

AUN-QA

SELF-ASSESSMENT REPORT

ECONOMICS UNDERGRADUATE PROGRAMME

Dak Lak, December 2023



AUN-QA

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**We are pleased to submit this Self – Assessment Report for the assessment of the
Economic undergraduate programe according to the AUN – QA Criteria**

A handwritten signature in blue ink, appearing to be 'Vhe'.

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A handwritten signature in blue ink, appearing to be 'NTHY'.

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LIST OF ABBREVIATION

| No. | ABBREVIATION | MEANING |
|-----|--------------|--|
| 1 | CDIO | Conceive - Design - Implement - Operate |
| 2 | CLO | Course Learning Outcome |
| 3 | DAA | Division of Academic Affairs |
| 4 | DAAPO | Division of Administrative Affairs - Personnel Organization |
| 5 | DECO | Department of Economics |
| 6 | DFM | Division of Facilities Management |
| 7 | DPF | Division of Planning and Finance |
| 8 | DSA | Division of Student Affairs |
| 9 | DSE | Department of Software Engineering 28 LAN Local Area Network |
| 10 | DSTIC | Division of Science-Technology and International Cooperation |
| 11 | DTEQA | Division of Testing and Education Quality Assurance |
| 12 | ELO | Expected Learning Outcome |
| 13 | FECO | Faculty of Economics |
| 14 | FTE | Full-time equivalent |
| 15 | GPA | Grade Point Average |
| 16 | IQA | Internal Quality Assurance |
| 17 | KPI | Key Performance Indicator |
| 18 | LMS/LCSM | Learning Management System/ Learning Content Management System |
| 19 | LO | Learning Outcome |
| 20 | MCQ | Multi-Choice Questions |
| 21 | MOET | Ministry of Education and Training |
| 22 | Ph.D | Philosophy of Doctor |
| 23 | PLO | Programme Learning Outcome |
| 24 | PO | Programme Objectives |
| | SAR | Self-assessment Report |
| 25 | STC | Scientific and Training Council |
| 26 | TNU | Tay Nguyen University |

PART I. INTRODUCTION

1.1. Tay Nguyen Unniversity

- Organization name (in Vietnamese): Trường Đại học Tây Nguyên
- Organization name (in English): Tay Nguyen University
- Address: 567 Le Duan, Buon Ma Thuot City, Dak Lak Province.
- Website: <https://www.ttn.edu.vn>
- Email: dhtn@ttn.edu.vn

1.1.1. General overview

Tay Nguyen University was established in 1977 according to Resolution No. 298/CP dated November 11, 1977 of the Government Council.

After the historic victory in the spring of 1975 and the reunification of the country, the establishment of Tay Nguyen University was a necessary historical step in line with the Party's direction and the aspirations of the ethnic people of the Central Highlands. The development of the University has gone through many ups and downs, closely linked to the development of education and training, as well as the socio-economic and cultural development of the country.

When it was first established on November 11, 1977, Tay Nguyen University had only 6 departments responsible for Party affairs, organization, admissions, finance, facilities, and 4 specialized faculties with 6 majors (Veterinary Medicine, Forestry, Agriculture, Mathematics Education, Literature Education, and General Medicine) with a staff of 98 officers, teachers, and 215 students; the facilities were relatively poor and there was no research activity.

Stage 1979-1985: The university structure consisted of 6 functional departments, 4 specialized faculties, and affiliated disciplines with a staff of 236 people (including 136 teachers) in 1980, 334 people (including 140 lecturers) in 1985, and admitted 180 students per year. The research topics during this stage were highly practical, focusing on studying human characteristics, natural conditions, and economic potential of the Central Highlands provinces, contributing to providing scientific basis for planning the socio-economic development policies of the Central Highlands region. Research and scientific activities were always associated with technology and knowledge transfer.

Stage 1986-2001: The university structure consisted of 4 functional departments, 5 training faculties, and 1 discipline. The undergraduate teacher training program lasted 4 to 4.5 years for pedagogy graduates and engineers in various fields, and 6 years for medical doctors.

Stage 2002-2023: The university has undergone significant development over 45 years of construction and growth. The organizational structure of the university includes the Party Committee, the Board of Directors, and the School Council, with 28 units belonging to or affiliated with the university, including 10 functional departments, 8 faculties, 1 kindergarten, 1 high school, 1 institute, 5 centers, 1 library, and 1 hospital.

With the achievements attained, Tay Nguyen University has been awarded many prestigious titles such as the Third-class Labor Medal (1985), the Second-class Labor Medal (1997), the First-class Labor Medal (2007), the Third-class Independence Medal (2012), and many Commendations from the Council of Ministers, Commendations from the Prime Minister. In the period 2020 - 2023, the University has achieved many accomplishments: 02 individuals were awarded the title "Excellent Doctor" by the President; 01 unit was awarded the Emulation Flag by the Minister of Education and Training; 01 exemplary individual was awarded a Commendation by the Central Propaganda Committee; The university was recognized as an Excellent Labor Collective; 02 units under the University were awarded the Emulation Flag by the Minister of Education and Training; 01 individual was recognized by the Minister of Education and Training for outstanding achievements, exemplary in the period 1982 - 2022.

1.1.2. Vision, mission, and core values of Tay Nguyen University

- Vision: By 2030, Tay Nguyen University is a reputable and high-quality multidisciplinary university, serving as a national center for research and technology transfer in the fields of Health Sciences, Education, Agriculture and Forestry, Environment, Economics, Natural Sciences, and Social Sciences. It ensures that graduates have the knowledge and skills to meet the societal workforce needs.

- Mission: To train high-quality human resources, conduct research and technology transfer to serve the socio-economic development; to preserve and promote the cultural values of the nation.

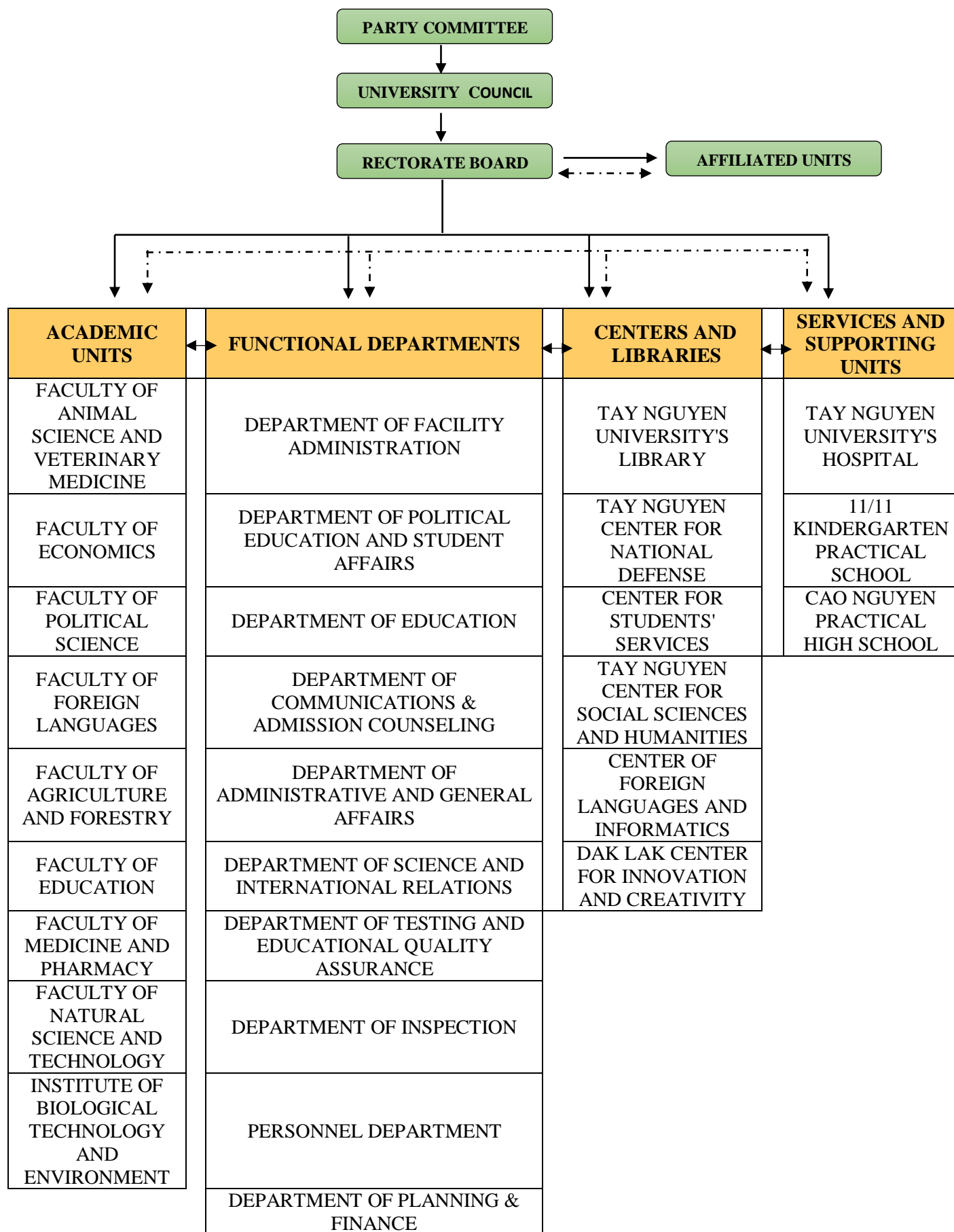
- Core values: Creativity in learning and research; Quality education as a top priority; International integration and cooperation for development.

- Strategic objectives: Building a highly specialized workforce, modern infrastructure, and advanced curriculum; Continuously modernizing and professionalizing the university's administration; Producing training and research outcomes that meet the demands of the market; Preserving and promoting the cultural values of the nation.

- Educational philosophy: Comprehensive development of character and capabilities of learners.

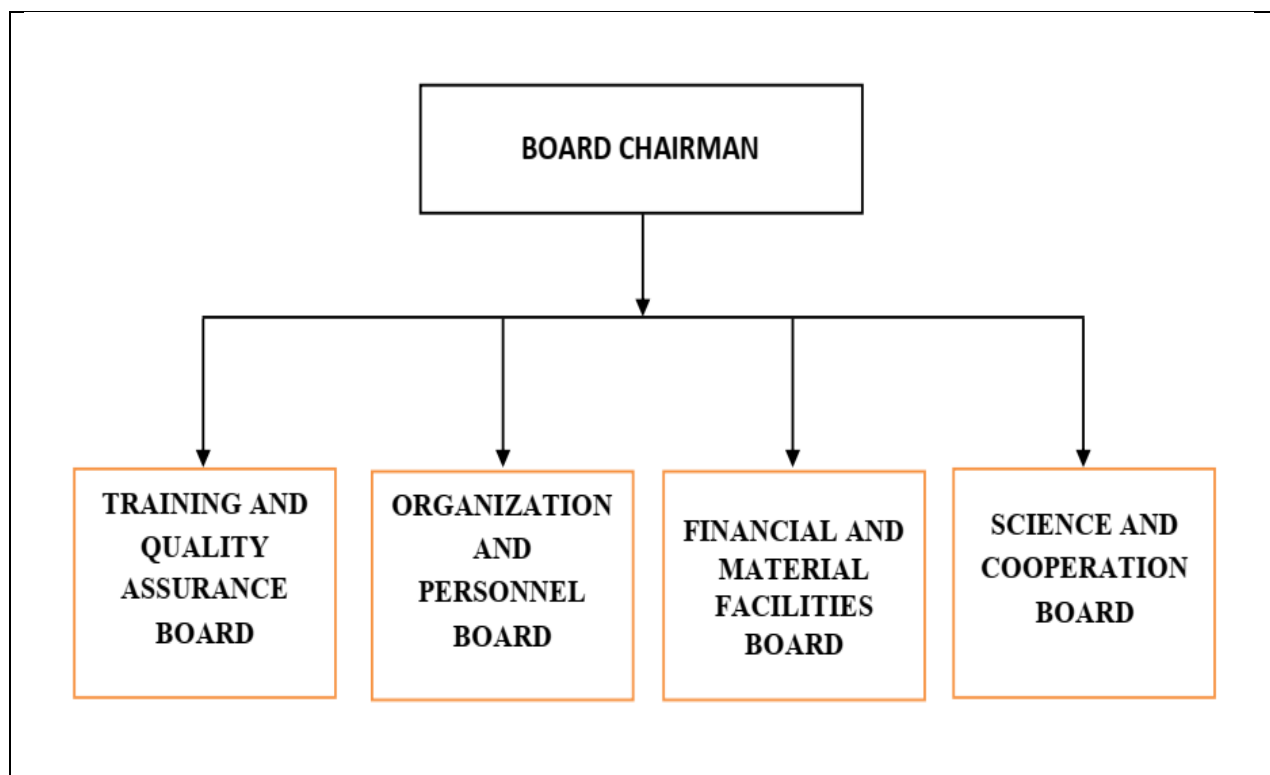
1.1.3. The organizational structure and staff of Tay Nguyen University

The current organizational structure of Tay Nguyen University includes the Party Committee, the University Council, the Rectorate Board, and the affiliated units, as shown in the diagram below:



As of September 2023, Tay Nguyen University consists of the following units: 08 faculties and 01 research and training institute; 10 functional departments; 5 centers and 01 library; 03 practical units. The total number of staff (lecturers, specialists) and laborers is 647 (including 16 contractual laborers under Decree 68), including: Lecturers: 420 people (Professors: 01 person; Associate Professors: 14 people; Doctors: 117 people; Masters: 247 people; Undergraduates: 48 people; Specialist Doctors level 1: 06 people; Specialist Doctors level 2: 01 person); High school teachers: 26 people (Doctors: 01 person; Masters: 14 people; Undergraduates: 11 people); Specialists: 69 people (Chief Specialists: 05, Specialists: 64).

1.1.4. The organizational structure of the University Board.



1.1.5. The current scale of training and scientific research

The institution is currently offering 05 doctoral programs, 11 master's programs, 01 specialized program at level I, 35 undergraduate programs (with a total of 39, of which 04 programs do not admit students), 13 programs under the credit-based bachelor's system, 04 programs for college graduates to continue onto university, and 01 program for vocational school graduates to continue onto regular university education. The total number of students is over 9,000 (9,447), including doctoral candidates, master's students, undergraduate students, and high school students.

Alongside teaching and research, scientific research is one of the most important activities of a university. In the recent period, Tay Nguyen University has achieved significant accomplishments in developing scientific and technological activities (ST). Scientific research (SR) and technology transfer (TT) contribute significantly to improving the academic level of lecturers, enhancing the quality of education, and consolidating the position and reputation of the university in society. Currently, the university is implementing

ST tasks at various levels: 01 national-level gene fund task, 04 Nafosted projects, 15 Ministry-level projects, 08 provincial-level projects, 48 basic and key projects of faculty members, and 36 student-based projects. In 2023, the university's faculty members will publish 67 articles domestically (including publications in scientific journals of Tay Nguyen University) and 21 international articles; organize 01 international conference at the university; 02 conferences and seminars at the university level; establish 01 strong research group and 04 research groups of the university; sign 04 memorandums of understanding with domestic and foreign universities and research institutes, currently implementing the procedures for 03 projects with foreign funding,... The university's ST activities focus on research in important fields such as Education, Biology, Agriculture and Forestry, Medicine, Economics, and Social Sciences.

1.1.6. Assessment and assurance of the quality of higher education

1.1.6.1. Assessment of educational institutions

Tay Nguyen University was evaluated externally (quality assurance) in June 2020 by the Center for Educational Quality Assurance - Da Nang University, which granted a certificate of meeting quality standards.

The university was granted a certificate of meeting the CLA standards according to Decision No. 195/QĐ-CEA.UD dated October 27, 2020.

The university has developed and issued a plan for continuous quality improvement after external evaluation of educational institutions. The units within the university have implemented activities to enhance quality according to the P-D-C-A cycle.

The report on the results of continuous quality improvement after external evaluation of educational institutions has been completed and sent to the Center for Educational Quality Assurance - Da Nang University, as well as the Quality Management Department.

The writing of the Self-Evaluation and Review Report during the cycle of Quality Assurance Evaluation of Educational Institutions in the period 2020-2023 has been completed. The report has been submitted to the Quality Management Department as required and has been made available to relevant individuals/units for feedback and improvement.

Tay Nguyen University became an Associate Member of the ASEAN University Network Quality Assurance (AUN-QA) in December 2022.

1.1.6.2. Self-assessment and external evaluation of training programs.

Three departments have completed external evaluation / quality control for 03 training programs: Preschool Education, Business Administration, and Biotechnology (which have been certified to meet quality standards on August 16, 2022). The departments have developed plans to further improve the quality of the 3 training programs after the external assessment. The implementation plan for quality improvement after the external assessment of the 3 training programs is currently being implemented.

15 training programs have been self-assessed and completed (in 2020 and 2021).

Two training programs in Economics and English Language (at the undergraduate level) are currently undergoing self-assessment based on AUN-QA 4.0 standards, and an external assessment is expected to take place in June 2024.

In August 2023, 11 training programs will undergo an official external assessment conducted by the Thang Long Center for Educational Quality Assurance.

1.1.6.3. Ensuring the quality of education

The report on the overall operation of the School's Education and Training Quality Assurance Division for 2022, and the development of the School's Education and Training Quality Assurance Division Plan for 2023, has been submitted to the Management Department. The report and the Plan for the School's Education and Training Quality Assurance Division have been published on the website and made available to all staff and units.

Execution of 17 related surveys, including:

1. Survey on the teaching activities of teachers;
2. Employment situation of graduates after graduation;
3. Relevance of assessment and evaluation methods in the education system of the University;
4. Work attitude of functional departments;
5. Quality of education provided by the University before graduation;
6. Counseling activities and support for learning and employment provided by the University;
7. Training needs and professional development of teachers and staff;
8. Working environment at the University;
9. Satisfaction level of the Library, laboratories, information technology system, and services;
10. Academic and international cooperation activities of the University;
11. Admissions, enrollment, and administrative procedures of the University;
12. Survey of employers and alumni on curriculum, training quality;
13. Community engagement and outreach activities of the University;
14. Monitoring of the academic progress of the faculties;
15. Survey of students on courses;
16. Assessment of the responsiveness and effectiveness of certain operational activities of the University;
17. Survey of employee satisfaction with the educational services provided by the University.

Review and update the network system to ensure the quality of education at the University.

Review and update the Education Quality Assurance Council of the University.

Review the regulations on surveying related parties in ensuring the quality of education at the University.

Implement some measures regarding the teaching activities of Faculty Lecturers, the quality of education and training programs, and the post-graduation employment of students during the period from 2019 to 2023.

Implement the employment of students in various fields, faculties within Tay Nguyen University from 2019-2023.

Implement the employment of students from Tay Nguyen University and 5 domestic universities from 2018-2022, including Da lat University, Nha Trang University, Quy Nhon University, Banking University Ho Chi Minh City, and Hanoi University of Natural Resources and Environment.

Implement the employment of students from Tay Nguyen University and 5 foreign universities from 2019-2023, including Nan Yang University, Sin Ga Po; Thanh Hoa University, China; Putra University, Malaysia; Chiang Mai University, Thailand; and Calcutta University, India.

Issue regulations on the disclosure of survey results of related parties by the University.

Provide and exchange data on training and education activities, research and development, connection, international cooperation, and Continuing Education Center with Quy Nhon University and Thai Nguyen University of Medicine and Pharmacy.

Fully participate in workshops/conferences on Continuing Education Center held by international universities. Have 02 participants attend the AUN-QA Tier 1 training course (01/2022); have 01 participant attend the AUN-QA Tier 2 training course (05/2023).

Organize a training course on "Self-assessment of program quality according to AUN-QA Standard version 4.0" for 25 faculty members and staff of the University.

Organize a conference on "Training based on outcomes" for 113 faculty members at the University.

1.2. Faculty of Economics

The Faculty of Economics formerly was established on February 21, 1997 under Decision No. 91/TCCB of the Director of Tay Nguyen University (TNU). When the faculty was established, it had 12 lecturers and was organized into 3 departments, namely Economics, Business Administration and Accounting.

Up to now, the Faculty has trained more than 20,000 full-time undergraduate students, more than 5,000 physics students, more than 200 masters students and many short-term students, contributing to the development of the university to the economy and society in the Central Highlands. The rate of graduating students with excellent and excellent results accounts for about 20%. Many graduates have held key positions in enterprises, state agencies at provincial, district and commune levels in the Central Highlands provinces. Currently, the total number of students studying the majors of the Faculty at the undergraduate level is nearly 1,700 students, 85 students at the master's level and 3 PhD students at the doctoral level.

Table 1: Training levels and training types of the Faculty of Economics

| No | Programme title | Undergraduate | | Master | PhD |
|----|---------------------------|---------------|-------------|--------|-----|
| | | Full-time | Ini-service | | |
| 1 | Business Administration | x | x | | |
| 2 | Accounting | x | x | | |
| 3 | Banking Finance | x | x | | |
| 4 | Economic | x | | | |
| 5 | Accounting – Auditing | x | | | |
| 6 | Commercial Administration | x | | | |
| 7 | Development Economics | x | | | |
| 8 | Agricultural Economics | x | | x | x |
| 9 | Economic Management | | | x | |

Up to February 2023, the Faculty has 48 lecturers and 2 staff officers. In 48 lecturers, there are 01 Associate Professor, 13 doctorates and 25 masters, 9 lecturers working as PhD students, including 9 PhD students abroad. The total number of Faculties of the Faculty is 06 subjects, including Economics, Business Administration, Accounting, Finance - Banking, Economic, Information and Business Law.

The Faculty of Economics is training at all levels with 9 training majors in Table 1 including undergraduate (Full-time and Inter-time), master and PhD.

1.3. The history of establishment and development of the Department of Economics

The Department of Economics was established on February 21, 1997. It is one of the first in three departments formed with the establishment of the Faculty of Economics. As of February 2023, the Department has 9 lecturers, including 05 doctors, 01 PhD student in abroad and 03 masters.

The mission of the Department of Economics is to train human resources at undergraduate and graduate levels with high quality, with deep expertise in the fields of economics and agricultural economics.

Table 2: Training levels and training types of the Department of Economics in charge

| No | Programme title | Bachelor | | Master | PhD |
|----|------------------------|-----------|-------------|--------|-----|
| | | Full-time | Ini-service | | |
| 1 | Economic | x | | | |
| 2 | Agricultural Economics | x | | x | x |

1.4. Introduction to Economics undergraduate training programme

The Economics training programme started training the first cohort in 2013. The programme aims to train undergraduate students with political qualities and professional ethics, good health, basic socio-economic knowledge, and professional knowledge of economics; provide students professional skills of analyzing and making policies, solving economic problems in the fields of business administration economics, and grasping scientific and technological progress commensurate with the training level; enhance capable of self-study, creativity and adaptability to the working environment; have an entrepreneurial spirit and a sense of service to the people.

The Economics programme specification, as shown in Table 3, has been updated 4 times in 2018, 2020, 2021 and 2023. In 2023, the programme was adjusted adopting the CDIO standards with 127 credits in training time of 4 years.

Table 3: Economics Programme

| No. | Name of Programme | Economics |
|-----|-------------------------|-----------------------|
| 1 | Year start | 2013 |
| 2 | Type of education | Full-time |
| 3 | Total number of credits | 127 |
| 4 | Training time | 4 |
| 5 | Degree title | Bachelor of Economics |
| 6 | Faculty in charge | Economics |
| 7 | Department in charge | Economics |

1.5. Self-assessment process

The self-assessment activity was carried out in a unified manner by many stakeholders (including leaders of the unit in charge of training programmes, lecturers, students, leaders and support staff of all functional divisions). The Self-Assessment Council was established on January 12, 2023 under Decision No. 64/QĐ-ĐHTN of the Rector of TNU. The programme was evaluated according to the AUN-QA standard version 4.0. The self-assessment process was carried out through the following basic steps:

Step 1. Planning: setting up a self-assessment council and making a plan for self-assessment of the Programme.

Step 2. Implementation: assessing Automation programme based on the criteria of the AUN-QA standard version 4.0. Aggregating self-assessment results in a self-assessment report.

Step 3. Self-assessment result review: Analyzing and identifying the strengths and weaknesses of Automation programme based on the self-assessment results obtained.

Step 4. Improvement measures: Self-Assessment Council's proposal of quality improvement plans to the University based on the identified strengths and weaknesses of the Programme.

1.6. Self-assessment report

The self-assessment report (SAR) summarizes the analysis and evaluation of the Automation programme based on the criteria of the AUN-QA Standard version 4.0. The SAR is organized in what follows.

Part 1. Introduction

Part 1 provides an overview of the governing body – TNU, FoE, and DoE, information of the Automation programme; description of the self-assessment process, methods and tools used to self-assess the programme.

Part 2. Self-assessment criteria

This section provides information on how the TNU and FoE conducted qualitative and quantitative assessments of the Automation programme according to each criterion of the AUN-QA standard version 4.0.

Part 3. Analysis of Strengths and Weaknesses

The main content of Part III includes:

- Summary of strengths: summarize the strengths of the training Programme;
- Weakness analysis: point out weaknesses and improvement measures;
- Improvement plan: problem-solving solutions during the process of self-assessment and implementation plan;
- Self-rating report of the programme according to each criterion of the AUN-QA standard version 4.0.

Part 4. Appendices

The appendices include a glossary of terms, evidence, and supplementary information.

PART 2. SELF-ASSESSMENT CRITERIA

Criterion 1: Expected Learning Outcomes

1.1. The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.

In 2023, the Economics program was updated in accordance with Announcement No. 712 dated April 4, 2023, by the Rector of Tay Nguyen University [E1.1.01]. The update process adhered to the regulations of the university and the Ministry of Education and Training.

The objectives of the Economics program are clearly defined and detailed in the program description documents for the years 2018, 2020, 2021 as per the decisions on the issuance of training programs for those years. The general objectives of the Economics program are defined as follows: *'To train economics undergraduates with political integrity and professional ethics, good health, a solid understanding of fundamental social and economic knowledge, specialized expertise in economics, the ability to analyze, plan economic policies, and solve economic issues in various fields of business management, the capacity to keep up with scientific and technological advancements commensurate with their level of training, a commitment to self-learning, innovation, adaptability to the work environment, entrepreneurial spirit, and a strong sense of serving the community'*. Specific objectives are outlined for each target category, including objectives related to knowledge, skills, attitude, professional ethics, post-graduation employment prospects, and achieving proficiency in foreign languages and computer skills [E1.1.02].

The training objectives within the Economics program align with the vision and mission of Tay Nguyen University [E1.1.03] and are in accordance with the national competency framework at the Vietnamese level [E1.1.04]. Adjustments to the program's objectives and outcomes are made based on feedback from stakeholders regarding labor market demands and program quality, with the aim of better meeting the requirements of the labor market [E1.1.05].

PLO of the training program are publicly disclosed to relevant parties, including students, employers, and other stakeholders, through various channels such as Tay Nguyen University's website [E1.1.06], admissions advisory materials, brochures [E1.1.07], and student handbooks [E1.1.08].

1.2. The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme

The process of reviewing and adjusting the curriculum is carried out according to the steps contained in the school's announcement [E1.1.01]. The learning outcomes are built based on Bloom's taxonomy and are consistent with the objectives of the curriculum. The modules are built to achieve the learning outcomes and are clearly expressed through the relationship matrix between objectives and output standards. Relationship matrix between

the learning outcomes of the curriculum and the modules included in the curriculum [E1.1.02]

Table 1.1: Matrix of objectives and learning outcomes of the training programme

| PO | Learning outcomes of the training programme | | | | | | | | | | | | | | | | | | |
|------|---|-----|-----|------------------------|-----|-----|-----|----------------|-----|------|------|------|------|--------------------|------|------|-----------------------------|------|------|
| | General knowledge | | | Professional knowledge | | | | General skills | | | | | | Professional skill | | | Autonomy and responsibility | | |
| | LO1 | LO2 | LO3 | LO4 | LO5 | LO6 | LO7 | LO8 | LO9 | LO10 | LO11 | LO12 | LO13 | LO14 | LO15 | LO16 | LO17 | LO18 | LO19 |
| PO1 | x | x | | | | | | | | | | | | | | | | | |
| PO2 | | | x | | | | | | | | | x | | | | | | | x |
| PO3 | | | | x | | | | | | x | | | | | | x | | | x |
| PO4 | | | | | x | | | | | | | | | | | x | | | x |
| PO5 | | | | | | x | x | | | | | | | | | | | | |
| PO6 | | | | | | | | x | x | | | | | | | | x | | |
| PO7 | | | | | | | | | | x | | | | | | | | x | |
| PO8 | | | | | | | | | | | x | | | | | | | | x |
| PO9 | | | | | | | | | | | | | x | | | | | | |
| PO10 | | | | | | | | | | | | | | x | x | x | | | |
| PO11 | | | | | | | | | | | | | | | | | x | x | x |
| PO12 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

1.3. The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline).

The 2023 Economic Sector Curriculum has 19 PLOs to achieve 12 goals. These 12 goals include 5 knowledge goals, 6 skills and attitude goals, and 1 goal related to job placement after graduation. To achieve these goals, the PLOs that learners need to achieve include 19 PLOs, including 3 PLOs related to general knowledge, 4 PLOs related to specialized knowledge, 6 PLOs related to general skills, 3 PLOs related to professional skills and 3 PLOs related to autonomy and responsibility [E1.1.02]. All are showed in the Table 1.1.

1.4. The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes

In 2020, program update for the Economics major, adjustments were made to some course components based on the results of surveys conducted among relevant stakeholders [E1.1.05]. The majority of these course adjustments focused on increasing practical application, foreign language skills, and soft skills. For example:

1.5. The programme to show that the expected learning outcomes are achieved by the students by the time they graduate

The expected learning outcomes of learners are evaluated through the results that learners achieve at the end of each semester. This result is expressed through the cumulative average score of the entire course, which must reach at least 2.0. Annual graduation examination results of the Economics major.

This result is assessed through core modules demonstrating general knowledge, specialized knowledge, general skills, professional skills and capacity for autonomy and responsibility.

Table 1.1: Expected learning outcomes at graduation for Economics students

| PLO | The percentage of students achieving a PLO score(%) | | | |
|-------------|--|---------------|---------------|--------------|
| | 76-100% | 51-75% | 26-50% | 0-25% |
| PLO1 | 55,6 | 125,4 | 88,9 | 79,4 |
| PLO2 | 49,2 | 207,9 | 192,1 | 111,1 |
| PLO3 | 76,2 | 84,1 | 36,5 | 1,6 |
| PLO4 | 31,7 | 61,9 | 4,8 | 0,0 |
| PLO5 | 144,4 | 14,3 | 0,0 | 0,0 |

(Source: Statistics from the Economics Department)

Expected learning outcomes at graduation for Economics students is measured by the number of Economics students who achieved the percentage under 25% (mark scoring between 8.5 to 10) is 35 students, accounting for 55.6%; those who received the percentage from 26 to 50% (mark from 7 to 8.4) make up 125.4%; those who achieved the percentage from 51 to 75% (mark 5.5 to 6.9) represent 88.9%; and those who received the percentage above 76%(mark 4 to 5.4) account for 79.4% of the total number of Economics students in the graduating class of 2023.

The PLO1 general knowledge outcomes are assessed through 5 core courses: Philosophy, Political Economics, Scientific Socialism, Ho Chi Minh's Thought, and the History of the Communist Party of Vietnam. PLO2 specialized knowledge outcomes are assessed through 7 core courses: Microeconomics 1, Macroeconomics 1, Development Economics, Agricultural Economics, Industrial Economics, Commerce and Services Economics, and Tourism Economics.

PLO3 general skills outcomes are assessed through 2 core courses: Soft Skills and Entrepreneurship.

PLO4 specialized skills outcomes are assessed through the core course Research Methods in Science.

PLO5 autonomy and responsibility competency outcomes are assessed through core courses: Professional Internship, Graduation Project, and Graduation Thesis.

Criterion 2: Programme Structure And Content

2.1. The specifications of the programme and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders

The program description for the Economics major is designed by the Economics Department based on the framework curriculum for the Economics - Business Administration field at the university level, as issued by the Ministry of Education and Training [E2.1.01]. It has been adjusted to align with the vision, mission, and core values of Tay Nguyen University [E1.1.03].

The program description for the Economics major provides comprehensive and specific information about the training program, including the name of the educational institution, program name, level of training, field of study, program code, training format, degree title, and duration of the program. The main content of the training program includes 15 elements: (1) training objectives, (2) learning outcomes, (3) the matrix of program objectives and learning outcomes, (4) the total course content (curriculum structure), (5) admission criteria and methods, (6) training process, graduation requirements, (7) assessment methods, (8) program content, (9) proposed teaching schedule, (10) matrix of the relationship between course components and program learning outcomes, (11) training progress, (12) infrastructure, (13) list of full-time faculty, (14) program implementation guidelines, and (15) detailed course syllabi. In addition, the program description also includes information about the timing of program adjustments [E2.1.02].

The program description for the Agricultural Economics major has been adjusted and updated in accordance with the provisions of Article 8, Section 2 of Circular No. 07/2015/TT-MOET issued by the Ministry of Education and Training [E2.1.03]. Additionally, the university has also issued documents to implement the process of updating and adjusting training programs on a biennial basis [E1.1.01].

2.2. The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes

Learning outcomes reflect that after graduation, students will accumulate knowledge and skills, while also possessing autonomy and responsibility. Accordingly, the curriculum for the Economics major is designed entirely based on the requirements to achieve the program's learning outcomes [E2.1.02]. Through the results of surveys conducted among relevant stakeholders, including students, alumni, employers, and faculty members, the Economics program is assessed as being in alignment with and based on the learning outcomes [E2.2.01].

2.3. The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders.

Based on the feedback and input from various stakeholders [E2.2.01], the Economics Department conducts regular biennial surveys to enhance and refine the curriculum, as well as develop a skill matrix that aligns with the training program for the Economics major [E1.1.01]. The Economics Department compiles and proposes necessary revisions and updates for the training program based on the minutes of department meetings regarding

program review and adjustments. The Economics' Council for Science and Training convenes to discuss and draft changes and modifications to the training program to meet the needs of learners and the job market [E2.3.01]. Consequently, the curriculum for the Economics major is systematically designed in accordance with the program's learning outcomes. This clearly outlines the requirements that students are expected to achieve in terms of knowledge, skills, as well as their autonomy and responsibility upon completion of the course [E1.1.02].

2.4. The contribution made by each course in achieving the expected learning outcomes is shown to be clear

With a total of 127 credits, the course components are allocated as follows: (1) General education knowledge, comprising 39 credits, includes subjects such as political theory, foreign languages, mathematics, computer science, text editing, and contracts. (2) Foundational knowledge for the field, comprising 38 credits, includes subjects such as economic law, microeconomics 1, macroeconomics 1, principles of accounting, and marketing. (3) Specialized knowledge for the field, comprising 40 credits, includes subjects such as agricultural economics, development economics, industrial economics, commercial economics, and tourism economics. (4) Graduation thesis or specialization thesis, as well as specialized elective courses (10 credits), to help learners achieve the learning outcomes [E2.1.02].

It can be assessed that all course components within the training program [E1.1.02], the curriculum for the Economics major, exhibit content compatibility and demonstrate the specific contributions of each course to achieve the learning outcomes [E2.1.02]. Among these, the general knowledge courses provide students with an overview of economics and focus on fundamental skills such as teamwork, slide design, and presentation skills. The foundational knowledge courses help students recognize, understand the laws, and analyze current economic developments while equipping them with advanced skills such as analysis, synthesis, interviewing, and problem-solving. The specialized knowledge courses concentrate on providing students with professional knowledge and skills, enabling them to work in teams, make presentations, and engage in debates on agricultural economics and management issues. This clearly illustrates the content compatibility and the specific contributions of the Economics courses to achieve the program's learning outcomes.

2.5. The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated

The Economics program is designed to have a duration of 4 years, consisting of 8 semesters, with a total of 127 credits, averaging 16 credits per semester [E2.1.02]. All course components in the curriculum are logically arranged, considering prerequisites, the duration for each course, and the timing/semester of implementation. According to feedback from relevant stakeholders, the program's allocation of theory and practical components is well-balanced, although some stakeholders may have reservations about whether the structure of the Economics program adequately balances theory and practice [E2.2.01].

2.6. The curriculum to have option(s) for students to pursue major and/or minor specialisations

In addition to the mandatory courses, the Economics program also offers elective courses to provide students with various choices tailored to different career groups. The elective courses are designed to be relatively similar to assist learners in selecting subjects that align with their interests and guide their career aspirations upon graduation. In the 2021 Economics program, there are 32 elective credits, accounting for 25.2% of the total required credits for accumulation. These elective courses mainly focus on foundational and specialized knowledge within the field [E2.1.02].

2.7. The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry

The Economics program undergoes a biennial review [E1.1.01].. The training program for the Economics major is also updated in accordance with this process. Based on the results of surveys conducted among relevant stakeholders, particularly labor employers, the survey content from these stakeholders is utilized as a basis for adjusting, supplementing some courses, or modifying the details of the curriculum to ensure alignment with the labor market requirements [E2.2.01].

Criterion 3: Teaching And Learning Approach

3.1. The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities

The educational philosophy of a university is an overarching idea that guides and directs the development of the institution. The education at each university is built upon its unique educational philosophy. The educational philosophy of Tay Nguyen University is encapsulated in the statement 'Comprehensive development of character and competence for learners' [E3.1.01]. This educational philosophy is founded on the principle of harnessing potential, providing high-quality program-based training, and creating the best learning environment for learners to develop their overall character and personal competence.

The educational philosophy is consistently and clearly communicated to all relevant parties, including departments, organizations, staff, workers, and students within the institution [E3.1.02]. Furthermore, the educational philosophy is publicly disclosed on the official website of the university at www.ttn.edu.vn [E1.1.06]. It is also promoted during class activities, youth union meetings, and student union activities, becoming a movement that encourages all students to strive for learning and action together [E3.1.03].

Furthermore, the institution's mission is defined in the Regulations on the Organization and Operation of Tay Nguyen University in 2007 [E3.1.04] and the Development Plan for Tay Nguyen University for the 2016-2020 period and its vision for 2030 [E3.1.05]. In 2018, the university developed and released the 'Vision, Mission, and Core Values' with the Vision: 'By 2030, Tay Nguyen University will be a multidisciplinary and reputable university, a national-level research and technology transfer center in fields such as healthcare, education, agriculture and forestry, environment, economics, natural sciences, and social sciences, providing graduates with the skills and qualifications needed to meet the societal workforce demands.' The Mission is: 'To educate high-quality human resources, conduct scientific research and technology transfer to serve socio-economic development, and preserve and promote the cultural values of ethnic communities' [E1.1.03]

The educational philosophy or objectives are well understood and implemented by the instructors and learners in the Economics department. The Economics department has developed the Expected Learning Outcomes (PLOs) within the training program. Instructors responsible for the courses base their teaching and learning activities on these PLOs when designing activities for the courses, including the discussion of content and selection of fundamental methods essential for the teaching and learning of the course. Once the basic methods for teaching and learning activities of the course are agreed upon between the department and the instructors teaching the course, they will be reflected in the course outline [E1.1.02] and incorporated into the teaching and learning activities.

3.2. The teaching and learning activities are shown to allow students to participate responsibly in the learning process

The Economics training program has been designed to ensure that learners can engage responsibly in the learning process. The number of credits for discussions and

practical work in courses is determined by the following principles: For theoretical courses, 1 credit includes 15 periods [E3.2.01], while for practical courses, 1 credit for practical work is equivalent to 30 practical periods. One credit is required to have 30 hours of self-study, during which students must independently seek knowledge and complete exercises supervised by the lecturers. To ensure that learners participate responsibly in the learning process of the course, depending on the CLOs, lecturers choose different teaching and learning methods. Specifically, to help learners remember and understand knowledge, commonly applied methods are self-studying documents, listening to lectures, and discussing; diverse methods of discussion, group work, problem solving, and practice to train learners the ability to apply knowledge [E1.1.02], [E3.2.02].

To improve students' analytical and evaluation skills, lecturers let students practice, do exercises, and intern at the facility. During the training process, learners must participate in professional internships and graduation internships [E3.2.03]. From there, we propose topics and practical experiences to improve professional knowledge to meet social requirements. In addition, to encourage learners to participate in the learning process effectively, TNU provides many resources: Computer practice room, fully equipped classroom facilities (projector, lighting). complete; WiFi system in lecture halls...); Learning advisors advise the class to promptly support students in the learning and training process. From the 2021-2022 school year, NTU will use the online training portal LMS (Learning Management System) [E3.2.04]

The program shows that to evaluate the effectiveness of the training process, learners are involved in building PLOs and programs through surveys. On the other hand, at the end of each semester, TNU conducts a survey to evaluate the effectiveness of the course, including evaluation criteria for teaching and learning activities. Survey results from 2018 to recent years show that students are satisfied with the teaching and learning methods of lecturers of the Faculty of Economics in general and the Economics major in particular [E3.2.05]

3.3. The teaching and learning activities are shown to involve active learning by the student

The Economics program is implemented under the credit-based training model, encouraging learners to enhance their self-study activities, becoming more proactive during the learning process. Teaching and learning activities are designed to promote active learning among learners through the use of various teaching and learning methods such as lectures, discussions, practical exercises, self-study, guidance on writing reports and essays, internships, and graduation projects. One credit requires 30 hours of self-study, during which learners are expected to independently seek knowledge and complete assignments as guided by the lecturers [E3.2.01], [E1.1.08].

To encourage learners to actively participate in the learning process, program modules are designed with discussion or group work. Theoretical content will be delivered through a combination of lectures and self-study, and students will also practice in the computer lab to improve their ability to apply knowledge to solve problems. Teaching-learning activities, teaching methods and assessment methods for each module are clearly

presented in the detailed course outlines [E3.2.02] of the courses listed in the Curriculum thanks to which, learners are aware of the requirements of the subject to plan their studies and actively participate. The teaching and learning activities as well as the assessment methods for each course are clearly presented in the detailed course outlines, which are provided to students at the beginning of the academic year. This allows students to understand the course requirements, plan their studies, and engage actively in the learning process.

During the training process, students are required to complete two internships: a vocational internship and a graduation internship. In each internship, students take the initiative to register with their assigned mentors (comprising 50% of the evaluation). The internship topics are proposed to align with students' research interests and strengths [E3.2.03]. Furthermore, the University has established an education information portal and online communication channels via social media to facilitate students in tracking and accessing updates from the departments, faculties, and the University. As a result, students can proactively register for courses, plan their academic pathways, and determine graduation timelines that best suit their needs. They also receive academic advising for both their studies and extracurricular activities. Starting from the 2021-2022 academic year, the University introduced an online learning management system (LMS) to enhance students' active participation in their studies [E3.2.04].

3.4. The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices)

Teaching and learning activities encompass activities during theoretical lectures, self-study and students' scientific research, group exercises, practical sessions, discussions, internships, and real-world experience, all aimed at fostering analytical and synthesis skills, problem identification, critical thinking, honing planning skills, communication, and teamwork abilities for students. The detailed curriculum of each course, to a full extent of 100% [E1.1.02], explicitly describes the use of teaching methodologies by instructors and learning approaches by students that are conducive to the development of vocational and soft skills [E3.2.02].

The detailed course outlines also emphasize self-research and self-study activities, with the aim of enhancing lifelong learning skills for students. Specifically, within the detailed course outlines of each subject, the self-study duration for students and the content they need to prepare for each class are explicitly defined [E3.2.02].

Lecturers employ teaching activities and teaching methods that are suitable to support learners in developing skills and enhancing lifelong learning abilities. The course outlines for each session reflect the specific contributions of each subject to help students engage in teaching and learning activities aimed at honing skills and improving lifelong learning abilities [E3.2.02]. The courses define the teaching content, combine teaching and learning methods, employ appropriate assessment methods, and support each other effectively to ensure the achievement of the training program's learning outcomes, especially for

professional internship and graduation internship courses [E3.2.03]. Furthermore, diverse learning activities allow students to choose the most suitable methods for each study task. Students are encouraged to participate in various professional activities, such as scientific discussions, scientific conferences, and research participation [E3.4.01].

3.5. The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset

Students can apply the knowledge they have acquired to develop initiatives in real-life situations during practical sessions and internships. Therefore, the Economics program requires 100% of students to participate in internships at various agencies and departments [E3.2.03]. Through these internship opportunities, learners can enhance their creative thinking, gain practical experience, and foster entrepreneurial skills.

Every year, TNU organizes competitions, entrepreneurial ideas, and technical-scientific innovation contests that attract many participating students [E3.4.01]. Additionally, students can also join clubs such as the Entrepreneurship Club, Tutoring Club, Humanitarian Blood Donation Club, and volunteer activities serving the community [E3.5.01]. These club activities provide opportunities for students to develop creative thinking, propose, and implement new ideas.

3.6. The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes

The teaching and learning process is continuously monitored and assessed after each semester and academic year, and the evaluation results are used to adjust teaching and learning activities. At TNU, the teaching activities of the lecturers are assessed as follows: (1) Peer evaluation through classroom observations (at least one evaluation per lecturer per semester) [E3.6.01]; (2) Student feedback is collected at the end of each semester by the Quality Management Department to assess the teaching performance of the lecturers for that semester [E3.2.05]. Based on these evaluations, checks, and monitoring, the Departments/Faculties and lecturers develop and improve teaching methods and lectures to enhance the quality of teaching and learning to meet the needs of the labor market [E1.1.05], [E2.3.01].

Additionally, during the COVID-19 pandemic, Tay Nguyen University adapted by transitioning to online teaching methods to accommodate the real-life situation [E3.6.02]. In 2020- 2021, flexible online teaching methods were implemented to provide opportunities for students who couldn't attend classes in person to acquire the necessary knowledge. The Learning Management System (LMS) online education platform provided significant support for both instructors and students [E3.2.04].

Criterion 4: Student Assessment

4.1. A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives

Tay Nguyen University employs various assessment methods, including entrance assessments, ongoing progress evaluations, and final assessments.

For the 2023 admission process, Tay Nguyen University offers four admission methods: (1) based on the results of the National High School Graduation Examination; (2) based on the high school transcript following the MOET regulations [E4.1.01] and Tay Nguyen University's admission regulations [E4.1.02]; (3) Assessing the competence assessment exam scores of the University of Ho Chi Minh City; (4) Direct admission following the Ministry of Education & Training regulations [E4.1.01].

For the assessment of the learning process, students are evaluated continuously throughout their education in all courses of the Economics program. Each course includes process assessments (attendance, self-study, discussions, and midterm exams) and a final examination. Based on the contributions of each course to achieving the Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs) are developed to align with the PLOs. With the defined CLOs, instructors select appropriate assessment methods for both midterm and final exams to align with the achievement of CLOs and PLOs. Assessment methods are specified in the course outlines [E3.2.02].

The course completion assessment is used to evaluate the overall knowledge and competencies of the learners throughout the entire educational program, typically through the submission of a graduation thesis or approved alternative coursework. To be eligible for a graduation certificate, students must achieve a cumulative Grade Point Average (GPA) of 2.00 or higher on a 4.0 scale [E3.2.01].

4.2. The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently

Based on the credit-based training regulations of the Ministry of Education & Training, the University of Tay Nguyen has issued regulations on credit-based undergraduate education [E3.2.01], as well as guidelines for conducting examinations, assessments, and appeals applied to learners [E4.2.01].

The rate of the final exam must be at least 0.5 depending on each class proposed by the instructor [E3.2.02]. . Learners must attend at least 3/4 of the course sessions to be eligible to take the final exam [E4.2.02]. Preparation time for the final exam is also determined by the number of credits (at least 2/3 days for 1 credit) [E3.2.01].

If the learners disagree with the results of the end-of-course exam, they can submit a request for reevaluation of the exam to the Quality Management Office. The complaint procedure is clearly defined in the examination process of Tay Nguyen University [E4.2.01].

4.3. The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently

The plans and forms of assessment for learners have been developed and published each academic year, based on the Regulations and Guidelines for admission and training according to the credit system for each degree and type of training [E3.2.01]. The specific regulations, guidelines, and learner assessment plans have been established, and the grading of the courses is expressed using a letter system including A, B, C, D, F on a 10-point scale (A corresponding to 8.5 and above; B from 7 to 8.4; C from 5.5 to 6.9; D from 4 to 5.4; and F < 4.0) [E3.2.01]. According to the regulations regarding the evaluation of academic performance for each course in the Training Regulations, students must attend at least 2/3 of the class sessions, fully participate in practical exercises, tests, and meet requirements before being eligible to take the exam [E4.2.02]. The assessment of learners through various exams is carried out by the University's appointed examiners from related departments as stipulated in the decision on the examination boards for the various training programs in the year [E4.2.01]. The regulations for admission and recognition of graduation such as the conditions for registering for the graduation thesis and conditions for registering for the specialized thesis, time for the specialized thesis, grading methods for the specialized thesis and graduation thesis, and the conditions for graduation and recognition of graduation are specified in the training regulations [E3.2.01] and in the annual Training Program provided to students with specific and clear information for the learners to understand and have a proper learning orientation.

The selection of assessment forms, weighting of department scores and exam scores is proposed by the lecturer, approved by the Department and Faculty and announced by the School to learners and teachers in the initial Learning Plan. year, during the academic year, in the student handbook issued to students at the beginning of the course [E3.2.01]. Annual training program and on the TNU's Website [E4.3.01]. The evaluation form for each module is disseminated by the lecturer to learners right at the beginning of the module. The aggregate results of each module include the final assessment score (exam score) and the process assessment score (process score

Furthermore, Tay Nguyen University places significant importance on the quality of education within its fields of study. Assessing and evaluating the quality of education is done through surveys of learners before graduation, aimed at gaining a better understanding of learners' thoughts and aspirations. This process is instrumental in improving the quality of teaching and learning. The results of these surveys serve as a valuable source of insight into the quality of the University's education. They provide the University, departments, and faculties with scientific evidence to make adjustments to the curriculum, invest in infrastructure, and meet the increasingly high demands of the learners [E3.2.05]. Additionally, Tay Nguyen University conducts surveys on the employment status of its alumni after graduation [E4.3.02]. Surveying the employment status of alumni helps the University reassess and evaluate the outcomes of its education. The Faculty of Economics also organizes specialized workshops to enhance the quality of teaching and

meet the societal needs [E4.3.03]. The results obtained from these activities serve as crucial channels of information that enable the University, departments, and faculties to continue researching and revising the programs, curricula, and teaching methods to maintain and enhance the quality of education in alignment with the developmental goals of the Economics department, the Faculty, and the University as a whole.

4.4. The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment

Evaluating the academic performance of learners is one of the pivotal activities within the education system. This process requires precision, objectivity, and fairness while also serving to encourage learners to strive for lifelong learning goals. Depending on the content of the course in the training program, each lecturer determines suitable assessment methods and tools [E3.2.02]. In the program's detailed curricula, educators employ diverse methods to assess academic outcomes, such as in-class written exams, group assignments, and individual take-home assignments. The assessment methods and outcomes are reviewed by the Economics department and the Faculty of Economics. These evaluation methods for each course are collectively decided upon by the instructors responsible for teaching the respective course and are clearly outlined in the course outlines [E3.2.02]. Additionally, specific guidelines are established for end-of-term exam paper creation [E4.2.01].

Each semester, instructors provide the examination questions to the University (through the Office of Quality Assurance) within the stipulated timeframe [E4.2.01]. Instructors are responsible for the content and security of the examination questions before handing them over to the Office of Quality Assurance, and they must also submit the ongoing assessment grades to the Office before the final exams. The final exam grade reflects the outcome of the end-of-course examination. In terms of reliability, per university regulations, instructors must have detailed scoring guides. After grading, instructors must retain the answer sheets, making them available for periodic reviews (the University conducts random reviews between graded exams and the answer keys) or in case of an appeal by a student requesting a grade review. Fairness is demonstrated by various examination-related measures, including random assignment of proctors, open invigilation, inspection and verification procedures, the use of high-tech tools during examinations, addressing violations of examination rules by students [E4.2.01].

After the exams, the test papers are sealed and sent to the Office of Quality Assurance for the grading process. The instructors responsible for the course then participate in the grading process in the grading room. Every exam paper must be graded and signed by the responsible proctor. The grading record must bear the proctor's signature [E4.2.01]. Students who violate examination regulations will have their names and disciplinary decisions forwarded to their respective departments [E4.2.01]. Upon receiving their exam results, students have the right to request a grade review if they believe the results are not appropriate. In cases where a grade is changed, the instructor must provide an explanation and receive confirmation from the Office of Quality Assurance before the

revised grade is recognized for the learner. For essay-type exams, the department arranges instructors to review the exam papers and handle the review process, ensuring fairness for the learners [E4.2.02]. The Inspection Department is responsible for supervising the entire learning process of the learners, instructors' operational procedures, examination organization, and the review process, as well as maintaining records of students who violate examination regulations and changes in exam grades after the review process [E4.2.01].

At the end of the course, the Office of Quality Assurance collects feedback from students regarding various aspects related to course evaluation and the teaching activities of the instructors [E4.4.03], including:

- Popular form of testing and assessment right at the beginning of the module.
- The form of assessment of learning outcomes is appropriate to the specific characteristics of the course.
- The assessment content covers the entire content and objectives of the module.
- Teachers use a variety of assessment methods.
- The rating scale for each test content is clear.
- Fair assessment test results.

According to the survey results, the majority of students are satisfied with the instructors teaching the courses of the School of Economics in general and the Economics program in particular [E3.2.05].

4.5. The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses

Based on the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) designed for all courses, instructors select appropriate assessment methods and design evaluation criteria for each midterm and final exam, which are clearly outlined in the course syllabus. For example, to assess the learner's ability to recall/understand the learned knowledge, methods like oral exams, written exams or essay are applied [E3.2.02].

Based on the assessment plan and assessment criteria specified in the course syllabus, the group of lecturers presides over the development of test questions and exam questions to properly assess achievement level of CLOs, thereby helping to evaluate partial attainment of PLOs [E3.2.02].

4.6. Feedback of student assessment is shown to be provided in a timely manner

The university specifies the process for appealing academic results in the Regulation on Examination Affairs of TNU [E4.2.01]. Students can view process scores and final exam scores on the training management software [E4.6.01] or the TNU's website [E4.6.02]. For process scores, at the end of each subject, the lecturer informs students right in class of the subject's component scores. Students can directly ask the instructor if they find the evaluation results unsatisfactory. The instructor has the responsibility to clearly explain to students the evaluation methods and criteria before signing the department score list [E4.6.03].

At the beginning of the course, students are informed about the university's regulations and policies, including the procedures for filing complaints, during the weekly

citizen activities. Academic advisors also organize class activities to inform students about examination procedures and the process for appealing academic results. After receiving their examination results, students have the right to request a review of their exam if they believe the results are not appropriate. Students can submit a formal review request following the provided template and send it to the Quality Management Office [E4.4.01].

Every year, if students have complaints about their academic results, these issues are addressed promptly. The results of the appeals are clearly recorded in the Examination Result Review Book [E4.4.02]. In this book, it specifies both the old and revised scores for each item under review, and it must bear the signatures of all individuals involved in the review process. In cases where scores are modified, the instructor must provide an explanation, and the changes need to be confirmed by the Inspection Department and the Quality Management Office before the results are announced to the students [E4.2.01].

4.7. The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes

TNU has regulations regarding the review process and methods for assessing students [E4.2.02]. Based on the results of student assessments, Tay Nguyen University conducts a review of the testing and evaluation methods for each course and evaluates the level of achievement of Course Learning Outcomes (CLOs). During the Covid-19 pandemic, Tay Nguyen University also temporarily implemented specific regulations for assessments during the online learning period in 2021 [E3.6.02].

Criterion 5: Academic Staff

5.1. The Program shows that planning for teaching staff (including succession, promotion, redeployment, termination and retirement plans) is undertaken to ensure that the quality and quantity of academic staff meets educational needs, research and service.

Based on TNU's strategic development plan for the period 2016 - 2020, vision to 2030, TNU plans human resources to ensure the quantity and quality of TNU's teaching staff and support staff [E5.1.01], the goal of developing teaching staff is determined. The planning and development of scientific staff shall be carried out according to long-term and short-term plans. This is reflected in the Report on the status and orientation of TNU development planning in the period of 2016 - 2020, vision 2030, strategic plan for TNU development in the period of 2020 - 2027, vision 2030 [E5.1.02].

The management and development of the academic staff is based on the following policies:

Recruitment policy: The recruitment is based on the criteria of qualifications and competencies of candidates. Applicants for lecturer positions, in addition to meeting the conditions to be registered, need to meet the requirements of foreign language and computer proficiency for each vacant position. In addition, the University also has policies for priority subjects and policies to attract human resources to recruit high-quality personnel [E5.1.03], [E5.1.04], [E5.1.05].

Retirement policy: Based on current regulations of the Ministry of Education and Training, the University shall carry out retirement procedures for lecturers reaching retirement age or extend the working time for lecturers with the titles of professors, associate professors and lecturers with doctoral degrees. The working period for lecturers with the title of professor does not exceed 10 years, lecturers with the title of associate professor does not exceed 07 years and lecturers with doctoral degrees does not exceed 05 years [E5.1.06].

Planning and appointment: The school determines the criteria for the titles of faculty leaders and department leaders. In addition, to prepare for these positions, the University has planned staff for management positions for the period 2017 – 2022, 2018 – 2023 [E5.1.07]. Staff in the planning will be supported by the school to achieve the title standard, qualifications and other standards of the management position [E5.1.08].

Training and cultivation of lecturers: The university encourages and has many policies to support lecturers in professional development. Every year, the University sponsors training and retraining activities such as: payment of working fees for staff to attend domestic and foreign scientific conferences, ... [E5.1.09], awarding scientific articles published in international scientific journals, short-term and long-term professional training courses (including Master's and Doctoral programs), ... The school also pays special attention to young lecturers such as financial support for training, financial support for lecturers with IELTS level of 5.0 or higher, pedagogical skills, training courses to improve skills for scientific research [E5.1.10].

Based on the regulations and recruitment policies of the University, the number of students, working positions and retirement regimes of lecturers, the Faculty of Economics has prepared for the recruitment, planning, training and development of staff [E5.1.11]. In the period of 2018 - 2023, the Faculty of Economics has 26 lecturers promoted from lecturers of grade III to lecturers of grade II, 02 lecturers are promoted from lecturers of grade II to lecturers of grade I, 12 lecturers complete the Ph.D program, 02 lecturers complete the Master's program. As of August 2023, the Faculty of Economics has a total of 47 lecturers, including 14 PhDs, 32 masters and 01 bachelor (of which 06 masters are implementing Ph.D programs).

In the last 5 years, there have been lecturers of the Faculty of Economics and lecturers in other Faculties participating in teaching the Economics program. Table 5.1 shows the number of lecturers teaching the Economics program in the last 5 years.

Table 5.1: Number of lecturers participating in Economics program 2018-2023

| Explain | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 | 2022 - 2023 |
|---------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Associate Professor | | | 1 | 0 | 1 |
| Ph.D | 7 | 6 | 12 | 7 | 8 |
| Master | 25 | 27 | 26 | 22 | 28 |
| Bachelor | 2 | 2 | 0 | 0 | 0 |
| Total | 34 | 35 | 39 | 29 | 37 |

Source: Staff Organization Department, May 2023

5.2. The programme shows that staff workloads are measured and monitored to improve the quality of education, research and service

Based on the regulations of the MOET, TNU promulgates the Working Regime for lecturers, teachers of TNU and lecturers of the Faculty of Economics to comply with this regime. This mode is the basis for identifying, measuring, and monitoring faculty workloads [E5.2.01].

Specifically, the working time of each lecturer during the academic year is 44 weeks (equivalent to 1,760 office hours) to perform teaching, scientific research, community service and other professional tasks, determined by the academic year after deducting the prescribed number of vacation days.

Standard time norm is the number of hours that the obligation of a lecturer is to perform according to each activity during the academic year and is converted according to each faculty title; In particular, standard hours of face-to-face classroom teaching (or online teaching) must ensure at least 50% of the prescribed norm. Standard hour norms are the basis for assessing the level of workload completion for faculty.

Table 5.2: Standard time norms for lecturer titles

| Task | Teaching | | Science and technology activities | | Other tasks | | Total | |
|------------------------------------|-------------------|-------------------------------------|--|---|--------------------|---------------------------------------|-------------------|---------------------------------------|
| Instructor Grade | Time fund (hours) | Standard teaching time norms | Time fund (hours) | Science and technology standard time norms * | Time fund (hours) | Other task standard time norms | Time fund (hours) | Obligation standard time norms |
| Senior Lecturer (Grade I) | 900 | 350 | 700 | 160 | 160 | 20 | 1.760 | 530 |
| Principal Lecturer (Grade II) | 900 | 310 | 600 | 140 | 260 | 80 | 1.760 | 530 |
| Lecturer (Grade III) | 900 | 280 | 600 | 120 | 260 | 210 | 1.760 | 530 |
| Teaching assistant (Grade III) | 900 | 200 | 600 | 120 | 260 | 210 | 1.760 | 530 |
| Probationary Lecturer (= < 1 year) | 980 | 140 | 000 | 000 | 780 | 390 | 1.760 | 530 |

Where: * *The number of equivalent science and technology standard hours is calculated according to the type, quality of research results and the level of contribution of each author to that study.*

At the beginning of the academic year, based on the teaching plan and the capacity of the lecturers, the Department and the Faculty assign an expected workload to each lecturer to achieve the goal that each lecturer meets the prescribed standard time norm and balances the workload among lecturers.

The Department of Economics calculates the FTE of the lecturer (full-time equivalent) in which 1 full-time lecturer of the Economics program performs the full number of teaching hours according to the standard will be 1.0 FTE. Lecturers participating in the Economics program include lecturers from the Faculty of Economics, lecturers from other departments and lecturers from other universities who are invited to lecture. Such faculty are converted to prorated and FTE tenured faculty as shown in Table 5.3.

Table 5.3: Number of lecturers and FTE of teaching staff in Economics Faculty in the academic year 2022 – 2023

| No | Education/qualifications | Conversion factor | Number of lecturers | Lecturer Payroll | | | Visiting lecturers | International Lecturers | Lecturer Redemption |
|----|----------------------------|-------------------|---------------------|-------------------------|-------------------------|-----------------------------------|--------------------|-------------------------|---------------------|
| | | | | Payroll Direct teaching | Direct Faculty Contract | Concurrently working as a manager | | | |
| | Conversion factor | | | 1 | 1 | 0,3 | 0,2 | 0,2 | |
| 1 | Professor | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Associate Professor | 3 | 1 | 0 | 0 | 1 | 0 | 0 | 0,9 |
| 3 | Ph.D | 2 | 8 | 6 | 0 | 2 | 0 | 0 | 13,2 |
| 4 | Master | 1 | 28 | 27 | 0 | 1 | 0 | 0 | 27,3 |
| 5 | Bachelor | 0,3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | | 37 | 33 | 0 | 4 | | | 41,4 |

To measure and track the faculty-to-student ratio and faculty workload, TNU uses the formula for calculating faculty and student LTE. A student's total FTE is calculated as the total number of students from the first to final year of the academic year multiplied by the student's LTE.

Table 5.4: FTE ratio of lecturers to students in 05 years

| School year | Total FTE of lecturers | Total FTE of students | Student/Teacher Ratio |
|-------------|------------------------|-----------------------|-----------------------|
| 2018-2019 | 7,81 | 243,47 | 31,18 |
| 2019-2020 | 8,54 | 214,31 | 25,08 |
| 2020-2021 | 13,00 | 249,37 | 19,18 |
| 2021-2022 | 11,21 | 255,98 | 22,83 |
| 2022-2023 | 14,63 | 259,95 | 17,77 |

Every year, the measures to monitor the workload of lecturers are to attend peer hours in class [E5.202], inspect and inspect teaching hours of the Legal Inspection Department [E5.2.03], monitor the total number of teaching hours and scientific research hours of lecturers quarterly, as a basis for evaluating officials according to regulations [E5.2.04]. In addition, after the end of each semester, TNU always conducts surveys of students' opinions on the effectiveness of courses [E5.2.05]. The results of the survey to collect opinions of alumni and employers on the quality of training and training programs of the University in 2022 showed that the average alumni satisfaction score for the criterion "Lecturers are qualified, competent and have a high sense of responsibility" is 3.9/5.

The collection of feedback from staff on the level of satisfaction with the assigned workload is collected in meetings of the Department and the Faculty, in addition, surveys of staff on the volume and quality of current work are also carried out. Based on the feedback, teachers can find suitable teaching methods. Faculty leaders may also need to adjust work assignments among staff accordingly [E5.2.05].

5.3. The program indicates that the competences of the academic staff are identified, evaluated and communicated

TNU defines the competences of its academic staff with regulations according to Circular 40 of the Ministry of Education and Training as follows [E5.3.01]:

1 - Teaching capacity: Perform well in teaching assigned subjects; guide students to write career internship reports, graduate internship thesis/topics; participate in developing and updating industry training programs; propose and implement solutions to innovate teaching and student assessment methods; Participate in academic advising and provide advice on choosing appropriate modules for students.

2. Scientific research capacity: chair or participate in scientific research projects at all levels; publication of scientific articles in national and international journals; participation in scientific conferences; be the editor or co-author of textbooks, reference books, reference materials; guide students in scientific research.

3. Other competencies: meeting standards in foreign languages and informatics as prescribed; participate in mass activities and perform other assigned social activities and services.

The assessment of lecturer competence is carried out in the following methods:

- Quarterly, based on the level of task completion, teaching and sense of discipline, the department, the Faculty and TNU will evaluate and grade lecturers at the levels of Excellent completion of tasks, Successful completion of tasks, Complete tasks and Failure to complete tasks. Quarterly grading results are used to evaluate faculty annually during each academic year.

- Teaching competence is assessed through peer feedback through attendance [E5.2.02] and student feedback at the end of each semester [E3.2.05].

- Scientific research capacity is assessed through the number of scientific research hours converted from the results of publishing articles, conducting research on scientific topics at all levels, writing textbooks and reference books according to regulations [E5.2.01]. Information about lecturers' teaching and scientific research activities can be viewed on the school's training management software [E5.3.02].

- Pursuant to the TNU Regulations and guidelines on the evaluation and classification of staff [E5.2.04], the working capacity of lecturers shall be assessed at the end of each quarter and at the end of each academic year according to the following procedure:

- (i) Quarterly evaluation and classification of officers and employees

- (ii) Evaluation and grading of officers and staff at the end of each academic year

The assessment of the capacity of lecturers (results of evaluation, classification of staff and officials; quarterly and annual grading) is carried out publicly in departmental

meetings (attended by all staff and officials of the department), the Faculty (with the participation of the Head, Deputy Department, representatives of the Executive Committee of the Faculty Trade Union and other unions representing and protecting the rights and obligations of cadres and employees), the Council for evaluation and classification of school-level officials (with the participation of the Head or Deputy Faculty representing all cadres and employees of the Faculty of Economics). The assessment results are publicly communicated to all staff and feedback is received (if any) before the school makes a decision on accreditation [E5.2.04].

TNU uses the results of annual assessment and classification of cadres and employees for rewarding, raising salaries, appointing, training and fostering to improve the qualifications and skills of lecturers [E5.2.04].

5.4. The program shows that the tasks assigned to the academic staff are appropriate to professional qualifications, experience and aptitudes

TNU determines the norms of work during the academic year (including teaching, scientific research and community service) based on the professional quotas of Lecturers, Principal Lecturers, Senior Lecturers (Table 5.2). Based on their professional and personal competence, lecturers register appropriate norms [E5.2.01]. TNU and the Department of Economics consider faculty registration as well as overall workload to make a decision on the proposed assignment of workload to all faculty [E5.2.05].

To ensure the quality of education, a lecturer is allowed to teach up to 05 modules in the training program [E5.2.05]. Assign teaching in accordance with the faculty's qualifications, research interests, and teaching experience. Based on the academic year study plan [E1.1.02] and the teaching load of each lecturer, the department publicly assigns teaching to lecturers on a semester-by-semester basis [E5.2.05].

The assignment of vocational internship guidance, thematic guidance and marking, graduation thesis also takes into account the qualifications, research capacity and interests of lecturers. For example, each professor, associate professor or lecturer with a doctoral degree guides no more than 05 thesis courses; the main lecturer guides no more than 04 thesis courses; Lecturers with master's degrees shall guide no more than 03 graduation thesis courses [E3.2.01].

Indicators of scientific research activities of lecturers are determined according to the number of scientific research hours in table 5.2. Lecturers carry out scientific research activities such as conducting scientific topics, publishing articles, writing books, textbooks, guiding students in scientific research in compliance with TNU regulations [E5.4.01], [E5.4.02].

5.5. The program demonstrates that there is an evaluation system for faculty promotion, including consideration of teaching, scientific research and community service

The selection of lecturers to participate in the consideration of the titles of Professor, Associate Professor or promotion to professional titles including Senior Lecturer (Grade I), Principal Lecturer (Grade II) is based on state decisions (Decision No. 37/2018/QĐ-TTg, Circular No. 36/2014/TTLT-BGDĐT-BNV and Circular No. 18/2017/TT- BGDĐT)

[E5.3.01]. After having the registration list, TNU selects qualified candidates on the basis of meeting the criteria and results of teaching and scientific research. In the last 5 years, the Faculty of Economics has had 02 lecturers promoted to senior lecturers, 26 times lecturers promoted to main lecturers [E5.5.01].

The promotion and appointment of leaders of TNU is based on the criteria of qualifications, research results, capacity, teaching and management experience as well as other requirements as prescribed by the University [E5.5.02]. In the period 2018 - 2023, TNU has made new appointments and reappointed management staff from departmental level to Faculty level of the Faculty of Economics in accordance with the process.

5.6. The program demonstrates that the rights, privileges, rights, roles, relationships and accountability of faculty are defined and understood, taking into account academic freedom and professional ethics

Pursuant to the regulations of the Ministry of Education and Training [E5.6.01], the University has issued the Regulations on organization and operation of TNU [E5.6.02]. According to Clause 1, Article 22 - Regulations on organization and operation of the University in 2021 stipulates: *"Officers and employees of TNU, a unit under TNU are the general human resources of UTI; perform tasks assigned by the unit directly managing and participate in the implementation of TNU's general tasks; have rights and obligations as prescribed by law."* According to Article 2 - Regulations on working regimes for lecturers and teachers of TNU promulgated together with Resolution 41/ND-HĐTr stipulates: *"1. The duties of lecturers' titles shall comply with current regulations of the Ministry of Education and Training; 2. Lecturers with the titles of Professors and Associate Professors, in addition to performing the duties of lecturers as prescribed in Clause 1 of this Article, must also perform their duties according to the Prime Minister's Decision No. 37/2018/QĐ-TTg dated August 31, 2018 promulgating regulations on standards and procedures for recognition of qualifications and appointment of professors, associate professor; procedures for consideration of revocation of recognition of titles and dismissal of professors and associate professors."* [E5.2.01]. In addition, allowances, benefits and remuneration for highly qualified staff are specified in the University's Internal Expenditure Regulations [E5.1.09], [E5.6.03].

The duties, roles and relationships of faculty with internal and external individuals and organizations are currently not regulated. The university encourages lecturers to exercise academic freedom, and take responsibility for professional and scientific ethics in accordance with the Law on Intellectual Property and regulations on scientific research activities of TNU [E5.4.02].

The rights and privileges, interests, roles and relationships and accountability of teaching staff have not been clarified in the recruitment process [E5.1.03] and the recruitment announcements of TNU [E5.1.03]. However, TNU has now issued a number of documents stating the privileges, benefits and roles of specific lecturers in some of the lecturers' duties, such as the Regulations on TNU's emulation and reward work [E5.6.04], the Regulations on rewarding TNU's Science and Technology activities [E5.6.05], etc the levels of reward expenditure in the Annual Internal Expenditure Regulations [E5.1.09] and

Labor Contracts [E5.6.06]. These documents, published on the TNU website are communicated to TNU staff during departmental, faculty, and school meetings. Furthermore, lecturers were consulted during the development of the regulatory text [E5.6.07].

5.7. The program systematically identifies training and professional development needs of trainers and appropriate training activities are implemented to meet these needs

Based on the actual situation of staff, human resource needs, strategic plans for human resource development and plans for training and fostering lecturers, TNU develops training and retraining plans in phases [E5.7.01], [E5.7.02], [E5.7.03], [E5.7.04]. The Faculty of Economics and TNU continuously monitors and urges the implementation of the training plan and professional fostering of lecturers [E5.1.11] and puts the implementation on schedule of the training planning as one of the criteria for annual evaluation and classification of lecturers [E5.2.04].

TNU has many policies to support professional training and retraining for teaching staffs.

Staffs and employees are entitled to salaries and other benefits according to current regulations of the State and TNU. For lecturers going to graduate programs, studying (or refreshing) political theory, lecturers are entitled to one of the following two modes:

(1) 100% of teaching standard hours, 100% of science and technology standard hours and 100% of other task standard hours; during the school period, if participating in teaching, it will be calculated according to the teaching invitation regime and paid according to the internal expenditure regulations; the entire school attendance period is not counted for the increase in teachers' seniority and is not entitled to vocational preferential allowances [E5.1.09];

(2) 50% of teaching standard hours, 50% of science and technology standard hours and 100% of other task standard hours; must schedule time to complete the assigned curriculum; The number of periods participating in teaching during school time is counted as overtime (after completing the number of hours responsible for teaching) as prescribed. Particularly, the last year of the course (including non-intensive system) is exempted from 100% of standard duty hours (including teaching, science and technology and other tasks). The entire school attendance period is calculated to increase teachers' seniority and enjoy vocational preferential allowances [E5.1.08], [E5.1.10]. In addition, TNU's Internal Expenditure Regulations clearly stipulate that lecturers are entitled to the regimes of attendance, examination, title protection, promotion and professional training [E5.1.09].

Other professional training activities are also encouraged and supported such as pedagogical training classes, scientific research methods, and political theory training. TNU may provide or cooperate with other organizations to organize such trainings, or send trainers to attend [E5.1.08], [E5.1.10]. Not only linking and cooperating with domestic organizations, TNU also connects with partners who are universities, universities and research institutes abroad in signing postgraduate training commitments for TNU lecturers [E5.7.05].

In the period of 2018 - 2023, the Faculty of Economics has a total of 20 lecturers participating in Master's, Doctoral programs and other training activities at home and abroad. Lecturers must periodically report their learning outcomes and submit diplomas and certificates to NTU's Staff Organization Department upon completion for further assessment and planning [E5.7.06].

5.8. The program shows that the effective management of lecturers' work (including rewards and recognition) is implemented to evaluate the quality of lecturers' teaching and scientific research activities

In order to motivate and encourage lecturers to perform their tasks, every year, the Faculty of Economics and TNU always launch a movement to reward lecturers based on teaching and scientific research achievements according to the university's regulations [E5.6.04], [E5.6.05].

At the end of the academic year, the Faculty of Economics and TNU collect all necessary data proving the achievements of lecturers such as Teaching Assignment [E5.2.05], personal emulation registration, statistics of teaching hours, scientific research of lecturers, as well as student feedback on teaching activities [E5.8.01]. Using data, the process of emulating and rewarding officers is carried out in 4 steps:

- (1) Individual self-assessment
- (2) The Department of Review Meetings
- (3) Faculty of Review
- (4) The School Emulation and Merit Committee meets for evaluation.

The results of evaluation and grading of lecturers' work completion are used to evaluate and reward the school year. Lecturers can be recognized with the title of Emulation Soldier at all levels, Advanced Labor and be commended with commendation titles such as: Certificate of Merit from the Rector of TNU, Certificate of Merit from the Minister of Education and Training, First, Second and Third Class Labor Medals of the Prime Minister and other noble titles such as Excellent Teacher, People's Teacher [E5.8.02].

TNU also honors lecturers with outstanding scientific achievements with certificates of merit and annual bonuses and awards for individuals who have published international papers [E5.8.03]. For example, TNU supports funding for writing articles published in scientific journals [E5.1.09] (*In the name of Tay Nguyen University and not as a product of projects implemented from school funding*):

- Articles published in the Web of Science system in the SCI category; SCIE; SSCI; AHCI: 20,000,000 VND/article;
- Articles published in ESCI journals: 8,000,000 VND/article
- Articles published in international journals in the category of Scopus: 15,000,000 VND/article
- Article published in the Journal of Science of Tay Nguyen University (full text written in English): 1,500,000 VND/article.

Criterion 6: Student Support Services

6.1. Student admission policies, admission criteria and admission procedures to the program are clearly expressed, communicated, published and updated.

Based on the enrollment regulations of the Ministry of Education and Training, and TNU, the Admission Council of TNU annually develops the Admission Scheme [E6.1.01] which clearly states the subjects of enrollment: As prescribed in the enrollment regulations of the Ministry of Education and Training.

Admission method: For admission, in 2018, TNU only considers admission based on the results of the National High School Examination in 2018. In 2019, TNU considers admission in 2 forms: Considering high school exam results; consider high school performance (transcripts). In 2020, TNU has 4 methods of admission: Considering high school exam results; consider the results of the competency assessment exam of Vietnam National University Ho Chi Minh City; Direct admission, priority for admission; consider high school results (transcripts) in 1 of the following 4 ways:

- (i) Consider the semester GPA of Grade 12 subjects according to the admissions complex;
- (ii) Consider the semester average of the subjects of grade 11 term 1 of grade 12 according to the combination of admissions;
- (iii) Consider the semester GPA of the subjects of grade 10, grade 11 and term 1 of grade 12 according to the combination of admissions;
- (iv) Consider semester GPAs in 10th, 11th and 12th grade subjects according to the admissions complex;

In addition, TNU has a policy of giving priority to admission and direct admission for candidates who win national prizes or national science and technology competitions, based on the good student exam or the winning candidate's scientific and technical research project or topic for direct admission to university-level majors according to the regulations of the Ministry of Education and Training [E6.1.01], [E6.1.02].

TTU's admission scheme is publicly announced on TNU's admission websites and the Faculty of Economics. Enrollment information is also transmitted through admissions counseling sessions at high schools and on social networking platforms such as Facebook, Zalo,.... After approval by the Selection Committee, the results will be announced on online channels [E3.3.01].

After each enrollment, enrollment policies, criteria and methods of enrollment are reviewed and updated annually in the Admission Scheme in accordance with regulations of the Ministry of Education and Training and the current situation of TNU. With the flexibility in application solutions and diversity in admissions policies, promotion, communication, advising and support activities, the number of students enrolled at TNU has increased in recent years (Table 6.1).

Table 6.1. Results of admission to Economics in the last 5 years

| Year | Quota | Admission numbers |
|-------------|--------------|--------------------------|
| 2018 | 100 | 106 |
| 2019 | 100 | 87 |
| 2020 | 100 | 126 |
| 2021 | 100 | 118 |
| 2022 | 100 | 105 |

Table 6.2. Total number of students majoring in Economics for 5 years

| Year | Total number of students |
|-------------|---------------------------------|
| 2017 – 2018 | 420 |
| 2018 – 2019 | 380 |
| 2019 – 2020 | 350 |
| 2020 – 2021 | 372 |
| 2021 – 2022 | 380 |

6.2: Both short- and long-term planning for academic and non-academic support services is undertaken to ensure the adequacy and quality of support services for teaching, research and community service

Pursuant to Circular No. 11/2014/TT-BNV dated 10/9/2014 and Circular No. 02/2021/TT-BNV 06/11/2021 stipulating professional titles, ranks and standards of administrative civil servants [E6.2.01], Regulations on organization and operation of TNU [E5.6.02], TNU promulgates standards for job positions [E6.2.02], fostering policies, training [E5.1.09], appointment of staff [E5.5.02] to support staff effectively and transparently to ensure human resources for teaching, scientific research, training, student affairs, testing and quality assurance, and community service.

Based on TNU's Strategic Development Plan [E5.1.02] and Job Description Scheme [E6.2.02], TNU units annually review retired or terminated support staff, determining the manpower needs of each unit. After practical synthesis and analysis, TNU has implemented a plan to recruit [E5.1.04], deploy and assign tasks [E6.2.03] to support staff.

Currently, TNU has more than 100 support specialists working in departments and centers. The Faculty of Economics has 02 experts working in the Faculty, 02 lecturers assistants for student affairs, training, science and technology. Details of the number and qualifications of support staff at units are presented in Table 6.3.

Table 6.3: Table of number and qualifications of support staff in TNU

| Departments and centers | Qualifications | | | | |
|--|-------------------|-----------|-----------|-----------|------------|
| | Asso.Prof, PhD | MA | BA | Other | Total |
| Training Department | 02 | 06 | 04 | 0 | 12 |
| Quality Control Department | 01 | 05 | 04 | 0 | 10 |
| Department of Science and International Relations | 03 | 01 | 03 | 0 | 7 |
| Personnel Organization Department | 02 | 06 | 01 | 0 | 9 |
| General Administration Department | 01 | 03 | 05 | 05 | 14 |
| Financial Planning Department | 01 | 04 | 07 | 0 | 12 |
| Department of Student Affairs | 02 | 06 | 04 | 0 | 12 |
| Facilities Department | 0 | 04 | 04 | 08 | 16 |
| TTPC Department | 02 | 05 | 0 | 0 | 7 |
| Department of Communications and Admissions Counseling | 01 | 05 | 02 | 0 | 8 |
| Library | 0 | 04 | 03 | 02 | 9 |
| Center for Foreign Languages - Informatics | 01 | 03 | 01 | 0 | 5 |
| Innovation Center | 01 | 05 | 0 | 0 | 6 |
| Student Support Center | 0 | 02 | 03 | 06 | 11 |
| Pedagogical Skills Centre | 03 | 01 | 0 | 0 | 4 |
| Centre for Humanities and Social Sciences in the Central Highlands | 02 | 03 | 01 | 0 | 6 |
| Total | 22 | 63 | 42 | 21 | 148 |

To ensure the best support for students, TNU offers a full range of services such as counselling and academic support; scientific research; policies and regulations; finance and scholarships; employment counseling; artistic, sports and club activities; dormitory services for students; These departments and centers in charge of the above services are clearly specified in the Organizational and Operational Regulations of TNU [E5.6.02].

In the report on the current status and orientation of TNU development planning for the period 2016-2020 and vision to 2030 [E5.1.01] and the school's strategic development plan [E5.1.02]; TNU also defines objectives and actions for support service activities such as the development and development of programs, especially high-quality programs, distance learning and international relations, scientific research and international cooperation; improve the quality of faculty, union activities and student affairs.

Every year, each department and center develops specific action plans to operate student support services promptly and smoothly.

- TNU promulgates the academic year training program [E1.1.02], [E1.1.08], the teaching plan [E6.2.07] clearly stating the training plan, registration schedule, final exam schedule for students to conveniently follow and participate in learning.

- TNU develops and implements a number of activities to help students easily grasp guidelines and activities during the school year such as propaganda of political and ideological education; manage students inside and outside the school, maintain security and order; implement policies towards students; advising and supporting students; physical examination; local military;... [E6.2.05], [E6.2.06].

- The Department of Science and International Relations shall plan science and technology activities and organize the review of topics for students. Specifically, in the past 5 years, Economics students have participated in the Startup Innovation Contest organized by TNU [E6.2.08].

The Ho Chi Minh Youth Union, Students' Union, student clubs have specific activities such as arts, sports, volunteering, professional discussions [E3.5.01].

6.3. An adequate system is proven to exist to track student progress, academic achievement, and workload. Student progress, achievement, and workload are systematically recorded and monitored. Feedback to students and corrective actions are taken as needed.

Based on the regulations of the Ministry of Education and Training and TNU, TNU promulgates the Academic Regulations stipulating how to systematically monitor the learning results and the number of credits students must earn in each semester [E1.1.02], [E1.1.08], [E3.2.01].

Specifically, students studying under the credit system need to accumulate an average of 16 credits per semester to complete the course on time [E3.2.01]. The student's academic year is redeemed based on the number of accumulated real credits; For example, a student's academic year is converted as the first year if the student accumulates less than 30 credits (the planned average number of credits in an academic year), to the second year if the student accumulates between 30 credits and 59 credits,... [E1.1.08].

In order to manage students' activities and learning progress, TNU has a system to monitor and record students' progress and learning results in coordination with support staff from functional departments, Training Department, Student Affairs department, Faculty and academic advisor [E4.6.01], [E6.3.01]. Table 6.4 presents a list of tasks of units and individuals for student progress and learning outcomes.

Table 6.4. The system tracks student progress, academic performance and workload

| No. | Unit/Individual | Function |
|-----|-------------------------------|--|
| 1 | Faculty | Study plan; consider training points; scholarship consideration; Commendation meeting, student discipline. |
| 2 | Department of Student Affairs | Consider training points; scholarship consideration; Commendation meeting, student discipline. |
| 3 | Training Department | Class scheduling; Implement a training plan. |
| 4 | Quality Control Department | Exam administration; Student feedback surveys |
| 5 | Faculty Assistant | Support Faculty Leaders in the implementation of the School documents; |
| 6 | Academic Advising | Monitoring, supporting students to register for modules, advising Choose elective modules; Methodology counseling and Scientific research. |

For academic management purposes, TNU uses training management software to track students' learning outcomes, helping faculties, functional departments, academic advisors and students review and track learning results accurately, systematically and closely [E4.6.01].

After the end of each semester, the Student Affairs Department will send a list of students who have been warned to stop or drop out, and the academic advisor will hold a meeting based on the student's academic performance [E6.3.02]. Students with good academic results are rewarded and can be considered for graduation earlier than prescribed. Students with below-average academic results and a warning will not be enrolled in more than 14 credits for the following semester [E3.2.01].

Students can easily review the results of each module and the semester and year GPA,... on TTU's training management software [E4.6.01]. Academic grades and alerts are sent to students through academic advisors. Thereby, academic advisors remind, supervise and support students to register for courses to ensure academic progress. For students who are behind schedule, TNU organizes additional summer semesters to help students improve their academic performance, keeping up with the program [E6.3.03].

For the vocational internship, the Department of Economics assigns lecturers whose expertise is relevant to the field of the junior internship unit [E3.2.03]. For thematic or graduation thesis, students can register in advance with the instructor. If students do not register, the Department of Economics will randomly assign one instructor to each student.

6.4. Co-curricular activities, student competitions, and other student support services are proven to be available to improve the learning and employment experience.

To enhance the learning experience and foster soft skills, students are encouraged and supported to participate in extracurricular activities, academic competitions and other complementary activities organized annually by the Youth Union, Students' Union [E3.4.01], [E6.2.08].

TNU also focuses on activities to support students to find jobs such as organizing job fairs, guiding/training skills for resumes and interviews through soft skills modules. [E6.4.02]. In addition, job information is regularly updated on TNU's website for undergraduates and unemployed bachelors [E6.4.03].

TNU has established many clubs such as Learning Methods Club, Blood Donation Club, Startup Club, Tutoring Club, Exam Relay Club to create a useful playground to help students improve their skills. improve learning experience and skill training [E3.5.01].

In addition, TNU also has incentive scholarships, other scholarships, social policies for students. Scholarships are awarded after each semester to encourage students to study. Students who pass the valedictorian exam and graduate with honors are rewarded by TNU [E6.4.04].

6.5. The competences of the support staff providing student services are shown to be identified for recruitment and deployment. These competences are demonstrated to be evaluated to ensure their ongoing relevance to stakeholder needs. Roles and relationships are clearly demonstrated to ensure smooth service delivery.

In order to ensure an effective and transparent process of recruiting, employing and managing support staff, TNU has issued regulations on qualification and capacity requirements of support staff (including specialists, technicians, staff, librarians...) specifically as follows: Having a university degree or higher; Fully meet standards of professional titles, moral qualities, foreign languages, informatics; Obtaining qualifications of the specialized field; Have a professional certificate for the working position [E5.5.02].

TNU has also proposed the standard for appointment of managers and leaders of departments/centers [E5.5.02]. Specifically, the criteria of the Head of Department: (i) Having a Master's degree or higher; The Head of Training Department, Science & Science must have a doctoral degree; (ii) Experience in leadership and management in the specialized field to be in charge; (iii) Be able to develop administrative documents and advise the Principal on matters in his assigned field.

On the basis of the criteria for appointment of managerial positions identified in TTU's Scheme on Job Description [E6.2.02], TNU develops a management staff planning for the period [E6.5.01]. Potential personnel will be supported to participate in training courses to meet the qualifications of management positions. TNU promotes academic freedom and has many training and retraining policies to support staff throughout the professional qualification improvement course [E5.1.09].

Departments and faculties shall annually elaborate plans on fostering and fostering their cadres and send them to the Personnel Organization Department. Based on the requirements of the working position, the Staff Organization Department shall prepare a staff training and retraining report and submit it to the Principal for approval and complete the procedures for sending cadres for training and retraining according to regulations [E5.1.08], [E5.5.01], [E5.6.03]. Officers after completing the training course must submit diplomas and certificates to the Personnel Organization Department to compile the report. Specifically, in the past 5 years, support staff have participated in training courses such as: Training conference to improve the capacity of Testing and Education Accreditation;

university accreditor training course; fire protection training; political theory training; foreign languages and information technology.

Statistics on the number and qualifications of staff of supporting functional units are shown in Table 6.3, of which all units have more than 50% of staff with university/engineer degree or higher (except for Student Support Center, which is less than 50%) and 12 units have 100% staff with university degree or higher.

At the beginning of the school year, based on the plan of teaching, scientific research and other activities, Departments/Centers assign tasks to each staff member. At the end of the school year, the assessment of the workload of support staff is carried out through a quarterly self-assessment of staff ratings:

(i) Pursuant to the Regulations and Guidelines for the Assessment of the Classification of TNU Cadres and Employees, TNU, the Faculty of Economics and the functional departments shall evaluate and classify the completion of the duties of support officers according to the following levels: Not completed; Complete; Well Done, Excellent Done. The results of this assessment will be communicated to the manager and each employee. The results of task completion are the basis for rewarding and raising salaries early for employees to motivate them to successfully complete tasks [E6.5.04].

(ii) In addition, TNU conducts annual surveys on the satisfaction of lecturers and students with the support activities of functional departments. Accordingly, TNU promptly proposes measures to improve services to ensure that the needs of relevant units are met [E6.5.02]

In order to ensure smooth service delivery, TNU clearly defines the functions and duties of support staff, functions and duties of functional departments specified in the Functional Regulations of Units in the School [E6.5.03].

6.6. Student support services are shown to be subjected to assessment, comparison and enhancement

TNU has conducted an assessment of the quality of student support services using various methods such as surveying faculty, staff, and students on the working attitude of functional departments [E6.5.02].

From the results of the student opinion survey, TNU held a meeting to analyze, compare and receive student feedback, sending it to relevant units to improve implementation. Along with that, every year TNU organizes dialogues between the school (including faculties and departments) and students to exchange information [E6.6.01]. On that basis, relevant units carry out evaluation, summary, and lessons learned activities to improve academic advising, employment consulting, internships, and specific extracurricular activities for students. Specifically, the 2021 survey results on the Library's responsiveness, about 64% of lecturers and students agree to meet teaching and learning needs. Regarding the level of response of the practice room, the laboratory has about 54% satisfaction. About 51% of lecturers and students are satisfied with the level of response of the IT system. The satisfaction rate of lecturers and students with other services at the University is 51% [E6.6.02].

Criterion 7: Infrastructure And Facilities

7.1. TNU is proven to have sufficient resources and facilities including equipment, learning materials and information technology systems to operate the training program

To operate the training program in Economics, the school currently has 10 functional rooms, 09 training departments, 04 centers, 01 library, 01 hospital [E7.1.01], [E7.1.02], [E7.1.03]. In the period of 2017 - 2022, the University has implemented many projects on investment in facilities and infrastructure [E7.1.04], teaching and learning facilities, laboratories, equipment invested and maintained [E7.1.05] for the training and scientific research of the University, including projects that contribute to the operation of the training program in Economics such as: Sports Area Upgrade Investment Project. The school currently has 261 working rooms and other works (guest houses, cafeterias, canteens, garages, traditional houses, guard houses...) with an area of 396,927.7 m², ensuring enough working rooms for functional rooms, institutes, centers. In addition, the school currently has 04 halls with an area of 2,209 m², classrooms from 20 seats to 150 seats with an area of 17,234 m². The average area/student is: 10.7 m² [E7.1.06]. The school's classroom system is sufficient to support training activities for the Economics Training Program according to current regulations. The offices, classrooms and function rooms of the University are shown in the TNU plan listed at the entrance and in the foyer of the buildings E7.1.03].

The school's offices are fully equipped with lighting, ventilation, safety, projectors, fans ... and equipment for the work of cadres, officials and employees such as computers, printers, copiers, tables and chairs, cabinets, shelves... In addition, the classrooms are fully equipped to support training and research activities for the Economic Training Program such as: lighting, ventilation, safety, tables and chairs, projectors, fans... [E7.1.01],[E7.1.07]. The school assigns the Facilities Department to be responsible for managing the school's facilities and equipment [E5.6.02], [E6.5.03]. Every year, facilities and equipment supporting the University's training and research activities are reviewed and inventoried. The school establishes asset inventory teams and conducts asset inventories of units throughout the school [E7.1.09]. In addition, in classrooms, laboratories, there is always a Register of operation status, use of facilities and equipment [E7.1.10]. Facilities and infrastructure in the period of 2017 - 2022 have changed significantly, in which the University has built and renovated working houses, lecture halls, artificial football fields, sports playgrounds ... spacious, comfortable and modern to serve the activities of the University in general and activities serving students of Economics in particular [E7.1.01], [E7.1.02], [E7.1.03]. The survey results of lecturers and students show that the University has enough working rooms, classrooms and appropriate function rooms and ensures the ratio of area to support training activities for the Economics Training Program according to current regulations [E7.1.11],[E7.1.12], [E6.6.02].

The school has a sufficient system of working rooms, classrooms and function rooms suitable and ensures the ratio of area/student as prescribed to support training activities for the Economics training program according to current regulations.

7.2. Laboratories and equipment are updated, available and used effectively

The University Library was built and developed through different stages, in which from the day of the establishment of the University, the scale was small, so it merged with the Department of Academic Affairs (now called the University Training Department). In 1997, the University established the Information - Documentation - Library Center separated from the Training Department. In 2007, the School Library was established on the basis of splitting from the Information – Documentation – Library Center [E7.2.01]. Currently, the Library is located in the center of the campus, with a total floor area of 3,200m² with 05 rooms (01 professional room, 04 service rooms: 01 on-site reading room, 01 reference room, 01 textbook room, 01 lookup machine room) for on-site reading with 500 seats [E7.2.02]. The staff of the Library currently has 13 people, including: 01 Director, 01 Deputy Director, 11 staff. Library staff meet professional and professional requirements and are annually sent by the University to attend professional training courses [E7.2.03].

The library model is constantly innovating the way of service, from a closed warehouse to an open warehouse for students to easily access materials, borrow materials on demand, computerize library materials borrowing and return activities and interlibrary connection [E7.2.02]. Currently, the School Library operates under an open model, in which readers when visiting the library can freely go to the bookshelves to choose materials, freely choose the appropriate seat to read or study. In order to serve effectively, the Library has issued regulations on its duties, organizational functions, regulations on borrowing and returning materials, regulations on penalties, regulations on the use and opening time [E7.2.04]. The library is equipped with Ibb software, meeting the search needs of readers, knowing the borrowing – returning status of documents you read, the circulation status of documents (<http://appsrv/opac/>) [E7.2.05]. At civics week, the Library instructs first-year students to use the library [E7.2.06].

The University Library has a total resource of 13,371 textbooks, reference materials, specialized journals serving 9 faculties, 36 training disciplines [E7.2.07], [E7.2.08]. Endogenous documents such as theses, theses, scientific reports, textbooks written and published by school staff and lecturers increase year by year [E7.2.08] [E7.2.09].

At the beginning of each academic year, based on the plan of the Department of Facilities for the registration of property procurement [E7.2.10], the Library sends a notice and registration form to order textbooks, reference books for faculties [E7.2.11]. On that basis, the Faculty of Economics deploys for lecturers to register, synthesize and submit proposals to the Library. In the period of 2017 - 2022, the University allocated a budget of VND 1,841,226,000 to add 27,884 books and journals to the Library [E7.2.12]. Documents and learning materials (printed and electronic) are updated to meet the training and research needs of the Economics training program [E7.2.07], [E7.2.13], [E7.2.14], [E7.2.09].

Every year, the Quality Management Department conducts a survey of stakeholders on the operation of the University, in which the opinions of lecturers and students on the operation of the Library with the survey results showing the level of satisfaction of lecturers and students with the library [E6.5.02], [E6.6.02], [E7.1.12]. In addition, the Library has

its own Facebook page to support training and research activities in general and for the Economics Curriculum [E7.2.15].

7.3. A digital library is shown to be set-up, in keeping with progress in information and communication technology

In order for a diverse and rich source of materials to meet the needs of readers, the University Library has linked and been linked by Can Tho University Learning Resource Center, Multidisciplinary Electronic Journal Database, Emerald e-Journals Collection SAGE e- Journals Collection, BNEUF International Online Library is supported by Francophone University organization to share and transfer electronic resources, readers can access the intranet to find documents (<https://lrcdig.ctu.edu.vn/digital/>) [E7.3.01],[E7.3.02]. In addition, the Institute of Biotechnology and Environment also has bookcases for learning and research for lecturers and research students in Biotechnology, Agriculture and Forestry, Medicine and Pharmacy [E7.2.07] and related fields [E7.3.03].

7.4. TNU has an information technology system to meet the needs of staff, lecturers and students

According to the organizational and operational regulations of the school, the school assigns the Department of Facilities and Information Center to be the unit planning the maintenance, audit and upgrade of information technology systems including: computer systems, hardware, software, Internet systems, websites [E6.5.03], [E7.1.08], [E7.3.01]. The school currently has 05 servers: A Lenovo server to store the school's database and the school's website virtual server, 1 IBM server to backup the school's database and website, 01 HP server running library software, 01 HP server running other software, 01 HP server running firewall, threading and managing the entire network system in the school, internet room, 14 computer labs, LAB room with 700 computers [E7.1.01], [E7.1.07], [E7.4.01], [E7.4.02]. The University's network infrastructure is equipped with high-speed internet transmission [E7.4.03] and security systems that use a firewall to prevent viruses and access is logged in by student code and faculty code [E7.4.04]. In addition, the school has a website at <https://www.ttn.edu.vn/> address including Vietnamese and English website [E1.1.06].

In order to ensure the consistency, safety and confidentiality of data, the University has measures to ensure the safety and security of the internal quality assurance information system through software terms of use, admin decentralization, decentralization of management and use of passwords, using the Kaspersky Anti-virus computer protection software, Firewall in Windows [E7.4.02], [E7.4.04]. The school creates and provides all cadres, employees and employees with official email addresses with @ttn.edu.vn domain names and requires all cadres, employees and employees to use in the process of communication and work exchange to facilitate and secure the receipt, sending and processing of written information related to cadres, officer [E7.4.05]. For students, the University guides, provides accounts, logs in to the University's dedicated websites to register for courses, view scores, view exam schedules, academic information [E1.1.08], [E7.4.04]. In order to ensure the consistency, timeliness, confidentiality and safety of the information exchange system, ensure accuracy and availability for timely provision to

stakeholders, all documents and schools stipulate that the records of the quality management system have their own identification signs such as: name of document, code, place of receipt, place of storage, date of issuance, competent person for consideration and approval before issuance, status of change of documents before issuance in accordance with the provisions of the regulations on archives promulgated by the State and the School [E7.2.07].

Every year, based on actual needs, the University develops an investment plan for information technology systems to meet the needs of training, scientific research and community service [E7.2.12]. In the school year plan, the school determines the goal of modernizing training equipment, effectively operating software such as: training management, staff management, library management, investment in information technology infrastructure, priority on strengthening computer systems, synchronize training management data, website of the University to meet the learning and research needs of lecturers and students. On the basis of the annual plan, the University regularly allocates funds to invest in providing infrastructure including network systems, computer labs, laboratories, classrooms [E7.2.12]. In the period of 2017 - 2022, the information technology system of the University is regularly upgraded to meet the teaching and learning needs of lecturers and students, in which the University invests in building 03 new computer laboratories and upgrading 13 laboratories in building D1, D2, procurement of equipment for training and research activities with a total amount of VND 29,326,501,300 [E7.1.05],[E7.1.07], [E7.4.07]. The school deploys and upgrades many professional software such as: accounting software, training software, staff organization software [E7.4.02]. In 2018, in collaboration with VNPT, the University invested in a wifi network system covering the campus [E7.4.03].

In computer labs, the Facilities Department assigns staff on duty, manages the computer room and makes a monitoring book on the use of information technology equipment for training and scientific research [E7.1.10]. At the end of each fiscal year, the Department of Facilities and Information Center shall review and evaluate the effectiveness of investment and use of information technology equipment of the whole school [E7.4.08], [E7.4.08]. In addition, every year, the University establishes an asset inventory team and conducts an inventory of information technology equipment [E7.1.09]. According to the annual survey plan of the University, the Quality Management Department conducts a survey of opinions of staff, lecturers and students on the responsiveness of information technology systems, the use of high-quality computer systems and equipment invested in training and research activities with the survey results showing satisfaction confidence of staff, lecturers and students on the responsiveness of the University's information technology system [E6.5.02], [E6.6.02], [E7.1.12]. In addition, faculty comments at the annual Staff Conference [E7.4.10] and student opinions at the annual University Student Dialogue Conference [E6.6.01] express satisfaction with the University's information technology systems to support the University's training and research activities.

7.5. The university is proven to provide highly accessible computer and network infrastructure that allows the campus community to fully harness information technology for teaching, research, service, and administration.

TNU is equipped with 1,092 computers in computer labs and laboratories, functional units, 90 computers at the library for teaching, learning and research needs, 329 printers, 27 scanners, 42 photocopiers for function rooms and 274 projectors for lecture halls [E7.1.07], [E7.5.01].

TNU's server system currently includes 05 servers, 01 Lenovo server to store the school's database and the school's website virtual server, 01 IBM server to backup the school's database and website, 01 HP server running library software, 01 HP server running other software, 01 HP server running firewall, threading and managing the entire network.

TNU's Internet system equips administrative buildings, lecture halls, dormitories connected with 4 high-speed internet connections: 3 transmission lines of Viettel, 1 transmission line of VNPT.

Security system The school uses 2 hardware and software firewall systems to protect the database stored on the server.

Private Account access with Training Management software for students, lecturers, administrators.

Management software: Website ttn.edu.vn; library information systems; Training Management software; Human Resource Management software; MISA Accounting Software

Every year, the information technology system and infrastructure of the University are regularly upgraded to meet the teaching and learning needs of lecturers and students.

7.6. Environmental, health and safety and accessibility standards for people with special needs are proven to have been identified and implemented.

Ensure a safe, friendly and clean environment for lecturers, staff and learners; on the basis of Vietnamese regulations and standards on environment and safety; TNU has promulgated and fully implemented regulations on safety, security, health care, environmental sanitation, fire prevention and control [E7.6.01]. In addition, TNU also issued documents including school rules, laboratory rules, lecture hall rules, dormitory rules... mounted in buildings and laboratories for dissemination and propaganda to staff and learners [E7.6.02].

TNU's hospital is in charge of health-related issues for students as well as faculty and staff. Timely support and primary health care for staffs, lecturers and students throughout the university. The university also conducts annual health check-ups for faculty, staff, and students [E6.2.06].

TNU has welfare policies to ensure the health of staff working in hazardous environments such as buying protective equipment for staff working in laboratories and laboratories. TNU also has a toxic allowance for officers [E7.6.03].

Regarding security and order assurance, fire protection: The campus is surrounded by a fence, completely isolated from the surrounding environment. The security team of the General Administration Department is on duty at the school 24/24 hours with functions

and tasks specifically assigned in the working regulations of the security team [E7.6.04]. In addition, the school has signed a contract and issued a regulation in coordination with Tuan Ngoc Bodyguard Company for the purpose of protecting security and order in the school [E7.6.05]. In addition, the school has coordinated very well with the police of Eatam ward, the police of Buon Ma Thuot city in protecting security and order in the school area [E7.6.06].

There are sanitation workers working inside and outside each building to maintain environmental hygiene [E7.6.07].

TNU has established a Fire Steering Committee and Fire Protection Team whose members are officers and students of the university. Every year, team members attend a fire prevention and fighting training course. TNU has an inspection team to inspect fire protection to ensure these activities comply with state regulations [E7.6.08].

When building executive houses, lecture halls, dormitories, TNU paid attention to having assistive equipment for people with disabilities. In particular, the executive building is equipped with an elevator.

7.7. The university is proven to provide a physical, social and psychological environment conducive to education, research and personal well-being

TNU always cares about creating a physical, social and psychological environment that maximally supports the study, research and personal welfare of students.

TNU's buildings such as executive buildings, lecture halls, laboratories, libraries, dormitories are designed and built in harmony with each other, which is very convenient for students. The library is located near the dormitory and lecture hall 2, lecture hall 6, lecture hall 7, so students can easily read, borrow books and other learning materials. TNU has sports fields such as: Tennis, badminton, volleyball, basketball, table tennis, artificial grass football field with an area of 9,731m² and outdoor exercise machines to meet the health training needs of staff and students [E7.7.01].

Rules are posted in lecture halls for easy observation by learners [E7.7.02]. The arrangement of green areas between lecture halls and dormitories, and daily cleaning ensure students can study and live in a green, clean and friendly environment. During their studies at TNU, in addition to the main study time, students also participate in clubs. Currently, there are a total of 06 clubs such as: Learning method club, blood donation club, startup club, tutor club, exam season relay club [E3.5.01].

In addition, students also participated in activities organized by the Youth Union - Students' Union such as the emulation movement "5 good students", "5 good students", "Advanced youth follow Uncle's words", "Youth for tomorrow", "Creative start-up contest", "pedagogical professional competition" [E7.7.03] to help students have a comfortable mental environment most. In addition, the Youth Union - Students' Union also regularly organizes social and community activities for students such as volunteer summer campaign, Red Sunday, exam season relay, sister trade exchange, art festival, football tournament, volleyball [E3.5.01].

In addition, each class is assigned a lecturer as an academic advisor who is responsible for supporting and guiding students in their academic and personal lives [E7.7.04].

7.8. The competences of support staff to participate in services related to facilities and equipment is well defined and assessed to ensure skills meet stakeholder needs

The qualifications and competencies of support staff engaged in services related to facilities and equipment are defined in TNU regulations and the Employment Placement Scheme [E6.5.03], [E6.2.02].

In addition, TNU also encourages and promulgates policies to support service staff to participate in professional training courses to meet job requirements [E5.1.09].

The competence of support staff is assessed according to regulations based on their work results and work performance. Every year, TNU assigns tasks to each staff member and at the end of the year, TNU organizes emulation and reward assessments to classify employees according to the levels: Not completed tasks, completed tasks, successfully completed tasks and successfully completed tasks [E5.2.04].

TNU evaluates and rewards support staff based on the results of their assessment. In the 2021-2022 school year, the assessment results show that 100% of support staff, participating in services related to facilities and equipment have successfully completed their tasks or higher [E7.8.01].

In addition, the 2022 survey results show that about 71% of staff and students are satisfied with the attitude and working style of TTU's support department in terms of facilities and equipment [E6.5.02].

7.9. The quality of facilities (library, laboratory, IT and student services) is assessed and enhanced

In order to effectively manage and use laboratory and computer lab facilities, TNU assigns the Department of Information Technology to manage the computer lab and specialized departments to manage the laboratory. They are responsible for monitoring and recording the usage situation, assessing the quality, preserving computers and equipment to promptly meet teaching and learning requirements [E7.9.01], [E7.9.02].

TNU has regulations on use, inspection and monitoring of equipment quality. The equipment is maintained if there is a problem or periodic maintenance at the request of the user. Every year, TNU organizes asset inventories in computer labs, laboratories, and classrooms. The repair and upgrade of equipment at the practice rooms is implemented synchronously from the rooms to the Faculty. After that, the Faculties will propose plans to upgrade and repair [E7.5.01], [E7.9.02].

In addition, TNU also conducts surveys and collects opinions of students and lecturers on the quality of libraries and facilities (IT systems, computer room and laboratory equipment) [E6.6.02]. The survey results conducted in 2021 showed that, in terms of the responsiveness of the Library, about 64% of student faculty agreed to meet the needs of teaching and learning. In terms of how responsive the lab is, the lab is about 54% satisfied. The responsiveness of IT systems has about 51% of lecturers and students

satisfied. The faculty and student satisfaction rate for other services at the University is 51%.

TNU is interested in the specific opinions of respondents to take further actions to improve the level of satisfaction of staff and students with the quality of facilities and services. For example, TNU invested..... New computers of the year....due to comments about low computer speed in computer labs. In 2000, TNU purchased a Google Meet account to teach online during the SARS-CoV-2 epidemic.

Criterion 8: Output And Outcomes

8.1. The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement

The graduation rate and dropout rate of learners are managed by the school through Training Management software. This software, in addition, also helps to manage well the profile, information of each learner, training plan, timetable, teaching progress, learning and training results,... [E7.4.04], [E4.6.01].

** Graduation rate*

The graduation examination for learners who have accumulated enough credits according to the training program as well as has ensured other conditions for graduation is carried out openly and in accordance with regulations. Before each batch, the Faculty of Economics together with functional departments of the school reviews learner information, the Graduation Examination Committee of the Faculty meets to review and make a record of the Training Department to submit to the Graduation Review Council of the University for recognition of graduation for students [E8.1.01].

For the major in Economics, the time for learners to complete the training program is 4 years. However, depending on the ability and conditions, learners can shorten or extend the study time, the total allowed duration of the course from 4 to no more than 8 years. Table 8.1 shows that in the last 5 years, the proportion of learners graduating on schedule of the training program in Economics has largely changed in the direction of decreasing. The 2014-2018 course has the result that learners graduated for the first time on schedule for 4 years with a relatively high rate of 65.2% of the total number of graduates, by the course of 2015 – 2019, this rate decreased to 61.8%. Notably, the graduation rate of the 2016-2020 class increased and reached 78.1%, while the 2017-2021 course decreased by only 40%, and the 2018-2022 course reached 100% of first-time graduates. However, if the ratio between the number of graduates and the number of people enrolled, the proportion of learners graduating is decreasing (from 92.9% in 2018 to only 30.4% in 2022).

As can be seen, the on-schedule graduation rate gradually decreases, leading to an increase in the overdue graduation rate (learners need more than 4 years to complete the training program). This is because from 2016 onwards the school started to apply the compulsory outcome standard for learners graduating, which is the B1 certificate, certificates in informatics, certificates in physical education and defense education; or learners who have not accumulated enough credits (owed modules, cumulative GPA below 2.0).

** Dropout rate*

The dropout rate of students majoring in Economics tends to increase over the years. Table 8.1 shows that in the 2014-2018 course, the number of people enrolled was 123 people, of which the number of people who dropped out was 24 people, accounting for 19.5%. In the course of 2015 – 2019, 2016 – 2020 and 2017 – 2021, the dropout rate increased by 24.7%, 28.3% and 27.4%, respectively, but in the course of 2018 – 2022, the dropout rate was only 13.8%. After each semester, a learner shall be dismissed if he falls

into one of the following cases: (i) There are more than 2 warnings for academic performance; (ii) Exceeding the maximum time allowed to study at the school as prescribed; (iii) Be disciplined a second time for taking an exam for a person or ask someone to take the exam for them or be disciplined at the level of removing their name from the school's list of students; (iv) Arbitrary dropout [E3.2.01], [E8.1.02]. The Principal shall issue the decision on forced withdrawal and send it to the Faculty, Department, Class and locality where the learner has permanent residence [E8.1.03].

In case learners voluntarily drop out of school, it may stem from many reasons such as learners diverting to majors suitable to their interests, their own abilities, not meeting the requirements of the training program, difficult family circumstances,... It is difficult to contact learners who voluntarily drop out, so the Faculty and the University have not taken specific measures for these cases.

** Average graduation time*

Every year, the Faculty of Economics monitors and statistics the number of first-time graduates of each training discipline in the Report on the Summary of the work of the academic year and the direction of tasks of the academic year [E8.1.04]. On the school side, the Student Affairs Department, Training Department conducts monitoring and statistics on the training management software [E7.4.04], then reports the number of graduates of each discipline in the Statistical Report Schedule of the academic year [E8.1.05] approved by the Rector to submit to the Ministry of Education and Training, This report is made annually after 01 year compared to the graduation deadline under the design training program.

Table 8.1: Graduation rate, dropout rate and average graduation time of Economics majors (year)

| Course | Year graduate | Total amount learners entered | Dropout rate | | Total amount learners entered in reality | Graduate rate | | | | | | | | | | Amount Graduates | | Average graduation time |
|--------|---------------|-------------------------------|--------------|------|--|---------------|---------|------|---------|------|---------|------|---------|------|-----|------------------|------|-------------------------|
| | | | | | | 3,5 years | 4 years | | 5 years | | 6 years | | 7 years | | | | | |
| | | | No. | % | | | No. | % | No. | % | No. | % | No. | % | No. | % | | |
| 2014 | 2018 | 123 | 24 | 19,5 | 99 | - | 60 | 65,2 | 15 | 16,3 | 13 | 14,1 | 4 | 4,3 | 92 | 92,9 | 4,58 | |
| 2015 | 2019 | 85 | 21 | 24,7 | 64 | - | 34 | 61,8 | 8 | 14,5 | 5 | 9,1 | 8 | 14,5 | 55 | 85,9 | 4,76 | |
| 2016 | 2020 | 53 | 15 | 28,3 | 38 | - | 25 | 78,1 | 4 | 12,5 | 3 | 9,4 | - | - | 32 | 84,2 | 4,31 | |
| 2017 | 2021 | 95 | 26 | 27,4 | 69 | - | 18 | 40,0 | 27 | 60,0 | - | - | - | - | 45 | 65,2 | 4,60 | |
| 2018 | 2022 | 65 | 9 | 13,8 | 56 | - | 17 | 30,4 | - | - | - | - | - | - | 17 | 30,4 | 4,00 | |
| Tổng | | 421 | 95 | | 326 | | 154 | 63,9 | 54 | 22,4 | 21 | 8,7 | 12 | 4,9 | 241 | 100 | 4,5 | |

(Source: Statistics of the Faculty of Economics)

Table 8.1 shows that in the period from 2018 to 2022, the Economics major had 241 graduates, accounting for 73.9% of the total number of Economics majors enrolled (326 people). In which, there are no graduates before the design time of the training program (3.5 years), the graduation rate on time of the design of the training program (04 years) accounts for 63.9% of the total number of graduates; The rate of late graduation beyond 01 year (ie learners need 05 years to complete the training program) accounted for 22.4%, graduated late for 02 years (06 years) accounted for 8.7%, graduated 3 years late (07 years) accounted for 4.9%. The average graduation time for Economics tends to decrease during the assessment cycle (the average is 4.5 years).

Every year, in the year-end report, the Faculty of Economics finds out the reasons why learners graduate later than the minimum graduation time to take timely support and corrective measures [E8.1.04]. The measures that have been directed and implemented by the University in collaboration with Faculties, Departments and academic advisors in the period of 2018 – 2022 to improve the graduation rate are as follows:

- Academic advisors monitor and remind learners to complete outcome standards in foreign languages, informatics, advise on choosing the number of credits in 01 semester suitable to the capacity of each learner through class activities, credit registration counseling [E1.1.02].

- For disadvantaged learners, learners who are ethnic minorities, the school has implemented support measures through tuition fee exemption and reduction, granting support for learning expenses in accordance with state regulations [E8.1.06].

- For learners with good academic performance, every year, the school has provided scholarships to motivate learners in the learning process [E8.1.07].

- For learners with poor academic results, the Faculty and the school regularly monitor, statistics, conduct dismissal and dismissal review, send a list to each academic advisor, request learners who are on the warning list to drop out if they wish to continue their studies to make an application, have a specific repayment plan for modules. Then submit to the Faculty for consideration of decisions [E8.1.08], [E8.1.06].

- The school periodically organizes learners to improve D grades and retake exams so that learners can complete the study time in accordance with regulations and improve their graduation qualification scores on time [E8.1.09].

8.2. Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement

The school has also monitored the number of learners who have jobs after graduation and compared between years to find appropriate improvement measures such as reviewing and adjusting outcome standards, reviewing adjustments to training programs, detailed module outlines, etc teaching methods and assessment of module results [E1.1.01].

Table 8.2: Statistics on employment situation of learners in 1 year after graduating in Economics

| Year graduate | Number of learners graduate | Number of survey learners | Employment situation | | | | Employability Ratio to Total learner Responses (%) | Ratio of employed learners to total number of graduates (%) |
|---------------|-----------------------------|---------------------------|-------------------------|--------------------------------------|---------------|--------|--|---|
| | | | Get a job | | Keep learning | No job | | |
| | | | Right field of training | Not related to the training industry | | | | |
| 2018 | 92 | 42 | 25 | 9 | 0 | 8 | 81,0 | 37,0 |
| 2019 | 55 | 35 | 21 | 5 | 2 | 9 | 74,3 | 47,3 |
| 2020 | 32 | 46 | 28 | 3 | 0 | 15 | 67,4 | 96,9 |
| 2021 | 45 | 60 | 47 | 4 | 1 | 9 | 85,0 | 113,3 |
| 2022 | 17 | - | - | - | - | - | - | - |

(Source: Statistics of the Faculty of Economics)

Table 8.2 shows that Economics majors have the proportion of employed learners accounting for 37.0% of the total number of learners graduating from the early years, this rate tends to increase over the years. Only a small number of people did not have jobs in the survey years (specifically, in 2018, there were 8 unemployed people out of a total of 92 graduates; in 2021, there were 9 unemployed people out of a total of 45 graduates).

The Quality Management Department from 4 to 7 months every year, collects learners' opinions after graduation (from 12 months) on key information such as: employment status of learners; whether or not to do the right specialty trained; learner satisfaction with the course; suggestions related to the course. The survey on the employment situation of post-graduation learners also serves as a basis for supplementing and adjusting the structure of the training sector and training program contents in accordance with reality, meeting the needs of social human resources. Compared to other training majors of the Faculty of Economics, the proportion of Economics graduates with jobs is relatively higher than that of Finance and Banking over the survey years [E4.3.02].

Table 8.3: Comparison of employment situation of graduates of the Faculty of Economics

Unit: %

| Disciplines | Disciplines code | Year surveyed | | | | |
|----------------------------|------------------|---------------|------|------|------|------|
| | | 2018 | 2019 | 2020 | 2021 | 2022 |
| 1. Economics | 7640101 | 75 | 81 | 74,3 | 67,4 | 85 |
| 2. Accounting | 7229001 | 78,2 | 86,6 | 81,7 | 75 | 87,5 |
| 3. Business Administration | 7140231 | 67,3 | 84,6 | 80 | 65,8 | 85,7 |
| 4. Banking and Finance | 7620105 | 65,5 | 76,7 | 63,3 | 74,3 | 83,3 |

(Source: Survey report on the employment situation of the Quality Management Department)

In order to improve the quality of training and increase job opportunities for learners after graduation, the Faculty of Economics also organized a workshop to meet employers to listen to comments to have an action plan and adjust the training program more appropriately [E8.2.01], [E8.2.02]. The comments focused on learners after graduation need to be supplemented in professional skills, information technology, soft skills and foreign languages. In addition, the school has job fairs, associated with enterprises with annual recruitment needs [E8.2.03].

8.3. Research and creative work output and activities carried out by the academic staff and students are shown to be established, monitored, and benchmarked for improvement

Science and technology activities are one of the political tasks of the Faculty of Economics, Tay Nguyen University, making an important contribution to improving the quality of training and meeting social needs. In particular, scientific research of learners is an important content and always receives the attention of the faculty and the school [E8.3.01].

Every year on the basis of scientific and technological development orientation, the school always encourages learners to register for scientific research projects at grassroots level in the middle of the first semester every year [E8.3.02], [E8.3.03]. The project will be implemented by a group of learners under the guidance of 1 lecturer, including one learner who is primarily responsible. The instructor will assist the research team in writing the explanation of the topic [E8.3.04], [E8.3.05]. After the thesis presentation is approved, this group of students will carry out research activities for 12 months under the guidance of the faculty. Research results will be accepted and reported in scientific conferences of the Faculty and can be submitted for publication. Funds for the implementation of grassroots projects of learners are derived from revenues allocated by the state budget [E8.3.06]. In addition, science and technology projects at the grassroots level conducted by learners with excellent assessment results will be considered to participate in the "Scientific Research Student" Award [E8.3.07].

Accordingly, in the period from 2018 to 2022, the Economics major has 02 groups of students who have implemented and accepted on schedule 02 scientific research projects at grassroots level [E8.3.08]. Concrete:

- Students' scientific research project: "Access to social services of ethnic minorities in Buon Don district, Dak Lak province" was implemented by students of K17 Economics class and completed in December 2020.

- Students' scientific research topic: "Assessing the situation of high-quality human resources in Buon Ma Thuot city, Dak Lak province" was conducted by a group of students of K2019 Economics class and completed in June 2022.

For lecturers, the number of scientific research works is quite diverse and increases over the years. Notably, the number of articles published in domestic and foreign journals is quite large (20 articles) in the academic year 2021-2022, there are 12 articles in domestic journals and 8 articles in foreign journals, including some articles in the ISI/SCOPUS category [E8.3.09].

Table 8.4: Results of scientific research works of lecturers and students major in Economics

| Years of study | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--------------------------------|-----------|-----------|-----------|-----------|
| 1. Topics at all levels | 1 | 4 | 3 | 4 |
| - School level | 0 | 2 | 2 | 3 |
| - Provincial level | 1 | 2 | 0 | 0 |
| - Ministerial level | 0 | 0 | 0 | 1 |
| - State | 0 | 0 | 1 | 0 |
| 2. Articles | 12 | 9 | 6 | 20 |
| - Domestic | 5 | 5 | 3 | 12 |
| - Foreign | 7 | 4 | 3 | 8 |
| 3. Conferences/Seminars | 7 | 3 | 8 | 6 |
| - At TNU | 0 | 0 | 3 | 0 |
| - Domestic | 6 | 2 | 2 | 3 |
| - Foreign | 1 | 1 | 3 | 3 |
| 4. Sách, giáo trình | 2 | 0 | 1 | 2 |
| - Bibliographs, monographs | 2 | 0 | 0 | 2 |
| - Curriculum | 0 | 0 | 1 | 0 |
| 5. V2WORK Project | 0 | 0 | 1 | 0 |

(Source: Department of Economics statistics)

8.4. Data are provided to show directly the achievement of the programme outcomes, which are established and monitored

The outcome standards of the Economics training program are assessed through core modules demonstrating general knowledge, professional knowledge, general skills, professional skills and autonomy and responsibility [E1.1.02].

Table 8.5: Training program showing that students majoring in Economics meet the outcome standards at the time of graduation (direct method)

| PLO | Classification of students with PLO scores (student) | | | | Percentage of students with PLO scores (%) | | | |
|-------------|--|--------------|----------------|--------------|--|-------|-------|-------|
| | A (8,5-10) | B (7-8,4) | C (5,5-6,9) | D (4-5,4) | A | B | C | D |
| PLO1 | 35 | 79 | 56 | 50 | 55,6 | 125,4 | 88,9 | 79,4 |
| PLO2 | 31 | 131 | 121 | 70 | 49,2 | 207,9 | 192,1 | 111,1 |
| PLO3 | 48 | 53 | 23 | 1 | 76,2 | 84,1 | 36,5 | 1,6 |
| PLO4 | 20 | 39 | 3 | 0 | 31,7 | 61,9 | 4,8 | 0,0 |
| PLO5 | 91 | 9 | 0 | 0 | 144,4 | 14,3 | 0,0 | 0,0 |

(Source: Statistics of the Faculty of Economics)

The PLO1 outcome standard for general knowledge is assessed through 05 core modules including Philosophy, Political Economy, Scientific Socialism, Ho Chi Minh Thought and History of the Communist Party of Vietnam. Accordingly, the number of

students in Economics who achieved A grades (from 8.5 – 10 points) was 35 students, accounting for 55.6%; achieved grade B (from 7 – 8.4 points) accounting for 125.4%; achieved grade C (from 5.5 – 6.9 points) accounting for 88.9%; achieving a grade of D (between 4 and 5.4 points) accounts for 79.4% of the total number of students in Economics in the 2023 graduation year.

The PLO2 outcome standard of professional knowledge is assessed through 07 core modules including Microeconomics 1, Macroeconomics 1, Development Economics, Agricultural Economics, Industrial Economics, Trade - Service Economics and Tourism Economics. For these core modules, the majority of students achieved grades B (207.9%) and C (192.1%). In addition, a relatively large percentage of students achieved a D (111.1%).

PLO3 outcome standards for general skills are assessed through 02 core modules including Soft skills and Entrepreneurship. Mainly students achieved grades A (76.2%) and grades B (84.1) on these core modules.

PLO4 outcome standards for professional skills, assessed by core modules Scientific research methods. Accordingly, the proportion of students who achieved grades A (accounting for 31.7%) and achieving B (accounting for 61.9%) was mainly, with no students achieving grades D.

PLO5 outcome standards for autonomy and responsibility, assessed by core modules are Career Internship, Graduation Thematic and Graduation Thesis. Most students achieved A grades (144.4%), with only a small proportion achieving B grades (14.3%) for these modules.

8.5. Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement

The stakeholder satisfaction survey is the basis for the Faculty and the University to update and improve the training program to improve the quality of training in accordance with reality. The feedback results will be analyzed and evaluated by the University, the Quality Management Department together with the Faculty and the Department of Economics to propose solutions to overcome and enhance the satisfaction level of the parties.

In order to collect information of stakeholders, the Quality Management Department is the unit mainly responsible for advising, proposing and conducting activities of collecting and evaluating [E8.5.01], [E7.1.11], [E8.5.02]. After conducting stakeholder survey activities by distributing interview forms directly or online surveys using the links [E8.5.03]. The Department will process the information and issue a final result report for the unit and the school to take measures and come up with appropriate action strategies.

For learners and teachers: in each semester the Quality Management Department will conduct learner surveys for teaching activities [E3.2.05] and complementary activities to help learners in learning. Along with that is a survey on the responsiveness of libraries, information technology systems, services and labs at the school for both learners and lecturers. The results show that the level of satisfaction of students of the Faculty of Economics in general about these activities is above 50% [E6.5.02], [E6.6.02]. In addition,

the Faculty of Economics annually (usually in October or November) organizes a face-to-face dialogue with learners to answer all questions related to learning, living as well as other services in the school [E6.6.01].

For alumni, the survey is one of the bases for the University to annually direct relevant units to adjust to social requirements. From 2019 up to now, the University has also organized a survey to collect opinions to evaluate the quality of training at the school before graduation on training programs, consulting activities, skills, learning environment to serve the improvement of training quality [E8.5.03]. The results of the career survey show that almost all Economics students are satisfied with the course [E4.3.02].

For employers, in 2020, the Faculty of Economics organized a workshop with the participation of employers to share suggestions to improve the quality of training for training disciplines [E8.2.01], [E8.2.02]. At the same time, conduct a survey for employers in assessing the structure of the teaching program of the Economics sector (yes 62.1% of employers believe that the curriculum represents a balance between general knowledge, basic knowledge and specialized knowledge) (table 8.6); Regarding the outcome standards of the Economics training program, 44.8% of employers agreed that the outcome standards meet the requirements of the employer (table 8.7) [E8.5.03], [E4.7.01].

In addition, other opinions of the employer such as: The training program should be emphasized on practice; Increase practical internships at the unit; It is necessary to supplement professional skills and soft skills; Customized training is both beneficial for the school and beneficial for post-graduation learners; It is necessary for learners to participate more in practice to deepen their grasp of practice, reducing theoretical training programs.

Table 8.6: Survey results of the employer's assessment of the structure and content of the Economics curriculum

| No. | Assessment levels | The curriculum is designed based on the requirements of the outcome standards of knowledge, skills, autonomy and responsibility for graduates | | The structure of the curriculum balances general knowledge, basic knowledge and specialized knowledge | | The curriculum is balanced between theory and practice | |
|-----|-------------------|---|------------|---|------------|--|------------|
| | | Frequency | % | Frequency | % | Frequency | % |
| 1 | Strongly disagree | 1 | 3,4 | 1 | 3,4 | 1 | 3,4 |
| 2 | Disagree | 0 | 0 | 1 | 3,4 | 3 | 10,4 |
| 3 | Confused | 1 | 3,4 | 5 | 17,3 | 9 | 31,0 |
| 4 | Agree | 21 | 72,5 | 18 | 62,1 | 14 | 48,3 |
| 5 | Totally agree | 6 | 20,7 | 4 | 13,8 | 2 | 6,9 |
| | Total | 29 | 100 | 29 | 100 | 29 | 100 |

(Source: Compiled from employer survey results, 2020)

Table 8.7: Results of the survey on the level of assessment of the employer on the objectives and outcome standards of the training program in Economics

| No. | Assessment levels | The objectives of the training program are clearly defined | | The objectives of the training program are in line with TNU's mission and vision | | The objectives of the training program are consistent with the objectives of higher education stipulated in the Law on Higher Education | | The outcome standards of the training program are clearly defined | | Outcome standards clearly state the knowledge, skills and qualities learners need to achieve after graduation | | Outcome standards meet the requirements of the employer | |
|-----|-------------------|--|------------|--|------------|---|------------|---|------------|---|------------|---|------------|
| | | Frequency | % | Frequency | % | Frequency | % | Frequency | % | Frequency | % | Frequency | % |
| 1 | Strongly disagree | 2 | 7,7 | 2 | 6,9 | 2 | 6,9 | 2 | 6,9 | - | - | 2 | 6,9 |
| 2 | Disagree | 2 | 7,7 | 1 | 3,5 | 0 | 0 | 1 | 3,5 | - | - | 2 | 6,9 |
| 3 | Confused | 6 | 23,1 | 3 | 10,3 | 1 | 3,5 | 0 | 0 | - | - | 9 | 31,1 |
| 4 | Agree | 10 | 38,5 | 17 | 58,6 | 15 | 51,7 | 21 | 72,4 | - | - | 13 | 44,8 |
| 5 | Totally agree | 6 | 23,0 | 6 | 20,7 | 11 | 37,9 | 5 | 17,2 | - | - | 3 | 10,3 |
| | Total | 29 | 100 | 29 | 100 | 29 | 100 | 29 | 100 | - | 100 | 29 | 100 |

(Source: Compiled from employer survey results, 2020)

PART 3. ANALYSIS OF STRENGTHS AND LIMITATIONS

3.1. Summary of strengths

The expected learning outcomes of the training program are built in accordance with the educational goals, vision and mission of the School and have been widely disseminated to relevant parties; The expected learning outcomes of the modules have been built to be appropriate and compatible with the expected outcomes of the curriculum;

The Economics training program is periodically updated in accordance with regulations, and the requirements of relevant parties have been collected and translated into expected learning outcomes.

The Economics teaching program is built to be compatible with expected learning outcomes; which clearly determines the level of contribution of each module to achieving expected learning outcomes.

The teaching and learning activities of each subject in the Economics major are diverse, student-centered, helping students achieve expected learning results and promote initiative, integration, positivity, Creativity in learning. Teaching and learning methods have been evaluated and improved annually through training program updates.

Learner assessment methods in the Economics major are diverse, designed in accordance with expected learning outcomes and the goals of the training program; These assessment methods help learners measure the level of achievement of expected learning outcomes.

Tay Nguyen University as well as the Faculty of Economics have long-term strategies and specific plans in each period to develop human resources; Recruitment processes and criteria are clear and always carried out openly and transparently; There are policies to support lecturers participating in postgraduate training and training courses to improve professional qualifications.

The admission policy is clearly and specifically defined with a reasonable plan and implementation process, from developing the admission project to admission and diversity admission activities;

The school has career counseling and employment support activities for students that are implemented annually to help students better understand the profession and their ability to find jobs after graduation.

The management and support of students is always paid attention to by the Faculty and Department in order to promptly grasp the learning progress of students and support and resolve students' problems to partially reduce the rate of student learning. Students leave the learning process unfinished, reducing the average learning time for each learner.

3.2. Brief description of limitations

1. The program has few extracurricular activities and competitions for students.
2. Some lecturers, after completing their professional training courses or completing doctoral courses, have transferred jobs.

3. The proportion of Economics students participating in basic-level scientific research projects is still low.

4. The rate of students majoring in Economics graduating on time is not high. The rate of students dropping out, stopping studying, and dropping out of school has decreased but is still high.

5. Assessing the level of satisfaction of relevant parties regarding expected learning outcomes is not still conducted.

3.3. Improvement of plans

| No. | Objective | Activities | Unit/Individual | Implementation Time/Deadline |
|-----|-------------------------------|--|-----------------------|------------------------------|
| 1 | Weakness Remediation Plan (1) | Enhance extracurricular activities, increase practice, internship and practicality. | Faculty, Department | 30/12/2023 |
| 2 | Weakness Remediation Plan (2) | There should be a policy to attract lecturers | Tay Nguyen University | Annually |
| 3 | Weakness Remediation Plan (3) | Organizing training sessions on scientific research methods Promote the role of the Department in advising and guiding student groups | Faculty, Department | 30/12/2023 |
| 4 | Weakness Remediation Plan (4) | Student support plans: - Completion of modules in the Training Program - Practice skills for B1 English exam | Faculty, Department | 30/12/2023 |
| 5 | Weakness Remediation Plan (5) | Conduct stakeholder surveys to assess satisfaction with expected learning outcomes. | Faculty, Department | 30/12/2023 |

3.4. Self-assessment of the report

| Criterion | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------|--|---|---|---|---|----------|---|---|
| 1 | Expected learning outcomes | | | | | | | |
| 1.1 | The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders. | | | | | x | | |
| 1.2 | The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme. | | | | | x | | |
| 1.3 | The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline). | | | | | x | | |
| 1.4 | The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes. | | | | | x | | |
| 1.5 | The programme to show that the expected learning outcomes are achieved by the students by the time they graduate. | | | | x | | | |
| Overall opinion | | | | | | 5 | | |
| 2 | Programme Structure and Content | | | | | | | |
| 2.1 | The specifications of the programme and all its courses are shown to be comprehensive, up-to- date, and made available and communicated to all stakeholders. | | | | | x | | |
| 2.2 | The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes. | | | | | x | | |
| 2.3 | The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes. | | | | x | | | |
| 2.4 | The contribution made by each course in achieving the expected learning outcomes is shown to be clear. | | | | | x | | |
| 2.5 | The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated. | | | | | x | | |
| 2.6 | The curriculum to have option(s) for students to pursue major and/or minor specialisations. | | | | | x | | |
| 2.7 | The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry. | | | | | x | | |
| Overall opinion | | | | | | 5 | | |
| 3 | Teaching and Learning Approach | | | | | | | |
| 3.1 | The educational philosophy is clearly expressed and communicated to all stakeholders. It is also reflected in teaching and learning activities. | | | | x | | | |
| 3.2 | Teaching and learning activities are demonstrated to enable students to participate responsibly in the learning process. | | | | | x | | |

| | | | | | | | | |
|------------------------|---|--|--|--|---|----------|--|--|
| 3.3 | Teaching and learning activities demonstrate students' active learning | | | | | X | | |
| 3.4 | The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g., commitment to critical inquiry, information- processing skills, and a willingness to experiment with new ideas and practices). | | | | X | | | |
| 3.5 | The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset. | | | | | X | | |
| 3.6 | The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes. | | | | | X | | |
| Overall opinion | | | | | | 5 | | |
| 4 | Student Assessment | | | | | | | |
| 4.1 | A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives. | | | | | X | | |
| 4.2 | The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently. | | | | | X | | |
| 4.3 | The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently. | | | | | X | | |
| 4.4 | The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment. | | | | | X | | |
| 4.5 | The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses. | | | | | X | | |
| 4.6 | Feedback of student assessment is shown to be provided in a timely manner. | | | | | X | | |
| 4.7 | The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes. | | | | | X | | |
| Overall opinion | | | | | | 5 | | |
| 5 | Academic Staff | | | | | | | |
| 5.1 | The programme to show that academic staff planning (including succession, promotion, re- deployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service. | | | | | X | | |
| 5.2 | The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service. | | | | | X | | |
| 5.3 | The programme to show that the competences of the academic staff are determined, evaluated, and communicated. | | | | | X | | |

| | | | | | | | | |
|------------------------|--|--|--|--|---|----------|---|--|
| 5.4 | The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude. | | | | | X | | |
| 5.5 | The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service. | | | | | X | | |
| 5.6 | The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood. | | | | | X | | |
| 5.7 | The programme to show that the training and developmental needs of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs. | | | | | X | | |
| 5.8 | The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality. | | | | | X | | |
| Overall opinion | | | | | | 5 | | |
| 6 | Student Support Services | | | | | | | |
| 6.1 | The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published, and up- to-date. | | | | | | X | |
| 6.2 | Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service. | | | | X | | | |
| 6.3 | An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary. | | | | | X | | |
| 6.4 | Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability. | | | | | X | | |
| 6.5 | The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well- defined to ensure smooth delivery of the services. | | | | X | | | |
| 6.6 | Student support services are shown to be subjected to evaluation, benchmarking, and enhancement. | | | | X | | | |
| Overall opinion | | | | | | 5 | | |
| 7 | Facilities and Infrastructure | | | | | | | |
| 7.1 | The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient. | | | | | X | | |
| 7.2 | The laboratories and equipment are shown to be up-to- date, readily available, and effectively deployed. | | | | | X | | |

| | | | | | | | | |
|------------------------|---|-------------|--|--|---|----------|--|--|
| 7.3 | A digital library is shown to be set-up, in keeping with progress in information and communication technology. | | | | x | | | |
| 7.4 | The information technology systems are shown to be set up to meet the needs of staff and students. | | | | | x | | |
| 7.5 | The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration. | | | | | x | | |
| 7.6 | The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented. | | | | | x | | |
| 7.7 | The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being. | | | | | x | | |
| 7.8 | The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs. | | | | | x | | |
| 7.9 | The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement. | | | | | x | | |
| Overall opinion | | | | | | 5 | | |
| 8 | Output and Outcomes | | | | | | | |
| 8.1 | The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement. | | | | | x | | |
| 8.2 | Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement. | | | | | x | | |
| 8.3 | Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement. | | | | | x | | |
| 8.4 | Data are provided to show directly the achievement of the programme outcomes, which are established and monitored. | | | | | x | | |
| 8.5 | Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement. | | | | | x | | |
| Overall opinion | | | | | | 5 | | |
| Overall average | | 5,00 | | | | | | |

APPENDICES - EVIDENCE CODES

| Code | Shared evidence | Name of evidence |
|---|-----------------|--|
| CRITERION 1: EXPECTED LEARNING OUTCOMES | | |
| 1.1. The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders | | |
| E1.1.01 | | Notification of training program updates |
| E1.1.02 | | Training program |
| E1.1.03 | | Vision and mission of Tay Nguyen University |
| E1.1.04 | | National competency framework for Vietnamese university level |
| E1.1.05 | | Evidence of updating the training program of the Department of Economics |
| E1.1.06 | | Website of Tay Nguyen University |
| E1.1.07 | | Admissions consulting documents, leaflets |
| E1.1.08 | | Student Handbooks |
| 1.2. The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme | | |
| | E1.1.01 | Notification of training program updates |
| | E1.1.02 | Training program |
| 1.3. The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline) | | |
| | E1.1.02 | Training program |
| 1.4. The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes | | |
| | E1.1.05 | Evidence of updating the training program of the Department of Economics |
| 1.5. The programme to show that the expected learning outcomes are achieved by the students by the time they graduate | | |
| E1.5.01 | | Training Regulations |
| CRITERION 2: PROGRAMME STRUCTURE AND CONTENT | | |
| 2.1. The specifications of the programme and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders | | |
| E2.1.01 | | Framework program in Economics - Business Administration at university level |
| | E1.1.03 | Vision and mission of Tay Nguyen University |
| E2.1.02 | | Descriptions of training program and teaching program in Economics |
| E2.1.03 | | The Circular regulates the minimum amount of knowledge and requirements on the competencies achieved by learners |

| Code | Shared evidence | Name of evidence |
|--|-----------------|--|
| | E1.1.01 | Notification of training program updates |
| 2.2. The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes | | |
| | E2.1.02 | Descriptions of training program and teaching program in Economics |
| E2.2.01 | | Results of survey of relevant parties |
| 2.3. The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders | | |
| | E2.2.01 | Results of survey of relevant parties |
| | E1.1.01 | Notification of training program updates |
| | E1.1.05 | Evidence of updating the training program of the Department of Economics |
| E2.3.01 | | Minutes of the faculty council meeting on updating the training program |
| | E1.1.02 | Training program |
| 2.4. The contribution made by each course in achieving the expected learning outcomes is shown to be clear | | |
| | E2.1.02 | Descriptions of training program and teaching program in Economics |
| | E1.1.02 | Training program |
| 2.5. The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated | | |
| | E2.1.02 | Descriptions of training program and teaching program in Economics |
| | E2.2.01 | Results of survey of relevant parties |
| 2.6. The curriculum to have option(s) for students to pursue major and/or minor specialisations | | |
| | E2.1.02 | Descriptions of training program and teaching program in Economics |
| 2.7. The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry | | |
| | E1.1.01 | Notification of training program updates |
| | E2.2.01 | Results of survey of relevant parties |
| CRITERION 3: TEACHING AND LEARNING APPROACH | | |
| 3.1. The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities | | |
| E3.1.01 | | Educational philosophy of Tay Nguyen University |
| E3.1.02 | | Disseminating the educational philosophy of Tay Nguyen University |
| | E1.1.06 | Website of Tay Nguyen University |
| E3.1.03 | | Images of popularizing educational philosophy propaganda |
| E3.1.04 | | Regulations on organization and operation of Tay Nguyen University |
| E3.1.05 | | Report on Development Planning of Tay Nguyen University for the period 2016-2020, vision to 2030 |
| | E1.1.03 | Vision and mission of Tay Nguyen University |

| Code | Shared evidence | Name of evidence |
|---|-----------------|---|
| | E1.1.02 | Training program |
| 3.2. The teaching and learning activities are shown to allow students to participate responsibly in the learning process | | |
| | E1.5.01 | Training Regulations |
| | E1.1.02 | Training program |
| E3.2.01 | | Detailed course outline |
| E3.2.02 | | Professional internship and graduation internship |
| E3.2.03 | | Images of the online training portal on the website of Tay Nguyen University |
| E3.2.04 | | Report on survey results of lecturers' teaching activities |
| 3.3. The teaching and learning activities are shown to involve active learning by the student | | |
| | E1.1.08 | Student Handbooks |
| | E1.5.01 | Training Regulations |
| | E3.2.01 | Detailed course outline |
| | E3.2.02 | Professional internship and graduation internship |
| | E1.1.06 | Website of Tay Nguyen University |
| E3.3.01 | | Facebook fanpage of Tay Nguyen University, Faculty of Economics |
| | E3.2.03 | Images of the online training portal on the website of Tay Nguyen University |
| 3.4. The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices) | | |
| | E1.1.02 | Training program |
| | E3.2.01 | Detailed course outline |
| | E3.2.02 | Professional internship and graduation internship |
| E3.4.01 | | Images of students participating in scientific research activities and startup competitions |
| 3.5. The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset | | |
| | E3.2.02 | Professional internship and graduation internship |
| | E3.4.01 | Images of students participating in scientific research activities and startup competitions |
| E3.5.01 | | Clubs for students |
| 3.6. The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes | | |
| E3.6.01 | | Lecturer observation minutes of the Economics department |
| | E3.2.04 | Report on survey results of lecturers' teaching activities |
| | E1.1.05 | Evidence of updating the training program of the Department of Economics |

| Code | Shared evidence | Name of evidence |
|--|-----------------|--|
| | E2.3.01 | Minutes of the faculty council meeting on updating the training program |
| E3.6.02 | | Teaching online |
| | E3.2.03 | Images of the online training portal on the website of Tay Nguyen University |
| CRITERION 4: STUDENT ASSESSMENT | | |
| 4.1. A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives | | |
| E4.1.01 | | Admission regulations of the Ministry of Education and Training |
| E4.1.02 | | Admissions regulations of Tay Nguyen University |
| | E3.2.01 | Detailed course outline |
| | E1.1.02 | Training program |
| | E1.5.01 | Training Regulations |
| 4.2. The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently | | |
| | E1.5.01 | Training Regulations |
| E4.2.01 | | Regulations on quality inspection work |
| E4.2.02 | | Notification of regulations on exam conditions and department score evaluation |
| | E3.2.01 | Detailed course outline |
| 4.2.03 | | Exam sample, answers, scoring instructions |
| | E3.2.02 | Professional internship and graduation internship |
| 4.3. The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently | | |
| | E1.5.01 | Training Regulations |
| | E4.2.02 | Notification of regulations on exam conditions and department score evaluation |
| | E4.2.01 | Regulations on quality inspection work |
| | E1.1.02 | Training program |
| E4.3.01 | | Images and website links to training programs |
| | E3.2.01 | Detailed course outline |
| | E3.2.04 | Report on survey results of lecturers' teaching activities |
| E4.3.02 | | Employment survey results of alumni |
| E4.3.03 | | Workshop to improve training quality to meet social needs |
| 4.4. The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment | | |
| | E3.2.01 | Detailed course outline |
| | E4.2.01 | Regulations on quality inspection work |

| Code | Shared evidence | Name of evidence |
|--|-----------------|---|
| E4.4.01 | | Application for review of exams and test scores |
| E4.4.02 | | Report book to check test scores and exams |
| E4.4.03 | | Form of questionnaire to survey lecturers' teaching activities |
| | E3.2.04 | Report on survey results of lecturers' teaching activities |
| 4.5. The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses | | |
| | E3.2.01 | Detailed course outline |
| 4.6. Feedback of student assessment is shown to be provided in a timely manner | | |
| | E4.2.01 | Regulations on quality inspection work |
| E4.6.01 | | Phần mềm quản lý đào tạo, hình ảnh |
| E4.6.02 | | The website of Tay Nguyen University shows the score viewing function |
| E4.6.03 | | Component score |
| | E4.4.01 | Application for review of exams and test scores |
| | E4.4.02 | Report book to check test scores and exams |
| 4.7. The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes | | |
| | E1.5.01 | Training Regulations |
| | E4.2.02 | Notification of regulations on exam conditions and department score evaluation |
| | E3.2.01 | Detailed course outline |
| | E4.2.01 | Regulations on quality inspection work |
| | E4.3.02 | Employment survey results of alumni |
| E4.7.01 | | Results of surveys of alumni and employers on training quality and training programs |
| | E3.6.02 | Teaching online |
| CRITERION 5: ACADEMIC STAFF | | |
| 5.1. The Program shows that planning for teaching staff (including succession, promotion, redeployment, termination and retirement plans) is undertaken to ensure that the quality and quantity of academic staff meets educational needs, research and service | | |
| E5.1.01 | | Report on the current status and development planning orientation of Tay Nguyen University for the period 2016 - 2020, vision to 2030 |
| E5.1.02 | | Development plan for Tay Nguyen University |
| E5.1.03 | | Recruitment Notices |
| E5.1.04 | | Regulations on recruitment of civil servants |
| E5.1.05 | | Policy to attract human resources |
| E5.1.06 | | Decision to extend the working time of Tay Nguyen University in 2020 |
| E5.1.07 | | Management staff planning |

| Code | Shared evidence | Name of evidence |
|---|-----------------|---|
| E5.1.08 | | Decided to send staff to study management |
| E5.1.09 | | Internal spending rules |
| E5.1.10 | | Announcement of opening training class to improve skills: newspaper writing and international publication |
| E5.1.11 | | Review the implementation of planning at the faculty and subject level |
| 5.2. The programme shows that staff workloads are measured and monitored to improve the quality of education, research and service | | |
| E5.2.01 | | Resolution on working regulations for lecturers at Tay Nguyen University |
| E5.2.02 | | Proof of subject attendance records |
| E5.2.03 | | Inspection work assignment plan |
| E5.2.04 | | Regulations on classification of civil servants |
| | E3.2.04 | Report on survey results of lecturers' teaching activities |
| | E4.7.01 | Results of surveys of alumni and employers on training quality and training programs |
| E5.2.05 | | Assign teaching plans |
| 5.3. The program indicates that the competences of the academic staff are identified, evaluated and communicated | | |
| E5.3.01 | | Circular 40 regulates standard codes for university lecturers' professional titles |
| | E5.2.02 | Proof of subject attendance records |
| | E3.2.04 | Report on survey results of lecturers' teaching activities |
| | E5.2.01 | Resolution on working regulations for lecturers at Tay Nguyen University |
| E5.3.02 | | Image of training management software |
| | E5.2.04 | Regulations on classification of civil servants |
| 5.4. The program shows that the tasks assigned to the academic staff are appropriate to professional qualifications, experience and aptitudes | | |
| | E5.2.01 | Resolution on working regulations for lecturers at Tay Nguyen University |
| | E5.2.05 | Assign teaching plans |
| | E1.1.02 | Training program |
| | E1.5.01 | Training Regulations |
| E5.4.01 | | Write books and textbooks |
| E5.4.02 | | Research and management of science and technology topics |
| 5.5. The program demonstrates that there is an evaluation system for faculty promotion, including consideration of teaching, scientific research and community service | | |
| | E5.3.01 | Circular 40 regulates standard codes for university lecturers' professional titles |
| E5.5.01 | | Professional title promotion |

| Code | Shared evidence | Name of evidence |
|---|-----------------|---|
| E5.5.02 | | Regulations on appointment and reappointment of management staff |
| 5.6. The program demonstrates that the rights, privileges, rights, roles, relationships and accountability of faculty are defined and understood, taking into account academic freedom and professional ethics | | |
| E5.6.01 | | Public employee law, education law and social insurance law |
| E5.6.02 | | Regulations on organization and operation of Tay Nguyen University |
| | E5.2.01 | Resolution on working regulations for lecturers at Tay Nguyen University |
| | E5.1.09 | Internal spending rules |
| E5.6.03 | | Government Decree on seniority allowances for lecturers |
| | E5.4.02 | Research and management of science and technology topics |
| | E5.1.04 | Regulations on recruitment of civil servants |
| | E5.1.03 | Recruitment Notices |
| E5.6.04 | | Decision promulgating regulations on emulation and commendation of Tay Nguyen University |
| E5.6.05 | | Regulations on rewarding Science and Technology of Tay Nguyen University |
| E5.6.06 | | Contract work |
| E5.6.07 | | Minutes of meetings of the department and Faculty of Economics on draft emulation and reward documents |
| 5.7. The program systematically identifies training and professional development needs of trainers and appropriate training activities are implemented to meet these needs | | |
| E5.7.01 | | Manpower plan of Tay Nguyen University |
| E5.7.02 | | Regulations on adjusting training planning |
| E5.7.03 | | Implement training planning |
| E5.7.04 | | Regulations for selecting full-time lecturers and source lecturers according to Decision No. 89 |
| | E5.1.11 | Review the implementation of planning at the faculty and subject level |
| | E5.2.04 | Regulations on classification of civil servants |
| | E5.2.01 | Resolution on working regulations for lecturers at Tay Nguyen University |
| | E5.1.09 | Internal spending rules |
| | E5.1.08 | Decided to send staff to study management |
| | E5.1.10 | Announcement of opening training class to improve skills: newspaper writing and international publication |
| E5.7.05 | | Memorandum of cooperation |
| E5.7.06 | | Periodically report on the learning outcomes of lecturers studying for Masters/PhD students |
| 5.8. The program shows that the effective management of lecturers' work (including rewards and recognition) is implemented to evaluate the quality of lecturers' teaching and scientific research activities | | |

| Code | Shared evidence | Name of evidence |
|---|-----------------|---|
| | E5.6.04 | Decision promulgating regulations on emulation and commendation of Tay Nguyen University |
| | E5.6.05 | Regulations on rewarding Science and Technology of Tay Nguyen University |
| | E5.2.05 | Assign teaching plans |
| E5.8.01 | | Application for emulation and reward consideration |
| E5.8.02 | | Decision to recognize and reward |
| E5.8.03 | | Decision to reward international articles |
| CRITERION 6: STUDENT SUPPORT SERVICES | | |
| 6.1. Student admission policies, admission criteria and admission procedures to the program are clearly expressed, communicated, published and updated. | | |
| E6.1.01 | | University admission project |
| E6.1.02 | | Admissions regulations |
| | E3.3.01 | Facebook fanpage of Tay Nguyen University, Faculty of Economics |
| 6.2: Both short- and long-term planning for academic and non-academic support services is undertaken to ensure the adequacy and quality of support services for teaching, research and community service | | |
| E6.2.01 | | Regulations on professional titles, ranks, and standards for administrative civil servants |
| | E5.6.02 | Regulations on organization and operation of Tay Nguyen University |
| E6.2.02 | | Job placement scheme |
| | E5.1.09 | Internal spending rules |
| | E5.5.02 | Regulations on appointment and reappointment of management staff |
| | E5.1.02 | Development plan for Tay Nguyen University |
| | E5.1.04 | Regulations on recruitment of civil servants |
| | E5.1.03 | Recruitment Notices |
| E6.2.03 | | Decision to transfer public employees |
| | E5.6.02 | Regulations on organization and operation of Tay Nguyen University |
| | E5.1.01 | Report on the current status and development planning orientation of Tay Nguyen University for the period 2016 - 2020, vision to 2030 |
| | E1.1.02 | Training program |
| | E1.1.08 | Student Handbooks |
| E6.2.04 | | Training Plan |
| E6.2.05 | | Plan to organize "Civic Activities Week - Pupils and Students" |
| E6.2.06 | | Notice of health examination |
| E6.2.07 | | List of science and technology topics at grassroots level |
| E6.2.08 | | Students and start-up activities |
| | E3.5.01 | Clubs for students |

| Code | Shared evidence | Name of evidence |
|--|-----------------|---|
| 6.3. An adequate system is proven to exist to track student progress, academic achievement, and workload. Student progress, achievement, and workload are systematically recorded and monitored. Feedback to students and corrective actions are taken as needed | | |
| | E1.1.02 | Training program |
| | E1.1.08 | Student Handbooks |
| | E1.5.01 | Training Regulations |
| | E4.6.01 | Phần mềm quản lý đào tạo, hình ảnh |
| E6.3.01 | | Report on academic advising work |
| E6.3.02 | | Evidence of students being warned to stop studying or drop out of school |
| E6.3.03 | | Announcing the opening of demand classes and organizing improved exams |
| | E3.2.02 | Professional internship and graduation internship |
| 6.4. Co-curricular activities, student competitions, and other student support services are proven to be available to improve the learning and employment experience | | |
| E6.4.01 | | Youth union and student association plans |
| | E3.4.01 | Images of students participating in scientific research activities and startup competitions |
| | E6.2.08 | Students and start-up activities |
| E6.4.02 | | Work festival day |
| E6.4.03 | | Recruitment information on the website of Tay Nguyen University |
| | E3.5.01 | Clubs for students |
| E6.4.04 | | List of awarded students |
| 6.5. The competences of the support staff providing student services are shown to be identified for recruitment and deployment. These competences are demonstrated to be evaluated to ensure their ongoing relevance to stakeholder needs. Roles and relationships are clearly demonstrated to ensure smooth service delivery | | |
| | E5.1.04 | Regulations on recruitment of civil servants |
| | E5.1.03 | Recruitment Notices |
| | E5.5.02 | Regulations on appointment and reappointment of management staff |
| | E6.2.02 | Job placement scheme |
| E6.5.01 | | Management staff planning |
| | E5.1.09 | Internal spending rules |
| | E5.1.08 | Decided to send staff to study management |
| | E5.5.01 | Professional title promotion |
| | E5.7.03 | Implement training planning |
| | E5.2.04 | Regulations on classification of civil servants |
| E6.5.02 | | Report on survey of working attitude of functional department |
| E6.5.03 | | Decision promulgating the functions and tasks of TNU units |

| Code | Shared evidence | Name of evidence |
|--|-----------------|--|
| 6.6. Student support services are shown to be subjected to assessment, comparison and enhancement | | |
| | E6.5.02 | Report on survey of working attitude of functional department |
| E6.6.01 | | Announcement on the organization of a meeting and dialogue between school leaders, unit leaders and student delegates |
| E6.6.02 | | Results of the survey on the level of response of libraries and information technology |
| CRITERION 7: INFRASTRUCTURE AND FACILITIES | | |
| 7.1. TNU is proven to have sufficient resources and facilities including equipment, learning materials and information technology systems to operate the training program | | |
| E7.1.01 | | Triple public report |
| E7.1.02 | | TNU's facilities and landscape |
| E7.1.03 | | TNU diagram |
| E7.1.04 | | Decision approving infrastructure investment projects |
| E7.1.05 | | Proposals and notices of procurement of machineries and equipments Tờ trình và thông báo mua sắm máy móc, thiết bị |
| E7.1.06 | | Announcement Publicizing the facilities of Tay Nguyen University in 2020-2021 |
| E7.1.07 | | Data on facilities and equipment of Tay Nguyen University |
| | E5.6.02 | Regulations on organization and operation of Tay Nguyen University |
| | E6.5.03 | Decision promulgating the functions and tasks of TNU units |
| E7.1.08 | | Assigning tasks to a number of Departments and Committees |
| E7.1.09 | | Decisions on the establishment of the Asset Inventory Board |
| E7.1.10 | | Tracking borrowed equipment |
| E7.1.11 | | Regulations on feedback collection activities |
| E7.1.12 | | Survey results reports measuring people's satisfaction with public education services at Tay Nguyen University |
| | E6.6.02 | Results of the survey on the level of response of libraries and information technology |
| 7.2. Laboratories and equipment are updated, available and used effectively | | |
| E7.2.01 | | Decision on the establishment of the Information - Documentation - Library Center; Decision on the organizational structure of National University for the 2018 - 2023 Rector term |
| E7.2.02 | | Diagram and facilities of the Library |
| E7.2.03 | | Organizational structure and personnel of the Library for the term of Principal 2018 - 2023 |
| E7.2.04 | | Library Rules |
| E7.2.05 | | Library management software |
| E7.2.06 | | Plan for the week of civic activities at the beginning of the course |
| E7.2.07 | | Library's learning materials database |

| Code | Shared evidence | Name of evidence |
|---|-----------------|--|
| E7.2.08 | | Library's school year summary report |
| E7.2.09 | | Notice of submission of graduation thesis |
| E7.2.10 | | Notice of repair, maintenance and enhancement of facilities |
| E7.2.11 | | Notice about signing up to buy textbooks and reference books |
| E7.2.12 | | Summary of expenses from funding sources |
| E7.2.13 | | Notice on providing information and reviewing main textbooks and reference materials for teaching and learning |
| E7.2.14 | | Plan to ensure educational quality |
| | E6.5.02 | Report on survey of working attitude of functional department |
| | E6.6.02 | Results of the survey on the level of response of libraries and information technology |
| | E7.1.12 | Survey results reports measuring people's satisfaction with public education services at Tay Nguyen University |
| E7.2.15 | | Facebook of Tay Nguyen University Library |
| 7.3. A digital library is shown to be set-up, in keeping with progress in information and communication technology | | |
| E7.3.01 | | Library electronic information portal |
| E7.3.02 | | Support sharing and transferring electronic resources of Can Tho Learning Resource Center |
| | E7.2.07 | Library's learning materials database |
| E7.3.03 | | List of reference books and monographs of the Faculty of Economics |
| 7.4. TNU has an information technology system to meet the needs of staff, lecturers and students | | |
| | E6.5.03 | Decision promulgating the functions and tasks of TNU units |
| | E7.1.08 | Assigning tasks to a number of Departments and Committees |
| | E7.3.01 | Library electronic information portal |
| | E7.1.01 | Triple public report |
| E7.4.01 | | School facilities and equipment |
| E7.4.02 | | Software for training |
| | E7.1.07 | Data on facilities and equipment of Tay Nguyen University |
| E7.4.03 | | Providing information technology and telecommunications services at Tay Nguyen University |
| E7.4.04 | | Training management software |
| | E1.1.06 | Website of Tay Nguyen University |
| E7.4.05 | | Emails from officials and employees of Tay Nguyen University |
| | E1.1.08 | Student Handbooks |
| | E7.2.07 | Library's learning materials database |
| E7.4.06 | | Notice of upgrading additional wifi equipment |
| | E7.2.12 | Summary of expenses from funding sources |

| Code | Shared evidence | Name of evidence |
|--|-----------------|---|
| | E7.1.07 | Data on facilities and equipment of Tay Nguyen University |
| E7.4.07 | | Investment monitoring and evaluation reports |
| | E7.1.10 | Tracking borrowed equipment |
| E7.4.08 | | School year summary reports of the Facilities Department |
| E7.4.09 | | School year summary reports from the Planning and Finance Department |
| | E7.1.09 | Decisions on the establishment of the Asset Inventory Board |
| | E6.5.02 | Report on survey of working attitude of functional department |
| | E6.6.02 | Results of the survey on the level of response of libraries and information technology |
| | E7.1.12 | Survey results reports measuring people's satisfaction with public education services at Tay Nguyen University |
| E7.4.10 | | Resolution of the conference of officers and employees of the units |
| | E6.6.01 | Announcement on the organization of a meeting and dialogue between school leaders, unit leaders and student delegates |
| 7.5. The university is proven to provide highly accessible computer and network infrastructure that allows the campus community to fully harness information technology for teaching, research, service, and administration | | |
| | E7.1.07 | Data on facilities and equipment of Tay Nguyen University |
| E7.5.01 | | Minutes of annual inventory of units' assets |
| 7.6. Environmental, health and safety and accessibility standards for people with special needs are proven to have been identified and implemented. | | |
| E7.6.01 | | Fire prevention and fighting at Tay Nguyen University |
| E7.6.02 | | School Rules |
| | E6.2.06 | Notice of health examination |
| E7.6.03 | | Decree regulating additional special allowances, preferential allowances, work responsibility allowances and heavy, harmful and dangerous allowances for teachers in public vocational education establishments |
| E7.6.04 | | Decision on regulating working hours of security guards of the General Administration Department |
| E7.6.05 | | Protection contract |
| E7.6.06 | | Quy chế phối hợp thực hiện công tác đảm bảo an ninh trật tự tại các trường thuộc khối thi đua 11 tỉnh Đắk Lắk |
| E7.6.07 | | List of environmental staff |
| E7.6.08 | | Fire protection and prevention |
| 7.7. The university is proven to provide a physical, social and psychological environment conducive to education, research and personal well-being | | |
| E7.7.01 | | Image of sports area |
| E7.7.02 | | Image of lecture hall rules |
| | E3.5.01 | Clubs for students |

| Code | Shared evidence | Name of evidence |
|---|-----------------|--|
| E7.7.03 | | Announcement of organization of movement competitions |
| E7.7.04 | | Decided to appoint lecturers as academic advisors |
| 7.8. The competences of support staff to participate in services related to facilities and equipment is well defined and assessed to ensure skills meet stakeholder needs | | |
| | E6.5.03 | Decision promulgating the functions and tasks of TNU units |
| | E6.2.02 | Results of the survey on the level of response of libraries and information technology |
| | E5.1.09 | Internal spending rules |
| | E5.2.04 | Regulations on classification of civil servants |
| E7.8.01 | | Decision on officer classification for the 2021-2022 school year |
| | E6.5.02 | Report on survey of working attitude of functional department |
| 7.9. The quality of facilities (library, laboratory, IT and student services) is assessed and enhanced | | |
| E7.9.01 | | Practice and experiment tracking book |
| E7.9.02 | | Report broken equipment that needs repair |
| | E7.5.01 | Minutes of annual inventory of units' assets |
| | E6.6.02 | Results of the survey on the level of response of libraries and information technology |
| CRITERION 8: OUTPUT AND OUTCOMES | | |
| 8.1. The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement | | |
| | E7.4.04 | Training management software |
| | E4.6.01 | Phần mềm quản lý đào tạo, hình ảnh |
| E8.1.01 | | Evidence of the minutes of the meeting to recognize the graduation |
| | E1.5.01 | Training Regulations |
| E8.1.02 | | Decision on the establishment of a drop-out committee, warning of academic results |
| E8.1.03 | | Decision to forced dismissal for students |
| E8.1.04 | | Report summarizing the work of the academic year and orientations of the academic year of the Faculty of Economics |
| E8.1.05 | | The Enrollment Results Report |
| | E1.1.02 | Training program |
| E8.1.06 | | Announcement of academic expense support for ethnic minority students |
| E8.1.07 | | The minutes of the scholarship consideration meeting |
| E8.1.08 | | Announcement on withdrawal results and warning of academic results |
| E8.1.09 | | Retest and improvement exam schedule |
| 8.2. Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement | | |
| | E1.1.01 | Notification of training program updates |

| Code | Shared evidence | Name of evidence |
|---|-----------------|---|
| | E4.3.02 | Employment survey results of alumni |
| E8.2.01 | | Job fair of the Faculty of Economics |
| E8.2.02 | | Announcement of assignment of tasks to prepare "Job fair of Tay Nguyen University |
| E8.2.03 | | Link and recruitment announcement on the website of the Faculty of Economics |
| 8.3. Research and creative work output and activities carried out by the academic staff and students are shown to be established, monitored, and benchmarked for improvement | | |
| E8.3.01 | | Circular regulating scientific research activities of students in educational and training institutions |
| E83.02 | | Plan to implement scientific research activities among students |
| E8.3.03 | | Notice of registration of supplementary list of scientific topics |
| E8.3.04 | | Scientific Research Handbook |
| E8.3.05 | | Minutes of the council meeting determine the list of key science and technology topics |
| E8.3.06 | | Announcement of funding allocation for science and technology activities |
| E8.3.07 | | Announcement of the organization of the award of Science and Technology Awards for students |
| E8.3.08 | | Minutes of acceptance of scientific research projects of Economic students |
| E8.3.09 | | Link to summarize the scientific research works of the Lecturer |
| 8.4. Data are provided to show directly the achievement of the programme outcomes, which are established and monitored | | |
| | E1.1.02 | Training program |
| 8.5. Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement | | |
| E8.5.01 | | Educational institution self-assessment plan |
| | E7.1.11 | Regulations on feedback collection activities |
| E8.5.02 | | Implementation plan to collect learners' feedback on the teaching work of lecturers |
| E8.5.03 | | Survey form for students, alumni, and employers |
| | E3.2.04 | Report on survey results of lecturers' teaching activities |
| | E6.5.02 | Report on survey of working attitude of functional department |
| | E6.6.02 | Results of the survey on the level of response of libraries and information technology |
| | E6.6.01 | Announcement on the organization of a meeting and dialogue between school leaders, unit leaders and student delegates |
| | E4.3.02 | Employment survey results of alumni |
| | E4.7.01 | Results of surveys of alumni and employers on training quality and training programs |

