

Project acronym:

VOYAGE

Project title:

Opportunities for the Young and Graduates Employability in Vietnam

Agreement number:

561656-EPP-1-2015-1-IT-EPPKA2-CBHE-JP (2015 - 3156 / 001 – 002)

Starting date: 15/10/2015

Ending date: 14/10/2018

Voyage Project

“Quality Assurance Analysis”

“Comparison between European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Vietnamese Standards and Voyage Questionnaire”

This project is funded by the European Commission. This publication reflects only the view of authors and the Commission cannot be responsible for any using of the information contained therein.



1. Introduction

The Quality Assurance Analysis is executed within the framework of 561656 Voyage project “*Opportunities for the young and graduates employability in Vietnam*” led by AlmaLaurea Interuniversity Consortium (Bologna, Italy).

The report, drafted by the University of Minho, presents a comparative analysis between the European and Vietnamese Standards for Quality Assurance and Voyage Questionnaire, based on the “*Pilot Graduands and Graduates’ Profile Survey*”¹ which was conducted by the 3 universities of Vietnam: Hanoi University (HANU), Posts and Telecommunications Institute of Technology (PTIT) and National University of Art Education (NUAE).

The **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** were adopted by the Ministers responsible for higher education in 2005 following a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with the European Students’ Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA).

In Vietnam, **External Quality Assurance (EQA) and Internal Quality Assurance (IQA)** has been pursued since the 1990s. The actual regulation on higher education accreditation was established by the Ministry of Education and Training (MoET) - Circular 12/2017/TT-BGDĐT.

The Voyage Questionnaire is available on-line at Voyage platform (<https://voyage.hanu.vn/>) and addressed to Vietnamese students for assessing their

¹ The report is available at: <http://voyage-project.eu/node/91>

academic experience and provide feedback to the universities of belonging for improving the educational supply. The questionnaire focuses on a number of variables coming out from the six main sessions of the on-line platform's questionnaire, including:

- (i) education and training;
- (ii) information on the course offered to graduates;
- (iii) evaluation of the courses

The questionnaire based survey, evaluating the university experience and future prospect of graduates, can be useful to provide inputs to the Vietnamese quality assurance system.

2. Comparison between European and Vietnamese Standards and Voyage Questionnaire

The similar standards under the two frameworks are linked with each other and then specific variables of the questionnaire that are in line with each standard are listed out.

European Standards	Vietnamese Standards	Voyage Questionnaire
STANDARD 1.1 : POLICY FOR QUALITY ASSURANCE	STANDARD 9: INTERNAL QUALITY ASSURANCE SYSTEM	
<p>Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders</p>	<ul style="list-style-type: none"> • The structure, role, responsibility and accountability of the internal quality assurance system are established to meet the strategic goals and quality assurance of the institution. • Strategic plans for quality assurance (including strategies, policies, related parties engagement, activities consisting of promotion of quality assurance and capacity building training force) are developed to meet the strategic goals and quality assurance of the institution. 	<p>The whole questionnaire is useful to illustrate how the educational institutions establish their policies and processes for internal quality assurance.</p>

	<ul style="list-style-type: none"> • Strategic planning on quality insurance is thoroughly understood and transformed into short term and long-term plans. • Document storing system, review and dissemination of policies, systems, procedures and quality assurance procedures are implemented. • Key performance indicators, key target indicators are established to measure the assurance performance of the institution. • The strategic planning procedure, the key performance indicators, key target indicators are improved to achieve the strategic objectives and the quality assurance of the institution. 	
<p>STANDARD 1.2 : DESIGN AND APPROVAL OF PROGRAMMES</p>	<p>STANDARD 14: DESIGN AND REVIEW OF CURRICULUM</p>	
<ul style="list-style-type: none"> • Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including 	<ul style="list-style-type: none"> • Systems are developed to design, develop, monitor, review, evaluate, approve and issue curriculum for all programme and 	<p>Overall, the process for design, review and approval of programs provided by educational institutions can be reflected in various questions in all sections of the questionnaire.</p>

<p>the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p>	<p>subjects/modules with opinions and feedbacks from relevant parties.</p> <ul style="list-style-type: none"> • Building, reviewing and adjusting systems of the expected learning outcomes of the programme and subjects/modules in accordance with the needs of relevant parties are made available. • Subject/module syllabus, curriculum of the programme and subjects/modules are documented, disseminated and implemented based on the expected learning outcomes. Review of the design process, evaluation and review of the curriculum are conducted. • The design, assessment and curriculum are improved to ensure the consistency and updating in order to meet the ever-changing needs of relevant parties. 	
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STANDARD 1.3 : STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT	STANDARD 15: TEACHING AND LEARNING STANDARD 16: LEARNER ASSESSEMENT	
<ul style="list-style-type: none"> • Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. 	<ul style="list-style-type: none"> • System of selection of teaching and learning activities is consistent with the educational philosophy to achieve expected learning outcomes. • Teaching and learning activities promoting lifelong learning are organized in an appropriate manner to achieve expected learning outcomes. • Teaching and learning activities are monitored and evaluated in order to ensure and improve quality. • Educational philosophy, teaching and learning activities are improved to achieve expected learning outcomes, ensure the quality of teaching, learning and lifelong learning. 	<ul style="list-style-type: none"> • What is the percentage of the classes that you are attending on the regular basis? • The didactic material (suggested or supplied) is adequate for preparing the exam? • The overall exam organization (dates and timetable, information given, registration etc.) is acceptable? • The workload for the classes is acceptable? • My current GPA reflects my level of performance fairly? • The supervision of the final examination (dissertation, report on the traineeship/internship, reports on the completion of study or other) was adequate? • Did you do final dissertation?

	<ul style="list-style-type: none"> • System for planning and selecting appropriate types of learner assessments during the learning process is established. • Learner assessment activities are designed to ensure the expected learning outcomes are achieved. • Assessment methods and learner assessment results are reviewed to ensure accuracy, reliability, equity and possibility to achieve the expected educational outcomes. • Types and methods of assessing learners are improved to ensure accuracy, reliability, equity and possibility to achieve the expected educational outcomes. 	<ul style="list-style-type: none"> • Was the working activity relevant to the university studies carried out? • Did you study abroad during your current university studies? • Have you prepared a significant part of your dissertation/final examination abroad? • If you have attended part of your degree course abroad (and this activity has been acknowledged in your university e.g. through credits recognition) or if you have written your graduation thesis abroad, do you positively evaluate the support given to you by the university you attended? • During your current course studies, have you carried out any training period/training practice subsequently acknowledged by the degree course? • Do you positively evaluate the support given to you by your university for the in-house company period/internship?
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		<ul style="list-style-type: none"> • Are you on the whole satisfied with your course of study? • Are you satisfied with the relationship you had with teachers in general?
STANDARD 1.4 : STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION	STANDARD 13: ENROLLMENT AND ADMISSION STANDARD 22: TRAINING RESULTS	
Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification	<ul style="list-style-type: none"> • Plans, policies, and communications shall be developed in order to enroll students for various programme. • Criterion is developed to select quality learners for each programme. • The enrollment and admission monitoring process are implemented. • The enrollment and admission shall be monitored. • The enrollment and admission monitoring process are improved to ensure suitability and effectiveness. 	<ul style="list-style-type: none"> • Were the two following reasons important in making your decision to enroll in your university studies course that you are now completing? • Interest in the subjects of the course itself • Interest in the employment opportunities offered by the course (employment opportunities) • My current GPA reflects my level of performance fairly?

	<ul style="list-style-type: none"> • The percentage of learners who meet the requirements and the dropout rates of all programs, modules/subjects are determined, monitored and benchmarked to improve education quality. • Average time limits for graduation of all programs are determined, monitored and benchmarked to improve education quality. • Employment rate for graduates in all programs is determined, monitored and benchmarked to improve education quality. • Levels of satisfactoriness of relevant parties with the quality of graduated learners are determined, monitored and benchmarked to improve education quality. 	<ul style="list-style-type: none"> • Before enrolling in second level degree course, what kind of qualification have you achieved? • Have you already achieved another academic degree prior to academic degree that you are • What kind of qualification have you achieved? • Do you have any certificate of language proficiency for the 1st foreign language? • Do you have any certificate of language proficiency for the 2nd foreign language? • Do you have any certificate of language proficiency for the 3rd foreign language? • Have you achieved major IT certificate? • Did you carry out any other experience abroad during your previous studies (if any)? • Have you prepared a significant part of your dissertation/final examination abroad?
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		<ul style="list-style-type: none"> • Please answer the questionnaire by referring to the last academic experience
STANDARD 1.5 : TEACHING STAFF	STANDARD 6: HUMAN RESOURCE MANAGEMENT STANDARD 15: TEACHING AND LEARNING	
STANDARD 1.6: LEARNING RESOURCES AND STUDENT SUPPORT	<ul style="list-style-type: none"> • Human resource is planned to fully meet the needs and satisfaction of the concerned parties. • Recruitment and selection criterion (including moral criterions and academic freedom used in the personnel promotion, appointment and placement) are defined and communicated to the public. • Competency standards (including leadership skills) of different groups of staff, lecturer and employee are identified and developed. • The need for education, improvement and development of the staff of officers, lecturers and employees shall be identified 	<ul style="list-style-type: none"> • Are you on the whole satisfied with your course of study? • Are you satisfied with the relationship you had with?

	<p>and related activities are carried out to meet such needs.</p> <ul style="list-style-type: none"> • The performance management system (including reward, recognition and training schemes) is implemented to promote and support education, scientific research and community service. • Personnel, policies, processes and plans are reviewed in a regular manner. • Personnel, policies, processes and plans are improved in order to support education, scientific research and community service. 	
<p>STANDARD 1.6: LEARNING RESOURCES AND STUDENT SUPPORT</p>	<p>STANDARD 7: FINANCIAL AND FACILITY MANAGEMENT</p> <p>STANDARD 17: LEARNER SUPPORT ACTIVITIES</p>	
<ul style="list-style-type: none"> • Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily 	<ul style="list-style-type: none"> • The system for planning, maintaining, evaluating and upgrading facilities and infrastructure (including teaching and 	<ul style="list-style-type: none"> • Are you on the whole satisfied with your course of study?

<p>accessible learning resources and student support are provided.</p>	<p>learning facilities, laboratories, equipment and tools, etc.) is established and operated in order to meet the needs of education, scientific research and community service.</p> <ul style="list-style-type: none"> • The system for planning, maintaining, auditing and upgrading facilities and infrastructure (including computer, network, backup system, information security and access) is established and operated in order to meet the needs for education, scientific research and community service. • The system for planning, maintaining, assessing and enhancing learning resources (such as library resources, teaching aids, online databases, etc.) is established and operated in order to meet the needs of education, scientific research and community service. • The system for planning, using, assessing and enhancing environment, health, safety and 	<ul style="list-style-type: none"> • Are you satisfied with the relationship you had with: <ul style="list-style-type: none"> • teacher's collaborators • administrative staff of your university • What do you think about the classrooms in which lessons and exams took place? • Assessment of IT workstation facilities? • Was the equipment for the other didactic activities (laboratories and other practical activities etc...) adequate? • Your evaluation of the library services (borrowing service, reading rooms, opening hours etc.) as a support to study is... • The study rooms (other from libraries' ones) were... • If you have attended part of your degree course abroad (and this activity has been acknowledged in your university e.g. through credits recognition) or if you have written your graduation thesis abroad, do
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	<p>accessibility of people with special needs is established and operated.</p> <ul style="list-style-type: none"> • Learner service and support activities and learner monitoring systems are developed, implemented, reviewed and improved to meet the needs and satisfactions of relevant parties. 	<p>you positively evaluate the support given to you by the university you attended?</p> <ul style="list-style-type: none"> • Do you positively evaluate the support given to you by your university for the in-house company period/internship?
STANDARD 1.7: INFORMATION MANAGEMENT	STANDARD 11: INTERNAL INFORMATION SYSTEM	
<ul style="list-style-type: none"> • Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities. 	<ul style="list-style-type: none"> • An internal quality assurance management plan (including the collection, process, reports, receiving and transfer of information from relevant parties) is established to support education, scientific research and community service. • Internal quality assurance information including data analysis results must be appropriate, accurate and available in order to provide timely information to relevant 	<p>Response from questions included in the survey is a valuable source of internal information that educational institutions can collect, analyze and use for their internal quality assurance.</p>

	<p>parties in support of decision-making and ensuring consistency, security and safety.</p> <ul style="list-style-type: none"> • Internal quality assurance information system, quantity, quality, consistency, data and information security and safety are reviewed. • Internal quality assurance information management and internal quality assurance policies, procedures and plans are improved to support education, scientific research and community service. 	
<p>STANDARD 1.8: PUBLIC INFORMATION</p>	<p>STANDARD 1: VISION, MISSION AND CULTURE</p> <p>STANDARD 13: ENROLLMENT AND ADMISSION</p> <p>STANDARD 14: DESIGN AND REVIEW OF CURRICULUM</p>	
<ul style="list-style-type: none"> • Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible. 	<ul style="list-style-type: none"> • Vision, mission and culture of an educational institution are disseminated, thoroughly understood and clearly explained. 	<ul style="list-style-type: none"> • Are you on the whole satisfied with your course of study? • Were the two following reasons important in making your decision to enroll in your

	<ul style="list-style-type: none"> • Plans, policies, and communications shall be developed in order to enroll students for various programs. • Systems are developed to design, develop, monitor, review, evaluate, approve and issue curriculum for all programs and subjects/modules with opinions and feedbacks from relevant parties. • Building, reviewing and adjusting systems of the expected learning outcomes of the program and subjects/modules in accordance with the needs of relevant parties are made available. • Subject/module syllabus, curriculum of the program and subjects/modules are documented, disseminated and implemented based on the expected learning outcomes. 	<p>university studies course that you are now completing?</p>
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<p>STANDARD 1.9: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES</p>	<p>STANDARD 4: STRATEGIC MANAGEMENT</p> <p>STANDARD 5: POLICIES ON EDUCATION, SCIENTIFIC RESEARCH AND COMMUNITY SERVICES</p> <p>STANDARD 9: INTERNAL QUALITY ASSURANCE SYSTEM</p> <p>STANDARD 12: QUALITY IMPROVEMENT</p> <p>STANDARD 14: DESIGN AND REVIEW OF CURRICULUM</p> <p>STANDARD 15: TEACHING AND LEARNING</p> <p>STANDARD 22: TRAINING RESULTS</p>	
<ul style="list-style-type: none"> • Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to 	<ul style="list-style-type: none"> • Key performance indicators, key target indicators are established to measure the extent to which the institution's strategic goals have been attained. 	<ul style="list-style-type: none"> • Are you on the whole satisfied with your course of study? • Are you satisfied with the relationship you had with: <ul style="list-style-type: none"> • Teacher in general

<p>continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.</p>	<ul style="list-style-type: none"> • The strategic planning process, the key performance indicators, key target indicators are improved to achieve the strategic objectives of the institution. • Policies on education, scientific research and community service are reviewed in a regular manner. • Policies on education, scientific research and community service are improved to enhance the performance of the educational institution and meet the needs and satisfaction of the concerned parties. • Key performance indicators, key target indicators are established to measure the assurance performance of the institution. • The strategic planning procedure, the key performance indicators, key target indicators are improved to achieve the strategic objectives and the quality assurance of the institution. 	<ul style="list-style-type: none"> • Teacher's collaborators • Administrative staff of your university • If you could go back in time, would you enroll again at university? • What is the percentage of the classes that you are attending on the regular basis? • The didactic material (suggested or supplied) is adequate for preparing the exam? • The overall exam organization (dates and timetable, information given, registration etc.) is acceptable? • The workload for the classes is acceptable? • My current GPA reflect my level of performance fairly? • The supervision of the final examination (dissertation, report on the traineeship/internship, report on the completion of study or other) was adequate?
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	<ul style="list-style-type: none"> • A plan to continuously improve the quality of education facilities, including policies, systems, procedures, procedures and resources is developed in order to achieve the best results in education, scientific research and community services. • Partner selection criteria, benchmarking and matching for quality improvement are established, implemented and regularly reviewed. • Review of the design process, evaluation and review of the curriculum are conducted. • The design, assessment and curriculum are improved to ensure the consistency and updating in order to meet the ever-changing needs of relevant parties. • Teaching and learning activities are monitored and evaluated in order to ensure and improve quality. 	<ul style="list-style-type: none"> • What do you think about the classrooms in which lessons and exams took place? • Assessment of IT workstation facilities? • Was the equipment for the other didactic activities (laboratories and other practical activities etc...) adequate? • Your evaluation of the library services (borrowing service, reading rooms, opening hours etc.) as a support to study is... • The study rooms (other from libraries' ones) were... • If you have attended part of your degree course abroad (and this activity has been acknowledged in your university e.g. through credits recognition) or if you have written your graduation thesis abroad, do you positively evaluate the support given to you by the university you attended?
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	<ul style="list-style-type: none"> • The percentage of learners who meet the requirements and the dropout rates of all programs, modules/subjects are determined, monitored and benchmarked to improve education quality. • Average time limits for graduation of all programs are determined, monitored and benchmarked to improve education quality. • Employment rate for graduates in all programs is determined, monitored and benchmarked to improve education quality. • Levels of satisfactoriness of relevant parties with the quality of graduated learners are determined, monitored and benchmarked to improve education quality. 	<ul style="list-style-type: none"> • Do you positively evaluate the support given to you by your university for the in-house company period/internship?
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<p>STANDARD 1.10: CYCLICAL EXTERNAL QUALITY ASSURANCE</p>	<p>STANDARD 10: INTERNAL AND EXTERNAL ASSESSMENT</p>	
<ul style="list-style-type: none"> • Institutions should undergo external quality assurance in line with the ESG on a cyclical basis. 	<ul style="list-style-type: none"> • Internal assessment plan and external assessment preparation are established. • Internal assessment and external assessment are implemented in a regular manner by the staff or/and by trained independent experts. • Findings and results of internal assessment and external assessment are reviewed. • Internal assessment procedure and external assessment preparation procedure are improved to achieve the strategic objectives of the institution. 	<ul style="list-style-type: none"> • The survey is a good way for the educational institutions to gather data relevant to both internal and external quality assurance activities.

3. Conclusion

Referring to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) issued in 2015, similarities with the standards applied in Vietnam, as per the Circular 12/2017/TT-BGDĐT, have been found.

It is remarkable that the Voyage questionnaire is more or less relevant to all standards.

The information gathered from the questionnaire is a useful source of inputs for each educational institutions' internal quality assurance system. Moreover, it is also a good means to evaluate how such system is established and implemented by the university. For the university itself, it forces and facilitates quality improvement; at the same time, it is a valuable source of information for external concerned parties.