QAA

Viet Nam HE Sector Collaboration 2026–28

Supporting a managed transition to accountable and risk-based quality assurance in higher education

IN PARTNERSHIP WITH

VQA

British Council

QAA

What Is Quality in Higher Education?

It is **multi-dimensional, multi-level, and dynamic**, embracing inputs, processes, and outcomes

(Stensaker, 2007)

Quality should reflect **institutional mission**, **societal relevance** and **learner success**

(UNESCO 2022)

ILLUSTRATION OF HARVEY AND GREEN'S 5 WAYS OF THINKING ABOUT QUALITY IN HIGHER EDUCATION



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Quality Conceptualisation in HE

Responsibilities of Regulators and Quality Agencies:

1. Accountability (External)

- Set and maintain minimum quality standards
- Conduct audits, accreditations, and evaluations
- Ensure transparent, accurate institutional information
- Protect learners and public trust in higher education

2. Improvement and Enhancement (Developmental)

- Promote continuous improvement in teaching, learning, and processes
- Share good practice, guidance, and capacity-building support
- Provide developmental reviews and advisory feedback
- Strengthen institutional quality culture

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Moving Beyond “Tick-Box QA”

Indicators of a tick-box culture:

- Process-only focus
- QA owned by a single unit
- Reactive and cyclical checks
- Focus on paperwork over performance

Characteristics of enhancement-led Quality Culture:

- Shared ownership
- Alignment with institutional strategy
- Forward-looking analytics
- Continuous reflection
- Stronger focus on student experience and impact



Global Trends Redefining Quality Assurance in Higher Education

- Higher education is being reshaped by global trends that challenge traditional notions of quality.
- **Quality assurance now extends beyond compliance** — it must demonstrate institutional adaptability, social value, and continuous learning.
- Universities face growing pressure to ensure that **digital, flexible, and work-integrated learning** maintain academic integrity and rigor.
- QA systems must evolve to **measure learning outcomes, skills, and impact**, not only resources or procedures.
- Both **internal QA (IQA)** and **external QA (EQA)** must evolve together: institutions strengthening cultures of evidence and innovation, agencies redefining frameworks to enable it.

Current Trends in QA

- **Outcome-based EQA** —focus on graduate outcomes, impact, and skills.
- **Data-informed QA ecosystems**—dashboards, predictive analytics, integrated KPIs.
- **Micro-credentials and lifelong learning**—QA of flexible, stackable offerings.
- **Digital and AI influence on QA**—automated analytics, digital assessment integrity.
- **Student voice as core evidence**—partnering with students, co-designing improvements.
- **Risk-based governance**—different levels of review depending on maturity and risk.
- **Shift toward enhancement-led national frameworks**—Scotland, New Zealand, Ireland.

THE 2026-28 COLLABORATION

Four connected components

1

National QA maturity survey

A proportionate two-tier model giving a consistent national baseline.

2

Targeted diagnostic follow-up

Deeper, evidence-informed review only where risks are identified.

3

Practical QA tools

Toolkits, templates and guidance to strengthen internal QA.

4

Capacity-building workshops

A staged programme aligned to institutional maturity levels.

The project is delivered as a collaboration between VQA, British Council, and QAA

TWO-TIER ASSESSMENT INSTRUMENT

Light touch for all, deeper scrutiny only where it adds value

TIER 1 · ALL HEIS

Rapid Maturity Scan

Standardised self-assessment of 20 pilot institutions

2+ risk flags



TIER 2 · SELECTED HEIS

Evidence-informed diagnostic

Targeted follow-up to validate results where risk, uncertainty or inconsistency appears.

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TIER 1 · RAPID MATURITY SCAN

Example

1. Governance, policy and communication; QA structures and resourcing, including QA staff capacity and development

Indicator	Description	Maturity Rating (1–4)	Evidence Required
1.1 QA governance	The institution has a formally approved QA policy and governance structure.	☐1 ☐2 ☐3 ☐4	Upload: QA policy (PDF), organisational chart
1.2 QA responsibilities	Roles for QA at institutional, faculty, and programme levels are defined and active.	☐1 ☐2 ☐3 ☐4	Upload: QA committee TOR
1.3 Compliance readiness	Mechanisms exist to ensure compliance with Circular 20/2026 and 04/2025	☐1 ☐2 ☐3 ☐4	Upload: Internal compliance readiness matrix or risk assessment
Etc.	…	…	…
Narrative (max 150 words):	Describe how QA governance is implemented and monitored.		

CAPACITY-BUILDING WORKSHOPS

Staged training matched to maturity

Emerging / early Developing

Foundational

- IQA duties under Law 125
- Formal QA structures and roles
- Using the toolkit and templates

Developing / Established

Intermediate

- Programme review and audit cycles
- Using data and KPIs well
- Preparing for greater autonomy

Established / Advanced

Advanced

- Sustaining quality culture
- International benchmarking
- Leading sector peer learning

Delivery modes

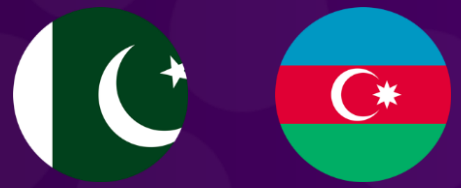
In-person and virtual workshops, Tier 2 clinics, peer-learning case studies

QAA

International Quality Accreditation



Achieved in 20 countries and territories



In progress

Industrial University of Ho Chi Minh City

Full alignment to the European Standards and Guidelines (ESG)

Areas of strength

- Strategic and embedded quality culture
- Strong stakeholder engagement
- Consistent implementation of outcomes-based education
- Student centred learning environment
- Excellent academic staff development framework
- Outstanding learning resources
- Data-driven management and decision-making
- Use of external accreditation as a development tool

Enhancement themes that regularly emerge from QAA accreditation processes

- Action Plan
- Mid-cycle Review

- Create a university-wide quality culture
- Integrate strategy, curriculum, quality assurance and graduate outcomes
- Make stakeholder engagement systematic and continuous
- Invest in data infrastructure that supports decisions
- Use accreditation as an improvement mechanism
- Document impact, not just activity



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