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)
24–26 April 2023

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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 Dhirathil, 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 personnel 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 Vietnam 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. Glória 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.

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

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<td>Institutional Capabilities</td>
<td>- Establish university data office for more efficient IQA system and to allow data-based decision making (G1)</td>
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<td>-</td>
<td>- Build the IQA information system: QA handbook, short instructional videos to deliver policies, etc. (G1,2,3,5)</td>
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<td>Behavior</td>
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<td>Relationships</td>
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<td>Condition</td>
<td>-</td>
<td>- Propose MOET to create a national platform to input data for benchmarking (G2)</td>
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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

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<td>Mindset</td>
<td>- Integrate QA philosophy to all activities/QA tasks integrated into the job description and clear QA procedures/regulations (G3)</td>
<td>- 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)</td>
<td>- A financial regulation at national level to facilitating QA activity (G5)</td>
<td>- 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)</td>
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<tr>
<td>Behavior</td>
<td>-</td>
<td>- To introduce transparent regulations to enhance quality culture in the Institution (G1)</td>
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<tr>
<td>Institutional Capabilities</td>
<td>-</td>
<td>- Regulations on University’s structure and operations (G4) - 81/ National Decree (G4)</td>
<td>- Funds for QA activities and quality improvement (G4)</td>
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<td>Relationships</td>
<td>-</td>
<td>- Circulars on Accreditations (04&amp;12) (G4)</td>
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<tr>
<td>Condition</td>
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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

<table>
<thead>
<tr>
<th></th>
<th>Organizational tool</th>
<th>Authoritative tool</th>
<th>Financial tool</th>
<th>Informational Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindset</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Behavior</td>
<td>-</td>
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</tr>
<tr>
<td>Institutional Capabilities</td>
<td>- Long-term, medium-term QA strategy plan with seamless transition between terms (G3)</td>
<td>-</td>
<td>- Sustainable funding for formulation of QA strategy plan (G3)</td>
<td>- Diffusion of the University's achievement on QA (G4)</td>
</tr>
<tr>
<td>Relationships</td>
<td>- 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)</td>
<td>-</td>
<td>- Financial supports for events and activities to connect and work with stakeholders</td>
<td>-</td>
</tr>
<tr>
<td>Condition</td>
<td>- Expanding international QA network (G1) - Learn from international QA good practices (G1) - To do regional and international benchmarking (G1)</td>
<td>-</td>
<td>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)</td>
<td>-</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Organizational tool</th>
<th>Authoritative tool</th>
<th>Financial tool</th>
<th>Informational Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mindset</strong></td>
<td>- Establish mechanism to show that staff input is valuable (G2) - Integrate QA philosophy to all activities/QA tasks integrated into the job description and clear QA procedures/regulations (G3) - Build incentives/promotion policy (G4)</td>
<td>- Appraisal Policies to all staff who participate in university activities, especially in QA (G2)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>- Professional development, establishing KPIs, and more technical support to establish a quality culture (G3,4) - Make the detailed work plan and KPI for all staff (G2) - Track KPIs and use dashboards to improve performance evaluation (G5) - Implement QA competency framework with an emphasis on teamwork and collaboration (G5) - QA office to monitor QA practices and approve some important processes (G3)</td>
<td>- Performance Evaluation Guidelines (G5) - Implementing good policy to human resources (G5)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Institutional Capabilities</strong></td>
<td>- Empower the monitoring unit for more efficient and responsible HR (G1) - Create a healthy and friendly environment for the staff to be able to exchange information and carry out activities (G2,3) - Long-term, medium-term strategy plan with appropriate and sustainable funding/seamless transition between terms (G3,4)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Condition</strong></td>
<td>- Foster good talent management for talent retention (G3)</td>
<td>-</td>
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</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Organizational tool</th>
<th>Authoritative tool</th>
<th>Financial tool</th>
<th>Informational Tool</th>
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<tbody>
<tr>
<td>Mindset</td>
<td>-</td>
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<tr>
<td>Behavior</td>
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<tr>
<td>Institutional Capabilities</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Relationships</td>
<td>-</td>
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</tr>
</tbody>
</table>
| 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:
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.
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.
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

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>08.30 - 09.00</td>
<td>Reception and Registration</td>
</tr>
<tr>
<td><strong>Workshop 1: Vietnamese Higher Education Sector - Towards World Class Standards (Breakout Session)</strong></td>
<td></td>
</tr>
<tr>
<td>09.00 - 09.30</td>
<td>Workshop 1: Trigger Presentation &amp; Workshop Introduction</td>
</tr>
<tr>
<td></td>
<td>Topic: Educational Challenges in Vietnamese Universities: Lesson Learned from AUN-QA Programme Assessment</td>
</tr>
<tr>
<td>09.30 - 11.00</td>
<td>Workshop 1: Problem Identification Session</td>
</tr>
<tr>
<td></td>
<td>Outputs: Causes that hinder the development of Vietnamese Higher Education Institutions towards World Class Universities</td>
</tr>
<tr>
<td>11.00 - 11.15</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>11.15 - 12.30</td>
<td>Workshop 1: Root Cause Mapping</td>
</tr>
<tr>
<td></td>
<td>Outputs: Diagrams showing the interlink between the major causes</td>
</tr>
<tr>
<td>12.30 - 13.30</td>
<td>Lunch</td>
</tr>
<tr>
<td>13.30 - 14.30</td>
<td>Workshop 1: Big Picture Analysis</td>
</tr>
<tr>
<td></td>
<td>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)</td>
</tr>
<tr>
<td>14.30 - 14.45</td>
<td>Coffee Break</td>
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<tr>
<td>14.45 - 16.00</td>
<td>Workshop 1: Analysis Session</td>
</tr>
<tr>
<td></td>
<td>● Analyze and write rudimentary suggestion how to change</td>
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<td></td>
<td>● Identify pattern of change preferred by each group</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>08.30 - 09.00</td>
<td>Reception</td>
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</table>

**Plenary Session**
Venue: Trần Chí Đạo Hall

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
</table>
| 09.00 - 09.15| **Opening Session**  
  • Assoc. Prof. Dr. Pham Quoc Khanh, Deputy General Director of VQA, Ministry of Education and Training of Viet Nam (MOET)  
  • Assoc. Prof. Dr. Nguyen Minh Tam, Vice Chancellor, Vietnam National University Ho Chi Minh City (VNUHCM)  
  • Choltis Dhirathiti, PhD, Executive Director of ASEAN University Network |
| 09.15 - 09.30| **Photo Session**                                                   |
| 09.30 - 10.05| **Trigger Presentations** (5 minutes per speaker)                   |

**Moderator:** Choltis Dhirathiti, PhD

**Speakers:**
- Dr. Gloria Gonzalez Anadon, President of AQU Special commission for the Certification of IQAs Implementation, University Autonoma of Barcelona
- Dr. Miquel Vidal, Dean, Faculty of Chemistry, University of Barcelona
- Prof. Dr. Satria Bijaksana, AUN-QA Council Member, Institut Teknologi Bandung
- Mr. Johnson Ong Chee Bin, Founder of Education Quality International (EQI)
- Assoc. Prof. Dr. Tan Kay Chuan, AUN-QA Technical Team, National University of Singapore
- Assoc. Prof. Dr. Kamolwan Lueprasert, Special Advisor to AUN Executive Director, King Mongkut's University of Technology North Bangkok
- Dr. Robyn Phillips, Director of XBorder Projects

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>10.05 - 10.30</td>
<td><strong>Workshop 2: Introduction</strong></td>
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</table>

**Moderator:** Choltis Dhirathiti, PhD

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>10.30 - 10.45</td>
<td>Coffee Break &amp; Room Distribution</td>
</tr>
</tbody>
</table>
Workshop 2: Making IQA System that Works - Generating Changes for Vietnamese Higher Education (Breakout Session)

Outputs: IQA change and implementation matrix discussed and filled-in by Participants in each group with experts as resource persons

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>10.45 - 12.00</td>
<td>Workshop 2: Addressing Behavior and Mindset Challenges</td>
</tr>
<tr>
<td>12.00 - 13.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>13.00 - 14.00</td>
<td>Workshop 2: Improving Institutional Capabilities and Relationships</td>
</tr>
<tr>
<td>14.00 - 14.15</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>14.15 - 15.30</td>
<td>Workshop 2: Developing Solutions at the Macro Level</td>
</tr>
<tr>
<td>15.30 - 16.30</td>
<td>Workshop 2: Compiling Answers &amp; Conclusion</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>08.30 - 09.00</td>
<td>Reception</td>
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</tbody>
</table>

Plenary Session
Venue: Trần Chí Đạo Hall

Workshop 3: Way forward for Vietnamese Higher Education Institutions (Plenary Session)

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>09.00 - 10.00</td>
<td>Workshop 3: Presentation of Changes and Implementation (Output of Workshop 2)</td>
</tr>
<tr>
<td></td>
<td>Description: Each group to present their idea on the changes required for the redesigned IQA System generated on Workshop 2 (10 minutes)</td>
</tr>
<tr>
<td>10.00 - 10.30</td>
<td>Workshop 3: Prioritizing Changes for the Better IQA System in Vietnamese Higher Education Institutions</td>
</tr>
<tr>
<td></td>
<td>Moderator: Choltis Dhirathiti, PhD</td>
</tr>
<tr>
<td></td>
<td>Outputs: Quantitative prioritization of the changes required for the redesigned IQA System</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
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<tr>
<td>10.30 - 11.00</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>11.00 - 12.00</td>
<td><strong>Workshop 3: Way forward for Vietnamese Higher Education Institutions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Moderator:</strong> Choltis Dhirathiti, PhD</td>
</tr>
<tr>
<td></td>
<td><strong>Outputs:</strong> Detailed recommendations on the draft AUN-IQAS (Internal Quality Assurance System) that can be piloted in Viet Nam</td>
</tr>
<tr>
<td>12.00 - 12.15</td>
<td><strong>Closing Session</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Assoc. Prof. Dr. Pham Quoc Khanh,</strong> Deputy General Director of VQA,</td>
</tr>
<tr>
<td></td>
<td>Ministry of Education and Training of Viet Nam (MOET)</td>
</tr>
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<td></td>
<td>- <strong>Assoc. Prof. Dr. Vu Hai Quan,</strong> Chancellor, Vietnam National University</td>
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<tr>
<td></td>
<td>Ho Chi Minh City (VNUHCM)</td>
</tr>
<tr>
<td></td>
<td>- <strong>Choltis Dhirathiti, PhD,</strong> Executive Director of ASEAN University</td>
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<tr>
<td></td>
<td>Network</td>
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<tr>
<td>12.15 - 13.30</td>
<td>Lunch</td>
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</table>
Appendix II: List of Participants

<table>
<thead>
<tr>
<th>No</th>
<th>Full Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Nguyen Ha Vu</td>
<td>University of Economics Ho Chi Minh city</td>
</tr>
<tr>
<td>2</td>
<td>Assoc. Prof. Dr. Nguyen Thanh Lam</td>
<td>Lac Hong University</td>
</tr>
<tr>
<td>3</td>
<td>LLM. Tran Hong Hanh</td>
<td>Viet Nam National University Ha Noi- University of Law</td>
</tr>
<tr>
<td>4</td>
<td>PGS.TS. Nguyen Tat Toan</td>
<td>Nong Lam University</td>
</tr>
<tr>
<td>5</td>
<td>PhD. Vo Dai Nhat</td>
<td>Ho Chi Minh City University of Technology (HCMUT) - Vietnam National University HCMC</td>
</tr>
<tr>
<td>6</td>
<td>Assoc. Prof. Dr. Tran Thien Phuc</td>
<td>Ho Chi Minh City University of Technology (HCMUT) - Vietnam National University HCMC</td>
</tr>
<tr>
<td>7</td>
<td>M.A.Ed. Phan Minh Nhat</td>
<td>Can Tho University</td>
</tr>
<tr>
<td>8</td>
<td>Dr. Nguyen Quoc Chinh</td>
<td>VNUHCM</td>
</tr>
<tr>
<td>9</td>
<td>Nguyễn Anh Vũ</td>
<td>University of Medicine and Pharmacy at HoChi Minh City, Vietnam</td>
</tr>
<tr>
<td>10</td>
<td>MA. Nguyen Thi Trieu</td>
<td>Ton Duc Thang University</td>
</tr>
<tr>
<td>11</td>
<td>Vo Ngan Tho</td>
<td>Ton Duc Thang University</td>
</tr>
<tr>
<td>12</td>
<td>Assoc. Prof. Dr Nguyen Van Hung</td>
<td>University of Transport and Communications</td>
</tr>
<tr>
<td>13</td>
<td>Assoc. Prof. PhD. Hoang Phan Hai Yen</td>
<td>Vinh university</td>
</tr>
<tr>
<td>14</td>
<td>Assoc.Prof.Dr. Pham Huy Tuan</td>
<td>Ho Chi Minh City University of Technology and Education</td>
</tr>
<tr>
<td>15</td>
<td>Trinh Thi My Hien</td>
<td>University of Information Technology - HCMVNU</td>
</tr>
<tr>
<td>16</td>
<td>Ngo Van Thuyen</td>
<td>HCMC University of Technology and Education (HCMUTE)</td>
</tr>
<tr>
<td>17</td>
<td>Dr. Nguyen Hoang Tu Anh</td>
<td>University of Information Technology - HCMVNU</td>
</tr>
<tr>
<td>18</td>
<td>LÊ VŨ NAM</td>
<td>VNUHCM - University of Economics and Law</td>
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**Representatives from the Ministry of Education and Training (MOET)**

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<td>Assoc. Prof. Dr. Phạm Quoc Khánh</td>
<td>Deputy General Director of VQA–MOET</td>
</tr>
<tr>
<td>82</td>
<td>Ms Trần Bích Hue</td>
<td>Deputy Head in charge of Division VQA</td>
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### Representatives from Viet Nam Accreditation Centers

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### Resource persons and Experts

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<td>Dr. Glòria González Anadón</td>
<td>President of AQU Special commission for the Certification of IQAs Implementation, University Autònoma de Barcelona</td>
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<td>90</td>
<td>Dr. Miquel Vidal</td>
<td>Dean of the Chemistry Faculty, University of Barcelona</td>
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<td>91</td>
<td>Dr. Robyn Phillips</td>
<td>Director of XBorder Projects</td>
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<td>92</td>
<td>Assoc. Prof. Dr. Tan Kay Chuan</td>
<td>AUN-QA Technical Expert</td>
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<td>93</td>
<td>Mr. Johnson Ong Chee Bin</td>
<td>AUN-QA Technical Expert, Founder and Principal Consultant of Education Quality International (EQI)</td>
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<td>94</td>
<td>Dr. Kamolwan Lueprasert</td>
<td>Special Advisor to AUN Executive Director</td>
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<td>95</td>
<td>Dr. Satria Bijaksana</td>
<td>Deputy Chairperson of AUN-QA Council</td>
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### AUN Secretariat

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<td>97</td>
<td>Mr. Korn Rattanagosoom</td>
<td>Chief Strategy Officer and AUN Secretariat Office's First Officer</td>
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<td>98</td>
<td>Ms. Ing-orn Jeerararuensak</td>
<td>Chief of AUN-QA and Senior Programme Officer</td>
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<td>99</td>
<td>Mr. Chawanvit Panprasert</td>
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<td>100</td>
<td>Ms. Soranee Chuyingsakultip</td>
<td>Programme Officer and Aide to Chief of AUN-QA</td>
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<td>Ms. Benyasiri Eimviriyapong</td>
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<td>Mr. Patitin Lertnaikiat</td>
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Appendix III: Educational Challenges for Vietnamese Higher Education: Lessons Learned from AUN-QA Programme Assessment

EDUCATIONAL CHALLENGES FOR UNIVERSITIES IN VIETNAM

LESSONS LEARNED FROM AUN-QA PROGRAMME ASSESSMENTS

OVERVIEW

01 Learning deliveries  
02 Student assessments  
03 Learning and research ecosystem

04 Data management and usage  
05 Human resources (HR)  
06 English

07 Student competency (KSA)  
08 Stakeholder/community engagement  
09 Internationalization
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

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
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

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)

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

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

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

1. Inconsistent program specifications to attract international student intake and collaboration from academic staff
2. Insufficient internationalization efforts (i.e., 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.
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?

OBSACLE

CAUSE (A.1)

CAUSE (B.1)
CAUSE (B.2) CAUSE (B.3) CAUSE (B.4) CAUSE (B.5)
for example:

Poverty Problem

Social
- Opportunity
- Public Health
- Family Background
- Environment
- Wealth Distribution
- Basic Infrastructure
- Resource
- Agriculture
- Government Policy
- Communication
- Inequality
- Conflicts

Economics
- Richness
- Climate
- Management
- Geography
- Connectivity
- Health
- Financial
- Social Status
- Government Budget

Education
- Lack of knowledge
- Budget
- Policies
- Equality
- Clarity
- Appropriateness
- Consistency

Politics
- Change of policies
- Change of government
- Conflicts

Policy
- Motivation
- Safety
- Family
- Sacrifice

Government
- Budget
- Consistency
- Ethics

Health
- Rural
- Environment
- Urban

Lifestyle
- Belief

For example:

Poverty Problem

Social
- Opportunity
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Government
- Budget
- Consistency
- Ethics

Health
- Rural
- Environment
- Urban

Lifestyle
- Belief
4.
IDENTIFY THE Vicious Circle

“Obstacles don’t exist in a vacuum. We must identify the entire cycle of the problem before solving one.”
for example:

Poverty Problem
5. FIND CONNECTION BETWEEN THE VICIOUS CIRCLES

AND MAKE A "SYSTEMS DIAGRAM"

the vicious circle of poverty
“Key is to show the underlying structure behind the obstacles

What can be the root causes?"
6. PICK AND CHOOSE THE MOST CRUCIAL KEY CAUSES

EXAMPLE

Lack of opportunities → Emigration
Lack of knowledge → Permanent jobs
Temporary jobs → Lack of income
Lack of income → Mismanagement
Mismanagement → Unemployment
Unemployment → Low efficiency
Low efficiency → Deforestation
Deforestation → No jobs
No jobs → Lack of training
Lack of training → Education
Education → Government policy
Government policy → Political problems
Political problems → Bad economy
Bad economy → Debt
Debt
Now we have understood the SYSTEM of the problem...

NEXT STEPS

*in the next session*
Results from Day 1

GROUP 1

[Diagram with nodes and arrows indicating relationships between concepts such as 'Resource', 'Capacity of Training Agency', 'Fear of Violation', 'Leader', 'Policy Maker', 'Training System', and others.]
GROUP 5

GROUP 6
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)

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.

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<th>Mindset</th>
<th>Behavior</th>
<th>Institutional Capabilities</th>
<th>Relationships</th>
<th>Condition</th>
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<td>Authoritative Tool</td>
<td>Financial Tool</td>
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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 shape the higher education system.

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 #....

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- 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

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<tr>
<td>Institutional Capabilities</td>
<td>Solution → Outcome</td>
<td>Solution → Outcome</td>
<td>Solution → Outcome</td>
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<tr>
<td>Relationships</td>
<td>Solution → Outcome</td>
<td>Solution → Outcome</td>
<td>Solution → Outcome</td>
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<tr>
<td>Condition</td>
<td>Solution → Outcome</td>
<td>Solution → Outcome</td>
<td>Solution → Outcome</td>
<td>Solution → Outcome</td>
</tr>
</tbody>
</table>

1. 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.
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.
Appendix V: System Diagrams

**GROUP 1**

**GROUP 2 (1)**
Appendix VI: Proposed Solutions

0. Improper government policy addressing IA (1a)
1. Leadership and academic staff does not support QA (institutional level)
2. Lack of comprehensive QA platform, processes, indicators tools, data information, survey, responsibility
3. Lack of proper national regional and international benchmarking, involving mission
4. Lack of resources human, financial and infrastructure

<table>
<thead>
<tr>
<th>Organizational Tool</th>
<th>Authoritative Tool</th>
<th>Financial Tool</th>
<th>Information Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindset</td>
<td>To encourage MOET (or) and ministries, university council or board of trustees to come up with supportive resolutions. To change the mindset of top leaders to support QA.</td>
<td>MOET to introduce policies that encourage (prevalence or return to) support QA.</td>
<td>More budget obligation for QA activities</td>
</tr>
<tr>
<td></td>
<td>To enhance the understanding of the systems. To encourage change initiatives toward QA activities.</td>
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<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Involve external QA experts to their university (staff and top management) to change staff focus on IQA</td>
<td>MOET to have clear regulations/guidelines for all systems.</td>
<td>More benchmarking for IQA activities.</td>
</tr>
<tr>
<td></td>
<td>To introduce transparent regulations to enhance quality culture in the institution.</td>
<td>Networking staff for IQA initiatives and practices</td>
<td>Increase benchmarking to learn good practices from new partners</td>
</tr>
<tr>
<td>Institutional Capabilities</td>
<td>To increase university-external staff linkages to increase innovation and dissemination activities</td>
<td>To increase the visibility of the university to external staff for more opportunities.</td>
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</tr>
<tr>
<td></td>
<td>To make IQA handbook or guidelines (or) stronger, by re-including the role and responsibilities of staff, role and responsibilities of staff and leadership in IQA.</td>
<td>Monetary reward for all and external academia for enhancement of IQA commitment.</td>
<td>To acquire additional funding from industry and alumni</td>
</tr>
<tr>
<td>Relationships</td>
<td>To make IQA handbook or guidelines (or) stronger, by re-including the role and responsibilities of staff. To standardize the structure and information flow.</td>
<td>To make IQA handbook or guidelines (or) stronger, by re-including the role and responsibilities of staff.</td>
<td>To foster the creation of national committees that benchmarking for international benchmarking</td>
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<tr>
<td>Condition</td>
<td>To improve the national IQA network (to learn from international good practices and regional benchmarking)</td>
<td>To change some outdated policies (e.g., local institutional level) for more international exposure of services.</td>
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(Solutions by Group 1)

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<thead>
<tr>
<th>Organization Tool</th>
<th>Authoritative Tool</th>
<th>Financial Tool</th>
<th>Information Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind set</td>
<td>Organize a regular series of workshop on IQA*</td>
<td>Appraisal Policies to all staff who participate in QA activities</td>
<td>Plan budget for inviting experts annually to train staff** (POV of head of department)</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Make the detailed work plan and KPI for all staff</td>
<td>Make QA as one of the strategy in the university strategic planning</td>
<td>Reward for good teaching based on student survey</td>
</tr>
<tr>
<td>Institutional Capabilities</td>
<td>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</td>
<td>Consider following ISO policy</td>
<td>Sending staff to seminar, workshops, and training in QA</td>
</tr>
<tr>
<td>Relationships</td>
<td>Conduct surveys to collect opinions, suggestions, and recommendations from stakeholders to renovate the policy or adjust the policy appropriately</td>
<td>Alumni organization (rules/process on operation and contribution that consists of giving feedback and funding for QA activity)</td>
<td>Budget for IQA team to visit other local and international institutions to study their QA best practices</td>
</tr>
<tr>
<td>Condition</td>
<td>Invite policy makers (national, local) to participate in the University Board</td>
<td>Propose MOET to create a national platform to input data for benchmarking *</td>
<td>Try to get funding for IQA projects from international organizations around the world</td>
</tr>
</tbody>
</table>

(Solutions by Group 2)
## Change – Implementation Matrix (Group 3)

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

(Solutions by Group 3)
The Major Challenges for Effective Implementation of IQA in HE in Viet Nam

<table>
<thead>
<tr>
<th>Organizational Tool</th>
<th>Authoritative Tool</th>
<th>Financial Tool</th>
<th>Informational Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindset</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Problem: Resistance to Change)</td>
<td>• Build incentives/ promotion policy</td>
<td>• Regulations on accreditation</td>
<td>• Digital transformation in professional QA practices</td>
</tr>
<tr>
<td></td>
<td>• Professional development</td>
<td>• Autonomy policies</td>
<td>Outcome: Transparency and Efficiency</td>
</tr>
<tr>
<td></td>
<td><strong>Outcome:</strong> Change-ready workplace</td>
<td>• MOET’s guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Outcome:</strong> Quality and culture and practices</td>
<td><strong>Outcome:</strong> Accountability</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>• Professional development</td>
<td>• Regulations on QA and accreditation</td>
<td>• Integrated Management Information System (MIS)</td>
</tr>
<tr>
<td>(Problem: Lack of Professionalism)</td>
<td>• Establish KPIs</td>
<td>• Regulations on professional development</td>
<td><strong>Outcome:</strong> Effective governance/professional practices</td>
</tr>
<tr>
<td></td>
<td>• Increase technical support</td>
<td>• Regulations on job/position description in HE institutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Outcome:</strong> Quality culture</td>
<td><strong>Outcome:</strong> Quality in human resources</td>
<td></td>
</tr>
<tr>
<td>Institutional</td>
<td>• QA planning (strategy, annual plans)</td>
<td>• Law of HE</td>
<td>• Diffusion of the University’s achievement on QA</td>
</tr>
<tr>
<td>Capabilities</td>
<td>• Internal financial policy for QA</td>
<td>• Regulations on University’s structure and operations</td>
<td>• Role and contributions of QA to the universities</td>
</tr>
<tr>
<td>(Problem: Financial support QA activities)</td>
<td><strong>Outcome:</strong> QA budget approval</td>
<td>• 81/ National Decree</td>
<td><strong>Outcome:</strong> QA budget approval</td>
</tr>
<tr>
<td></td>
<td><strong>Outcome:</strong> QA budget approval</td>
<td><strong>Outcome:</strong> Action plans and resources for QA approval</td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td>• Collaboration between QA unit and internal stakeholders (faculty functional offices) and external ones (alumni, employers)</td>
<td>• Funds for QA activities and quality improvement</td>
<td>• Website/Social medias to communicate and send message to stakeholders</td>
</tr>
<tr>
<td>(Problem: Stakeholders’ feedback)</td>
<td>• Professional network on QA (Uni Hub) at different level</td>
<td><strong>Outcome:</strong> QA budget approval</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Regulation on QA</td>
<td><strong>Outcome:</strong> QA budget approval</td>
<td></td>
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<tr>
<td></td>
<td>• Circulars on Accreditations (04&amp;12)</td>
<td><strong>Outcome:</strong> QA budget approval</td>
<td></td>
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<tr>
<td></td>
<td>• Financial supports for events and activities to connect and work with stakeholders</td>
<td><strong>Outcome:</strong> QA budget approval</td>
<td></td>
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</tbody>
</table>

(Solutions by Group 4)
## A QA SYSTEM OF VIETNAMESE HIGHER EDUCATION SOARING TO WORLDCLASS

<table>
<thead>
<tr>
<th>Mindset</th>
<th>Organization Tool</th>
<th>Authority as a Tool</th>
<th>Financial Tool</th>
<th>Informational Tool</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindset</td>
<td>Contextualized</td>
<td>Compulsory IQA and</td>
<td>A financial (*)</td>
<td>Strategic QA</td>
<td>Contextualized QA culture</td>
</tr>
<tr>
<td></td>
<td>Institution QA</td>
<td>Institution/ Accreditation</td>
<td>(*) 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</td>
<td>dashboard, IQA information system (programme, university, nation level)</td>
<td>Attained QA goals (step by step: national, regional, international standard)</td>
</tr>
<tr>
<td></td>
<td>Culture (*)</td>
<td>Allowing the accredited institutions to manage and responsible for QA at programme level.</td>
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<td>Releasing QA stress</td>
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<td>More opportunities, support for ALL university</td>
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<td></td>
<td>Formulated QA practice at all level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>QA Competency Framework</th>
<th>Performance Evaluation review</th>
<th>Incentives, Rewards, Recognition</th>
<th>KPIs, Dashboard</th>
<th>Competent QA level (individual, unit, institution)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teamwork, collaboration</td>
<td>Guidelines</td>
<td>Policy to human resource</td>
<td></td>
<td>Transformational Leadership</td>
</tr>
<tr>
<td></td>
<td>Visibility of Culture</td>
<td></td>
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<td></td>
<td>No of well-trained QA staff and QA assessors</td>
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<td></td>
<td>Performance evaluation</td>
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<td></td>
<td>Trust, transparency, accountability</td>
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<td>Better benchmarking and data sharing</td>
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</tbody>
</table>

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

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

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

(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  @aucatalunya

AQU Catalunya operates in the Higher Education system in Catalonia

12 UNIVERSITIES
7 + 5 PUBLIC PRIVATE

3 AMONG THE 2020 BEST IN THE WORLD ARWU (2020)
3 QS (2020)
5 AMONG THE 100 BEST UNDER 50 YEARS THE (2020)

STUDENTS AROUND 225,000
GRADUATES AROUND 22,000
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)


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)
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
IQA system assessment in two steps

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.

Transversal processes (2019-2023)

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

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!
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.

I hope our experience can be useful to you.

Thank you!
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.**

---

**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):

- 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!

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.
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
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-Read y 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

**VOLATILITY**
- Shorter lifecycle of knowledge, skills and attitudes
- Disruption in education & pedagogy
- Displacement of processes

**UNCERTAINTY**
- New technologies
- New skills
- New start-ups & businesses
- New “normal”
- Rise of ecosystem intelligence

**COMPLEXITY**
- The digital world
- Complex networks of interconnectedness
- Demographic & cultural diversity & inclusiveness

**AMBIGUITY**
- Blurred boundaries between disciplines
- Rise of wicked problems
- Design education and design thinking

Impacts of Disruptive world on higher education
World in 2050

1. The world economy

   The world economy could more than double in size by 2050, assuming broadly growth-friendly policies and no global catastrophes.

2. Shifts in global economic power

   The 1% could account for c.30% of world GDP by 2050, up from 33% today.

3. Drivers of global growth

   Emerging economies will drive global growth. Vietnam, India and Bangladesh could be three of the fastest growing large economies over this period.

4. Policy implications

   To realise this potential, governments need to implement structural reforms to improve macroeconomic stability, diversify their economies and develop more effective institutions.

5. Business implications

   Rising incomes in emerging markets will open up great opportunities for businesses with sufficiently flexible and patient strategies for these fast evolving markets.

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

February 2017
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.

Biggest risers (GDP at PPPs)

Vietnam  Philippines  Nigeria  Australia  Italy  Spain

Biggest fallers (GDP at PPPs)

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

February 2017

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## Emerging Economies

### Economic Pillars
- **Digital Economy**
- **Green Economy**
- **Care Economy**
- **Industry 4.0**

### Emerging Domains
1. AI, Data and Analytics
2. E-commerce and Digital Marketing
3. Cyber Security and Risk
4. Cloud, Systems and Infrastructure
5. Software Development
6. Technology Application and Management

### Examples of Emerging Skills
- **Digital Economy**
  - Data Protection Management
  - Radio Frequency Engineering
  - Access Control Management
  - Computational Modelling
  - Data Storytelling and Visualisation

- **Green Economy**
  - Environmental Sustainability Management
  - Energy Management and Audit
  - Green Building Strategy Implementation
  - Sustainable Food Production Design
  - Design Sustainability and Ethics Management

- **Care Economy**
  - Person-centred Care
  - Collaboration with Stakeholders
  - Teaching and Learning
  - Health and Wellness

- **Industry 4.0**
  - Advanced Manufacturing and Supply
  - Industrial IoT, Robotics and Automation
  - Product Innovation and Quality Management
  - Additive Manufacturing, Advanced Materials and Processes

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

**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

- Agility
- Accountability
- Autonomy
- Collaboration
The greatest danger in times of turbulence is not the turbulence; it is to act with yesterday's logic.

— Peter Drucker
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

VUCA World, Changes to Higher Education

Wicked Problems

4th Industrial Revolution

Digitalization Everywhere

Learn Life-Long
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/tertiary-education/overview/autonomous-universities/

Singapore’s Government-University Relation

1. Public funding tied to key policies – tuition fees, entry reqs, cost control, etc
2. Subject to external review under QAFU
3. MOE has power to appoint/remove Board of Trustees
4. State-Supervised
5. Has full access to univ’s financial info

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

Factors that Make Universities Successful

Institutional Autonomy

Open to Talent

Invest in National Research

Education for Everyone:
FT + PT + LLL

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.)

Program Accreditation Regulation 2022 (2565 B.E.)

5 Principles
- Customer and Stakeholder Focus
- Process Approach
- Evidence-Based Decision Making
- Continuous Improvement
- Learning Outcomes Focus

3 Concepts
1. 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.
2. Quality Planning, Maintenance & Control according to the 5 principles
3. Graduates attain all specified LOs in the program
Program Accreditation Framework in Thailand
Considerations
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.
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
Trigger Presentation from Experts