MINISTRY OF AGRICULTURE AND RURAL DEVELOPMENT
VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE

QUALITY ASSURANCE HANDBOOK

HANOI, 2021

CONTENTS

ABBREVIATIONS

ABET	Accreditation Board for Engineering and Technology
AUN-QA	ASEAN University Network-Quality Assurance
CELOs	Course expected learning outcomes
DACUM	Design A Curriculum
ELOs	Expected Learning Outcomes
IQA	Internal Quality Assurance
KPI	Key performance indicator
KSA	Knowledge - Skills - Attitudes
OBE	Outcome-based education
PC	Performance criteria
PDCA	Plan-Do-Check-Act
SWOT	Strength, Weaknesses, Opportunities, Threats
VNUA	Vietnam National University of Agriculture
VQF	Vietnamese Qualifications Framework

GENERAL INTRODUCTION

MISSIONS AND VISION OF VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE (VNUA)

Vision

Vietnam National University of Agriculture is a multi-disciplinary and multi-campus autonomous university following the model of a research university, a national and regional center of excellence for creative innovation in training human resources, conducting top research, applying knowledge, and developing technology in agriculture and rural development.

Missions

The mission of VNUA is to train and supply high-quality manpower; pursue research and development, and new technology and knowledge dissemination in agriculture and rural development to contribute to agriculture development and international integration.

OBJECTIVES OF QUALITY ASSURANCE HANDBOOK

Quality assurance handbook of VNUA (version 2020) was composed by the Editorial Board consisting of Center for Quality Assurance, faculties and other units under the direction of the President Board and Quality Assurance Council of VNUA.

The handbook provides viewpoints and quality policies of the university as the orientation for all faculties and units and the principles for the development of internal quality assurance (IQA). The policies and mechanisms of IQA facilitate faculties and units at university to cooperate in implementing three main tasks, consisting of training, scientific research, and community services to achieve international standards as stated in the University's vision and missions. It provides specific guidance for faculties and units to apply Plan-Do-Check-Act cycle (PDCA) and to standardize their regular and periodic activities including planning, implementation, assessment, and continual improvement for meeting stakeholders' requirements.

USE OF THE QUALITY ASSURANCE HANDBOOK

- The units of the university use the handbook in order to implement Plan-Do-Check-Act cycle in all activities that aim to provide the best services for students and customers.

- The Center for Quality Assurance uses the handbook to develop and operate IQA.

- The units use the handbook in cooperation with IQA of the University to achieve strategic objectives.

STRUCTURE OF THE QUALITY ASSURANCE HANDBOOK

The handbook consists of:

- Part 1: Viewpoints and Quality policies

- Part 2: Curriculum
- Part 3: Internal Quality Assurance
- Part 4: Student support system and learning resources
- Part 5: Information management
- Part 6: Academic and Support staff
- Part 7: Scientific research
- Part 8: Community services
- Part 9: Institutional research
- Appendices

PART 1. VIEWPOINTS AND QUALITY POLICIES

1.1. VIEWPOINTS

The quality viewpoints of Vietnam National University of Agriculture

"Quality means suitability"

Educational activities, research, creation and community services of the university play important roles in supporting the development of Vietnamese agriculture in the context of global competition. The requirements on competencies of Vietnam's and region's labor markets for graduates are higher and continuously change. The graduates are required not only to complete their duties professionally and ethically but also expected to be agricultural talents who are able to change the way of thinking and doing of agricultural producers and to make the connection with the world. Those require the teaching activities at the university to approach international standards and learner-center.

Educational philosophy of the University

"To train and nurture the agriculturalists of the future"

1.2. QUALITY POLICIES OF THE UNIVERSITY

Policy 1: Learner-centered approach

The University implements this point of view through following activities:

- Creating a friendly and equal educational environment for all ethnic and social groups with modern styles and meeting international standards.

- Implementing educational programs based on Outcome-based education (OBE) so that the graduates have ability to work professionally and pursue further study for their development and creativity contributing to the agriculture development.

- Applying teaching and learning approaches that encourage learners proactively and autonomously to develop knowledge and experience.

- Developing and operating the student support system on learning and related issues to effectively serve the students' demands on learning and individual development.

The policy brings main benefits:

- All students and staff at the University clearly understand vision, missions, and educational philosophy and work towards these goals.

- All teaching and learning activities and student support activities are designed, implemented, monitored, evaluated and continuously improved to meet students' expectations and bring maximum benefits for each student.

- Understanding among levels (leaders, managers and staff) is developed and minimizes obstacles in information and communication systems.

- Improving the quality of the graduates, satisfaction of the students; improving recruitment quality; attracting and retaining students and reinforcing the trust of students and society in the educational quality of the university.

- Using intelligently and controlling strictly resources to ensure sustainable development of the university.

Policy 2: Quality assurance is the commitment of the leader

The University implements this point of view through activities:

The University states clearly and appropriately the vision and missions based on resources and development orientation. The University sets up unity of goals and direction for all units. The development strategies for 10 years and 20 years are developed with goals and competitively strategic solutions to perform missions and achieve the vision. At the same time, the University promulgates and applies policies, regulations and mechanisms to create a convenient environment for the units to achieve strategic goals.

The policy brings main benefits:

- Developing sustainably thanks to long-term and right strategies, ensuring the implementation of missions and achievement of the vision.

- Increasing competitiveness through flexible plans and action programs and responding promptly to social changes

- Building and developing everyone's motivation towards the university's vision, missions and strategic goals.

- Ensuring the smoothness and convenience of internal information system for understanding among the levels about the results of strategy implementation in each stage and for connecting between the University's and the units' strategies.

- Monitoring the achievements of strategic goals of the University through key performance indicators (KPIs).

- Conveying the strategic and short-term goals of the university into the goals of the units and individuals, connecting the university's KPIs with the KPIs used to evaluate the competencies and performances of each unit and individual (lecturers and staff).

Policy 3: Participation of all individuals

The University implements this point of view through activities:

- Disseminating the University's strategic goals, KPIs and action plan to all academic staff.

- Motivating and inspiring all staff in various ways, making each understanding that every contribution they make through their work contributes to the success of the University.

- Encouraging innovation of the units based on the creativity of each person.

The policy brings main benefits:

- Everyone is informed and understands their roles and duties in the process of quality improvement of the University.

- Quality culture is promoted in which each person is self-conscious, autonomous and responsible for his/her quality of work.

Policy 4: Process approach

The University implements this point of view through activities:

The goals will be achieved more quickly and effectively when necessary activities and resources for implementation are managed in a holistic manner with a balanced distribution and reasonable adjustments to each stage of the process.

The policy brings main benefits:

- Saving costs and time to achieve goals through using efficiently resources

- Results are defined in advance, continuously improved during implementation and always consistent with the goals

- Quality assurance activities are implemented to provide solutions promptly during the implementing process.

Policy 5: System management

The University implements this point of view through activities:

Developing, implementing and managing the system of related processes to improve the efficiency and effectiveness of each individual and unit; and ensuring close coordination among the units and the levels throughout the university in order to achieve the university's goals.

The policy brings main benefits:

- Integrating and unifying all processes to achieve the best results.

- Focusing efforts on important processes.

- Creating consensus and trust of stakeholders to the university's consistency, efficiency and effectiveness.

Policy 6: Continual improvement

The University implements this point of view through activities:

Regular quality assurance activities of the university are the quality improvement include improvement of management, operation and working methods at all levels to improve the overall performance of the university.

The policy brings main benefits:

- Increasing competencies of individuals, units and effectiveness of the whole university.

- Ensuring improvement activities in all units are consistent with the university's strategic goals and directions.

- Ensuring flexibility to respond quickly to new opportunities and challenges.

- Managing changes consistent with strategic goals

Policy 7: Dialectical approaches to make decision

The University implements this point of view through activities:

Important decisions are made based on analyzing data and information which are collected fully and reliably.

These policies bring main benefits:

- Ensuring decisions are made on the basic and accurate information

- Analyzing and learn from the effectiveness of previous decisions based on references of real data.

- Increasing the ability to review, evaluate, criticize and adjust decisions on solid basis.

PART 2. CURRICULUM

2.1. CURRICULUM DESIGN AND DEVELOPMENT

Definitions

- Expected learning outcomes (ELOs) are statements of what students are expected to know, understand and/or able to demonstrate successfully upon completion of the program.

- Performance criteria of ELOs: Each ELO is detailed into performance criteria. Students must successfully perform all performance criteria of each ELO in order to be assessed as achieving that ELO.

- Course expected learning outcomes (CELOs) are statements of what students is expected to know, understand and/or able to demonstrate successfully at completion of the course.

- Performance criteria of courses: Each CELO is detailed to performance criteria. Students must successfully perform all performance criteria of each CELO in order to be assessed as achieving that CELO.

- Objectives of the course are what the lecturers are intended to provide during the course (knowledge, skills and attitudes) to help students achieve CELOs.

Principle 1: The curriculum of the University is based on Outcomes-based Education (OBE). The Expected learning outcomes (ELOs) are formulated and improved based on the needs and expectations of the stakeholders and the starting point of the program design.

Implementation instructions

The curriculum is the center of the university's mission. According to the student-centered viewpoint, the curriculum is designed to provide the students with competencies to work professionally and ethically and to conduct life-long learning for their self-development and future careers.

Stakeholders involved in the curriculum development include the government, university, employers, professional associations and organizations, alumni, faculties, academic staff and students. ELOs of the curriculum are ensured to reflect demands and needs of all stakeholders.

Graduation levels of the program are clearly defined and disseminated to students, meet the requirements of Vietnam National Qualification Framework for higher education and are compatible with a curriculum of the same fields in the nation and region.

Curriculum development includes Design, Development, Implementation, Assessment and Improvement.

The procedure of designing and developing a curriculum at the university includes 9 steps:

1. Survey and collect the stakeholders' needs on graduates' competencies for knowledge, skills, professional competencies, autonomy and responsibility, attitudes and ethics.

2. Analyze and translate stakeholders' needs into ELOs (draft ELOs).

3. Benchmark ELOs with national and international requirements and standards.

4. Evaluate ELOs based on SMART criteria (specific, measurable, achievable, relevant, time-bound).

5. Survey and collect feedbacks of employers, alumni, academic staff and students on ELOs.

6. Complete ELOs.

7. Utilize ELOs as the starting point to design the curriculum.

8. Develop, implement the curriculum and assess the students' achievement of ELOs.

9. Revise and improve ELOs every four years based on the feedbacks, evaluation and needs of the stakeholders.

Step 1: Survey and collect the needs and requirements of stakeholders on graduates' competencies for knowledge, skills, professional competencies, autonomy and responsibility, attitudes and ethics

Involved stakeholders include the government, university, employers, professional associations and organizations, alumni, faculties, academic staff and students. According to the university's quality assurance at educational program level, curriculum design and development involve the contribution of internal and external stakeholders. The university offers a variety of activities and multimedia and carries out on a regular basis to survey needs and expectations of stakeholders on graduates about knowledge, skills, professional competencies, autonomy and responsibility, attitudes and ethics. These needs and expectations of stakeholders are the starting point to develop ELOs of the program.

Step 2: Analyze and translate stakeholders' needs into ELOs (draft ELOs).

Definition of Expected learning outcomes (ELOs)

Expected learning outcomes (ELOs) are statements of what students are expected to know, understand and/or able to demonstrate successfully upon completion of the program.

Formulation of ELOs

Each ELOs should begin with an action verb, followed by the object of the verb and a phrase that gives the context (Appendix 1).

Performance indicator

The performance indicators of each ELO (also known as the performance criteria, PC) are detailed descriptions of what students must do within the context of the ELO and considered as evidence of achieving the ELO.

Structure of ELOs

Stating ELOs is based on the revised Bloom's taxonomy (2001), ABET outcomes or other international standards (Appendix 1 - Bloom's taxonomy; Appendix 2 - ABET outcomes). The structure of ELOs has three categories, Knowledge – Skills – Attitudes (K-S-A) and includes:

Table 2.1. Structure of expected learning outcomes

Categories	Contents	No. of ELOs (8-10)
1. Generic Knowledge	Basic knowledge of social science, natural science, contemporary issues of fields	01
2. Specialized Knowledge	Professional knowledge	01
	Design/ develop solutions, products	01
3. Generic Skills	Critical thinking, independent-working, team working and leadership skills	1-2
	Communication and language skills, information technology skills	01
4. Professional Skills	Fundamental and specialized skills; skills in the use of modern technology, techniques and tools	01
	Specialized investigation and research	01
5. Attitudes and Ethics	Professional ethics, social responsibility, life-long learning	1-2

Step 3: Benchmark ELOs with national and international requirements and standards.

The ELOs and curriculum must be benchmarked nationally and internationally. The selection of ELOs for benchmarking is based on clear and relevant criteria. Each course is designed based on the selection from national and international prestigious educational programs. The contribution of each course to ELOs is clearly defined.

Step 4: Evaluate ELOs based on SMART criteria (specific, measurable, achievable, relevant, time-bound).

The ELOs must be evaluated against SMART to ensure Specific, Measurable, Achievable, Relevant and Time-bound.

- Specific: ELOs must clearly state specific learning outcomes for knowledge, skills, attitude or competencies that graduates must achieve in the context that the program requires.

- Measurable: Each ELO must be measured by appropriate methods and assessment tools

+ Each ELO begins with an action verb of Bloom's Taxonomy

+ Each ELO must be interpreted into performance criteria beginning with an action verb of Bloom's Taxonomy.

From these standards, the program designs the assessment rubrics to assess student's performance and to ensures reliability, validity, accuracy and fairness for all students.

- Achievable: The ELOs must be feasible, which means students are able to do upon completion of the program.

- Relevant: ELOs must reflect the needs of stakeholders as well as be compatible with the requirements of other national and international educational programs.

- Time-bound: Time for students to complete the program, number of credits and semesters in each academic year are important and must be determined clearly. This is the time that the program estimates sufficiently for students to study and develop their knowledge, skills and attitudes which are required in the ELOs.

Step 5: Survey and collect feedbacks from employers, alumni, academic staff and students on ELOs.

Before ELOs issue, the draft ELOs are surveyed to collect feedback as well as agreement of stakeholders. Stakeholders include employers, alumni, academic staff and students (Appendix 3).

Stage 6: Complete ELOs

The faculty analyzes data and feedback from stakeholders and relevant references to complete and issue ELOs.

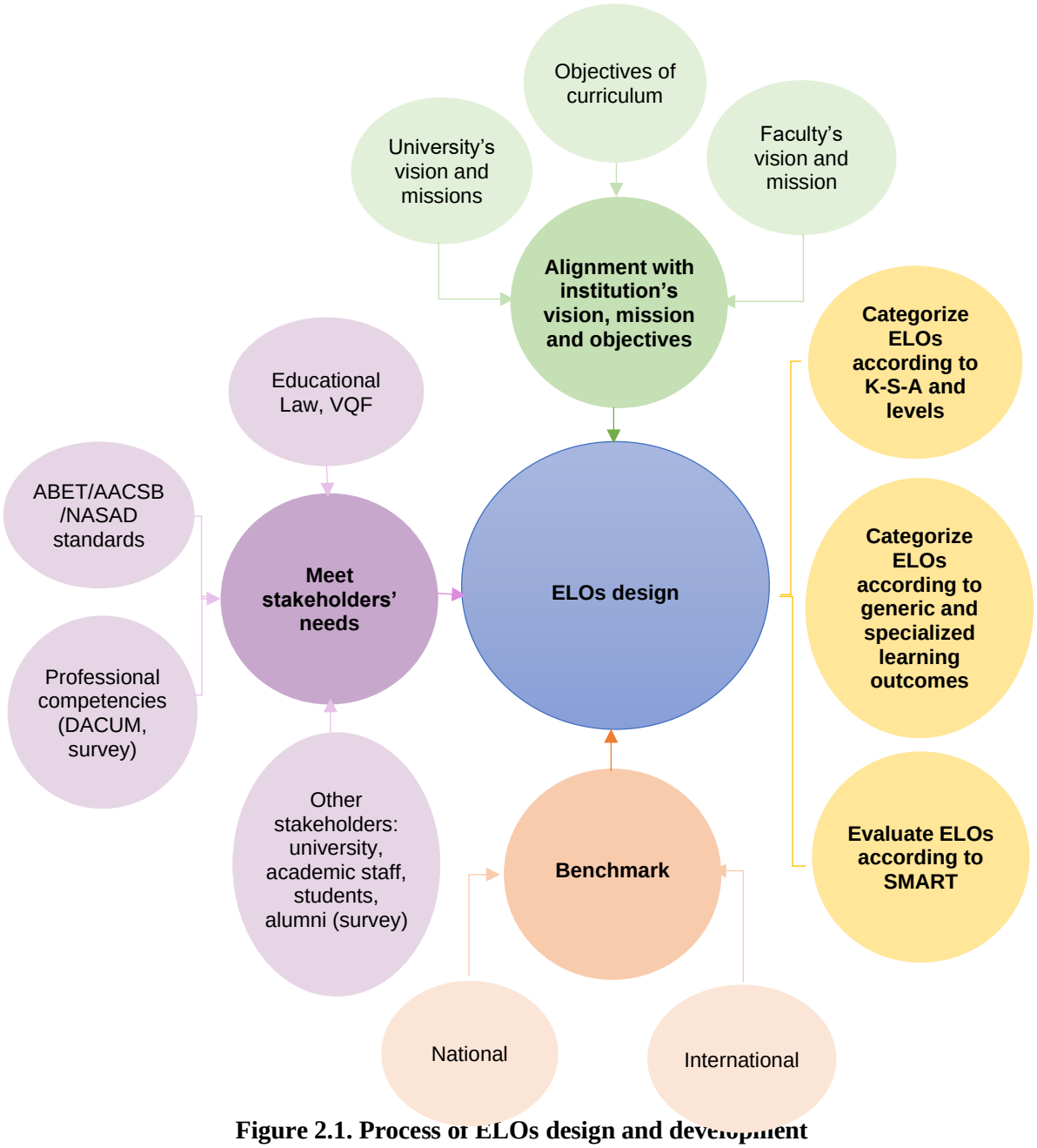


Figure 2.1. Process of ELOs design and development

Step 7: Utilize ELOs as the starting point to design the curriculum

The faculty uses the ELOs as the starting point to design the curriculum followed backward design procedure. The ELOs which are conveyed into the courses are first translated into the course expected learning outcomes (CELOs). After that, the assessment methods, contents and structures of the course are determined based on these CELOs.

Step 8: Develop, implement the curriculum and assess the students' achievement of ELOs

After design, the courses are taught and assessed by appropriate methods to help students learn effectively and demonstrate the level of ELO achievement through courses and graduation

thesis. The program must monitor and collect students' study results to check for the suitability of the ELOs.

Step 9: Revise and improve ELOs every four years based on the feedbacks, evaluation and needs of the stakeholders

The ELOs must be improved after every cycle of program (the cycle of the program is the training period of the program) to meet stakeholders' needs and demands. The stakeholders' feedback should be collected in different times and by various methods to ensure completeness and accuracy. The feedback is analyzed, selected and utilized to improve ELOs and curriculum (Figure 2.1).

2.2. TEACHING AND LEARNING STRATEGIES CONSTRUCTIVE ALIGNMENT WITH ELOS

Principle 2: The teaching and learning methods are constructively aligned with the expected learning outcomes of the program

Teaching and learning, assessment activities based on student-centered approaches play an important role in implementation of the university's educational philosophy "To train and nurture the agriculturalists of the future". This creates motivation, reflection and proactivity for students.

Teaching methods should encourage students to be proactive in learning. Lecturers should utilize a variety of assessment methods to provide students with opportunities of performing and achieving the ELOs, and to ensure validity, reliability and fairness.

Lecturers' research and update knowledge are conveyed into the courses, research activities and scientific projects of students. In addition, learning through experience and community services are closely connected with teaching and learning activities to help students improve their study for knowledge, skills, autonomy, and consciousness for social responsibility and ethical values.

Implementation instructions:

Student-centered teaching methods

- Lecturers show respect and care about diversity and needs of the students, and provide flexible learning opportunities for all students.

- The program pursues the educational philosophy of the university, faculty, and program. Lecturers use diverse and relevant, technology-assisted approaches and teaching methods, and connect with enterprises, community, society and the world to maximize learning opportunities for students.

- The program encourages students to self-study but still ensures that students receive suitable instructions and personal advice from lecturers when they required.

- The equal teacher-student relationship is maintained but not contrary to the traditional culture of “Respect the teacher” of Vietnam in general and of the university in particular.

- The teaching quality is assessed by students and colleagues for continual improvement.

- Course specifications are revised and updated annually by amending updated knowledge; teaching improvement should be based on students' and colleagues’ feedback and educational trends of modern models.

2.3. ASSESSMENT CONSTRUCTIVE ALIGNMENT WITH ELOS

Principle 3: Assessment methods are constructively aligned with the expected learning outcomes.

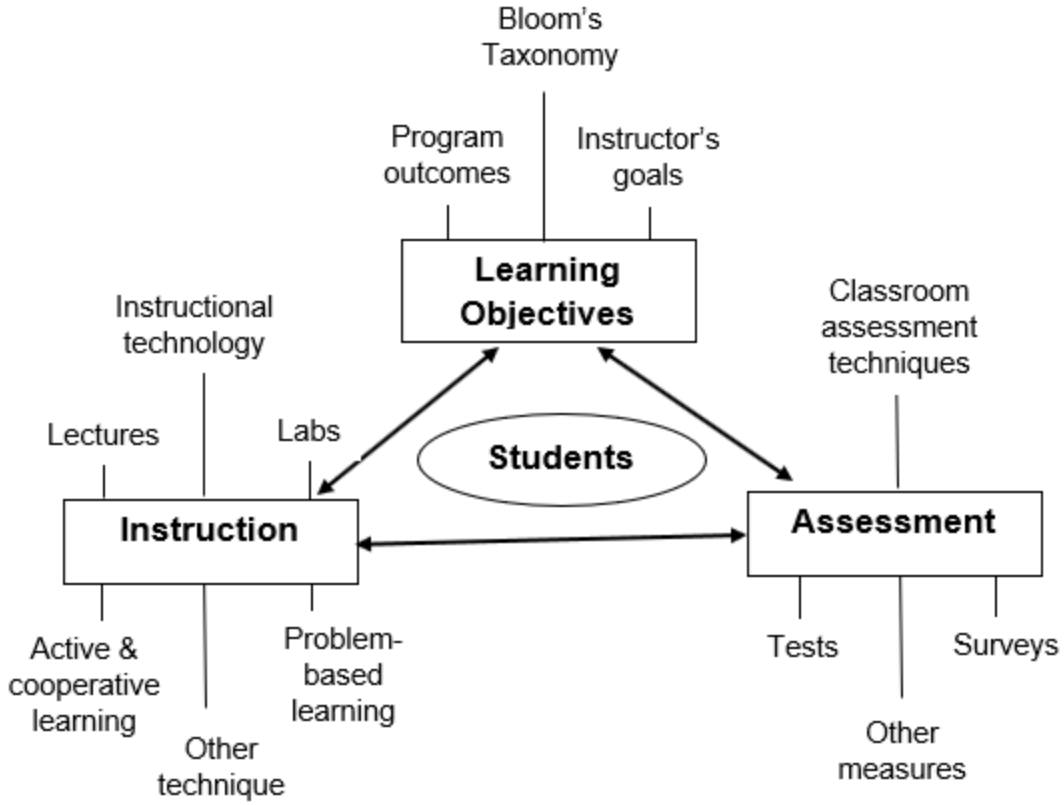


Figure 2.2. The constructive alignment between teaching-learning activities and assessment

Implementation instructions:

- The student assessments are designed constructively aligned with the ELOs of the program and as feedback tools.

- The lecturers and instructors use a variety of assessment methods and are supported to develop their student assessment skills.

- Assessment criteria and methods are provided to the students in advance. Courses use rubrics which are suitable with the CELOs and ensured accuracy, validity and reliability. The exam has answers and detailed scores.

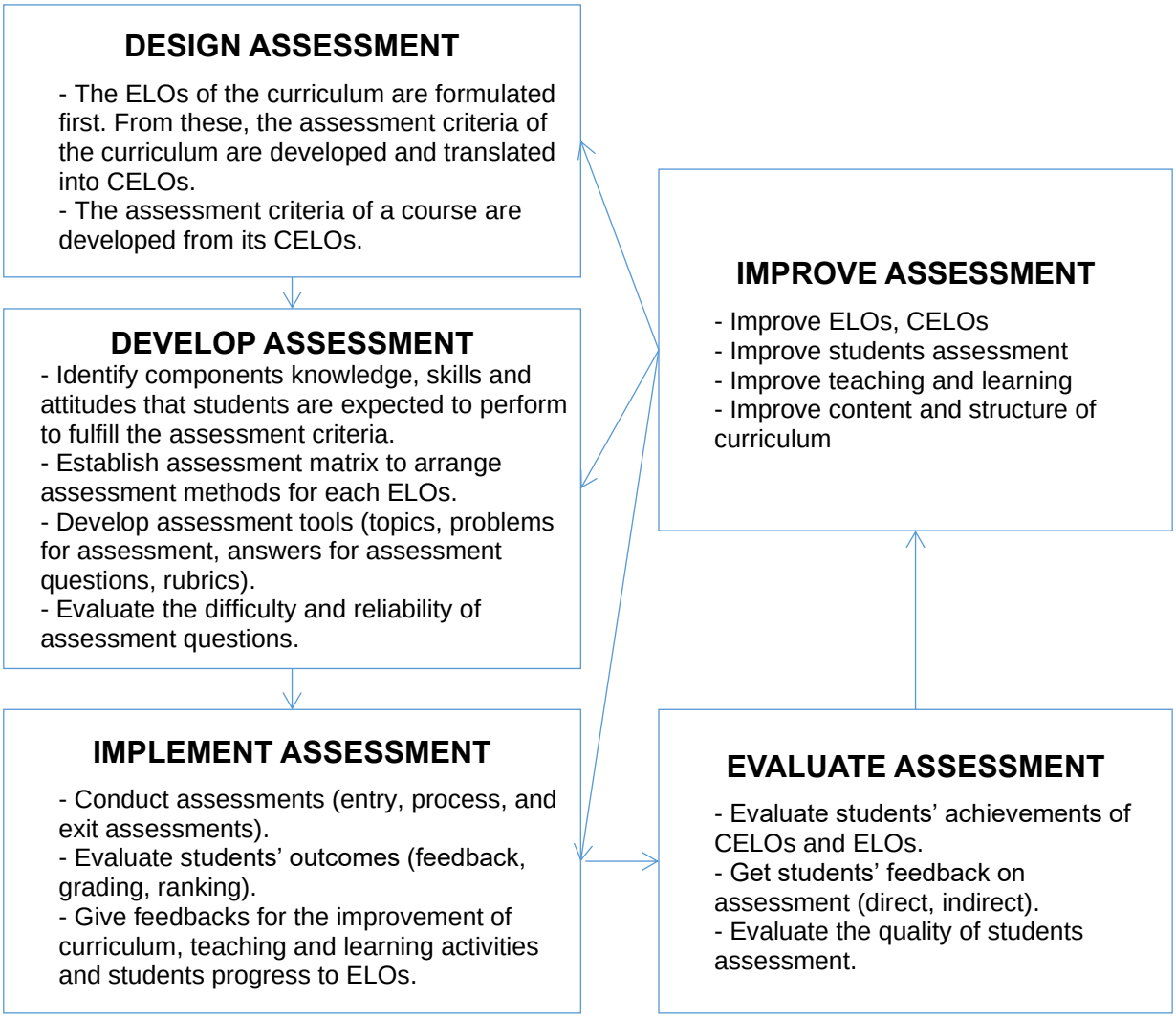


Figure 2.3. Procedure of designing student assessment

- The use of various assessment methods allows students to fully demonstrate their achievement of ELOs. Students are provided with feedback and scores, and their results are connected with academic counseling.

- Exam is ensured objectively by having opinions of more than one assessor on the test.

- Exam regulations are implemented to ensure seriousness and to prevent fraud.

- Assessment is transparent and fair for all students; results are confidential and timely informed to students for planning personal study.

- Appeal procedure of examination and students' results are provided in a convenient and easy-to-use way.

- Entrance admission, progress assessment and recognition of results and qualification: The university promulgates and implements regulations including entrance and exit tests for students such as entry exam, progress assessment, recognition of academic results and qualification. Students' learning results are used for recognition and approval of graduation or of related policies in accordance with the regulations of the Ministry of Education and Training and the university.

Implementation instructions:

- The regulations on entrance admission, studying progress and graduation of the university are developed based on the regulations of the Ministry of Education and Training and the university.

- The courses have assessment methods consistent with ELOs. Formative and summative assessments of the courses should be relevant to student's learning road map.

2.4. REVISE AND IMPROVEMENT OF COURSES ACCORDING TO ELOS

Principle 4: Each course contributes at a defined level to expected learning outcomes

Each course has a specific and explicit role in the program that is the contribution to achievement of ELOs and students' assessment. Each course must be revised for improvement and constructive alignment to ELOs. Thus, the course can help students learn, practice and demonstrate all performance criteria of ELOs and students can fully achieve all ELOs upon completion of the program.

Procedure of course design:

Course design includes 9 steps:

Step 1: Identify objectives of the course

Step 2: Identify performance criteria

Step 3: Identify course expected learning outcomes (CELOs) and course's contribution to ELOs

Step 4: Design assessment methods

Step 5: Develop teaching and learning strategies

Step 6: Select learning resources (textbooks, references, learning materials…)

Step 7: Design teaching methods, module, chapter and/or lesson plans

Step 8: Design exam questions, rubrics, assessment matrix and plans

Step 9: Complete course specification.

Step 1: Identify objectives of the course

The objectives of the course must be clearly defined, including the list of knowledge and/or skills, ethics and attitudes that the lecturers are responsible for teaching, training and assessing students' performance for those. The table below is a specific guide for lecturers to identify the objectives of the course.

Step 1: Identify objectives of the course					
Objectives of the course: *The course aims to teach and train …*	**General knowledge** *(Math, Natural science, Social science, Politics, law, contemporary issues,...).*	**Specialized knowledge** *(Fundamental, speciality,)*	**General skills** *(Critical thinking, independent-working, team working, communication, language, IT skill, ...)*	**Professional skills** *(Field survey, scientific research, IT skills in related areas, innovative technology uses in specialized fields,...)*	**Ethics and Attitudes** *(Professional ethics, social responsibility, social ethics, life-long learning...)*
	(list of Knowledge)	*(list of Knowledge*	*(list of Skills)*	*(list of Skills)*	*(list of Ethics and Attitudes)*

Step 2: Identify performance criteria

Each course must have CELOs with clear performance criteria for students to know, learn and practice to achieve within the context of the course. The course's performance criteria must be constructively aligned with CELOs. The table below is a specific guide for lecturers to identify course performance criteria.

Step 2: Identify performance criteria					
Bloom's taxonomy and levels	**A. Knowledge** **Low level:** - Present, Describe, Explain - Apply (solve simple and small problems within the learning scope) **High level:** - Apply (apply to solve complicated problems with uncertainties in simulation or practical situations) - Analyze - Evaluate - Create (propose, create/ compose, design, develop solutions ...)		**B. Skills** **Low level:** - Perform under guidance (perform the skills proficiently but need help or supervision) - Perform independently (perform the skills proficiently without help or supervision) **High level:** - Perform proficiently and quickly with high/outstanding quality - Perform competently and proactively (solve and adapt in problematic situations)	**C. Attitudes** **Low level:** - Recieve - Respond/comply **High level:** **- Respect** - Perform - Characterize	
Performance criteria of the course:	**General knowledge** *(Math, Natural*	**Specialized knowledge** *(Fundamental,*	**General skills** *(Critical thinking, independent-*	**Professional skills** *(Field survey,*	**Ethics and Attitudes** (*Professional*

The course requires each student to perform and evaluates student through performance criteria.	*science, Social science, Politics, law, contemporary issues,...)*	*speciality)*	*working, team working, communication, language, IT skills, ...)*	*scientific research, IT skills in related areas, innovative technology uses in specialized fields,...)*	*ethics, social responsibility, social ethics, life-long learning...)*
	(select 1 action verb + 1 knowledge of the course + context)	*(select 1 action verb + 1 knowledge of the course + context)*	*(select 1 action verb + proficiency level + 1 skill of the course + context)*	*(select 1 action verb + proficiency level + 1 skill of the course + context)*	*(select 1 action verb + 1 attitude + context)*

Step 3: Identify CELOs and course's contribution to ELOs

CELOs must be constructively aligned with the ELOs and with the role, characterization and contribution of the course to the program. After identifying which, how, and to what extent the course contributes through the performance criteria identified in step 2, the lecturers state the CELOs.

Stage 3: Identify CELOs and course's contribution to ELOs					
3a. Course expected learning outcomes *(aggregate the performance criteria to CELO).* *After completing the course, students are able to.*	**CELOs** *(General knowledge)*	**CELOs** *(Specialized knowledge)*	**CELOs** *(General skills)*	**CELOs** *(Professional skills)*	**CELOs** *(Ethics and Attitudes)*
	(select 1 action verb + 1 knowledge of the course + context)	*(select 1 action verb + 1 knowledge of the course + context)*	*(select 1 action verb + proficiency level+ 1 skill of the course + context)*	*(select 1 action verb + proficiency level+ 1 skill of the course + context)*	*(select 1 action verb + 1 ethics and attitude + context)*
3b. Course's contribution to ELOs	**Course contributes to ELO in one of the following 3 levels:** - Level N: No supportive - Level S: Supportive - The course teaches and assesses students at a level simpler than the requirement of Performance Criteria. - Level H: Highly supportive - The course teaches and assesses students at level required by Performance Criteria required. **Or course contributes to ELO in one of the following 4 levels**: - I: Introduce - P: Practice - R: Reinforce				

	- M: Master

ELOs	ELO ?	ELO ?	ELO ?	ELO ?	ELO ?
The level of course contribution to PC of the program	*(PC and contribution level)*				
The level of course contribution to ELOs of the program	*(the highest contribution level to PC)*				

Step 4: Design assessment methods

Basing on the requirement level of the CELOs and the course's performance criteria, appropriate assessment methods are selected. The table below provides guidance on selection of assessment methods aligned with CELOs and the performance criteria of the course (Appendix 4).

Stage 4: Design assessment methods

Assessment methods:

Select assessment methods matching requirement levels (low, high) of performance criteria

Assessment methods of knowledge and skills:

Low:

- Questions and answers, discussion
- Chapter exercises (students apply their knowledge of the chapter to solve simple problems and exercises)
- Presentation (students collect documents, search information, synthesize theoretical points, write and present presentations, answer questions)
- Essay (students synthesize documents, write essays according to assigned topics)
- Practical exercises (students do the practice exercises for skills, groups of skills, simple procedures)

High level:

- Team working
- Assignment
- Project
- Thesis
- Internship

Assessment methods of ethics and attitudes:

- Activities in class and at university
- Fieldtrip

- Internship - Serving the community

Step 5: Develop teaching and learning strategies

According to the student-centered approach, teaching and learning approaches must facilitate students for their autonomy and self-development of knowledge and experience. The lecturers can choose the following teaching and learning methods (suggested but not all).

<table>
<tr><th colspan="6">Step 5: Develop teaching and learning strategies</th></tr>
<tr><td rowspan="6">(Lecturer selects teaching methods suitable with objectives and assessment)</td><td colspan="5">Teaching methods for knowledge and skills</td></tr>
<tr><td>Lecturing
(Lecturer presents lectures and explains to students)</td><td>Questioning
(Lecturer asks open-ended questions that promote students to think)</td><td>Case study
(Practical situations are used to discuss and brainstorm to find possible and feasible solutions)</td><td>Discussion
(Students exchange ideas and opinions on the topic)</td><td>Problem-based learning
(Students are encouraged to ask questions and find out the answers themselves)</td></tr>
<tr><td>Cooperative learning
(Students teach and help each other for learning and practice)</td><td>Problem-solving
(Specific problems of practice are raised for students to solve)</td><td>Simulation
(Students learn through interaction with simulated environments)</td><td>Computer-aid instruction
(Students learn independently using computers)</td><td>Scientific research
(Students research academic topics and write reports)</td></tr>
<tr><td>Projects
(Students are assigned a practical problem to solve, write a report and present)</td><td>Reflection
(Students reflect and learn experiences through individual’s or group’s learning processes)</td><td>Practice
(Students practice skills under instructions and repeat until proficiency)</td><td>Graduation thesis</td><td>Internship
(Students conduct internships in a real working environment)</td></tr>
<tr><td colspan="5">Teaching methods for ethics and attitudes</td></tr>
<tr><td>Lecturing
(Present and explain the meaning)</td><td>Illustration
(Perform behaviors for students to observe)</td><td>Model
(Perform behaviors for students to follow)</td><td>Argument
(Discuss and criticize from 02 opposing points of view)</td><td>Fieldtrip
(Observe professional activities in the enterprises)</td></tr>
</table>

	Internship *(Students are instructed to practice professional tasks in the working environment)*	**Exchange activities** *(Cultural-Physical-Art activities, international exchange)*	**Serving the community** *(Students do volunteer activities, social work ...)*		

Step 6: Select learning resources (textbooks, references, learning materials…)

Learning resources such as textbooks, documents, references, learning materials …should be selected and relevant to the objectives of the course, and ensured to update in the era of the rapid development of knowledge and technology.

Step 6: Select learning resources (textbooks, references…)
- Teaching materials are books, textbooks, chapters... *- Learning materials: Electronic materials, media (videos, movies, photos) ...* *- References are books, chapters, articles, scientific research...*

Step 7: Design teaching methods, module, chapter and/or lesson plans

Results of steps 1-6 are used to develop a teaching plan for courses, chapters, and lessons. The teaching plan is necessary to ensure a balance between the amount of knowledge and practice in each lesson and chapter. In addition, the assessment activities must also be reasonably arranged so that students have enough time to study, practice and prepare best for assessment.

Step 7: Design teaching methods, module, chapter and/or lesson plans					
Chapter	Objectives of the chapter	Contents of the chapter	Teaching and learning activities in the chapter	Assessment activities in chapter	Self-study guide
Name of the chapter	Which CELOs that chapter contributes to	Lists chapter contents by title or lectures	Specific activities, topics, questions, ... are used in teaching and learning activities	Specific assessment and weight	Link: E-learning Guide students to self-study: homework, reading materials, preparation ...

Step 8: Design exam questions, rubrics, assessment matrix and plans

Courses' assessment criteria are translated into questions, problems, and tasks through which students show their best ability to perform performance criteria in the most favorable conditions, and are evaluated fairly and accurately. Each CELO should be assessed by more than one method to ensure reliability (Appendix 4).

Step 8: Design exam questions, rubrics, assessment matrix and plans					
8a. Design diagnosis questions and rubrics	Performance criteria of the course	Assessment methods	Questions/ Requirements	Answers and marking scheme	Levels in rubrics
	(list of performance criteria of the course)	*(list of assessment methods)*	*(list of questions/ requirements)*	*(Answers and marking scheme)*	*(describe in detail for levels of student performance: excellent, good, pass, fail)*
8b. Design assessment matrix CELOs, PC, assessment methods for PC, weight					
8c. Design assessment plans Weeks, types of exam (formative, mid-term and final exam), weight, assessment methods					

Step 9: Complete course specification

The course specification template must include the course's general information such as the course name, the course code, term, type of the course (compulsory, elective), and the levels of course contribution to ELOs (Appendix 5). The course objectives, CELOs and course performance criteria must be fully presented in the course specification. The structure and content of the course, teaching plan, assessment plan and weights, learning resources (textbooks, books, documents, references…), teaching facilities (E-learning, simulation, lab ...) must be described clearly and fully. The information of the lecturers, responsible departments and the dates of compilation and updates must be fully recorded.

In addition to the course specification that is used for management, teaching and learning purposes of teachers and students, the faculty can develop additional materials such as course outlines, program brochures and student handbooks to provide students with and to make marketing the program to prospective learners. Each lecturer can develop a course portfolio including teaching materials such as audio-visual devices (video, audio, visual, ...), assessment rubrics...(Appendix 6).

Step 9: Complete course specification

- General information of the course
- Design of the course (steps 1 to 8)
- Regulations for students (according to training regulations, course regulations)
- Teaching and learning facilities (equipment, lab, environment ...)
- Dates of composing and updating
- Approval
- Contact information of lecturers and assistants
- Other information
- Appendices

PART 3. INTERNAL QUALITY ASSURANCE SYSTEM

The Internal quality assurance system (IQA) is designed and operated according to the Plan - Do - Check - Act (PDCA) model. The activities of the units are standardized according to the 4 phases of this model, including planning, doing, checking and acting. The steps in the cycle PDCA are not completely independent but interact with each other, for example, the assessment can be conducted during implementation to make an adjustment and continual improvement until expected results are achieved. After achieving the expected results, the university will analyze and evaluate the achieved results to determine the higher goals for striving.

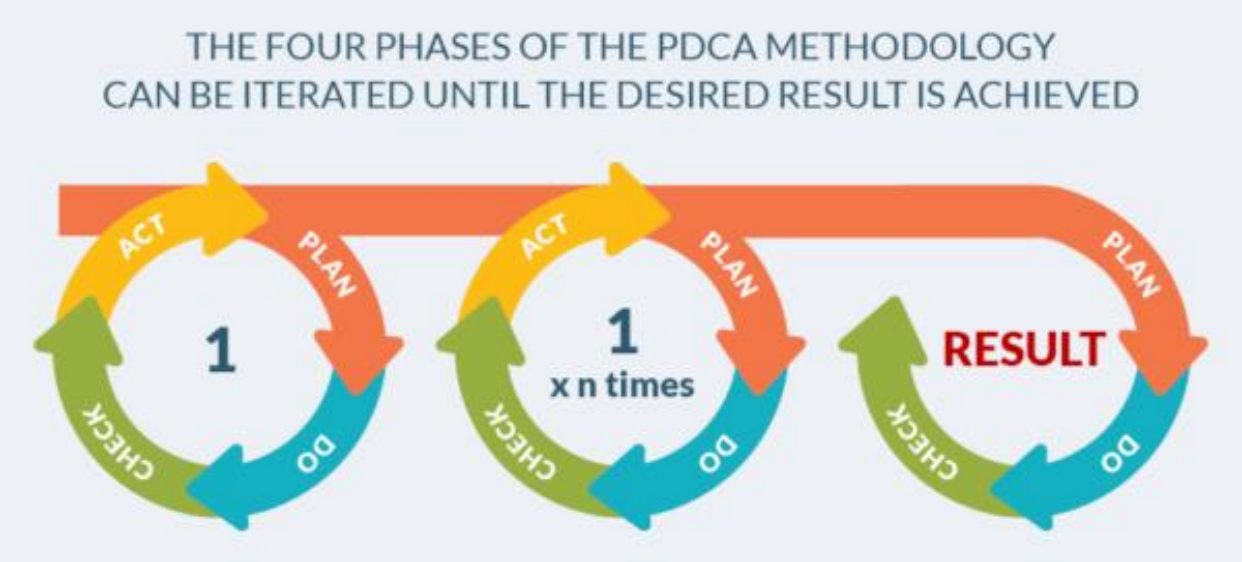


Figure 3.1. Plan-Do-Check-Act (PDCA) cycle

The IQA system of VNUA is organized into three levels: Strategic QA, Systemic QA and Functional QA based on the AUN-QA models.

3.1. INTERNAL QUALITY ASSURANCE MODEL AT STRATEGIC LEVEL

Strategic QA at institutional level starts with analysis of stakeholders' needs which are translated into the university's vision, missions and goals.

From the university's vision, missions and goals, the university develop strategy and policies to distribute resources and operate activities to achieve specific goals for the achievement of vision, missions and general goals. The organizational structure and operational modes of the university are established to serve the management of university's activities, including training, and research and community services.

The IQA system of the university consists of quality policy, QA strategy, QA mechanisms, QA plans, processes, QA tools and QA activities.

Together with the role of monitoring, evaluating and consulting for the quality improvement of the university, IQA system and benchmarking are implemented. The IQA aims to help the university design and implement all training, scientific research activities and community services according to the PDCA cycle (Appendix 7). Benchmarking operational modes, evaluation methods and achievements nationally and internationally is to help the university in identifying its status and achievements in the extent of the national and international higher education system. QA activities of the university are done through sharing responsibility of everyone. In addition, the university and each unit have a mechanism to collect feedback from internal and external stakeholders for continual improvement.

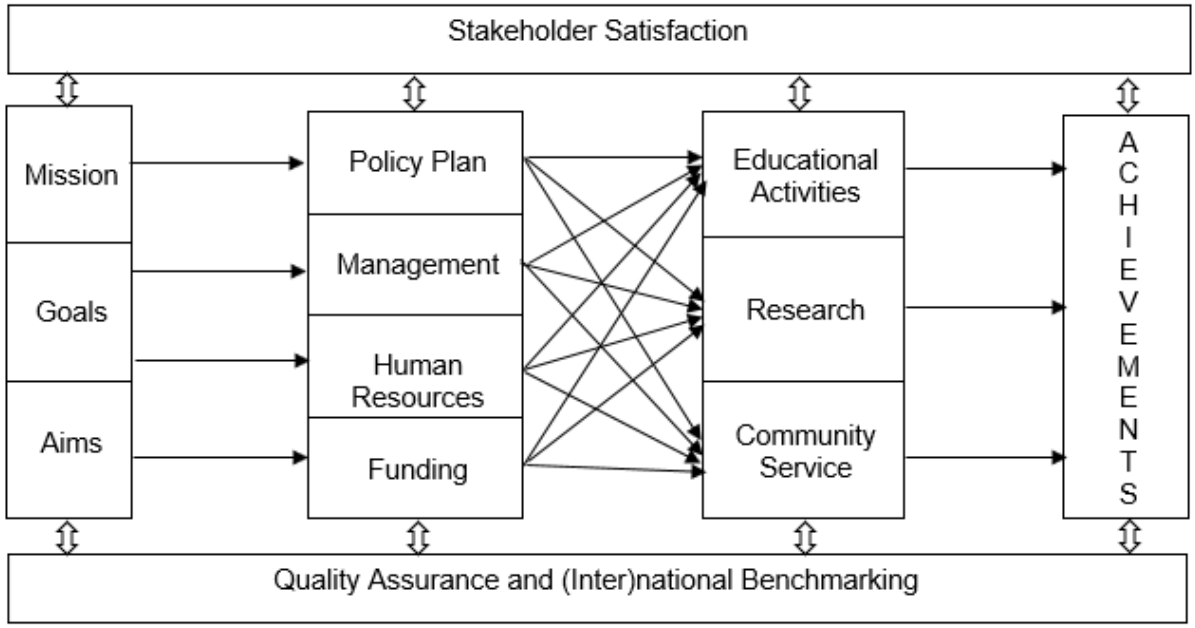


Figure 3.2. AUN-QA Model at stragetic level

3.2. INTERNAL QUALITY ASSURANCE MODEL AT SYSTEMIC LEVEL

The systematic QA consists of the following:

- Internal quality assurance framework;
- Monitoring instruments;
- Evaluation instruments;
- Special qa-processes to safeguard specific activities;
- Specific qa-instruments; and
- Follow-up activities for making improvements

The university's internal quality assurance system is to promote, develop and implement quality assurance activities in the fields of training, scientific research and community service to achieve 5-year development strategy goals and annual quality goals. The activities of the IQA aim to maintain and continually improve the quality of the university.

- Based on a learner-centered approach, these activities focus on monitoring students' progress and results, and their meets to labor market requirements after graduation for improvement of programs and student support systems. The university has a system to monitor students' progress, graduation and dropout rates, to collect feedback from the labor market and alumni, and to monitor scientific research.

- In order to assess the effectiveness of training, assessment tools are designed and applied to evaluate students' learning outcomes, and quality of learning and teaching for course and curriculum, and of scientific researches and community services.

- To ensure quality of teaching and learning support activities, specialized QA processes include QA activities for testing, QA of human resources, QA of facilities & infrastructure, QA of student support system.

- Specific QA tools include SWOT analysis, external assessment, information systems, QA manual.

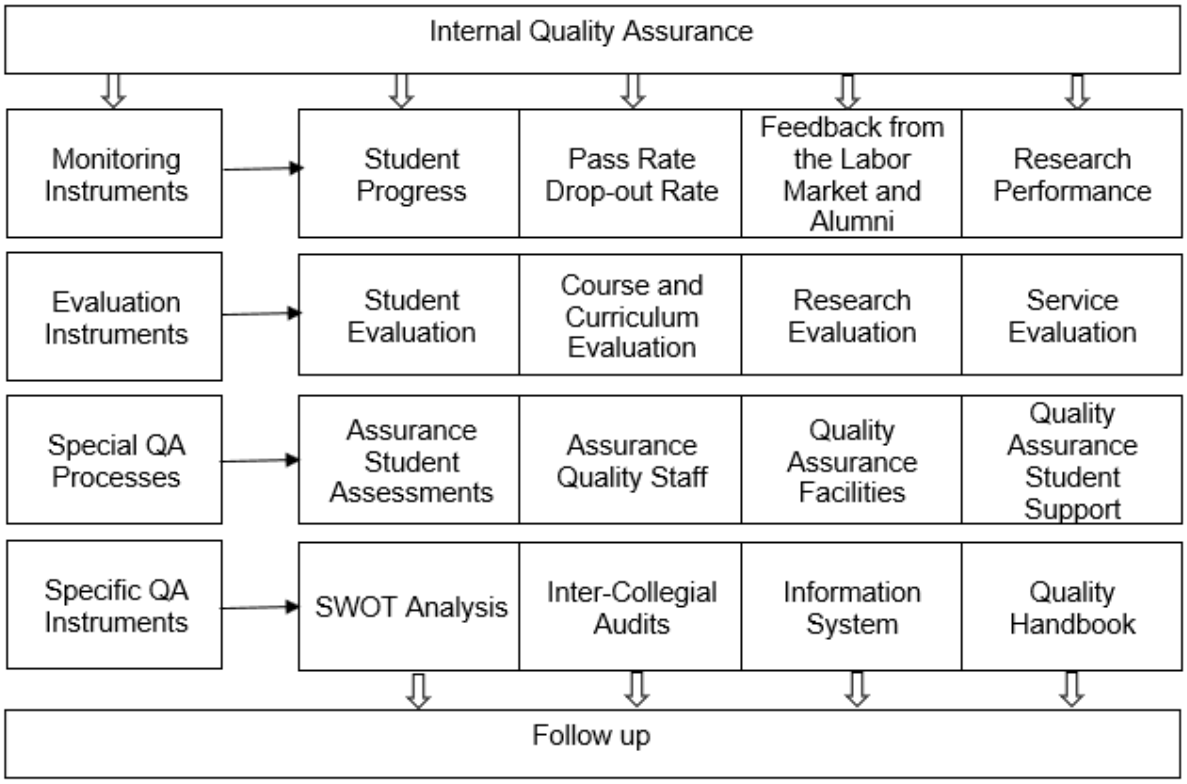


Figure 3.3. AUN-QA Model for Internal Quality Assurance System

3.3. INTERNAL QUALITY ASSURANCE MODEL AT FUNCTIONAL LEVEL

The university pursues outcomes-based education (OBE) perspective. Accordingly, students' learning outcomes include expected learning outcomes and educational objectives which are determined based on the requirements of the stakeholders. Expected learning outcomes are those that the program must help students achieve upon the completion of program. Educational

objectives are those the program has prepared for students and expected that graduates will achieve within several years after graduation. Based on this purpose, the university builds a QA system starting with the needs of the stakeholders. The stakeholders of the program are government, employers, university, faculty, lecturers, alumni, students and society.

The needs of stakeholders are collected and translated into ELOs of the program. ELOs are the starting point for program designing. The program specification is an overview that describes the structure, content of the program, educational philosophy, teaching and learning strategies, student assessment and internal resources (lecturers, support staff, advisory systems, student service systems, and facilities) and external supports (enterprises, host institution, society) for program implementation.

The program is designed, developed, evaluated and continually improved according to the PDCA. The university issues a program improvement regulation that includes minor improvements once a year at the course level and major improvements every 4-5 years at the program level (depending on the program duration). QA activities at program level are systematically implemented in all stages of the program design and development process in order to make the program outputs meet the desired quality and the stakeholder needs, and is further enhanced based on benchmarking with excellent models nationally and internationally.

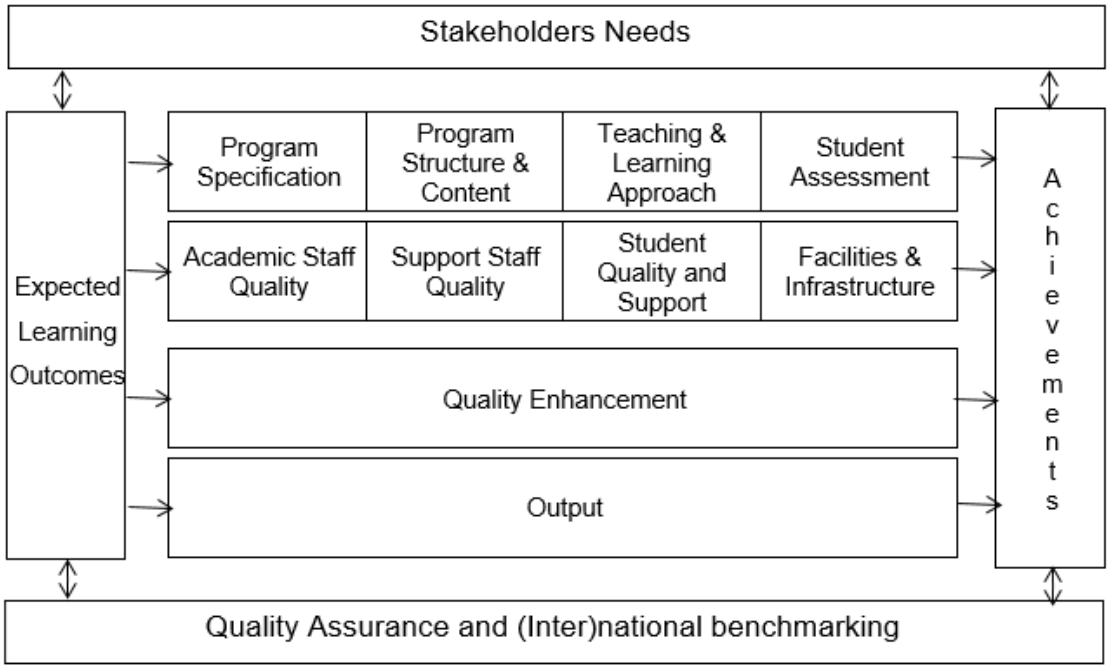


Figure 3.4. AUN-QA Model at the Program Level

3.4. DEVELOPMENT PROCESS OF INTERNAL QUALITY ASSURANCE SYSTEM

The development process of IQA system is established and implemented by the Center for Quality Assurance (CQA) under the leadership of the university's President board and in the cooperation with supportive offices.

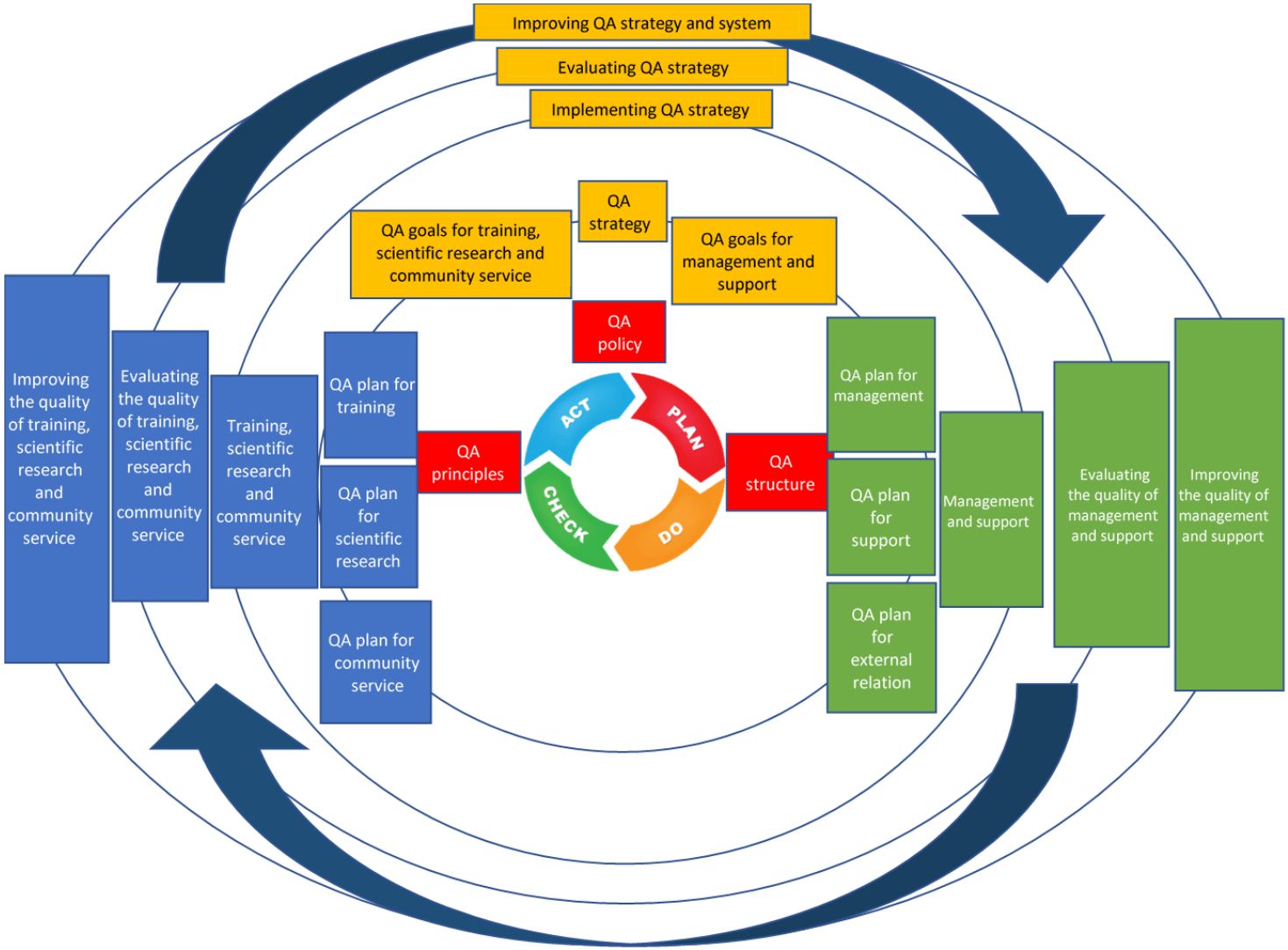


Figure 3.5. Internal quality assurance system

First of all, the quality policy is discussed, declared and surveyed for feedback from units at the university. This quality policy is developed based on vision, missions, and educational philosophy of the university. This policy creates conditions for all units at the university to participate in the internal QA process through the implementation of QA activities according to the principles of QA.

Secondly, the structure of IQA system includes three functional groups: the QA group of each faculty, the QA group of each supportive unit, and the quality management group of the university leaders. Each QA group is defined for functions, working methods and connections with the IQA system of the university.

Thirdly, QA processes and specialized QA tools are designed to serve the work of three QA functional groups of the university.

Fourthly, the QA strategy for the 5-year period and the annual QA plan are discussed and outlined through the development of the university's strategy and annual plan.

Finally, the goals of the QA strategy and the annual QA plan are conveyed to each unit and individual at the university for implementation through the plan of each unit and each individual.

3.5. PROCESS AND SPECIALIZED TOOLS OF INTERNAL QUALITY ASSURANCE

Table 3.1. Process and specialized tools of Internal quality assurance

Stakeholders	Collected information	Methods	Tools	Time	Unit using results
Enterprises, employers, and skilled workers	Identify necessary competencies, ethics and attitudes of graduates	Workshop	DACUM	For competencies: periodically every 4-5 year	Faculties, CQA, Curriculum design and development team
		Survey, collect feedbacks	Questionnaires	ELOs: periodically every 4-5 year	
Lecturers	Qualitative and quantitative assessments: teaching, research, and serve community	360° assessment	Rubric (lecturer evaluation sheet)	Every semester, at the end of each academic year	Deans of faculties, lecturers, Personnel Management Office
University	The relevance of the university's strategy	Qualitative assessment of achieving strategic goals according to KPIs.	Evaluation form for strategic goals	Mid strategy to adjust strategy	Strategy implementation and evaluation team
	Quality of staff (managers, lecturers, staffs)	360° assessment	Evaluation forms for managers, lecturers and staff	Evaluation of managers each semester. Evaluation of teaching each semester. Evaluation of staff each semester.	Faculties, lecturers, and related supportive offices

Stakeholders	Collected information	Methods	Tools	Time	Unit using results
				Regularly evaluation after each service.	
	Evaluation for implementation of annual plan	Meeting Final report	Evaluation form for unit's working results in the academic year according to KPIs	Overall evaluation at the end of the academic year	University, faculties and supportive offices
Student	Study results	Entrance, progress and exit assessments	Criteria and Rubric assessment	Regularly and periodic assessment	Faculties, lecturers, students, and related units
	Extra-curricular activities	Observation, comment	Criteria assessment and marking schemes	Between and at the end of each activity	Faculties and related units
	Course evaluation, lecturer evaluation	Evaluation form	E-portfolio	Update every semester	Faculties, lecturers, academic supervisors
	Service quality evaluation	Paper-based and online evaluation	Paper-based assessment and online survey system	Every academic year and after each service	Supportive and service units
Alumni	Evaluate the quality of the program	Periodic survey and tracer program.	Survey form	Annually	Faculties, CQA, Training Management Office
	Feedback on the requirements of labor market for graduates' competencies and the development trend of the industry	Feedback at workshop	Workshop	Annually	Faculties

3.6. MONITORING, ASSESSMENT AND QUALITY ACCREDITATION

The university regularly monitors the activities of the units to ensure that they are operated in accordance with the PDCA cycle. The university benchmarks with accreditation standards that the university pursues to establish common quality standards across the campus for implementation and continual improvement. The university implements periodic self-assessments at university and program levels in accordance with national, regional and international quality standards.

Implementation Instructions:

- Regularly monitor, periodically review and improve the program

- Update program content according to the latest research results

- Improve the program based on the assessment of changing social needs

- Improve the program based on assessment of students' study workload, progress and of graduation rate

- Improve assessment methods, procedures, and processes for controlling assessment activities

- Improve the program based on understanding students' expectations, needs and satisfaction with the program.

- Improve the program based on the analysis and assessment of learning environment and the student support system, on consideration for the suitability of these elements with the program purpose.

- Internal and external stakeholders are involved in program review and improvement

- Improve program based on reliable information

- Improved program specification is published

- Participate periodically in quality accreditation at institutional and program levels to continually improve quality

Table 3.2. The accreditation process at institutional/ program level

PDCA cycle	PLAN	DO	CHECK	ACT
Main process	Develop plan for university/program accreditation	Participate in instute/ program accreditation	Evaluate results of institute/ program accreditation	Continuous quality improvement
Secondary process	- P: Review and make decision to participate in accreditation - D: Develop plan to participate in the accreditation - C: Evaluate the plan - A: Adjust and complete the plan	- P: Plan for accreditation activities - D: Implement activities during accreditation - C: Check the implementation of the activities during the accreditation - A: Improve activities during the accreditation	- P: Plan to analyze and evaluate accreditation plans - D: Evaluate accreditation plans - C: Review evaluation methods and results - A: Adjust evaluation methods	- P: Plan for quality improvement - D: Implemen the quality improvement plan - C: Evaluate effectiveness of the improvement - A: Adjust operational improvement

PART 4. STUDENT SUPPORT SYSTEM AND LEARNING RESOURCES

4.1. STUDENT SUPPORT SYSTEM

From the student-centered approach, students must be comprehensively supported for learning, extracurricular activities and life services.

Implementation Instructions:

- The e-learning system is designed and implemented to support students' learning and interacting with teachers.

- The academic advisory system for students provides activities according to the annual plan and based on practical needs of each student. The academic advisory system consists of lecturers, also known as mentors, who are in charge of student groups throughout the learning process, regularly organize meetings and personal counseling, and support students' learning. Besides, students are directly consulted by lecturers on studying issues and methods through the course.

- Non-academic counseling is organized and implemented to serve the diverse needs of students: study, personal development, employment, international students, disabled students, ethnic students... The University has centers in charge of these counseling.

Student counseling activities are summarized in Table 4.1 below:

Table 4.1. Student counseling activities

Activities	First-year student (Freshman)	Second-year student (Somophore)	Third-year student (Junior)	Final-year student (Senior)
Orientation weeks; Studying	- Career orientation - Visiting enterprises related to the field of study - Job fair	- Field trip - Job fair	- Internship in enterprises - Job Fair	- Guiding for thesis
Help students orient and proactively make study plans	- Overview of career. - General project	- Students are instructed to choose thesis topics - Practical experiences	Internship in enterprises	- Consulting career to help students find employment or start-up
Consulting on extracurricular activities	Green summer	Green summer	Green summer	Green summer

4.2. LEARNING RESOURCES, FACILITIES AND EQUIPMENT FOR TEACHING, LEARNING AND SCIENTIFIC RESEARCH

Learning resources are the main components providing information for teaching, learning, and scientific research activities of students and academic staff. Facilities and equipment for teaching and learning activities and scientific research have been implemented effectively in practice.

The university provides budgets for purchasing suitable learning resources, facilities and equipment for teaching and learning activities. The university applies regulations that allow students to use learning resources, facilities and equipment conveniently and fully meet the learning and research needs of students in the program. The university provides hard-copy and electronic resources to meet the learning needs of students.

Implementation Instructions:

- The units identify demand for learning resources, facilities and equipment and make the annual proposed plan for purchasing.

- The university approves based on the needs, the university's strategy, and the quality objectives in an academic year.

- Purchasing and assessing quality, acceptance and handover to the management unit for use.

- Implementing procedures for monitoring, controlling, maintaining, evaluating, and improving the learning resources, facilities and equipment (Table 4.3).

- Students are trained how to use the learning resources and support services.

Table 4.3. Development of learning resources, facilities and equipment

PDCA process	PLAN	DO	CHECK	ACT
Main process	Make plans to purchase learning resources/facilities and equipment	Purchase learning resources/facilities and equipment	Check product quality	Improve the purchase of learning resources/facilities and equipment
Secondary process	- P: Collect requests from faculties and units - D: Prepare a plan and submit it to the council for approval - C: Check the reasonableness of the plan - A: Edit and submit for approval	- P: Make plan for purchase activities - D: Implement purchase activities - C: Check purchase activities. - A: Adjust and improve purchase activities	- P: Make plan for product quality inspection - D: Check product quality - C: Evaluate process/ methods of quality inspection - A: Improve process/ methods of inspection	- P: Make plan to improve purchasing activities -D: Implement the improvement plan - C: Check improvement activities - A: Adjust improvement activities

PART 5. INFORMATION MANAGEMENT

The university has an information management mechanism that includes identifying, collecting, evaluating and disseminating to stakeholders. The university uses appropriate approaches to accurately and effectively identify, collect and evaluate information for dissemination to stakeholders. Information on the university's activities is useful and essential for prospective and current students as well as alumni and other related stakeholders such as government, employers, parents, faculty, academic staff, accreditation organizations and society. The university publicly publishes information about the program, academic staff, student number and scientific research activities, community service on the website and the media for students and society to know about the university's quality and brand name as well as to easily access when needed.

Implementation Instructions:

- The university identifies necessary information to collect from various fields relevant to the university and program development.

- The university establishes a system to collect and manage information.

- The university uses media such as university's websites and social networks to provide information about the university's activities including programs, enrollment requirements, expected learning outcomes, certificate, educational philosophy, teaching and learning methods, assessment methods, graduation eligibility and types of scholarships and policies for special students (foreign students, ethnic students, disabled students…) and for prospective students, current students, graduates, as well as employers and accreditation organizations.

- Extracurricular activities (Literature-physical-art, union activity, and charity) are publicized so that students know and can participate.

Table 5.1. Procedure for information management

PDCA process	PLAN	DO	CHECK	ACT
Main process	Make plan of information management	Implement information management	Evaluate information management	Improve the information management
Secondary process	P: Identify methods and develop information management plan. - D: Make plan of information management - C: Check the reasonableness of the plan - A: Improve the plan	- P: Make a plan to implement information collection and dissemination activities. - D: Implement the plan - C: Check the implementation of the plan - A: Improve the plan	- P: Make plan for evaluation - D: Implement evaluation activities - C: Check evaluation activities - A: Improve evaluation activities	- P: Make improvement plan - D: Implement improvement activities - C: Check improvement activities - A: Adjust improvement activities

PART 6. ACADEMIC AND SUPPORT STAFF

6.1. ACADEMIC STAFF

The university requires that academic staff must have appropriate qualifications, meet the standards of Ministry of Education and Training (MOET) and have specific competencies determined by the university. The university applies transparent and appropriate regulations on recruiting, assigning and evaluating academic staff. The staff workload is assigned based on MOET's regulations, on consideration of personal development plans of each academic staff, and on the units' workload.

Implementation Instructions:

- Apply transparent and fair recruitment process for all academic staff, including public announcement for available job positions, recruitment criteria and methods of evaluating candidates on the website

- Recruitment council evaluates candidates fairly based on common standards and specific requirements of the unit.

- Nurture the academic environment and provide ongoing support for academic staff to work effectively and develop themselves

- Encourage innovation in teaching and other activities strengthening the connection between scientific research and teaching

- Provide academic staff with programs to enhance their capacity at the university, and with opportunities to participate in training and scientific conferences in nation and overseas

- Provide information about student's studying results for academic staff to monitor and advise them when needed.

- The university regulates missions and competencies of academic staff, including:

Competencies on teaching

- Contribute ideas to the program

- Design courses, lectures, teaching and learning activities that are constructively aligned with ELOs

- Implement the course based on the student-centered approach

- Improve courses and teaching and learning activities based on feedback from stakeholders.

Competencies on research and supervision students for research

- Conduct scientific research according to interest and applied orientation

- Supervise students to research according to their interest and applied orientation

- Link scientific research with teaching through writing reference books, textbooks, lectures, seminars, project guides and students' scientific research.

Competencies on consultation

- Academic consultation: counseling students on studying and research issues.

- Non-academic consultation: counseling students on psychological issues, life, employment, finance ...

Competencies on community service and enterprise connection

- Develop project and attract research resources from enterprises and provinces

- Conduct scientific research to meet the needs of enterprises and transfer technology to the community.

6.2. MANAGEMENT AND SUPPORT STAFF

Management and support staff must be recruited based on professional standards, experience (or interest) and appropriate competencies. Support staff are provided with training programs based on job requirements and personal development.

Implementation Instructions:

The university develops a human resource (HR) development strategy with strategic goals consistent with the university's strategy (Table 6.1).

Table 6.1. Procedure of developing human resource strategy

PDCA process	PLAN	DO	CHECK	ACT
Main process	Develop a HR development strategy	Implement HR development strategy	Evaluate HR development strategy	Adjust HR development strategy
Secondary process	P: Make plan for developing HR development strategy - D: Develop HR development strategy - C: Collect feedback on HR development strategy - A: Adjust and complete the HR development strategy	P: Make plan for recruiting, training and evaluating HR - D: Implement recruitment, training and evaluation of HR - C: Check and evaluate the implementation of recruitment, training and evaluation activities - A: Improve quality of activities	P: Make plan to assess HR development strategy - D: Implement assessment of HR strategy - C: Check assessment activities of HR strategy - A: Improve assessment activities of HR strategy	- P: Make plan for improvement of HR development strategy - D: Adjust HR development strategy - C: Check adjustment activities of HR development strategy - A: Improve operations and complete adjustments of HR development strategies

The university identifies competencies of support team (management and support staff) to effectively recruit, evaluate and develop their capability (Table 6.2).

Table 6.2. Management and support staff's competencies

Position	Necessary competencies	Recruitment	Personal development*
Head/ Deputy of units	Planning	x	
	Personnel management	x	
	Leadership	x	x
	Strategy development		x
	Innovation		x
	Change management		x
	Successor and staff development		x
	Professional competency	x	x
Staff	Professional competency	x	x
	Teamwork	x	x
	Personal development		x

*Note: * Important criteria for promotion*

6.3. STAFF COMPETENCE DEVELOPMENT

- University staff including academic, management and support staff are provided with opportunities for capacity development through training activities of university and in the country or overseas

- The university develops training programs for the staff competencies, including the main, specialized competencies and general competencies

- The university implements capacity training programs for academic, management and support staff to continuously improve the quality of the HR. Individuals participate free of charge (Table 6.3).

Table 6.3. Training programs for competence development of human resources

Name of training programs	No. of days	STAFF				
		Academic staff	Head of department	Academic support staff	Head of supportive unit	Administrative support staff
University's strategy	01	x	x	x	x	x
Internal quality assurance system	01	x	x	x	x	x
Building business relationship	01	x	x	x	x	x
Adult education and 4.0	01	x	x	x		

Name of training programs	No. of days	STAFF				
		Academic staff	Head of department	Academic support staff	Head of supportive unit	Administrative support staff
education						
Program design	02	x	x	x		
Culture of applied learning and research	01	x	x	x		
Instructional design	02	x	x	x		
Scientific research and research publication	01	x	x			
Student psychology and counseling skills	01	x	x	x		
Project management	01		x		x	
Team management by performance	01	x	x	x	x	x
Other training programs	Based on actual needs	People in need				

6.4. COMPREHENSIVE STAFF EVALUATION SYSTEM

One of the key strategies is HR development. Therefore, the university needs to have appropriate standards, recruitment criteria and effective tools to evaluate the performance of each individual and unit. Since then, the university has policies on salary allocation, reward, training, promotion, or reasonable penalty for each individual and unit. Performance evaluation system based on KPIs (Key Performance Indicators) has shown effectiveness. However, for education, work efficiency can not only be “measured” by “quantitative KPIs” but also based on “qualitative” results.

Implementation Instructions:

- Set up a group for drafting documents.

- Describe jobs of each individual or unit.

- Develop a draft of quantitative and qualitative evaluation standards, criteria and indicators

- The university's core KPIs are determined based on the annual goals of the university distributed to each unit.

- Qualitative evaluation criteria are used together with the KPIs to evaluate activities in the field of attitude, ethics, culture ...

- Collect feedback from Presidency Board, management staff, academic and support staff of the university to complete the draft

- Develop evaluation tools including a comprehensive staff evaluation form for all staff at all positions at the university

- Record job details of each individual and unit and determine workload based on the task assignment

- Implement a pilot implementation in one semester

- Collect feedback of all staff to adjust

- Each job position has a job description and each individual must be based on the tasks assigned by the unit to develop and implement his or her working plan. The unit is based on criteria assigned by the university to assign what types and how much volume of work... for each position suitable to individual's missions and functions. The job descriptions are prepared by heads of units and Personnel Management Office. At the end of each semester, each individual uses the evaluation form of his or her job position and benchmarks with KPIs for self-evaluation.

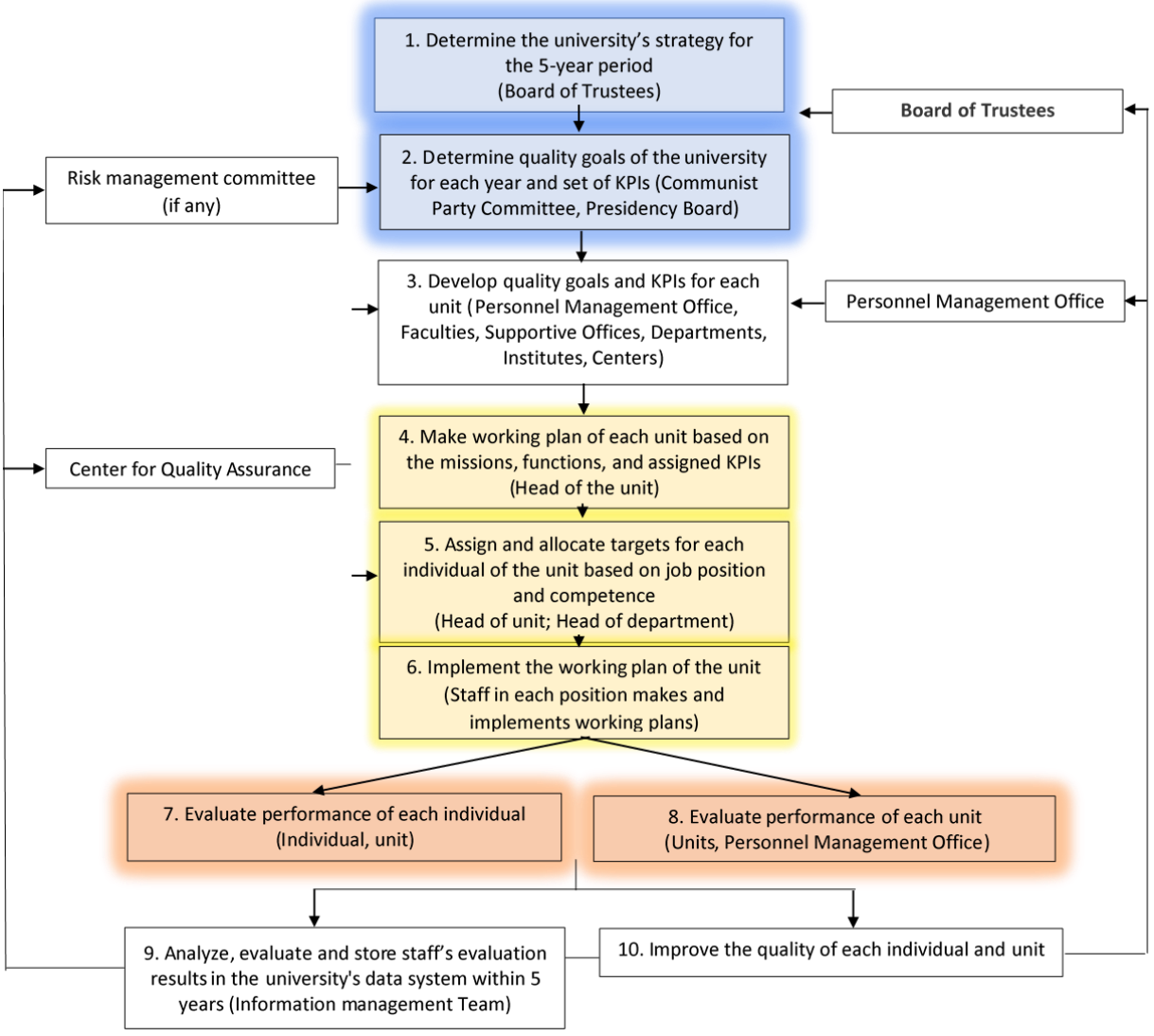


Figure 6.1. Implementation process of human resource evaluation

According to the organizational structure of the University, the Board of Trustees, Communist Party Committee and Presidency Board will discuss and be based on the results of the analysis and evaluation of the university's performance in the previous 5 years (9), and SWOT analysis to provide the strategic direction for the next 5 years (1).

After that, the Communist Party Committee and Presidency Board will base on the strategic direction of the 5-year period to determine the quality goals for each year (2). Units (Faculties, supportive offices, centers, departments, institutes) will discuss to develop quality goals, allocate targets for each unit as well as identify KPIs for evaluation of performance (3).

Units based on their quality goals and KPIs to develop the units' working plan (4) and assign tasks to each individual (5). Each individual makes a working plan to achieve quality goals (6) (Appendix 8). At the end of each semester, each individual will self-evaluates the results of that semester (7), the head of unit evaluates each individual and the unit's performance (8). The staff evaluation sheet is used for self-evaluation and evaluation of individuals and units. Based on the evaluation results, the university decides to pay a salary bonus and apply appropriate remuneration policies. Individuals and units use evaluation results to continually improve their work quality for higher efficiency. Evaluation results are analyzed, evaluated, and stored to serve for determination of the university's strategic direction in the next 5 years.

- The university defines transparent KPIs to evaluate the staff's performance. Staff's information is collected, analyzed, evaluated, saved, and used to improve HR development strategy (Figure 6.2).

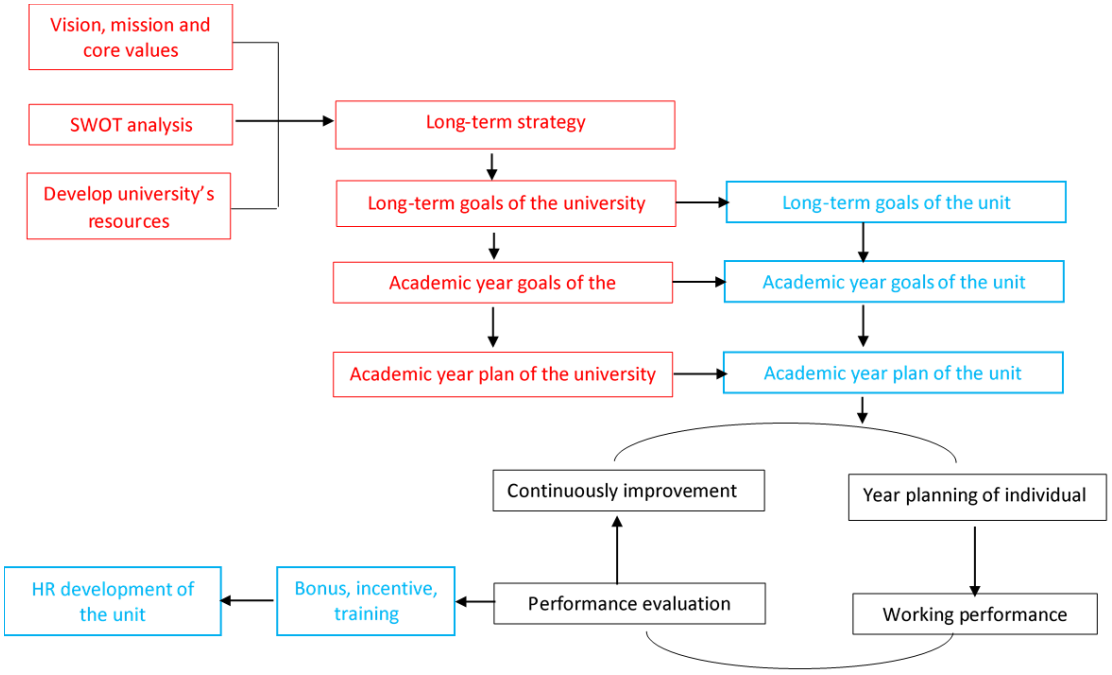


Figure 6.2. Process of comprehensive staff evaluation

PART 7. SCIENTIFIC RESEARCH

The university's scientific research is an activity with two purposes, which are community service and support for teaching and learning.

- Applied research of lecturers and students is activity aiming at discovering solutions of technical and advanced technology applications to support small and medium enterprises. This is a strategy contributing to strengthening relationships with enterprises, which is in order to create conditions for students' practice at and to take advantage of funding for teaching and learning facilities and equipment, and for scholarship sources for students.

- For lecturers, scientific research is also an important source of information to update teaching contents. Lecturers conduct scientific research through national, provincial and university level projects, doctoral thesis, and projects required by enterprises.

Implementation Instructions:

- The university determines strategy of scientific research development, including solutions to attract funding, excellent domestic and foreign scientists as well as an environment that nurtures the development of study and research culture.

- The faculties establish specialized research groups to pursue new research orientation, highly applicable and specialized projects to provide enterprises with solutions for enhancement of their competitiveness.

- Lecturers link scientific research into lectures, seminars, students' projects and scientific research or use the research results to write reference books.

- Scientific research is managed from planning, processes to outputs by specific PDCA processes (Table 7.1).

Table 7.1. The process of building and managing scientific research

PDCA process	PLAN	DO	CHECK	ACT
Main process	Develop the strategy for scientific research development	Implement strategy for scientific research development	Evaluate strategy for scientific research development	Adjust strategy for scientific research development
Secondary process	P: Make plan for developing strategy for scientific research development - D: Develop the strategy for scientific research development - C: Collect feedback on the	P: Make plan for implementing strategy for scientific research development - D: Implement the strategy for scientific research development - C: Check and evaluate the	P: Make plan to evaluate the strategy for scientific research development - D: Implement evaluation of strategy for scientific research development - C: Check	- P: Make plan for improvement of strategy for scientific research development - D: Adjust strategy for scientific research development - C: Check adjustment

PDCA process	PLAN	DO	CHECK	ACT
	strategy for scientific research development - A: Adjust and complete the strategy for scientific research development	implementation of the strategy for scientific research development - A: Improve quality of implementation activities	evaluation activities of strategy for scientific research development - A: Improve evaluation activities of scientific research	activities of strategy for scientific research development - A: Improve operations and complete adjustments of strategy for scientific research development

The scientific research projects of the university are widely disseminated for students. The scientific research achievements are linked with teaching through lectures, seminars, student projects, reference books, textbooks, and student scientific research. Students are encouraged and approached early to scientific research so that they can implement along the learning process (Table 7.2).

Table 7.2. The process of connecting scientific research with teaching and learning

PDCA process	PLAN	DO	CHECK	ACT
Main process	Make plan to link scientific research with teaching and learning	Link scientific research with teaching and learning	Evaluate activities linking scientific research with teaching and learning	Improve activities linking scientific research with teaching and learning
Secondary process	- P: Make plan to collect the results of scientific research - D: Draft plan to link scientific research with activities - C: Check the plan - A: Adjust the plan	- P: Make plan for implementation of linking activities (publication, and guiding students) - D: Implement linking scientific research with teaching and learning through lectures, seminars, student projects, reference books, textbooks, and student scientific research… - C: Check connection activities - A: Improve connection activities	- P: Make plan to evaluate the connection activities - D: Implement evaluation activities - C: Check and evaluate the effectiveness of the connection activities - A: Improving inspection and evaluation activities	- P: Make improvement plan - D: Implement the improvement plan - C: Evaluate the effectiveness of improvement - A: Adjust improvement activities

PART 8. COMMUNITY SERVICES

The university carries out its mission of community services through the dedication of scientific research achievements. Besides, the university offers short courses of skill training for enterprises and individuals with lifelong learning needs.

For students, the university organizes many volunteering activities for students to participate in community services. These activities also aim to enhance social understandings, to practice soft skills, humanity, and love for people and to have awareness of civic responsibility.

Implementation Instructions:

- Organize training classes based on social needs on professional techniques, soft skills to serve the needs of lifelong learning, capacity enhancement of enterprises and individuals outside the university as well as the needs of students and alumni.

- The students' community service activities are planned each year and learned experiences from the previous year.

- Green summer is a large-scale activity. This activity is assessed by rubric with clear performance results, standards of soft skills, attitudes and ethics required in ELOs of programs that teaching and learning in classes cannot observe all (Table 8.1).

Table 8.1. Example of rubric for assessment of community service activities "Green Summer"

Areas of assessment		Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0-6.4 point	Poor 03.9 point
1.Initial participation attitude	1.1. Offer ideas on projects of community service	10	Actively and proactively develop new ideas for implementation	Participate and develop new ideas for implementation	Participate in development of new ideas	Not engage
	1.2. Make a plan	10	Absolutely reasonable, no adjustment required	Quite reasonable, slightly adjusted according to comments	Unreasonable, adjusted according to comments	Unreasonable and unadjusted according to comments
2.Green summer implementation	2.1. Preparation	10	Well prepare for implementing community service project in green summer, can start immediately	Most of the conditions are prepared for implementation, can start and adjust later	Prepare some execution conditions but need more to get started	No conditions are prepared
	2.2. Implementation	10	Implement methods appropriate to the local culture, traditions and circumstances.		There are errors and fixes.	
		10	Implement according to plan	Implement according to plan with delay but without affecting	Implement relatively on schedule, with delays and affecting but be able to overcome	Implement with delay and affecting, but be unable to overcome irreversible impact
	2.3. Organization	10	Prepare content and methods that are implemented easily and effectively	Prepare content and implementation methods	Prepare content and methods that are complicated and difficult to implement	Do not prepare content and methods
3. Attitudes shown in the green summer implementation	3.1. Get acquainted with local people	10	Sociable, friendly	Quite sociable, friendly	Less sociable, friendly	Not sociable, not friendly
	3.2. Demonstrate behavior and lifestyle of the students	10	Student's behavior and lifestyle are exemplary	Student's behavior and lifestyle are quite exemplary	Acceptable manners and lifestyle	Unacceptable manners and lifestyle

Areas of assessment		Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0-6.4 point	Poor 03.9 point
4. Consciousness of environmental protection	4.1. Propagate people's awareness of environmental protection	10	Positive and practically effective	Positive and effective	Positive but not effective	Ineffective
	4.2. Launch the tree planting in the locality	10	Positive, practically effective and sustainable	Positive, practically effective	Positive but not highly effective	Ineffective

PART 9. INSTITUTIONAL RESEARCH

University research includes database development, data analysis and application of evaluation results. Development of a complete database is not only an extremely complex and difficult task and requires the input and support of leaders, but also requires cooperation, participation, and willingness of sharing from stakeholders. Data stored independently of other data will be inefficient. The effectiveness of using these data depends on the ability of the researcher to link and evaluate the university. An extensive and time-spanning database will be of significant importance for Input-Environment-Output (I-E-O) research, and teaching and advising students. Because each unit has its own functions and duties, it can manage and store its own profile by the most suitable ways. However, the units need to understand that they have to fully store and be ready to provide information when requested by the university or other units.

University's data includes input, progress, and output data. The analysis of data and application of the analysis results are the foundation for development of the university's strategy as well as of breakthrough solutions to improve the quality:

- *Input data* includes basic information about students. The university needs to find out what students' needs, expectations and planning when they come to the university and study programs; what they need when they graduate, why they choose university and programs, their the pros and cons in the study, economic and social background, and their activities and achievements in high schools.

- *Progress data* includes information about students' learning progress, programs, lecturers, and learning environment. Student activities and study results, quality of lecturers, program and learning conditions (classrooms, libraries, facilities, learning resources, ...) as well as student support activities and the connection between the university and practical environment need to be collected and analyzed.

- *Output data:* the university needs to have information about learning progress of each student, time to complete the program, students who will drop out or be suspended, and results of students' evaluation on the quality of the programs, students' satisfaction with the support system, whether they have achieved their needs after graduation, how they develop their careers and themselves after graduation, and how is their evaluation on the quality of the program.

Implementation Instructions:

- The university manages student information including student number, academic progress, achievement, dropout, transferred student, quality and employment situation of graduates...

- Information about current students and graduates is collected, analyzed, evaluated, and used to continually improve the program.

- The university collects, analyzes, and uses information about stakeholder's satisfaction with the quality of programs and support services to continually improve its support service system.

- The university provides a feedback mechanism including processes and procedures, and forms on the website for students to participate in the quality assessment of the program, the support system and to express their complaints. These facilities are introduced to students in the first orientation weeks of the academic year.

- Data collection is carried out by many units. The student recruitment unit collects data on candidates, transcripts, entrance exam scores, ... The academic advisor can collect basic information about students, personal development plans, learning roadmaps to achieve ELOs and problems that students face, ... The Training Management Office collects data on students' academic performance, specialization transfer, graduation, or dropout or suspension. Student Affairs Office collects data on accommodation, employment, extracurricular activities, unions, volunteering ... Faculties collect data on students, alumni and lecturers, their support staff, and the achievements of faculties and staff

- E-portfolio is set up to store information about students, lecturers and support staff to serve the implementation of teaching, learning and student counseling activities as well as human resource development for the program.

- Data and portfolio need to be kept confidential and secure using the most effective methods.

- Methods of data collection: survey, online, self-description, self-assessment, achievement reports, study/work performance record.

- Statistical methods are implemented to analyze and interpret the data.

APPENDICES

APPENDIX 1: BLOOM'S TAXONOMY FOR COGNITIVE, PSYCHOMOTOR AND AFFECTIVE DOMAINS

1. Knowledge

Level	Category	Examples (Verbs)	Quality
Level 1	Remembering: Recall previously learned information	Describe, name, list, define, find, identify, label, match, recognize, state, recite, recall, quote, repeat, tell, tabulate,	Lower order thinking skills (LOTs)
Level 2	Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems	explain, clarify, discuss, differentiate between, discriminate, describe, select, summarize, classify, interpret, infer, illustrate, paraphrase, translate, show,	
Level 3	Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace or personal life	Apply, use, utilize, employ, calculate, compute, extrapolate, compare, solve, change, complete, discover, demonstrate, illustrate, practice, experiment, modify, execute, implement, manipulate, operate, schedule, predict …	High order thinking (HOTs)
Level 4	Analyzing: Separates material or concepts into parts so that its organizational structure may be understood.	Compare, contrast, differentiate, distinguish, dissect, extrapolate, investigate, examine, inspect, separate, break down, correlate, relate, identify, diagnose	HOTs
Level 5	Evaluating: Make judgments about the value of ideas or materials	appraise, assess, defend, evaluate, test, compare, select, conclude, critique, justify, judge, review, predict, recommend,	HOTs
Level 6	Creating: Builds a new meaning or structure from existing elements	assemble, build, design, construct, compose, develop, formulate, propose, hypothesize, modify, generate, plan, invent, produce, systemize,	HOTs

2. Skills

Level	Category	Examples (Verbs)	Quality
Level 1	Imitation: Students learn by watching and copying	observe, adhere, follow, copy, mimic, repeat, replicate, reproduce, relate, trace, choose, detect, identify,	LOTs
Level 2	Manipulation: Actions are performed through memorization or by following instructions	Act, execute, implement, perform, recreate, reenact, display, follow, mimic, recreate, repeat, reproduce	HOTs
Level 3	Precision: Performance becomes more expert and actions are more precise	Calibrate, compose, perform, complete, control, demonstrate, execute, master, perfect, show, distinguish, formulate, integrate, judge, perceive, select, synthesize	HOTs

Level	Category	Examples (Verbs)	Quality
Level 4	Articulation: Several skills can be performed together in a harmonious way	adapt, combine, construct, coordinate, create, develop, build, design, integrate, modify, calibrate, infer, manipulate, produce, solve.	HOTs
Level 5	Naturalization: High level of performance achieved with actions becoming second nature	Design, develop, invent, assess, assist, correct, demonstrate, illustrate, instruct, manage, specify	HOTs

3. Attitude

Level	Category	Examples (Verbs)	Quality
Level 1	Receiving: Student is willing to pay attention and listen with respect	acknowledge, recognize, accept, be aware of, ask, attend, describe, observe, follow, identify, listen, view, watch…	LOTs
Level 2	Responding: Student actively responds and participates	behave, react, clarify, obey, comply, conform, cooperate, examine, inquire, select, explain, practice, present, recite, report, consent, agree to, pursue, contribute, volunteer	HOTs
Level 3	Valuing: Places value on a behavior, idea, person, situation, etc.	adapt, balance, challenge, critique, confront, differentiate, defend, justify, persuade, seek, commit, endorse, accept, sanction, desire, propose	HOTs
Level 4	Organizing: Prioritizes values and resolves conflicts between them	alter, adjust, modify, arrange, compare, rate, develop, formulate, integrate, order, reconcile, rank, establish, relate, adhere	HOTs
Level 5	Characterizing: Value system is internalized and controls behavior	act, perform, display, practice, advocate, influence, propose, embody, represent, pattern, exemplify, validate, defend, justify, encourage, maintain, preserve, retain, uphold, endure, support, devote, characterize	HOTs

APPENDIX 2: ABET'S LEARNING OUTCOMES

Student outcomes are outcomes (a) through (k) plus any additional outcomes that may be articulated by the program.

(a) an ability to apply knowledge of mathematics, science, and applied sciences

(b) an ability to design and conduct experiments, as well as to analyze and interpret data

(c) an ability to formulate or design a system, process, or program to meet desired needs

(d) an ability to function on multidisciplinary teams

(e) an ability to identify and solve applied science problems

(f) an understanding of professional and ethical responsibility

(g) an ability to communicate effectively

(h) the broad education necessary to understand the impact of solutions in a global and societal context

(i) a recognition of the need for and an ability to engage in life-long learning

(j) a knowledge of contemporary issues

(k) an ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice.

APPENDIX 3: SURVEY QUESTIONNAIRES

Sample 1. Questionnaire on ELOs for … program

Expected Learning Outcomes are statements of what students are expected to know, understand and/or able to demonstrate successfully upon completion of the program.

Vietnam National University of Agriculture would like to have your feedback on the expected learning outcomes of …program to help the University improve the program quality and enhance training quality so that students will meet the requirements of labor market.

Survey content:

Please indicate the level of your consent to the following statements by marking (X) with the below number box :

1 - Completely not agree

2 - Not agree

3 - No comments (neutral)

4 - Agree

5 - Completely agree

Upon completion of the program, students are able to:	Level of consent				
1. ELO1: {Statement of ELO1}	1	2	3	4	5
Performance criteria 1.1					
Performance criteria 1.2					
Performance criteria 1.3					
Performance criteria 1.4					
2. ELO 2: { Statement of ELO2}	1	2	3	4	5
Performance criteria 2.1					
Performance criteria 2.2					
Performance criteria 2.3					
Performance criteria 2.4					
3. ELO 3: { Statement of ELO3}	1	2	3	4	5
Performance criteria 3.1					
Performance criteria 3.2					

Upon completion of the program, students are able to:	Level of consent				
Performance criteria 3.3					
Performance criteria 3.4					
4. ELO4: { Statement of ELO4}	1	2	3	4	5
Performance criteria 4.1					
Performance criteria 4.2					
Performance criteria 4.3					
Performance criteria 4.4					
5. ELO5: { Statement of ELO5}	1	2	3	4	5
Performance criteria 5.1					
Performance criteria 5.2					
Performance criteria 5.3					
Performance criteria 5.4					
6. ELO6: { Statement of ELO6}	1	2	3	4	5
Performance criteria 6.1					
Performance criteria 6.2					
Performance criteria 6.3					
Performance criteria 6.4					
7. ELO7: { Statement of ELO7}	1	2	3	4	5
Performance criteria 7.1					
Performance criteria 7.2					
Performance criteria 7.3					
Performance criteria 7.4					
8. ELO8: { Statement of ELO8}	1	2	3	4	5
Performance criteria 8.1					
Performance criteria 8.2					
Performance criteria 8.3					
Performance criteria 8.4					

Sample 2. Questionnaire for students' course evaluation

MINISTRY OF AGRICULTURE
AND RURAL DEVELOPMENT
VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE

STUDENTS' COURSE EVALUATION
(on theoretical courses)

In order to improve the quality of teaching and learning, Vietnam National University of Agriculture would like to have your opinions about the course by filling in the circle for the level of satisfaction that you think is the most suitable.

Thank you for your co-operation!

Course: .....Code: .....

Lecturer: .....

Program: .....Option: ..... Course: .....Semester: ..... School year: .....

Students' academic performance in the last semester:

Excellent ○ Good ○ Fair ○ Pass ○ Fail ○

Scale of 1 to 5:

1. Very dissatisfied 2. Not satisfied 3. Rather satisfied 4. Satisfied 5. Very satisfied

A	Course content	1	2	3	4	5
1	The content is logical and systematical	○	○	○	○	○
2	The teaching material is updated with much useful information related to the course content	○	○	○	○	○
3	Time distribution for chapters/topics is reasonable	○	○	○	○	○
B	**Lecturer's teaching activities**	**1**	**2**	**3**	**4**	**5**
4	Lecturer announces clearly course syllabus from the beginning	○	○	○	○	○
5	Lecturers effectively use various teaching methods (seminar, group work, presentations, essays ...)	○	○	○	○	○
6	Lecturer instructs learners to apply knowledge of the course to practice	○	○	○	○	○
7	Lecturers present the lecture clearly and easily to understand	○	○	○	○	○
8	Lecturer encourages learners to actively discuss content of the courses	○	○	○	○	○
9	Lecturer guides learners to self-study and self-research	○	○	○	○	○
10	Lecturer cares about ethical education, sense of discipline and responsibility for learners	○	○	○	○	○
11	Lecturer's style is pedagogical	○	○	○	○	○

C	Student assessment	1	2	3	4	5
12	Lecturer clearly informs the methods and criteria (Rubrics) for student assessment from the beginning	◯	◯	◯	◯	◯
13	Lecturer strictly complies with the methods and criteria (Rubrics) for student assessment as announced	◯	◯	◯	◯	◯
14	Weights of different student assessment methods (Participation, exercises, essays, seminars, practice, midterm exams, final exams, etc.) are allocated appropriately.	◯	◯	◯	◯	◯
15	The content of examination is matched with the course content	◯	◯	◯	◯	◯
16	Students are informed and satisfactorily answered for their assessment results	◯	◯	◯	◯	◯
D	**Facilities**	**1**	**2**	**3**	**4**	**5**
17	The library facilities well meet the learners' needs	◯	◯	◯	◯	◯
18	Lecture hall facilities well meet the learners' needs	◯	◯	◯	◯	◯
19	Internet system well serves the learners' needs	◯	◯	◯	◯	◯
20	**Your overall satisfaction with the content of course**	◯	◯	◯	◯	◯
21	**Your overall satisfaction with the lecturer's teaching activities**	◯	◯	◯	◯	◯
22	**Your overall satisfaction with the facilities**	◯	◯	◯	◯	◯

Other opinions:.....

.....

.....

.....

.....

Sample 3. Questionnaire for graduates' feedback

MINISTRY OF AGRICULTURE AND RURAL DEVELOPMENT
VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE

QUESTIONNAIRE FOR GRADUATES' FEEDBACK
(On educational program)

I. GENERAL INFORMATION

1. Faculty: **.....**

Major .....

Option .....

Class: …… Graduating time: ..... Month: ..... Year: .....

2. Graduation results:

Excellent ◯ Distinction ◯ Good ◯ Average ◯

3. Training type:

Bachelor ◯ Second degree ◯ Transfer system ◯

II. PROGRAM EVALUATION

Please fill in the circle for the level of satisfaction which you consider the most suitable with the scale from 1-5:

1. Very dissatisfied 2. Not satisfied 3. Quite satisfied 4. Satisfied 5. Very satisfied

	OBJECTIVES AND PROGRAM	1	2	3	4	5
1	The program objectives are disseminated to students	◯	◯	◯	◯	◯
2	The program content matches with expected learning outcomes	◯	◯	◯	◯	◯
3	The program structure is flexible and convenient for students to choose	◯	◯	◯	◯	◯
4	Program structure and courses are logical, coherent and not duplicative	◯	◯	◯	◯	◯
5	The amount of knowledge in the program is reasonable	◯	◯	◯	◯	◯
6	The program ensures practicality and application	◯	◯	◯	◯	◯
7	The distribution of theoretical, practical and professional practice hours is reasonable	◯	◯	◯	◯	◯
8	Elective courses meet the diverse learning needs of students	◯	◯	◯	◯	◯
9	The program has a balance among general, fundamental and specialized knowledge	◯	◯	◯	◯	◯
10	The program has update contents	◯	◯	◯	◯	◯
11	The courses focus on both knowledge and skills	◯	◯	◯	◯	◯
12	Assessment is aligned with the curriculum	◯	◯	◯	◯	◯

	ACADEMIC STAFF	1	2	3	4	5
13	Have specialized and updated knowledge	◯	◯	◯	◯	◯
14	Pedagogy methods	◯	◯	◯	◯	◯
15	Be enthusiastic and ready to instruct and help students	◯	◯	◯	◯	◯
16	Inform fully the assessment criteria for each course	◯	◯	◯	◯	◯
17	Ensure teaching time and plan	◯	◯	◯	◯	◯
18	Be fair and objective and provide precise feedback on student's competencies through assessment	◯	◯	◯	◯	◯
	STUDYING RESULTS	**1**	**2**	**3**	**4**	**5**
19	Students develop professional skills and career	◯	◯	◯	◯	◯
20	Students have enough necessary and updated knowledge	◯	◯	◯	◯	◯
21	Students develop soft skills necessary for careers (communication, presentation, organization, management, teamwork)	◯	◯	◯	◯	◯
22	Students develop foreign language skills and information technology	◯	◯	◯	◯	◯
23	Students are confident to meet the job requirements	◯	◯	◯	◯	◯
24	Students are developed self-study and research skills	◯	◯	◯	◯	◯
25	Students develop ethical, personality, discipline sense	◯	◯	◯	◯	◯
	TRAINING MANAGEMENT AND SUPPORT	**1**	**2**	**3**	**4**	**5**
26	Study plan is clearly announced for each course	◯	◯	◯	◯	◯
27	The process for solving students' difficulties and questions is clear and promptly	◯	◯	◯	◯	◯
28	Students are consulted and provided favorable conditions to register for the courses	◯	◯	◯	◯	◯
29	Study results are informed to students on the prescribed time	◯	◯	◯	◯	◯
30	Attitudes of support staffs at departments, faculties and functional offices	◯	◯	◯	◯	◯
31	Students have direct dialogue with the university's president board to give feedback on the university activities	◯	◯	◯	◯	◯
	LIBRARY, FACILITIES AND INFRASTRUCTURE	**1**	**2**	**3**	**4**	**5**
32	Textbooks, reference materials at the library	◯	◯	◯	◯	◯
33	Equipment for teaching and learning	◯	◯	◯	◯	◯
34	Equipment for experiments, practice, internships and professional practices	◯	◯	◯	◯	◯
35	Areas, light, temperature, sound and ventilation of the classrooms	◯	◯	◯	◯	◯
	EXTRA-ACTIVITIES AND SERVICE	**1**	**2**	**3**	**4**	**5**

36	Meet the students' needs for accommodation and food	◯	◯	◯	◯	◯
37	Students are guaranteed social policies	◯	◯	◯	◯	◯
38	Students are provided with health care according to medical regulations at the university	◯	◯	◯	◯	◯
39	Students are provided conditions for Union activities, associations, cultural and art training, physical training and sports	◯	◯	◯	◯	◯
40	Activities of Union and Association are useful and meaningful	◯	◯	◯	◯	◯
41	Students are consulted for careers, interact with businesses and participate in job fairs	◯	◯	◯	◯	◯
42	Your overall satisfaction with the program	◯	◯	◯	◯	◯
43	Your overall satisfaction about the living and studying environment at the University	◯	◯	◯	◯	◯

III. OTHER OPINIONS

In your opinion, for students of Vietnam National University of Agriculture to study and live better, what should the university do?

.....

.....

.....

.....

.....

Thank you so much!

Sample 4. Questionnaire for employment situation of graduates

MINISTRY OF AGRICULTURE AND RURAL DEVELOPMENT
VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE
Trau Quy Town, Gia Lam District, Hanoi City
Phone: 84.024.62617586 - Fax: 84 024 62617586

SURVEY QUESTIONNAIRE EMPLOYMENT SITUATION OF GRADUATES

Dear Alumni of Vietnam National University of Agriculture,

With purpose of educating students to have jobs suitable to study program and to meet the needs of the labor market, Vietnam National University of Agriculture conducts a survey on the employment situation of graduates. The University would like to suggest that you please provide information by selecting or answering the questions. We will keep your personal information provided in the survey confidentially.

Sincerely thank you for your cooperation!

Part I: Personal information

1. Name: ..... 2. Sex: .....3. Date of birth: .....

4. Student ID: .....

5. Identification card number: ..... Dated: ..... ./..... ./..... Issued by: .....

.....

6. Academic year (ex: K54-K59)/: .....

7. Name of Study Program: .....

8. Phone: ..... 9. Email: .....

10. Please indicate your current employment status:

☐ Already have a job ☐ Not have a job yet ☐ Studying further

If you do not have a job yet are studying further, please go to question 21.

If you already have a job, please answer the following questions:

11. Working Office:.....

.....

12. Working address: .....

.....

Province/City:.....

.....

13. Position: .....

Part II: Employment status

14. Type of organization

☐ State ☐ Involved foreign

☐ Private ☐ Self_employment

15. After graduation, when did you get a job?

☐ Within 3 months ☐ From 6 to 12 months

☐ Within 6 month ☐ Over 1 year

16. Is your current work is relevant to your education program?

☐ Relevant ☐ Not relevant major ☐ Related

17. What is your current average monthly income in VND?

☐ Less than 5 million ☐ From 5 million to 10 million

☐ From 10 milion to 15 milion ☐ Over 15 million

18. In what ways do you find a job? (There may be more than one option)

☐ Recommended by university/Faculty ☐ Self-searching

☐ Introduced by friends or acquaintances ☐ Self-employment

☐ Other ways:…

19. How much do you apply knowledge and skills obtained from the program to real work?

Contents	Levels of application				
	Extremely applied	Applied	Relatively applied	Less applied	Not applied
Knowledge	☐	☐	☐	☐	☐
Skill	☐	☐	☐	☐	☐

20. For your current job, which of the following soft skills do you need? (There may be more than one option)

☐ Communication skills ☐ Leadership skills

☐ Presentation skills ☐ English skill

☐ Teamwork skills ☐ Information Technology skill

☐ Document writing skills ☐ Others: .....

21. After being recruited, do you have to attend any of the advanced courses to meet the job requirements (There may be more than one option)?

- ☐ Advanced specialized knowledge
- ☐ Advanced professional skills
- ☐ Advanced skills in information technology
- ☐ Advanced foreign language skills
- ☐ Advanced soft skills
- ☐ Development of management skills
- ☐ Continue to study further
- ☐ Other courses (please specify) ……

22. In your opinion, which of the following measures helps to increase the employment rate of graduates from the training program that you have completed? (There may be more than one option)

- ☐ The University organizes for exchanging and sharing experiences of job search between alumni and students
- ☐ The university organizes meetings between students and employer
- ☐ Employers participate in the education process
- ☐ The program is reviewed and improved up-to-date based on requirements of the labor market
- ☐ Strengthen practical and professional activities at the faculty/ university
- ☐ Other solutions (please specify).....

Sample 5. Questionnaire for youth union/association/club feedback

VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE
NAME OF UNIT

QUESTIONNAIRE FOR YOUTH UNION/ ASSOCIATION/CLUB FEEDBACK
(About extra-activities of Youth Union / Association / Club)

To improve and enhance the quality of extracurricular activities, the Youth Union/ Student Union / Club, the university hopes to receive your comments by answering the questions below.

Thank you!

Questionnaire

Please fully color in the circle with satisfaction you consider the most suitable from 1 to 5

1. Very dissatisfied 2. Dissatisfied 3. Rather satisfied 4. Satisfied 5. Very satisfied

	Content	**Evaluation scale**				
A	**Activities**	**1**	**2**	**3**	**4**	**5**
1	Cultural, artistic, physical training and sports activities are diverse	◯	◯	◯	◯	◯
2	Activities of Youth Union / Student Union / Club at the university create an appropriate training environment for students	◯	◯	◯	◯	◯
3	The inspection and evaluation of Union Members is sufficient and accurate	◯	◯	◯	◯	◯
4	Commendation and rewarding of Union Members are promptly	◯	◯	◯	◯	◯
B	**Acting methods**	**1**	**2**	**3**	**4**	**5**
5	Information about plans, acting programs of the Youth Union / Association / Club to students in time	◯	◯	◯	◯	◯
6	Staff of Youth Union / Student Union / Club are competent, enthusiastic, fun, responsible to Youth Union Members and Members	◯	◯	◯	◯	◯
C	**Content of collecting opinions of Youth Union / Student Union / Club (The unit adds other content that you want to receive comments in accordance with your own characteristics**	**1**	**2**	**3**	**4**	**5**
8	……..	◯	◯	◯	◯	◯
…	Your overall satisfaction with the Youth Union / Student Union / Club	◯	◯	◯	◯	◯

Proposal to improve the support quality of Youth Union / Student Union / Club:

.....

Other opinions

.....

Thanks!

Sample 6. Questionnaire for lecturers and staffs' feedback on service, environment and facilities

VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE
NAME OF UNIT/ FACULTY

QUESTIONNAIRE FOR LECTURERS AND STAFFS' FEEDBACK
(On service, environment and facilities)

To improve service quality, environment and facilities at Vietnam National University of Agriculture to meet the lecturers and staff requirements, we hope to receive feedback from you by answering the following questions.

Thank you!

I. Individual information

Please circle the answer

Working duration: 1 (<1 year) **2** (1-3 years) **3** (>3 years)

Sex: 1 Male 2. Female

Position: 1. Lecturer 2. Support staff

II. Contents

Please fully fill the circles for the level of agreement from 0 to 5 scale which you consider the most suitable

0	1	2	3	4	5
Not applied/ not used	Completely not agree	Not agree, need much improvement	Agree but still need a little improvement	Agree	Completely agree

No	Content	0	1	2	3	4	5
1	The procedure of labor recruitment and contracts is in time as regulated	◯	◯	◯	◯	◯	◯
2	The procedure and time to provide necessary documents to the staff are reasonable	◯	◯	◯	◯	◯	◯
3	Information about the university's activities to the staff is prompt	◯	◯	◯	◯	◯	◯
4	Support staff with procedures for domestic and abroad study and business quickly and accurately	◯	◯	◯	◯	◯	◯
5	Support staff with procedures for research registration and acceptance effectively	◯	◯	◯	◯	◯	◯
6	Conduct the assessment and acceptance of research projects in compliance with regulation	◯	◯	◯	◯	◯	◯
7	Buying and distributing equipment and facilities, as planned	◯	◯	◯	◯	◯	◯
8	Maintain and repair equipment and facilities timely	◯	◯	◯	◯	◯	◯
9	Surrounding environment is assured for hygiene and safety	◯	◯	◯	◯	◯	◯

No	Content	0	1	2	3	4	5
10	Hygiene conditions at the university are assured	◯	◯	◯	◯	◯	◯
11	Security guards have good attitudes	◯	◯	◯	◯	◯	◯
12	Security services ensure safety and security at the university	◯	◯	◯	◯	◯	◯
13	Classrooms are fully equipped and effectively serve for teaching and learning of lecturers and students	◯	◯	◯	◯	◯	◯
14	Computers and software in computer rooms effectively serve the teaching and learning of lecturers and students	◯	◯	◯	◯	◯	◯
15	Support staff quickly for per diem payments as regulated	◯	◯	◯	◯	◯	◯
16	Support units quickly for payments as regulated	◯	◯	◯	◯	◯	◯
17	Information searching is enthusiastically supported and guidance by staff of the University Office	◯	◯	◯	◯	◯	◯
18	Material resources at the library sufficiently meet specialized demands	◯	◯	◯	◯	◯	◯
19	Contacting with lecturers to arrange schedules for course evaluation is reasonable	◯	◯	◯	◯	◯	◯
20	Times for processing data of course evaluation and for sending results are reasonable	◯	◯	◯	◯	◯	◯
21	Health services are good and effective	◯	◯	◯	◯	◯	◯
22	Support units and individuals with the implementation of technology transfer contracts quickly and effectively	◯	◯	◯	◯	◯	◯
23	Canteens are clean, airy and have enough seats	◯	◯	◯	◯	◯	◯
24	Food is ensured in hygiene and safety	◯	◯	◯	◯	◯	◯
25	Wifi network at classrooms and laboratories has fast access speeds	◯	◯	◯	◯	◯	◯
26	Wifi is covered throughout the university and has fast access speed	◯	◯	◯	◯	◯	◯
27	Website provides comprehensive information and is regularly updated	◯	◯	◯	◯	◯	◯
28	Website information is clear and easy to access	◯	◯	◯	◯	◯	◯
29	Staffs of functional offices support other staff enthusiastic and promptly when needed	◯	◯	◯	◯	◯	◯
30	Staffs' attitude is polite	◯	◯	◯	◯	◯	◯
31	Staffs' clothes are suitable for the job	◯	◯	◯	◯	◯	◯
32	Overall evaluation about the support staffs (1. not good, 2. average, 3. good, 4. very good, 5. Excellent)	◯	◯	◯	◯	◯	◯
33	Overall evaluation of the university's services (1. not good, 2. average, 3. good, 4. very good, 5. Excellent)	◯	◯	◯	◯	◯	◯

** Other opinions*

.....

.....

Thank you!

APPENDIX 4: MATRIX OF ELOS, PERFORMANCE CRITERIA OF ELOS OF PROGRAM, CELOS, PERFORMANCE CRITERIA OF CELOS OF COURSE, ASSESSMENT METHODS AND RUBRICS

Program: ……

Course code: …… Course name: ……

Notation	Course expected learning outcomes (CELOs) Upon completion of the course, students are able to:	Performance criteria of CELOs	Performance criteria of ELOs	ELOs	Assessment methods	Requirements/ Marking scheme	Assessment criteria/ contents	Rubrics
Knowledge								
K1								
K2								
Skills								
K3								
K4								
Ethics and Attitude								
K5								

APPENDIX 5: COURSE SPECIFICATION

MINISTRY OF AGRICULTURE
AND RURAL DEVELOPMENT
VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE

SOCIALIST REPUBLIC OF VIETNAM
Independence - Freedom - Happiness

PROGRAM FOR UNDERGRADUATE

……

OPTION 1: .....

OPTION 2: .....

COURSE SPECIFICATION

CODE: .....: COURSE NAME: .....

I. General information

- Term:
- Credits: **Total credits (Lecture: … – Practice: … - Self-study….)**
- Credit hours for teaching and learning activities:
  + Lecture: ..... hrs
  + Exercises on class:..... hrs
  + Presentation and Discussion: ..... hrs
  + Practice in lab/green house: ..... hrs
  + Field work: ..... hrs
- Self-study: ..... hrs.
- Department conducting the course:
  + Department: .....
  + Faculty: .....
- Kind of the course: .....

Foundation ☐		Fundamental ☐		Option 1 ☐		Option 2 ☐	
Compulsory ☐	Elective ☐	Compulsory ☐	Elective ☐	Compulsory ☐	Elective ☐	Compulsory ☐	Elective ☐

- Parallel course(s): None:.....
- Prerequisite course(s): None:.....
- Course language: ☐ English ☐ Vietnamese

II. Course objectives and expected learning outcomes

**** Course objectives*:** This course aims to/The purpose of the course is to .....

.....

.....

**** Course expected learning outcomes***

This course contributes to program expected learning outcomes as follows:

I - Introduction; P - Practice; R - Reinforce; M - Master

Code	Course name	Program expected learning outcomes													
		ELO1	ELO2	ELO3	ELO4	ELO5	ELO6	…	….	…					
		I		P	R		I								

Notation	**Course expected learning outcomes** After successfully completing this course, students are able to	**Program expected learning outcomes**
Knowledge		
K1		Eg: ELO1, ELO3….
K2		
….		
Skills		
K5		
K6		
….		
Ethics and Attitude		
K9		
K10		
…		

III. Course description (< 100 words)

- Code: .....
- Name: .....

(Total credits: ..... Lecture: ..... Practice: ..... Self-study.....).

- Brief description of the course: This course consists of .....

IV. Teaching and learning methods

1. Teaching methods

.....

.....

2. Learning methods

.....

.....

V. Student tasks

- Attendance: All students taking this course must: .....

- Preparation for the lecture: All students taking this course must: .....

(e.g. read the relevant book chapter and handout ..... before the class ..... .)

- Assignment: All students taking this course must write: .....

(e.g. one essay/ ten short assignments/ five exercises .....)

- Presentation and Discussion: All students taking this course must … number of topics, group size: .....

- Practice: All students taking this course must ..... number of experiments, individual/group of ..... students

- Fieldwork: All students taking this course must: .....

- Mid-term exam: .....

- Final exam: .....

VI. Assessment methods

1. Grading: 10

2 . Average score of course is the total points of rubrics multiplied by the respective weight of each rubric

3. Assessment summary

Rubric	Course expected learning outcomes	Weighting (%)	Week
Formative assessment			
Rubric 1. Participant	K1, K3…		
Rubric 2. Presentation	K5, K7…		
…..			
Summative assessment *(minimum 50%)*			
Rubric ….			
Rubric …. Final exam			

Rubric 1: .....

Areas of assessment	Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0-6.4 point	Poor 0-3.9 point
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

Rubric 2: .....

4. Course requirements and policies

Late homework: Late homework will not be .....

Make-up exams. Missing the midterm will .....

Ethical policy .....

Exceptional circumstances: .....

***(e.g Late homework**. Late homework will not be accepted except in case of a documented illness or other documented and uncontrollable event of similar type.*

***Make-up exams**. Missing the midterm will lead to a grade of 0 except in the case of a documented illness or other documented circumstances beyond your control. If you are unable to attend the midterm, let me know immediately. In case of a justifiable absence I will either arrange a make-up exam or, at my discretion, compute your final course score based on the other grade components.*

***Ethics policy**. You may work on the homework collaboratively with your friends, but the work that you hand in must be written in your own handwriting (or typed by you), in your own words, and you represent that you understand everything you wrote.)*

.....

VII. Textbooks and references

Example:

Biays, J. S., Wershoven C. and Larway, L. (2000). Along These Lines – Writing Paragraphs and Essays, Canadian Edition, Prentice Hall Allyn and Bacon Canada, Scarborough, Ontario, 442 p.

** Text Books/Lecture Notes:*

.....

.....

** Additional references:*

.....

.....

VIII. Course outline

Week	Content	Course expected learning outcomes
1	Chapter 1:	
	A/ Main contents*: (..... hours)* Theory: 1.1.	Eg: K1, K3...

Week	Content	Course expected learning outcomes
	1.2. ..... 1.3. ..... 1.4. ..... 1.5. ..... Practice/Experiment: *(..... hours)* .... Seminar/Discussion/Project/E-learning: *(....hours)*	
	B/ Self- study contents: *(..... hours)*	Eg: K8, K9....
.....	Chapter 2:	
	A/ Main contents*: (..... hours)* Theory: 2.1. ..... 2.2. ..... 2.3. ..... 2.4. ..... 2.5. ..... Practice/Experiment: *(.....hours)* .... Seminar/Discussion/Project/E-learning: *(....hours)*	Eg: K3, K5....
	B/ Self- study contents: *(.....hours)*	.....
.....	Chapter 3:	
	A/ Main contents*: (.....hours)* Theory: 3.1. ..... 3.2. ..... 3.3. ..... 3.4. ..... 3.5. ..... Practice/Experiment: *(.....hours)* .... Seminar/Discussion/Project/E-learning: *(.....hours)*	.....

Week	Content	Course expected learning outcomes
	B/ Self- study contents: *(.....hours)*	.....
.....	Chapter 4:	
	A/ Main contents*: (..... hours)* Theory: 3.1. ..... 3.2. ..... 3.3. ..... 3.4. ..... 3.5. ..... Practice/Experiment: *(..... hours)* .... Seminar/Discussion/Project/E-learning: *(....hours)*	.....
	B/ Self- stusy contents: *(.....hours)*	.....

IX. Facility and other requirements:

Classroom: .....; laboratory: .....

Teaching equipment: .....

Other facilities:.....

E-learning: .....

Hanoi, date..... month..... year.....

HEAD OF DEPARTMENT *(Full name and signature)*	LECTURER *(Full name and signature)*
DEAN OF FACULTY *(Full name and signature)*	PRESIDENT *(Full name and signature)*

APPENDIX
LIST OF LECTURERS AND ASSISTANTS FOR THE COURSE

Lecturer

Full name:	Title:
Address:	Phone:
Email:	Web:
Contact with lecturers: - Location: - Time:	

Lecturer

Full name:	Title:
Address:	Phone:
Email:	Web:
Contact with lecturers: - Location: - Time:	

Lecturer

Full name:	Title:
Address:	Phone:
Email:	Web:
Contact with lecturers: - Location: - Time:	

Teaching assistant (if available)

Full name:	Title:
Address:	Phone:
Email:	Web:
Contact with teaching assistant: - Location: - Time:	

APPENDIX 6: COURSE PORTFOLIO

Course profile consists of the following documents:

1. Analysis of Assessment methodology of Course Expected Learning Outcomes (CELOs) (Table 1);

2. Matrix of assessment criteria (Table 2);

3. Course specification;

Rubric samples (VI-3 of Course specification);

4. Examination content and assessment (Table 3);

5. Assessment plan of Course expected learning outcomes (Table 4);

6. Lectures and lesson plans;

7. Video, case study (if any);

8. Test questions, exam questions (Note: Each test question attached to Test specification)

9. Student assessment scores saved over the semesters;

10. Analysis of students' performance terms and academic year;

11. End of term report

Table 1. Analysis of Assessment methodology of Course Expected LearningOutcomes (CELOs)

CELOs	Indicators	Assessment methods
Knowledge		
K1	Indicator 1	
	Indicator 2	
	…….	
K2	Indicator…	
	Indicator…	
	Indicator…	
Skills		
K…	Indicator…	
	Indicator…	
K…		
Ethics and Attitude		
K…	Indicator…	
K…	Indicator…	

Table 2. Matrix of assessment criteria

CELOs	Assessment methods					
	Participation	**Group discussion**	**Exercise**	**….**	**…..**	**….**
Knowledge						
K1						
K2						
Skills						
K…						
Ethics and Attitude						
K…						

3. Rubric sample

Rubric 1. Class Participation

Areas of assessment	**Weighting (%)**	**Excellence 8.5-10 point**	**Good 6.5-8.4 point**	**Fair 4.0-6.4 point**	**Poor 0-3.9 point**
Level of engagement and behavior	50	Always listening attentively and contributing actively to class's activities	Mostly listening attentive and contributing to class's activities	Listening attentively	Not listening attentively
Participation	50	Scoring methods			

Rubric 2. Individual oral presentation

Areas of assessment	**Weighting (%)**	**Excellence 8.5-10 point**	**Good 6.5-8.4 point**	**Fair 4.0-6.4 point**	**Poor 0-3.9 point**
Contents	10	Content is rich beyond requirement	Content is sufficient as required	Content is adequate but still lack of important point	Content is poor and lack of many important points
	20	Content is accurate and logical	Content is quite accurate and logical although there are minor mistakes	Content is quite accurate but there is a major mistake	Content is not accurate with many major mistakes
Structure and layout	10	Structure and layout are very well-organized and logical	Structure and layout are well-organized and logical	Structure and layout are acceptable	Structure and layout are poor and disorganized
	10	Use a well-produced visual	Use a good-produced visual	Use acceptable visual aid	Use poor visual aid

Areas of assessment	Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0-6.4 point	Poor 0-3.9 point
		aid	aid		
Delivery ideas and information	20	Delivery of ideas and information is clear, attractive and convincible with enthusiasm	Delivery of ideas and information is clear but not very attractive	Delivery of ideas and information is not easy to follow although important points can be understandable	Delivery of ideas and information is not clear and understandable
Eye contact & body	10	Keep eye contact with audience most of the time; have a confident posture	Make frequent eye contact; have good posture	Make some eye contact; Slouch a little	Make no eye contact; Slouch a lot
Time management	10	Manage time very well and flexibly upon situation	Complete within allotted time, sometimes flexibly adjust upon situation	Complete within allotted time but not flexibly	Too long or too short
Response to questions	10	Answer all questions clearly and completely	Answer most questions clearly and provide suitable suggestion for unanswered questions	Answer most questions but not clearly and can't provide suitable suggestion for unanswered questions	Do not answer questions

Rubric 3. Group oral presentation

Areas of assessment	Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0-6.4 point	Poor 0-3.9 point
Contents	10	Content is rich beyond requirement	Content is sufficient as required	Content is adequate but still lack of 1 important point	Content is poor and lack of many important points
	20	Content is accurate and logical	Content is quite accurate and logical although there are minor mistakes	Content is quite accurate but there is a major mistake	Content is not accurate with many major mistakes
Structure and layout	10	Structure and layout are very well-organized and logical	Structure and layout are well-organized and logical	Structure and layout are acceptable	Structure and layout are poor and disorganized
	10	Use well-produced visual aid	Use good-produced visual aid	Use acceptable visual aid	Use poor visual aid
Delivery ideas and information	20	Delivery of ideas and information is clear, attractive and convincible with enthusiasm	Delivery of ideas and information is clear but not very attractive	Delivery of ideas and information is not easy to follow although important points can be understandable	Delivery of ideas and information is not clear and understandable at all

Areas of assessment	Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0-6.4 point	Poor 0-3.9 point
Eye contact & body	10	Keep eye contact with audience most of the time; have a confident posture	Make frequent eye contact; have good posture	Make some eye contact; Slouch a little	Make no eye contact; Slouch a lot
Time management	10	Manage time very well and flexibly upon situation	Complete within allotted time, sometimes flexibly adjust upon situation	Complete within allotted time but not flexibly	Too long or too short
Response to questions	10	Answer all questions clearly and completely	Answer most questions clearly and provide suitable suggestions for unanswered questions	Answer most questions but not clearly and can't provide suitable suggestions for unanswered questions	Do not answer questions
Participant in team presentation	10	All group members participate, collaborate and help each other in presentation and responses to questions	Some group members participate and help each other in presentation and responses to questions	Only a few members participate and involve in presentation and responses to question	There is no collaboration in the group

Rubric 4. Group work

Areas of assessment	Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0- 6.4 point	Poor 0-3.9 point
Frequency	15	Average by number of group meetings			
Behavior	15	Contribute consistently and collaborate in a positive way to the group work	Contribute consistently and well collaborate with group members	Collaborate with group members but not consistently and needs reminding	No collaboration with group members
Idea contribution	20	Provide many creative and useful ideas	Provide many useful ideas	Provide quite useful ideas	Do not provide any ideas
Time management	20	Complete all tasks on time	Complete most tasks on time	Complete most tasks late but not affect group's work quality	Do not complete task/ Or complete all tasks very late which greatly affect group's work quality
Task quality	30	Be creative and satisfy well group's requirement	Satisfy group's requirement	Partly satisfy group's requirement and need to correct based on group's suggestions	Cannot be used

Rubric 5. Group discussion

Areas of assessment	Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0- 6.4 point	Poor 0- 3.9 point
Engagement in group discussion	30	Actively contribute to group discussion by sharing ideas, asking questions, or making plans	Contribute to group discussion	Rarely contribute to group discussion	Never contribute to group discussion
Discussion skills	40	Critically analyze and evaluate; listen and respond effectively to other's contributions	Analyze and evaluate quite well; often respond effectively	Sometimes analyze and evaluate well, sometimes not well; give some effective responses	Give limited discuss and responses
Quality of ideas	40	Contribute ideas that are timely, appropriate, thoughtful, creative and reflective	Contribute ideas that are timely, appropriate and thoughtful	Contribute some appropriate ideas	Contribute ideas that inappropriate or off topic

Rubric 6. Field trip

Areas of assessment	Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0- 6.4 point	Poor 0-3.9 point
Behavior	10	Listen actively and attentively and follow all instructions	Listen attentively and follow most instructions	Listen and follow most instructions, sometimes make mistakes and need reminding	Not listen and follow instructions, make mistakes/not correct mistakes
	30	Actively make questions and contribute to discussion	Usually contribute to discussion	Rarely contribute to discussion	Not contribute to discussion
Collection of information and data	20	Methods of collecting information and data are completely adequate	Collection methods are adequate with minor mistakes	Collection methods are acceptable and need some modifications upon suggestions	Collection methods are not adequate; serious mistakes are not corrected upon suggestions
Results	20	Collected information and data are accurate and completely adequate	Collected information and data are accurate and quite adequate	Collected information and data are adequate, but some are not accurate	Collected information and data are inaccurate and inadequate
	20	Draw is thoughtful and meaningful learning experience lessons	Draw meaningful learning experience lessons	Draw reasonable learning experience lessons	Draw inadequate and inappropriate learning experience lessons

Rubric 7. Practice and report

Areas of assessment	Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0-6.4 point	Poor 0-3.9 point
Level of engagement and behavior	20	Actively provoke problems, questions and share ideas	Contribute to discussion and share ideas	Sometimes contribute to discussions and share ideas	No contribution to discussion and share ideas
Practical results	40	Practical results are complete and meet all requirements	Practical results are complete and meet most requirements with a minor mistake	Practical results are complete and meet most requirements but have a serious mistake	Practical results are incomplete and do not meet any requirements
	30	Explanation is very clear with accurate evidence	Explanation is quite clear with evidence	Explanation is clear with some evidence	Explanation is unclear and without evidence
Practical report	10	Format and styles are as required; report is submitted on time	Marks are given according to level of meeting the requirements		

Rubric 8. Written Assignment/ Essay/ Report

Areas of assessment		Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0-6.4 point	Poor 0-3.9 point
Structure and organization		05	Writing is adequate and balanced between different parts, organized in a way appropriate to the purpose and audience and has unity and coherence	Writing is quite adequate and balanced between different parts and has unity and coherence	Writing is quite adequate and balanced between different parts. Some writing parts are lack of unity and coherence	Writing is inadequate and unbalanced between different parts
Contents	Introduction	10	The importance of problems/ issues is analyzed and identified clearly	The importance of problems/ issues is analyzed and identified quite clearly	The problems/ issues are only stated	The problems/ issues are not identified
	Background/ Literature review	10	Background is complete concise and relevant to identified problems/ issues	Background is adequate to identified problems/ issues	Background quite adequate to identified problems	Background is inadequate

Areas of assessment		Weighting (%)	Excellence 8.5-10 point	Good 6.5-8.4 point	Fair 4.0-6.4 point	Poor 0-3.9 point
	Other parts e.g. Methodology, Results	40	Marks are given according to level of meeting the requirements			
	Arguments/ Critical thinking	10	Arguments are logical and reasoned with supporting evidence and deep inferences	Arguments are logical and reasoned but there are some invalid inferences	Arguments are logical and reasonable but primarily opinion; there is little evidence of critical thinking	Writing lacks arguments /evidence of critical thinking; makes illogical, inconsistent inferences
Conclusions		15	All reasoned and significant implications/ conclusions are identified	Most reasoned and significant implications/ conclusions are identified	Some reasoned and significant implications / conclusions are identified	Conclusion s are not reasoned
Format and spelling	Format and style	05	Meet all formal and requirements and evidence attention to detail; all margins, spacing and indentations are correct; writing is neat and correctly assembled with professional look. Format and style are consistent	Meet format and assignment requirement s; margins, spacing, and indentations are correct; writing is neat and correctly assembled.	Meet format and assignment requirement s; generally correct margins, spacing, and indentations ; writing is neat but may have some assembly errors.	Fail to follow format and assignment requirement s; incorrect margins, spacing and indentation; neatness of writing needs attention.
	Spelling	05	No spelling mistakes	Only few spelling mistakes	Several spelling mistakes along the writing	Many spelling mistakes

Rubric 9. Project

Areas of assessment		Weighting (%)	Excellence 8,5-10 point	Good 6,5-8,4 point	Fair 4.0-6.4 point	Poor 0-3.9 point
Level of engagement and behavior	Behavior	05	Actively provoke new and creative ideas/ topics	Provoke new ideas/ topics	Only select offered ideas/topics	Not interest in selecting ideas/topics
Project implementation	Planning	05	Planning is reasonable and feasible	Planning is quite reasonable with minor modifications upon suggestions	Planning is unreasonable and needs modification upon suggestions	Planning is unreasonable and not corrected as required
	Preparation	10	Well preparation for all project's requirements so that project can start immediately	Preparation is done for most project's requirements; project can start	Preparation is done for some project's requirements; project can only start with additional preparation	No preparation
	Implementation	10	Method is completely correct	Method is quite correct; Some minor mistakes are corrected	Method is quite correct; Some major mistakes are corrected	Method is not correct but there are no modifications
		10	Follow the plan properly and on time	Follow the plan, some late deadlines without significant effects on results	Follow the plan; some late deadlines affecting results	Delay implementation significantly affects results and cannot overcome
	Results	20	Level achievement of objective–specific marking scheme for every objectives component			
Project reports	Content	10	Report on project implementation Demonstrate product Draw learning experience lessons			
	Presentation	10	Use rubric for group/individual oral presentation			
	Products	20	Detail marking criteria and scheme			

Rubric 10. Midterm/Final exam

Topics/ Contents	Indicators	CELOs
	E.g indicator 1, 2.....	E.g. K1, K3 E.g. K2, K4
	E.g indicator 3, 4.....	

Table 3. Examination content and assessment

Rubric	Indicators	Examination content/ assessment topics/exam
Rubric…	Knowledge Indicators (if any): - Indicator: - Indicator:	
	Skills Indicators (if any): - Indicator: - Indicator:	
	Ethics and Attitude Indicators (if any): - Indicator: - Indicator:	
Rubric….	Knowledge Indicators (if any): - Indicator: - Indicator:	
	Skills Indicators (if any): - Indicator: - Indicator:	
	Ethics and Attitude Indicators (if any): - Indicator: - Indicator:	

Table 4. Assessment plan of Course expected learning outcomes

CELOs	Indicators	Chapters/ Lessons	Assessment methods	Assessment content Knowledge/ Skills/ Ethics and Attitude	Rubric
K1	Indicator 1…				
	Indicator 2…				
	Indicator 5…				
	Indicator 6…				

8. Test specification

Examination content/ assessment topics/exam	Assessment of Course expected learning outcomes	Contribute for Expected learning outcomes	Weighting (%) (or point)
Chapter I			
Question 1	Ex. K1, K4, K7…	Ex. ELO1, ELO3…	Ex. 0,5
Chapter II			
Question…	Ex. K2, K4		Ex. 0,25

SAMPLE 1: ANALYSIS OF STUDENTS' PERFORMANCE TERMS AND ACADEMIC YEAR

ANALYSIS OF STUDENTS' PERFORMANCE TERMS AND ACADEMIC YEAR

I. Course general information

Lecturer: .....

Course: .....

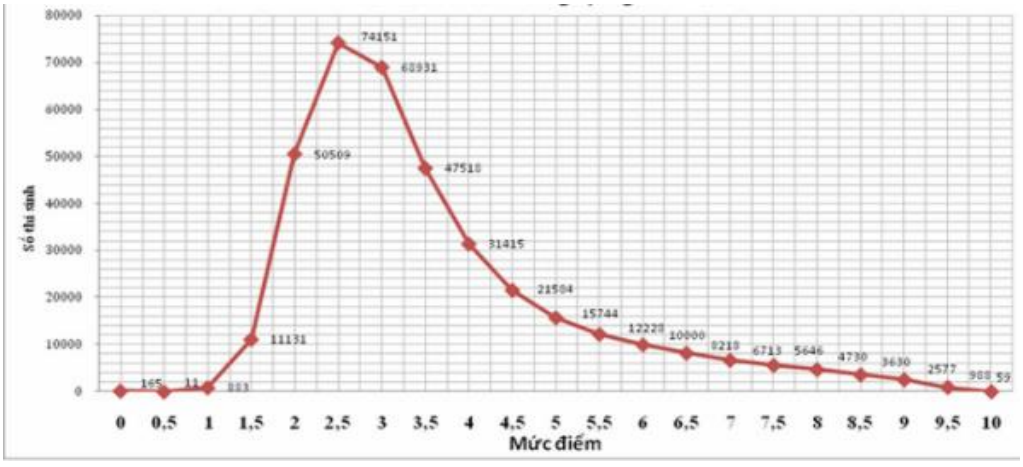
Major: .....

Term: .....

Academic year: .....

II. Analysis of students' scores

Ex:



III. Suggestions

…Hanoi, date…month…year…

LECTURER

SAMPLE 2: END OF TERM REPORT

VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE **FACULTY……** **DEPARTMENT ……**	SOCIALIST REPUBLIC OF VIETNAM **Independence - Freedom - Happiness**

END OF TERM REPORT
TERM …, ACADEMIC YEAR…-…

Lecturer: .....

Course: .....

Level of training: University

Major: .....

Part 1: General assessment

1. Behavior, attitude of students
2. Teaching approaches
3. Self-assessment based on students' feedback about teaching activities

Part 2: Adjusted recommendations

1. Expected learning outcomes
2. Content of the course
3. Teaching and learning approaches
4. Other problems

Hanoi, date….month….year ……

HEAD OF DEPARTMENT LECTURER

SAMPLE 3. TEST OF SPECIFICATION

FOR ESSAY TEST

FACULTY……

DEPARTMENT…

TEST SPECIFICATION

I. General information

1. Type of exam: multiple choice/essay/ short answers/ problem or case-based exams/ oral exam/open-book and take-home exams .....

2. Duration: ..... minutes

3. Structure:

This test consists of parts: Part I consists of ..... multiple choice questions; Part II consists of ..... short answer questions; Part III consists of ..... short essay questions

4. Open-book: Yes/No

Point distribution

Question	1	2	3	4	5	6	…..									
Part I (… points)	1	1	1	1												
Part II (… points)	1.5	1.5														
Part III (… points)	3															

II. Test description

No	Content	Point	Course expected learning outcomes (CEOLs)	Program expected learning outcomes (ELOs)
1	Question 1		K1, K4…	ELO2, ELO5…
2	…			
3	Question n			

Note: Only the order of questions in "Content" (ex: Question 1, Question 2…), not show specific content of questions.

FOR MULTIPLE-CHOICE TEST

FACULTY……

DEPARTMENT…

TEST SPECIFICATION

I. General information

1. Type of exam: multiple choice/essay/ short answers/ problem or case-based exams/ oral exam/open-book and take-home exams .....

2. Duration: .....minutes

3. Structure:

This test consists of ... . parts: Part I consists of .....multiple choice questions; Part II consists of ..... short answer questions; Part III consists of .....short essay questions

4. Open-book: Yes/No

Point distribution

Question	1	2	3	4	5	6	…..									
Part I (… points)	1	1	1	1												
Part II (… points)	1.5	1.5														
Part III (… points)	3															

II. Test description

No	Content	Point	Course expected learning outcomes (CEOLs)	Program expected learning outcomes (ELOs)
1	Problem 1/ Chapter 1		K1, K4…	ELO2, ELO5……
2	…			
3	Problem n/ Chapter n			

Note: Only the name/chapter of questions in "Content" (ex: Problem 1, Problem 2…), not show specific content of questions.

FOR MULTIPLE-CHOICE + SHORT ESSAY

FACULTY……

DEPARTMENT…

TEST SPECIFICATION

I. General information

1. Type of exam: multiple choice/essay/ short answers/ problem or case-based exams/ oral exam/open-book and take-home exams .....

2. Duration: ..... minutes

3. Structure:

This test consists of .....parts: Part I consists of .....multiple choice questions; Part II consists of ..... short answer questions; Part III consists of ..... short essay questions

4. Open-book: Yes/No

Point distribution

Question	**1**	**2**	**3**	**4**	**5**	**6**	**…..**									
Part I (… points)	1	1	1	1												
Part II (… points)	1.5	1.5														
Part III (… points)	3															

II. Test description

No	**Content**	**Point**	**Course expected learning outcomes (CEOLs)**	**Program expected learning outcomes (ELOs)**
I	**Short essay**			
1	Problem 1		K1, K4…	ELO2, ELO5……
2	…			
3	Problem n			
II	**Multiple choice**			
1	Problem 1/ Chapter 1		K1, K4…	ELO2, ELO5……
2	…			
3	Problem n/ Chapter n			

Note: Only the name/chapter of questions in "Content" (ex: Problem 1, Problem 2…), not show specific content of questions.

FOR ORAL EXAM + OTHER FORMAT TEST

FACULTY……

DEPARTMENT…

TEST SPECIFICATION

I. General information

1. Type of exam: multiple choice/essay/ short answers/ problem or case-based exams/ oral exam/open-book and take-home exams .....

2. Duration: ..... minutes

3. Structure:

This test consists of ..... parts: Part I consists of ..... multiple choice questions; Part II consists of ..... short answer questions; Part III consists of .... short essay questions

4. Open-book: Yes/No

Point distribution

Question	**1**	**2**	**3**	**4**	**5**	**6**	**…..**									
Part I (… points)	1	1	1	1												
Part II (… points)	1.5	1.5														
Part III (… points)	3															

II. Test description

No	**Content**	**Point**	**Course expected learning outcomes (CEOLs)**	**Program expected learning outcomes (ELOs)**
1	Topic 1/ Question 1		K1, K4…	ELO2, ELO5…
2	…			
3	Topic n/ Question n			

APPENDIX 7: PDCA FRAMEWORK FOR ADMINISTRATIVE TASKS

CATEGORY	PURPOSE	CONTENT
PLAN	Identify goals	1. List of goals 2. Classifying of goals 3. Selecting of goals 4. Ranking of priority
	Work planning of the Units	1. Objectives 2. Expected learning outcomes 3. Checking methods 4. Criteria to evaluate the results 5. Implementation roadmap 6. Activities 7. The main unit/person in charge 8. Unit / Support Person 9. Execution conditions 10. How to organize and deploy 11. Risk management 12. Recommendation
	Work planning of individual	1. Objectives 2. Expected learning outcomes 3. Self-check and assessment methods 4. Self-assessment criteria 5. Implementation roadmap 6. Activities 7. Unit / Co-operative 8. Unit / Support Person 9. Execution conditions 10. Implementation 11. Risk management 12. Recommendation
DO	Use working templates	Refer to working forms of the University
	Track work progress	1. Record progress 2. Record the results 3. Adjust the plan (if needed)
CHECK	Survey customers' opinions about service needs	1. Purpose of the survey 2. Commitment of the unit in charge of the survey 3. Information of survey respondents 4. Survey Questions 5. Section for answers 6. Analysis method of results 7. Synthesized report on results

CATEGORY	PURPOSE	CONTENT
	Evaluate the quality of service from customers	1. Purpose of evaluation 2. Commitment of the unit leading the assessment 3. Respondent rating information 4. Evaluation criteria and scale 5. Evaluation Questions 6. Section for answers
	Rubric for the unit	1. Purpose 2. Self-assessment criteria 3. Rating scale 4. Self-assessment 5. Methods of analyzing results 6. Analyze strengths and weaknesses 7. Improvement plan 8. Synthesized report on results
	Progress evaluation	1. Methodology and Evaluation Criteria 2. Outputs 3. Evaluation criteria 4. Evaluation results 5. Adjustment plan (if needed)
	Final report	1. Expected target 2. Methodology and Evaluation Criteria 3 Implementation roadmap 4. Activities performed 5. Outputs 6. Criteria for evaluating the results 7. Evaluation results 8. Analysis of strengths and weaknesses 9. Improvement plan
ACT	Improvement plan	1. Improvement Objectives 2. Implementation roadmap 3. Activities 4. The main unit/person in charge 5. Unit / Support Person 6. Performance conditions 7. How to organize and implement improvements 8. Recommendation

APPENDIX 8: FIVE-YEAR STAFF DEVELOPMENT PLAN

FACULTY OF … **FIVE-YEAR ACADEMIC STAFF DEVELOPMENT PLAN**

Year …-…

FIVE-YEAR ACADEMIC STAFF DEVELOPMENT PLAN
Year …-…

Part 1. General information	
Lecturer:	Academic rank:
Position:	Department/ Faculty:

Part 2. Professional development for a period of 5 years (Describe specific targets and actions following a 5 year timescale)
…
Expected outcomes come with forthcoming review period (Identify specific products and deadline)
Evidence of accomplishment: (Diplomas, certificates, payrolls,..) …

Part 3. Research development and research activities
…
Expected outcomes come with forthcoming review period: …
Evidence of accomplishment: …

Part 4. Other goals
…
Expected outcomes come with forthcoming review period: …
Evidence of accomplishment: …

Part 5. Orientation and planning in management (completed by Managers at a department level or higher, counted from the Deputy Head of the Department)
…
Expected outcomes come with forthcoming review period: …
Evidence of accomplishment: **…**

Hanoi, date….. month ….. year…….

DEPARTMENT/FACULTY/UNIVERSITY **LECTURER**