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EXPLORING THE QUALITY FRAMEWORK MODEL AND THE PRINCIPLE OF 'CAMERA' FOR APPLICATION TO INTERNAL QUALITY ASSURANCE AT VIETNAMESE UNIVERSITIES

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Introduction

- Investing in education for human development brings economic growth and stability rather high.
- Education is one of the most powerful tools that we have in hand to create bright future.
- 10 assessment standards of quality university education in Vietnam.
- Using qualitative research methods and theoretical synthesis, the main purpose of the article that the author has conducted research save template model for quality assurance which apply to quality assurance within universities in Vietnam in the coming years.

Literature Reviews

- Quality is the means through which an institution can guarantee with confidence and certainty, that the standards of its educational provision are being maintained and enhanced (Pham, 2013).
- Arsovski (2007): quality is a “contested” issue.
- There are a number of interpretations of quality which sometimes complement and sometimes contradict one another (Sangkuhl, 2011)

Literature Reviews

- The most influential definition of quality has been by Konting (2009). They proposed 5 quality understandings (called VACRS), as following:
  - Valid – relevant to the standards for which competence is claimed
  - Authentic – produced by the learners
  - Current – sufficiently recent for assessors to be confident that the learner still has that same level of skills or knowledge
  - Reliable – genuinely representative of the learner's knowledge and skills
  - Sufficient – meets in full all the requirements of the standards.

Literature Reviews

- Quality assurance (abbreviated with QA) is a systematic, structured and continuous attention to quality (Prewitt, 2003).
- The purpose of QA system is to ensure that educational activities are of high quality and are developing toward further improvements.

Literature Reviews

Basic principles of Quality assurance

- Providers of higher education have the primary responsibility for the quality of their provision and its assurance

Literature Reviews

Characteristics of Quality assurance in Asia

- In terms of QA features, most countries have established QA bodies or departments for being in charge of these tasks. It is uneven development in national capacity and core standards and criteria are quite similar (Silavong, 2009). QA framework still varies at institution, or programme or both and it is applicable to public, private universities or both.

Basic principles of internal quality assurance at higher education

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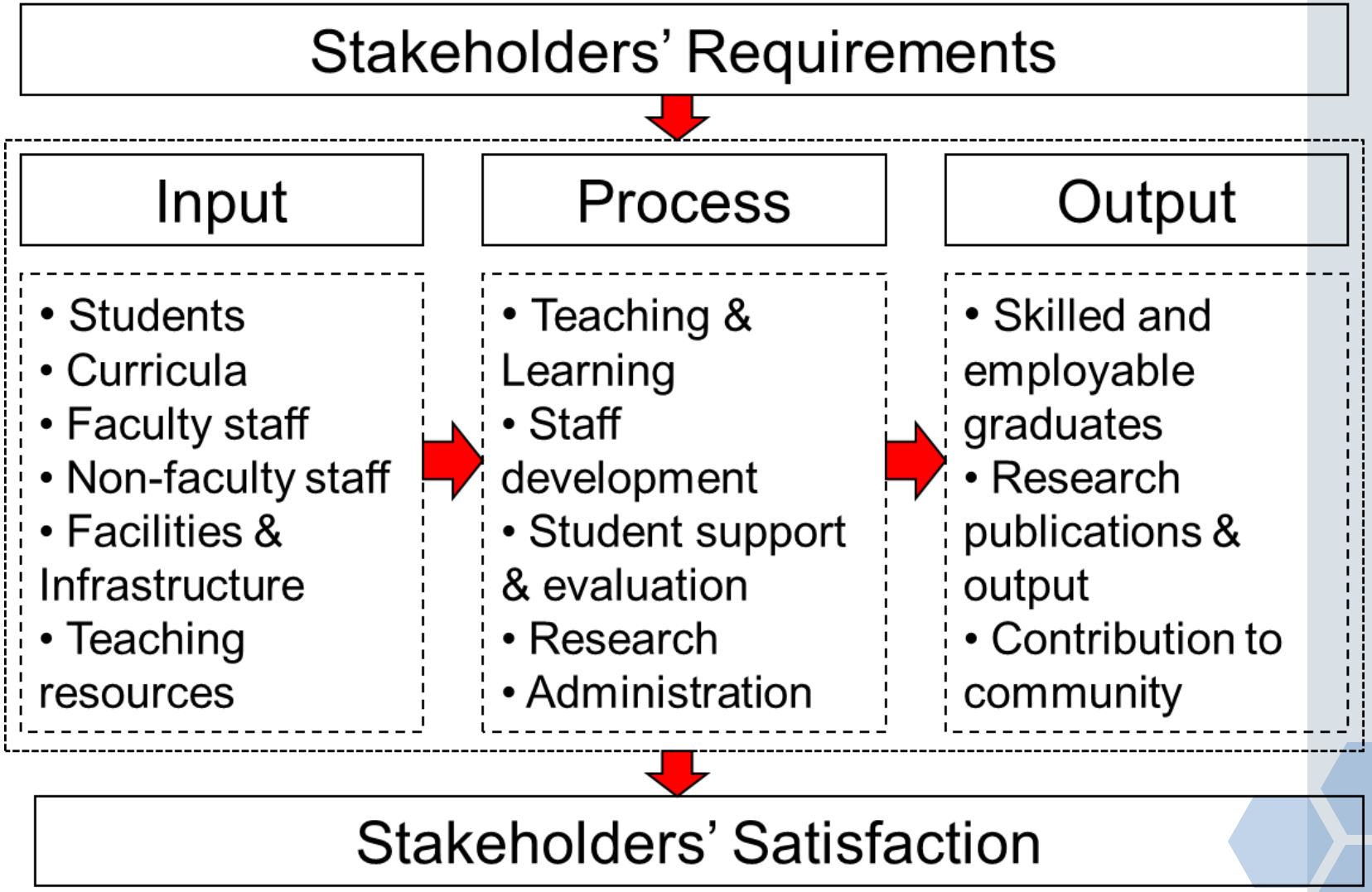

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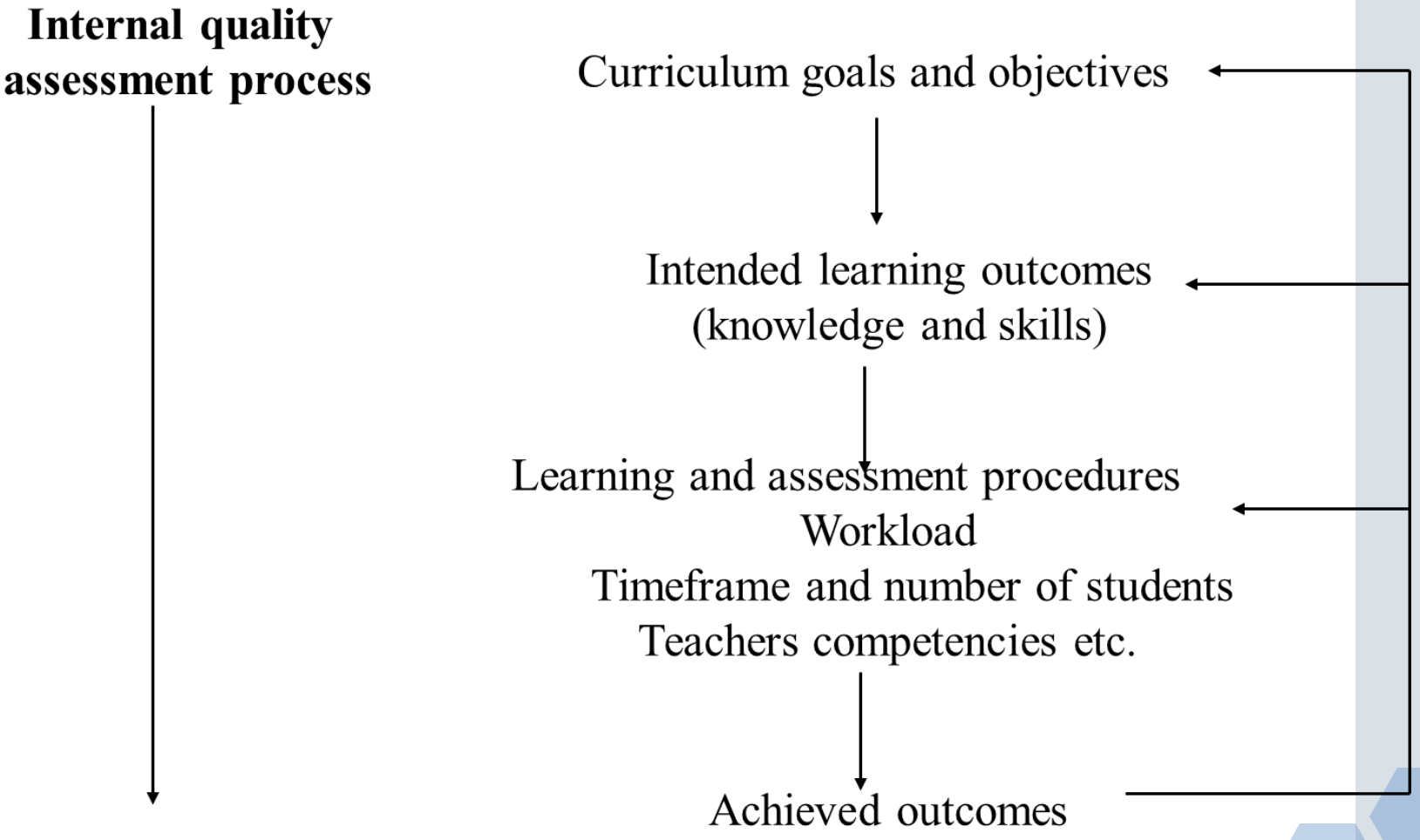

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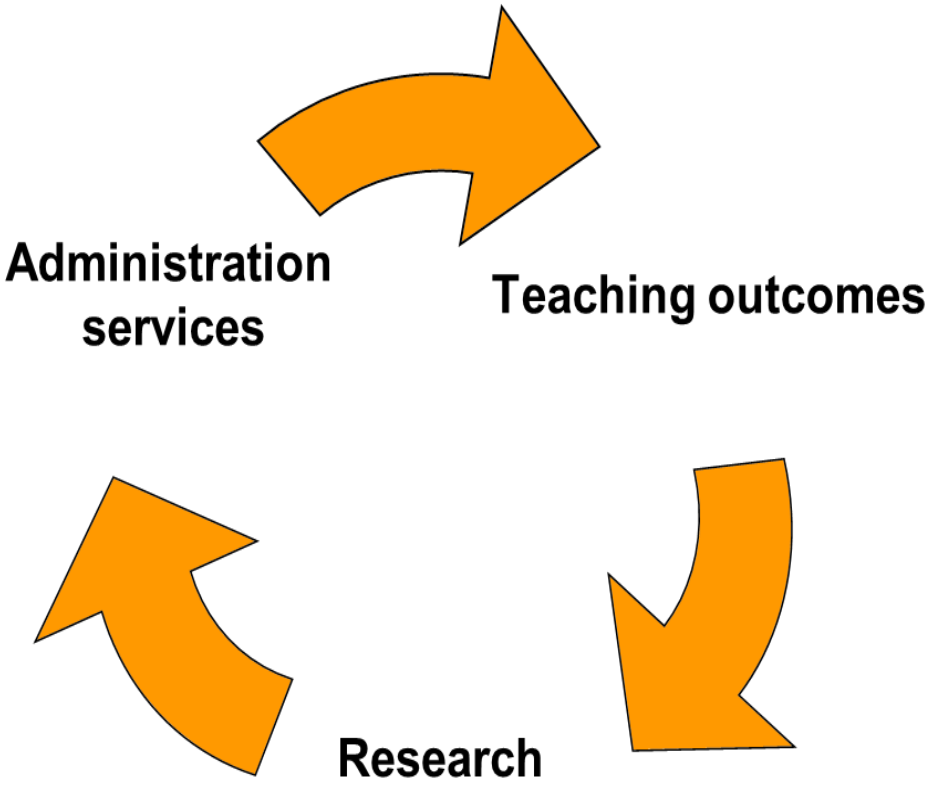


Quality framework model and orientations to Vietnam

Level 1 – *Initial*.

The quality management process is ad hoc, and occasionally even chaotic. Few processes are defined, and success depends on individual effort and heroics

Level 2 – *repeatable*.

Level 3 – *defined*.

Level 4 – *controlled*.

Level 5 – *optimising*.

Continuous quality improvement is enabled by quantitative feedback and from piloting innovative ideas

Ad hoc, individual heroics

Culture of continuous improvement organisation -wide

Quality framework model and orientations to Vietnam

The model's content details of responsibility and frameworks are:

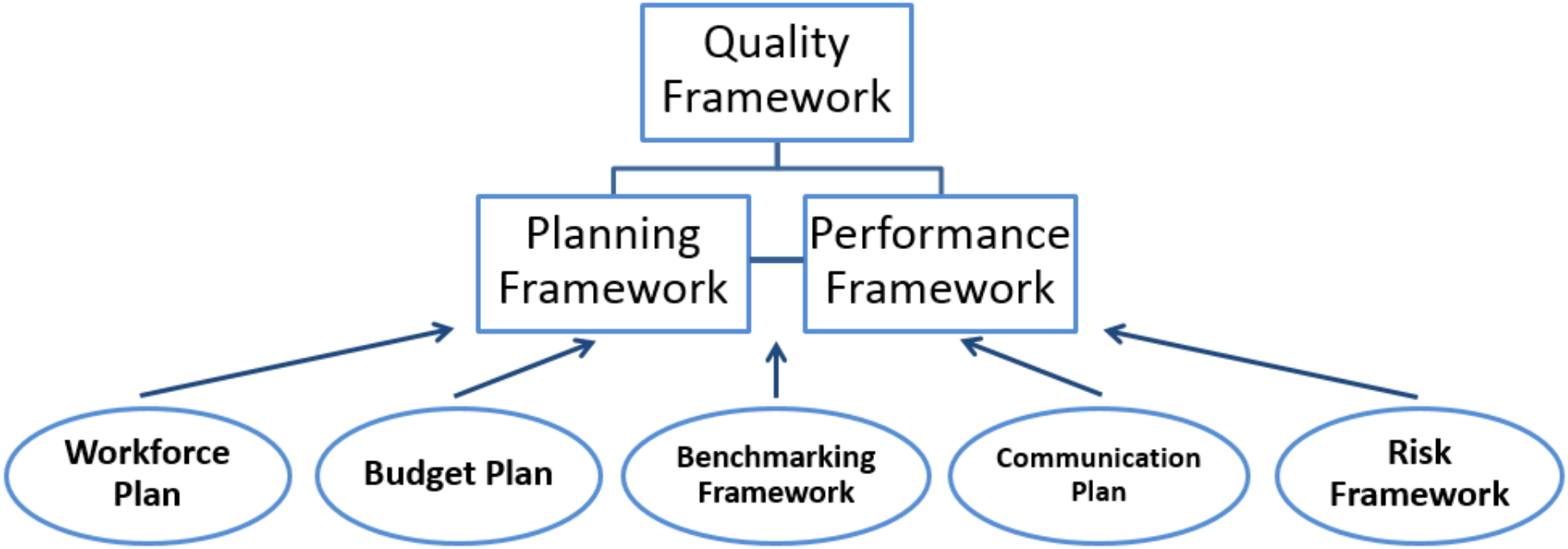
Level 1 – initial. The quality management process is ad hoc, and occasionally even chaotic.

Level 2 – repeatable. Basic quality management processes are established.

Level 3 – defined. Quality processes are documented and standardised. *Level 4 – controlled*. The manager should control all procedure released for monitoring and give solutions when it is applicable.

Level 5 – optimising. Continuous quality improvement is enabled by quantitative feedback and from piloting innovative ideas: the entire organisation is focussed on continuous improvement in every service, product and process; all staff are encouraged to continuously improve themselves and their work; the organisation is able to identify weaknesses.

Quality framework model and orientations to Vietnam



Quality framework model and orientations to Vietnam

Work Plan

Specific objectives for the forthcoming year, as agreed by staff member and line manager.

Objective 1:
Indicators (expected outputs / outcomes):
Links to University/Library/Unit Plans:

Performance Review:

Staff member's and manager's reflection on the review period

Objective 1:				
☐ **Fully achieved**	☐ **Mostly achieved**	☐ **Partly achieved**	☐ **Not achieved**	☐ **Cancelled**
Achievements / reflections / future directions:				

Work Plan Training/Development

Training/conference/development as agreed by staff member and line manager	Development need that the proposed training/conference/development will meet

Quality framework model and orientations to Vietnam

After the organization perform to check the quality of educational works, they should focus to make clear with decision related to planning based on the principles of 'CAMERA'. These factors of internal QA needs to select a representative sample of:

- **C**andidates A selection of all candidates (gender, age, ethnicity etc.)
- **A**ssessors Experience and qualifications, workload, occupational experience
- **M**ethods Assessment method of questioning, observation, learning recognition use of simulation, product evidence, assignments, projects and tests
- **E**vidence All types of evidences
- **R**ecords Plans, reports from tutors, assessors, correct assessment practices, QA records, learner and assessment records
- **A**ssessment It is the locations as workplace assessments, college, other location

Thank You!