AUN-QA

SELF-ASSESSMENT REPORT

ENGLISH LINGUISTICS UNDERGRADUATE PROGRAMME

Dak Lak, December 2023

AUN-QA

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PROGRAMME

**We are pleased to submit this Self- Assessment Report for the assessment of
the English Linguistics undergraduate program according to the AUN-QA
Criteria**

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AUN-QA

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CONTENT

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 1: INTRODUCTION

1.1. Overview of Tay Nguyen University (TNU)

- 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
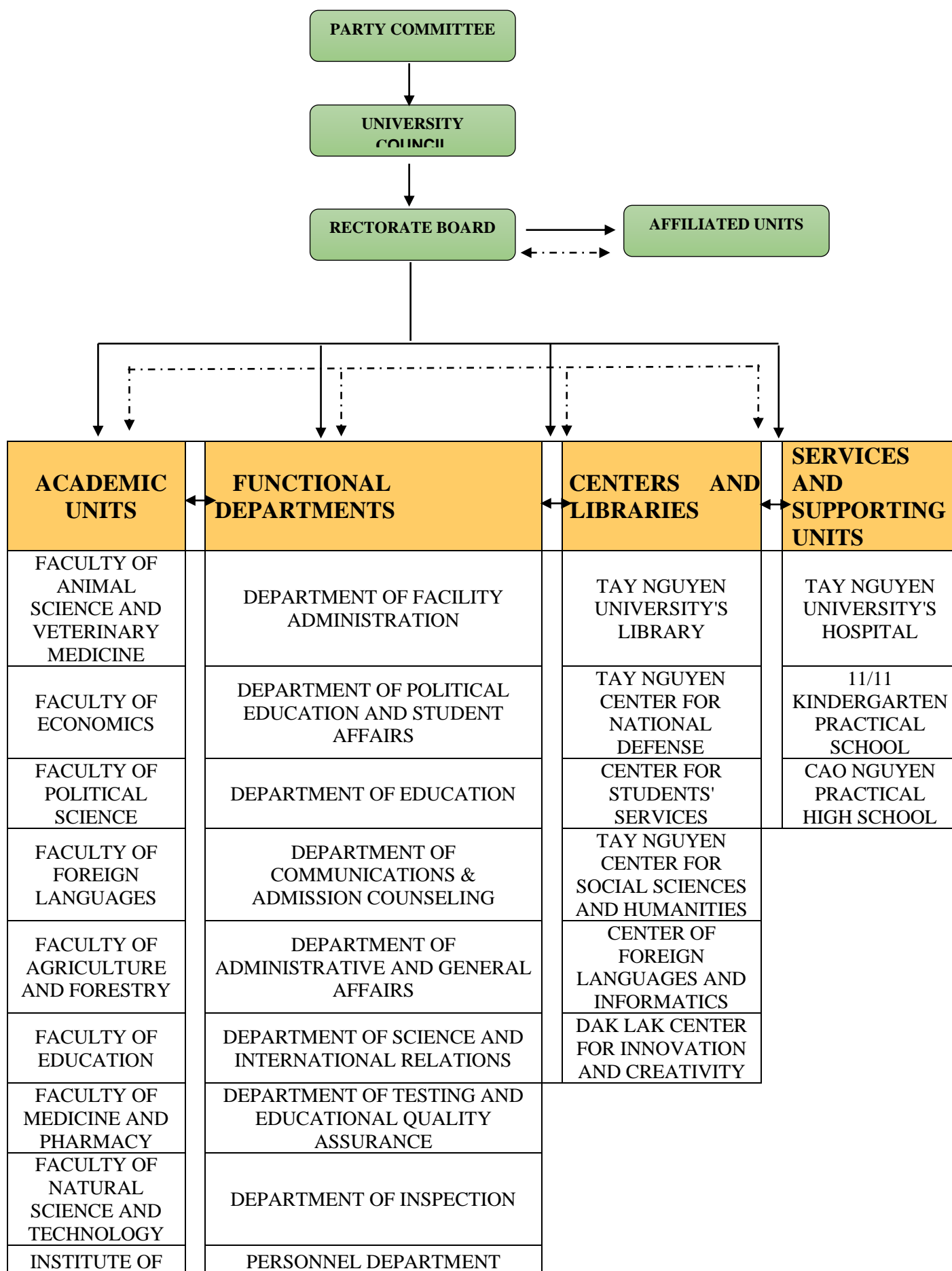
Minister. In the period 2020 - 2023, the University has achieved many accomplishments: 02 individuals were awarded the title "Excellent Doctor" by the President; 01 unit was awarded the Emulation Flag by the Minister of Education and Training; 01 exemplary individual was awarded a Commendation by the 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 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:

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                        ┌─────────────────────┐
                        │   PARTY COMMITTEE    │
                        └─────────────────────┘
                                  │
                                  ▼
                        ┌─────────────────────┐
                        │     UNIVERSITY       │
                        │      COUNCIL         │
                        └─────────────────────┘
                                  │
                                  ▼
                        ┌─────────────────────┐         ┌─────────────────────┐
                        │   RECTORATE BOARD    │◄──────► │  AFFILIATED UNITS    │
                        └─────────────────────┘◄ ─·─·─► └─────────────────────┘
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ACADEMIC UNITS	FUNCTIONAL DEPARTMENTS	CENTERS AND LIBRARIES	SERVICES AND SUPPORTING UNITS
FACULTY OF ANIMAL SCIENCE AND VETERINARY MEDICINE	DEPARTMENT OF FACILITY ADMINISTRATION	TAY NGUYEN UNIVERSITY'S LIBRARY	TAY NGUYEN UNIVERSITY'S HOSPITAL
FACULTY OF ECONOMICS	DEPARTMENT OF POLITICAL EDUCATION AND STUDENT AFFAIRS	TAY NGUYEN CENTER FOR NATIONAL DEFENSE	11/11 KINDERGARTEN PRACTICAL SCHOOL
FACULTY OF POLITICAL SCIENCE	DEPARTMENT OF EDUCATION	CENTER FOR STUDENTS' SERVICES	CAO NGUYEN PRACTICAL HIGH SCHOOL
FACULTY OF FOREIGN LANGUAGES	DEPARTMENT OF COMMUNICATIONS & ADMISSION COUNSELING	TAY NGUYEN CENTER FOR SOCIAL SCIENCES AND HUMANITIES	
FACULTY OF AGRICULTURE AND FORESTRY	DEPARTMENT OF ADMINISTRATIVE AND GENERAL AFFAIRS	CENTER OF FOREIGN LANGUAGES AND INFORMATICS	
FACULTY OF EDUCATION	DEPARTMENT OF SCIENCE AND INTERNATIONAL RELATIONS	DAK LAK CENTER FOR INNOVATION AND CREATIVITY	
FACULTY OF MEDICINE AND PHARMACY	DEPARTMENT OF TESTING AND EDUCATIONAL QUALITY ASSURANCE		
FACULTY OF NATURAL SCIENCE AND TECHNOLOGY	DEPARTMENT OF INSPECTION		
INSTITUTE OF	PERSONNEL DEPARTMENT		

BIOLOGICAL TECHNOLOGY AND ENVIRONMENT	
	DEPARTMENT OF PLANNING & FINANCE

As of September 2023, Tay Nguyen University consists of the following units: 08 faculties + 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.
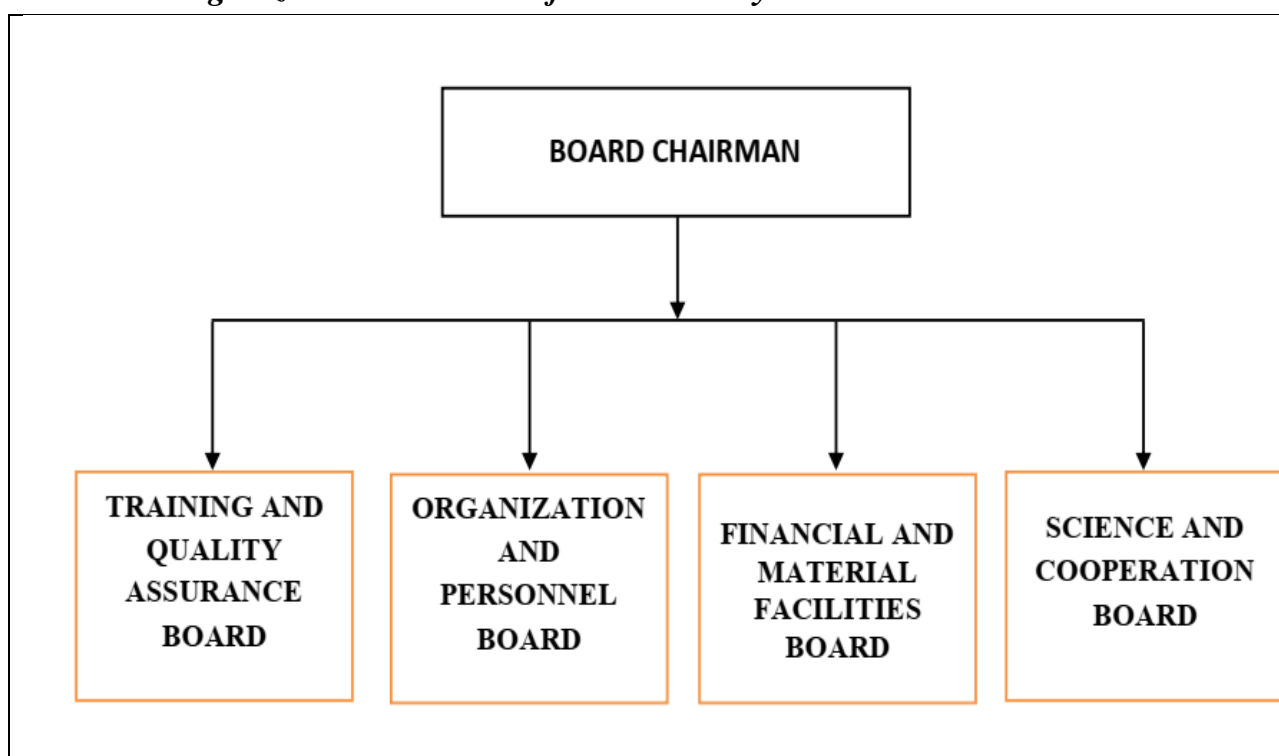
1.1.5. The current scale of training and scientific research

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/QD-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 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. The Faculty of Foreign Languages (FoFL)

The FoFL was established in 2007 by merging 2 departments of English linguistics and French linguistics pursuant to Decision No. 61/QD-TCCB of the Rector of Tay Nguyen University on January 18, 2007. The two departments previously belonged to the Faculty of Education (from 2002 to 2007) and the Basic Science Department (from 1980 to 2022) respectively.

Currently, the FoFL has 23 full time faculty and supporting staff, including 02 PhDs, 18 Masters, and 03 Bachelors.

The Board of Deans includes 01 Acting Vice Dean and 01 Vice Dean. There has not been a Dean appointed yet. There are 4 departments in the FoFL: English linguistics, TESOL, ESP and French linguistics. In addition to the departments, the FoFL has its own communist party, labor union units and the youth association of the FoFL's students (Figure 1).
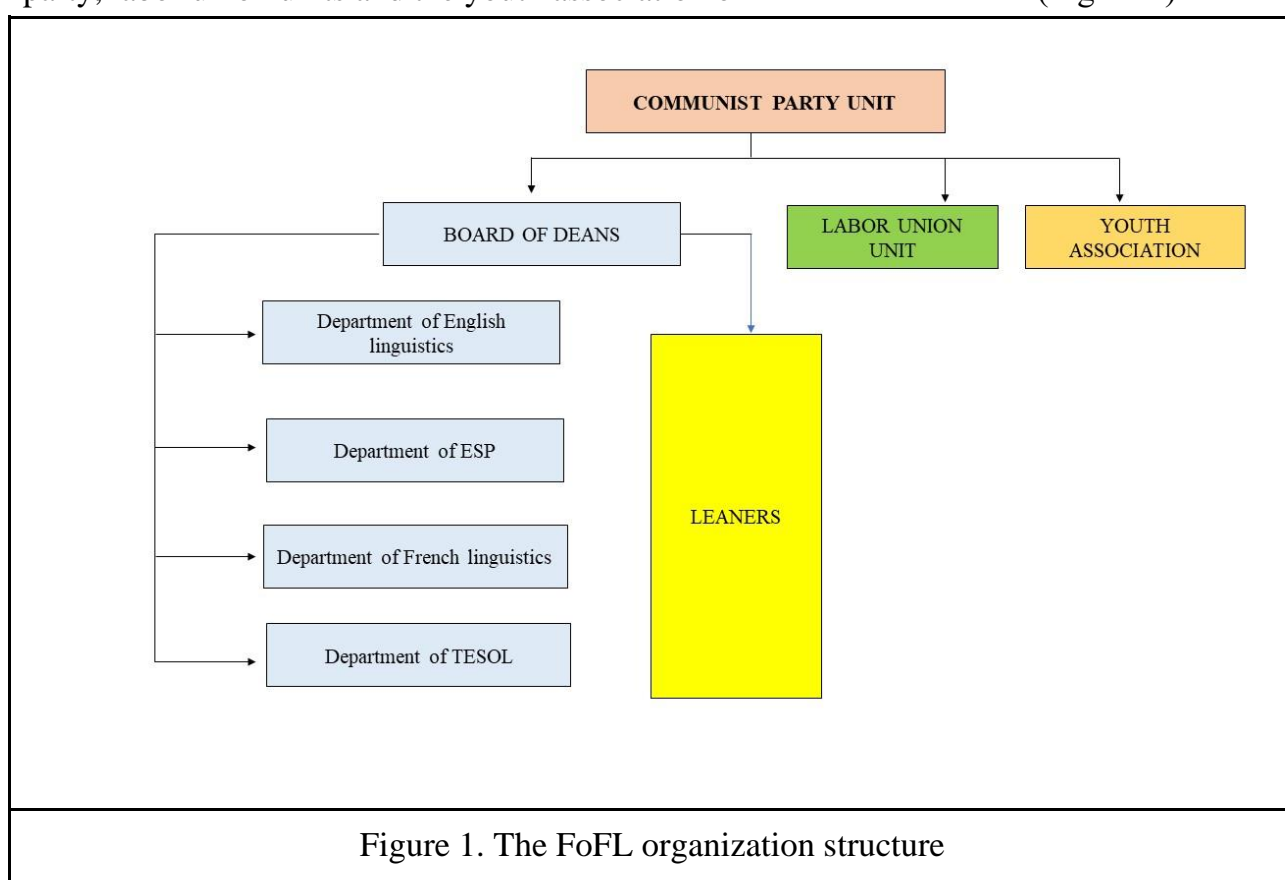

Figure 1. The FoFL organization structure

The FoFL is in charge of 2 undergraduate training programs, including the English linguistics and the TESOL undergraduate training programs. The yearly average intake of the FoFL ranges from 120 to 150 and in the year 2022, the total number of full time students was 650. Besides, the FoFL has 350 in-service undergraduate students (cohort 2020, 2021 and 2022).

The FoFL has the following missions which are in line with TNU's missions:

• *Training: The Faculty trains students in two majors: TESOL and English linguistics. In addition, the Faculty also teaches basic English to non-language major students, and therefore is the main teaching force in developing English language proficiency for*

undergraduate students and graduate students to achieve the foreign language proficiency standard required by the MOET.

• *Implementing scientific and technological activities: The Faculty is responsible for carrying out scientific and technological activities such as doing scientific research, organizing and participating in scientific conferences and workshops, etc.*

• *Performing activities to ensure internal quality and serve the community.*

1.3. The Department of English linguistics (DoEL)

The DoEL was established in the same year as the FoFL (in 2007). There are currently 8 faculty members, including 01 department Head, 01 deputy Head, 5 lecturers and 01 admin.

The DoEL is responsible for:

Developing and updating the English linguistic training programs, teaching materials, and reference materials;

Being responsible for the content, quality, and progress of the EL training courses;

Proposing and implementing plans for scientific research activities, international cooperation, and community services

Organizing academic activities and community events;

1.4. Introduction of the English linguistics (EL) undergraduate training program

The English linguistics undergraduate training program (English linguistics program for short) started being delivered to students of the cohort 2006 onwards.

The objectives of the EL program are to train students in the field of English language with ethical qualities, knowledge, study skills, and scientific research ability. By the end of the training program, graduates are expected to have the ability to use English at an advanced level and another foreign language at an intermediate level (equivalent to level 5 and level 3 according to the 6-level foreign language proficiency framework for Vietnam). They should also have in-depth knowledge of the English language and the culture, history, art, etc. of English-speaking countries, as well as the necessary professional knowledge and skills to perform jobs that require the use of English. Graduates of the program are qualified for such jobs as interpreters, translators, tour managers, officers whose jobs require English as a working language, linguistic researchers, etc.

During the period of 2018 to 2023, the EL program has been updated 4 times (in 2018, 2020, 2021 and 2023). Brief descriptions of the 4 versions can be seen in Table 1 below.

Table 1. Brief descriptions of the EL program

	2018 version	2020 version	2021 version	2023 version
Number of credits	127	125	125	125
Training time	4 years	4 years	4 years	4 years
Types of changes (compared to the previous version)	major	gramajor	minor	minor

1.5. Self- assessment report

The self-assessment report following the AUN-QA requirements consists of 4 parts, including:

Part 1: Introduction

Part 2: AUN-QA Criteria

Part 3: Strength and weaknesses

Part 4: Appendices

PART 2: AUNQA 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 2020, Decision No. 1979 of TNU dated 07/10/2020 led to the review and adjustment of the programme learning outcomes (PLOs) of English Linguistics [Exh 1.1]. The process of constructing, reviewing, and modifying the anticipated learning outcomes is outlined in ten fundamental steps as illustrated in Figure 2.1. All of these steps adhere to the guidelines set forth by MOET [Exh 1.2] and TNU [Exh 1.3].

1	• Create a team to develop a program. • Come to a consensus on the goals, content, organization, timeframe, and implementation method.
2	• Survey training needs (survey respondents: expires, employers)
3	• Create an initial version of the program's learning outcomes Version 1 (using: university's vision, mission, educational philosophy, Vietnam National Qualification Framework, program goals, input from stakeholders such as experts, employers, learners, alumni...).
4	• Gather input from stakeholders regarding the initial version of program learning outcomes (stakeholders may include experts, employers, lecturers, managers, learners, alumni...)
5	• The team responsible for developing the program reviews and evaluates the survey findings, incorporates feedback, and finalizes the draft of expected learning outcomes (ELOS)
6	• Arrange a seminar to collect viewpoints on the ELOs (participants: rectors' board, academic affairs department heads, testing and education quality assurance department heads, faculty heads, division heads, academic staff, expert representatives, employers). • Upload the finalized version of the ELOs on the TNU website to receive input and feedback from stakeholders.
7	• The team responsible for designing the program receives input and finalizes the ELOS draft, submitting it to the Council of testing and education Quality Assurance for comments and feedback.
8	• The team responsible for creating the program receives feedback and finalizes the ELOS, then presents the revision to the acceptance council at the university level.

9	• The specialized team receives input and finalizes the ELOS, then presents the revision to the Scientific and Training Council for evaluation and to the Rector for endorsement, ultimately releasing the anticipated learning outcomes.
10	• Using the stated anticipated learning outcomes as a foundation, the team responsible for creating the program develops both the program specifications and course specifications.

FIGURE 2.1. PLO FORMULATING STEPS

The English Linguistics PLOs have undergone four reviews and adjustments in 2018, 2020, 2021, and 2023. The adjustments made in 2023 consist of ten PLOs, which are listed in Table 2.1. The proficiency scale's description can be found in Appendix 1.1 [Exh 1.4].

Notation	Description of PLOs	Level
PLO 1	Apply fundamental knowledge of Philosophy of Marxism-Leninism, Political Economic Marxism-Leninism, Scientific Socialism, Ho Chi Minh Ideology, History of Vietnam Communist Party in cultivating moral and political qualities to become good citizens.	2.5
PLO 2	Apply fundamental knowledge of General Laws, legal regulations, legal relations, law implementation, law violations and legal responsibilities.	2.5
PLO 3	Have a second foreign language competency level 3/6 (B1) according to the 6-level foreign language competency framework for Vietnam.	2.5
PLO 4	Have a basic Information Technology Application certificate or other equivalent certificates.	
PLO 5	+ Complete the Physical Education modules in the training program with a Pass score. + Have a National Defense Security Education certificate	
PLO 6	Synthesize fundamental knowledge of English language to practice listening skill, speaking skill, reading skill, writing skill and English pronunciation to the language competency level 5/6 (C1) according to the 6-level foreign language competency framework for Vietnam.	4.0
PLO 7	Synthesize in-depth knowledge of the English language, English culture, and English literature and English-speaking countries study.	4.0

PLO 8	Have knowledge of scientific research methods to initiate the commencement of scientific research	4.0
PLO 9	Have teamwork skills, decision-making and problem-solving skills, communication skills, the ability to set appropriate goals, and creative skills.	3.0
PLO 10	Have the ability to analyze and argue in English about various aspects of language, culture, and civilization in English-speaking countries.	4.0
PLO 11	Have the ability to apply knowledge of language, culture, and civilization in English-speaking countries, as well as specialized knowledge in professional English, in practical work in accordance with career directions.	4.0
PLO 12	Apply soft skills effectively during the learning process, real-world scenarios, and internships	3.0
PLO 13	Have a creative mindset, the ability to work independently, teamwork skills in collaboration, autonomy, courage to think and act, willingness to take responsibility for one's actions under the law, the capability for scientific research, self-directed learning anytime, anywhere; possess analytical skills, critical thinking in life situations, and the ability to express one's own perspective with scientific reasoning and alignment with applicable legal principles.	
PLO 14	Have the capability to plan, coordinate resources, organize the implementation of work plans, and successfully complete all assigned tasks with a self-driven, self-directed spirit, ensuring the highest quality of work with one's utmost ability.	

Table 2.1: English Linguistics PLOs

The PLO design adopts the CDIO standard; using the CDIO standard based proficiency levels and mapping each level to Bloom's learning taxonomy (in step 1); The first draft of PLOs was formulated (in step 3) in the alignment with the TNUs vision and mission [Exh 1.5]; Vietnam National Qualification Framework [Exh 1.6]; Programme objectives (POs) (given in Appendix 1.2); and the needs of stakeholders.

The program objectives (POs) and learning outcomes (PLOs) of the English Linguistics programme are aligned with the vision and mission of TNU [Exh 1.5], as shown in Figure 2.2. The alignment of the PLOs with the Vietnam National Qualification Framework issued in 2016 [Exh 1.6] is shown in Appendix 1.3.

Goals

PO 1: Having fundamental knowledge of Philosophy of Marxism-Leninism, Political Economic Marxism-Leninism, Scientific Socialism, Ho Chi Minh Ideology, History of Vietnam Communist Party, General laws and policies on national defense and security; all-people national defense, people's security, and civil defense and military technology.

PO 2: Having fundamental knowledge of entrepreneurship, office computer, scientific research, Vietnamese psychology, Vietnamese language and Introduction to Vietnamese culture.

PO 3: Having in-depth knowledge of English language, English culture, English literature, English - speaking countries study as a system of knowledge, means of communication and means of work.

PO 4: Having skills in using English language and applying knowledge of English language, English culture, English literature, English - speaking countries study for professional purposes.

PO 5: Having soft skills and information technology skills to study and to do scientific research for professional work and personal development.

PO 6: Having fundamental scientific research skills in English language, English literature, English culture and English - speaking countries study.

PO 7: Having fundamental skills in physical education to train and strengthen their own health.

PO 8: Having a second foreign language competency level 3/6 (B1) according to the 6-level foreign language competency framework for Vietnam.

PO 9: Having the attitude and basic qualities of a foreign language bachelor, being conscious, being responsible and behaving appropriately in study and in future work.

PO 10: Having ability to fit for a position as English interpreters, English translators, language researchers, and office staff in charge of jobs using English as a working tool.

The PLOs are included in the English Linguistics programme specification and publicly communicated to all stakeholders through various channels, such as: websites; materials distributed to delegates attending seminars and conferences at TNU, Student Handbook [Exh 1.7]

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 developing, reviewing and adjusting the training programme is summarized in 10 basic steps [Exh 1.8]. The course learning outcomes (CLOs) were built at step 4, based on the PLOs, programme structure, and the contribution of each courses for achieving the PLOs. The CLOs were reviewed and adjusted by the Faculty of Foreign Languages. Each course contributes to the achievement of at least three PLOs [Exh 1.9]. Appendix 1.5 shows the correlation matrix of the courses to the PLOs.

The learning outcomes (LOs) of each course were specified in the detailed course specifications in step 6 in Appendix 1.5. The content of each lesson/chapter in a course are

created to meet the CLOs and contribute to the achievement of PLOs. A review of all 90 course specifications in the English Linguistics curriculum showed that the CLOs of all courses are aligned to PLOs [Exh 1.10]. For example, the CLOs of the PLC Interpreting course (course code: FL212106) is in alignment with 05 PLOs: L6, L8, L9, L10, L11, L12 as detailed in Table 2.2.1

| CLO | Learning outcomes of the training programme | | | | | | | | | | | | | |
| | General knowlegde | | | | | Professional knowledge | | | General skills | Professional skill | | | Autonomy and responsibility | |
	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
CL1						X	X	X	X	X	X	X		
CL2						X	X	X	X	X	X	X		
CL3						X	X	X	X	X	X	X		
CL4						X	X	X	X	X	X	X		
CL5													X	X

Table 2.2.1. Alignment between the CLOs of FL212106 course with PLOs

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

The English Linguistics programme has 12 LOs including 05 LOs of general knowledge, 04 LOs of professional knowledge and 03 LOs of professional skills [Exh 1.11]. The outcomes of the training Programme are classified according to Table 2.3.

| POs | Program Learning Outcomes | | | | | | | | | | | | | |
| | General Knowledge | | | | | Specialized knowledge | | | General skills | Specialized expertise | | | Capability for self-reliance and accountability | |
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
PO1	X				X									
PO2		X												
PO3						X								
PO4							X							
PO5								X	X			X		
PO6										X	X			
PO7					X									
PO8													X	X
PO9			X											
PO10					X									

Table 2.3. The Matrix of the English Linguistics programme

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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 2021, the PLOs underwent development and were reviewed through a series of 10 steps as depicted in Figure 2.1. The collection of stakeholders' perspectives took place during steps 2, 4, and 6. The stakeholders included: (i) employers, (ii) alumni, (iii) students, and (iv) lecturers and experts. However, the participation from alumni and employers was still limited, with only 20 responses received from each group in 2021. No feedback survey was conducted with foreign companies. After aggregating and analyzing the stakeholders' requirements and opinions, they were accepted and transformed into the PLOs [Exh 1.12].

For instance, alumni proposed an increase in knowledge of translation and interpretation, which was reflected in outcomes L3, L4, and L6. Both employers and alumni emphasized the need to enhance knowledge of interpretation using PLC, resulting in outcome L4. In the survey on employers' training needs, it was suggested that an English Linguistics student should possess in-depth knowledge of the English language, English culture, English literature, and the study of English-speaking countries as a comprehensive system of knowledge, means of communication, and means of work. This input was incorporated into LOs L10 and L11. Appendix 1.7 presents a list of the stakeholders' needs and opinions conveyed to the PLOs.

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

In order to achieve the English Linguistics Program Learning Outcomes (PLOs), the Course Learning Outcomes (CLOs) of each course are designed using the SMART principles (Specific - Measurable - Attainable - Relevant - Time-bound). Specifically, the CLOs are defined according to the cognitive levels specified in Bloom's taxonomy. [Exh 1.13]

Furthermore, the course specification clearly indicates which lessons cover the delivery of CLOs and when students' achievement of CLOs will be assessed. The attainment of a specific PLO can be accomplished by successfully achieving the CLOs of all contributing courses.

The assessment of students' achievement of CLOs takes place based on their overall learning outcomes upon completion of the course. Starting from the second semester of the academic year 2020-2021, the Faculty of Foreign Languages has assessed the attainment of CLOs for a total of 16 courses taught for K19 - K21 in that semester. Students who receive a grade of D or higher (according to the letter grading scale) are considered to have met the CLOs. More detailed information about the assessment results can be found in Appendices 1.8 and 1.9.

Students who have not achieved the CLOs of a particular course are required to retake that course. The fulfillment of CLOs for all courses is a mandatory requirement for graduation.

On a yearly basis, TNU and the Faculty of Foreign Languages organize a summative assessment to evaluate the achievement of the PLOs for English Linguistics students who are candidates for graduation. Since 2021, TNU and the Faculty of Foreign Languages have evaluated the attainment of PLOs for 100% of students prior to graduation [Exh 1.14].

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 English Linguistics programme specification is the document that offers extensive details about the Programme, which includes the following information: 1. General information about the Programme (Programme title; Major title and major code; Training duration; Degree title; Training and awarding institution; Type of education; Languages used); 2. Programme goals; 3. Program Learning Outcomes (PLOs) and the contribution of courses to PLOs; 4. Learning taxonomy; 5. Total credits required for the programme; 6. Distribution of knowledge areas; 7. Admission requirements; 8. Training process and graduation criteria; 9. Grading system; 10. Career prospects; 11. Teaching-learning and assessment methodology; 12. Curriculum content; 13. Brief overview of course content and knowledge volume; 14. Learning resources; 15. Implementation guidance; 16. Publication date of the Programme specification [Exh 2.1].

Since 2018, the English Linguistics program has undergone four updates and adjustments in the years 2018, 2020, 2021, and 2023. In 2021, the program was formulated, reviewed, and adjusted in accordance with TNU's regulations for program formulation [Exh 2.2], following the guidelines set by MOET. The process was summarized in eight basic steps, as outlined in Appendix 1.4. The updated information for each version of the program can be found in Appendix 2.1. Details of the updates made to the English Linguistics program are listed in Appendix 2.2.

The English Linguistics program comprises 90 academic courses for the undergraduate degree. The course specifications serve as a valuable resource for students to comprehend the overall content of the courses, as well as for employers, particularly regarding the information on soft skills courses included in the program. The course specifications, designed uniformly and following the university's regulations, include the following details: 1. General information (course title, course code, credit hours, course type, prerequisites, parallel courses, course requirements); 2. Delivery time; 3. Responsible unit; 4. General information about the academic staff; 5. Facility requirements; 6. Course descriptions; 7. Course objectives; 8. Course Learning Outcomes (CLOs); 9. Scientific ethics; 10. Detailed content (weekly lesson content, learning and reference materials, contribution of the lesson to CLOs, proficiency level, teaching and assessment methods); 11. Testing and assessment methods (grading scale, assessment plan, CLOs assessed in each test, rubrics for different forms of testing); 12. Learning materials; 13-14. Date and level of approval; 15. Updating procedure [Exh 2.3].

The course specifications have been revised three times in accordance with the amendments made to the English Linguistics program and CLOs. Appendix 2.3 provides the updated specifications in different versions. Additionally, lecturers are encouraged to update their knowledge, teaching methods, and assessment methods to enhance the achievement of CLOs. The annual changes in course specifications are evaluated and approved by the department and faculty leadership board [Exh 2.4].

Upon publication, the English Linguistics program specifications were communicated to stakeholders through various means: [Exh 2.5], [Exh 2.6], TNU website; documents stored in the Faculty of Foreign Languages office, enrollment advisory documents and flyers, Student Handbook. Lecturers provided the course specifications to students during the first class meeting of each course and on the class management software (classroom, LMS). Appendix 2.4 lists the details of the communication channels for program and course specifications. Despite being communicated through different channels, the program specifications received limited attention from external stakeholders such as enterprises and managers, resulting in scarce feedback from these stakeholders.

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

The English Linguistics curriculum was developed in constructive alignment with the PLOs, as demonstrated in the program development process in Appendix 1.4. Specifically, step 4 defined the program structure, required knowledge, course objectives, and CLOs, as well as the contribution matrix of the courses in attaining the PLOs. Each lesson conveyed the objectives and CLOs of the course, along with the teaching and learning methods and assessment methods, as outlined in the course specifications (step 6) [Exh 2.7]. Figure 2.3 illustrates the steps of the curriculum formulation process.

The distribution of program knowledge was optimized, balanced, and in accordance with the PLOs. The first-year and second-year academic courses primarily focus on general knowledge and interdisciplinary foundational knowledge. The subsequent years' courses aim to assist students in acquiring specialized and specific knowledge, as well as the ability to apply knowledge in practical settings and develop professional skills. Notably, the final year courses, such as professional internships, graduation assignments, graduation theses, and scientific research projects, significantly contribute to helping students achieve PLOs related to applying knowledge in practice and developing soft skills like teamwork, communication, and understanding educational contexts [Exh 2.8].

1. Creating an initial version (v1.0) of the curriculum by taking into account the objectives and PLOS.
2. Collecting survey findings, analyzing them, and incorporating stakeholders' feedback to develop a revised version (v2.0) of the draft.
3. Gathering and incorporating feedback from the 1st Workshop to produce an updated version (v3.0) of the draft.
4. Receiving approval from the faculty and updating the draft to version 4.0.
5. Developing a contribution matrix and course learning outcomes (v1.0).
6. Gathering and incorporating feedback from the 2nd Workshop to finalize the draft (v5.0) and update the contribution matrix (v2.0).
7. Review and approval by the University-level Science and Training Acceptance Council.

8. Submitting the draft to the Rector for endorsement and official promulgation of the curriculum.

Figure 2.3. The English Linguistics curriculum designing process

Upon examining the entirety of the course specifications, it becomes evident that the CLOs were developed with the intention of contributing to the attainment of the PLOs. The content of the lessons is designed to achieve one or more specific CLOs. The selection of teaching-learning and assessment methods is aligned with the accomplishment of the CLOs [H1.]. Appendix 2.5 provides a description of how the English Linguistics curriculum is constructively aligned to achieve the PLOs. Let's consider the course on Translating and Interpreting Theory (course code: FL216612) as an example. This course falls under the professional knowledge category and contributes to PLOs L6, L8, L9, L11, and L12. The teaching-learning methods employed include presentations, problem-solving activities, instructor-led self-study, and practice. The assessment methods used include presentations and written tests, which assess students' ability to comprehend, apply, and analyze (as required by PLOs L6, L8, L9, L11, and L12). [Exh 2.9]

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

The design of the English Linguistics curriculum at TNU was based on input from stakeholders and compared with domestic programs in the specific context of the university. The aim was to provide students with comprehensive training in specialized knowledge, skills, and morality. The design prioritizes practical ability, awareness of educational responsibility, and ensures active learning and practical experience for students. Once the program objectives (POs) and program learning outcomes (PLOs) were established, the curriculum was developed and adjusted according to the steps outlined in Figure 2.3. [Exh 2.10]

The process of obtaining feedback from stakeholders regarding the curriculum is depicted in steps 2, 3, and 6 (Figure 2.3). In step 2, the Faculty of Foreign Languages conducted a survey to gather opinions and suggestions from three internal stakeholder groups (management staff, academic staff, final year students) and three external groups (experts, enterprises/employers, alumni) (a total of 150 responses) on the draft curriculum. [Exh 2.11]

Following this, the Faculty of Foreign Languages organized two consultation workshops (steps 3 and 6) involving the Faculty of Foreign Languages, the curriculum design team, lecturers, experts, and employers. All discussions and suggestions from these workshops were collected, analyzed, and selectively incorporated into the curriculum. Taking into account the stakeholders' input, the Faculty of Foreign Languages made the following adjustments to the curriculum: increasing the number of credits for practical training, reducing the credits for general knowledge from 40 to 32 (equivalent to 12 courses), and adding an Advanced FL programming course and six enterprise-oriented English Linguistics modules. Appendix 2.6 provides evidence of stakeholders' feedback that has been accepted and used in the development and revision of the curriculum over the past five years.[Exh 2.12]

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Each course specification was reviewed by the Faculty of Foreign Languages Scientific and Training Council, with the participation of two experts, and approved by the TNU Scientific and Training Council before implementation.

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

The courses have been specifically assessed for their contribution to achieving the PLOs, ensuring that: (i) all courses contribute to the PLOs; and (ii) each course contributes to one or a few PLOs. The contribution of each course in achieving the PLOs is presented in Appendix 1.5 [Exh 2.13].

The courses are logically sequenced, with suitable durations to provide students with the necessary knowledge. Previous courses serve as the foundation for specialized courses in subsequent semesters. The attainment of CLOs plays a role in achieving the PLOs. The logical chart of the program's courses is illustrated in Appendix 2.9 and provided in the program's specification [Exh 2.14].

Furthermore, each course clearly defines its own LOs, and its lesson contents are a crucial factor in achieving the CLOs. The teaching-learning and assessment methods of each course are chosen to align with the CLOs and are clearly outlined in the course specification [Exh 2.15].

The teaching methods and assessment methods for all courses in the English Linguistic program, aimed at achieving the PLOs, are clearly presented in Appendix 2.5. Each course includes testing and assessment activities to evaluate students' attainment of CLOs, such as diligence, group discussions/practices, progress tests, and a final exam. The final exam score carries a weightage of not less than 50%. Appropriate assessment methods aid in measuring student achievement of CLOs, enabling students to adjust their learning methods promptly and helping lecturers select effective teaching methods. Appendix 2.7 provides a brief description of how the lessons contribute to the CLOs of the PLC Industrial Programming Technique course.

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

The standard duration for the 2021 English Linguistic program's bachelor's degree is 4 years. In order to provide students with a comprehensive range of knowledge, the English Linguistic program is logically structured with 5 categories of knowledge: (i) the general education category includes a total of 17 courses, equivalent to 35 credits; (ii) the interdisciplinary foundational category consists of 22 courses, totaling 40 credits; (iii) the specialized knowledge category comprises 27 courses, amounting to 40 credits; (iv) the practicum and internship component is worth 6 credits; and (v) the graduation thesis carries 10 credits, or alternatively, the graduation assignment consists of 4 credits and 3 courses, equivalent to 6 credits. [Exh 2.16]
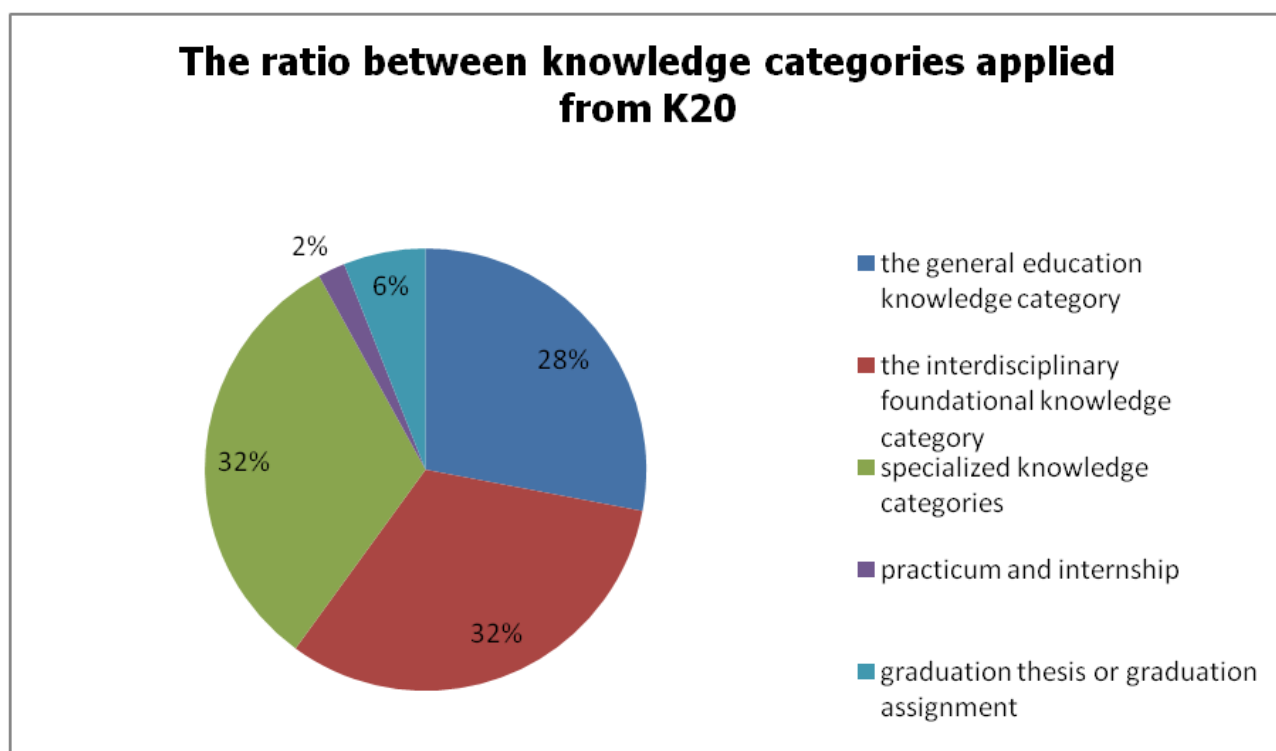
The ratio between knowledge categories applied from K20

- the general education knowledge category
- the interdisciplinary foundational knowledge category
- specialized knowledge categories
- practicum and internship
- graduation thesis or graduation assignment

Figure 2.4. The ratio between knowledge categories applied from K20

Courses in the English Linguistic program are arranged in a proper sequence [Exh 2.17]. The general education courses are sequenced in semesters one through five. The interdisciplinary foundational courses are taught in semesters one through five. The specialized courses are designed to be taught in semesters five, six, and seven. Graduation internships and thesis are placed in the eighth semester for the bachelor's degree [Exh 2.16].

The curriculum clearly distinguishes between compulsory and elective courses. The number of credits, lectures, and the relationship between courses are specified in [Exh 2.18]. The curriculum is designed to support students in achieving PLOs and enhancing their knowledge and skills. It progresses from basic to intensive, from easy to difficult, ensuring that each course provides essential knowledge for the subsequent ones. The curriculum integrates knowledge categories, which are regularly updated to keep pace with professional fields. Appendix 2.9 provides the curriculum map for the English Linguistic program.

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

To assist students in planning a clear career direction, enhancing their knowledge and professional skills, and finding a job that aligns with their qualifications, the Faculty of Foreign Languages introduced two orientations in the field of Applied Linguistics and Translation and Interpretation in 2021[Exh 2.19].

In the same year, the curriculum for the English Linguistic program was developed in accordance with the regulations set by the Ministry of Education and Training (MOET). It consists of 125 credits and takes four years to complete for a bachelor's degree. The program

includes courses in general education, specific professional knowledge and skills, internships, and field trips [Exh 2.16].

To enable students to acquire specific professional skills, tackle real-world challenges, and seize job opportunities, the specialized knowledge category offers two elective courses. Each course is worth 12 credits and is designed to meet educational requirements.

Elective 1, which is taught during the 6th and 7th semesters, provides students with knowledge and skills in the field of Applied Linguistics. It includes subjects such as Introduction to Linguistics, Research Methods in Applied Linguistics, Discourse Analysis, Morphology, Pragmatics, and Sociolinguistics.

Elective 2, also taught during the 6th and 7th semesters, focuses on translation and interpretation. It covers topics such as Introduction to Translation and Interpretation, Translation Practice, Interpretation Practice, Advanced Translation, Advanced Interpretation, and Technology in Translation and Interpretation [Exh 2.19].

The selection of these electives is made in consultation with companies and employers to ensure that English Linguistic students can choose courses that provide them with the most up-to-date knowledge and skills, meeting the demands of the industry.

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 education.

TNU periodically evaluates and modifies the English Linguistic program to ensure its relevance to education [Exh 2.20]. Since 2018, the program has undergone four reviews and adjustments (in 2018, 2020, 2021 and 2023).

In 2018, the total number of credits for the English Linguistic program was reduced from 140 credits to 125 credits [Exh 2.21]. Additionally, based on feedback from stakeholders such as alumni, employers, academic staff, experts, management staff, and final year students, the Faculty of Foreign Languages made the following changes to the program: eliminated general knowledge courses, replaced Communication skills with Soft skills, and increased the number of credits for electives (12 credits for 2 electives).

In 2020, the English Linguistic program made adjustments to 11 credits of political theory credits and added 10 intensive credits, in accordance with Dispatch No. 634/ĐHTN-ĐTĐH on the implementation of the Program and textbooks of Political Theory subjects [Exh 2.22], and the Decree 99/2019/ND-CP dated 30 December 2019 of the Prime Minister on detailing and guiding the implementation of a number of articles of the Law amending and supplementing a number of articles of the Law on Higher Education [Exh 2.23].

In 2021, the program was reviewed and adjusted according to national regulations on the standards of the training program [Exh 2.24] and incorporating the requirements and opinions of stakeholders. The English Linguistic program was redesigned to have a standard learning volume of 125 credits for the bachelor's degree. The curriculum has been adjusted to meet the CDIO standards to ensure that students can achieve the Program Learning Outcomes (PLOs) in terms of knowledge, skills, self-control, and responsibility.

In 2023, the program underwent a thorough examination and modification to align with national regulations regarding training program standards [Exh 2.25]. This process also integrated feedback and input from stakeholders. As a result of these changes, the English Linguistic program was restructured to consist of a standard learning volume of 125 credits for the bachelor's degree. The curriculum was adapted to adhere to the CDIO standards, guaranteeing that students are able to attain the Program Learning Outcomes (PLOs) related to knowledge, skills, self-discipline, and accountability.

Furthermore, in response to survey feedback from stakeholders (employers, experts, alumni, final year students, lecturers, management staff), the Faculty of Foreign Languages has made adjustments and additions to the curriculum. These include increasing the number of practice credits, reducing the general education knowledge category to 35 credits with 17 courses, adding 2 career orientations, and supplementing courses to replace the graduation assignment.

Table 2.4 presents a comparison of the distribution of knowledge categories among the three versions. More details about the adjustments made in each version can be found in Appendix 2.2.

Knowledge Categories	Version 2018		Version 2020		Version 2021		Version 2023	
	Credits	Rate (%)	Credits	Rate (%)	Credits	Rate (%)	Credits	Rate (%)
General education	36	28,1%	35	28%	35	28%	35	28%
Interdisciplinary foundational knowledge	50	39,1%	40	32%	40	32%	40	32%
Specialized knowledge	42	32,8%	40	32%	40	32%	40	32%
Practicum and internship	10	5%	6	2%	6	2%	6	2%
Graduation thesis or graduation assignment	10	5%	10	6%	10	6%	10	6%

Table 2.4. Comparison of different versions of curriculum

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

On January 18, 2019, the President of Tay Nguyen University issued a document announcing the University's mission, vision and core values in Decision No. 132 QD-ĐHTN [H3.01.01]. In addition, the educational philosophy of the University has also been drafted and published in Decision No. 2890/QD-ĐHTN-TCCB dated December 26, 2019 of the Rector of Tay Nguyen University [Exh 3.2], 3214/TB-ĐHTN-TCCB dated December 30, 2019 [Exh 3.3] with the content "Comprehensive development of learners' capabilities and qualities", and has been widely deployed to all civil servants, officials and students of the whole university and interested people through the official website of the University [Exh 3.4] and of the Faculty of Foreign Languages [Exh 3.5].

On the basis of educational philosophy, the Faculty of Foreign Languages of Tay Nguyen University has clearly defined the educational and training goals of English Linguistics Training Program (ELTP) in the official statement on the plan to build and develop the Faculty of Foreign Languages for the period 2016-2020. and vision to 2030 [Exh 3.6]. These goals have been clearly detailed in the training program and detailed outline of ELTP courses aimed at training English teachers with good political, ethical and health qualities. , master the knowledge and skills to use English in teaching and research and achieve a degree of autonomy and responsibility in developing personal abilities [Exh 3.7].

For students, right from the first year students enter the school, the educational philosophy is also popularized to students in the first political class for new students[Exh 3.8], In addition, new students also heard about the training industry, and the training objectives of ELTP. Moreover, the Youth Union and Student Association at the University and Faculty levels also organize seminars and dialogues to help NH better understand the active and active role of students in the learning process as mentioned in the section. training objectives of the Faculty [Exh 3.9].

For lecturers, training objectives and learning outcomes are instilled by lecturers in the process of building training programs, training on building learning outcomes of formal university training programs that approach CDIO (Conceive, Design, implement and Operate), and build logic of compulsory and elective courses, develop detailed course outlines [Exh 3.10].

In addition, the Faculty of Foreign Languages has also conducted a survey and collected feedback from learners and stakeholders such as employers on the educational philosophy, teaching activities of the faculty as well as on training goals to have objective and reliable assessments of training activities [Exh 3.11]. The survey results have been absorbed and serve as a basis for reviewing and adjusting the curriculum to better suit social requirements.

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

The English Linguistics Training Program (ELTP) is designed based on the requirements of knowledge, skills, autonomy and responsibility [Exh 3.12]. Teaching and learning activities

within the framework of the program are therefore designed and built to achieve the learning outcomes and meet practical requirements.. In the description of each course's objectives and assessment rubric, students are all required to have suitable learning attitudes and actively engage in any classroom activities. Moreover, they are also expected to be responsible for their self-development with high awareness of independence to make use of any advantage outside the classroom including the Internet and technology advancements [Exh 3.13].

In their learning process, along with the opportunities to share with their peers in class, students also have time to reflect on what they know about their own learning and learning strategies when they do relevant surveys which are parts of other students' scientific research graduation assignments or theses or specialized internship reports and graduation internship reports [Exh 3.14], [Exh 3.15], [Exh 3.16]. Such reflection is not only on their professional knowledge including theories, concepts, cultures and other features of the language, but also their learning experiences to self-assess the levels of understanding and applying it with different methods and strategies.

At Tay Nguyen University, students of ELTP can learn in a relaxed, supportive and cooperative learning environment. In addition to the library with diverse materials for students, well-equipped classroom facilities with projectors, adequate lighting and air-conditioning, there are specialized teaching rooms with computers for special courses and many other facilities for students to participate in sports and other entertainment activities [H3.02.06].

Students can also seek support from various sources including academic advisors, academic assistants, lecturers, Faculty leaders, clubs and many other extracurricular activities throughout their learning and training process [Exh 3.17], [Exh 3.18].

The training program is flexibly built with many elective courses to help students promote their strengths and fulfill their passions by choosing the corresponding courses and thus allow them to make choices on their program routes, approaches to assessment and modes and duration of study which are all described in the Handbook of Training Programs, Student Handbook and Training Regulations. They can actively register the courses with the availability and convenience of the Credit Registering System. Besides, depending on individual needs, they can also ask for permission to temporarily reserve their study results, extend their course duration or increase the credits for each semester to complete their course earlier than required [Exh 3.19], [Exh 3.20], [Exh 3.21].

Health checks and regulations on safety are clearly regulated and implemented regularly and effectively. Every year, students are given periodic basic health checks and guided to participate in active medical activities [Exh 3.22]. Fire prevention, university safety and food hygiene and safety are effectively directed and supervised by the University and Faculty [Exh 3.23]

In order to ensure that this relaxing learning environment for students can be continuously maintained, the University carries out annual surveys to all stakeholders on their satisfaction levels of the teaching and learning environment. Generally, the learning environment at Tay Nguyen University is satisfying and supports all students including those of ELTP [Exh 3.24].

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

In the outline of each course in the ELTP, students' attendance and participation, their learning products during the learning process and test results are used to assess students' performance. In order to encourage students to be active in their learning, in addition to requiring students to have corresponding products to show that they have actually engaged in the activity, lecturers also inform students the rubrics and criteria of assessment as the teaching and learning process starts. This helps students have a good study plan and thus become more actively participate in the learning process to achieve their goals for the courses and the course as a whole [Exh 3.25].

Besides, the objectives and output standards as well as the teaching plan and methods used by the lecturers are the evidence for how students are encouraged to actively participate in their learning. While the objectives and output standards always emphasize the requirements of student's good attitudes and active participation, for each teaching activity, lecturers use various methods such as lecturing, discussion, group work, pair work, question-answer, self-study, etc. [Exh 3.26] to allow students with various learning styles to contribute their active participation to the teaching and learning process.

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)

A variety of teaching and learning activities which include scientific research activities, group exercises, discussions, and practical internships are all based on the set goal of developing students' ability to recognize, analyze, and synthesize. synthesize, evaluate a problem in practice, thereby enhancing their critical thinking, planning and problem-solving skills. These activities promote students to learn and accumulate not only necessary knowledge but also a set of skills so that they can lead any changes in their future career [Exh 3.27].

Diverse learning activities help students understand different learning strategies so that they can choose the most suitable strategy for each specific learning task. Scientific research activities as well as the implementation of graduation topics and theses require students to practice the ability to apply knowledge to solve specific problems, helping students to have the ability to express knowledge and explore documents, present their thoughts and critique each other, thereby creating a passion for learning, increasing self-study and self-research activities aimed at improving lifelong learning for students [Exh 3.28], [Exh 3.29].

Besides, students are encouraged to participate in many professional activities such as scientific seminars and meetings [Exh 3.30]. Many extracurricular activities and English clubs organized by the Youth Union of the University also contribute to promote students' learning spirits, self-study skills and research skills which are essential for life-long learning [Exh 3.31]. Lecturers in the Faculty of Foreign Languages are always actively seeking to learn, exchange experiences with each other to improve their teaching quality, use proficiently and effectively a

combination of teaching methods to support students in training and improving teaching skills. high capacity for lifelong learning. To help teachers have feedback, the School and Faculty regularly organize interactions between teaching and learning activities. Therefore, taking feedback from students and employers is a necessary and indispensable thing, done every year [Exh 3.32]. The school prioritizes and encourages science and technology topics with the content of innovating teaching and learning methods in the direction of developing students' ability to self-study, self-study and work in groups [Exh 3.33] .

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

The 2020 ELT has added the Entrepreneurship Course to prepare students with basic knowledge about entrepreneurship such as awareness and ideas of entrepreneurship, planning and implementing startup ideas; thereby promoting their spirit of dare to think and dare to do in choosing a career and setting up a career [Exh 3.34], [Exh 3.35].

On the basis of the general plan of the University, every year the Faculty of Foreign Languages encourages and motivates groups of students with solid professional competence and a passion for discovery to participate in scientific research to not only apply the knowledge and skills that they have accumulated but also to promote their creativity and encourage them to take advantage of opportunities to implement new ideas or clarify problems observed in their learning process [Exh 3.36].

With a teaching team who are always actively seeking to learn and exchange experiences to improve the quality of their teaching, lecturers of the Faculty have a diverse integration of activities that encourage the creativity of students such as: group discussions, learning projects, etc. [Exh 3.37].

In addition to academic activities, students can also participate in many extra-curricular activities organized by the Youth Union of the University and Faculty to express their creativity such as competitions on entrepreneurship and innovation, or competitions in the form of theatricalization for students to show their knowledge and creativity in the way they present and express content [Exh 3.38], [Exh 3.39].

Especially, the establishment of the Innovation Center of Dak Lak Province located at Tay Nguyen University with the mission of "Developing an innovative startup ecosystem; supporting businesses, students, students and individuals and organizations to exploit local resources and opportunities from the 4.0 Revolution", students are very effectively supported in work related to their start-up, jobs and career counseling [Exh 3.40].

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 English Language curriculum is reviewed every 2 years and adjusted based on the feedbacks of students and graduates on the appropriateness of teaching and learning activities, methods of testing/assessing student learning outcomes of 100% of the courses in the curriculum through the use of questionnaires [Exh 3.41] [Exh 3.42].

The adjusted contents are then synthesized by the Science and Training Council of the Faculty and approved by the minutes [Exh 3.43] as the basis for the acceptance of the teaching process. The updated and adjusted contents include: teaching contents, teaching and learning materials, testing and assessment methods, theoretical and practical credits [Exh 3.44].

The Faculty of Foreign Languages also conducted a comparison its ELTP with some other advanced English Linguistics training programs in the country. The results of the comparison with the training programs of the University of Foreign Languages – Hanoi National University, Danang University of Foreign Languages, and Can Tho University are presented in a matching report to serve as a basis for updating and adjusting the teaching curriculum of ELTP at Tay Nguyen University [Exh 3.45]. The most obvious change in the teaching curriculum in 2020 from the matching results is dividing the course by career-oriented groups in order to better prepare students for future employment positions.

In addition, lecturers always prepare their teaching records including lectures, teaching materials and assessment of students' progress. This is the basis for adjusting and updating the content of the curriculum which include their teaching activities and students' learning activities [Exh 3.46].

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

A variety of assessment methods is implemented in accordance with the Training Regulations, which stipulate the testing and assessment, evaluation and guiding documents on developing exam question banks of Tay Nguyen University [Exh 4.1].

The assessment methods associated with the learning outcomes of the courses in the training program are related to knowledge and skills, including teamwork and communication skills, presentation skills, problem presentation, synthesis and analysis skills. analysis, criticism, etc. All courses have an outline that clearly stipulates the method of examination and evaluation, the points and the proportions of the sub-points as follows: attendance score and study attitude, practice (30-40%), final exam score (60-70%) [Exh 4.2]

Lecturers in the Faculty use flexibly formative and summative assessment which are constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.

Attendance assessment of all courses is used to assess the entire process of accumulating their knowledge and practicing their skills. For this type of assessment, lecturers use various methods such as group work, individual work, group presentations, project-based assignments, report writing, essays, and assignments which have specific and logical assessment criteria and closely follow the learning outcomes of the course and the training program.

Meanwhile, final exams in the form of essays or multiple-choice exams are used at the end of the semester to assess students' overall amount of knowledge or levels of required skills. Such exam questions can be in the form of essay questions without using documents, essay questions using documents, objective multiple-choice tests on computers [Exh 4.3] approved by the Faculty and Department of Testing and Educational Quality Assurance of the University to appraise it before putting it into use. Besides, students' internship reports, graduation assignments and theses are also forms of assessment that are used by lecturers to assess students' overall knowledge and skills based on regulations issued by the University and Faculty [Exh 4.4], [Exh 4.5].

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

The regulations on assessing the learning outcomes of students of ELTP are clearly defined according to the University Training Regulations and specific guiding documents of the University in each academic year in accordance with the regulations of the University consistent with the training method according to the school's credit system [Exh 4.6].

Students are provided with a Student Handbook from the beginning of the course, which contains specific instructions on time, format, methods, criteria, weights, feedback mechanism and related content in exams or tests [Exh 4.7]. In addition, students are directly informed of the examination and assessment regulations, graduation conditions, etc. from the training

assistants and academic advisors of the Faculty [Exh 4.8]. Information and regulations on assessment of courses are also consistently notified by teachers to students through the introduction of course outlines and regulations on course assessment right from the first lesson of each course.

On the completion of each course, attendance scores and periodical tests are publicly announced to students before the end of the course while final grades are updated on Student Portal [Exh 4.9]. The Department of Testing and Educational Quality Assurance also publicly publishes regulations on the review, re-examination of student's exam results [Exh 4.10].

The appeal policies about study results has been clearly guided by Tay Nguyen University in the University's Regulations and Guidelines on the process of complaints/reviews and examination of students' exam results [Exh 4.11]. Regulations on the process of complaints about learning results are publicly announced to students through many forms such as the program of political activities at the beginning of the course, meeting with students of the Faculty of Foreign Languages, Student Handbook and the website of the University, whereby students have the right to request to check the results of the end-of-course exam within the allowed time according to regulations [Exh 4.12].

Learners who do not agree with the results of the final exam of each course, directly apply for a review of the exam and send it to the Department of Testing and Educational Quality Assurance [Exh 4.13], [Exh 4.14]. After receiving the application to review the test, the department of Testing and Educational Quality Assurance conducts appropriate checks. In special cases, it is recommended that the teacher re-check the test; make a record to record the inspection results and store them at the Testing and Educational Quality Assurance before notifying students of the results of the review. The score after the review result is the final result of the course.

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

Assessment of students' learning outcomes is an ongoing process throughout the course. Tay Nguyen University conducts entrance assessment for English Linguistics majors according to the Regulation on academic credits. The enrollment process is carried out transparently, fairly and in accordance with the process from announcing enrollment targets, organizing exams to marking exams, recognizing enrollment results, and at the same time regulations to the transfer training system and students doing a second major [Exh 4.15]. The process of testing and assessment, therefore, is carried out in accordance with the Regulation on training universities and colleges of the regular system according to the credit system of the Ministry of Education and Training and of Tay Nguyen University.

From the school year 2019-2020, the ratio of scores for assessing student learning outcomes includes assessing the level of attendance of learners in class (30%), final exam (70%). The level of attendance is assessed during each semester, whereby students must attend at least 80% of classroom hours and actively participate in classroom activities and do homework

requested by the teacher; final exam (in the form of multiple choice or essay, accounting for 70%) [Exh 4.16].

Tay Nguyen University and the Faculty of Foreign Languages have guidelines for professional internships, criteria for evaluating internship results and regulations on graduation conditions for students [Exh 4.17].

The regulations on testing and assessment are clearly regulated and publicly announced to students through the first political activities for students, the first meeting of the Faculty and the forum for exchanging learning methods for students at the beginning of the course [Exh 4.18] [Exh 4.19]. In addition, students are well informed about the objectives of the course and the regulations on testing and evaluation of each module through the first lesson of each course. The notification of student registration results and information related to training, testing and examination activities are regularly and continuously updated through a personal account at http://ttn.edu.vn in order to help students understand the regulations on the organization of assessment process, complaint/review procedures, and examination of learning results. [Exh 4.20].

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

Each method of assessment is designed to ensure validity, reliability and fairness. In terms of validity, each course has a set of review questions and covers the course content after being approved by the course, ensuring that each question measures the correct requirements for knowledge, skills, and attitudes. are reflected in the course outline and closely follow the objectives, outcomes of the course and the training program. Each course outline has rubrics with detailed descriptors and weights for assessing students' attendance, attitude, practice, test and final exam results [Exh 4.21]. By doing this, students are faily assessed based on reliable and valid criteria.

Meanwhile, students' essay tests are graded according to detailed answers which lecturers are required to have while doing their assessment. The grading process is standardized to ensure the reliability and fairness in assessment for learners. Students' information including names and classes is removed from their essays and marked by lecturers in a specialized room regulated by the University and Department of Testing and Educational Assurance. In assessing other learning products such as internship reports, graduation assignments/ theses, lecturers all need to use marking sheets with criteria and other marking features [Exh 4.22]

Since switching to a credit-based training system, the University has also put into use component score management software for teachers to actively enter grades. Course scores will be disclosed to students before the end of the course [Exh 4.23].

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

The assessment of students' learning outcomes is designed logically and scientifically based on the learning outcomes of the training program assigned to each course, the objectives of the

training program, the matrix of the capacity scale and the level of teaching [Exh 4.24], [Exh 4.25].

For each course, the combination of methods of assessing students' learning is diversified and appropriate to ensure the ability to measure the achievement of the learning outcomes of the training program, including individual exercises, group exercises, group presentations, essays, multiple-choice, questions and answers, large exercises, essays, etc., depending on the characteristics of each course. Attendance assessment is used to measure students' accumulated knowledge, skills and other qualities during the learning process while students' essay tests and oral examinations are graded according to detailed answers.

To ensure that the assessment methods are appropriate for measuring students' achievement of the expected learning outcomes, the inspection and evaluation of ensuring the content coverage, objectives of each course and training program is conducted annually by lecturers.

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

The student feedback mechanism on the assessment of learning outcomes is implemented in many forms such as the Student Dialogue Conference in each class and at Faculty and University level [Exh 4.26].

Exam marking, recognition of exam results and notification of students' exam results are promptly responded to by the Faculty of Foreign Languages in accordance with regulations on feedback on assessing students' learning outcomes of the University [Exh 4.27].

Accordingly, the regulations on feedback of evaluation results are publicly announced and within the prescribed time to each subject teacher and student for implementation and monitoring [Exh 4.28]. Within 15 days from the exam date, lecturers must complete the marking and submit the scores according to regulations. For courses that have assessment forms of writing essays or reports, lecturers must have the scores for students within 20 days after the end date of the course.

For each course, attendance assessment and division scores must be publicly announced to students as soon as the course is finished and entered into the training management system [Exh 4.29]; Meanwhile, the final exam scores are publicly announced to students on the website no later than 30 days after the final exam date.

Besides, learners understand the examination and evaluation process, regulations on feedback and review, complaints/checking of learning results through Student Handbook [Exh 4.30], personal account of students and on the University's website at http://ttn.edu.vn. The announcement of mid-term test results is conducted in a timely manner by teachers, and there are comments to evaluate students' test results so that students can identify their own strengths and weaknesses for the course plan to improve their learning outcomes.

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

Each semester, the University organizes one main exam and one sub-exam to finish the course exam. The main exam is divided into two phases, the first phase is the midterm exam taken in

one week (maximum 3 courses/class) while the second phase is the final exam expected to last for three weeks (for the remaining courses). The sub-exam is open to students who have not taken the main exam or have an F and a D but wish to apply for improving their scores [Exh 4.31].

A combination of methods of testing and assessing learners' learning outcomes is scientifically designed, with a summary of the effectiveness used in the teaching and learning process and feedback from stakeholders; and at the same time it is publicly announced on the School and Faculty's web portal at http://ttn.edu.vn.

Lecturers in the Faculty have actively and continuously innovative teaching methods. Along with using presentations combined with evocative questions and answers, discussions and group work with vivid real-life relationships to deepen lectures, assign assignments, and research topics to train self-study skills, self-study, increase the level of autonomy and responsibility for students and specifically demonstrate the contents in the course outline [Exh 4.32], [Exh 4.33].

Criterion 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 fulfill the needs for education, research, and service

The source of human resources for the university is planned to fully meet the needs of training, scientific research, and community service activities in accordance with several documents, such as the decision on the allocation of personnel and labor contracts at self-financing units and units funded by the state in the Ministry of Education and Training, the report on civil servant positions according to the 2018 job position list, and the Party Committee's resolution for the period of 2015-2019. Based on these documents, the university has issued several documents such as the proposal to the university council on the job position list of Tay Nguyen University, the proposal to the university council on the recruitment plan for Tay Nguyen University civil servants in 2019, and the resolution of the university council on the issuance of the job position list of Tay Nguyen University to ensure personnel management. [Exh 5.1]

According to the university's announcement on the review and evaluation of teaching assignments for lecturers and the development of the human resources plan for the period of 2016-2020, the Faculty of Foreign Languages has planned its faculty and research staff to meet the needs of training. The faculty has appointed management positions within the faculty in accordance with the regulations in the decision on the issuance of the appointment regulations, re-appointment, extension of tenure, resignation, and dismissal of civil servants holding managerial positions at Tay Nguyen University, the decision on the planning of managerial personnel in units under Tay Nguyen University in the period of 2017-2022, and the decision on the planning of managerial personnel in units under Tay Nguyen University in the period of 2018-2023. The faculty has arranged managerial personnel with the right expertise and tasks as stated in the retirement or extended work year notification plan for doctors according to the decision to establish an evaluation committee to determine the annual extended work time for civil servants during the 2016-2020 period. In addition to complying with the university's regulations, the development plans and planning of the faculty's teaching staff have been carried out to meet the needs of training and scientific research, and community service of the faculty. These needs are determined based on the evaluation of the implementation of tasks in each academic year [Exh 5.2].

5.2. The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service.

The faculty and researchers are one of the decisive factors determining the quality of a training program. In the Faculty of Foreign Languages, the faculty plays a core role in implementing the training program, from designing the program to executing the training plan and evaluating the results. The faculty of the Faculty of Foreign Languages are recruited at different times, from various disciplines (English Language, English Pedagogy, French Language...) based on specific staffing plans. Ensuring the ratio of Faculty to learners and workload is used as a basis to ensure quality. Recruitment, appointment, and assignment of work are based on specific

criteria. The personnel of the Faculty are regularly evaluated according to specific procedures to ensure their capacity to perform their duties. [Exh 5.3]

5.3. The programme to show that the competences of the academic staff are determined, evaluated, and communicated.

The capacity of the faculty team is determined. The university has announced the implementation of the Employment Position Project according to the University of Tay Nguyen's Employment Position Project. The employment position project of units under the University and the announcement of working hours in the University are implemented. Individuals are identified for their professional competence, skills, and job completion based on evaluation forms, personnel classification for the academic year. [Exh 5.4]

The capacity of the faculty team is evaluated based on the Regulations on the evaluation and classification of officials, civil servants, and employees of Tay Nguyen University. Decision on the issuance of Regulations on commendation and reward competition. Annually, the university issues a notice on reviewing, evaluating the task performance of officials and employees and developing a human resource plan; reporting the results of upgrading civil servants, officials, and employees. [Exh 5.5]

The capacity of the department's team is determined through recruitment criteria based on the decision on the recruitment process for officials, civil servants, and employees, and the decision on adjusting and supplementing the recruitment process for officials, civil servants, and employees through the Employment Position Project of units.

The capacity of the faculty team is evaluated through annual personnel classification, subject department assessment records, and a report on the results of the survey of student feedback on teaching activities by the faculty in each semester. [Exh 5.6]

5.4. The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.

The university has identified and measured the lecturer-to-student ratio and the workload of the teaching staff through an announcement regarding the review, evaluation, and human resource planning of units in 2019 [Exh 5.7]. In the academic year 2019-2020, the university issued a decision to regulate the recruitment process for officers and faculty members [Exh 5.8].

The Faculty of Foreign Languages at the university has determined the lecturer-to-student ratio and workload of the teaching staff annually from 2016 to 2020 in compliance with the recruitment announcement for faculty members issued by the university [Exh 5.9]. The teaching staff is measured and monitored to improve the quality of teaching activities. There are regulations regarding the standard/minimum workload hours for the teaching staff, based on the Regulation on Teaching Hours for Faculty Members [Exh 5.10]. The faculty has developed a plan to develop the teaching staff based on the university's decision to issue the Training and Development Plan for Faculty and Staff for the 2016-2020 period [Exh 5.11].

During the 2016-2020 period, the Faculty of Foreign Languages at the university had 27 teaching staff members (1 PhD, 24 Master's degree holders, and 2 Bachelor's degree holders),

and the number of students recruited annually ranged from 100 to 120. Each lecturer taught an average of 450 to 500 class sessions per year. Information about the composition of the teaching staff and their academic qualifications is publicly available on the university's website.

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.

The process of choosing lecturers for the evaluation of titles such as Professor, Associate Professor, or for promotion examinations to advance their professional rank as Principal Lecturer (2nd-class) or Senior Lecturer (1st-class) adheres to the national regulations.[Exh 5.12]. Lecturers who meet these prescribed criteria are recommended to take the promotion exam every two years for a higher professional rank or apply for appointment to be Professor/Associate Professor.

TNU clearly determined the criteria for those positions based on the level of academic performance and annual commendation results in the appointment process.[Exh 5.13]. Depending on the real situation, it is necessary to set up TNU's HR Department to help the Rector carry out the staff appointment procedures. [Exh 5.14]

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.

In accordance with the regulations of the State, including the Law on Higher Education, Law on Public Employees, and Law on Social Insurance [Exh 5.15], which specifically outline the responsibilities and privileges of educators, TNU has created and released the Guidelines for Organization and Functioning [Exh 5.16], as well as the Project on job responsibilities [Exh 5.17].

According to TNU's Guidelines for Organization and Functioning, it is mandated that employees adhere to TNU's regulations, statutes, and rules. They are required to fulfill their professional obligations and assigned tasks, actively contribute to TNU's development, establish regulations, and address issues related to the implementation of the Grassroots Democracy Regulation. The privileges affording to lecturers are as follows:

(i) Benefit from the privileges as outlined in the State's regulations [Exh 5.18] [Exh 5.19].

(ii) Have the opportunity to engage in teaching and contribute to scientific and technological endeavors aligned with research and professional directions.

(iii) Receive professional development and training, and actively participate in conferences and seminars, both domestically and internationally.

(iv) Receive necessary resources, equipment, and support services for teaching and conducting scientific research.

(v) Have the option to enter into visiting or scientific research contracts with other institutions and organizations.

(vi) Be eligible for consideration for promotion or appointment as a Professor or Associate Professor, provided that all requirements are met.

The responsibilities , roles and relationships of lecturers with individuals inside and outside the university are clearly defined in the Working Position Specification [Exh 5.20]. Furthermore, it is the lecturers' duty to elucidate matters pertaining to scientific ethics in accordance with Vietnam's Intellectual Property Law and TNU's Regulations on scientific research activities [Exh 5.21][Exh 5.22].

The recruitment process serves as a means to define the rights and responsibilities of lecturers. Various documents that outline these rights, privileges, benefits, roles, and relationships of lecturers, such as TNU's Regulations on Organization and Operation, Regulations on Internal Expenditure, and Working Position Specification [Exh 5.23], are shared with lecturers during Faculty/University meetings. They are also publicly posted on TNU's and FFL's websites and Fan Pages [Exh 5.24]. They are also directly communicated through email to relevant units and individuals. Furthermore, lecturers have the opportunity to provide feedback and comments on TNU's initial version of the regulations before their official release [Exh 5.25].

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 fulfill the identified needs.

The identification of lecturers' training and development requirements is systematically defined [Exh 5.26]. The process encompasses nomination, extension, admission, and is overseen by a designated department responsible for implementation.

- There are explicit guidelines outlining the prerequisites, duties, and entitlements of lecturers participating in training and development programs. FFL formulates an annual training and development plan, drawing from the registration of lecturers' training and development aspirations, human resource development requirements, and the strategic blueprint for human resource development. In response to this, TNU undertakes a Training and Development Project aimed at fulfilling the quantity and quality requirements for training, as well as enhancing the professional qualifications, pedagogical expertise, IT proficiency, foreign language proficiency, and political knowledge of lecturers. Both TNU and FFL have policies and measures to facilitate lecturers' engagement in cultivation activities, including financial incentives and the possibility of exemption or reduction in professional duties during the training program [Exh 5.27]. TNU also extends support and encouragement for additional professional development endeavors, such as pedagogical training, IT and foreign language courses [Exh 5.28], research methodologies [Exh 5.29], defense and security training, and intermediate-level political training programs organized by TNU or other educational institutions.

- As a result, during the period 2016-2021, FFL has had 05 attendees participating in Ph.D. programs, 05 attendees participating in Master programs, and many participating in IT, foreign languages, conferences, seminars. [Exh 5.30]. The lecturers have to periodically report on their learning results, submit their diplomas and certificates to the HR Department after completion for further evaluation and planning.

5.8. The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality.

In order to motivate and encourage lecturers for their performance, TNU annually emulates and rewards lecturers based on their achievement of teaching, research and services in compliance with its regulations [Exh 5.31][Exh 5.32]

- At the beginning of each trimester and each academic year, FFL and TNU allow employees to register personal plans.

- By the end of each trimester and each academic year, FFL and TNU gather essential data that substantiates the accomplishments of lecturers. This includes documentation such as workload assignment decisions, individual registration for commendation, records of teaching, research, service, and other activities, as well as feedback from departments, the Division of Testing and Education Quality Assurance, and student feedback on the teaching activities. [Exh 5.33]

- At the end of each trimester and each academic year, based on the work completion of lecturers reported from the functional offices, each individual makes a self-assessment.

- Then, FFL and TNU assess the lecturer's duties according to TNU's prescribed criteria [Exh 5.34]. The results of evaluation and classification of lecturers' work completion are used to consider emulation and commendation for each trimester and each academic year. Lecturers can be recognized with emulation titles of Advanced Laborer, Grassroots Emulation Soldier, Ministerial Emulation Soldier and honored with commendation titles of Certificate of Merit from TNU's Rector, Certificate of Merit from TNU's President, Certificate of Merit from MOET's Minister[Exh 5.35]. TNU also honors lecturers' excellent scientific achievements with bonus annually and initiatives such as technical, management, and technology advancement solutions based on the regulations and provisions of initiatives [Exh 5.36] [Exh 5.37].

Criterion 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.

TNU's Admission Project [Exh 6.1] clearly states that the eligible applicants are:

- Candidates who have graduated or will graduate from a High school in the admission year and submit an enrollment application for one of the TNU's undergraduate majors.

- Candidates are healthy enough to study under the TNU's current regulations. For students with disabilities, the TNU's Rector will consider and decide a proper study major for applicants.

The admission method complies with the MOET's admission regulations [Exh 6.2] and has the following specific criteria:

(i) Admission based on the National High school graduation examination results. Admission score is calculated as the sum of examination scores of 03 subjects in an application group plus the priority score. Candidates must have an admission score which is equal to or higher than the floor score announced by TNU.

(ii) Admission based on High school transcripts: applicable for applicants who have graduated or will graduate from High school in the academic year and meet one of the criteria issued by TNU [Exh 6.3].

TNU has the intake policies to reward and grant scholarships for freshmen with high admission scores and students from disadvantaged backgrounds [Exh 6.4].

Once endorsed by the Admission Council, the outcomes of the admission process will be made public through online information platforms [Exh 6.5]. Following each admission session, the intake policies, admission standards, and methodologies are subject to annual review and revision in accordance with the regulations of the MOET and the prevailing circumstances at TNU [Exh 6.6]. With the aid of adaptable admission approaches, a broad spectrum of admission policies, promotional endeavors, effective communication, counseling, and support, FFL has successfully achieved the enrollment targets over the years. [Exh 6.7]

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.

Drawing upon TNU's Strategy Development Plan [Exh 6.8] and the Project on job description [Exh 6.9], TNU's units conduct an annual evaluation of support staff who have reached retirement age or had their labor contracts terminated. This assessment helps determine the human resource requirements of each unit. Following a comprehensive synthesis and analysis of the data, TNU implements a plan to recruit, transfer, and assign duties to support staff [Exh 6.10] Presently, FFL comprises two support staff members at the faculty office and 13 cum academic advisors who assist with student affairs, training, and scientific-technological matters.

To ensure optimal support for students, TNU offers a comprehensive array of services encompassing learning counseling, academic assistance, testing, scientific research guidance,

policy and regulation guidance, financial aid and scholarships, career counseling, cultural activities, sports, club participation, accommodation services, and more. The units responsible for delivering these services are explicitly defined in TNU's Regulations on Organization and Operation [Exh 6.11]. [Exh 6.12].

In TNU's Strategy Development Plan for the period leading up to 2025 and its vision extending to 2030 [Exh 6.13], specific targets and actions for support service activities are identified. These include initiatives such as the enhancement of high-quality programs, distance learning, international relations, scientific research, as well as efforts to improve the quality of lecturers, union activities, and student work.

- The Division of Academic Affairs releases the training program for the academic year [Exh 6.14], which outlines the training schedule, registration deadlines, and final exam schedule for courses. This program assists students in effectively tracking and participating in their studies.

- The Division of Student Affairs undertakes various initiatives aimed at facilitating students' understanding of policies and activities throughout the academic year. These efforts include conducting ideological and political education and propaganda, managing internal and external student affairs, ensuring security and maintaining order, implementing student-related policies, providing counseling and support services, organizing physical examinations, coordinating with local military authorities, and more. [Exh 6.15].

- The Ho Chi Minh Communist Youth Union, Student Association, and student clubs engage in specific activities in the areas of art and culture, physical training and sports, volunteering, and professional discussions [Exh 6.1]. These organizations and clubs provide platforms for students to participate in various extracurricular endeavors, fostering their artistic and cultural pursuits, promoting physical fitness and sportsmanship, encouraging community service through volunteering, and facilitating intellectual discussions related to their respective fields of study.[Exh 6.17]

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.

In accordance with the regulations set forth by the MOET and TNU, TNU establishes Regulations on Academic Affairs that outline the systematic procedures for monitoring academic performance, student progress, and workload. These regulations provide guidelines on how to effectively track and evaluate students' academic achievements, monitor their progress throughout their studies, and manage their workload in a structured and organized manner.[Exh 6.18].

Under the credit system, students are required to accumulate an average of 15.6 credits per semester to stay on track for timely completion of their courses [Exh 6.19]. The student's academic year is determined by the actual number of credits earned. Academic performance is assessed using various indicators, including course GPA, semester GPA, academic year GPA,

and cumulative GPA from the beginning of the course. These metrics are utilized to classify students' academic achievements.

To facilitate the management of students' activities and learning progress, TNU has implemented an academic management software that monitors and records students' performance and training points [Exh 6.20]. The functional offices responsible for academic affairs and student affairs collaborate to provide support and assistance in this regard.

The academic management software serves as a comprehensive tool that enables faculties, functional offices, academic advisors, and students to accurately, systematically, and closely review and monitor academic performance and training points [Exh 6.21]. TNU conducts meetings at the conclusion of each semester to assess student progress and academic performance [Exh 6.22]. Students who achieve outstanding academic results are rewarded and may be eligible to apply for early graduation, as specified. However, students with average academic performance and academic warnings will have restrictions on registering for the full number of credits in the subsequent semester.

Students receive their academic grades and warnings through assistant lecturers who also serve as their academic advisors. This approach enables advisors to remind, supervise, and support students in course registration, ensuring the smooth progress of their studies. In cases where students fall behind schedule, TNU offers additional semesters or courses to help them improve their academic performance and catch up with the program [Exh 6.23]. Regarding graduation internships, FFL assigns lecturers with relevant research expertise in alignment with the selected internship institutions by the students [Exh 6.24] . As for graduation projects, students have the opportunity to register in advance for a guiding lecturer [Exh 6.25].

6.4. Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.

In order to enrich the educational journey and promote the development of interpersonal skills, students are motivated and provided with assistance to engage in extracurricular activities, academic competitions, and other supplementary events organized on an annual basis by the Youth Union and Student Association [Exh 6.26].[Exh 6.27]

Additionally, FFL arranges competitions and scientific research projects specifically for students majoring in English [Exh 6.28]. TNU collaborates with Daklak Innovation Centre to host the English Speaking Day [Exh 6.29], catering to both students and lecturers [H6.06]. Furthermore, employment-related information is regularly updated on the Daklak Innovation Centre's website, catering to pre-graduates and unemployed graduates [Exh 6.30]. TNU has also established numerous clubs, including the English club, SV5T club, DIC's club, and other similar groups, which serve as valuable platforms for students to enhance their learning experiences and practice foreign language and soft skills [Exh 6.31]. Moreover, TNU provides encouragement scholarships and implements social policies for students. These scholarships are awarded at the end of each semester to motivate students in their studies [Exh 6.32]. [Exh 6.33]

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.

TNU has implemented guidelines regarding the qualifications and competency prerequisites for support staff, aiming to ensure an efficient and transparent process for their recruitment, utilization, and management [Exh 6.34][Exh 6.35]. These requirements are outlined as follows: possession of a university degree or higher; adherence to professional title standards, ethical attributes, proficiency in foreign languages, and IT skills; attainment of specialized field qualifications; and possession of relevant professional certificates for their respective positions [Exh 6.36] [Exh 6.37] TNU also provides many training and cultivation policies for support staff during the course to improve their professional qualifications [Exh 6.38][Exh 6.39][Exh 6.40] [Exh 6.41]. The criteria for appointing managers and leaders of departments/centers have been suggested [Exh 6.42]. More specifically, the criteria for the Head of Department are as follows: (i) Possess a Phd. degree or higher; (ii) Demonstrate experience in leadership and management within the relevant field; (iii) Display proficiency in developing administrative documents and providing guidance to the Rector on matters pertaining to the assigned domain. Moreover, the potential staff will be supported to participate in training courses in order to meet the qualifications of management positions [Exh 6.43] .

Divisions and faculties annually make their own staff training and cultivation plans which are sent to the HR Department for general organization and management. Based on the requirements of the working position, the HR Department makes a report of staff training and cultivation to the Board of Rector for approval and completes the procedures of sending staff for training and cultivation as prescribed [Exh 6.44]. After completing the training course, the staff must submit their diplomas and certificates to the HR Department to serve as a basis for building human resources and developing professional qualifications [Exh 6.45].

At the onset of the academic year, duties are assigned to each staff member by the Divisions/Centers, taking into consideration the plans for teaching, scientific research, and other activities . At the end of the academic year, the assessment of the support staff's workload is conducted through a combination of self-assessment and evaluation by the respective units, employing the following ways:

- FFL assesses and categorizes the fulfillment of support staff's duties into different levels: Incompletion, Completion, Good Completion, and Excellent Completion [Exh 6.46]. These results serve as the foundation for recognition and potential salary advancements, intended to inspire the support staff team to accomplish their responsibilities effectively [Exh 6.47]

- TNU annually conducts a survey on lecturers' and students' satisfaction with the support activities of functional offices to propose service improvement measures to ensure the needs of relevant units [Exh 6.48]. In order to guarantee that the services are provided smoothly, TNU clearly defines the functions and duties of support staff, as well as their roles

and relationships with internal and external units and organizations, which clearly stated in the Job description [Exh 6.49].

6.6. Student support services are shown to be subjected to evaluation, benchmarking, and enhancement

TNU has evaluated the quality of student support services through various approaches, including surveys [Exh 6.50] conducted among students and surveys targeting teachers and staff to assess the support initiatives of departments to evaluate the level of satisfaction with different types of services [Exh 6.51]. The findings from the students' surveys are carefully analyzed, compared, and utilized to devise an enhancement plan [Exh 6.52][Exh 6.53]. The units responsible ensure the execution of assessment activities, consolidation of knowledge gained, and drawing from experience to enhance academic advising, career counseling, and tailored extracurricular activities for students.

Criterion 7. Facilities and Infrastructure

7.1. The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.

Tay Nguyen University ensures the conditions of facilities and learning equipment to carry out training and scientific research activities in order to achieve its set goals and tasks. This is demonstrated through the system of offices, classrooms, laboratories, and the system of specialized scientific documents and materials, etc. that the Faculty of Foreign Languages is currently using in its teaching and research activities.

The Department of Linguistics has dedicated office spaces to serve the management and operations tasks of the department's leaders. There are also separate workspaces for assistants. Additionally, the department has a meeting room with a mini-library that supports the faculty and language-focused students during departmental gatherings and meetings with key committee members. These facilities meet the required standards [Exh 7.1].

The curriculum of the Linguistics program receives general support from the university, which is evident in the substantial investment made to construct an electronic library center for research purposes. The university has also built a multipurpose sports arena to fulfill the physical education and sports training needs, as well as equipped versatile classrooms [Exh 7.2]; [Exh 7.3]. Furthermore, the university places emphasis on creating a green, clean, beautiful, healthy, and safe environment for students to study, conduct research, and engage in personal development activities with peace of mind.

7.2. The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.

Furthermore, the Department of Linguistics is equipped with three specialized lab rooms, totaling approximately 200m2 [Exh 7.4]. These labs are relatively modern and suitable for teaching and learning purposes [Exh 7.5]. A sufficient number of computers are provided to support students' learning, with a total of 126 workstations for students and three servers across the three lab rooms. The lab rooms are equipped with advanced facilities compared to the regular classrooms. Specifically, Lab Room 7.3.17 is furnished with a smart board, document camera, interactive whiteboard, projector, external speakers, and modern learning-supporting software [Exh 7.7].

To effectively manage and monitor the equipment provided and track their operational status and usage, the department maintains an equipment asset register for the lab rooms [Exh 7.7]. This facilitates convenient inventory management, repairs, and upgrades of the equipment, aligning with the annual plans for acquiring new equipment and improving the infrastructure and facilities of the university [Exh 7.8].

In the language labs, classrooms, and functional rooms, the lighting system and window blinds are designed to ensure visual health for learners. The ventilation system and windows allow for proper air circulation, ensuring the comfort of students and promoting effective and high-quality learning. Additionally, the Department of Linguistics' lab rooms are equipped with air conditioning systems, ensuring optimal equipment performance and creating a comfortable

learning environment for subjects such as language practice and computer-based examinations (applied to specific courses).

Furthermore, the lab room 7.2.9 is equipped with a high-speed internet connection, in addition to the LAN network system used for internal computer-based assessments. This enables students to access online resources, search for information, and participate in online competitions organized by the university or the Ministry of Education and Training, benefiting all students in general and specifically those in the Linguistics program [Exh 7.9].

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/). 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 and related fields.

7.4. The information technology systems are shown to be set up to meet the needs of staff and students.

At the information center, the computer system and internet network are stably connected and provide high-speed access. Students can utilize the computers and internet services at the information center [Exh 7.10] to facilitate their own research and document retrieval. Additionally, there is a free high-speed Wi-Fi network available throughout the lecture halls, contributing to a more convenient learning and teaching environment. Nowadays, the integration of information technology in teaching and learning is a crucial factor that the education system focuses on.

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.

As of December 2019, the university had six powerful HP servers that managed the entire network system within the campus, including the internet room, 20 computer labs, and the network infrastructure. The network infrastructure was equipped with high-speed internet connectivity, and a security system was in place, utilizing firewall protection to prevent viruses [Exh 7.11]. The management and operation of the computer systems were handled by experienced IT staff, and there were maintenance and operation records maintained throughout their usage [Exh 7.12]. Access rights were assigned to students based on their student codes, ensuring convenient management and enhanced security.

7.6. The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.

The university campus was constructed starting from the 1970s and has undergone renovations and additions to its infrastructure over time. However, the university's compliance with current regulations regarding environmental, health, and safety standards, especially in meeting the needs of individuals with disabilities, has not been adequately considered. Despite this, students with disabilities receive support from a dedicated volunteer team that assists them in navigating the campus and accessing facilities such as restrooms. Additionally, individuals with disabilities can seek further assistance by contacting a designated hotline. Efforts are being made to improve the university's accessibility and ensure inclusivity for all students. [Exh 7.13]

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

Regarding the ecological and learning environment: Based on the assigned functions and tasks of the Facility and Services Department (P.CSVC), the Facilities and Services Office plans the management of the environment and cleanliness of lecture halls, classrooms, performs trimming, and planting of new trees within the school premises. It delegates responsibilities to each management department and signs contracts with contractors, individuals, and carries out regular care and pruning of trees, maintenance of flower gardens, greenery within the school premises, as well as cleaning lecture halls and the school grounds. This is done to create a comfortable, green, clean, and beautiful working and learning environment for faculty, staff, and students throughout the school [Exh 7.14], [Exh 7.15].

Regarding community health and medical work: The school has done well in providing healthcare for students. Based on state regulations, the school has issued decisions to establish a steering committee for school health work, a School Health Department, and delegated tasks to organize and guide the activities of the school health department at the University of Health Sciences, the hospital of the University of Health Sciences operates 24/7, not only providing medical examinations and treatment for patients in general but also serving as the primary care and initial treatment unit for faculty and staff [Exh 7.16], students in general, and specifically for students in the Nursing and Nutritional Science program throughout their study and work at the University [Exh 7.17].

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.

The school collects and evaluates data on monitoring and assessing activities related to the environment, health, public security, and fire safety on an annual basis. These data are summarized and assessed in the School's Annual Work Summary Report, which also outlines the direction for the following academic year. Additionally, the school conducts annual surveys to measure public satisfaction with the educational services provided. [Exh 7.18]

The school regularly conducts reviews and draws lessons learned from the assigned units. It also gathers feedback and suggestions from faculty, staff, and students throughout the school at staff conferences and dialogues with students. This allows for continuous improvement and enhancement of the school's operations. [Exh 7.19]

7.9. The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement

The University and the Faculty of Foreign Languages always prioritize the determination of the quality of support services and facilities (such as the library, information system, and other support services), with the core focus being on attitude and service quality, which contribute to the culture of quality in teaching, learning, and research support. Based on the documents of the Ministry of Education and Training [Exh 7.20], the University also conducts reviews of student support activities and monitors them. Through the activities of the Department of Education and Training, the University's management board, and other units, there is regular attention given to student support and assistance [Exh 7.21]. The responsibility for this task has been assigned to the Student Affairs Office, which carries out reviews of student support and assistance activities [Exh 7.22]. The office refers to the documents of the Ministry of Education and Training to provide recommendations to the management board for the issuance of regulations on student support [Exh 7.23].

As per the requirements, the University mandates that academic advisors submit monthly advisory reports and activity results, including difficulties encountered, proposals for new ideas and solutions for students in the Faculty of Foreign Languages. These documents are kept in the faculty and the personal files serve as a basis for evaluation and inspection work [Exh 7.24]. At the end of each semester, based on the performance of the academic advisors, the head of the faculty conducts evaluation meetings to assess their activities [Exh 7.25]. The University evaluates the effectiveness of academic advising based on reports from the faculty leadership and information from students. The evaluation of academic advising results is conducted at the end of each semester, and the University also organizes academic advising competitions to improve the effectiveness of this work [Exh 7.26]. To assess the capacity of academic advisors and other individuals involved in student support and assistance, the University has entrusted the Department of Personnel and Organization to conduct evaluations and classifications of officers, faculty members, and employees annually. This is an important activity for the University to carry out personnel development and assess the capacity of the teaching staff and faculty members in the Faculty of Foreign Languages [Exh 7.27].

To comprehensively review the overall activities serving and supporting learners, the University organizes regular direct dialogues between students and the Faculty of Education and Training [Exh 7.28]. After conducting dialogues between students and the Faculty, the University continues to organize higher-level dialogues between the Rector, leaders of training and service units, and students. During these dialogues, training information is provided and explained, and students' concerns are listened to and shared. Students have the opportunity to participate in building and debating social issues and educational policies of the University.

To review and evaluate the activities serving and supporting learners, the University establishes inspection teams (committees) to conduct inspections and monitoring of the activities of relevant units [Exh 7.29]. Through these inspections, the University draws

conclusions and proposes solutions to address existing issues in order to improve the operations of these units [Exh 7.30].

Through the annual staff conference, the University conducts a review of activities, including those related to serving, supporting, and monitoring learners. The conference aims to identify the causes and existing issues and develop implementation plans and measures to further enhance the activities serving and supporting learners [Exh 7.31].

After the implementation and review of the educational support and services activities, the University has carried out numerous tasks to improve and enhance the quality of these activities. The following are the improvements that have been made:

- Yearly evaluation and adjustments of the enrollment process to ensure suitability [Exh 7.32].
- Updating the content of civic engagement activities to align with trends and regulations [Exh 7.33].
- Improving the scholarship program to ensure accuracy and relevance.
- Recognizing the inadequacy of the regulations regarding student training assessment, the University has issued notifications and made necessary improvements [Exh 7.34].
- Streamlining the administrative procedures and enhancing the process of verifying student payment upon graduation [Exh 7.35].
- Creating and opening self-study rooms for students to facilitate learning, self-study, and research [Exh 7.36].
- Expanding and deepening student union activities [Exh 7.37].
- Increasing the quantity and organization of support activities related to employment for students [Exh 7.38].
- Improving regulations for assessing student academic performance [Exh 7.39].
- Enhancing the regulations for exams and grading of individual components [Exh 7.40].
- Upgrading, improving, and supplementing the training management software system to monitor activities more effectively and serve the management, support, and assistance processes [Exh 7.41].
- Improving the rules and regulations governing library operations for better functioning [Exh 7.42].

These tasks have been undertaken by the University to continuously enhance and improve the quality of educational support and services.

Students are encouraged to participate in the development and critique of social issues and educational policies of the University. Annually, the University organizes direct dialogues between the President, leaders of training and service units, and students. These dialogues involve providing and explaining training information, listening to students' concerns, and sharing relevant issues.

To gather feedback from current and former students regarding the evaluation of support and assistance activities, as well as the monitoring system for students, the University has planned surveys [Exh 7.43]. The results of a survey conducted in 2019 showed that 69.1% of students

were satisfied with the Library's responsiveness, 54.9% were satisfied with the information technology system, 45.7% were satisfied with the services provided by the University, and 58.3% were satisfied with the laboratories and practical facilities [Exh 7.44].

The survey also collected students' opinions on teaching activities. For the first semester of the 2017-2018 academic year, teaching activities were rated as good by 78% of students. In the second semester of the 2017-2018 academic year, the satisfaction level was 92.5%. For the first semester of the 2018-2019 academic year, the satisfaction level was 93.9%, and for the second semester, it was 92.2%. Overall, students and learners expressed satisfaction with the teaching activities [Exh 7.45].

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

Every year, Tay Nguyen University issues the Training Programs Handbook and determines the study time of each semester and each course [Exh 8.1] to predict the graduation rate and dropout rate of the training programs through statistical reports. school year [Exh 8.2].

The average time to graduation for the ELTP is 4 years. The University uses the credit-based training management software to track and monitor the average graduation time of students to take measures to have suitable solutions on improving the training quality.

From the 2009-2010 academic year, with the support of the credit-based training management software by the University [Exh 8.3], the Faculty can monitor and evaluate the graduation rate, the dropout rate, the rate of re-study of the ELTP, the rate of re-studying and retaking the courses. The e-learning management software helps the Faculty to well manage the records, information of each student, training plan, timetable and teaching progress, learning results, the organization of exams and export data of training courses.

Before each graduation, the Faculty cooperates with functional departments to review all information of each student before the Faculty's Accreditation Council meets to review and send a document to the Department of Undergraduate Education and submit it to the University's Accreditation Council [Exh 8.4], [Exh 8.5]. Through the annual statistical report, the Faculty compares the dropout and graduation rates of the English Linguistics major with other majors in the University to have a plan for the next academic year [Exh 8.6].

In order to increase the graduation rate and reduce the rates of dropout, re-study, and course retake, in the meetings between leaders of the Faculty and the University leaders, the University has put forward measures to improve the quality of training including the policy to enable students to improve their D scores [Exh 8.7], academic advisors' support to help students to review unlearned courses to avoid course omissions, reviewing and evaluating each student in studying and retaking the exam, advising on the orientation of students' learning methods and recording them in notebooks [Exh 8.8].

Learning outcome alerts are made for each study period to help learners with poor academic results and to make appropriate study plans to be able to graduate in the maximum time allowed by the curriculum [Exh 8.9], [Exh 8.10]. Academic advisors meet students who are subject to academic warnings to remind and advise on learning progress, course registration routes, etc. In order to prevent students from dropping out of school, the University has also taken timely measures to support and overcome such as tuition fee exemption and reduction and study expenses support for students with difficult circumstances [Exh 8.11].

The University establishes indicators to measure and monitor the average graduation time for training programs including: Total number of students graduating every year and the percentage of students graduating on schedule compared to the number of admissions. The Faculty reviewed the number of students who have not graduated from the courses [Exh 8.12], from which the Faculty collaborated with the Department of Undergraduate Education to build

a list of equivalent courses, organize teaching the courses that students have not yet completed to help learners graduate on time.

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

Every year, Tay Nguyen University develops an investment plan in which the employment rate of graduates of all training programs is determined [Exh 8.13]. It also has a monitoring system to monitor the employment rate of students within one year after graduation by contacting student directly to survey their employment situation and average monthly income [Exh 8.14], [Exh 8.15].

From April to July 2017, the University surveyed 1284 graduates of 8 faculties with 33 majors of university training in 2016 [H8.02.04]. As a result, the percentage of English Linguistics students who have a job was 85.7%. From May to July 2018, the University surveyed 1647 alumni of 8 faculties with 35 majors in university level training in 2017 [Exh 8.16]. The employment rate of English Linguistics graduates was 82.2%. From April to July 2019, the University surveyed 1546 alumni of 8 faculties with 34 majors [Exh 8.17] indicating that 87.0% of English Linguistics graduates have jobs. These results show that the percentage of students going to work increased from 85.7% in 2016 to 87.0% in 2018. The average income increased from 5,307,000 VND in 2016 to 5,585,000 VND in 2017, but in 2018 it decreased at 5,400,000 VND.

On the basis of the survey results on the employment rate of students, the Faculty cooperates with the University to further improve the employment rate of students and the level of job satisfaction after graduation by:

First, strongly and thoroughly innovate teaching - learning methods and assessment methods. Teaching and assessment methods are periodically trained and shared at different levels from Division to Faculty and University levels. Lecturers use modern and active teaching methods suitable to teaching content, teaching integrated work skills (group work skills, collaborative skills, communication skills, problem solving) to help students familiarize themselves with creative thinking, form teamwork skills, familiarize themselves with the working environment at enterprises and solve practical problems of society [Exh 8.18].

Second, organizing activities to support students in finding jobs and starting a business including job and startup ecosystem forums and job fairs [Exh 8.19].

Third, comprehensively cooperating with enterprises to send students to study and practice during their internships or introduce jobs to students right during their studies to help them gain work experience [Exh 8.20].

Besides, many types of counseling services are provided by the University and Faculty Youth Union to support students with difficult circumstances to get a job or offering counseling support for students in all areas including specialized academics, regulations, psychology, and life in general. Students are also supported to work part-time at businesses and households to help learners apply part of their acquired knowledge in practice, start a business, earn extra income and help society solve jobs. lack of human resources [Exh 8.21].

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

Tay Nguyen University has always identified scientific research and technology activities as one of the main tasks to meet the development needs and be in line with the University's mission and vision [Exh 8.22].

Types and quantities of scientific research activities of lecturers and researchers are periodically reviewed, compared and adjusted to improve quality. The supervision including reward and recognition is implemented to create motivation to support training. There are regulations on specific workload for lecturers and other staff as well as regulations on monitoring and evaluating the work performance. Every year, lecturers and staffs have a specific plan showing the volume, progress, completion time, necessary resources, etc. Individuals make plans to perform their individual school year tasks [Exh 8.23]. At the end of the academic year, the University announces the implementation of staff assessment and classification complying with regulations [Exh 8.24], [Exh 8.25].

In the Faculty of Foreign Languages, the assessment results of the satisfaction level of the requirements on quantity and quality of scientific research activities are monitored and compared annually. The purpose is to improve scientific research activities through the year-end report, the annual academic year's orientations and evaluating the results of the implementation of work [Exh 8.26].

The University has also issued the Strategy Plan to establish the indicators of the type and volume of research that students have to do [Exh 8.27], [Exh 8.28], [Exh 8.29]. In addition, students must participate in research activities in various forms according to the University's regulations as well as regulations on undergraduate and graduate education [Exh 8.30], [Exh 8.31], [Exh 8.32].

The Department of Science and International Relations and the Faculty are assigned by the University the task of developing, managing and monitoring the plan and results of scientific research [Exh 8.33]. In order to work effectively, the Department has also assigned work by field to each staff member in the department [Exh 8.34]. Besides, the Faculty's Leadership Board also assigned staff members to take charge of the Faculty's scientific research and established the Faculty's Scientific Council [Exh 8.35]. Students' scientific research topic management software is statistically and updated according to each type and quantity posted on the University's website [Exh 8.36]. Notices and documents for implementing scientific research activities are posted on the website of the University, Department of Science and International Relations and Faculty of Foreign Languages [Exh 8.37], [Exh 8.38], [Exh 8.39].

Based on the annual registration notices [Exh 8.40], the Department of Science and International Relations cooperates with the Faculty to help students register with forms [Exh 8.41]. The process of registration [Exh 8.42], approval [Exh 8.43], implementation [Exh 8.44], inspection and supervision [Exh 8.45] and acceptance at all levels [Exh 8.46] are made according to the Appendix of scientific research management process [Exh 8.47].

The Faculty also organizes scientific research seminars [Exh 8.48], organizes seminars and conferences to summarize scientific research activities to create conditions for students to have the opportunity to raise more awareness of research [Exh 8.49] and participate in seminars and scientific conferences held both inside and outside of the University [Exh 8.50]. The funds assigned for students' research are approved and distributed by the University each year [Exh 8.51], [Exh 8.52]. The Faculty's revenue and expenditure activities are also carried out according to the University's internal spending regulations [Exh 8.53].

In order to make the comparison, the Faculty has contributed to the draft of the set of benchmarking criteria with domestic and foreign partners proposed by the University [Exh 8.54], [Exh 8.55]. Because the University has not had access to the database on the results of students' scientific research with domestic and international partners, at present, Tay Nguyen University only compares the number of registered students and the number of approved topics according to the standards of the university every academic year [Exh 8.56].

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

Every year, the Faculty of Foreign Languages conducts a graduation recognition assessment for students according to the regulations and the plan proposed by the University [Exh 8.58], [Exh 8.57]. The Graduation Assessment Council of the Faculty considers and recognize students who fully meet the conditions including:

(1) Up to the time of graduation, the student has not been criminally prosecuted and is not being disciplined at the level of suspension;

(2) Students have sufficiently accumulated the number of required credits of the training program;

(3) Students' accumulative GPA is 2.0 or higher;

(4) Students satisfy a number of requirements on learning outcomes for the group of subjects in the training majors prescribed by the Rector;

(5) Students complete the Physical Education courses and have National Defense and Security Education certificates;

(6) Students have an application form for graduation;

(7) Students have qualified foreign language certificates;

(8) Students have qualified Informatics certificates.

On assessing and finalizing qualified students, the Faculty's Graduation Assessment Council proposes the list of qualified students to the University before their names are officially stated in the Decision of Graduation Recognition [Exh 8.59]. The final result of graduation recognition assessment will then be announced to students and published on the website of the University [Exh 8.60].

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

The University has a system to collect feedback from stakeholders including staff, students, and parents and considers it an important basis for improving training quality and meeting the requirements of the labor market and stakeholder satisfaction [Exh 8.61], [Exh 8.62], [Exh 8.63].

On conducting a survey and assessment of the satisfaction of students and parents to assess the satisfaction of stakeholders, initially, there is a mechanism to monitor and use feedback on the satisfaction of stakeholders about the quality of graduates of training programs including ELTP [Exh 8.64] - [Exh 8.65].

Every year, the University and the Faculty of Foreign Languages hold a meeting with key officials to collect comments on the evaluation of the performance of the academic year's tasks and the new academic year plan to improve the training quality and task performace of the University. Lecturers and staff of the Faculty are also allowed to attend staff conferences between the University's leaders, faculty leaders and university staff to create a democratic environment, frankly contribute opinions in policy making, especially in improving the quality of training programs.

Based on the survey results on the satisfaction of stakeholders about the quality of graduates of training programs, the University has taken different groups of measures as follows.

Solutions to support activities and services: The University has invested in building a full range of classrooms, practice rooms, laboratories that are fully equipped with necessary equipment for students to practice; supplementing and updating books, reference materials and specialized journals at the request of the training program so that students have good conditions for study and research. The University pays more attention to the organization and service of the Library, improving the attitude and services of staff in functional departments [Exh 8.66].

Solutions related to training programs: Training programs have been updated and revised periodically so that the knowledge provided to students meet the needs of the labor market. Annually, the University has reviewed and provided adequate fundings to build new or update, modify training programs according to the Internal Expenditure Regulations [Exh 8.67].

Solutions related to lecturers: The University has specific regulations that lecturers must spend a certain amount of time outside of class time to advise and support students. The University has also organized training for lecturers on how to associate knowledge of each course with students' career orientations, and at the same time have suitable investment and encouragement policies for lecturers' training to improve their professional qualifications and skills.

Solutions related to extracurricular activities: The University has created conditions, playground to encourage students to participate in extracurricular activities to relieve academic stress and equip them with necessary skills to easily enter the labor market [Exh 8.68].

PART 3. ANALYSIS OF STRENGTHS AND LIMITATIONS

3.1. Summary of strengths

The Program Development Procedure is based on MOET & TNU's regular, TNU's vision-mission, and the feedback survey of stakeholders. The English Linguistics program's ELOs have been continuously enhanced to meet the requirements of stakeholders.

TNU's vision and mission are aligned with the PEOs of the program. There is a description of the relationship between the ELOs and PEOs of the program. The ELOs encompass knowledge and specialized skills, generic skills, attitude, and awareness.

The program curriculum has undergone revisions in the past 5 years, incorporating specific changes and improvements in terms of POs, PLOs, and PIs, as well as the number of credits, new courses, and benchmarking with other renowned universities in Vietnam and internationally. Furthermore FoFL conducts program updates every two years, following the four-step process of Plan-Do-Check-Act.

The course specification is comprehensive and aligned with the expected learning outcomes in terms of knowledge, skills, and attitudes. Teaching, learning, and assessment methods are provided to students. In addition the course syllabus is revised according to TNUs regulations, taking into account feedback from stakeholders, and improvements are made by the end of each semester.

The program and course specifications offer ample information to students through the FoFL and FoFL English Linguistics website, as well as the student yearbook and brochure. These resources are easily accessible to stakeholders. Additionally, they are explained during the orientation week for first-year students.

The program is regularly reviewed and updated with a clear and well-organized procedure based on the feedback results of stakeholders so that the teaching contents, teaching methods, assessments and other relevant information can be renewed to help students accumulate appropriate knowledge and skills to meet the needs of society for their future professional practice.

Students study in a friendly, safe, supportive and cooperative environment with regular activities for their health and safety checks, supporting academic supervisors, dynamic and diverse extra-curricular activities held by the Youth Union and especially the updated content based on the annual survey results at the university.

Students have many opportunities to show their creativeness while implementing tasks required in the training program, especially in the Entrepreneurship Course and doing projects or participating in the activities held by the Innovation Center.

Various assessment methods are used, well-informed and periodically updated to measure students' achievements and help students achieve the training objectives more effectively. In addition lecturers are willing and active in participating in workshops, seminars and many other forms of training to innovate their teaching contents and especially assessment

methods. Additionally the Faculty of Foreign Languages has planned its faculty and research team to meet the needs of training and serving the community.

The faculty-to-student ratio meets the requirements for determining training targets. Every year, the Faculty of Foreign Languages conducts reports, evaluations, and human resource planning. The Faculty of Foreign Languages has also implemented the disclosure of the age, gender, and professional qualifications of its lecturers.

The department has regulations on recruitment standards. Faculty members are evaluated for their capacity to complete assigned tasks quarterly and annually. Besides guidelines for Organization and Functioning and the Project on job responsibilities in accordance with the regulations of the State.

TNU clearly determined the criteria for those positions Principal Lecturer (2nd-class) or Senior Lecturer (1st-class) and 3rd class lecturer. Moreover admission Project complies with the MOET's admission regulations, clearly states the requirements of applicants and TNU has the intake policies to reward and grant scholarships for freshmen

Effective academic advisors and cum academic advisors assist student affairs, training, and scientific-technological matters. Furthermore the operation of The Ho Chi Minh Communist Youth Union, Student Association, and student clubs are quite effective.

The English Language department is equipped with a comprehensive working system, classrooms, and appropriate laboratories, ensuring the prescribed space ratios to support and serve the current training program. The system of offices, classrooms, and functional rooms is fully furnished with suitable equipment to support the training and research activities for the English Language department program.

The library at Tay Nguyen University is equipped with a diverse and relevant learning resource collection, updated annually to support educational and research activities.

The Foreign Language Department has 3 standard-sized language labs, fully equipped with computers, projectors, and headphones to ensure effective language practice for students. Each of these practice rooms is supervised by personnel to monitor and manage equipment usage efficiently.

The university has a volunteer youth team that supports students with disabilities in accessing and using the campus facilities. Student life is particularly focused on a clean, green, safe environment, food safety, and comprehensive healthcare.

Surveys on satisfaction levels of stakeholders are regularly implemented to timely collect useful feedback for updating and improving the entire training program, especially the employability and future employers' expectation for students of ELTP.

Activities supporting students' career development are various and regularly organized. The number of academic staff and students doing scientific projects tends to increase every year.

3.2. Brief description of limitations

1. The program offers limited extracurricular activities and competitions for students.

2. After finishing their professional training or completing doctoral programs, some lecturers have transitioned to different positions

3. The percentage of English Linguistics students engaging in fundamental-level scientific research projects remains limited.

4. The graduation rate for students majoring in English Linguistics is relatively low, with a decrease in dropout and discontinuation rates, though the latter remains high.

5. Evaluating the satisfaction level of stakeholders regarding anticipated learning outcomes has not yet been implemented.

3.3. Improvement of plans

No	Objective	Activities	Unit/Individual	Implementation Time/Deadline
1	Weakness Remediation Plan (1)	Boost involvement in extracurricular activities, augment practical experiences, internships, and hands-on learning.	Faculty, Department	30/5/2024
2	Weakness Remediation Plan (2)	There needs to be a strategy to attract lecturers	Tay Nguyen University	Annually
3	Weakness Remediation Plan (3)	Conducting workshops on scientific research methodologies Enhancing the Department's involvement in advising and guiding student groups	Faculty, Department	30/5/2024
4	Weakness Remediation Plan (4)	Motivate students to successfully finish all modules within the specified timeframe of the training program	Faculty, Department	30/5/2024
5	Weakness Remediation Plan (5)	Administer surveys among stakeholders to evaluate contentment with anticipated learning results.	Faculty, Department	30/5/2024

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					4,4			
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		

		1	2	3	4	5	6	7
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		

		1	2	3	4	5	6	7
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			

No.	Criterion	1	2	3	4	5	6	7
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	
Overal 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					**4**			

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 is 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		
Exh 1.1		The decision to implement the English Linguistic training program
Exh 1.2		Higher Education Law
Exh 1.3		• Guidelines for modifying and updating the training program evaluation 2018 • Training program update notification 2018 • Training program update notification 2021 • Training program update notification 2023
Exh 1.4		• English Linguistic Training Program 2020 • English Linguistic Training Program 2021 • English Linguistic Training Program 2023
Exh 1.5		Mission, vision, cored values of TNU
Exh 1.6		• NATIONAL QUALIFICATIONS FRAMEWORK VIETNAM • National Foreign Language Program 2017-2025
Exh 1.7		• Student handbook 2020 • Student handbook
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		
Exh 1.8		• Steps to update the English Linguistic training program 2020 • Steps to update the English Linguistic training program 2021 • Steps to update the English Linguistic training program 2023
Exh 1.9		Standard English Linguistic training program output 2023
Exh 1.10		Courses of the English Linguistic 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)		
Exh 1.11		English Linguistic Training Program 2021
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		
Exh 1.12		English Linguistic Training Program 2023
1.5. The programme to show that the expected learning outcomes are achieved by the students by the time they graduate		
Exh 1.13		Detailed syllabus of sơm subjects
Exh 1.14		• Report on the results of student evaluations on the quality of

Code	Shared evidence	Name of evidence
		education 2019 • Report on the results of student evaluations on the quality of education 2020 • Report on the results of student evaluations on the quality of education 2021 • Report on the results of student evaluations on the quality of education 2022
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		
Exh 2.1		English Linguistic Training Program 2021 English Linguistic Training Program 2023
Exh 2.2		• Guidelines for modifying and updating the training program evaluation • Higher Education Law • The process of updating and evaluating the training program • Training program update notification 2018 • Training program update notification 2021 • Training program update notification 2023
Exh 2.3		Detailed syllabus of some subjects
Exh 2.4		The upgrade of detailed syllabus of semantic subject
Exh 2.5		• LMS images • Admissions Information Website of TNU • The electronic information portal of the Faculty of Foreign Languages
Exh 2.6		• The survey for former students and employers about the training program of TNU 2020 • Career handbook 2019 • Students' opinion about English Linguistic Training Program • The survey results of learners about the activities of the lecturers in semester 1 academic year 2019-2020 • The survey results of learners about the activities of the lecturers in semester 1 academic year 2020-2021 • The survey results of learners about the activities of the lecturers in semester 2 academic year 2019-2020 • The survey results of learners about the subjects at TNU • TRAINING PROGRAM EVALUATION QUESTIONNAIRE
2.2. The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes		
Exh 2.7		• Textbook – Introducing English linguistics • Textbook - English - Vietnamese and Vietnamese - English Translation Technique Guidelines • Textbook -Market-leader-pre-int-3rd-ed1
Exh 2.8		Detailed syllabus of specialized subjects
Exh 2.9		Detailed syllabus of specialized subject

Code	Shared evidence	Name of evidence
2.3. The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders		
Exh 2.10		• COMPARISON REPORT 2023 • COMPARISON REPORT 2020
Exh 2.11		• Survey Result 2023 • TRAINING PROGRAM EVALUATION SURVEY (For students)
Exh 2.12		Survey Result
2.4. The contribution made by each course in achieving the expected learning outcomes is shown to be clear		
Exh 2.13		• Standard output matrix for the course 2018 • Standard output matrix for the course 2020 • Standard output matrix for the course 2023
Exh 2.14		General English courses 1,2,3,4
Exh 2.15		Detailed syllabus of some general subject
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		
Exh 2.16		The programme framework 2023
Exh 2.17		Guidelines for modifying and updating the training program evaluation Training program update notification 2018 Training program update notification 2021 Training program update notification 2023
Exh 2.18		Courses in the English Linguistic program
2.6. The curriculum to have option(s) for students to pursue major and/or minor specialisations		
Exh 2.19		Two orientations
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		
Exh 2.20		The decision to implement the training program 2018 The decision to implement the training program 2020
Exh 2.21		English Linguistic Training Program 2018
Exh 2.22		English Linguistic Training Program 2020 Training program update notification Training program update notification 2020
Exh 2.23		Decree 99 ND-CP
Exh 2.24		English Linguistic Training Program 2021
Exh 2.25		English Linguistic Training Program 2023
CRITERION 3: TEACHING AND LEANING 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		

Code	Shared evidence	Name of evidence
Exh 3.1		Mission, vision, cored values of TNU
Exh 3.2		Educational philosophy
Exh 3.3		Announcement on the dissemination of educational philosophy principles.
Exh 3.4		Implementing educational philosophy through the website
Exh 3.5		Implementing the educational philosophy through the faculty's website."
Exh 3.6		Plan for building and developing a faculty
Exh 3.7		Training program
Exh 3.8		Training program evaluation phase
Exh 3.9		Youth Union, Student Union seminar
Exh 3.10		Detailed syllabus of some subjects
Exh 3.11		Survey results on the opinions of students and related stakeholders
3.2. The teaching and learning activities are shown to allow students to participate responsibly in the learning process		
Exh 3.12		Training program
Exh 3.13		Detailed syllabus of some subjects
Exh 3.14		Compilation of the list of students conducting scientific research.
Exh 3.15		Decisions on students doing graduation thesis/ assignment
Exh 3.16		Plan for practical internship and practical field trip
Exh 3.17		Diagram for the lecture halls
Exh 3.18		Summary report of extracurricular activities
Exh 3.19		List and decisions on the establishment of clubs, associations and groups
Exh 3.20		Training program
Exh 3.21		Students' handbook
Exh 3.22		Training regulations 2021
Exh 3.23		Record of inspection for fire prevention and fighting, school safety, and food safety hygiene."
Exh 3.24		University health data
3.3. The teaching and learning activities are shown to involve active learning by the student		
Exh 3.25		Results of the survey on the employment of students
Exh 3.26		Pictures of students' positive engagement.
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)		
Exh 3.27		Detailed syllabus of some subjects
Exh 3.28		Training program

Code	Shared evidence	Name of evidence
Exh 3.29		Documents and announcements related to students' research and scientific activities.
Exh 3.30		Compilation of the list of students conducting scientific research.
Exh 3.31		Pictures of students' participating scientific research meetings
Exh 3.32		Pictures of students' joining extracurricular activities and English clubs
Exh 3.33		Feedback from students and employers

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

Code	Shared evidence	Name of evidence
Exh 3.34		Announcement encouraging student research, documents on research activities on the Department of Research and International Relations website."
Exh 3.35		Training program
Exh 3.36		Teaching portfolio of the lecturers
Exh 3.37		Compilation of the list of students conducting scientific research.
Exh 3.38		Detailed syllabus of some subjects

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

Code	Shared evidence	Name of evidence
Exh 3.39		Announcement of competitions, entrepreneurial activities, and innovation and creativity events
Exh 3.40		The plan for the Union's activities of the University and the relevant Faculty related to competitions that help students demonstrate creativity
Exh 3.41		Innovation and Creativity Center Website

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

Code	Shared evidence	Name of evidence
Exh 4.1		Announcement 2424 - Submission of additional exam papers for examination affairs.
Exh 4.2		Detailed syllabus of some subjects
Exh 4.3		Summary table of assessment methods for the English Linguistics Program
Exh 4.4		Decisions, Announcements, Evaluation sheets for student internship reports.
Exh 4.5		Decisions, Announcements, Evaluation sheets for student's graduation thesis / assignment

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

Code	Shared evidence	Name of evidence
Exh 4.6		Entrance examination rules
Exh 4.7		Students' hanbook
Exh 4.8		Class meeting record, Regular academic advisor report

Code	Shared evidence	Name of evidence
Exh 4.9		Announcement for the orientation week
Exh 4.10		Pictures of Freshman Orientation
Exh 4.11		Regulations, guidelines on the process of complaints, re-evaluation, and examination result verification
Exh 4.12		Information about the complaint process on the website
Exh 4.13		Re-evaluation request
Exh 4.14		Record book for re-evaluation.

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

Code	Shared evidence	Name of evidence
Exh 4.15		Entrance examination rules
Exh 4.16		Detailed syllabus of some subjects
Exh 4.17		Training regulations 2021
Exh 4.18		Announcement for the orientation week
Exh 4.19		Pictures of Freshman Orientation
Exh 4.20		Regulations, guidelines on the process of complaints, re-evaluation, and examination result verification

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

Code	Shared evidence	Name of evidence
Exh 4.21		Detailed syllabus of some subjects
Exh 4.22		Evaluation sheets for student internship report and for student's graduation thesis / assignment
Exh 4.23		Images of the training management software

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

Code	Shared evidence	Name of evidence
Exh 4.24		Training program
Exh 4.25		Detailed syllabus of some subjects

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

Code	Shared evidence	Name of evidence
Exh 4.26		Meeting Reports for Dialogue with Students in different courses
Exh 4.27		Regulations on providing feedback on the assessment of the learning outcomes of the students at Tay Nguyen University
Exh 4.28		Images of the website publishing exam results for various subjects
Exh 4.29		Images of the student grade management software

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

Code	Shared evidence	Name of evidence
Exh 4.30		Students' handbook
Exh 4.31		Announcement on organizing main and supplementary exams for each academic year.
Exh 4.32		Detailed syllabus of some subjects

Code	Shared evidence	Name of evidence
Exh 4.33		Pictures of students' positive engagement.
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		
Exh 5.1		Decision to extend the working period
Exh 5.2		Decision - MOET on August 29, 2018 - Regulations on the appointment of civil servants and officials in managerial positions.
5.2. The programme shows that staff workloads are measured and monitored to improve the quality of education, research and service		
Exh 5.3		Announcement on human resource planning
5.3. The program indicates that the competences of the academic staff are identified, evaluated and communicated		
Exh 5.4		Announcement on reviewing and reassessing the assignment of teaching subjects to lecturers and developing a workforce plan
Exh 5.5		Regulations on the recruitment of civil servants
Exh 5.6		Regulations on the working conditions for lecturers
5.4. The program shows that the tasks assigned to the academic staff are appropriate to professional qualifications, experience and aptitudes		
Exh 5.7		Announcement regarding the results of implementing the training and development plan for the period 2019-2023, and the examination of the training and development plan for the period 2024-2028.
Exh 5.8		Decision on issuing the Training and Development Plan for civil servants for the period 2019-2023.
Exh 5.9		Announcement of adjustments and additions to the training plan for civil servants for the period 2019-2023
Exh 5.10		Teaching duties draft for civil servants.
Exh 5.11		Summary table of teaching hours, overtime hours for the Faculty of Foreign Languages lecturers
5.5. The program demonstrates that there is an evaluation system for faculty promotion, including consideration of teaching, scientific research and community service		
Exh 5.12		Inter-ministerial decree regulating codes and standards for professional titles
Exh 5.13		Decision issuing regulations on standards, procedures for recognition of meeting standards, and appointment to positions."
Exh 5.14		Regulations on the working conditions for lecturers at TNU
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		
Exh 5.15		Civil service law
Exh 5.16		Website links

Code	Shared evidence	Name of evidence
Exh 5.17		regulations on intellectual property managemen
5.7. The program systematically identifies training and professional development needs of trainers and appropriate training activities are implemented to meet these needs		
Exh 5.18		Training plan for civil servants for the period 2024-2028
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		
Exh 5.19		Announcement regarding the registration for academic year commendation.
Exh 5.20		Regulations for evaluating and classifying civil servants
Exh 5.21		Report on a survey to gather students' opinions evaluating the teaching activities of the lecturer"
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.		
Exh 6.1		English Linguistics Undergraduate Program leaflet
Exh 6.2		Enrollment information
Exh 6.3		Admissions plan
Exh 6.4		Announcement of regular undergraduate admissions
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		
Exh 6.5		Decision on the Establishment of the Enrollment Advisory Committee
Exh 6.6		Strategic Plan for Ensuring the Quality of Education, Phase 2019 - 2024, and Vision Towards 2030
Exh 6.7		Plan to organize the 5th Vietnam Open Tournament 2023.
Exh 6.8		Plan to organize the program 'British-American Cultural Night - 2023
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		
Exh 6.9		Resolution on Regulations for Changing Working Conditions for Lecturers at TNU
Exh 6.10		Image of website for checking students' exam scores
6.4. Co-curricular activities, student competitions, and other student support services are proven to be available to improve the learning and employment experience		
Exh 6.11		MEMORANDUM Regarding the organization of training for the team participating in the Finals of the 'Olympic English StarAwards 2021' competition at the test center in Da Nang.
Exh 6.12		MEMORANDUM Regarding the organization of the 'Let's Sing – Season 4!' competition

Code	Shared evidence	Name of evidence
		in 2021
Exh 6.13		Announcement on Supporting Tuition Fees for Minority Ethnic Students
Exh 6.14		The process of evaluating and awarding academic scholarships to encourage 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

Code	Shared evidence	Name of evidence
Exh 6.17		Announcement regarding the recruitment of university staff at Tay Nguyen University in 2023."
Exh 6.18		Regulations on the working conditions of lecturers at Tay Nguyen University
Exh 6.19		Report on survey results (online) of opinions from students, faculty, and staff regarding the work attitude of functional units within the school, year 2022
Exh 6.20		Report on survey results on gathering feedback from relevant parties regarding the responsiveness of the library, laboratory facilities, IT system, and services at the university during the academic year 2020-2021 (Online survey).

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

Code	Shared evidence	Name of evidence
Exh 6.21		Decision on the issuance of the procedure for conducting surveys to gather feedback from students, teachers, officials, and relevant parties
Exh 6.22		Report on survey results: Feedback from final-year students evaluating the quality of education and training at the Faculty before graduation at the University, 2021.

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

Code	Shared evidence	Name of evidence
Exh 7.1		Announcement on Building Human Resource Plan
Exh 7.2		Project for Job Positions in Various Faculties
Exh 7.3		Assignment of faculty of foreign languages tasks
Exh 7.4		Project for Job Positions in Various Units at TNU

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

Code	Shared evidence	Name of evidence
Exh 7.5		Development Strategy for Tay Nguyen University Phase 2020-2027, Vision towards 2035."
Exh 7.6		Decision on the Organizational Structure and Personnel of the Library Department for the term marked as the Principal's tenure 2018-2023
Exh 7.7		Survey Results on Students' and Teachers' Opinions on the Satisfaction Level of the Library, Gymnasium - Sports Room, IT System, and Services at the School during the academic year 2020-2021

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

Code	Shared evidence	Name of evidence
communication technology		
Exh 7.8		Library electronic information portal
Exh 7.9		Support sharing and transferring electronic resources of Can Tho
Exh 7.10		Learning Resource Center
Exh 7.11		Library's learning materials database
Exh 7.12		List of reference books and monographs of the Faculty of Foreign Languages
7.4. TNU has an information technology system to meet the needs of staff, lecturers and students		
Exh 7.13		School facilities and equipment
Exh 7.14		Software for training
Exh 7.15		Providing information technology and telecommunications services at Tay Nguyen University
Exh 7.16		Training management software
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		
Exh 7.17		Data on facilities and equipment of Tay Nguyen University
Exh 7.18		Computer statistics
Exh 7.19		Proposal, Request for Maintenance, Repair, and Installation of Network and Computer Room
Exh 7.20		Proposals, Notices for Updating Training Management Software.
7.7. The university is proven to provide a physical, social and psychological environment conducive to education, research and personal well-being		
Exh 7.21		Annual Report and Direction for the Next Academic Year
Exh 7.22		Tree care records
Exh 7.23		List of screened female workers in 2021
Exh 7.24		Announcement for Health Check-ups for Graduating Students in 2021 and Notice for Administering the Second Dose of the Bacillus Calmette-Guérin (BCG) Vaccine for Staff and Students.
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		
Exh 7.25		Decision promulgating the functions and tasks of TNU units
Exh 7.26		Results of the survey on the level of response of libraries and information technology
Exh 7.27		Internal spending rules
Exh 7.28		Regulations on classification of civil servants
7.9. The quality of facilities (library, laboratory, IT and student services) is assessed and enhanced		
Exh 7.29		Report on the Quality Assurance of Education at the university

Code	Shared evidence	Name of evidence
Exh 7.30		Resolution of the Party Committee of the University for the year 2019, 2020, 2021, 2022"
Exh 7.31		Announcement Responding to Clarify the Opinions of Students.
Exh 7.32		Program for Youth Union and Student Movement Activities at Tay Nguyen University.
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		
Exh 8.1		Training Program
Exh 8.2		Training Regulations
Exh 8.3		The Enrollment Results Report
Exh 8.4		Announcement of academic expense support for ethnic minority students
8.2. Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement		
Exh 8.5		Annual school year-end report
Exh 8.6		Employment survey results of alumni
Exh 8.7		Link and recruitment announcement on the website of the Faculty of Foreign Languages
Exh 8.8		Announcement of assignment of tasks to prepare "Job fair of Tay Nguyen University
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		
Exh 8.9		Minutes of the Graduation Recognition Meeting at the Faculty Level
Exh 8.10		Minutes of the Comparison of Dropout and Late Graduation Rates of English Language Department with Other Faculties in the University.
Exh 8.12		Scientific Research Handbook
Exh 8.13		Minutes of acceptance of scientific research projects of English Linguistics students
8.4. Data are provided to show directly the achievement of the programme outcomes, which are established and monitored		
Exh 8.14		Website Images – Graduating students
Exh 8.15		Summer school announcement, improving grade D
Exh 8.16		Announcement regarding the continuation of the teaching plan implementation.
8.5. Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement		
Exh 8.17		Academic Advising Plan for the academic years
Exh 8.18		The regulations for academic advising
Exh 8.19		Decision on academic warning for the academic years

Code	Shared evidence	Name of evidence
Exh 8.20		Report on survey results of lecturers' teaching activities