

ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam

BOOK OF ABSTRACTS

NETWORKING for BUILDING and SUSTAINING
QUALITY CULTURE in Higher Education Institutions

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KEYNOTE ADDRESS:

Networking and Sustaining Quality Culture in HEIs



Prof. Dr. Jacques Lanarès,
*Professor and former Vice-Rector
for Development of Teaching and Quality,
University of Lausanne, Switzerland*

Jacques Lanarès has been Vice Rector of the University of Lausanne between 2006 and 2016. He was, in particular, in charge of Quality, Human Resources, Development of Teaching and eLearning. In that capacity he was responsible for the development of the internal quality system of his university and preparation of 3 external audits. He is involved in Quality matters at national and international level.

He chaired the Quality Delegation of the Swiss rectors conference and chaired the group preparing standards for accreditation of HEI's in Switzerland. He is member of the Swiss Accreditation Council and Quality expert for several organisations such as the European Association of Universities (EUA/IEP), ENQA (involved in the evaluation of 5 quality agencies as member or chair) or the World Bank and various national accreditation agencies (Belgium, Finland, France, Georgia, Ireland, Lithuania, Luxembourg, Nederland, Share project in Asia). He has evaluated HEI's in 23 countries. He is member of the IEP/EUA steering committee, of the programme committee of the European Quality Assurance Forum and of the EQAR committee (European QA register). His academic background is Neuropsychology and he is Professor at the University of Lausanne (Teaching and Learning in Higher Education and Life Long Learning).

KEYNOTE ADDRESS:

Digitalisation of Higher Education and its Consequences on QA

Prof. Dr. Tan Seng Chee,
Nanyang Technological University, Singapore



Dr. Tan Seng Chee is an Associate Professor with the Learning Sciences & Technologies academic group, National Institute of Education (NIE), Nanyang Technological University (NTU). He obtained his BSc (Hons) from the National University of Singapore in 1989 under the sponsorship of PSC Local Merit Scholarship; he completed his Master in Education from the National Institute of Education in 1997; and he obtained his Ph.D. (Instructional Systems) from the Pennsylvania State University in 2000 under the NTU Overseas Graduate Scholarship.

He has been working on integrating technologies into education in different positions, as an assistant director in the Ministry of Education, as the Head of the Learning Sciences & Technologies academic group, and as Acting co-director of the Centre for Research & Development in Learning at NTU. His research interests include Computer-Supported Collaborative Learning, knowledge building, and the use of technologies in education. His recent publications include "Knowledge Creation in Education" and "Pushing the frontier: A cohesive system-wide approach to integrating ICT into education".



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DETAILS OF THE PROGRAMME



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Linked ASEAN-QA Alumni and Association Activities

ASEAN-QA Association Constitutional Assembly




(for the Alumni of ASEAN-QA, please refer to your event coupon)








Day 0: Wednesday, November 6, 2019

1:30 pm	Transfer from Brandi Gate/Fuji and Cau Giay Hotel to FTU (for sponsored Alumni & Project Partners/Trainers)
2:00 pm	Registration to the General Assembly
2:30 pm	ASEAN-QA Association Constitutional Assembly <ul style="list-style-type: none">• Deliberation on Constitution & By Laws• Appointment of Executive Board and Committee Room A901 – Block A
5:00 pm	End of the Assembly
5:30 pm	<i>Transfer from FTU to Brandi Gate/Fuji and Cau Giay Hotel</i> (for sponsored Alumni & Project Partners/Trainers)
6:30 pm	Dinner at Da Lien Restaurant (registered participants only) Joint transfer from the Brandi Gate/Fuji and Cau Giay Hotel. Address of Restaurant: 55A Nguyễn Du, Hai Bà Trưng, Hanoi
8:30 pm	<i>Transfer from Restaurant to Brandi Gate/Fuji and Cau Giay Hotel</i> (for sponsored Alumni & Project Partners/Trainers)

DAY 1: Thursday, November 7, 2019

8:00 am	Transfer from Brandi Gate/Fuji and Cau Giay Hotel to FTU (for sponsored Alumni & Project Partners/Trainers)
8:00 am	Registration 📍 Ground Floor, Block - D
8:45 am	Welcome Performance
9:00 am	<p>Welcome and Opening Remarks</p> <p>Assoc. Prof. Dr. Bui Anh Tuan, President, Foreign Trade University, Vietnam</p> <p>Assoc. Prof. Dr. Mai Van Trinh, Director General, Vietnam Education Quality Agency, Ministry of Education and Training, Vietnam</p> <p>Dr. Ngo Van Thuyen, AUN-QA Council Member and Chairman of the University Governance Council, Ho Chi Minh City University of Technology and Education, Vietnam</p> <p>Barbara Michalk, Head of Section Higher Education in Germany and Europe, German Rectors` Conference (HRK), Germany</p> <p>Dr. Chantavit Sujatanond, Director, SEAMEO Regional Centre for Higher Education and Development (RIHED), Thailand</p> <p>📍 D201 Block-D</p>
9:30 am	<p>Launch of the ASEAN Quality Assurance Association</p> <p>Establishing the ASEAN-QA Association</p> <p>Irish Tejero-Dakay, Presidential Assistant for Quality Assurance, University of San Carlos, the Philippines</p> <p>Introduction of the ASEAN-QA Association Executive Board & Committee</p> <p>President, ASEAN-QA Association</p> <p>📍 Venue: D201 Block-D</p>
10:00 am	Group Photo and Coffee Break at Block-D (multiple stations)
10:30 am	<p>Keynote Address: Networking and Sustaining Quality Culture in HEIs</p> <p>Prof. Dr. Jacques Lanarès, Professor and former Vice-Rector for Development of Teaching and Quality, University of Lausanne, Switzerland</p> <p>Chair: Prof. Dr. Rohaida Mohd. Saat, Dean, University of Malaya, Malaysia</p> <p>📍 D201 Block-D</p>

11:15 am	<p>Plenary Session 1: <i>The Role of QA Networks in the Changing ASEAN Higher Education Landscape</i> (Panel Discussion)</p> <p>Panelists: Prof. Dr. T. Basaruddin, President, ASEAN Quality Assurance Network, Indonesia</p> <p>Prof. Dr. Masoud Muruke, Former President of the East African Higher Education Quality Assurance Network, University of Dar es Salaam, Tanzania</p> <p>Dr. Ngo Van Thuyen, AUN-QA Council Member and Chairman of University Governance Council, Ho Chi Minh City University of Technology and Education, Vietnam</p> <p>Frank Niedermeier, ASEAN-QA Project Head and Head of Higher Education Studies Department, University of Potsdam, Germany</p> <p>Prof. Dr. Raymundo Rovillos, Chancellor, University of the Philippines Baguio, the Philippines</p> <p>Dr. Chantavit Sujatanond, Director, SEAMEO Regional Centre for Higher Education and Development (RIHED), Thailand</p> <p>Moderation: Lucila Calairo, Director of Quality Assurance Office, De La Salle University Dasmariñas, the Philippines &</p> <p>Dr. Oliver Vettori, Dean of Accreditation and Quality Management, Vienna University of Economics and Business, Austria</p> <p> D201 Block-D</p>
12:15 pm	Lunch at FTU Canteen
2:00 pm	Parallel Sessions Day 1
	<p>Paper Session 1:</p> <p>Sustainability of Quality Assurance and Development Systems and Processes</p> <p>Chairs: Dr. Nadine Bütel, University of Potsdam, Germany & Dr. Thanongsack Duangdala, Deputy Director, National University of Laos, Lao PDR</p> <p> VJCC – Conference Room A (3rd floor)</p>
	<p>Paper Session 2:</p> <p>Integrated (Holistic) Quality Assurance and Development Systems</p> <p>Chairs: Ina Grieb, University of Oldenburg & Prof. Dr. Ronald Allan Mabunga, Philippine Normal University, the Philippines</p> <p> VJCC – Conference Room C (3rd floor)</p>

	<p>Paper Session 3: Evaluation Tools and Data Utilization in QA</p> <p>Chairs: Dr. Thiri Aung, Dawei University, Myanmar & Prof. Dr. Philipp Pohlenz, University of Magdeburg, Germany</p> <p> VJCC – Conference Room E (1st floor)</p>
	<p>Paper Session 4: Stakeholder and Student Involvement</p> <p>Chairs: Barbara Michalk, German Rectors' Conference, Germany & Assoc. Prof. Dr. Thasaneeya Nopparatjamjornras, Mahidol University, Thailand</p> <p> VJCC – Conference Room F (1st floor)</p>
	<p> SHARE Workshop on Turning Regional QA Principles into Practice – the ASEAN Quality Assurance Framework (AQAF) - Part I</p> <p>Purpose, Scope and Relevance of the AQAF: from Development to Implementation</p> <p>Chair: Concepcion V. Pijano, Senior QA Expert EU SHARE, the Philippines</p> <p> VJCC – Conference Room B and Multifunctional Room 3 (3rd floor)</p>
3:30 pm	Coffee Break at VJCC (multiple stations)
4:00 pm	Parallel Workshop Sessions:
	<p>Workshop 1:</p> <p>Student Involvement in Quality Assurance and Governance</p> <p>Chairs: Barbara Michalk, German Rectors' Conference, Germany & Duu Sheng Ong, Multimedia University, Malaysia</p> <p> VJCC – Conference Room A and Multifunctional Room 1 (3rd floor)</p>
	<p>Workshop 2:</p> <p>Evaluation in Higher Education: Instruments, Opportunities and Challenges</p> <p>Chairs: Dr. Thiri Aung, Dawei University, Myanmar, Maria Hidayati, Universitas Negeri Malang, Indonesia & Prof. Dr. Philipp Pohlenz, University of Magdeburg, Germany</p> <p> VJCC – Conference Room E and F (1st floor)</p>
	<p>Workshop 3:</p> <p>Quality Assurance for Joint Programmes: Possibilities and Challenges</p> <p>Chairs: Jamaluddin bin Ibrahim, Universiti Teknologi Petronas, Malaysia & Prof. Dr. Rohaida Mohd. Saat, University of Malaya, Malaysia</p> <p> Block-A – A-1101 and A1103 (11th floor)</p>



SHARE Workshop on Turning Regional QA Principles into Practice – the ASEAN Quality Assurance Framework (AQAF) - Part II

Making the Regional QA Principles Work: A Case Study Analysis

Group 1

Chairs: Concepcion V. **Pijano**, Senior QA Expert EU SHARE, the Philippines & Prof. Dr. Jacques **Lanarès**, University of Lausanne, Switzerland

 VJCC – Conference Room B and Multifunctional Room 3 (3rd floor)



SHARE Workshop on Turning Regional QA Principles into Practice – the ASEAN Quality Assurance Framework (AQAF) - Part II

Making the Regional QA Principles Work: A Case Study Analysis

Group 2

Chairs: Prof. Zita Mohd **Fahmi**, Senior QA Expert EU SHARE, Malaysia & Dr. Oliver **Vettori**, Vienna University of Economics & Business, Austria

 VJCC – Conference Room C and Multifunctional Room 2 (3rd floor)

6:00 pm

Gala Dinner and Cultural Show at Dong Som Drum Restaurant (registered participants only)




Dinner Speech: President ASEAN-QA Association & Prof. Dr. T. **Basaruddin**, President, ASEAN Quality Assurance Network, Indonesia






Joint transfer from the Forum Venue. Meeting at Foreign Trade University, Lobby of Block-A.





Return to FTU, Brandi Gate/Fuji and Cau Giay Hotel after dinner at approximately 9 pm.

Address: 1 Trần Đăng Ninh, Cầu Giấy, Hanoi

DAY 2: Friday, November 8, 2019

8:15 am	Transfer from Brandi Gate/Fuji and Cau Giay Hotel to FTU (for sponsored Alumni & Project Partners/Trainers)
9:00 am	<p>Welcome</p> <p>Plenary Session 2: Engaging Students in ASEAN Higher Education QA – A Stakeholder Dialogue (Panel Discussion)</p> <p>Panelists: Prof. Dr. Yazid Bashtomi, Professor and Coordinator of English Study Programs, Universitas Negeri Malang, Indonesia</p> <p>Assoc. Prof. Dr. Dao Thi Thu Giang, Vice-President, Foreign Trade University, Vietnam</p> <p>Assoc. Prof. Dr. Tawiwat Kangsadan, Associate Dean for Academic Affairs and Quality Management, King Mongkut's University of Technology North Bangkok (KMUTNB), Thailand</p> <p>John Isaac Punzalan, Student, University of the Philippines, the Philippines</p> <p>Johannes Wolf, Student, University of Potsdam, Germany</p> <p>Moderation: Barbara Michalk, Head of Section Higher Education in Germany and Europe, German Rectors` Conference (HRK), Germany &</p> <p>Duu Sheng Ong, Professor and former Vice-President, Multimedia University, Malaysia</p> <p> D201 Block-D</p>
10:00 am	Coffee Break/Poster Session at Block-D (multiple stations)
10:30 am	Parallel Sessions Day 2:
	<p>Paper Session 5:</p> <p>Sustainability of Quality Assurance and Development Systems and Processes</p> <p>Chairs: Sany Sanuri Mohd. Mokhtar, University Utara, Malaysia & Prof. Dr. Philipp Pohlenz, University of Magdeburg, Germany</p> <p> VJCC – Conference Room A (3rd floor)</p>
	<p>Paper Session 6:</p> <p>Sustainability of Quality Assurance and Development Systems and Processes</p> <p>Chairs: Prof. Dr. Rohaida Mohd. Saat, University of Malaya, Malaysia & Benjamin Jung, University of Potsdam, Germany</p> <p> VJCC – Conference Room B (3rd floor)</p>

	<p>Paper Session 7:</p> <p>Integrated (Holistic) Quality Assurance and Development Systems</p> <p>Chairs: Apolinario do Rego, Universidade da Paz, Timor-Leste & Ina Grieb, University of Oldenburg, Germany</p> <p> VJCC – Conference Room C (3rd floor)</p>
	<p>Paper Session 8:</p> <p>Outcome-Based Education and Curriculum Development</p> <p>Chairs: Dr. Nadine Bütel, University of Potsdam, Germany & Jamaluddin bin Ibrahim, Universiti Teknologi Petronas, Malaysia</p> <p> VJCC – Conference Room E (1st floor)</p>
	<p>Paper Session 9:</p> <p>QA and Internationalisation</p> <p>Chairs: Dr. Oliver Vettori, Vienna University of Economics & Business, Austria & Maria Wahyuni Inderawati, Atma Jaya Catholic University, Indonesia</p> <p> VJCC – Conference Room F (1st floor)</p>
12:00 pm	Lunch at FTU Canteen
1:30 pm	<p>ASEAN-QA Open Forum (Unconference)</p> <p>The Open Forum is similar to an unconference and thus a participant-driven format which gives participants the opportunity to discuss issues and cases related to the practice of quality assurance and teaching and learning with others. The more specific these are, the better. The idea to offer this type of format is to support peer-exchange between the participants and to contribute in solving challenges within the QA world with the perspectives and experiences of peers. Topics have been handed in during registration and those chosen to be discussed will be informed via e-mail with further directions.</p>
	<p>Open Forum 1:</p> <p>Sustainable Quality Culture and Capacity Building</p> <p>Moderators: Duu Sheng Ong, Multimedia University, Malaysia & Prof. Dr. Alyssa Peleo-Alampay, University of the Philippines, the Philippines</p> <p> VJCC – Conference Room A and Multifunctional Room 1 (3rd floor)</p>
	<p>Open Forum 2:</p> <p>Sustainable Quality Culture and Capacity Building</p> <p>Moderators: Frank Niedermeier, University of Potsdam, Germany & Prof. Dr. Ronald Allan Mabunga, Philippine Normal University, the Philippines</p> <p> VJCC – Conference Room B and Multifunctional Room 3 (3rd floor)</p>

	<p>Open Forum 3:</p> <p>QA Systems & Instruments</p> <p>Moderators: Lucila Calairo, De La Salle University Dasmaringas, the Philippines & Prof. Dr. Rohaida Mohd. Saat, University of Malaya, Malaysia</p> <p> VJCC – Conference Room E and F (1st floor)</p>
	<p>Open Forum 4:</p> <p>External Quality Assurance & Accreditation</p> <p>Moderators: Dr. Thanongsack Duangdala, Deputy Director, National University of Laos, Lao PDR & Jamaluddin bin Ibrahim, Universiti Teknologi Petronas, Malaysia</p> <p> VJCC – Conference Room C and Multifunctional Room 2 (3rd floor)</p>
3:00 pm	Coffee Break/Poster Session at Block-D (multiple stations)
3:45 pm	<p>Keynote Address:</p> <p>Digitalisation of Higher Education and its Consequences on QA</p> <p>Prof. Dr. Tan Seng Chee, Nanyang Technological University, Singapore</p> <p>Comment: Dr. Oliver Vettori, University of Economics Vienna, Austria</p> <p> D201 Block-D</p>
4:30 pm	<p>ASEAN-QA Association: Moving Forward</p> <p>Dr. Thiri Aung, Head of Department, Dawei University, Myanmar &</p> <p>Prof. Dr. Alyssa Peleo-Alampay, Assistant Vice President for Academic Affairs, University of the Philippines, the Philippines</p> <p> D201 Block-D</p>
4:45 pm	<p>Closing Remarks</p> <p>Assoc. Prof. Dr. Dao Thi Thu Giang, Vice-President, Foreign Trade University, Vietnam</p> <p>Marc Wilde, Head of Section, Development Cooperation: Partnership Programmes, Alumni Projects and Higher Education Management, German Academic Exchange Service, Germany</p> <p>Frank Niedermeier, ASEAN-QA Project Head and Head of Higher Education Studies Department, University of Potsdam, Germany</p> <p> D201 Block-D</p>
5:00 pm	End of the Forum
5:30 pm	Transfer from FTU to Brandi Gate/Fuji and Cau Giay Hotel (for <i>sponsored</i> Alumni & Project Partners/Trainers)

Linked ASEAN-QA Alumni and Association Activities

ASEAN-QA Association Strategic Planning Workshop

(restricted to ASEAN-QAA (interested) Members, please refer to your event coupons)

Day 3: Saturday, November 9, 2019

7:30 am	Transfer from Brandi Gate/Fuji and Cau Giay Hotel to FTU (for sponsored Alumni & Project Partners/Trainers)
8:00 am	Registration
8:30 am	Town Hall Session by ASEAN-QAA <i>Venue: VJCC –Conference Room A & Multifunctional Room 1 (3rd floor)</i>
	Workshop Breakout Session 1 (by country – 3 missions) <i>Venue: VJCC – Conference Room B, Multifunction 2 and 3 (3rd floor)</i> Presentation of Country Outputs <i>Venue: VJCC –Conference Room A & Multifunctional Room 1 (3rd floor)</i>
10:15 am	Coffee break
10:30 am	Workshop Breakout Session 3 (Action Plans – based on Strategies) <i>Venue: VJCC – Conference Room B, Multifunction 2 and 3 (3rd floor)</i> Group Presentation <i>Venue: VJCC –Conference Room A & Multifunctional Room 1 (3rd floor)</i>
12:30 pm	Lunch at FTU Canteen and Good bye
2:00 pm	<i>Transfer from FTU to Brandi Gate/Fuji and Cau Giay Hotel (for sponsored Alumni & Project Partners/Trainers)</i>
2:00 pm	ASEAN-QAA Executive Board & Committee Meeting (by invitation) Room A901 – Block A
3:30 pm	Coffee Break
4:00 pm – 5:00 pm	Meeting Continued & Adjourn
5:30 pm	<i>Transfer from FTU to Brandi Gate/Fuji and Cau Giay Hotel (for Alumni & Project Partners/Trainers)</i>

ASEAN Q FORUM

ASEAN Quality Assurance Forum PROGRAM GUIDE

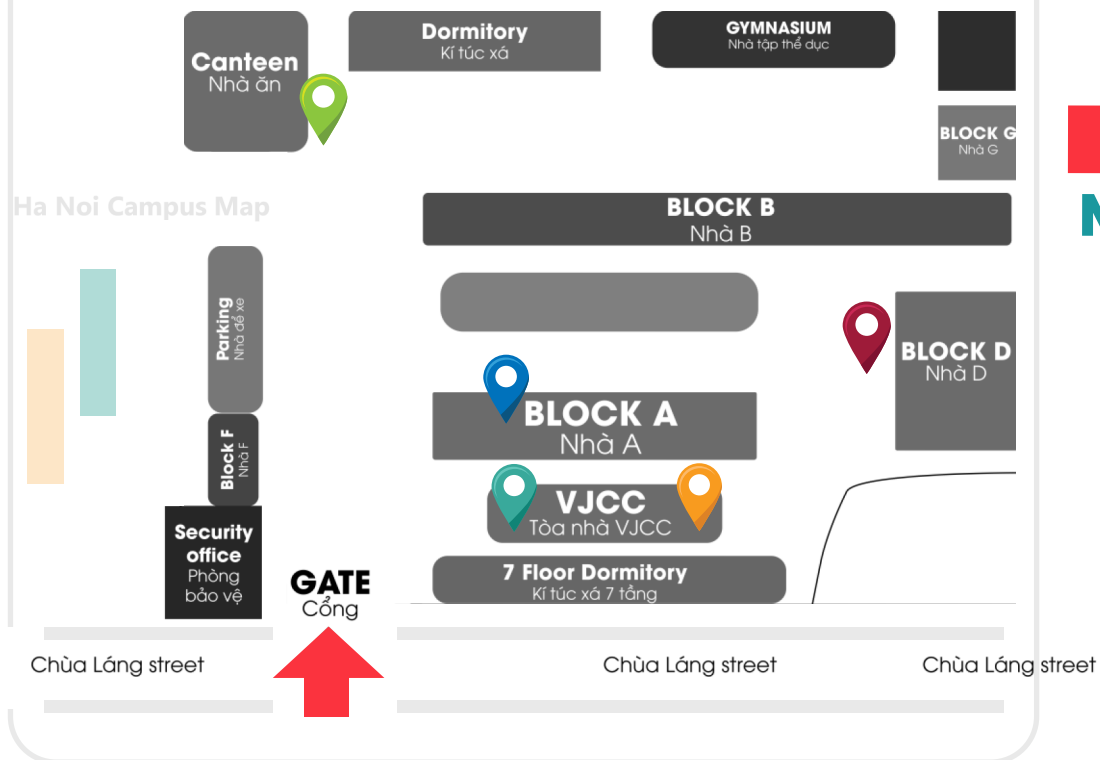
FTU CAMPUS MAP (FORUM VENUE)

Legend:



FTU CAMPUS MAP

Bản đồ trường Đại học Ngoại thương



Ha Noi Campus Map

DAY 1	Time	Activity	Venue
NOV 7 2019	8:00 am	Registration	Block D, G/F
	8:45 am	Welcome Performance	Block D, D201
	9:00 am	Welcome and Opening Remarks	Block D, D201
	9:30 am	Launch of the ASEAN-QA Association	Block D, D201
	10:00 am	Group Photo and Coffee Break (Multiple Stations)	Block D, D201
	10:30 am	Keynote Address	Block D, D201
	11:15 am	Plenary Session 1	Block D, D201
	12:15 pm	LUNCH	FTU canteen
	2:00 pm	Parallel Sessions Day 1	Please see page 2
	3:30 pm	Coffee Break at VJCC (Multiple Stations)	VJCC Lobby
	4:00 pm	Parallel Workshop Sessions:	Please see page 2
	6:00 pm	Gala Dinner and Cultural Show at Dong Som Drum Restaurant	Joint transfer, meet at Block A

DAY 1	Time	Activity	Venue
NOV 8 2019	9:00 am	Plenary Session 2:	Block D, D201
	10:00 am	Coffee Break/Poster Session (Multiple Stations)	Block D
	10:30 am	Parallel Sessions Day 2:	Please see page 3
	12:00 pm	LUNCH	FTU canteen
	1:30 pm	ASEAN-QA Open Forum (Parallel)	Please see page 3
	3:00 pm	Coffee Break/Poster Session (Multiple Stations)	Block D
	3:45 pm	Keynote Address:	Block D, D201
	4:30 pm	ASEAN-QA Association: Moving Forward	Block D, D201
	4:45 pm	Closing Remarks	Block D, D201
	5:00 pm	End of the Forum	

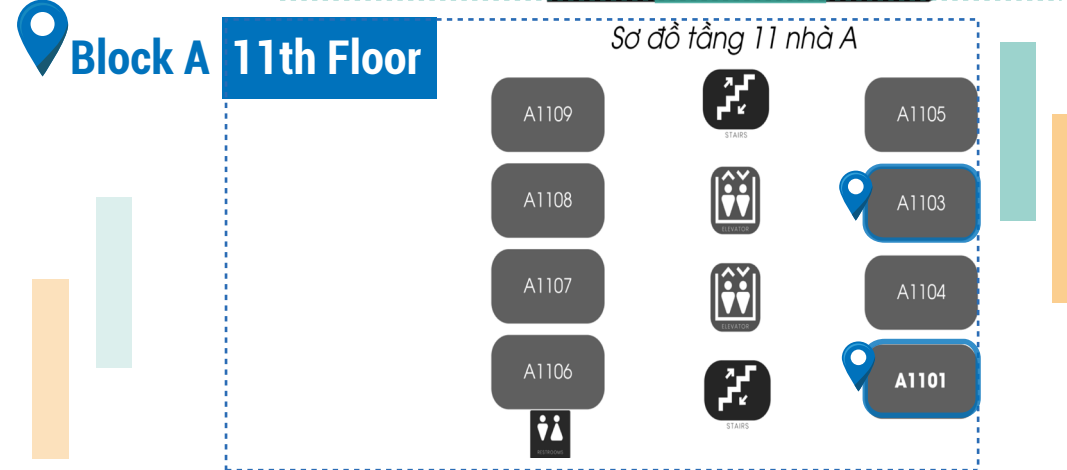
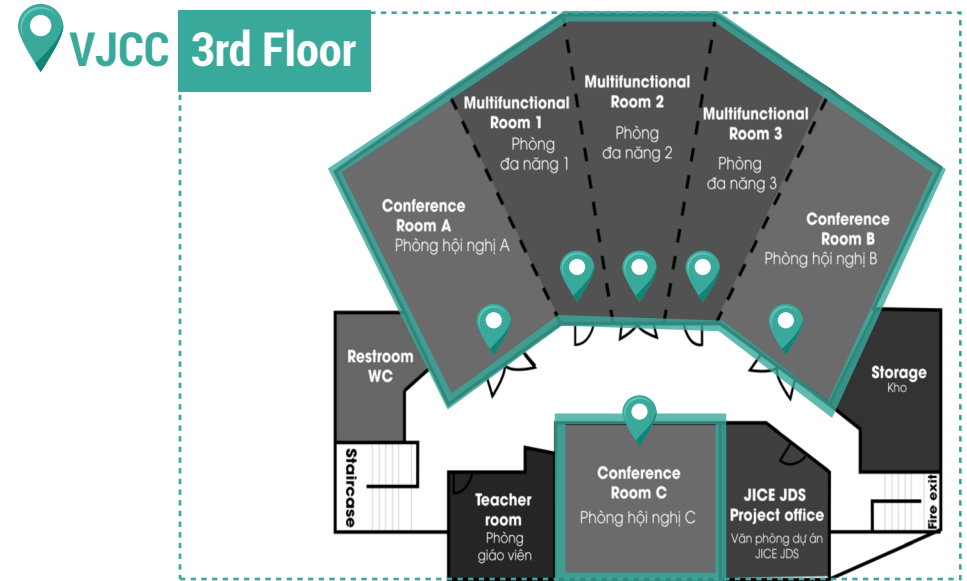
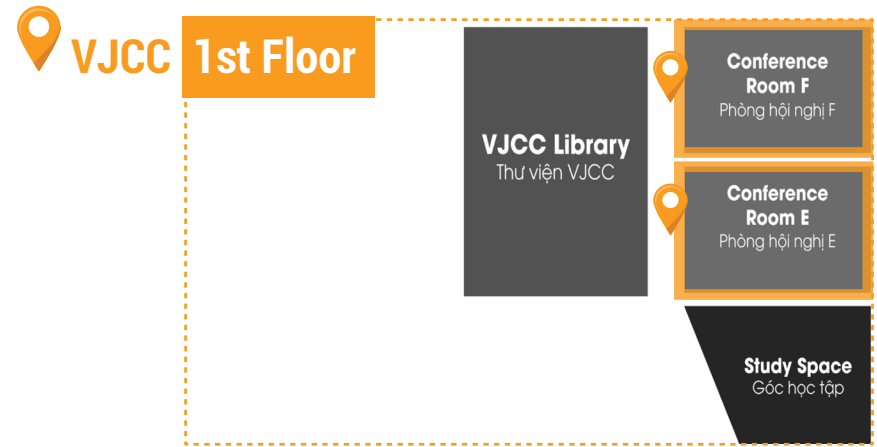
NOV 7 2:00 PM

- Paper Session 1:** Sustainability of Quality Assurance and Development Systems and Processes >> **VJCC (3rd floor) Conference Room A**
- Paper Session 2:** Integrated (Holistic) Quality Assurance and Development Systems >> **VJCC (3rd floor) Conference Room C**
- Paper Session 3:** Evaluation Tools and Data Utilization in Quality Assurance >> **VJCC (1st floor) Conference Room E**
- Paper Session 4:** Stakeholder and Student Involvement >> **VJCC (1st floor) Conference Room F**
- SHARE Workshop Part 1:** Purpose, Scope and Relevance of the AQAF: from Development to Implementation >> **VJCC (3rd floor) Conference Room B and Multifunctional Room 3**

NOV 7 4:00 PM

- Workshop 1:** Student Involvement in Quality Assurance and Governance >> **VJCC (3rd floor) Conference Room A and Multifunctional Room 1**
- Workshop 2:** Evaluation in Higher Education: Instruments, Opportunities and Challenges >> **VJCC (1st floor) Conference Room E and F**
- Workshop 3:** Quality Assurance for Joint Programmes: Possibilities and Challenges >> **Block-A (11th floor) A-1101 and A1103**
- SHARE Workshop Part 2: (Group 1)** Making the Regional QA Principles Work: A Case Study Analysis >> **VJCC (3rd floor) Conference Room B and Multifunctional Room 3**
- SHARE Workshop Part 2: (Group 2)** Making the Regional QA Principles Work: A Case Study Analysis >> **VJCC (3rd floor) Conference Room C and Multifunctional Room 2**

VENUES



NOV 8 10:30 AM

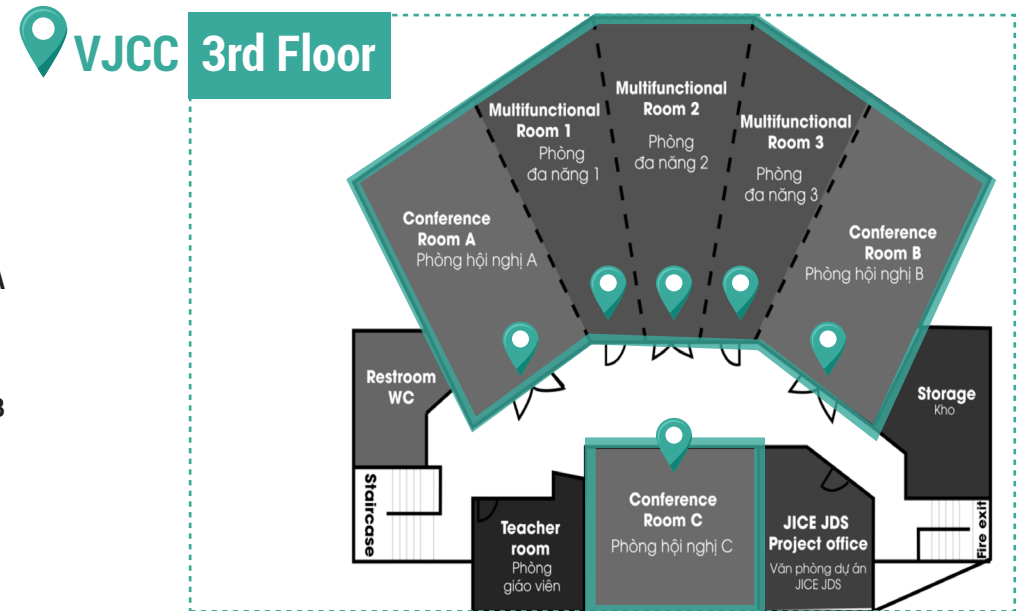
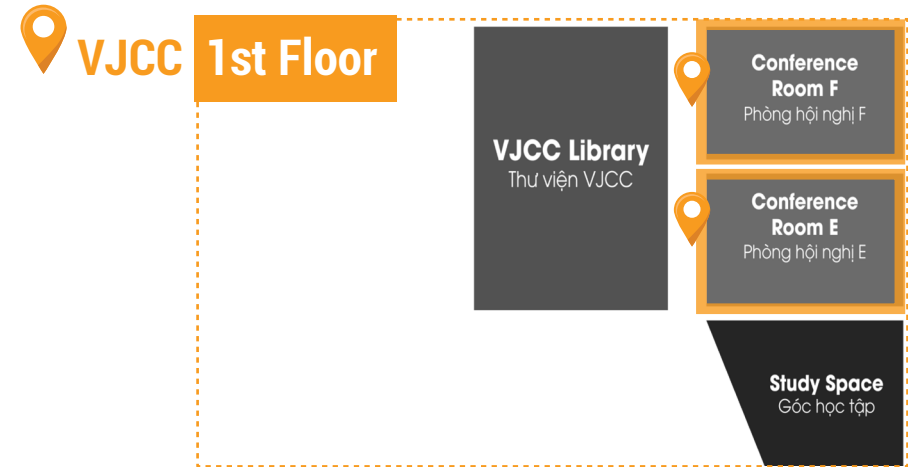
- Paper Session 5:**
 Sustainability of Quality Assurance and Development Systems and Processes
 » VJCC (3rd floor) Conference Room A
- Paper Session 6:**
 Sustainability of Quality Assurance and Development Systems and Processes
 » VJCC (3rd floor) Conference Room B
- Paper Session 7:**
 Integrated (Holistic) Quality Assurance and Development Systems
 » VJCC (3rd floor) Conference Room C
- Paper Session 8:**
 Outcome-Based Education and Curriculum Development
 » VJCC (1st floor) Conference Room E
- Paper Session 9:**
 QA and Internationalisation
 » VJCC (1st floor) Conference Room F

NOV 8 1:30 PM

(UNCONFERENCE)

- Open Forum 1:**
 Sustainable Quality Culture and Capacity Building
 » VJCC (3rd floor) Conference Room A and Multifunctional Room 1
- Open Forum 2:**
 Sustainable Quality Culture and Capacity Building
 » VJCC (3rd floor) Conference Room B and Multifunctional Room 3
- Open Forum 3:**
 QA Systems & Instruments
 » VJCC (1st floor) Conference Room E and F
- Open Forum 4:**
 External Quality Assurance & Accreditation
 » VJCC (3rd floor) Conference Room C and Multifunctional Room 2

VENUES



Presentation Titles for Parallel Paper Sessions

November 7 | 2:00 pm

Paper Session 1

Sustainability of Quality Assurance and Development Systems and Processes

- Process Management: An Instrument to Enhance Quality Assurance System
- Quality Assurance in Research: Status, Challenges and Opportunities of State Universities in the Philippines
- Improving Quality of Teaching and Learning in HEIs: Issues in FAA Accredited Learning Programmes

Paper Session 2

Integrated (Holistic) Quality Assurance and Development Systems

- The Challenges in Implementing Integrated Quality Assurance System
- Implementation of Good University Governance for Intellectual Capital in Higher Education: Case Study of Two Indonesian Universities
- A Linkage of IQA and EQA: An Insightful Experience

Paper Session 3

Evaluation Tools and Data Utilization in QA

- Carrying Out an Annual Tracer Study: The CAS-UPV Experience
- The Role of Professional Development for the Sustainable Development of a Quality Assurance System: A Case Study of Vietnam
- Teaching and Learning Improvement Based on The Evaluation of Exam Question and Learning Outcome Alignment

Paper Session 4

Stakeholder and Student Involvement

- Student Satisfaction Survey Result: Basis for Improving Student Services at De La Salle University-Dasmariñas
- Teaching and Learning Quality in Vietnamese Higher Education: A Comparison of Student and Instructor Perspectives
- Indicators of General Competences of University Graduates: Perspectives from VNU Stakeholders

SHARE Workshop

Presentation Titles for Parallel Paper Sessions

November 8 | 10:30 am

Paper Session 5

Sustainability of Quality Assurance and Development Systems and Processes

- Enhancing Quality Culture in the Academe Through Peer Multiplier Trainings
- Preparing Universitas Negeri Malang for AUN-QA Recognition
- Implementing Internal Quality Assurance at Mahidol University

Paper Session 6

Sustainability of Quality Assurance and Development Systems and Processes

- Measuring the Internal Quality Assurance Information System at Universitas Borneo Tarakan by Using the D & M Information System Success Model
- The Effects of Implementing Quality Management System on Undergraduate Engineering Programmes – The Case of Technological University (Hmawbi)
- Transformation of UNSYIAH in Achieving its Goals Towards Continuous Quality Improvement: An Overview of its Past, Current, and Future Challenges

Paper Session 7

Integrated (Holistic) Quality Assurance and Development Systems

- The Challenges of Implementing a Standard-based Quality Assurance System in Small HEIs
- Enhancing a Quality Culture: The University of the Philippines Experience
- Institutionalization of the PNU Internal Quality Assurance System

Paper Session 8

Outcome-Based Education and Curriculum Development

- Towards Outcome-based Education in study program development at the University of Social Sciences and Humanities, Vietnam National University of Ho Chi Minh City
- Enhancing Quality Assurance in Curriculum Development for the Bachelor of Science in Nursing Program
- Enhancing Quality of Education in Myanmar Technological Universities by Implementing Outcomes-Based Education

Paper Session 9

QA and Internationalisation

- Analysis of Internationalization Strategy Development in Yangon Technological University to Implement the National Education Strategic Plan
- Using QS Rankings to Drive Internal Quality Improvement in Higher Education Institutions: The Case of University of Economics Ho Chi Minh City, Vietnam
- Program Review at Vietnamese-German University



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COMPILATION OF ABSTRACTS



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Track 1: Sustainability of Quality Assurance and Development Systems and Processes


ASEAN Quality Assurance Forum
November 7-8, 2019 | Hanoi, Vietnam

Process Management: An Instrument to Enhance Quality Assurance System

Kieu Buu Lam
Vietnamese-German University





This paper shares the experiences of the Vietnam-German University (VGU) in the establishment and development of process management at the university. VGU has gone through two development phases. The initial stage was set up in 2015, five years after the university foundation. Full-time process managers in eight administrative departments completed process documentation within one year. This paper presents the steps by which processes were formulated and analyzed, and the challenges encountered especially the need to persuade members of the academic community about the significance of process management. In March 2018, process management was put under a functional unit in the Strategy and Quality Management Department at VGU. Process management became a permanent administrative task to achieve transparent workflow and to manage quality at VGU. There is one process manager in the central level who collaborates with relevant departments to design, analyze and develop internal processes and aligning these with the upcoming Integrated Campus Management System (ICMS).

This paper also presents essential processes at the university such as the value chain, relationship and interface from one process to another; and the main vision and mission which the university focuses on. Process management is thus seen as an instrument to establish develop the internal quality assurance (IQA) system at VGU. This system integrates strategic alignment and management of core processes in student life cycle, administrative services, academic and student affairs, library, human resources, and facilities management, among others. Discussion also includes ICMS which consists of four modules: student lifecycle management, human resource management, financial information management and document management system. This



system serves as a transparent instrument for reporting, performance monitoring and decision making and is seen to significantly contribute to the enhancement of the IQA system of the university.

Key words: *process management, integrated campus management system, quality management*





Track 1: Sustainability of Quality Assurance and Development Systems and Processes


ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam



Quality Assurance in Research: Status, Challenges and Opportunities of State Universities in the Philippines

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State universities in the Philippines are public institutions of higher learning created by law and funded by the national government. In the past, although most of these institutions have research, development and extension programs, few quality researches have been conducted or published. In addition, research was not a significant factor in the evaluation of promotion of faculty and accreditation of these institutions. At present, however, research publications play a significant role in faculty promotion and accreditation of the institution and its programs. For publication, there is a great emphasis in the publication of researches in internationally-accredited journals with high impact factor or high rankings. However, many of the researches in state universities do not meet the standards of such journals. For the challenges, there is a small percentage of faculty who are regularly involved in research and have very little research output in terms of presentations in scientific meetings, research publications and intellectual property. This is due to too much teaching load, many extension activities, community services and preponderance of administrative work. Very few institutions have set research publication goals and for those who have done so, the goal is very minimal. Research funds are very limited and although there are external sources of funds, very few of the faculty are submitting research proposals and still fewer are getting their proposals approved. Research direction is often dictated by funding agencies and research facilities are limited. Faculty are also ill-equipped to formulate research design, make research proposals and write scientific papers for publication in international refereed journals. Very few state universities have adequate external reviewers for theses and dissertations



and peer reviewers for research publications. For opportunities, some government agencies have adequate funds for the conduct of research. Sharing of research facilities and technology among the different state universities can also be done. Trainings and workshops on the different aspects of research need to be conducted and government agencies can be tapped to provide funding. Capacitation of researchers through sharing of human resources either from foreign or local sources can be done through adequate networking and linkages with other universities, both foreign and local. Extensive emphasis on publication in journals with high impact factor should also be reviewed since there are researches published in local journals which also are of high quality. Although state universities in the Philippines face a variety of challenges, there are many opportunities for attaining quality assurance in research.



Keywords: research in higher education institutions, research opportunities and challenges, research in the Philippines





Track 1: Sustainability of Quality Assurance and Development Systems and Processes

ASEAN Quality Assurance Forum

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Improving Quality of Teaching and Learning in HEIs: Issues in FAA Accredited Learning Programmes

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This paper aims to review the common issues encountered by higher education institutions (HEIs) when submitting their programmes for FAA Programme Accreditation (FPA). Based on the review of ten (10) selected academic programmes from nine (9) HEIs, the findings show that more than one-third (39%) of the 33 indicators used for FPA have issues for at least two (2) of the programmes. Amongst the issues, the two key ones include: (1) designing, developing and delivery of programmes to meet industry requirements; and (2) constructive alignment between learning outcomes, learning programme objectives, teaching and learning methodologies and assessment.

Solutions are proposed to HEIs, along with the support FAA can provide to ensure that programmes offered meet the needs of the Financial Services Industry (FSI). Specifically, they revolve around seeking input from employers on a periodic basis on the key competencies required by the industry, which can then be translated into the curriculum. FAA ensures this through the industry practitioners appointed as panel of assessors to assess the programmes for accreditation, whilst for HEIs, different approaches can be used, ranging from organising employer workshops to establishing Industry Advisory Panel.

It is also critical to emphasize constructive alignment. HEIs need to be made aware of the importance of such alignment and provide capacity building for their academic staff. Through the Certified Training Professional and Professional Learning Series organised by FAA, academics as participants are exposed to, amongst others, the practicality of design, development and delivery of learning programmes, as well as assessment by focusing on



constructive alignment. In addition, active, adult-based centred learning are emphasised, together with the use of contemporary teaching and learning approaches such as gamification. With these approaches, it is hoped that the HEIs can enhance their curricula in their quest of producing future-proofing graduates.





Track 2: Integrated (Holistic) Quality Assurance and Development Systems

ASEAN Quality Assurance Forum

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The Challenges in Implementing Integrated Quality Assurance System


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Kyaukse Technological University (KTU) is a government-funded university in Myanmar. Due to the educational reform in the country, quality education has been set as a foremost priority of all higher education institutions. To foster quality culture in KTU, a quality management system (QMS) was implemented in 2015 in accordance with ISO 9001:2008. The primary objective of implementing QMS was to provide the basic foundation for program accreditation. QMS mainly focused on the teaching-learning process at that time. KTU prepared for programme level accreditation afterwards.

In the implementation of QMS, KTU applied the PDCA (plan, do, check, act) approach for continual quality improvement. In the planning stage, KTU set key performance indicators (KPIs) to measure the achievement of the university's strategic goals. All the teaching departments also set their KPIs which are aligned with the vision and mission of KTU. At the very beginning, the KPI of teaching departments mainly focused on the implementation of Outcomes-Based Education (OBE) and upgrading facilities and human resources to support OBE implementation. As a result of these initiatives, six engineering programs were provisionally accredited by the Engineering Education Accreditation Committee (EEAC) of Myanmar in 2018.

In 2017, KTU made some changes in its QMS system in accordance with the 2015 version of ISO 9001 to expand its scope to cover research in addition to teaching-learning processes. Departments started to set KPIs, policies and procedures, and review-evaluation-improvement scheme for research activities.

The main challenges in implementing QMS in KTU and to integrate all the main functions of the university are financial resources, staff motivation and competencies. Of these challenges, the last two were addressed by establishing







a QMS implementation office with motivated and competent personnel. The university leadership also played an important role in supporting the QMS working group.

This paper also discusses how KTU has endeavored to sustain the university's quality assurance initiatives amidst the country's education reform.

In conclusion, implementing QMS has accelerated the quality initiatives of KTU. Several challenges remain to be so but with the commitment of leadership and with a strong QMS working group, integration of all functions in QMS becomes highly achievable.

Key words: *quality management system, quality assurance for higher education, Myanmar education reform*





Track 2: Integrated (Holistic) Quality Assurance and Development Systems


ASEAN Quality Assurance Forum
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Implementation of Good University Governance for Intellectual Capital in Higher Education: Case Study of Two Indonesian Universities


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The rapid development of information technology in this globalization era requires higher education to continuously improve its quality. One pathway for higher education institutions (HEIs) is to implement good governance and develop intellectual capital to be able to compete with other universities. This study aims to determine the effects of the implementation of good university governance on the development of intellectual capital at two universities with different accreditation ratings, namely University of Mercu Buana (accredited A) and Karimun University (accredited C). This study utilized primary data gathered through a questionnaire with respondents from the school officials (structural and non-structural,) using a stratified random sampling technique. Descriptive qualitative approach was used. The data analysis method used was Partial Least Square. The results of the outer model test from two units of analysis at the University of Mercu Buana and Karimun University both met the validity criteria, i.e. convergent validity and reliability test. The inner model test, on the other hand, showed a strong relationship between the implementation of good university governance and the development of intellectual capital at both Mercu Buana University (53.5 percent) and Karimun University (44.9 percent). The results of this study provided insights into the importance of university governance by using resources (IC) to improve quality in HEIs and competitiveness in global markets. This study informs quality assurance (QA) processes that university governance needs to maximize the use of resources to ensure the achievement of the university's vision. It was noted in the study that implementation of intellectual capital in university



governance enhances quality and competitiveness of HEIs if continuous improvement is carried out in all levels. Moreover, a good governance system that is supported by a robust QA system provides universities with a sustainable competitive advantage. The role of QA is very important in university governance through quality policies, assessment processes, and internal audit activities which are carried out regularly to ensure the achievement of program objectives in line with the university's vision.



Key words: *university governance, intellectual capital, quality assurance in higher education, continuous quality improvement.*





Track 2: Integrated (Holistic) Quality Assurance and Development Systems

ASEAN Quality Assurance Forum

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A Linkage of IQA and EQA: An Insightful Experience

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This paper presents our experiences as multipliers of ASEAN quality assurance in planning and implementing workshops and trainings to build capacity for quality assurance in Universitas Negeri Malang and also in Indonesia, in general. The trainings and workshops served as a follow-up of IQA training phase III (2016 - 2018) which are geared towards the implementation of ASEAN University Network-Quality Assurance (AUN-QA) tools and procedures to ensure quality at the study programme level. Called the UM-QA Workshop (Universitas Negeri Malang Quality Assurance Workshop), its theme focused on the link between internal and external quality assurance to enhance higher education institutions' quality management system. The UM-QA workshop's objectives were to strengthen national and regional capacities in linking internal and external quality assurance as tools and procedures to enhance higher education institutions' quality management system, and to equip quality managers in conducting quality assurance activities. Hence, this paper describes the results of the needs analysis before the workshop, the activities conducted during the workshop, and the result of the questionnaires from the participants. The UM-QA workshop successfully gathered 30 participants from universities around UM, East Java and also outside Java. The participants were exposed to activities, lectures, discussions, and case studies to achieve the objectives of the workshop. Finally, the presentation will be concluded with the insights and recommendations proposed for quality managers and officers of higher education institutions.

Key words: *quality assurance training and workshop, internal quality assurance, external quality assurance*




Track 3: Evaluation Tools and Data Utilization in QA

ASEAN Quality Assurance Forum
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Carrying Out an Annual Tracer Study: The CAS-UPV Experience

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A tracer study is a survey of graduates from educational institutions which often takes place after graduation. The general objective of tracer studies is to evaluate the impact of education programs. In the case of the College of Arts and Sciences of the University of the Philippines Visayas (CAS-UPV), the objective is to track graduates' progress in employment two years after graduation. It also seeks to know the general impact of academic programs on graduate competencies in several key areas, and assess their satisfaction with the education that they acquired from UPV. The participants of the study belong to the same graduate cohort of the college. The first tracer study conducted by CAS was done in 2016 among the graduates of 2014; both the undergraduate and graduate students. A sample of 170 was chosen from the 273 graduates. The self-administered questionnaire was made up of close-ended questions that included sub-sections on (1) respondent's profile; (2) current employment status; (3) first job experience; (4) UP Education and current employment; and (5) satisfaction with UP Education. Data collection was administered online, through email or social media, between April to May 2017. Two more tracer studies were done after 2016. The most challenging part of the data collection, however, was reaching the target population, with the 2016 survey with only a 54.7 percent response rate. The low turn-out was attributed to the following: (1) change in graduates' email addresses, (2) not active on social media, and (3) different names on social media. The same challenges were experienced in the succeeding surveys. At present, three reports have been generated: that of 2014, 2015 and 2016 graduates. No comparison of cohorts has been done yet. The results of the studies will be



used by the different programs in the self-assessment report that is currently being undertaken by each program in the College of Arts and Sciences.






Track 3: Evaluation Tools and Data Utilization in QA

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The Role of Professional Development for the Sustainable Development of a Quality Assurance System: A Case Study of Vietnam

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Professional development is an important mechanism to ensure educational reform and improvement in higher education settings. There have been a number of studies that investigate professional development for lecturers and supporting staff in universities (at micro level). However, there seems to be a lack of research focusing on professional development at macro level. This study aims to explore the professional development for policy-makers working at the national quality assurance organization in Vietnam to fill part of this research gap. Specifically, it focuses on the policy, resources, program contents and strategies. By carefully and deeply reviewing the relevant literature, the research employed the theory of action, theory of innovation and institutional theory to guide the theoretical framework. In order to gain in-depth and unique data, this study relied on the case-study approach and qualitative research methodology. Data collection instruments including official documents (sources from the government quality assurance agency and higher education institutions), semi-structured interviews (with top policy-makers, quality assurance officials and university staff/ lecturers), and focus group discussions (with quality assurance officials and university staff/ lecturers) were utilized. Based on the results from analysed data and in light of the theoretical framework, a professional development model for policy-makers in the field of higher education quality assurance and accreditation in Vietnam was proposed. The outcomes of this study are also expected to be beneficial to other higher education quality assurance systems in developing countries in general and in Asia-Pacific Region in particular.



Key words: *Professional development, Quality assurance, Accreditation, Higher education, Macro level*



Teaching and Learning Improvement Based on The Evaluation of Exam Question and Learning Outcome Alignment

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This paper is a case study of the implementation of the project for strengthening learning evaluation systems for four consecutive years (2016 to 2019) in four undergraduate programs at the Faculty of Animal and Agricultural Sciences, Diponegoro University, Indonesia. The project was aimed to align the exam questions and learning outcomes of the subject matters or courses. Every semester, exam questions, expected learning outcomes, and grade distributions of all of subjects or courses were collected, analyzed, and followed up by corrective actions. Results of the study indicated that 50.58 percent of the courses were considered to have no problem detected, 11.12 percent need a minor correction, and 38.30 percent need a major correction. Most of the courses that need correction (major and minor) were identified due to poor alignment of exam questions and expected learning outcomes, and due to poor learning methodology. After three years of improvement efforts through lecturer training in learning and assessment methods, a reduction in the number of courses (subjects) that need correction was noted. The number of courses that need major correction decreased from 60.47 to 37.83, 34.14, and 20.75 percent for the academic years 2016, 2017, 2018, and 2019, respectively. Based on this study, it might be concluded that analyzing the alignment of the exam question, expected learning outcome, and grades distribution was important to be able to formulate improvement efforts for the courses.

Key words: *learning outcomes, constructive alignment, teaching and learning process*

Student Satisfaction Survey Result: Basis for Improving Student Services at De La Salle University-Dasmariñas

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De La Salle University-Dasmariñas (DLSU-D) has always engaged the students in its quality assurance activities. One of these is the student satisfaction survey that is regularly conducted among the undergraduate students to determine their level of satisfaction for the student support and services offered by the University. These include campus environment, registration and payment processes, counseling, safety and security, among others. This survey is a support to other evaluation mechanisms like the faculty/course evaluation by the students and exit interview with graduating students as regular feedback mechanism.

The final version of the online survey was developed by the Herminia Dulce-Torres Quality Assurance Office (HDTQAO) through the inputs of the different sectors of the University. The first run was done in 2015 after which the tool was revised based on the feedback from students and colleges. In the revised tool, students were asked to rate 20 statements using a four-point, Likert-type scale. At the end of the survey, students were asked to give comments.

The survey was administered during the second semester of academic year 2018-2019 among the students of the seven colleges. Purposive sampling was used to select the respondents in the study. There were 2,905 students who responded to the call to answer the online survey.

In terms of the campus climate, respondents agreed that they feel a sense of belongingness at DLSU-D. In terms of General Services, the respondents are satisfied (mean of 3.1776 and a standard deviation of 0.58201). In addition, the library obtained the highest satisfaction rating while the tuition fee processes obtained the lowest satisfaction of the respondents. The respondents are satisfied with the student services offered by the university

but the schedule of seminars and trainings should be improved as this item got the lowest rating.

Utilizing the Friedman's Two-Way Analysis of Variance, it was found out that there is a significant difference in the satisfaction level of the respondents in the three areas. Applying ANOVA, it was also noted that there is a significant difference in the satisfaction level of the respondents when they are grouped according to college where they belong. There is also a significant difference in the satisfaction level of the respondents when they are grouped according to year level. These mean that the satisfaction level of the students depend on the number of years of stay in the university and the college where they belong.

Results of the survey were presented to the student services administrators to be used as one of the bases for their improvement efforts and to determine which programs and policies need to be reviewed and eventually strengthened. Comments, an optional part at the end of the survey, were also sent to the colleges so they could study them carefully and address them if necessary. In the end, these data can be a basis in making important decisions that would ensure that DLSU-D remains true to its commitment to make her students "enjoy their campus experience in and out of the classrooms" (<https://www.dlsud.edu.ph/campuslife/>).


Key words: *Student satisfaction survey, De La Salle University-Dasmariñas*

Teaching and Learning Quality in Vietnamese Higher Education: A Comparison of Student and Instructor Perspectives



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Quality of higher education has become one of the significant concerns during the past two decades (Bowers, Ranganathan, & Simmons, 2018). By defining quality, this abstract concept “can be viewed differently by various stakeholders” (Jung, 2011, p. 446). Therefore, researchers have currently focused on discussing how educational stakeholders, such as higher education institution (HEI) administrators, instructors, and students, define teaching and learning quality because their interpretation of quality will affect how teaching and learning can be implemented. As the demands of stakeholders for quality may vary over time, it is necessary to update the understanding of this phenomenon in the current context. The review of the literature indicated a misalignment in the perspectives on teaching and learning quality between the HEI administrators and instructors through the implementation of quality assurance practices which could be designed for retrospective or prospective purposes. Biggs (2001) differentiated those purposes that retrospective quality assurance “looks back on what has already been done” to make a summative judgment against external standards (p. 222), meanwhile prospective quality assurance looks at “how well the whole institution works at the moment” and promotes the improvement (p. 223). In several studies, instructors criticized those retrospective practices deployed by the HEI administrators for being time-consuming and burdensome, but failing to assure the quality of teaching and learning in any meaningful ways because the follow-up improvement solutions were not promoted (Anderson, 2006; Ashwin, 2015; Bamber & Anderson, 2012). In other words, quality assurance practices should be implemented based on indicators to address how the performance of teaching and learning can be feasibly improved. To a certain extent, students have been viewed as an external stakeholder of the HEIs, i.e., as higher education customers (AUN, 2006), which can be distinct from the roles of HEI administrators and instructors, i.e., as higher education providers, who seem to have more privileges to decide what should be essential for the teaching and learning process. Although the gaps existing between the perspectives of the HEI administrators with instructors on teaching and learning quality have been explored, students’ perspectives on this issue have not been



sufficiently highlighted. Undoubtedly, students and instructors are also the key stakeholders who actively participate in this pedagogical process, so they may know what are actually essential and currently lacking in reality (Randhahn & Niedermeier, 2017). And thus, learning from the perspectives of students and instructors would be useful to define meaningful quality indicators for teaching and learning performance. To attain the research objectives, a mixed-methods study was conducted to explore and compare the perspectives of students and instructors on the indicators for teaching and learning quality in the Vietnamese higher education context. The key findings of the study provide several significant theoretical and practical implications. Besides the consensual perceptions, instructors and students showed different expectations on “what is quality,” providing practical implications on how their pedagogical performance can be improved. Additionally, this study offers recommendations for HEIs and policymakers to improve particular quality assurance practices.



Keywords: teaching and learning quality, quality assurance in Vietnam higher education, stakeholder perspectives




Indicators of General Competences of University Graduates: Perspectives from VNU Stakeholders

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In the social change context, employers highly value the attributes which assist graduates to adapt to the workplace, to be flexible in moving between different jobs, and to move university knowledge onward. Surveys show that companies look for the graduates' ability to work in a team and to relate with co-workers, clients, and collaborators - skills that, in many cases, prove to be more important than their technical knowledge.

Contemporary Vietnam is experiencing such a rapid economic growth but the study programs at Vietnamese universities do not meet the labor market's requirements. Universities offer programs and develop skills that do not adequately reflect the needs of the labor market. While universities focus on problem solving skills, employers also value the development of interpersonal skills such as negotiation skills, coaching skills and conflict management skills.





Drawn from the model of thirteen graduate competences of Tuning Asia South East (TASE) project, and the theories of graduate employability and transferable skills, this research investigates the general competences of VNU graduates from the perspectives of different stakeholders. This paper argues that while employers, alumni and students think general competences are important, graduates' achievement is not yet at the same level. While graduates are good at lifelong learning competence, their communication skills, problem solving and particularly teamwork skills are not so. VNU graduates lag behind their peers in TASE project in the achievement of competences such as 'ability to communicate clearly and effectively', 'demonstrate problem solving abilities', 'ability to apply knowledge into practice', despite the fact that employers of VNU graduates give highest priority to these competences. Their performance is also poorer than their peers in TASE project in these areas: 'ability to think critically, reflectively and



innovatively’, and ‘ability to initiate, plan, organize, implement and evaluate course of actions’. Semi-structured interviews with university managers and lecturers about factors contributing to the general competences and with alumni about difficulties in applying these competences at work generated good indicators for revising the curriculum towards successful development of general competences.

All stakeholders agree that the topmost important competences are the ability to uphold professional, moral and ethical values, the ability to apply knowledge into practice, the ability to work collaboratively and effectively in diverse contexts, the ability to communicate clearly and effectively, the ability to think critically, reflectively and innovatively, and demonstrate problem solving abilities. The Tuning project’s indicators for each of these competences can be used as inputs for designing and revising the curriculum.

Key words: *general graduate competences, Vietnam National University Hanoi, competence indicators.*





Track 5: Sustainability of Quality Assurance and Development Systems and Processes

ASEAN Quality Assurance Forum

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Enhancing Quality Culture in the Academe Through Peer Multiplier Trainings

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Quality culture should manifest in every fabric that weaves through any higher education institution. The University of the Philippines (UP) has its internal Academic Assessment and Development System (iAADS) in place as an internal quality assurance instrument. It is currently being reconfigured to become iAADS+ with the addition of other parameters that contribute to an enhanced university quality assurance system for all the UP programs. UP is the national university as mandated by law (Republic Act 9500) and is composed of eight autonomous universities located in all the major islands of the Philippines. The challenge, therefore, is for the system to propagate quality culture among all its stakeholders from UP Baguio in the north to UP Mindanao in the south. Last year, UP conducted QA Peer Multiplier Trainings (PMT) in all the campuses as a result of its participation in an EU-SHARE PMT workshop in Jakarta in June 2018. Trainings were held in UP Mindanao in Davao City (74 faculty members), UP Visayas (60 faculty members and staff) in Iloilo City, and UP Cebu in Cebu City (44 administrative, research, and extension personnel). Andragogic techniques involved systems thinking exercises that combined lectures, problem solving exercises and group activities. Each workshop was held for two days with all the criteria of the ASEAN University Network - Quality Assurance discussed and a corresponding workshop on writing the self-assessment report. Good practices included role playing, interactive activities (games, drawings, offerings), and commitment pledges at the end of the trainings. Challenges included incomplete attendance in all the workshops, negative attitude towards quality assurance and time management. Overall, these PMTs contributed to the enhancement of the quality culture at the University of the Philippines.

Keywords: internal quality assurance, peer multiplier training, quality assurance in higher education



Track 5: Sustainability of Quality Assurance and Development Systems and Processes

ASEAN Quality Assurance Forum

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Preparing Universitas Negeri Malang for AUN-QA Recognition

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In order to be recognized both regionally and internationally, Universitas Negeri Malang (UM) needs to make the most of opportunities for ASEAN University Network Quality Assurance (AUN-QA) as a means to ensure the academic standards in education, research and services implemented at UM. Understanding its importance, UM prepared four study programs (Indonesian Language and Literature Education, English Language Teaching, Biology and Physics) to achieve the recognition by writing and submitting self-assessment reports (SAR) that required active participation and contribution not only from the university's management but also from relevant stakeholders during the process. As it was a first-time process in writing the document, the journey to complete the document is worth-describing and analyzed as there were many challenges and lessons learned during the process. Therefore, this paper intends to describe some challenges, designed coping strategies, and milestones achieved to have the recognition. Some data presentation and the results of informal interview with the SAR team from the study programs would be described as the encountered challenges. The activities and the agenda designed would also be shared as the coping strategies to solve the problems. Finally, the description of the milestones along with the lessons learned during the project implementation would be put forward to conclude this paper.

Key words: *self-assessment report writing, AUN-QA instruments, AUN-QA recognition, external quality assurance*



Track 5: Sustainability of Quality Assurance and Development Systems and Processes

ASEAN Quality Assurance Forum

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Implementing Internal Quality Assurance at Mahidol University

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Internal quality assurance (IQA) is one of the major responsibilities of universities in Thailand to sustain their development and to ensure continuing quality improvement. Mahidol University is one of the leading universities in the country where the quality of study programs and the requirements of the governing agencies are taken seriously. For this, the university has launched several activities and projects to support its IQA system which include 'One University, One Quality Project', 'Outcomes-based Education: Theory into Practice' and 'C2C for OBE: Commit to Change for OBE Curriculum Design'. This paper presents the key success factors of these programs, the challenges encountered during implementation and the lessons learned by everyone involved.

Key words: internal quality assurance, quality assurance in higher education



Track 6: Integrated (Holistic) Quality Assurance and Development Systems

ASEAN Quality Assurance Forum

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Measuring the Internal Quality Assurance Information System at Universitas Borneo Tarakan by Using the D & M Information System Success Model

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SIPENJAMU UBT V.1 is an information system developed by Universitas Borneo Tarakan for the implementation of its internal quality assurance system. This research aims to measure the success of SIPENJAMU UBT V.1 implementation by using the D & M Information System Success Model and to recommend improvements for a better implementation quality which is in line with the new BAN-PT instrument. The model in this research can be assessed along six dimensions including system quality, information quality, service quality, usage, user satisfaction, and net benefits that occur in three stages - system design, system delivery, and system outcome. An online survey was conducted and 32 responses from the operators in the level of faculty and study programs were obtained. The results showed that the implementation of the system has not been fully successful particularly in the system delivery stage. The findings also confirmed the process approach in the model that explains how successful implementation can be achieved over time. Some implications from a system design perspective, management perspective, and research perspective were revealed as recommendations for system improvement.

Key words: *Information System, D&M Success Model, Quality Assurance System*



Track 6: Integrated (Holistic) Quality Assurance and Development Systems


ASEAN Quality Assurance Forum

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The Effects of Implementing Quality Management System on Undergraduate Engineering Programmes - The Case of Technological University (Hmawbi)

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The implementation of a quality management system (QMS) has become a must for all technological universities in Myanmar because they need to follow the standards and guidelines of the Engineering Education Accreditation Committee (EEAC) under the Myanmar Engineering Council (M.EngC) for programme accreditation. In this paper, 1) the current practices of National Education Policies and Quality Assurance (QA), 2) the major components of QMS of Technological University (Hmawbi) (TUHMB), 3) the university policy in Teaching and Learning, Research and Development, Administration and Leadership, 4) effects of QMS on undergraduate engineering programmes were discussed. A comparison was made before and after implementing QMS. The main aim of this paper was to evaluate how and to what extent the QMS implementation can have positive effects on the undergraduate engineering programmes using the case of TUHMB. The study involved multi-stakeholders: department heads, academic and administrative staff in all levels, and student representatives. Descriptive research methodology was utilized in this research. A questionnaire was prepared to gather the required data and informal interview with the heads was conducted to deeply analyse the impact of QMS. The findings have shown that TUHMB applied quality management to a great extent in most of its academic processes and QMS implementation had a strong positive effect on the undergraduate engineering programmes especially in the teaching and learning process, research and development, course evaluation, curriculum review, student services and support, provision of facilities and infrastructure.



Key words: quality management system, undergraduate engineering programmes, quality assurance practices, effects of quality management system





Track 6: Integrated (Holistic) Quality Assurance and Development Systems


ASEAN Quality Assurance Forum

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Transformation of UNSYIAH in Achieving its Goals Towards Continuous Quality Improvement: An Overview of its Past, Current, and Future Challenges

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Syiah Kuala University





The implementation of quality assurance in higher education institutions (HEIs) in almost all countries has received stronger attention after the annual summit of UNESCO World Conference on HE in 1998. As a consequence, the reform system in Indonesia was pushed in 1998 and almost all governmental platforms experienced dramatic changes, in which the control from the central government had been lessened. Since 2003, thus, each Indonesian HE has been entitled with an autonomy to have its own direction in charting its own goals and to manage itself (National Legislation No. 20/ Year 2003: Regulation of Indonesian Education System). Consequently, this means that HEIs are now in charge of their monitoring and quality control implementation in line with their own mission and goals. Syiah Kuala University (UNSYIAH) is a government university established in June 1961. At present, it is classified as a middle-size university in Indonesia having approximately 20,000 - 30,000 students. This paper highlights the transformation of UNSYIAH and its intensive strategies applied in order to allow itself to leap from C to A level of accreditation with the National Accreditation Board of Indonesia for Higher Education or BAN-PT. There were a number of efforts carried out but the most significant ones were: i) establishment of internal quality assurance system in three levels (university, faculty, and study programs), thus allowing a holistic approach and an active interaction among them, ii) forming of task force and building its members' capacity, iii) setting up a data base system to quickly identify root problems, iv) provision of assistance for study program accreditation, and v) continuous quality improvement via internal audit at the three levels. These efforts have



made UNSYIAH confident in striving towards its own goals, namely to be recognized as '*Kampus Jantung Hatee Rakyat*' and to achieve recognition in the regional level.

Keywords:

National Accreditation Board of Indonesia for Higher Education (BAN-PT), internal quality assurance system, quality assurance in higher education






Track 7: Sustainability of Quality Assurance and Development Systems and Processes

ASEAN Quality Assurance Forum
November 7-8, 2019 | Hanoi, Vietnam





The Challenges of Implementing a Standard-based Quality Assurance System in Small HEIs

Sunday Noya

Quality assurance is one of the key elements in managing higher education institutions. In some cases, quality assurance serves as a tool by which a government controls the quality of higher education institutions. To assert the good practice of quality assurance in every institution, the Indonesian government has set regulations concerning quality assurance system including models, standards, and accreditation criteria. Complying with these regulations and accommodating them into the internal quality assurance system have become a challenge for small higher education institutions. This paper discusses the challenges often faced by small institutions when developing their quality assurance systems in order to comply with the governments' prescribed standards. Universitas Ma Chung's quality assurance system development project is used as a case study to provide a practical illustration of these challenges. The discussion reveals that the issues usually include problems such as limited human resources, poor capacity building, lack of quality culture sensitivity, insufficient financial resources, weak information technology capability, size, and infrastructure. On the other hand, the literature review infers that with different contexts, conditions, needs, and goals, it is supposed that the small higher education institutions have the autonomy to freely determine their own quality assurance standards and models. The findings in this paper strengthen the argument that small institutions need to develop their quality assurance systems that are fit for their purposes. In other words, the act of harmonising and standardizing every aspect of quality in higher education needs serious rethinking. In conclusion, every institution needs to formulate its own approach in assuring its quality according to its unique context, conditions, needs, and goals.



Key words: *Small HEIs, quality assurance, standard-based quality assurance, fitness for purpose*





Track 7: Sustainability of Quality Assurance and Development Systems and Processes

ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam

Enhancing a Quality Culture: The University of the Philippines Experience

Dr. Marilou G. Nicolas, Dr. Karl Vergel, Dr. Alexis Acacio, and Dr. Alyssa Peleo-






Alampay

University of the Philippines

The University of the Philippines (UP) was established as a public university to provide “advanced instruction in literature, philosophy, the sciences and arts, and to give professional and technical training to eligible student(s)” (University History, 2019). UP is considered the top university of the Philippines producing graduates trained in the highest quality of education and expected to become leaders in national development. It has its own Charter as the National University and has been granted autonomy by law, “to exclusively determine its teaching, research and extension ...programs and standards...” (Section 11, Republic Act No. 9500).

UP education was patterned after American liberal education. It values academic freedom that ensured unfettered flow of ideas and critical thought. Self-regulatory processes governing educational activities, particularly student admission and the creation and implementation of academic programmes assured quality education. But as the university grew, there was a need to ensure that all units conform to the highest standards of quality; an internal quality assurance process was initiated in 2000. This was known as the Academic Assessment System (later called the Internal Academic Assessment and Development System or IAADS

In 2011, the University of the Philippines participated in the ASEAN-QA training with the BS Civil Engineering programme as the pilot programme for assessment. This was the first academic programme that went through a formal and structured external assessment by a foreign quality assurance body.



UP's participation in the quality assessment of an academic programme by an external body revealed the interesting dynamics of academic discourse in the University. On one hand, the ASEAN-QA pilot assessment and the subsequent ASEAN-QAct enhanced awareness of the need to formally institute IQA units and systems in the University as more programmes implemented outcomes-based learning and decided to undergo external QA. On the other hand, the assessment opened the debate on the boundaries of external QA assessment *vis a vis* the faculty's academic freedom and the self-regulatory functions of the units for its study programmes. Nonetheless, while the debate continues and the university confronts the numerous challenges in implementing quality assurance processes in a century-old university, more academic staff are undergoing training under ASEAN-QA, AUN and other international agencies. Trainees echo their trainings, while administrative issuances tried to institutionalize outcomes-based learning and a quality culture. Following the Administrative Order from the UP President constituting the Quality Assurance Committee of the UP System, the Board of Regents has also formally instituted the UP QA System, called the IAADS+, which integrates the existing Internal Academic Assessment and Development System (iAADS) and a compulsory external review. The QA initiative continues to rapidly develop with all academic units of the eight (8) constituent universities of the UP System establishing their QA units and committees.

Key words: University of the Philippines, ASEAN-QA, ASEAN-Qact, self-assessment report, internal quality assurance, external quality assurance



Track 7: Sustainability of Quality Assurance and Development Systems and Processes

ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam


Institutionalization of the PNU Internal Quality Assurance System

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The paper is about the development and institutionalization of the Philippine Normal University's Internal Quality Assurance System. It is based on the Project Action Plan (PAP) implemented by the author in the same university for the 2017-2018 ASEAN-QA TrainIQA Programme.





The main objective of the paper is to provide a chronicle of the Philippine Normal University's experiences in the development of its internal quality assurance system. In particular, it shall highlight the processes including the programs and activities undertaken by the university in addressing the following: 1) Development of the PNU Quality Policy, quality objectives and quality plans of the academic and administrative units of the university; 2) Development of the PNU Quality Manual and Procedures Manual; and, 3) Development of the university's quality assurance framework.

Using content analysis and antecedent to the presentation of the above cited narrative is a discussion of the various quality assurance dimensions as implemented by the Commission on Higher Education (CHED) of the Philippines along with the various external quality assurance agencies. The paper shall likewise focus on the presentation of the milestones and success factors together with the challenges and problems encountered by the university in the development and institutionalization of its internal quality assurance system. In



the same vein, the steps and/or approaches undertaken by the university in addressing such challenges and problems along with the lessons learned and future directions of the university in the area of quality assurance shall also be presented and discussed.

Keywords: internal quality assurance, quality policy and framework, quality assurance in higher education





Track 8: Outcomes-Based Education and Curriculum Development

ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam

Towards Outcome-based Education in study program development at the University of Social Sciences and Humanities, Vietnam National University of Ho Chi Minh City

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Outcome-based Education (OBE) has become the key factor in curriculum and study program development in higher education to meet the requirements of different stakeholders, especially in learner-centered approach and transparency orientations. Vietnam National University of Ho Chi Minh City (VNU-HCM) has implemented series of policies, models and measures to apply OBE in educational/study programs of different disciplines among its member universities. In addition to several achievements, there are still challenges to be overcome. The paper first analyzes the context of applying OBE at a member university of VNU-HCM, the University of Social Sciences and Humanities (USSH), in the past decade and under the ASEAN-QA project (Phase II) of creating an OBE Handbook for developing and revising study programs. Secondly, it aims to present some success stories since the execution of the project as well as some challenges and obstacles still faced by the institution so far. Finally, some lessons learned as well as strategic plans and directions to overcome those challenges with the support of QA activities are presented with some implications for continuous improvement in VNU-HCM.

Key words: *OBE, program development, continuous improvement.*



Track 8: Outcomes-Based Education and Curriculum Development

ASEAN Quality Assurance Forum
November 7-8, 2019 | Hanoi, Vietnam

Enhancing Quality Assurance in Curriculum Development for the Bachelor of Science in Nursing Program

Arnold Peralta

University of the Philippines Manila

Nursing education is influenced by 21st century developments in higher education such as the shift to outcomes-based education, emergence of quality assurance, and impacts of globalization, internationalization, and regional economic integration. The issuance of the Commission on Higher Education Memorandum Order No. 46 series of 2012, or *Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA* compelled the University of the Philippines College of Nursing to revise its curriculum, which has been competency-based since 1970s as its framework worked within the identified roles as client-care provider, leader-manager, and researcher. The curriculum committee, together with the faculty members, carried out a review of the healthcare system and analyzed the expectations of stakeholders in developing the program outcomes. Embedded in the process is the need to ensure quality with the adoption of new teaching methods, including e-learning and simulation. A student-centered method was adopted in formulating the program outcomes, describing how various curricular approaches support the achievement of student learning outcomes and emphasizing the importance of student involvement in their own learning. The curriculum revision process that the UP College of Nursing undertook demonstrates that placing a premium on student learning outcomes goes beyond revising traditional structures and teaching-learning activities; a change in educational philosophy and practice is required.



Track 8: Outcomes-Based Education and Curriculum Development

ASEAN Quality Assurance Forum


November 7-8, 2019 | Hanoi, Vietnam

Enhancing Quality of Education in Myanmar Technological Universities by Implementing Outcomes-Based Education

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Technological University (Hmawbi)





Improving the quality of higher education in Myanmar technological universities has become more pressing in recent years. As this concern has been gaining attention around the country, all universities and institutions are trying to transform their traditional education system into something that is progressive and student-centered. In line with this, the Ministry of Education implemented the National Education Law for Higher Education in 2014 and thereafter, the National Education Policy Commission (NEPC) was established in 2016. According to the National Education Law, higher education institutions (HEIs) should establish their internal quality assurance (IQA) units and QA trainings should be provided for all personnel. One major challenge for HEIs in Myanmar at the moment is the implementation of Outcomes-Based Education (OBE). In some technological universities, teachers and students are now being introduced to OBE and departments have identified competencies and learning outcomes and redesigned their curricula including learning activities and assessment methods. Accordingly, students' involvement in university structures and processes towards quality enhancement has become a noticeable development. In this paper, a description of preliminary student experiences and feedback in relation to their outcomes-based courses is discussed based on survey results.

Also, based on telephone interview responses, this paper presents challenges encountered by most technological and computer universities in implementing OBE such as shifts in teaching practices and assessment methods. These are being addressed at the moment with a variety of ways like reducing class size, conducting capacity building activities for academic staff, and putting structures and processes in place.



Despite challenges, significant milestones are clearly seen in several universities. Curriculum review committees were established, annual reviews were scheduled, stakeholders were actively involved in the processes, and learning outcomes were formulated after extensive consultations.

Key words: outcomes-based education, stakeholder engagement, curriculum development




Analysis of Internationalization Strategy Development in Yangon Technological University to Implement the National Education Strategic Plan

Dr. Okka, Dr. Myo Myint Han, Dr. Mon Mon Zaw
Yangon Technological University

With the new civil government in Myanmar, education reform has become a priority and this is manifested in the National Education Strategic Plan (NESP, 2016-2021). Also because of the new leadership, the transformation of higher education is occurring with a strong momentum for an all-inclusive education. Myanmar has over 160 universities around the country - all public universities that are currently mandated to implement the guidelines of NESP. As Yangon Technological University (YTU) is the leading university in Myanmar and the student intake marks are the highest, YTU's attempt is to eventually become a research university. It has, at the moment, more than 90 memoranda of understanding and agreement to support this goal. It has also research collaboration projects with various regional and international universities and agencies. With these developments, the university sees the need to develop its internationalization strategies to contribute to its quality culture.


This paper examines the current participation and roles of departments in internationalization programs specifically with their teaching activities, research works and their contribution in the development of internationalization strategies. It used survey, gap analysis and Plan-Do-Check-Act approaches. Also carried out were management meetings, consultation, document analysis, and data collection and analysis. Proposed strategies were also formulated.

In order to develop the internationalization strategy of YTU, the objectives, targets, resources, and roadmaps have to be planned, implemented and evaluated. This study will involve the following steps: analysis of documents to determine existing internationalization strategy, involvement of






internal and external stakeholders, analysis of results and finally, drafting of internationalization strategy.

In conclusion, YTU is set to reform its structures to enhance its international collaboration activities. The results of the survey and evaluation revealed many issues, challenges, and opportunities. Therefore, YTU realizes the need for an international strategy to support its quality management system and its autonomy.



Key words: *internationalization, gap analysis, National Education Strategic Plan (NESP)*





Track 9: Role of QA in Internationalisation

ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam

Using QS Rankings to Drive Internal Quality Improvement in Higher Education Institutions: The Case of University of Economics Ho Chi Minh City, Vietnam

Ly Thi Minh Chau

University of Economics Ho Chi Minh City, Vietnam

With the potential of higher education as a tool for societal development and economic growth, university ranking systems have become a vital information resource. Alternative ranking methodologies and new quality assurance indicators in rankings have been introduced over the past few years, reflecting shifting global trends in higher education and the global labour market. These different approaches and initiatives mainly refer to professional reputation, performance and employability of graduates.

This paper deals with how the University of Economics Ho Chi Minh City (UEH) has utilized the criteria of QS Rankings to drive its quality enhancement initiatives. Specifically, it looks at how benchmarking was done and how this eventually impacted on the overall IQA system of the university.

The paper also reviews international ranking systems particularly the uses and benefits of QS rankings as far as the UEH is concerned. It is hoped that this will inspire discussion and debate concerning using QS rankings to drive internal quality improvement in HEIs in the context of Vietnam.

Key words: *international rankings, internationalisation, internal quality improvement*



Track 9: Role of QA in Internationalisation

ASEAN Quality Assurance Forum


November 7-8, 2019 | Hanoi, Vietnam

Program Review at Vietnamese-German University

Hanh Le Thi
Vietnam-German University





Abstract

The Vietnamese-German University (VGU) has used a set of internal instruments including evaluations, reviews and legal frameworks to assure the quality of its programs. With the university's origin as a joint project between the Vietnamese and German governments, the instruments are carefully selected methods appropriate for this unique university. The effectiveness of these instruments has played an important role in enabling the university's degree programs to meet the strategic goals and quality standards of both countries. Program review, one of the important instruments, has been applied as a mandatory step for program transition from German partner universities to VGU. Four degree programs at VGU used this instrument from 2017 to 2019 as a method for program development during the transition phase. The purpose of this process is to enable VGU to run its own programs by customizing the German university model into the Vietnamese context. The review activities focused on different aspects of market demand, program quality and curriculum design. Program target group, learning objectives, career perspectives, structure, and related topics were also addressed in surveys and workshops for the reviews. The significant outcomes of the program reviews include: the target group and career perspective of students were clarified, profile and structure of the program were modified, curriculum and didactics were either enhanced or revised, and degree models were discussed and stakeholders were consulted to increase interest from candidates and the public. As a result, VGU's programs focus on opportunities in both academic and industry careers for the students. Noted during reviews were the challenges with research-focused programs for which more practical trainings



were suggested. Overall, the quality of the programs was commendable but there are also rooms for improvement.

Keywords: program review, program transition, program development, internal quality assurance, quality instruments





ASEAN Quality Assurance Forum

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DESCRIPTION OF WORKSHOPS



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SHARE Workshop: Turning Regional QA Principles into Practice - the AQAF

ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam

Session 1: Purpose, scope and relevance of the AQAF: from development to implementation

Sessions 2 (Parallel Workshops): Making the regional QA principles work: A case study analysis

Turning Regional QA Principles into Practice – the ASEAN Quality Assurance Framework

The workshop aims at raising awareness of the ASEAN Quality Assurance Framework (AQAF) and provides a forum to discuss on opportunities and challenges when applying regional quality assurance (QA) principles at institutional level. The workshop is divided in two parts. In the first session participants will learn which forces have been driving the regionalisation of QA in Southeast Asia and what role the EU-funded SHARE project has played in strengthening and disseminating the AQAF. After having outlined the key features of the regional framework and the connection between QA, recognition and qualifications frameworks, the experiences of a university will be shared which has recently pioneered in benchmarking its QA system according to the IQA principles of the AQAF. The second part will be delivered in form of a hands-on workshop where participants will get engaged by analysing a case study in order to develop a deeper understanding how the regional principles can be turned into practice in their own contexts and institutions.

Learning Outcomes/Objectives of the sessions:

- Contextualising the AQAF against the backdrop of regionalisation in higher education in ASEAN, illustrating its purposes, scope and functionalities, and informing on the role of the SHARE project in strengthening and disseminating the AQAF
- Developing a deeper understanding of the regional QA framework, the different principles and the interface between the four quadrants
- Analysing in greater detail how these principles are carried out through a case study and discovering how they can be turned into practice in participants' own contexts and institutions
- Discussing the challenges facing institutions as they seek to implement the AQAF and identifying strategies how best to respond to these challenges



Workshop 1: Student Involvement in Quality Assurance and Governance

ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam

Session Abstract:

This session is meant to assess the current status of student involvement in quality assurance (QA), and jointly discuss this with student representatives from 10 Southeast Asian countries. The workshop will begin with a brief presentation of a case study from the University of Potsdam, Germany, in which the modes of involving students in QA are outlined. During the workshop, the different roles attributed to students and student organizations in QA will be discussed. Furthermore, the conditions for the successful involvement of students and institutional challenges will be identified. The lessons learned of this workshop will be further discussed in Friday's plenary session.



Workshop 2: Evaluation in Higher Education: Instruments, Opportunities and Challenges

ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam

Session Abstract

Evaluation has been established as a tool for monitoring outcomes and effects of higher education at different levels from individual learning achievements to the effectiveness of study programmes. However, its introduction was accompanied by controversial debate, due to the instruments that have been chosen for evaluation in higher education: student ratings of individual teachers and entire study programmes have been accused for being “distorted” by the subjectivity of the appraisals; key performance indicators are subject to teachers’ criticism, since they do only capture quantitative aspects (e.g. number of articles written; number of students graduated; etc.) of what should be looked at from a more holistic perspective. Notwithstanding such debates, evaluation is part of universities’ day-to-day life. It is thus necessary to be reflective with regard to the chosen instruments’ strengths and weaknesses. It needs to be looked at as a form of research that follows academic standards and is thus able to unfold its potential as a source of evidence for rational higher education management processes and decisions. The workshop aims at familiarising participants with such a perspective on evaluation tools and procedures. It follows a design thinking approach: starting with an authentic evaluation issue, participants develop a realistic evaluation model. The respective outline comprises a theoretical framework and its operationalisation (e.g. “what is the quality of a study programme and how can we identify it?”), appropriate empirical methods to approach the evaluand, and effective modes of communicating results. The workshop thus is at the heart of evaluation practice and offers participants the opportunity to train their evaluation research skills and to exchange with practitioners from the field. It is also appropriate for absolute beginners in evaluation research.

Learning Outcomes/Objectives of the session:

- Familiarising participants with an academic perspective on evaluation and evaluation research tools.
- Developing evaluation concepts and (empirical) research tools in an authentic higher education management setting.



Workshop 3: Quality Assurance for Joint Programmes: Possibilities and Challenges

ASEAN Quality Assurance Forum

November 7-8, 2019 | Hanoi, Vietnam

Session Abstract:

The workshop shares ASEAN experience in implementing joint programme and how these institutions deal with quality assurance. Participants will have the opportunity to identify the possibilities of conducting joint programmes among ASEAN member countries. They will also have the opportunity to identify challenges; particularly in dealing with quality assurance, and brainstorm among participants for possible solutions.

Learning Outcomes/Objectives of the session:

- Identify possibilities in implementing Joint Programmes in ASEAN Higher Education Institutions;
- Identify key issues in implementation of Joint Programmes in ASEAN Higher Education Institutions; and
- Formulate possible solutions for the policy makers and QA agencies in addressing the issues identified.



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LIST OF REGISTERED PARTICIPANTS



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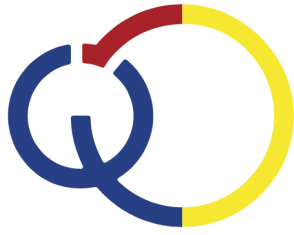
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