UK Vietnam Higher Education Partnership dissemination webinar series – Sustaining partnership for the future

Context

The UK VN HEP Webinar Series are organised to build on success of the UK – VN HEP period 2018-2020 and sustain the partnerships for future through in-depth discussions on emerging topics of higher education and future landscape of HE internationalisation.

The webinar series aim to:

- encourage continuous strategic engagement and collaboration between Higher Education Institutions (HEIs) in the UK and Vietnam during and post Covid-19
- act as a catalyst for innovation in international education, driving development in UK Vietnam Higher Education partnership

Webinar #2 - Contextualise UK internal quality assurance tools and discuss wider quality issues in TNE digital delivery

Aims: the webinar #2 aims to

- share tools and frameworks that promote effective student engagement and discuss adaptation in the Vietnam HE context
- discuss wider quality related issues in the context of digital delivery expansion (TNE focus)

Date: 24 July 2020

Recording: https://youtu.be/zuhWwMYLGHQ

Session host: Hoang Van Anh, Director, Education and Society, British Council Vietnam

Panel speakers:

- Dr Nicola Bolton, Head of Strategy and Marketing, Cardiff School of Management, Cardiff Metropolitan University, United Kingdom
- Elizabeth Britton, Team Manager, Quality Assessment, Quality Enhancement Directorate, Cardiff Metropolitan University, United Kingdom
- Dr Dam Son Toai, Head of Educational Testing and Quality Assurance Department, National Economics University, Vietnam
- Dr Fabrizio Trifiro, Head of Quality Benchmark Services, UK NARIC, The National Recognition Information Centre for the United Kingdom
- Dr Nguyen Quoc Chinh, Director, Centre for Education Testing and Quality Assessment, Vietnam National University Ho Chi Minh City
- Dr Susan Matthews, Senior Lecturer in Medicinal Chemistry, School of Pharmacy, University of East Anglia, United Kingdom

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Key takeaways:

- The UK-VN HEP project between Cardiff Metropolitan University, QAA and National Economics University (NEU) presented a toolkit disseminating best practice to create a learning environment that promotes student engagement (https://www.cardiffmet.ac.uk/international/Pages/A-Toolkit-for-Student-Engagement-.aspx)

- Some well-established standards, principles and guidelines of quality assurance that are widely used in in-person training can be applied to online/blended teaching and learning. However, higher education institutions (HEIs) are expected to be highly adapted in shifting from face to face to online, etc. while putting students at the centre and maintain programme learning outcomes as the basis.

- It is not just a matter of digitalising learning materials but how to keep students engaged, how to support students on online learning, and thinking particularly around assessment and how to safeguard the integrity of assessment when it comes to the mode of delivery.

- This is needed to improve public trust and confidence in online delivery which includes TNE and when it comes to going forward in improved policy and regulatory environment, it will mean that we can expect growing demand and supply for online delivery.

- We can see hybrid/ blended forms of TNE growing as well as blended forms of international student recruitment restore international student mobility. We can expect flying in - flying out models to be replaced significantly by online delivery which is more cost efficient and more environmentally friendly. It also allows TNE students to be exposed to a broader range of lecturers, experts from the degree awarding institutions so enhancing the quality of TNE provision.

- One of the recognition challenges affecting TNE is the distinction between learning outcomes and learning experience. It is possible for online learning to achieve the same standard and the same learning outcomes through very different learning experiences. TNE standards need to be safeguarded when it comes to the learning experience, anything which is over above and beyond the necessary support to allow students to get those learning outcomes somewhat are matter of student choice or students' expectations and often associated to cost as well.

- The key success factors for any type of TNE partnerships are to ensure that you safeguard standards. It doesn't matter what the type of delivery is but ensuring that the student support is sufficient to allow every student on the course to succeed. It's also important that both partners are on the same page in terms of capacity, same expectations, same vision.

- Challenges of Vietnamese HEIs in online/blended TNE development and recognition is lack of the legal framework, guidance, and policy on recognition of online teaching and learning inside and outside Vietnam; and lack of policy framework for quality assurance of online teaching and learning

- The UK, with TNE quality benchmarking scheme, is able to support countries to address issues around the lack of recognition, lack of trust, lack of reassurance around TNE qualifications and the idea is to be able to demonstrate in an internationally trusted and understood way that TNE provision is a good quality, standards are safeguarded across delivery and attention paid to the needs of the local context. Click to access the Guide to Recognition Issues in International Distance Learning

- In terms of partnerships, key elements to partnership success include proactiveness in taking the lead, driving changed agenda when required and moving out of comfort zone into a new arena

and build the confidence and skills to tackle issues. Listening to each other and understanding the context also count.