

Rising Together: Leadership Skills for the Future of Higher Education in Vietnam and Southeast Asia

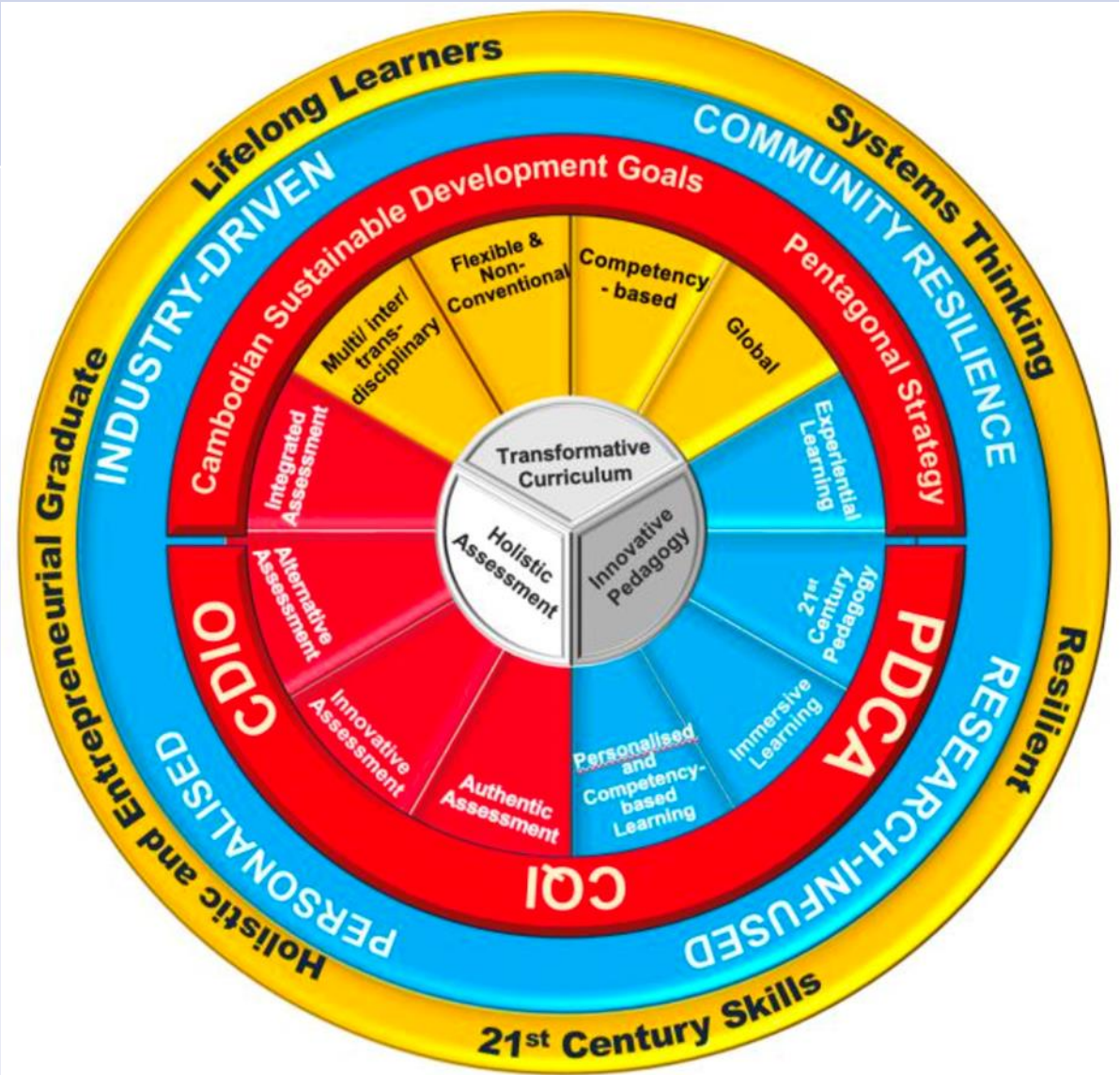
Dr. Nary Tao
Faculty of Education, Royal University of Phnom Penh
Cambodia



Implementing Internal Quality Assurance for outcomes-based teaching and learning at the Royal University of Phnom Penh

Objective Share the approaches to address the challenges in implementing internal quality assurance for outcomes-based teaching and learning at the Royal University of Phnom Penh (RUPP).

- Challenges**
- A new transition from traditional teaching and learning to transformative curriculum, innovative pedagogy, and holistic assessment
 - Lack of competence among staff regarding outcomes-based education and AUN-QA program assessment criteria
 - Workloads
 - Financial resources
 - Lack of cooperation
 - Instructor and student attitudes
 - Lack of quality culture



Institutional approach

- ❖ Select six departments that are planning to have AUN-QA program assessment of their BA programs.
- ❖ Ask each of these departments to organize their IQA teams.
- ❖ Provide coaching workshops/trainings to these IQA team members to equip them with necessary knowledge and understanding regarding outcomes-based education and AUN-QA program assessment criteria.



- Outcomes**
- ✓ Gain knowledge and understanding of outcomes-based teaching and learning;
 - ✓ Demonstrate their confidence and willingness to have their department programs assessed by AUN-QA assessors;
 - ✓ Promote the quality culture within the departments/faculties, so that all staff members are preparing the relevant documents for AUN-QA program assessment in 2026, 2027, and 2028; and
 - ✓ Continue to have their academic program transformation and implementation to produce qualified and future ready graduates.

