

**REGULATIONS
ON STAKEHOLDER FEEDBACK COLLECTION WITHIN THE INTERNAL
QUALITY ASSURANCE (IQA) SYSTEM**

*(Attached to Decision No. 293/QĐ-HV dated 3 February 2026, issued by the President of the
Posts and Telecommunications Institute of Technology)*

**Chapter I
GENERAL PROVISIONS**

Article 1. Purpose of Issuance

1. These Regulations provide a unified basis for the implementation, monitoring and evaluation of the collection and use of feedback throughout the Internal Quality Assurance (IQA) System of the Posts and Telecommunications Institute of Technology (PTIT).

2. These Regulations establish a formal, unified and systematic mechanism for collecting stakeholder feedback, ensuring that feedback is collected, processed and used regularly and systematically in connection with quality improvement.

3. Stakeholder feedback shall be collected not only to assess satisfaction levels, but also to:

- a) Identify in a timely manner the strengths to be promoted;
- b) Identify shortcomings and limitations in the delivery of education and the provision of educational services;
- c) Provide a scientific basis for adjusting and improving Study Programmes, teaching methods, assessment methods and conditions for quality assurance.

4. These Regulations also address the requirements of higher education quality accreditation standards, including:

- a) AUN-QA requirements concerning stakeholder participation and feedback throughout the quality improvement cycle;
- b) ASIIN requirements concerning evidence of feedback collection within the PDCA Cycle;
- c) QAA (UK) requirements concerning the meaningful participation of learners and stakeholders in quality monitoring and improvement.

Article 2. Scope of Application

1. These Regulations govern all activities relating to:
 - a) The identification of respondent groups and feedback content;
 - b) The selection of feedback collection methods, instruments and frequency;
 - c) The analysis, use and communication of collected feedback results;
 - d) The storage and use of feedback data as evidence within the IQA System.
2. These Regulations apply to:
 - a) Study Programmes at all qualification levels;
 - b) Teaching, learning and scientific research activities;
 - c) Student support services and related community service activities.

Article 3. Subjects of Application

1. These Regulations apply to all units and individuals of PTIT involved in education and quality assurance activities.
2. Stakeholders providing feedback include:
 - a) Current students;
 - b) Alumni;
 - c) Lecturers, managers, officers and employees;
 - d) Employers, enterprises and employing organisations;
 - e) Academic partners, experts and professional organisations;
 - f) Representatives of communities and society involved in relevant activities;
 - g) Other entities as decided by the President of PTIT.

Article 4. Explanation of Terms

1. Stakeholders are individuals and organisations whose interests are directly or indirectly affected by the quality of education and other activities of a higher education institution.
2. Feedback comprises comments, assessments, suggestions and recommendations systematically and purposefully collected from stakeholders to support quality assurance and improvement activities.
3. The Internal Quality Assurance (IQA) System is a set of policies, processes, instruments and activities designed to maintain and continuously improve the quality of education.

Chapter II

PRINCIPLES OF FEEDBACK COLLECTION

Article 5. General Principles

1. Feedback collection shall be comprehensive, ensuring that all key stakeholders have the opportunity to participate and contribute opinions appropriate to their roles and levels of involvement.

2. Feedback collection shall be conducted systematically, incorporated into the annual quality assurance plan and not carried out in an ad hoc or superficial manner.

3. The feedback process shall ensure objectivity and honesty. Participants' personal information shall be kept confidential, and feedback shall not be used for individual performance evaluation or disciplinary purposes.

4. Feedback results shall be disclosed at an appropriate level, communicated to relevant units and stakeholders, and used as a basis for improvement decisions.

5. The feedback process shall be considered complete only when the feedback results have been analysed, discussed and converted into specific improvement actions.

Article 6. Principles for Alignment with International Accreditation Standards

1. Under the AUN-QA approach, stakeholder feedback is an integral part of the development, review and improvement of expected learning outcomes, the curriculum, and teaching and learning activities.

2. Under the ASIIN approach, the educational institution shall demonstrate a clear link between:

- a) The feedback collected;
- b) The improvement decisions made;
- c) The improvements achieved following implementation.

3. Under the QAA approach, learners and stakeholders are not merely consultation respondents but partners participating in quality monitoring, evaluation and improvement activities.

Chapter III

RESPONDENT GROUPS AND FEEDBACK CONTENT

Article 7. Respondent Groups

1. Current students shall be consulted to directly evaluate their learning experience, teaching quality, assessment methods and support services.

2. Alumni shall be consulted to evaluate the relevance of the Study Programme to job requirements and the labour market.

3. Lecturers and administrative staff shall be consulted to improve Study Programmes, teaching conditions and academic management.

4. Employers and enterprises shall be consulted to evaluate the extent to which graduates attain the expected learning outcomes and demonstrate professional skills and workplace competence.

5. Academic partners, experts and professional organisations shall be consulted to ensure the Study Programme's relevance, academic standards and international integration.

Article 8. Feedback Content

1. Feedback content shall be tailored to each respondent group while covering the core aspects of educational quality.

2. Feedback content shall include:

- a) The relevance and clarity of the expected learning outcomes;
- b) The relevance of the structure and content of the Study Programme;
- c) The effectiveness of teaching methods and assessment methods;
- d) The adequacy of facilities, technological infrastructure and learning materials;
- e) The quality of student support services;
- f) The professional competence and pedagogical methods of lecturers;
- g) The extent to which labour market and societal needs are met;
- h) Specific recommendations for improvement.

Chapter IV

METHODS, INSTRUMENTS AND FREQUENCY

Article 9. Feedback Collection Methods

1. Online surveys shall be the primary method and shall be administered through a quality management system or QA Portal to ensure convenience, broad coverage and data aggregation capability.

2. In-depth interviews, seminars and focus group discussions shall be used to collect qualitative information and clarify issues identified from survey results.

3. The selected consultation method shall be appropriate to the objectives, respondent group and resources of each quality assurance activity.

Article 10. Feedback Collection Instruments

1. Feedback collection instruments shall be standardised to enable comparisons over time and across Study Programmes.

2. The content and structure of feedback collection instruments shall be periodically reviewed and updated to ensure relevance to the context and quality accreditation requirements.

Article 11. Frequency of Feedback Collection

1. The frequency of feedback collection shall be determined according to the degree of influence of each stakeholder group on educational quality.

2. Feedback collection shall be integrated into the quality assurance and review cycle of each Study Programme, avoiding fragmented or overlapping implementation.

Chapter V

PROCESSING AND USE OF FEEDBACK

Article 12. Feedback Processing Procedure under the PDCA Cycle

1. Collected feedback data shall be systematically analysed using quantitative and qualitative methods.

2. Analysis results shall be discussed at the appropriate levels to identify priority areas for improvement.

3. Improvement measures shall be formalised in action plans specifying responsibilities, timelines and monitoring indicators.

4. The effectiveness of improvements shall be evaluated in subsequent cycles and used as a basis for adjusting policies and procedures where necessary.

Article 13. Use of Feedback Results

1. Feedback results shall serve as the official basis for quality improvement decisions.

2. Feedback results shall serve as a basis for meetings of the Programme Council and for decisions on adjustments to the Study Programme.

3. Improvement decisions shall be traceable, documented and clearly linked to the collected feedback data.

4. Feedback results shall be retained as IQA evidence.

Chapter VI

ASSIGNMENT OF RESPONSIBILITIES

Article 14. Responsibilities of the Board of Presidents

1. The Board of Presidents shall provide overall direction for stakeholder feedback collection within the IQA System and shall ensure that this activity is:

- a) Implemented consistently throughout PTIT;
- b) Aligned with PTIT's education development and quality assurance strategies.

2. The Board of Presidents shall:

a) Issue or approve regulations, procedures and plans relating to feedback collection;

- b) Direct implementing units to comply fully with the objectives and schedule;
- c) Review and provide comments on consolidated reports and quality improvement proposals at PTIT level.

3. The collection and use of feedback shall constitute one of the bases for the Board of Presidents to:

- a) Make management and operational decisions;
- b) Approve improvement plans, investments and resource allocation;
- c) Evaluate the effectiveness of the IQA System.

Article 15. Responsibilities of the Center for Educational Testing and Quality Assurance

1. The Center for Educational Testing and Quality Assurance shall be the focal unit responsible for advising on, organising and supervising all feedback collection activities within the IQA System.

2. The Center shall:

- a) Develop and update regulations, procedures and plans for feedback collection, and provide guidance on their implementation;
- b) Standardise survey instruments for each stakeholder group, ensuring compliance with AUN-QA, ASIIN and QAA requirements;
- c) Manage the feedback data collection system (IQA/QA Portal), ensuring data security, integrity and accessibility.

3. The Center for Educational Testing and Quality Assurance shall:

- a) Consolidate and analyse feedback data at PTIT level;
- b) Prepare periodic and ad hoc reports on feedback results;
- c) Monitor and supervise the use of feedback results in units' improvement plans.

4. The Center shall:

- a) Retain feedback evidence for self-assessment, External Assessment and international accreditation;
- b) Guide units in preparing evidence relating to stakeholder feedback for the Self-Assessment Report (SAR).

Article 16. Responsibilities of Education-Providing Units (Faculties, Institutes and Training Centers)

1. Education-providing units shall be directly responsible for collecting feedback relating to:

- a) Study Programmes;
- b) Teaching and learning activities;
- c) Learner learning outcomes and results.

2. Education-providing units shall:

a) Coordinate with the Center for Educational Testing and Quality Assurance in implementing survey activities under the overall plan;

b) Analyse feedback results relating to the unit and the Study Programme under its management;

c) Organise discussions of feedback results at conferences and professional meetings within the unit.

3. Based on feedback results, an education-providing unit shall:

a) Identify priority areas for improvement;

b) Propose and develop a quality improvement plan;

c) Implement approved improvement measures.

4. An education-providing unit shall:

a) Report on the results of implemented improvements;

b) Provide evidence demonstrating the link between feedback, improvement actions and improvement results for quality accreditation purposes.

Article 17. Responsibilities of the Science and Training Council and the Programme Council

1. The Science and Training Council and the Programme Council shall:

a) Participate in reviewing and evaluating stakeholder feedback;

b) Provide comments on the relevance of the expected learning outcomes and the structure and content of the Study Programme.

2. The Programme Council shall:

a) Use feedback from learners, alumni and employers as an important basis for reviewing and adjusting Study Programmes;

b) Propose changes to courses, content, teaching methods and assessment methods;

c) Provide academic opinions as a basis for decisions on improving Study Programmes at unit and PTIT levels.

Article 18. Responsibilities of Functional Units

1. Functional units, including the Office of Academic Affairs, Office of Human Resources and Labour Affairs, Office of Political-Student Affairs, Office of Finance and Accounting, Information Technology Center and Library, shall:

a) Coordinate the provision of information and data relating to their assigned areas of responsibility;

b) Participate in analysing feedback relating to student support services and conditions for quality assurance.

2. Based on feedback results, functional units shall:

- a) Propose and implement improvement measures within their functions and responsibilities;
- b) Report improvement results to the Center for Educational Testing and Quality Assurance for consolidation.

Article 19. Responsibilities of Lecturers, Managers and Staff

- 1. Lecturers, managers and staff shall:
 - a) Participate fully and honestly in feedback collection activities;
 - b) Coordinate in providing information to support quality analysis and improvement.
- 2. Lecturers shall:
 - a) Use learner feedback to adjust teaching and assessment methods;
 - b) Participate, as assigned, in activities to improve courses and Study Programmes.

Article 20. Responsibilities of Learners and External Stakeholders

- 1. Students and alumni shall:
 - a) Provide honest and objective feedback;
 - b) Provide constructive comments to improve educational quality.
- 2. Employers, partners and experts shall:
 - a) Provide feedback on the extent to which graduates attain the expected learning outcomes and demonstrate professional competence;
 - b) Participate in consultation activities, seminars and workshops in accordance with PTIT plans.

Article 21. Coordination and Monitoring Mechanism

- 1. Coordination among units in the feedback collection process shall comply with the following principles:
 - a) Clear assignment of responsibilities;
 - b) Avoidance of duplication;
 - c) Assurance of efficiency and continuity.
- 2. The Center for Educational Testing and Quality Assurance shall:
 - a) Monitor and supervise implementation;
 - b) Periodically report to the Board of Presidents on the implementation and effective use of feedback.

Chapter VII

ARCHIVING, REPORTING AND EFFECTIVENESS

Article 22. Storage, Management and Use of Feedback Data

1. Stakeholder feedback data constitutes a mandatory component of the IQA evidence system and shall be managed consistently and systematically throughout PTIT.

2. Feedback data shall include, but not be limited to:

- a) Survey forms, questionnaires and online survey results;
- b) Minutes of interviews, seminars and focus group discussions;
- c) Reports analysing feedback data;
- d) Improvement plans and evidence of the implementation of improvements linked to feedback.

3. The storage of feedback data shall meet the following requirements:

- a) Completeness: no collected feedback data shall be omitted;
- b) Structure: data shall be classified by respondent group, Study Programme, academic year and assessment cycle;
- c) Accessibility: data shall be readily retrievable for self-assessment, External Assessment and international accreditation;
- d) Security: information security, particularly the protection of personal data, shall be ensured.

4. The minimum retention period for feedback data shall be five years, including:

- a) Data directly relating to a Study Programme shall be retained for at least one accreditation cycle;
- b) Evidence of significant improvements shall be retained permanently for comparison over time.

5. PTIT shall prioritise:

- a) The storage of feedback data in digital form;
- b) Centralised management through the IQA/QA Portal, ensuring links among feedback data, improvement plans and improvement results.

6. The Center for Educational Testing and Quality Assurance shall:

- a) Provide unified guidance on the structure for storing feedback evidence;
- b) Inspect and monitor the storage of feedback data by units;
- c) Consolidate feedback data for reporting at PTIT level.

Article 23. Reporting, Information Disclosure and Use of Feedback Data

1. Feedback collection results shall be consolidated, analysed and periodically reported; activities shall not be limited to data collection.

2. Feedback reports shall be prepared at the following levels:

- a) Unit/Study Programme level: detailed analysis reports on content directly relating to the Study Programme, courses and teaching activities;
 - b) PTIT level: comprehensive reports on general trends and issues, together with proposed improvements at the policy level.
3. A feedback report shall include at least:
- a) A description of the survey methodology and scope;
 - b) An analysis of quantitative and qualitative feedback results;
 - c) Identification of key areas for improvement;
 - d) Proposed solutions and improvement plans;
 - e) A preliminary assessment of the impact of implemented improvement measures, where applicable.
4. Feedback results and related improvement decisions shall be:
- a) Communicated to relevant units;
 - b) Disclosed at an appropriate level to learners and stakeholders in accordance with PTIT regulations;
 - c) Used as evidence in Self-Assessment Reports (SARs) and quality accreditation activities.
5. Feedback data shall serve as the official basis for:
- a) Reviewing and adjusting expected learning outcomes and Study Programmes;
 - b) Improving teaching methods, assessment methods and student support;
 - c) Planning development and allocating resources;
 - d) Evaluating the effectiveness of the IQA System.

Article 24. Effective Date

- 1. These Regulations shall take effect from the date of signing and issuance.
- 2. Any previous provisions contrary to these Regulations, if any, shall cease to have effect from the effective date of these Regulations.
- 3. During the implementation of these Regulations, if any issues arise or any documents issued by competent authorities require updating, relevant units and individuals shall report and submit proposals to the President of PTIT, through the Center for Educational Testing and Quality Assurance, for consideration and appropriate amendment or supplementation.

**FOR THE PRESIDENT
VICE PRESIDENT**

Assoc. Prof. Dr. Tran Quang Anh