CHANGES IN VIETNAM AND THE UK'S HIGHER EDUCATION – A COMPARISON

by

HY HOANG THIEN QUACH

A thesis submitted to the University of Birmingham for the degree of MASTER OF PHILOSOPHY

School of Education

University of Birmingham

June 2013

UNIVERSITYOF
BIRMINGHAM

University of Birmingham Research Archive

e-theses repository

ABSTRACT

Based on international league tables and widely-held perceptions, higher education in Vietnam compares unfavourably to other countries, especially developed nations like the United Kingdom[1]. However, in terms of challenges, Vietnam and The UK both encounter many problems in higher education including financial matters and changes in policies. Nevertheless, in the global arena, the UK's tertiary system appears to completely surpass Vietnam's. This thesis is based on an empirical study within the interpretive paradigm and the framework of comparative education, seeking to understand the concepts of a university, mission and quality in Vietnam and the UK since 1992. The sites were Vietnamese and British universities established before and after 1992 for the comparison across and within the two countries. Following an historical analysis based on policy changes, semi-structured interviews were conducted with 37 participants, including lecturers and students. The data were detailed, illuminating the current perceptions and the expectations of higher education by 2020. Many factors were identified as remarkable constituents to the development of the changes in Vietnam and the UK's higher education up to the present and forward to 2020. The ever continual changes in Vietnam and the UK's higher education were reflected in the results. The study of the changes in higher education will continue to be important.

---

[1] The United Kingdom or the UK includes England, Scotland, Wales, and Northern Ireland; Great Britain or Britain refers to only England, Scotland, and Wales (Hornby, 2010). In this research study, the higher education system is mainly examined within England, so the term "the UK" is preferable as the system is UK-wide.

ACKNOWLEDGEMENTS

Thanh Long, for his technical, critical, financial, and emotional support. Without his motivation and encouragement, I could not stand up and continue my passion for study and research.

Finally, I wish to thank my family for all their love, belief, and support to me. I wish to send all my gratitude, love and respect to my Father, Quach Vu Tuan, who was the first person to inspire me to be a lecturer and researcher. My Mother, Hoang Thi Nhung, has always tried to be strong under difficult conditions for me to feel assured and focus on my research study. I always feel thankful and lucky to be their daughter as they have sacrificed all their life to raise me up and support me on my academic path. My sister, Quach Hoang Phoi, is always by my side and thoughtfully provided me with help and motivation to reach the end.

DEDICATION

I wish to dedicate this work to my Father, Quach Vu Tuan, for his last wish was to see me be able to continue my study and to thrive with my passion as a researcher.

TABLE OF CONTENTS

LIST OF ILLUSTRATIONS

LIST OF TABLES

LIST OF ABBREVIATIONS

A level/ GCE A level : The General Certificate of Education Advanced Level

AS level : The Advanced Subsidiary Level

BEng : The Bachelor of Engineering

BOS : The British Online Survey System

CEQ : The Course Experience Questionnaire

CEQARD : The Centre for Education Quality Assurance and Research Development

CNAA : The Council for National Academic Awards

FEFC : The Further Education Funding Council

HERA : The Higher Education Agenda 2006-2020 (in Vietnam)

MEng : The Master of Engineering

MOET : The Ministry of Education and Training (in Vietnam)

NVQ : The National Vocation Qualification

PCFC : The Polytechnics and Colleges Funding Council

PLEQ : The Perceptions of Learning and Environments Questionnaire

QAA : The Quality Assurance Agency for Higher Education

RAE : The Research Assessment Exercise

RASI : The Revised Approaches to Studying Inventory

REF	:	The Research Excellence Framework
SSLE	:	The Secondary School Leaving Examination
The UK	:	The United Kingdom of Great Britain and Northern Ireland
The US	:	The United States of America
UFC	:	The Universities Funding Council
VNU-HCM	:	The Vietnam National University – Ho Chi Minh City
VNU-HN	:	The Vietnam National University – Ha Noi
WTO	:	The World Trade Organisation

CHAPTER 1: INTRODUCTION

Context of the study

It is potentially quite difficult and possibly presumptuous to make a comparison between Vietnam and the United Kingdom[1] due to their very different social features, such as their histories, economies, political regimes, education, and especially the ideology of higher education. Moreover, it is not reasonable or fair for Vietnamese higher education to be weighed on the same scale with the British system, although it has achieved some remarkable progress in education so far (Gropello, et al., 2008). The rankings on certified league tables, recent achievements, and the challenges of education in a developing country would create considerable differences between Vietnam and the UK's Higher Education.

According to a report from Universitas 21, British higher education is ranked as the 10th best among 48 countries, including the United States of America, Sweden and Canada (Burns, 2012). Specifically, in Webometrics, a ranking web of universities, the University of Cambridge and the University of Oxford hold the respective 20th and 25th ranks (Webometrics, 2012a). Also, as stated in World University Rankings 2012-2013 by the Times Higher Education (2012), the two renowned universities are at the top 10 of the list

---

[1] The United Kingdom or the UK includes England, Scotland, Wales, and Northern Ireland; Great Britain or Britain refers to only England, Scotland, and Wales (Hornby, 2010). In this research study, the higher education system is mainly examined within England, so the term "the UK" is preferable as the system is UK-wide.

with the 2nd and the 7th positions. Unlike the UK's higher education, Vietnam lags behind with the rank of 1000th in the world and the rank of 22nd in Southeast Asia in 2012 (Webometrics, 2012b). The most excellent higher education institute in Vietnam – Vietnam National University Hanoi – is ranked 1051st in the world (Webometrics, 2012b). Another famous university in Vietnam – Can Tho University – holds the rank of 1104th in the world as reported in Webometrics' table (Webometrics, 2012b). There are limitations to stating that a university is more successful than another in accordance with their positions on league tables (Kelly, 2006), but it is undeniable to acknowledge that Vietnam's higher education institutions are ranked far lower than the British ones.

Besides being at the top 1000 in the world for the first time, Vietnam's higher education has gained some notable achievements recently (Nguyen, 2009). Higher education in Vietnam has developed human resources of millions at college and university levels and thousands at master and doctoral levels, which contributes considerably to the country's process of industrialisation, modernisation, and development during the period of "Đổi Mới"[1] and "international integration" (Nguyen, 2009). Furthermore, the training and educating capacity has tripled with 376 universities and colleges having 61,150 lecturers, among whom are 6,217 doctors and 2,286 professors and readers (Nguyen, 2009). One of the most important innovations is the establishment of a quality assurance system within the higher education institute, which is intended to play a vital role in ensuring and enhancing the development and quality of Vietnam's higher education system (Nguyen,

---

[1] "Đổi Mới" – "Restoration": the reformed policy of Vietnam issued in 1986, which produced crucial changes to the society (Hoang, 2009).

2009). The UK's higher education system, on the other hand, in addition to the league tables mentioned above, has been acknowledged as "the second strongest university system in the world" (Burns, 2012). Russell Group Papers (2010) also add that British universities have some strong comparative competency and a firm science base for being "world-class institutions". Equally importantly academics and employers compliment the UK's higher education institutions (Guardian Professional, 2012). Additionally, remarkable progress in the number of citations per academic, a significant indicator of research quality, has been achieved by some British leading universities (Guardian Professional, 2012). These aforementioned facts and figures summarise some key achievements accomplished by both Vietnam and the UK's higher education systems.

Despite this recent development and success, Vietnam's higher education still has a lot of weaknesses and shortcomings, which could affect the development of the country's economy and society (Gropello, et al., 2008; Le, 2008; Nguyen, 2009). Even though the higher education system in the UK is now effective and successful in many ways, it too faces some challenges regarding the maintenance and improvement of its quality (Guardian Professional, 2012). In the case of Vietnam, in his article, Nguyen (2009) states that the poor management and the lack of financial investment in the higher education system are two major factors leading to low quality in training and educating at the tertiary level. Furthermore, the training practices at master and doctoral levels still have a lot of limitations and restraints, which could hinder the advancement of Vietnam's economy in the near future (Gropello, et al., 2008; Nguyen, 2009). For the UK, cost pressure is now the shared concern of all higher education institutions (Burns, 2012;

2

Russell Group Papers, 2012). Many key figures, like Professor Ross of the University of Melbourne and Chief Executive Nicola Danbridge of Universities UK, also address this issue because they worry that the tight budget and the decrease in funding could cause some serious difficulties for the British higher education system to remain a world leader (Burns, 2012). In addition to these financial problems, the changes in the government's policies, especially the tightening of visa regulations, are another matter causing anxiety to British universities (Guardian Professional, 2012).

Furthermore, during the late 20th century and at the beginning of the 21st century, both Vietnam and the UK have been under the strong influence of globalisation and the knowledge-based society (The Ministry of Education and Training, 2006; Robertson, 2010). Globalisation has acted as a significant factor both motivating and guiding changes and development of Vietnam and the UK in every aspect (The Ministry of Education and Training, 2006; Robertson, 2010). Some challenges under globalisation include the global competition and the global economic crisis, which require Vietnam and the UK's higher education to renovate. However, higher education in each country has its own responses to these challenges because of their different directions of development. The UK is determined to internationalise its higher education sector with the aim of training the global competence of workers and citizens (Robertson, 2010). Vietnam is trying to improve its higher education sector to meet the regional and international standards, which leads to the re-definition of many types of tertiary education (Sheridan, 2010).

Research Objectives

An overview of both higher education systems in Vietnam and the UK raises some emerging questions on the UK's success and ability to ensure the quality and the best performance of its universities. In my research, I would like to find out the key issues closely related to the development of Vietnam's higher education by making a comparison between Vietnam and the UK's higher education in terms of its concepts, missions, and quality maintenance and enhancement in relation to the social and economic changes as well as differences between Vietnam and the UK since 1992. From the comparison between the two systems and the information on their development, I hope to identify the trends driving changes, which could lead to some suggestions for the innovative process of the higher education not only in Vietnam but also in other similar developing countries. From that research aim, the research question is: How have the concepts of a university, mission and quality been understood in Vietnam and the UK since 1992?

Research framework

For comparing the development of the two higher education systems in the UK and Vietnam, the framework of this study should be comparative studies in education because it is "a field of study that applies historical, philosophical, and social science theories and methods to international problems in education" (Epstein, cited in Phillips and Schweisfurth, 2008). It is generally used to investigate two or more particular cases to make comparison for the purpose of not only identifying "good practices" (Phillips and Schweisfurth, 2008) but also offering an insight into specific national educational systems along with explanations as to "why they are what they are" (Holmes, 1971, p.57). In

4

addition, comparative education research allows phenomena to be examined in terms of "cultural equivalence," "contextual equivalence," "structural equivalence," and "functional equivalence" (Nowak, 1977); they then act as "constants" between societies enabling researchers to identify "differences" as "variables" (Phillips and Schweisfurth, 2008). Hopefully, when these equivalences are used as the basic criteria for comparing the Vietnam and the UK's higher education systems, there would be some explanations for how differences originated and how the concepts, missions, and quality are viewed. This would help me to explore the principle reasons for the development in both systems and understand the strategies used to maintain and improve the quality of higher education during changes.

Personal Context

> "The nature of any particular comparative study of education of course depends on the purposes for which it was undertaken and on the identity of the person(s) conducting the enquiry."

<div align="center">(Bray, 2007, p. 15)</div>

Doing research within the comparative education framework puts me in the insider-outsider position in two different contexts: A member of the research group and an outsider relative to it, which has its own advantages and disadvantages (Hamdan, 2009). The insider-outsider position can "provide insights and inner meanings and subjective dimensions" as an insider (Ghazalla and Sabagh, 1986, p.374) as well as helping the researcher to "gain more complex view" as an outsider (Hamdan, 2009). Being a student and lecturer in Vietnam, and a student in the UK's higher education, I have had a valuable

opportunity to acquire some first-hand experience of both systems as an inside participant. I have developed informed ideas on learning and teaching performance as well as the perspectives of 'an expected tertiary environment' and 'good quality' through the eyes of a student at both undergraduate and postgraduate level. Working as a lecturer at a university in Vietnam has offered me a favourable chance to have a close look at the higher education system at the management level and some profound understanding of the learning and teaching process with the role of an educator. Before my period in the UK, as an insider to Vietnam's higher education, simultaneously an outsider to the British one, I adopted the preconception that the Vietnamese system is definitely not as good as its fellow in this research. However, this has changed due to my new "positionality" as an insider to the UK's higher education. This position requires me to question, test, and challenge my beliefs and hypotheses – whether Vietnam's higher education is not as good as the UK's or whether it might be equal to its counterpart but different and operating under particular constraints. Therefore, instead of judging the two systems against each other, I will compare them in relation to their own contexts, as well as in comparison to each other.

Despite the advantages my insider-outsider position offers to me, switching between the two might cause some distortions of the phenomenon under investigation (Handam, 2009). To respond to these problems of the double "positionality," the researcher should rely on reflexivity which allows one to avoid "false assumptions" and mitigate "distortions" for ensuring the robustness of the research results (Handam, 2009). So as to be reflexive while adopting the double "positionality," I should focus on verifying which positions I

am in (Handam, 2009). In my case, as an inside participant and outside observer, it might be reasonable for me to scrutinise the researched in the mixed position of both being an insider and outsider and compare them together when observing, analysing, and judging any concepts, issues, or phenomena in this study (Handam, 2009). By doing so, I could have a more generalized view on both systems as well as avoid bias when doing comparative research.

Along with the insider-outsider positionality, I should keep in mind the very crucial identity – I as a 'researcher' who is trying to explore, reflect, and report on the truth and to minimise the effect of my own positions (Nilan, 2002; Handam, 2009).

Organisation of the thesis

The thesis is divided into six chapters. The first chapter is the introduction of the study, which provides an overview, the research objectives of this study and the author's personal context. Chapter 2 includes the definitions of terms used in the research, such as "higher education" and "quality" and details on the research's aims and questions. Chapter 3 – Chronological Development – focuses particularly on the milestone year 1992 along with the time phases embodying the development history of both Vietnam and the UK's higher education systems within twenty years. The methodology of the research is discussed in Chapter 4 in terms of developing the research, the research methods and epistemological issues. Chapter 5 is mainly about the data analysis and discussion of the results. Chapter 6 wraps up the study with the conclusion and some recommendations.

Conclusion

In conclusion, from the overview of the Vietnam and the UK's higher education context, it could be justifiable to conclude that the two systems have their own distinctive characteristics and caution is needed to compare them together, especially when the Vietnamese universities are quite far behind the British ones in many ways. However, there are also some similarities between the two systems – if we view them in the light of globalisation – in the ways that they both try to make progress, maintain their quality, and find some resolutions for their problems originating from the influences of the economic recession and globalisation itself. As a result, in conducting comparative education research in scrutinising Vietnam and the UK's higher education, it should be possible to compare them within the "cultural equivalence," "contextual equivalence," "structural equivalence," and "functional equivalence" (Nowak, 1977). Therefore, this study attempts to compare the two different higher education systems in the United Kingdom and the Socialist Republic of Vietnam. Through this comparison, hopefully, insights into the concepts, missions, and quality of higher education in the UK and Vietnam since 1922 will be explored, which could help to identify some key elements constituting the development and quality assurance of these two systems and potentially others.

CHAPTER 2: DEFINITIONS OF TERMS

Introduction

Conducting research in the two different contexts of Vietnam and the UK requires first of all the comprehension of the key terms in relation to the "cultural" and "contextual" equivalences to acquire "the initial impetus for comparison" (Phillips and Schweisfurth, 2008, pp. 99). Hence, it is essential to review some key terms used in this research paper, such as higher education, university missions and quality, and university changes.

Definitions of terms

Concept of higher education

There are a lot of definitions offered by renowned stakeholders and key figures in all over the world. They also suggest ways of defining higher education based on different criteria. For instance, Moodie (2010) reviews some definitions of higher education in relation with the source of funding, institutions, and programs. He also presents the perceptions of higher education in accordance with epistemology, teleology, hierarchy, and pragmatism, and explains these as follows (Moodie, 2002; 2010):

"Tertiary education may also be defined epistemologically (by ways of knowing, by ways of learning or by discipline), teleological (for example, training for work in contrast to education for an extrinsic purpose compared with cultivation for intrinsic worth, training for work in contrast to education for life and training for

work directed by others and education for self-directed work), hierarchically (by occupational level, educational level or cognitive level), or pragmatically (what happens to be the current arrangement)."

(Moodie, 2010, pp. 2)

Other viewpoints distinguish higher education with other types of education, such as further education or vocational education, by its systematical features as well as the forms and levels of education (Harvey, 2004). Hence, there might be some confusion over the "exact" concept of higher education when a lot of changes have been emerging lately. Thus, what is higher education and what is the "exact" concept for understanding it, especially in Vietnam and the UK?

Higher education, as it is defined simply, is a kind of post-secondary education, which is formal and optional and provided through a specialist institution, such as colleges, polytechnics, or universities, leading to a degree (Campbell and Rozsnyai, 2002; Harvey, 2004; The World Bank Group, 2011). Higher education is different from tertiary education as the latter embodies the former, vocational post-secondary education, and further higher education (Campbell and Rozsnyai, 2002). In further detail, undergraduate courses at higher education level usually take about three to four years to complete, equipping learners with the professional knowledge and skills including some advanced research activities to work in their major fields (Campbell and Rozsnyai, 2002; The World Bank Group, 2011). In the UK, further higher education includes Advanced Levels (A-levels) because they are considered as post-compulsory education despite the fact that

their venues are schools and colleges (Harvey, 2004). Meanwhile, in Vietnam, tertiary education does not include A-level or high school education; it is understood as higher education at universities or junior colleges only (Gropello, et al., 2008). Sometimes, the term "tertiary education" is used interchangeably with "higher education" in the Vietnamese context (Kelly, 2000). The perceptions of "tertiary education" and "higher education" in Vietnam and the UK may be seen as one crucial "cultural equivalence" for scrutinising and explaining the differences of the two systems (Phillips and Schweisfurth, 2008).

Furthermore, some similarities along with differences are found in the two systems in Vietnam and the UK in terms of "structural equivalence" (Phillips and Schweisfurth, 2008). Higher education in Vietnam consists of all four levels – colleges, undergraduates, masters, and doctorates (Kelly, 2000; Gropello, et al., 2008). Each kind of Vietnamese higher education levels varies in the training duration and requirements (Gropello, et al., 2008). For instance, although courses at college and undergraduate levels are designed for the same student group – upper secondary, or professional and vocational secondary graduate – they differ in terms of the training duration (Gropello, et al., 2008). Training courses at college level takes from two to three years to complete whereas these at undergraduate level last longer, for over four to six years (Gropello, et al., 2008). Education at master level is called "Post-Graduate Education" (Runckel, 2009). Master courses in Vietnam last for one to two years and only those who graduate from university are eligible to apply to them (Gropello, et al., 2008). Studying at doctorate level requires applicants to be university graduates or Master degree holders and to complete the three

to four year course (Gropello, et al., 2008), which is regarded as "Doctorate" Education (Runckel, 2009). These features of the higher education system in Vietnam can be illustrated in Appendix 1.

In the case of the UK, it is necessary to distinguish between further education and higher education. Brennan, et al. (1992) claims that higher education involves post compulsory full-time education and other types of educational training (e.g. undergraduates or masters) as well as vocational equivalents (Brennan, et al., 1992). Nevertheless, post compulsory education embodies A Levels and Advanced Subsidiary Levels (AS Levels) usually for the group of students with the age of 16 to 19, and is considered "further education" (Brennan, et al. 1992; Harvey, 2004). Further education also includes vocational qualifications offered to not only students between 16 and 19 but also those aged 19 and over (Harvey, 2004). Courses in further education usually take two years to complete and lead to the General Certificate of Education A-level (GCE A-level) or NVQ Level 3 (HEFCE, n.d; Harvey, 2004). The system of "further education" in the UK is one of the prominent different features compared to the Vietnamese one. British students, after achieving the A-level, can apply to study at higher education if they would like to pursue undergraduate degrees (Brennan, et al., 1992) while those in Vietnam must complete high school education and pass both the Secondary School Leaving Examination (SSLE) and the university entrance examination for being accepted to study at university (Kelly, 2000). That also means that it is possible for British institutions to choose their students (Brennan, et al., 1992), while it is the qualification and the scores from the university

entrance examination to enable students to be accepted at a university of their preference in Vietnam (Kelly, 2000).

Higher education in the UK is education at undergraduate, master, and doctorate levels (Brenna, et al., 1992). The national framework for higher education qualifications in the UK is stated in the Dearing Report (National Committee of Inquiry into Higher Education, 1997 in QAA, 2008), including the length of study and completion (Brennan, et al., 1992). It takes three to four years for a student to gain a Bachelor's degree (Brennan, et al., 1992; QAA, 2008). In contrast, a student in Vietnam must spend from four to six years to complete one's Bachelor's degree (Kelly, 2000). Additionally, the length of studying a Master's degree in the UK is also shorter than that in Vietnam. If it takes one to two years for a student to complete the course at Master's level (Brennan, et al., 1992; QAA, 2008), Master's courses in Vietnam usually last from two to three years (Kelly, 2000). For the Doctoral degree, a student should spend three to four years upon graduation in the UK (Brennan, et al. 1992; QAA, 2008) whereas one in Vietnam needs four to five years to complete (Kelly, 2000). Therefore, it is reasonable to conclude that there are some remarkable differences in the actual length for a student to complete one's higher education in Vietnam and the UK regarding the "structural equivalence" of the two systems (Phillips and Schweisfurth, 2008). The British education system is described in more details in Appendix 2.

Concept of higher education institutions

Along with the financing, managing and operating organisations, as well as the formal and informal rules, higher education institutions themselves are basic elements of a higher education system (The Task Force on Higher Education and Society, 2000). Furthermore, an institute of higher education can be of any type – public and private; academic and vocational; undergraduate and graduate; on-campus and distance-based, etc. – and comprises a range of institutional forms like universities and colleges (The Task Force on Higher Education and Society, 2000). All these matters complicate the perceptions of what a higher education institution is, in other words, the understanding of what its forms, especially universities and colleges, are in Vietnam and the UK.

Similar to the case of higher education, tertiary education, and further education, the terms "higher education institutions" and "universities" are used confusingly interchangeably to indicate the institute of higher education. As the aforementioned, the concept of a higher education institution encompasses the idea of a university for the latter is one of the institutional forms of the former (Brennan, et al., 1992; The Task Force on Higher Education and Society, 2000). Hence, what is a university? It is not easy to give a precise answer to this question as the definition of a university varies in accordance with the perceptions of its stakeholders, the time phases and the venues of its existence (Smith and Langslow, 1999). In the Dearing Report (1997, in Smith and Langslow, 1999, pp. 7), a university is defined simply according to its operation as an organisation with "the power to award taught and research degrees which then bear the university's name". Nevertheless, Smith and Langslow (1999, pp. 7) claim that the definition in the Dearing

Report is quite "bald" and insufficient for the reason of the expectations of their stakeholders. These "different interested parties" include its inside participants – students and lecturers – and the outside bodies like governments, employers, and, broadly, the country (Smith and Langslow, 1999, pp. 7). According to various studies, the student thinks that a university is a social and intellectual society offering them a stimulating and enjoyable life as well as qualification for their future employment while the lecturer regards it as "places for research and advancement of knowledge" and just focuses on teaching and research duties (Kennedy, 1997; Smith and Langslow, 1999). The government and the employer do not seem to be on the same page with each other in the ways they view "a university". What concerns the government when mentioning a university are the fiscal budget and the policies, which exert some direct influences on their electoral benefit (Smith and Langslow, 1999). Meanwhile, the quality of the skilled human resources is the crucial priority to the employer's perceptions (Smith and Langslow, 1999). To the country's citizens, the "transmission of a common culture" and the fulfilment of the society's demands are the two prominent criteria of a university (Smith and Langslow, 1999). These different perceptions of a university according to its stakeholders seem to be a shared issue of both Vietnam and the UK's higher education systems, not to mention those in other countries in the world.

In Vietnam, generally, higher education institutions are divided into two broad categories: "(1) the traditional mono-disciplinary or specialised institution and (2) the multi-disciplinary university" (Runckel, 2009). A mono-disciplinary university is one whose focus is a single major such as architecture or economics (Kelly, 2000; Runckel, 2009;

Sheridan, 2010) while a multi-disciplinary one includes a "large numbers of small, specialised institutions" (Kelly, 2000). In other words, a multi-disciplinary university involves a cluster of mono-disciplinary units. The Vietnam National University Hanoi is a typical example for this relation as it is an amalgamation of several member universities, such as Hanoi University and Hanoi Pedagogic University (Kelly, 2000). This relation between multi-disciplinary universities and mono-disciplinary ones also exists in the UK's higher education system. Ramsden (2012), in his paper "Institutional Diversity in UK Higher Education", states that there is a decline in institutional diversity, especially single campus in the UK as there is a tendency for institutions to merge into "larger, comprehensive, multi-campus institutions". He adds that these merging cases are regarded as the "takeover" of a small specialist institution by a larger institution" (Ramsden, 2012, pp. 3). This merging phenomenon also includes the joining of several institutional types, such as polytechnics, professional schools, and community colleges, (The Task Force on Higher Education and Society, 2000, pp. 29).

Nevertheless, the merging process likewise changes the nature of those higher education institutions, and seems to cause some perplexity in distinguishing them in and within the two distinctive contexts of Vietnam and the UK. Kelly (2000) notes that there are several English terms used to indicate universities and colleges in Vietnam like universities, colleges, institutes and polytechnics, and occasionally "schools". Nonetheless, in order to be granted the title "university" (or "đại học" in Vietnamese), the higher education institution must be a multi-disciplinary one with a large range of study fields and the capacities of conducting research (Sheridan, 2010). It also has the authority to provide

four to six year programmes and award associate or bachelors degrees (Hostetler, n.d.; The Ministry of Education and Training, 2006; Gropello, et al., 2008), which is called the Long Cycle (Hostetler, n.d.) and is equivalent to the First Cycle qualifications in the UK's higher education system (QAA, 2008). Another type of higher education institutions in Vietnam is "cao đẳng" meaning "junior colleges" or "community colleges" in English (Kelly, 2000). These colleges are considered as "non-university-level institutions" for they only provide three year programmes and award the Certificate of Higher Education, Junior College Diploma, and associate degrees (Kelly, 2000; Gropello, et al., 2008; Hostetler, n.d.), which is called the Short Cycle (Hostetler, n.d.) and equivalent to the Short Cycle qualifications in the British higher education system (Hostetler, n.d.; QAA, 2008). This feature helps to distinguish a university from a college in Vietnam's higher education system since a university has the authority to provide programmes and award qualifications at all college, undergraduate, master and doctoral levels (Kelly, 2000; The Ministry of Education and Training, 2006; Sheridan, 2010). Sheridan (2010) adds that a university has research capacities too. However, the research activities have not been prominent in Vietnam's higher education institutions, or to be more precise, the majority of them are still teaching-based universities (Gropello, et al., 2008). Hence, there is a differentiation between a university – mainly focusing on teaching – and a research institute (or "học viện" in Vietnamese) with the aims of conducting research (Sheridan, 2010). A research institute has the specialised research capability and offers a narrowly focused curriculum at master and doctoral levels with the corporation of a university (The Ministry of Education and Training, 2006; Sheridan, 2010). Hence, it raises the question how the tiltle "university" is defined in the case of Vietnam. Moreover, that also reflects

the difference between Vietnamese universities and British institutions, which include both teaching and research activities (Brown, 2004; 2011). Nonetheless, similar to the Vietnamese higher education system, there are some differences between a university and a higher education college (Universities UK, 2011). So as to receive the title "university", an institution has to fulfill some criteria, which are accessed by the Quality Assurance Agency on behalf of the Privy Council (Universities UK, 2011). After the Further and Higher Eduducation Act in 1992, polytechnics and large higher education colleges were granted the title "university" (Bathmaker, 2003; Cranfield and Taylor, 2008). These polytechnics, professional schools, institutions granting degrees only with few if any research activities, and community colleges also merge with each other or other universities to become a multi-disciplinary university as the aforementioned (The Task Force on Higher Education and Society, 2000). Hence, both Vietnam and the UK's higher educaion systems have vertical differentiation, which complicates the nature and conception of a university and other higher education institutions. That may be considerd as the "relationally equivalent phenomena" of the two divergent systems in Vietnam and the UK (Phillips and Schweisfurth, 2008).

Concept of university mission

It is important when comparing higher education systems to consider the concept of a 'mission'. That is because mission is considered as an innate characteristic of a university (Anderson, 2010). As an essential constituent of a university, a mission is also defined and identified differently depending on the diverse perceptions of universities and the differences of the higher education systems in Vietnam and the UK. (Scott, 2006).

18

Mission can be defined as "unity of purpose", which is clear and overall (Flexner, 1994, pp.179). Having the same idea of what university mission is, Allen (1988, pp.7) considers mission as the most general term for the basic purpose of a university. Viewing mission under the management perspective, Fenske (1980) describes mission as a statement written by the university itself based on the high expectations of the society. Accordingly, mission can be defined simply as aspirations of society reflected in the institution and as goals and objectives set by the institution itself.

Scott (2006) argues that an institutional mission can be classified into six categories: Teaching mission, research mission, nationalisation mission, democratisation mission, public service mission, and internationalisation mission. These types of mission bear some fundamental features. They are interrelated to each other as they are "coexisting, interlocking, or contradictory in nature" (Scott, 2006). For instance, teaching and research are the two core missions of many universities and they both emerge from the very early days of the university establishment. To be more precise, it is the later Middle Ages when the Universities of Bologna and Paris offered teaching services (Scott, 2006). Research is supposed to have appeared during the 1800s at the University of Berlin and the Humboldtian universities (Scott, 2006; Anderson, 2010); nevertheless, research had actually existed conjointly with teaching services long before that time (Scott, 2006). In the UK, the dominant model of a university is one that embodies both teaching and research activities (Anderson, 2010). Although most universities in Vietnam are up to now not really involved in research activities (Gropello, et al., 2008) – which reflects a key difference from the Britsh universities, the role of research in Vietnamese higher

education institutions has been emphasised in the curriculum and the higher education policies (Nguyen, 2007). Accordingly, within the two different higher education systems in Vietnam and the UK, teaching and research missions coexist and interlock to each other, but in different proportions.

The relation between teaching and reseach missions of a university are compared to each other by some stakeholders so as to define which one is more important to receive investment to assure quality (Scott, 2006; Anderson, 2010). Teaching is considered by some to be more crucial than research as it is the main factor distinguishing a university from its other counterparts such as a pure research institute or a religious community (Scott, 2006). It has been argued that the teaching mission plays the "foremost" role in the university (Scott, 2006). The significance of teaching mission over research is also emphasised by John Henry Newman as he says:

> "If its objective were scientific and philosophical discovery, I do not see why a University should have any students."

(Newman, 1976, preface)

Nowadays, in Europe in general and in the UK in particular, the value of the basic teaching mission remains intact (Scott, 2006). In Vietnam, most academic universities focus mainly on teaching mission as the teaching load fills up most of the time and resource (Gropello, et al., 2008; Sheridan, 2010). However, it has been argued that if a university just concentrates on teaching services, it will become a "teaching institution" instead of a "true university" as a think-tank of the society (Sheridan, 2010). The research mission, likewise, is separated from teaching mission as it is acknowledged as a vital

factor for enhancing the university quality and reputation (Scott, 2006; Anderson, 2010; Kubler and Sayers, 2010). Commenting on the research mission, Newman confirms that along with the advancement of knowledge, research is an essential function of an institution (Newman, 1976; Smith and Langslow, 1999). That is why universities in both Vietnam and the UK are trying to improve their research activities in order to enhance their academic quality and reputation in the world (Sheridan, 2010).

Consequently, according to these definitions an institution cannot be a university if it lacks either teaching or research. There should be a harmonisation of teaching and research missions within a university, which helps to ensure the academic quality and enhance the development. That harmony between teaching and research activities has existed in some research led teaching institutions in the UK (Scott, 2006; Anderson, 2010; Universities UK, 2011). In Vietnam, as mentioned, the research mission has not been a prominent element in higher education instutions compared to the teaching activities. Therefore, it might be reasonable to question if these teaching-oriented institutions in Vietnam are actually "universities" in the sense of the combination between research and teaching.

Concept of university quality

Quality is one of the major issues under discussion in and on higher education. Quality assurance is always the key goal of a university as it is one of the criteria for building and ensuring its reputation. Many studies and reports on this concern in Vietnam and the UK are mainly about the problems of quality and suggested strategies for solutions. However,

there is still a question remaining: "What does "quality" mean in Vietnam and the UK's higher education system?" Are the perceptions of "quality" in the two systems consistent with or contradictory to each other?

There is not a simple definition of "quality" in higher education as it is a "multidimensional concept", which means every related aspect of a university such as teaching and learning processes, infrastructure, curricula and student support services (Ullah, et al., 2011). Moreover, other external factors regarding to a university have also exerted some influences on the perception of quality (Ullah, et al., 2011). Concerning these above matters, some attempts have been made to develop a model of quality such as the "3P" model with a system of "Presage", "Process", and "Product" variables or the "Input-Environment-Output" model (Gibbs, 2010). Harvey and Green (1993) offer another model for examining quality, which seems to have valuable validity as it is implemented in many research studies on quality in higher education (Parri, 2006; Munasinghe and Rathnasiri, 2010; Ullah, et al., 2011). In this model, there are five approaches used for viewing quality: Exceptional, perfection, fitness for purpose, value for money, and transformative (Harvey and Green, 1993; Harvey, 1999) and the explanations for them is as follows:

- Exceptional means quality is "something special" (Harvey, 1999) or "excellence" (Parri, 2006). This perception of quality is closely linked to the term "élite" or "élite education" with the expectations of "high quality" higher education system (Harvey, 1999; Parri, 2006).

- Perfection conveys the notion of flawlessness (Harvey, 1999) or "zero errors" (Parri, 2006), which is regarded as a "democratised" perception of quality and might be too idealistic to be obtained (Harvey, 1999; Parri, 2006).

- Fitness for purpose concerns the fulfilment of the requirements or needs or demands of customers; in other words, achieving quality equals to meeting a set of goals or objectives (Harvey, 1999; Parri, 2006). It varies considerably according to different stakeholders, various institutions, and diverse cultures (Parri, 2006), which brings about both similarities and differences of the perceptions of quality in Vietnam and the UK's higher education sytems.

- Value for money has the sense of the business side in higher education. That view implies quality as the "return on investment" (Harvey, 1999) or "a high quality product at a reduced price" (Parri, 2006).

- Transformative embodies the meaning of changing, reshaping, or developing (Harvey, 1999; Parri, 2006), which is considered as the "classic notion of quality" (Harvey, 1999). This way of understanding quality is in relation with the development or improvement of students in educational sense (Harvey, 1999; Parri, 2006).

The model proposed by Harvey and Green (1993) may explain thoroughly all the necessary aspects for perceiving what quality is in the UK's higher education system. Additionally, Parri (2006) adds two more approaches to Harvey and Green's model (1993)

- Quality as threshold, and quality as enhancement – in order to clarify the notion of quality as standards and as motivation for the development of the institution itself. It is also necessary to distinguish quality assessment and quality assurance. While quality assessment means the evaluation or measurement of the output quality (Nicholson, 2011), quality assurance is understood as the procedures and policies to ensure accoutability and improvement (Harvey & Green, 1993).

On the contrary, the notion of quality is still vague and often defined in terms of standards, quality agencies, or quality assurance processes in Vietnam's higher education system. There is also some confusion between quality and standards – a set of expected or proposed criteria – as well as quality assurance and standard fulfilment in Vietnam's higher education. Recently, Vietnam's leading universities have agreed on nine categories: "evaluation of institutional governance, staff, students, teaching and learning, research, facilities, finance, consultancy and technology transfer, and international relations (Nguyen and McDonald, 2001). These cover 43 evaluative criteria, which are used to define and assess quality in higher education (Nguyen and McDonald, 2001). The 43 criteria are supposed to fit those discussed other countries in Southeast Asia (Nguyen and McDonald, 2001; Oliver, et al., 2006) and to resemble some of the criteria for quality assessment in the UK, such as teaching and learning provision (Harvey, 1999). In addition, the Centre for Education Quality Assurance and Research Development (CEQARD) has made an attempt to find out the most suitable model for applying these categories and made a decision to follow an American-style one (Sheridan, 2010). However, still some critical issues related to the adoption of a model from other countries exist and remain

unanswered such as the effectiveness, differences between the 'home' and 'adopted' culture, or the differences of the standards in the adopted and the host countries (Oliver, et al., 2006).

Besides, quality is defined differently according to various perceptions of stakeholders; in other words, quality is a "stakeholder-relative" concept instead of a unitary one (Newton, 2006; IIEP Staff and Consultants, 2011). For example, to students, the facilities and the excellent education for their future career are their priorities when considering a "quality" university (Newton, 2006; IIEP Staff and Consultants, 2011). Lecturing staff tend to express their concern for the teaching – learning process whereas the management board is interested in the achievements and reputation of their institution (Newton, 2006; IIEP Staff and Consultants, 2011). This "stakeholder-relative" characteristic of quality seems to be universal to every university, including that in Vietnam and the UK. Hence, Green (1994) suggests that it should be reasonable to "define as clearly as possible the criteria that each stakeholder uses" and to consider carefully all "these competing views" when defining and assessing quality of a higher education institution.

Conclusion

The aforementioned discussion is mainly about the definitions and comparison of higher education with the focus on the perception of a unversity along with its mission and quality in the two divergent contexts of Vietnam and the UK. As analysed above, the perceptions of a university, mission and quality not only vary but also resemble each other to some certain extent. Moreover, all the three terms are "stakeholder-relative" and

diverge in accordance with the context and the culture in which they are. Consequently, with the aim of examining and comparing the development of Vietnam and the UK's higher education, this study examines higher education with the focus on a university, its mission with the insight into the teaching and research activities, and its teaching and research quality.

CHAPTER 3: CHRONOLOGICAL DEVELOPMENT

Introduction

The perceptions of university, mission, and quality have changed over time and in accordance with the development of the two higher education systems in Vietnam and the UK. It is necessary to examine the changes of these terms correspondingly with the higher education development when conducting a comparison of them in Vietnam and the UK. Moreover, this study will identify factors influencing the changes of these terms and the development of the two higher education systems in Vietnam and the UK. A key aim is to draw out the relations between mission, quality and the development of a university.

The development of the two higher education systems in Vietnam and the UK is examined within two main time phases: Pre-1992 and Post-1992. The period of Post 1992 ranges from 1992 to 2020, including the development of Vietnam and the UK's higher education at the present and in the future. It is necessary to group the period of Post 1992 into sub-timephases so as to be able to examine the changes and development of higher education in Vietnam and the UK thoroughly. However, cautions should be taken into account as there are "dilemmas in determining historical periods and in making comparisons in education between countries over time" (Phillips, 2013, pp. 364). Phillips claims that due to these aspects, the attempt to devise the time categories by "treating educational development, unsatisfactorily, as a whole" can be problematic (2013, pp.373). Consequently, considering these matters of devising timephases, it is reasonable to base phases on the nature of the educational events themselves, rather than arbitrary periods of

time. These events are judged to be turning points in higher education in both Vietnam and the UK. It is unavoidabble that there are some blurred boundaries among the timephases due to the lack of exact coincidences of educational events in both countries. As a result, instead of devising the timephases in a clear linear way, I categorise them in a continuum as that could help to minimise the aforementioned problems of categorising the time phases as well as to reflect the continuum of both the time and the events. The phase from 1992 is grouped into four sub-timephases as follows:

- Time phase 1 – from 1992 to 1997

- Time phase 2 – from 1997 to 2007

- Time phase 3 – from 2007 to 2012

- Time phase 4 – from 2012 to 2020

This measure of dividing the time phases reflects certain major changes in both countries. Additionally, some other time points reflecting crucial development stages and events will also be mentioned in each time phase.

The milestone year 1992

The year 1992 is chosen as a milestone for examining the development of the two higher education systems since it witnessed numerous major changes in Vietnam and the UK's tertiary education.

Since 1992, Vietnam's higher education has undergone significant changes in every aspect. 1992 was the year of Vietnam's most considerable reform in the legal sector as the revised

Constitution was enacted (Odell and Castillo, 2008). Vietnam became more open to the world and established more relations with other countries, and this led to the development of "an open-market economy" (Odell and Castillo, 2008). As a result, higher education in Vietnam was changed fundamentally when a united educational system was constructed all over the country with a network of Soviet-model universities (The Ministry of Education and Training, 1998). There was also the establishment of some prominent universities like the Hanoi University of Technology and some more professional universities, including public and non-public ones (The Ministry of Education and Training, 1998; Oliver, et al., 2006). The expansion of the universities was to serve the purpose of the country at that time because the government acknowledged the crucial contribution of higher education to the nation's economic renovation (Dang, 2009). Consequently, the following years have seen the rapid advancement of Vietnam's higher education on a large scale (The Ministry of Education and Training, 2009). The capacity of the system was enhanced with the diversification of institutional types and academic fields like science, technology, and economic management (Oliver, et al., 2006; The Ministry of Education and Training, 2009). These changes resulted in the significant contribution of higher education to the vigorous transformation of Vietnam in the 1990s (Dang, 2009).

In the UK, the introduction of the Further and Higher Education Act marks the year 1992 as an important turning point in the British higher education system (Gillard, 2011; The Higher Education Funding Council for England, 2011). The 1992 Act allowed the establishment of Further Education Funding Councils (FEFCs), which changed the

funding and administration of the further education and higher education and the unification of all funding bodies of higher education in the UK (Gillard, 2011; The Higher Education Funding Council for England, 2011). Another major adjustment of the system was the abolition of the binary line allowing a large proportion of young people to study at university level (Robertson, 2010; Brown, 2011). Furthermore, 35 former polytechnics and several other institutions, including higher and further education colleges, were granted "university" status (Bathmaker, 2003; Robertson, 2010; Baskerville, et al., 2011). The "university" status gained these colleges of further education autonomy from the local government (Gillard, 2011). These advancements lead to the gradual expansion of higher education institutions with global reputations on both research excellence and high-quality teaching (Baskerville, et al., 2011).

Period pre-1992

Before examining the developing process of Vietnam and the UK's higher education systems between 1992 and 2012, it is necessary to review their pre-1992 period as a benchmark to compare the features and changes in universities, missions and quality to those after 1992. Additionally, this review is also the premise for reflecting on the correlation of the social and economic changes and the development of higher education before and after the milestone year of 1992 in the two nations.

The UK, in the early 1980s, suffered an economic recession and a rise in unemployment (Chamberlin, 2010). Then, the UK's economy recovered quickly, which resulted in an economic boom by the end of 1986 (Chamberlin, 2010). Due to the growth of the market

economy in the "liberal modernity," there was a remarkable expansion in student numbers so as to meet the demand of the growth of the factory system and the rapid specialised technical progress (Fotopoulos, 2008). However, that positive situation did not last long as a sharp downturn hit the UK again and dragged along to a severe unemployment crisis at the end of 1989 (Chamberlin, 2010). That explains why there was a decrease in the educational investment, which was regarded as the main cause of the equality (Gillard, 2011). Furthermore, in terms of social issues, the government and its institutions were reinvented in accordance with the political project by Margeret Thatcher, the Prime Minister of the UK at that time (Robertson, 2010). Higher education within this social and economic situation was inevitably under many crucial changes. Land (2006, pp.106) reports that there were some accusations against the higher education sector for its being ineffiecient, deficient in public accountability, and argonising over "managerial weaknesses". As a result, the mission of universities as "agents of social change" became overtaken by demands to produce direct impacts on the economy (Cochrane and Williams, 2010). Moreover, the formal relations between colleges or polytechnics and the communities came to an end when the Education Reform Act of 1988 was introduced (Cochrane and Williams, 2010), which was because the Polytechnics and Colleges Funding Council (PCFC) – funding over 50 polytechnics and colleges – and the Universities Funding Council (UFC) – which funded 52 universities in the UK were established (The Higher Education Funding Council for England, 2011). In terms of quality, universities themselves were responsible for their academic quality by their own academic professional standards (Dill, 2007); however, this was later monitored by the government's agency, which is discussed later (The Higher Education Funding Council

for England, 2011). By "collective mechanisms" like external examiner systems, the academic quality was regulated and able to ensure the standard of degrees at university level (Dill, 2007). In 1986, with the introduction of the first Research Assessment Exercise (RAE), institutions were encouraged to compete with each other in order to achieve "research active academic labour" and "a place in league tables" (Robertson, 2010). In short, Cochrane and Williams (2010, pp. 21) remark: "Policy agendas in higher education (including its expansion, the drive to quality assurance in teaching and excellence in research) were nationally driven and nationally focused". In other words, in the pre-1992 period, the changes of the UK's higher education in every aspect, such as its mission and quality, were corresponding to the country's social and economic transformation.

The late 1980s was a historic and pivotal period when the Sixth Congress of the Communist Party of Vietnam decided to carry out the renovation plan called "Đổi Mới[1]" in 1986 (Nguyen, 1996; Nguyen and McDonald, 2001; Gropello, et al., 2008; Dang, 2009). "Đổi Mới" was a total reform policy in the economy in order to transition the centrally planned economy with a regulated market socialism (Gropello, et al., 2008, pp. 5). Moreover, the purposes of this policy were also "democratising social life and building a legal state of the people, by the people, and for the people," and applying "open-door policy and promoting relations between Vietnam and all other countries in the world community for peace, independence, and development" (Nguyen, et al., 2000). As a

---

[1] "Đổi Mới" means Renovation in English (Nguyen, 1996; Nguyen & McDonald, 2001)

result, this policy had an immediate influence on not only the whole economy but also other aspects of the society. About higher education, in the period between the 1980s and the 1990s, in accordance with the economy and politics, higher education in Vietnam followed the Soviet model with many mono-disciplinary institutions under the administration of the line ministries (Dang, 2009). These mono-disciplinary universities and colleges offered teaching activities only as research was supposed to be the mission of specialised institutes (Dang, 2009). After "Đổi Mới," higher education was also under renovation as Nguyen and McDonald remark:

> "… With illiteracy now greatly reduced, the primary and secondary systems have continued to evolve, and the universities have begun to think out of their own reorganisation."

(Nguyen and McDonald, 2001, pp. 1)

Vietnam's higher education at that time had to face a lot of difficulties such as limited financial resources, poor organisational capacity, and inefficient training quality (The Ministry of Education and Training, 1998). "Đổi Mới" provided the guidelines for the renovation in higher education sector so that it could contribute to the process of industrialisation and modernisation in Vietnam (The Ministry of Education and Training, 1998; Nguyen, 2007). According to the guidelines, networks of universities were formed with the establishment of different styles of multidisciplinary universities and colleges in high-demand areas (The Ministry of Education and Training, 1998). Furthermore, in December of 1988, non-public higher education institutions were authorized to be set up for the first time by MOET (Oliver, et al., 2006). These changes regenerated the perceived definitions of universities in Vietnam, from mono-disciplinary to multi-disciplinary

universities with diverse training schemes, such as open universities (The Ministry of Education and Training, 1998). At this time, fulfilling the demands of the society became the priority for the higher education sector; these missions included providing staff and officials for the governmental offices and the state's economic sectors, and expanding the training capacity to respond to the increasing number of students who would like to obtain qualifications at different higher education levels (The Ministry of Education and Training, 1998; Oliver, et al., 2006). The basic mission of a university – teaching activities only – was also changed; the training procedure at higher education level was divided into two stages: "Fundamental training" and "Specialised training" (The Ministry of Education and Training, 1998). Furthermore, teaching was facilitated by a supervising and assessing process for students so as to improve the teaching quality and the quality of graduates for the reform process of the nation (The Ministry of Education and Training, 1998). Hence, the 1986 "Đổi Mới" period brought about a complete and profound transformation to the whole country, including its higher education sector.

Through the development of Vietnam and the UK's higher education systems before 1992, their similarities can be drawn out. First of all, economic changes stimulated and influenced the transformation of the higher education sector in both countries . In the UK, it is the economic recession in the 1980s that affected the investment in higher education sector whereas the economic reform during "Đổi Mới" period required Vietnam's higher education to renovate for contributing more efficiently to the process of industrialisation and modernisation. In accordance with the economic reform, the social changes with the newly issued policies also guided the reform of both Vietnam and the UK's higher

education systems. The Education Reform Act 1988 in the UK reconstructed the funding systems with the establisment of the Polytechnics and Colleges Funding Council (PCFC) and the Universities Funding Council (UFC) (The Higher Education Funding Council for England, 2011). Furthermore, the Research Assessment Exercise (RAE), which was established for the first time, encouraged the competition among institutions for research excellence and a position on league tables (Robertson, 2010). In Vietnam, under "Đổi Mới" policy, small mono-disciplinary universities followed the Soviet model were joined to form networks of multi-disciplinary universities with a variety of training modes (The Ministry of Education and Training, 1998). Therefore, in the period prior to 1992, the economic and social changes in Vietnam and the UK were the main factors driving the transformation of their higher education sectors.

In spite of the aforementioned similarities of the two higher education systems, they embody some different features in terms of the perceptions of universities, mission, and quality. In the UK, higher education institutions comprised universities, polytechnics, and colleges and they operated separately. Polytechnics and colleges were managed by the Polytechnics and Colleges Funding Council (PCFC) while universities were under the administration of the Universities Funding Council (UFC) (The Higher Education Funding Council for England, 2011). Additionally, each institution had to maintain and ensure their academic quality by their own profession (Dill, 2007) and increasingly competed with each other in terms of research excellence and academic reputations on league tables (Robertson, 2010). In Vietnam, with the establishment of the first non-public institution, universities became multi-disciplinary ones with the expansion of training

modes and subjects; nevertheless, they just had teaching activities as the basic mission, which distinguished them from specialised research institutions (The Ministry of Education and Training, 1998; Dang, 2009). Furthermore, Vietnam's higher education at that time also had the public mission as an agent contributing to the process of industrialisation and modernisation (The Ministry of Education and Training, 1998) whereas higher education in the UK was replaced by the infrastructure as "agents of social change" (Cochrane and Williams, 2010). In terms of quality, autonomy was emphasised in the UK's higher education as evidenced by internal judgements on quality assurance (Dill, 2007). That issue can be explained by the belief in "liberalism," which reflected the government's hesitation over intervening in the higher education sector (Fotopoulos, 2008). Furtherm1ore, research was also a dominant part of a university when institutions were motivated to ensure their research excellence via competition with the others (Robertson, 2010). In Vietnam, however, universities only focused on teaching quality as they tried to expand and ensure the training quality to provide a more skilled work force for the country's reform. Overall, both Vietnam and Britian's higher education before 1992 were forced to change due to the economic and social development, yet the perceptions of universities, mission, and quality marked the differences of the two systems.

Post 1992:

Time phase 1: From 1992 to 1997

The first time phase after 1992 is considered as a prominent period for both Vietnam and the UK's higher education systems because both of them were under the

remarkable advancement. The duration between 1992 and 1997 is part of higher education's distinct phase (from 1980 to 1997) under the Conservative Party administration in the UK (Robertson, 2010). After years of recession, the economy of the UK started to grow in spite of some aftereffects of the economic depression (BIS Economic and Policy Analysis Team, 2010; Chamberlin, 2010). This period witnessed many social changes in the UK too. John Mayor was elected as Prime Minister (Gillard, 2011). In addition, Kenneth Clarke was elected as the Secretary of State for Education, and with this position he confirmed the importance of specializing and diversifying the education system (Gillard, 2011). He also made an attempt to increase the number of students in higher education, especially in polytechnics and higher education colleges, which resulted in low funding in these institutions (Bathmaker, 2003).

With the Further and Higher Education Act 1992, UK higher education was aimed to develop more efficiently and effectively than ever before. The British higher education system was under remarkable renovation in terms of the funding and administration bodies (Gillard, 2011; The Higher Education Funding Council for England, 2011). The abolition of the binary line was also another crucial change, which erased "the division between universities and polytechnics" for the purpose of expanding the higher education sector in the UK (Brennan, et al., 1992; Robertson, 2010). Polytechnics, higher education colleges, and small universities merged into "larger, multi-campus institutions", which were labelled "university" (Brennan, et al., 1992). As a result, the view of a university changed considerably from a small

specialised university to a large multi-campus one for the purpose of responding to the business and commercial demands (Brown, 2004).

Nevertheless, the massive expansion of higher education entailed the risk of reducing the quality. So as to assure the quality of higher education, along with the single funding body (HEFCE), some new quality assurance schemes were introduced, including Teaching Quality Assessment (Subject Review) as "an intended complement of the Research Assessment Exercise in 1993 (Brown, 2004; 2011). The White Paper Higher Education: A New Framework provided new definitions of five categories of quality as follows:

"- Quality control: mechanism within institutions for maintaining and enhancing the quality of their provision.

- Quality audit: external scrutiny aimed at providing guarantees that institutions have suitable quality control mechanism in place.

- Validation: approval of courses by a validating body for the award of its degrees and other qualifications.

- Accreditation: in the specific context of the CNAA, delegation to institutions, subject to certain conditions, of responsibility for validating their own courses leading to CNAA degrees.

- Quality assessment: external review of, and judgements about, the quality of teaching and learning in institutions."

(DES, 1991, pp.24)

Hence, the quality of higher education was assured by both the institution itself and the external organisations with the emphasis on the quality of teaching and learning (DES, 1991, pp.26-27).

In Vietnam, just like the UK, the milestone year 1992 was the vital turning point of the economic and social development. After "Đổi Mới" period, under the revised Constitution 1992, Vietnam became more "open" to the world, which exerted some positive influence on the relations between Vietnam and other countries, especially the capitalist ones (Odell and Castillo, 2008). Moreover, Vietnam thrived in every aspect including the economy (Odell and Castillo, 2008). That resulted in the increase in international investment into Vietnam as many foreign companies considered the nation "ripe for entrepreneurial activities" with "a sizeable domestic market," especially after the trade embargo was lifted in 1994 (Dang, 2009). Dang (2009) also claims that Vietnam at that time was regarded as "an important player in the Indochinese and Southeast Asian economies". Consequently, it was essential for Vietnam to improve its market potential and its business environment (Dang, 2009). These requirements from the socio-economic development, including the urgent need for the qualified workforce, imposed a lot of pressure on Vietnam's higher education, urging Vietnam's higher education to be under more reform after the renovation in 1986 (Dang, 2009).

Decree 90 in 1993 enabled higher education to be open to everybody with the aim of widening the participation and meeting the demand for workforce at this time

(Gropello, et al., 2008). Moreover, semi-public, non-public colleges and universities were established in accordance with Decree 90 (Gropello, et al., 2008). Decree 90 could be considered as "an important first step in the the expansion of the higher education system in Vietnam" and "the stage for its growth and development in Vietnam" (Gropello, et al., 2008, pp.6). On the 27th of January 1995, under the Décree 16/CP, the Vietnam National University – Ha Noi (VNU-HN) and the Vietnam National University – Ho Chi Minh City (VNU-HCMC) were established by joining some mono-disciplinary universities (Dang, 2009; Nguyen, 2007). These universities in the two major cities were formed as multi-disciplinary ones, which were intended to be strong and comprehensive at international standards, with the missions of supporting the socio-economic development and building renown at both national and regional levels (Ngo, et al., 2006). Since then, types of higher education institutions gradually became diverse, including major multi-disciplinary universities, open-admission universities, private colleges and universities, and community colleges in order to increase the number of students (Sheridan, 2010).

Like those of the previous period, universities at this time just emphasised teaching and training programmes rather than research activities because of the primary focus on providing a trained and skilled workforce for the country (Gropello, et al., 2008). According to the World Bank (1992, cited in Nguyen, 1996), there were several essential requirements Vietnam should fulfil so as to acquire and assure its higher education quality. They consisted of "retraining and upgrading of staff, revision of curricula, provision of equipment and learning resources, and provision of books and

library resources" (Nguyen, 1996, pp. 232). It is essential to mention the role of MOET when discussing the changes of higher education sector between 1992 and 1996. MOET was established by joining the Ministry of Education and the Ministry of Higher Education in 1990 and was responsible for "all education and training at the national level," including higher education, teacher education, and adult education (Runckel, 2009). MOET was assigned the duty to take charge for every aspect of the higher education sector as follows:

"- Setting of policy and promulgation of regulations affecting curriculum

- The research, writing and publishing of textbooks.

- Enrollment and student management

- Academic assessment procedures and quality assurance

- Infrastructure and facility maintenance

- Staffing and personnel selection for educators

- Development of future education plans

- Suggesting and initially drafting proposed legislation for submission to the government for regulations of education matters such as establishment and construction of universities, policies on study abroad and building of an educated elite, scholarship, etc."

(Runckel, 2009, pp. 2-3)

Hence, it could be said that MOET had "the lead role" in Vietnam's higher education sector as it managed higher education in all terms of universities' establishment, missions, and quality (Runckel, 2009).

Overall, the first time phase of the post 1992 period witnessed many evolutionary and some revolutionary changes in both Vietnam and the UK's higher education systems. Just like that in the pre 1992 period, the socio-economic advancements fostered the development of higher education in Vietnam and the UK. The UK's fast recovery from the economic recession in the 1980s and the economic reform and foreign investments after "Đổi Mới" in Vietnam required the expansion of higher education. Additionally, a number of new policies, especially the Further and Higher Education Act 1992 in the UK as well as Decree 90 and Decree 16 in Vietnam, also enhanced and guided the expansion of higher education in Vietnam and the UK. As a result, in the UK, polytechnics were granted "university" title and mono-disciplinary universities were merged into large multi-disciplinary ones, which was considered as the abolition of the binary line in the higher education sector (Brennan, et al., 1992; Robertson, 2010). The merging process also occurred in Vietnam's higher education system. Several small mono-disciplinary institutions were joined into the Vietnam National University – Hanoi (VNU-HN) in the north and the Vietnam National University – Ho Chi Minh City (VNU-HCMC) in the south (Nguyen, 2007; Dang, 2009). These changes were to serve the purpose of increasing the number of students in the higher education sector to fulfil the demand for an educated workforce at this time in the two countries. These matters reflect some resemblances in the development of Vietnam and the UK's higher education systems between 1992 and 1996.

The merging process is a common feature of higher education development in both Vietnam and the UK; however, it also embodies differences. Although several mono-disciplinary institutions were merged into the two large multi-disciplinary universities – VNU-HN and VNU-HCMC, there was distinct differentiation among the types of higher education institutions, such as major multi-disciplinary universities, community colleges, and research institutes (Sheridan, 2010). That is different from the UK's higher education merging when "the division between universities and polytechnics" was abolished (Brennan, et al., 1992; Robertson, 2010). That issue makes the perceptions of universities and colleges understood divergently in the two countries. The mission of the two higher education systems at this time could be said to be similar as they both tried to provide skilled workforce for their nations' demands, contributing to the socio-economic development. In terms of quality and quality assurance, in the UK, new definitions of five categories of quality were introduced in the White Paper Higher Education: A New Framework (Brown, 2004). Additionally, Teaching Quality Assessment (Subject Review) was included in the Research Assessment Exercise 1993 as one of the new quality assurance schemes to ensure the quality of teaching and learning when increasing the student participation at higher education level (Brown, 2004; 2011). In Vietnam, MOET was in charge of all aspects of higher education institutions, including quality and quality assurance (Runckel, 2009). Teaching quality was still the main focus of universities at this time due to the mission of training skilled workforce for the socio-economic development (Gropello, et al., 2008). Research was mainly the duty of research institutes (Sheridan, 2010). Nevertheless, Vietnam's higher education needed to improve its personnel, profession

and facilites according to the World Bank (1992, cited in Nguyen, 1996). The World Bank also stressed the importance of the quality of the higher education profession and it was necessary to focus on upgrading the staff and revising the curricula and training programmes (1992, cited in Nguyen, 1996).

Time phase 2: From 1997 to 2007

The period of 1997 and 2006 is the phase when higher education in the UK and Vietnam were under the strong influence of globalisation and the knowledge-based society (The Ministry of Education and Training, 2006; Robertson, 2010). During the late 20th century and at the beginning of the 21st century, globalisation acted as a significant factor both motivating and guiding changes and development of Vietnam and the UK in every aspect (The Ministry of Education and Training, 2006; Robertson, 2010).

The UK's economy from 1997 to 2000 was under the transformation from focusing mainly on manufacturing to the services and finance sectors (BIS Economic and Policy Analysis Team, 2010). The government at that time also made a lot of effort to cut down the unemployment rate (BIS Economic and Policy Analysis Team, 2010). What was more important and had a direct influence on the changes in the economy and other social sectors, especially higher education, was globalisation (Bathmaker, 2003; Robertson, 2010). The projects of New Labour were for the practical purposes of establishing the "globally-competitive knowledge-based economy" (Robertson, 2010). That also reflects the human capital theory, which confirms the crucial role of

the higher education sector and the knowledge economy (Gillies, 2011). Consequently, the higher education sector, especially universities, was identified as the central engine to contribute enormously to the development of the new knowledge-based economy (Robertson, 2010). The introduction of the Dearing Report, *Higher Education in the Learning Society,* was the first step of the government to guide the renovation of higher education (Robertson, 2010; The Higher Education Funding Council for England, 2011). Dearing's Report was written by the National Committee of Inquiry into Higher Education to review the higher education sector in terms of the funding crisis and the increase in student participation (Robertson, 2010; The Higher Education Funding Council for England, 2011). Additionally, there was the inequality of student participation in terms of social class because learners with lower family background were still a minority group at that time (Byrom, 2009). Therefore, the report recommended changes to institutional and student funding regimes, further expansion, and a qualifications framework, as well as supporting the development of the interdisciplinary arts and humanities research council (The Higher Education Funding Council for England, 2011). It also discussed "new managerialism," "access" and "lifelong learning" with the focus on creating "a compliance culture for university staff," setting degree work frameworks and academic standards at the national level, and measuring student learning and research outcomes (Trowler, 1998, pp.26, cited in Robertson, 2010, pp.15).

These initiatives reflected the general direction of policy in "widening, extending, and deepening the globalising of the higher education sector" and was regarded as a

commitment to the knowledge-based economy (Robertson, 2010, pp. 16). Furthermore, as being stated in the first white paper issued by New Labour, in the knowledge-based era, the investment in human capital is very crucial as these "talents" can make considerable contribution to the country's competition in the global world and the improvement in the civilisation of the society (Gillies, 2011). Therefore, higher education was perceived as "an entry ticket" to the globalised world of work, and universities were regarded as "international hubs" enabling the development of the international economy and the global competences of workers and citizens (Robertson, 2010). The two core missions of a university – teaching and research – were aligned with the 'third mission, which was to promote and foster British higher education to become "the champion" in the world (Robertson, 2010). These three missions of higher education were to serve the purposes of competitiveness and commercialisation of the country (Robertson, 2010). So as to put "the world into world class education for universities, it was essential to ensure the quality of higher education not only at national or European level but also at the global standards' (Robertson, 2010).

In 1997, the Quality Assurance Agency for Higher Education (QAA) was established as the main organisation for providing quality assurance and advising services for the UK's higher education system (The Higher Education Funding Council for England, 2011). Moreover, in the White Paper, *Our Competitive Furture: Building the Knowledge Driven Society,* new funding schemes were formed for enhancing "the commercialisation of university research" (DTI, 1998). That also reflects the systemic

46

aspects of higher education, which emphasises the "effects of privatisation" of research and the role of research in the development of the economy (Fotopoulos, 2008). In the academic year of 2002 and 2003, the 'Roberts' Review' was issued to review the quality of research and revise the Research Assessment Exercise (RAE) by adding some new methods of quality assessment (The Higher Education Funding Council for England, 2011). These policies supported the aim of the 2003 White Paper, the *Future of Higher Education*, including establishing new "teaching only" universities and enhancing the access as well as the competition of the higher education sector (Robertson, 2010; Brown, 2011; The Higher Education Funding Council for England, 2011). Hence, higher education during this period of 1997 and 2006 changed dramatically due to the neoliberal economy and the strong influence of globalisation (Roberts & Peters, 2008; Robertson, 2010).

Vietnam was also under the consirable impact of globalisation during the time phase of 1997 and 2006. The Vietnam Bilateral Trade Agreement with the US in 2001 started a new era of Vietnam's economy as it enabled Vietnam to expand its domestic market and trading activities in both goods and services (Odell and Castillo, 2008). In 2006, Vietnam gained access to the World Trade Organisation (WTO), which was considered as a giant step of Vietnam's economy and a favourable opportunity to extend the export and import markets (Odell and Castillo, 2008). These achievements had both political and economic significance to Vietnam in terms of building and maintaining relationships with other countries, which was beneficial for the industrialisation and modernisation, as well as the integration in the global world

(Odell and Castillo, 2008). Hence, higher education sector at this time played a crucial role of promoting the country's development in globalisation as stated in the 2001-2010 Education Development Strategy:

> "…to provide high quality human resources in line with the socio-economic structure of the industrialisation and modernisation of the nation, enhance the competitiveness in fair-cooperation for Vietnam in its international economic integration; to facilitate the expansion of post secondary education through diversification of educational programs on the basis of a pathway system that is suitable for the structure of development, careers and employment, local and regional human resource needs and the training capacities of education institutions; to increase the appropriateness of the training to the employment needs of the society, the ability to create jobs for oneself and for others."

> (Communist Party of Vietnam, 2001, pp.22)

According to the above statement, it was probably clear that qualified human resources, competition, expansion and diversification were the primary focus of higher education sector during the period of globalisation. Following this, Decree 43/2000/ND-CP issued on the 30th of August 2000 re-classified the types of higher education institutions as follows:

> "- the "Đại học" (university), which is a multidisciplinary institution offering a wide range of study areas and which has research capacities.

> - the "trường đại học" (senior college), which is more narowly focused, sometimes on a single field.

- the "học viện" (institute), which is also narrowly focused in its curriculum, but which may also have a specialised research capacity."

(Sheridan, 2010, pp.12)

Additionally, post-school community colleges were considered as higher education institutions, offering vocational training in different modes and durations (Sheridan, 2010). The teaching mission of universities was emphasised and more study fields were added and expanded so as to provide more skilled human resources (Sheridan, 2010). A research mission was now undertaken by universities when the group of Key Universities was formed and capable of conducting research (Sheridan, 2010). Quality of higher education at this period became the key concern as Vietnam now had to improve its education quality for the socio-economic development and the competition at regional and global levels (Communist Party of Vietnam, 2001). As a result, in 2004, MOET establish the Department of Testing and Educational Quality Evaluation with the reponsibility of ensuring the education quality at all levels, including higher education (The Ministry of Education and Training, 2009). With that, more "policies towards quality assurance" were issued with the new perception of the relations between quality and the "uniformity and diversification of training objectives" (The Ministry of Education and Training, 2006). Higher education quality now was also re-defined as teaching and research quality and the quality assurance must be "standardised and modernised on all aspects ranging from curricula, faculties, facilities, and investments" at not only national but also regional and global levels (The Ministry of Education and Training, 2006). Hence, similar to the UK's higher education system, the Vietnamese one was under total renovation at not only national

but also regional and global levels thanks to globalisation and wider trends driving higher education across the world.

In summary, both higher education systems in Vietnam and the UK were under the significant influence of globalisation, which motivated and guided their development. Additionally, the competition from other countries, which was part of the globalisation, also boosted the rennovation of Vietnam and the UK's higher education. Although the economic changes in the two nations were not really at the same pace, they both exerted some impacts on higher education at the one hand, and identified its expansion and diversification as the crucial component for the socio-economic advancement. If in the UK, under the influence of human capital theory, higher education was considered as "a central engine" to support the development of a "globally-competitive knowledge-based economy" (Robertson, 2010), the economy in Vietnam, after the Vietnam Bilateral Trade Agreement and the success in gaining access to the World Trade Organisation, emphasised the crucial role of higher education for enhancing the industrialisation and modernisation as well as integration into the global world (Communist Party of Vietnam, 2001).

Nevertheless, there were always some differences between the two higher education systems in terms of the perceptions of a university, mission, and quality even though they were both under further expansion to adapt to the globalised world. If the UK determined the aim of globalising its higher education sector, Vietnam tried to improve its tertiary education to meet the regional and international standards. With

that purpose, higher education in the UK was regarded as "an entry ticket" to the globalised world, and universities were defined as "international hubs" with the duty of enhancing the development of the international economy and developing the global competences of workers and citizens (Robertson, 2010). In Vietnam, with the issue of the Decree 43/2000/ND-CP, the types of higher education were re-defined, including "Đại học" (university), "trường Đại học" (senior colleges), "học viện" (institute), and post-school community colleges (Sheridan, 2010). In addition to the new concepts of these higher education institutions, the group of Key Universities were established in 2004 and now had the competence in conducting research (Sheridan, 2010). That marked this period of 1997 and 2006 to be distinguishing from the two previous time phases when research missions just belonged to the specialised research institutes in Vietnam. In the UK, a "third mission" – becoming a champion – was added to the duties of a university besides teaching and research ones (Robertson, 2010). In terms of quality, while continuing to improve the teaching quality, British higher education paid more attention to the research quality as Roberts' Review revised the Research Assessment Excersise (RAE) (Robertson, 2010). However, this is not uniform across the system as it remains very stratified and many post 1992 universities are still mainly teaching functions with small research capacity (Robertson, 2010).

Furthermore, more methods of quality assessment were added in order to improve the research quality and the competitive competence of British universities (Robertson, 2010). In Vietnam, the quality of higher education was also a key concern when competing with other nations at regional and international levels. So as to improve

51

the higher education quality and the quality assessment, in 2004 MOET introduced the Department of Testing and Educational Quality Evaluation and issued other quality assurance policies, stressing the new perception that quality was related to fulfilling the training objectives as well as standardising and modernising the quality assurance regime (The Ministry of Education and Training, 2006). Moreover, along with the addition of research mission in a university, higher education quality in Vietnam at this time included both teaching and research quality, which was also a differential feature compared to that in the two previous time phases. Therefore, in spite of the similar aim of enhancing the global and competitive competence of higher education due to the increasing national and global competition, Vietnam and the UK developed their tertiary sectors in different directions in terms of the perceptions of a university, missions and quality.

Time phase 3: From 2007 to 2012: The present of higher education:

It seems to reflect a cycle when the world suffers from the economic recession again during the time phase between 2007 and 2012 (Roubini, 2009). It is claimed to be "the worst global recession" since the Great Depression in 1929 as it takes toll on every single country in the whole world (Roubini, 2009). Hence, Vietnam and the UK are not exceptions to its backwash. That causes a lot of challenges and requires a radical reform mainly in the economy as well as in higher education sector as a prime mover promoting growth of the knowledge society and supporting the economic recovery in both Vietnam and the UK.

The recession hit the UK in 2008 and led its economy to shrink in 2009 (Roubini, 2009). With the downturn looming in 2012, the UK has experienced the first double-dip recession since 1975 (Roubini, 2009; Gokay, 2012). The British economy in this period was in need of effective and immediate measures for a quick and thorough recovery (Gokay, 2012). According to Peter Mandelson, the Secretary of State for Business, Innovation and Skills, more focus should be on the key sectors which had crucial and remarkable contributions to the economy (Robertson, 2010). He also pointed out that universities should be reformed, such as widening participation and enhancing excellence, in order to support the British future economy (Robertson, 2010). Consequently, higher education in the UK has become more involved in the global economy and universities in the knowledge-based service economy take the identity of a "globally-competitive" one (Robertson, 2010). These changes connote the new term "multiversity" used for refering to many constituent and affiliated institutions, which has been predicted as a new range of universities combining both further and higher education (Baker, 2003). In 2012, the government announced the goal of "making England the best place in the world for business-university engagement" (BIS Department for Business Innovation and Skills, 2012a). This purpose emphasised again the links between research and business according to neoliberals (Fotopoulos, 2008). The university-industry commitment embodies several changes such as improving the regime for sandwich courses and strengthening the relations between business and universities by establishing a new framework for them to cooperate, all of which aims at "ensuring a better fit between graduates and jobs"

(BIS Department for Business Innovation and Skills, 2012a). Hence, these "multiversities" offer a large variety of courses, including vocational and academic modules from sub-degree to doctoral levels (Baker, 2003). The teaching and research missions are combined with the purpose of becoming aglobal leader in training high-level skills and research-driven innovation (BIS Department for Business Innovation and Skills, 2012b, pp.8). That reflects the structural policy reform in accordance with Human Capital Theory, "labour flexibility" is enhanced by more investment for the purpose of improving students' skill levels (Fitzsimons, 1999). As a result, within business-university collaboration, the focus of the teaching mission is to train a highly-skilled entrepreneurial workforce and ensure that the graduate competence fits the business demands while the improvement of university research is driven by the business directions and innovation (BIS Department for Business Innovation and Skilll, 2012b). With the shrink of the funding budget, the need of more expansion and the competition from other countries, a new quality assessment system – the Research Excellence Framework, is introduced and will be a replacement of the Research Assessment Exercise (RAE) in 2014 (Baskerville, et al., 2011; BIS Department for Business Innovation and Skills, 2012b). The quality of research continues to be the major criterion contributing to the British higher education's competitive competence to international standards of excellence (Baskerville, et al., 2011). Additionally, the quality of teaching is also stressed as it is also a primary factor maintaining the international success of the UK's higher education (Higher Education Funding Council for England, 2011).

The 5 year Socio-economic Development Plan 2006-2010 ended in 2010 when Vietnam was facing a lot of difficulties from the financial crisis and the challenges of globalisation (The Vietnam Government, 2010). Due to the effort from the government, the economy in Vietnam recovered and continued growing quickly conpared to the global economy (The Vietnam Government, 2010). However, the rapid development of the Vietnamese economy is claimed to lack sustainability and effectiveness (The Vietnam Government, 2010), and in 2012, it confronted more problems due to the incomplete transition to the market economy (The World Bank, 2012a). In this context, higher education continues to make more progress in the objectives of providing high-skilled labour force for the country's industrialisation and modernisation as well as enhancing the competitive competence and fair collaboration in the global world, which were emphasised in the 2001-2010 Education Development Strategy (The Ministry of Education and Training, 2006). The present higher education system in Vietnam is said to make some gradual improvements and to develop comprehensively in size, institution types and training forms to offer more high-skilled workforce and fulfil the society's demands in a context ofglobalisation (The Ministry of Education and Training, 2009). Higher education now is quite diverse in terms of objectives, pedagogical methodology, and pathways with the quality in accordance with the international standards (The Ministry of Education and Training, 2006). Higher education institutions are expanded and include both the non-public, semi-public, open, and public universities and colleges along with the establishment of "New Model Universities" under the new policies announced by Nguyễn Thiện Nhân, the Deputy Prime Minister and Minister for Education, in 2008

(Sheridan, 2010). The introduction of "New Model Universities" embodies the establishment of international higher education institutions in Vietnam, which aimed at encouraging the development of study fields, courses and universities by the regional and international standards (Nguyen, 2009; Sheridan, 2010).

Additionally, under the Phase 1 of the Strategy for Educational Development in 2001-2010, "New Model Universities" are also the research universities such as Hanoi University of Science and Technology, German-Vietnamese Universitiy, and Hanoi and Ho Chi Minh City National Universties (Nguyen, 2007). Additionally, with the Resolution on Innovation in Higher Education 2010-2012 (No: 05-NQ/BCSĐ), higher education institutions now can have "the autonomy, accountability, internal self-control of the institutions in accordance with the regulations of the State and of the institutions" (Do and Ho, 2011). So as to implement more changes in the higher education sector, the government promulgated the "Fundamental and Comprehensive Renovation of Vietnam Higher Education for 2006-2020", which is referred to as "Higher Education Reform Agenda 2006-2020" (HERA) (Oliver, et al., 2006; Do and Ho, 2011). HERA states that the elimination of line-ministry control is a key measure for enhancing the autonomy and accountability of higher education institutions (Do and Ho, 2011). Hence, universities and colleges can decide their own organisation, human resources, and training programmes so that they can offer services at high quality to the society (Do and Ho, 2011).

The role of universities' research mission is stressed, which is proved through the establishment of research universities and the expansion of the cooperation with foreign organisations, institutions, and individuals in both education and research (Nguyen, 2009; Do and Ho, 2011). The quality of research is also improved so as for universities to be able to attract researchers, experts and students from other countries (Nguyen, 2009). The teaching mission now encompasses the promulgation of training and learning in foreign languages, particularly in English, and the promotion of advanced and modern training programmes, curricula, and materials (Do and Ho, 2011). Many methods to ensure the teaching quality of universities are implemented, such as exchanging and sending teaching staff and students to study abroad, exercising quality control in foreign training institutions by MOET's policy, and establishing relationships with both regional and international qualiy accrediation organisations (Do and Ho, 2011). Along with these measures to ensure the quality of teaching and research, HERA sets an objective of forming and developing "quality assurance mechanisms and higher education institutions' accrediation system" with the aim of ensuring the higher education quality while increasing the enrollment of students (The Ministry of Education and Training, 2005).

In summary, in the period of 2007 and 2012, the world falls under the radical impact of the economic recession. The UK suffers from the first double-dip downturn during that time, leading to the shrink of its economy (Roubini, 2009; Gokay, 2012) whereas Vietnam has to face the financial crisis and problems due to the economic inflation and the incompete transition to the market economy (The Vietnam Government, 2010).

Moreover, both the UK and Vietnam have to cope with the challenges of globalisation and the competition from other countries in the world. They both need effective and immediate resolutions to overcome these aforementioned issues and they must draw their attention to the key sectors, one of which was the development and expansion of higher education. With the shrinking of the funding budget, the need formore expansion, and the international competition, both higher education systems in Vietnam and the UK carry out new methods for ensuring the acedemic quality. A new quality assessment system called the Research Excellence Framework will replace the Research Assessment Excersices in the British higher education system, introducing the policy relevant research, which influeces the policy and practice, (Baskerville, et al., 2011; BIS Department for Business Innovation and Skills, 2012b) with the purpose of maintaining the international standards of excellence whereas in Vietnam, HERA sets an objective of forming quality mechanisms and developing the accreditation system within higher education institutions, serving the aim of achieving the regional and international recognition and meeting the regional and international standards (The Ministry of Education and Training, 2005).

Higher education in the UK is believed to have a deep involvement in the global economy and universities are identifined as being globally competitive and transforming into "multiversities" with many departmental institutions (Baker, 2003; Robertson, 2010). Vietnam's higher education continues to grow in terms of size, institution types and training forms (The Ministry of Education and Training, 2009). These new types are non-public, semi-public, and open universities and colleges along

with the introduction of "New Model University," including international higher education institutions and research universities (Nguyen, 2009; Sheridan, 2010). Compared to the British "multiversities", universities in Vietnam at this time are still multi-disciplinary ones although they have developed remarkably in both scale and types. Considering the teaching and research missions, until now Vietnam's universities begin to integrate the research activities with the teaching ones as they are aware of the crucial role of research at higher education level (Nguyen, 2009; Do and Ho, 2011). In the UK, nevertheless, both teaching and research missions have been considered as the essential constituents of a university prior to 1992; and now, they are combined with the "third mission" of making the British higher education become "the world leader" (BIS Department for Business Innovation and Skills, 2012b). The purpose of promoting the business-university commitment in the UK encompasses the objective of training a highly-skilled entrepreuneurial workforce fitting to the business demands, and conducting research-driven innovations (BIS Department for Business Innovation and Skills, 2012b). Although Vietnam has the same goal of enhancing the economy and the competitive competence in the globalisation as the UK, it has quite different focus, which is to accelerate the country's industrialisation and modernisation process and intergration into the regional areas and the world (The Ministry of Education and Training, 2006). Recognising the urgent need of enhancing the global competence for the high-skilled workforce, universities in Vietnam are encouraged to provide training and learning in foreign languages, especially in English (Do and Ho, 2011). Additionally, Vietnam also promoted the collaboration with foreign experts, researchers, and organisations in training and research (Nguyen,

2009; Do and Ho, 2011). Another crucial change in Vietnam's higher education system at this time is the elimination of the "line-ministry" control (Do and Ho, 2011). Hence, it is not until now that higher education institutions in Vietnam can have a degree of autonomy, accountability and self-control while British universities and colleges have had to be responsible for their own academic quality and profession even before 1992 but within an ever-tightening accountability and competitive framework (Dill, 2007), which is probably one of the radical differences between the two systems.

Time phase 4: From 2013-2020: The future of higher education

The time phase between 2013 and 2020 is predicted to be "a time of turbulence for higher education and research around the world" (Hearn, 2013, pp.70). That is probably because the world is becoming more globalised and the global economic recession is still looming and causing the resources to be reduced in every country (Hearn, 2013). Higher education is assumed to be under more radical changes with more demands from the society and the economy and the international competitiveness (Hearn, 2013).

In spite of being among the top largest economies in the world, like its other counterparts, such as the US or Japan, the UK will have to face the fierce competition from some emerging economies (Euromonitor International, 2010). Hence, it is justifiable to assume that in the world of ever-increasing integration in every aspect, including the economy and politics, if a country wishes to "fare best," it should build

and maintain its excellent knowledge economy (Universities UK, 2010). Consequently, more focus will be on the education sector, especially the higher education system (Universities UK, 2011; BIS Department for Business Innovation and Skills, 2012b; Anyangwe, 2012). The higher education system will be reformed in order to be more responsive to students' choices, which reflects clearly the focus of the Higher Education White Paper (2011) – Students at the Heart of the System (BIS Department for Business Innovation and Skills, 2011). Moreover, there is also the petition to revise the Further and Higher Education Act 1992 due to the development of higher education (BIS Department for Business Innovation and Skills, 2011). The higher education sector is expected to be more "open, dynamic, and affordable" for the Government (BIS Department for Business Innovation and Skills, 2011), and universities will be "at the heart of the local economy" (BIS Department for Business Innovation and Skills, 2012b). These reflect the aim of promoting the importance of the British higher education in both the national and international knowledge economy (Universities UK, 2010). The mission of a university is also defined as follows:

> "… educating current and future generations of students, transferring cultural knowledge, and creating new knowledge through research and innovation …"

> (Universities UK, 2010, pp. 11)

Moreover, the operations and activities of universities will be not only within the national range but also in a wider global platform (Universities UK, 2010). Hence, universities are considered as "the driving force" for the knowledge society and as a critical factor for the UK's "future health and success" (Universities UK, 2010, pp. 9). British universities also take the responsibility to assist other countries in the

development process of their higher education systems, and to enhance the collaboration with enterprises as well as other countries in the world (Universities UK, 2010). Meanwhile, teaching and research continues to be the university's core functions (Universities UK, 2010). Besides the role of educating and transferring knowledge to students, teaching should equip students with the global competence and increase their mobility, so they can become global citizens and be able to work in a globalised environment (Universities UK, 2010). Meanwhile, research activities in universities will be redefined for enhancing the scientific excellence and supporting the transfer of knowledge and innovation (Universities UK, 2012). There will also be some development in the quality assurance system to ensure "the world-class experience" for students, and to strengthen the universities' capacity of driving changes (Universities UK, 2010, pp. 8; BIS Department for Business Innovation and Skills, 2011). A risk-based approach will be implemented in the quality assurance system to reminish the regulatory and administrative hindrance, which means it will be more adaptable and flexible to the changing environment (BIS Department for Business Innovation and Skills, 2011). Additionally, as being planned before in the previous time phase of 2007 and 2012, the Research Excellence Framework will replace the Research Assessment Exercise in 2014 (Baskerville, et al., 2011). All of these future changes will serve the purpose of strengthening the UK's higher education in the ever-globalising world, although the actual outcomes of the changes remain to be seen.

Vietnam has set its 2020 goals of becoming an industrialised and modernised country and achieving the recognition in the global world (The World Bank, 2012a). So as to achieve the goals, Vietnam needs to focus on some key priorities, including building a strong and stabilised economy and having a high-skilled workforce (The World Bank, 2012a). Hence, according to Resolution No. 14/2005/NQ-CP[2], the Vietnamsese government has issued the "Higher Education Reform Agenda" (HERA) for the period of 2006 and 2020 with the petition of reforming the higher education system to be "advanced by international standards, highly competitive and appropriate to the socialist-oriented market mechanism." HERA is considered as the government's "important commitment" to the higher education sector because it encompasses a number of objectives and targets to be fulfilled by 2020 (Gropello, et al., 2008; Sheridan, 2010). It is not only a prediction but also one of the targets set in HERA that more and more higher education institutions, including public, semi-public and private universities and colleges, will be formed to fulfil the increasing demands of the society and the economic development (Gropello, et al., 2008; Sheridan, 2010). These institutions will have the capacity in both teaching and research for the objective of increasing Vietnam's competence in science and technology (Gropello, et al., 2008). Teaching and training in this coming period will continue to be reformed in the direction mentioned in the Strategy for Education Development 2001-2010, which means students will be taught in foreign languages and have modern training

---

[2] Resolution No. 14/2005/NQ-CP, "Resolution on the Fundamental and Comprehensive Reform of Higher Education in Vietnam 2006-2020", approved by the Prime Minister on November 2, 2005.

programmes and materials (Nguyen, 2009). The curricula will also be revised and developed in order to integrate more research activities and to be more effective in supporting students with their future career, which fits to the expansion plan and the research-oriented development of Vietnam's higher education sector (Gropello, et al., 2008).

Additionally, as the higher education system will become more engaged in the research orientation, the research mission will be reinforced for both upgrading the quality of teaching staff as well as the teaching and learning process, and establishing and promoting the reputation of Vietnamese universities (Sheridan, 2010). In terms of quality and quality assurance, HERA will implement several measures for improving and maintaining the quality of higher education, which is expected to meet international standards and accreditation (Gropello, et al., 2008; Sheridan, 2010). These resolutions include training more qualified higher education staff and managers to reduce the student-to-teacher ratio to below 20:1, investing and upgrading the infrastructure, and creating the competitive environment between and within institutions by giving them greater autonomy (Gropello, et al., 2008; Sheridan, 2010). Therefore, along with the revised Constitution, by 2020, Vietnam's higher education system is expected to be three to four times larger than the current one, continuing to be "a multi-tiered system" with a network of key research-oriented universities at the top tier, offering a wider range of courses in various fields, and having the international standards of quality with the accredited reputation in the global world (Gropello, et al., 2008; Sheridan, 2010).

Overall, in the period of 2013 and 2020, the UK is trying to maintain its position of being one of the top largest economies and to establish a strong knowledge economy (Euromonitor International, 2010), Vietnam is focusing on the process of becoming an industrialized and modernized country with the region and beyond (The World Bank, 2012b). In spite of having different socio-economic stages of development and directions, under the strong influence of the ever-increasing impact of globalisation, both Vietnam and the UK's higher education systems are planned to be under thorough reform by 2020. Under the plan of revising the Further and Higher Education Act 1992, the higher education sector in the UK will become more "open, dynamic, and affordable" and universities will be more internationalised with their engagement in various international activities on a global stage, such as overseas recruitment, distance and trans-national education, and partnerships with foreign institutions (Universities UK, 2010). In Vietnam, the Higher Education Agenda 2006-2020 sets the aim of reforming the higher education sector by both the international standards and the socialist orientation and more universities will be established in all types, especially the non-public institutions (Gropello, et al., 2008; Sheridan, 2010). The social orientation seems to constrain the international coopertations with universities in other countries and widen the discrimenation between public and private instiions in Vietnam. Although the two reforms' focuses are quite diverse due to their distinguished socio-economic aims, their core purposes are quite similar in terms of placing the higher education sector at the heart of the socio-economic development plans (Gropello, et al., 2008; Euromonitor International, 2010; Sheridan,

2010; Universities UK, 2010). In terms of teaching and research missions, the British higher education sector continues to consider them as the core functions of a university while Vietnam carries on improving the role of research integrated with teaching activities within universities. That is because Vietnam would like to reinforce the importance of research in developing higher education and increasing its scientific and technological competence (Gropello, et al., 2008). Although both higher education reform plans in the UK and Vietnam try to ensure the teaching and research quality for improving the students'academic experience and training them to be global citizens, their aims are quite different. In the case of the UK, the purpose of ensuring the quality for maintaining the world-class position and enhancing universities' capacity of driving changes (Universities UK, 2010) whereas Vietnam needs to improve the higher education quality for meeting the international standards and accreditation in the global world (Gropello, et al., 2008; Sheridan, 2010).

Conclusion

Summary of the development of Vietnam and the UK's higher education since 1992

In conclusion, through the development of Vietnam and the UK's higher education systems from 1992 to 2020, it is probably obvious that higher education changes continuously, and becomes more and more expanded. The concepts of a university, mission and quality of higher education are also perceived differently in accordance with the system's development. Moreover, these definitions are diverse due to the differences of the two divergent contexts and the socio-economic development in Vietnam and the UK.

Universities in both Vietnam and the UK transformed from mono-disciplinary before 1992 to multi-disciplinary ones in 1992. Since 1992, although both Vietnam and the UK have been under the influence of the global economic trends, their universities have developed distinctively due to their different social directions after 1992. Some universities in the UK transfigured into multiversities in 2007 and may well become international multiversities by 2020 whereas the Vietnamese ones are still at the very first step of achieving the regional and international standards. That can be explained partly by the general level of development in Vietnam, but also by the strong rooted impact of the Soviet model on Vietnam's higher education before 1992, which probably causes some hindrance for Vietnamese universities to transform to the Western-styled system (Harman, et al., 2010).

Teaching and research missions are always considered as the core functions of a university throughout the 20 year development of both Vietnamese and British higher education systems. However, again due to the socio-economic differences and the different development directions of the two higher education systems, teaching and research missions have been perceived and set up differently since 1992. While in the UK, the joint relation and mutual assistance between teaching and research missions in a university have always been emphasised, universities in Vietnam just focused on the teaching mission and the research one was supposed to be the duty of the specialised research institutes solely from the period of 1992 and 2007. That is also probably explained by the strong impact of the Soviet Model, which seperated teaching and research (Harman, et al., 2010). Recently, the research mission has been integrated with

teaching activities at universities in Vietnam as they would like to be under comprehensive reform in order to improve the academic quality and to meet the regional and international standards (Gropello, et al., 2008; Sheridan, 2010). The cases of Vietnamese universities, which are mainly teaching-oriented, might raise the question of ethnocentrism with regard to how universities should be defined and whether than needs to be in accordance with the joint relation of teaching and research. However, recently, possibly due to the influence of western conceptions, there has been an increasing awareness of the importance of research in universities in Vietnam, and they have made a lot of efforts to integrate research in teaching activities in order to improve their quality and to be acknowledge as real "universities" in the world (Gropello, et al., 2008; Sheridan, 2010).

The conception of higher education quality is influenced by the socio-economic demands, the development of higher education sector and its missions. Both Vietnam and the UK have tried to ensure the academic quality of universities for the society's development and the competence of competing with other countries, espcially in the global world. Since 1992 universities in the UK have been given some autonomy to ensure their own academic quality with the outside factors of the REF/RAE and QAA, which include peer review. The quality of teaching and research has always been the main focus and driving force of university reforms, and several quality assurance schemes have been applied and reinnovated to ensure the higher education quality in accordance with the ever-changing demands of both the development of universities themselves and the society in the global world. In Vietnam the abolition of the line-ministry control has resulted in universities'

having more autonomy in deciding their own programmes and being responsible for their own academic quality (Do and Ho, 2011). By these measures, Vietnam's higher education wishes to meet the regional and international standards for improving its position in the global world.

Relations of the socio-economic development and the perceptions of universities, missions, and quality:

From the above summary of the development of Vietnam and the UK's higher education systems since 1992, we can conclude that there are relations between the socio-economic development and the perceptions of universities, mission and quality. The demands of the society as reflected in government policy and learner choice partly define university missions.
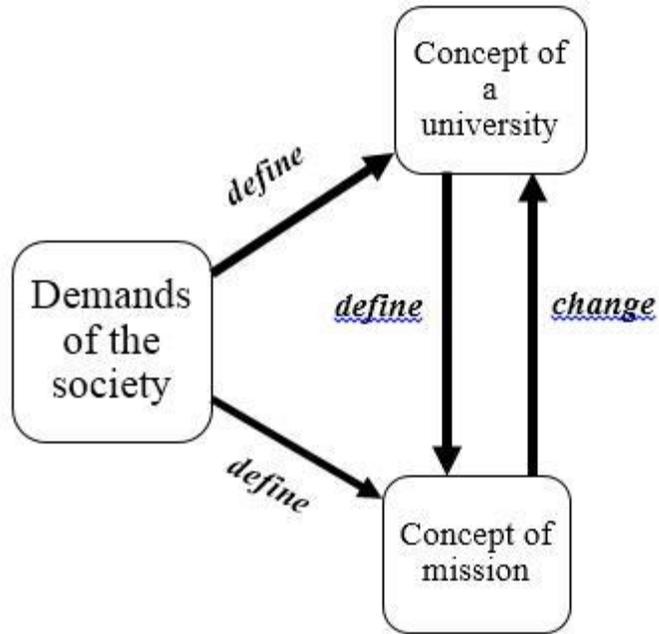
Figure 1: Relations among the demands of the society, the concept of a university and the concept of mission.

In terms of relations among the concepts of a university, missions, and quality, it is reasonable to assume that both the concepts of a university and mission define the concept of quality. On the other hand, the achievement of quality fulfils the predefined missions of a university.

70

```
                    ┌─────────────┐
                    │ Concept of  │
                    │ a university│
                    └──────▲──────┘
                           │
                         define
                           │
                    ┌──────┴──────┐
                    │ Concept of  │
                    │   quality   │
                    └──────┬──────┘
                           │
                         fulfil
                           │
                    ┌──────▼──────┐
                    │ Concept of  │
                    │   mission   │
                    └─────────────┘
```
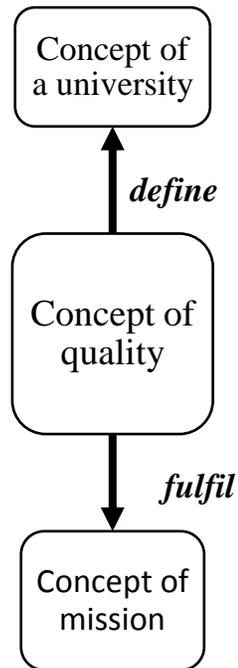
Figure 2: The relations among the concept of a university, the concept of mission and the concept of quality.

In a broader conception, the changes of higher education are caused by the social development; nevertheless, it is the development of the society which contributes greatly to the development of higher education. In return, the advancement of higher education and the high-skilled workforce, which is considered as its main "products," offers potentially remarkable contribution and assistance to the social transformation.
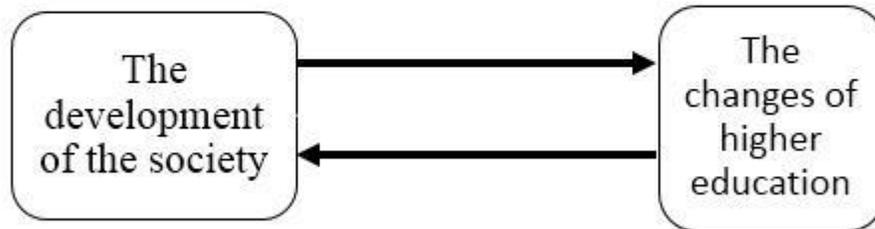
Figure 3: The relations between the development of the society and the changes of higher education.

In summary, there are several factors contributing to the development of higher education in Vietnam and the UK since 1992. They are identified in this research as the socio-economic changes, the demands of the society, and the ever-changing concepts of a university, mission, and quality themselves. However, the research question of defining the concepts of a university, mission and quality cannot be answered fully without mentioning the viewpoints of stakeholders, such as lecturers and students since they are considered as both important stakeholders and direct agents in the development of higher education (Kennedy, 1999; Universities UK, 2010; Gropello, et al., 2008). Therefore, so as to answer the research question of defining the concepts of higher education

comprehensively, this research study is going to explore the perceptions of lecturers and students in accordance to these issues.

CHAPTER 4: METHODOLOGY

Introduction

This chapter discusses the methodology applied in this research study in order to investigate the stakeholders' perceptions of university mission and quality and their recent changes in Vietnam and the UK, and looking forward to 2020. The stakeholders involved in the higher education are diverse, including students, lecturers, educational managers, and other members of the society (Chapleo & Simms, 2010; Singh & Weligamae, 2010; Tang & Hussin, 2011). This research study explores the perspectives of the two key stakeholder groups – lecturers and students – who are assumed as both crucial academic members and direct agents in the develoment of higher education (Kennedy, 1999; Gropello, et. al., 2008; Universities UK, 2010). In the light of the secondary literature and policy documents in Chapter 2 and Chapter 3, from the analysis of lecturers and students' perceptions, insight into the concepts of a university, mission, and quality will be revealed from an on-the-ground perspective to complement the policy and general perspectives already presented.

Comparative studies in education was applied in this research study to fulfil the aforementioned research aim. There are a multitude of research methods for investigating the perceptions of lecturers and students, such as survey, and there are several studies which have been conducted for examining this topic (Chapleo & Simms, 2010; Singh & Weligamae, 2010; Tang & Hussin, 2011). Therefore, this chapter will discuss the issues related to the study design, like sampling, ethical issues, and the rationale for choosing semi-structured interview as the research method.

Positionality and Reflexivity

Positionality of a researcher is regarded as a crucial issue and needs careful consideration before conducting any research study, especially those within the comparative education framework and cross-cultural studies (Ganga & Scott, 2006). Conducting research on higher education in the two contexts – Vietnam and the UK – puts me in the insider-outsider position, which exerts significant impact on this study's research design (Sultana, 2007). This double position can be advantageous as I can have "insights and inner meanings and subjective dimensions," such as the development of the two higher education systems as well as the cultures and politics of Vietnam and the UK, as an insider (Sabagh & Ghazalla, 1986, pp.374). I used to be students in both Vietnam and the UK, which offered me a close look at both higher education systems, however, my familiarity with the Vietnamese system is deeper as I have spent much longer living, studying and working there. However, an ousider position can be advantageous, as I can have a broader and potentially more "objective" point of view on the concepts of higher education, its constituents, and the research design, especially the research method applied to investigate the above issues (Mullings, 1999). However, some difficulties and dilemmas also exist throughout this research study, which have partly stemmed from my insider-outsider position (Mullings, 1999; Hamdan, 2009). For example, bias can be emerged during the process of designing the research methodology, collecting data, analysing and interpreting data, which affects 'negatively' to the robustness of this research's results (Mullings, 1999; Morrison & Benn, 2000; Hamdan, 2009).

Hence, so as to be able to take full advantages and overcome the challenges created by my insider-outsider position, it is essential for me to be constantly reflective with the identity of a researcher exploring, reflecting, and reporting on the truth (Nilan, 2002; Hamdan, 2009). Reflexivity in research is defined as "an active and ongoing process of critical reflection on the kind of knowledge produced from research" and "how that knowledge is generated" (Guillemin & Gillam, 2004), in which the mission of a researcher is not only to collect and report data of their research but also to construct interpretations in an active way – "What do I know?" – while asking the question – "How do I know what I know?" (Hertz, 1997) or how these assumptions came about (Guillemin & Gillam, 2004). In other words, I have to keep testing and challenging my own values, beliefs, and assumptions during the stage of doing the research design, conducting data collection, and analysing data in the two contexts of Vietnam and the UK (Mullings, 1999; Morrison & Benn, 2000; Hamdan, 2009). Moreover, doing the cross-national research in Vietnam and the UK requires me to take into account the epistemological reflexivity, which can help me to interrogate the nature of the pre-defined knowledge discussed in the literature review compared with the nature of what have truly been reflected in the data collected in this research (Bettis & Gregson, 2000). Additionally, the epistemological reflexivity can offer an effective "tool" for me as a researcher in the international education discipline to continue thinking about this study's research question and how it has defined the research methodology and limited what can be found (Bettis & Gregson, 2000).

Methodology and Epistemology

Research Paradigm

In the search for knowledge and "truth" in education research, it is necessary for me as a researcher to identify a research paradigm or paradigms framing my worldview and research work. So as to find out which research paradigm can be applied to my study, I should consider the three fundamental questions related to epistemology, ontology and methodology (Jones, 2004).

A research paradigm or an "inquiry paradigm" establishes a framework including three explicit components for a researcher to consider when conducting a study (Ernest, 1994; Guba & Lincoln, 1994). Ontological questions are about the nature of the world or reality and I might need to ask questions like "What is the form and nature of reality?", "what is there that can be known about it?", "how things really are?", "how things really work?" in order to versify my ontological position within my own reseach study (Ernest, 1994; Guba & Lincoln, 1994). According to Ernest (1994), epistemology concerns the nature of knowledge and consists of two related dimensions: Theory of knowledge and theory of learning as follows:

> (a) Theory of knowledge is a theory of the nature, of the genesis or development and of the warranting or justification of knowledge understood as conventional or shared human knowledge. It also includes a theory of "truth", which can be understood differently as fallible (revisable) or in terms of absolute certainty.

(b) Theory of learning is a theory of the nature, genesis and warranting (or justifying) of personal or individual knowledge, including a theory of learning.

(Ernest, 1994, pp.20)

In other words, for identifying my epistemological standpoint, I should answer the questions such as "What can be known?", "how can knowledge be gained?", and "What are the limits?" (Guba & Lincoln, 1994; Hammersley, 2007). Methodological issues are related to methods and techniques employed to generate and justify knowledge (Ernest, 1994). I should ask the question "Which methodology is suitable to my own research?" to identify the appropriate methodology; then, I am able to develop my research design fitted to "a predetermined methodology" (Guba & Lincoln, 1994). The three components of a research paradigm are regarded to be interconnected as the answer to ontological questions will constrain how epistemological ones are answered, and the answer to epistemological issues will determine which methodologies are appropriate and valid to be applied (Ernest, 1994; Guba & Lincoln, 1994).

Based on the definition of a paradigm and its three explicit components, I need to analyse and consider two dominant research paradigms in education – positivism and interpretivism. Positivism coined by August Comte, a social theorist, originates with scientific methods, so it is also called the scientific paradigm (Ernest, 1994; Guba & Lincoln, 1994). The term denotes the world view that theories can be testable and amenable to be verified, confirmed or falsified, and problems can only be examined and justified empirically so as to ensure the objectivity, validity, and reliability of the research (Ernest, 1994; Hammersley, 2007). In

constrast, interpretivists argue that social phenomena are only understood thoroughly in their social contexts (Ernest, 1994). The positivist response to the ontological questions about the nature of knowledge and reality reflects its scientific origin embodying the main ideas of realism, which assumes that "an apprehendable reality" exists and is governed by "immutable natural laws and mechanisms" (Guba & Lincoln, 1994). Opposed to positivist ontological assumptions, interpretivists affirm the faith that a reality is only "apprehendable" within its own context and during a particular time frame since it is formed by "a congeries of social, political, cultural, economic, ethic, and gender factors" (Guba & Lincoln, 1994). Hence, interpretivism is regarded to encompass historical realism, which encompasses these social, political, cultural and economic elements within a certain context (Guba & Lincoln, 1994). Moreover, while knowledge under the positivist lens is said to be "free" from time and context as well as able to be generalized, phenomena under investigation can involve "stable pre-existing patterns or order" which are able to be observed and discovered (Ernest, 1994; Guba & Lincoln, 1994).

According to the aforementioned analysis of the research paradigms and the three components – ontology, epistemology, and methodology, it might be possible to conclude that conducting research on changes in Vietnam and the UK's higher education is relevant to the interpretivist ontological assumptions about reality in terms of the concepts of a university, mission and quality. That is because the erratic changes in terms of the concepts of a university, mission, and quality in Vietnam and the UK as discussed in Chapter 3 – Chronological Develement. Nevertheless, to a certain extent, discussing changes in higher

education and investigating the perceptions of stakeholders means that these issues can be investigated and discovered, which results in the possibility of comparing the two different higher education systems within the contexts of Vietnam and the UK. Although positivist ontology might not be obvious and dominant in my research study, there is a possibility of examining and comparing the two higher education systems along with the diverse features of the stakeholders' perceptions in the two countries. Reflecting on the interpretivist epistemology in the realtion to the ontology, I need to take cautions when considering the stakeholders' perceptions in two defined contexts and in a particular time frame in accordance with the development of the two higher education systems – discussed in the Literature Review. Moreover, concerning the theory of learning in epistemology, there is a high possibility for me to "harm" my own research robustness by my own "long-rooted" values, beliefs and assumptions about the two higher education systems during the process of exploring the concepts of higher education, designing the research methods, and collecting data. Hence, with the help of reflection and a more positivist orientation, I can ensure the validity of knowledge and knowledge accumulation by examining the two systems with the positionality of a researcher during all stages of conducting my research. Furthermore, as discussed above in Chapter 2 and Chapter 3, with the review of the historical development of higher education in Vietnam and the UK, it is acceptable to argue that certain policy and contextual changes shape people's perceptions. Overall, it is justifiable to conclude that my research nature falls within the interpretivism, yet the positivist standpoint balances my positionality as a researcher in the quest of searching for the perceptions of students and lecturers on Vietnam and the UK's higher education.

Initial Thoughts on the Research Design

The empirical study's aim is to investigate lecturers and students' perceptions of higher education. So as to achieve this purpose, my research methodology should enable me to examine the higher education sectors in both countries and explore these issues of universities, mission and quality within the two systems. To have more insight into lecturers and students' perception of higher education in Vietnam and the UK, the data collected should provide the interpretations of the diverse understandings of universities, mission, and quality and their changes by 2020. Due to the research aim and the characteristics of the data required for my research study, it is justifiable to implement survey design because it is considered as "the most commonly used descriptive method in educational research" (Cohen, et al., 2000, pp.169). Moreover, survey can offer the identification and comparison among these researched concepts and the verification of their relations within Vietnam and the UK's higher education systems (Cohen, et al., 2000). In survey research, questionnaires and interviews are the two widely used data collecting techniques "from and about people" (Robson, 2011); nevertheless, it is not a typical survey as its scale is quite small compared to other bigger studies generating qualitative data. However, with the application of the epistemological reflexivity, it seems to be necessary for me to address the question whether survey is really the most suitable research method for my study. Moreover, can questionnaires and interviews truly enable me to collect valid and meaningful data from lecturers and students in both Vietnam and the UK? Therefore, it is essential to review some methodology from other previous studies before deciding the research design of my study.

Review of some methodology from other studies

There are several research studies which have been conducted to investigate lecturers and students' perceptions of some higher education aspects. Some explore students' perceptions on the theme of teaching and learning quality at higher education institutions. Others focus on lecturers' perspectives, yet they tackled similar themes to that in the studies of students' perceptions – understanding and exploring the quality of teaching and learning processes in higher education. There are also some studies investigating both students and lecturers' viewpoints in order to shed light on the relations between teaching and learning as well as the relationships between lecturers and students at universities.

Questionnaires seem to be very common when investigating students' perceptions. It is probably because the advantages of this survey technique are the objectivity and the capacity of collecting data from a large portion of population (Mitchell & Jolley, 2007). Wilson, et al. (1997) and Richardson (2005) explored students' perceptions of academic quality, including the quality of teaching and learning in higher education, by using questionnaires as their data collecting techniques. Wilson, et al. (1997) developed and implemented the Course Experience Questionnaire (CEQ), which was designed and used at Lancaster University since the 1980s, so as to be able to collect and analyse data from "large multidisciplinary samples of students and graduates." The data analyses, then, were used to confirm that the CEQ was reliable and valid for measuring students' perceptions of teaching quality in their courses (Wilson, et al., 1997). Hence, the CEQ was chosen as "the annual surveys of all graduates in the Australian higher education system" and was used in

the UK's universities for assessing the quality of teaching (Wilson, et al., 1997). The CEQ had been implemented, revised, and modified in order to fit the purpose of several studies; however, Richardson (2005) questioned the validity and generalisation of this questionnaire. Similar to what Richardson (2005) did, Devlin (2002) conducted a study on testing and investigating the strengths and weaknesses of the Perceptions of Learning Environments Questionnaire (PLEQ). The PLEQ is very efficient at investigating a large population as well as "the complexity of university study," which is a remarkable improvement compared to those "traditional student questionnaires" (Devlin, 2002). However, both the CEQ and the PLEQ are claimed to have the same weakness – they "fails to sufficiently identify student perceptions in depth" (Richardson, 2005; Delaney, et al., 2009). Hence, other studies, which wish to explore the student perceptions in depth, usually employ interviews as their research instrument instead of questionnaires. Both Johnes (2006) and Chepchieng, et al., (2006) implemented the qualitative research methods to investigate student perceptions of their learning environment and the relationships within the system. Johnes (2006) used focus groups of final-year students in order to investigate their perspectives of research in the context of teaching-led institutions. The discussions were designed as semi-structured conversations; the questions were discussed in smaller teams and then they gathered back into the big group to voice their answers (Johnes, 2006). Arguing for his use of focus groups, Johnes (2006) reasoned that it was "a relatively quick and useful method of investing how multiciplicities of views exist," and in this research context, it could provide positive encouragement to open and critical conversations, from which rich and meaningful data were derived. In the research study by Chepchieng, et al., (2006), the lecturer-student relationship and learning environment were scrutinised through students' perceptions. This

was a non-experimental causal-comparative study investigating two divergent groups of student leaders from both public and non-public universities in Kenya (Chepchieng, et al., 2006). Interviews were used as the study's technique of collecting data with the rationale that the phenomenon could be explored in depth (Chepchieng, et al., 2006). With the similar purpose of studying students' perceptions in depth and exploring the "complexivity" of higher education institutions, focus group and interview were employed as the research methods for generating "rich qualitative data" (Chepchieng, et al., 2006; Johnes, 2006).

Investigating both students and lecturers' perceptions seems to be more complex and requires data to be more detailed, comprehensive and meaningful. Hence, Carless (2006) and Joyes (2000) used a mixed methods design with questionnaire and interview as research techniques of collecting data in order to gain quantitative and qualitative data, which ensured the validity and robustness of the research studies. Carless (2006) used a large scale questionnaire with 36 Likert items for collecting "fine-grained data" from students and tutors, and two focus group interviews for obtaining qualitative data from university staff. He argued that the study aimed at exploring the perceptions of feedback rather than generalising them, so with the qualitative data, he could "enable student viewpoints to be aired and analysed" (Carless, 2006). In his study on the application of new learning technologies, Joyes (2000) used the "5 point Likert scale questionnaire" to collect data from third year BEng and MEng students, and face to face interviews to obtain lecturers' standpoint. Thanks to this mixed method, the data could yield comprehensive information

on the evaluation of new learning technologies from both students and lecturers' viewpoints (Joyes, 2000).

The pilot study

From the aforementioned review of some methodology in the previous studies, both questionnaires and interviews have their own advantages and disadvantages, yet they are "very widely used social research methods of collecting data from and about people" (Robson, 2011). In other words, as "a relatively simple and straightforward approach", they are suitable to the research on "attitudes, values, beliefs and motives" (Robson, 2011). Therefore, considering the aim of investigating students and lecturers' perceptions on Vietnam and the UK's higher education, I firstly conducted the pilot studies so as to consider which design and which method are the most suitable and effective for exploring the two systems and collecting data from the two different contexts.

The first pilot study

The first pilot study was designed to test of the effectiveness of questionnaires and interviews in this research study. The questionnaire and the interview aimed at undergraduate students in their final year because they would have a general idea about their course and the conception of how higher education had developed in both Vietnam and the UK. So as to avoid bias and guarantee the equal chance of being selected within the population, it would have been a sound option to use the simple random sampling method to choose the sample for this pilot study (Cohen, et al., 2000; Robson, 2011).

However, due to the problems of the closed context in Vietnam and the low response rate in the UK, the random sampling method was not possible; hence, it is necessary and justifiable for me to adjust the sampling method and try to get who I could from the universities that were accessible to me.

Collecting data from the samples in two countries – Vietnam and the UK – suggested to me as a lone researcher to use the online self-administered questionnaire, which could help me to increase the number of responses for my research (Cohen, et al., 2000; Robson, 2011). Additionally, the online questionnaire offerred some efficient means to analyse the raw data obtained from the students' responses (Brace, 2004). The questionnaire in this pilot study was designed based mainly on a modified version of the Course Experience Questionnaire (CEQ) (Appendix 3) by Wilson, et al., (1997) because the purpose of the CEQ is similar to one of the purposes of my questionnaire, which was understanding students' perceptions of higher education and its quality in the UK (Wilson, et al., 1997; Richardson, 2005). The complete questionnaire was created online by using the Bristol Online Survey System (BOS) for collecting data from British students (Appendix 4). Unfortunately, the BOS did not support Vietnamese language, so the Vietnamese version of this questionnaire was sent to Vietnamese students via email in the form of a Word file (Appendix 5).

The interview used in this pilot study was semi-structured with a fixed set of questions and some modified questions during the interview procedure to obtain the "sufficient"

information and some justification for the responses (Hubbard, 1942; Cohen, et al., 2000; Robson, 2011). The fixed set of questions was written and arranged in accordance with the aforementioned seven categories. The Interview Procedure and Questions were spoken in Vietnamese and English and the meanings of the interview questions are the same in both Vietnamese and English versions (Appendix 6, Appendix 7). The questions should be as simple and direct as possible, so they can be comprehensible to both Vietnamese and British students. The questions focused mainly on students' perceptions of higher education, the quality of their courses, and the expections of the future development. There were three parts in the Interview Procedure and Questions: The introduction and the informed consent, the interview questions, and the expression of thanks with the researcher's contact details (Appendix 6, Appendix 7). Each interview was conducted in about 15 to 30 minutes via telephone with the support of the voice recorder in order to obtain data for later analysis.

The first pilot project was from the 2nd to the 9th of August 2010 and extended time was from the 10th to the 18th of August 2010. The number of participants required for completing the Student Perception Questionnaire was 10 final year students from each country; the number of participants for the interviews was 3 final year students for each country. So as to ensure the high number and the reliability of responses, the Student Perception Questionnaire was sent to 20 students via email along with the cover letter and the online questionnaire link. After the first week (from the 2nd to the 9th of August 2010), I received six responses from Vietnamese students and one response from British students.

On the 9th of August, a reminder was sent to students via emails in both Vietnam and the UK to encourage more respondents. Until the 18th of August 2010, the number of responses from Vietnam was 12, which exceeded the expected one, yet that from the UK remained only one response. For the interview, in order to have the high number of participants, the cover letter was emailed to 10 students asking for their agreement to take part in the project. Telephone interviews were conducted with two students in the UK on the 15th of August 2010. Three Vietnamese students were interviewed online via Skype and Yahoo Messenger as it was more convenient for the researcher to talk to them from the UK on the 13th and 14th of August 2010.

From the first pilot study, it is reasonable to argue that using interviews as the data collecting technique is much more effective than questionnaires in terms of the high number of responses and the more informative and contextual data (Cohen, et al., 2000; Robson, 2011). In contrast, the questionnaire offers quantitative data, which can make the analysing and generalising data process easier thanks to the easily coded information (Cohen, et al., 2000; Robson, 2011). What I need to consider more is the quality of data, which is assessed by the factors: Accuracy, completion, consistence, timeliness and flexibility (Vannan, 2001). Moreover, data should fit to "the end use" for a research study (Vannan, 2001, pp.56). Based on the nature of quantitative and qualitative data, using questionnaires can offer the accurate and consistent data while data from interview are flexible and complete. Re-considering the research question, interview is more suitable for my purposes than this particular questionnaire. That is mainly because of the nature of

this study's research question, which reflects the exploratory aspect of the phenomenon. Additionally, using a questionnaire with 62 items including Likert and open questions demands a lot of respondent time, yet it covers only quality and courses – just part of the research question. That does not ensure the research question is answered fully and thoroughly. Interview, on the contrary, yeilds rich and detailed data on the concepts of higher education in general although the interview questions focus on quality and courses like these in the questionnaire. That is because the researcher has a chance to clarify the questions and interact with the respondents (Cohen, et al., 2000; Robson, 2011). Therefore, using interview as this study's research method is considered a suitable choice considering the nature of the research question and the requirements of data needed to provide insightful and meaningful answers.

The second pilot study

Thanks to the experience from the first pilot study, the second one was an attempt to test the revised interview questions. The participants of this second pilot study included both students in their final year and lecturers who worked full time at the universities in Vietnam and the UK. The second pilot study was carried out after a year of working in a Vietnamese university during which I built trust and gained access to the researched site. The reason for this is discussed in the Muti-site Cross-Cultural Qualitative Research and Ethical Practices sections.

The interview in the second pilot study was also semi-structured, yet the set of 10 interview questions was revised in accordance with the four key themes – the concepts of a university, mission and quality, and the expectations of higher education by 2020. Two sets of interview questions were designed fitting to the characteristics of lecturers and students. In other words, the questions for students should be written in the way that reflects students' identity and enables their voice to be aired whereas the lecturers' positionality should be taken into account in the question wording process for their standpoint to be revealed.

The interviews with one lecturer and one student in Vietnam took place and each lasted for 15 to 20 minutes and was conducted and recorded via telephone. Before the interview, an informed consent form was sent to both the lecturer and the student via email along with the explanation of the interview procedure. The participants signed the informed consent forms as agreement to participate in the recorded interview. The interview with the student went quite well and yielded informative data reflecting clearly the view of a student on the purpose of enrolling in a university, the demands, and the expectations of the current and future higher education sector in Vietnam. Similarly, the interview with the lecturer also ran smoothly and provided meaningful data showing the lecturer's standpoint on his or her own insider experience in the development of the current and future higher education in Vietnam. However, there were some ethical problems emerging during the interview with the lecturer, such as the respondent's hesitance when touching on the "sensitive" topics on Vietnamese higher education, although the confidentiality and

anonymity of the respodent are always ensured. As a researcher, I tried to encourage the respondent to provide more explicit information, yet always ensured "the comfort zone" for the participants. The ethical issues and the difficulties in accessing students and lecturers in Vietnamese universities are discussed more in the Ethical Practices and Difficulties section. Additionally, data from both interviews reflect emerging explicit explanations for their perceptions and interesting comparable aspects, which cannot be revealed in the questionnaire in the first pilot study.

Justifications for applying Qualitative Design

Following the arguments about the research paradigms applied to my study, the interpretivist paradigm seems to be suitable to the nature of my research study. I shall have "a dialogue" with the research participants as a way to investigate their perceptions on Vietnam and the UK's higher education to fulfil the research aim. As a result, my research study fits into the qualitative design, which lies in the interpretivist paradigm (Sale, et al., 2002).

Qualitative research is defined as follows:

> "…multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them"

First of all, the aim of implementing qualitative research is to understand and obtain an insight into people's perceptions, which means "a person draws meanings from, or gives meanings to, events and experiences" (Asgedom, 2004; Krauss, 2005; Joubish, et al., 2011). Moreover, qualitative research has "dynamic" traits as it allows the investigation into the reality under changes and through the eyes of people (Joubish, et al., 2011). These features of qualitative research are beneficial to my study since its focus is on "the emic perspective" of lecturers and students on Vietnam and the UK's higher education. Additionally, qualitative research allows me as a researcher to examine the "researched objects" within a "value" and "context" bound view (Joubish, et al., 2011). That guides and reminds me when designing the research method to fit to diverse characteristics of the researched participants as well as being aware of the "contextual equivalence" of the two different countries (Phillips & Schweisfurth, 2008). One more crucial characteristic is the nature of data collected when applying qualitative research. Data yielded in the implementation of qualitative research is supposed to be "real," "rich," and "detailed," (Joubish, et al., 2011) or as Miles and Huberman (1994, pp. 1, in Asgedom, 2004, pp. 54) say "qualitative data are sexy". Hence, qualitative data enables me to have an in-depth insight into the lecturers and students' perception on Vietnam and the UK's higher education.

However, considering some arguments against qualitative research, one of its critical disadvantages is the challenge of ensuring the validity and robustness of my research results. Seeking for the stakeholders' perceptions means viewing and interpreting the higher

education systems in Vietnam and the UK through their eyes (Schlund & Frank, 1998; Mannay, 2010). These perceptions revealed by the stakeholders might be influenced by their own experience (Schlund & Frank, 1998; Mannay, 2010) and my interpretations by mine. Another issue needs to be considered is the "level of truth" in the participants' answers to the interview questions, especially in the context of Vietnam, where these questions are probably "sensitive" to them. That matter might harm the validity of the data. Therefore, first of all, as a reseacher trying to reflect on the truth, I need to take into account the "etic perspective" – the outsider positionality – to view the researched with a "naïve" and "fresh" eyes (Mannay, 2010). Besides, I should bracket the research data, which are lecturers and students' perceptions, within certain contexts (Vietnam and the UK), the diverse chracteristics of pre and post 1992 universities and a certain time frame (Mannay, 2010). By these ways, the validity and robustness of my research can be enhanced when applying qualitative research.

Multi-site cross-cultural qualitative study

This study is a multi-site cross-cultural qualitative study. Justifying the reason for applying the qualitative cross-cultural study, Vietnam and the UK are two different countries with very different cultures. Culture here is perceived as "issues of meaning and shared understanding" (Pole, 2000). In other words, culture is a system of "standards for perceiving, believing, evaluating, and acting" (Goodenough, 1981, in Verhoeven, 2000, pp.3). The definition of culture implies that within the two different countries – Vietnam and the UK – the concepts of a university, mission and quality are perceived and expressed differently by lecturers and

students in each place. Hence, cross-cultural qualitative study is implemented in this research as it offers to "document the world from the point of view of the peopl" not from the researcher's perceptions (Hammersley, 1992). That means cross-cultural qualitative study enables the profound examination of lecturers and students' perceptions of a university, mission, quality and their changes within the two different cultural contexts – Vietnam and the UK.

Arguing against cross-cultural multi-site qualitative study, many critics are concerned with the generalization and validity of the qualitative study, which are also considered as disadvantages of qualitative research generally (Burgess, 2000; Robson, 2011). However, it is thanks to the "flexibility and fluidity" of the qualitative, which allows researchers to explore the "social processes as they emerge and change" and "cross-cultural issues" (Vannan, 2001, pp.19). Moreover, as stated in the research objectives, this study attempts to explore the perceptions of higher education in depth and details, not to generalize the phenomenon.

Research Design

Semi-structured cross-cultural interview as the research method

The rationale for the application of semi-structured interview instead of fully structured or unstructured interview is the advatange of getting the responses to the four key themes – university, mission, quality, and changes by 2020 – of this research study (Robson, 2011). Nevertheless, there is some "considerable freedom in the sequencing of questions," in the question wording, and in the quantity of time compared to the structured interview, which

allows lecturers and students' thoughts and beliefs to emerge and voice (Robson, 2011). Additionally, the interview was intended to be carried out in two sites – Vietnam and the UK, which was "the practice of interviewing in a cross-cultural context" or cross-cultural interview (Broadfoot, 2000).

However, it is important to take into account some disadvantages of semi-structured cross-cultural interview as the research method in this study. The language barrier is the very first obstacle when doing cross-cultural interview, especially during the process of designing interview questions and data collection. Nevertheless, Verhoeven (2000) argues that it is not solely about language, but about the cultural issues. He adds that the cultural problems emerge from the differences between the interviewer and the interviewee's culture (Verhoeven, 2000). Nonetheless, it is also challenging for the researcher to interview someone who shares the same culture in order to catch "the meaning of the language" and the thoughts of the interviewee (Verhoeven, 2000). Language, in general, is a "cultural tool" (Wertsch, 1991, in Broadfoot, 2000, pp.54), which constructs and communicates "meaning" (Broadfoot, 2000). Therefore, what I have to consider first of all is the problem of cultural understanding. Conducting interviews in the UK is a challenge to me as a foreigner even though I have experienced and integrated into the British culture for more than two years. On the other hand, accessing and interviewing Vietnamese lecturers and students are not easy tasks even though I am a Vietnamese and I have first hand experience in the system both as a student and a lecturer. Consequently, the cultural issues have to be taken into account when designing the interview questions, doing fieldwork, and collecting data.

Time and the cooperation of the interviewees raise other issues when implementing semi-structured cross-cultural interview in this research study. Recruiting participants who are willing to spend their time in a research interview is not an easy task (Robson, 2011). Hence, using telephone interview is regarded as a suitable research technique for overcoming the time issues, as travel becomes unnecessary and making it covenient to collect data from the two sites – Vietnam and the UK – and the four sub-sites – four universities established before and after 1992 (Robson, 2011). Moreover, although telephone interviewing is supposed to lack "visual cues" like non-verbal communication or contextual information, this issue could be a benefit as it could possibly reduce the bias caused by the personal views and characteristics of the interviewer (Robson, 2011). However, that also generates another bias issue in terms of the sampling process and the cooperation of the interviewees, which is discussed in detail in the Research Sampling section.

Research sampling

Lecturers and students are regarded as important stakeholders and direct agents in the development of the higher education system (Kennedy, 1999; Universities UK, 2010; Gropello, et al., 2008). In the book Academic Duty, Kennedy (1998) argues that:

> "… If the future professoriate is uncertain about the purposes and organisation of the university, how can one expect that the public patrons of higher education will be more knowledgeable … If they don't understand the university and its duty, how can they support it?"

(Kennedy, 1999, pp. vii)

Hence, the understanding of higher education and its mission is essential and necessary to both students and lecturers as they are the immediate "patrons of higher education" (Kennedy, 1999). Moreover, lecturers and students act as the main agents to contribute to the development of higher education and the quality assurance process as they are the key figures fulfilling higher education missions (Kennedy, 1999).

So as to recruit the participants for this research study, I sent emails to my personal contacts and asked for their help with the list of lecturers and students at their institutions. After a week, I received the list of lecturers and students willing to have an interview with me along with their email addresses and phone numbers. Then, I sent recruitment emails to the participants in the list along with the informed consent form and waited for their appointments for a phone interview. This method of recruiting research participants surely had some weaknesses in terms of typicality and representativeness because of the small sampling number and sampling process (Robson, 2011). The lecturers were chosen under the condition that they worked full-time at the institutions; hence, the criteria of ages, majors, or genders were not really considered. Similarly, students were selected under the condition that they were at their final year at university without consideration of their ages, majors or genders. That might harm the validity of the study considering the representativeness of the sample (Ross, 2005). However, due to the purpose of exploring the diverse perceptions of lecturers and students, the research study just sought to understand how higher education was

perceived. It did not aim at generalizing the phenomenon. However, the interview design and the ethical cautions sought to maximise validity.

The total number of students planned to be involved in this research study was 40 from four universities in both Vietnam and the UK. That meant 10 students at each university and the student distribution is as follows:

	Universities in the UK		Universities in Vietnam	
	Pre 1992	*Post 1992*	*Pre 1992*	*Post 1992*
Number of students	10	10	10	10

Table 1: The total number of expected student participants.

The rationale for recruiting 40 students from four institutions in both Vietnam and the UK was to allow the comparison across the two countries and to include a range of perspectives in the sample. From the data gathered from both Vietnam and the UK, the similarities and differences between the two systems could be drawn out in terms of the perceptions of a university, mission, quality and changes by 2020. Students participating in this research study were in their final year at university. The reason for choosing final year students was because they had been engaged in the system long enough to have sufficient understanding of higher education and considerable experience in both academic and extra-curriculum activities. Moreover, they were also mature enough to be able to evaluate fully and properly the system they were in and to be certain about what they wanted from higher education compared to

those in their first or second year. Additionally, they were about to graduate from universities and involve themselves in the real working world; as a result, they could evaluate critically the quality of higher education in terms of their own satisfaction and the professional requirements from their future career.

The total number of lectures planned for participating in this research study was 20 from four universities in Vietnam and the UK. That meant 5 lectures at each university and the lecturer distribution is as follows:

	Universities in the UK		Universities in Vietnam	
	Pre 1992	*Post 1992*	*Pre 1992*	*Post 1992*
Number of lecturers	5	5	5	5

Table 2: The total number of expected lecturer participants

Lecturers were recruited from universities establish before and after 1992 in Vietnam and the UK. The data on lecturers' perceptions of higher education and its development by 2020 enabled the comparison not only across and within the two higher education systems but also with the students' viewpoints. Lecturers involved in this research study worked full-time at university in both countries because they were engaged directly on all aspects of the higher education system, including policies, teaching and learning process, and the development.

Hence, their perceptions would reflect fullier and more adequately the picture of the university, where they worked full-time.

It is important to note the difficulties in recruiting participants for this research study in both Vietnam and the UK. Hence, various recruitment attempts were implemented to have enough participants for the study in order to ensure its rigour. As mentioned, what constrained me as a researcher to gain access to the research sites was the fact that Vietnam was a closed context. The gatekeepers at Vietnamese universities were the managing board, the office staff, and even lecturers as well as students themselves. The matter of sensitivity and the "fear" of revealing the "negative sides" of the system, which was explained in detail in the Ethical Issues part below, made them take cautions toward me, and eventually refusing to open the gates or to participate in my research study, which was considered as the "safe choice" for some of them. Anticipating the problems of gaining access to the researched sites in Vietnam, I took a leave of absence for one year to go back to Vietnam and applied to be a lecturer at a Vietnamese university for setting up the network, which could offer me valuable chances to have an insider view and to build the trust and relationship among the gatekeepers. With that measure, I could feel quite assured for the recruitment procedures in Vietnam as I had good relationships with people at some universities in Vietnam. However, things were not as easy as I had expected. When I started the recruitment in the pre-determined researched sites – University A and University B – by sending emails to the whole university via the university email system, what I received during the first two weeks were all refusals from both the managers and the lecturers. That forced me to rely on my personal relationships with lecturers

at some universities. Thanks to their help, I could get some responses from both lecturers and students; nevertheless, these responses came from several different universities instead of the two pre-determined ones. I decided to adjust the recruitment method a little bit. Instead of recruiting from one pre-1992 university and one post-1992 university, I got enough participants from two pre-1992 universities and two post-1992 universities. The number of participants from Vietnam and the lessons I gained from the recruitment procedure are discussed in Chapter 5 – Data Analysis and Discussion.

The recruitment in the UK did not go as smoothly either even though it is not a closed context like Vietnam. The problem at the British research sites was the low rate of responses, which was reflected in the first pilot study. From that experience, I sent the research invitations to both researched universities very early and planned to set aside one month for recruiting participants only. At the first attempt, with the help of student officers at the universities, I received only one response. I waited for two more weeks and no one contacted me for interview. Then, I resent the recruitment emails as a reminder and waited patiently for the replies. Unfortunately, by then not many lecturers and students were around at university as it was the Easter Holidays. The exam season came right after the holiday, which helped to explain the low number of responses I received at that time. With the time constraint, I again relied on my personal relationships, getting help from the staff at both universities and my supervisor. With that, I could get more responses from lecturers, yet the number of participants was still low. I considered it was very essential to get more student participants; as a result, I tried to recruit master students at both universities besides the final year

undergraduates. I discuss the number of participants I got from the UK and the experience I gained from the recruitment procedure in Chapter 5 – Data Analysis and Discussion.

Ethical issues

All research has ethical dimensions, but this topic has particular issues attached to it. Conducting research on higher education development in Vietnam and the UK involves cultural and political dimensions, which could be defined as ethical issues. Guillemin and Gillam (2004) state that in qualitative research there are at least two major dimensions of ethics: Procedural ethics and "ethics in practice" with their definitions as follows:

(a) procedural ethics, which usually involves seeking approval from a relevant ethics committee to undertake research involving humans; and

(b) "ethics in practice" or the everyday ethical issues that arise in the doing of research.

The procedural ethics require me to gain the approval of the ethics committee in both Vietnam and the UK. In other words, it is necessary for me to complete the application form addressing the potential issues in accordance with the committee's concerns (Guillemin & Gillam, 2004). Filling an application form in detail for the ethics review is not what worries me as a researcher; it is what issues are supposed to be of "the committee's concerns" that troubles me (Guillemin & Gillam, 2004). Following the ethical codes in the UK is considered as good practice and is also a requirement, and when the application form is approved, the research study can be carried out (Robson, 2011). However, it is not an easy task in Vietnam

as the set of ethical codes is different and in reality not transparent or even truly existent at all. "Ethical practices" in research is still a new term in Vietnam, so it seems to vary from institution to institution, and even from individual to individual. That matter can be defined as the tension between the local and the global, where the ethical practices in the two countries are not similar, not to mention contradictory. That causes a lot of difficulties to gain access to the researched sites in Vietnam.

"Ethics in practice" raises other issues concerning directly to the research aim of exploring lecturers and students' perceptions of higher education and its development by 2020 in Vietnam and the UK. Collecting data by interviewing lecturers and students in four themes – concepts of a university, mission, quality, and the changes – might embody one of the crucial ethical issues – the "hidden information." The "hidden information" is sometimes defined as "vulgar or taboo" information – such as corruption or the administration incompetence in the higher education system (which I am aware to be issues in Vietnam) or the policy making process (in a context where criticism of government is still problematic). Some parts of the perceptions of higher education and its development might not be sensitive to some people, yet it might matter some others. For example, people might be reluctant to be open if there are any comments or suggestions on the Vietnamese higher education which might be assumed as an act of a "reactionary[1]." Moreover, the Vietnamese culture embodies the inclination of hiding the negative sides and only showing the positive ones of a matter in order to "save face" even though the Vietnamese government is encouraging the admission of

[1] "Reactionary" in Vietnamese is "phản động" defined as an action or an idea which opposes or protests the Vietnamese authorities and causes harm to Vietnamese society. (Tran, 2005)

the shortcomings within the system (Kinh Te Viet Nam, 2009). These matters can cause hesitation and discomfort to Vietnamese participants when sharing their opinions and expectations on higher education. Assuming that British participants may express their perceptions more openly and justly, their Vietnamese counterparts might hold their real thoughts back and express only the surface of the truth or even keep silence.

It is necessary for me as a researcher to consider these issues carefully and implement several measures to overcome them for guaranteeing the validity and robustness of this research study as well as to respect the ethical practices of both contexts. In terms of the procedural ethics, I understand and have followed the ethical practices in both Vietnam and the UK. In Vietnam, the ethical practices are not clear and differ from one university to another, and even some institutions do not have the ethical codes. Hence, I have to discuss with gatekeepers and negotiate the access to the researched sites by being always transparent in my research purposes and offering all the documents related to the research, such as the Informed Consent. That could help to gain their trust in me. In the UK, it is the first step to gain the approval for my Application for Ethical Review ERN_12-1509 as a measure to fulfil the procedural ethics in the UK. With the understanding of the requirements of the procedural ethics in the UK along with my best knowledge of Vietnamese culture and political mechanism, I am very aware that Vietnam is a closed context and I need to unlock several gates in order to gain access to the sites. Knowing the operating procedures of a Vietnamese university as well as its members as the position of a lecturer will bring valuable benefits for accessing universities in Vietnam. By working in a university as a full-time lecturer for one year, I have acquired the

insight into the bureaucratic operation in the higher education system and the meanings of unwritten ethical and sensitive issues in the mind of the members in Vietnamese universities. With the knowledge of the bucreaucratic operation, I can know which contact or department I need to approach for getting the approval of accessing the researched sites. Additionally, with the knowledge of the hidden regulations on ethics and sensitive topics, I can negotiate access with the gatekeepers, including educational managers (e.g. the chancelor and the dean) and lecturers themselves, and still ensure the transparency of my positionality as a researcher and the nature of my own research study.

Considering issues in relation to "ethics in practice," following the ethical guidance, it is important to offer informed consent to participants (Robson, 2011). The informed consent form is not only a way to explain the research study in detail but also a measure to protect both the participants and the researcher (Robson, 2011). The explanation includes the nature of this research study, the research aim and question, the role of the participant, the benefits and the potential risk or cost to them, and the research methods. By doing this, the participants have an overview of the research study and know clearly what they are going to get involved in (Robson, 2011). There is also the right to withdraw from this study at any time and to stay anonymous throughout the research, which are offered to the participants to protect them from any potential harm (Robson, 2011). Additionally, all the interview contents and their personal information are kept confidential. The informed consents were written into two versions – one for lecturers and the other for students – and in two languages – English and Vietnamese (Appendix 8, Appendix 9, Appendix 10, Appendix 11). The informed consent

form was also an effective measure for me to negotiate access to the Vietnamese sites and to protect myself as a lone researcher in the field (Robson, 2011). With the promise of voluntary willingness to participate, the possibility of withdrawing at any time, the anonimity and confidentiality, the participants in Vietnam hopefully felt safe and comfortable to share their true perceptions of Vietnam's higher education and its development by 2020. Nonetheless, more careful plans were employed in the process of designing the interview questions so as to ensure the validity of the data in accordance with the ethical practices in both countries.

Designing interview questions

Interview questions are designed in accordance with the four themes of this research study, including the concepts of a university, mission, quality, and its changes by 2020. They should reflect not only lecturers and students' own perceptions but also the common understanding of the community in Vietnam and the UK through the participants' viewpoints. The questions were written in the form of open-ended interrogations, so they could allow me to get more detailed and rich data and avoid any bias caused by my own assumptions (Robson, 2011). Moreover, open-ended questions enabled the unexpected answers to emerge and reveal what participants really believe (Robson, 2011). The interview questions of this study are as follows:

Themes	Purposes	Lecturers	Students
Perceptions of higher education	To understand the stakeholders' perceptions of higher education	1. How do you think higher education is commonly understood in the UK/ Vietnam?	1. How do you think higher education is commonly understood in the UK/ Vietnam?

106

Themes	Purposes	Lecturers	Students
		2. Do you think lecturers see things differently from most members of the public, or the government?	2. Do you think students see higher education differently from others?
Perceptions of university missions	To understand the stakeholders' perceptions of university missions	3. What do you believe should be the core missions of a university in the UK/ Vietnam?	3. What do you believe should be the core missions of a university in the UK/ Vietnam?
		4. How do these compare with the current reality?	4. How do these compare with the current reality?
Perceptions of university quality	To understand the stakeholders' perceptions of university quality assessment.	5. What criteria are usually considered for assessing a university in the UK/ Vietnam?	5. What criteria are usually considered for choosing a university in the UK/ Vietnam?
	To understand the stakeholders' perceptions of university quality ensurance and maintenance	6. What do you think is most important for ensuring and maintaining quality in universities?	6. What do you think is most important for ensuring and maintaining quality in universities?
Perceptions of Changes	To understand the stakeholders' perceptions of university changes	7. How have universities changed in your lifetime?	7. How have universities changed in your lifetime?
	To understand the stakeholders' perceptions and	8. How do you think universities in the UK/ Vietnam will change by	8. How do you think universities in the UK/ Vietnam will change by

Themes	Purposes	Lecturers	Students
	expectations of university development by 2020	2020?	2020?
	To identify the factors affecting and constituting to the changes of universities in accordance with the stakeholders' perceptions.	9. What factors will affect the changes in universities in the UK/ Vietnam by 2020?	9. What factors will affect the changes in universities in the UK/ Vietnam by 2020?
Extra Question	To investigate more information on stakeholders' perceptions of higher education in general, which they have not had any chances to share during the interview.	10. Is there anything else you would like to add about the current situation of higher education in the UK/ Vietnam, and about the issue of quality in universities?	10. Is there anything else you would like to add about the current situation of higher education in the UK/ Vietnam, and about the issue of quality in universities?

Table 3: The interview questions

There are nine open-ended questions in accordance with four themes and one extra open-ended question for more information on higher education and quality. Only Question 2 and 5 were written differently so as to be able to explore the diverse views of lecturers and students, and to compare students' opinions with lecturers'. Additionally, Question 2 can reveal how lecturers and students understand each other and how they have perceived each other in terms

108

of the concepts of a university. Question 5 was written to reflect the positionality of lecturers and students; if the question for lecturers expressed the concern of assessing quality in higher education, the one for students referred to their choices to enrol in a particular university. The other questions were written in the same wording to both lecturers and students as they would reveal the different perceptions of the same issues. The extra question was used to encourage the participants to share more information on higher education and quality, which they had not had chances to say during the interview.

The interview procedures were designed following the sequence suggested by Robson (2011): Introduction, 'warm-up,' main body of interview, and closure. The procedure began with the introduction of myself and a brief overview of the research study, its aim and methods (Robson, 2011). The introduction also included the explanation and assurance of anonimity and confidentiality along with asking for the permission to note and record during the interview (Robson, 2011). The participants were informed that they could ask questions related to the research study or this interview at the beginning or at any time they had any queries. That allowed me as a researcher to make sure that the participants understand clearly the consent and the overview of the research study (Robson, 2011). The 'warm-up' part started with "easy, non-threatening questions" which created a comfortable mood to both the interviewer and the respondent and enabled the researcher to know how long they were engaged in the higher education system (Robson, 2011). The main body of the interview covered "the main purpose of the interview" with nine questions in accordance with the four themes and on extra question for more information (Robson, 2011). The order of interview

questions is as that in the above table. The extra question was asked at the end, which allowed room for participants to share more. However, the last question is also considered as a "risky" one and some of the respondents might have refused to answer it if they regard it as "dangerous" or "sensitive," which is discussed more in Chapter 5. Nevertheless, as it is the last and extra question, if the participant does not want to reply, "less information is lost" (Robson, 2011). Additionally, so as to ensure the data to be detailed, illuminating, and rich, probes and prompts were included along with the questions (Robson, 2011). In the closure part, the interviewer expresses the gratitude again and offered to send a one-page research result to the participants via email when the study finished. The interview procedures were written to lecturers and students in two languages – Vietnamese and English – with the same content (Appendix 12, Appendix 13, Appendix 14, Appendix 15).

Data collection

All the participants in both Vietnam and the UK received the recruitment email and the informed consent form, (Appendix 8, Appendix 9, Appendix 10, Appendix 11, Appendix 16, Appendix 17). When the participants agreed to be interviewed, the interview appointment was arranged at their convenience. The interview was carried out and recorded via telephone or Skype and by the software MP3 Skype Recorder, which was considered as a quick and convenient for both the researcher and the respondent in the two countries (Robson, 2011). The informed consent forms were signed and sent back to the researcher before the interview was carried out. Each participant was coded to ensure the anonymity and confidentiality. The interviewer took notes during the interview using the FieldNotes Guidance (Appendix 18).

After that, the interview was transcribed and translated (data from Vietnam) in the Transcript

form (Appendix 19).

Interview procedure

The recruitment procedure included a lot of challenges in both Vietnam and the UK. So as to

overcome these difficulties and to get enough data for the research study, I implemented

several recruiting methods, which should be suitable to the cultural and contextual settings of

Vietnam and the UK.

Vietnam

The research invitation was sent to the two pre-determined universities in Ho Chi Minh City,

Vietnam, including a pre-1992 and a post-1992. However, I received the refusal from the two

universities. Understanding the problems of the closed context and the hesitation of the

participants in Vietnam, I, then, asked for help from my personal contacts within my network.

I sent emails to them and met them in person to persuade them to help me with the

recruitment of lecturer and student participants at their universities. Only three of them agreed

to participate in the research and to provide assistance with the recruitment. However,

because the rate of responses from one university was quite low, I decided to change the

sampling method. Instead of recruiting participants from one pre 1992 university and one post

1992 university, I managed to get responses from two pre 1992 universities and two post

1992 universities, as long as they were public institutions. Then, I received 23 responses from

the pre 1992 universities and 28 responses from the post 1992 universities. Among the 23

responses from the pre 1992 universities were 5 lecturers and 18 students with no withdrawals. There were 11 lecturers and 17 students from the post 1992 universities. However, there were 2 withdrawals from lecturers and 1 from students among the responses from the post 1992 universities. After receiving all the signed informed consent forms, I arranged appointments with the participants at their convenient time and called them on the phone or Skype to interview them. The profiles of the researched participants from Vietnam are as follows.

Universities	Roles at universities	Code names	Gender	Years at Universities
Pre 1992	Lecturers	VN1L1	Male	26
		VN1L2	Male	12
		VN1L3	Male	15
		VN1L4	Female	22
		VN1L5	Female	6
	Students	VN1S1	Male	4
		VN1S2	Male	4
		VN1S3	Female	4
		VN1S4	Female	4
		VN1S5	Female	4
		VN1S6	Female	4
		VN1S7	Female	4
		VN1S8	Female	4
		VN1S9	Female	4
		VN1S10	Male	4
Post 1992	Lecturers	VN2L1	Male	2.5
		VN2L2	Female	2

Universities	Roles at universities	Code names	Gender	Years at Universities
		VN2L3	Male	1
		VN2L4	Male	2
		VN2L5	Female	2
	Students	VN2S1	Male	4
		VN2S2	Female	4
		VN2S3	Female	4
		VN2S4	Female	4
		VN2S5	Female	4
		VN2S6	Male	4
		VN2S7	Male	4
		VN2S8	Female	4
		VN2S9	Female	4
		VN2S10	Female	4

Table 4: Profiles of the research participants from Vietnam

As it can be seen on the above table, the lecturers from the pre 1992 universities have worked for a longer time than those from the post 1992. The study years are the same for all students at both pre and post 1992 institutions.

The UK

Unlike Vietnam, the UK is not a closed context, but it does not mean that the recruitment procedure would be easier. After sending the research invitations via emails, I received 1 response from a student within the first week. I waited for responses from the two universities

for two more weeks and resent the reminder with the hope that some responses would come. However, my efforts were in vain as I did not receive any replies from both of them. I considered it was necessary for me to change my recruitment method in the UK as well. I started to rely on personal contacts from both universities with the help of my supervisor and other staff at both universities, yet the response rate was still very low. I received 8 responses from the pre 1992 university with 5 replies from lecturers and 2 from students, and 7 responses from the post 1992 institution with 2 replies from lecturers and 5 from students. However, after sending the informed consent forms to 8 participants at the pre 1992 university, I did not receive any replies from two of them. With the responses from the post 1992, it was not much brighter than those from the pre 1992. I received 1 withdrawal and two non-answers after sending them the informed consent forms. At the end of the data collection period, with the time constraints, I needed to get enough participants from universities in the UK, but no more responses from both sites. Hence, I tried to get as many student participants from both sites as possible. I posted the recruitment letter to not only final year students but also selected masters ones identified through my supervisor's network. After that, I receive two more responses from the students at the pre 1992 universities. When arranging the appointments with the participants and obtaining the signed informed consent forms from them, I carried out the interview via phone or Skype at their convenient time. The profiles of the participants from British universities are as follows:

Universities	Roles at universities	Code names	Gender	Years at Universities	Notes
Pre 1992	Lecturers	UK1L1	Female	9	UK1L2
		UK1L3	Male	11	withdrew

Universities	Roles at universities	Code names	Gender	Years at Universities	Notes
		UK1L4	Male	8	
	Students	UK1S1	Female	3	
		UK1S2	Female	3	
		UK1S3	Female	3	
		UK1S4	Female	1	Master student
Post 1992	Lecturers	UK2L1	Male	15	
		UK2L2	Female	2	
	Students	UK2S1	Female	4	
		UK2S2	Male	3	
		UK2S3	Female	4	

Table 5: Profiles of the researched students from the UK

As it can be seen from the table, there is not much difference in the working years of lecturers at both universities. Nevertheless, the studying years of students are quite diverse as there is one master participant at the pre 1992 university and two students spend 4 years at the post 1992 institutions.

Personal reflections during the interview procedure

During my data collection in both Vietnam and the UK, I gained some valuable experience as well as precious lessons on gaining access to the researched sites and recruiting participants. It is obvious that the understanding of the contexts is crucial for me or for any researcher to apply in negotiations with universities and to overcome challenges in recruiting students in

both Vietnam and the UK. It is necessary for me to reflect on them all for my own benefits as a researcher and to share my own experience in conducting this cross-cultural research study with other researchers with the hope that they will be useful.

Vietnam

Vietnam is a closed context because it is difficult to gain access to the researched sites and to approach the researched participants. Hence, it is crucial to have a network within universities and to build up trust among the participants in Vietnam. It is necessary to be transparent about the research aims and the intention of gaining access to collect data at the universities. Nevertheless, in some certain cases, the transparency might become a hindrance to gain access to the researched sites in Vietnam, where they do not want their "negative sides" to be revealed. In spite of that matter, I strongly believe it is highly important to be transparent when doing fieldwork as it helps to build up the trust within the researched sites and among the participants, and is ethical behaviour. Moreover, knowing how the bureaucratic system works is also essential as I must know who I should contact and ask for help in the universities as well as how long it would take for all the relevant paperwork to complete.

The UK

In contrast to Vietnam, the UK is not a closed context and accessing the researched sites was not really difficult. However, the main problem was the low rate of responses. Several measures were implemented as discussed above, yet the number of participants was still low. The fact that I was working at a distance might be a reason for that low response rate.

Moreover, the failure in recruiting enough participants from two universities was partly because of my overconfidence in my insight into the culture and the process of the recruitment in the UK. Although I tried to change my methods as well as sought help from my personal contacts, all I could manage was just about 50% of the expected participant number from the two British universities. There was still rich and useful data, but that failure taught me an invaluable lesson – it was essential not to be overconfident in what I had known and to take all the unexpected for granted. This was also a precious lesson for me as a novice researcher and an experience for me when doing any other research studies in the future, and something for future researchers to learn from.

Despite the failure to recruit enough participants, the quality of data collected from the British sites was complete and consistent (Vannan, 2001). Moreover, the data were rich and illuminating, containing not only the perspectives of the British higher education system, but in some cases also their experience of higher education sectors in other countries.

Data Analysis

With experience of being a translator myself and the knowledge of both Vietnam and the UK's higher education, I found it quite easy to translate the transcripts. However, there were some terms related to the various types of programmes and courses in Vietnam's higher education system, which had no equivalence in English. For example, the term "lớp nghiệp vụ" meant the extra classes or night classes or cramped classes students went to learn more about a major which they did not study at university or even the subject they were taught at

university, yet they needed to learn more or reviewed to pass the exams. Hence, I coined the term "extra classes" or "night classes" as they were usually held in the evening and they are not in the university curriculum.

After being transcribed and translated, the data were inserted into QSR NVivo 10.0. Data in this study were mainly qualitative and exploratory, which enabled me to understand the concepts of a university, mission, quality, and its changes by 2020 through lecturers and students' perceptions (Robson, 2011). Data were stored in the form of interview transcripts, fieldnotes, and audio recordings. The interview transcripts and fieldnotes were printed and stored in a locked storage cabinet. The soft versions of interview transcripts, fieldnotes, and audio recordings were saved in a folder with password and the backup versions were copied to the secure folder in my Drive account. If any participants wished to withdraw from this research study, their information and interview would be deleted and destroyed completely. When this research study was complete, the researcher would keep the data for 10 months before all of them in both hard and soft versions are destroyed and deleted completely.

The programme QRS NVivo 10.0 enabled me to analyse the data in accordance with four main themes of this research study. There were three common approaches to analyse qualitative data: Quasi-statistical approaches, thematic coding approach, and grounded theory approach (Robson, 2011). The quasi-statistical approach aims at finding the frequencies and inter-correlations to determine the importance of terms or concepts while the purpose of using thematic coding approach is to describe and explore the data (Robson, 2011). In the sense of

118

analysing data by coding and labeling them in themes or categories, grounded theory analysis is considered as "a version of thematic coding" (Robson, 2011). However, grounded theory approach enables constant comparison and conceptualization by interconnecting and exploring the relationships of these categories. Considering the nature of this reseach study and the aim of exploring the concepts of higher education and its development by 2020, grounded theory analysis is a suitable approach. After the analysis, besides the four themes, some additional categories emerged, for example, problems and suggested solutions for the two systems. However, due to the research aim and questions, I could not include them in this report.

Limitations

As the aforementioned discussion on bias notes, several measures were applied to diminish it in order to ensure the validity and robustness of this research study. However, some limitations still exist in terms of the study's scale, sample, and research design. The scale of this study is small, restricted to selected universities and a few participants, and limited within a time frame and researched sites. Only four universities in the two coutries are examined within around three months, which can just provide an exploration of the phenomenon. The sample is also relatively small, which cannot allow the generalisation of the phenomenon from the research results. Additionally, the design of this study is purely qualitative within the cross-cultural research framework; that means the study reflects the interpretivist aspect of the phenomenon. In general, the main limitation of this research study is the generalisation of

the phenomenon; nevertheless, the study focuses on understanding and exploring the concepts

of higher education, and making comparison between the two systems in Vietnam and the UK.

CHAPTER 5: DATA ANALYSIS AND DISCUSSION

Introduction

This chapter includes the data analysis process and the discussion about the findings. The analysis process encompasses the coding procedure and the initial findings in accordance with the participants' perceptions on the four main themes – higher education, mission, quality, and changes by 2020. Then the themes emerging from the data were outlined with comparisons across and within the two countries. These were discussed in relation to the literature review, which enlightens some suggested implications for universities in both countries in terms of both current and future development.

Data analysis process

During the interview, field notes were taken carefully as I wanted to write down the key ideas related to the main research question and the four themes – a university, mission, quality, and changes by 2020. After that, I transcribed the interview in the transcript form (Appendix 19). The transcripts from Vietnam, then, were translated from Vietnamese into English. All the transcripts from both Vietnam and the UK were inserted into NVivo 10.0 under the folders as follows:
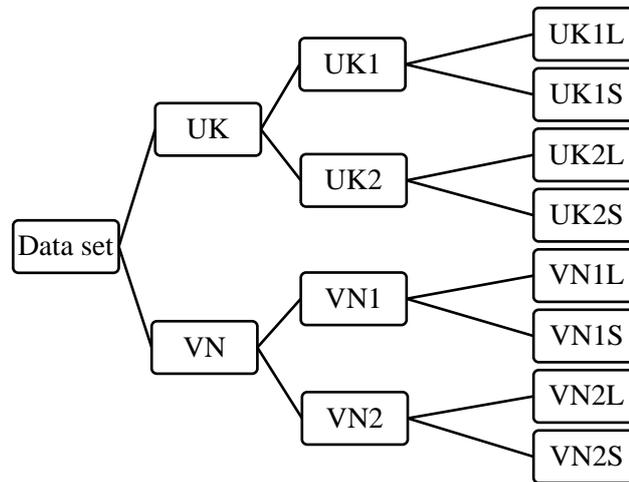
Figure 4: Data set arrangement

UK1 means the pre 1992 universities and UK2 is the post 1992 ones in the UK. VN1 means the pre 1992 universities and VN2 is the post 1992 ones in Vietnam. The letters "L" and S" mean "lecturers" and "students" respectively. That arrangement of these folders allowed me to organise the data neatly and clearly for the easy comparison within and across the two countries.

After getting all the data into NVivo, I started coding the raw data by going straight into detailed coding. I made nodes as I read the data carefully in order to make sure that I thoroughly analysed them and had a clear apprehension of the emerging themes. After the first cycle of initial coding, I went through the primary nodes and starting to encode by combining and grouping themes into parent nodes, which were regarded as the subthemes. Following the second cycle of encoding, I again went through the parent nodes and grouped them into four related categories as follows:

- Perceptions of higher education
- Perceptions of university missions

- Perceptions of university quality

- Perceptions of changes

I applied this coding procedure to each group of data, so differences or similarities among the groups of data can be revealed and reflected. Then, I compared the themes and subthemes from each group of data, noting the differences and similarities, and then combining them into the four general categories above. These were treated as the key themes from the data, which were also the major issues to be explored in this research study.

Themes and subthemes

The first key theme – Perceptions of higher education – discusses what higher education is in general understanding and how people define and comprehend the notion of higher education currently in Vietnam and the UK. Moreover, it also includes the reflection of the perceptions of higher education in the past and their changes in the future, especially by 2020. As discussed in the Chapter 2 – Definitions of Terms, different people with their own positionalities have divergent views on how to define and understand higher education, which is confirmed again through the data. The subthemes under this first category are outlined as follows:

```
                                                    ┌──────────────────────────┐
                                                    │ Definition of a university│
                                                    └──────────────────────────┘
                                                    ┌──────────────────────────┐
                                                    │ Higher education in the   │
                                                    │ past                      │
                                                    └──────────────────────────┘
                          ┌──────────────────────┐  ┌──────────────────────────┐
                          │ Terms used to refer  │  │ Higher education in       │
                          │ higher education     │  │ accordance with its       │
                          └──────────────────────┘  │ functions                 │
┌──────────────────┐     ┌──────────────────────┐  └──────────────────────────┐
│ Perceptions of   │     │ Definitions of higher │  ┌──────────────────────────┐
│ Higher           │     │ education            │  │ Higher education in       │
│ Education        │     └──────────────────────┘  │ relation with the society │
└──────────────────┘     ┌──────────────────────┐  └──────────────────────────┘
                          │ Changes of higher    │  ┌──────────────────────────┐
                          │ education perceptions│  │ Different groups, different│
                          └──────────────────────┘  │ perceptions of higher     │
                                                    │ education                 │
                                                    └──────────────────────────┘
                                                    ┌──────────────────────────┐
                                                    │ Higher education versus   │
                                                    │ secondary schools or high │
                                                    │ schools or sixth forms    │
                                                    └──────────────────────────┘
```

Figure 5: The first theme – Perceptions of Higher Education – and its subthemes

The second key theme is the Perceptions of university mission, which is about the main duties of a university in Vietnam and the UK. The missions were also redefined

and explained by the participants in accordance with the current reality. Furthermore, the relations among the key missions, which were identified by the participants, are reflected. Additionally, they provided the information on the challenges of the implementation of these missions in the current reality. The subthemes of this second category are arranged as follows:
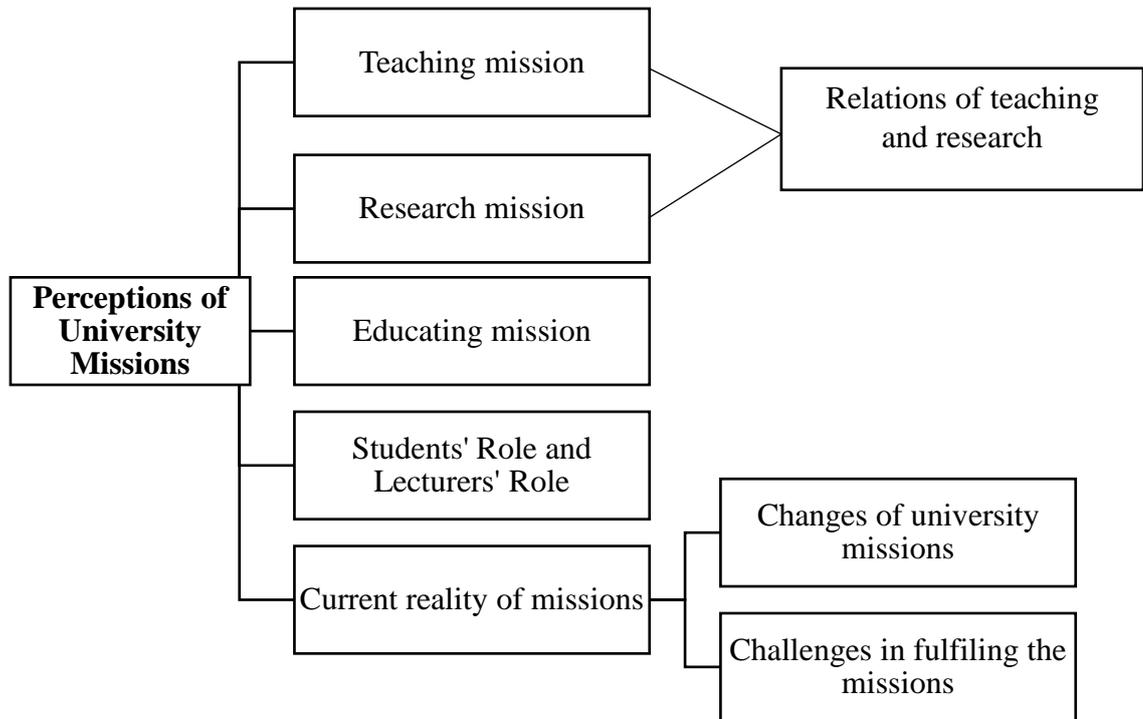

Figure 6: The second theme – Perceptions of university missions – and its subthemes

Perceptions of university quality are the third theme, including the two important subthemes – quality assessment and quality assurance in Vietnam and the UK's higher education. The criteria for assessing and ensuring quality in universities are discussed in detail. This category is divided as follows:
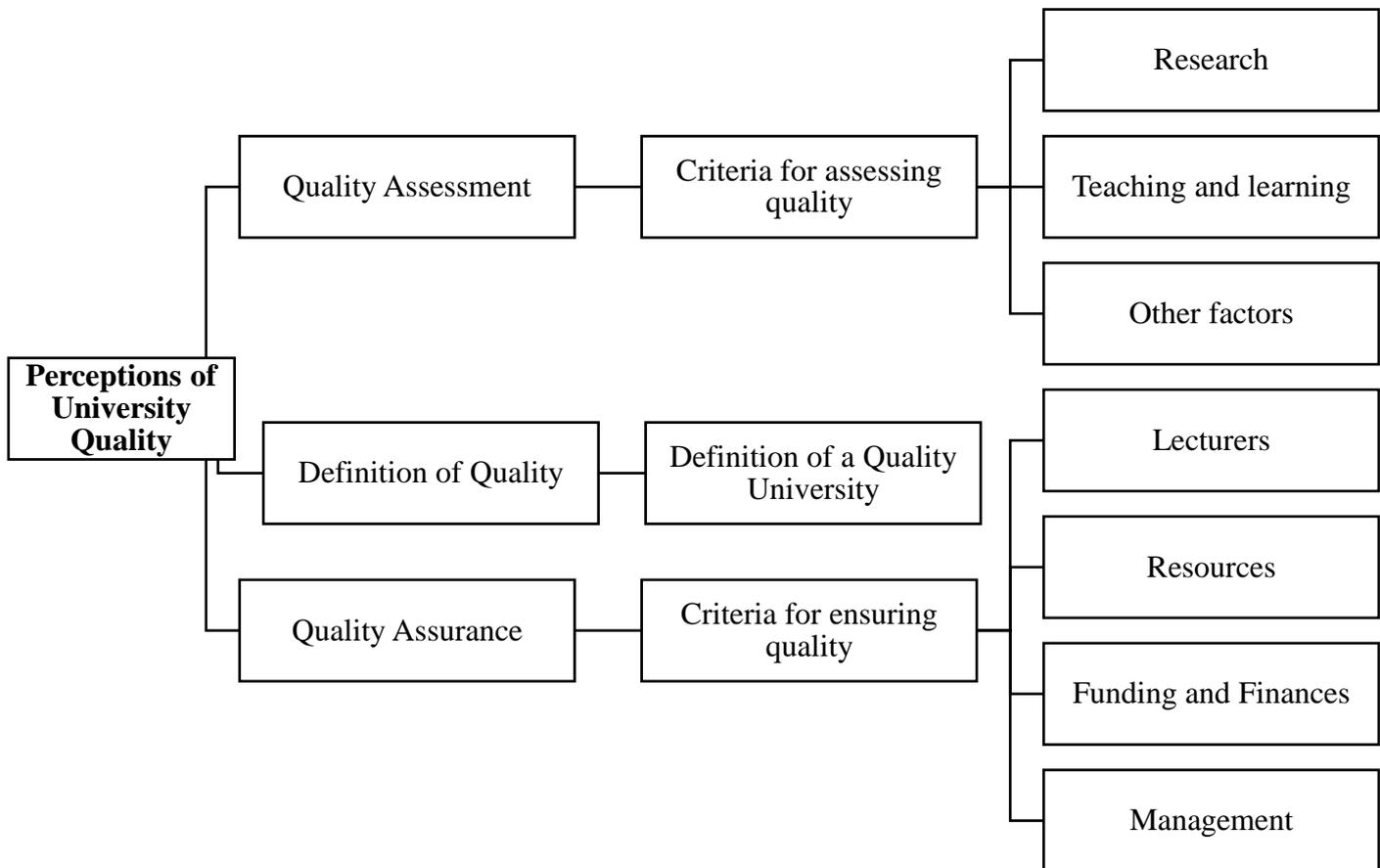
Figure 7: The third theme – Perceptions of university quality – and its subthemes

Perceptions of changes are the last theme, covering the development of higher education in the past, at the present, and in the future by 2020 in both Vietnam and the UK. It reflects some significant changes in the past few years with details on their reasons and impacts on higher education. The predictions and expectations of the future changes by 2020 in higher education are also discussed along with the influential factors. Furthermore, the self-reflection of each member of the university

community was revealed in accordance with the changes. All the subthemes under this category are as follows:
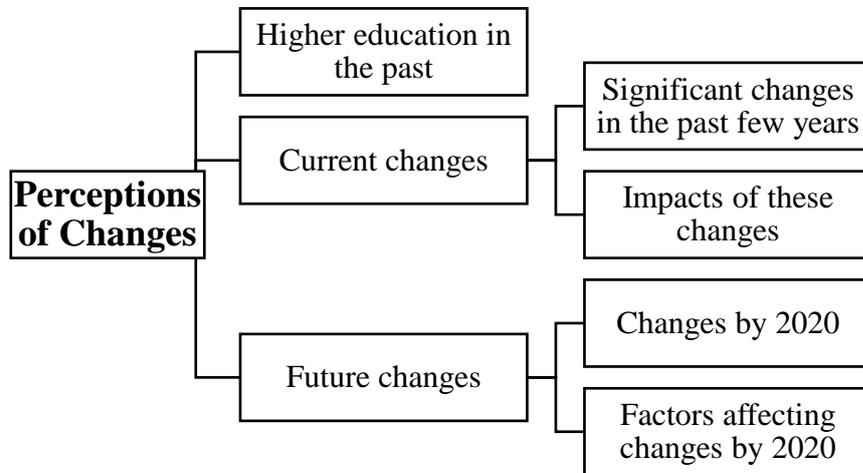
Figure 8: The fourth theme – Perceptions of Changes – and its subthemes

Findings and Discussion

After the data had been analysed and all the codes had been grouped into themes and subthemes, I made comparisons based on these within and across the two countries, focusing on those across countries[7].

---

[7] The sample was considered too small to support meaningful comparisons across the different institutions in each country, although it was important to have the range of perspectives of actors from different parts of the sector

There were some other subthemes emerging from one data set, yet these did not appear in the other. It is because participants' perceptions were diverse even within the same countries and the number of respondents was limited. Hence, the themes and subthemes listed in the diagrams are the most frequent ones appearing in all data sets from both Vietnam and the UK. This part discusses the findings of this research study along with the comparison as follows:

- Comparison between Lecturers and Students' perceptions at each site.
- Comparison between the pre 1992 university and the post 1992 one within each country (within the limits of the small sample).

At the end of each theme, the comparison between Vietnam and the UK is discussed along with making some reference to the literature review and the policy on the development of the higher education systems in the two countries.

Theme 1: Perceptions of higher education

UK1 and UK2

Although the UK1 students usually used the terms "higher education" and "university" interchangeably, their actual definition of "a university" was a learning and living environment in comparison with high schools. Some UK1 students argued that a university was a place where they could have freedom and be themselves. Others said it was for students to grow up and to prepare themselves for future jobs and lives. That meant "university" was not only education but also life experience to the UK1 students.

Agreeing with the UK1 students, the UK2 lecturers said that universities were great places for students' managed transition from a young adult to a grown-up one. The UK2 students considered "university" as a "shop," which needed to know what consumers – students – wanted. This perception of a university may reflect the influence of new managerialism, and the new fee regime (although it does not affect these students).

"… it's education at elite level basically for adult students, who have graduated from secondary schools, from colleges … it's gotten bigger with more students" (UK1L3)

Although there was a trend in which higher education became mass education, it was still seen as an elite activity by nature. Moreover, higher education was supposed to bring benefits to the whole society, even to those who did not go to university. Defining higher education in accordance with its functions, the UK1 lecturers said that higher education produced critical thinkers with vocational skills. The UK1 students viewed higher education in a job oriented way.

"…what people think of higher education is because of all the jobs – a lot of jobs ask more than just school qualifications. So nowadays, you go to university in order to get the qualification for a job …" (UK1S1)

Additionally, higher education was supposed to ensure job prospects and higher wages to the UK1 students. In relation to its functions, the UK1 students said that higher education provided them with tools to work in a certain discipline. The UK1 students also made comparison between higher education and further education when commenting that higher education meant anything above A levels.

The UK2 students added that higher education was more specialised than secondary education or sixth form. They argued that higher education helped students to become professionals and gave them better qualifications for their future jobs. They explained that higher education not only provided general knowledge but also made students an expert in their discipline. The UK2 lecturers confirmed the advantage of studying at higher education level as it gave students a very broad outlook on things. From that, students could realise a vast number of perspectives on issues surrounding them. Like the UK1 lecturers, the UK2 ones also shared the same opinion: Higher education was fairly elite education.

Both the UK1 lecturers and students demonstrated how people with different positionalities would have diverse perceptions of higher education. With the position of insiders in the higher education system, the UK1 lecturers considered that they had different perceptions of higher education to other members of the society. They are supposed to value higher education and to have a profound insight into it as they worked in the front line of the system. The UK1 students said that lecturers appreciated higher education more than any other members and they considered a university as a place for both teaching and advancing their career. About students, the UK1 lecturers said that they did not completely understand higher education as they did not have full experience of it. Both the UK1 lecturers and students agreed that parents wanted their children to go to university despite the increasing tuition fees these days. Talking about the Government's perception of higher education, the UK1 lecturers thought that they had provided a clear pathway for the development of

higher education while the UK1 students supposed that different political parties would have different agendas for higher education.

The UK2 lecturers and students also thought that perceptions were diverse due to the positionalities of the stakeholders. Like the UK1 lecturers, the UK2 ones viewed higher education differently from other people, with a more informed perspective. UK2L1 explained:

"…Students see higher education more and more … as a continuation of school really rather than something a little bit different…"

Hence, lecturers had to try to help students to become independent learners and to assist their transition from high school students to independent learners. The UK2 lecturers also thought that the Government had its own view on higher education, which was different from lecturers and the public. The UK2 lecturers said that the Government wanted higher education to be independent from the state, especially in terms of finances. On the other hand, the UK2 students referred to their benefits as job seekers when stating that the Government should think about the new graduates. They explained that most jobs were for experienced people and they could not get a job as a new graduate with no experience at all. Considering parents' perceptions of higher education, the UK2 students said that it depended on the parents' educational level. If the parents had higher education qualifications themselves, they surely wanted their children to go to university. Nevertheless, if the parents did not have higher educational level, they did not care whether their children go to university or not. Referring to the general public, the UK2 lecturers said that they did not really

understand the value of higher education as providing good transferable skills for students.

Reflecting the changes in the perceptions of higher education, the UK1 lecturers stressed the impacts of new managerialism on the concept of higher education as well as its constituents.

"…I think most universities are treated as factories, and there's a way of trying to qualify, which would produce a result through league tables related to research or student experience…" (UK1L3)

Lecturers felt this also influenced students' perception of higher education. Students used to think of higher education as their responsibility and privilege and they felt very lucky to be at university. Now students thought that they had the right to go to university and they expected to get a lot from higher education. That shifted the value of higher education from bringing benefits to the whole society to benefiting individuals attending universities. According to the UK1 students, that issue reflected the Conservative party's view of higher education as a privilege for the wealthy.

Like the UK1 lecturers, the UK2 ones also saw higher education moving to the direction of private funding. Due to the lack of funding from the Government, universities needed to charge students full tuition fees and universities need to attract many students to remain viable. They were also concerned that the massification of higher education could lead to some consequences detrimental to the actual quality of education the students get.

VN1 and VN2

In Vietnam, the terms "university" and "higher education" are used differently. "University" is "trường đại học" in Vietnamese, which has the exact meaning of "a higher education institution" in English. Meanwhile, "higher education" is translated as "giáo dục đại học," which carries the exact meaning of education at higher level. Therefore, the lecturers and students from VN1 and VN2 gave definitions to both terms – "university" and "higher education" as they comprehended the two terms differently.

According to the VN1 lecturers, higher education was supposed to open opportunities to learners and to offer them both university and career choices. Similarly, the VN1 students thought it provided a good environment for them to encounter the outside world and played an important role as a crucial step for them to get a job. Higher education was claimed to be the path every student wanted to enter. VN1S10 explained:

"…There are many ways to success, among which higher education is the shortest and most stable way. Most jobs now require the university degree; hence, the university qualifications are appreciated more than other types of qualifications…"

Nevertheless, about one-third of the VN1 students did not agree with this idea and they argued that higher education was just for getting qualifications and what happened next should be answered in the future. In other words, they did not believe higher education could guarantee them the future benefits and success. Explaining

133

this perspective, these VN1 students said higher education just taught them theories without any practices; hence, they needed to learn more to be successful at work after graduating. Nonetheless, all of the VN1 students agreed that higher education meant learning to widen knowledge on a certain discipline, which helped to improve their education and job opportunities. To the VN1 lecturers, besides the function of equipping students with knowledge, higher education also meant a research environment. They added that higher education embraced teaching fundamental knowledge on students' disciplines and offering them a research-based foundation. With that view at stake, the VN1 lecturers strongly opposed the idea that higher education was just merely the second high school education. That opposition was supported by the VN1 students, who confirmed that higher education was different and more difficult than high school. Although they said it was the next step after high school education, higher education was a higher education level and its environment, where students could focus on their interests, was more open compared to high schools.

Supporting the VN1 lecturers and students' comparison between higher education and high school, the VN2 lecturers and students added some clarifications that the former was more specialised than the latter. The VN2 students commented that higher education was not doctrinaire but more open than high school. Additionally, to the VN2 lecturers, higher education was more about learning and aspirations rather than just lecturing and noting like those at high school. These perceptions of higher education by the VN2 lecturers and students reflects the fact that it was appreciated and respected in Vietnam.

"…In Vietnam, higher education seems to be considered as a yardstick. In my opinion, it is the yardstick for measuring our success and career. That means many people want to go to university, want to study at university to have a job with better salary…" (VN2S1)

That seems to be contradictory to some VN1 students' perceptions, which argued higher education did not mean anything to the future success. Concerning the functions of higher education, the VN2 lecturers and students shared the same views again when saying that it trained the specialised knowledge and expertise for the human resource for the society. The VN2 students added that higher education also embraced research training for those who would like to continue studying to do research. Furthermore, to the VN2 students, higher education was also a foundation preparing students for an independent life in the future

Like the UK1 and UK2 participants, all the VN1 lecturers and most students thought the perceptions of higher education varied due to the people's points of view. Nevertheless, again, one-third of the VN1 students claimed that all members of the society have the same idea regarding higher education's purpose: Education for getting a job in the future. The VN1 lecturers claimed that with the inside view of the system, they had more exact opinions on higher education than other members. For example, according to the VN1 lecturers, while high school teachers thought that students at university did not need to study anything, the university teaching staff always emphasised that students had to study a lot by themselves. The VN1 lecturers affirmed that students at university should be independent learners, which reflected the same opinion on students by their UK1 and UK2 counterparts. The VN1 students

135

also believed that lecturers had more understanding of higher education since they designed training programmes and comprehended the implications of subjects in reality. To the VN1 students, lecturers thought that higher education meant transmitting the best knowledge to students based on both theories and their real experience. About the Government's perceptions of higher education, the VN1 lecturers confirmed there were no differences in their views in terms of knowledge transmission. The two parties believed that higher education transmitted new and updated knowledge relevant to the reality. The VN1 students added that knowledge acquired at university included soft skills and work ethics in the Government's perspective. However, according to the VN1 students, all the three parties – including lecturers, students, and employers – argued that university knowledge could not be applied at work in reality. Even though entering a university was a success in itself for students, some of them did not think of higher education seriously and understand how they would apply what they had learned at work. Others thought higher education was their goal, yet they were still unsure about the implications of knowledge gained at university at work. The VN1 students shared some similar perspectives on parents' perceptions with the UK2 counterparts. They thought that it depended on where parents lived. If the parents lived in the city, higher education seemed to be something very normal. However, if they lived in the countryside, parents must feel very proud of their children's success in entering a university. They added that perspective of rural parents reflected partly the common assumption shared by the public in Vietnam, where everyone wanted to go to university.

All participants from VN2 agreed that lecturers had more profound understanding of higher education than other people. In the VN2 lecturers' opinion, higher education was highly appreciated and considered it as a place for not only teaching but also advancing themselves in terms of acquiring and widening their knowledge and improving their teaching methods. Moreover, lecturers' duties were to guide students to improve themselves too. Hence, the VN2 students said that higher education, to lecturers, was just a basic step for them and they must study more by themselves to be independent.

"In my personal opinion, I feel that students in Vietnam, who are year 1 and year 2 ones, have not yet been aware of the difference between the study at university and that at school, and they are still very passive…" (VN2L2)

This is similar to the opinions expressed regarding students' difficulties in transition in the UK. Additionally, some VN2 lecturers appreciated the idea of higher education as an environment for team activities, where students could learn and socialize at the same time. About the Government, the VN2 lecturers said that its expectation from higher education was training and educating human resources for the economy and the society. The VN2 students claimed that the Government and they had the same voice on the matter of improving higher education quality. It was typical that parents always thought whoever goes to university would have a brighter future, which was reported by the VN2 respondents.

Mentioning the change in the conception of higher education, the VN1 lecturers said that it had changed in accordance with world trends, which reflects the influence of

globalisation on Vietnam's higher education sector. However, in the VN1 lecturers' views, the implications of these changes depended on each university. The VN1 students clarified that higher education now was like mass education, and so had become very normal and common compared to the past, not unlike the views expressed by British respondents.

Discussion

The concept of higher education is understood differently by different stakeholders. While lecturers believe they have the more profound understanding of higher education, and reflect more broadly on its purposes, students are more "job-oriented" in the way they defined it. That was reflected by the majority of participants from both countries. As it has been reported elsewhere by Kennedy (1997), Smith and Langslow (1999), the students from both Vietnam and the UK actually considered university as a social and intellectual environment for learning and experiencing life and higher education as a foundation for them to get jobs. Lecturers from UK1 reflected the concepts of "university" and "higher education" in accordance with both teaching and research (Kennedy, 1999; Smith & Langslow, 1999). The rest of the participants from UK2 and Vietnam all mentioned only the teaching aspect of higher education. This probably reflects the fact that teaching is more dominant than research at many post 1992 universities in the UK and both the pre and post 1992 institutions in Vietnam.

Another similar aspect emerging from all the responses is the differentiation between higher education and other educational levels, reflecting to some extent the definitions found in the Concept of Higher Education in Chapter 2. The participants from both countries also drew on the differences between the terms "univeristy" and "higher education." In Vietnam, as the aforementioned, the participants used the terms "univeristy" and "higher education" differently due to their exact Vietnamese meanings (Sheridan, 2010), but they were largely indistinguishable among the UK responses.

What is more interesting is the reflection on the changes in the perceptions of higher education in the two countries. All the participants reported that higher education had become more like mass education, which everyone could enjoy if they wanted to. In the context of the UK, higher education has become more privatised and "market-oriented," benefiting individuals who can afford to go to university or are willing to take the debt risk. That change has also influenced students' views on higher education in the UK, where they see themselves as "consumers" and universities as "shops." This matter was claimed to be the influence of the Government's policy and the economic situation (as in Roubini, 2009; Gokay, 2012; Universities UK, 2012). These issues also reflect the impact of new managerialism in the current British higher education sector (Deem, 1998). In Vietnam, although there are some signs of privatisation in the higher education system, it has not been affected by new managerialism to the same extent as in the UK. An explanation is the different level of state control: the majority of universities in Vietnam are still under the control of the Ministry of Education and Training (Gropello, et al., 2008). They are titled

"public universities" differentiating themselves from private institutions. The Higher Education Agenda 2006-2020 encourages the reform to be in accordance with both the international standards and the socialist orientation, which would not invite privatisation, although some contradictions are in evidence (Gropello, et al., 2008; Sheridan, 2010).

Theme 2: Perceptions of university mission

UK1 and UK2

After analysing the data from both UK1 and UK2, I found that besides the teaching and research missions the participants mentioned another one related to students' life experience. I decided to call the emerging one "educating mission" because students mature while at university and experience a transition to be independent individuals.

The balance between teaching and research emerged again under this theme. The UK1 lecturers confirmed that teaching mission was an important part of higher education. They said that teaching not only included transmitting knowledge but also encouraging skill development for students. On the one hand, skills here were defined as what students used to work; on the other hands, skills were named as critical thinking, including research and writing skills. To the UK1 students, the teaching mission meant knowledge which the university transmitted to the individual. Moreover, universities should provide good instructions, which must be "practical" and "up-to-date," that students could apply to other real contexts. Research was also considered as an essential mission of a university in the UK1 lecturers' opinion. They

argued that it was necessary to maintain the academic rigour of research. Furthermore, it was considered crucial to ensure the balance between policy research and academic research and to encourage international research within a university. What is more important was the combination of the two key missions – teaching and research – to assure the excellence of a university, confirmed the UK1 lecturers. The UK1 students did not mention the research mission and the combination of teaching and research, but they discussed the educating mission. Students from UK1 said that universities helped them to grow up and provided opportunities for them to be independent and develop as individuals. Moreover, according to the UK1 students, it was the university's duty to offer services like counselling and student organisations and societies. These would make sure students experience their university years healthily and happily. Career preparation was also mentioned and students from UK1 felt satisfied with all the services like CV advice, interview, and career advice. They said that universities would actually help them to get jobs after graduating.

The UK2 participants expressed a similar opinion on the teaching mission:

"…we should be teaching students to become independent learners, to become able to be an expert in a particular subject area, to be able to research into that…" (UK2L1)

The students thought that they learnt and practiced skills for the future job. About the educating mission, the UK1 students said higher education had to empower students. That idea is similar to the UK1 lecturers' perspective – universities gave students the capability to fulfil their potential. Moreover, the UK2 lecturers said that universities tried to create graduates with high competitive competence in a market place.

Commenting on the current reality of university missions, the majority of UK1 participants agreed that they were applied well to a certain extent. Only one student claimed that missions were not fulfilled because of two reasons. The first one was some lack of contact hours with lecturers, and the second was the assumption that universities should get more people with talent but from low income background instead of just those from sixth form colleges. There is also some discussion on the role of students in the fulfilment of university missions. All responses from UK1 agreed that students should be active to get help when they needed and universities should pay attention to students' needs. Both UK1 lecturers and students added that tough budgets caused difficulties for universities to fulfil their missions. Another crucial factor affecting the mission fulfilment was the Government's policy, according to the UK1 students. The UK1S1 explained that changes in policies, especially financial issues, imposed considerable influence on what happened with universities, and what missions should be accomplished.

The UK2 responses agreed that missions had been fulfilled in terms of the number of students, a good environment, and the student support. From the UK2 students, it was important to maintain the balance between lecturers and students' roles. They explained students needed to be active to get what they need. The UK2 lecturers added the importance of the lecturer's role because they needed to balance teaching, doing research, and getting funding. However, UK2L1 mentioned the dominance of teaching mission at the post 1992 universities:

"In our university, research is a huge area, but of course we are talking mainly about teaching here … we have much less research activities in terms of great universities in the UK …"

Like the perception of higher education, the conception of mission also changes over time. Due to the influence of the Government's policy and the current economic condition, all UK1 and UK2 responses confirmed that higher education has grown to have a more practical emphasis with more focus on skills and practical terms to get a job. This instrumentalism may be a product of the current economic climate and the need to provide obvious 'value for money' for individual students.

"I think at one time higher education was seen as something that benefits the whole society. That even if you didn't go to university, that the society is the whole benefited from universities, benefited from well-educated students, from academics who are asking important questions that were relevant to society, society at the present, society in the past, and society in the future…" (UK1L3)

From the UK1 and UK2 lecturers, skills have become as important as knowledge and the idea of the consumer was emphasised strongly within universities.

VN1 and VN2

In Vietnam, besides teaching and research missions, there is also another one emerging from the responses. It includes not only the life transition of individuals but

also the social duties of a university towards the country. Hence, I call it "social mission."

The VN1 students said that teaching mission was to improve their intellectual and soft skills. They explained that knowledge was both general and updated in accordance with the world's trends. The soft skills they needed were communication skills, presentation skills, teamwork skills, and especially thinking skills. In addition, the lecturers added one more thing students needed to be trained: Ethics. VN1L5 said:

"…There are three aspects of training a person. First is knowledge, second is skills, and third is ethics…"

That reflects the long-standing perception in Vietnam and the goal of the Government, which supposes students as future citizens who should be both "red and expert." "Red" is the metaphorical expression for the emphasis of having virtue besides sharpening knowledge and skills, and emphasises the socialist dimension of this, which is culturally different from the context of the UK. The VN1 students did not mention the university research mission, but the lecturers reported that research mission was not clear or dominant compared to the teaching one. They explained teaching still took most lecturers' time and actually the research mission had just become common among elite public universities. None said anything about the relationship between teaching and research missions. Talking about the social mission, the VN1 lecturers said universities trained the human resources and those that specialised in doing research were for contributing to the society's development. VN1S4 added more

details: "to train intellectuals serving the development of the country and society by improving every aspect of economy, technology, and trained future leaders."

The VN2 participants also defined the university teaching mission as to transmit basic knowledge for students to work after graduating. About the research mission, VN2L4 said:

"Universities should establish the foundation and mutual link between research and practice."

He explained that research could provide more new knowledge applied to the reality and in return with the new knowledge teaching could be more effective. The VN2 students added that universities not only trained intellectuals to acquire science and technologies to do research but also develop new applications on pure sciences to improve the country. The fact that only the VN2 group emphasised the research mission could be explained by the increasing attention to the importance of research among the new universities in Vietnam (Nguyen, 2009; Do & Ho, 2011). Moreover, universities also trained students from the beginning of their adulthood and prepared them for their future career. They also allocated scholarships and widened their relationships with corporations for students' career assurance. In addition, they were the income for the Government and the Ministry of Education and Training. These were reported by all VN2 participants.

Given that the respondents were reluctant to make overall comments on the system, they reported their own judgment and the relevant problems with the emphasis that

they were just their own thoughts and might not be applicable to other institutions. Besides, after gaining trust from them, I could encourage them to voice their perceptions of the reality of the mission fulfilment. It was interesting to find out that all lecturers and the majority of students from VN1 said that missions had not been fulfilled in the reality. Only three students said that they had been satisfied with their programmes so far and they felt confident with their knowledge gained at university. The VN1 lecturers thought that historical and economic factors were the main reasons for the mission nonfulfillment:

"Universities are at the very first step in the period of building and developing … recent transformation of the economy from the political-economic system to the market economy has just been for 30 years." (VN1L4)

Other lecturers added that each university had its own mission, depending on its ranks. From students' perspectives, universities failed to fulfil their missions because of several reasons like poor infrastructure. Specifically, they said that universities in Vietnam lacked many things for research, such as financial resources, facilities and technologies. Additionally, new graduates were said to lack a lot of skills and needed to be retrained when going to work. The VN1 responses also mentioned the human factors as contributing to the shortfall. The VN1 students said that lecturers should acquire teaching methods from other countries and let students work more. On the other hands, students needed to be more active and serious about studying. The reasons for the dissatisfaction among the VN2 respondents were that some lecturers did not invest in the lessons and care for students. They added that most graduates did not get the job relevant to their majors.

Discussion

The teaching mission was said to include the transmission of both knowledge and skills in the two countries. However, while universities in the UK emphasised training critical thinking skills along with fundamental knowledge for students to become independent learners, as reflected in literature on this context (Universities UK, 2010), Vietnam's institutions were claimed by some to focus mainly on theoretical knowledge without much attention to the skill development, despite its prioritizing in the Strategy for Education Development 2001-2010 (Nguyen, 2009). As we might expect, the research mission was considered as one of the two most important duties of a university, and the close relationship between teaching and research was also reported as the crucial factor for ensuring the university quality in the UK (Scott, 2006). However, this was mainly from the UK respondents, especially UK1, and from the VN1 and VN2 participants, research was not really prominent in university activities although some VN2 lecturers stated that there should be a mutual relation between research and training for the country's development (Nguyen, 2007).

In the UK, the "educating mission" included student support in terms of life experience and the transition to independent individuals. That reflects the emphasis on students as the centre of both learning process and academic life experience, fitting the concept of Students at the Heart of the System in the Higher Education White Paper (2011). Based on the respondents' views, Vietnamese universities undertook a greater "social mission," encompassing both the assistance in students' life transition and their social duties to the country, which is relevant to the socialist

orientation and the industrialisation and modernisation of Vietnam (The World Bank, 2012b).

Like the perceptions of higher education, the changes in the concept of mission were said to be influenced by the current economic situation and the Government's policy in the UK. The focus was said to be more on skills training and the consumer ethics, again relating closely to the new managerialism (Deem, 1998). Not much change in the university mission was reported by the VN1 and VN2 participants, but they hinted at the influence of the internationalisation and globalisation by confirming the current mission was similar to that of other universities in the world, although how they became aware of this was not clear (Gropello, et al., 2008; Sheridan, 2010).

Regarding the influential factors on the mission fulfillment, besides the Government's policy and the financial crisis, the UK respondents discussed the roles of both lecturers and students as the direct members of the university community (Kennedy, 1999; Universities UK, 2010). Similarly, the participants from Vietnam regarded students and lecturers as two key actors for ensuring the mission fulfillment (Gropello, et al., 2008).

Theme 3: Perception of university quality

UK1 and UK2

The UK1 and UK2 participants gave views on quality, quality assurance, and quality assessment. Some respondents also defined what was meant in their view by a quality university in the UK.

Defining the measure of university quality, the UK1 students said that it meant student outcomes, including employability and the number of graduates with 2:1 or higher. They added that quality universities must be those which cared about their students. However, according to the UK1 lecturers, it was difficult to judge quality.

Many factors were identified by the UK1 and UK2 respondents, and I grouped them into three aspects constituting to the quality assessment: Teaching and Learning, Research, and Others. The first aspect was excellence in teaching and learning, which was assessed by several factors: teaching staff, courses, and student satisfaction survey. Student satisfaction surveys as a topic generated some opposing views from the UK1 and UK2 lecturers. UK1L1 said:

"… they're based on student satisfaction surveys, which I think are problematic in many ways … I think student satisfaction surveys may not be measuring the actual teaching and learning experience, but also wider factors, which universities might not have any control over … Some of the mechanics of the student satisfaction survey … can drive universities to provide a homogeneous experience…"

Both UK1 and UK2 lecturers thought such surveys were biased and there should be more appropriate criteria for measuring teaching and learning quality. About the

courses, the UK1 and UK2 students confirmed that they considered its quality and structure when choosing a university to apply to. Moreover, all UK1 students agreed that learning would be made more interesting with learning practical skills. The UK1 students also said that they wanted lecturers to be there for teaching, not just focusing on their own research. Factors for assessing the research excellence were publications and research centres, said the UK1 lecturers. They raised the critical question of what should be research excellence, which were also the REF's interests currently. In terms of other aspects assessing university quality, UK1L1 mentioned a new element – the efficiency to do it in a cost effective way – "particularly more important today with the changes in the funding structure."

Due to the economic difficulties, besides the factors of friendly and helpful environment, clubs and societies, and postgraduate options, the UK1 and UK2 students thought location was their first consideration when choosing a university. They said it would be great to stay near the university; however, without funding, they would choose to go to university near their home to save the expenses. The reputation and the rank on leagues tables were the two common answers from the UK1 and UK2 students, yet they were not the lecturers' choices.

Similarly, the factors for ensuring university quality included resources, good lecturers and students, courses, and political elements. UK1S1 said:

"…The quality is about student quality, I mean. It's about getting students good grades, keeping them happy throughout university and the way to do that obviously is by finding out from students how to do that. I think it's all about student assessment."

The UK1 and UK2 students thought getting students' feedback regularly was the main way to ensure quality, which could be carried out informally by asking after lectures or formally by filling evaluation forms. The lecturers also agreed with them that student satisfaction was an indicator of quality; however, they emphasised more the role of students in the teaching and learning process. While the UK2 lecturers said that the intake quality was important for the quality assurance, the UK1 ones argued that there must be the shared responsibility between students and lecturers to ensure the quality of teaching and learning. About lecturers' role, they said there should be enough high qualified staff with a particular teaching qualification. Moreover, lecturers should be involved in research to advance their knowledge and improve their lessons in class. The UK1 students defined the best lecturers should be those who had updated knowledge and showed commitment to students. Additionally, they should know how to teach and keep the lessons relevant. The UK2 students, on the other hand, mentioned the university role in meeting students' needs and acting on their feedback. About the factor of courses, both UK1 and UK2 students said that courses should be relevant to their interests and help them develop their skills. The factor of resources included the infrastructure, the financial budgets, and university services. While the UK2 students supposed universities should have adequate facilities to the amount of students, such as good libraries and accommodation, the UK1 ones focused on the services and societies for ensuring students' good experience at university. The UK1 and UK2 lecturers paid particular attention to the funding issues underpinning these questions.

"I think what affects more than anything is the resources we have at our disposal to do a good job. And that's always going to become compromised because of financial

restrictions … I think the finances are the limiting factor in ensuring good quality of higher education here." (UK2L1)

The last factor – political and managerial elements – was also essential regarding the university quality, which was mentioned only by the UK1 lecturers. Political elements included management and autonomy. They stressed that university autonomy meant academic freedom from the Government's interference in what to teach and research. That raised the question of the role of the Government in universities, i.e. to what extent the Government should be involved in quality monitoring and enhancement. Lecturers would like the academic autonomy to be ensured, especially in terms of quality assurance mechanisms, designing academic content, and research activities. In terms of management, they discussed the appropriate regulations, and the need for an effective communication between the central administration and the academics so as to ensure the expectations were appropriate and manageable within the time available. They also stressed that it was crucial to combine all the factors in order to ensure the university quality

VN1 and VN2

The factors for assessing university quality listed by the VN1 and VN2 participants were grouped into three aspects: Teaching and Learning, Research, and Others. The VN1 and VN2 lecturers named several factors for assessing the teaching and learning quality, which were grouped into inputs, processes and outcomes. The input factors included the intake quality (shown by the enrollment scores), and the resources, such as the infrastructure, the learning environment, and the student social activities. The processes were identified as good teaching and learning practices and rigorous

152

research. Like the UK participants, the VN1 and VN2 respondents thought that the characteristics of teaching staff were an important factor in assuring quality. The VN1 students supposed lectures should have expertise in their discipline and teaching methods. The VN2 added that lecturers must be masters or doctors and it would be better if they had studied abroad with fresh mind and new teaching methods. Students were also considered as a crucial factor contributing to the teaching quality. The VN1 lecturers said that students must be active and try to study by themselves. What is most important is the relationship between lecturers and students:

"After the lecture, we can ask questions freely and lecturers let us ask what we still want to know … I wish that all students understand their responsibilities and have a serious learning spirit…" (VN2S9)

Moreover, other factors contribuing to the teaching process were the ratio of lecturers to students, the competition among students, and the quick official procedures. The outcome factors were identified as graduate employability and good publications. In terms of graduates, VN1L4 said:

"…The quality of graduates reflects students' ability to find a job with good salary … whether the graduates can meet the requirements and start working right away or not, or they have to be re-trained…"

About the research aspect, the respondents from Vietnam said that the factors for assessing the research excellence were the annual number of research projects and papers. The VN1 lecturers also mentioned the external assessment schemes, which had just appeared in Vietnam recently and were based on international criteria. Two crucial criteria of these schemes were the student's active learning and graduates'

ability to meet the employers' requirements. The reputation of a university was also a common factor considered to be a reflection of quality. The VN1 and VN2 respondents said people appreciated big public universities with better training quality more than the private profit-oriented ones.

The factors that needed to be present to ensure the university quality were quite similar to those in the UK, which were also grouped into input and processes. The input factor was mainly identified as good resources. The resources encompassed the infrastructure and the financial budgets, similar to the UK context. The VN1 students said that the infrastructure should include fully equipped classrooms with computers and projectors, which was currently considered as a norm that Vietnamese teaching rooms should be. Another factor related to the resources was better libraries with more books in English or other foreign languages and books on information technology. These facilities could be useful to create a better learning environment and students could widen their knowledge. The process factors included the roles of lecturers and students, the balance between teaching and research, the autonomy, and management. All the respondents from Vietnam agreed that the quality of teaching staff was essential for ensuring the teaching and learning quality. Lecturers needed to "have the heart for higher education" and understand the nature of teaching and learning at university. They should guide students to advance themselves instead of just giving lectures. Students were also an important factor for marking teaching and learning quality because they are the higher education "products," according to the VN2 lecturers. Students should make efforts when studying and they are part of a two-way process as VN1S3 said:

"… there is one more thing, which is students' attitudes, whether students cooperate with lecturers during the teaching process or not, and the ways and the objectives of making efforts are high or not. These influence their knowledge acquisition … influence the university quality because higher education is bidirectional."

About the research, VN2L4 emphasised that it was essential to have the combination of teaching and research to ensure the university quality:

"… following the models of institutions in other developed countries, one factor, which influences the university quality, is the combination between teaching and research … They have to be separated yet still linked to each other …"

The VN2 students discussed how universities needed autonomy in education and training to improve their own quality. They believed that universities did not need to follow certain rigid regulations like now, and they could set their own. That related directly to the management factor. The VN1 lecturers argued that there should be some regulations and supervising system for students along with the proper implementation. Another thing related to the management is the official procedures, which needed to be briefer and to take less time in the VN1 and VN2 students' opinion. The final issue was the courses. While the VN1 lecturers thought the programmes should be updated and modified with more experiments and practices, the VN1 students supposed they should meet the demands of the market and the employers. VN2S1 had a brilliant idea on another factor for ensuring the quality – to start with the mission:

"Firstly, we have to have a vision, "what is training at higher education for?" From that vision, we can build a whole programme, textbooks, and teaching methods,

which should be reasonable and suitable to the programme, like how to arrange the classroom, equipment, how are the students and whether the amount of students are reasonable or not."

Discussion

I found it surprising and interesting that the factors for assessing and assuring quality in the UK were similar to those defined by the Vietnamese participants. These criteria reflected the "multidimensional concept" of quality (Ullah, et al., 2011). Although the two key stakeholders – lecturers and students – had different positionalities and interests (Newton, 2006; IIEP Staff and Consultants, 2011), they were of the same mind in terms of crucial criteria constituting to the quality assessment and assurance. Moreover, the mutual understanding and the cooperation of lecturers and students were considered vital to the effective teaching and learning at university. Additionally, from the responses, quality requires effective communication between the administrators and lecturers.

However, there was some difference in the changes of quality concept in Vietnam and the UK. In the UK, the concept of quality focused on what students got out of their experiences, which again reflected the concept of Students at the Heart of the System in the Higher Education White Paper (2011). In Vietnam, the common trends were external assessment schemes with international standards like those in other countries, revealing the influence of globalisation on its higher education system (Gropello, et al., 2008; Sheridan, 2010).

The autonomy of a university was emphasised as a critical factor for ensuring university quality. Vietnam's university can have some limited degree of autonomy (Do & Ho, 2011), and those in the UK have had to be responsible for their own academic quality within an ever-tightening accountability and competitive framework (Dill, 2007). The participants from both Vietnam and the UK shared the same idea when confirming that universities should have more freedom from the Government's control. Students from Vietnam added universities should define their vision first as a platform for understanding quality and ensuring consistent enactments of it across the institution.

Theme 4: Perceptions of changes

UK1 and UK2

Higher education was said to have dramatically changed over the last ten years. There were two major changes reported by the participants. The first one occurred under the influence of the Government's policy as UK1L3 said:

"… since 1997, I suppose, it would be the arrival of the Labour Government and Tony Blair, …, there was a move to broaden attendance to universities, to open it to the previous groups that had been excluded, more working class people, more ethnic minorities and others…"

This change was also linked to the expansion of higher education in terms of the amount of universities and the number and variety of students. The UK2 lecturers said that it gave many people opportunities to go to university and the research and

teaching methods were also changed in line with growing pressures and accountabilities. UK2L2 said:

"…The way that students are taught has changed hugely since I first went, because a lot of kinds of people didn't necessarily teach in the same way that we do these days…There were a lot of time people sit in ivory tower, not come out, to do their research. I think that the way research has carried out is hugely different. Again it goes back to ivory tower in genre, because now you've got a lot of professors who go out there and get their hands dirty…"

The second change has been happening at the moment while the downturn of the wider economy in conjunction with government policies regarding university funding has affected higher education. The UK1 students commented that universities had changed remarkably over three years. All the respondents noted the increase in tuition fees and the ever-tightening budgets of universities. This change caused some strong influences on several aspects of universities, such as the restructure, the quality, and the perception of higher education.

"… Obviously, we are currently in an era of Conservative leadership who as I'm sure you're aware removed government subsidising of university courses, rocketing the prices from £3,000 per year to nearly £9,000. Personally, I see this decision as reflecting Conservative attitudes towards education; they see higher education as a privilege of the wealthy. I believe that they have changed how higher education works…" (UK1S2)

Consequently, the UK1 students said that higher education had become less acceptable to some people and they would find alternatives instead of going to university. It also affected expectations regarding university quality, resulting in an imbalance between what universities are able to deliver and the fees students pay.

"… the university's now asking for 9,000 pounds … you can't even think the more money equals the more quality …" (UK1S3)

Not only had the university quality changed but in a context of growing numbers and expectations not matched by growing resources also the learning levels of students had decreased, according to the UK2 lecturers. They said that the quality of outcomes of graduates at the lower range was not as good as those in previous years. UK2L1 reasoned:

"… we have certainly dumbed down our courses, from what they were like ten or fifteen years ago in terms of the amount of materials, the amount of content in those courses, and our expectation of what those students should be able to achieve …"

Hence, higher education had less and less emphasis on academic education, but more and more on training skills for employability. It also meant students mainly thought about what they got from it and what job they could get after graduating. That broke the emphasis on benefits for the whole society. The managing methods had also changed, according to the UK1 and UK2 lecturers. Universities were reported to "run like businesses" and the concept of higher education was now in accordance with the commercial view. UK2L2 shared her thoughts on that matter:

"… everything that we do is being watched quite closely, that we're doing what we're supposed to do, and we're asked or being asked to account for every single hour that

we are working. Well, I don't necessarily agree with that. But I think it's much more structured than it used to be …"

Moreover, they reported that several departments or even the entire university were closing down due to the lack of students and funding. That was also because of the harsh competitive atmosphere among universities for more students and funding to remain viable.

Some changing trends by 2020 predicted by all the participants from the UK included the nature of higher education, the number of subjects and departments, the sense of commercialisation, and the internationalisation. Higher education was said to be back to the pre 1992 situation, as competition reinforced the status of elite institutions.

"… I think higher education sector over the next ten years is going to get smaller and more elite, and in some way it is actually going to be returned to what things was in the UK before, I think, 1992, when the Government of John Mayor turned a lot of polytechnics into universities…" (UK1L3)

That future change in higher education was said to be "detrimental" to students and universities themselves. More and more departments were predicted to be closed down and there would be less courses and modules for students to choose to study, according to the UK1 students. They added that even some universities were expected to be closed down. Moreover, the society would be split as the UK1S1 anticipated:

"… The society is already split into the whole working class, middle class, and these kind of criteria, but I think it's going to be more emphasised on the split between

them … by 2020 … it's going to get worse and worse because people who cannot afford the fees and won't be able to pay a lot of fees won't be getting to learn …"

The UK2 students argued that the increasing fees caused the change in the value of degrees. They explained when fewer people were able to go to university, those who could afford it would stand out. That reflected the second future trend of higher education, which was the sense of commercialisation. The UK1 and UK2 lecturers believed that universities were going down to much more commercial route and the sense of students as consumers would be stronger. The internationalisation of universities was the last trend predicted by the UK2 lecturers. They said that universities would not only try to get more international students coming to the UK, but also spread their "franchises" out to international countries.

Several factors affecting the changes of higher education by 2020 were identified by the respondents, including the role of the Government, the economic environment, the perception of higher education, and the competition. UK1L1 said:

"… I think a big one is the Government. Also I think whether or not it was a changing government, whether politics started to have an understanding about the importance of investing into higher education …"

The UK1 students predicted that with a new government, there would be more changes and they hoped the fees would reduce again. The UK2 lecturers guessed that the agenda would be more about financial issues for keeping the university viable while the UK1 ones said that universities must be more efficient in a cost effective way. Of course, there would be an increase in competition among universities, not

only within the UK, but also with other countries in the world. The last yet most important factor was the public perception of higher education. UK1L1 said about this matter:

"…the Union has been involved in trying to generate the awareness and campaigns on the importance of investing into higher education … the perceptions of value of higher education are changing …that would have an effect, negatively or positively, on whether higher education is worth investing in."

VN1 and VN2

The participants reported that although the process was quite slow, higher education in Vietnam had changed a lot. These current changes were the transition from the module system to the credit one, autonomy, research activities, and internationalisation.

The most considerable change was the transition from the module system to the credit one. The VN1 and VN2 students said that the time was flexible and they could arrange the timetable at their convenience. Moreover, the VN1 students added that they could choose the lecturers they liked. From the VN2 students, if with the module system, students had to study for exact 4 years to be able to graduate, now they could graduate as long as they had accumulated enough credits. The students showed their approval and support to this credit system when they said it was worth fostering. However, the VN1 lecturers said that the transition was still half-way, causing some difficulties for students in terms of understanding and meeting regulations and official

procedures. Another crucial change was increasing autonomy, which allowed the higher education system to be more open, for example in the cooperation with companies, and the university to have more power in some aspects like their staff recruitment, according to the VN1 lecturers.

"… Now the system is more open. That means instead of the salary at the governmental level is just at that certain amount, the universities are freely self-funding, getting out of that governmental salary. That means if a doctoral lecturer has studied abroad … they can have a different salary, which is different from the governmental amount…" (VN1L2)

The VN2 students added that universities now had more power in terms of their own policies, teaching methods, students and teaching staff. The VN2 participants reported that research activities had been improved with more research at both student and lecturer levels.

"I think that doing research at student level includes the competitions … at a university or among universities. There are a lot of competitions for students to encourage them to participate in research and to improve their creativity and ideas a lot … I see that research at lecturer level is relatively developing strongly … each department has a research group, even two or three research groups …" (VN2L2)

The VN1 students added that it was necessary for universities to approach the world's research. That reflected the influence of global standards on Vietnam's higher education. Internationalisation also included the cooperation with universities in other countries for improving the value of qualifications issued by Vietnam's institutions, according to the VN1 students. Additionally, the VN1 lecturers said that universities

began to follow international external assessment criteria to improve their quality. Besides these major changes, universities in Vietnam had some improvements in almost every aspect, such as the training courses, the infrastructure, the quality of teaching staff, and the student support services. All the respondents agreed that universities in Vietnam were making a lot of effort to improve and develop themselves.

There are different opinions on the future development of Vietnam's higher education by 2020. Nearly one-third of all the participants were quite pessimistic about this issue. They predicted that higher education would not change much or not at all if it just followed the traditional education model like now. Others were more optimistic when saying that changes could happen strongly and there should be "some actual turning points" motivating the development of higher education. The predictions of changes by 2020 included internationalisation, research, greater competition among universities, cooperation with companies, and general improvement. All the respondents said that there would be more joint programmes with universities in other countries. Additionally universities would consult some advanced courses of foreign universities, according to the VN1 lecturers and the VN2 students. The VN1 lecturers added that there would be the implication of new standards in accordance with the international level. VN1S10 hoped that:

"The influential factor is the fact that Vietnam extend its social relationships with the world … I also hope that international students will come here to study. I have seen there is only brain drain, which means our students study abroad only and very few come to our country to study …"

He also emphasised universities would be the place for conducting research projects at national level. That opinion received support from the VN1 lecturers and students. They added that universities should emphasise more on research rather than solely on teaching and they should cooperate with companies to do research. With these changes, research at university could be enhanced and there would be more opportunities for students to do research. The VN1 lecturers said that there had been only the public university system in the past, so they had not needed to compete with other institutions. However, from now until 2020, the competition among universities, including public versus private institutions, would be more intense, according to the VN1 lecturers and the VN2 students. They confirmed that it was the increasing competition that forced universities to change and develop. All the participants also expressed their expectations for more improvement in higher education. They hoped that the university quality and the infrastructure would be better and there would be more disciplines taught in foreign languages in accordance with the social and international trends. With the better teaching methods and learning environment, they expected that the quality of graduates would be improved and Vietnam's universities could be in the top 200 or 500 in the area or even in the world.

"… what I really expect is until then there must be some actual turning points, which can transform into motivation … The turning point is something that needs determination to do. Like the matter of university autonomy, the administrating boards at some universities, first of all, must be given the power and trust to manage their own finances, and they can cooperate with other partners more easily …" (VN1L1)

From that, it could be inferred that the first influential factor must be the university autonomy, which links directly to the Government and MOET's policy. VN2S1 said that:

"I think the first factor is the Government and MOET's policy, which is a proper action from the leaders. If there are reasonable changes in the policy, it will influence all of the higher education…"

Other VN2 students added that the Government should set clear and specific goals for what should be done and the management methods should be briefer and more effective. The VN1 lecturers said that the education environment should be more open to be able to seize the opportunities. They also expected that there would be some changes in the policy of managing human resources, for example more advantages for the experts or higher salary for lecturers. Some other social factors also influenced the changes in higher education such as the demands and perceptions of the society, the investment in universities, and the barriers of foreign language in a world where much research is published in English and where potential partners speak other languages.

Discussion

Since 1997, higher education in both Vietnam and the UK has developed remarkably according to all the respondents. Their answers to the current development of higher education reflected the influence of the economy and social trends. The increase in tuition fees and the financial structuring at university were the two most noticeable changes in the UK's higher education due to the Government's policy and the

economic crisis. They resulted in changes in the public perception of higher education. That meant higher education seemed to be less feasible for people and they seemed to look for some alternatives for it, which might cause difficulties for the plan of widening participation at university for supporting the economy (Robertson, 2010). The tuition fees in Vietnam had been increased as well; however, the participants said that tuition fees at private universities were high, yet those at public institutions were reasonable and acceptable due to the Government's subsidies. They also reported the public attitudes towards higher education currently was "everyone wants to go to university," different from those in the UK. Although more research activities were embedded in the programmes and the trends of research universities were emphasised in the 2020 plan (Nguyen, 2007), in Vietnam more focus was on vocational training. A similar situation was seen in the UK, which reflected the sense of commercialisation and students as consumers – two prominent signs of new managerialism (Deem, 1998). While departments or even entire universities were rescaling, restructuring, merging or even closing down in the UK, many universities and joint programmes were established in Vietnam (Nguyen, 2009; Sheridan, 2010). Moreover, the respondents from Vietnam also confirmed that universities now had more autonomy in terms of their accountability and staff recruitment, reflecting the Resolution on Innovation in Higher education 2010-2012 (Do & Ho, 2011).

In the global world, internationalisation has been one of the prominent trends of Vietnam and the UK's higher education. It included getting more international students or "franchising"the universities of the UK. In Vietnam, joint programmes and new standards at international level confirmed the MOET's policy in terms of the

effort of catching up with institutions in the area and the world (The Ministry of Education and Training, 2006). Furthermore, the ever increasing competitive environment forced universities to change and to try to improve in order to get more students in both Vietnam and the UK. Again the two main factors affecting the current and future development of higher education in Vietnam and the UK were the Government's policy and the economy. Additionally, there were two more crucial factors defined by the respondents, which were the roles of lecturers and students and the effective communication between the admnistrators and the academics.

Conclusion

It is reasonable to draw out some socio-cultural and political differences and the future directions of higher education in Vietnam and the UK. From the analysis and discussion of perception of higher education, there was a contradiction between the instrumentalism of education and education for its own sake, which was hinted at by both Vietnamese and British participants. That raises the questions whether university education is just about getting jobs or it is about becoming "an educated person," a good thing in its own right. There was a denotation of instrumentalism among these stakeholders in Vietnam's higher education when the word "training" was used to mention the university education, not a term used usually for universities in the UK. That could be explained by the strong influence of both Soviet Model and French institutions in the past on considering universities as place for "training" civil workers for the society in Vietnam (Dang, 2009). Following the development of the higher education system, the current economic crisis seems to push students as consumers towards instrumentalist attitudes to education in the UK. With the increase

in tuition fees and the financial restructuring at British universities, there was the prediction that fewer and fewer people would choose universities to study for their future jobs. However, it has not happened in Vietnam yet as public universities are still under the Government's subsidies and the economic downturn seems to have less effect on them. Nevertheless, there was an increasing trend of considering university education as instrumental among Vietnamese students when they asked for more practical knowledge and skills, which could be applied in the work place. Accordingly, is higher education in Vietnam becoming more instrumental? The answer has not been defined since university education in Vietnam was reported to be mainly theories rather than working skills. Nevertheless, now there was the emphasis of reforming higher education to meet the demands of students and the requirements of the employers, which could be lead in this direction. However, research has now became a greater concern of Vietnamese universities and they were trying to develop it in accordance to HERA, introducing another note into the question of university purpose.

Another noticeable trend is the sense of commercialisation. According to the British participants, students were viewed as consumers and forms of new managerialism have been prominent for some time. However, this has just been appearing in Vietnam to a smaller degree, perhaps due to the socialist context. Its recent influence can be explained by the influence of globalisation and the transition of Vietnam's economy from the political-economic system to the market economy.

From the perceptions of university missions, the prominent "social mission" revealed the socialist orientation of Vietnam's higher education while, in the UK, the "educating mission" was stressed with the conception of students as the centre of the system. That marks the considerable difference between the two systems in terms of political features. Furthermore, the degree and type of university accountability and autonomy are different in the two systems. In Vietnam, the Government and MOET have a greater role at every stage of the mission fulfilment and the enhancement and monitoring of quality, especially in public universities, while in the UK, there is a tendency to let universities control their own processes but making them accountable for the outcomes through student surveys and the REF. Hence, although HERA promotes the elimination of line-ministry control (Do & Ho, 2011), the degree of accountability and autonomy universities in Vietnam have not been as great as those in the UK. That again reflects the socialist orientation, which emphasises the control of the Government over every aspect of the society in Vietnam.

From a global perspective,, with the increasing emphasis on autonomy, competition, and research in Vietnam's higher education, there is some reason to believe that despite the socialist context it is following global trends and eventually becoming more like the UK. That means the two systems are converging (Phillips & Schweisfurth, 2008). However, there are some factors in Vietnam that protect its higher education from the influence of neoliberalism and managerialism. That is partly because of the political regimes with the control of the Government over the programmes, the finance, and the administration in universities. That is also because Vietnam's economy is still in the process of transition to the market economy. What is

more important is the cultural factor, which reflects the high appreciation of Vietnamese people for higher education, especially public universities. Hence, although privatisation has been popular and students have had the tendency to view university education instrumentally, at the moment higher education in Vietnam has not yet developed strongly in the direction of neoliberalism and managerialism. Consequently, to that extent, it is reasonable to conclude that the two systems are also diverging (Phillips & Schweisfurth, 2008).

CHAPTER 6: CONCLUSION

Essence of the study

Higher education is ever changing and developing, and so do the perceptions of universities, their missions, and quality. This research study is just a small contribution to the large picture of understanding higher education development and the perceptions of higher education. From the data analysis and discussion, we see relations among the Government's policy, the economy, and the changes in higher education. Although they are under the universal influence of the economic crisis and the globalisation, the higher education systems in Vietnam and the UK have developed in two different directions. That can be explained by the Government's policy and perception of higher education in each country, which are considered as the most influential factor in the direction of the higher education development. Another important factor is the human resources within the university, i.e. lecturers and students. However, as well as difference we see convergence, albeit at different paces, in broad terms of autonomy and the trend of commercialisation. The emphasis on employability also spans both contexts, with differing other emphases, including social responsibility through instruction (Vietnam) and the value of research to society (UK). Accountability and autonomy are central concerns in both contexts, but framed within greater government control generally in socialist Vietnam, and an emphasis on accountability for outcomes but autonomy in how to achieve them in the UK.
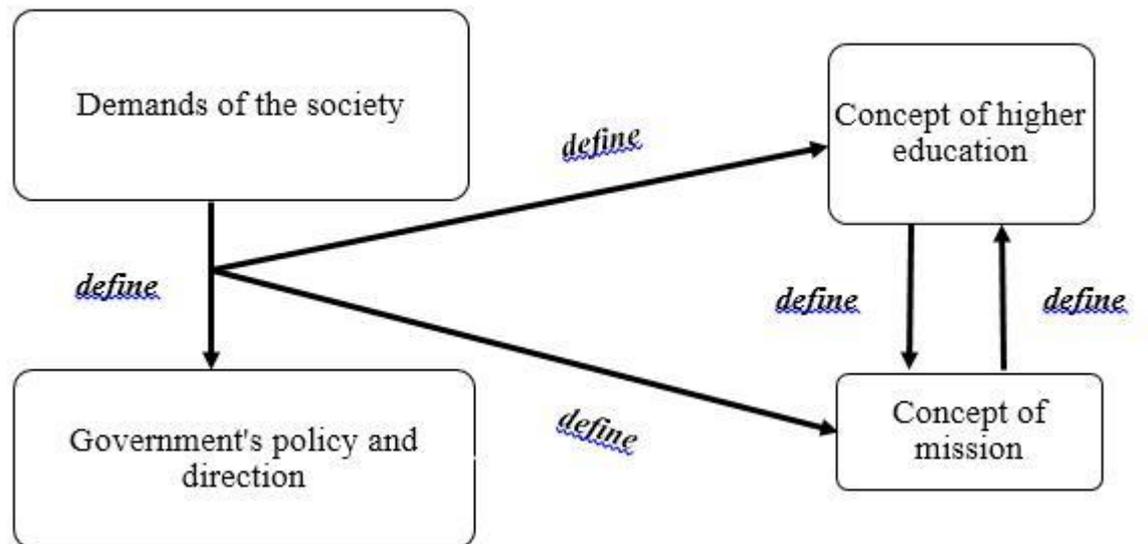
Figure 9: Relations among the demands of the society, the Government's policy and

direction, the concept of higher education and the concept of mission
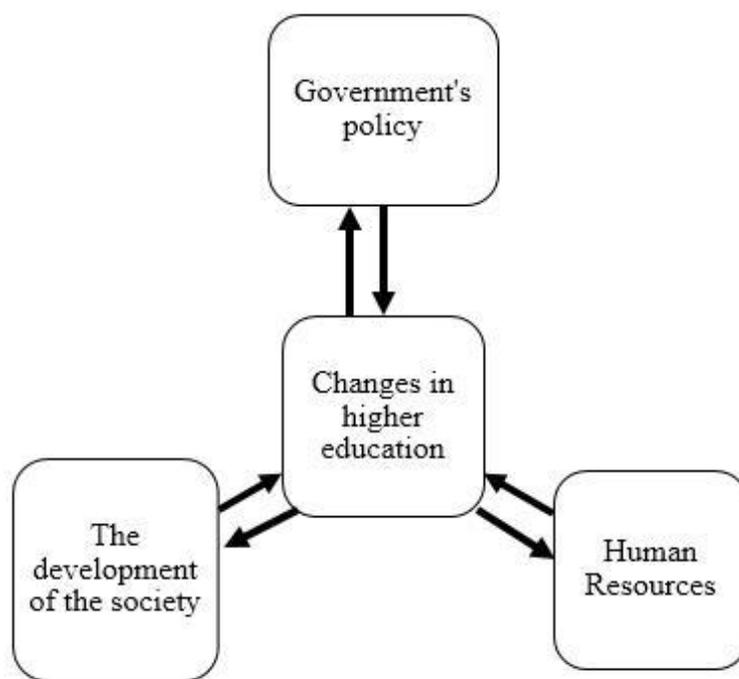
Figure 10: Relations among the development of the society, the Government's policy,

the human resources and the changes in higher education.

These diagrams demonstrate the relations among the influential factors to the changes

in higher education in Vietnam and the UK. They may be applicable to higher

education systems in other countries because there will be different social contexts

and political regimes, even within a context of globalisation. Additionally, I wonder if

these relations would remain intact through time or if they would change in

174

accordance with wider developments, and how they would change in the future. These are the questions the study cannot answer, although the respondents shared some of their views, and so they will need to be addressed and solved in other future research studies.

Suggestions for future research

This study is just a small empirical qualitative project, focusing on only Vietnam and the UK's higher education. The data are mainly from interviews with just two representative groups of the university members – lecturers and students. The sample was always intended to be limited and was even more limited by problems with recruitment. However, within these limitations, I still have several suggestions for exploring the development of the higher education system and the perceptions of university, mission, and quality.

First, I suggest a future study examining the development of higher education in a larger time frame, and across different regions or countries. I acknowledge that things will be different in the future and different regions will have diverse development policies and perceptions of higher education. The same interpretive qualitative design could be applied in the future studies to investigate the development of higher education in different time frame and in other regions.

Second, I suggest the future research would be able to investigate a bigger population, including not only lecturers and students, but also educational managers and other key

stakeholders. Would they have different perspectives on higher education development and different perceptions of university, mission, and quality? Would their understanding affect the development of their institutions?

Finally, I suggest a future study could usefully be conducted in the positivist paradigm. Researchers would be able to generalize and develop a theory related to the higher education development, and the relations of university, mission, and quality. I wonder if they would find similar patterns. Would there be any differences in the results?

Implications for institution development practitioners

From the findings and the suggestions of all the participants, I found that the understanding of what higher education was and what it was for crucial in the determination of how it would be changed and developed. Certainly, the value and perceptions of higher education are always changing in accordance with the development of the society. However, if the Government and the public have the same goals and consider higher education as having benefits for the whole society, higher education will develop sustainably and function better in accordance with its core missions of teaching and research. Moreover, if there is effective communication between the educational administrators and the university members, i.e. students and lecturers, the mission would be accomplished better and the quality would be ensured. Additionally, universities' autonomy to develop their vision for their advancement requires the combination of both internal and external factors. Only universities

themselves know their own strengths and weaknesses and what they must do to overcome their difficulties in order to develop sustainably in the future.

Implications for Comparative Education Research

This research study made two main contributions to the existing knowledge in the field. With the exploration of the perceptions of higher education in two different contexts, the study offered an insight into how higher education was perceived by its direct stakeholders. The findings provided insight into the question of global convergence and divergence – one of Comparative Education's concerns (Phillips & Schweisfurth, 2008). From the study of Vietnam and the UK, due to the strong impact of globalisation, the two higher education systems seem to be converging. It is reasonable to say that globalisation is in general causing the convergence of higher education. However, because of the influence of the political regimes, the economy, and the cultures, they are diverging at the same time. Although there are hints from these stakeholders, it is uncertain whether Vietnam's higher education is becoming more instrumentalist or neoliberalist or if it is becoming like the British one in the near future, as there are also some distinct features of each system. Consequently, any adaptations of higher education models or teaching methods from other countries should be considered carefully or revised thoroughly in order to ensure the suitability for the home higher education system. That also raises the question of the essence of higher education in both Vietnam and the UK: What is the essence of higher education in Vietnam and the UK and how should it be understood appropriately? Additionally, in a more general view, how should the essence of higher education be

defined in the ever-changing and globalising world, to accommodate both similarity and difference?

Secondly, the study offered experience of research design and particular contextual issues – especially the participant recruitment process. From the personal reflections on the recruitment problems, I found that it was crucial to consider carefully the issues in recruiting participants in different contexts. In the authoritarian context, especially those which are closed and restricted, it is necessary to build up the network for personal contacts. Additionally, it is essential to gain trust among the participants in the researched sites by being transparent. It is also necessary to plan carefully and have several recruiting methods at hand when conducting research as an outsider in a context like the UK, where staff and students are under high pressure, owe researchers nothing, and are possibly tired of answering questions. Again having a network and understanding of the cultures are always useful for overcoming recruiting difficulties.

APPENDIX 1
The Education System in Vietnam

Runckel, C. 2009. The Education System in Vietnam. *Business-in-Asia* [online]

Available at: http://www.business-in-

asia.com/vietnam/education_system_in_vietnam.html

[Accessed 12 September 2012]
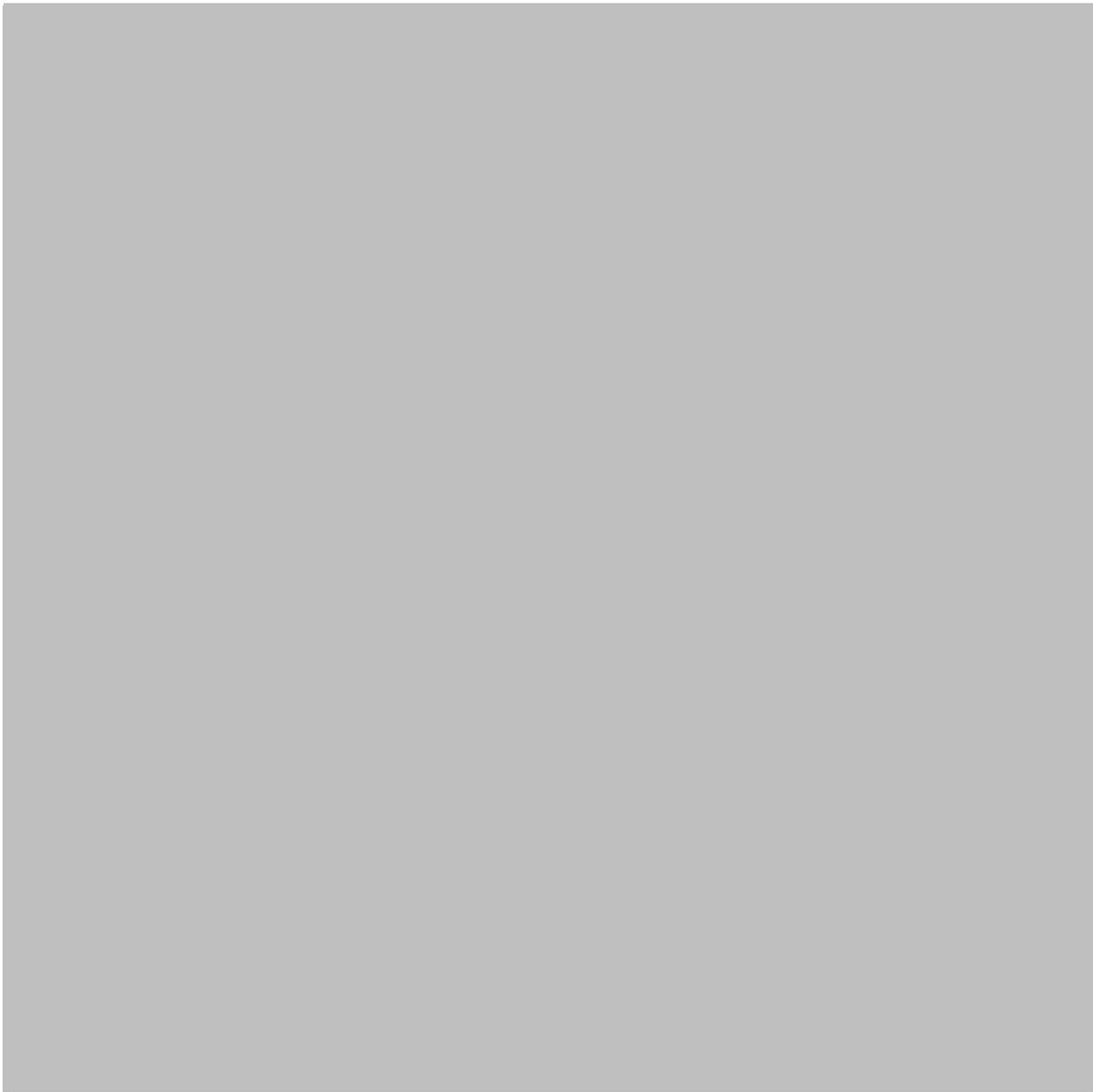
APPENDIX 2
The British education system

My Grammar Workshop, 2013. The Educational System in the UK.

Mygrammarworkshop [online]

Available at:

http://mygrammarworkshop.wikispaces.com/The+Educational+System+in

+the+UK

[Accessed 22 October 2013]

Citizenship Materials   Education

UK Education System

With qualifications

Pre-school
Age: 3 - 4 yrs
Type: Playgroup / Nursery

Primary School
Age : 5 - 11yrs
Assessment:
• Key Stage 1 – 7yrs
• Key Stage 2 – 11yrs

Secondary School
Age: 11 – 16 (16 - 18 if has 6th Form)
Assessment / Qualifications:
• Key Stage 3 – 13 yrs
• Entry Level Certificates – 14 yrs
• GCSE – 16 yrs
• AS / A Level – 17 / 18 yrs

6th Form College
Age: 14 – 19yrs
Qualifications:
GCSE / AS / A Level

Further Education (FE) College
Age: 14 – 19 yrs
Qualifications:
GCSE / AS / A Level / NVQs

Higher Education (HE)
Age: 18+
Qualifications:
• Bachelor Degree (BA / BSc)
• Masters Degree ()MA / MSc)
• Doctorate in Philosophy (Phd

Work
• Paid
• Apprenticeship
• Voluntary

Teacher's Copy

181

The Course Experience Questionnaire (CEQ) (Wilson, et al., 1997)

Instructions

In answering this questionnaire, please think about the course as a whole rather than identifying individual subjects, topics or lecturers. The questions relate to general issues about your course, based on comments that students have often made about their experiences of university teaching and studying. Your responses are strictly confidential and will not be seen by teaching staff.

Scoring

Items are scored on a scale from 1 to 5, where "1" means "definitely disagree" and "5" means "definitely agree," save for those printed in italics, which are scored in the opposite direction.

Items

Good Teaching scale

4. The teaching staff of this course motivate students to do their best work.

9. Staff here put a lot of time into commenting on students' work.

20. The staff makes a real effort to understand difficulties students may be having with their work.

22. Teaching staff here normally give helpful feedback on how you are going.

23. Our lecturers are extremely good at explaining things to us.

25. Teaching staff here work hard to make subjects interesting.

31. Staff here shows no real interest in what students have to say.

33. This course really tries to get the best out of all its students.

Clear Goals and Standards Scale

1. It's always easy here to know the standard of work expected.

8. You usually have a clear idea of where you're going and what's expected of you.

18. It's often hard to discover what's expected of you in this course.

24. The aims and objectives of this course are NOT made very clear.

35. The staff here make it clear right from the start what they expect from students.

Generic Skills Scale

2. This course has helped me to develop my problem-solving skills

6. This course has sharpened my analytic skills.

11. This course has helped develop my ability to work as a team member.

12. As a result of doing this course, I feel more confident about tackling unfamiliar problems.

13. This course has improved my written communication skills.

28. This course has helped me develop the ability to plan my own work.

Appropriate Assessment Scale

7. Lecturers here frequently give the impression they have nothing to learn from students.

10. To do well on this course all you really need is a good memory.

17. Staff seem more interested in testing what you've memorized than what you've understood.

26. Too many staff ask us questions just about facts.

29. Feedback on student work is usually provided ONLY in the form of marks and grades.

32. It would be possible to get through this course just by working hard around exam times.

Appropriate Workload Scale

5. The workload is too heavy.

14. It seems to me that the syllabus tries to cover too many topics.

19. We are generally given enough time to understand the things we have to learn.

27. There's a lot of pressure on you as a student here.

36. The sheer volume of work to be got through in this course means you can't comprehend it all thoroughly.

Emphasis on Independence Scale

3. There are few opportunities to choose the particular areas you want to study.

15. The course has encouraged me to develop my own academic interests as far as possible.

16. Students have a great deal of choice over how they are going to learn in this course.

21. Students here are given a lot of choice in the work they have to do.

30. We often discuss with our lecturers or tutors how we are going to learn in this course.

34. There's very little choice in this course in the ways you are assessed.

37. Overall, I am satisfied with the quality of this course.

*Appropriate Uses of the CEQ

- Intermittent planned use.

- Whole course/degree program evaluation.

- Summative evaluation.

- Cautious contextualized comparisons of program within a field of study.

- Cautious contextualized comparisons between similar institutions.

- Benchmarking between institutions to identify possible best practices.

- As one of a range of performance indicators of teaching quality.

- As an indicator of useful directions for further investigation.

- A multidimensional assessment of teaching quality.

- Regarded as a measure of teaching process.

- Part of the basis for informed choice.

- Results used to improve student learning outcomes.

- Results used to help staff make professional judgments about how to improve student learning.

Link to the online questionnaire:

http://www.survey.bris.ac.uk/bham/hyresearch

Welcome

- Welcome to the Student Perception Questionnaire. I would be very grateful if you could spend a few minutes filling in this questionnaire. This is for the positive and developmental process of higher education; your response will help me with my research project on changes and development of higher education. I guarantee the confidentiality of your responses.
  Main Survey Page

- Note that once you have clicked on the CONTINUE button at the bottom of each page you can not return to review or amend that page

1. What is your course name?

2. When did you start your course?

3. Gender

4. Year of Birth

5. The aims and objectives of the modules are made sufficiently clear.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

6. I always have a clear idea of what is expected of me in each module.

○ Strongly Agree   ○ Agree   ○ Slightly Agree   ○ Slightly Disagree   ○ Disagree   ○ Strongly Disagree

7. The teaching staff is open to students' questions.

○ Strongly Agree   ○ Agree   ○ Slightly Agree   ○ Slightly Disagree   ○ Disagree   ○ Strongly Disagree

8. The teaching staff provides students with additional references.

○ Strongly Agree   ○ Agree   ○ Slightly Agree   ○ Slightly Disagree   ○ Disagree   ○ Strongly Disagree

9. This course has helped me to develop my learning skills.

○ Strongly Agree   ○ Agree   ○ Slightly Agree   ○ Slightly Disagree   ○ Disagree   ○ Strongly Disagree

10. I know clearly and exactly where I can get help if I have any academic problems during my course.

○ Strongly Agree   ○ Agree   ○ Slightly Agree   ○ Slightly Disagree   ○ Disagree   ○ Strongly Disagree

11. I know clearly and exactly where I can get help if I have any other problems during my course.

○ Strongly Agree   ○ Agree   ○ Slightly Agree   ○ Slightly Disagree   ○ Disagree   ○ Strongly Disagree

12. This course has helped me to develop my ability to work as a team member.

○ Strongly Agree   ○ Agree   ○ Slightly Agree   ○ Slightly Disagree   ○ Disagree   ○ Strongly Disagree

13. Students here are given a lot of choices in the work they have to do.

○ Strongly Agree   ○ Agree   ○ Slightly Agree   ○ Slightly Disagree   ○ Disagree   ○ Strongly Disagree

14. We often discuss with our lecturers or tutors how we are going to learn in

this course.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

15. This course has encouraged me to develop my own academic interests as far as possible.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

16. There is a lot of pressure on me as a student here.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

17. It seems to me that the syllabus tries to cover too many topics.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

18. The teaching staff shows enthusiasm during teaching sessions.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

19. The teaching staff gives stimulating lectures to students.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

20. Lecturers here frequently give the impression they have nothing to learn from the students.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

21. Too many staff ask me questions just about facts.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

22. It would be possible to get through this course just by working hard around exam time.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly

Disagree ○ Disagree ○ Strongly Disagree

23. The teaching staff encourages the interaction between students and themselves.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

24. The teaching staff accepts the expression of different views or ideas.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

25. The teaching staff encourages students' to join in discussions in a way that helps them to participate and develop knowledge and capacities.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

26. Feedback on students' work is usually provided only in the form of marks and grades.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

27. Staff seem more interested in testing what I have memorized than that I have understood.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

28. As a result of this course, I feel more confident about tackling unfamiliar problems.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

29. This course has helped me develop the ability to plan my own work.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

30. This course has improved my written communication skills.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly

Disagree ⃝ Disagree ⃝ Strongly Disagree

31. This course has improved my verbal communication skills.

⃝ Strongly Agree ⃝ Agree ⃝ Slightly Agree ⃝ Slightly
Disagree ⃝ Disagree ⃝ Strongly Disagree

32. Students have a great deal of choices over how they are going to learn in the course.

⃝ Strongly Agree ⃝ Agree ⃝ Slightly Agree ⃝ Slightly
Disagree ⃝ Disagree ⃝ Strongly Disagree

33. The teaching staff provides constructive comments on students' work and progress.

⃝ Strongly Agree ⃝ Agree ⃝ Slightly Agree ⃝ Slightly
Disagree ⃝ Disagree ⃝ Strongly Disagree

34. The teaching staff motivates students to do their best work.

⃝ Strongly Agree ⃝ Agree ⃝ Slightly Agree ⃝ Slightly
Disagree ⃝ Disagree ⃝ Strongly Disagree

35. Staff is willing to help when dealing with students' problems.

⃝ Strongly Agree ⃝ Agree ⃝ Slightly Agree ⃝ Slightly
Disagree ⃝ Disagree ⃝ Strongly Disagree

36. This course has sharpened my analytic skills.

⃝ Strongly Agree ⃝ Agree ⃝ Slightly Agree ⃝ Slightly
Disagree ⃝ Disagree ⃝ Strongly Disagree

37. This course has sharpened my critical thinking skills.

⃝ Strongly Agree ⃝ Agree ⃝ Slightly Agree ⃝ Slightly
Disagree ⃝ Disagree ⃝ Strongly Disagree

38. This course has met my expectations in terms of skill development.

⃝ Strongly Agree ⃝ Agree ⃝ Slightly Agree ⃝ Slightly
Disagree ⃝ Disagree ⃝ Strongly Disagree

39. There are not many opportunities to choose the particular areas you want to study.

190

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

40. The workload is too heavy.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

41. We are generally given enough time to understand the things we have to learn.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

42. The sheer volume of work to be got through in this course means you cannot comprehend it all thoroughly .

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

43. In general, the assessment in the course is fair.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

44. The teaching staff makes a real effort to understand difficulties students may be having with their work.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

45. The teaching staff maintains regular attendance.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

46. The teaching staff is punctual for lectures.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

47. There are not many choices in this course in the ways you are assessed.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

48. In general, the standard of work demanded is the same as your expectations.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

49. In general, the workload in the course is as your expectations.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

50. The teaching staff gives clear and understandable lectures.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

51. The teaching staff gives clear and informative handouts.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

52. In general, the student support aspect in the course has met your expectations.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

53. The teaching staff gives stimulating lectures to students.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

54. In general, the teaching quality has met your expectations.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

55. In general, the requirements for independence in this course have met your expectations.

○ Strongly Agree ○ Agree ○ Slightly Agree ○ Slightly Disagree ○ Disagree ○ Strongly Disagree

56. What suggestions would you like to make for the teaching performance of the course in the future?

[text input field]

57. What suggestions would you like to make for the goals and standards of the course in the future?

[text input field]

58. What suggestions would you like to make for the skill development aspect of the course in the future?

[text input field]

59. What suggestions would you like to make for the assessment of the course in the future?

[text input field]

60. What suggestions would you like to make for the student support aspect of the course in the future?

[text input field]

61. What suggestions would you like to make for the workload aspect of the course in the future?

[text input field]

62. What suggestions would you like to make for the requirements for independence of the course in the future?

[text input field]

Thank you.

- Thank you very much for your time. Your responses are very precious and useful to my research, and they will be kept confidential. I would be grateful for any feedback on your experience of completing this questionnaire. Please send your comments to : HHQ968@bham.ac.uk

APPENDIX 5

Bảng Thăm Dò Ý Kiến Sinh Viên

Tôi chân thành cảm ơn bạn đã dành vài phút để điền vào bảng thăm dò này. Mục đích của bảng thăm dò là để thu thập ý kiến của bạn về khóa học và trường đại học mà bạn đang học. Câu trả lời của bạn sẽ giúp cho bài nghiên cứu về sự phát triển của giáo dục đại học rất nhiều. Tôi cam đoan tính bảo mật về các câu trả lời của bạn và bạn có quyền rút khỏi dự án nghiên cứu bất kì lúc nào.

Quách Hoàng Thiên Hy

Email:

Khoa Giáo Dục Học

Trường Đại Học Birmingham.

�

Phần 1: Điền thông tin cho những câu hỏi sau:

1. Tên khóa học mà bạn đang theo học?

2. Khóa học của bạn bắt đầu vào lúc nào?

3. Giới tính: Nam ☐ Nữ ☐

4. Năm sinh:

Phần 2: Đánh dấu (✓) vào câu trả lời phù hợp nhất với bạn:

1	2	3	4	5	6
Hoàn Toàn Đồng Ý	Đồng Ý	Hơi Đồng Ý	Không Đồng Ý Lắm	Không Đồng Ý	Hoàn Toàn Không Đồng Ý

195

Câu hỏi	1	2	3	4	5	6
5. Mục đích và mục tiêu của các môn học được phổ biến đầy đủ rõ rang.						
6. Tôi luôn biết rõ yêu cầu của các khóa học.						
7. Giảng viên cởi mở đón nhận các câu hỏi của sinh viên.						
8. Giảng viên cung cấp thêm tài liệu tham khảo cho sinh viên.						
9. Khóa học này giúp tôi phát triển kĩ năng học tập của tôi.						
10. Tôi biết rõ ràng và chính xác nơi tôi có thể nhận được sự giúp đỡ nếu tôi có bất kì vấn đề gì liên quan đến học tập trong suốt khóa học của tôi.						
11. Tôi biết rõ ràng và chính xác nơi tôi có thể nhận được sự giúp đỡ nếu tôi có bất kì vấn đề gì khác (ngoài việc học tập) trong suốt khóa học của tôi.						
12. Khóa học này giúp tôi phát triển kĩ năng làm việc nhóm của tôi.						
13. Sinh viên có nhiều lựa chọn cách làm trong các môn học bắt buộc.						
14. Sinh viên thường thảo luận với giảng viên hoặc giáo viên hướng dẫn của mình về cách học trong khóa học này.						
15. Khóa học giúp tôi phát triển niềm đam mê trong các lĩnh vực học tập càng nhiều càng tốt.						
16. Học tập ở đây phải chịu rất nhiều áp lực.						
17. Dường như là chương trình học ở đây quá dàn trải.						
18. Giảng viên thể hiện sự nhiệt tình trong các buổi học.						
19. Giảng viên cung cấp những bài giảng lý thú cho sinh viên.						
20. Giảng viên thường tỏ ra họ không có gì để học từ sinh viên.						

Câu hỏi	1	2	3	4	5	6
21. Giảng viên thường đặt câu hỏi về sự kiện.						
22. Chỉ cần học hành chăm chỉ vào mùa thi là có thể hoàn thành khóa học này.						
23. Giảng viên khuyến khích việc trao đổi giữa sinh viên và giảng viên.						
24. Giảng viên chấp nhận những quan điểm hay ý tưởng khác của sinh viên.						
25. Giảng viên khuyến khích sinh viên tham gia vào các cuộc thảo luận có lợi cho việc phát triển kiến thức và kĩ năng của sinh viên.						
26. Kết quả học tập của sinh viên thường chỉ được thể hiện qua điểm số và thứ hạng.						
27. Giảng viên có vẻ quan tâm kiểm tra những gì tôi đã học thuộc hơn là những gì tôi đã hiểu.						
28. Nhờ khóa học này mà tôi cảm thấy tự tin hơn khi giải quyết các vấn đề mới.						
29. Khóa học này giúp tôi phát triển khả năng lập kế hoạch cho công việc của mình.						
30. Khóa học này giúp phát triển kĩ năng viết của tôi.						
31. Khóa học này giúp phát triển kĩ năng giao tiếp của tôi.						
32. Sinh viên có nhiều lựa chọn cách học của họ trong khóa học này.						
33. Giảng viên cung cấp các lời phê có tính xây dựng về việc học và sự tiến bộ của sinh viên.						
34. Giảng viên luôn động viên sinh viên học tập hết sức mình.						
35. Cán bộ quản lý và nhân viên trong trường sẵn sàng giúp đỡ giải quyết các vấn đề của sinh viên.						
36. Khóa học này giúp phát triển kĩ năng phân tích của tôi.						

Câu hỏi	1	2	3	4	5	6
37. Khóa học này giúp phát triển khả năng suy luận tư duy phê phán của tôi.						
38. Khóa học này đã đáp ứng mong đợi của tôi về việc phát triển các kĩ năng.						
39. Không có nhiều cơ hội cho tôi lựa chọn những lĩnh vực cụ thể mà tôi muốn học.						
40. Khối lượng bài vở quá nhiều.						
41. Sinh viên thường không có đủ thời gian để hiểu hết những gì phải học.						
42. Với khối lượng bài vở trong khóa học này, tôi không thể hiểu thấu đáo những gì mình đã học.						
43. Nhìn chung, cách đánh giá kết quả học tập trong khóa học này công bằng.						
44. Giảng viên luôn cố gắng hiểu những khó khăn mà sinh viên có thể gặp phải trong việc học.						
45. Giảng viên lên lớp đầy đủ.						
46. Giảng viên lên lớp đúng giờ.						
47. Có rất ít lựa chọn về việc đánh giá kết quả học tập của sinh viên trong khóa học này.						
48. Nhìn chung, mức độ và khối lược công việc yêu cầu trong khóa học này giống với mong đợi của tôi.						
49. Nhìn chung, khối lượng bài vở trong khóa học là như mong đợi của bạn.						
50. Bài giảng trong khóa học rõ ràng và dễ hiểu.						
51. Giảng viên cung cấp tài liệu rõ ràng và đầy đủ thông tin.						
52. Nhìn chung, việc hỗ trợ cho sinh viên trong khóa học này đã đáp ứng mong đợi của bạn.						
53. Giảng viên cung cấp các câu trả lời và giải thích hữu ích						

cho các câu hỏi của sinh viên trong giờ học.						
54. Nhìn chung, chất lượng giảng dạy đã đáp ứng mong đợi của bạn.						
55. Nhìn chung, yêu cầu về tính độc lập trong khóa học này giống như mong đợi của bạn.						

Phần 3: Điền thông tin vào các câu hỏi sau:

56. Bạn có ý kiến hay gợi ý gì về chất lượng giảng dạy cho khóa học này trong tương lai?

57. Bạn có ý kiến hay gợi ý gì về các mục tiêu và tiêu chuẩn của khóa học trong tương lai?

58. Bạn có ý kiến hay gợi ý gì về vấn đề phát triển kĩ năng của khóa học này trong tương lai?

59. Bạn có ý kiến hay gợi ý gì về việc đánh giá kết quả học tập rèn luyện của khóa học này trong tương lai?

60. Bạn có ý kiến hay gợi ý gì về vấn đề hỗ trợ sinh viên của khóa học này trong tương lai?

61. Bạn có ý kiến hay gợi ý gì về khối lượng bài vở của khóa học này trong tương lai?

62. Bạn có ý kiến hay gợi ý gì về yêu cầu về tính độc lập trong khóa học này trong tương lai?

ʧʧʧʧʧʧʧʧʤʥʥʥʥʥʥʥ

Chân thành cảm ơn bạn đã hoàn thành bảng thăm dò này. Nếu bạn có ý kiến hay gợi ý gì về bảng thăm dò này, tôi rất vui và hoan nghênh đóng góp của bạn và rất mong nhận được phản hồi của bạn trong địa chỉ email H

APPENDIX 6
Interview Procedure and Questions

I.   **Introduce myself and talk about the informed consent:**

- The interview will take 15 minutes and will be recorded.

- The content of the interview and the participant identity will be kept confidential.

- The participant can withdraw from the research project anytime.

II.   **Interview Questions:**

** ** *General information:*

Which course are you in?

When did your course start?

Gender (tự ghi)

Can you tell me your year of birth?

A. Good Teaching Scale:

1. How do you feel about:

    a. teaching performance

    b. handout

    c. teaching staff

    d. comments from the teaching staff

2. Has the teaching quality met your expectations? In what way? Why?

3. What suggestions would like to make for the teaching performance of your course in the future?

B. Clear Goals and Standards Scale:

4. Do you think that the aims and objectives of the modules are made sufficiently clear?

5. Do you always have a clear idea of what's expected of you in the course?

6. Do you think the standard of work demanded is the same as your expectations?

7. What suggestions would you like to make for the goals and standards of the course in the future?

C. <u>Generic Skills Scale:</u>

8. What skills do you think this course has helped you to develop?
    - learning skills
    - teamwork skills
    - ability to plan your own work.

9. Do you feel that this course has enhanced your confidence about dealing with unfamiliar problems?

10. Do you think that this course has met your expectations in terms of skill development? Why?

11. What suggestions would you like to make for the skill development aspect of the course in the future?

D. <u>Appropriate Assessment Scale:</u>

12. How is your work in this course assessed?
    - assignments
    - presentations
    - participations
    - examinations
    - projects

13. What are you usually tested for?
    - for what you have memorised
    - or for what you have understood

14. How is feedback on your work provided?
    - marks
    - grades
    - comments

15. Do you think that the assessment of you course is fair?

16. What suggestions would you like to make for the assessment of your course in the future?

E. Student Support Scale:

17. What do you do when you have any academic problems?

18. What do you do when you have any other problems?
    - financial problems
    - other problems might affect your studying.

19. Do you think the student support aspect of the course has met your expectations?

20. What suggestions would you like to make for the student support aspect of the course in the future?

F. Appropriate Workload Scale:

21. What do you think of the workload in this course? Why do you think so?
    - too heavy?
    - heavy?
    - relaxed
    - too relaxed

22. Do you often feel stressed during the course? Why?

23. Do you have enough time to understand thoroughly what you have learned in the course?

24. Is the workload in the course as your expectations?

25. What suggestions would you like to make for the workload aspect of the course in the future?

G. Emphasis on Independence Scale:

26. How would you decide your learning approaches in this course?
    - Do you have any choice to choose what you want to study?
    - Do you discuss how you are going to learn in this course with your lecturers or your tutors?

27. How does the course help you to develop your academic interests?

28. In general, do you think that the requirements for independence in this course have met your expectations?

29. What suggestions would you like to make for the requirements for independence in this course in the future?

III. **Thank you for your answers and your time. I am very grateful for your help.**

APPENDIX 7

Quy trình phỏng vấn và Câu hỏi Phỏng vấn

I. **Giới thiệu bản thân và nói về các quy định trong quá trình phỏng vấn:**

- Bài phỏng vấn sẽ diễn ra trong vòng 15 phút và sẽ được ghi âm lại.
- Nội dung của bài phỏng vấn và danh tính của người tham gia phỏng vấn sẽ được giữ bí mật hoàn toàn.
- Người tham gia có thể rút khỏi dự án nghiên cứu bất cứ lúc nào.

II. **Câu hỏi phỏng vấn:**

** *Thông tin chung:*

Bạn đang theo học khóa học nào?

Khóa học của bạn bắt đầu vào lúc nào?

Giới tính (tự ghi)

Bạn sinh vào năm nào?

A. <u>Phần chất lượng giảng dạy:</u>

1. Bạn nghĩ gì về:
   a. chất lượng giảng dạy
   b. tài liệu học tập được phát
   c. giảng viên
   d. lời phê của giảng viên

2. Chất lượng giảng dạy có đáp ứng được mong muốn của bạn không? Đáp ứng như thế nào? Tại sao?

3. Bạn có gợi ý gì về chất lượng giảng dạy trong khóa học của bạn trong tương lai không?

B. <u>Phần mục đích và tiêu chuẩn:</u>

4. Bạn có nghĩ rằng mục đích và mục tiêu của từng môn học được phổ biến rõ ràng đầy đủ không?

5. Bạn có biết rõ yêu cầu của khóa học không?

6. Bạn có nghĩ rằng mức độ và yêu cầu công việc trong khóa học này giống như mong đợi của bạn hay không?

7. Bạn có gợi ý gì về các mục tiêu và tiêu chuẩn của khóa học trong tương lai?

C. <u>Phần kĩ năng:</u>

8. Những kĩ năng gì mà bạn nghĩ khóa học này đã giúp bạn phát triển?
   - kĩ năng học tập
   - kĩ năng làm việc nhóm
   - khả năng lập kế hoạch cho công việc của mình

9. Bạn có nghĩ khóa học này giúp bạn cảm thấy tự tin hơn khi giải quyết những vấn đề mới?

10. Bạn có nghĩ rằng khóa học này đã đáp ứng được mong mỏi của bạn về việc phát triển kĩ năng? Tại sao?

11. . Bạn có ý kiến hay gợi ý gì về vấn đề phát triển kĩ năng của khóa học này trong tương lai?

D. <u>Phần đánh giá kết quả hợp lý:</u>

12. Việc học của bạn được đánh giá như thế nào trong khóa học này? Và bằng phương pháp nào?
    - bài luận
    - bài thuyết trình
    - tham gia xây dựng bài
    - bài kiểm tra/ bài thi
    - dự án

13. Bạn thường làm bài thi để kiểm tra về:
    - những gì bạn đã học thuộc
    - những gì bạn đã hiểu

14. Bạn nhận được kết quả học tập dưới hình thức nào?
    - điểm số
    - hạng

- lời phê và nhận xét

15. Bạn có nghĩ rằng cách đánh giá kết quả trong khóa học của bạn là công bằng?

16. Bạn có ý kiến hay gợi ý gì về việc đánh giá kết quả học tập rèn luyện của khóa học này trong tương lai?

E. <u>Phần hỗ trợ sinh viên:</u>

17. Bạn thường làm gì khi bạn gặp khó khăn trong học tập?

18. Bạn thường làm gì khi bạn gặp những khó khăn khác ngoài việc học?
- vấn đề tài chính
- các vấn đề khác có thể ảnh hưởng đến việc học của bạn

19. Bạn có nghĩ là công tác hỗ trợ sinh viên của khóa học này đã đáp ứng được mong mỏi của bạn?

20. Bạn có ý kiến hay gợi ý gì về vấn đề hỗ trợ sinh viên của khóa học này trong tương lai?

F. <u>Phần khối lượng bài vở hợp lý:</u>

21. Bạn nghĩ gì về khối lượng bài vở trong khóa học này? Vì sao bạn lại nghĩ như vậy?
- quá nhiều
- khá nhiều
- khá nhàn
- quá nhàn

22. Bạn có thường bị căng thẳng trong suốt khóa học không? Tại sao?

23. Bạn có đủ thời gian để hiểu rõ những gì vừa được học trong khóa học này không?

24. Khối lượng bài vở trong khóa học này có giống như mong đợi của bạn không?

25. Bạn có ý kiến hay gợi ý gì về khối lượng bài vở của khóa học này trong tương lai?

G. <u>Phần phát triển khả năng tự lập:</u>

26. Bạn chọn cách học như thế nào trong khóa học này?

    - Bạn có nhiều lựa chọn về cái mà bạn muốn học hay không?

    - Bạn có thảo luận với giảng viên hay giáo viên hướng dẫn về cách học của bạn trong khóa học này không?

27. Khóa học này giúp bạn phát triển đam mê học thuật của bạn thế nào?

28. Nhìn chung, bạn có nghĩ là yêu cầu về tính độc lập trong khóa học này giống như mong mỏi của bạn hay không?

29. Bạn có ý kiến hay gợi ý gì về yêu cầu về tính độc lập trong khóa học này trong tương lai?

III.   Cám ơn bạn đã dành thời gian trả lời phỏng vấn.

APPENDIX 8

INFORMED CONSENT TO LECTURER PARTICIPATE IN RESEARCH

You are being asked to participate in a research study. This form provides you with information about the study. The Investigator will also describe this study to you and answer all your questions. Please read the information below and ask questions about anything you do not understand before deciding whether or not to take part in this research study. Your participation is entirely voluntary and you can refuse to participate without any penalty or loss of benefits. Your participation will form part of the research student's thesis.

Title of Research Study: *Changes in Vietnam and the UK's Higher Education – A comparison.*

 What is the purpose of this study? This study is the research student's thesis for the MPhil in International Education at the School of Education at the University of Birmingham, UK. This study is to understand the main drivers and changes in higher education in Vietnam and the UK at the moment and in the future.

What will be done if you take part in this research study?
I would like to have an interview with you. I would like to ask 10 questions on your viewpoints of the current higher education and its development in the future. The interview will last for approximately 30 minutes and will be carried out via Skype at your convenience. I would like to record what you say for later analysis.

I will not let anyone listen to it. I will also ensure to keep your identity anonymous and all the data related to you confidential.

Your responses will in no way affect your status at the university, or your performance assessments, or your annual review with the university. Your responses will not be identified by name to any person other than the Research Student and her Supervisor.

If you wish to discuss the information above or any other risks you may experience, you may ask questions by sending email or call the Research Student listed on the front page of this form.

What are the possible benefits to you or to others?

The purpose of this study is to understand higher education and its development in Vietnam and the UK from the points of view of people currently involved in it. Hopefully, this study could provide some suggestions for the development of higher education in both Vietnam and the UK in particular, and in other developing countries in general. You will receive a summary of the research findings at the end of the study, which you will hopefully find interesting.

All researchers rely on the help and good will of project participants and I am grateful for your consideration.

If you choose to take part in this study, will it cost you anything?

There is no cost for participation in this study.

If you do not want to take part in this study, what other options are available to you?

Participation in this study is entirely voluntary. You are free to refuse to be in the study, and your refusal will not influence your current or future status with your university.

How can you withdraw from this research study and who should I call if I have questions?

If you wish to stop your participation in this research study for any reason, you will send an email to me at HHQ968@bham.ac.uk or call me on (+84) 8167 5850 338. You are free to withdraw your consent and stop participation in this research study at any time without penalty or loss of benefits for which you may be entitled. Throughout the study, the researcher will notify you of new information that may become available and that might affect your decision to remain in the study. Deadline for informing your withdrawal from the study is the **10th of March 2013**.

In addition, if you have questions about your rights as a research participant, please contact me at HHQ968@bham.ac.uk or call me on (+84) 8167 5850 338.

How will your privacy and the confidentiality of your interview be protected?
Only I as the researcher of this study have the legal right to access to your interview in order to analyse it. I will protect the confidentiality of your interview to the extent permitted by law. Your identity and interview will not be released without your consent. If I quote you in my study, I will use a pseudonym to ensure that you are not identifiable.

The researcher will derive no benefit from your participation in this study beyond publishing or presenting the results.

Signatures:
As the investigator of this study, I have explained the purpose, the procedures, the benefits and the risks that are involved in this research study:

Hy T. Quach-Hoang

………………………………………………………………………………….

Signatures and printed name of person obtaining consent   Date

You have been informed about this study's purpose, procedures, possible benefits and risks and you have received a copy of this Form. You have been given the opportunity to ask questions before you sign, and you have been told that you can

ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

……………………………………………………………………………….

Printed Name of Subject   **Date**

……………………………………………………………………………

Signature of Subject   **Date**

…………………………………………………………………………..

Signature of the Research Student   **Date**

APPENDIX 9

INFORMED CONSENT TO STUDENT PARTICIPATE IN RESEARCH

You are being asked to participate in a research study. This form provides you with information about the study. The Investigator will also describe this study to you and answer all your questions. Please read the information below and ask questions about anything you do not understand before deciding whether or not to take part in this research study. Your participation is entirely voluntary and you can refuse to participate without any penalty or loss of benefits. Your participation will form part of the research student's thesis.

Title of Research Study: *Changes in Vietnam and the UK's Higher Education – A comparison.*

Research Student: Hy T. Quach-Hoang, School of Education, University of Birmingham, UK, (+84) 8167 5850 338, HHQ968@bham.ac.uk

Supervisor: Professor Michele Schweisfurth, School of Education, University of Birmingham, UK, 44 (0) 141 330 4445, Michele.Schweisfurth@glasgow.ac.uk

What is the purpose of this study? This study is the research student's thesis for the MPhil in International Education at the School of Education at the University of Birmingham, UK. This study is to understand the main drivers and changes in higher education in Vietnam and the UK at the moment and in the future.

What will be done if you take part in this research study?
I would like to have an interview with you. I would like to ask 10 questions on your viewpoints of the current higher education and its development in the future. The interview will last for approximately 30 minutes and will be carried out via Skype at your convenience. I would like to record what you say for later analysis.

I will not let anyone listen to it. I will also ensure to keep your identity anonymous and all the data related to you confidential.

Your responses will in no way affect your status at the university, or your performance assessments with the university. Your responses will not be identified by name to any person other than the Research Student and her Supervisor.

If you wish to discuss the information above or any other risks you may experience, you may ask questions by sending email or call the Research Student listed on the front page of this form.

What are the possible benefits to you or to others?

The purpose of this study is to understand higher education and its development in Vietnam and the UK from the poits of view of people currently involved in it. Hopefully, this study could provide some suggestions for the development of higher education in both Vietnam and the UK in particular, and in other developing countries in general. You will receive a summary of the research findings at the end of the study, which you will hopefully find interesting.

All researchers rely on the help and good will of project participants and I am grateful for your consideration.

If you choose to take part in this study, will it cost you anything?

There is no cost for participation in this study.

If you do not want to take part in this study, what other options are available to you?

Participation in this study is entirely voluntary. You are free to refuse to be in the study, and your refusal will not influence your current or future status with your university.

How can you withdraw from this research study and who should I call if I have questions?

If you wish to stop your participation in this research study for any reason, you will send an email to me at HHQ968@bham.ac.uk or call me on (+84) 8167 5850 338. You are free to withdraw your consent and stop participation in this research study at any time without penalty or loss of benefits for which you may be entitled. Throughout the study, the researcher will notify you of new information that may become available and that might affect your decision to remain in the study. Deadline for informing your withdrawal from the study is the 10th of March 2013.

In addition, if you have questions about your rights as a research participant, please contact me at HHQ968@bham.ac.uk or call me on (+84) 8167 5850 338.

How will your privacy and the confidentiality of your interview be protected?
Only I as the researcher of this study have the legal right to access to your interview in order to analyse it. I will protect the confidentiality of your interview to the extent permitted by law. Your identity and interview will not be released without your consent. If I quote you in my study, I will use a pseudonym to ensure that you are not identifiable.

The researcher will derive no benefit from your participation in this study beyond publishing or presenting the results.

Signatures:
As the investigator of this study, I have explained the purpose, the procedures, the benefits and the risks that are involved in this research study:

Hy T. Quach-Hoang
………………………………………………………………………………………
Signatures and printed name of person obtaining consent   Date
You have been informed about this study's purpose, procedures, possible benefits and risks and you have received a copy of this Form. You have been given the opportunity to ask questions before you sign, and you have been told that you can

ask other questions at any time. You voluntarily agree to participate in this study.
By signing this form, you are not waiving any of your legal rights.

………………………………………………………………………………….

Printed Name of Subject   **Date**

…………………………………………………………………………………

Signature of Subject   **Date**

………………………………………………………………………………..

Signature of the Investigator   **Date**

APPENDIX 10

PHIẾU CAM KẾT DÀNH CHO GIẢNG VIÊN THAM GIA NGHIÊN CỨU

Đây là thư mời Thầy/Cô tham gia vào bài nghiên cứu này. Phiếu cam kết này cung cấp các thông tin về bài nghiên cứu. Nghiên cứu sinh cũng sẽ mô tả cách thức nghiên cứu cũng như trả lời các câu hỏi của Thầy/Cô. Xin vui lòng đọc những thông tin ở dưới và xin hãy hỏi về bất cứ vấn đề gì mà Thầy/Cô cảm thấy chưa rõ trước khi quyết định có tham gia vào bài nghiên cứu này hay không. Sự tham gia của Thầy/Cô là hoàn toàn tự nguyện và Thầy/Cô có quyền từ chối tham gia mà không có bất kì một hình phạt hay ảnh hưởng bất lợi nào.

Đề Tài Nghiên Cứu: *Sự Phát Triển Của Giáo Dục Đại Học Việt Nam và Anh Quốc – Một Vài So Sánh.*

Nghiên Cứu Sinh: Quách Hoàng Thiên Hy, Khoa Giáo Dục Học, Trường Đại Học Birmingham, Vương Quốc Anh, (+84) 167 5850 338, HHQ968@bham.ac.uk

Giáo Sư Hướng Dẫn: Giáo Sư Michele Schweisfurth, Khoa Giáo Dục Học, Trường Đại học Birmingham, Vương Quốc Anh, 44 (0) 141 330 4445, Michele.Schweisfurth@glasgow.ac.uk

Mục đích của bài nghiên cứu này là gì? Bài nghiên cứu này là luận văn Thạc Sĩ Nghiên Cứu về chuyên ngành Giáo Dục Quốc Tế tại Khoa Giáo Dục Học của trường Đại học Birmingham, Vương Quốc Anh. Bài nghiên cứu này được thực hiện nhằm tìm hiểu những tác nhân chính và những thay đổi trong giáo dục đại học Việt Nam và Vương Quốc Anh hiện tại và trong tương lai.

Tiến trình thực hiện nghiên cứu khi Thầy/Cô tham gia vào bài nghiên cứu này là gì?

Nghiên cứu được thực hiện bằng phương pháp phỏng vấn. Tôi sẽ hỏi Thầy/Cô 5 câu hỏi về quan điểm của Thầy/Cô về giáo dục đại học hiện nay và sự phát triển

của nó trong tương lai. Cuộc phỏng vấn sẽ diễn ra trong vòng khoảng 30 phút và sẽ được thực hiện qua Skype vào thời gian thích hợp và thuận tiện nhất cho Thầy/Cô. Tôi cũng sẽ ghi âm lại nội dung buổi phỏng vấn của Thầy/Cô để phục vụ cho mục đích phân tích sau đó. Tôi cam kết sẽ không để nội dung buổi phỏng vấn được tiết lộ cho bất kì ai. Tôi cũng cam kết đảm bảo giữ bí mật danh tính và bảo mật tất cả những dữ liệu liên quan đến Thầy/Cô.

Tôi cam kết phần trả lời phỏng vấn của Thầy/Cô sẽ không ảnh hưởng đến vị trí công tác, đánh giá năng lực hay nhận xét cuối năm của Thầy/Cô tại trường đại học nơi Thầy/Cô đang làm việc. Phần trả lời phỏng vấn của Thầy/Cô cũng sẽ không tiết lộ danh tính người được phỏng vấn cho bất kì người nào khác ngoài Nghiên cứu sinh và Giáo sư hướng dẫn của Nghiên cứu sinh đó.

Nếu Thầy/Cô muốn thảo luận những vấn đề trên hoặc về những rủi ro có thể xảy ra cho Thầy/Cô, Thầy/Cô có thể hỏi tôi bằng cách gửi email hoặc gọi cho tôi theo địa chỉ email và số điện thoại cung cấp ở trên.

Những lợi ích mà Thầy/Cô hoặc những người khác có thể có được là gì?
Mục đích của bài nghiên cứu này là để tìm hiểu giáo dục đại học và sự phát triển của giáo dục đại học ở Việt Nam và Anh Quốc theo quan điểm của những người đang hoạt động trong đó. Hy vọng rằng bài nghiên cứu này có thể đưa ra những gợi ý cho sự phát triển của giáo dục đại học Việt Nam và Anh Quốc nói riêng, và giáo dục đại học ở những nước đang phát triển nói chung. Thầy/Cô sẽ nhận một bảng tóm tắt kết quả nghiên cứu dài một trang khi bài nghiên cứu này kết thúc, và hy vọng Thầy/Cô cảm thấy có điểm gì đó thú vị trong bài nghiên cứu này.
Mọi công trình nghiên cứu muốn thực hiện thành công đều nhờ vào sự giúp đỡ và thiện chí của những người tham gia nghiên cứu và tôi chân thành cám ơn sự quan tâm và tham gia của Thầy/Cô vào bài nghiên cứu này.

Thầy/Cô có phải trả phí khi tham gia vào bài nghiên cứu này?
Thầy/Cô hoàn toàn không phải trả bất kì lệ phí nào khi tham gia vào bài nghiên cứu này.

Nếu Thầy/Cô không muốn tham gia vào bài nghiên cứu này, thì có những lựa chọn nào khác cho Thầy/Cô?

Việc tham gia vào bài nghiên cứu này là hoàn toàn dựa trên tinh thần tự nguyện. Thầy/Cô có quyền từ chối tham gia vào bài nghiên cứu này, và việc từ chối tham gia này sẽ không ảnh hưởng gì đến công việc và vị trí hiện tại của Thầy/Cô tại trường đại học.

Làm sao Thầy/Cô có thể ngừng tham gia vào bài nghiên cứu này và Thầy/Cô sẽ phải liên hệ với ai nếu Thầy/Cô có thắc mắc muốn hỏi?

Nếu Thầy/Cô mong muốn ngừng tham gia vào bài nghiên cứu này vì bất kì lý do gì, Thầy/Cô có thể gửi email cho tôi đến địa chỉ HHQ968@bham.ac.uk hoặc gọi cho tôi theo số (+84) 8167 5850 338. Thầy/Cô sẽ không bị ràng buộc gì khi rút khỏi cam kết này và ngừng tham gia vào bài nghiên cứu này bất kì lúc nào mà không bị bất kì hình phạt hay tổn thất gì về mặt lợi ích của Thầy/Cô. Trong suốt quá trình nghiên cứu, tôi sẽ thông báo đến Thầy/Cô những thông tin mới mà có thể ảnh hưởng đến quyết định tiếp tục tham gia nghiên cứu của Thầy/Cô. Nếu không muốn tiếp tục tham gia, mong Thầy/Cô thông báo cho tôi trước ngày **22/03/2013.**

Nếu Thầy/Cô có bất kì thắc mắc gì về quyền lợi của một người tham gia nghiên cứu, xin vui lòng liên hệ tôi qua địa chỉ email HHQ968@bham.ac.uk hoặc gọi tôi bằng số (+84) 8167 5850 338.

Thông tin cá nhân và nội dung cuộc phỏng vấn của Thầy/Cô sẽ được bảo mật như thế nào?

Chỉ mình tôi với vai trò là nhà nghiên cứu của đề tài nghiên cứu này mới được quyền hợp pháp truy cập vào cuộc phỏng vấn của Thầy/Cô để phân tích cho kết quả nghiên cứu. Tôi sẽ bảo đảm bí mật bài phỏng vấn của Thầy/Cô theo đúng quy định của luật pháp. Danh tính và bài phỏng vấn của Thầy/Cô sẽ không bị tiết lộ nếu không có sự cho phép của Thầy/Cô. Nếu tôi trích dẫn đoạn phỏng vấn của

Thầy/Cô trong luận văn của tôi, thì tôi sẽ dùng tên giả để đảm bảo danh tính của Thầy/Cô sẽ không bị tiết lộ.

Nghiên cứu sinh sẽ không có bất kì lợi ích nào từ sự tham gia vào bài nghiên cứu này của Thầy/Cô ngoài việc viết bài báo khoa học hoặc báo cáo kết quả nghiên cứu.

Ký tên:

Với vai trò là nhà nghiên cứu của bài nghiên cứu này, tôi đã giải thích mục đích, quy trình, lợi ích, và những rủi ro có thể xảy ra trong quá trình nghiên cứu:

Quách Hoàng Thiên Hy

……………………………………………………………………………………….

Chữ ký và họ tên của người nhận phiếu cam kết   Ngày

Thầy/Cô vừa được thông báo chi tiết về mục đích, quy trình, những lợi ích và rủi ro có thể xảy ra của bài nghiên cứu này và Thầy/Cô đã nhận được một bảng Phiếu Cam Kết này. Thầy/Cô vui lòng hỏi kĩ nếu còn thắc mắc gì trước khi ký vào phiếu cam kết này, và Thầy/Cô cũng đã biết là có thể đặt câu hỏi bất kì lúc nào. Thầy/Cô đồng ý tham gia vào bài nghiên cứu này một cách tự nguyện. Khi ký tên vào phiếu cam kết này, Thầy/Cô không mất bất kì quyền lợi hợp pháp nào

……………………………………………………………………………………….

Họ và Tên của Người Tham Gia   Ngày

……………………………………………………………………………………….

Chữ Ký của Người Tham Gia   Ngày

……………………………………………………………………………………….

Chữ Ký của Nghiên Cứu Sinh   Ngày

APPENDIX 11

PHIẾU CAM KẾT DÀNH CHO SINH VIÊN THAM GIA NGHIÊN CỨU

Đây là thư mời Bạn tham gia vào bài nghiên cứu này. Phiếu cam kết này cung cấp các thông tin về bài nghiên cứu. Nghiên cứu sinh cũng sẽ mô tả cách thức nghiên cứu cũng như trả lời các câu hỏi của Bạn. Xin vui lòng đọc những thông tin ở dưới và xin hãy hỏi về bất cứ vấn đề gì mà Bạn cảm thấy chưa rõ trước khi quyết định có tham gia vào bài nghiên cứu này hay không. Sự tham gia của Bạn là hoàn toàn tự nguyện và Bạn có quyền từ chối tham gia mà không có bất kì một hình phạt hay ảnh hưởng bất lợi nào.

Đề Tài Nghiên Cứu: *Sự Phát Triển Của Giáo Dục Đại Học Việt Nam và Anh Quốc – Một Vài So Sánh.*

Nghiên Cứu Sinh: Quách Hoàng Thiên Hy, Khoa Giáo Dục Học, Trường Đại Học Birmingham, Vương Quốc Anh, (+84) 167 5850 338, HHQ968@bham.ac.uk

Giáo Sư Hướng Dẫn: Giáo Sư Michele Schweisfurth, Khoa Giáo Dục Học, Trường Đại học Birmingham, Vương Quốc Anh, 44 (0) 141 330 4445, Michele.Schweisfurth@glasgow.ac.uk

Mục đích của bài nghiên cứu này là gì? Bài nghiên cứu này là luận văn Thạc Sĩ Nghiên Cứu về chuyên ngành Giáo Dục Quốc Tế tại Khoa Giáo Dục Học của trường Đại học Birmingham, Vương Quốc Anh. Bài nghiên cứu này được thực hiện nhằm tìm hiểu những tác nhân chính và những thay đổi trong giáo dục đại học Việt Nam và Vương Quốc Anh hiện tại và trong tương lai.

Tiến trình thực hiện nghiên cứu khi Bạn tham gia vào bài nghiên cứu này là gì?

Nghiên cứu được thực hiện bằng phương pháp phỏng vấn. Tôi sẽ hỏi Bạn 5 câu hỏi về quan điểm của Bạn về giáo dục đại học hiện nay và sự phát triển của nó trong tương lai. Cuộc phỏng vấn sẽ diễn ra trong vòng khoảng 30 phút và sẽ được thực hiện qua Skype vào thời gian thích hợp và thuận tiện nhất cho Bạn. Tôi cũng sẽ ghi âm lại nội dung buổi phỏng vấn của Bạn để phục vụ cho mục đích phân tích sau đó. Tôi cam kết sẽ không để nội dung buổi phỏng vấn được tiết lộ cho bất kì ai. Tôi cũng cam kết đảm bảo giữ bí mật danh tính và bảo mật tất cả những dữ liệu liên quan đến Bạn.

Tôi cam kết phần trả lời phỏng vấn của Bạn sẽ không ảnh hưởng đến vị trí công tác, đánh giá năng lực hay nhận xét cuối năm của Bạn tại trường đại học nơi Bạn đang làm việc. Phần trả lời phỏng vấn của Bạn cũng sẽ không tiết lộ danh tính người được phỏng vấn cho bất kì người nào khác ngoài Nghiên cứu sinh và Giáo sư hướng dẫn của Nghiên cứu sinh đó.

Nếu Bạn muốn thảo luận những vấn đề trên hoặc về những rủi ro có thể xảy ra cho Bạn, Bạn có thể hỏi tôi bằng cách gửi email hoặc gọi cho tôi theo địa chỉ email và số điện thoại cung cấp ở trên.

Những lợi ích mà Bạn hoặc những người khác có thể có được là gì?

Mục đích của bài nghiên cứu này là để tìm hiểu giáo dục đại học và sự phát triển của giáo dục đại học ở Việt Nam và Anh Quốc theo quan điểm của những người đang hoạt động trong đó. Hy vọng rằng bài nghiên cứu này có thể đưa ra những gợi ý cho sự phát triển của giáo dục đại học Việt Nam và Anh Quốc nói riêng, và giáo dục đại học ở những nước đang phát triển nói chung. Bạn sẽ nhận một bảng tóm tắt kết quả nghiên cứu dài một trang khi bài nghiên cứu này kết thúc, và hy vọng Bạn cảm thấy có điểm gì đó thú vị trong bài nghiên cứu này.

Mọi công trình nghiên cứu muốn thực hiện thành công đều nhờ vào sự giúp đỡ và thiện chí của những người tham gia nghiên cứu và tôi chân thành cám ơn sự quan tâm và tham gia của Bạn vào bài nghiên cứu này.

Bạn có phải trả phí khi tham gia vào bài nghiên cứu này?

Bạn hoàn toàn không phải trả bất kì lệ phí nào khi tham gia vào bài nghiên cứu này.

Nếu Bạn không muốn tham gia vào bài nghiên cứu này, thì có những lựa chọn nào khác cho Bạn?

Việc tham gia vào bài nghiên cứu này là hoàn toàn dựa trên tinh thần tự nguyện. Bạn có quyền từ chối tham gia vào bài nghiên cứu này, và việc từ chối tham gia này sẽ không ảnh hưởng gì đến công việc và vị trí hiện tại của Bạn tại trường đại học.

Làm sao Bạn có thể ngừng tham gia vào bài nghiên cứu này và Bạn sẽ phải liên hệ với ai nếu Thầy/Cô có thắc mắc muốn hỏi?

Nếu Bạn mong muốn ngừng tham gia vào bài nghiên cứu này vì bất kì lý do gì, Bạn có thể gửi email cho tôi đến địa chỉ HHQ968@bham.ac.uk hoặc gọi cho tôi theo số (+84) 8167 5850 338. Bạn sẽ không bị ràng buộc gì khi rút khỏi cam kết này và ngừng tham gia vào bài nghiên cứu này bất kì lúc nào mà không bị bất kì hình phạt hay tổn thất gì về mặt lợi ích của Bạn. Trong suốt quá trình nghiên cứu, tôi sẽ thông báo đến Bạn những thông tin mới mà có thể ảnh hưởng đến quyết định tiếp tục tham gia nghiên cứu của Bạn. Nếu không muốn tiếp tục tham gia, mong Bạn thông báo cho tôi trước ngày **22/03/2013.**

Nếu Bạn có bất kì thắc mắc gì về quyền lợi của một người tham gia nghiên cứu, xin vui lòng liên hệ tôi qua địa chỉ email HHQ968@bham.ac.uk hoặc gọi tôi bằng số (+84) 8167 5850 338.

Thông tin cá nhân và nội dung cuộc phỏng vấn của Bạn sẽ được bảo mật như thế nào?

Chỉ mình tôi với vai trò là nhà nghiên cứu của đề tài nghiên cứu này mới được quyền hợp pháp truy cập vào cuộc phỏng vấn của Bạn để phân tích cho kết quả nghiên cứu. Tôi sẽ bảo đảm bí mật bài phỏng vấn của Bạn theo đúng quy định của luật pháp. Danh tính và bài phỏng vấn của Bạn sẽ không bị tiết lộ nếu không có sự cho phép của Bạn. Nếu tôi trích dẫn đoạn phỏng vấn của Bạn trong luận văn của tôi, thì tôi sẽ dùng tên giả để đảm bảo danh tính của Bạn sẽ không bị tiết lộ.

Nghiên cứu sinh sẽ không có bất kì lợi ích nào từ sự tham gia vào bài nghiên cứu này của Bạn ngoài việc viết bài báo khoa học hoặc báo cáo kết quả nghiên cứu.

Ký tên:

Với vai trò là nhà nghiên cứu của bài nghiên cứu này, tôi đã giải thích mục đích, quy trình, lợi ích, và những rủi ro có thể xảy ra trong quá trình nghiên cứu:

Quách Hoàng Thiên Hy

……………………………………………………………………………….

Chữ ký và họ tên của người nhận phiếu cam kết   Ngày

Bạn vừa được thông báo chi tiết về mục đích, quy trình, những lợi ích và rủi ro có thể xảy ra của bài nghiên cứu này và Bạn đã nhận được một bảng Phiếu Cam Kết này. Bạn vui lòng hỏi kĩ nếu còn thắc mắc gì trước khi ký vào phiếu cam kết này,

và Bạn cũng đã biết là có thể đặt câu hỏi bất kì lúc nào. Bạn đồng ý tham gia vào bài nghiên cứu này một cách tự nguyện. Khi ký tên vào phiếu cam kết này, Bạn không mất bất kì quyền lợi hợp pháp nào

…………………………………………………………………………………

Họ và Tên của Người Tham Gia   **Ngày**

…………………………………………………………………………………

Chữ Ký của Người Tham Gia   **Ngày**

…………………………………………………………………………………..

Chữ Ký của Nghiên Cứu Sinh   **Ngày**

APPENDIX 12
INTERVIEW PROCEDURES FOR LECTURERS

Duration: 15 – 20 minutes

Steps	Interviewer's Actions	Sentences/ Questions	Notes/ Probes
Warm-up	1. Call and greet the interviewee	- Good morning/ Hello/ Hi … How are you?	
	2. Briefly introduce the purpose of the interview	- Today we are going to talk about higher education, including universities, mission, quality and their changes by 2020.	
	3. Briefly explain the interview procedure.	- I am going to ask you some questions on your perception of higher education, including universities, mission, and quality and the changes by 2020. I know you're not an expert but I'm interested in your views as a member of the university community. The interview will probably last about half an hour.	
	4. State the use of the tape recorder and ask for the interviewee's consent	- I will record the interview for later analysis. Your identity will be anonymized and no one can access your interview except my supervisor and me. Do you consent freely to participate in this tape-recorded interview?	

	5. Ask if the interviewee would like me to clarify anything.	- If you have any questions related to our interview or the research topic, please feel free to ask before we start the interview, or ask at any time during the interview.	
Body	6. Start the interview with questions on personal details	- How long have you been working at your university? In what role?	
	7. Question 1	- How do you think higher education is commonly understood in the UK/ Vietnam?	**Explanation:** You can give the definition of higher education. For example, higher education is education and training at college and university.
	8. Question 2	- Do you think lecturers see things differently from most members of the public, or the government?	- Could you explain more about…? - Is there anything else you would like to add?
	9. Question 3	- What do you believe should be the core missions of a university in the UK?	** Remind the respondents that I am asking for their views. - Is there anything else you would like to add?

			- Could you explain more about…?
	10. Question 4	- How do these compare with the current reality?	- Is there anything else you would like to add? - Could you explain more about…?
	11. Question 5	- What criteria are usually considered for assessing a university in the UK?	- Is there any other criteria you would like to add? - Could you explain why [criterion is important]?
	12. Question 6	- What do you think is most important for ensuring and maintaining quality in universities?	- Is there any other criteria you would like to add? - Could you explain why [criterion is important]?
	13. Question 7	- How have universities changed in your lifetime?	- Could you say some more about …?
	14. Question 8	- How do you think universities in the UK/ Vietnam will change by 2020?	- Could you say some more about …?
	15. Question 9	- What factors will affect the changes in universities in the UK by 2020?	- Could you explain more about…?

			- Is there anything else you would like to add?
	16. Question 10	- Is there anything else you would like to add about the current situation of higher education in the UK/ Vietnam, and about the issue of quality in universities?	- Could you say some more about …?
Closing	17. Inform the end of the interview and thank the interviewee	- That is all for our interview. Thank you very much for your valuable time and your help.	
	18. Inform that you will send them a one-page result of your research	- When the research study is finished, I will send one-page result of the research study via email.	
	19. Say goodbye and wait for the interviewee to hang up the phone	- Thank you again. I wish you all the best. Goodbye.	

APPENDIX 13
INTERVIEW PROCEDURES FOR STUDENTS

<u>**Duration**</u>: 15 – 20 minutes

Steps	Interviewer's Actions	Sentences/ Questions	Notes/ Probes
Warm-up	1. Call and greet the interviewee	- Good morning/ Hello/ Hi … How are you?	
	2. Briefly introduce the purpose of the interview	- Today we are going to talk about higher education, including universities, mission, quality and their changes by 2020.	
	3. Briefly explain the interview procedure.	- I am going to ask you some questions on your perception of higher education, including universities, mission, and quality and the changes by 2020. - I know you're not an expert but I'm interested in your views as a member of the university community. The interview will probably last about half an hour.	

	4. State the use of the tape recorder and ask for the interviewee's consent	- I will record the interview for later analysis. Your identity will be anonymized and no one can access your interview except my supervisor and me. Do you consent freely to participate in this tape-recorded interview?	
	5. Ask if the interviewee would like me to clarify anything.	- If you have any questions related to our interview or the research topic, please feel free to ask before we start the interview, or ask at any time during the interview.	
Body	6. Start the interview with questions on personal details	- When did you start your course at your university?	- So you have been studying there for [3 or 4] years?
	7. Question 1	- How do you think higher education is commonly understood in the UK/ Vietnam?	**Explanation:** You can give the definition of higher education. For example, higher education is education and training at college and university.

	8. Question 2	- What do you think students think about higher education? Do students see it differently from others?	- Could you explain more about…? - Is there anything else you would like to add?
	9. Question 3	- What do you believe should be the core missions of a university in the UK/ Vietnam?	- Could you explain more about…? - Is there anything else you would like to add?
	10. Question 4	- How do these compare with the current reality?	- Could you explain more about…? - Is there anything else you would like to add?
	11. Question 5	- What criteria are usually considered for choosing a university in the UK/ Vietnam?	- Could you explain why [did you choose to study here]? - Is there anything else you would like to add?

	12. Question 6	- What do you think is most important for ensuring and maintaining quality in universities?	- Could you explain more about…? - Is there anything else you would like to add?
	13. Question 7	- How have universities changed in your lifetime?	- Could you explain more about…? - Is there anything else you would like to add?
	14. Question 8	- How do you think universities in the UK will change by 2020?	- Could you say some more about …?
	15. Question 9	- What factors will affect the changes in universities in the UK by 2020?	- Could you explain more about…? - Is there anything else you would like to add?
	16. Question 10	- Is there anything else you would like to add about the current situation of higher education	- Could you explain more about…?

		in the UK, and about the issue of quality in universities?	
Closing	17. Inform the end of the interview and thank the interviewee	- That is all for our interview. Thank you very much for your valuable time and your help.	
	18. Inform that you will send them a one-page result of your research	- When the research study is finished, I will send one-page result of the research study via email.	
	19. Say goodbye and wait for the interviewee to hang up the phone	- Thank you again. I wish you all the best. Goodbye.	

APPENDIX 14
QUY TRÌNH PHỎNG VẤN DÀNH CHO GIẢNG VIÊN

__Thời lượng__: 15 – 20 phút

Các bước	Người phỏng vấn	Câu nói/ Câu hỏi	Ghi Chú/ Câu hỏi thêm
Mở Đầu	1. Gọi và chào người tham gia	- Chào Thầy/ Cô …. Chân thành cám ơn Thầy/ Cô đã đồng ý tham gia bài phỏng vấn.	
	2. Giải thích ngắn gọn mục đích của buổi phỏng vấn.	- Hôm nay chúng ta sẽ nói về giáo dục đại học, trong đó có trường đại học, sứ mệnh hay nhiệm vụ, và chất lượng của giáo dục đại học, và những thay đổi của giáo dục đại học tính tới năm 2020.	
	3. Giải thích ngắn gọn quy trình phỏng vấn.	- Em sẽ hỏi các câu hỏi về nhận định của Thầy/ Cô về giáo dục đại học, bao gồm trường đại học, sứ mệnh, và chất lượng và những thay đổi của giáo dục đại học tính tới năm 2020. Em muốn tìm hiểu nhận định của Thầy/ Cô với vai trò là một thành viên của hệ thống giáo dục đại học.	

		Bài phỏng vấn kéo dài khoảng 30 phút.	
	4. Thông báo việc sử dụng máy ghi âm và xin phép người tham gia cho phép ghi âm.	- Em sẽ ghi âm bài phỏng vấn này cho việc phân tích dữ liệu. Danh tính của Thầy/ Cô sẽ được bảo mật và không ai có thể nghe hoặc lấy được bài phỏng vấn này ngoại trừ em và giáo sư hướng dẫn. Thầy/ Cô có đồng ý cam kết tham gia vào bài phỏng vấn được ghi âm này không ạ?	
	5. Hỏi xem người tham gia có muốn hỏi them hoặc muốn được giải thích thêm các thông tin gì không.	- Nếu Thầy/ Cô có thắc mắc gì về bài phỏng vấn hay về đề tài nghiên cứu, xin Thầy/ Cô hãy hỏi bây giờ, hoặc là bất kì lúc nào trong quá trình phỏng vấn.	
Phỏng Vấn	6. Bắt đầu bài phỏng vấn với các câu hỏi thông tin.	- Thầy/ Cô đã công tác tại cơ sở hiện tại được bao lâu rồi ạ? Thầy/ Cô giữ chức vụ gì trong trường?	
	7. Câu hỏi 1	- Theo Thầy/Cô, giáo dục đại học thường được hiểu như thế nào ở Việt Nam?	**<u>Giải Thích:</u>** Thầy/ Cô có thể đưa ra định nghĩa giáo dục đại học. Ví dụ như, giáo dục đại học là việc giáo dục và đào tạo tại trường cao đẳng và đại học.
	8. Câu hỏi 2	- Thầy/ Cô có nghĩa rằng giảng viên hiểu về giáo dục đại học khác với phần lớn các	- Thầy/ Cô có thể giải thích thêm …?

		thành viên khác trong xã hội, hoặc là khác với chính phủ?	- Thầy/ Cô có muốn thêm gì …?
	9. Câu 3	- Thầy/ Cô nghĩ sứ mệnh hay nhiệm vụ chính của trường đại học ở Việt Nam là gì?	** Nhắc thêm là câu hỏi về quan điểm và suy nghĩ của người tham gia. - Thầy/ Cô có thể giải thích thêm …? - Thầy/ Cô có muốn thêm gì …?
	10. Câu hỏi 4	- Thầy/ Cô nhận thấy những sứ mệnh/ nhiệm vụ này được thể hiện hoặc được thực hiện như thế nào trên thực tế hiện nay?	- Thầy/ Cô có thể giải thích thêm …? - Thầy/ Cô có muốn thêm gì …?
	11. Câu hỏi 5	- Những tiêu chí nào thường được sử dụng để đánh giá một trường đại học ở Việt Nam?	- Thầy/ Cô giải thích thêm tại sao …? - Có những tiêu chí nào khác mà Thầy/ Cô muốn đưa ra thêm không ạ?
	12. Câu hỏi 6	- Những tiêu chí nào mà Thầy/ Cô nghĩ là quan trọng nhất để đảm bảo chất lượng giáo dục đại học?	Thầy/ Cô giải thích thêm về …? - Có những tiêu chí nào khác mà Thầy/ Cô muốn đưa ra thêm không ạ?
	13. Câu hỏi 7	- Trường đại học đã và đang thay đổi như thế nào theo kinh nghiệm từ trước đến giờ của Thầy/ Cô?	Thầy/ Cô giải thích thêm về …?

	14. Câu hỏi 8	- Thầy/ Cô nghĩ trường đại học ở Việt Nam sẽ thay đổi như thế nào vào năm 2020?	Thầy/ Cô giải thích thêm về …?
	15. Câu hỏi 9	- Những yếu tố nào sẽ ảnh hưởng đến sự thay đổi của trường đại học ở Việt Nam vào năm 2020?	- Thầy/ Cô có thể giải thích thêm …? - Thầy/ Cô có muốn thêm gì …?
	16. Câu hỏi 10	- Thầy/ Cô có muốn nói thêm gì về tình hình giáo dục đại học Việt Nam hiện nay, và về những vấn đề về chất lượng giáo dục đại học hay không?	- Thầy/ Cô có thể giải thích thêm …?
Kết thúc	17. Thông báo phỏng vấn đã kết thúc.	- Bài phỏng vấn đã kết thúc. Một lần nữa, em chân thành cám ơn thời gian quý giá và sự giúp đỡ của Thầy/ Cô.	
	18. Thông báo việc gửi kết quả nghiên cứu.	- Khi bài nghiên cứu kết thúc, em sẽ gửi bảng tóm tắt kết quả nghiên cứu dài một trang đến Thầy/ Cô qua email.	
	19. Chào tạm biệt và chờ người tham gia cúp máy.	- Em cám ơn Thầy/ Cô một lần nữa. Chúc Thầy/ Cô nhiều sức khỏe và thành công. Em xin chào Thầy/ Cô.	

APPENDIX 15
QUY TRÌNH PHỎNG VẤN DÀNH CHO SINH VIÊN

Thời lượng: 20 – 30 minutes

Các bước	Người phỏng vấn	Câu nói/ Câu hỏi	Ghi Chú/ Câu hỏi thêm
Mở Đầu	1. Gọi và chào người tham gia	- Chào Bạn …. Chân thành cám ơn Bạn đã đồng ý tham gia bài phỏng vấn.	
	2. Giải thích ngắn gọn mục đích của buổi phỏng vấn.	- Hôm nay chúng ta sẽ nói về giáo dục đại học, trong đó có trường đại học, sứ mệnh hay nhiệm vụ, và chất lượng của giáo dục đại học, và những thay đổi của giáo dục đại học tính tới năm 2020.	
	3. Giải thích ngắn gọn quy trình phỏng vấn.	- Chị sẽ hỏi các câu hỏi về nhận định của Bạn về giáo dục đại học, bao gồm trường đại học, sứ mệnh, và chất lượng và những thay đổi của giáo dục đại học tính tới năm 2020. Chị muốn tìm hiểu nhận định của Bạn với vai trò là một thành viên của hệ thống giáo dục đại học. Bài phỏng vấn kéo dài khoảng 30 phút.	

	4. Thông báo việc sử dụng máy ghi âm và xin phép người tham gia cho phép ghi âm.	- Chị sẽ ghi âm bài phỏng vấn này cho việc phân tích dữ liệu. Danh tính của Bạn sẽ được bảo mật và không ai có thể nghe hoặc lấy được bài phỏng vấn này ngoại trừ chị và giáo sư hướng dẫn. Bạn có đồng ý cam kết tham gia vào bài phỏng vấn được ghi âm này không ha?	
	5. Hỏi xem người tham gia có muốn hỏi them hoặc muốn được giải thích thêm các thông tin gì không.	- Nếu Bạn có thắc mắc gì về bài phỏng vấn hay về đề tài nghiên cứu, Bạn cứ tự nhiên hỏi bây giờ, hoặc là bất kì lúc nào trong quá trình phỏng vấn.	
Phỏng Vấn	6. Bắt đầu bài phỏng vấn với các câu hỏi thông tin.	- Bạn bắt đầu học tại trường đại học này từ khi nào?	
	7. Câu hỏi 1	- Theo Bạn, giáo dục đại học thường được hiểu như thế nào ở Việt Nam?	**Giải Thích:** Bạn có thể đưa ra định nghĩa giáo dục đại học. Ví dụ như, giáo dục đại học là việc giáo dục và đào tạo tại trường cao đẳng và đại học.
	8. Câu hỏi 2	- Theo Bạn, sinh viên nghĩ giáo dục đại học là gì? Theo bạn, sinh viên có hiểu giáo dục đại học khác với những thành viên khác trong xã hội, như là giảng viên, hay không?	- Bạn có thể giải thích thêm …? - Bạn có muốn thêm gì …?

	9. Câu hỏi 3	- Bạn nghĩ sứ mệnh hay nhiệm vụ chính của trường đại học ở Việt Nam là gì?	** Nhắc thêm là câu hỏi về quan điểm và suy nghĩ của người tham gia. - Bạn có thể giải thích thêm …? - Bạn có muốn thêm gì …?
	10. Câu hỏi 4	- Bạn nhận thấy những sứ mệnh/ nhiệm vụ này được thể hiện hoặc được thực hiện như thế nào trên thực tế hiện nay?	- Bạn có thể giải thích thêm …? - Bạn có muốn thêm gì …?
	11. Câu hỏi 5	- Những tiêu chí nào thường được sử dụng để đánh giá một trường đại học ở Việt Nam?	- Bạn giải thích thêm tại sao …? - Có những tiêu chí nào khác mà Bạn muốn đưa ra thêm không ạ?
	12. Câu hỏi 6	- Những tiêu chí nào mà Bạn nghĩ là quan trọng nhất để đảm bảo chất lượng giáo dục đại học?	Bạn giải thích thêm về …? - Có những tiêu chí nào khác mà Bạn muốn đưa ra thêm không ạ?
	13. Câu hỏi 7	- Trường đại học đã và đang thay đổi như thế nào theo những gì Bạn biết từ trước đến giờ?	Bạn giải thích thêm về …?
	14. Câu hỏi 8	- Bạn nghĩ trường đại học ở Việt Nam sẽ thay đổi như thế nào vào năm 2020?	Bạn giải thích thêm về …?

	15. Câu hỏi 9	- Những yếu tố nào sẽ ảnh hưởng đến sự thay đổi của trường đại học ở Việt Nam vào năm 2020?	- Bạn có thể giải thích thêm …? - Bạn có muốn thêm gì …?
	16. Câu hỏi 10	- Bạn có muốn nói thêm gì về tình hình giáo dục đại học Việt Nam hiện nay, và về những vấn đề về chất lượng giáo dục đại học hay không?	- Bạn có thể giải thích thêm …?
Kết thúc	17. Thông báo phỏng vấn đã kết thúc.	- Bài phỏng vấn đã kết thúc. Một lần nữa, chị chân thành cám ơn thời gian quý giá và sự giúp đỡ của Bạn.	
	18. Thông báo việc gửi kết quả nghiên cứu.	- Khi bài nghiên cứu kết thúc, chị sẽ gửi bảng tóm tắt kết quả nghiên cứu dài một trang đến Bạn qua email.	
	19. Chào tạm biệt và chờ người tham gia cúp máy.	- Chị cám ơn Thầy/ Cô một lần nữa. Chúc Bạn nhiều vui và thành công. Chào Bạn.	

APPENDIX 16

Dear Sir or Madam,

My name is Hy T. Quach-Hoang and I am a research student at the School of Education, the University of Birmingham, UK. I am writing this email as I would like to ask for permission to do research at your university.

My research is about the perceptions of students and lecturers on the changes and development of higher education in the UK and Vietnam. I would like to interview 10 students and 5 lecturers for their viewpoints on current higher education and their expectations of the development in the future. The interview consists of 5 open questions and lasts for 30 minutes. It will be carried out via Skype and will be recorded for more analysis later. The identity of the participants will be anonymized and the data would be confidential. The university will also not be identified in the research, and the questions are about higher education in general rather than about your institution. A one-page summary of the findings will be sent to you and all participants at the end of the study.

The students have to be in the final year of their course. They are also full-time students registered for mainstream courses. The lecturers have to be main lecturers, not visiting or invited ones. They also work full-time at your university.

I will be very grateful if you could kindly help me with my research. For more information, please contact Hy T. Quach-Hoang at HHQ968@bham.ac.uk

Yours faithfully,
Hy T. Quach-Hoang

APPENDIX 17

Kính gửi Ban giám hiệu,

Tôi là Quách Hoàng Thiên Hy, nghiên cứu sinh khoa Giáo Dục Học của trường Đại học Birmingham, Vương Quốc Anh. Nay tôi viết thư này kính mong Quý Trường cho phép tôi được làm nghiên cứu tại cơ sở của Trường.

Đề tài nghiên cứu của tôi là "quan niệm của sinh viên và giảng viên về những thay đổi và phát triển của giáo dục đại học". Sẽ có 10 sinh viên và 5 giảng viên được phỏng vấn để biết được quan điểm của họ về tình hình giáo dục đại học hiện tại và những mong đợi của họ về giáo dục đại học trong tương lai. Bài phỏng vấn gồm 5 câu hỏi mở trong khoảng 30 phút, được thực hiện qua Skype và sẽ được ghi âm lại để phân tích. Danh tính của trường đại học, người tham gia và nội dung của cuộc phỏng vấn sẽ được giấu kín và giữ bí mật tuyệt đối. Tất cả các câu hỏi nghiên cứu là về giáo dục đại học nói chung chứ không riêng về cơ sở của Trường. Sau đó,một bảng tóm tắt kết quả nghiên cứu khoảng một trang sẽ được gửi đến toàn thể người tham gia nghiên cứu.

Sinh viên tham gia nghiên cứu phải là sinh viên năm cuối, học toàn thời gian và tham gia khóa học chính khóa của Trường. Giảng viên tham gia phải là giảng viên chính thức và làm việc toàn thời gian tại Trường.

Tôi chân thành cảm ơn nếu Trường có thể giúp tôi trong bài nghiên cứu này. Mọi thong tin lien quan, xin vui lòng liên hệ tại địa chỉ email HHQ968@bham.ac.uk

Trân Trọng,
Quách Hoàng Thiên Hy

APPENDIX 18
INTERVIEW GUIDE WITH FIELD NOTES

	Details		Details
Folder No.		*Interviewer*	Hy T. Quach-Hoang
Site		*Respondent*	
Data			
Start	……. a.m/p.m	*End*	…………. a.m/p.m

I=Interview

R=Respondent

(Question 1)

(Question 2)

(Question 3)

(Question 4)

(Question 5)

(Question 6)

(Question 7)

(Question 8)

(Question 9)

(Question 10)

	Details		Details
Folder No.		*Transcriber*	Hy T. Quach-Hoang
Site		*Translator*	Hy T. Quach-Hoang
Interviewer	Hy T. Quach-Hoang	*Typist*	Hy T. Quach-Hoang
Respondent		*Date*	
Start	……. a.m/p.m	*End*	…………. a.m/p.m

I=Interview

R=Respondent

……………………………………….

I: Do you consent freely to participate in this tape-recorded interview?

R:

……………………………………….

(Question 1)

I:

R:

……………………………………….

(Question 2)

I:

R:

……………………………………….

(Question 3)

I:

R:

……………………………………….

(Question 4)

I:

R:

……………………………………………….

(Question 5)

I:

R:

……………………………………………….

(Question 6)

I:

R:

……………………………………………….

(Question 7)

I:

R:

……………………………………………….

(Question 8)

I:

R:

……………………………………………….

(Question 9)

I:

R:

……………………………………………….

(Question 10)

I:

R:

REFERENCES

Allen, M., 1988. *The Goals of Universities.* Milton Keynes: SRHE & Open
University Press.

Anderson, R., 2010. *The 'Idea of a University' today,* London: Institute for Public
Policy Research.

Baker, M., 2003. *BBC.* [online]
Available at:
http://news.bbc.co.uk/2/hi/uk_news/education/mike_baker/2647209.stm
[Accessed 19 December 2012].

Baskerville, S., MacLeod, F. & Saunders, N., 2011. *A Guide to UK Higher
Education and Partnerships for Overseas Universities.* Research Series/9
ed. London: UK Higher Education International and Europe Unit .

Bathmaker, A.-M., 2003. The Expansion of Higher Education: A Consideration of
Control, Funding and Quality. *Education Studies - Essential Issues*, pp.
169-189.

Bettis, P. J. & Gregson, J. A., 2000. The Why of Research: Paradigmatic and
Pragmatic Considerations. In: E. I. Farmer & J. W. Rojewski, eds.
*Research Pathways: Writing Professional Papers, Theses, and
Dissertations in Workforce Education.* USA: University Press of America,
p. ch.1.

BIS Economic and Policy Analysis Team, 2010. *BIS Economic Paper for No. 9 -
Economic Growth.* London: BIS Department for Business Innovation &
Skills.

BIS Department for Business Innovation & Skills, 2011. *Higher Education White Paper: Students at the Heart of the System.* Bristol: BIS.

BIS Department for Business Innovation and Skills, 2012a. *BIS.* [online] Available at: www.bis.gov.uk/policies/higher-education [Accessed 19 January 2013].

BIS Department for Business Innovation and Skills, 2012b. *Following up the Wilson Review of Business-University Collaboration - Next Steps for Universities, Business, and Government,* London: BIS.

Brace, I., 2004. *Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research.* 2nd ed. London: Kogan Page.

Bray, M., 2007. Actors and Purposes in Comparative Education. In: M. Bray, B. Adamson & M. Mason, eds. *Comparative Education Research.* Hong Kong: Springer, pp. 15-38.

Brennan, J. et al., 1992. *European Higher Education Sytems: Germany, The Netherlands; The United Kingdom.* s.l.:Coucil for National Academic Awards.

Broadfoot, P., 2000. Interviewing in a Cross-cultural Context: Some Issues for Comparative Research. In: C. J. Pole & R. G. Burgess, eds. *Cross-cultural Case Study.* London: Emerald Group Publishing Limited, pp. 53-65.

Brown, R., 2004. *Quality Assurance in Higher Education - The UK Experience since 1992.* New York: Taylor & Francis Group.

Burgess, R. G., 2000. Some Issues and Problems in Cross-Cultural Case Study Research. In: C. J. Pole & R. G. Burgess, eds. *Cross-cultural Case Study.* London: Emerald Group Publishing Limited, pp. 43-52.

Burns, J., 2012. *BBC News.* [online]

Available at: http://www.bbc.co.uk/news/education-18021904

[Accessed 20 September 2012].

Byrom, T., 2009. 'I Don't Want to Go to a Crummy Little University': Social Class, Higher Education Choice and the Paradox of Widening Participation. *Improving School,* 12(3), pp. 209-224.

Campbell, C. & Rozsnyai, C., 2002. *Quality Assurance and the Development of Course Programmes,* Bucharest: UNESCO.

Carless, D., 2006. Diferring Perceptions in the Feedback Process. *Studies in Higher Education,* 31(2), pp. 219-233.

Chamberlin, G., 2010. Output and Expenditure in the Last Three UK Recessions. *Economic & Labour Market Review,* 4(8), pp. 51-64.

Chepchieng, M. C., Mbugua, S. N. & Kariuki, M. W., 2006. University Students' Perceptions of Lecturer-Student Relationships: A Comparative Study of Public and Private Universities in Kenya. *Educational Research and Reviews,* 1(3), pp. 80-84.

Cochrane, A. & Williams, R., 2010. The Role of Higher Education in Social and Cultural Transformation. In: C. f. H. E. R. a. Information, ed. *Higher Education and Society: A Research Report.* London: The Open University , pp. 20-26.

Cohen, L., Manion, L. & Morrison, K., 2000. *Research Methods in Education.* 5th ed. London: Routledge Falmer.

Communist Party of Vietnam, 2001. *2001-2010 Education Development Strategy,* Hanoi: Communist Party of Vietnam.

Dang, A. Q., 2009. *Recent Higher Education Reforms in Vietnam: The Role of the World Bank,* Denmark: Aerhus University.

Deem, R., 1998. "New Managerialism" and Higher Education: The Management of Performances and Cultures in Universities in the United Kingdom. *International Studies in Sociology of Education,* 8(1), pp. 47-70.

Devlin, M., 2002. An Improved Questionnaire for Gathering Student Perceptions of Teaching and Learning. *Higher Education Research and Development,* 21(3), pp. 289-304.

Dill, D. D., 2007. Quality Assurance in Higher Education: Practices and Issues. In: B. McGaw, E. Baker & P. P. Peterson, eds. *International Encyclopedia of Education.* s.l.:Elsevier Publications.

Do, T. H. & Ho, P. T. M., 2011. *Governance Reform in Higher Education in Vietnam.* Bangkok: The Hong Kong Institute of Education.

DTI, 1998. *Our Competitive Future: Building the Knowledge-Driven Economy.* London: HMSO.

Ernest, P., 1994. *An Introduction to Research Methodology and Paradigm.* Exeter: The Research Support Unit.

Euromonitor International, 2010. Top 10 Largest Economies in 2020. *Euromonitor International* [online], 7 July

Available at: http://blog.euromonitor.com/2010/07/special-report-top-10-largest-economies-in-2020.html

[Accessed 12 September 2012]

Fenske, R. H., 1980. Setting Institutional Goals and Objectives. *Improving Academic Management*, pp. 177-199.

Fitzsimons, P. (1999) Human Capital Theory and Education. In: M.A. Peters, A. Gibbons, B. Zarnic, & P. Ghiraldelli, eds. 1999. *The Encyclopaedia of Educational Philosophy and Theory* [online]

Available at:

http://www.ffst.hr/ENCYCLOPAEDIA/doku.php?id=human_capital_theory_and_education

[Accessed 18 October 2013]

Fotopoulos, T., 2008. Systemic Aspects of Academic Repressions in the New World Order. *The International Journal of Inclusive Democracy,* 4(4), pp. 1-25.

Ganga, D. & Scott, S., 2006. Cultural "Insiders" and the Issue of Positionality in Qualitative Migration Research: Moving "Across" and Moving "Along" Researcher-Participant Divides. *Forum: Qualitative Social Research Sozialforschung,* 7(3).

Ghazalla, I. & Sabagh, G., 1986. Arab Sociology Today: A View from within. *Annual Review,* Volume 12, pp. 373-399.

Gibbs, G., 2010. *Dimensions of Quality.* Heslington: The Charlesworth Group.

Gillard, D., 2011. Education in England: A Brief History. *Educationengland* [online],

Available at: http://www.educationengland.org.uk/

[Accessed 12 September 2012]

Gillies, D., 2011. State Education as High-Yield Investment: Human Capital Theory in European Policy Discourse. *Pedagogicky Casopis,* 2(2), pp. 224-245.

Gokay, B., 2012. *Global Research.* [online]

Available at: http://www.globalresearch.ca/uk-economy-falls-into-double-dip-recession/5313842

[Accessed 4 January 2013].

Gropello, E. d., Nesmith, K., Yilmaz, Y. & Mai, T. T., 2008. *Vietnam: Higher Education and Skills for Growth.* Washington:The World Bank.

Guardian Professional, 2012. *World University Rankings - Analysis.* [online]

Available at: http://www.guardian.co.uk/higher-education-network/blog/2012/sep/11/world-university-rankings-2012-analysis

[Accessed 20 September 2012].

Guba, E. G. & Lincoln, Y. S., 1994. Competing Paradigms in Qualitative Research. In: N. K. Denzin & Y. S. Lincoln, eds. *The Landscape of*

Qualitative Research: Theories and Issues. London: SAGE Pubications, pp. 195-220.

Guillemin, M. & Gillam, L., 2004. Ethics, Reflexivity, and 'Ethical Important Moments' in Research. *Qualitative Inquiry ,* 10(2), pp. 261-280.

Hammersley, M., 1992. *What's Wrong with Ethnography?.* London: Routledge.

Handam, A. K., 2009. Reflexivity of Discomfort in Insider-Outsider Educational Research. *McGill Journal of Education,* 44(3), pp. 377-404.

Harman, G., Hayden, M. & Pham, N. T., 2010. *Reforming Higher Education in Vietnam: Changes and Priorities.* New York: Springer.

Harvey, L., 1999. *Quality in Higher Education.* Goteborg, University of Central England in Birmingham .

Harvey, L., 2004. *Analytical Quality Glossary.* [online]
Available at: http://www.qualityresearchinternational.com/glossary/
[Accessed 30 October 2012].

Hearn, J., 2013. Higher Education Reform to 2020: The Power of Partnership. *Boao Review*, January, pp. 70-72.

Hertz, R., 1997. Introduction: Reflexivity and Voice. In: R. Herzt, ed. *Reflexivity and Voice.* London: Sage, pp. vi-xviii.

Higher Education Funding Council for England, 2011. *Opportunity, Choice and Excellence in Higher Education,* Bristol: HEFCE.

Hoang, T. A., 2009. Doi Moi and the Remarking of Vietnam. *Global Asia - A Journal of the East Asia Foundation,* September.4(3).

Holmes, B., 1971. Comparative Education. In: L. C. Deighton, ed. *The Encyclopedia of Education.* New York: The Macmillan Company, pp. 357-363.

Hornby, A.S., 2010. *Oxford Advanced Learners' Dictionary*. Oxford: Oxford University Press.

Hostetler, T. A., n.d. *A Sketch of Tertiary Education in Vietnam,* Hanoi: s.n.

Johnes, M., 2006. Student Perceptions of Research in Teaching-led Higher Education. *Journal of Hospitality, Leisure, Sport and Tourism Education,* 5(1), pp. 28-40.

Jones, C., 2004. Quantitative and Qualitative Research: Conflicting Paradigms or Perfect Partners?. N*etworked Learning Conference 2004* [online]

Available at:

http://www.networkedlearningconference.org.uk/past/nlc2004/proceedings/symposia/symposium4/jones.htm

[Accessed 15 October 2012]

Joyes, G., 2000. *An Evaluation Model for Supporting Higher Education Lecturers in the Integration of New Learning Technologies.* [online]

Available at: http://www.ifets.info/journals/3_4/joyes.html

[Accessed 15 October 2012]

Kelly, K., 2000. *The Higher Education System in Vietnam,* New York: World Education Services.

Kelly, V. M., 2006. Searching for Success in Higher Education. *American Academic,* 2(1), pp.5-21.

Kennedy, D., 1999. *Academic Duty.* The United States of America: Harvard University Press.

Kinh Te Viet Nam, 2009. *The Ministry of Education and Training Need to Be Consistent of Drawing out Its Shortcomings.* [online]
Available at: http://www.alproject.net/xa-hoi/giao-duc/4736-Bo-Giao-Duc-can-manh-tay-vach-khuyet-diem-cua-minh.aspx
[Accessed 30 November 2009].

Lea, S. J. & Callaghan, L., 2008. Lecturers on Teaching Within the "Supercomplexity" of Higher Education. *Higher Education: The International Journal of Higher Education and Educational Planning,* 55(2), pp. 171-187.

Le, N. H., 2008. *Quality Race: The Instability in Vietnam's Higher Education.* [online]
Available at: http://www.chungta.com/Destop.aspx/GiaoDuc/Thuc-Trang-GD-Dai-Hoc/Cuoc_dua_so_luong_Bat_on_trong_Giao_duc_Dai_hoc/
[Accessed 19 February 2009].

Machinggambi, S. & Wadesango, N., 2011. University Lecturers' Perceptions of Students Evaluation of Their Instructional Practices. *Anthropologist,* 13(3), pp. 167-174.

Mannay, D., 2010. Making the Familiar Strange: Can Visual Research Methods Render the Familiar Setting More Perceptible?. *Qualitative Research,* 10(1), pp. 91-111.

Mitchell, M. L. & Jolley, J. M., 2007. *Research Design Explained.* 6th ed. CA: Thomson Wadsworth.

Moodie, G., 2002. Identifying Vocational Education and Training. *Journal of Vocational Education and Training,* 54(2), pp. 251-267.

Moodie, G., 2010. *Types of Tertiary Education Institutions: Description or Prescription?.* Melbourne: Carlton, Victoria: LH Martin Institute.

Muhammad Faroop Joubish, M. A. K., Ahmed, A., Fatima, S. T. & Haider, K., 2011. Paradigms and Characteristics of a Good Qualitative Research. *World Applied Sciences Journal ,* 12(11), pp. 2082-2087.

Mullings, B., 1999. Insider or Outsider, Both and Neither: Some Dilemmas of Interviewing in a Cross-cultural Setting. *Geoforum,* 30(4), pp. 337-350.

Newman, J. H., 1976. *The Idea of a University.* Oxford: Clarendon Press.

Ngo, T. M., Lingard, B. & Michell, J., 2006. The Policy Cycle and Vernacular Globalisation: A Case Study of the Creation of Vietnam National University - Hochiminh City. *Comparative Education,* 42(2), pp. 225-242.

Nguyen, A. T., 2009. *The Internationalization of Higher Education in Vietnam: National Policies and Institutional Implementation at Vietnam National University, Hanoi.* Tokyo: Waseda University Global COE Program.

Nguyen, H., 2009. *Vietnam's Higher Education: Achievements, Challenges, and Responses.* [online]

Available at:

http://www.baomoi.com/Home/GiaoDuc/giaoducthoidai.vn/GD-dai-hoc-Viet-Nam-Thanh-tuu-thach-thuc-va-giai-phap/3418537.epi

[Accessed 20 September 2012].

Nguyen, D.H., 1996. Higher Education in Vietnam: Change and Response. *The Journal of Asian Studies,* 55(1), pp. 232-234.

Nguyen, H. T., 2007. *The Impact of Globalisation on Higher Education in China and Vietnam.* Manchester: Informing Science.

Nguyen, H. T. L., 2007. *Vietnam Higher Education - Reform for the Nation's Developement,* Hanoi: Ministry of Education and Training.

Nguyen, N. P. & McDonald, J. J., 2001. *Quality Assurance in Vietnamese Higher Education.* [online]

Available at: www.qualityresearchinternational.com/papers/NGA

[Accessed 19 October 2010].

Nicholson, K., 2011. *Quality Assurance in Higher Education: A Review of the Literature,* Ontario: McMaster University.

Nilan, P., 2002. 'Dangerous Fieldwork' Re-examined: The Question of Research Subject Position. *Qualitative Research,* 2(3), pp. 363-386.

Odell, A. L. & Castillo, M. F., 2008. Vietnam in a Nutshell: An Historical, Political and Commercial Overview. *NYSB International Law Practium,* 21(2), pp. 82-91.

Nowak, S., 1977. The Strategy of Cross-national Survey Research for the
Development of Social Theory. In: S. Szalai & R. Petrella, eds. *The*
Strategy of Cross-national Survey Research for the Development of Social
Theory. Oxford: Pergamon Press, pp. 3-47.

Oliver, D. E., Nguyen, D. K. & Nguyen, P. T. T., 2006. *Higher Education*
Accreditation in Vietnam and the U.S.: In Pursuit of Quality. Hong Kong,
APERA Conference.

Parri, J., 2006. Quality in Higher Education. *Vadyba/ Management,* 2(11), pp.
107-111.

Phillips, D. & Schweisfurth, M., 2008. *Comparative and International Education.*
London: Continuum International Publishing Group.

Pole, C. J., 2000. Case, Culture, Curriculum and Educational Change: Reflections
on Cross-Cultural Case Study in England and Japan. In: C. J. Pole & R. G.
Burgess, eds. *Cross-cultural Case Study.* London: Emerald Group
Publishing Limited, pp. 95-111.

QAA, 2008. *The Framework for Higher Education Qualifications in England,*
Wales and Nothern Ireland. Mansfield: QAA Northern Ireland.

Richardson, J. T., 2005. Students' Perceptions of Academic Quality and
Approaches to Studying in Distance Education. *British Educational*
Research Journal, 31(1), pp. 7-27.

Robertson, S. L., 2010. *Globalising UK Higher Education.* s.l.:The Centre for
Learning and Life Chances in Knowledge Economies and Societies.

Roberts, P. & Peters, M. A., 2008. *Neoliberalism, Higher Education and Research.* Rotterdam: Sense Publishers.

Robson, C., 2011. *Real World Research.* 3rd ed. Padstow: John Wiley & Sons Ltd.

Roubini, N., 2009. *Forbes.* [online]

Available at: http://www.forbes.com/2009/01/14/global-recession-2009-oped-cx_nr_0115roubini.html

[Accessed 19 January 2013].

Runckel, C., 2009. The Education System in Vietnam. *Business-in-Asia* [online],

Available at: http://www.business-in-asia.com/vietnam/education_system_in_vietnam.html

[Accessed 12 September 2012]

Russel Group Papers, 2010. *Staying on Top: The Challenge of Sustaining World-Class Higher Education in the UK - Funding Higher Education: Part 1.* London: Russel International Excellence Group.

Sale, J. E. M., Lohfeld, L. H. & Brazil, K., 2002. Revisiting the Quantitative - Qualitative Debate: Implications for Mixed-Methods Research. *Qualitaty & Quantitative,* Volume 36, pp. 43-53.

Scott, J. C., 2006. The Mission of the University: Medieval to Postmodern Transformations. *The Journal of Higher Education,* January - February, 77(1), pp. 1-39.

Sheridan, G., 2010. *Vietnam Higher Education Sector Analysis,* Hanoi: SMEC International Pty. Ltd..

Sultana, F., 2007. Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research. *ACME: An International E-Journal for Critical Geographies,* 6(3), pp. 374-385.

The Higher Education Funding Council for England, 2011. *History of HEFCE.* [online] Available at: http://www.hefce.ac.uk/about/intro/historyofhefce [Accessed 15 October 2012].

The Ministry of Education and Training, 1998. *Higher Education in the Twenty-first Century - Vision and Action - Vietnam.* Paris: UNESCO.

The Ministry of Education and Training, 2005. *Resolution on Fundamental and Comprehensive Reform of Higher Education in Vietnam 2006-2020,* Hanoi: The Ministry of Education and Training.

The Ministry of Education and Training, 2006. *Higher Education in Vietnam,* Hanoi: The Ministry of Education and Training.

The Ministry of Education and Training, 2009. *On the Development of Higher Education System, the Solutions to Ensure Quality Assurance and Improve of Education Quality,* Hanoi: The Ministry of Education and Training.

The Ministry of Education and Training, 2009. *Report on the Development of Higher Education System: Solutions to Ensure and Improve Quality,* Hanoi: The Ministry of Education and Training.

The Task Force on Higher Education and Society, 2000. *Higher Education in Developing Countries - Peril and Promises.* Washington, D.C.: The World Bank.

The Times Higher Education, 2012. *World University Rankings 2012-2013.*

[online]

Available at: http://www.timeshighereducation.co.uk/world-university-

rankings/2012-13/world-ranking

[Accessed 15 October 2012].

The Vietnam Government, 2010. *Stabilizing the Macroeconomy and Focusing on*

Sustainable Development, Hanoi: The Vietnam Government.

The World Bank Group, 2011. *Tertiary Education (Higher Education).* [online]

Available at:

http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATI

ON/0,,contentMDK:20298183~menuPK:617592~pagePK:148956~piPK:2

16618~theSitePK:282386,00.html#what_why

[Accessed 30 October 2012].

The World Bank, 2012a. *Vietnam Development Report (VDR) 2012: Market*

Economy for a Middle-income Country. [online]

Available at:

http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:

22416790~menuPK:34460~pagePK:34370~piPK:34424~theSitePK:4607,

00.html

[Accessed 30 October 2012]

The World Bank, 2012b. *Vietnam Development Report 2012: An Overview.*

[online]

Available at:

http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/EASTASI
APACIFICEXT/VIETNAMEXTN/0,,contentMDK:23087025~pagePK:14
97618~piPK:217854~theSitePK:387565,00.html
[Accessed 2 February 2013].

Tran, T. M., 2005. *Middle-class and Politics in Vietnam.* [online]
Available at:
http://www.bbc.co.uk/vietnamese/regionalnews/story/2005/02/050228_tra
nminhthao.shtml
[Accessed 22 November 2009].

Tuntiwongwanich, S., Neanchaleay, J. & Boonlue, S., 2008. *Lecturers' Perspectives on Factors Related to the Effectiveness and Efficiency of Students' Knowledge Management in Faculties of Industrial Education in Government-funded Universities in Thailand.* Perth, W.A, Edith Cowan University.

Ullah, M. H., Ajmal, M. & Rahman, F., 2011. *Analysis of Quality Indicators of Higher Education in Pakistan.* Ankara, Bilkent University.

Universities UK, 2010. *Universities UK Strategic Plan 2010-2013,* London: Universities UK.

Universities UK, 2011. *An Overview of the Higher Education Sector,* London: Universities UK.

Universities UK, 2012. *Futures for Higher Education Analysing Trends - Higher Education: Meeting the Challenges of the 21st Century.* London: Universities UK.

Vannan, E., 2001. Quality Data - An Improbable Dream?. *Educause Quarterly,* 2001(1), pp. 56-58.

Verhoeven, J. C., 2000. Some Reflections on Cross-Cultural Interviewing. In: C. J. Pole & R. G. Burgess, eds. *Cross-Cultural Case Study.* London: Emerald Group Publishing Limited , pp. 1-20.

Wahyuni, D., 2012. The Research Design. *Journal of Applied Management Accounting Research,* 10(1), pp. 69-80.

Webometrics, 2012a. *Ranking Web of Universities - United Kingdom.* [online] Available at: http://www.webometrics.info/en/Europe/United%20Kingdom [Accessed 20 September 2012].

Webometrics, 2012b. *Ranking Web of Universities - Vietnam.* [online] Available at: http://www.webometrics.info/en/Asia/Vietnam [Accessed 20 September 2012].

Wilson, K. L., Lizzio, A. & Ramsden, P., 1997. The Develement, Validation and Application of the Course Experience Questionnaire. *Studies in Higher Education,* 22(1), pp. 33-53.