



AUN-QA

SELF-ASSESSMENT REPORT

ENGLISH LINGUISTICS UNDERGRADUATE

PROGRAMME

Daklak, April 2024



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**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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A handwritten signature in black ink, appearing to be 'KimPhuong', written over a horizontal line.

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LIST OF ABBREVIATION

No.	ABBREVIATION	MEANING
1	CDIO	Conceive – Design – Implement – Operate
2	CLA	Collegiate Learning Assessment
3	CLOs	Course learning outcomes
4	EL	English Linguistics
5	ELD	English Linguistics Division
6	ELTP	English Linguistics Training Programme
7	FoFL	Faculty of Foreign Languages
8	FTE	Full-time Equivalent
9	GPA	Grade Point Average
10	IT	Information Technology
11	LOs	Learning outcomes
12	MOET	Ministry of Education and Training
13	PDCA	Plan - Do - Check - Act
14	PO	Programme Objectives
15	PLOs	Programme learning outcomes
16	TNU	Tay Nguyen University
17	VSTEP	Vietnamese Standardised Test of English Proficiency

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PART 1. INTRODUCTION

1.1. Executive Summary

The “Self-Assessment Report” (SAR) has been prepared to fulfil the requirements for the ASEAN University Network-Quality Assurance (AUN-QA) accreditation for the English Linguistics programme within the Faculty of Foreign Languages at Tay Nguyen University in Vietnam. This document presents an analysis and evaluation of the English Linguistics program based on the criteria outlined in the AUN-QA Standard version 4.0. The SAR covers eight criteria: Expected Learning Outcomes, Program Structure and Content, Teaching and Learning Approach, Student Assessment, Academic Staff, Student Support Services, Facilities and Infrastructure, and Output and Outcomes. The English Linguistics program has successfully met all the criteria set by AUN-QA, aligning with the university's vision and mission and engaging stakeholders to enhance the program's quality. Therefore, the SAR AUN-QA document has been crafted to provide a comprehensive overview of the program's activities in recent years.

1.1.1. Self-assessment process

The self-assessment activity for the English Linguistics programme was conducted collaboratively by various stakeholders, including leaders of the training programme unit, lecturers, students, and leaders and support staff from all functional divisions. The Self-Assessment Council was established on January 12, 2023, under Decision No. 63/D-TNU issued by the Rector of Tay Nguyen University. The programme was evaluated in accordance with the AUN-QA Standard version 4.0. The self-assessment process involved the following basic steps:

Step 1: Planning - Setting up a Self-Assessment Council and developing a plan for assessing the English Language programme.

Step 2: Implementation - Evaluating the English Language programme against the criteria outlined in the AUN-QA Standard version 4.0 and compiling the self-assessment results into a report.

Step 3: Self-assessment result review - Analysing and identifying the strengths and weaknesses of the English Language programme based on the obtained self-assessment outcomes.

Step 4: Improvement measures - The Self-Assessment Council proposed quality enhancement plans to the University based on the identified strengths and weaknesses of the programme.

1.1.2. Self-assessment report

The self-assessment report (SAR) provides a comprehensive analysis and evaluation of the English Linguistics program based on the criteria outlined in the AUN-QA Standard version 4.0. The SAR is structured as follows:

Part 1: Introduction

Part 1 offers an overview of the governing bodies - Tay Nguyen University, Faculty of Foreign Languages, and Division of English Linguistics; details about the English Linguistics training program; and an explanation of the self-assessment process, methods, and tools used for program evaluation.

Part 2: Self-assessment criteria

This section outlines how the Faculty of Foreign Languages and Division of English Linguistics conducted qualitative and quantitative assessments of the English Linguistics training program in accordance with each criterion of the AUN-QA Standard version 4.0.

Part 3: Analysis of Strengths and Weaknesses

The primary content of Part 3 includes:

- Summary of strengths: highlighting the positive aspects of the training programme;
- Weakness analysis: identifying areas for improvement and proposing enhancement measures;
- Improvement plan: presenting solutions to address identified weaknesses during the self-assessment process and detailing an implementation plan;

- Self-rating report of the program based on each criterion of the AUN-QA Standard version 4.0.

Part 4: Appendices

The appendices contain a glossary of terms, supporting evidence, and additional supplementary information to complement the main content of the SAR.

1.2. 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

1.2.1. General overview

Tay Nguyen University was established in 1977 according to Resolution No. 298/GC 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 five departments responsible for Party affairs, organisation, admissions, finance, facilities, and four specialised faculties with six 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 six functional departments, four specialised 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 programme 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 organisational structure of the university includes the Party Committee, the Board of Directors, and the University Council, with 28 units belonging to or affiliated with the university, including ten functional departments, eight faculties, one kindergarten, one high school, one institute, five centres, one library, and one 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: two individuals were awarded the title "Excellent Doctor" by the President; one unit was awarded the Emulation Flag by the Minister of Education and Training; one exemplary individual was awarded a Commendation by the Central Propaganda Committee; The university was recognized as an Excellent Labor Collective; two units under the University were awarded the Emulation Flag by the Minister of Education and Training; one individual was recognized by the Minister of Education and Training for outstanding achievements, exemplary in the period 1982 - 2022.

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

- Vision: By the year 2030, Tay Nguyen University aims to evolve into a distinguished and high-calibre multidisciplinary institution, establishing itself as a national-level centre for research and technology transfer across key domains including healthcare, education, agriculture and forestry, environment, economics, natural sciences, and social sciences. The university is committed to ensuring that its graduates acquire the requisite knowledge and skills to meet the demands of the evolving societal workforce.

- Mission: Training high-quality human resources, conducting scientific research, and transferring technology to contribute to socio-economic development; Preserving and promoting the cultural values of ethnic communities.

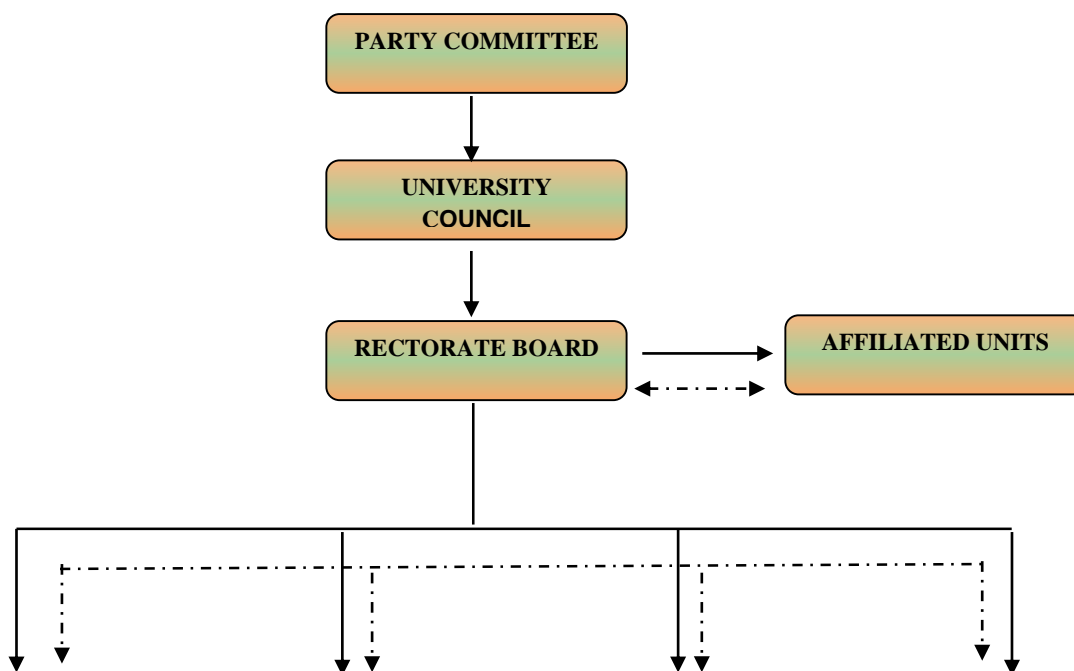
- Core values: Encouraging CREATIVITY in both learning and scientific research; Prioritising educational QUALITY as the foremost objective; Highlighting international INTEGRATION as pivotal values for development.

- Strategic objectives: Building a highly specialised workforce, modern infrastructure, and advanced curriculum; Continuously modernising and professionalising 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: Comprehensively developing learners' qualities and capabilities.

1.2.3. The organisational structure and staff of Tay Nguyen University

The current organisational 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:



ACADEMIC UNITS	FUNCTIONAL DEPARTMENTS	CENTRES AND LIBRARIES	SERVICES AND SUPPORTING UNITS
FACULTY OF ANIMAL SCIENCE AND VETERINARY MEDICINE	DEPARTMENT OF FACILITIES MANAGEMENT	TAY NGUYEN UNIVERSITY'S LIBRARY	TAY NGUYEN UNIVERSITY'S HOSPITAL
FACULTY OF ECONOMICS	DEPARTMENT OF STUDENT AFFAIRS	TAY NGUYEN CENTRE FOR NATIONAL DEFENCE	11/11 KINDERGARTEN PRACTICAL SCHOOL
FACULTY OF POLITICAL SCIENCE	DEPARTMENT OF TRAINING	CENTRE FOR STUDENTS' SERVICES	CAO NGUYEN PRACTICAL HIGH SCHOOL
FACULTY OF FOREIGN LANGUAGES	DEPARTMENT OF COMMUNICATIONS AND ADMISSION COUNSELLING	TAY NGUYEN CENTRE FOR SOCIAL SCIENCES AND HUMANITIES	
FACULTY OF AGRICULTURE AND FORESTRY	DEPARTMENT OF ADMINISTRATIVE AND GENERAL AFFAIRS	CENTRE OF FOREIGN LANGUAGES AND INFORMATICS	
FACULTY OF EDUCATION	DEPARTMENT OF SCIENCE AND INTERNATIONAL RELATIONS	DAK LAK CENTRE FOR INNOVATION AND CREATIVITY	
FACULTY OF MEDICINE AND PHARMACY	DEPARTMENT OF QUALITY ASSURANCE		
FACULTY OF NATURAL SCIENCE AND TECHNOLOGY	DEPARTMENT OF INSPECTION AND LEGAL AFFAIRS		
INSTITUTE OF BIOLOGICAL TECHNOLOGY AND ENVIRONMENT	DEPARTMENT OF PERSONNEL AND ORGANISATION		
	DEPARTMENT OF PLANNING AND FINANCE		

Figure 1. Organisational structure of Tay Nguyen University

In September 2023, Tay Nguyen University consists of the following units: eight faculties, one research and training institute; ten functional departments; five centres and one library; three practical units. The total number of staff (lecturers, specialists) and labourers is 647 (including 16 contractual labourers under Decree 68): 420 lecturers (one professors, 14 Associate Professors, 117 Doctors, 247 Masters, 48 Undergraduates, six Specialist Doctors level 1, two Specialist Doctors level 2); 26 High school teachers (one Doctor, 14 Masters, 11 Undergraduates); 69 Specialists (five Chief Specialists and 64 Specialists).

1.2.4. The organisational structure of the University Board.

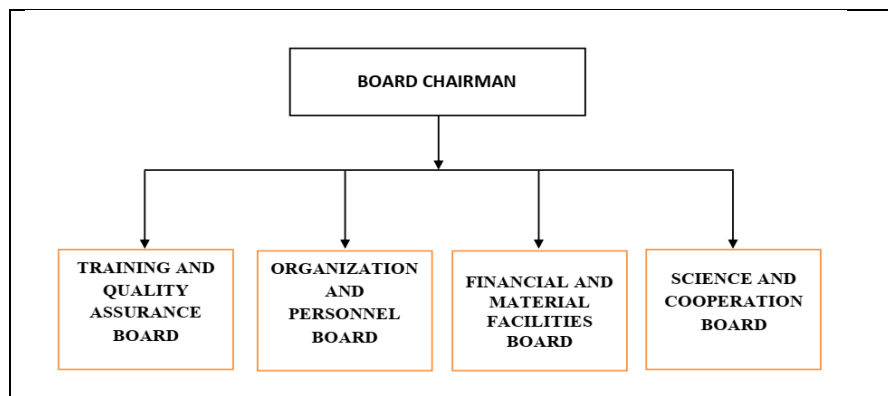


Figure 2. Organisational structure of University Board

1.2.5. The current scale of training and scientific research

The institution is currently offering five doctoral programmes, 11 master programmes, one specialised programme at level I, 35 undergraduate programmes, 13 programmes under the credit-based bachelor's system, four programmes for college graduates to continue onto university, and one programme 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 students, undergraduate students, and high school students.

Alongside teaching and research, scientific research is one of the most important activities of a university. In recent years, Tay Nguyen University has achieved significant accomplishments in developing scientific and technological activities. Scientific research and technology transfer 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 scientific tasks at various levels: one national-level gene fund task, four Nafosted projects, 15 Ministry-level projects, eight provincial-level projects, 48 basic projects of faculty members, and 36 student-based projects. In 2023, the university's faculty members published 67 articles in national journals (including publications in scientific journals of Tay Nguyen University) and 21 international articles; organised one international conference; two conferences at the university level; established one robust research group and four research groups of the university; signed four memorandums of understanding with domestic and foreign universities and research institutes, currently implementing the procedures for three projects with foreign funding. The university's scientific activities focus on research in essential fields such as Education, Biology, Agriculture and Forestry, Medicine, Economics, and Social Sciences.

1.3. Accreditation/Assessment status and Driving change for Enhancing the Quality assurance at Tay Nguyen University

Tay Nguyen University has made significant progress in quality assurance and continuous improvement as follow:

- The university received a certificate of meeting educational facility quality standards after an external evaluation (known as Accreditation/Assessment in Vietnam HEI systems) by the Centre for Educational Quality Assurance in June 2020.

- A plan for continuous quality improvement was developed and implemented based on the P-D-C-A cycle.
- The report on the results of continuous quality improvement was completed and submitted to the relevant authorities.
- The Self-evaluation and review report for the Quality assurance evaluation of educational institutions for the period 2020-2023 was finalised and submitted to the Department of Quality Management Agency (MOET).
- Tay Nguyen University became an Associate Member of the ASEAN University Network Quality Assurance (AUN-QA) in December 2022.

In terms of program evaluations:

- Three programs in Preschool Education, Business Administration, and Biotechnology successfully completed external evaluations (Programme Accreditation) and were certified to meet quality standards on August 16, 2022. Plans for further enhancing these programs' quality are in progress.
- Fifteen training programmes underwent successful self-assessments in 2020 and 2021.
- As of November 2023, 11 undergraduate training programmes at TNU meet quality standards according to the Ministry of Education and Training's Quality Assurance Standards.
- Currently, two training programs in Economics and English Linguistics at the undergraduate level are undergoing self-assessment based on AUN-QA 4.0 standards, with an external assessment scheduled for June 2024.

Moreover, Tay Nguyen University has been proactive in ensuring the quality of education and continuous improvement through various initiatives and actions. Here is a summary of the key points highlighted in the provided information:

i. Quality Assurance and Continuous Improvement

- TNU has submitted reports on Education and Training Quality Assurance for 2022 and a plan for 2023 to the Department of Quality Management Agency (MOET), as well as published on the TNU's website for accessibility.
- TNU has conducted 17 related surveys covering various aspects of education and training quality.
- TNU has implemented measures such as updating the Internal Quality Assurance system, Education Quality Assurance Council, and regulations on surveying stakeholders for education quality.

ii. Programs and Employment Initiatives

- TNU has successfully completed external evaluations for several programs and conducted self-assessments for others.
- TNU has implemented employment initiatives for students within Tay Nguyen University and in collaboration with domestic and foreign universities.
- TNU has undertaken measures concerning teaching activities, the quality of programs, and post-graduation employment of students.

iii. Future Directions and Challenges

- TNU has identified key actions to enhance the quality of training programmes, align with national and international standards, and foster innovation in university management.
- TNU has emphasised digital transformation, a culture of quality, and continuous improvement in training programmes.
- TNU has aimed to strengthen regional and international integration in quality assurance activities and forge closer ties with businesses, industries, and stakeholders.

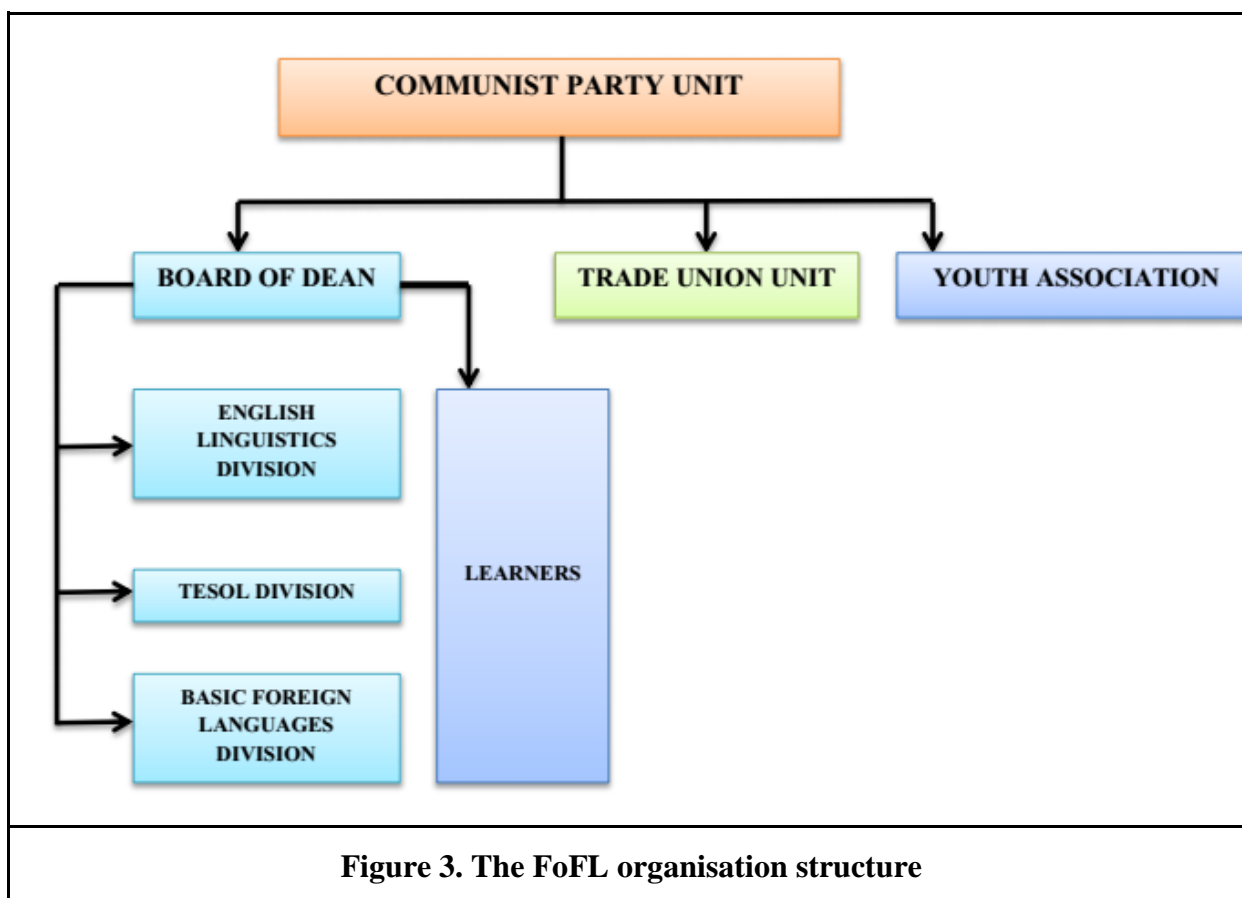
Tay Nguyen University's commitment to reflect assurance, continuous improvement, and alignment with national and international standards reflects its dedication to providing high-quality education and meeting the evolving needs of society and stakeholders.

1.4. The Faculty of Foreign Languages (FoFL)

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

Currently, the FoFL has 25 academic faculty and supporting staff, including two PhDs, 19 Masters, and four Bachelors.

The Board of Deans includes one Acting Vice Dean and one Vice Dean. A Dean has not been appointed yet. There are three divisions in the FoFL: English Linguistics Division, TESOL Division, Basic Foreign Languages Division. The FoFL has its Communist Party Unit, Trade Union Unit and the Youth Association of the FoFL's students (Figure 3).



The FoFL is in charge of two undergraduate training programmes, including the English linguistics and the TESOL undergraduate training programmes. The average yearly intake of the FoFL ranges from 150 to 200 and in 2023, the total number of full - time students was 527. Besides, the FoFL has 210 in-service undergraduate students (cohort 2020, 2021, 2022 and 2023).

The FoFL has the following missions which are in line with Tay Nguyen University's missions:

- *Training students in two majors: TESOL and English linguistics. In addition, the Faculty also teaches 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 such as research, organising and participating in scientific conferences and workshops, etc.*
- *Performing activities to ensure internal quality and serve the community.*

1.5. The English Linguistics Division (ELD)

The ELD was established in the same year as the FoFL (in 2007). There are currently eight faculty members, including one division head and seven lecturers.

The ELD is responsible for:

Developing and updating the English linguistic training programmes, 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

Organising academic activities and community events.

1.6. Introduction of the English Linguistics (EL) undergraduate training programme

The English Linguistics undergraduate training programme (English Linguistics programme for short) started being delivered to students of the cohort in 2006 onwards.

The objectives of the EL programme are to train students in the field of the English language with ethical qualities, knowledge, study skills, and scientific research ability. By the end of the training programme, 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 respectively). 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 programme 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 2019 to 2023, the EL programme has been updated four times (in 2018, 2020, 2021 and 2023). Brief descriptions of the four versions can be seen in Table 1 below.

Table 1. Brief descriptions of the English Linguistics programme

	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	major	minor	minor

PART 2. AUN-QA 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 seven fundamental steps as illustrated in Table 2. All of these steps adhere to the guidelines set forth by MOET [Exh 1.2] and TNU [Exh 1.3].

Table 2. PLO Formulating Steps

Step	Implementation Content	Responsible Party	Form
1	Announcement on Implementing the Update and Evaluation of the Training Programme	University Training Department	Form 1
	Developing a plan for updating and evaluating the Training Programme at the departmental level. Proposing a list of working groups to carry out the plan.	Specialised Department	Form 2
2	Collecting information and evidence related to the necessity of updating the curriculum (changes in state regulations, training institution regulations regarding the curriculum; new advancements in scientific fields related to the discipline; socio-economic issues, research results related to the training programme; feedback from stakeholders; changes in courses, subjects, or specialised content...).	Specialised Department	Form 3
3	Evaluating and constructing an evaluation report on the effectiveness of the ongoing curriculum; Assessing its alignment with established outcomes and objectives, coherence and cohesion within the programme content, evaluation methods, and learning materials used for teaching; Comparing research results on programme development requirements with the degree of compliance of the current training programme. Anticipating the impact of changing and updating the training programme.	Specialised Department	Form 4
4	Drafting the necessary modifications and updates to the Training Programme	Specialised Department	Form 5
	Preparing a draft of the updated training programme, including an assessment.		Form 6
	Compiling a comprehensive report with a detailed supplementary outline.		Forms 7, 8
	Preparing a formal request for the Academic and Training Council to review and approve.		Form 9
5	Conducting a meeting of the Scientific and Educational Council to review and approve the revised and updated Training Programme.	University Training Department	
6	Signing the Decision to issue the revised and updated Training Programme.	Rector	

The English Linguistics training programme has undergone four reviews and adjustments in 2018, 2020, 2021, and 2023. The adjustments made in 2023 consist of fourteen PLOs which are listed in Table 3. [Exh 1.4].

Table 3. Description of programme learning outcomes

Notation	Description of PLOs
PLO 1	Apply fundamental content of Marxist-Leninist studies, Ho Chi Minh's ideology, and the revolutionary path of the Communist Party of Vietnam to cultivate ethical and political qualities to become good citizens.
PLO 2	Present knowledge about the state and law, legal regulations, legal relationships, law enforcement, legal violations, and legal responsibilities; synthesise knowledge about Vietnamese culture, Vietnamese language, psychology, soft skills, and entrepreneurial thinking.
PLO 3	Use a second language at level 3 or higher according to the 6-level Foreign Language Proficiency Framework used in Vietnam.
PLO 4	Possess a basic IT application certificate or equivalent degrees or certificates
PLO 5	Complete Physical Education courses in the training programme with a passing grade and hold a certificate in National Defence and Security Education
PLO 6	Synthesise fundamental knowledge of the English language to perform Listening, Speaking, Reading, Writing, and Pronunciation skills at level 5 according to the 6-level Foreign Language Proficiency Framework used in Vietnam.
PLO 7	Synthesise in-depth knowledge of the English language, culture, literature, and civilization of English-speaking countries and specialise in professional English language knowledge
PLO 8	Possess knowledge of research methods to initiate scientific research
PLO 9	Have teamwork skills, decision-making and problem-solving skills, communication skills, goal-setting skills, and creativity.
PLO 10	Analyse and argue in English about aspects of language, culture, and civilization of English-speaking countries.
PLO 11	Apply knowledge of language, culture, and civilization of English-speaking countries and specialised knowledge of professional English language in professional work practice.
PLO 12	Apply soft skills during the learning process, practical activities, and internships.
PLO 13	Have creative thinking, independent work spirit, teamwork skills in collaboration, autonomy, dare to think, dare to do, dare to take responsibility for one's actions before the law, capable of scientific research; self-learning anytime, anywhere; ability to judge, criticise events in life and express their own opinions with scientific reasoning, suitable legal truths
PLO 14	Have the ability to plan, coordinate resources, organise work plans, and successfully complete all assigned tasks with a proactive, autonomous spirit, ensuring the highest quality of work with one's highest capability

The programme objectives (POs) and programme learning outcomes (PLOs) of the English Linguistics programme are aligned with the vision, mission, core value and educational philosophy of the university, which are listed in Table 4 [Exh 1.5].

Table 4. English Linguistics Programme Learning Outcomes are aligned to the vision, mission, core values and educational philosophy of the university

Vision, Mission, Core Values and Educational Philosophy	English Linguistics Programme Learning Outcomes
<p>Vision By the year 2030, Tay Nguyen University aims to evolve into a distinguished and high-calibre multidisciplinary institution, establishing itself as a national-level centre for research and technology transfer across key domains including healthcare, education, agriculture and forestry, environment, economics, natural sciences, and social sciences. The university is committed to ensuring that its graduates acquire the requisite knowledge and skills to meet the demands of the evolving societal workforce.</p>	<p>PLO 2 PLO 3 PLO 4 PLO 6 PLO 7 PLO 10 PLO 11 PLO 12 PLO 13 PLO 14</p>
<p>Mission Training high-quality human resources, conducting scientific research, and transferring technology to contribute to socio-economic development. Preserving and promoting the cultural values of ethnic communities.</p>	<p>PLO 2 PLO 4 PLO 6 PLO 7 PLO 8 PLO 9 PLO 10 PLO 11 PLO 12 PLO 13 PLO 14</p>
<p>Core values Encouraging CREATIVITY in both learning and scientific research. Prioritising educational QUALITY as the foremost objective. Highlighting international INTEGRATION as pivotal values for development.</p>	<p>PLO 1 PLO 2 PLO 3 PLO 4 PLO 6 PLO 7 PLO 8 PLO 9 PLO 10 PLO 11 PLO 12 PLO 13 PLO 14</p>
<p>Educational Philosophy Comprehensively developing learners' qualities and capabilities.</p>	<p>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</p>

Furthermore, the POs and PLOs of the English Linguistics programme are aligned with the Vietnam National Qualification Framework issued in 2016 [Exh 1.6].

The programme is to equip students with:

PO1. Fundamental issues of Marxist-Leninist ideology, Ho Chi Minh's ideology, the revolutionary path of the Communist Party of Vietnam in connection with practice. Basic knowledge of the Party's viewpoints, state policies, and laws on defence and security; the people's national defence, people's security, civil defence, and military skills.

PO2. Fundamental knowledge of entrepreneurship such as entrepreneurial awareness and ideas, planning and implementing entrepreneurial ideas; thereby promoting the spirit of daring to think and daring to do in career choices and entrepreneurship.

PO3. General knowledge of computers and information management; applying basic computer office skills to meet job requirements.

PO4. Some fundamental knowledge of soft skills such as communication, goal setting and teamwork, positive and creative thinking, work organisation, and time management; thereby helping students apply these skills in study, work, and other social activities.

PO5. Fundamental knowledge of scientific research methods and applied linguistics research methods.

PO6. In-depth knowledge of language in general and English language in particular as a system of knowledge, a means of social communication; English in some professions; knowledge of Vietnamese culture, society, history, arts, etc., and some English-speaking countries.

PO7. Fundamental skills in Physical Education to help learners apply study to improve health.

PO8. Proficient English language skills to serve social and professional purposes.

PO9. Necessary professional skills and soft skills for study, scientific research, professional work, and personal development.

PO10. Patriotism, love for socialism, appreciation for history, traditions, national and global cultures. Possess professional ethics, social ethics, high adaptability, learning consciousness, and a desire for advancement, autonomy, and high sense of responsibility.

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 aligned to the expected learning outcomes of the programme.

The process of developing, reviewing and adjusting the training programme is summarised in six 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 course to achieve the PLOs. The CLOs were reviewed and adjusted by the English Linguistics Division (ELD). Each course contributes to the achievement of at least three PLOs [Exh 1.9].

The learning outcomes (LOs) of each course were specified in the detailed course specifications. The content of each lesson/chapter in a course is 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] [Exh 1.11]. For example, the CLOs of the Interpreting course (course code: FL212106) are in alignment with nine PLOs: PLO6, PLO8, PLO9, PLO10, PLO11, and PLO12 as detailed in Table 5.

Table 5. Alignment between the CLOs of FL212106 course with PLOs

CLO	Learning outcomes of the training programme													
	General knowledge					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
CLO1						X	X	X	X	X	X	X		
CLO2						X	X	X	X	X	X	X		
CLO3						X	X	X	X	X	X	X		
CLO4						X	X	X	X	X	X	X		
CLO5													X	X

The programme undergoes meticulous scrutiny to ensure that the anticipated learning objectives across all courses are meticulously formulated and seamlessly integrated with the overarching programme objectives. Through rigorous evaluation, each learning outcome is meticulously aligned with the programme's broader educational aims, fostering a cohesive and comprehensive learning experience for every participant. This meticulous alignment not only ensures the coherence of the curriculum but also empowers students to achieve their academic and professional aspirations effectively.

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 14 PLOs including five PLOs of general knowledge, three PLOs of professional knowledge, one PLO of general skill, three PLOs of professional skills and two PLOs of autonomy and responsibility [Exh 1.11]. The learning outcomes of the training programme are classified according to Table 6.

Table 6. The Matrix of the English Linguistics programme

POs	Programme Learning Outcomes													
	General Knowledge					Professional knowledge			General skills	Professional skills			Autonomy and responsibility	
	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										

The programme emphasises a holistic approach to learning, ensuring students acquire a diverse skill set that transcends the boundaries of their specific field of study. Through a blend of theoretical knowledge and practical application, students develop proficiency in written and oral communication, essential for articulating ideas with clarity and precision. Moreover, the curriculum fosters problem-solving abilities, nurturing students to approach challenges with analytical rigour and innovative thinking. Proficiency in information technology is another cornerstone, enabling students to navigate the digital landscape with ease and leverage technological tools to enhance efficiency. Team building skills are also emphasised, recognizing the importance of collaboration and cooperation in today's interconnected world, where interdisciplinary teamwork often drives innovation and success.

In parallel, the programme ensures mastery of subject-specific outcomes tailored to the unique demands of each discipline. Students delve deep into the core principles and practices of their chosen field. They cultivate specialised knowledge and skills under the guidance of expert faculty, gaining a profound understanding of the theoretical frameworks and practical applications that underpin their discipline. This dual focus on both generic and subject-specific outcomes equips students with a versatile toolkit, empowering them to thrive in a dynamic and rapidly evolving professional landscape, where adaptability and interdisciplinary expertise are prized assets [Exh 1.11] [Exh 1.12].

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 seven steps as depicted in Table 2 above. The collection of stakeholders' perspectives took place during steps 2 and 3. The stakeholders include employers, alumni, students, 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 analysing the stakeholders' requirements and opinions, they were accepted and transformed into the PLOs [Exh 1.12], [Exh 1.14].

For instance, alumni proposed an increase in knowledge of translation and interpretation, which was reflected in programme learning outcomes PLO6 and PLO7. Both employers and alumni emphasised the need to enhance knowledge of interpretation using PLC, resulting in programme learning outcomes PLO8. 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 PLO10 and PLO11.

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 Programme 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 course 2019 - course 2021 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.

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

On a yearly basis, Tay Nguyen University and the Faculty of Foreign Languages organise a summative assessment to evaluate the achievement of the PLOs for English Linguistics students who are candidates for graduation. Since 2021, Tay Nguyen University 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 Name, Field of Study, Programme code, Degree Name and Duration Time); 2. Programme objectives; 3. Programme Learning Outcomes (PLOs); 4. Training programme objectives and outcomes matrix; 5. Total credits required for the programme; 6. Distribution of knowledge areas; 7. Admission requirements; 8. Training process and graduation criteria; 9. Evaluation Method; 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 programme has undergone four updates and adjustments in the years 2018, 2020, 2021, and 2023. In 2021, the programme was formulated, reviewed, and adjusted in accordance with TNU's regulations for programme formulation, following the guidelines set by MOET. The process was summarised in six basic steps [Exh 2.2]. The updated information for each version of the programme can be found in [Exh 2.2]. Details of the updates made to the English Linguistics programme are listed in [Exh 2.1].

The English Linguistics programme 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 programme. The course specifications, designed uniformly and following the university's regulations, include the following details: 1. General information (course title, course code, total credits, course type, prerequisites, parallel courses, course requirements); 2. Description of the course content; 3. Objectives and learning outcomes of the course; 4. Course structure; 5. Teaching plan and methods; 6. Educational materials; 7. Student tasks; 8. Assessment methods for the course [Exh 2.3].

The course specifications have been revised three times in accordance with the amendments made to the English Linguistics programme and CLOs. 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 programme specifications were communicated to stakeholders through various means such as TNU website, documents stored in the Faculty of Foreign Languages office, enrolment advisory documents and flyers, Student Handbook [Exh 2.5], [Exh 2.6]. Lecturers provided the course specifications to students during the first-class meeting of each course and on the class management software (classroom, LMS).

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 programme development process. Each course outline contains general information about the course and lecturers, brief description of the course content, course objectives and course learning outcomes, course structure, teaching plan and methods, educational materials, student tasks, assessment methods for the course. Moreover, 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 [Exh 2.8]. Table 7 illustrates the steps of the curriculum designing process.

Table 7. The English Linguistics curriculum designing process

1. Creating an initial version of the curriculum by taking into account the programme objectives and programme learning outcomes.
2. Collecting survey findings, analysing them, and incorporating stakeholders' feedback to develop a revised version (v2.0) of the draft.
3. Gathering and incorporating feedback from the first 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 second workshop to finalise 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.

The distribution of programme knowledge was optimised, 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 specialised 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 practical training course, 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 2.1] and [Exh 2.8].

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 [Exh 2.1]. Let's consider the course on Translation Theory (course code: FL216612) as an example. This course falls under the professional knowledge category and contributes to PLO9, PLO10, PLO11, PLO12, PLO13 and PLO14. 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 analyse (as required by PLO9, PLO10, PLO11, PLO12, PLO13 and PLO14) [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 Tay Nguyen University was based on input from stakeholders and compared with domestic programmes in the specific context of the university. The aim was to provide students with comprehensive training in specialised knowledge, skills, and morality. The design prioritises practical ability, awareness of educational responsibility, and ensures active learning and practical experience for students. Once the programme objectives (POs) and programme learning outcomes (PLOs) were established, the curriculum was developed and adjusted according to the steps outlined in Table 7 [Exh 2.10].

The process of obtaining feedback from stakeholders regarding the curriculum is depicted in steps 2, 3, and 6 (Table 7). 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 organised two consultation workshops (steps 3 and 6 - Table 7) involving the Faculty of Foreign Languages, the curriculum design team, lecturers, experts, and employers. All discussions and suggestions from these workshops were collected, analysed, 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 programme course and six enterprise-oriented English Linguistics modules. The stakeholders' feedback that has been accepted and used in the development and revision of the curriculum over the past five years [Exh 2.12].

Each course specification was reviewed by the Faculty of Foreign Languages and Scientific - Training Council, with the participation of two experts, and approved by the Tay Nguyen University 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 [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 specialised courses in subsequent semesters. The attainment of CLOs plays a role in achieving the PLOs. The logic of the programme's courses is provided in the programme'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 programme, aimed at achieving the PLOs, are clearly presented. 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 students' achievement of CLOs, enabling students to adjust their learning methods promptly and helping lecturers select effective teaching methods [Exh 2.15].

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

The standard duration for the 2021 English Linguistic programme's bachelor's degree is 4 years. In order to provide students with a comprehensive range of knowledge, the English Linguistic programme is logically structured with 5 categories of knowledge: (i) the general education category includes a total of 35 credits; (ii) basic knowledge of the field category consists of 40 credits; (iii) field-specific knowledge category comprises 40 credits; (iv) the practical training 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].

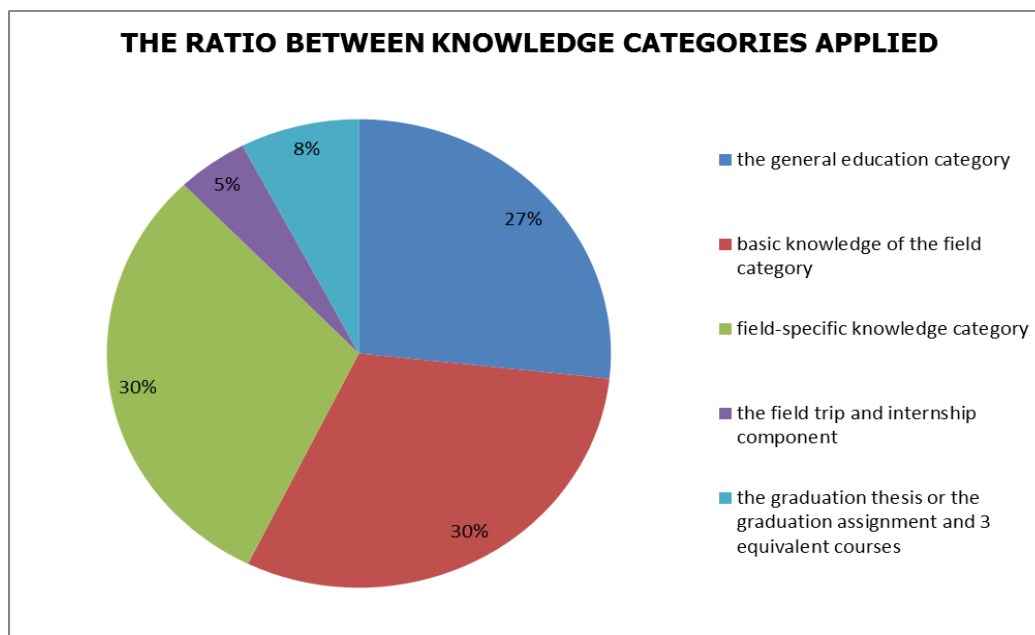


Figure 4. The ratio between knowledge categories applied

Courses in the English Linguistic programme are arranged in a proper sequence [Exh 2.18]. The general education courses are sequenced in semesters one through five. The interdisciplinary foundational courses are taught in semesters one through five. The specialised 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.

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

To assist students in planning a clear career orientation, 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 programme was developed in accordance with the regulations set by the Ministry of Education and Training. It consists of 125 credits and takes four years to complete for a bachelor's degree. The programme 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 specialised 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 job market.

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.

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

In 2018, the total number of credits for the English Linguistic programme 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 programme: 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 programme made adjustments to 11 credits of political theory credits and added 10 intensive credits, in accordance with Dispatch No. 634/TNU on the implementation of the Programme and textbooks of Political Theory subjects [Exh 2.22], and the Decree 99/2019/GD 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 programme was reviewed and adjusted according to national regulations on the standards of the training programme [Exh 2.24] and incorporating the requirements and opinions of stakeholders. The English Linguistic programme 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 Programme Learning Outcomes (PLOs) in terms of knowledge, skills, self-discipline and autonomy.

In 2023, the programme underwent a thorough examination and modification to align with national regulations regarding training programme standards [Exh 2.25]. This process also integrated feedback and input from stakeholders. As a result of these changes, the English Linguistic programme 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 Programme Learning Outcomes (PLOs) related to knowledge, skills, self-discipline, and autonomy.

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 two career orientations, and supplementing courses to replace the graduation assignment.

Table 8 presents a comparison of the distribution of knowledge categories among the three versions.

Table 8. Comparison of different versions of curriculum

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%
Specialised knowledge	42	32.8%	40	32%	40	32%	40	32%
Practical training and internship	10	5%	6	2%	6	2%	6	2%
Graduation thesis or graduation assignment	10	5%	10	6%	10	6%	10	6%

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 Rector of Tay Nguyen University issued a document announcing the University's mission, vision and core values in Decision No.132 D-TNU [Exh 3.1]. In addition, the educational philosophy of the University has also been drafted and published in Decision No.2890/D-TNU-HRD dated December 26, 2019 [Exh 3.2] and Decision No.3214/A-TNU-HRD dated December 30, 2019 [Exh 3.3] addressing 'Comprehensively developing learners' qualities and capabilities. This philosophy has been widely deployed to all university staff, students and stakeholders 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 Programme (ELTP) in the official statement on the plan to build and develop the University for the period 2016-2020 and vision to 2030 [Exh 3.6]. More specifically, as clearly detailed in the training programme and outlines of ELTP courses, the programme is aimed at training graduates with good political, ethical and health qualities to master the knowledge and skills in learning and research and achieve a degree of autonomy and responsibility in developing personal abilities [Exh 3.7].

For students, right from the first year, the educational philosophy, the training programme and its objectives are publicised to students in the first-week political course for new students. Annually, the Youth Union and Student Association at the University and Faculty levels also organise activities to help students better understand the active role of students in the learning process and thus actively participating in extracurricular activities [Exh 3.8].

For lecturers, training objectives and learning outcomes are instilled by lecturers in the process of building training programmes, establishing learning outcomes of formal university training programmes that approach CDIO (Conceive, Design, Implement and Operate), determining the logic of compulsory and elective courses and developing detailed course outlines [Exh 3.9].

In addition, the Faculty of Foreign Languages has also conducted surveys and collected feedback from students and stakeholders including employers on the educational philosophy, teaching activities as well as on training goals to have objective and reliable assessments of training activities [Exh 3.10]. The survey results have been absorbed and serve as a basis for reviewing and adjusting the programme to meet social requirements.

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

The ELTP is designed based on the requirements of knowledge, skills, autonomy and responsibility [Exh 3.7]. Teaching and learning activities within the framework of the programme are therefore designed and built to achieve the learning outcomes and meet practical requirements. In the description of each course's objectives and assessment rubrics, 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 3.9].

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 assignment/thesis or graduation internship reports [Exh 3.11], [Exh 3.12], [Exh 3.13]. 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 relaxing, 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 specialised teaching rooms with computers for special courses and many other facilities for students to participate in sports and other entertainment activities [Exh 3.14].

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 3.8], [Exh 3.12].

The training programme 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 programme routes, approaches to assessment and modes and duration of study which are all described in the Handbook of Training Programmes, 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 3.7], [Exh 3.15].

Health checks and regulations on safety are clearly regulated and implemented regularly and effectively. Fire prevention and university safety are effectively directed and supervised by the University and Faculty [Exh 3.16]. Every year, students are given periodic basic health checks and guided to participate in active medical activities [Exh 3.17].

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 3.18].

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 participating in the learning process to achieve their goals for the courses and the course as a whole [Exh 3.19].

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 emphasise 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 3.9] 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, analyse, synthesise and 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 3.7].

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 practise the ability to

apply knowledge to solve specific problems, helping students to have the ability to express knowledge and explore research materials, 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 3.20], [Exh 3.12].

Besides, students are encouraged to participate in many professional activities such as scientific seminars and meetings [Exh 3.21]. Many extracurricular activities and English clubs organised 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 3.22].

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 University and Faculty regularly organise interactions between teaching and learning activities. Therefore, taking feedback from students and employers is a necessary and indispensable task every year [Exh 3.11]. The university prioritises and encourages science and technology topics about innovating teaching and learning methods in the direction of developing students' ability to self-study and work in groups [Exh 3.23].

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

The 2020 ELTP 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 3.7], [Exh 3.9].

On the basis of the general plan of the University, every year the Faculty 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 3.12].

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 3.9].

In addition to academic activities, students can also participate in many extra-curricular activities organised 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 ideas [Exh 3.24], [Exh 3.8].

Especially, the establishment of the Innovation Centre 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 organisations 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 counselling [Exh 3.25].

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 ELTP is reviewed every 2 years and adjusted based on the feedback 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 3.11].

The adjusted contents are then synthesised by the Science and Training Council of the Faculty and approved by the minutes 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 3.26], [Exh 3.27].

The Faculty of Foreign Languages also conducted a comparison of the ELTP with some other English Linguistics training programmes in the country. The results of the comparison with the training programmes of the University of Foreign Languages – Hanoi National University, Danang University of Foreign Languages, and Can Tho University are presented in a report to serve as a basis for updating and adjusting the teaching curriculum of ELTP at Tay Nguyen University [Exh 3.28]. The most obvious change in the teaching curriculum in 2020 from the comparison results is the decision on grouping courses in the training programme into two 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 programme including teaching and learning activities [Exh 3.29].

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 are closely associated with the learning outcomes of the courses in the training programme which include teamwork and communication skills, presentation skills, problem-solving skills, synthesising and analysing skills, etc. All courses have an outline that clearly stipulates the method of examination and evaluation, the points and the proportions of the sub-points (1) students' attendance and in-class performance accounting for 30% or 40%, and (2) students' final exam score accounting for 60% or 70% depending on lecturers' decision [Exh 4.2], [Exh 4.3].

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 and in-class performance assessment of all courses in the programme is used to assess the entire process of accumulating their knowledge and practising 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 courses and the training programme.

Meanwhile, final exams in both written and oral forms are used at the end of each semester to assess students' overall amount of knowledge or levels of required skills. The exam question bank is approved by the Faculty and Department of Testing and Educational Quality Assurance of the University before the exam time. 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 are clearly defined according to the University Training Regulations and specific guiding documents of the University each academic year [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 lecturers 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, students' attendance and in-class performance scores and periodical tests are publicly announced to students before the end of the course while final scores are updated on the Training Management System [Exh 4.9], [Exh 4.10]. The Department of Testing and Educational Quality Assurance also publicly publishes regulations on the review, re-examination of student's exam results.

The appeal policies about study results have 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 during the first-week political course, meetings between leadership, lecturers and students of the Faculty, 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]. 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 of 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 enrolment process is carried out transparently, fairly and in accordance with the process from announcing enrolment targets, organising exams to marking exams, recognizing enrolment results, and at the same time regulating students' transfer or registration of doubling training programmes. 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 academic year 2019-2020, the ratio of scores for assessing student learning outcomes includes assessing students' attendance and in-class performance (30% or 40%) which is carried out throughout each semester whereby students must attend classes, actively participate in classroom activities and do homework as required by the lecturers and final exam accounting for 60% or 70% is proceeded at the end of each semester [Exh 4.2].

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 4.6].

The regulations on testing and assessment are clearly regulated and publicly announced to students during their first-week political course and the welcoming meeting where they can share and exchange about learning methods at the beginning of the course [Exh 4.14] [Exh 4.15]. In addition, students are well informed about the objectives of the course and the regulations on the assessment in 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://tn.edu.vn> in order to help students understand the regulations on the organisation of assessment process, complaint/review procedures, and examination of learning results [Exh 4.10].

4.4. The assessment 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. Each course outline has rubrics with detailed descriptors and weights to ensure the questions measure 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 programme for assessing students' attendance, attitude, practice, test and final exam results [Exh 4.2]. By doing this, students are also fairly 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 standardised 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 Specialised 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 4.16].

Since switching to a credit-based training system, the University has also put into use component score management software for lecturers to monitor. Course scores will be disclosed to students before the end of the course [Exh 4.9].

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

The assessment of students' learning outcomes is designed logically and scientifically based on the learning outcomes of the training programme assigned to each course, the objectives of the training programme, the matrix of the capacity scale and the level of teaching.

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 programme, 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 or rubrics [Exh 4.17], [Exh 4.2].

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 programme 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 4.18].

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 4.19].

Accordingly, the regulations on feedback of evaluation results are publicly announced and within the prescribed time to each lecturer and student for implementation and monitoring [Exh 4.9]. 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, students' attendance and in-class performance assessment scores must be publicly announced to students as soon as the course is finished and databased into the training management system [Exh 4.20]; 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 4.7], 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 lecturers, 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 organises one main exam and one sub-exam to finish the course. 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 4.21].

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 University 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 real-life examples to improve the quality of lectures, assignments, and research topics so that students are trained with self-study skills to increase the level of their autonomy and responsibility while ensuring each course requirements [Exh 4.2], [Exh 4.22].

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 university's human resources are planned to fully meet the needs of training, scientific research, and community service activities according to decisions regarding the allocation of personnel and labour contracts at self-financing units and state-funded units under the Ministry of Education and Training [Exh 5.1]; the report on civil servant positions, according to the job position list from 2017 to 2021 [Exh 5.2]; and the Party Committee's resolution for the period of 2017-2021 [Exh 5.3]. Based on this, the university has submitted proposals to the university council regarding the job position list of Tay Nguyen University; proposals to the university council on the recruitment plan for civil servants at Tay Nguyen University for the upcoming years [Exh 5.4]; and resolutions of the university council on the issuance of the job position list of Tay Nguyen University [Exh 5.5]. The recruitment process is organised rigorously. Therefore, the Faculty not only recruits graduates with good or excellent grades from our university but also from other institutions, provided they have an equivalent level 5 language proficiency certificate according to the Foreign Language Proficiency Framework. The arrangement and deployment of newly recruited staff are in accordance with their fields of expertise and training. To ensure both quantity and quality in our team, the department proposes plans to the faculty executive committee and leadership for training, utilisation, and recruitment of staff to ensure a balanced age structure based on the workload of faculty members and staff approaching retirement or already retired. Newly recruited staff members are always provided with support and training, particularly advanced training to meet the teaching requirements of the curriculum. Specialised training for faculty members is assigned to the respective departments, and young lecturers are mentored by experienced ones before they start teaching, providing them with specialised and professional guidance. 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 2018-2023 [Exh 5.6], the Faculty of Foreign Languages has planned its faculty and research staff to meet the needs of training [Exh 5.7].

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

The Faculty of Foreign Languages has determined the lecturer/student ratio and the workload of the teaching staff annually from 2018 to 2023 to meet the requirements outlined in the university's recruitment announcements [Exh 5.8] [Exh 5.9]. The teaching staff is measured and monitored to improve the quality of teaching activities.

Table 9: The ratio of conversion of faculty members/students according to FTE

The ratio of conversion of faculty members/students according to FTE						
	Full name	The number of classes	The conversion coefficient	FTE-Teacher	FTE-Student	Teacher/Student ratio
2022 - 2023						
	The English Linguistics			11.511	285.0	1/24,758
1	Bùi Thị Tịnh MA	5	1	0.6 25		

2	Hoàng Khánh Bảo PhD	2	2	0.5		
3	Trần Thị Mai Hương MA	4	1	0.5		
4	Nguyễn Thị Tường Như MA	5	1	0.625		
5	Nguyễn Phương Thảo MA	2	1	0.25		
6	Trương Bình An BA	3	0.3	0.112		
7	Cù Thị Ngọc Hoa MA	4	1	0.5		
8	Trần Ngọc Anh MA	5	1	0.625		
9	Trần Lê Thanh Tú MA	6	1	0.75		
10	Nguyễn Thị Kim Phượng MA	6	1	0.75		
11	Hoàng Thị Xuân MA	4	1	0.5		
12	Hoàng Minh Thu Hương MA	2	1	0.25		
13	Nguyễn Thị Mỹ Liên MA	2	1	0.25		
14	Hồ Ngọc Đoàn Thư MA	6	1	0.75		
15	Nguyễn Thị Thanh Vân MA	1	1	0.125		
16	Trần Quang Nhật MA	1	1	0.125		
17	Tống Thị Lan Chi MA	6	1	0.75		
18	Phạm Văn Phước BA	3	0.3	0.112		
19	Ngô Hà Thanh BA	1	0.3	0.037		
20	Trương Văn Thủy PhD	2	2	0.5		
21	Phạm Phương Anh PhD	2	2	0.5		
22	Nguyễn Minh Hải PhD	2	2	0.5		

2 3	Nguyễn Lê Hằng MA	7	1	0.875		
2 4	Thân Thị Hiền Giang MA	7	1	0.876		
2 5	Y Cươ B'Krông MA	4	1	0.5		
2 6	Đoàn Thị Dung MA	3	1	0.375		
2 7	Hà Lê Hồng Hoa MA	2	1	0.25		
2 6	Lê Thị Hồng Vân PhD	3	2	0.75		
2 7	Nguyễn Khắc Trinh PhD	2	2	0.5		
2 8	Nguyễn Đình Huân MA	2	1	0.25		
2 9	Phan Thị Thúy An MA	2	1	0.25		
3 0	Nguyễn Thị Nhu MA	2	1	0.25		
3 1	Nguyễn Phương Đại Nguyên PhD	2	2	0.5		
3 2	Nguyễn Ngọc Thắng PhD	1	2	0.25		
3 3	Đỗ Thị Nga PhD	1	2	0.25		
3 4	Đỗ Thị Bông PhD	2	2	0.5		
3 5	Buôn Krông Thị Tuyết Nhưng PhD	2	2	0.5		
3 6	Trần Thị Thắm PhD	2	2	0.5		
3 7	Thái Thị Hoài An PhD	2	2	0.5		

There are regulations regarding teaching hours/workload standards/minimum standards conversion for the teaching staff according to the regulations on teaching hours allocation for lecturers [Exh 5.10]. The Faculty has developed a plan for the development of the teaching staff based on the university's decision to issue the Training and Development Plan for officers and public employees for the period of 2018-2023 [Exh 5.11]. During the period 2018-2023, the Faculty of Foreign Languages has devised a personnel plan based on the lecturer/student ratio and the workload of the teaching staff to carry out teaching, scientific research, and community engagement activities as indicated in the cooperation agreements signed domestically and internationally [Exh 5.12]

Currently, the FoFL has 25 academic faculty and supporting staff, including two PhDs, 19 Masters, and four Bachelors, with the average age of permanent faculty members being 37 years old.

At the end of each academic year, lecturers self-declare the teaching hours they have completed according to their assignments. Regarding teaching, this includes teaching at different levels (undergraduate, postgraduate), different training programmes (regular, part-time), supervision of theses, internships, and practical work. Concerning scientific activities, it involves conducting research projects at various levels, publishing scientific papers, presenting at conferences, guiding students in scientific research, etc.

To ensure both quantity and quality in our team, the department, in collaboration with the Faculty's leadership, has developed a personnel development roadmap for 5 years. The Faculty's leadership has constructed a training, utilisation, and recruitment plan for public employees to ensure a balanced age structure based on the workload of faculty members and staff approaching retirement or already retired. The ratio of faculty members with doctoral degrees or above to the total number of permanent faculty members in the department implementing the training programme is 10%. The ratio of faculty members with master's degrees to the total number of permanent faculty members in the department implementing the training programme is 80.3%. The lecturer/student ratio is specifically shown in the table below:

Table 10. The ratio of lecturers to students for the period 2019-2023

Academic Year	Number of full-time faculty members	Number of students	Lecturer/student ratio
2022-2023	25	439	0,06
2021-2022	26	373	0,07
2020-2021	26	318	0,08
2019-2020	25	257	0,10

The lecturer/student ratio and workload essentially meet the requirements.

The workload of faculty members and research assistants is converted into standard hours: standard teaching hours, standard research hours, standard hours for other professional activities. Tay Nguyen University measures and monitors the workload of faculty members and research assistants annually by converting standard hours with the support of a management software system. There are detailed guidelines on converting the workload of the teaching staff and research assistants according to standards.

Regarding professional activities and community service including departmental activities, meetings, professional development, leading the development of new programmes, designing new course materials, participating in cultural, artistic, and sports activities; social activities such as green summer campaigns, donations to support people in difficult areas, blood donations, solidarity activities, participating in upgrading certificates for teachers and lecturers, etc. Some types of activities are converted into standard hours as per regulations.

Functional departments and centres of the university are responsible for supervising and verifying the declarations of lecturers and research assistants. The management software system will convert and confirm whether lecturers have met or exceeded standard hours in all areas: teaching, scientific research, and other professional activities.

Corresponding to each title, academic degree: senior lecturer, principal lecturer, lecturer with a doctoral degree, lecturer with a master's degree, probationary lecturer, teacher... Tay Nguyen University has regulations on the minimum standard hours required for teaching, scientific research, and other professional activities.

Not only monitoring the quantity, Tay Nguyen University also has measures to monitor the quality of faculty work. In terms of teaching quality, every semester, the University organises teaching evaluations at the Division, Faculty, and University levels for lecturers to participate in, to discuss the quality of teaching hours, learn from experiences, and aim to improve teaching methods, organisation, update teaching content, and enhance training effectiveness.

Every year, Tay Nguyen University also conducts student evaluations of the quality of teaching by lecturers. Through this, the Faculty evaluates its performance capacity, devises self-study plans, and enhances professional competence to improve the quality of education [Exh 5.13].

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 5.14]

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 5.15]

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 5.16]

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 5.17]. In the academic year 2019-2020, the university issued a decision to regulate the recruitment process for officers and faculty members [Exh 5.18].

The Faculty of Foreign Languages at the university has determined the lecturer-to-student ratio and workload of the teaching staff annually from 2019 to 2023 in compliance with the recruitment announcement for faculty members issued by the university [Exh 5.19]. 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 5.20].

During the 2019-2023 period, the Faculty of Foreign Languages at the university had 28 teaching staff members (two PhD, 21 Master's degree holders, and four 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 [Exh 5.21].

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 5.22], [Exh 5.23]. Lecturers who meet these prescribed criteria are recommended to take the promotion exam every two years for a higher professional rank or apply for an appointment to be a Professor/Associate Professor [Exh 5.23].

TNU determined the criteria for those positions based on the level of academic performance and annual commendation results in the appointment process [Exh 5.22], [Exh 5.23]. Depending on the real situation, TNU's Personnel Department is responsible for helping the Rector carry out the staff appointment procedures [Exh 5.24]. During the procedures, department-level and division-level management positions are planned or supplemented according to the correct roadmap and national regulations. The individuals planned have the qualities and capabilities suitable for the planned positions. In the period 2018 - 2023, TNU has made supplementary planning for personnel for the Dean and Vice-dean positions of the FoFL [Exh 5.25].

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.

Following the regulations of the State, including the Law on Higher Education, Law on Public Employees, and Law on Social Insurance, which specifically outline the responsibilities and privileges of educators, TNU has created and released the Guidelines for Organization and Functioning [Exh 5.26], labour regulations [Exh 5.27], as well as the Project on job responsibilities [Exh 5.28].

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 in Civil service law [Exh 5.29] and Decree regulating the professional title of lecturer [Exh 5.30].
- (ii) Have the opportunity to engage in teaching and contribute to scientific and technological endeavours 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 organisations.
- (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 5.31]. 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 5.27], [Exh 5.32].

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 [Exh 5.26], Regulations on Internal Expenditure, and Working Position Specification [Exh 5.31], are shared with lecturers during Faculty/University meetings. They are also publicly posted on TNU's and FoFL's websites: www.ttn.edu.vn. 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 5.33].

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 5.34] [Exh 5.35], [Exh 5.36]. The process encompasses nomination, extension, and 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 programmes. FoFL 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 [Exh 5.36] 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 FoFL 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 programme. TNU also extends support and encouragement for additional professional development endeavours, such as pedagogical training, IT and foreign language courses, research methodologies, defence and security training, soft skills, and intermediate-level political training programmes organised by TNU or other educational institutions [Exh 5.37].

For professional development programmes, the university fully supports 100% of tuition fees and transportation fees and provides additional annual funding for master's and doctoral studies. During the study process, lecturers enjoy all current benefits, reduced teaching hours, scientific research, and other duties at 50% or 100% depending on the lecturers' choice of study programme [Exh 5.27]. In addition, TNU's Internal Expenditure Regulations stipulate that lecturers are entitled to the regimes of attendance, examination, title protection, promotion, and professional training.

- As a result, during the period 2019-2023, FoFL has had 05 attendees participating in Ph.D. programmes, 05 attendees participating in Master programmes, and many participating in IT, foreign languages, conferences, and seminars. [Exh 5.37]. In 2018-2019, all faculty members of the FLD completed training courses in speaking and writing assessment based on the 6-level Vietnamese Standards of English Proficiency (VSTEP) framework to facilitate language proficiency assessment for the entire university [Exh 5.37].

Lecturers have to periodically report on their learning results and submit their diplomas and certificates to the HR Department after completion for further evaluation and planning [Exh 5.37].

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

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 5.38].

- At the beginning of each trimester and each academic year, FoFL and TNU allow employees to register personal plans. [Exh 5.39] [Exh 5.40]

- By the end of each trimester and each academic year, FoFL 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.

- 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, FoFL and TNU assess the lecturer's duties according to TNU's prescribed criteria [Exh 5.41], [Exh 5.42]. 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 Labourer, Grassroots Emulation Soldier, Ministerial Emulation Soldier and honoured 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 5.38]. TNU also honours 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.

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 2019 -2023 [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 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 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 from the official website: <https://tuyensinh.ttn.edu.vn>. The admission requirement based on academic records is that the total admission score must reach 18.0 or above. Moreover, candidates applying for admission to the English Language programme must have an English subject score of 6.5 (six and a half) or above to meet the admission requirements.

(ii) Admission based on the National High School graduation examination results. The admission score is calculated as the sum of the examination scores of 03 subjects in an application group plus the priority score. Candidates must have an admission score that is equal to or higher than the floor score announced by TNU. Candidates applying for admission to the English Language programme must also have an English subject score of 6.5 (six and a half) or above to meet the admission requirements.

(iii) Admission based on the results of the competency assessment exam of the University of Ho Chi Minh City in 2024 for admission. This is applied to candidates who have graduated from high school.

(iv) Direct admission for candidates who have achieved high performance in national and international level exams, competitions, and tournaments. Direct admission is granted to candidates who have achieved high performance in national or international level exams, competitions, and tournaments, as well as other eligible candidates as stipulated by the Ministry of Education and Training and the university.

All admission methods are promoted on the official website and social media pages of the university [Exh 6.3]. Additionally, students are always supported with admission information from the university's admission counselling team [Exh 6.4].

Table 11. Data on the enrolment status of first-year students (over the past 4 academic years)

Academic year	Number of applicants	
	Number of admitted applicants	Number of enrolled/registered students
2019 - 2020	128	77
2020 - 2021	143	93
2021 - 2022	310	126
2022 - 2023	192	139

TNU has intake policies to reward and grant scholarships for freshmen with high admission scores and students from disadvantaged backgrounds [Exh 6.5].

These admission criteria are similar to the general criteria for other majors at the university. Thanks to these criteria, the admission quotas for the ELPT have consistently exceeded targets from 2019 to 2023. Moreover, the university has been able to select students who are suitable for the training programme.

Once endorsed by the Admission Council, the outcomes of the admission process will be made public through online information platforms [Exh 6.3]. Following each admission session, the intake policies, admission standards, and methodologies are subject to annual review and revision following 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 endeavours, effective communication, counselling, and support, FoFL has successfully achieved its enrolment 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, vision to 2035 [Exh 6.8], TNU's vision, mission, and core values [Exh 1.5], 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 labour 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, Faculty of Foreign Languages comprises two support staff members at the faculty office and 08 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 counselling, academic assistance, testing, scientific research guidance, policy and regulation guidance, financial aid and scholarships, career counselling, 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 6.9]. [Exh 6.11].

In TNU's Strategy Development Plan for the period 2020-2027 and its vision extending to 2035 [Exh 6.8], specific targets and actions for support service activities are identified. These include initiatives such as the enhancement of high-quality programmes, 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 programme for the academic year [Exh 6.12], which outlines the training schedule, registration deadlines, and final exam schedule for courses. This programme 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 counselling and support services, organising physical examinations, coordinating with local military authorities, and more. [Exh 1.7] [Exh 6.13].

- 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. These organisations and clubs provide platforms for students to participate in various extracurricular endeavours, 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 6.14].

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.

Following 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 organised manner [Exh 6.15].

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 6.15]. 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 utilised to classify students' academic achievements. Students may register for extra credit courses to graduate early if they have sufficient ability.

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 6.16]. 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 6.17]. The study and teaching tracking book is used to simultaneously monitor the teaching hours of lecturers and the study hours of students [Exh 6.18]. The study plans for English language classes are organised by each semester, academic year [Exh 6.12].

TNU conducts meetings after each year to assess student progress and academic performance [Exh 6.19]. 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.

In addition, 8 academic advisors are responsible for monitoring and reporting on students' academic performance and extracurricular activities in each class [Exh 6.20]. The report is compiled by the department secretary to closely monitor and evaluate students [Exh 6.21]. To encourage the academic advisors in school, there have been annual competitions for academic advisors [Exh 6.22]. In each class, in addition to academic advisors, the class staff team is also responsible for effectively monitor the class's academic progress [Exh 6.21].

Table 12. Statistics on the number of students currently enrolled in the programme (over the past 5 academic years)

Academic year	Number of students	
	Dropout/Withdrawal	Enrolled/Currently studying
2018-2019	26	71
2019-2020	50	77
2020-2021	44	93
2021-2022	41	126
2022-2023	3	139

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 programme [Exh 6.19], [Exh 6.20], [Exh 6.21].

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

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 organised on an annual basis by the Youth Union and Student Association [Exh 6.14]

Additionally, the FoFL arranges competitions and scientific research projects specifically for students majoring in English [Exh 6.23]. Competitions that enhance students' linguistic knowledge and skills are held annually including Let's Sing, English Speaking Contest, English-American Culture Night, and Teaching Competitions. TNU collaborates with Daklak Innovation Centre to host the English Speaking Day [Exh 6.23] [Exh 6.24], catering to both students and lecturers. Furthermore, employment-related information is regularly updated on the Daklak Innovation Centre's website, catering to pre-graduates and unemployed graduates. This includes annual job fair [Exh 6.25] and

entrepreneurship competitions [Exh 6.26]. TNU has also established numerous clubs, including the English club, BEE club, and other similar groups, which serve as valuable platforms for students to enhance their learning experiences and practise foreign languages and soft skills [Exh 6.27]. 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 6.28].

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.

Based on the workforce report on the Job Position List [Exh 6.29] and Regulations regarding the staffing quota of the Ministry of Education [Exh 6.30], TNU issues the Human resources plans for the upcoming years 2018-2023 [Exh 6.31]. TNU has implemented guidelines regarding the qualifications and competency prerequisites for support staff, aiming to ensure an efficient and transparent process for their recruitment, utilisation, and management [Exh 6.32]. 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 specialised field qualifications; and possession of relevant professional certificates for their respective positions. TNU also provides many training and cultivation policies for support staff during the course to improve their professional qualifications [Exh 5.34] [Exh 5.35] [Exh 5.36].

The criteria for appointing managers and leaders of departments/centres have been suggested [Exh 6.33]. 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 5.37].

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:

- Faculty of Foreign Languages assesses and categorises the fulfilment of support staff's duties into different levels: Incompletion, Completion, Good Completion, and Excellent Completion [Exh 6.19] [Exh 6.34]. These results serve as the foundation for recognition and potential salary advancements, intended to inspire the support staff team to accomplish their responsibilities effectively.

- 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 6.35] [Exh 6.36] [Exh 6.37]. 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 organisations, which clearly stated in the Job description [Exh 6.9].

Table 13. Table of number and qualifications of support staff in TNU (retrieved from TNU's website in 12/2023)

Faculty, Departments and Centers	Qualifications				
	Assoc. Prof., PhD	MA	BA	Other	Total
Faculty of Foreign Languages	0	01	01	0	02
Department of Training	02	06	04	0	12

Department of Quality Assurance	01	05	04	0	10
Department of Science and International Relations	03	01	03	0	7
Department of Human Resource	02	06	01	0	9
Department of Administrative and General Affairs	01	03	05	05	14
Department of Planning & Finance	01	04	07	0	12
Department of Student Affairs	02	06	04	0	12
Department of Facility Administration	0	04	04	08	16
Department of Inspection and Legal Affairs	02	05	0	0	7
Department of Communications and Admissions Counselling	01	05	02	0	8
Library	0	04	03	02	9
Centre for Foreign Languages - Informatics	01	03	01	0	5
Dak Lak Centre for Innovation and Creativity	01	05	0	0	6
Student Support Centre	0	02	03	06	11
Pedagogical Skills Centre	03	01	0	0	4
Centre for Humanities and Social Sciences in the Central Highlands	02	03	01	0	6
Total	22	64	43	21	150

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 6.35] 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. The findings from the students' surveys are carefully analysed, compared, and utilised to devise an enhancement plan [Exh 6.36]. The units responsible ensure the execution of assessment activities, consolidation of knowledge gained, and drawing from experience to enhance academic advising, career counselling, and tailored extracurricular activities for students. The university also conducts surveys of alumni regarding employment opportunities after graduation and surveys of employers [Exh 6.37].

Every year, the university organises student dialogues at all levels [Exh 6.38]. In class, academic advisors organise monthly activities to track the student's academic progress. Each year, the class heads collect feedback from students in the class to discuss at the department-level student dialogue session [Exh 6.38]. At the department-level student dialogue session, leaders of departments, committees, and units are present to address and record students' concerns and aspirations. Subsequently, representatives from each class attend a dialogue with the University Rector to directly express their desires. The organisation of these dialogues at various levels aims to ensure clarity, transparency, and direct acknowledgment of student feedback.

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 has sufficient classrooms and large lecture halls to meet the needs of teaching and research activities. 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 Specialised scientific documents and materials, etc. that the Faculty of Foreign Languages is currently using in its teaching and research activities. Currently, the students of the Faculty of Foreign Languages are allocated to study in 120 classrooms, totaling an area of 9,220 square metres within the university premises. Since 2019, all classrooms in Lecture Hall No. 6 have been equipped with air conditioning [Exh 7.1].

The Division of English Linguistics has dedicated office spaces to serve the management and operations tasks of the division's leaders. There are also separate workspaces for assistants. Additionally, the division 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 7.2].

The curriculum of the English Linguistics programme receives general support from the university, which is evident in the substantial investment made to construct an electronic library centre 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. 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 [Exh 7.3].

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

The Division of English Linguistics is equipped with three specialised lab rooms, totaling approximately 200m². These labs are relatively modern and suitable for teaching and learning purposes. 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.

In the 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 Division of English 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) [Exh 7.4].

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 organised by the university or the Ministry of Education and Training, benefiting all students in general and specifically those in the English Linguistics programme [Exh 7.4].

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

To ensure a comprehensive and diverse repository of materials catering to the varied needs of readers, the University Library has established robust partnerships with renowned institutions and digital platforms. Collaborating with Can Tho University Learning Resource Center, the University Library gains access to an extensive array of scholarly resources spanning various disciplines.

Additionally, the integration of the Multidisciplinary Electronic Journal Database, Emerald e-Journals Collection, and SAGE e-Journals Collection further enriches the library's offerings, providing access to a wealth of academic literature and research publications [Exh 7.5].

Furthermore, the University Library participates in the BNEUF International Online Library, a collaborative initiative supported by the Francophone University organisation. This partnership facilitates the sharing and dissemination of electronic resources, enhancing the accessibility of scholarly materials for readers. Through these affiliations, readers are empowered to explore a vast digital repository, spanning disciplines and subject areas, catering to their academic interests and research pursuits.

In addition to physical collections, the University Library embraces digitalization, offering readers seamless access to resources through its intranet platform. Utilising the library's intranet, readers can effortlessly locate and retrieve documents, accessing a wealth of knowledge and information from the comfort of their own devices. By embracing digital innovations and fostering collaborative partnerships, the University Library remains committed to facilitating scholarly inquiry and knowledge dissemination, empowering readers with unparalleled access to a diverse range of academic resources.

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

At the information centre, the computer system and internet network are stably connected and provide high-speed access. Students can utilise the computers and internet services at the information centre 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 [Exh 7.6].

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.

Since December 2019, the university has employed a robust network infrastructure comprising six powerful HP servers to oversee all network operations campus-wide. This encompassed managing the internet room, 20 computer labs, and the network infrastructure as a whole. The network infrastructure boasted high-speed internet connectivity, fortified by a sophisticated security system incorporating firewall protection to safeguard against viruses and cyber threats.

The management and operation of these computer systems were entrusted to a team of skilled IT professionals with extensive experience in their field. Throughout their tenure, meticulous maintenance and operation records were diligently maintained to ensure optimal performance and reliability. To bolster security measures, access rights were meticulously assigned to students based on their unique student codes, thereby streamlining management procedures and fortifying the network against potential security breaches.

This comprehensive network infrastructure underscores the university's commitment to providing cutting-edge technological resources to support academic endeavours while prioritising the security and integrity of its digital ecosystem [Exh 7.7].

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, established since the 1970s, has evolved through various renovations and expansions to its infrastructure. Over time, the university has prioritised adherence to contemporary standards for environmental sustainability, health, and safety. Notably, efforts have been made to cater to the needs of individuals with disabilities, ensuring their inclusion and accessibility across campus.

In line with these efforts, the university has implemented measures such as constructing ramps leading to classrooms, facilitating ease of access for disabled students. Moreover, a dedicated team

of volunteers has been trained to assist disabled individuals in navigating the campus and utilising facilities like restrooms. Additionally, a designated hotline is available for individuals with disabilities to seek further assistance, reflecting the university's commitment to providing comprehensive support [Exh 7.8].

Continual improvements are underway to enhance the university's accessibility and foster an inclusive environment that accommodates the diverse needs of all students.

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 campus environment: The Facilities and Services Office manages lecture halls, classrooms, and greenery, ensuring a clean and pleasant learning environment. Regular maintenance, including tree care and cleaning, is conducted to create a comfortable atmosphere for faculty, staff, and students [Exh 7.9].

Concerning community health: The university prioritises student healthcare, establishing a dedicated health department and ensuring round-the-clock medical services. This includes not only general medical care but also specific support for students in nursing and nutritional science programmes [Exh 7.10].

In terms of security and fire safety: The campus is secured 24/7, with visible fire safety regulations and cooperation with security companies to maintain order. Collaborations with local police ensure overall security within the university area [Exh. 7.11].

Regarding food safety: Campus canteens adhere to strict food safety standards, ensuring compliance with state regulations and providing safe dining options for students, staff, and workers [Exh 7.12].

Monitoring and evaluation of environmental, health, security, and fire safety activities are conducted annually, along with feedback sessions involving staff, workers, and students to improve services and safety measures university-wide [Exh 7.13].

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.

Tay Nguyen University consistently ensures transparency by publicly disseminating information regarding job vacancies within its institution. Each available position is meticulously outlined with specific requirements pertaining to qualifications and requisite skills relevant to the respective roles being applied for. Prospective candidates are subjected to a comprehensive assessment process, spanning multiple rounds, designed to meticulously select the most suitable individual from among the pool of applicants.

This meticulous recruitment process serves the overarching goal of identifying individuals whose skillsets and competencies align seamlessly with the demands of the designated roles, thereby ensuring optimal support for the academic endeavours and activities of both students and faculty members throughout their tenure at Tay Nguyen University [Exh 7.14].

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

The university 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 summarised and assessed in the University's Annual Work Summary Report, which also outlines the direction for the following academic year. Additionally, the university conducts annual surveys to measure public satisfaction with the educational services provided. The university regularly conducts reviews and draws lessons learned from the assigned units. It also gathers feedback and suggestions from faculty, staff, and students throughout the university at staff conferences and dialogues with students. This allows for continuous improvement and enhancement of the university's operations [Exh 7.15].

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 Programmes 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 programmes through statistical reports [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 pass rate, the dropout rate of students. 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 organisation of exams and export data of training courses.

Table 14. Pass rate of English Linguistics graduates from 2019-2023

Graduation year	Total	Graduated	Percentage
2019 (C2015)	45	43	95.3 %
2020 (C2016)	36	35	97.2 %
2021 (C2017)	77	56	75 %
2022 (C2017)	72	55	77.5 %
2023 (C2019)	78	38	49.4 %

Table 15: Graduation time of English Linguistics students in the period of 2019-2023

Training course	Expected graduating year	Total number of students	Number of students graduating on time (4 years)	Number of late graduates				Number of students not graduated
				1 year late	2 years late	3 years late	4 years late	
C2015	2019	45	18	16	6	1	2	2
C2016	2020	36	21	12	1	1	-	1
C2017	2021	77	28	15	10	3	-	21
C2018	2022	72	39	16	-	-	-	17
C2019	2023	78	36	2	-	-	-	40

Table 16. Dropout rate in the last 5 years of English Linguistics graduates

Admission year	Dropout rate (%)				
	Total	Number of drop out students	Percentage	Number of currently studying students	Percentage
2018-2019	97	26	27%	71	73%
2019-2020	127	50	39%	77	61%
2020-2021	137	44	32%	93	68%
2021-2022	167	41	25%	126	75%
2022-2023	142	3	2%	139	98%

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. Through the annual statistical report, the Faculty compares the dropout and graduation rates of the English Linguistics Training Programme between years to have a plan for the next academic year [Exh 8.4], [Exh 8.5], [Exh 8.6].

In order to increase the graduation rate and reduce the rates of dropout and course retake, in the meetings between the leaderships of the Faculty and the University, 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 put them into records [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, 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 programmes 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, from which the Faculty collaborated with the Department of Undergraduate Education to build a list of equivalent courses, and scheduling the courses that students have not yet completed to help students graduate on time [Exh 8.4].

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 a plan in which the employment rate of graduates of all training programmes is determined [Exh 8.12]. It also has a monitoring system to monitor the employment rate of students within one year after graduation by contacting students directly to survey their employment situation and average monthly income [Exh 8.13].

Table 17. Statistics on the employability and average monthly income of graduates of the English Linguistics Programme

Year of graduation	No. of survey participants	No. and Rate of employed graduates	Average month income (million VND)	Rate of unemployed graduates	Rate of employed graduates working in the field	Rate of employed graduates working in other fields
2019	35	28 (80%)	6.1	7 (20%)	22 (78.6%)	6 (21.4%)
2020	36	26 (72.2%)	5.3	10 (27.8%)	22 (84.6%)	4 (15.4%)
2021	67	57 (85.1%)	5.3	10 (14.9%)	52 (91.2%)	5 (8.8%)
2022	70	60 (85.7%)	7.2	10 (14.3%)	59 (98.3%)	1 (7.2%)

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 Department 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 familiarise themselves with creative

thinking, form teamwork skills, familiarise themselves with the working environment at enterprises and solve practical problems of society [Exh 8.14].

Second, organising activities to support students in finding jobs and starting a business including job and startup ecosystem forums and job fairs [Exh 8.15].

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 8.16].

Besides, many types of counselling services are provided by the University and Faculty Youth Union to support students with difficult circumstances to get a job or offering counselling support for students in all areas including Specialised 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 8.17].

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 8.18].

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 staff have a specific plan showing the volume, progress, completion time, necessary resources, etc. Individuals make plans to perform their individual academic year tasks [Exh 8.19]. At the end of the academic year, the University announces the implementation of staff assessment and classification complying with regulations [Exh 8.20].

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 8.21].

The University has also issued the Strategy Plan to establish the indicators of the type and volume of research that staff and students have to do [Exh 8.22]. In addition, students are encouraged to participate in research activities in various forms according to the University's regulations as well as regulations on undergraduate and graduate education [Exh 8.23].

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 8.24]. In order to work effectively, the Department has also assigned work by field to each staff member in the department [Exh 8.25]. 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. Students' scientific research topic management software is statistically and updated [Exh 8.26]. 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 8.27].

Based on the annual registration notices [Exh 8.28], the Department of Science and International Relations cooperates with the Faculty to help students register with forms [Exh 8.29]. The process of registration, approval, implementation, inspection and supervision and acceptance at all levels are made according to the Appendix of scientific research management process [Exh 8.30].

Table 18. Number of lecturers' scientific projects of the English Linguistics Programme

Year	No. of projects
2019	3
2020	0
2021	2
2022	3
2023	1
Total	9

Table 19. Number of students' scientific projects of the English Linguistics Programme

Year	No. of projects
2019	0
2020	4
2021	0
2022	7
2023	2
Total	13

Table 20. Number of scientific papers published by lecturers of Faculty of Foreign Languages

Year	Type of journals/proceedings				Total	Average (No. of papers/academic staff)
	University level	State level	Regional level	International level		
2019	1	0	0	0	1	0.04
2020	2	2	0	1	5	0.2
2021	0	0	0	2	2	0.08
2022	3	0	0	0	3	0.12
2023	2	2	0	1	4	0.16

The Faculty also organises scientific research seminars and organises activities to summarise scientific research activities to create conditions for students to have the opportunity to raise more awareness of research [Exh 8.31]. The funds assigned for students' research are approved and distributed by the University each year. The Faculty's revenue and expenditure activities are also carried out according to the University's internal spending regulations [Exh 8.32].

8.4. Data are provided to show directly the achievement of the programme 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 8.23], [Exh 8.33]. 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 programme;
- (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 finalising 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. The final result of graduation recognition assessment will then be announced to students and published on the website of the University [Exh 8.34].

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 labour market and stakeholder satisfaction [Exh 8.35].

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 programmes including ELTP [Exh 8.36].

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 performance 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 programmes.

Based on the survey results on the satisfaction of stakeholders about the quality of graduates of training programmes, 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 practise; supplementing and updating books, reference materials and specialised journals at the request of the training programme so that students have good conditions for study and research. The University pays more attention to the organisation and service of the Library, improving the attitude and services of staff in functional departments

Solutions related to training programmes: Training programmes have been updated and revised periodically so that the knowledge provided to students meet the needs of the labour market.

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 organised 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 labour market. [Exh 8.37], [Exh 8.38],[Exh 8.39], [Exh 8.40], [Exh 8.41], [Exh 8.42], [Exh 8.43], [Exh 8.44], [Exh 8.45].

PART 3. STRENGTHS AND WEAKNESSES ANALYSIS

3.1. Summary of strengths

The Programme Development Procedure is based on MOET & Tay Nguyen University's regular, Tay Nguyen University's vision-mission, and the feedback survey of stakeholders. The English Linguistics programme learning outcomes have been continuously enhanced to meet the requirements of stakeholders.

Tay Nguyen University's vision and mission are aligned with the PLOs of the programme. There is a description of the relationship between the CLOs and PLOs of the programme. The CLOs encompass knowledge and specialised skills, generic skills, attitude, and awareness.

The programme curriculum has undergone revisions in the past 5 years, incorporating specific changes and improvements in terms of POs and PLOs, as well as the number of credits, new courses, and benchmarking with other renowned universities in Vietnam. Furthermore, the Faculty of Foreign Languages conducts programme 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 Tay Nguyen University's regulations, taking into account feedback from stakeholders, and improvements are made by the end of each semester.

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

The programme is regularly reviewed and updated with a clear and well-organised 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 programme, 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 Faculty 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.

Tay Nguyen University clearly determined the criteria for those positions Principal Lecturers (2nd-class) or Senior Lecturers (1st-class) and 3rd class lecturers. Moreover, admission Project complies with the MOET's admission regulations, clearly states the requirements of applicants and Tay Nguyen University 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 Faculty of Foreign Languages is equipped with a comprehensive working system, classrooms, and appropriate laboratories, ensuring the prescribed space ratios to support and serve the current training programme. The system of offices, classrooms, and functional rooms is fully furnished with suitable equipment to support the training and research activities for the English Linguistics programme.

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 Faculty of Foreign Languages 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 programme, especially the employability and future employers' expectation for students.

Activities supporting students' career development are various and regularly organised.

The number of academic staff and students doing scientific projects tends to increase every year.

3.2. Brief description of weaknesses

1. The programme offers limited extracurricular activities and competitions for students.
2. After finishing their professional training or completing doctoral programmes, 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	30/12/2024
2	Weakness Remediation Plan (2)	Have a strategy to attract lecturers	Tay Nguyen University	Annually
3	Weakness Remediation Plan (3)	Conduct workshops on scientific research methodologies Enhance the Department's involvement in advising and guiding student groups	Faculty, Department	30/12/2024
4	Weakness Remediation Plan (4)	Motivate students to successfully finish all modules within the specified timeframe of the training programme	Faculty, Department	30/12/2024

5	Weakness Remediation Plan (5)	Administer surveys among stakeholders to evaluate contentment with anticipated learning results.	Faculty, Department	30/12/2024
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3.4. Self-rating of the SAR

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.					✓		
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.				✓			
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).				✓			
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.					✓		
1.5	The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.				✓			
Overall mean for Criterion 1		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.				✓			
2.2	The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes.				✓			
2.3	The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes.				✓			
2.4	The contribution made by each course in achieving the expected learning outcomes is shown to be clear.				✓			
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.					✓		
2.6	The curriculum to have option(s) for students to pursue major and/or minor specialisations.				✓			
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.					✓		
Overall mean for Criterion 2		4.3						
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.				✓			
3.2	Teaching and learning activities are demonstrated to enable students to participate responsibly in the learning process.				✓			
3.3	Teaching and learning activities demonstrate students' active learning				✓			
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).				✓			
3.5	The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.				✓			
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.				✓			
Overall mean for Criterion 3		4.5						
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.				✓			
4.2	The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.				✓			
4.3	The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.				✓			
4.4	The assessment methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.				✓			
4.5	The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses.				✓			
4.6	Feedback of student assessment is shown to be provided in a timely manner.				✓			
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.				✓			
Overall mean for Criterion 4		4.7						
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.				✓			
5.2	The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service.				✓			

5.3	The programme to show that the competences of the academic staff are determined, evaluated, and communicated.					✓		
5.4	The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.					✓		
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.					✓		
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.					✓		
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.					✓		
5.8	The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality.					✓		
Overall mean for Criterion 5		5.0						
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.					✓		
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.				✓			
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.					✓		
6.4	Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.					✓		
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.					✓		
6.6	Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.					✓		
Overall mean for Criterion 6		5.0						
7	Facilities and Infrastructure							
7.1	The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.					✓		

7.2	The laboratories and equipment are shown to be up-to- date, readily available, and effectively deployed.				✓			
7.3	A digital library is shown to be set-up, in keeping with progress in information and communication technology.			✓				
7.4	The information technology systems are shown to be set up to meet the needs of staff and students.				✓			
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.				✓			
7.6	The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.				✓			
7.7	The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being.				✓			
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.				✓			
7.9	The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement.				✓			
Overall mean for Criterion 7		4.0						
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.				✓			
8.2	Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.				✓			
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.				✓			
8.4	Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.				✓			
8.5	Satisfaction level of the various stakeholders is shown to be established, monitored, and benchmarked for improvement.				✓			
Overall mean for Criterion 8		4.0						
Overall Mean		4.48						

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		
<u>Exh 1.1</u>		The decision to implement the English Linguistic training programme
<u>Exh 1.2</u>		Higher Education Law
<u>Exh 1.3</u>		<ul style="list-style-type: none"> ● Guidelines for modifying and updating the training programme evaluation 2018 ● <u>Training programme update notification 2018</u> ● <u>Training programme update notification 2021</u> ● <u>Training programme update notification 2023</u>
<u>Exh 1.4</u>		<ul style="list-style-type: none"> ● English Linguistic Training Programme 2020 ● <u>English Linguistic Training Programme 2021</u> ● <u>English Linguistic Training Programme 2023</u>
<u>Exh 1.5</u>		Mission, vision, cored values and educational philosophy of Tay Nguyen University
<u>Exh 1.6</u>		<ul style="list-style-type: none"> ● NATIONAL QUALIFICATIONS FRAMEWORK VIETNAM ● <u>National Foreign Language Programme 2017-2025</u>
<u>Exh 1.7</u>		<ul style="list-style-type: none"> ● Student handbook 2020 ● <u>Student handbook</u>
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		
<u>Exh 1.8</u>		<ul style="list-style-type: none"> ● Steps to update the English Linguistic training programme 2020 ● <u>Steps to update the English Linguistic training programme 2021</u> ● <u>Steps to update the English Linguistic training programme 2023</u>
<u>Exh 1.9</u>		Standard English Linguistic training programme output 2023
<u>Exh 1.10</u>		Courses of the English Linguistic training programme
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)		
<u>Exh 1.11</u>		English Linguistic Training Programme 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		
<u>Exh 1.12</u>		English Linguistic Training Programme 2023
1.5. The programme to show that the expected learning outcomes are achieved by the students by the time they graduate		
<u>Exh 1.13</u>		Detailed syllabus of some subjects

<u>Exh 1.14</u>		<ul style="list-style-type: none"> ● Report on the results of student evaluations on the quality of education 2019 ● <u>Report on the results of student evaluations on the quality of education 2020</u> ● <u>Report on the results of student evaluations on the quality of education 2021</u> ● <u>Report on the results of student evaluations on the quality of education 2022</u>
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		
<u>Exh 2.1</u>		English Linguistic Training Programme 2021 <u>English Linguistic Training Programme 2023</u>
<u>Exh 2.2</u>		<ul style="list-style-type: none"> ● Guidelines for modifying and updating the training programme evaluation ● <u>Higher Education Law</u> ● <u>The process of updating and evaluating the training programme</u> ● <u>Training programme update notification 2018</u> ● <u>Training programme update notification 2021</u> ● <u>Training programme update notification 2023</u>
<u>Exh 2.3</u>		Detailed syllabus of some subjects
<u>Exh 2.4</u>		The upgrade of detailed syllabus of semantic subject
<u>Exh 2.5</u>		<ul style="list-style-type: none"> ● LMS images ● <u>Admissions Information Website of TNU</u> ● <u>The electronic information portal of the Faculty of Foreign Languages</u> ● <u>Admissions Handbook</u> ● <u>The electronic information portal of Tay Nguyen University</u>
<u>Exh 2.6</u>		<ul style="list-style-type: none"> ● The survey for former students and employers about the training programme of TNU 2020 ● <u>Career handbook 2019</u> ● <u>Students' opinion about English Linguistic Training Programme</u>
2.2. The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes		
<u>Exh 2.7</u>		<ul style="list-style-type: none"> ● Textbook – Introducing English Linguistics ● <u>Textbook - English - Vietnamese and Vietnamese - English Translation Technique Guidelines</u> ● <u>Textbook –Market Leader pre-intermediate</u>
<u>Exh 2.8</u>		Detailed syllabus of specialised subjects
<u>Exh 2.9</u>		Detailed syllabus of specialised subject
2.3. The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders		
<u>Exh 2.10</u>		<ul style="list-style-type: none"> ● COMPARISON REPORT 2020 ● <u>COMPARISON REPORT 2023</u>
<u>Exh 2.11</u>		Survey Result 2023
<u>Exh 2.12</u>		Survey Result 2020

2.4. The contribution made by each course in achieving the expected learning outcomes is shown to be clear		
<u>Exh 2.13</u>		<ul style="list-style-type: none"> • List of courses meeting the learning outcomes - 2020 • <u>List of courses meeting the learning outcomes - 2021</u> • <u>Standard output matrix for the course 2021</u> • <u>Standard output matrix for the course 2023</u>
<u>Exh 2.14</u>		General English courses 1,2,3,4
<u>Exh 2.15</u>		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		
<u>Exh 2.16</u>		The programme framework 2023
<u>Exh 2.17</u>		<ul style="list-style-type: none"> • Guidelines for modifying and updating the training programme evaluation • <u>Training programme update notification 2018</u> • <u>Training programme update notification 2020</u> • <u>Training programme update notification 2023</u>
<u>Exh 2.18</u>		Courses in the English Linguistic programme
2.6. The curriculum to have option(s) for students to pursue major and/or minor specialisations		
<u>Exh 2.19</u>		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		
<u>Exh 2.20</u>		<ul style="list-style-type: none"> • The decision to implement the training programme 2020 • <u>The decision to implement the training programme 2023</u>
<u>Exh 2.21</u>		English Linguistic Training Programme 2018
<u>Exh 2.22</u>		<ul style="list-style-type: none"> • English Linguistic Training Programme 2020 • <u>Training programme update notification</u> • <u>Training programme update notification 2020</u>
<u>Exh 2.23</u>		Decree 99 ND-CP
<u>Exh 2.24</u>		English Linguistic Training Programme 2021
<u>Exh 2.25</u>		English Linguistic Training Programme 2023
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		
<u>Exh 3.1</u>		Mission, vision, core values of TNU
<u>Exh 3.2</u>		Educational philosophy
<u>Exh 3.3</u>		Notification on the dissemination of educational philosophy
<u>Exh 3.4</u>		Implementing educational philosophy through the website
<u>Exh 3.5</u>		Implementing the educational philosophy through the faculty's website.
<u>Exh 3.6</u>		Plan for building and developing the University
<u>Exh 3.7</u>		<ul style="list-style-type: none"> • <u>English Linguistic Training Programme 2023</u> • <u>English Linguistic Training Programme 2021</u>
<u>Exh 3.8</u>		University Youth Union Achievement Report
<u>Exh 3.9</u>		Detailed course outlines
<u>Exh 3.10</u>		<ul style="list-style-type: none"> • <u>Survey results of functional departments staff on the ELTP</u> • <u>Survey results of employers on the ELTP</u> • <u>Survey results of current students on the ELTP</u>

		<ul style="list-style-type: none"> • <u>Survey results of alumni on the ELTP</u>
3.2. The teaching and learning activities are shown to allow students to participate responsibly in the learning process		
<u>Exh 3.11</u>		List of students' scientific projects
<u>Exh 3.12</u>		Decision on assigning lecturers and students conducting graduation thesis and assignment
<u>Exh 3.13</u>		<ul style="list-style-type: none"> • <u>Decision on students' internship</u> • <u>Decision on students' practice course</u> • <u>Regulations for assessing students' practical courses</u>
<u>Exh 3.14</u>		Campus map
<u>Exh 3.15</u>		Students' handbook 2020
<u>Exh 3.16</u>		<ul style="list-style-type: none"> • <u>Notification on enhancing campus security</u> • <u>Notification on fire protection enhancement</u>
<u>Exh 3.17</u>		Notification on students' health check-up
<u>Exh 3.18</u>		<ul style="list-style-type: none"> • <u>Image of students learning at the library 2023</u> • <u>Image of students learning at the library 2022</u>
3.3. The teaching and learning activities are shown to involve active learning by the student		
<u>Exh 3.19</u>		Sample Rubrics (English Speaking 2)
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)		
<u>Exh 3.20</u>		Decision on the promulgation of Regulations on management of science and technology activities
<u>Exh 3.21</u>		<ul style="list-style-type: none"> • <u>Image of students' scientific activities 2023</u> • <u>Image of students' scientific activities 2022</u>
<u>Exh 3.22</u>		<ul style="list-style-type: none"> • <u>Image of students' extracurricular activities 1</u> • <u>Image of students' extracurricular activities 2</u> • <u>Image of students' extracurricular activities 3</u>
<u>Exh 3.23</u>		<ul style="list-style-type: none"> • <u>Plan on students and Scientific Research 2023</u> • <u>Plan on students and Scientific Research 2022</u>
3.5. The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset		
<u>Exh 3.24</u>		Notification on the organisation of the "Startup and Innovation Idea Contest"
<u>Exh 3.25</u>		Center of Innovation's Website
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		
<u>Exh 3.26</u>		Documents of updating the training programme 2023
<u>Exh 3.27</u>		<ul style="list-style-type: none"> • <u>Notification on updating and evaluating training programmes</u> • <u>Documents for updating ELTP 2020</u> • <u>Decisions regarding the establishment of a working group to update and evaluate ELTP 2020</u>
<u>Exh 3.28</u>		<ul style="list-style-type: none"> • <u>ELTP Comparison Report 2020</u> • <u>ELTP Comparison Report 2023</u>
<u>Exh 3.29</u>		<ul style="list-style-type: none"> • <u>Lecture CV and in-charge course outlines</u> • <u>Lesson Slides</u>
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		
<u>Exh 4.1</u>		Notification on submitting exam questions as prescribed 2022
<u>Exh 4.2</u>		Detailed course outlines
<u>Exh 4.3</u>		Sample Rubrics (English Speaking 2)
<u>Exh 4.4</u>		<ul style="list-style-type: none"> • <u>Decision on students' internship</u> • <u>Decision on students' practical course</u> • <u>Regulations for assessing students' practical courses</u>
<u>Exh 4.5</u>		<ul style="list-style-type: none"> • <u>Decision on assigning instructors and students' graduation thesis-assignments</u> • <u>Graduation thesis-assignment marking sheet</u>
4.2. The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently		
<u>Exh 4.6</u>		Training Regulation 2021
<u>Exh 4.7</u>		Students' handbook
<u>Exh 4.8</u>		<ul style="list-style-type: none"> • <u>Academic advisor's monthly report</u> • <u>Academic advisor's yearly report</u> • <u>Minutes of class meeting</u>
<u>Exh 4.9</u>		<ul style="list-style-type: none"> • <u>Image of Training Management Software 1</u> • <u>Image of Training Management Software 2</u>
<u>Exh 4.10</u>		Images of Students' Score Management Software
<u>Exh 4.11</u>		Decision on examination work at Tay Nguyen Uni
<u>Exh 4.12</u>		Website of Department of Testing and Education Quality Assurance
<u>Exh 4.13</u>		Examination work forms and appeal application form
4.3. The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently		
<u>Exh 4.14</u>		Notification on Course orientation week
<u>Exh 4.15</u>		<ul style="list-style-type: none"> • <u>Image of welcoming new students 2022</u> • <u>Image of welcoming new students 2023</u> • <u>Youth Union -Students' association activities to welcome new students 2022</u>
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		
<u>Exh 4.16</u>		<ul style="list-style-type: none"> • <u>Graduation thesis-assignment marking sheet</u> • <u>Regulations for assessing students' practical courses</u>
4.5. The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses		
<u>Exh 4.17</u>		<ul style="list-style-type: none"> • <u>English Linguistic Training Programme 2023</u> • <u>English Linguistic Training Programme 2021</u>
4.6. Feedback of student assessment is shown to be provided in a timely manner		
<u>Exh 4.18</u>		Notification on the organisation of Dialogues with students
<u>Exh 4.19</u>		Decision on issuing the Procedure of surveying stakeholders
<u>Exh 4.20</u>		Images of Students' Score 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		
<u>Exh 4.21</u>		Examination schedule
<u>Exh 4.22</u>		<u>Image of students' active learning at the library 2022</u> <u>Image of students' active learning at the library 2023</u>

CRITERION 5: ACADEMIC STAFF		
5.1. The Programme 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		
<u>Exh 5.1</u>		<ul style="list-style-type: none"> ● <u>Statistical Report on the Number of Employees and Labor Contracts for the Year 2020.</u> ● <u>1139-A-TNU Review and report on the implementation of the civil servant training plan for the period 2019-2023.</u> ● <u>1171- D- TNU Adjustment of the Civil Servant Training Plan for the Period 2019-2023</u> ● <u>Report on Civil Servant and Official Positions according to the Employment Position Catalogue for the year 2019.</u> ● <u>Statistical Report on the Number of Employees and Labor Contracts for the Year 2020.</u>
<u>Exh 5.2</u>		The 2019 job position list
<u>Exh 5.3</u>		<ul style="list-style-type: none"> ● <u>The Resolution of TNU's Party Committee for the year 2019</u> ● <u>The Resolution of TNU's Party Committee for the year 2020</u> ● <u>The Resolution of TNU's Party Committee for the year 2021</u> ● <u>The Resolution of TNU's Party Committee for the year 2022</u>
<u>Exh 5.4</u>		<ul style="list-style-type: none"> ● <u>Announcement of the results of the recruitment examination for civil servants at TNU in 2019</u> ● <u>Recruitment Plan for Civil Servants 2019</u> ● <u>Recruitment Plan for Civil Servants 2020</u> ● <u>Recruitment Plan for Civil Servants 2021</u> ● <u>Recruitment Plan for Civil Servants 2022</u>
<u>Exh 5.5</u>		Decision on issuing the list of job positions
<u>Exh 5.6</u>		<ul style="list-style-type: none"> ● <u>Announcement Development of the Human Resources Plan for the year 2019</u> ● <u>Announcement Development of the Human Resources Plan for the year 2020</u> ● <u>Announcement Development of the Human Resources Plan for the year 2021</u> ● <u>Announcement Development of the Human Resources Plan for the year 2022</u>
<u>Exh 5.7</u>		Training and Retraining Plan
5.2. The programme shows that staff workloads are measured and monitored to improve the quality of education, research and service		
<u>Exh 5.8</u>		<ul style="list-style-type: none"> ● <u>Announcement of building the human resources plan for the year 2020</u> ● <u>Announcement of building the human resources plan for the year 2021</u> ● <u>Announcement of building the human resources plan for the year 2022</u>
<u>Exh 5.9</u>		<ul style="list-style-type: none"> ● <u>Regulations on the recruitment of civil servants</u>
<u>Exh 5.10</u>		<ul style="list-style-type: none"> ● <u>Draft teaching duties of civil servants</u> ● <u>Regulations on the working regime for lecturers and teachers</u> ● <u>Summary table of teaching hours and overtime hours of the teaching staff of the Faculty of Foreign Languages</u>

<u>Exh 5.11</u>		<ul style="list-style-type: none"> ● <u>Announcement on adjusting and supplementing the training plan for civil servants and public employees for the period 2019-2023</u>
<u>Exh 5.12</u>		<ul style="list-style-type: none"> ● <u>Decision on Issuing Regulations on Standard Teaching Hours for Lecturers, Teachers</u> ● <u>List of Basic Scientific Research Projects for Faculty Members in 2019</u> ● <u>Regulation on Working Conditions for Lecturers, Teachers</u> ● <u>Summary Table of Teaching Hours and Overtime for Faculty Members of the Department of Foreign Languages</u>
<u>Exh 5.13</u>		<ul style="list-style-type: none"> ● <u>Report - Survey Results on Students' and Teachers' Opinions on the Adequacy of the Library, Laboratory Facilities, Information Technology System, and Services - October 2020</u> ● <u>Report - Results of Student Satisfaction Survey on Training Quality 2022</u> ● <u>Report - Results of Student Satisfaction Survey on Training Quality 2021</u> ● <u>2020- Results of Learner Satisfaction Survey on the Training Quality Provided by Educational Institutions before Graduation</u> ● <u>2019 - Results of the Learner Satisfaction Survey Evaluating the Quality of Education prior to Graduation, December</u>
<ul style="list-style-type: none"> ● 5.3. The programme indicates that the competences of the academic staff are identified, evaluated and communicated 		
<u>Exh 5.14</u>		<ul style="list-style-type: none"> ● Memorandum for the University Board Council to approve the employment position list of Tay Nguyen University for the year 2019
<u>Exh 5.15</u>		<ul style="list-style-type: none"> ● <u>2021 REPORT Regarding the review of organisational structure, personnel, and recruitment plan for 2020</u> ● <u>2021 REPORT Regarding the review of organisational structure, personnel, and recruitment plan for 2021</u> ● <u>2021 Rules for evaluating officials and workers</u> ● <u>2022 Report Regarding the review of organisational structure, personnel, and recruitment plan for 2022</u> ● <u>2022 Rules for evaluating officials and workers</u> ● <u>Announcement Regarding the consideration of job position changes, reclassification, and promotion of officials in 2020</u> ● <u>Decision Regarding the appointment and salary ranking of the professional title of Main Lecturer (Level II)</u> ● <u>On issuing Regulations on emulation and reward work 2021 (1)</u> ● <u>Regarding the assignment of officials to participate in the Training Course according to the professional standards of the main lecturer (Level II)</u> ● <u>Regarding the Establishment of the Emulation and Reward Council 2019</u> ● <u>Regarding the Establishment of the Emulation and Reward Council 2020</u> ● <u>Report review training planning</u>
<u>Exh 5.16</u>		<ul style="list-style-type: none"> ● <u>Class Evaluation form</u> ● <u>Decision recognizing the results of the evaluation and classification of officials for the academic year 2018-2019</u>

		<ul style="list-style-type: none"> • <u>Human Resources Plan for the Foreign Language Department 2020</u> • <u>Human Resources Plan for the Foreign Language Department 2021</u> • <u>Minutes of Class Observation</u> • <u>Personal 2021 - 2022</u> • <u>Recognition for the Academic Year 2019 - 2020</u>
<p>• 5.4. The programme shows that the tasks assigned to the academic staff are appropriate to professional qualifications, experience and aptitudes</p>		
<u>Exh 5.17</u>		<ul style="list-style-type: none"> • <u>Statistical Report on the Number of Employees and Labor Contracts for the Year 2020.</u> • <u>1139-A-TNU Review and report on the implementation of the civil servant training plan for the period 2019-2023.</u> • <u>1171- D- TNU Adjustment of the Civil Servant Training Plan for the Period 2019-2023</u> • <u>Report on Civil Servant and Official Positions according to the Employment Position Catalogue for the year 2019.</u> • <u>Statistical Report on the Number of Employees and Labor Contracts for the Year 2020.</u> • <u>The 2019 job position list</u>
<u>Exh 5.18</u>		<ul style="list-style-type: none"> • <u>The Resolution of TNU's Party Committee for the year 2022</u> • <u>The Resolution of TNU's Party Committee for the year 2021</u> • <u>The Resolution of TNU's Party Committee for the year 2020</u> • <u>The Resolution of TNU's Party Committee for the year 2019</u> • <u>Recruitment Plan for Civil Servants 2019</u> • <u>Recruitment Plan for Civil Servants 2020</u> • <u>Recruitment Plan for Civil Servants 2021</u> • <u>Recruitment Plan for Civil Servants 2022</u> • <u>Announcement of the results of the recruitment examination for civil servants at TNU in 2019</u> • <u>The Resolution of TNU s Party Committee for the year 2022</u>
<u>Exh 5.19</u>		<ul style="list-style-type: none"> • <u>Recruitment Plan for Civil Servants 2022</u> • <u>Recruitment Plan for Civil Servants 2021</u> • <u>Recruitment Plan for Civil Servants 2020</u> • <u>Recruitment Plan for Civil Servants 2019</u>
<u>Exh 5.20</u>		<ul style="list-style-type: none"> • <u>Decision on Issuing Regulations on Standard Teaching Hours for Lecturers, Teachers</u>
<u>Exh 5.21</u>		<ul style="list-style-type: none"> • <u>Scientific biography from TNU's website</u>
<p>5.5. The programme demonstrates that there is an evaluation system for faculty promotion, including consideration of teaching, scientific research and community service</p>		
<u>Exh 5.22</u>		<u>Inter-ministerial decree regulating codes and standards for professional and associate professional titles</u>
<u>Exh 5.23</u>		<u>Regulation on Lecturer rank standards as Principal Lecturer (2nd-class) or Senior Lecturer (1st-class)</u>
<u>Exh 5.24</u>		<u>Regulations on staff appointment procedures</u>
<u>Exh 5.25</u>		<u>Adjustment of management planning 2018-2023</u> <u>Job position directory</u>
<p>5.6. The programme demonstrates that the rights, privileges, rights, roles, relationships and accountability of faculty are defined and understood, taking into account academic freedom and professional ethics</p>		
<u>Exh 5.26</u>		<u>the Guidelines for Organization and Functioning 2019</u>
<u>Exh 5.27</u>		<u>Labour regulations</u>
<u>Exh 5.28</u>		<u>Project on job description and responsibilities</u>

<u>Exh 5.29</u>		Civil service law
<u>Exh 5.30</u>		Decree regulating the professional title of lecturer
<u>Exh 5.31</u>		Working position specification by Tay Nguyen University council
<u>Exh 5.32</u>		TNU's regulation on scientific research activities
Exh 5.33		<ul style="list-style-type: none"> - <u>Announcement on developing human resources plan 2019</u> - <u>Announcement on developing human resources plan 2021</u> - <u>Announcement on developing human resources plan 2022</u> - <u>Review teaching activities report and develop human resources plan 2020</u>
5.7. The programme systematically identifies training and professional development needs of trainers and appropriate training activities are implemented to meet these needs		
<u>Exh 5.34</u>		Training planning 2019-2023
<u>Exh 5.35</u>		Adjustment to Training planning 2019-2023
<u>Exh 5.36</u>		Training and development planning
Exh 5.37		<p>Collection of the decisions to send lecturers to training courses:</p> <ul style="list-style-type: none"> - <u>National Defense and Security course</u> - <u>Political theory course</u> - <u>Political-administrative theory class</u> - <u>Quality Assessment</u> - <u>Announcement for English proficiency course</u> - <u>English Proficiency</u> - <u>Leadership and management development program</u> - <u>Senior lecturer training course</u> - <u>Soft skills</u>
5.8. The programme 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		
<u>Exh 5.38</u>		Regulations for evaluating and classifying labourers
<u>Exh 5.39</u>		Registration for academic year 2023-2024
<u>Exh 5.40</u>		Announcement of commendation and reward 2018-2019
<u>Exh 5.41</u>		Meeting minutes for ranking faculty staff 2022-2023
<u>Exh 5.42</u>		Academic year report 2018-2019
CRITERION 6: STUDENT SUPPORT SERVICES		
6.1. Student admission policies, admission criteria and admission procedures to the programme are clearly expressed, communicated, published and updated.		
Exh 6.1		<u>Admission plan 2019</u> <u>Admission plan 2020</u> <u>Admission plan 2021</u> <u>Admission plan 2022</u> <u>Admission plan 2023</u>
Exh 6.2		<u>Admissions regulations 2019</u> <u>Admissions regulations 2020</u> <u>Admissions regulations 2021</u> <u>Admissions regulations 2022</u>
Exh 6.3		<u>Links to websites related to admissions information</u> <u>Photo of website</u> <u>Admission Information</u>
Exh 6.4		<u>Admission Counselling 2019</u> <u>Admission Counselling 2021</u> <u>Admission Counselling 2022</u>

<u>Exh 6.5</u>		Tuition Fee Exemption Policy
Exh 6.6		Admission Report <u>2019-2020</u> Admission Report <u>2020-2021</u> Admission Report <u>2021-2022</u> Admission Report <u>2022 - 2023</u>
Exh 6.7		Admission Database <u>2019</u> Admission Database <u>2020</u> Admission Database <u>2021</u> Admission Database <u>2022</u>
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		
<u>Exh 6.8</u>		TNU Development strategy 2020-2027 provision 2035
	<u>Exh 1.5</u>	TNU's vision, mission, and core values
<u>Exh 6.9</u>		TNU Description of job positions
<u>Exh 6.10</u>		Review of Human Resources in 2021
<u>Exh 6.11</u>		List of Job Positions
Exh 6.12		Teaching and learning plans for English Linguistics classes 2020-2023: <u>Teaching and Learning Plan for Class English K2020A,B</u> <u>Teaching Plans for Linguistics Classes 2020-2021</u> <u>Teaching Plans for Linguistics Classes 2021-2022</u> <u>Teaching Plans for Linguistics Classes 2022-2023</u>
	<u>Exh 1.7</u>	Students' Handbook
<u>Exh 6.13</u>		Student regulations
Exh 6.14		Report of the Youth Union <u>2018-2019</u> Report of the Youth Union <u>2019-2020</u> Report of the Youth Union <u>2020-2021</u>
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 6.15		- <u>Regulations on Academic Affairs</u> - <u>Regulations on Undergraduate Education</u>
Exh 6.16		- <u>Education Management Software</u> - <u>Student Management Software</u> - <u>Credit-based Enrollment Management Software</u>
<u>Exh 6.17</u>		- <u>Grade Management on Software</u>
Exh 6.18		- <u>Teaching and Learning Monitoring Notebook (Blank)</u> - <u>Teaching and learning Monitoring Notebook with content</u> - <u>Internship Logbook</u>
Exh 6.19		- <u>School report 2019 and direction for 2020</u> - <u>School report 2021 and direction for 2022</u>
Exh 6.20		- <u>Academic advisors' handbook 2020</u> - <u>Decisions on Appointing Academic Advisors for Each Academic Year</u>
Exh 6.21		- <u>Monthly reports from academic advisors</u> - <u>Regular Departmental Work Report by Faculty's assistant</u>
Exh 6.22		- <u>Plan and Regulations the Academic Advisors Excellence Contest 2019</u>
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 6.23	Plans, regulations, and reports of competitions and scientific research projects specifically for students majoring in English <ul style="list-style-type: none"> - <u>Plan for the TNU English Olympiad 2022</u> - <u>Plan for the TNU English Olympiad 2023</u> - <u>Star Awards report</u> - <u>Star Awards Final</u> - <u>Scientific research conference for students</u> - <u>Student scientific research report</u>
Exh 6.24	Regarding the organisation of the 'Let's Sing – Season 4!', British-American culture night, and other extracurricular activities <ul style="list-style-type: none"> - <u>Banner English American Night Online</u> - <u>Banner English American Night final</u> - <u>Departmental-level Youth Union Report</u> - <u>Pictures of extracurricular activities</u> - <u>Plan and Rules for English American night</u> - <u>Let's Sing competition</u> - <u>Lifelong learning</u>
Exh 6.25	<ul style="list-style-type: none"> - <u>Announcement of the Signing Process with Enterprises</u> - <u>Decision to Approve the V2work Project</u> - <u>TNU Job Fair Announcement</u>
Exh 6.26	<ul style="list-style-type: none"> - <u>Preparing the Student Startup and Job Forum</u> - <u>Announcement of the 2023 Startup competition</u> - <u>Startup Competition Regulations</u> - <u>Startup announcement</u>
Exh 6.27	Clubs for students: <ul style="list-style-type: none"> - <u>BEE club</u> - <u>Entrepreneurship Club 2018 - 2020</u> - <u>Study Methods Club 2018 - 2020</u> - <u>Tutoring Club 2018 - 2020</u> - <u>Entrepreneurship Club</u>
Exh 6.28	Scholarships: <ul style="list-style-type: none"> - <u>Scholarship for ethnic minority</u> - <u>KOVA Scholarship 23</u> - <u>Scholarship Semester 1 2022-2023</u> - <u>Scholarship Semester 2 2022-2023</u> - <u>Tuition Fee Waiver Announcement 2019 - 2020</u>
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	
<u>Exh 6.29</u>	the Job Position List 2019
<u>Exh 6.30</u>	Staff quota by Ministry of Education
Exh 6.31	<ul style="list-style-type: none"> - <u>Human resources plans Announcement 2019</u> - <u>Human resources plans Announcement 2020</u> - <u>Human resources plans 2021</u> - <u>Human resources plans Announcement 2022</u>
<u>Exh 6.32</u>	Recruitment Announcement 2023
Exh 6.33	<ul style="list-style-type: none"> - <u>Description of Management Level Duties (Excerpt from job description) 2021-2023</u> - <u>Staff quantity 2016-2020, provision to 2030</u>
<u>Exh 6.34</u>	MEETING MINUTES 2022-2023 (Regarding ranking of officers for school year 2022-2023 of FoFL)

6.6. Student support services are shown to be subjected to assessment, comparison and enhancement		
Exh 6.35		<ul style="list-style-type: none"> - <u>Survey Sample 1</u> - <u>Survey Sample 2</u>
Exh 6.36		<p>Report of surveys on evaluating:</p> <ul style="list-style-type: none"> - Evaluate testing and assessment <u>2021</u> - Evaluate testing and assessment <u>2022</u> - Evaluate testing and assessment <u>2023</u> <p>Report of surveys:</p> <ul style="list-style-type: none"> - Evaluate training quality <u>2019</u> - Evaluate training quality <u>2020</u> - Evaluate training quality <u>2021</u> - Evaluate training quality <u>2022</u> <p>Report of surveys</p> <ul style="list-style-type: none"> - Evaluating services for freshmen <u>2020</u> - Evaluating services for freshmen <u>2021</u> - Evaluating services for freshmen <u>2022</u> <p>Report of surveys:</p> <ul style="list-style-type: none"> - Evaluating school facilities <u>2019</u> - Evaluating school facilities <u>2020</u> - Evaluating school facilities <u>2021</u> - Evaluating school facilities <u>2023</u>
Exh 6.37		<ul style="list-style-type: none"> - Report of surveys on alumni-employer surveys about <u>ELTP 2020</u> - Report of surveys on alumni-employer surveys about <u>ELTP 2021</u> - Report of surveys on alumni-employer surveys about <u>ELTP 2022</u> - Report on alumni and employers about <u>Job Opportunity 2019</u> - Report on alumni and employers about <u>Job Opportunity 2021</u> - Report on alumni and employers about <u>Job Opportunity 2022</u>
Exh 6.38		<ul style="list-style-type: none"> - <u>Department-level student dialogues 2020-2021</u> - <u>Department-level student dialogues 2018-2023</u> - <u>Institutional-level student dialogues 2019-2020</u> - <u>Institutional-level student dialogues 2020-2021</u> - <u>Institutional-level student dialogues 2021-2022</u> - <u>Photo of institutional dialogue 2022-2023</u> - <u>Announcement of responding to student feedback 2018 – 2019</u>
CRITERION 7: INFRASTRUCTURE AND FACILITIES		
7.1. The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.		
<u>Exh 7.1</u>		<ul style="list-style-type: none"> ● <u>Hall 6 equipped with air conditioners</u> ● <u>Publicise facilities 22-23</u> ● <u>Report on applying for approval of the list of Specialised machinery and equipment of Tay Nguyen University in 2018</u>

<u>Exh 7.2</u>		<ul style="list-style-type: none"> ● A sample meeting + Meeting room ● Building Layout Diagram ● Dean's room and mini library ● Foreign Language Department Administration Room
<u>Exh 7.3</u>		<ul style="list-style-type: none"> ● Book repositories + Library plan + reading room archive ● Electronic Library linked with Can Tho University Learning Resource Center ● TNU stadium
7.2. The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.		
<u>Exh 7.4</u>		Computer room
7.3. A digital library is shown to be set-up, in keeping with progress in information and communication technology.		
<u>Exh 7.5</u>		Digital library linked to Can Tho University
7.4. The information technology systems are shown to be set up to meet the needs of staff and students.		
<u>Exh 7.6</u>		<ul style="list-style-type: none"> ● Contract Supply and installation of additional equipment for the Lab of Foreign Language Department ● Official letter on unifying proposed contents on coordinating the implementation of information technology and telecommunications services at Tay Nguyen University. ● REPORT ON SURVEY RESULTS Get opinions from learners and teachers about the level of responsiveness of the Library
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.		
<u>Exh 7.7</u>		<ul style="list-style-type: none"> ● Building plan and location of the Library's offices ● Library Facilities ● Library House Blueprints
7.6. The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.		
<u>Exh 7.8</u>		<ul style="list-style-type: none"> ● Entrance for disabled
7.7. The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being.		
<u>Exh 7.9</u>		<ul style="list-style-type: none"> ● 2411_BC_DHTN Regarding the summary of the academic year 2020-2021 and the directions, tasks for the academic year 2021-2022 ● Annual report for the academic year 2018 - 2019 and directions for the academic year 2019-2020. ● Contract Cover Page 2019 ● Greenery Care Records 2019
<u>Exh 7.10</u>		<ul style="list-style-type: none"> ● 2021-Announcement 8.3 signed ● Announcement of initial health care for faculty and students_1711776612_en (Translation) ● The announcement of health check-ups for students graduating in 2021 and the announcement of the second dose of the Bacillus Calmette-Guérin vaccine for faculty and students (Translation)
<u>Exh 7.11</u>		<ul style="list-style-type: none"> ● 245_DECISION Issuing regulations on fire prevention and fighting at Tay Nguyen University ● 246_DECISION Issuing regulations on the organization and operation of the Fire Prevention and Fighting Team at Tay Nguyen University

		<ul style="list-style-type: none"> ● DECISION Regarding the Regulation of Working Hours for Security Guards
<u>Exh 7.12</u>		<ul style="list-style-type: none"> ● Certificate Of Business Registration (Translation). ● Certificate Of Business Registration and Food Safety and Hygiene. ● Certificate Of Business Registration and Food Safety and Hygiene.
<u>Exh 7.13</u>		<ul style="list-style-type: none"> ● Announcement Organization of Student Dialogue Conference 21-22 ● Announcement Organization of Student Dialogue Conference 21-22 ● Announcement Organization of Student Dialogue Conference 19-20 ● Announcement Organization of Student Dialogue Conference 20-21 ● Student Dialogue Conference 22-23.png ●
<p>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.</p>		
<u>Exh 7.14</u>		<ul style="list-style-type: none"> ● Announcement Organization of Student Dialogue Conference 19-20 ● Announcement Organization of Student Dialogue Conference 20-21 ● Announcement Organization of Student Dialogue Conference 21-22 ● Report - Survey Results on Students' and Teachers' Opinions on the Adequacy of the Library, Laboratory Facilities, Information Technology System, and Services - October 2020
<p>7.9. The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement</p>		
<u>Exh 7.15</u>		<ul style="list-style-type: none"> ● Report - Survey Results on Students_ and Teachers_ Opinions on the Adequacy of the Library, Laboratory Facilities, Information Technology System, and Services - October 2020 ● Report - Survey Results on Students_ and Teachers_ Opinions on the Adequacy of the Library, Laboratory Facilities, Information Technology System, and Services - October 2020
<p>CRITERION 8: OUTPUT AND OUTCOMES</p>		
<p>8.1. The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement</p>		
<u>Exh 8.1</u>		<ul style="list-style-type: none"> ● <u>English Linguistic Training Programme 2023</u> ● <u>English Linguistic Training Programme 2021</u>
<u>Exh 8.2</u>		Faculty academic year summary report year 2020-2021
<u>Exh 8.3</u>		<u>Image of Training Management Software 1</u> <u>Image of Training Management Software 2</u>
<u>Exh 8.4</u>		Minutes of meeting on graduation recognition
<u>Exh 8.5</u>		Summary report of training course 2019-2023
<u>Exh 8.6</u>		Decision on graduation recognition
<u>Exh 8.7</u>		Notification on summer semester, grade-improvement exam
<u>Exh 8.8</u>		<ul style="list-style-type: none"> ● <u>Plan on work of academic advisors</u> ● <u>Handbook of Academic advisor</u>
<u>Exh 8.9</u>		Decision on warning learning results

<u>Exh 8.10</u>		Notification on summer semester, grade-improvement exam
<u>Exh 8.11</u>		<ul style="list-style-type: none"> • <u>Notification on study expenses and academic support</u> • <u>Notification on tuition fee exemption and reduction</u>
8.2. Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement		
<u>Exh 8.12</u>		Teaching and learning plan
<u>Exh 8.13</u>		<ul style="list-style-type: none"> • <u>Employment situation survey results (Graduation year 2021)</u> • <u>Employment situation survey results (Graduation year 2020)</u> • <u>Employment situation survey results (Graduation year 2019)</u>
<u>Exh 8.14</u>		Detailed course outlines
<u>Exh 8.15</u>		<ul style="list-style-type: none"> • <u>News on Job and start-up Forum for students 2019</u> • <u>News on Job and start-up Forum for students 2023</u> • <u>Notification on Job fair</u>
<u>Exh 8.16</u>		Decisions on students' internship
<u>Exh 8.17</u>		University Youth Union Achievement Report
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		
<u>Exh 8.18</u>		Decision on issuing University's mission, vision and core values
<u>Exh 8.19</u>		Lectures' yearly plans
<u>Exh 8.20</u>		<ul style="list-style-type: none"> • <u>Decision on regulations of evaluating lectures and staff at TNU</u> • <u>Forms of evaluating lecturers and staff at TNU</u>
<u>Exh 8.21</u>		Faculty academic year summary report 2020-2021
<u>Exh 8.22</u>		University's development strategies
<u>Exh 8.23</u>		Training Regulation 2021
<u>Exh 8.24</u>		Decisions on duties and functions of departments and units in TNU
<u>Exh 8.25</u>		Decisions on management of science and technology activities of TNU
<u>Exh 8.26</u>		Image of Scientific Research Management Software
<u>Exh 8.27</u>		<u>Documents and regulations on scientific research on University's website 1</u> <u>Documents and regulations on scientific research on University's website 2</u>
<u>Exh 8.28</u>		Notification on training and scientific research orientation
<u>Exh 8.29</u>		Decision on the promulgation of Regulations on management of science and technology activities
<u>Exh 8.30</u>		<ul style="list-style-type: none"> • <u>Notification on the implementation of scientific research 2022</u> • <u>Notification on the implementation of scientific research 2023</u>
<u>Exh 8.31</u>		<ul style="list-style-type: none"> • <u>Notification on scientific implementation summary conference</u> • <u>Final-Round of Students and Scientific Research Content (Faculty of Foreign Languages) 2023</u> • <u>Scientific Research Student Conference 2023</u>
<u>Exh 8.32</u>		<ul style="list-style-type: none"> • <u>Decision on assignment of tasks and funds for the implementation of scientific projects in year 2020</u> • <u>Decision on assignment of tasks and funds for the implementation of scientific projects in year 2022</u>
8.4. Data are provided to show directly the achievement of the programme outcomes, which are established and monitored		

<u>Exh 8.33</u>	Regulations on assessing students' training scores
<u>Exh 8.34</u>	Decision on students' graduation recognition
8.5. Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement	
<u>Exh 8.35</u>	Education Quality Assurance Plan
<u>Exh 8.36</u>	Decision on issuing the procedure of surveying stakeholders
<u>Exh 8.37</u>	Education Quality Assurance Reports
<u>Exh 8.38</u>	Report on survey results of information system, laboratories - practice facilities and other services
<u>Exh 8.39</u>	<ul style="list-style-type: none"> • <u>Documents of updating the training programme 2020</u> • <u>Documents of updating the training programme 2023</u>
<u>Exh 8.40</u>	Report on survey results of students on evaluating lecturers' teaching activities
<u>Exh 8.41</u>	Report on survey results of alumni and employers' opinions on the training programme and training quality
<u>Exh 8.42</u>	University Youth Union Achievement Report
<u>Exh 8.43</u>	Report on survey results of students' opinions on testing and assessment
<u>Exh 8.44</u>	Report on survey results of students' opinions on academic counselling and supporting activities
<u>Exh 8.45</u>	Report on survey results of students' opinions on community service activities