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Higher Education Quality Assurance and Accreditation Implementation in Several Countries Across the World and Lessons Learned for Vietnam **[Title of the article in 14-bold]**

ABSTRACT:

Quality assurance and accreditation in higher education has been implemented in many countries across the world with the main purposes of quality control, quality improvement and accountability. This paper aims to synthesize and analyze quality assurance and accreditation policies and practices in Australia, the U.S. and several other countries in Europe and Asia to propose recommendations for Vietnam. Employing the method of document analysis, the study reviewed scholarly papers and scientific reports discussing the implementation of quality assurance and accreditation in many higher education systems across the world. The results showed that quality assurance and accreditation activities were diverse ranging from institutional accreditation to program accreditation, from voluntary to compulsory accreditation, and from fitness-for-purpose approaches to standard-based approaches. These findings were used to compare and contrast the emerging quality assurance and accreditation system of Vietnam and make recommendations for its future development.

[The abstract section must enclose three parts: the **research context**, the **aim of the research**, and the **result with a short discussion**. It should have a minimum of 150 words and a maximum of 200 words]

Keywords: Quality assurance, accreditation, higher education, emerging system

[minimum 4 keywords and maximum 6 keywords]



1. INTRODUCTION [Titles of main section in 12-bold capital][General text – 12]

Page size A4. Margin: Top/Bottom: 2cm, Left/Right: 2cm. Text in **Times New Roman**, size 12, and 1.5 line spacing except for title, abstract, section names, references (single line spacing).

2. LITERATURE REVIEW

2.1. Concepts of quality assurance and accreditation

...

2.2. Processes of quality assurance and accreditation

“Quoted texts must be Indentation 1 cm from both sides. Quotes must be placed within double quotes at both ends and must be in italics.” (Harvey, 2004, p. 211).

3. MATERIALS AND METHODS

Label of tables and figures are centred. For tables, the label must be placed above the table while for figures it must be placed below the figure. All figures must be cited within the text. The word Figure must be used instead of figure or Fig when referring to the Figure.

Table 1. Item-Total Statistics

Code number	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	12.66	6.193	.447	.629
Q2	13.03	6.032	.491	.610
Q3	12.18	6.267	.376	.660
Q4	12.40	5.593	.479	.614
Q5	12.26	6.479	.400	.648

Four quality paradigms

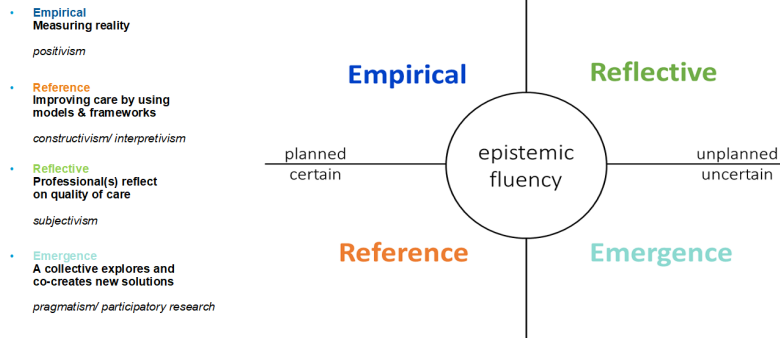


Figure 1. The four quality paradigms

4. RESULTS AND DISCUSSION

5. CONCLUSION

REFERENCES

[References must follow APA style, 7th edition]. Hanging distance is 0.5 cm.

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Harvey, L. (2004). The power of accreditation: Views of academics. *Journal of Higher Education Policy and Practice*, 26(2), 207-223. <https://doi.org/10.1080/1360080042000218267>

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