



**Enabling an environment
of **Q**uality for **I**nternational
HE **P**artnerships between
the UK and Viet Nam**

PROJECT TOOLKIT



Cardiff
Metropolitan
University



TRƯỜNG ĐẠI HỌC
BÁCH KHOA HÀ NỘI
HANOI UNIVERSITY
OF SCIENCE AND TECHNOLOGY



QAA



Contents

- 01** Introduction
- 02** About the Project
- 03** Using the Toolkit
- 04** Quality Assurance and Quality Enhancement
- 05** Conducting Surveys
- 06** Methodology for Benchmarking Exercise
- 07** Training Programme-Workshops
- 08** Community of Practice Approach
- 09** Contact Us
- ?** Reflection and Next Steps



1

EQUIP Project Kick Off Meeting



Introduction

Cardiff Metropolitan University (Cardiff Met), Hanoi University of Science Technology (HUST), Ho Chi Minh City University of Technology (HCMUT) and Vietnam National University, Hanoi - International School (VNU- IS) and the Quality Assurance Agency for Higher Education (QAA) have worked in partnership on the project 'Enabling an environment of Quality for International HE Partnerships between the UK and Vietnam' (EQUIP) supported by a UK-Viet Nam Partnerships for Quality and Internationalisation grant from the British Council, which is part of a wider British Council programme called Going Global Partnerships.

The aim of the project is to facilitate international recognition of Viet Nam HE qualifications by forging an enabling environment that supports the deepening of engagement in UK -Viet Nam TNE. Through qualifications benchmarking in AI subject area and capacity building through a staff development programme, EQUIP aims to create an environment through which international collaborations in TNE and student mobility can flourish.

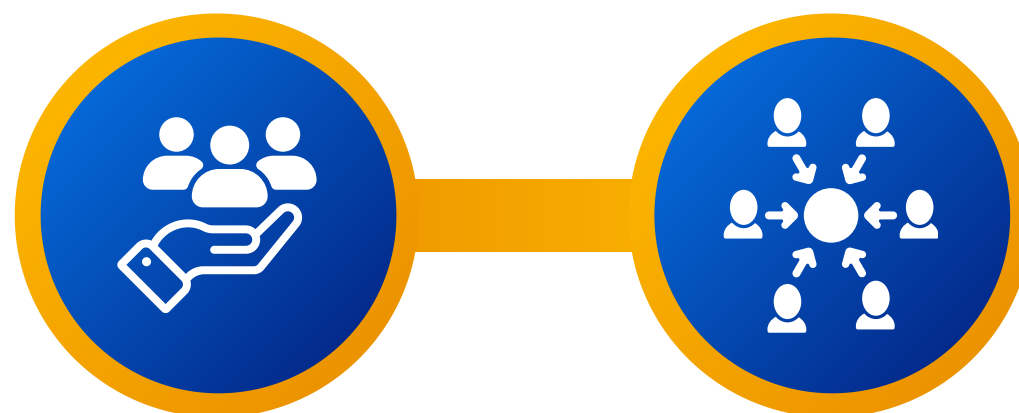
The project commenced in January 2022 and activities included

Scoping Report

An initial scoping of the current situation at Hanoi University of Science & Technology (HUST), Ho Chi Minh City University of Technology (HCMUT), and Viet Nam National University, Hanoi- International School (VNU-IS) to identify areas of best practice and areas in need of development, which included completion of surveys by staff members.

Training Programmes

The delivery of two training programmes on quality assurance and different pedagogical approaches to teaching to key staff members in AI related departments (Training Group 1) and to a wider staff audience on quality processes encompassing international standards within the local cultural context (Training Group 2).



Qualification Benchmarking

Qualification Benchmarking exercise at all levels (Bachelor, Master and Research) and the completion of benchmarking reports.



Communities of Practice

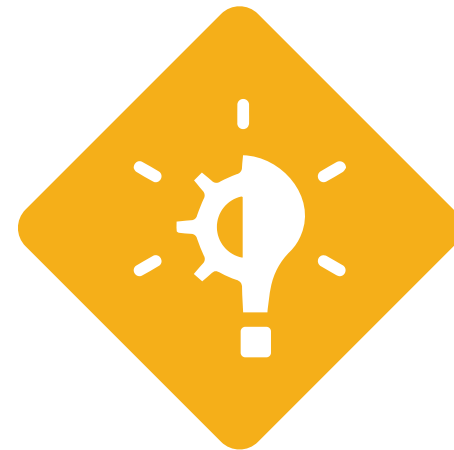
The formation of a Community of Practice between UK and Vietnamese HEIs.



Toolkit

Development of the EQUIP Toolkit and its dissemination. The toolkit forms a major outcome for the project, and it is hoped that it is an effective way to share our experience and learning.

Purpose of the Toolkit



The purpose of the toolkit is to support higher education providers who are looking to enable an environment of quality for international partnerships and collaborations and increase potential for TNE in the field of AI, supporting the Vietnamese government's strategy on the research, development and application of AI up to 2030 with the ambition of becoming an AI Hub in ASEAN. The strategy encourages international cooperation in this field and highlights the importance of human resource training.



The toolkit focuses on the collaborative partnership that took place between Cardiff Met, HUST, HCMUT and VNU-IS. In this sense, the focus is on what took place and how the project developed over the course of a 24-month period. It looks to provide insights into the collaboration and co-creation of developing a culture of quality.

The focus of the toolkit is to provide bite sized examples and tools which can be transferred to other contexts. In this way, we hope that the toolkit can be used by other higher education providers in Viet Nam but also by other countries. Users of the toolkit are encouraged to explore the concepts and activities through further reading, examples of which are provided throughout.



Cardiff
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University



QAA



The project was coordinated by Cardiff Metropolitan University and supported by three Vietnamese partner universities, HUST, HCMUT and VNU-IS as well as the Quality Assurance Agency for Higher Education (QAA). The programme has provided a valuable opportunity for the partners to develop their collaboration and to enhance the quality of the teaching that they deliver to their students studying in AI/Computer Science related fields but also wider scope that can be taken across all subject areas.

The project commenced in January 2022 and had six objectives:



Project Objectives



1

Analysis of the current situation at Hanoi University of Science & Technology (HUST), Ho Chi Minh City University of Technology (HCMUT), and Viet Nam National University, Hanoi-International School (VNU-IS) to identify areas of best practice and areas in need of development.

2

Qualification Benchmarking at all levels that help UK and Vietnamese HEIs improve market understanding, local practices, opportunities, and access for academics of UK HEIs.

3

Development and delivery of training with key members of staff at Vietnamese partner HEIs and CMET in AI related departments (Training Group 1).

4

Development of a professional development package for all staff at Vietnamese partner HEIs (Training Group 2) on quality processes encompassing international standards within the local cultural context.

5

Implement a Community of Practice between UK and Vietnamese HEIs.

6

Develop the EQUIP Toolkit and disseminate nationally.

Following an initial survey, the project team completed a desk-based review of in country and regional approaches to qualification benchmarking in Vietnam and the UK. Through a series of scoping exercise and interviews with the Vietnamese partners, a review of the quality processes, programme approval and review processes, as well as the curriculum specifications and supporting materials was completed. This has provided a comprehensive oversight into the local VN context which led to the completion of the report outlining the findings and identifying possible areas in need of development which formed part of the delivery of training programme.

Programmes in the field of computer science and AI were identified by the partners to form part of the benchmarking exercise and resulted in the completion of 13 benchmarking reports across Bachelor, Master and Research level at our three Vietnamese partners. Findings from the reports fed into the development of the first training programme delivered to AI/Computer Science staff members.

The two training programmes were developed and delivered to staff within our Vietnamese partners taking into consideration the findings and areas in need of development and their materials/reference to form part of the toolkit. Feedback from the training programmes have been reviewed and material of the toolkit adjusted accordingly.



Using the Toolkit

All the materials included in the toolkit have been used in the project and thus they reflect the work that was undertaken over the past 2 years.

Based on the project, the toolkit covers four main components:



Surveys

Surveying staff to provide a picture of the current situation within your university to identify areas of best practice and areas in need of development.

Workshop Materials

Materials for workshops to provide an introduction to quality assurance and quality enhancement together with different aspects of pedagogical approaches including flipped classroom and project based assessment as well as qualification frameworks and benchmarks, robust quality assurance systems, and achieving international recognition of qualifications, as well as materials for programme design and curriculum development and professional development.

Methodology of Benchmarking

Methodology and materials for benchmarking exercise between UK and Vietnamese Higher Education Institutions qualifications to support the improvement of market understanding, local practices, opportunities and access for academics of UK HEIs.

Guide for Communities of Practice

A guide on how to establish a Community of Practice – the intention of which is to enable staff to come together and share knowledge and ideas.



These activities will allow you to assess current levels of changes being implemented in your university and the appetite for change in relation to new pedagogical approaches, as well as providing guidance and training for staff in a way that enables them to enhance their pedagogical approach to prepare Viet Nam HE qualifications for future development of TNE and International Recognition.

As a note of caution, these activities will not provide everything you need to implement new qualifications for future development of TNE and international recognition within your university. We have included a selection of materials that should be considered as examples from a pilot project which has made a positive impact. Further reading on the subject is necessary and sources are signposted throughout.

Each section within the toolkit provides:

- Insight into why it was an important activity within the project and how we implemented it.
- Practical guidance on carrying out a similar activity within your own university.
- Supporting materials and suggested further reading.

What you will need



Mutual agreement between all partners involved of the importance of the project.



Buy-in from senior staff within your higher education institute and from other universities if working with partners.



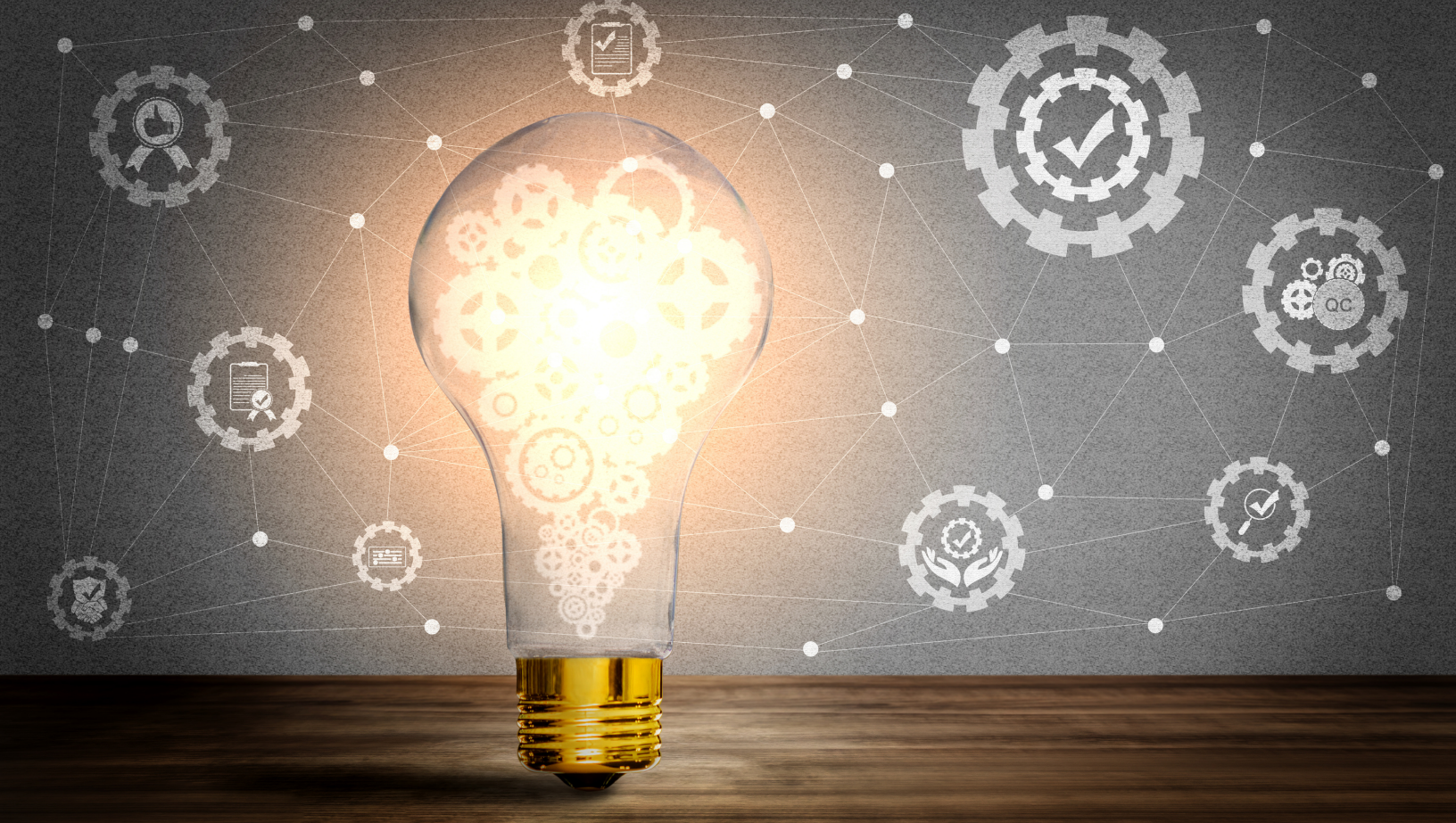
Opportunities for project teams to form at the higher education institutes.



Freedom given to the project team within the Universities to ensure there are genuine opportunities for development and sharing best practices across the different departments.



Organic development of the project in order to avoid an 'off the shelf' approach.



QUALITY ASSURANCE AND ENHANCEMENT

Why was this area important to the EQUIP Project?

In order to meet the broad objective of the project to 'enable an environment of quality for international higher educational partnerships between the UK and Vietnam' it was imperative to consider the approach to quality assurance and enhancement in each region.

The activities undertaken during the project sought to:

- Determine the similarities and difference in approach between the regions;
- To make informed decisions about key areas of difference and activities that would help support a closer understanding or alignment of these areas;
- Carry out these activities;
- Reflect on their impact and how learnings could be taken forward after the project end.



How did we go about exploring this area?

In order to achieve the outcomes listed above the project team took a staged approach which was developed during the formation of the project brief and then executed during the life of the project. This included:

- Undertaking surveys and analysis of quality activities at regional, country and institutional level;
- Developing and delivering workshops focusing on key areas of quality assurance and enhancement;
- Seeking feedback on these workshops and using that to develop communities of practice and this toolkit in order to provide further support and guidance to the project participants.

More detail of the approach to conducting the surveys and benchmarking curriculums is provided in **sections 5** and **6** of this Toolkit.

Section 7 also offers further detail of the workshops delivered in this area.

How might you carry out similar activities?

If you wish to conduct a survey to determine the quality assurance or enhancement approach of an institution, department or team, **Section 5** of this toolkit provides guidance and examples that you might utilise in your own practice.

If you wish to conduct a curriculum benchmarking exercise, **Section 6**, gives guidance of how you might go about approaching this.

Section 7 gives a full breakdown of the various workshops delivered as part of this project and includes presentations, guidance notes and 'how tos' for each workshop that are intended to be a resource for you to use to conduct your own sessions.





CONDUCTING SURVEYS

Why was this area important to the EQUIP Project?

In order to meet the objectives it was considered important to explore similarities and differences in respect of the approach to quality assurance at each of the institutions. A survey was therefore key to the scoping aspect of the project. A second survey was conducted following delivery of the second in country training in order to establish the impact of the training to date.

How did we go about exploring this area?

Drawing on the initial desk-based study of the respective national approaches, a survey was developed which was subsequently completed by Project partners. The results informed a series of meetings with each partner aimed at clarifying their internal quality processes governing programme approval and qualification benchmarking.

An initial set of survey questions was drafted, and feedback sought to gauge the appropriateness of terminology used and whether the survey was likely to be successful in securing information to inform the later interviews. Survey questions were modified to ensure that no partner in the Project was excluded.

Detailed analysis of the survey was conducted and since most respondents completed the survey answering all questions it was deemed to have been successful as a means of collecting information about quality assurance approaches at the participating institutions. Analysis of the survey was communicated via the scoping report which [can be found on the project website](#).

The second survey was conducted following the October 2023 training in Viet Nam. The purpose of this second survey was to establish the impact of the training at institutional, departmental and individual level, but also to establish any further areas of need that could be addressed via the Communities of Practice.

How might you carry out similar activities?

The key to the success of the scoping survey was to establish the audience and set questions that *can* be answered by the respondents.

The survey conducted at the start of the project achieved the aim of collecting information about the varying institutional approaches to quality assurance and you might wish to distribute this amongst your faculty staff across the different departments/Schools to determine this basic level of understanding.

Respondents' detailed knowledge and areas requiring greater clarity could then be ascertained through more probing questions which we were able to ask in the later meetings with representatives from each institution.



Following the completion of the workshops (as detailed in **section 7** of this toolkit), you may wish to conduct a follow up survey assessing the impact the workshops had at an institutional, departmental/faculty and individual level. Any areas for improvements could be addressed via dedicated communities of Practice (**Section 8**).

Supporting materials and resources

The platform upon which to deliver the survey should be accessible to all participating institutions, such as Google forms, Microsoft forms, etc.

Institutions can utilise the first set of questions (gauging perceptions and knowledge of quality) (R1) and then the follow up questions (R2) after training was delivered to establish the impact the workshops have had at an institutional, departmental/faculty and individual level. Examples of these survey questions are included in the [toolkit resources here](#).

Where resources are provided within this toolkit they have been indicated with a resource number (i.e. R3) in order for ease of reference.



METHODOLOGY – BENCHMARKING EXERCISE

Why was this area important to the EQUIP Project?

Benchmarking is fundamental to understand the depth and breadth of the programmes and how those programmes are dis/similar to programmes in Cardiff Met and UK in general.

A total of 13 programmes were benchmarked related to computer science, data science, computer engineering, cyber security, ICT, management information systems & business intelligence across the 3 partner universities at bachelor, master and research level.

This benchmarking exercise provided an in depth understanding and analysis about the programmes and forged the foundation for later workshops and toolkit development activities for the EQUIP project.

How did we go about exploring this area?

For this benchmarking exercise we developed a scoring matrix where we identified 5 themes: programming, knowledge management, knowledge abstraction, knowledge representation/communication and research/soft skills.

Programming theme entails criteria related to design and development of not only software but also other artefacts like algorithms, network, IoT framework etc. The theme also includes the evaluation process and collaborative management of the artefacts.

Knowledge management primarily focuses on processes and techniques of warehousing different types of data. The theme also includes security and privacy issues related to data management.

Knowledge abstraction theme focuses on different data analytics and machine learning techniques applied to different types of data.

Knowledge representation/communication theme includes different visualisation techniques used to represent the results (from database query through to data analytics to algorithm) to a wide range of stakeholders.

Research/Soft skills theme focuses on the understanding and practice of research methods along with the ability to undertake teamwork and present results to a wider audience.

Within each theme, we have a set list of criteria against which each course is scored. The score is within the range of 50 – 100.

- 90 – 100 (fully meets the criteria);
- 75 – 89 (mostly meets the criteria);
- 60 – 74 (partially meets the criteria);
- 50 – 59 (barely meets the criteria).

The marks are indeed subjective and therefore debatable.

However, the pattern that emerges as result of the scoring of each module/course provides a holistic view on the programme and clearly identifies the areas of strengths and improvements.

How might you carry out similar activities?

Based on the scores, programme specific executive summary benchmarking reports were created.

In these reports five areas were covered:

(1) **Design of the programme** outlining the structure of the programme with different credit requirements and pathways (if any) of graduations.

Providing an outline is important for the readers/assessor to get a basic understanding of the programme without going through details of the syllabus.

(2) **Mode of delivery** is also important to understand the level and environment of engagement (both academic and students) required for the programme.



(3) **Learning and teaching** section covered the modalities of teaching and highlights the strengths and weaknesses of the modules with regard to the depth and breadth of the knowledge shared.

(4) **Assessment and feedback** section mostly reflect on the type of assessments (tests, summative, formative etc.) undertaken. The type of assessment provides a view of the skill set and knowledge development abilities within the students. This is critical for technical subjects like Computer Science.

(5) **Conclusion and recommendation** section covered overall impression about the programme and aspects to improve.

This benchmarking exercise can be used by academics in Vietnamese universities, who wish to benchmark their programmes against similar programmes delivered overseas to identify and highlight the similarities and differences.

Supporting materials and resources

The matrix template (R3) used for the scoring of each programme can be found on the [toolkit resources page here](#) and can be adjusted to meet your criteria.

Please note, however, that this matrix is not exhaustive and does not include some political and physical exercise modules/courses which are mandatory across the Vietnamese universities.

This matrix can therefore be used as a foundational template to benchmark different computer/data science related programmes.





TRAINING PROGRAMME- WORKSHOPS

Why was this area important to the EQUIP Project?

A key objective of the project was the delivery of in-person workshops with key members of each contributing university.

The focus of the workshops was determined via considering the outcome of the surveys, the benchmarking exercises and via feedback from all stakeholders on areas of interest and preferred mode of delivery.

How did we go about exploring this area?

The workshops took place over two visits to Viet Nam in March and October 2023. They were delivered by a team of colleagues from Cardiff Metropolitan University from the Global Engagement Directorate, Quality Enhancement Directorate and School of Technologies.

The focus of the workshops was as follows:

The first training programme had a great focus on the subject area of Artificial Intelligence and the attendees were largely academics delivering in this area.

The second programme was broader in focus and the attendees were a mixture of academics from across each institution, quality leads and members of senior management.

The workshops, through peer led facilitation, were designed to offer opportunities for discussion and engagement among participants.

The workshops allowed participants to:

- Develop a shared understanding of quality assurance and enhancement;
- Consider and experience a range of different learning and teaching methodologies;
- Identify potential opportunities for enhancement in their own context;
- Support the development of approaches to international recognition across Vietnam.

The training programmes covered:

Training Programme 1

- **Workshop 1-** Use of qualification descriptors and benchmarks
- **Workshop 2-** Constructive alignment
- **Workshop 3-** Writing aims and learning outcomes
- **Workshop 4-** Theory of the flipped classroom
- **Workshop 5-** Examples of learning and teaching in practice
- **Workshop 6-** Workshop with live curriculums

Training Programme 2

- **Workshop 7-** UK, Vietnamese and ASEAN region qualification frameworks and benchmarks (including QAA and AUN alignment)
- **Workshop 8-** Robust quality assurance systems
- **Workshop 9-** Achieving international recognition of qualifications
- **Workshop 10-** Understanding levels of learning
- **Workshop 11-** Crafting learning outcomes
- **Workshop 12-** Constructive alignment
- **Workshop 13-** Professional development: tools, systems, frameworks and opportunities for sector recognition

How might you carry out similar activities?

The workshops can be run individually or as part of a wider training activity.

For each workshop a breakdown of the content, approach, timings, materials needed and resources is included within the next sections. The presentations used to facilitate each workshop are included for your use and can be amended, as required, for your context.





**WORKSHOP 1 AND 7 –
USE OF QUALIFICATION
DESCRIPTORS AND BENCHMARKS/
UK, VIETNAMESE AND ASEAN
REGION QUALIFICATION
FRAMEWORKS AND BENCHMARKS
(INCLUDING QAA AND AUN
ALIGNMENT)**

Overview

This area of focus was delivered over two workshops during the first and second training programme.

The first workshop includes an overview of the UK quality context including the UK approach to qualification descriptors and subject benchmark statements.

It includes an overview of the role of the UK Quality Assurance Agency for Higher Education (QAA) and the QAA Quality Code. It moves on to a breakdown of the UK approach to academic levels (as stipulated in its Framework for Higher Education) and to subject content (via Subject Benchmark Statements).

For the **second workshop (workshop 7)**, a set of pre-reading revisits the above, whilst the workshop itself focuses on the differing approaches to the use and application of qualification frameworks in each region.

This includes a comparison of the European Higher Education Area (EHEA), ASEAN region (Association of South East Asian Nations), Vietnamese and UK frameworks.

Approach to Delivery

The **first workshop** is designed to be a mixture of didactic delivery and breakout discussion.

It includes 7 slides covering the content outlined above followed by a breakout activity through which participants are encouraged to reflect on their own context and consider this in relation to the UK context.

The **second workshop** is designed to be delivered in a flipped model.

Prereading is provided to participants, whilst the workshop time is mostly spent on an activity in which participants work in groups to review a range of statements, determine which qualification framework each statement originates from and then reflect on their choices and what they have learnt about each framework through engagement in the exercise.

Timing

Workshop 1 was delivered over 2 hours with 1.5 hours of delivery by the presenter and 30 minutes of discussion and feedback.

The second workshop (workshop 7) was delivered over 2 hours with 15 minutes of presenter introduction and 1hour 45mins of activity, group feedback and participant discussion.

Materials Needed

Workshop one requires the presentation slides only and space for participants to sit in groups for discussion.

The **second workshop** requires pre-reading materials, presentation slides and a set of cards to guide the activity.

Resources

The presentation slides used for each workshop (**R4**), the pre-reading material (**R5**) and examples of the activity cards (**R6**) are included in the [toolkit resources here](#).



WORKSHOP 2 AND 12 – CONSTRUCTIVE ALIGNMENT

Overview

This area of focus was delivered over two workshops during the first and second training programme.

The first workshop (workshop 2) includes an overview of the theory of constructive alignment and why and how educators might use it to inform their practice.

For the **second workshop (workshop 12)** a set of pre-reading (including two short videos) revisits the above, whilst the workshop itself focuses on a set of activities which encourage participants to reflect on their own experiences of learning and teaching applying the theory to their experiences.

A second activity asks participants to review a module descriptor (ideally from their own programme) and critically reflect on the constructive alignment of the learning outcomes, activities and assessment.

Approach to Delivery

The **first workshop** is designed to be a mixture of didactic delivery and breakout discussion. It includes presentation slides covering the content outlined previously followed by a breakout activity through which participants are encouraged to reflect on their own context and consider this in relation to their own practice.

The **second workshop** is designed to be delivered in a flipped model. Prereading is provided to participants, whilst the workshop time is mostly spent on two activities in which participants work in groups to reflect on their experiences and to review their own modules.

Timing

Workshop 2 was delivered over 2 hours with 1.5 hours of delivery by the presenter and 30 minutes of discussion and feedback.

The second workshop (workshop 12) was delivered over 2 hours with 15 minutes of presenter introduction and 1 hour 45mins of activity, group feedback and participant discussion.

Materials Needed

Workshop 2 requires the presentation slides only and space for participants to sit in groups for discussion.

The **second workshop (workshop 12)** requires pre-reading materials, presentation slides and for participants to bring a module descriptor to the workshop for the second activity.

Resources

The presentation slides used for each workshop (R7) and the pre-reading material (R8) are included in the [toolkit resources here](#).





**WORKSHOP 3, 10 AND 11–
WRITING AIMS & LEARNING
OUTCOMES, UNDERSTANDING
LEVELS OF LEARNING AND
CRAFTING LEVELS OF LEARNING**

Overview

This area of focus was delivered over three workshops during the first and second training programme.

The **first workshop (workshop 3)** includes an overview of the UK approach to determining aims and learning outcomes in reference to the Framework for Higher Education Qualifications and institutional policy.

For the **second workshop (workshop 10)**, a set of pre-reading introduces participants to the SEEC Level Descriptors, whilst the workshop itself asks the participants to consider a set of phrases from the level descriptors and place them into the correct level, thereafter reflecting on their choices and discussing language and levelling.

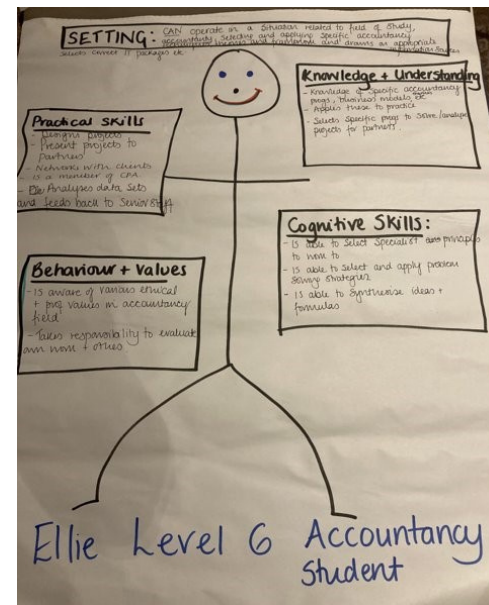
The **third workshop (workshop 11)** focuses on practical tips for writing learning outcomes. The activity in the workshop asks participants to review a set of 'flawed' learning outcomes and point out their errors.

Approach to Delivery

The **first workshop (workshop 3)** is designed to be a mixture of informative delivery and breakout discussion. It includes slides covering the content outlined above followed by a breakout activity through which participants are encouraged to reflect on their own context and consider this in relation to their own practice.

The **second workshop (workshop 10)** is designed to be delivered in a flipped model. Pre-reading is provided to participants, whilst the workshop time is mostly spent on an activity in which participants work in groups to consider statements and consider the use of language in determining levelness.

The **third workshop (workshop 11)** is a mixture of instruction and activity with a set of 'top tips' for writing learning outcomes guiding participants in an activity to scrutinise a set of learning outcomes and determine any errors.



Timing

All three workshops were delivered over an hour.

Workshop 3 had approximately 30mins of delivery and activity.

Workshops 10 and 11 had approximately 20 minutes of delivery followed by 40 minutes of activity.

Materials Needed

Workshop 3 requires the presentation slides only and space for participants to sit in groups for discussion.

Workshop 10 requires pre-reading materials, slides and set of cards for level 4, 5 and 6.

Workshop 11 requires presentation slides and examples of flawed learning outcomes.

Resources

The presentation slides used for each workshop (R9), the pre-reading material for SEEC level descriptors (R8), set of cards for level 4, 5 and 6 (year 1, 2 and 3 of an undergraduate programme) (R10a and R10b) and the example learning outcomes (R11) are included in the [toolkit resources here](#).



WORKSHOP 4- THEORY OF THE FLIPPED CLASSROOM

Overview

This workshop includes an overview of the theory of the flipped classroom and why and how educators might use it to inform their practice.

Approach to Delivery

The workshop includes an overview of the theory and asks participants to consider in groups their understanding and experiences of active learning, blended learning and introduces them to a range of learning technology tools that can enhance active learning.

Timing

This workshop was delivered over an hour with a presentation of theory interspliced with group discussion. It closes with a tour through some learning technology tools.

Materials Needed

The presentation slides, and embedded links.

Resources

[The slides used for the workshop \(R12\) are included in the toolkit resources here.](#)



WORKSHOP 5 AND 6

EXAMPLES OF LEARNING AND TEACHING THEORY IN PRACTICE AND WORKSHOP WITH LIVE CURRICULUMS

Overview

This area was delivered over two workshops.

The **first workshop (workshop 5)** includes an overview of a range of learning and teaching theories including problem based learning, design thinking, case studies, flipped learning, blocked teaching, social activities and physical exploration.

The workshop includes specific examples of using design thinking, flipped learning and social activities in the context of delivering classes on blockchain, data modelling and data analytics.

The **second workshop (workshop 6)** is activity based and asks participants to consider how to design a module using learning and teaching theory which is constructively aligned and uses appropriate learning activities.

Approach to Delivery

The **first workshop (workshop 5)** opens with a presentation outlining a range of theories at a broad level followed by subject-specific focus on design thinking, flipped learning and social activities. It is largely subject focused and so includes presenter delivery with opportunities for detailed discussion of the subject area throughout the session.

The **second workshop (workshop 6)** requires participants to work in groups to apply problem based learning to a module area and ensure that the module is constructively aligned.

Timing

Workshop 5 requires approximately 2 hours.

The **second workshop (workshop 6)** requires approximately 1 ½ hours for the activity to be outlined, undertaken, and the outcomes to be shared with the room.

Materials Needed

The presentation slides and embedded links

Resources

The presentation slides used for the workshop (R13) are included in the [toolkit resources here](#).





WORKSHOP 8, 9 AND 13

ROBUST QUALITY ASSURANCE SYSTEMS, ACHIEVING INTERNATIONAL RECOGNITION OF QUALIFICATION AND PROFESSIONAL DEVELOPMENT: TOOLS, SYSTEMS, FRAMEWORKS AND OPPORTUNITIES FOR SECTOR RECOGNITION

Overview

This area of focus was delivered over three workshops.

The first is an interactive exercise where participants were invited to consider a scenario and feedback their reflection. The second, outlines the UK approach to the quality assurance of international collaborations and the process through which UK Universities develop and approve these collaborations.

The third outlines Cardiff Metropolitan University's support offer for its staff, including its support offer for staff delivering at its international partnerships. It gives an overview of the UK approach to sector recognition of learning.

Approach to Delivery

The **first workshop** is delivered through the dissemination of a scenario with participants asked to discuss in groups and feedback key reflections. The **second workshop** is delivered through the presentation of a group of slides outlining the content above, it then asks participants to consider the QAAs Expectations and Practices for Partnerships and how these could be evidenced during the formation of an international partnership.

The **third workshop** includes a presentation of content as outlined above interspersed with activities through which participants can reflect on their own institutional approaches to professional development and also their own personal professional development needs.

Timing

The **first workshop** is delivered over approximately half an hour.

The **second workshop** is delivered over approximately one hour.

The **third workshop** is delivered approximately over 1.5 hours.

Materials Needed

Scenario, presentation slides and embedded links, QAA Expectations for Partnerships.

Resources

The presentation slides used for the second and third workshops (R14a) as well as the scenario used for the first workshop (R14b) is included in the [toolkit resources found here](#). The QAA Expectations and Practices for partnerships are available [here](#).



A Community of Practice Approach

Following the delivery of the first workshops, forming a CoP seemed like a natural next step for Cardiff Met and HUST, HCMUT and VNU , who were keen to take forward the idea of a forum to share best practice on quality assurance, learning and teaching enhancement, and research informed teaching; this then expanded to include exploring the development of an institutional policy.

The structure of the CoP was developed by Cardiff Met, who also provided relevant supporting materials. The implementation of the CoP was led by a facilitator from HUST, HCMUT and VNU-IS.

This section includes the background as to why the project team decided to develop a community of practice; the steps it took to establish one and the materials that would enable others to establish their own.



What is the purpose of a community of practice?



How will a community of practice help me?



Who are the members?

What is a Community of Practice?

There are no exact rules that define what a community of practice is. Any group of people seeking to share experiences and develop knowledge could be considered a community of practice.

Cox and Richlin (2004) define a “faculty learning community” as one in which groups of around 8-12 cross-disciplinary staff spend a period of time (which could be months or years depending on the purpose) working in an active, collaborative way with a common sense of purpose. They will teach and learn from each other, and could be solving problems, sharing knowledge, cultivating good practice and fostering innovation (Griffith University date 2006).

As a joint project team we considered a community of practice to be the vehicle through which academic staff could come together to develop their understanding by exploring themes of interest that were relevant to different programmes and levels of study.



Purpose of Community of Practice

The purpose for setting up a community of practice could include:

- To solve a particular problem
- To share knowledge
- To develop and establish good practice
- To focus on new or emerging areas of knowledge (Griffith University)

Examples of communities of practice include:

- Enabling new academic staff to support each other as they integrate into academic life, develop their teaching practice, undertake research, manage work-life balance and new stress levels.
- A programme team with a particular issue within their current curriculum that needs to be addressed, or to develop a new curriculum.
- A multi-disciplinary team developing their own practice but around a shared theme such as improved assessment practice, problem based learning, or better classroom engagement. This could involve each member making incremental innovations to their practice, based around purposeful reading and discussion of the scholarly literature, invited guest speakers etc.
- Senior managers supporting each other through a purposeful cultural change in the university (Cox & Richlin, 2004).



How was the Community of Practice Established?

Establishing a Community of Practice approach built on the training programme that was delivered to staff at HUST, HCMUT and VNU-IS in March 2023.

This training programme was delivered to staff from AI and Computer Science related departments, with a second training programme being delivered to staff from all departments in October 2023. The discussions which took place during this training programme, and the feedback provided in the evaluation surveys, informed the areas which could form part of the Community of Practice. These were developed into three thematic strands of the Community of Practice covering these main areas:

1. Learning and Teaching Enhancement
2. Quality Assurance and Enhancement
3. Subject Specific Research Informed Teaching

Before progressing further with the themes, the group met to discuss the principles of the CoP and to agree a Terms of Reference.

The section '*Basic Principles for Forming a Community of Practice*' can be used to provide guidance when establishing your own community of practice. How the project team approached some of these issues is discussed in further detail in the following sections.



Membership

A community of practice usually involves 8-12 members of staff.

Members could belong to the same peer group or could become involved due to their involvement in a particular theme that has been identified.

The CoP between Cardiff Met, HUST, HCMUT and VNU-IS has 21 members:

Nine members for thematic strand 1 Learning and Teaching Enhancement; six members for thematic strand 2 Quality Assurance and Enhancement, and eight members for thematic strand 3 Subject Specific Research Informed Teaching.



The CoP agreed that:

- At least 4 members would to be present at each meeting, one from each partner
- There would be at least 2 meetings within the project timeframe.
- Meetings would continue for at least 12 months following the end of the project, and meetings to be held every quarter, making a total of 5 meetings.
- Members should attend at least 3/5 meetings annually.

Communication and Engaging Staff

Once it was agreed by the project team that a CoP could be an effective way to share best practice relevant to the specific thematic strands of the COP, staff were encouraged to find out more through an ongoing and open dialogue about what was happening, why, and what the benefits would be. Partners were encouraged to input into the development of the community of practice, topics of discussion for thematic strand meetings, and the terms of reference.

Following the first introductory meeting, a facilitator from each of the partners was appointed to moderate and facilitate the thematic strand meetings, and Cardiff Met staff members met with the facilitators to discuss their role as a moderator and how to progress with the COP.

Once the CoP was active, a Teams channel was set up for each of the thematic strands to communicate quickly and effectively. Meeting dates were coordinated by the facilitators for each strand.



Basic Principles for Forming a Community of Practice

The basic principles form general guidance for operating a Community of Practice.

The first session will build on these to form a Terms of Reference which the group will need to agree with.



Participants should ideally attend all sessions so that the participants become the CoP – this may not be possible given workloads and other logistics, but a minimum of four staff must be present at all meetings.



A briefing and / or resources will be provided ahead of each of the scheduled meetings of the CoP.



The first session will consider the expectations of both the CoP and the participants within an overall understanding of creating an environment in which developmental discussions can take place with a view to changing policy and practice.



The facilitator will draft and circulate a meeting record to thematic strand members following each meeting.



Participants may wish to record the CoP meetings with the agreement of participants.



All participants commit themselves to the concept of a CoP and familiarise themselves with it.



The participation of industry as part of the CoP approach is endorsed and there is a commitment to ensure industry involvement where the meeting calls for it.



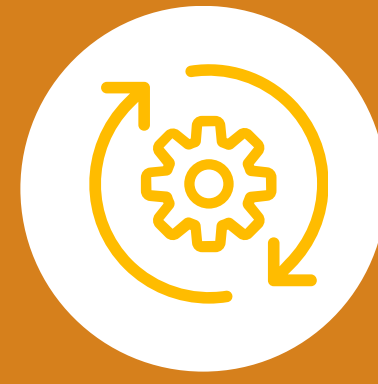
Meetings should take place quarterly and typically they should last approximately 2 hours (although this is likely to be influenced by the topic and the number of participants). Meeting 2 will be a key meeting of this CoP project and there should be sufficient time provided for it and / or a supplementary meeting arranged.

Session Plan for CoP Meeting 1



Purpose

To discuss a Community of Practice approach and the principles of establishing a CoP



Key items to have been discussed/captured by the close of the session

- What should be the purpose of the Community of Practice?
- Do participants understand each other's expectations?
- Do participants agree a Terms of Reference?
- Discuss and agree lead and participants



Resources

- Agenda template (R15)
- Meeting notes template (R16)
- Terms of Reference example (R17)
- Meeting slides template (R18)
- Facilitator & Moderator Role document (R19)

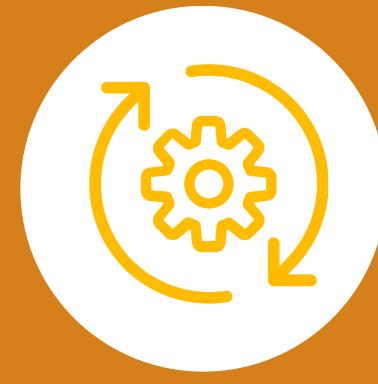
These can be found under the [toolkit resources here](#)

Session Plan for CoP Meetings 2-5



Purpose

To discuss key topics relating to the thematic strands of the Community of Practice. The topic of each meeting is to be decided in advance



Key items to have been discussed/captured by the close of the session

- Each member to present their University's perspective of the chosen topic
- Best practice to be shared by all partners
- Decide the topic for the next Community of Practice meeting



Resources

- Agenda template
- Meeting notes template
- Meeting slides template



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[EQUIP Website](#)





REFLECTION AND NEXT STEP

Three things I learned during this course:

1. _____

2. _____

3. _____

One thing which surprised me during this course:

One key message I will share with colleagues:

Three actions I will take in the future

I will _____ To achieve this I will need _____

I will _____ To achieve this I will need _____

I will _____ To achieve this I will need _____



- Undertake a scoping exercise for your institution to identify any areas that could be further developed using the toolkit.
- Consider how you can implement any of the workshops as part of your institution's process.
- Consider the impact these workshops might have on you personally, on your department, and institution wide
- Consider how you can disseminate the toolkit and its resources to staff across your university
- Consider how you can use the benchmarking matrix template to benchmark qualifications with other Universities outside of Viet Nam to establish similarities and differences between qualifications.
- Consider how the toolkit can support your University in approaching other Universities outside of Vietnam for TNE opportunities