

GOOD PRACTICES OF AN GIANG VOCATIONAL COLLEGE

Element	Description
Title*	Green Quality Assurance System Integrated with Digital Transformation and Continuous Improvement at An Giang Vocational College (AGVC Green QA Model)
Name of the VET Provider	An Giang Vocational College (AGVC), a public vocational education institution in An Giang Province, Viet Nam.
Thematic domain	• Innovation • Digital • Green transition • Creating partnerships/skills ecosystems
Introduction*	Established in 2007, AGVC is a public vocational education institution in An Giang Province, Viet Nam. It offers 54 training programmes at college, intermediate, elementary and continuing education levels, serving nearly 3,000 learners. The College trains skilled workers in engineering, technology, business and services to meet the needs of public agencies, enterprises and the labour market. AGVC aims to become a high-quality vocational education institution and a regional centre for hands-on vocational training in the Mekong Delta. Its current priorities include digital and green transformation, equity, innovation, workplace-based learning with enterprise participation, and continuous quality improvement. Initial context and challenge: Quality was previously assessed mainly through processes and inputs. Monitoring learning outcomes, evaluating programme impact, and integrating sustainability criteria and green skills had not been systematically digitised. Response: AGVC developed and implemented the AGVC Green QA Model to integrate quality assurance (QA), digital transformation and green transition into a unified management cycle. The model standardises key performance indicators (KPIs), digitises evidence repositories and assessment processes, embeds green skills in training programmes, and strengthens collaboration with the Enterprise Advisory Board and development partners. Implementation timeline: Green skills integration began in 2023. The processes became operational in late 2025 and early 2026, with ongoing refinement and broader implementation planned for the 2026–2030 strategic period.
Stakeholders and Partners	Beneficiaries / target groups: • Students and learners: Benefit from programmes incorporating green skills and digital competencies, practical workshop-based learning, and a learner-friendly environment. • Lecturers and managers: Build digital competencies and use shared tools for electronic evidence management, dashboards and standardised assessment. • Employers and enterprises: Gain access to skilled graduates with strong work discipline, sound technical skills and the ability to adapt to new technologies. Primary users: College leadership, the Testing and Quality Assurance Office, academic departments and lecturers.

Partners and engagement:

- Government agencies, including the An Giang Provincial People's Committee and the Ministry of Labour, Invalids and Social Affairs: provide policy direction and support investment in facilities and equipment.
 - Business associations and partner enterprises: contribute to learning outcome standards and curriculum development, provide equipment, and offer internship opportunities for lecturers and students.
 - International partners and vocational education networks.
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Impact*

For learners and the College (initial results):

- Strengthens digital competence and environmental awareness among all students through courses incorporating green skills and digital learning systems.
- Shifts quality management from manual, paper-based processes to data-driven management, with digitised evidence and real-time dashboards.
- Improves employer satisfaction with graduates.

For the Mekong Delta:

- Supports a vocational training ecosystem responsive to climate change, high-tech agriculture and the region's green economy.
 - Promotes efficient use of energy and water and better waste management on campus, creating a clean, green learning environment while conserving resources.
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Innovation and Success Factors *

Key innovations:

- Integrates three often-separated pillars—quality assurance, digital transformation and green transition—into one governance framework: AGVC Green QA.
- Applies the Plan–Do–Check–Act (PDCA) cycle, linking quality objectives, KPIs, internal reviews and data analysis.
- Digitises the evidence repository, question bank and assessment processes.

Conditions for replication:

- Strong leadership commitment and institutional support.
 - Investment in core IT infrastructure, including management software, a learning management system (LMS), digital storage and dashboards.
 - Active lecturer engagement and close collaboration with local enterprises.
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Constraints*

Challenges:

- A substantial workload in digitising data and an initial learning curve for lecturers using digital assessment tools and green-skills criteria.
- Financial and technological infrastructure constraints at certain stages of the digital transformation process.

Responses:

- Provide short training courses to strengthen the digital skills of lecturers and managers.
 - Implement digitisation in phases, prioritising core processes before gradually expanding.
 - Mobilise external resources through enterprise partnerships and vocational education development projects.
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Lessons learned *

- Quality requires continuous improvement: QA should not be pursued solely for certification; it should be an internal tool for ongoing institutional development.
- Put data at the centre: management decisions should be based on digital evidence and actual data rather than subjective judgement.
- Align the three pillars: quality, digitalisation and green development must be implemented together, with the active participation of staff, lecturers and learners.

Replicability and/or up-scaling

The AGVC Green QA Model can be replicated by other vocational education institutions nationwide, particularly those in the Mekong Delta.

Key steps for replication:

1. Define strategic priorities for quality, digital transformation and green development.
2. Establish regulations, assign responsibilities and set clear KPIs for each unit.
3. Develop a standardised evidence repository and digitise core processes.
4. Pilot selected criteria in a small number of units before scaling up institution-wide.
5. Establish mechanisms for monitoring, measuring results and conducting periodic reviews to adapt the model to local needs.

Contact details

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URL of the practice

Official College website: <https://agvc.edu.vn>

Process documentation:

https://drive.google.com/drive/folders/1Ts-DXXNP5DBpKNG_4bFL_nXy0EXjzQoD?usp=drive_link

Related resources that have been developed

1. AGVC Green QA proposal and model (internal document of An Giang Vocational College).
2. Standardised digital evidence toolkit, online assessment procedures and KPI dashboards.