

**Analyzing the internal quality assurance system of a
new-established public Vietnamese university
reaching international standards**

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Content

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2. About International University (IU) context
3. The Total Quality Management model of IU
4. The Internal Quality Management model of IU
5. Conclusion

Vietnamese context

1. Ineffectiveness of management systems
2. Lack of high quality human resource.
3. Lack of IQA models and instruments.
4. Limitation of students' English competency
5. Low quality of facilities and infrastructure.
6. No change after internal and external quality assessments

Introduction of the International University HCMC

2003: The International University (IU) is a member of the Vietnam National University in Ho Chi Minh City (VNU-HCM), established in 2003 and the first public English speaking university in Vietnam.

2009:

- 20 IU programmes
- 12 undergraduate and 5 graduate co-programmes with the highly-ranked partners at USA, England, Australia, ...
- First recognition: AUN at program level

2010: AACSB member (Association to Advance Collegiate Schools of Business, USA)

International recognitions

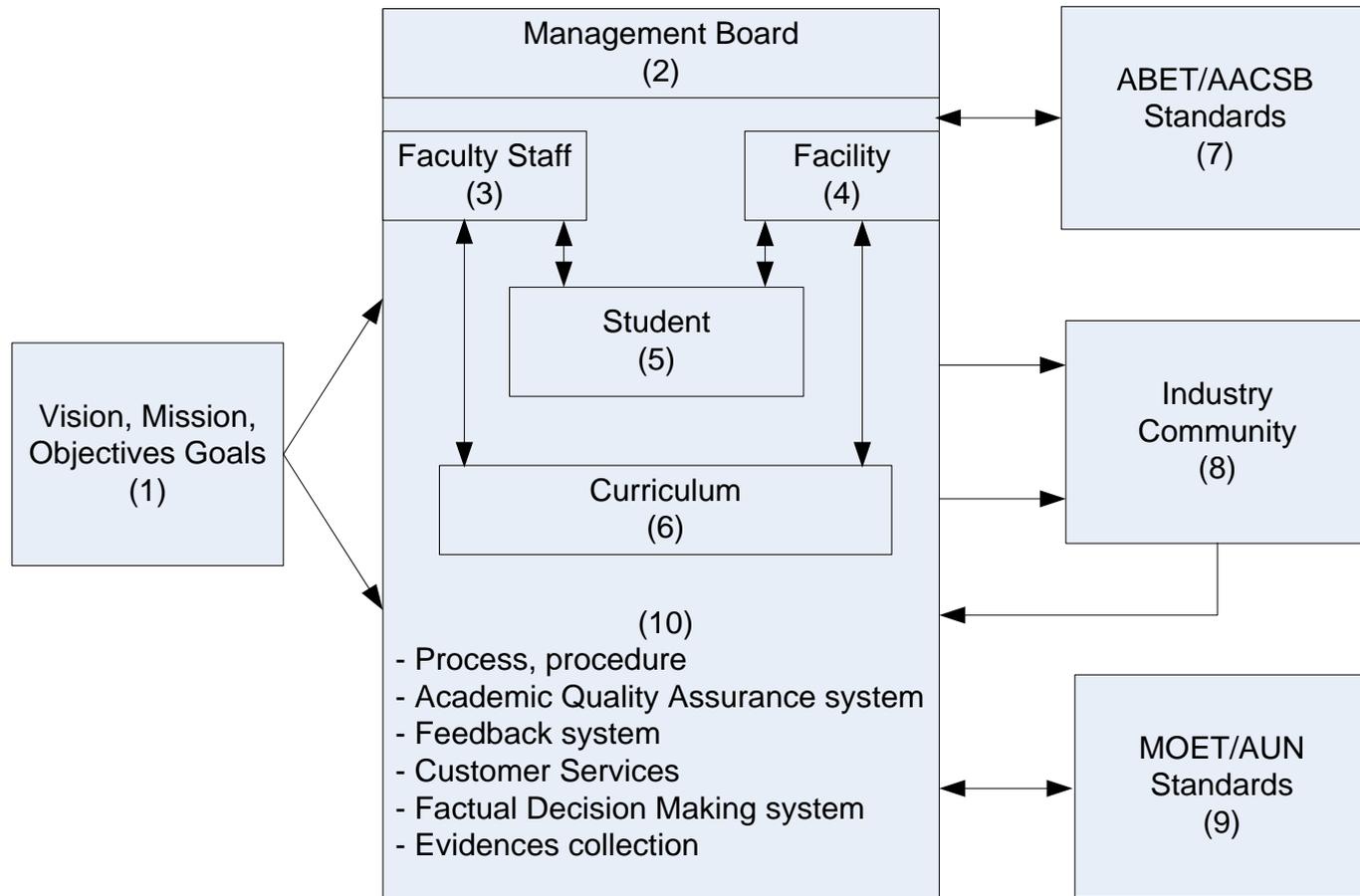
- 2009-2013: Vietnam (VNU Ha Noi and VNU-HCMC) had 11 programmes were recognized by AUN.
- International University has got 04 AUN recognitions for both engineering and business programmes.
 - + ***Computer Science and Engineering programme, 2009***
 - + ***Biotechnology Program, 2011***
 - + ***Business Administration, 2012***
 - + ***Engineering in Electronics and Telecommunication, 2013.***
- In 2014, Industrial System Engineering and Biomedical Technology programmes will be assessed by AUN.
- The ABET and AACSB projects will be started in 2015.

The Internal Quality Assurance system of IU

The IQA of IU consists of:

- Total Quality Management at school level (2007)
- AUN-QA at program level (2010)

Total Quality Management model of IU 2007

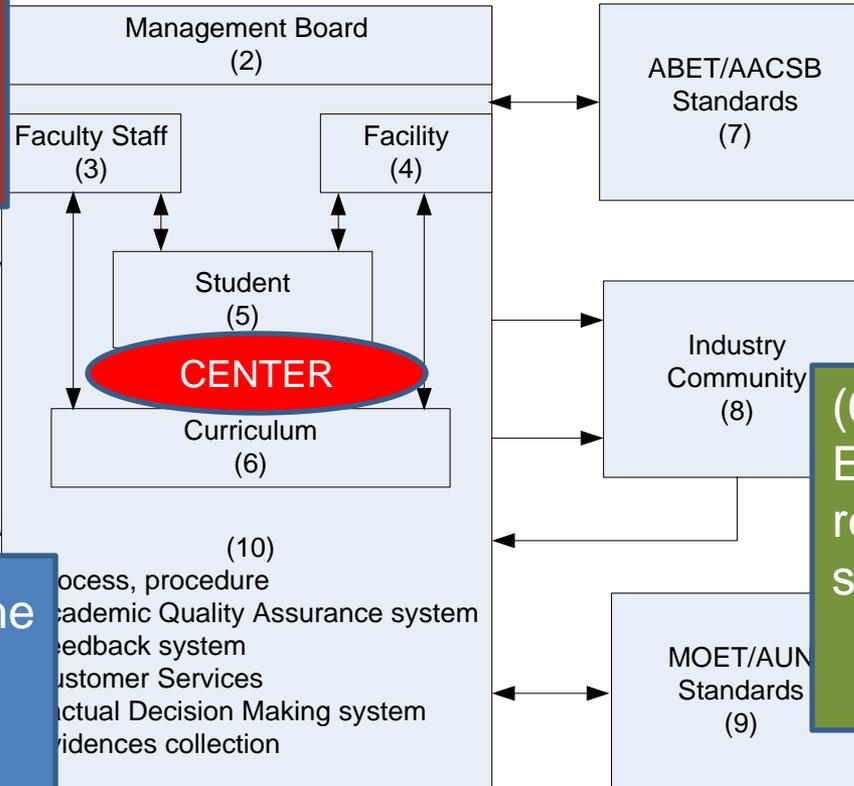


(3 and 4) Human resource management: input of staffs to achieve the goals

Fulfill of stakeholder satisfaction (8); national and International recognitions (7 and 9).

(2) Management structure and management style of the university

Vision, Mission, Objectives Goals (1)



(6 and 8) Design and Evaluate the curriculum regularly using stakeholders' feedback and international Benchmark.

(1) Translation of the requirements of stakeholders into the university's vision, mission, goals and aims or objectives for the 5-year period

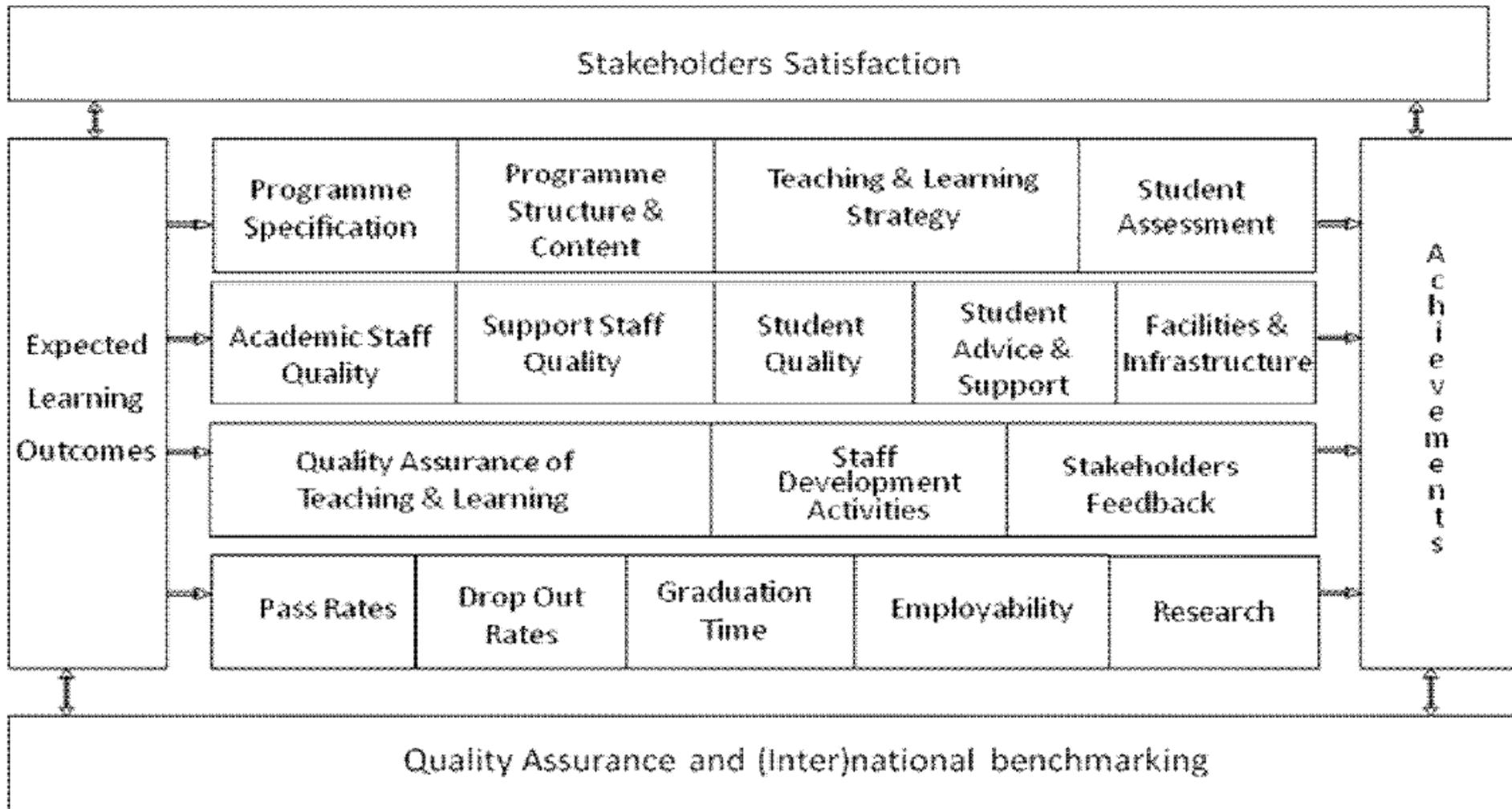
(10) Translation of the goals into a policy document and policy strategy: Funding to achieve the intended goals

Model for QA at Program Level

The QA Model for **program level** focuses on teaching and learning with regard to the following dimensions suggested by AUN-QA:

- Quality of input
- Quality of process
- Quality of output

AUN-QA model at program level 2010



AUN-QA criteria at programme level (15 criteria)

- 1. Expected learning outcomes
- 2. Programme specification
- 3. Programme structure and content

- 4. Teaching and learning strategy
- 5. Student assessment

- 6. Academic staff quality
- 7. Support staff quality
- 8. Student quality
- 9. Student advice and support
- 10. Facilities and infrastructure

- 11. Quality assurance of teaching and learning process
- 12. Staff development activities
- 13. Stakeholders feedback
- 14. Output
- 15. Stakeholders satisfaction



Model and Instruments for Internal Quality Assurance System (IQA)

1. The IQA framework based on AUN-QA model and criteria.
2. Monitoring instruments: Edusoft, E-Portal, Blackboard
3. Evaluation instruments: “3 P” evaluation form (Performance – Position - Personal).
4. Specific QA processes: stakeholders’ feedback system, internal and external assessments.
5. Follow-up activities for making improvements

Curriculum Design

The expected learning outcomes and the curriculum of a program at IU have been formulated and revised based on:

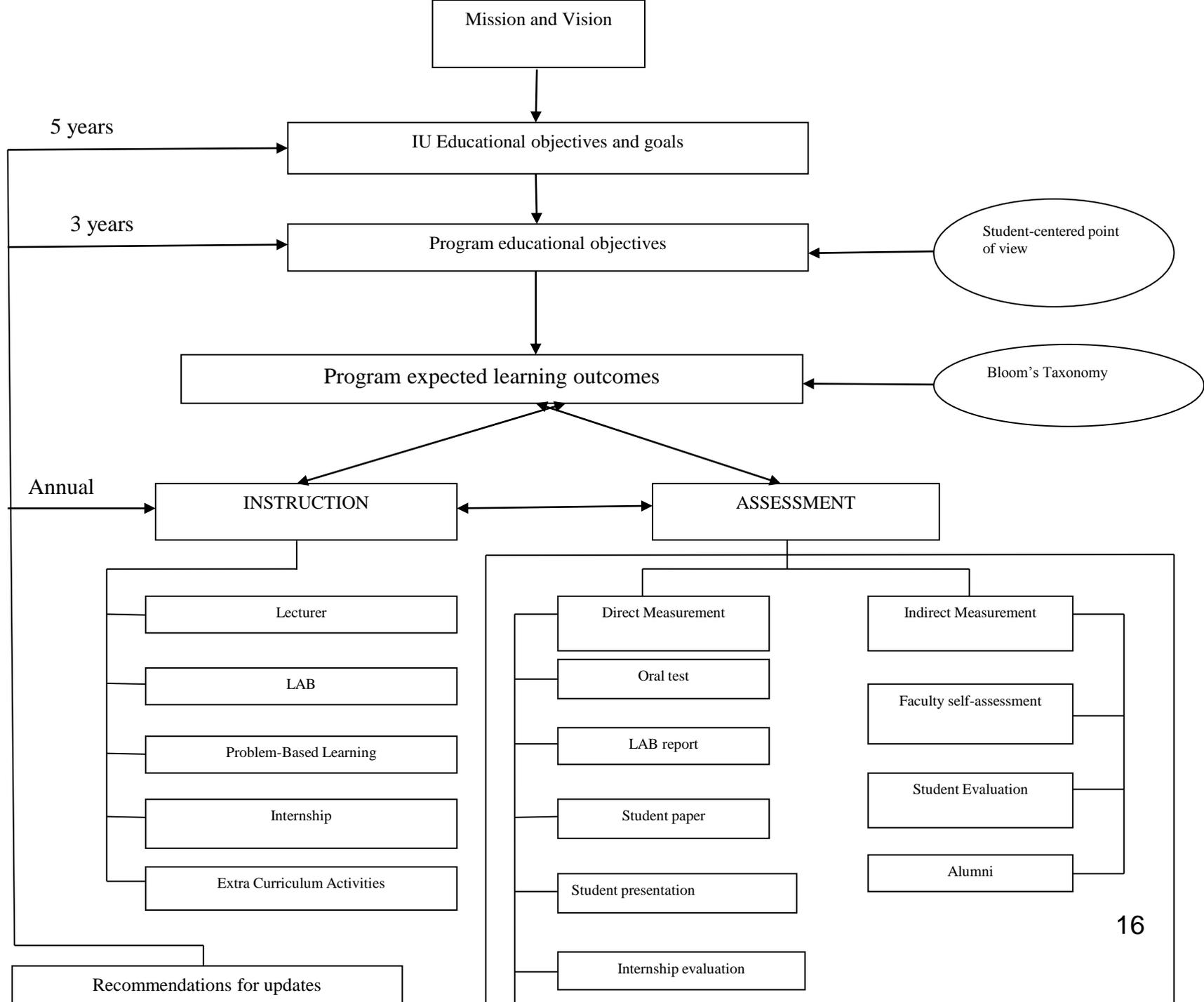
1. The visions and missions of IU
2. The common required competences and standardized criteria set by the Vietnamese Ministry of Education and Training
3. The benchmarking between the program of IU with those of other national institutes and international universities.
4. The feedback of employers about the quality of IU graduates and their requirements
5. The feedback of students and alumni about the quality of the programme
6. The QA standards of ASEAN University Network (AUN) and ABET (Accreditation Board for Engineering and Technology) for engineering programmes or AACSB (Association to Advance Collegiate Schools of Business, USA) for Business programmes.

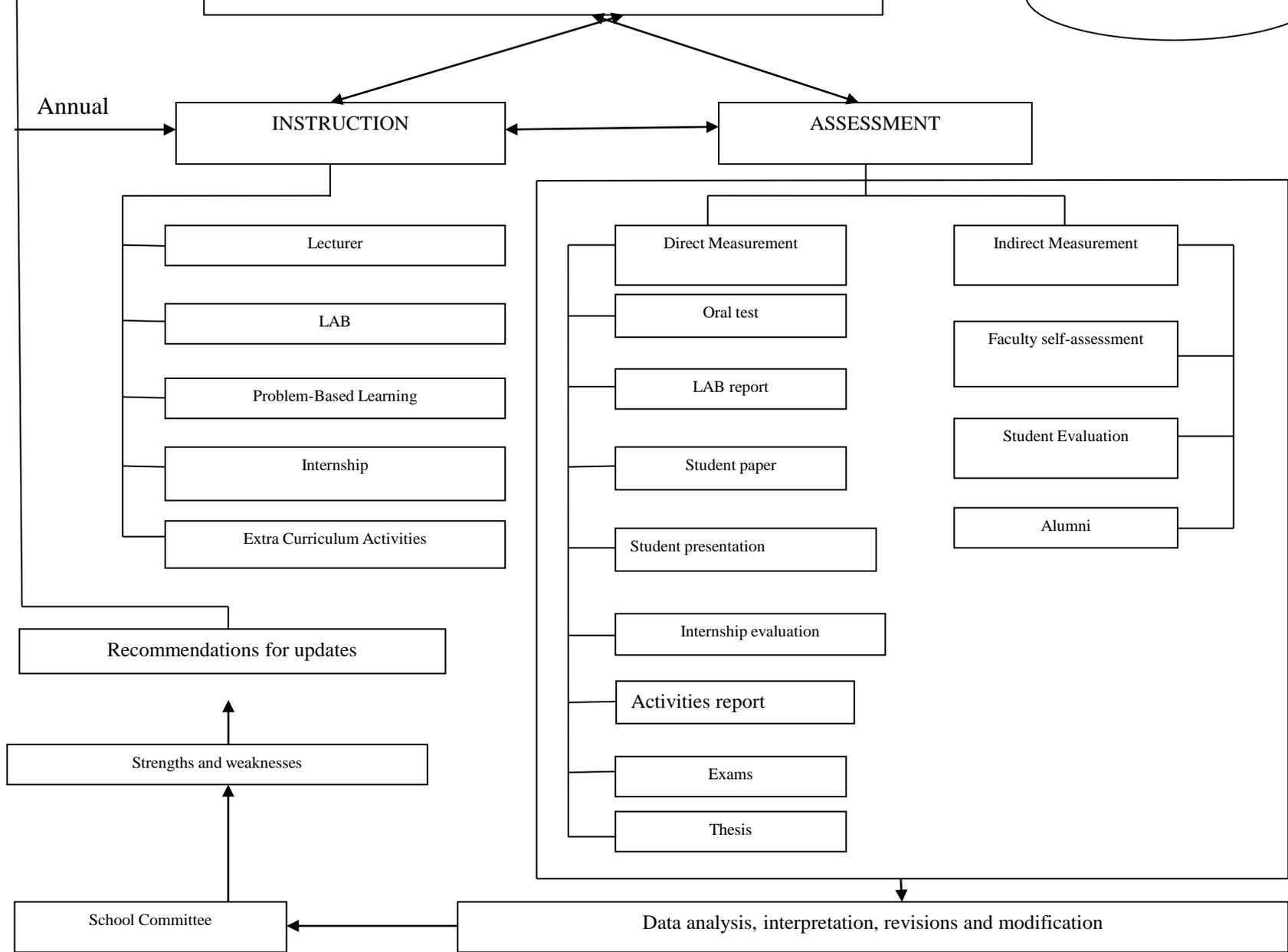
Students' voice

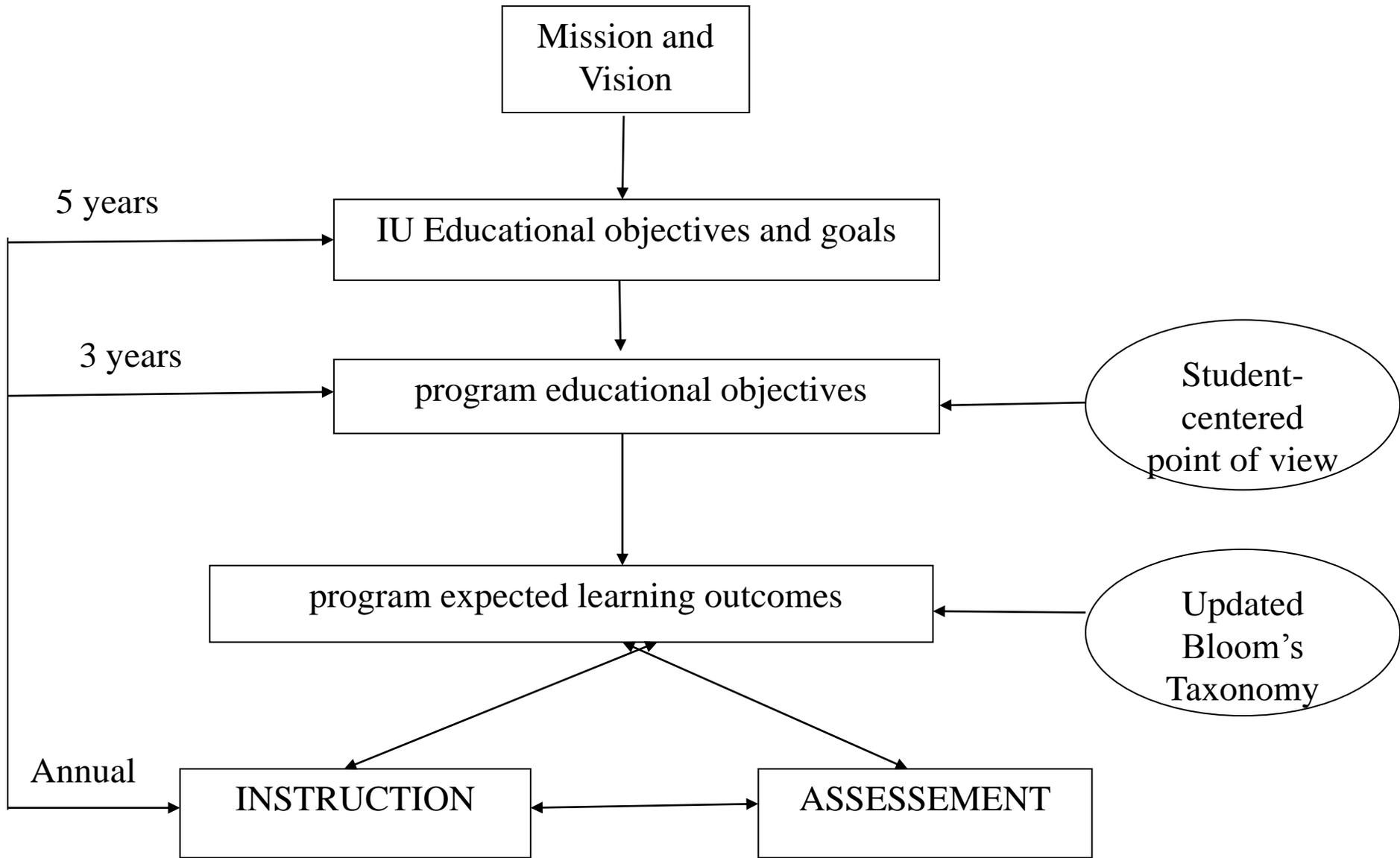
- Students are the main stakeholders. The structured evaluation procedure focus on:
 1. Course structure and content
 2. Teaching activities of the lecturer
 3. Course assessment
 4. Facilities supporting teaching and learning.
- The unstructured evaluation for individual course managed by each teaching staff or teaching team.

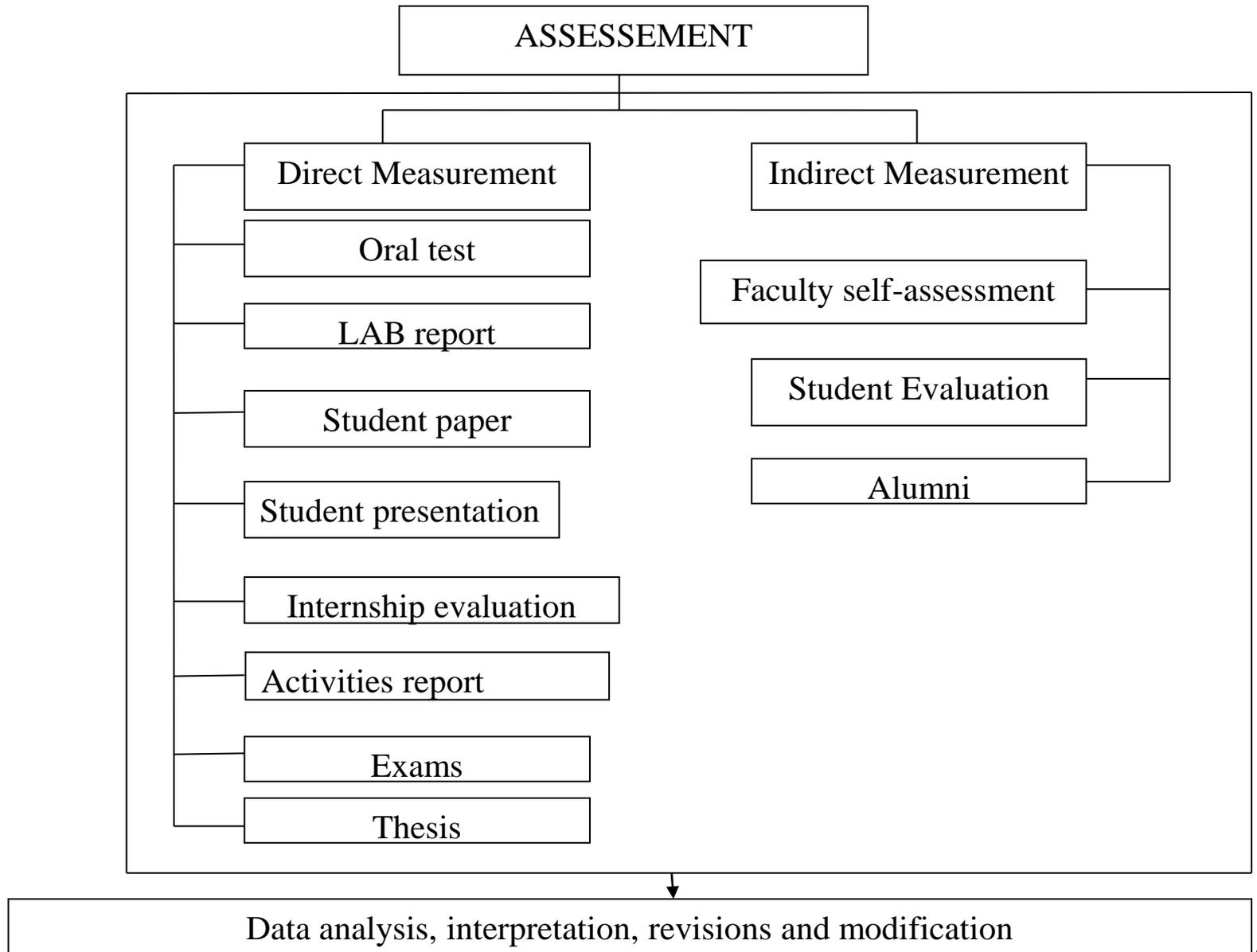
Students' evaluation

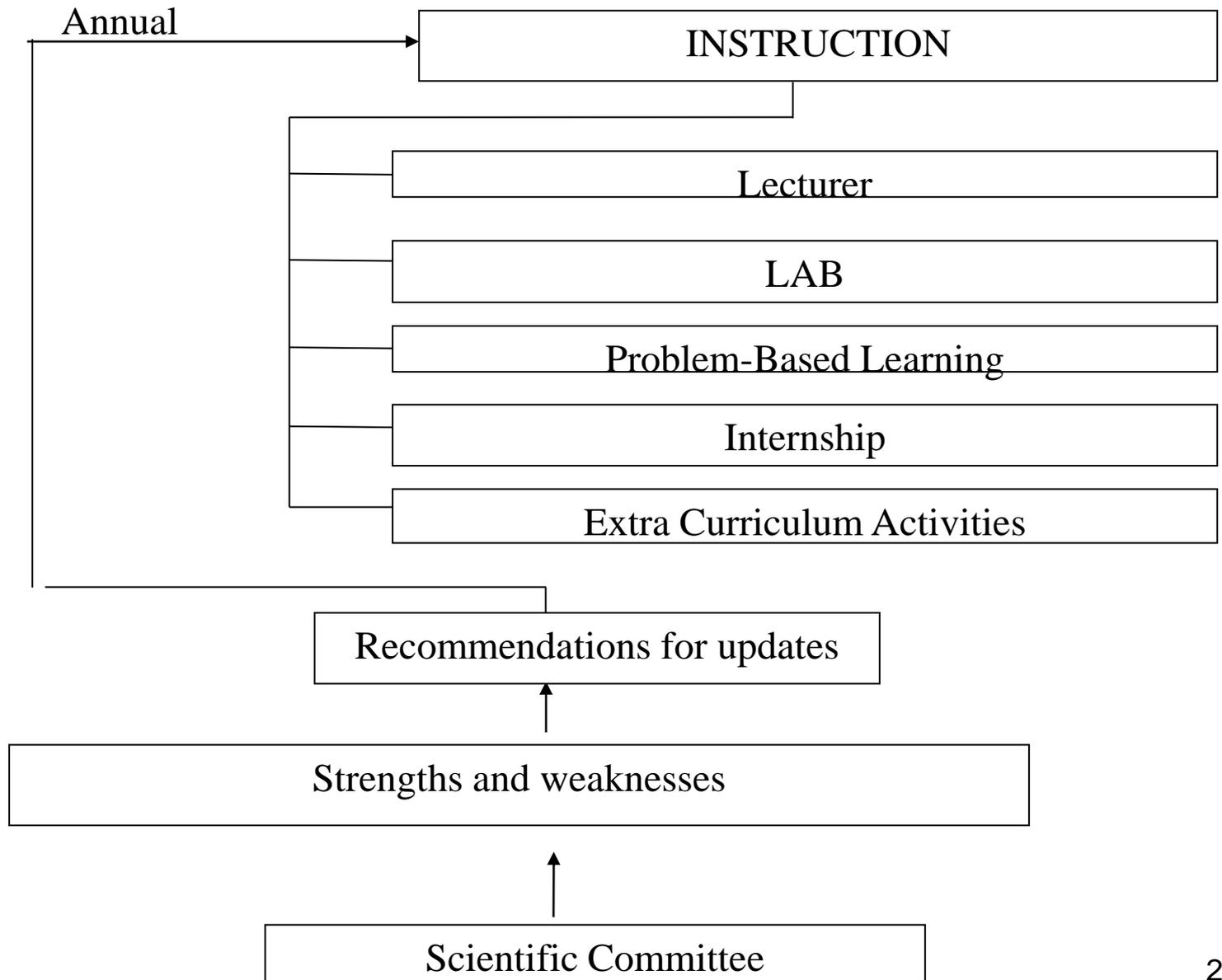
- a) Course structure and content: Evaluating the availability of course objectives, the course content and its usefulness and the knowledge of the instructor.
 - b) Teaching activities of the lecturer: Evaluating the teaching methods, including the implementation of active learning methods.
 - c) Course assessment: Evaluating the relevance of examination and assignment with the course contents, feedback and discussion on the results of assignments and examination.
 - d) Evaluating the availability of various facilities supporting teaching and learning.
- => Effects on the salary and promotions of faculties and staffs











Staff Development Activities



QA as a main discussion

- Rector Board and Faculties
 - Faculties and staffs
 - Teachers and students
 - Faculties and employers
- => “Quality Culture”

Conclusion

Vietnamese context:

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IU solutions:

- Self- finance policy and internal expenditure regulation
- The TQM is constructed based on the IU context.
- Application of the AUN-QA models at program level
- Benchmark against USA curriculums
- Teach and learn in English
- Facilities and Infrastructure: government supports and projects grand, lends from local banks.

Changes after Quality assessments

- Tool for quality continuous improvement at school and program level (human resource, curriculum, facilities...)
- IU's Reputation (the number of national and international students increase remarkably after 04 AUN recognitions)