

No. 766/QLCL-KDCLGD
*Re: guidelines on self-assessment of higher
education institutions*

Hanoi, April 20, 2018

To: - Parent universities, academies;
- Universities;
- Education accreditation organizations.

Pursuant to Circular No. 12/2017/TT-BGDĐT dated 19/5/2017 by the Minister of Education and Training promulgating the regulation on higher education accreditation (hereinafter referred to as "Circular 12/2017"), the Quality Control Department provides the following guidelines on self-assessment of higher education institutions (hereinafter referred to as "self-assessment"):

I. OVERVIEW ON SELF-ASSESSMENT

1. Definition of self-assessment

Self-assessment of an educational institution is a process where the educational institution self-assesses and reports on the quality and effectiveness of training and scientific research activities, personnel, facilities and other relevant matters based on criteria for self-assessment of educational institution promulgated by the Ministry of Education and Training ("MOET"), which provides the basis for the educational institution to make changes to its resources and operations with an aim to improving its training quality and becoming accredited.

2. Meanings and purposes of self-assessment

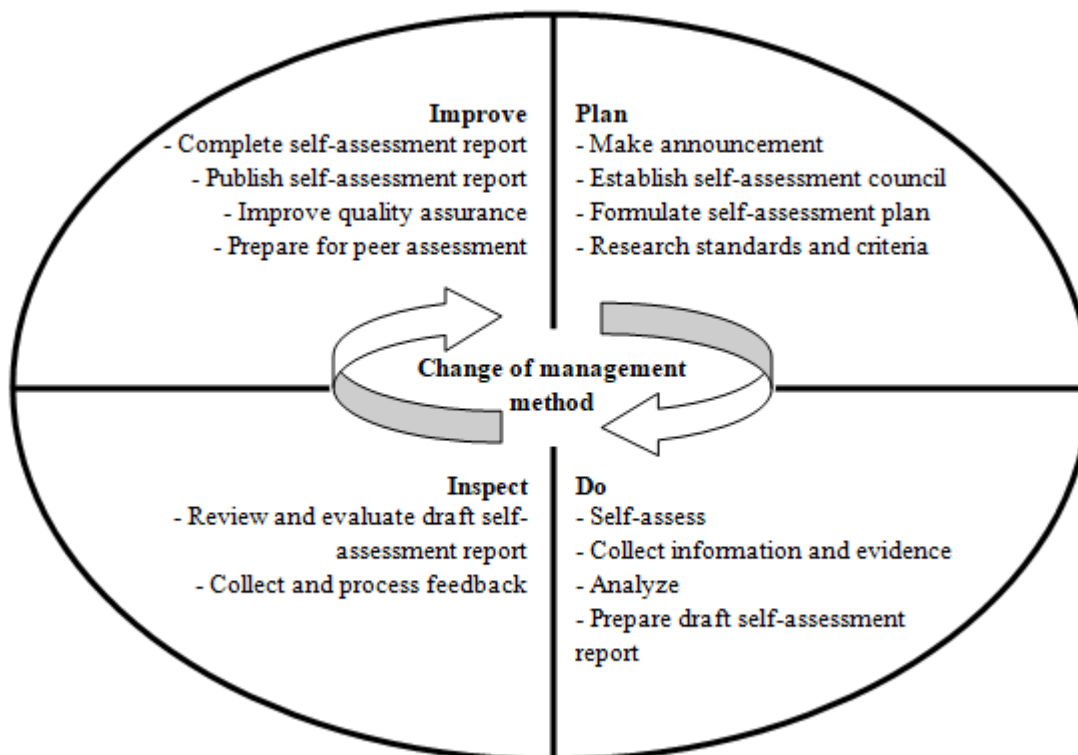
- a) It is an important stage of quality assurance and fostering of a quality culture in the institution.
- b) It helps the institution to self-review and -evaluate its current situation and formulate and launch action plans for educational quality improvement, which provides the basis for setting higher targets for the following period.
- c) It is a necessary condition for the institution to apply to an education accreditation organization for peer assessment and accreditation.
- d) It represents the independence and accountability of the institution in training, scientific research and community service activities assigned in consistency with its predetermined missions and objectives.

3. Requirements for self-assessment

- a) During the self-assessment process, for each standard and criterion, the educational institution shall focus on the following tasks:
 - Determine the self-assessment period;
 - Have databases to be used for the accreditation process;
 - Describe the current situation of the institution in detail;
 - Provide analyses, explanations, comparisons and comments; identify strengths and weaknesses, and introduce remedial measures;
 - Formulate action plans for improvement of the institution's quality.
- b) Self-assessment is a continuous process that requires much time, efforts and participation of many individuals from the educational institution.
- c) Self-assessments must be impartial, honest, publicized and transparent. Explanations, comments and conclusions produced during the self-assessment process must be based on substantial and trustworthy evidence. All quality assessment criteria for educational institutions promulgated by MOET shall apply to self-assessments.

II. SELF-ASSESSMENT PROCEDURE

A self-assessment shall be conducted in accordance with the *Plan - Do - Check - Act* (PDCA) cycle.



A self-assessment shall focus on:

1. Establishment of self-assessment council

a) Establishment of self-assessment council

- The self-assessment council shall be established according to Clauses 1, 2 and 3 Article 32 of Circular 12/2017;
- Head of the educational institution has the power to issue the decision on establishment of the self-assessment council and board of secretaries assisting the council;
- The self-assessment council shall have an odd number of members, from 11 to 29 members. The members shall consist of heads of some or all departments, boards and academic departments;
- The board of secretaries shall comprise full-time officials of the unit in charge of quality assurance and other officials selected by the self-assessment council;
- Members of the self-assessment council and board of secretaries shall be assigned to full-time working groups. Each working group shall have 4-5 members, who are in charge of 4-5 standards and managed by a member of the self-assessment council. Each secretary shall not join more than 02 full-time working groups (Appendixes 1 and 2).

b) Functions and duties of self-assessment council

- Functions and duties of the self-assessment council are provided for in Clauses 4, 5, 6, 7 and 8 Article 32 of Circular 12/2017;
- Relevant units in the educational institution shall cooperate with and assist working groups of the self-assessment council in the self-assessment process.

2. Formulation of self-assessment plan

a) The self-assessment plan shall be formulated according to Article 33 of Circular 12/2017.

b) The self-assessment council shall formulate the self-assessment plan in a manner that utilizes time and resources of the educational institution for achievement of the self-assessment's targets. A detailed schedule for preparation of the self-assessment report shall be provided (Appendix 2).

c) Research on standards and criteria for assessment of the educational institution's quality shall be included.

3. Criterion analysis and collection of information and evidence

a) The educational institution shall research the *Guidelines on quality assessment criteria for higher education institutions*, analyze how a criterion applies to the educational institution, and collect information and evidence (Appendix 3 - take note of evidence required for each criterion). The information and evidence collected shall be used to evaluate how well a criterion is met and describe

actual activities at the educational institution to enhance readers' understanding and credibility of the self-assessment report.

- When collecting information and evidence, the self-assessment council shall verify their credibility, authenticity, suitability and relevance to the criterion being assessed. The council must ask the following questions about information collected: if the information is collected by someone else, will the result remain consistent? Can this information give new, clear and accurate understandings of actual activities at the educational institution?

- In case information or evidence for a criterion is unavailable, the working group must provide an explanation and fill out the criterion assessment sheet (Appendix 4) to report to the self-assessment council, which will discuss and grant approval;

- Information and evidence sources must be provided. Information and evidence collected, including documents related to their sources, must be protected. It is encouraged to apply information technology to digitalize evidence for easy archiving and comparison when necessary.

b) The educational institution shall build the following databases to provide information and evidence for the self-assessment report:

- End of first semester and year-end reports on learners' assessment of their lecturer's teaching activities upon end of course, including procedures, tools and results;

- Annual reports on learners' pre-graduate assessment of the institution's training quality, including procedures, tools and results;

- Annual reports on surveys into post-graduate employment, including procedures, tools and results;

- Annual reports on results of community connection and service;

- Annual reports on surveys into how well libraries, laboratories, practice rooms, information technology systems and other services meet demand of officials, lecturers and learners; including procedures, tools and results;

- Database to be used for the accreditation process (Appendix 8).

4. Processing and analysis of information and evidence collected

a) Some information can be used as evidence immediately but some other information must be processed, analyzed and consolidated before it can serve as evidence for comments provided in the self-assessment report. For example, most information collected from investigations and surveys must be processed into consolidated figures before it can be used as evidence for the self-assessment report.

b) Some information also needs to be processed so as not to affect its providers.

c) Collected information and evidence related to each criterion shall be presented in the criterion assessment sheet as follows:

- Describe and analyze the institution's activities that concern the criterion;

- Compare with the criterion's requirements (in general), with that of the institution in the previous years, with that of other educational institutions engaging in corresponding fields or with existing regulations to show the actual situation at the institution in question;

- Make comments on strengths, good points to enhance, weaknesses and causes thereof;

- Identify issues requiring quality improvement and propose measures for such improvement;

- Determine how well the criterion is met. For each criterion, if there is adequate evidence that the institution meets all requirements of the criterion, confirm that the criterion is satisfied and give a corresponding score (provided for in Article 30 of Circular 12/2017).

d) For criteria without evidence: write "no evidence".

During the processing and analysis processes, if there is any information or evidence not consistent with results of internal and external researches and assessments previously published, the self-assessment council shall review the information or evidence and explain why it is inconsistent.

dd) The criterion assessment sheet is the document recording the results produced by each working group for a criterion and is the basis for a consolidated report on the criterion/standard. Thus, each working group must ensure the accuracy, honesty and consistency of criterion assessment sheets of each standard.

5. Preparation of self-assessment report

a) The self-assessment report is a document presenting the criteria- and standard-based self-assessment process and results; and is an important record for the educational institution to make a commitment to improve its quality.

b) The report shall comprise concise, clear, accurate and adequate descriptions of the institution's activities, including strengths, weaknesses, difficulties and proposed quality improvement solutions, plans and schedules.

c) A systemic approach shall be adopted to identify information and evidence used to prove criteria satisfaction. PDCA cycle, *Approach - Deployment - Results - Improvement* (ADRI) cycle or *Why, What, When, Where, Who and How* (5Ws and 1H) questions may be used; diagrams and graphs may be used to present the methods and results in detail; and comments related to how well a criterion is satisfied must be brief and supported by evidence. For result-related criteria (criterion No. 22 to 25), relevant results must be provided to prove the progress (development trend) and achievements (actual results versus targets set) and compare with competitor's performance and/or benchmarks.

d) Self-assessment results shall be presented based on quality assessment criteria for educational institutions (Appendix 7).

dd) The final draft self-assessment report must be sent to information and evidence providers to verify the information and evidence used and accuracy of comments made based on such information and evidence. Working groups shall review parts of the report involving criteria/standards assigned. Members of the self-assessment council shall countersign the report after they have read and approved its contents.

6. Format

a) The self-assessment report shall be presented on A4 size papers; using Times New Roman, Unicode font; and 13-14 point font size; other types of format are provided for by existing regulations on document formats.

b) The self-assessment report shall be made into a book for long-term use and archiving (together with its electronic file).

7. Structure of self-assessment report

The self-assessment report shall include title page, secondary title page (Appendix 5); list and signatures of members of the self-assessment council; table of contents; list of abbreviations (if any) and 03 parts of its main contents:

a) Part I. Dossier on the educational institution: this part describes the general organizational structure of the institution (main establishment and member establishments, if any), board of directors, human resources, training programs, main scientific research and community service activities, operating environment, opportunities, challenges, etc. (Appendix 6).

b) Part II. Self-assessment of the institution's quality: this part consists of descriptions, analyses and evaluation of how well the institution meets requirements of quality assessment standards; and consolidated results of educational institution self-assessment (Appendix 7).

c) Part III. Appendix: this part includes:

- Database to be used for the accreditation process (Appendix 8);

- Relevant documents: decisions on establishment of the self-assessment council, board of secretaries, etc. (Appendixes 1 and 2); self-assessment plan (Appendix 3); consolidated/statistical tables, etc.;

- List of evidence used in the self-assessment process and self-assessment report preparation (Appendix 9).

8. Activities after self-assessment

a) After the self-assessment is completed, the council shall submit a draft self-assessment report to the head of the educational institution to:

- Circulate the draft report around the institution for relevant members (officials, lecturers, workers, learners, etc.) to read and give feedback within at least 2 weeks (place the report in the library/tradition room/material room or send it to the institution's units);

- Collect and process feedback, complete the draft report.

b) Upon completion of self-assessment report:

- The report shall bear the signature and seal of the head of the institution and be stored together with all relevant documents produced during the report preparation and completion processes;

- The self-assessment report shall be kept in the library/material room of the institution; and may be borrowed and used in accordance with regulations by the head of the institution. It is encouraged to upload the .pdf file of the report onto the institution's website to publicize self-assessment results;

- The institution shall retain and protect all information and evidence collected, including documents related to their sources;

- The institution shall establish an independent team in charge of reviewing the self-assessment report and quality assurance of the institution to give recommendations on how to complete the report and improve quality (as conditions permit) before the report is sent to relevant parties and prepare for peer assessment.

c) The institution shall proactively launch action plans included in the self-assessment report.

d) The institution shall maintain and update databases used for self-assessment annually.

9. Reporting to supervisory authority and MOET

a) The institution shall send data on self-assessment and post-assessment quality improvement to the management system of MOET following guidelines (to be provided).

b) After the self-assessment report is completed, the institution shall submit it to the supervisory authority together with an official dispatch requesting support from the supervisory authority during training quality improvement per action plans included in the report.

c) The institution shall send electronic files of official dispatches and the self-assessment report to the Quality Control Department and MOET via the email address: phongkdcldg@moet.gov.vn, specifically:

- Official dispatch notifying self-assessment report completion (word and .pdf files), which must elaborate on:

+ Assessment period;

+ Self-assessment period;

+ Compliance of the self-assessment with the prescribed procedure and compliance of the self-assessment report with MOET guidelines;

+ Consolidated assessment results;

+ Provisional peer assessment schedule.

- Self-assessment report (word and .pdf files).

d) Name of document files (word and .pdf files) shall be finalized as follows (for example: self-assessment report of Trường Đại học Sư phạm Hà Nội (“Hanoi National University of Education”), which was completed in 2018):

- Name of official dispatch file: institutionnamewithouttonemark_cv_completionyear (ex: dhsphanoi_cv_2018 (“hanoiue_cv_2018”));

- Name of self-assessment report file: institutionnamewithouttonemark_bctdg_completionyear (ex: dhsphanoi_bctdg_2018.doc (“hanoiue_bctdg_2018.doc”));

In case the self-assessment report is saved as multiple files, add the number of each file after “bctdg” (ex: dhsphanoi_bctdg1_2018; dhsphanoi_bctdg2_2018);

dd) Within 10 working days after the date on which the institution sends an email, the Quality Control Department shall notify the institution that it has received the email and add the institution to list of educational institutions having completed the self-assessment report of each accreditation cycle (if the self-assessment report satisfies requirements).

e) The self-assessment report shall provide the basis for implementation of annual educational quality improvement plans. In case the institution applies for peer assessment for accreditation purpose, immediately after signing a peer assessment agreement with the education accreditation organization, the educational institution shall send a file containing a written notification of such signing to the Quality Control Department together with the word and .pdf files of the self-assessment report (appraised by the education accreditation organization and prepared for the peer assessment) as prescribed in parts c and d of this section.

For your reference and compliance.

During the implementation of these guidelines, any difficulty or proposal shall be submitted to the educational quality accreditation division of the Quality Control Department, address: 35 Dai Co Viet, Hai Ba Trung, Hanoi; phone number: (024)39747108; email: phongkdcldg@moet.gov.vn./.

HEAD OF DEPARTMENT

Mai Van Trinh

APPENDIX

(Enclosed with Official Dispatch No. 766/QLCL-KDCLGD dated April 20, 2018 by Quality Control Department)

- Appendix 1. Specimen decision on establishment of self-assessment council
- Appendix 2: Specimen educational institution self-assessment plan
- Appendix 3: Specimen criterion analysis and information and evidence collection sheet
- Appendix 4: Specimen criterion assessment sheet
- Appendix 5: Specimen title page of self-assessment report
- Appendix 6: Specimen dossier on educational institution
- Appendix 7: Specimen self-assessment of educational institution quality
- Appendix 8. Database for accreditation
- Appendix 9: Information and evidence code assignment

Appendix 1. Specimen decision on establishment of self-assessment council

NAME OF SUPERVISORY
AUTHORITY

SOCIALIST REPUBLIC OF VIETNAM
Independence - Freedom - Happiness

NAME OF EDUCATIONAL
INSTITUTION...

No. /QD-...

[Location and date]

DECISION

on Establishment of Council for Self-assessment of Higher Education Institution

HEAD OF EDUCATIONAL INSTITUTION ...

Pursuant to

Pursuant to Circular No. 12/2017/TT-BGDDT dated 19/5/2017 by the Minister of Education and Training promulgating the regulation on higher education accreditation;

At the request of

HEREBY DECIDES:

Article 1. The council for self-assessment of [name of educational institution], the members of which are included in the list enclosed therewith, is established.

The council shall be assisted by a Board of Secretaries and full-time working groups, the members of which are included in the lists enclosed therewith.

Article 2. The council shall conduct the self-assessment of the educational institution according to the Regulation on higher education accreditation promulgated together with Circular No. 12/2017/TT-BGDDT dated 19/5/2017 by the Minister of Education and Training and guidelines on self-assessment of higher education institutions from the Quality Control Department.

Chairperson of the council shall assign tasks to the council members. The council shall automatically dissolve upon completion of its duties.

Article 3. [Heads of relevant units] and the persons mentioned in Article 1 shall implement this Decision./.

HEAD OF EDUCATIONAL INSTITUTION

(signature, full name and stamp)

LIST OF MEMBERS OF COUNCIL FOR SELF-ASSESSMENT OF HIGHER EDUCATION INSTITUTION

(Enclosed with Decision No. /QD- dated [date] by [issuer])

No.	Full name	Title, post	Role
1.			Chairperson
2.			Deputy chairperson
3.			Member – Head of Board of Secretaries
4.			Member
...			

(This list includes ... persons).

LIST OF MEMBERS OF BOARD OF SECRETARIES

(Enclosed with Decision No. /QD- dated [date] by [issuer])

No.	Full name	Title, post	Role
1.			Head of Board of Secretaries
2.			Member
3.			Member
.....			Member

(This list includes ... persons).

LIST OF FULL-TIME WORKING GROUPS

(Enclosed with Decision No. /QD- dated [date] by [issuer])

No.	Full name	Title, post	Role
Group 1		
		
Group 2		
.....		

(This list includes ... persons).

Appendix 2: Specimen educational institution self-assessment plan

NAME OF SUPERVISORY
AUTHORITY

NAME OF EDUCATIONAL
INSTITUTION...

No. /KH-.....

SOCIALIST REPUBLIC OF VIETNAM

Independence - Freedom - Happiness

[Location and date]

EDUCATIONAL INSTITUTION SELF-ASSESSMENT PLAN

1. Self-assessment purposes

Improve training quality and apply for accreditation.

2. Self-assessment scope

Assess activities of the educational institution in the 20.. – 20.. period based on quality assessment standards for educational institutions promulgated by the Minister of Education and Training.

3. Self-assessment tools

Assessment tools are quality assessment standards for educational institutions promulgated together with Circular No. 12/2017/TT-BGDĐT dated 19/5/2017 by the Minister of Education and Training and the following guidelines:.....

4. Self-assessment council

4.1. Components of self-assessment council

The self-assessment council of the educational institution is established according to Decision No./QĐ-..... dated [date] by [name of issuer] and consists of ... members (member list enclosed therewith).

4.2. Assisting Board of Secretaries and full-time working groups (member lists enclosed therewith).

4.3. Task assignment

No.	Standard	In-charge group	Remark
1	
2	
...	

5. Resource mobilization plan

Determine human resources, facilities and finance to be mobilized or provided for each activity and the deadlines for such provision.

No.	Standard	Activities	Resources to be mobilized/provided	Deadline	Remark
1	
2	
...	

6. Plan for collection of information from sources outside educational institution (if needed)

Determine information to be collected from outside sources, such sources, collection period and necessary funding.

7. Expert outsourcing plan (if needed)

Determine where expert outsourcing is needed, expert outsourcing purposes, expert's roles, number of experts and outsourcing duration.

8. Schedule

Example self-assessment schedule (approximately 6 - 8 months):

Time	Activities
Week 1 - 2 (From [date] to [date])	1. Institution leaders meet to discuss purposes, scope and schedule and select members of the self-assessment council. 2. Head of the institution issues the decision on establishment of the self-assessment council. 3. The self-assessment council meets to: <ul style="list-style-type: none"> ● Publicize decision on establishment of the self-assessment council; ● Receive training in self-assessment procedure and quality assessment criteria for educational institutions; ● Discuss specific tasks of each council member; ● Formulate a draft self-assessment plan.

<p>Week 3 - 4 (From [date] to [date])</p>	<ol style="list-style-type: none"> 1. Announce self-assessment guidelines to all officials, lecturers, workers, learners and relevant parties; 2. Organize a seminar/conference on self-assessment operations for officials, lecturers, workers, learners and relevant parties. 3. The self-assessment council meets to pass: <ul style="list-style-type: none"> • Self-assessment plan; • Draft self-assessment report outline (based on guidelines from MOET and actual capacity of the institution). 4. Head of the institution promulgates the self-assessment plan.
<p>Week 5 - 8</p>	<ol style="list-style-type: none"> 1. Announce the self-assessment plan and task assignment of each member of the council and assisting Board of Secretaries and full-time working groups. 2. Analyze criteria, collect information and evidence. 3. Classify and assign codes to information and evidence collected. 4. Compare evidence with benchmarks of each criterion.
<p>Week 9 - 15</p>	<ol style="list-style-type: none"> 1. Full-time working groups write reports on each criterion (collect additional information and evidence if necessary). 2. Heads of full-time working groups consolidate reports on each criterion into reports on standards (collect additional information and evidence if necessary).
<p>Week 16</p>	<p>The self-assessment council:</p> <ol style="list-style-type: none"> 1. Reviews reports on each standard/criterion drafted by working groups. 2. Inspects information and evidence used in the reports. 3. Identifies issues arising from information and evidence collected. 4. Identifies additional information and evidence to be collected. 5. Council secretaries consolidate reports on standards into a draft self-assessment report.
<p>Week 17-18</p>	<p>The self-assessment council:</p> <ol style="list-style-type: none"> 1. Reviews the draft self-assessment report and proposes amendments (if needed). 2. Discusses the draft self-assessment report and requests for comments.
<p>Week 19-21</p>	<ol style="list-style-type: none"> 1. Circulate the draft self-assessment report (amended based on comments) around the institution. 2. Officials, lecturers, workers, learners, etc. give comments on the draft self-assessment report. 3. The independent research team reviews the draft self-assessment report and gives necessary recommendations.
<p>Week 22-23</p>	<ol style="list-style-type: none"> 1. The self-assessment council: <ul style="list-style-type: none"> • Meets to continue amending and completing the self-assessment report based on comments and recommendations. • Proposes improvements to quality assurance. • Passes the final self-assessment report. 2. Members of the self-assessment council sign the list included in the self-assessment report. 3. Head of the institution signs the consolidated self-assessment results included in the self-assessment report.
<p>Week 24</p>	<ol style="list-style-type: none"> 1. The institution submits the self-assessment report and official dispatches to its supervisory authority and MOET. 2. The institution circulates the completed self-assessment report (around the

	institution). 3. Protect the self-assessment report and information and evidence thereof as regulated.
From week 25	1. Carry out quality improvement activities as per action plans. 2. Update the self-assessment report (if needed) before applying to an education accreditation organization for peer assessment.

HEAD OF EDUCATIONAL INSTITUTION

(signature, full name and stamp)

Appendix 3: Specimen criterion analysis and information and evidence collection sheet

CRITERION ANALYSIS AND INFORMATION AND EVIDENCE COLLECTION SHEET

Working group:.....

Standard:.....

Criterion:.....

Criterion analysis		Information and evidence			
Requirements (indicators)	Benchmark/Questions (for each requirement)	To be collected	Collecting location	Collecting method	Provisional code assignment
1.....		Decision No. ..., by [issuer] on [contents]	Room...	Copy, photocopy	Hn.ab.cd.01
		Official Dispatch ...	Office	Photocopy	Hn.ab.cd.02
2.....					
3					

PROVISIONAL LIST OF EVIDENCE FOR CRITERION/STANDARD

No.	Evidence code	Evidence name	No./date of issuance	Issuer	Remark
1	Hn.ab.cd.01	Decision on...	...	...	*
2	Hn.ab.cd.02	Official Dispatch regarding ...			Used for multiple criteria:...
3					

[Location and date]

HEAD OF FULL-TIME WORKING GROUP

(signature, full name and stamp)

Appendix 4: Specimen criterion assessment sheet

CRITERION ASSESSMENT SHEET

Working group:

Standard:.....

Criterion:

1. Description (based on requirements of the criterion, describe the institution's activities in the past 5 years and provide information and evidence for how these activities satisfy the criterion)

2. Strengths (analyze, compare, explain and present noteworthy strengths of the institutions in satisfying requirements of the criterion)

3. Weaknesses (analyze, compare, explain and present weaknesses of the institutions in satisfying requirements of the criterion)

4. Action plan (tasks to be performed to overcome weaknesses and enhance strengths, and measures to be taken)

No.	Purpose	Contents	In-charge unit/individual	Schedule	Remark
1	Overcome weakness	.....	.....	.....	.....
2	Enhance strength	.....	.....	.....	.....

5. Level of criterion satisfaction

Check (x) in one of the following boxes:

Assessment scale						
①	②	③	④	⑤	⑥	⑦

[Location and date]

REPORTER

(sign, full name and stamp)

Note: level of criterion satisfaction shall be determined based on the following 7-level assessment scale:

Levels	Definition	Score
Level 1	Fail to meet criterion's requirements	1
Level 2	Yet to meet criterion's requirements, require much quality improvement	2
Level 3	Yet to meet criterion's requirements but require only small improvements to meet requirements	3
Level 4	Meet all criterion's requirements	4
Level 5	Exceed criterion's requirements	5
Level 6	Perform well, a national model	6
Level 7	Perform excellently,	7

	meeting the level of the world's leading educational institutions	the criterion's requirements are regarded as excellent, meeting the level of the world's leading educational institutions or becoming a model for foreign educational institutions to learn from. There are evidences that these activities are carried out in an effect, continuous and innovative manner. These activities produce excellent results and show excellent improvement.	
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Appendix 5: Specimen title page of self-assessment report

Title page and secondary title page:

NAME OF SUPERVISORY AUTHORITY
NAME OF EDUCATIONAL INSTITUTION.....

Institution's logo (if any)

EDUCATIONAL INSTITUTION SELF-ASSESSMENT PLAN

Based on quality assessment criteria for educational institutions promulgated by Ministry of Education and Training

(Assessment period:.....)

[Name of province/city], [month - year]

Appendix 6: Specimen dossier on educational institution

Part I. DOSSIER ON EDUCATIONAL INSTITUTION

1. Overview on educational institution

a) Overview on history, vision, mission and values of the institution; summary of notable achievements in each development phase: total number of academic departments/institutes, training programs, cooperative relations, notable achievements in training, scientific research and community service, etc.

b) Organizational structure of the institution and branches/ establishments thereof (newest organizational chart).

c) Organizational structure of the Board of Directors/Council or equivalent of the institution (newest organizational chart).

2. Background to operations of educational institution

a) Description of regulatory requirements applicable to the institution's operations and how such operations are affected.

b) Descriptions of main challenges faced by the institution and the institution's plan in response to such challenges.

c) Description of the institution's strengths and opportunities and how the institution utilizes them.

3. Database for accreditation (see Appendix....)

Appendix 7: Specimen self-assessment of educational institution quality

Part II. SELF-ASSESSMENT OF EDUCATIONAL INSTITUTION QUALITY

Present and analyze each criterion based on quality assessment standards in the following format:

Standard 1. (Name of standard.....)

Criterion 1.1. (Name of criterion.....)

Describe and comment on actual operations of the institution in the past 5 years based on requirements and benchmarks of the criterion, and provide relevant evidences corresponding to the level of criterion satisfaction. Self-assess the level of criterion satisfaction.

Criterion 1.n (Name of criterion.....)

(Continue until the last criterion of standard 1)

General assessment for standard 1:

1. Summary of strengths: identify what the institution considers as its strengths and emphasize most notable strengths.

2. Summary of weaknesses: identify what the institution considers as its weaknesses and needing improvement.

3. Improvement plan: include proposals to enhance strengths and overcome weaknesses put forward in the self-assessment and action plan. Depending on the institution's development plan and priority strategies, identify the key areas for improvement of each period. The institution must have plans for overcoming all weaknesses.

No.	Purpose	Contents	In-charge unit/individual	Schedule (start and end dates)	Remark
1	Overcome weakness 1	.....	.....	.....	.....
2	Overcome weakness 2				
3	..				
4	Enhance strength 1	.....	.....	.....	.....
5	Enhance strength 2				

4. Assessment score:

Standard/Criterion	Self-assessment score
Standard 1	4,4
Criterion 1.1	4
Criterion 1.2	5
Criterion 1.3	3
Criterion 1.4	4
Criterion 1.5	6

Standard 2. (Name of standard)

.....

Standard 25. (Name of standard)

.....

CONSOLIDATED RESULTS OF EDUCATIONAL INSTITUTION SELF-ASSESSMENT

No.	Area/ Standard/ Criterion	Self-assessment (score)	Remark
	Area 1. Quality assurance in terms of strategies		
I.1	Standard 1. Vision, mission and culture		

1.	1.1		
2.	1.2		
3.	1.3		
4.	1.4		
5.	1.5		
<i>1.2</i>	<i>Standard 2. Administration</i>		
6.	2.1		
7.	2.2		
8.	2.3		
9.	2.4		
<i>1.3</i>	<i>Standard 3. Leadership and management</i>		
10.	3.1		
11.	3.2		
12.	3.3		
13.	3.4		
<i>1.4</i>	<i>Standard 4. Strategic management</i>		
14.	4.1		
15.	4.2		
16.	4.3		
17.	4.4		
<i>1.5</i>	<i>Standard 5. Training, scientific research and community service policies</i>		
18.	5.1		
19.	5.2		
20.	5.3		
21.	5.4		
<i>1.6</i>	<i>Standard 6. Human resource management</i>		
22.	6.1		
23.	6.2		
24.	6.3		
25.	6.4		
26.	6.5		
27.	6.6		
28.	6.7		
<i>1.7</i>	<i>Standard 7. Financial and facilities management</i>		
29.	7.1		
30.	7.2		
31.	7.3		
32.	7.4		
33.	7.5		
<i>1.8</i>	<i>Standard 8. International relations and networks thereof</i>		
34.	8.1		

35.	8.2		
36.	8.3		
37.	8.4		
II	Area 2. Quality assurance in terms of system	4,33	
II.9	Standard 9. Internal quality assurance system	4,5	
38.	9.1	3	
39.	9.2	4	
40.	9.3	5	
41.	9.4	6	
42.	9.5	5	
43.	9.6	4	
II.10	Standard 10. Self-assessment and peer assessment	4,75	
44.	10.1	4	
45.	10.2	5	
46.	10.3	3	
47.	10.4	5	
II.11	Standard 11. Internal quality assurance information system	4,25	
48.	11.1	2	
49.	11.2	3	
50.	11.3	4	
51.	11.4	5	
II.12	Standard 12. Quality enhancement	3,8	
52.	12.1	3	
53.	12.2	3	
54.	12.3	4	
55.	12.4	5	
56.	12.5	4	
III	Area 3. Quality assurance in terms of performance		
III.13	Standard 13. Admission and enrollment		
57.	13.1		
58.	13.2		
59.	13.3		
60.	13.4		
61.	13.5		
III.14	Standard 14. Curriculum design and review		
62.	14.1		
63.	14.2		
64.	14.3		
65.	14.4		

66.	14.5		
III.15	Standard 15: Teaching and learning		
67.	15.1		
68.	15.2		
69.	15.3		
70.	15.4		
71.	15.5		
III.16	Standard 16. Learner assessment		
72.	16.1		
73.	16.2		
74.	16.3		
75.	16.4		
III.17	Standard 17. Learner services and support		
76.	17.1		
77.	17.2		
78.	17.3		
79.	17.4		
III.18	Standard 18. Scientific research management		
80.	18.1		
81.	18.2		
82.	18.3		
83.	18.4		
III.19	Standard 19. Intellectual property management		
84.	19.1		
85.	19.2		
86.	19.3		
87.	19.4		
III.20	Standard 20. Scientific research cooperation and partners		
88.	20.1		
89.	20.2		
90.	20.3		
91.	20.4		
III.21	Standard 21. Community connection and service		
92.	21.1		
93.	21.2		
94.	21.3		
95.	21.4		
IV	Area 4. Performance results		
IV.22	Standard 22. Training outcomes		
96.	22.1		

97.	22.2		
98.	22.3		
99.	22.4		
IV.23	Standard 23. Scientific research results		
100.	23.1		
101.	23.2		
102.	23.3		
103.	23.4		
104.	23.5		
105.	23.6		
IV.24	Standard 24. Community service results		
106.	24.1		
107.	24.2		
108.	24.3		
109.	24.4		
IV.25	Standard 25. Financial and market results		
110.	25.1		
111.	25.2		

Notes:

- Criterion with highest score: ... points (criterion ...);
- Criterion with lowest score: ... points (criterion ...);
- Number of criteria scoring at least 4 points:...../111 (.....%);
- Number of criteria with average score of at least 4,00 points:...../25 (.....%);
- Number of criteria with average score under 2,00 points:...../25 (.....%);

[Location and date]

HEAD OF EDUCATIONAL INSTITUTION

(signature, full name and stamp)

Appendix 8. Database for accreditation

DATABASE FOR ACCREDITATION

Reporting period: to [date]

I. General information on institution

1. Name of institution (per establishment decision):

In Vietnamese:

In English:

2. Abbreviated name of institution:

In Vietnamese:

In English:

3. Former name (if any):

4. Supervisory authority/Ministry:.....

5. Address:

.....

6. Contact: Phone number..... Fax number

E-mail..... Website.....

7. Year of establishment (per establishment decision):.....

8. Date of opening of first cohort:

9. Date of degree conferment of first cohort:

10. Type of institution:

Public Semi-public People-founded Private

Other type (specify).....

11. Mode of study (check x in appropriate box)

	Yes	No
Full-time	<input type="checkbox"/>	<input type="checkbox"/>
Part-time	<input type="checkbox"/>	<input type="checkbox"/>
Remote learning	<input type="checkbox"/>	<input type="checkbox"/>
Twinning program with foreign institution	<input type="checkbox"/>	<input type="checkbox"/>
Twinning program with domestic institution	<input type="checkbox"/>	<input type="checkbox"/>

Other modes of study (specify, if any).....

12. List of key leaders of institution (for departments, boards, academic departments and centers, include their heads only)

Units	Full name	Title, degree, post	Phone number	Email
1. Director/ Principal				
2. Deputy director/ Vice principal (listed individually)				
3. Organizations of the Communist Party, Youth Union, Trade Union, etc. (specify)				
4. Functional departments/boards (specify)				
5. Affiliated centers/ institutes (specify)				
6. Academic departments/academies, teams (specify)				
...				

(Add more rows as appropriate)

13. Academic departments/academies

Academic departments/academies	Undergraduate		Postgraduate		Other (specify)	
	Number of training programs	Number of students	Number of training programs	Number of students	Number of training programs	Number of students

14. Affiliated units (including research centers, branches/establishments of units)

No.	Name of unit	Year of establishment	Scope of service	Number of researchers	Number of officials/workers

II. Officials, lecturers and workers

The institution shall have a database of information on its officials, lecturers¹ and workers, including tenured personnel and those working under short-term contracts, which shall be used to fill in the following tables (each sample table shall be made into 5 tables corresponding to 5 assessment years):

15. Number of lecturers and researchers

Lecturer/Researcher position	Tenured/full-time		Contracted/visiting lecturer	
	Quantity	Doctor (%)	Quantity	Doctor (%)
Lecturer				
Researcher				
Total				

16. Number of managers and workers

Official/Worker position (specify)	Quantity		
	Tenured/full-time	Part-time contract	Total
Manager			
Worker			
Total			

17. Number of officials, lecturers and workers (collectively referred to as "officials") of institution by gender:

No.	Position	Male	Female	Total
I	Tenured officials <i>Including:</i>			
I.1	Officials recruited, employed and managed in accordance with regulations of laws on public employees (on payroll)			
I.2	Officials working under 3-year contract and indefinite-term employment contract (long-term contract)			
II	Other officials Officials working under short-term contract, including visiting lecturers			
	Total			

18. Enumeration and classification of lecturers by qualification

No.	Qualification, degree, post	Teaching lecturers on payroll	Lecturers teaching under long-term contract	Part-time lecturers-cum-manager	Vietnamese visiting lecturers	Foreign visiting lecturers	Total
1	Professor, academy member						
2	Associate professor						
3	Doctor of Science degrees						
4	Doctoral degrees						
5	Master's degrees						
6	Bachelor's degrees						
7	College degrees						

¹ Tenured lecturers and visiting lecturers shall be defined as prescribed by existing regulations.

8	Intermediate professional education diplomas						
9	Other qualifications						
	Total						

(Number of Doctor of Science degree holders and doctoral degree holders are exclusive of lecturers awarded academic degrees and titles counted in the previous 2 rows)

Total tenured lecturers: persons

Ratio of tenured lecturers to total tenured officials:.....

19. Enumeration and classification of tenured lecturers by age (persons):

No.	Qualification / degree	Quantity	Percentage	Classified by gender		Classified by age (person)				
				Male	Female	< 30	30-40	41-50	51-60	> 60
1	Professor, academy member									
2	Associate professor									
3	Doctor of Science degrees									
4	Doctoral degrees									
5	Master's degrees									
6	Bachelor's degrees									
7	College degrees									
8	Intermediate professional education diplomas									
9	Other qualifications									
	Total									

Average age of tenured lecturers: years of age

Ratio of tenured lecturers holding at least the title of Doctor to total tenured lecturers:.....

Ratio of tenured lecturers holding a Master's degree to total tenured lecturers:.....

.....

20. Enumeration and classification of tenured lecturers by frequency of usage of foreign language and computer in teaching and research:

No.	Usage frequency	Percentage of full-time lecturers using foreign language and computer	
		Foreign language	Computer
1	Always use (more than 80% of working hours)		
2	Frequently use (more than 60-80% of working hours)		
3	Occasionally use (more than 40-60% of working hours)		
4	Infrequently use (more than 20-40% of working hours)		

²Tenured lecturers shall be defined as prescribed by existing regulations.

	hours)		
5	Rarely use or not use (0-20% of working hours)		
	Total		

III. Learners

Learners include students, pupils, graduate students and research students:

21. Total number of applicants, successful applicants and enrolled students in past 5 years for **full-time mode of study**:

Subject, time (year)	Number of applicants (person)	Number of successful applicants (person)		Number of enrolled students (person)	Admission score (on 30-point scale)	Average score of successful applicants	Number of enrolled international students (person)
1. Research students							
20...							
20...							
20...							
20...							
20...							
2. Graduate students							
20...							
20...							
20...							
20...							
20...							
3. Undergraduate students							
20...							
20...							
20...							
20...							
20...							
4. College students							
20...							
20...							
20...							
20...							
20...							
5. Students in intermediate professional education							
20...							
20...							
20...							

20...							
20...							
6. Other							
20...							
20...							
20...							
20...							
20...							

Number of learners in full-time courses in institution..... persons.

22. Total number of applicants, successful applicants and enrolled students in past 5 years for **part-time mode of study**:

Year	Number of applicants (person)	Number of successful applicants (person)	Competition ratio	Number of enrolled students (person)	Admission score (on 30-point scale)	Average score of successful applicants	Number of enrolled international students (person)
1. Undergraduate students							
20...							
20...							
20...							
20...							
20...							
2. College students							
20...							
20...							
20...							
20...							
20...							
3. Students in intermediate professional education							
20...							
20...							
20...							
20...							
20...							
4. Other							
20...							
20...							
20...							
20...							
20...							

23. Student dormitories:

Criteria	20...	20...	20...	20...	20...
1. Total dormitory room area (m ²)					
2. Number of students					
3. Number of students requesting dormitory accommodations					
4. Number of students staying in dormitories					
5. Dormitory space per student, m ² /person					

24. Students participating in scientific research:

	20...	20...	20...	20...	20...
Number of students (persons)					
Expressed as percentage of total students					

25. Number of graduates in past 5 years:

Unit: person

Criteria	Graduation year				
	20...	20...	20...	20...	20...
1. Research students successfully defending their doctoral theses					
2. Students completing a master program					
3. Students completing a bachelor program, in which:					
Full-time courses					
Part-time courses					
4. Students completing a college program, in which:					
Full-time courses					
Part-time courses					
5. Students completing an intermediate professional education program, in which:					
Full-time courses					
Part-time courses					
6. Other...					

(Including students eligible for graduation per regulations and waiting for conferment).

26. Post-graduation situation of students in full-time undergraduate courses:

Criteria	Graduation year				
	20...	20...	20...	20...	20...
1. Number of graduated students (person)					
2. Graduation rate (%)					
3. Graduated students' assessment of institution's training quality:					
A. Institution does not investigate into this matter → move to question 4					
B. Institution does investigate into this matter → supply the following information:					
3.1 Rate of students answering that they have obtained knowledge and skills necessary for a job in their fields of study (%)					
3.2 Rate of students answering that they have obtained <i>only a part of</i>					

knowledge and skills necessary for a job in their fields of study (%)					
3.3 Rate of students answering that they have <i>NOT</i> obtained knowledge and skills necessary for a job in their fields of study					
4. Students employed within one year after graduation:					
A. Institution does not investigate into this matter → move to question 5					
B. Institution does investigate into this matter → supply the following information:					
4.1 Rate of students working in their fields of study (%) - 6 months after graduation - 12 months after graduation					
4.2 Rate of students working outside their fields of study (%)					
4.3 Self-employment rate (%)					
4.4 Average monthly income of employed students					
5. Employers' assessment of graduated students working in their fields of study:					
A. Institution does not investigate into this matter → this table is completed					
B. Institution does investigate into this matter → supply the following information:					
5.1 Rate of students meeting job requirements and able to work immediately (%)					
5.2 Rate of students meeting basic job requirements but required to undergo additional training (%)					
5.3 Rate of students required retraining or additional training for at least 6 months (%)					

Notes:

- *Graduated students are students eligible for graduation per regulations, including those yet to receive their degrees.*
- *Employed students are students working for employers or self-employed.*
- *"one year after graduation" refers to the 12 months after the graduation date.*
- *Parts left blank shall be considered as uninvestigated by institution.*

27. Post-graduation situation of students in full-time college courses:

Criteria	Graduation year				
	20...	20...	20...	20...	20...
1. Number of graduated students (person)					
2. Graduation rate (%)					
3. Graduated students' assessment of institution's training quality:					
A. Institution does not investigate into this matter → move to question 4					
B. Institution does investigate into this matter → supply the following information:					
3.1 Rate of students answering that they have obtained knowledge and skills necessary for a job in their fields of study (%)					
3.2 Rate of students answering that they have obtained <i>only a part</i> of knowledge and skills necessary for a job in their fields of study (%)					

3.3 Rate of students answering that they have <i>NOT</i> obtained knowledge and skills necessary for a job in their fields of study (%)					
4. Students employed within one year after graduation:					
A. Institution does not investigate into this matter → move to question 5					
B. Institution does investigate into this matter → supply the following information:					
4.1 Rate of students working in their fields of study (%) - 6 months after graduation - 12 months after graduation					
4.2 Rate of students working outside their fields of study (%)					
4.3 Self-employment rate (%)					
4.4 Average monthly income of employed students					
5. Employers' assessment of graduated students working in their fields of study:					
A. Institution does not investigate into this matter → this table is completed					
B. Institution does investigate into this matter → supply the following information:					
5.1 Rate of students meeting job requirements and able to work immediately (%)					
5.2 Rate of students meeting basic job requirements but required to undergo additional training (%)					
5.3 Rate of students required retraining or additional training for at least 6 months (%)					

IV. Scientific research and technology transfer

28. Number of scientific research and technology transfer topics of institution having undergone commissioning in past 5 years:

No.	Type of topic	Quantity					
		20...	20...	20...	20...	20...	Total
1	State-level topics						
2	Ministerial-level topics*						
3	Institutional-level topics						
	Total						

* Including topics at Ministerial level or equivalent and state-level subtopics.

Ratio of scientific research and technology transfer topics to tenured officials:

.....

29. Revenue from scientific research and technology transfer of institution in past 5 years:

No.	Year	Revenue from scientific research and technology transfer (VND million)	Ratio of revenue from scientific research and technology transfer to total funding from institution (%)	Ratio of revenue from scientific research and technology transfer to tenured officials (VND million/person)
1	20...			
2	20...			
3	20...			
4	20...			
5	20...			

30. Number of tenured officials participating in scientific research topics in past 5 years:

Number of topics	Number of participating officials			Remark
	State-level topics	Ministerial-level topics*	Institutional-level topics	
From 1 to 3 topics				
From 4 to 6 topics				
More than 6 topics				
Total number of participating officials				

* Including topics at Ministerial level or equivalent and state-level subtopics.

31. Number of publications published by institution in past 5 years:

No.	Type of publication	Quantity					
		20...	20...	20...	20...	20...	Total
1	Monographs						
2	Textbooks						
3	Reference books						
4	Instructional books						
	Total						

Ratio of publications published to tenured officials:

32. Number of tenured officials participating in publication writing in past 5 years:

Number of publication	Number of tenured officials participating in publication writing			
	Monographs	Textbooks	Reference books	Instructional books
From 1 to 3 works				
From 4 to 6 works				
More than 6 works				
Total number of participating officials				

33. Number of articles by tenured officials published in journals in past 5 years:

No.	Type of journal	Quantity					
		20...	20...	20...	20...	20...	Total
1	International scientific journals, including:						
	ISI indexed journals						
	Scopus indexed journals						
	Other						
2	Domestic ministerial-level scientific journals						
3	Institutional-level journals						
	Total						

Ratio of articles published in journals (converted) to tenured officials:

34. Number of tenured officials penning articles published in journals in past 5 years:

Number of tenured officials with articles published in journals	Publishing journals		
	International scientific journals	Domestic ministerial-level scientific journals	Institutional-level journals
From 1 to 5 articles			
From 6 to 10 articles			

From 11 to 15 articles			
More than 15 articles			
Total number of participating officials			

35. Number of scientific reports presented by tenured officials in conferences and seminars and published in extenso in anthologies in past 5 years:

No.	Type of seminar	Quantity					
		20...	20...	20...	20...	20...	Total
1	International seminars						
2	Domestic seminars						
3	Institutional seminars						
	Total						

(Domestic seminars are exclusive of institutional seminars as the latter has been accounted for once)

Ratio of reports to tenured officials:

36. Number of tenured officials whose scientific reports are presented in conferences and seminars and published in extenso in anthologies in past 5 years:

Number of tenured officials whose scientific reports are presented in conferences and seminars	International seminars	Domestic seminars	Institutional seminars
From 1 to 5 reports			
From 6 to 10 reports			
From 11 to 15 reports			
More than 15 reports			
Total number of participating officials			

(Domestic seminars are exclusive of institutional seminars)

37. Number of patents granted in past 5 years:

Year	Number of patents granted (specify granting authority, granting date and patent owner)
20...	
20...	
20...	
20...	
20...	

38. Student scientific research

35.1. Number of students participating in scientific research topics in past 5 years:

Number of topics	Number of participating students			Remark
	State-level topics	Ministerial-level topics*	Institutional-level topics	
From 1 to 3 topics				
From 4 to 6 topics				
More than 6 topics				
Total number of participating students				

* Including topics at Ministerial level or equivalent and state-level subtopics.

35.2 Student scientific research achievements:

(Enumerate scientific research/innovation awards and published articles/works)

No.	Scientific research	Quantity
-----	---------------------	----------

	achievements	20...	20...	20...	20...	20...
1	Number of scientific research/innovation awards					
2	Number of published articles/works					

V. Facilities, libraries and finance

39. Land area and floor area

No.	Contents	Area(m²)	Form of ownership		
			Owned	Jointly used	Rented
1	Total land area of institution				
2	Total floor area for training and scientific research activities of institution Including:				
2.1	<i>Auditoriums, lecture halls, all classrooms, multi-purpose rooms, offices of tenured lecturers, professors and associate professors</i>				
2.2	<i>Libraries, educational resource centers</i>				
2.3	<i>Research centers, laboratories, practical/training rooms/facilities</i>				

40. Total number of publication titles in libraries (including textbooks, educational resources, reference books, materials, etc., books, magazines, e-books and electronic databases)

Academic discipline group	Publication title	Edition
Academic discipline group I		
Academic discipline group II		
Academic discipline group III		
Academic discipline group IV		
Academic discipline group V		
Academic discipline group VI		
Academic discipline group VII		
Common subjects		
Total		

41. Total number of main equipment:

No.	Name of room/lecture hall/laboratory	Quantity	List of main equipment	User	Floor area (m²)	Form of ownership		
						Owned	Jointly used	Rented
1								
2								
3								
4								
	Total		-----	-----				

42. Total funding from all revenues in past 5 years:

- Year 20..:
- Year 20..:
- Year 20..:
- Year 20..:

- Year 20..:

43. Total tuition revenue (full-time mode of study only) in past 5 years:

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

44. Total expenditure on scientific research, technology transfer and community service:

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

45. Total revenue from scientific research, technology transfer and community service:

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

46. Total expenditure on training activities

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

47. Total expenditure on personnel development

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

48. Total expenditure on enterprise connection, career advice and employment support

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

- Year 20..:

VI. Accreditation results

No.	Subject	Assessment standards	Self-assessment		Peer assessment		Appraisal and recognition		
			Year of completion of first self-assessment report	Year of self-assessment report update	Name of accreditation organization	Month/year of peer assessment	Assessment result from accreditation council	Certificate	
								Date of issuance	Valid until
1	Education institution	Consolidated Document No. 06/VBHN-	2013	2014, 2015	VNU-CEA	10/2015	82%	23/3/2016	23/3/2021

		BGDDT							
2	Name of training program.	AUN-QA	2009	2009	AUN- QA	2009	Pass	09/01/2010	08/01/2014
3	Name of training program	Circular No. 20/2020/TT-BGDDT							
4									

VII. Summary of some important indicators

Provide the following important indicators based on results of the above survey (*using figures of the last year of the assessment period*):

1. Lecturers:

Total tenured lecturers (person):.....

Ratio of tenured lecturers to total tenured officials (%):.....

Ratio of tenured lecturers holding at least the title of Doctor to total tenured lecturers (%):.....

Ratio of tenured lecturers holding a Master's degree to total tenured lecturers (%):.....

2. Students:

Total number of students in full-time courses (person):.....

Ratio of students to lecturers (after conversion):.....

Graduation rate (%):.....

3. Graduated students' assessment of institution's training quality:

Rate of students answering that they have obtained knowledge and skills necessary for a job in their fields of study (%):.....

Rate of students answering that they have obtained *only a part* of knowledge and skills necessary for a job in their fields of study (%):.....

4. Students employed within one year after graduation:

Rate of students working in their fields of study, including unemployed students who are studying for a more advanced qualification (%):.....

Rate of students working outside their fields of study (%):.....

Self-employment rate (%):.....

Average monthly income of employed students (VND million):.....

5. Employers' assessment of graduated students working in their fields of study:

Rate of students meeting job requirements and able to work immediately (%):...

Rate of students meeting basic job requirements but required to undergo additional training (%):.....

6. Scientific research, technology transfer and community service:

Ratio of scientific research, technology transfer and community service topics to tenured officials:.....

Ratio of revenue from scientific research, technology transfer and community service to tenured officials:...

Ratio of publications published to tenured officials:.....

Ratio of articles published in journals to tenured officials:.....

Ratio of reports to tenured officials:.....

7. Facilities (*using figures of the last year of the assessment period*):

Ratio of floor area to students in full-time courses:.....

Ratio of dormitory slots to students in full-time courses:.....

8. Accreditation results:

For institution:.....

For training program(s):.....

Appendix 9: Information and evidence code assignment

One piece of information/evidence shall be assigned a code containing at least 11 characters, including 01 alphabet letter, 03 periods and 07 numbers; a period (.) shall be added after every 2 numbers for division purpose in the format: **Hn. ab. cd. ef.**, in which:

- H is an abbreviation of “Hộp minh chứng” (“evidence box”) (evidence of each standard shall be collected into one or more than one box)
- N is the serial number of the evidence box, starting with 1 and continuing in sequence (if $n \geq 10$, the evidence code shall have 12 or more characters)
- ab is the serial number of the standard (01 for standard 1, 10 for standard 10)
- cd is the serial number of the criterion (01 for criterion 1, 10 for criterion 10)
- ef is the serial number of the evidence for each criterion (01 for the first piece of information/evidence, 15 for the 15th piece, etc.)

Example:

H1.01.01.01 means it is the first evidence for criteria 1 of standard 1, located in box 1

H3.03.02.15 means it is the 15th evidence for criteria 2 of standard 3, located in box 3

H4.04.03.25 means it is the 25th evidence for criteria 3 of standard 4, located in box 4

H8.10.02.04 means it is the 4th evidence for criteria 2 of standard 10, located in box 8

EVIDENCE LIST

Evidence code	Evidence name	No./date of issuance	Issuer	Remark
				*