

MINISTRY OF EDUCATION
AND TRAINING
DEPARTMENT OF
EDUCATIONAL TESTING
AND ACCREDITATION

SOCIALIST REPUBLIC OF VIETNAM
Independence – Freedom – Happiness

No.: 1480/KTKDCLGD-KDDH

Hanoi , August 29, 2014

*Re: Guidelines for the external assessment of
the quality of universities, colleges and
vocational schools*

- To:**
- Tertiary institutions, academies;
 - Universities, colleges and vocational schools;
 - Educational quality accreditation bodies.

Pursuant to the Circular No. 62/2012/TT-BGDĐT dated December 28, 2012 of Minister of Education and Training on the stipulation of procedure and period of education quality accreditation of universities, colleges and vocational schools, the Department of Educational Testing and Accreditation provides guidelines for the external assessment of the quality of universities, colleges and vocational schools (which have completed the self-assessment according to the set of standards in the assessment of the institutional education promulgated by the Minister of Education and Training) from the year 2014 as follows:

I. EXTERNAL ASSESSMENT TEAM

1. Establishment of external assessment team

The director of the educational quality accreditation body makes decision on the establishment of the external assessment team with the quantity and standards of members as regulated in Article 19 of the Circular No. 62/2012/TT-BGDĐT.

Members of the external assessment team should participate in educational accreditation activities on a voluntary basis. Concurrently, they have to make commitment or agreement with the educational accreditation body on professional ethics: keep secret of information on external assessment activities as regulated in Clause 3 Article 20 of the Circular No. 62/2012/TT-BGDĐT; respect for interviewees, members of the assessed educational institution and other members of the external assessment team, etc.

2. Roles and responsibilities of members of the external assessment team

a) Head of the external assessment team

The team's head shall manage the team's activities; bear the prime responsibility for making assessment plan and assigning tasks to the team's members; ensure the execution of the survey planning at the educational institution and the management of the team's activities; on behalf of the team, inform and discuss with the educational institution about the team's survey results, opinions and advices for the educational institution; bear the prime responsibility for making the report on the examination of the self-assessment documents, the report on results of the survey at the educational institution and the team's external assessment report; gather all documents relating to the team's activities and send them to the educational quality accreditation body for

retention after finishing the external assessment period; prepare documents for response to complaints or questions relating to the external assessment team's activities.

b) Secretary

The secretary shall assist the head of the external assessment team to make plans, develop the team's activities and establish the team's reports, participate in activities according to the team's general plan and perform other tasks as assigned by the team's head. To be specific: make plans, gather documents for preparing reports, record contents of the team's discussions, participate in the process of preparing reports and completing official reports, and perform other tasks as assigned by the team's head.

c) Members

Members of the external assessment team shall participate in activities according to the team's general plan, perform other tasks as assigned by the team's head and participate in the completion of the team's official reports.

Standing member shall also together with the secretary assist the team's head in preparing and developing the team's activities.

3. Working principle of the external assessment team

The external assessment team works on the principle of democratic centralism, and makes decisions on by common assent.

The team's head shall organize the team's meeting to directly discuss and make final decision on contents that are not passed by more than 2/3 of the external assessment team's members.

II. EXTERNAL ASSESSMENT STEPS

1. Step 1: Preparation

a) The preparation for the external assessment shall be officially performed after the educational institution and the educational quality accreditation body have verified the educational institution's self-assessment report and entered into the contract for the external assessment as regulated in Article 17 of the Circular No. 62/2012/TT-BGDĐT.

b) The educational quality accreditation body shall establish the external assessment team and transfer the educational institution's self-assessment report and related documents to the external assessment team, including: (i) The educational institution's self-assessment report (including attached annexes and list of evidences); (ii) Decision on the establishment of the external assessment team; (iii) Guidelines for the external assessment of the quality of universities, colleges and vocational schools; (iv) Related documents: Regulations on procedure and period of educational quality accreditation of universities, colleges and vocational schools; Regulations on standards in the assessment of the educational quality of a university (or college or vocational school, depending on the assessed educational institution); Guidelines for the self-assessment by universities, colleges and vocational schools.

c) The educational quality accreditation body shall work with the external assessment team's head, secretary and standing member (with or without the presence of other members of the external assessment team) to reach an unanimous agreement on the team's working plan and assign specific tasks to each member of the team.

d) The external assessment team's head and secretary shall prepare the draft of *the external assessment plan*, in which the preliminary and official survey plans are specified (using the form stated in the Annex 1), and discuss with and assign tasks to the team's members.

dd) The external assessment team's members conduct the examination of the educational institution's self-assessment documents in advance according to the following order:

- Read and verify the entire structure of the self-assessment report and examine related documents;
- Conduct a careful examination of report contents concerning standards and criteria assigned to each member;
- Make and send remarks on the self-assessment report (using the form stated in the Annex 2) to the team's head and secretary.

2. Step 2: Examination of self-assessment documents

After all members have sent their remarks on the self-assessment report, the team's head shall convene the team's meeting to concentrate on works from 1 to 2 days. The external assessment team shall perform the following works:

a) Examine and discuss about remarks on the self-assessment report submitted by the team's members.

b) Discuss to reach unanimous agreement on the following contents:

- Consider the suitability of the structure of the self-assessment report for regulations in the *Guidelines for the self-assessment by universities, colleges and vocational schools (The Official Dispatch No. 462/KTKDCLGD-KDDH dated May 09, 2013 of the Department of Educational Testing and Accreditation)*;

- Mark remarks on the educational institution's self-assessment report according to the following contents: (i) Description of the educational institution's activities in comparison with requirements on concerned criteria; (ii) Analysis and comparison between strengths, weaknesses and explanations thereof; (iii) Determination of points that need improvement of quality and the educational institution's solutions; (iv) Use of information and evidences in the self-assessment report; the sufficiency and suitability of the information and evidences relating to the criteria-based assessing result; (v) Writing, spelling, arguments and explanation stated in the self-assessment report; (vi) Comprehensive evaluation of the self-assessment report;

- Give opinions on criteria that have been not assessed or have been analyzed and assessed in an inappropriate way resulting in the lack of grounds to determine that whether the concerned criterion is considered as "fulfilled" or "not fulfilled";

- Make the list of criteria whose information and evidences must be re-examined and checked;

- Make the list of documents that must be examined and supplemented;

- Estimate the quantity and composition of interviewees in the official survey at the educational institution (the educational institution's heads, managerial officials, employees, deans of faculties, heads of subjects, lecturers, teachers, learners, graduates and recruiters). With regard to interviewees that are lecturers, teachers, learners, graduates and recruiters, each group of interviewees must include 15 - 25 persons; the age structure of lecturers must be ensured and

they must be representatives of different faculties and subjects (they do not concurrently hold the position of the educational institution's heads or managerial officials); the quantity of learners must be selected in a reasonable proportion according to the quantity of learners of each academic year, and those of each faculty and each training major, and the ratio of class's executives to other students must be proper; the quantity of graduates are selected from different academic years (graduates must be not the educational institution's officials); recruiters are suitably selected from concerned specialized fields and must be heads of units that directly employ the educational institution's graduates;

- Plan contents and methods for interviewing each group of interviewees;
- Plan main activities and extracurricular activities that should be observed at the educational institution;
- Plan facilities that should be examined;
- Anticipate events that might happen.

c) The team's secretary shall summarize aforesaid contents to form *the draft of the report on the examination of self-assessment documents* (using the form stated in the Annex 3).

d) The external assessment team's head send *the draft of the report on the examination of self-assessment documents, the draft of the preliminary survey plan and the draft of the official survey plan* to the team's members. The external assessment team's head send *the report on the examination of self-assessment documents, the draft of the preliminary survey plan and the draft of the official survey plan* to the educational quality accreditation body after such documents have been passed by more than 2/3 of the team's members; The educational quality accreditation body shall send the Official Dispatch on the external assessment team's working plan to the assessed educational institution.

dd) After the external assessment team's working plan has been passed by the assessed educational institution, the educational quality accreditation body shall send *the report on the examination of self-assessment documents, the preliminary survey plan and the draft of the official survey plan* to the assessed educational institution for examination before the preliminary survey is performed.

3. Step 3: Preliminary survey at the assessed educational institution

The external assessment team's head and secretary (with or without the presence of other members) shall carry out the preliminary survey at the assessed educational institution within 15 days after the self-assessment documents have been examined. The preliminary survey shall include the following contents:

- The external assessment team shall inform and discuss with the educational institution about the following contents: (i) Results of the examination of self-assessment documents; (ii) Discuss and reach unanimous agreement on the official survey plan, including: period of the official survey and the educational institution's preparations for the official survey (documents, evidences, interviewees, visited and surveyed places, observed activities and requirements on facilities, equipment and supports for the external assessment team);
- When the preliminary survey is completed, the two parties shall enter into *the memorandum of understanding* (using the form stated in the Annex 4).

- The external assessment team's head shall send such *memorandum of understanding* to the educational quality accreditation body.

4. Step 4: Official survey at the assessed educational institution

a) Period of survey: The external assessment team shall carry out the official survey at the educational institution within 3 – 4 days depending on the educational institution's scale and the nature of the quality assessment period.

b) The official survey shall including the following main activities: (i) The external assessment team's head shall hold a meeting to re-define tasks of each member and expound to them the method and plan for performing the official survey; (ii) The external assessment team shall organize meetings with the educational institution's heads and self-assessment panel; (iii) The external assessment team shall examine evidences and documents provided by the educational institution; (iv) The external assessment team shall visit and carry out interviews and discussions at faculties, departments and divisions; visit library, classrooms, labs, workshops, dormitory and student club, etc.; observe main activities and extracurricular activities; interview the educational institution's heads, managerial officials, employees, heads of faculties and subjects, lecturers, learners, graduates and recruiters; (v) The external assessment team shall prepare *the report on the official survey at the educational institution*.

c) Ending each working day, the external assessment team shall hold a meeting to summarize day works and adjust necessary points of the working plan of the next day. The day meeting shall concentrate on the specialized contents, including: (i) Discuss about new findings, notes of information and data of the survey; (ii) Discuss about contents of each criteria: strengths and evidences thereof; weaknesses and solutions; ambiguous points; results of each criterion; (iii) Prepare summary table of criterion-based assessment results; (iv) Reach unanimous agreements on strengths and weaknesses of each criteria and the team's suggestions for the assessed educational institution.

d) At the end of the survey, the external assessment team's members shall make *criterion-based in-depth examination* reports (using the form stated in the Annex 5) and submit them to the secretary.

dd) The team's secretary shall collect *criterion-based in-depth examination* reports submitted by the team's members and prepare the draft of *the report on the official survey at the educational institution* (using the form stated in the Annex 6).

e) The external assessment shall discuss about the draft of *the report on the official survey at the educational institution*. The discussion aims to reach unanimous agreement on opinions of strengths and main weaknesses of each standard, and determine whether the criterion whose assessing results by the educational institution are different from those by the external assessment team's members shall be considered as "fulfilled" or "not fulfilled". The report on the official survey must be passed by at least 2/3 of the team's members.

g) Before the survey is finished, the external assessment team shall work with the educational institution's heads and self-assessment panel to announce the team's performed works and findings from the survey, and the two parties shall enter into the *record of completion of the official survey* (using the form stated in the Annex 7). The team's head shall send the survey report and the record of completion of the official survey to the educational quality accreditation body.

5. Step 5: External assessment report

a) The external assessment team's members shall complete and send their assigned parts of the external assessment report to the team's head and secretary to form the team's external assessment report (using the form stated in the Annex 8 and applying regulations on presentation of the external assessment report stated in the Annex 9).

Materials used to prepare the external assessment report include: (i) The educational institution's self-assessment report; (ii) Preliminary report; (iii) Member's remarks on self-assessment report; (iv) Report on the examination of self-assessment documents; (v) Report on the summation of criterion-based in-depth examination results; (vi) *Memorandum of understanding* of the preliminary survey; (vii) *Record of completion of the official survey*; (viii) Report on the official survey at the educational institution.

b) The secretary shall send the first draft of the external assessment report to all members for taking suggestions. If the first draft of the external assessment report is not passed by the team's members, the secretary shall adjust and send the second draft to all members. If the second draft is still not passed by more than 2/3 of the team's members, the team's head shall organize the final discussion and the head's decision shall be the final.

c) After all contents of the draft of the external assessment report have been passed, the external assessment team's head shall send this draft to the educational quality accreditation body. After such draft has been passed by the educational quality accreditation body, the external assessment team's head shall send it to the assessed educational institution for taking suggestion.

d) Within 15 days as of the receiving date of the draft of the external assessment report, the educational institution must send the official dispatch to the external assessment team via the educational quality accreditation body, specifying their consent or dissent against the draft of the external assessment report. In case of dissent against the draft of the external assessment report, the educational institution must specify reasons and evidences thereof. Over the aforesaid time-limit, if the educational institution does not response to the external assessment team, it is considered as to have consented to the draft of the external assessment report.

dd) Within 15 days as of the receiving date of the educational institution's response or since the time-limit for the educational institution's response is over, the external assessment team shall send notice of whether the suggestions are accepted or rejected. If the suggestions are rejected, reasons thereof must be specified in the notice.

e) The external assessment team shall perfect the external assessment report, get signatures of its members and send the external assessment report, all related documents and e-files to the educational quality accreditation body.

III. SUPPORTS AND RETENTION OF ASSESSMENT DOCUMENTS

1. Supports

a) The educational quality accreditation body shall facilitate the accommodation, travel, and provide safe and convenient working conditions for the external assessment team. To be specific:

- If the external assessment team uses a car for travel, such car must bear the “Đoàn Đánh giá ngoài” (“External assessment team”) banner;

- During the survey at the educational institution, if the external assessment team must stay at the educational institution, the accommodation shall be arranged outside the campus of the educational institution;

- Each member of the external assessment team must bear the member card during the survey at the educational institution. The member card includes the following contents: heading “Đoàn Đánh giá ngoài” (“External assessment team”), full name and role (team's head, secretary, etc.).

b) The assessed educational institution shall:

- Arrange a separate office with sufficient equipment (computers, projector, printer and printing paper, etc.), and provide drinks during the official survey of the external assessment team at the educational institution. The banner saying “Phòng làm việc của Đoàn Đánh giá ngoài, từ ngày... đến ngày...” (“Office of the external assessment team, from (date).....to (date).....”) shall be hung outside the office’s door;

- Arrange space enough for interviewing concerned individuals;

- The educational institution should publicly announce the information on the external assessment to its officials, lecturers, employees and learners. In addition, they should be facilitated in contacting and providing information to the external assessment team.

2. Retention of assessment documents

Documents of working results of the external assessment team (regulated in the Annex 10) shall be retained for a long term at the educational quality accreditation body.

These are general guidelines for the external assessment of the quality of a universities, colleges and vocational schools. The educational quality accreditation bodies can supplement other forms to use in the external assessment provided that assessment procedure must be ensured as regulated in the Circular No. 62/2012/TT-BGDĐT dated December 28, 2012.

During the execution of this document, difficulties or proposals shall be reported to the Department of Educational Testing and Accreditation, at 30 Ta Quang Buu, Hai Ba Trung, Hanoi, email: kiemdinh.dhtccn@moet.edu.vn; telephone: 04.39747108; fax: 04.39747109.

Regards./.

**FOR DIRECTOR
DEPUTY DIRECTOR**

Pham Xuan Thanh

ANNEXES

(Enclosed to the Official Dispatch No. 1480/KTKDCLGD-KDDH dated August 29, 2014 by the Department of Educational Testing and Accreditation)

Annex 1: Form of the external assessment plan

- Annex 2: Form of remark on the educational institution’s self-assessment report
- Form 3: Form of the report on the examination of self-assessment documents
- Form 4: Form of the memorandum of understanding after the preliminary survey
- Annex 5: Form of summary table of criterion-based in-depth examination results
- Annex 6: Form of the report on the official survey
- Annex 7: Form of the record of the completion of the official survey
- Annex 8: Form of the external assessment report
- Annex 9: Regulations on presentation of the external assessment report
- Annex 10: List of retained documents

Annex 1: Form of the external assessment plan

**NAME OF THE
EDUCATIONAL QUALITY
ACCREDITATION BODY**

**SOCIALIST REPUBLIC OF VIETNAM
Independence – Freedom – Happiness**

Hanoi , day.....month.....year 20.....

EXTERNAL ASSESSMENT PLAN

...(NAME OF THE EDUCATIONAL INSTITUTION)

1. Objectives of the external assessment

The external assessment aims to certify the accuracy and objectiveness of the self-assessment report of the educational institution that applies for the quality accreditation according to standards in the assessment of the quality of universities/colleges/vocational schools promulgated by the Ministry of Education and Training at the consolidated document No. 06/VBHN-BGDDT/ 07/VBHN-BGDDT/ 08/VBHN-BGDDT dated March 04, 2014.

2. Assessment scope

Carry out the assessment on all activities of the educational institution according to the self-assessment scope of the educational institution applying for quality accreditation.

3. The external assessment team

The external assessment team is established pursuant to the Decision No. dated..... of the Director of (Decision and list attached herewith).

Activities of the external assessment team

4.1. Preparation for the external assessment team’s activities

No.	Contents	Performed by	Period
1	Prepare and send self-assessment documents to the external assessment team	The educational quality accreditation body	Immediately after decision on the

			establishment of the external assessment team is granted
2	Assign tasks of criterion-based in-depth examination to the team's members	The external assessment team's head	1 st week
3	Examine self-assessment documents; carry out in-depth examination of assigned criteria; make remarks on self-assessment report; send reports to the team's secretary and head.	The external assessment team's members	1 st and 2 nd week
4	The external assessment team's secretary shall collect and send remarks on self-assessment report to the team's members for examination before the team's meeting is organized.	Secretary	2 nd week

4.2. Examination of self-assessment documents

Period: 1-2 days.

Location:.....

Schedule:

Period	Contents	Performed by
	- Continue the in-depth examination of criteria.	All members
	- Hold a meeting to discuss about remarks on the self-assessment report submitted by the team's members.	All members
	- Reach unanimous agreement on the adjustment of the survey plan at the educational institution and define tasks of each member.	Team's head
	- Prepare the report on the examination of self-assessment documents, suggestions and the draft of the survey plan.	Team's head and secretary
	- Organize the team's meeting and announce results of the examination of self-assessment documents, plan for preliminary survey and the draft of the plan for official survey.	All members
	- Send the report on the examination of self-assessment documents, the plan for preliminary survey and the draft of the plan for official survey to the educational quality accreditation body.	Team's head

4.3: Preliminary survey at the assessed educational institution

Working period at the assessed educational institution (1 day):

Location:.....

Schedule:

Period	Contents	Performed by
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	Hold a meeting with the educational institution's heads and self-assessment panel:	The external assessment team's head, Secretary and other members (if any);
	- Announce and discuss about results of the examination of self-assessment documents and the external assessment team's plan for survey;	
	- Reach unanimous agreements on the educational institution's preparations for the official survey and the period of the official survey.	The educational institution's heads and self-assessment panel; The representative of the educational quality accreditation body may be invited.
	Enter into the memorandum of understanding of performed works.	Team's head The educational institution's heads

4.4: Official survey at the assessed educational institution

Period: 3-4 days.

Location:

Plan for the official survey:

Period	Survey contents
1st day	
	Hold a meeting with the educational institution's heads and self-assessment panel over the following contents: - Introduce members of the external assessment team, purposes and scope of the official survey. - Inform the educational institution of the team's concerns after the team has examined the educational institution's self-assessment documents. - Briefly introduce about the educational institution, the self-assessment panel and the self-assessment process.
	Examine documents provided by the educational institution, information and evidences; consider essential matters; request the educational institution to supplement documents (when necessary).
	Continue the examination of documents provided by the educational institution; discuss about arisen problems and adjust the assignment of tasks to each member of the external assessment team (when necessary).
	Meet, exchange and interview members of the educational institution's self-assessment panel.
	Receive the educational institution's officials, lecturers, employees and learners (if any).
	Preliminarily summarize day works, adjust the survey plan and reach another agreement with the educational institution (when necessary).
2nd day	

	Meet, exchange and interview the educational institution's lecturers.
	Visit, exchange information and make observation at faculties, departments and relevant units.
	Visit and make observation at the library, classrooms, labs, workshops, dormitory, student club and extracurricular activities, etc.
	Receive the educational institution's officials, lecturers, employees and learners (if any).
	Preliminarily summarize day works and adjust the survey plan (when necessary).
3rd day	
	Observe teaching and learning activities in class.
	Meet, exchange information and interview postgraduate students.
	Exchange information and interview the educational institution's managerial officials and employees.
	Discuss with the educational institution's heads about the supplements.
	Receive the educational institution's officials, lecturers, employees and learners (if any).
	Hold the external assessment team's meeting to discuss about new findings and the team's suggestions for the assessed educational institution.
4th day	
	Make the report on survey results and suggestions for the educational institution.
	<ul style="list-style-type: none"> - The external assessment team shall hold a meeting with the educational institution's heads and self-assessment panel to announce survey results. - The team's head and the educational institution's head shall enter into the record of the completion of the official survey.

4.5: Establishment of external assessment report

Schedule for preparing the external assessment report:

No.	Contents	Performed by	Period
1	Draft the external assessment report	Team's head and secretary	1 st week after the survey
2	Send the draft of the external assessment report (1 st draft) to the external assessment team's members.	Team's head and secretary	2 nd week
3	Give ideas to the draft of the external assessment report (1 st draft)	All members	2 nd week
4	Repair and send the draft of the external assessment report (2 nd draft) to the external assessment team's members.	Team's head and secretary	3 rd week
5	Give ideas to the draft of the external assessment report (2 nd draft)	All members	3 rd week
6	Hold the external assessment team's meeting to reach unanimous agreement on the draft of the	All members	4 th week

	external assessment report (if the 2 nd draft of the external assessment report has been not yet passed by 2/3 of the team's members)		
7	Send the draft of the external assessment report to the educational quality accreditation body. After such draft has been passed by the educational quality accreditation body, the external assessment team shall send it to the assessed educational institution for taking suggestion (within 15 days).	Team's head and secretary	4 th week
8	Complete the official report on the external assessment and send it to the educational quality accreditation body.	Team's head and secretary	15 days as of the receiving date of the educational institution's response

Enclosed to the Annex 1: Assignment of criteria-based in-depth examination tasks

No.	Full name	Role in the external assessment team	Assigned criteria to carry out the in-depth examination
1		Team's head	
2		Secretary	
3		...	

Annex 2: Form of the remark on the educational institution's self-assessment report

REMARK ON THE SELF-ASSESSMENT REPORT

Full name of the maker of remark:

The assessed educational institution:

1. Consider the suitability of the structure of the self-assessment report for regulations in *the Guidelines for the self-assessment by universities, colleges and vocational schools* (The Official Dispatch No. 462/KTKDCLGD-KDDH dated May 09, 2013 of the Department of Educational Testing and Accreditation – Ministry of Education and Training).
2. Writing, spelling, arguments and explanation in the self-assessment report.
3. Description of the educational institution's activities in comparison with requirements on concerned criterion.
4. Analysis and comparison of strengths, weaknesses and reasons thereof.
5. Determination of points that need the quality improvement and solutions of the educational institution.
6. Information and evidences used in the self-assessment report.
7. The sufficiency and suitability of the information and evidences relating to the criteria-based assessing result.

8. Criteria that have been missed out or have been analyzed and assessed in an inappropriate way.

9. Comprehensive evaluation of the self-assessment report.

....., *day.....month.....year.....*

Remarked by

(Signature and full name)

Form 3: Form of the report on the examination of self-assessment documents

REPORT ON THE EXAMINATION OF SELF-ASSESSMENT DOCUMENTS

1. Remark on the self-assessment report

- Consider the suitability of the structure of the self-assessment report for regulations in *the Guidelines for the self-assessment by universities, colleges and vocational schools* (The Official Dispatch No. 462/KTKDCLGD-KDDH dated May 09, 2013 of the Department of Educational Testing and Accreditation – Ministry of Education and Training);
- Writing, spelling, arguments and explanation in the self-assessment report;
- Description of the educational institution's activities in comparison with requirements on concerned criterion;
- Analysis and comparison of strengths, weaknesses and reasons thereof;
- Determination of points that need the quality improvement and solutions of the educational institution;
- Information and evidences used in the self-assessment report;
- The sufficiency and suitability of the information and evidences relating to the criteria-based assessing result;
- Criteria that have been missed out or have been analyzed and assessed in an inappropriate way.;
- Comprehensive evaluation of the self-assessment report.

2. The list of documents that must be examined or supplemented.

3. Groups of interviewees (the educational institution's heads, managerial officials, lecturers, employees, learners, graduates and recruiters) and the quantity of each group of interviewees in the official survey at the educational institution.

4. Plan contents of interviews and discussions.

5. Plan facilities that must be examined, and main activities and extracurricular activities that should be observed at the educational institution.

6. Make plan for the preliminary survey.

7. Draft the plan for the official survey at the educational institution.

....., day.....month.....year.....

Secretary

(Signature and full name)

Team's head

(Signature and full name)

Form 4: Form of the memorandum of understanding after the preliminary survey

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MEMORANDUM OF UNDERSTANDING

AFTER THE PRELIMINARY SURVEY OF THE EXTERNAL ASSESSMENT TEAM

.....(NAME OF THE EDUCATIONAL INSTITUTION)

Pursuant to Decision No. dated..... of on the establishment of the external assessment team....., the external assessment team has carried out the preliminary survey at..... (name of the educational institution) on.....

Period: From..... To.....

Participants:

- 1. Members of the educational quality accreditation body, including:
- 2. Members of the external assessment team, including:
- 3. The educational institution....., including:

Works performed by the external assessment team:

- 1. Introduction of members of the external assessment team and purposes of the preliminary survey
- 2. Brief summary of results of the examination of self-assessment documents
- 3. The external assessment team's demands for facilities serving the official survey
 - a) Groups of interviewees requested by the external assessment team;
 - b) Facilities that the external assessment team shall visit in the official survey;
 - c) Suggestions on working conditions of the external assessment team at the educational institution;
 - d) Other suggestions (if any).
- 4. Unanimous agreement on the schedule of the official survey

The two parties have entered into the record of the preliminary survey at....., on.....

**ON BEHALF OF THE EXTERNAL
ASSESSMENT TEAM**

Team's head

**HEAD OF THE EDUCATIONAL
INSTITUTION**

(Signature and seal)

(Signature and full name)

Annex 5: Form of summary table of criterion-based in-depth examination results

SUMMARY TABLE OF CRITERION-BASED IN-DEPTH EXAMINATION RESULTS

Full name of the maker of remark:

The assessed educational institution:

State assigned standards and criteria in succession according to the following structure:

Standard:

Criterion:

1. Strengths
2. Weaknesses
3. Solutions
4. Unsolved matters that must be re-examined or require further information and evidences.
5. Criterion-based assessing result.

....., *day*.....*month*.....*year*.....

Remarked by

(Signature and full name)

Annex 6: Form of the report on the official survey

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REPORT ON THE OFFICIAL SURVEY

The report includes the following contents:

1. Brief summary of contents discussed with the educational institution's heads and self-assessment panel.
2. Findings during the examination of documents provided by the educational institution.
3. Findings during the visitation and discussions at faculties, departments and units; the visitation at the library, classrooms, labs, workshops, dormitory and student club, etc.
4. Findings during the observation of main activities and extracurricular activities.
5. Findings during discussions with lecturers, managerial officials, employees, recruiters, learners and other individuals.
6. Conclusion on strengths and weaknesses of each criterion, the external assessment team's suggestions made on the grounds of findings during the survey at the educational institution.

7. Summary table of criterion-based assessing results.

....., *day*.....*month*.....*year*.....

Secretary

(Signature and full name)

Team's head

(Signature and full name)

Annex 7: Form of the record of the completion of the official survey

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RECORD

**OF THE COMPLETION OF THE OFFICIAL SURVEY
...(NAME OF THE EDUCATIONAL INSTITUTION)**

Pursuant to the Decision No. dated..... of on the establishment of the external assessment team....., the external assessment team has carried out the official survey at..... (name of the educational institution) on.....

Period: From..... To.....

Participants:

1. Members of the educational quality accreditation body (if any), including:
2. Members of the external assessment team, including:
3. ... (name of the educational institution)....., including:

Brief summary of works performed by the external assessment team during the survey at the educational institution:

1. Brief summary of contents discussed with the educational institution's heads and self-assessment panel.
2. Findings during the examination of documents provided by the educational institution.
3. Findings during the visitation and discussions at faculties, departments and units; the visitation at the library, classrooms, labs, workshops, dormitory and student club, etc.
4. Findings during the observation of main activities and extracurricular activities.
5. Findings during discussions with lecturers, managerial officials, employees, recruiters, learners and other individuals.
6. Findings regarding strengths and weaknesses of the educational institution according to the standards in the quality assessment and preliminary summary of criterion-based assessing results.
7. Other findings during the survey
8. The external assessment team's suggestions for the educational institution made on the grounds of findings during the survey.

The two parties have entered into the record of the completion of the official survey at....., on.....

**ON BEHALF OF THE EXTERNAL
ASSESSMENT TEAM**

Team's head

(Signature and full name)

**HEAD OF THE EDUCATIONAL
INSTITUTION**

(Signature and seal)

Annex 8: Form of the external assessment report

Primary and secondary cover pages

NAME OF THE EDUCATIONAL QUALITY ACCREDITATION BODY

EXTERNAL ASSESSMENT REPORT

.....(NAME OF THE EDUCATIONAL INSTITUTION)

Location – Month...../20...

--

List of members of the external assessment team

No.	Full name	Working place	Assigned tasks	Signature
1			Team's head	
2			Secretary	
3			Standing member	
4			Member	
5			Member	
6			Member	
7			Member	

TABLE OF CONTENTS

Page

List of abbreviated words

Part I. Overview

1. Introduction
2. Summary of the external assessment process
3. Summary of the external assessment results
4. Summary of the educational institution's strengths
5. Summary of the educational institution's weaknesses
6. Recommendations to the educational institution

Part II. Standard-based assessment

Standard 1:

Standard 2:

Annexes

Annex A. Brief introduction to the assessed educational institution

Annex B. Summary of self-assessment results of the assessed educational institution

Annex C. Decision on the establishment of the external assessment team

Annex D. Schedule of the external assessment

Annex DD. The Official Dispatch of the assessed educational institution on the external assessment report

Annex E. The external assessment team's notices of accepted or archived suggestions send to the assessed educational institution

PART I. OVERVIEW

1. Introduction

The external assessment team is established under the Decision No..... dated..... of to perform the assessment of the educational quality of (name of the educational institution)

This report includes general information of the external assessment process, assessing results and suggestions for the assessed educational institution. Brief introduction of the educational

institution is stated in Annex A, and decision on the establishment of the external assessment team and the list of members are stated in Annex C.

2. Summary of the external assessment process (in 1 page)

3. Summary of the external assessment results (in 3 pages):

- Comprehensive evaluation of the self-assessment process and the self-assessment report of the educational institution
- The suitability of the structure of the self-assessment report for guidelines for the self-assessment
- Specific evaluations of:
 - + Description of activities relating to the criteria;
 - + Analysis, comparison and conclusion (strengths, weaknesses and reasons thereof);
 - + Determination of points that need the quality improvement and solutions of the educational institution;
 - + The reliability and sufficiency of the information and evidences relating to the criteria-based assessing result;
 - + Writing, presentation and arguments in the self-assessment report.
- The compliance with the set of standards in the assessment of educational quality (all criteria have been properly considered or certain criteria have been missed out and reasons thereof).
- The criteria that have been analyzed and assessed in an inappropriate way or the information and evidences of which were insufficient resulting in the lack of grounds to determine assessing results of concerned criteria.
- Statistics on assessing results:

Assessing results of the external assessment team

Standards	The quantity of criteria	The quantity of “not fulfilled” criteria	The quantity of “fulfilled” criteria	Notes
Standard 1: (Name of standard)				
Standard 2: (Name of standard)				
Standard 3: (Name of standard)				
.....				
Total				

4. The educational institution’s strengths (in 1 page)

Specify strengths in each standard.

5. The educational institution’s weaknesses (in 1 page)

Specify weaknesses that need solutions in each standard.

6. Suggestions for the educational institution (in 1 page)

PART II. STANDARD-BASED ASSESSMENT

(Based on the self-assessment results of the assessed educational institution and the examination of self-assessment documents, the preliminary survey and the official survey at the educational institution, the external assessment team makes assessment on the quality of the assessed educational institution according to each criterion by pointing out strengths, weaknesses and suggestions for dealing with such weaknesses, and determining assessing level of concerned criterion).

Standard i:

Criterion i.1:

1. Strengths
2. Weaknesses and suggested solutions
3. Unsolved matters
4. The criteria-based assessing result level

Comprehensive evaluation (within scope of standard i):

(Specify standards and criteria in succession according to the self-assessment report of the educational institution).

SUMMARY OF SELF-ASSESSMENT RESULTS AND EXTERNAL ASSESSMENT RESULTS

Standard/Criterion	Not fulfilled		Fulfilled		Not assessed	
	Self-assessment	External assessment	Self-assessment	External assessment	Self-assessment	External assessment
<i>Standard 1</i>						
Criterion 1.1						
Criterion 1.2						
....						
<i>Standard 2</i>						
Criterion 2.1						
Criterion 2.2						
...						
<i>Standard 3</i>						
Criterion 3.1						
Criterion 3.2						
....						

Summary of external assessment results:

Criteria	Assessing results					
	Fulfilled		Not fulfilled		Not assessed	
	The quantity	Percentage (%)	The quantity	Percentage (%)	The quantity	Percentage (%)

	of criteria		of criteria		of criteria	
Criterion						

ANNEXES

Annex A. Brief introduction to the assessed educational institution (1-2 pages)

Annex B. Summary of self-assessment results of the assessed educational institution (5-7 pages)

Annex C. Decision on the establishment of the external assessment team and list of members

Annex D. Schedule of the external assessment

Annex DD. The Official Dispatch of the assessed educational institution on the external assessment report

Annex E. The external assessment team's notices of accepted or archived suggestions sent to the educational institution.

Annex 9: Regulations on presentation of the external assessment report

I. Regulations on report presentation

- Paper size: A4.
- Font and font-size: Times New Roman, Unicode, font-size: 14.
- Margins: Top margin: 2cm; Bottom margin: 2cm; Left margin: 3cm; Right margin: 2cm.
- Line spacing: 1.5 lines.
- Other presentation forms and techniques shall comply with prevailing regulation on document presentation.

II. The structure of the external assessment report shall be arranged as follows:

- Primary cover page;
- Secondary cover page;
- List and signatures of members of the external assessment team;
- Table of contents;
- List of abbreviated words (if any);
- Part I. Overview;
- Part II: Standard-based assessment;
- Summary of external assessment results;
- Annexes.

Annex 10: List of retained documents

Retained documents of the assessment job of the external assessment team include:

1. External assessment report;
2. Reports on survey results at the educational institution;
3. Remarks on the self-assessment report submitted by the external assessment team's members;
4. Report on summation of criterion-based in-depth examination results provided by the external assessment team's members;
5. Report on the examination of self-assessment documents;
6. Record of the completion of the preliminary survey;
7. Record of the completion of the official survey at the educational institution;
8. External assessment plan.

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