



Nâng cao năng lực phát triển Hệ thống bảo đảm chất lượng giáo dục đại học

Capacity building for a quality assurance system in higher education

International Good Practice

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Introduction

- **New IQA Guidelines were not formed in a vacuum**
- **From the outset, development informed by international best practice**
- **This presentation will cover some of the best practice benchmarking done**

The Different System Models

- **Early look at IQA models in different systems**
 - **Australia**
 - **England**
 - **Scotland**
 - **UAE**
- **EQA and IQA**
- **In these systems, institution approaches to IQA can still vary – eg**
 - **Centralised**
 - **De-centralised**
 - **Compliance based**
 - **Improvement or enhancement based**
 - **Risk based**

Australia and the University of Queensland

- **One of Australia's top universities, and world class**
- **Sophisticated and mature IQA**
 - **De-centralised**
 - **Risk plays a large role**
 - **Improvement and enhancement cycles**
 - **Linked to external requirements – TEQSA, Professional Bodies, Stakeholders**
- **Best practice in models, systems, processes, tools**

Some examples

- **These are all reflected in the IQA Guidelines**
- **Sometimes aspirational**
- **Vietnam system up to the challenge**

Examples

- **Enhancement of Learning and Teaching**
 - **Learning analytics and insights to improve the student experience**
 - **Data governance**
 - **Multiple sources of information and data on teaching and learning**
 - **Professional development on data literacy**
- **People, Planning and Performance**
 - **Staff Performance Framework linked directly to strategic objectives, aspirational and driving innovation**
 - **University supported professional development system**

Examples

- **Students**
 - **Student centred, beyond just regulatory requirements**
 - **Student consultation and engagement policies and procedures**
 - **Student success monitoring**

- **Quality and Strategic Planning**
 - **Integrated planning and reporting, based on review and improvement cycle**
 - **Line of sight across all levels of planning and operation**
 - **Significant delegation of responsibility to interpret plan and operationalise**

Examples

- **Quality, Continuous Improvement and Outputs**
 - **3 levels: Institutional, Program, Individual**
 - **·Metrics, resources, training, at different levels throughout the institution**
 - **Data dashboards, including flags for areas of concern**
- **Role of Risk**
 - **Risk informed approach to IQA – focus on where the risks are**
 - **Everyone must take ownership of the risks in their area**
 - **Pieces need to be complete, and work together**
 - **BUT – not yet featured in Viet Nam Standards, and new to many institutions**

Conclusion

- **New IQA Guidelines provide a powerful template for Vietnamese institutions to build world-class quality systems**
- **Useful to both mature and developing institutions**
- **Create your IQA to achieve strategic objectives and ensure a great experience for your students**