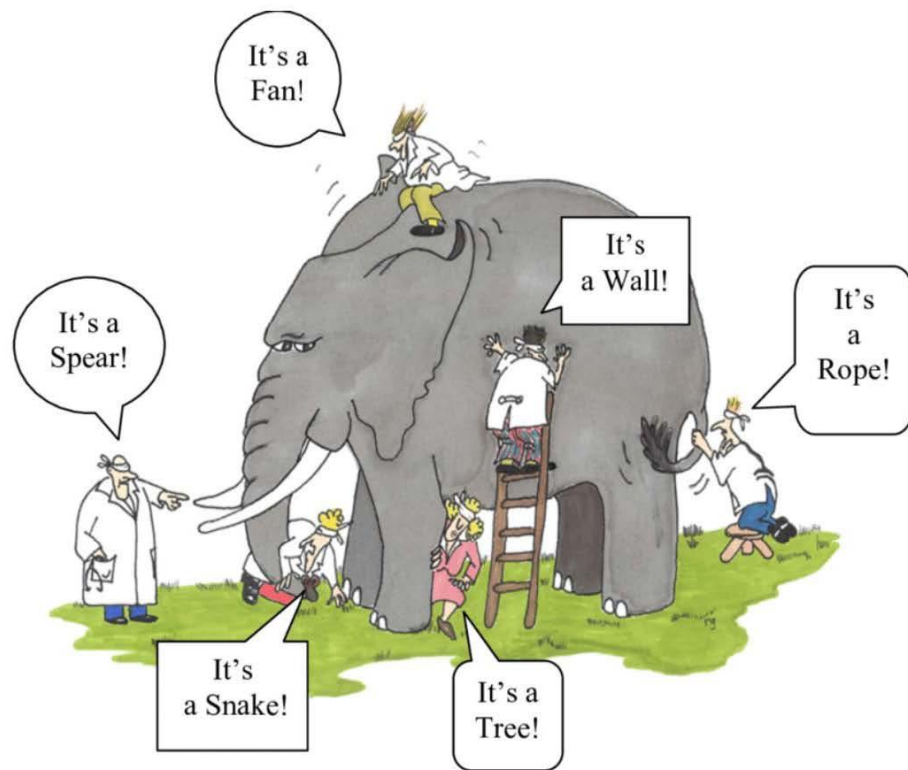
Mr. Johnson Ong Chee Bin  
Founder & Principal Consultant  
Education Quality International (eqi)











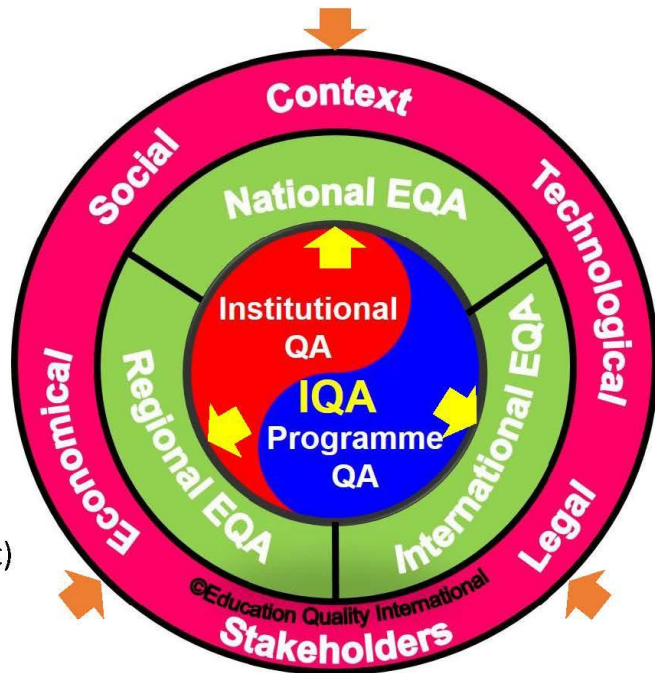
**We see things as we are!**



# The Ecosystem of QA

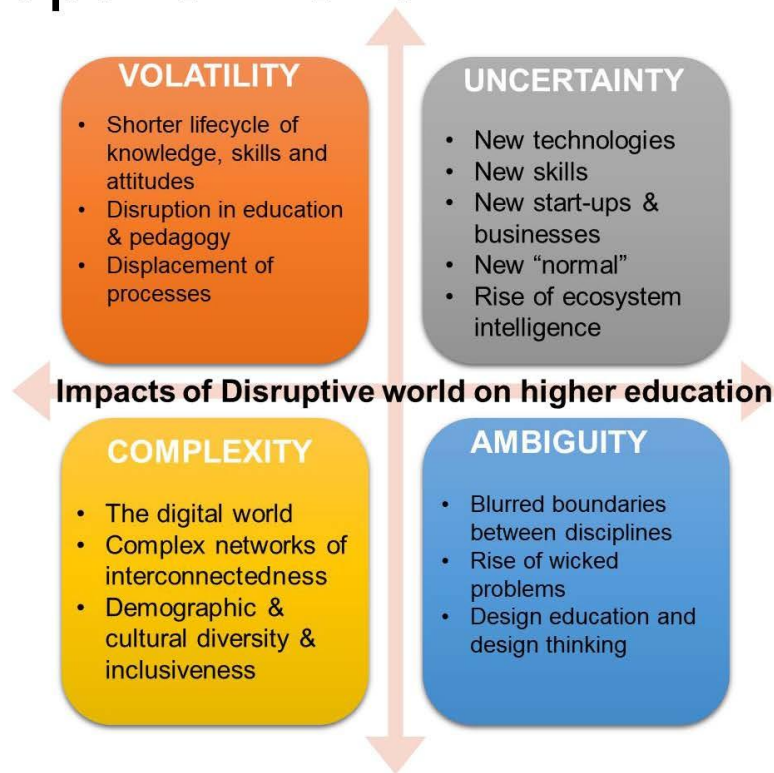
- The IQA system design is depended on the contextual factors and often mirror the EQA system if recognition through accreditation or certification is necessary.
- The approaches to design IQA system are:

- ➡ Quality for Purpose (Inside-out)
- ➡ Quality of Purpose (Outside-in)





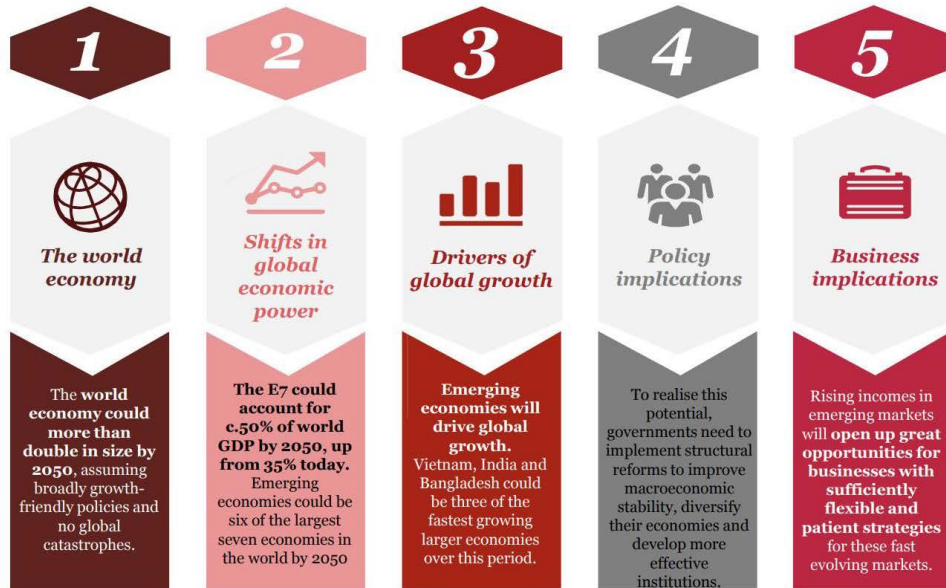
# Disruptive World





# World in 2050

## *The World in 2050: 5 key messages*



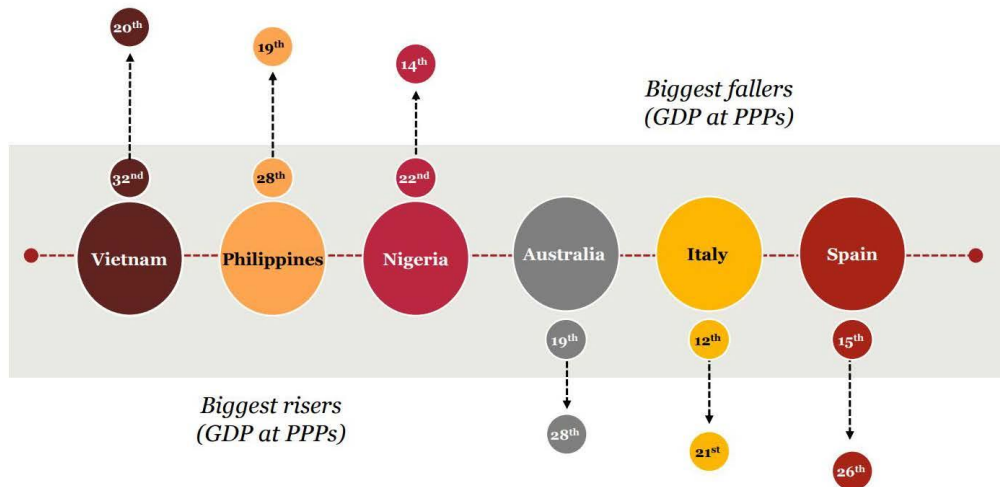
The World in 2050: How will the global economic order change?  
PwC

February 2017  
4



# World in 2050

*We expect to see some other emerging markets take centre stage by 2050, although this depends on long-term progress on structural reforms*







The World in 2050: How will the global economic order change?  
PwC

February 2017  
13

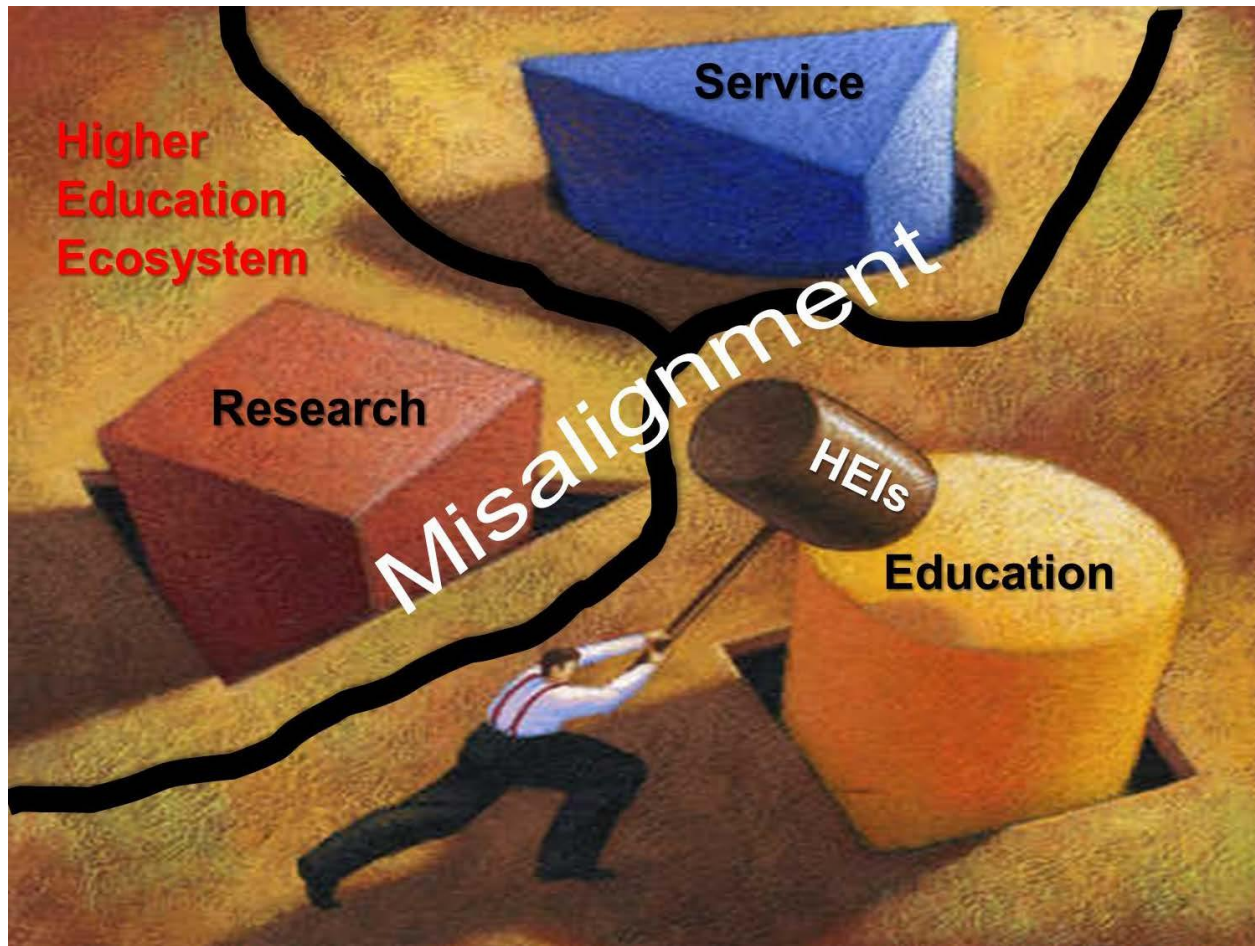


# Emerging Economies

Economic Pillar	Digital Economy	Green Economy	Care Economy	Industry 4.0
				
Emerging Domains	<ol style="list-style-type: none"> <li>1. AI, Data and Analytics</li> <li>2. E-commerce and Digital Marketing</li> <li>3. Cyber Security and Risk</li> <li>4. Cloud, Systems and Infrastructure</li> <li>5. Software Development</li> <li>6. Technology Application and Management</li> </ol>	<ol style="list-style-type: none"> <li>1. Environmental and Sustainability Management</li> <li>2. Green Infrastructure and Mobility</li> <li>3. Energy, Resource Circularity and Decarbonisation</li> <li>4. Sustainable Finance</li> </ol>	<ol style="list-style-type: none"> <li>1. Person-centred Care</li> <li>2. Collaboration with Stakeholders</li> <li>3. Teaching and Learning</li> <li>4. Health and Wellness</li> </ol>	<ol style="list-style-type: none"> <li>1. Advanced Manufacturing and Supply</li> <li>2. Industrial IoT, Robotics and Automation</li> <li>3. Product Innovation and Quality Management</li> <li>4. Additive Manufacturing, Advanced Materials and Processes</li> </ol>
Examples of Emerging Skills	<ul style="list-style-type: none"> <li>• Data Protection Management</li> <li>• Radio Frequency Engineering</li> <li>• Access Control Management</li> <li>• Computational Modelling</li> <li>• Data Storytelling and Visualisation</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Sustainability Management</li> <li>• Energy Management and Audit</li> <li>• Green Building Strategy Implementation</li> <li>• Sustainable Food Production Design</li> <li>• Design Sustainability and Ethics Management</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Experience Delivery</li> <li>• Change Management</li> <li>• Organisational Culture Development</li> <li>• Coaching and Mentoring</li> <li>• Health Promotion</li> </ul>	<ul style="list-style-type: none"> <li>• Additive Manufacturing</li> <li>• Predictive Maintenance</li> <li>• Automated Process Design</li> <li>• Product Design and Development</li> <li>• Data and Information Management</li> </ul>

Source: <https://www.myskillsfuture.gov.sg/content/portal/en/career-resources/career-resources/education-career-personal-development/skillsfuture-series.html#>







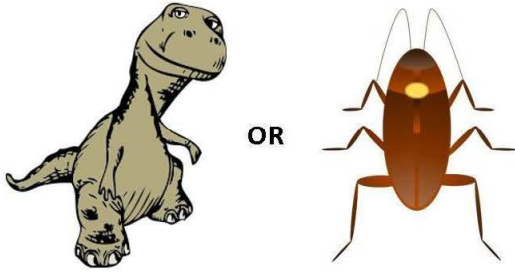
# Future-Ready IQA

- The IQA system design at both institutional and programme level is depended on the contextual factors of the ecosystem.
- The system to design IQA requires both outside-in (ecosystem) and inside-out (microsystem) approaches.





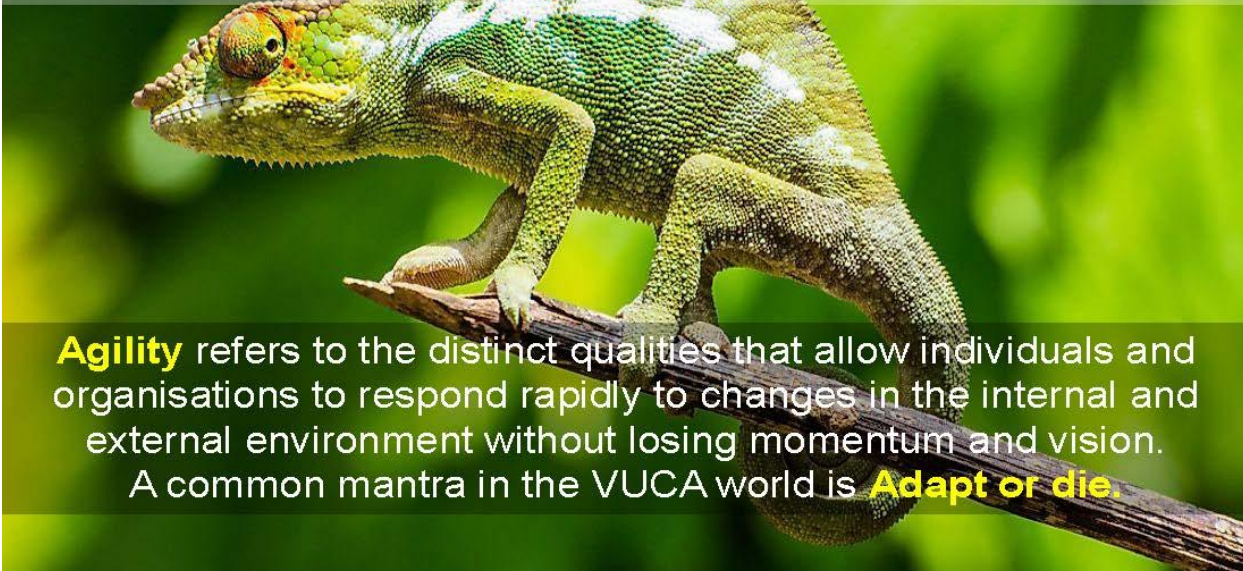
# Future-Ready IQA



Unlike Dinosaurs which went extinct, cockroaches are the most hardy and adaptative insects capable of tolerating a wide range of climates, from Arctic cold to tropical heat. They can live without food for a month and survive without their heads for a week.



“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the **most adaptable to change**.” Charles Darwin

A close-up photograph of a green chameleon with white stripes, perched on a thin, dark branch. The chameleon's body is covered in small, bumpy scales, and its large, independently moving eye is visible. The background is a soft, out-of-focus green, suggesting a natural habitat.

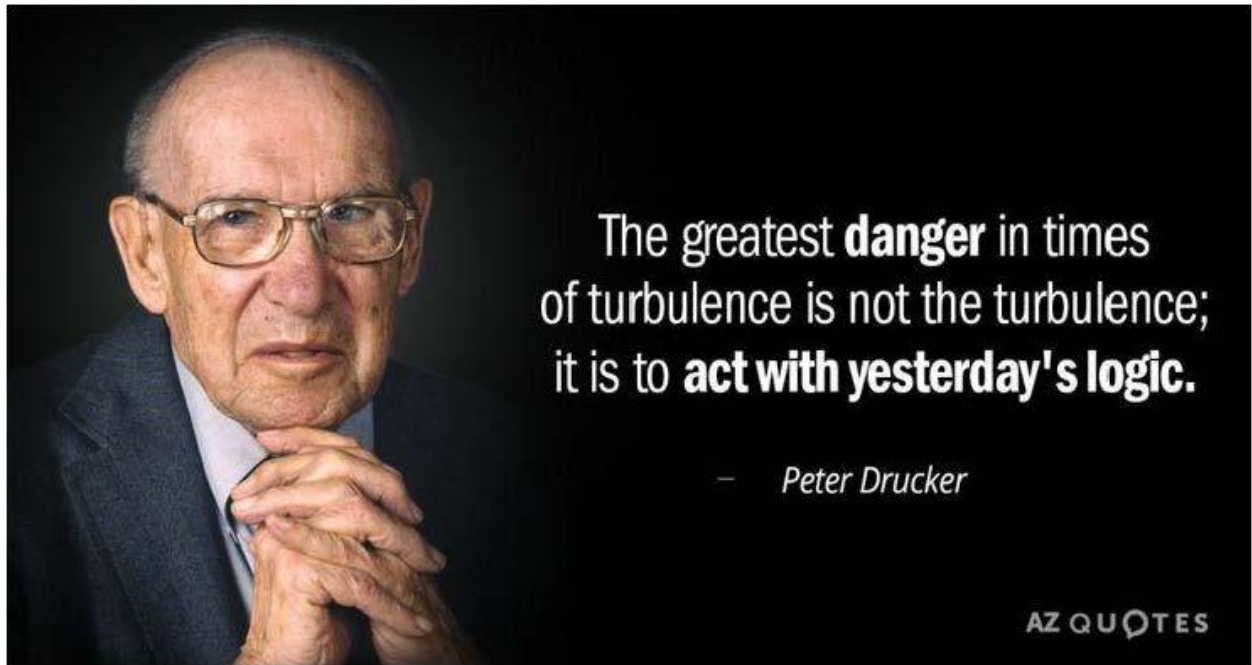
**Agility** refers to the distinct qualities that allow individuals and organisations to respond rapidly to changes in the internal and external environment without losing momentum and vision. A common mantra in the VUCA world is **Adapt or die**.



# Future-Ready IQA









**5. AUN-QA Internal Quality Assurance System Design and Development Workshop, by Assoc. Prof. Dr. Tan Kay Chuan**



Assoc. Prof. Dr. Tan emphasized on how the VUCA world is driving changes to higher education. Universities nowadays no longer only serve full-time and part-time students, but also more than millions of students dedicated to lifelong learning. Singaporean universities and the government must also continue strengthening relationships to maintain policies and engage in collaborative efforts. The universities are also engaged with the latest trends to enhance education in the best ways possible. Before closing off, he shared 5 factors that make universities successful.

1. Institutional Autonomy
2. Open to Talent
3. Invest in National Research
4. Global Connections
5. Education for Everyone: Full-Time, Part-Time, Lifelong Learners



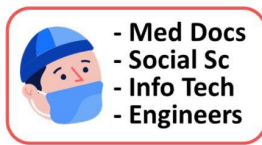
# AUN-QA Internal Quality Assurance System Design and Development Workshop

24 – 26 April 2023

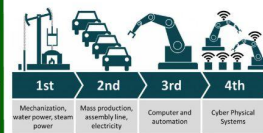
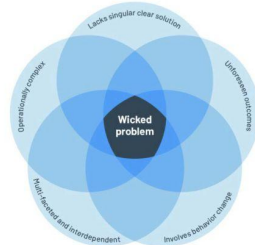
Assoc Prof Dr Tan Kay Chuan  
National University of Singapore

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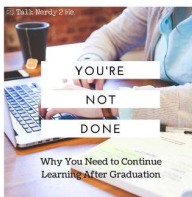
## VUCA World, Changes to Higher Education



**Wicked  
Problems**



**4<sup>th</sup> Industrial Revolution**



**Learn Life-Long**



**Digitalization Everywhere**

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## Singapore's Six Public Universities Serve...



**FT:**  
**80,000**  
**students**

**FT + PT:**  
**100,000**  
**students**



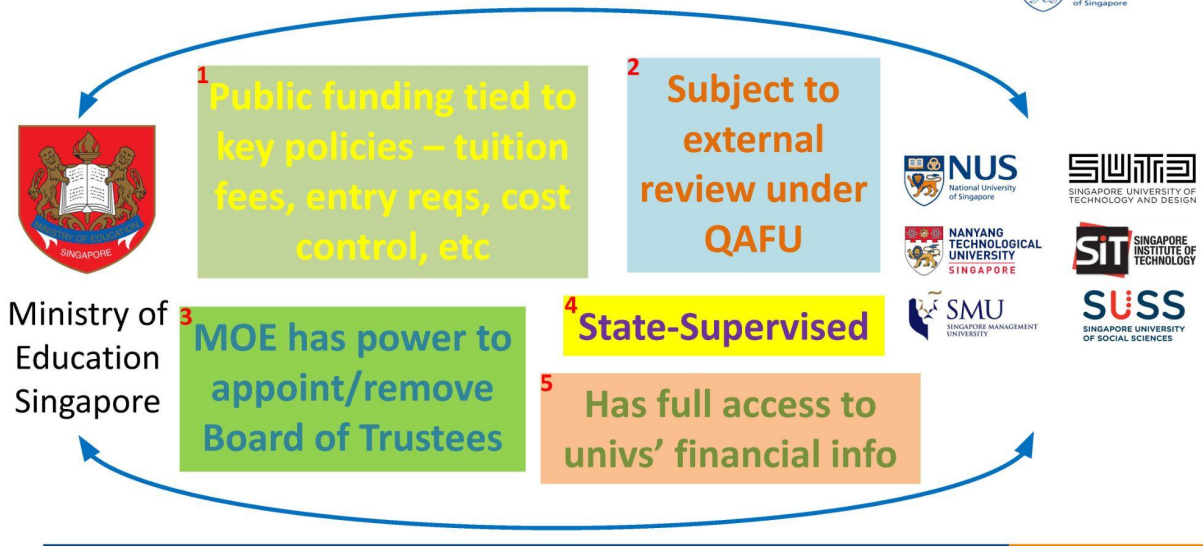
**FT + PT + LLL:**  
**1,000,000+**  
**students**



Source: <https://www.moe.gov.sg/post-secondary/overview/autonomous-universities/>

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## Singapore's Government-University Relation



Source: Governing Higher Education Institutions in Singapore: An Agency Framework

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# Singapore Universities Education Trends



## Stay rooted in Academics

Excellence in teaching pedagogy and research



## Global & Experiential

Residential and exchange programmes



## Industry Relevant

Internships, multi- and cross-disciplinary training



## Lifelong Learning

Continuing industry relevance, bite-size learning



## Entrepreneurial

Market needs, innovation, novel application

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# Factors that Make Universities Successful



**Institutional  
Autonomy**



**Open to Talent**



**Invest in National  
Research**

**Global  
Connections**



**Education for  
Everyone:  
FT + PT + LLL**

Source: <https://news.nus.edu.sg/five-ingredients-behind-the-success-of-singapores-universities/>

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## 6. HEI's QA Transition in Thailand, by Assoc. Prof. Dr. Kamolwan Lueprasert



Developing systems of any kind can be difficult and time consuming, but looking towards examples can often help expedite the process. In regards to this, Dr. Kamolwan provided an example by sharing the transition process of the QA system of HEIs in Thailand. QA systems in Thailand first began being under the Ministry of Education (OHEC) and transitioned to being under the Ministry of Higher Education, Science, Research, and Innovation (CHES). Afterwards, the IQA system transitioned from OHEC's QA system to the HEI's own QA system. EQA used to be from ONESQA but is now from an internationally recognized agency that is approved by CHES. Eventually, the QA system has transformed from rule-based to an outcome based system. Now, programmes that were acknowledged by OHEC have transitioned to being accredited and assessed by CHES.



# HEI's QA Transition in Thailand

Kamolwan Lueprasert

## Transition in Thailand

From Ministry of Education (OHEC) to Ministry of Higher Education, Science, Research and Innovation (CHES).

IQA: From OHEC's QA to HEI's QA system  
EQA: From ONESQA to int'l recognized agency (approved by CHES).

Rule-based to Outcome-based

Program Acknowledgement by OHEC to  
Program Accreditation and Assessment by CHES.



## Higher Education Act 2019 (2562 B.E.)

Section 54	<ul style="list-style-type: none"> <li>HEI offers programs approved by its Council and the program must at least meet the std.</li> </ul>
Section 55	<ul style="list-style-type: none"> <li>HEI Council must inform the approved programs to CHES. CHES are responsible to perform accreditation</li> </ul>
Section 56-57	<ul style="list-style-type: none"> <li>Program accreditation and assessor appointment by CHES.</li> </ul>
Section 62	<ul style="list-style-type: none"> <li>HEI shall establish QA System to improve quality and std</li> </ul>
Section 63	<ul style="list-style-type: none"> <li>HEI shall conduct IQA and inform to CHES as EQA data</li> </ul>
Section 64-66	<ul style="list-style-type: none"> <li>EQA shall be conducted by recognized agency. EQA results shall be reported to CHES</li> </ul>

## Program Accreditation Regulation 2022 (2565 B.E.)

### 5 Principles

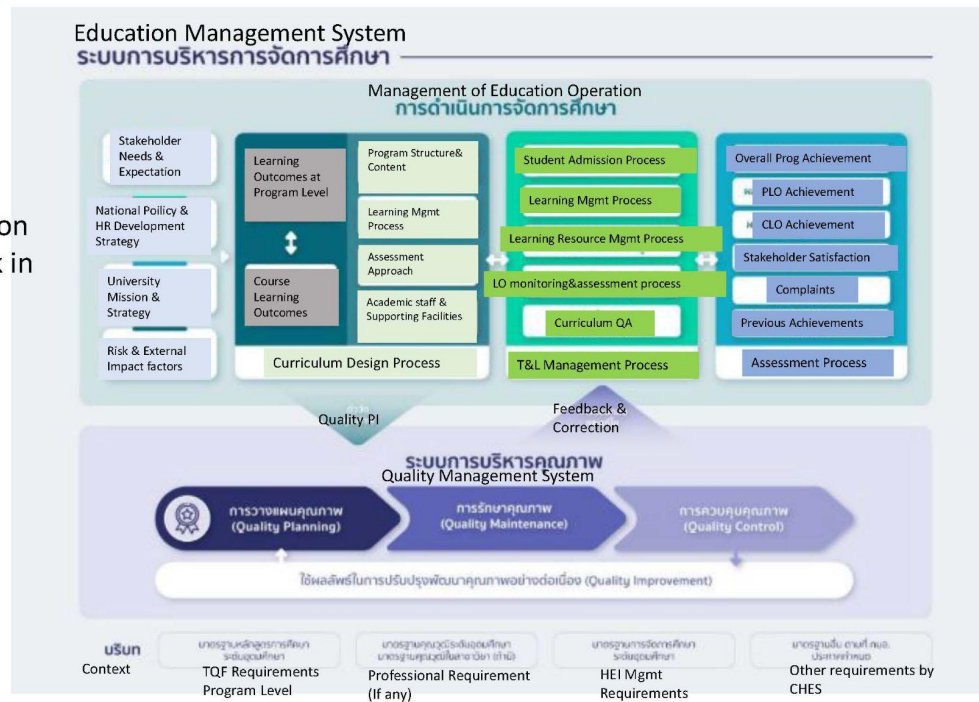


### 3 Concepts

- Program is designed :
  - Response to needs of stakeholders
  - Compliance w/ Na'tl Stds
  - Compliance w/ HE QF, Prof req. (if any), or Accredited Int'l Std.
- Quality Planning, Maintenance & Control according to the 5 principles
- Graduates attain all specified LOs in the program



Program Accreditation Framework in Thailand





# 7 WAYS INTERNAL QUALITY ASSURANCE is a lever for change

IQA plays a crucial role in identifying needed changes for quality improvement and greater employability. While academics are at the heart of IQA, it also requires the involvement of administrators, students, and national and institutional policy-makers.

<https://www.iiep.unesco.org/en/internal-quality-assurance-lever-change-4871>,  
Feb 2019



## Considerations





**7. AUN Internal Quality Assurance (IQA) System Design and Development Workshop, by Dr. Robyn Phillips**



Dr. Robyn presented to the participants strong considerations and ways to promote an inclusive IQA culture. University plans, policies and procedures contribute to the IQA framework. These need to be innovative, flexible, progressive and fit-for-purpose now and the future. It is a process of continuous improvement, of reviews and follow up. It can be viewed as a cyclical system. In terms of promoting an IQA culture, there must be shared responsibility across the institution. Staff participation must be encouraged and QA needs to be a valued part of all institutional activities. Individuals have to stay informed and inform others as well. Data can also be effective in informing the knowledge needed, however keep in mind that the data is only as good as the question that is asked.





**AUN**  
Internal Quality Assurance (IQA)  
System Design and Development Workshop

**24<sup>th</sup> - 26<sup>th</sup> April 2023**

**PRESENTED BY**  
Dr. Robyn Phillips,  
XBorder Projects

**ORGANISED BY**




**HOSTED BY**



## Considerations

- The concept of 'quality' in higher education is a contested one. The notion of 'quality' is multidimensional, and what represents 'quality' can differ across the varied stakeholders based on their interests and needs.
- Quality assurance is widely accepted as *the process for assuring quality*. 'Systematic, structured and continuous attention to quality in terms of quality maintenance and improvement' (Vroeijenstijn, 1995).
- University plans, policies and procedures contribute to the IQA framework. These need to be innovative, flexible, progressive and fit-for-purpose now, while also being considerate of the future.
- It is important for strong and integrated policy linkages to employment and industry which contribute to the national economy (UNESCO *Education 2030*).
- An understanding of the of macro policy environment is important for successful implementation of IQA by practitioners in universities.
- It is a process of continuous improvement, of reviews and follow up. It can be viewed as a cyclical system: *Plan, Implement (Act), Review, Improve*.





## Considerations



- External referencing is a widely accepted feature of quality assurance in higher education. Comparing quality controls with others within or beyond the institution is important. Benchmarking and peer review are common methods of external referencing.
- Quality assurance has developed as a nationally bounded system. Such an approach however is no longer fit-for-purpose. Globalisation, internationalisation, and technological developments have created an environment where 'education mobility' is expected.
- Different modes of delivery now need to be considered in IQA systems. Varied teaching locations of higher education providers also need to show equivalence in quality outcomes being achieved from one teaching site to another.

## Promoting an Inclusive Culture of IQA

### SHARED RESPONSIBILITY

- Quality assurance implementation requires leadership and knowledgeable "Champions".
- In encouraging staff participation, be a 'Team Leader' as well as a 'Team Member'.
- It is a shared responsibility across the institution. QA needs to be an embedded and a valued part of all institutional activities (organisational and academic).
- Institutional frameworks require clear indications on roles and who is 'responsible' for quality and improvement in teams across the institution.

### INDIVIDUALS

- As a champion be informed as well as informing. Keep up to date on domestic and global trends in QA.
- Talk 'with' staff not 'to them'. Empower them as part of the process.
- Understand what's in it for them?
- How does it help their performance? (Good outcomes and rewards, career progression...) Understand how it will affect them i.e., workloads.
- Follow up is important to demonstrate to individuals that their input has been valuable.
- A clear and well-timed process for communication to staff is needed.

### DATA INFORMED

- Understand what data can help improved performance.
- Data collection and analysis is *only as good as the question asked*.
- Level of expertise required in determining what data to collect for analysis.
- Involve others in identifying what data to collect.



## Appendix VIII: Photo Gallery

























































