Quality Assurance of Higher education in Vietnam: the context and policy toward to sustainable development of the whole quality assurance system

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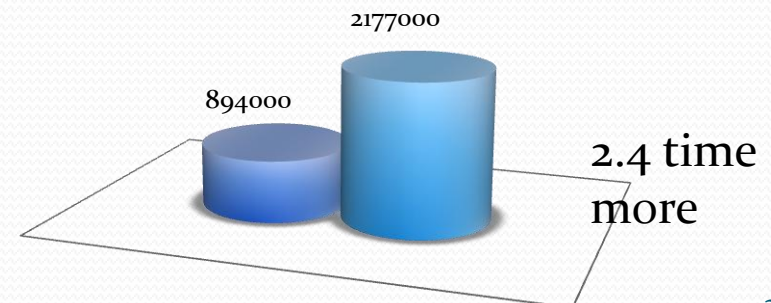
1. The Context of Higher Education System in Vietnam

- Fast development of higher education during the period 2000 - 2015:
  - Number of HEIs: from 153 to 451
  - Student enrolment: from 894,000 to 2,177,000
  - Ownership: Public, Non-public HE institutions
  - National and trans-nation education

Number of HEIs in 2000 and 2015

500
400
300
200
100
0

2.7 time more
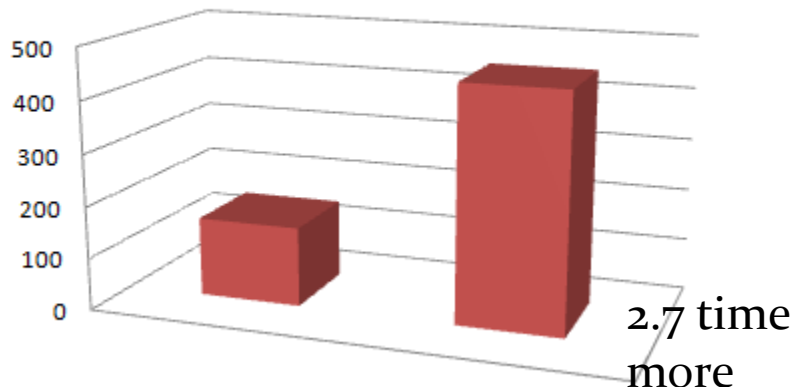
Number of student enrolments in 2000 and 2015

2177000

894000

2.4 time more

1. The Context of Higher Education System in Vietnam (continue)

- There are 3 large Government schemes:
  - The Schemes for Basic Renewal and Comprehensive Reform of Higher Education for the period 2006 - 2020
  - Government International Integration Scheme of Education and Vocational Training by 2020
  - Government Scheme of Distance Learning Development for period 2015-2020

2. Development of QA system

- Development of QA system due to
  - Increasing QA awareness of academic staff and managers
  - Requirements by Government to set up QA bodies at program level (QA units), intuitional level (QA centers) & conduct self-evaluation , QA improvement.

2. Development of QA system (continue)

- Development of QA system in early stage
  - Setting up GDETA (2003), developing QA legal documents: regulations, guidelines, action plan…
  - Capacity building for internal & external reviewers
  - Development of QA policy and integrated in Law, Education Acts and other Government documents
  - Step by step setting up a network of Independent accreditation agencies.
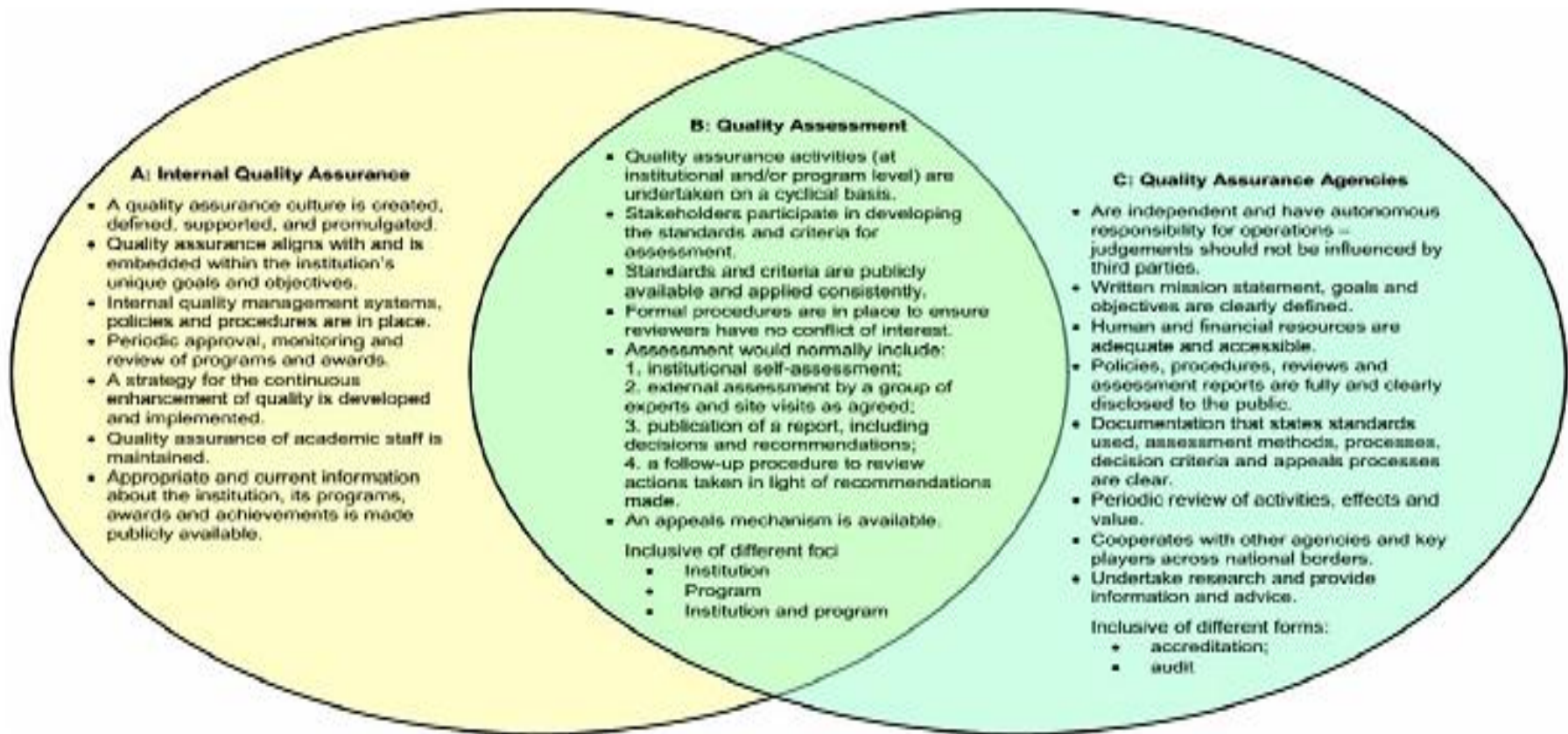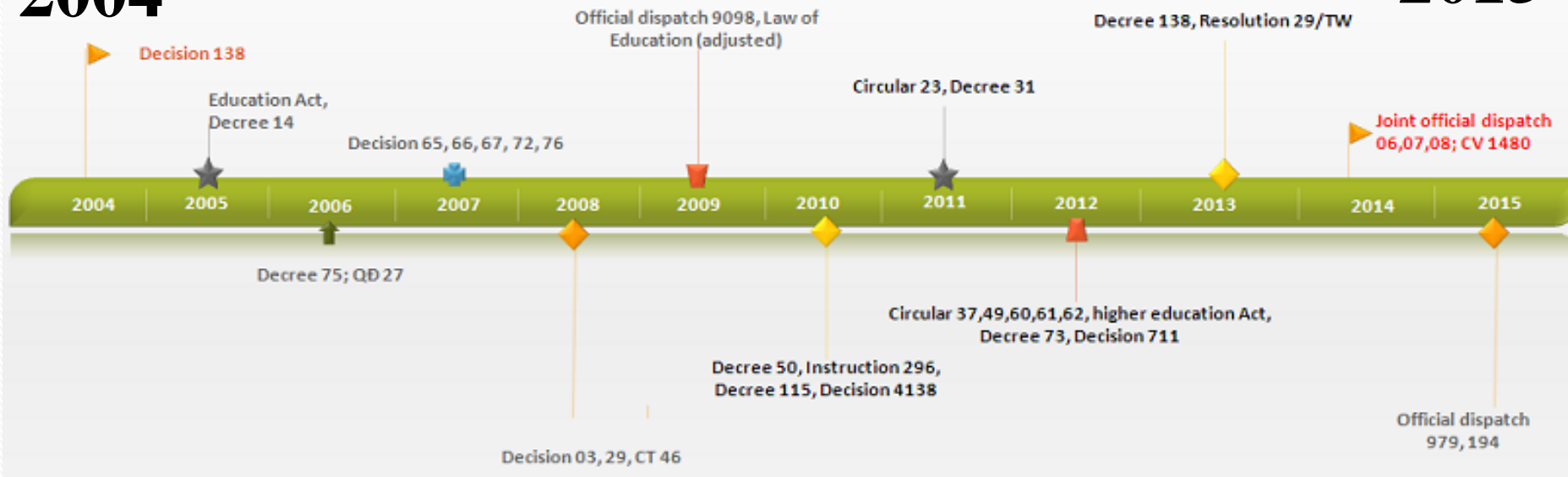
3. QA Framework: IQA, EQA, QAA

A: Internal Quality Assurance

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

B: Quality Assessment

- Quality assurance activities (at institutional and/or program level) are undertaken on a cyclical basis.
- Stakeholders participate in developing the standards and criteria for assessment.
- Standards and criteria are publicly available and applied consistently.
- Formal procedures are in place to ensure reviewers have no conflict of interest.
- Assessment would normally include:
  1. institutional self-assessment;
  2. external assessment by a group of experts and site visits as agreed;
  3. publication of a report, including decisions and recommendations;
  4. a follow-up procedure to review actions taken in light of recommendations made.
- An appeals mechanism is available.

Inclusive of different foci
  - Institution
  - Program
  - Institution and program

C: Quality Assurance Agencies

- Are independent and have autonomous responsibility for operations – judgements should not be influenced by third parties.
- Written mission statement, goals and objectives are clearly defined.
- Human and financial resources are adequate and accessible.
- Policies, procedures, reviews and assessment reports are fully and clearly disclosed to the public.
- Documentation that states standards used, assessment methods, processes, decision criteria and appeals processes are clear.
- Periodic review of activities, effects and value.
- Cooperates with other agencies and key players across national borders.
- Undertake research and provide information and advice.

Inclusive of different forms:
  - accreditation;
  - audit

Figure 1.
A framework for higher education quality assurance

4. Government Policy on Quality Assurance of Higher Education

2004   **2015**

Official dispatch 9098, Law of Education (adjusted)

Decree 138, Resolution 29/TW

Decision 138

Circular 23, Decree 31

Education Act, Decree 14

Decision 65, 66, 67, 72, 76

Joint official dispatch 06,07,08; CV 1480

| 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |

Decree 75; QĐ 27

Circular 37,49,60,61,62, higher education Act, Decree 73, Decision 711

Decree 50, Instruction 296, Decree 115, Decision 4138

Official dispatch 979, 194

Decision 03, 29, CT 46

Very long journey (>10 years) to develop a system of QA policy for HE at different levels: MOET level, Prime Minister's level and integrated in Education Laws & Acts.

4. Government Policy on Quality Assurance of HE (continue 1)

- Accreditation is a measure to maintain and to enhance quality of higher education and standards
- Accreditation is evidence of accountability
- Accreditation principles: a) independent, objective and lawful; b) Honesty, openness and transparency; c) Equality, mandatory, periodic.

4. Government Policy on Quality Assurance of HE (continue 2)

- HEIs are responsible for IQA and periodically conduct institutional and program self-evaluations, improvement and apply for accreditation (compulsory QA).

- Encourage HEI apply for international assessment.

5. Achievements

- A whole system of legal documents on QA and accreditation for HE was developed, including QA policy, accreditation standards, procedures and guidelines for: universities, colleges, accreditation agencies…
- Over 75% HEIs have QA centers and operate smoothly.

75%

25%
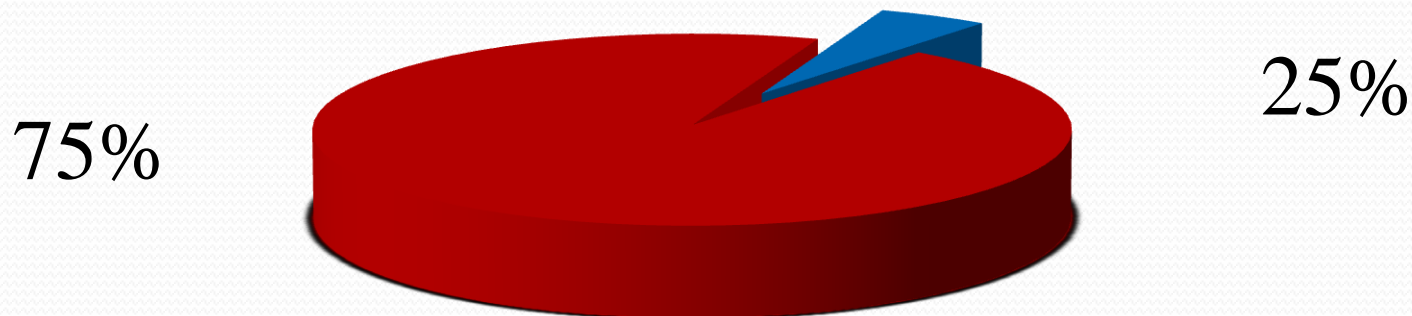
5. Achievements (continue 1)

- Over 95% HEIs have conducted self-evaluation reports (SER) at lease once (first 10 universities completed SER, another 10 in 2007, 20 in 2008…).

95%
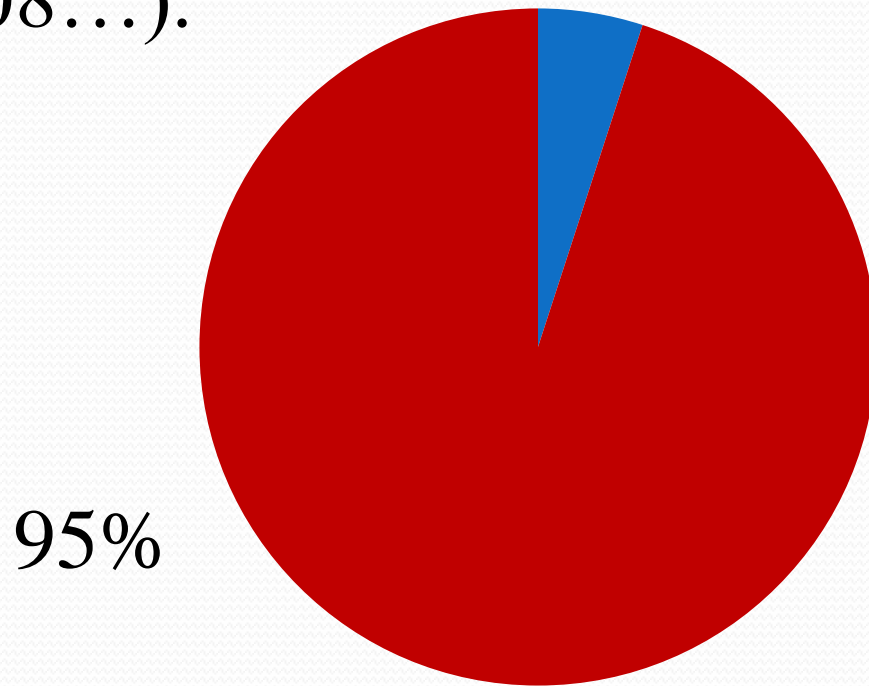
5. Achievements (continue 2)

- Onsite-visits in 2006-2007 to 12 universities with distance support by Dutch experts; Onsite-visits in 2008 to 8 universities in consultancy with an American QA expert.
- Onsite-visits in 2009 to 20 universities and in 2012 to 17 programs coordinated by GDETA.
- 19 HE programs are assessed by AUN experts
- 14 engineering programs are assessed by Commission des Titres d'Ingénieur (CTI), France.

5. Achievements (continue 3)

- 4 independent accreditation agencies were set up in late 2013 and in 2015: VNU-CEA, CEA-VNU HCM, CEA-UDN, CEA-AVU&C
- Since 2015 all accreditation activities belong to independent accreditation agencies .

6. Lessons for QA development

- Development of a system of legal documents on QA and accreditation, including QA policy, QA instruments (accreditation standards, procedure and guidelines for: universities, colleges, accreditation agencies…) is a measure to ensure a consistent and long term development of QA in each country, especially in lower developing countries.

6. Lessons for QA development (continue)

- Keeping the balance of development of IQA, EQA and QAA is another measure for sustainable development of QA system in each countries.

- For the countries with limited resources and experiences to develop quality assurance systems for higher education, international expertise may be used at deference levels: policy development for QA, QA instrument development, training for local QA experts or providing technical QA consultancy... are useful.

Thank you for your attention.

Questions please.