

MINISTRY OF EDUCATION
AND TRAINING
QUALITY MANAGEMENT
AGENCY

SOCIALIST REPUBLIC OF VIETNAM
Independence - Freedom - Happiness

No. 1669/QLCL-KDCLGD

Hanoi, December 31, 2019

*Re. replacement of the Guide to quality
assessment of all-level higher education
programs issued as an attachment to the Official
Dispatch No. 769/QLCL-KDCLGD*

- To** - Universities, academies, higher education institutions;
- Research institutes offering doctorate education programs;
- Education accreditation bodies.

In order to enable higher education institutions and education accreditation bodies to implement Article 16 pertaining to quality assessment standards for higher education programs issued as an annex to the Circular No. 04/2016/TT-BGDDT dated March 14, 2016 of the Minister of Education and Training, in the past, the Quality Management Agency issued instructional documents as follows:

- Official Dispatch No. 1074/KTKDCLGD-KDDH dated June 28, 2016 regarding general instructions for use of quality assessment standards for all-level higher education programs;
- Official Dispatch No. 1075/KTKDCLGD-KDDH dated June 28, 2016 regarding general instructions for use of quality assessment standards for all-level higher education programs;
- Official Dispatch No. 1076/KTKDCLGD-KDDH dated June 28, 2016 regarding instructions for external assessment of education programs;
- Official Dispatch No. 769/QLCL-KDCLGD dated April 20, 2018 regarding use of guides to assessment conducted according to quality assessment standards for all-level higher education programs.

After they have been implemented for a period of time, the Quality Management Agency receives contributing opinions from education accreditation bodies and higher education institutions about the Guide to quality assessment of all-level higher education programs issued as an annex to the Circular No. 769/QLCL-KDCLGD.

In ensuring the assessment carried out according to quality assessment standards for all-level higher education programs is aligned to real situations and consistent across education accreditation bodies, the Quality Management Agency herein issues the Guide to quality assessment of all-level higher education programs as an annex hereto to replace the Guide to assessment of all-level higher education programs issued as an annex to the Official Dispatch No. 769/QLCL-KDCLGD.

Research units are requested to study the instructions given in the Official Dispatch No. 1074/KTKDCLGD-KDDH, the Official Dispatch No. 1075/KTKDCLGD-KDDH, the Official Dispatch No. 1076/KTKDCLGD-KDDH, the Official Dispatch No. 769/QLCL-KDCLGD and the Guide to quality assessment of all-level higher education programs issued as an annex to this document in order to carry out the quality assessment of all-level higher education programs.

Notes: Higher education institutions and education accreditation bodies shall make reports in accordance with the instructions given in the Official Dispatch No. 2274/BGDDT-QLCL dated May 28, 2019 of the Ministry of Education and Training on strengthening of quality assurance and accreditation for bachelor’s degree, two-year or three-year associate degree programs.

In the course of implementation of the Guide, should there be any issue that arises or any recommendation, please contact the Education Accreditation Division under the control of the Quality Management Agency at: 35, Dai Co Viet street, Hai Ba Trung district, Hanoi; email address: phongkdclgd@moet.gov.vn for its further study and timely action.

Best regards.

DIRECTOR

Mai Van Trinh

GUIDE TO QUALITY ASSESSMENT OF ALL-LEVEL HIGHER EDUCATION PROGRAMS

Under the Circular No. 04/2016/TT-BGDDT dated March 14, 2016 of the Minister of Education and Training, promulgating Regulations on quality assessment standards for all-level higher education programs

(Appended to the Official Dispatch No. 1669/QLCL-KDCLGD dated December 31, 2019 of the Quality Management Agency as a replacement of the Guide to quality assessment of all-level higher education programs attached to the Official Dispatch No. 769/QLCL-KDCLGD dated April 20, 2018 of the Quality Management Agency)

Standards/criteria	Criterion requirements	Reference points for assessment of rank-4 attainment	Recommended sources of evidence
Standard 1: Objectives and graduation outcome requirements of the study program			
<i>Criterion 1.1.</i>	1. Objectives	1. Objectives of the study	- Formal statement of the higher

<p>Objectives of the study program are clearly defined and aligned with the higher education institution's missions and visions as well as conform to higher education objectives provided in the Higher Education Law.</p>	<p>of the study program are clearly defined. 2. Objectives of the study program are aligned with the higher education institution's missions and visions. 3. Objectives of the study program are aligned with higher education objectives stipulated in the Higher Education Law.</p>	<p>program are clearly defined. 2. Objectives of the study program are aligned with the higher education institution's missions and visions. 3. Objectives of the study program are aligned with higher education objectives stipulated in the Higher Education Law.</p>	<p>education institution's visions and missions - Study program introduction decision*. - Program and subject/course description/specifications*. - Skills matrix*. - Survey reports on labour market needs related to the study program in five years preceding the assessment date*. - Minutes of the meeting held to collect stakeholder's comments on the study program*. - University and faculty website with posts about the study program. - Accreditation and benchmarking reports.</p>
<p>Criterion 1.2. Graduation outcome requirements of the study program are clearly determined and encompass all generic and subject-specific requirements that learners must satisfy upon completion of the study program.</p>	<p>1. Graduation outcome requirements are clearly defined. 2. Graduation outcome requirements of the study program encompass all generic and subject-specific requirements that learners must satisfy</p>	<p>1. Graduation outcome requirements are clearly defined. 2. Graduation outcome requirements of the study program have to specify knowledge, skills, level of autonomy and responsibility that the graduates gain and their employability in the future.</p>	<p>- Formal statement of the higher education institution's visions and missions. - Program and subject/course description/specifications*. - Course brochure, prospectus, bulletin. - Skills matrix*. - Minutes of the meeting held to collect stakeholder's comments on the study program*. - University and faculty website with posts about the study program. - Accreditation and benchmarking</p>

	upon completion of the study program.		reports. - Results of the survey on inputs from lecturers, students and graduates.
Criterion 1.3. Graduation outcome requirements have the effect of reflecting requirements of all stakeholders, regularly reviewed, revised and made available to the public.	1. Graduation outcome requirements of the study program reflect requirements of all stakeholders. 2. Graduation outcome requirements are regularly reviewed and revised. 3. Graduation outcome requirements of the study program are made available to the public.	1. Graduation outcome requirements of the study program reflect requirements of all stakeholders; are commented upon by stakeholders during the formulation process. 2. Graduation outcome requirements are regularly reviewed and revised every two years according to the higher education institution's plan. 3. Graduation outcome requirements of the study program are made available to the public.	- Program and subject/course description/specifications*. - Course brochure, prospectus, bulletin. - Skills matrix*. - Results of the survey into the labour market needs related to the study program*. - Meeting minutes/submission describing contributed opinions from stakeholders, especially from employers*. - University and faculty website that publicly communicates the expected learning outcomes of the study program*. - Accreditation and benchmarking reports. - Meeting minutes and archived documents on review of the expected learning outcomes of the study program*. - The university's written document stating that the expected learning outcomes are regularly reviewed and revised. - Chart showing comparison of academic standings of the graduates in the five-year assessment cycle.
Standard 2. Program specifications			
Criterion 2.1. The specifications of	The specification of the	1. Program specifications are comprehensive ₁ .	- Old and new program and subject/course

<p>the study program are shown to be comprehensive and up-to-date.</p>	<p>program are shown to be comprehensive and up-to-date.</p>	<p>2. Program specifications are updated by taking into account associated issues that have recently arisen.</p>	<p>description/specifications*.</p> <ul style="list-style-type: none"> - Program/course brochure, prospectus, bulletin. - University/faculty website. - Minutes of the meeting held to collect stakeholder's comments*. - Meeting minutes/documents on review of the study program*. - Accreditation and benchmarking reports. - Approved plans/reports on the formulation/revision of program specifications*.
<p>Criterion 2.2. The course specifications give sufficient and updated information.</p>	<p>The course specifications are comprehensive and up-to-date.</p>	<p>1. All course specifications must be comprehensive. 2. All course specifications are regularly reviewed, supplemented/ revised/ updated according to the higher education institution's plan.</p>	<p>Versions of the specifications of all courses of the study program that exist in the 5-year assessment cycle*.</p> <ul style="list-style-type: none"> - Program course specifications*. - Course brochure, prospectus, bulletin. - University/faculty website. - Meeting minutes/stakeholder inputs on content and quality of the courses*. - Meeting minutes/documents related to review of the course specifications*. - Course accreditation and benchmarking reports.
<p>Criterion 2.3. The program and course specifications are made easily accessible to the public and stakeholders.</p>	<p>1. The program and course specifications are made available to the public.</p>	<p>1. Program specifications are made available to the public in various forms. 2. All program courses specifications are made available to the public in</p>	<ul style="list-style-type: none"> - Officially-approved program specifications*. - Officially-approved program course specifications*. - Mainstream university/faculty documents, including announcement of

	<p>2. The program and course specification s are made easily accessible to the stakeholders.</p>	<p>various forms. 3. All stakeholders, e.g. regulatory authorities, employers, lecturers, students, graduates, etc., can easily and effortlessly access the program specifications.</p>	<p>program/course specifications*. - University/faculty website with posts about the program and course specifications*.</p>
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Standard 3. Curriculum structure and content

<p>Criterion 3.1. Curriculum is designed by referencing the expected learning outcomes.</p>	<p>The curriculum is designed by referencing the expected learning outcomes.</p>	<p>1. The curriculum is designed by referencing the learning outcome requirements in terms of knowledge, skills, level of self-reliance and responsibility. 2. The combined set of teaching, learning and student assessment methods for all courses/subjects in the curriculum needs to be determined to ensure relevance and contribution to achieving the expected learning outcomes.</p>	<p>- Curriculum and course specifications*. - Plan fully describing resources and schedule of implementation of the curriculum*. - Skills matrix*. - Academic profiles of lecturers*. - Description of expected learning outcomes of the study program*. - Input and feedback on the curriculum from stakeholders (employers, lecturers, students, graduates, etc.)*. - Accreditation and benchmarking reports.</p>
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<p>Criterion 3.2. The contribution by each program course to achievement of the expected learning outcomes must be explicit.</p>	<p>Each course makes a clear contribution to achievement of the expected learning outcomes.</p>	<p>1. All curriculum courses are compatible in terms of their content and show the particular contribution of each subject/course to the achievement of the expected learning outcomes. 2. All curriculum courses are implemented according to the clearly defined set of appropriate teaching, learning and student assessment methods and</p>	<p>- Curriculum and course specifications*. - Course brochure, prospectus, bulletin. - Map/plan fully describing resources and schedule of implementation of the curriculum*. - Skills matrix*. - Stakeholder input and feedback*. - Meeting minutes/documents related</p>
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		<p>give the best support to each other to ensure the achievement of the expected learning outcomes.</p> <p>3. Content of the curriculum courses reflects the achievement of the expected learning outcomes and is periodically commented upon by stakeholders.</p>	<p>to formulation of the curriculum*.</p> <ul style="list-style-type: none"> - Curriculum and course specifications review reports*. - Accreditation and benchmarking reports.
<p>Criterion 3.3. The curriculum must have the logical structure and process, and must be updated and integrated.</p>	<p>1. The curriculum has the logical structure and process.</p> <p>2. Content of the curriculum is up-to-date.</p> <p>3. The curriculum is integrated.</p>	<p>1. Courses in the program are structured so that there is coherence and a seamless relationship from the basic to the specialized courses that make the program developed into a complete unity.</p> <p>2. All subjects/courses in the curriculum are arranged logically.</p> <p>3. The curriculum is periodically reviewed/revised, supplemented and updated at least every two years.</p> <p>4. When revising the curriculum, domestic or international curricula should be referenced to ensure flexibility and compatibility.</p>	<ul style="list-style-type: none"> - Curriculum and course specifications*. - Course brochure, prospectus, bulletin. - Plan fully describing resources and schedule of implementation of the curriculum*. - Skills matrix. - Stakeholder input and feedback. - University and faculty websites. - Meeting minutes and archived documents on review and modification of the curriculum*. - Curriculum and course specifications review reports*. - Accreditation and benchmarking reports. - Regulatory procedures/guidance documents on formulation of the curriculum, clarifying the requirements, outline and structure of the curriculum*.
Standard 4. Teaching and learning approach			
<p>Criterion 4.1.</p>	<p>1.</p>	<p>1. The higher education</p>	<p>- The higher education institution's</p>

<p>Educational philosophies or objectives are clearly declared and widely communicated to stakeholders.</p>	<p>Educational philosophies or objectives of the higher education institution are clearly declared.</p> <p>2. Educational philosophies or objectives of the higher education institution are widely communicated to stakeholders.</p>	<p>institution makes the formal statement of its educational philosophies or objectives.</p> <p>2. Educational philosophies or objectives are fully grasped and actualized by all academic staff and students.</p> <p>3. Educational philosophies or objectives of the higher education institution are made known/communicated to stakeholders.</p>	<p>formal statement of educational philosophies or objectives*.</p> <ul style="list-style-type: none"> - The higher education institution's website with posts about educational philosophies or objectives*. - Stakeholder feedback. - Plan/documents related to the introduction/communication of educational philosophies or objectives*.
<p>Criterion 4.2. Teaching and learning activities are properly designed to achieve the expected learning outcomes.</p>	<p>1. Teaching activities are properly designed to achieve the expected learning outcomes.</p> <p>2. Learning activities are properly designed to achieve the expected learning outcomes.</p>	<p>1. Faculty/department and academic staff design diversified and proper teaching activities/teaching methods to achieve the expected learning outcomes.</p> <p>2. Faculty/department and academic staff guides learners how to engage in proper learning activities in order to help them absorb and acquire knowledge to achieve the expected learning outcomes.</p> <p>3. Lecturers/students are satisfied with teaching and learning activities/methods used in the education program.</p>	<ul style="list-style-type: none"> - Evidence of teaching and learning activities for quality assurance, such as projects, practical training, assignments, field trips at enterprises*. - Online learning portal. - Expected learning outcomes of the program, program and subject/course description/specifications*. - Stakeholder feedback. - Documents/workshops related to discussion and exchange of teaching and learning initiatives and experience for achievement of the expected learning outcomes*.
<p>Criterion 4.3. Teaching and</p>	<p>1. Teaching and learning</p>	<p>1. All detailed specifications of</p>	<ul style="list-style-type: none"> - Evidence of research, teaching and learning activities for quality

<p>learning activities promote the student's learning and long-life learning abilities.</p>	<p>activities promote the student's learning.</p> <p>2. Teaching and learning activities promote the student's long-life learning abilities.</p>	<p>courses/subjects delineate the use of the proper teaching/learning method in order to promote students' learning of essential and soft skills.</p> <p>2. All detailed specifications of subjects/courses describe/emphasize self-study/self-learning activities with the aim of promote students' long-life learning abilities.</p> <p>3. Lecturers employ proper teaching activities/methods aimed at supporting students in learning skills and improving their long-life learning abilities.</p>	<p>assurance, such as projects, practical training, assignments, field trips at enterprises*.</p> <ul style="list-style-type: none"> - Online learning portal*. - Program/subject/course description/specifications*. - Stakeholder feedback on efficiency/quality of activities. - Documentary, published and audiovisual teaching/learning aids*.
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Standard 5. Student assessment

<p>Criterion 5.1. Student assessment is constructively aligned to achieving the expected learning outcomes.</p>	<p>Student assessment is constructively aligned to achieving the expected learning outcomes.</p>	<p>1. Clear process/plan for assessment of students' performance.</p> <p>2. Processes/instruction documents for design of assessment/examination methods/tools that are tailored to assessment purposes/objectives in proportion to the level of achievement of the expected learning outcomes.</p> <p>3. Student assessment activities/methods are properly designed for achievement of the expected learning outcomes.</p>	<ul style="list-style-type: none"> - Instructional/regulatory documents regarding processes for student testing, examination and assessment, including training, examination/thesis marking processes*. - Program and subject/course description/specifications*. - Criteria chart/point scale/course, project, thesis, dissertation assessment form, periodic/end-of-semester/end-of-course final examination*. - Documents showing student testing, examination, assessment, etc. procedures that are reviewed and revised.
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<p>Criterion 5.2.</p>	<p>1.</p>	<p>1. Documents/instructions</p>	<p>- Training/testing, examination and</p>
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<p>Regulations on assessment of students (e.g., time length, methodologies, criteria, weight factors, feedback-giving mechanism and related content) are shown to be explicit and communicated to students.</p>	<p>Regulations on assessment of students (e.g., time length, methodologies, criteria, weight factors, feedback-giving mechanism and related content) are explicit.</p> <p>2. Criterion 5.2. Regulations on assessment of students (e.g., time length, methodologies, criteria, weight factors, feedback-giving mechanism and related content) are communicated to students.</p>	<p>show explicit requirements concerning time length, methodologies, criteria, weight factors, feedback-giving mechanism and content related to assessment and learning results of students⁴.</p> <p>2. Documents/instructions showing explicit requirements concerning time length, methodologies, criteria, weight factors, feedback-giving mechanism and content related to assessment and learning results of students are made available to students before each academic course/semester/module.</p> <p>3. Students learn about exam/assessment regulations.</p>	<p>assessment regulations*.</p> <ul style="list-style-type: none"> - Course/subject/project/thesis/dissertation/final exam assessment sample forms/rubrics. - Program/ subject/course specifications*. - Student's handbook*. - University's website with posts about assessment regulations*. - Subject/course outline/specifications.
<p>Criterion 5.3. Assessment methods are shown to ensure diversity, validity, reliability and fairness.</p>	<p>1. Assessment methods are diversified.</p> <p>2. Assessment methods ensure</p>	<p>1. Higher education institution/faculties/departments and lecturers use various exam/assessment methods.</p> <p>2. Exam/assessment methods in use can help measure the target</p>	<ul style="list-style-type: none"> - Assessment methods that are available in instructional/regulatory documents/instruments. - Testing, examination and assessment regulations*. - Procedures for design of exam questions and assessment of exam

	validity, reliability and fairness.	requirements or expected learning outcomes (validity); can ensure reliability and show clear assessment criteria aimed at ensuring fairness.	<p>questions*.</p> <ul style="list-style-type: none"> - Program/ subject/course specifications*. - Student's handbook. - University's website. - Preliminary or final review documents on effectiveness of the combined set of exam/assessment methods applied in courses/subjects/program*. - Data on results of test/exam marking, re-assessment or inspection*. - Documents on analysis of study results of students and recommendations about any adjustments in exam questions. - Feedback from lecturers, students or graduates and program administrators*.
Criterion 5.4. Timely feedback on assessment results is given to help students improve their learning.	<p>1. Students receive timely feedback on their assessment results.</p> <p>2. Feedback on assessment results help students improve their learning.</p>	<p>1. There are regulations on feedback about students' assessment results.</p> <p>2. Regulations on feedback about students' assessment results are publicly and promptly announced to lecturers and students.</p> <p>3. Students receive timely feedback on their assessment results.</p> <p>4. Feedback on assessment results is used for helping students improve their learning.</p>	<ul style="list-style-type: none"> - Test, exam and assessment regulatory documents*. - Documents on preliminary or final review of assessment activities after completion of each academic semester/year*. - Feedback from students and graduates that is rendered in various forms*. - Forms of delivery of notifications of assessment results to students (e.g., letters of notification, transcripts, online accounts).
Criterion 5.5.	Students	1. Students get sufficient	- Regulatory documents on the

Students gain easy access to the procedures for appeal against assessment results.	gain easy access to the procedures for appeal against assessment results.	insights into regulations and procedures for appeal against assessment results before starting each academic course/semester. 2. Each year, assessment result appeals are handled and processed in a timely and satisfactory manner.	procedures for appeal against assessment results*. - Student's handbook*. - Higher education institution's website with posts about appealing activities*. - Logbook on appeals against assessment results filed by students/replies to these appeals*.
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Standard 6. Academic and research staff

Criterion 6.1. Planning of academic and research staff (including succession, promotion, appointment, termination and retirement) is carried out to meet needs of education, scientific research and community service activities.	1. Planning of academic and research staff is carried out to meet educational needs. 2. Planning of academic and research staff is carried out to meet educational needs. 3. Planning of academic and research staff is carried out to meet community service needs.	1. There is a plan/planning scheme for development of academic and research staff (including succession, promotion, appointment, termination and retirement) based on the needs of education, scientific research and community service activities. 2. The plan/planning scheme for development of academic and research staff is carried out to meet the needs of education, research activities and community services.	- Human resource plan/strategy of the higher education institution/faculty*. - Plan/planning scheme for development of academic and research staff*. - Information about age, gender and professional qualification structure of academic and research staff*. - Analysis of the training/mentoring needs of academic and research staff*. - Plan and budget for training and development of academic and research staff*. - HR policies. - Job description. - Job offer or appointment decisions; employment contracts. - Statistic reports on results of implementation of the plan/planning scheme in the assessment cycle.
Criterion 6.2. Staff-to-student ratio and workload of	1. Staff-to-student ratio and workload of	1. The higher education institution's Staff-to-student ratio meets requirements set forth in	- Information about age, gender and professional qualification structure of academic and research staff*.

<p>academic and research staff are measured and monitored as a basis to improve the quality of education, scientific research and community service activities.</p>	<p>academic and research staff are measured and monitored as a basis to improve the quality of education.</p> <p>2. Staff-to-student ratio and workload of academic and research staff are measured and monitored as a basis to improve the quality of scientific research activities.</p> <p>3. Staff-to-student ratio and workload of academic and research staff are measured and monitored as a basis to improve the quality of community services.</p>	<p>regulations in force.</p> <p>2. Converting the workload of academic and research staff into the required minimum class hours is subject to the detailed instructions and carried out.</p> <p>3. There are regulations on academic and research staff's required minimum teaching hours/workload that are converted.</p> <p>4. Workload of academic and research staff is monitored for the purpose of improving the quality of education, scientific research activities and community services.</p>	<ul style="list-style-type: none"> - Recruitment criteria. - Analysis of the training/mentoring needs of academic and research staff*. - HR policies. - Competence profiles. - Data on total number of academic and research staff members in the assessment cycle. - Job description of academic and research staff members*. - Research and publication data or results*. - Annual statistic chart of scientific research activities and community services of academic and research staff members*. - Regulatory documents on working regimes/norms of academic and research staff members. - Statistic chart of workload of each staff member. - Performance appraisal and reward chart. - Annual teaching/research workload assignment chart. - Statistic chart of payments per teaching hours in excess of the required minimum teaching hours of lecturers participating in the program. - Internal spending regulations.
<p>Criterion 6.3. Academic and research staff</p>	<p>1. Recruitment and selection</p>	<p>1. There are regulatory documents on academic and research staff</p>	<ul style="list-style-type: none"> - Regulatory documents on academic staff development⁵*.

<p>recruitment and selection criteria (including moral standards and academic qualifications) for the purpose of appointment and re-deployment are defined and publicly communicated.</p>	<p>criteria (including moral standards and academic qualifications) for the purpose of appointment and re-deployment are identified.</p> <p>2. Recruitment and selection criteria (including moral standards and academic qualifications) for the purpose of appointment and re-deployment are publicly communicated.</p>	<p>recruitment and selection criteria for the purpose of appointment and re-deployment.</p> <p>2. Recruitment and selection criteria (including moral standards and academic qualifications) for the purpose of appointment and re-deployment are publicly communicated and published.</p>	<ul style="list-style-type: none"> - Professional and skill development and succession plans. - Selection criteria and recruitment procedures*. - HR policies*. - Job description*. - Website. - List of academic and research staff members appointed or re-deployed in the last 5 years in the assessment cycle*.
<p>Criterion 6.4. Academic and research staff's competencies are determined and assessed.</p>	<p>1. Academic and research staff's competencies are determined.</p> <p>2. Academic and research staff's competencies are assessed.</p>	<p>1. Academic and research staff's competencies are determined and meet regulations in force.</p> <p>2. Academic and research staff's competencies are assessed.</p>	<ul style="list-style-type: none"> - Annual qualification/competence evaluation/review report*. - Regulatory documents on academic staff development (e.g., academic qualification, experience, language proficiency, teaching or research competency, community contribution,... criteria)*. - Job description*.

			<ul style="list-style-type: none"> - HR policies. - Competence profiles*. - Annual staff performance evaluation and rating results*. - Annual list of academic and research staff members entitled to rewards, promotion, appointment or subject to disciplinary actions.
<p>Criterion 6.5. Needs for professional training and development of academic and research staff are identified, and appropriate activities are implemented to fulfill the identified needs.</p>	<p>1. Needs for professional training and development of academic and research staff are identified.</p> <p>2. Appropriate activities are implemented to fulfill the identified needs for professional training and development of academic and research staff.</p>	<p>1. The survey on/evaluation of the professional training/mentoring needs of academic and research staff is carried out.</p> <p>2. The plan for professional training and development of academic and research staff is formulated based on the program requirements.</p> <p>3. The plan for professional training and development of academic and research staff is carried out. There are at least 75% of academic and research staff members having access to professional training and mentoring activities according to the higher education institution's plan.</p> <p>4. The plan for professional training, mentoring and development of academic and research staff is monitored and assessed annually.</p>	<ul style="list-style-type: none"> - Results of the survey on/evaluation of the professional training/mentoring needs of academic and research staff*. - List of the academic and research staff members having access to annual professional training/mentoring courses*. - Plan for development of academic and research staff*. - Professional and skill development plans. - Analysis of the needs for professional training and development of academic and research staff*. - Plan and budget for training and development of academic and research staff*. - HR policies. - Staff handbook. - Job description. - Competence profiles. - Decision to send academic and research staff members to training and mentoring courses and admit them into

			the higher education institution*. - Annual final review report.
Criterion 6.6. Management of performance of academic and research staff (including reward and recognition) is implemented to create a driving force and provide assistance towards education and scientific research and community service activities.	1. Management of performance of academic and research staff (including reward and recognition) is implemented to create a driving force for education activities. 2. Management of performance of academic and research staff is implemented to create a driving force for research activities. 3. Management of performance of academic and research staff is implemented to create a driving force for community	1. There are the annual detailed working schedules of academic and research staff members. 2. Performance-based management is carried out. 3. Academic and research staff is satisfied with assessment results, especially those assuring them reward and recognition granted by the higher education institution and competent regulatory authorities.	- Assessment report on management of academic and research staff*. - Set of assessment documents required for commendation and rewarding activities*. - Job description*. - HR policies. - Annual statistic chart of scientific researches and community service activities*. - Competence profiles*. - Annual detailed working schedules of academic and research staff members. - Annual staff performance evaluation and rating results*. - List of academic and research staff members receiving surprise and annual rewards and recognition (specify reasons)*. - Feedback from academic and research staff members and stakeholders.

	services.		
Criterion 6.7. Types and quantity of research activities of academic and research staff are established, monitored, and benchmarked to improve quality.	1. Types and quantity of research activities carried out by academic and research staff are established for quality improvement. 2. Types and quantity of research activities carried out by academic and research staff are monitored and benchmarked annually for quality improvement.	1. There are regulatory documents specifically prescribing types and quantity of findings of scientific researches that staff members are required to conduct. 2. Results of assessment of satisfaction with requirements concerning the quantity and quality of research activities carried out by academic and research staff are monitored and benchmarked annually for improvement of research activities.	- Regulatory documents specifically prescribing types and quantity of scientific research activities carried out by academic and research staff members*. - Research handbook*. - Job description*. - Annual statistic chart of scientific researches and community service activities*. - Competence profiles*. - Annual staff performance evaluation and rating results*. - Feedback from academic and research staff members and stakeholders.

Standard 7. Support staff

Criterion 7.1. Support staff planning (those who are working at libraries, laboratories, information technology systems and other supporting services) are implemented to meet the education,	1. Support staff planning (those who are working at libraries, laboratories, information technology systems and other supporting services) are implemented to meet the	1. There is an analysis/forecast of needs for staff members (who are working at libraries, laboratories, information technology systems and other supporting services) meeting the education, scientific research and community service needs. 2. There are policies to attract, recruit and develop personnel (who are working at libraries,	- HR development plan and strategy of the higher education institution/department*. - Job placement proposal: Decision on approval of the proposal. - Job description*. - Staff profiles*. - List of support staff members (compiled annually in the assessment cycle and delineating their qualifications, expertise and job
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<p>scientific research and community service needs.</p>	<p>education needs.</p> <p>2. Support staff planning is carried out to meet the research needs.</p> <p>3. Support staff planning is carried out to meet the community service needs.</p>	<p>laboratories, information technology systems and other supporting services).</p> <p>3. Staff planning is based on analysis/forecast of needs for staff members (who are working at libraries, laboratories, information technology systems and other supporting services).</p> <p>4. Staff members (who are working at libraries, laboratories, information technology systems and other supporting services) are adequate to meet the education, scientific research and community service needs.</p>	<p>positions)*.</p> <ul style="list-style-type: none"> - Stakeholder’s remarks/feedback on staff’s satisfaction*. - Analysis/forecast report on needs for staff members needed to meet education demands*. - Plans for implementation of the staff planning.
<p>Criterion 7.2. Employment, selection, appointment and transfer criteria are defined and made available to the public.</p>	<p>1. Employment, selection, appointment and transfer criteria are determined.</p> <p>2. Employment, selection, appointment and transfer criteria are made available to the public.</p>	<p>1. There are regulations on recruitment, appointment and transfer of staff members.</p> <p>2. Employment, selection, appointment and transfer criteria are clearly determined on the basis of the analysis of/survey on needs and inputs of stakeholders.</p> <p>3. Employment, selection, appointment and transfer criteria are communicated to all academic and support staff, and published by various means of communication, including the higher education institution’s website.</p>	<ul style="list-style-type: none"> - Documents stating regulations on recruitment, appointment and transfer of staff members*. - Job description*. - Staff handbook. - Staff profiles, employment contracts; decisions on recruitment, appointment and transfer of staff members. - Plans/decisions on recruitment, appointment and transfer of staff members*. - Results of the analysis of/survey on needs and inputs on job positions from stakeholders*. - Information about recruitment, appointment and transfer of staff members that are posted on the website of the higher education

			<p>institution/faculty, internal bulletins, emails, etc.</p> <p>- Results of handling of complaints or appeals related to the process for recruitment, appointment and transfer of staff members (if any).</p>
<p>Criterion 7.3. Staff competencies are determined and assessed.</p>	<p>1. Staff competencies are determined.</p> <p>2. Staff competencies are assessed.</p>	<p>1. There are procedures, methods, tools and criteria for assessment of staff competencies⁷.</p> <p>2. Assessment of staff competencies⁸ in terms of their qualification, expertise, fulfillment of their tasks and satisfaction of stakeholders is carried out.</p>	<p>- Documents stating regulations on procedures, methods, tools and criteria for assessment of staff competencies*.</p> <p>- Plan for assessment of staff competencies (self-assessment, assessment conducted by seniors, colleagues and students, etc.)*.</p> <p>- Self-assessment form, senior's assessment form, minutes of the annual meeting on rating and ranking of staff members and employees; results of the annual assessment of performance of staff members*.</p> <p>- Staff profiles.</p>
<p>Criterion 7.4. Professional training and development needs of support staff are identified and necessary activities must be implemented to meet these needs.</p>	<p>1. Professional training and development needs of support staff are identified.</p> <p>2. Necessary activities must be implemented to meet the professional training and development needs.</p>	<p>1. The survey on the needs for professional training and development of staff members is conducted on the basis of analysis of job requirements.</p> <p>2. There is a plan for implementation of the professional training and development of staff members.</p> <p>3. The professional training and development of staff members are implemented.</p>	<p>- Results of assessment of the needs for the professional training and development of staff members*.</p> <p>- Plan and comprehensive budget for staff training and development activities*.</p> <p>- Notifications/registration forms of staff members regarding the professional training and development needs*.</p> <p>- Decisions to send staff members to training and coaching courses; certificates or degrees of nominated staff members*.</p> <p>- Report on results of annual training and coaching courses, including content, hour-based or cost-based</p>

			duration of each course.
Criterion 7.5. Management of performance of support staff (including reward and recognition) is implemented to create a driving force and provide assistance towards education and scientific research and community service activities.	1. Management of performance of support staff (including reward and recognition) is implemented to create a driving force for education activities. 2. Management of performance of support staff is implemented to create a driving force for research activities. 3. Management of performance of academic and research staff is implemented to create a driving force for community services.	1. There are regulations on specific workload of each staff member and regulations on monitoring, supervision and assessment of performance of staff members, including regulations on reward and recognition. 2. Monitoring, supervision and assessment of performance of staff members are carried out according to regulations on determined and assigned workload. 3. All staff members have their own plans clearly describing workload, schedule, completion date, necessary resources, etc. that help facilitate the monitoring and supervision to create a driving force for education, research and community service activities. 4. All staff members are engaged in formulating and commenting upon formulation of regulations on performance assessment. 5. Staff members are satisfied with performance-based management, especially conferral of reward and recognition by the higher education institution and	- Set of regulatory documents on monitoring, supervision and assessment of performance of staff members*. - Peer review, emulation and rewarding system*. - Job description*. - HR policies. - Reports/records/results of monitoring, supervision and assessment of performance of staff members*. - List of staff members receiving surprise and annual rewards and recognition (specify reasons)*. - Statistic results of education, scientific research activities and community services of staff members.

		competent regulatory authorities.	
Standard 8. Students and student support activities			
Criterion 8.1. Student admission policy is clearly defined, made available to the public and up-to-date.	1. Student admission policy is clearly defined. 2. Student admission policy is made available to the public. 3. Student admission policy is up-to-date.	1. Admission policies and regulations are explicit and conform to current regulations and are updated annually. 2. Student selection policies and regulations (i.e., entrance exam/admission, entry assessment procedures; applicants for entrance exams/admissions; privileged students, etc.). 3. Student selection and admission policies are attributed to stakeholder inputs and human resource analysis/forecast; are updated annually.	- Annual student selection and admission project/policy*. - Database and statistics of student selection and admission results*. - Student selection and admission notifications/plans, brochure, website of the higher education institution/faculty*. - Annual human resource analysis and forecast*. - Annual data on stakeholder inputs into the formulation of student selection and admission policies*.
Criterion 8.2. Student selection and admission criteria and methods are clearly determined and assessed.	1. Student selection and admission criteria and methods are clearly determined. 2. Student selection and admission criteria and methods are assessed.	1. There are student selection and admission criteria and methods that are clearly determined. 2. Student selection and admission criteria and methods are reviewed and assessed annually.	- Annual student selection and admission proposal/plan (specify student selection and admission criteria and methods)*. - Database and statistics of student selection and admission results. - Annual data on stakeholder inputs into the formulation, review and assessment of student selection and admission criteria and methods*. - Documents on the annual assessment of student selection and admission activities*.
Criterion 8.3. An appropriate monitoring system is in	1. The appropriate monitoring system is in	1. There is a division/administrator assigned to monitor students' educational	- Educational rules and regulations*. - Approved regulatory documents on the study program, clearly specifying

<p>place to monitor students' progress, academic performance and workload.</p>	<p>place to monitor students' educational progress.</p> <p>2. The appropriate monitoring system is in place to monitor students' academic performance and workload.</p>	<p>progress, academic performance and workload, and give academic services officers warnings.</p> <p>2. Procedures/regulations are in place to monitor students' educational progress, academic performance and workload.</p> <p>3. Databases (tools) are in place to monitor students' educational progress; monitor the low-performing and dropout rate.</p>	<p>students' study load.</p> <ul style="list-style-type: none"> - Credit-based management system*. - Data on annual learning results of students*. - Reports and feedback on students' learning results and progress*. - List/decision on approval of staff members assigned to supervise student's learning progress.
<p>Criterion 8.4. Learning advisory and consulting, extra-curricular, competition activities and supporting services are accessible to students to improve their learning and employability.</p>	<p>1. Learning advisory and consulting, extra-curricular, competition activities and supporting services are accessible to students to improve their learning.</p> <p>2. Learning advisory and consulting, extra-curricular, competition activities and supporting services are accessible to</p>	<p>1. There is a unit/division in charge of learning advisory and consulting, extra-curricular, competition activities and supporting services that are accessible to students to improve their learning.</p> <p>2. A unit/division is responsible for giving students job counsels.</p> <p>3. A plan for learning advisory and consulting, extra-curricular, competition activities and supporting services is in place and implemented to improve students' learning.</p> <p>4. Job support activities (e.g., contacting internship partners; entering into exchanges or affiliation with enterprises and employers; increasing soft</p>	<ul style="list-style-type: none"> - Documents evidencing the establishment/appointment of the unit/division in charge of learning advisory and consulting, extra-curricular, competition activities and supporting services that are accessible to students to improve their learning and employability*. - Regulations on student learning advisory and support services*. - Complete chart of activities of clubs, research groups, extracurricular activities, competitions, etc. accessible to students*. - List and decision on establishment of clubs, teams, groups, etc. - Annual plans, reports and photos evidencing that the higher education institution/faculty has organized extracurricular activities accessible to students. - List of higher education institutions,

	students to improve their employability.	skills, etc.) are planned and carried out. 5. At least 75% of the interviewed students and graduates are satisfied with the quality and effectiveness of learning advisory and job support activities.	enterprises/organizations cooperating/affiliated with the higher education institution to support education, practical, internship and recruitment activities*. - Feedback from students on the quality and effectiveness of learning advisory and job support activities*. - Results of the survey into the employability of graduates that is conducted annually and within the assessment period*.
Criterion 8.5. The university creates the psychological, social setting and outdoor landscape to facilitate students' learning and research activities and give them comfort.	1. The university's outdoor landscape facilitates students' learning and research activities and gives them comfort. 2. The university's psychological and social setting facilitates students' learning and research activities and gives them comfort.	1. The higher education institution creates a friendly and comfortable psychological, social environment and working space to enable teaching, learning and research activities. 2. The higher education institution's landscapes are sanitary, and meet hygiene and safety requirements for the convenience of all of its members. 3. The survey on attitudes of students and stakeholders to the psychological, social setting and outdoor landscape of the higher education institution is conducted.	- Spatial layout of campus, lecturing halls, faculty/department offices, meeting halls, library, spaces intended for practical, internship activities and dormitories*. - School healthcare service data*. - Notice boards/signboards displaying rules and regulations of conduct at school*. - Fire safety, school safety/food hygiene and safety inspection/testing report*. - Data on feedback on the psychological, social environment and landscape from students and stakeholders*. - Decision to set up the staff union and extracurricular clubs joined by students.
Standard 9. Facilities and infrastructure			
Criterion 9.1. Office, classroom and functional	1. Office, classroom and functional	1. Office, classroom and functional blocks are appropriate and meet the required space-to-student	- Spatial layout of office, learning and functional blocks*. - List of facilities, premises, etc.;

<p>blocks are in place and furnished with equipment suitable for educational and research activities.</p>	<p>blocks are in place and furnished with equipment suitable for educational activities.</p> <p>2. Office, classroom and functional blocks are in place and furnished with equipment suitable for research activities.</p>	<p>ratio to support educational activities in the program according to regulations in force.</p> <p>2. Office, classroom and functional blocks are furnished with all necessary equipment (e.g., lighting, ventilation, safety systems, etc.) suitable for educational and research activities in the program.</p>	<p>logbook of working condition, etc.*.</p> <ul style="list-style-type: none"> - New facilities and upgrading plans. - Budget for facilities and infrastructure*. - Statistics of data on dimensional measurements of office, classroom and functional facilities, etc. that is used as a basis for determination of the space-to-student ratio at school/in the study program*.
<p>Criterion 9.2. Libraries and study resources are relevant and up to date to assist in educational and research activities.</p>	<p>1. Libraries and study resources are relevant to assist in educational and research activities.</p> <p>2. Libraries and study resources are up to date to assist in educational and research activities.</p>	<p>1. Libraries and reading rooms are in place to support educational and research activities.</p> <p>2. Libraries and reading rooms operate under rules/regulations/instructions, and are furnished with equipment necessary for their operation⁹.</p> <p>3. There are sufficient study resources (required materials), including textbooks, reference materials, books (hard/soft copies thereof that meet intellectual property regulations), etc. suitable to support educational and research activities.</p> <p>4. (Printed and online) learning materials and</p>	<ul style="list-style-type: none"> - Design plan of the library*. - Catalogues of books, textbooks, learning materials and resources useful for the program*. - Subject/course outline/specifications*. - Instructional and regulatory documents of the library; system for monitoring use of library's materials*. - Written requests, plans, cost estimates, invoices, records of payments for investment in the library (e.g., books, newspapers, magazines, materials, etc.)*. - Comments/feedback from students, lecturers and stakeholders on the level of relevance of the library and study resources used for assisting in educational and research activities.

		resources are up-to-date to meet training and research needs. 5. Data on monitoring of library's activities are available to assist in educational and research activities.	- Catalogues of textbooks, reference books and materials that are annually up-to-date in the assessment cycle*.
Criterion 9.3. Laboratories, practice rooms and equipment are fit and up to date for training and research needs.	1. Laboratories, practice rooms and equipment are fit for training and research activities. 2. Laboratories, practice rooms and equipment are up to date to meet training and research needs.	1. The higher education institution ensures the sufficient number of laboratories, practice rooms and equipment to meet training and research needs. Laboratories and practice rooms are furnished with equipment suitable for training and research activities. 2. Instruments available inside laboratories and practice rooms are maintained, serviced and updated/ upgraded to meet training and research needs. 3. There are persons in charge of the libraries and practice rooms; records and documents required for monitoring, management and assessment of effectiveness of equipment available in these facilities.	- Spatial layout of the library or practice room*. - Classification list of instruments and equipment available in laboratories, practice rooms and equipment that meet training and research needs*. - Manuals, rules and regulations for operation of the laboratory or practice room*. - Instrument or equipment logs*. - Comprehensive report on use of instruments, equipment (i.e., utilization rate, downtime/uptime, operating hours, etc.)*. - Total costs incurred from purchase, repair and maintenance of instruments or equipment*. - Data on feedback from students and stakeholders on laboratories, practice rooms and other instruments or equipment*. - List of instruments and equipment annually updated in the assessment period*.
Criterion 9.4. The information technology system (including	1. The information technology system (including	1. The information technology system (including computers, hardware, software, Internet, websites, etc.) is	- Statistics of computers, hardware, software, IT equipment, websites*. - Logbooks for operation and maintenance of computer rooms,

<p>online learning facilities) is fit and up to date for training and research needs.</p>	<p>online learning facilities) is fit for training and research needs.</p> <p>2. The information technology system (including online learning facilities) is up to date to meet training and research needs.</p>	<p>fit for training and research activities.</p> <p>2. The information technology system is stable and safe for training and research activities.</p> <p>3. The information technology system is repaired, maintained, serviced and updated to meet training and research needs.</p> <p>4. Feedback on how the information technology system meets the training and research needs is received from students and stakeholders.</p>	<p>hardware, software, communications networks, online meeting rooms, websites*.</p> <p>- Comments/feedback from students, lecturers and stakeholders on the level of relevance of the IT system used for assisting in educational and research activities*.</p> <p>- List of computers, hardware, software, etc. that are annually up-to-date in the assessment cycle*.</p> <p>- Documents stating appointment of the division/person in charge of the IT system*.</p>
<p>Criterion 9.5. Environmental, health and safety standards are determined and implemented by taking into consideration handicapped students' special needs.</p>	<p>1. Environmental, health and safety standards are determined by taking into consideration handicapped students' special needs.</p> <p>2. Environmental, health and safety standards are implemented by taking into consideration</p>	<p>1. Regulations on environmental, health and safety standards that are determined are aligned with current regulations by taking into consideration handicapped students' special needs.</p> <p>2. Regulations on environmental, health and safety standards are implemented.</p> <p>3. Feedback from students and stakeholders on environmental, health and safety standards that take into consideration handicapped students' special needs is welcomed.</p>	<p>- Regulatory documents on environment, health and safety criteria introduced by the higher education institution*.</p> <p>- Data on training sessions/exercises on responses to occupational incident, fire, food poisoning or environment, health and safety emergencies each year*.</p> <p>- Preliminary/final review reports on implementation of environmental health and safety standards, etc.</p> <p>- Data on feedback from students and stakeholders on environmental health and safety activities (especially feedback from handicapped students)*.</p>

	handicapped students' special needs.		
Standard 10. Quality improvement			
Criterion 10.1. Feedback and needs of stakeholders are used as a basis for designing and developing the academic curriculum.	1. Feedback and needs of stakeholders are used as a basis for designing the academic curriculum. 2. Feedback and needs of the stakeholders are used as a basis for developing the academic curriculum.	1. The system for collecting information about human resource needs when designing the academic curriculum and feedback from stakeholders (including experts, administrators, academic and research staff, support staff, students, representatives of socio-professional organizations, employers and graduates) is in place. 2. Feedback and needs of stakeholders are collected, handled and used for designing and developing the academic curriculum.	- Documents stating task assignment/procedures for collection of feedback from stakeholders for design and development of the curriculum*. - Forms/data/reports used in the surveys on stakeholder inputs for design and development of the curriculum*. - Reports/records of/conclusions obtained from group discussions, dialogues and tracer studies, etc. - Feedback on the curriculum from stakeholders*. - Documents/materials pertaining to adjustment/evaluation, enclosing the old and new version of the study program and curriculum in the assessment cycle*. - Statistical chart of stakeholder demands in the assessment cycle*.
Criterion 10.2. Curriculum design and development activities are established, assessed and improved.	1. Curriculum design and development activities are established. 2. Curriculum design and development activities are assessed.	1. Curriculum design and development process is in place. 2. Curriculum design and development process is reviewed and developed. 3. Curriculum design and development process is improved.	- Documents setting forth regulations on the curriculum design and development process*. - Forms/data/reports used in the surveys on stakeholder inputs into design and development of the curriculum*. - Reports/records of/conclusions drawn from group discussions, dialogues, tracer studies, etc. providing feedback on the curriculum and subject/course.

	3. Curriculum design and development activities are improved.		- Reports on assessment/review/improvement/appraisal of the curriculum design and development process*.
Criterion 10.3. Learning and teaching process and student assessment are reviewed and assessed on a regular basis in order to ensure compatibility and conformity with the expected learning outcomes.	1. The learning and teaching process is reviewed and assessed regularly to ensure compatibility and alignment with the expected learning outcomes. 2. The student assessment is reviewed and assessed regularly to ensure compatibility and alignment with the expected learning outcomes.	1. Regulations on the regular review and assessment of the teaching process; the assessment of performance of students, teaching and learning methods, student assessment methods in the study program, are formulated to ensure the compatibility with the expected learning outcomes. 2. The review and assessment of use of teaching and learning methods and student assessment methods in the study program are carried out to ensure the compatibility and alignment with the expected learning outcomes.	- Regulatory documents/manuals for review and assessment of the teaching and learning process; student assessment*. - Records of review/assessment of the teaching and learning process, and student assessment, of the department/faculty/university*. - Records/documents on appraisal of the compatibility and alignment of the teaching and learning process and student assessment with the expected learning outcomes*. - Data on stakeholder feedback on the teaching and learning process and learning results*. - Proceedings for innovation in teaching and learning, etc. activities.
Criterion 10.4. Research findings are utilized to improve learning and teaching quality	1. Research findings are utilized to improve learning and teaching activities.	1. There are scientific researches on teaching and learning activities. 2. Scientific research findings are used as/translated into teaching lessons in the curriculum.	- Scientific research file*. - Information about research findings and products utilized to improve learning and teaching activities*. - Conferences, seminars, initiatives, experience, etc. that help communicate and apply research findings*.

		3. Research findings are used for improving teaching activities of lecturers and learning activities of students.	
Criterion 10.5. Quality of supporting services and utilities (e.g., those available at libraries, laboratories, information technology systems and other necessary services) is assessed and improved.	1. Quality of supporting services and utilities (e.g., those available at libraries, laboratories, information technology systems and other necessary services) is assessed. 2. Quality of supporting services and utilities (e.g., those available at libraries, laboratories, information technology systems and other necessary services) is improved.	1. There are regulatory documents setting out regulations on quality of supporting services and utilities available at libraries, laboratories, information technology systems and other necessary services. 2. Satisfaction of supporting services and utilities available at libraries, laboratories, information technology systems and other necessary services (e.g., student advisory, student service, staff union, extracurricular activities, etc.) is measured. 3. Improvement of the quality of supporting services and utilities available at libraries, laboratories, information technology systems and other necessary services is carried out.	- Regulatory documents on assessment of quality of supporting services and utilities*. - Data on assessment, results of survey/assessment of supporting services and utilities*. - Records/conclusions/decisions/invoices or proofs of improvement of quality of supporting services and utilities*. - Information about results of improvement of the quality of supporting services and utilities available at libraries, laboratories, information technology systems and other necessary services*.
Criterion 10.6. The stakeholder feedback mechanism is logical, assessed and improved.	1. The stakeholder feedback mechanism is logical. 2. The stakeholder feedback	1. The stakeholder feedback mechanism is logical. 2. The stakeholder feedback mechanism is assessed. 3. The stakeholder	- Regulatory documents on functions and duties of the unit/division collecting stakeholder feedback*. - Regulatory documents/manuals for procedures, tools and methods for collection, sorting, handling and use of stakeholder feedback*.

	mechanism is assessed and improved.	feedback mechanism is improved.	- Information about results of assessment and improvement of the feedback mechanism*.
Standard 11. Output and outcomes			
Criterion 11.1. Dropout or graduation rate is established, monitored and benchmarked for improvement of quality.	1. Dropout or graduation rate is established. 2. Dropout or graduation rate is monitored. 3. Dropout or graduation rate is benchmarked for improvement of quality.	1. Dropout or graduation (by due dates that are not extended) rate is established. List of dropouts and graduates are up-to-date annually. 2. Dropout or graduation rate is assessed, analyzed and monitored. 3. Dropout or graduation rate is benchmarked annually for improvement of quality of the study program.	- Student database, including data used for statistics, monitoring, reporting and assessment of the graduation or dropout rate in the last five years of the assessment cycle ¹⁰ *. - Information about dropout or overdue graduation causes. - Information about intramural/extramural benchmarking of graduation or dropout rates; report on assessment and forecast of trends in graduation or dropout rates of students taking the study program and proper quality improvement measures.
Criterion 11.2. Average time to graduate is established, monitored and benchmarked for improvement.	1. Average time to graduate is set. 2. Average time to graduate is monitored. 3. Average time to graduate is benchmarked for quality improvement.	1. Average time to graduate of students taking a study program is calculated for use in all types/forms of education in the assessment cycle. 2. Causes of late graduation are discovered and analyzed to recommend measures to assist students in maximally reducing the learning duration to the minimum. 3. Final review/assessment of effectiveness of measures to assist students in shortening the	- Documents on establishment/appointment of the division in charge of monitoring graduation time; documents on introduction of procedures for monitoring of average time to graduate*. - Student database, including data used for statistics/monitoring, reporting of the graduation or dropout rate in the last five years of the assessment cycle*. - Handbook/document for discovery and analysis of causes of late graduation; logbook for consulting/assisting students in shortening the graduation time*.

		graduation time is made.	<ul style="list-style-type: none"> - Domestic and international benchmarking of average time to graduate of students taking a study program in all forms of education. - Report on assessment and forecast of trends in average time to graduate of students taking a study program and proper quality improvement measures.
Criterion 11.3. Post-graduation employment rate is established, monitored and benchmarked for improvement.	<p>1. Post-graduation employment rate is established.</p> <p>2. Post-graduation employment rate is monitored.</p> <p>3. Post-graduation employment rate is benchmarked for improvement.</p>	<p>1. The division/procedures for statistics/retention of the list of the employed graduates with their job positions, average income rates and employers are in place during the assessment period.</p> <p>2. Reliable data on the rate of employed students in the last six months or in the 12 months after graduation.</p> <p>3. Benchmarking the rates of employed graduates between study programs of the same higher education institution in a form of education, or benchmarking such rates in the same domestic/international study area/specialization, is carried out.</p> <p>4. Discussing, analyzing the causes, and recommending remedies; implementing plans to assist graduates in finding jobs.</p>	<ul style="list-style-type: none"> - Documents on establishment/appointment of the division in charge of monitoring and contacting graduates; documents on introduction of procedures for implementation/budget for support for graduates not yet getting jobs*. - Graduate database (within 2 years after graduation), including data used for statistics, monitoring, reporting/assessment of the graduation rate, employment rate and average income of students graduating courses in the assessment cycle*. - Handbook for discovery and analysis of the causes of unemployment of the graduates; logbook for consulting/assisting graduates in getting jobs*. - In-house, domestic/international benchmarking data on the rates of employment of graduates; report on assessment and forecast of trends in employment*. - Data on the survey/exchange/negotiation between employers that aims to connect enterprises with the higher education institution in all stages of the job training and seeking process*.
Criterion 11.4. Types and	1. Types and quantity of	1. Types and quantity of research activities of	- Research plan/strategy of the higher education institution aimed at

<p>quantity of research activities of students are established, monitored, and benchmarked for improvement of education quality.</p>	<p>research activities of students are established.</p> <p>2. Types and quantity of research activities of students are monitored.</p> <p>3. Types and quantity of research activities of students are benchmarked for improvement of education quality.</p>	<p>students are established.</p> <p>2. Types and quantity of research activities of students are monitored.</p> <p>3. The system for monitoring and supervision of types of research and research activities of students is in place¹¹.</p> <p>4. Benchmarking types and quantity of research activities of students between study programs in the same higher education institution, or between different higher education institutions, is carried out.</p> <p>5. There are recommendations/funding of science aligned with growth trends in the modern context and suiting students' competences.</p>	<p>students*.</p> <p>- Statistics and assessment of research activities of students in the assessment cycle*.</p> <p>- Data on financial sources intended for students' research activities in the assessment cycle*.</p> <p>- Data on organization of final review seminars or academic conferences for presentation of research findings that show research recommendations aligned with the context, objectives, vision and mission of the higher education institution*.</p> <p>- Domestic and international benchmarking in terms of types of research and quantity of research activities of students taking the corresponding study programs*.</p>
<p>Criterion 11.5. Satisfaction level of stakeholders is established, monitored and benchmarked for improvement.</p>	<p>1. Stakeholder satisfaction level is established.</p> <p>2. Stakeholder satisfaction level is monitored.</p> <p>3. Stakeholder satisfaction level is benchmarked for</p>	<p>1. Statistics, analysis and assessment of satisfaction level of stakeholders (e.g., academic, support staff members, students, graduates, employers) in terms of research activities, lecturer, student support services, facilities, etc. are carried out.</p> <p>2. Level of satisfaction is checked against that shown in the previous satisfaction survey into satisfaction with the study program itself or other intramural or extramural study</p>	<p>- Regulations on procedures/methods, tools and criteria for measurement of satisfaction of stakeholders (e.g., students, graduates, academic, research staff members, employers, employees, administrators)*.</p> <p>- Database and final report showing survey results obtained from specific surveyed objects each year.</p> <p>- Assessment form/survey data, assessment report/statistic report related to level of stakeholder satisfaction*.</p> <p>- Results of analysis of survey data and plan for review and improvement of</p>

	improvement programs. t.	3. The results of the survey on satisfaction level and benchmarking are used as a basis to plan quality improvement activities.	tools and procedures for survey and program quality improvement activities.
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Notes:

1. “Recommended sources of evidence”: Those marked with * are evidence that is commonly used and directly relates to criteria requirements. In the course of assessment, higher education institutions can reference these recommended sources of evidence to find proper evidence and add more evidence (if any); external assessment commissions can use additional sources of evidence, e.g. responses that they receive when conducting surveys or interviews during the assessment process.

2. Evidence encompasses both digital files and hard copies. In principle, in order to prove an activity (via a reference point) that has been carried out annually in the last five years of the assessment cycle, higher education institutions should collect all evidence existing in this five-year period. However, in order to assess whether a criterion attains rank-4, in 2020, evidence existing in the last 4 years is required; as from 2021, evidence existing in the last 5 years is required in full.

1 Including: Name of the higher education institution; title of the qualification/degree; name of the study program; objectives, expected learning outcomes of the study program; student selection and admission criteria; curriculum structure; skill matrix (demonstrating the contribution made by courses to achievement of the expected learning outcomes); subject/course outline/specifications; date of design or revision of program specifications.

2 Including: Name of the unit/name of the lecturer in charge of teaching activities; name of the subject/course; total academic credits; objectives and expected learning outcomes of the subject/course, matrix connecting content of chapters or items with courses; subject/course structure; teaching and learning method; exam/assessment method; main materials and references.

3 Prerequisite courses; course duration; implementation date/semester, etc.

4 Intake assessment, midterm exam, in-process assessment, course final test and graduation test; exam/test, assessment types/methods.

5 Including criteria regarding academic qualification, experience, language proficiency, teaching or research competency, community contribution, etc.

6 Research competence; competence in formulating, designing and implementing the curriculum; competence in selecting and applying the teaching and assessment method aligned with requirements concerning the expected learning outcomes; competence in applying and utilizing information technology to facilitate teaching activities; competence in supervising and self-assessing quality; research and community contribution competence, etc.

7 Criteria for assessment of academic qualification, professional skills, moral conducts, responsibility, performance, etc.

8 Self-assessment, assessment conducted by seniors, colleagues and students, etc.

9 Seats, desks and chairs, computers/devices, search software, printers, etc.

10 Including: Enrolment year, total enrolment, total students graduating by, on due dates or late (the graduation due date is the prescribed date on which a course is completed), total dropouts in the first, second, third and fourth academic year.

11 Regulations/instructions for researches and budget for students' researches; documents used for monitoring the progress of and assessing researches, research support and publication, etc.

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