



CAN THO UNIVERSITY



SELF-ASSESSMENT REPORT FOR AUN-QA


BACHELOR OF ENGINEERING IN ENVIRONMENT AND NATURAL RESOURCES MANAGEMENT

COLLEGE OF ENVIRONMENT AND NATURAL RESOURCES



*Môi trường
Tài nguyên thiên nhiên*



 <https://cenres.ctu.edu.vn>

2023



COLLEGE OF ENVIRONMENT AND NATURAL RESOURCES

SELF-ASSESSMENT REPORT

FOR AUN-QA

**BACHELOR OF ENGINEERING IN ENVIRONMENT AND
NATURAL RESOURCES MANAGEMENT**

2023



SELF-ASSESSMENT REPORT

FOR AUN-QA

BACHELOR OF ENGINEERING IN ENVIRONMENT AND NATURAL RESOURCES MANAGEMENT

We hereby confirm to approve this AUN-QA Self-Assessment Report of the Bachelor of Engineering in Environment and Natural Resources Management programme for assessment according to AUN-QA Criteria (V4.0)

Assoc. Prof. Dr. Nguyen Van Cong
Dean of College of Environment and Natural Resources

Prof. Dr. Ha Thanh Toan
Rector of Can Tho University

TABLE OF CONTENTS

LIST OF ABBREVIATIONS	v
LIST OF FIGURES	vi
LIST OF TABLES.....	vii
PART 1. INTRODUCTION.....	1
1.1 EXECUTIVE SUMMARY.....	1
1.2 ORGANISATION OF SELF-ASSESSMENT	2
1.3 BRIEF DESCRIPTION OF THE UNIVERSITY, COLLEGE, DEPARTMENT AND THE STUDY PROGRAMME.....	2
1.3.1 Can Tho University.....	2
1.3.2 College of Environment and Natural Resources	4
1.3.3 Department of Environmental Management (DEM) and the BEENRM programme ...	5
PART 2. AUN-QA CRITERIA.....	6
2.1 CRITERION 1– EXPECTED LEARNING OUTCOMES	6
2.1.1 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	6
2.1.2 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	7
2.1.3 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)	7
2.1.4 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	7
2.1.5 The programme to show that the expected learning outcomes are achieved by the students by the time they graduate	8
2.2 CRITERION 2 – PROGRAMME STRUCTURE AND CONTENT	8
2.2.1 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	8
2.2.2 The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes	9
2.2.3 The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders	10
2.2.4 The contribution made by each course in achieving the expected learning outcomes is shown to be clear.....	11
2.2.5 The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.....	11
2.2.6 The curriculum to have option(s) for students to pursue major and/or minor specialisations.....	12
2.2.7 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	12
2.3 CRITERION 3 – TEACHING AND LEARNING APPROACH.....	13
2.3.1 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	13
2.3.2 The teaching and learning activities are shown to allow students to participate responsibly in the learning process.....	13
2.3.3 The teaching and learning activities are shown to involve active learning by the students	14

2.3.4 The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment to life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices)	15
2.3.5 The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset	15
2.3.6 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	15
2.4 CRITERION 4 - STUDENT ASSESSMENT	16
2.4.1 A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and teaching and learning objectives.....	16
2.4.2 The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently	17
2.4.3 The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.....	18
2.4.4 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	18
2.4.5 The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses.....	19
2.4.6 Feedback of student assessment is shown to be provided in a timely manner.....	19
2.4.7 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	20
2.5 CRITERION 5 - ACADEMIC STAFF	21
2.5.1 The programme to show that academic staff planning (including succession, promotion, redeployment, 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.....	21
2.5.2 The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service.....	21
2.5.3 The programme to show that the competences of the academic staff are determined, evaluated, and communicated	22
2.5.4 The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude	23
2.5.5 The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service	23
2.5.6 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	23
2.5.7 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.....	24
2.5.8 The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality	24
2.6 CRITERION 6 - STUDENT SUPPORT SERVICES	25
2.6.1 The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published and up-to-date	25

2.6.2 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	26
2.6.3 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	26
2.6.4 Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.....	27
2.6.5 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	28
2.6.6 Student support services are shown to be subjected to evaluation, benchmarking, and enhancement	30
2.7 CRITERION 7 – FACILITIES AND INFRASTRUCTURE	31
2.7.1 The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.....	31
2.7.2 The laboratories and equipment are shown to be up -to -date, readily available, and effectively deployed.....	32
2.7.3 A digital library is shown to be set -up, in keeping with progress in information and communication technology.....	33
2.7.4 The information technology systems are shown to be set up to meet the needs of staff and students	33
2.7.5 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	34
2.7.6 The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.....	34
2.7.7 The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well -being.....	35
2.7.8 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.....	36
2.7.9 The quality of the facilities (library, laboratory, IT, and student services) is shown to be subjected to evaluation and enhancement	36
2.8 CRITERION 8 - OUTPUT AND OUTCOMES	37
2.8.1 The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement	37
2.8.2 Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.....	38
2.8.3 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.....	39
2.8.4 Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.....	41
2.8.5 Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement	41
PART 3. STRENGTHS AND WEAKNESSES ANALYSIS AND QUALITY ENHANCEMENT PLAN	43

3.1 STRENGTHS AND WEAKNESSES ANALYSIS AND QUALITY ENHANCEMENT PLAN	43
3.1.1 Criterion 1.....	43
3.1.2 Criterion 2.....	43
3.1.3 Criterion 3.....	44
3.1.4 Criterion 4.....	44
3.1.5 Criterion 5.....	45
3.1.6 Criterion 6.....	45
3.1.7 Criterion 7.....	46
3.1.8 Criterion 8.....	46
3.2 SEFL-RATING FOR AUN-QA ASSESSMENT AT PROGRAMME LEVEL	47
PART 4. APPENDICES	51
4.1 APPENDIX 0.1	51
4.2 APPENDIX 1.1 - BENCHMARKING BEENRM PROGRAMME WITH OTHERS IN VIETNAM AND OVERSEAS.....	52
4.3 APPENDIX 1.2 – RELATIONSHIP BETWEEN PLOS AND BLOOM’S TAXONOMY	56
4.4 APPENDIX 1.3 - THE ALIGNMENT OF THE PLOS WITH THE VQF.....	57
4.5 APPENDIX 1.4 - MAPPING CONTENTS IN TABLE 3 OF SAR WITH THOSE IN VIETNAM’S LAW ON HIGHER EDUCATION (2018)	58
4.6 APPENDIX 1.5 - LEVELS OF CONTRIBUTION OF COURSE LEARNING OUTCOMES TO THE STUDY PROGRAMME.....	63
4.7 APPENDIX 1.6 – PLOS OF BEENRM ARE GROUPED AS FOLLOWS	68
4.8 APPENDIX 1.7 – EVALUATION OF EMPLOYERS ON THE QUALITY OF BEENRM GRADUATES AND BEENRM PROGRAMME	69
4.9 APPENDIX 2.1 – CHANNELS FOR STAKEHOLDERS TO ACCESS THE PROGRAMME SPECIFICATION AND COURSE OUTLINES	70
4.10 APPENDIX 2.2 - RELATIONS BETWEEN THE CURRICULUM AND PLOS.....	71
4.11 APPENDIX 2.3 - BEENRM STUDENTS’ JOBS AND INCOMES AFTER GRADUATION	72
4.12 APPENDIX 2.4 – CURRICULUM MAP	73
4.13 APPENDIX 3.1 - IMPACTS OF TEACHING AND LEARNING METHODS ON STUDENTS	74
4.14 APPENDIX 3.2 - TEACHING METHODS THAT INCREASE STUDENTS’ CABABILITY IN TERMS OF COGNITIVE DOMAIN AND AFFECTIVE DOMAIN ACCORDING TO BLOOM’S TAXONOMY	75
4.15 APPENDIX 4.1 - BEENRM STUDENTS’ GRADUATION CLASSIFICATION	76
4.16 APPENDIX 5.1 – REQUIREMENT OF LECTURER’S STANDARD HOURS.....	77
4.17 APPENDIX 6.1 - STUDENT SERVICE SYSTEM	78
4.18 APPENDIX 6.2 – ACADEMIC CONSULTING ACTIVITIES FOR STUDENTS	80
4.19 APPENDIX 7.1 - STATISTICS ON FACILITIES OF CTU AND CENRES	81
4.20 APPENDIX 7.2 – LABORATORIES IN CENRES AS OF 12/2022	82
4.21 APPENDIX 7.3 - FACILITIES OF ENVIRONMENTAL AND CLIMATE MONITORING LABORATORY MANAGED BY THE DEPARTMENT OF ENVIRONMENTAL MANAGEMENT (AS OF DECEMBER, 2022).....	84
4.22 APPENDIX 8.1 - CENRes SCIENTIFIC RESEARCH PROJECTS IN 2017-2022.....	85
4.23 APPENDIX 8.2 - FINANCIAL DISTRIBUTION FOR SCIENTIFIC RESEARCH OF CENRes FOR THE PERIOD OF 2018-2022	87
4.24 EVIDENCES.....	88

LIST OF ABBREVIATIONS

AUN	ASEAN University Network
AUN-QA	ASEAN University Network-Quality Assurance
BEENRM	Bachelor of Engineering in Environment and Natural Resources Management
CENRes	College of Environment and Natural Resources
CLO	Course Learning Outcome
CO	Course Objective
CTU	Can Tho University
DAA	Department of Academic Affairs
DEM	Department of Environmental Management
GPA	Grade Point Average
LMS	Learning Management System
LRC	Learning Resource Center
MoET	Ministry of Education and Training
MoU	Memorandum of Understanding
PDCA	Plan Do Check Act
PEO	Programme Educational Objective
PLO	Programme Learning Outcome
QA	Quality Assurance
QMC	Quality Management Center
SAR	Self-Assessment Report
T&L	Teaching and Learning
VQF	Vietnamese Qualifications Framework

LIST OF FIGURES

Figure 0.1 Approach of the SAR	2
Figure 0.2 The organisational structure of CTU.....	3
Figure 0.3 The organisational structure of QA system of CTU	4
Figure 0.4 The organisational structure of CENRes.....	4
Figure 1.1 The procedures to construct PEOs and PLOs of BEENRM.....	6
Figure 1.2 Alignment of PLOs and CLOs of the course “ Mapping & GIS”	7
Figure 2.1 Curriculum design and review process	9
Figure 2.2 The mapping among Stakeholders - PLOs - Curriculum - Teaching methods - Assessment methods.....	10
Figure 2.3 Knowledge blocks in the study programme	11
Figure 6.1 Map of correlation between the groups.....	29
Figure 7.1 BEENRM lecturers’ satisfaction rate on faculty and staff supporting activities in March 2023 (6.5.11)	34
Figure 7.2 BEENRM students’ satisfaction rate on student support activities in August 2022 (6.5.12)	34
Figure 8.1 Graduates’ employability rate in 2019 - 2022	39
Figure 8.2 Satisfaction rates on skills of students after one year graduation.....	41
Figure 8.3 The process for collecting the stakeholders’ feedback	42
Figure 8.4 General feedback of employers about the quality of BEENRM graduates.....	42
Figure 8.5 Employers’ satisfaction level with the BEENRM Programme	42
Figure 8.6 Results of the survey with lecturers about support services.....	42

LIST OF TABLES

Table 1.1 Common methods to communicate the PLOs to stakeholders	6
Table 1.2 Stakeholders' requirements are reflected in PLOs of BEENRM.....	7
Table 1.3 Percentage (%) of students assesses their achievement of PLOs by the time they graduate	8
Table 1.4 Percentage Ranking of graduates (2018- 2022).....	8
Table 2.1 Changes in course outlines	9
Table 2.2 Stakeholders' feedback.....	10
Table 2.3 Changes in the updated version of BEENRM programme.....	12
Table 3.1 Teaching and learning methods to achieve the PLOs of BEENRM programme	13
Table 3.2 Research projects in CENRes (As of December 2022) (0.16).....	14
Table 3.3 Students' level of satisfaction (% satisfied and very satisfied) towards teaching methods according to the surveys (2.3.01) on the University's survey system (3.3.09, 2.3.02)	15
Table 4.1 The relationship between the assessment methods and PLOs.....	17
Table 4.2 Results of the survey on students' satisfaction level with the content and form of assessment	19
Table 4.3 The survey results of students' satisfaction on lecturers' notification and feedback on assessment results	20
Table 5.1 Full-time lecturers of CENRes from 2016-2022.....	21
Table 5.2 FTE lecturers of BEENRM in the second semester of 2021-2022.	21
Table 5.3 Ratio of lecturers and students in the last five (5) years of BEENRM	22
Table 5.4 Results of emulation assessment of lecturers of CENRes.....	23
Table 6.1 Actual admitted candidates of the BEENRM Programme (within the latest 5 cohorts).....	25
Table 6.2 Statistics on the number of BEENRM students (in the last 5 academic years).....	26
Table 6.3 Training courses for support staff of CENRes.....	26
Table 6.4 The number of the support staff of the Department/Center up to the end of 2022..	28
Table 6.5 The total number of CTU's staff as of June 30 th , 2022	29
Table 6.6 The number of CENRes's support staff in 2022.....	29
Table 6.7 Results of the survey with students about CTU's support activities (%).....	30
Table 6.8 Statistics on the improved student support services in the 2017-2022 period.....	31
Table 6.9 Statistics on the budget used for repair, maintenance, and procurement of equipment of CENRes in the 2018 - 2022 period ((Unit: million Vietnam Dong)	31
Table 7.1 CENRes's expenditure on facility improvement over the years (Unit: million Vietnam Dong)	37
Table 8.1 Pass rate and dropout rate (within the last 5 cohorts).....	37
Table 8.2 Comparison of graduation rates and dropout rates in the last 5 academic years between the BEENRM and other study programmes of CTU	38
Table 8.3 Employability rate (%) of BEENRM graduates within 1 year after graduation.....	39
Table 8.4 Formats and quantity of scientific research	40
Table 8.5 Statistics on the scientific research by CENRes students in the period of 2018-2022	40

PART 1. INTRODUCTION

1.1 EXECUTIVE SUMMARY

The Department of Environmental Management (DEM) has conducted this Self-Assessment Report (SAR) of its Bachelor of Engineering in Environment and Natural Resources Management (BEENRM) programme according to AUN-QA criteria to review the training process as a whole to point out its strengths and weaknesses. On that basis, it is possible to identify measures to improve the training quality to meet the development requirements of Can Tho University (CTU), the society as well as the desire for integration into regional and international education. This is also CTU's commitment to society and employers regarding the quality of its training programmes. The preparation process of SAR of the BEENRM programme is based on Plan No. 814/KH-DHCT-QLCL dated March 30, 2022, by the Rector of CTU [\(0.01\)](#) and Plan No. 1134/KH-DHCT-MT&TNTN, dated on April 25, 2022, by the Dean of the College of Environment and Natural Resources (CENRes) [\(0.02\)](#).

The SAR consists of four parts:

- ❖ Part I_ INTRODUCTION: includes the executive summary, the organisation of the self-assessment, and an overview of CTU, the CENRes, and DEM
- ❖ Part II_ AUN-QA CRITERIA: details 8 criteria of the AUN-QA version 4.0 written up to meet the requirements of the AUN-QA Version 4.0.
- ❖ Part III_ STRENGTHS AND WEAKNESSES ANALYSIS AND QUALITY ENHANCEMENT PLAN: provides detailed analyses of the strengths, weaknesses, self-evaluation, and quality enhancement plan of BEENRM programme.
- ❖ Part IV_ APPENDICES: lists evidence to justify the criteria section

The main content includes:

- ❖ Regarding the training programme (Criterion 1-4):

The BEENRM programme started in 2008 with 138 credits (111 compulsory and 27 electives; training duration of 4 years) was applied for Cohort 34 and 35 [\(0.03\)](#). After 4 modifications, the current programme has 161 credits (111 compulsory; 50 electives; training duration of 4.5 years) [\(0.04\)](#). It has been applied for Cohort 48 since Semester 1, 2022-2023, including 3 blocks of knowledge: General knowledge; Fundamental knowledge and Specialised knowledge. The BEENRM 13 learning outcomes are aligned with the objectives stated in the Vietnam's Law on Education, CTU and CENRes. Teaching and learning methods (direct teaching, indirect teaching, self-study, group discussions, situation-based teaching, scientific research projects) and assessment methods (attendance, assignments, presentations, group work, essay exams, multiple-choice exams, graduation thesis defense) are implemented using the Plan Do Check Act (PDCA) process to ensure that expected learning outcomes are met.

- ❖ Regarding the resources (Criterion 5-7):

The number of CENRes teaching staff is relatively stable and well meets the requirements of training, research and public service activities. Currently, the CENRes has 48 teaching staff, including 01 professor, 16 associate professors, 17 doctorates and 14 masters. 100% of lecturers have postgraduate qualifications. The facilities of CTU and the CENRes are well-suited for teaching, learning, and research, and they are regularly renovated using funds from domestic and foreign sources, particularly the ODA project.

- ❖ Regarding the outputs (Criterion 8):

Between 2018 and 2022, the dropout rate tended to fall slightly, the number of graduates in each cohort reached 100%, and most of them had jobs or continued to study at higher level [\(0.05\)](#). More than 95% of employers were satisfied with the quality of employees trained from CTU. In addition, CTU graduates' professional knowledge and skills, as evaluated by both alumni and employers, can meet job requirements [\(0.06\)](#).

1.2 ORGANISATION OF SELF-ASSESSMENT

The self-assessment process is conducted in accordance with Decision No. 814/QĐ-DHCT-QLCL dated March 30, 2022 on the implementation of quality assurance of training programmes in accordance with AUN-QA standards for the period 2022-2023 (0.01) and Plan No. 1134 dated April 25, 2022 on self-assessment of BEENRM (0.02). This report is created from 9 to 12 months using the PDCA process and the AUN-QA guidelines (Version 4.0, which includes 08 criteria and 53 requirements) (Figure 0.1).

▪ The Coordinating Committee includes the Rector, the Vice Rector in charge of quality management, the Dean of CENRes, representatives of leaders from the Quality Management Center (QMC), and other CTU functional units. The Coordinating Committee assists in the direction and coordination of the self-assessment, cross-checking, and SAR verification processes.

▪ The Secretariat includes the Vice-Dean of CENRes, members of CENRes' Quality Assurance Unit, and QMC members in charge of organising the implementation of the self-assessment process, assisting the SAR Team in collecting the data and evidence, and giving professional guidance on the self-assessment process.

▪ The SAR team takes the main responsibility in writing the SAR. Staff from DEM and CENRes are responsible for writing SAR details of 8 criteria, analysing the strengths and weaknesses to suggest measures for improvement. The main member participates in writing the SAR of the BEENRM listed in Table 0.1.

Table 0.1. SAR members of the BEENRM

No.	Full name	Academic positions	Team Duty	Criteria
1	Assoc. Prof. Dr. Nguyen Thanh Giao	Deputy Head of DEM	Head of SAR Team	2
2	M.Sc Vo Thi Phuong Linh	Lecturer	Secretary	4
3	Assoc. Prof. Dr. Truong Hoang Dan	Head of DEM	Member	1 & 6
4	Dr. Le Ngoc Kieu	Lecturer	Member	3 & 7
5	Dr. Tran Thi Kim Hong	Senior lecturer	Member	5 & 7
6	Dr. Le Van Du	Lecturer	Member	7
7	M.Sc Bui Thi Bich Lien	Lecturer	Member	8

1.3 BRIEF DESCRIPTION OF THE UNIVERSITY, COLLEGE, DEPARTMENT AND THE STUDY PROGRAMME

1.3.1 Can Tho University

CTU established on March 31, 1966, has been a key university in Vietnam (0.07). As of June 2023, CTU has had 20 undergraduate programmes assessed and recognised by AUN-QA and 9 programmes accredited by the Ministry of Education and Training (MoET) (0.08).

The organisational structure of CTU is shown in Figure 0.2.

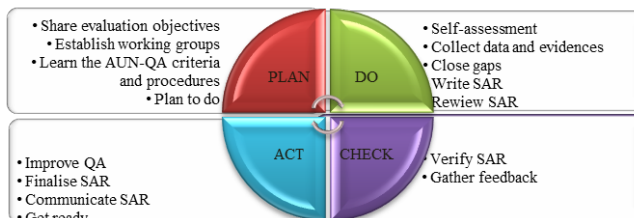


Figure 0.1 Approach of the SAR

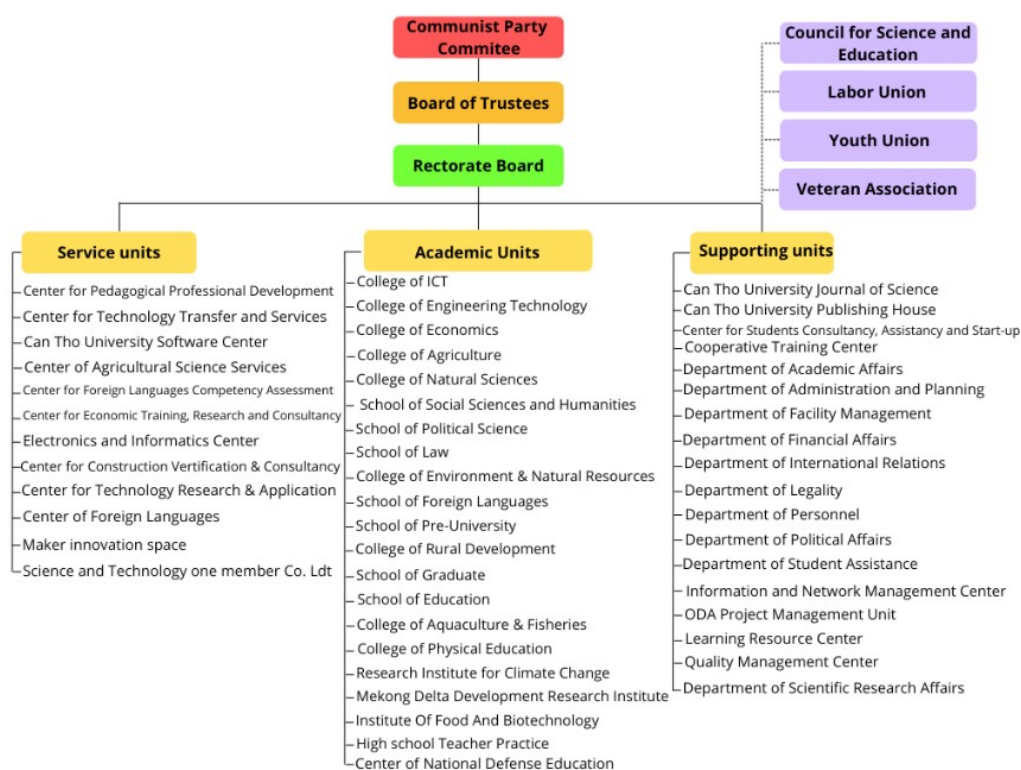


Figure 0.2 The organisational structure of CTU

CTU has set the vision, mission, core values, and quality policy statement (0.09) as follows:

Vision

Can Tho University is the education and research hub for exchanging, creating, and enhancing knowledge, culture, science, and technology, making a positive impact on sustainable developments.

Mission

To produce highly capable graduates based on a liberal education environment, conduct advanced research and technology transfers on contemporary themes, and contribute to social prosperity development.

Core Values

Consensus, Devotion, Quality, and Innovation.

Educational Objectives

The training activities aim to provide high qualification human resources, enhance knowledge of common people, nurture and promote talented people; the research activities in science and technology aim to create knowledge and new products in serving the demands of social and economic developments and assuring the national security and defense, and international integration.

To train learners to grow comprehensively in terms of ethics, intelligence, health, and aesthetics; to possess knowledge, skills, and professional responsibilities; to be able to seize advance in science and technology in relevance to the level of education; to possess the competency for independent learning, creativity, and adaptability to the working environment; to exhibit the mindset of entrepreneurialism and the sense of serving people.

After several years of operation, Can Tho University has recently issued educational teaching philosophy to meet one of the important requirements of AUN-QA. The educational teaching philosophy is abbreviated as CTU which is representative for Community, Totality, Uniqueness (0.10).

Quality Assurance

The University QA Council is formed to advise the Rector in QA strategies and policies (0.11). CTU's QA system is organised as in Figure 0.3.

CTU's achievements

CTU has developed 07 high-quality undergraduate (Bachelor) programmes. Also, 06 new programmes have been submitted for MoET's approval. CTU's webometrics has been significantly improved being ninth in Vietnam and 76th in the South East Asia region (0.12). In Asia, CTU has been in the group of 301 - 350 according to QS ranking in 2022 (0.13).

1.3.2 College of Environment and Natural Resources

The College of Environmental and Natural Resources (CENRes) was established on January 21st, 2008 according to Decision No. 81/QD-DHCT (0.14). The College with 5 departments and 1 administration office has been managing 02 doctoral programmes, 5 master programmes and 6 bachelor programmes. The organisational structure of CENRes is shown in Figure 0.4. CENRes has also set its vision, missions and educational objectives as follows (0.15):

Vision

- The CENRes constantly strives to become a centre for training and in-depth research in the environment and natural resources in the region and reaches the training standards of the advanced universities and educational quality accreditation organisations in South-East Asia. The vision of the CENRes is to become an innovative research institution on environment and natural resources, playing a core role in environmental protection in the Mekong Delta region.

Mission

- The CENRes is to offer undergraduate and postgraduate study programmes, to participate in scientific research and technology transfer in the field of environment and natural resources to create environmental protection products for sustainable socio-economic development of the Mekong Delta region and Vietnam.

Educational Objectives

To train students to develop comprehensively in terms of ethics, intelligence, health, and aesthetics; to possess knowledge, skills and professional responsibilities, ability to grasp advances in science and technology in relevance to their training level; to possess the competency for independent learning, creativity, and adaptability to the working environment; to exhibit the mindset of entrepreneurialism and the sense of community service.

To train highly qualified human resources, enhance the knowledge of common people, nurture talented people; to participate in research in science and technology for knowledge creation and new products, serving the demands of environmental protection, proper use of natural resources and international integration.

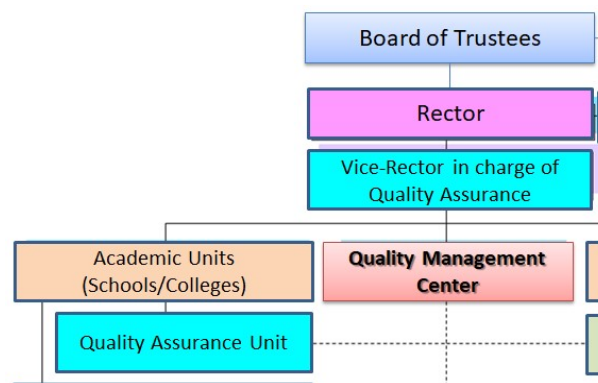


Figure 0.3 The organisational structure of QA system of CTU

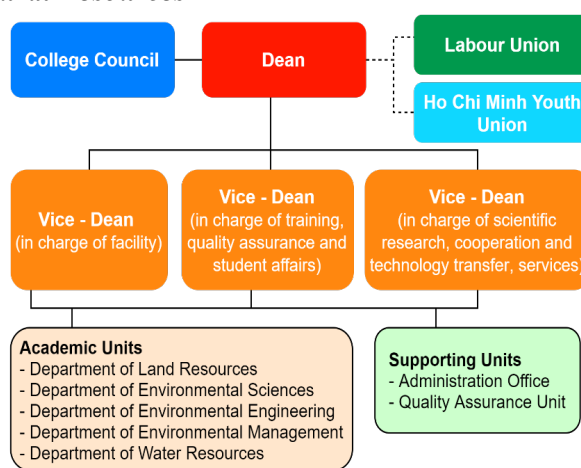


Figure 0.4 The organisational structure of CENRes

CENRes' achievements

Training activities

The training curricula of all levels have been reviewed and updated to meet the requirements of closely following the training objectives, the close relationship between the fundamental and specialised courses, the provision of knowledge and skill development, and designed towards quality assurance in accordance with AUN-QA standard. The College has just offered 2 new programmes (1 full-time and 1 part-time). It has been training and providing 6000 graduates to the human resources of the Mekong Delta region and the whole country. It has also signed MoU several universities, for examples, Kyoto University (Japan), the Faculty of Environment - Mahasarakham University (Thailand), MOA with the Faculty of Science - Chiang Mai University (Thailand), etc.

Research activities

During the period of 2018 - 2022, the staff of CENRes conducted 46 university-level projects, 2 ministerial-level projects, 13 local-level projects and 29 international cooperation projects (0.16). In addition, CENRes staff have published a total of 888 articles in which 462 were domestic and 463 were international. Especially, there were 425 articles published in web of science and scopus indexed journals (Appendix 0.1). Furthermore, 84 seminars were presented by the CENRes staff (0.17).

1.3.3 Department of Environmental Management (DEM) and the BEENRM programme

The Department of Environment and Natural Resources Management was established under Decision No. 187/QD-DHCT dated February 19, 2008 (0.18) and it was officially renamed as Department of Environmental Management (DEM) according to Decision No. 264/QD-DHCT dated January 30, 2015 (0.19). As of April 2023, the department has 8 teaching staff, including 2 associate professors, 4 doctorates, 1 master's degree, and 1 doctoral student. It is now managed 1 bachelor programme and 1 master programme majoring in environment and natural resources management.

BEENRM was first designed in 2008 (138 credits with a training time of 4 years) and has been continuously modified (currently 161 credits with a training time of 4.5 years). The programme has been modified based on the actual requirements of the stakeholders through surveys and feedback from lecturers, new graduates, alumni, and employers (0.20). The brief information on the BEENRM programme is described as follows:

Programme title:	Environment and Natural Resources Management
Administration unit:	College of Environment and Natural Resources (Website: https://cenres.ctu.edu.vn/)
University name	Can Tho University
Degree awarded:	Bachelor of Engineering in Environment and Natural Resources Management
Enrolment year	2008
Number of graduated cohorts:	11
Mode of training:	Regular, full-time
Training time:	4.5 years (maximum 9 years)
Eligibility for graduation:	<ul style="list-style-type: none">- Accumulate enough courses and credits specified in the programme with the cumulative GPA of the whole programme is 2.0 or higher (on a 4-point scale);- Complete all compulsory courses in addition, the overall GPA of the National Defense Education courses must be 5.0 or higher (on a 10-point scale);- Not being prosecuted for criminal responsibility, not being suspended at the last school year due to violating CTU's regulation
Language of instruction:	Vietnamese

PART 2. AUN-QA CRITERIA

2.1 CRITERION 1– EXPECTED LEARNING OUTCOMES

2.1.1 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

The Programme expected learning outcomes (PLOs) of BEENRM (0.04) are based on the Law on Higher Education (1.1.01), the Vietnam National Qualifications Framework (1.1.02), the vision and missions of CTU (0.09) and CENRes (0.15). In addition, its PLOs have been designed with reference to various similar programmes inside and outside Vietnam (Appendix 1.1). Benchmarking in Appendix 1.1 shows a lot of similarities between BEENRM and other programmes in the region, which facilitates its graduates in their higher education in other countries. The procedures to construct programme educational objectives (PEOs) and PLOs for BEENRM are shown in Figure 1.1 (1.1.03).

BEENRM has 4 PEOs as follows:

PEO1: Equip students with knowledge of political science, national defence, law, social and natural sciences, foreign language, basic information technology and physical education as stated in existing regulations.

PEO2: Equip students with professional knowledge and capacity for environmental management and sustainable use of natural resources;

PEO3: Equip students with the necessary skills to solve practical problems related to the field of environment and natural resources management;

PEO4: Train students to have professional ethics, a sense of community service, innovation, creativity, and lifelong learning;

BEENRM has 13 PLOs (0.04) based on Bloom's taxonomy (the classification system of educational learning objectives including cognitive, affective, and psychomotor domains) (Appendix 1.2).

The alignment of the PLOs (0.04) with the Vietnam National Qualifications Framework (VQF) regarding knowledge, skills, autonomy and responsibility (1.1.02) is presented in Appendix 1.3.

The alignment of PLOs with (0.04) Vietnam's Law on Education (1.1.01), vision and missions of CTU (0.09), CENRes (0.15) and PEOs (0.04) is shown in (Appendix 1.4). The PLOs of BEENRM are widely communicated to stakeholders via different methods (Table 1.1).

Table 1.1 Common methods to communicate the PLOs to stakeholders

Stakeholders	Common methods
External stakeholders	
New graduates	- Website of CTU/CENRes (1.1.04) - Questionnaire for feedback from newly graduated students on the programme (1.1.05)
Employers	- Website of CTU/CENRes (1.1.04) - Questionnaire for feedback from employers on the programme (1.1.06)
Alumni	- Website of CTU/CENRes (1.1.04) - Questionnaire for feedback from alumni on the programme (1.1.07)
Internal stakeholders	
Students	- Website of CTU/CENRes (1.1.04) - Website: course outlines of the programme (1.1.08)
Lecturers	- Website of CTU/CENRes (1.1.04) - Minutes of the meeting to collect lecturers' feedback on the programme (1.1.09)

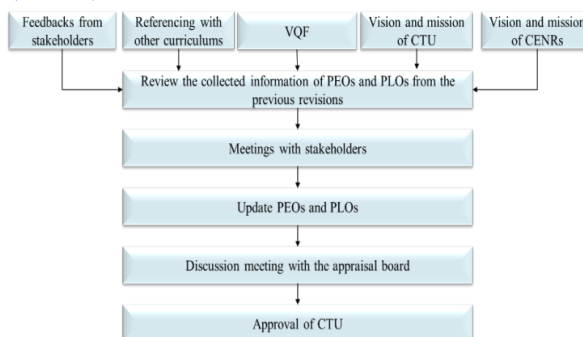


Figure 1.1 The procedures to construct PEOs and PLOs of BEENRM

2.1.2 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

PLOs are designed to achieve the PEOs (1.2.01). Course objectives (COs) are developed to ensure that at least one PLO is achieved. Next, the course expected learning outcomes (CLOs) are designed so as to achieve the PLOs and PEOs through lessons of each course (Appendix 1.5). Syllabi with appropriate teaching, assessment methods and measurement tools are developed to achieve the CLOs (1.2.02). The alignment of PLOs and CLOs of the Course “Mapping & GIS” (1.2.03) is shown as an example in Figure 1.2.

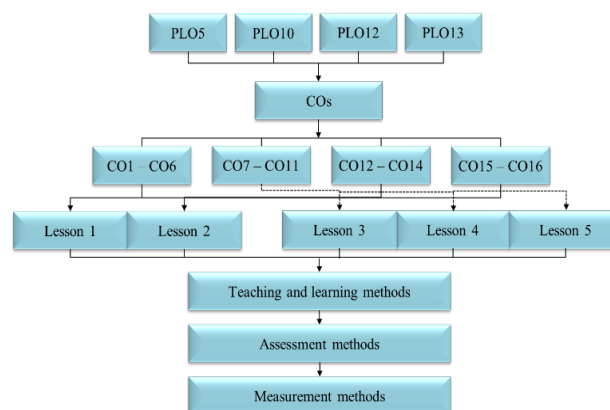


Figure 1.2 Alignment of PLOs and CLOs of the course “Mapping & GIS”

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

The PLOs of BEENRM includes knowledge, skills, autonomy and responsibility (Appendix 1.2, 0.04). They are arranged from generic to subject specific to ensure the achievement of key skills in communication in person or in written form, solving problems, applying IT, working in group as well as professional knowledge and skills (Appendix 1.6). Accordingly, students will learn from simple to difficult. They will first learn general education knowledge, then fundamental knowledge and specialised knowledge (1.3.01).

2.1.4 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

When the study programme needs modifying, its PLOs are modified (1.1.03, 1.4.01). Stakeholders play an important role in providing feedback for designing PLOs. This is shown in Figure 1.1. Feedbacks from stakeholders including students, staff, alumni and employers are collected at the same time with programme modification (1.4.02). Stakeholders’ feedbacks are reflected in the PLOs shown in Table 1.2. Thanks to this, PLOs of the BEENRM are designed for conveying and responding stakeholders’ requirements.

Table 1.2 Stakeholders’ requirements are reflected in PLOs of BEENRM

Stakeholders	Feedbacks	PLOs
Employers	<ul style="list-style-type: none"> - Enhance professional skills and sense of community service; - Enhance soft skills, IT use in the field of environment and natural resources management - Enhance knowledge of climate change; 	PLO3; PLO5; PLO10; PLO11; PLO12
Alumni	<ul style="list-style-type: none"> - Improve foreign language and IT; - Foster academic research activities; - Enhance training of professional skills 	PLO3; PLO4; PLO6 - PLO12
CTU’s regulations	<ul style="list-style-type: none"> - Start-up, transfer and learning skills 	PLO2; PLO12; PLO13
Lecturer	<ul style="list-style-type: none"> - Keep abreast with the needs of the labor market; - Comprehensive assessment of students via PLOs; - Be flexible in offering students with more option(s) for students to pursue major and/or minor specialisations 	PLO5; PLO7-PLO12

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

Students' achievement of the PLOs is measured by questionnaires that students use to assess their achievement of the PLOs (1.5.01). Survey results in Table 1.3 (1.5.02) show that students have achieved the PLOs of the BEENRM at the levels of 50 - 100%. However, only student's achievement in foreign language skills (PLO3) is sometimes low.

Table 1.3 Percentage (%) of students assesses their achievement of PLOs by the time they graduate

PLOs	Level of PLOs achievement			
	25%	50%	75%	100%
PLO1	0.0	24.5	50.0	25.5
PLO2	0.0	19.8	62.3	17.9
PLO3	7.5	34.9	45.3	12.3
PLO4	0.0	30.2	47.2	22.6
PLO5	0.0	23.6	52.8	23.6
PLO6	0.0	50.0	41.5	8.5
PLO7	0.0	30.2	50.9	18.9
PLO8	0.0	32.1	50.0	17.9
PLO9	0.0	34.0	50.0	16.0
PLO10	0.0	39.6	47.2	13.2
PLO11	0.0	38.7	53.8	7.5
PLO12	0.0	15.1	41.5	43.4
PLO13	0.0	10.4	39.6	50.0

The percentage and classification of graduated students also show PLOs achievement level. The survey results showed that 100% of students graduated with rating fair to excellent (Table 1.4, 1.5.03).

Table 1.4 Percentage Ranking of graduates (2018- 2022)

Graduation Year	Number of students graduated	Number of graduates classification		
		Excellent	Good	Fair
2018	105	6	58	41
2019	99	4	55	40
2020	74	3	29	42
2021	54	6	28	20
2022	75	2	29	44

PLOs are also reflected in employers' assessments of graduates' quality (1.1.06). The findings of a survey of employers' satisfaction with BEENRM graduates are presented in Appendix 1.7 (0.06). Alumni's professional capacity, compliance with rules and regulations, sense of responsibility were assessed as satisfied and very satisfied. The other skills were rated from average to very satisfied; It was found that foreign language skills is the area that needs to be improved since it rated average by 68.4%. The results presented the quality of graduated students from BEENRM was rated by employers as satisfied and very satisfied (94.7%); averaged (5.3%). In short, the employers were satisfied with the BEENRM programme at CTU.

2.2 CRITERION 2 – PROGRAMME STRUCTURE AND CONTENT

2.2.1 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

BEENRM specification and curriculum are issued and formulated according to CTU's guideline with its structure including (i) programme specification, (ii) curriculum, (iii) appendices of course outlines (1.3.01). The first part provides general information, objectives, programme expected learning outcomes (PLOs), mapping matrix between PEOs and PLOs and PLOs and CLOs. The second part shows general, fundamental, and specialised knowledge workloads (0.04); provides information on teaching plans, teaching and learning (T&L) methods, and student assessment. The last part presents all course outlines (1.2.03, 2.1.01). The structure of a course outline is (1) course name, (2) administration unit, (3)

requisites, (4) COs, (5) CLOs, (6) Brief description of the course, (7) course structure, (8) teaching methods, (9) students' tasks, (10) assessment methods, (11) learning materials and (12) self-study guide.

The programme specification and course outlines are periodically updated with programme framework updates according to the MoET's and CTU's guidelines (1.1.03, 1.4.01). Several PEOs and PLOs are designed based on the MoET's requirements (1.4.01), the development of science (2.1.02), and employers' requirements (1.4.02). After the Programme Revision Team and stakeholders agree on the study programme (1.4.02); a mapping matrix between COs and CLOs is formulated in alignment PEOs and CLOs (1.2.01). The course outlines are written with templates (2.1.01), revised, and updated in the programme revision period to achieve COs, CLOs, PEOs, and PLOs. Several updated contents in BEENRM course outlines are shown in (Table 2.1).

Table 2.1 Changes in course outlines

Year	Cohort	Changes
2014	40-44	<ul style="list-style-type: none"> - PLOs were revised. - The knowledge, skills, and attitudes were added.
2019	45-47	<ul style="list-style-type: none"> - The course outline structure was changed. - COs were updated in alignment with CLOs. - 'Attitudes' was revised into 'autonomy and responsibility' as stipulated in VQF.
2021	48	<ul style="list-style-type: none"> - CLOs were updated. - Teaching and assessment methods were standardised.

Information on the programme specification (1.3.01), study programme (0.04) and course outlines (1.2.03) is available on CTU's and CENRes' websites (1.1.04). Moreover, necessary information on the programme specification is also published on the Department's website, social network and leaflets through the student admission of the University, the College, and the Department (2.1.03). Thanks to these channels, the programme specification is communicated to the stakeholders to easily access, choose majors, link the knowledge among courses, recruit appropriate graduates, and contribute to improving students' competence (Appendix 2.1).

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

BEENRM curriculum is designed (Figure 2.1) based on the programme revision/update requirements (1.1.03, 1.4.01). After the contents are revised and plans are determined (1.1.03), a working group is formed to revise/update, and review activities (2.2.01). During the Do phase, the stakeholders' requirements and feedback are collected through face-to-face discussions (1.4.02). Furthermore, design standards are referred to and benchmarked to domestic and international educational institutions (Appendix 1.1). The Check phase is carried out based on the Programme Assessment Committee's opinions (2.2.02). Finally, the Committee's feedback is reviewed and revised to improve the curriculum before publication.

The curriculum design shows the alignment with the stakeholders' feedback, PLOs, teaching and learning methods, and student and learning methods (Figure 2.2). The CLOs contributing to the achievement of the PLOs through teaching, assessment, and measurement methods are synchronously designed (1.2.01, 1.2.03). Assessment methods are designed in relevance to learning contents to ensure the fairness and assess students' knowledge, skills, autonomy, and attitudes. The alignment of general, fundamental, and specialised knowledge with the PLOs is shown in (Appendix 2.2, 1.2.01).

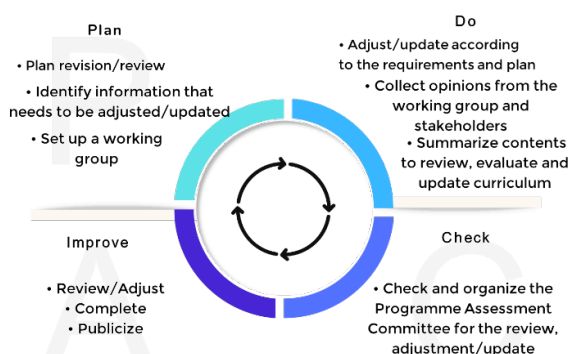


Figure 2.1 Curriculum design and review process

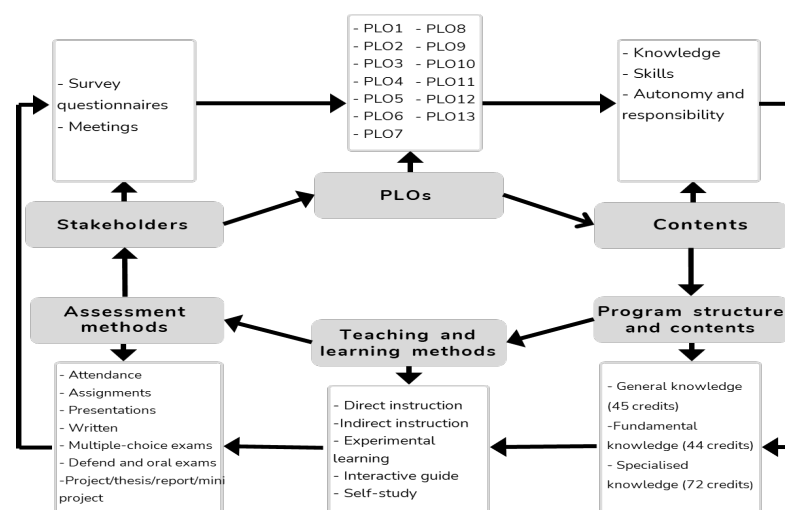


Figure 2.2 The mapping among Stakeholders - PLOs - Curriculum - Teaching methods - Assessment methods

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

Stakeholders, including lecturers, students, alumni, and employers, play a significant role in the design of the curriculum. The stakeholders' feedback on the study programme is of interest, and CTU has plans to collect it for assessment, review, and acquisition as a basis for curriculum design and development (0.20). Information on the relevance of the PLOs, the study programme, and the curriculum is collected through feedback forms for fresh graduates (1.1.05), alumni (1.1.07), and employers (1.1.06). Moreover, CTU collects students' feedback at the end of each course (2.3.01). It is gathered and sent by the QMC to the programme administration unit and each lecturer in charge of the course to make adjustments appropriately (2.3.02). The stakeholders' feedback on the study programme and the curriculum is specified in Table 2.2.

Table 2.2 Stakeholders' feedback

Stakeholders	Feedback	Time
Internal stakeholders		
Graduating students	<ul style="list-style-type: none"> - Structure of the knowledge blocks in the study programme - Quality of the course outlines - Level of connection among the courses in the curriculum 	Graduation approval (in April, August, and September)
Lecturers	<ul style="list-style-type: none"> - Relevance of the courses and the course outlines in the curriculum 	Programme revisions (reviewed every 02 years and revised every 05 years)
External stakeholders		
Graduates within a year	<ul style="list-style-type: none"> - Level of application of knowledge, professional skills, foreign language, information technology, and soft skills that graduates were equipped with to their current job requirements. - Workplace and income (Appendix 2.3) 	Within 12 months from their graduation (survey of graduates' employment status)
Alumni	<ul style="list-style-type: none"> - Level of relevance of the programme structure - Arrangement of the study plan - Usefulness of knowledge, skills, and attitudes equipped by the curriculum 	Programme revisions (reviewed every 02 years and revised every 05 years)
Employers	<ul style="list-style-type: none"> - Programme quality in relevance to enterprises - Students' professional competence - Hard and soft skills - Employers' recommendation to improve students' competence 	Programme revisions (reviewed every 02 years and revised every 05 years)

CENRes establishes an alumni association (2.3.03) to keep in touch with alumni of all majors and collect feedback. In programme revisions, DEM holds meetings to collect the stakeholders' feedback as a basis for revising and adding courses (1.4.02). After the stakeholders' feedback is collected, the study programme is improved and submitted to CTU's Assessment Committee for feedback and improvement before approval. Therefore, the design and development of BEENRM curriculum are carried out by receiving stakeholders' feedback, especially from external targets (Table 2.2).

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

Each course contributes to one PLO at least, which is reflected in the mapping matrix between PLOs and CLOs (1.2.01). For each course, the teaching content is reviewed and updated; the assessment methods (1.2.02) are developed to complete that course's learning outcomes. All courses' content and teaching and assessment methods are clearly described in course syllabi as instructed by CTU (2.1.01). The level of contribution made by courses to the achievement of the PLOs is shown in the relations between the courses and the PLOs (Appendix 1.3).

2.2.5 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 curriculum structure is divided into general, fundamental, and specialised knowledge blocks (Figure 2.3).

The general knowledge block consists of 30 compulsory credits and 15 elective credits (0.04); It is planned for the first 04 semesters of the first and second years (1.3.01) (Appendix 2.4). According to the Regulations on Academic Affairs for full-time undergraduate students, students are allowed to take up to 25 credits per semester (2.5.01); However, academic advisors guide students to register 18-20 credits per semester for good learning outcomes. The fundamental courses are mixed with or follow the general knowledge block (1.3.01). They include 34 compulsory and 10 elective credits (0.04) and are completed in the sixth semester as a firm basis for specialised knowledge acquisition (1.3.01). The specialised knowledge consists of 72 credits, with 47 compulsory and 25 elective credits (0.04).

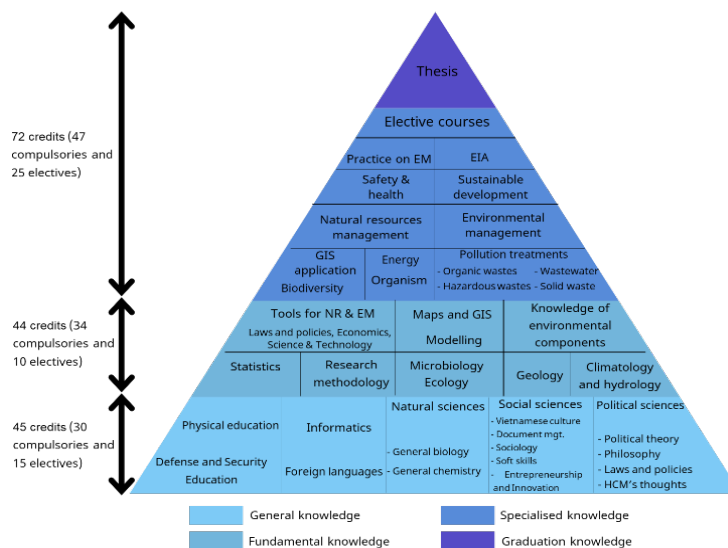


Figure 2.3 Knowledge blocks in the study programme

The curriculum is logical and proper because all courses are integrated and support one another (Appendix 2.4). Logic and properness are demonstrated through prerequisite courses which are pre-arranged to provide a foundation for other courses; Difficulty levels of the courses are arranged in ascending order by blocks namely general, fundamental and specialised knowledge (1.3.01). For example, the course 'General English' is required to precede the course 'English for Resources and Environment'. The courses such as Environmental Law and Policy, Environmental Monitoring, Wastewater Treatment Technology, and Solid Waste Management and Treatment, Control of Air Pollution and Noise are oriented to precede the course 'Environmental Impact Assessment' (0.04). For courses with theory and practice combination, the theory course must be enrolled before or

simultaneously with the practice one in the same semester. ‘Thesis of Environmental Management’ and ‘Mini-Thesis of Environmental Management’ require students to accumulate 125 credits. The integration is demonstrated through courses with integrated knowledge such as Environmental Impact Assessment, Practice in Environmental Impact Assessment, Practice of Environment and Natural Resources Management, Thesis of Environmental Management, and Mini-Thesis of Environmental Management that students take in the last semesters (the fourth year). This facilitates them to solve specific problems in the natural resources and environment applying their knowledge, skills, autonomy, and responsibility (2.5.01). The curriculum shows that all courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and integrated.

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

The design of BEENRM programme enables students to choose to take a double major and transfer to a new major (applied from Cohort 47) according to CTU’s regulations (2.5.01, 2.6.01). To do that, students have to have the approval of the programme administration unit/admission unit (2.5.01, 2.6.01). Besides, they have to meet the requirements of grade and quality assurance threshold/admission criteria of the minor, and other requirements.

The curriculum shows both the width (environment and natural resources) and the depth (general, fundamental, and specialised knowledge) (0.04). During their learning process, students can choose the knowledge blocks appropriate to their competence, interest, or job orientation after graduation. These in-depth areas can be achieved by selecting elective courses and thesis topics (0.04). The flexible and comprehensive curriculum helps students have a solid knowledge to conduct in-depth scientific research and take graduate programmes (2.6.02) or short-term exchange programmes abroad (2.6.03). Therefore, BEENRM curriculum allows the selection of research options depending on students’ needs and competence as well as the needs of the labour market.

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

The first BEENRM programme started in 2008 and was applied to Cohorts 34-35 at CTU (Table 2.3, 0.03). In 2010, the curriculum reduced the number of credits from 138 to 120 and was applied to Cohorts 36-39 (2.7.01). In 2014, the number of credits increased from 120 to 140 for Cohorts 40-44 (2.7.02). From 2008 to 2014 (Cohorts 34-44), the training period was 04 years. Until 2019, the study programme had 150 credits with a training period of 4.5 years for Cohorts 45-47 (2.7.03). In 2021, it was revised to include 161 credits with a training period of 4.5 years (0.04) and applied from Cohort 48. The curriculum, teaching methods, and assessment methods were also revised and added in accordance with the periodic programme revisions. Several courses were arranged to take online (2.7.04, 2.7.05).

Table 2.3 Changes in the updated version of BEENRM programme

Year	Credits	Time	Cohort	Changes in comparison with the previous version
2008	138	4.0 years	34, 35	BEENRM programme was first developed.
2010	120	4.0 years	36-39	The programme specification was introduced with limited information.
2014	140	4.0 years	40-44	PEOs and PLOs were added. PLOs were revised into categories of knowledge, skills, and attitudes. Career opportunities were introduced. The curriculum was updated.
2019	150	4.5 years	45-47	PEOs updated. The matrix of PEOs and PLOs added. The curriculum was updated.
2021	161	4.5 years	48 and onwards	PEOs updated. The matrix of PEOs and PLOs added. The curriculum was updated.

2.3 CRITERION 3 – TEACHING AND LEARNING APPROACH

2.3.1 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

CTU has issued an educational teaching philosophy as Community (C), Totality (T), Uniqueness (U) (0.10), also abbreviated CTU which is the same with Can Tho University's name. The philosophy is established based on the Law of Higher Education (1.1.01) and with agreement of all employees of CTU. Pursuant to Article 5 of Law of Higher Education (1.1.01) and Vietnamese Qualifications Framework (1.1.02), CTU's vision, missions, and educational objectives (0.09) as well as CENRes' (0.15) were established. As presented in Criterion 1, BEENRM programme (0.04) and its PEOs and PLOs are designed in line with the Law on Higher Education (1.1.01), CTU's vision, missions, and educational objectives (0.09), and CENRes' (0.15). CTU has specified lecturers' duties in Article 3 of the Regulations on Working Regime for Lecturers and Teachers (3.1.01). Students' rights and obligations are also articulated in the Regulations on Academic Affairs (2.5.01). This is aimed at a common implementation as an educational philosophy. The teaching content is shown in the programme specification (1.3.01) with appropriate teaching methods (Figure 2.2, 1.2.02) to achieve educational objectives. Therefore, educational perspectives shown in CTU's and CENRes' vision, missions, educational objectives, and BEENRM specification are articulated and communicated to stakeholders on the websites of the University, the College (1.1.04) and the Department (3.1.02). The educational objectives under the Law on Higher Education, educational teaching philosophy (0.10), CTU's and CENRes' vision, missions, and educational objectives are shown in Appendix 1.4, while T&L activities included in BEENRM curriculum through the PLOs are shown in Table 3.1.

Table 3.1 Teaching and learning methods to achieve the PLOs of BEENRM programme

Teaching and learning methods	PLOs												
	1	2	3	4	5	6	7	8	9	10	11	12	13
I. Direct instruction													
1. Explicit teaching				x	x	x	x	x	X	x	x		
2. Lecture	x	x	x	x	x	x	x	x	X	x	x		
3. Peer instruction							x	x	X	x	x	x	
II. Indirect instruction													
4. Open inquiry/multiple choice	x	x					x		X		x		
5. Problem-solving			x				x	x	X	x	x	x	
6. Case study				x	x	x	x	x	X	x	x	x	
7. Online learning	x		x		x	x	x			x	x		
III. Experiential learning													
8. Internship								x	X	x	x	x	
9. Practice			x				x	x	X	x	x	x	
10. Project-based learning								x		x	x	x	
IV. Interactive guide													
11. Debates				x									x
12. Discussions	x	x		x	x	x	x	x	X	x	x	x	x
13. Cooperative teaching, group report			x				x	x		x	x	x	x
V. Self-study													
14. Homework			x	x			x						x

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

To organise a T&L environment to support students' responsible learning, BEENRM curriculum is designed with a variety of T&L methods suitable for students (Appendix 3.1). BEENRM has diverse facilities, equipment, and learning resources (3.2.01) to facilitate students' learning. Some courses, excluding practice courses (3.2.02), or all courses, during the Covid pandemic (3.2.03), were organised online to make students' learning process

convenient. The university-wide wifi system (3.2.04, 3.2.05) for free (3.2.06) helps students easily exchange and search for information. Including attendance grades in most courses (1.2.02) enhances students' responsibility for learning. Practice courses allow students to understand employers' requirements for attitudes and skills, which raises their sense of responsibility.

BEENRM curriculum is flexibly designed to accord with students' practical conditions. Students need to choose appropriate elective courses in the curriculum (0.04). They can register for the number of credits depending on their competence and optimise their time on campus (2.5.01, 3.2.07, 3.2.08). In addition, students can register for a second major with a specialisation close to their current major according to Article 20 of the Regulations on Academic Affairs (2.5.01). Those who have foreign language proficiency and good learning competence can attend short-term student exchanges with universities in the region (2.6.03), be sponsored as much as the budget allocation for studying abroad (3.2.09), and use their learning outcomes abroad to replace courses in the study programme (3.2.10). If the courses in the study programme are required to be revised or added in line with legal documents and stakeholders' feedback, some of which are allowed for a replacement to facilitate students' on-time graduation (3.2.11). Moreover, students can improve their knowledge by enrolling in courses excluded from the study programme (2.5.01).

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

All academic staff has obtained a certificate in pedagogy (3.3.01, 3.3.02). To get one, lecturers are trained in teaching methods enabling students to learn actively. The teaching methods in show that the T&L activities of BEENRM programme aim to facilitate students' active learning. Students can be active throughout their learning process. They can actively choose elective courses and the number of credits depending on their competence (2.5.01) under the academic advisors' guidance (3.3.03). During the learning process, they can choose topics for their group report and thesis, instructors with a suitable specialisation, and topics and facilities for working practice. Students are informed of the requirements to be achieved, self-study guide, and references in each course such as MT366 (3.3.04). A various learning database (3.3.05) facilitates students' achievement of course requirements and PLOs. Students can also actively find research topics and lecturers to register as university-level research project managers (3.3.06) or participate in projects conducted by CENRes lecturers (Table 3.2). When the research proposals are approved (3.3.07), they have to actively complete their commitment to the University. The research findings are a bonus for postgraduate programmes' admission (3.3.08). Through research activities, students encourage their initiative in learning, have the opportunity to constantly improve their research capacity, and develop their sense of responsibility, discipline, autonomy, and self-responsibility. The research findings are also updated in direct, indirect, and experimental T&L activities (Appendix 3.1).

Table 3.2 Research projects in CENRes (As of December 2022) (0.16).

No.	Year	Local	Ministerial	University-level (for students)	University-level (for staff)	International	ODA
1	2018	5	0	23	6	1	10
2	2019	4	1	25	11	4	0
3	2020	2	1	11	3	4	0
4	2021	0	0	19	17	5	0
5	2022	2	0	13	9	4	1

To well support active learning and research, the support staff in charge of classrooms, learning materials, laboratories and practice rooms and adequate facilities are available to meet students' requirements. The survey results in Table 3.3 shows that students are satisfied and very satisfied with active T&L methods in BEENRM courses.

Table 3.3 Students' level of satisfaction (% satisfied and very satisfied) towards teaching methods according to the surveys (2.3.01) on the University's survey system (3.3.09, 2.3.02)

Academic year:	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
Semester	I	II	I	II	I	II	I	II	I	II
Teaching methods encourage active learning (Question 4)	95	98	92	N/A	95	97	97	89	89	89

* Note: N/A: The data are not statistically significant enough because only 2/599 students participated in the survey

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

BEENRM teaching methods (Appendix 3.1) promote learning, learning how to learn, and instilling in students a commitment to life-long learning and develop students' competence in awareness - knowledge and perceptibility - attitudes, hence forming learning attitudes and eagerness to learn as a foundation for life-long learning (Appendix 3.2). The teaching methods show that BEENRM T&L programmes are targeted at encouraging students to develop their competence in individually exploring knowledge, retaining it for a long term, being aware of the relationship between old and new knowledge, conveying it to other people, and applying it to solve problems, give considerations and judgments, and create new knowledge. Self-study activities (1.3.01) following life-long learning principles are shown by lecturers guiding students to search for materials, select information, analyse and synthesise them into reports (3.4.01). Lecturers apply information technology such as E-Learning, Google Classroom, Google Docs, Google Slides, Slido (3.4.02) and new methods during the teaching process to stimulate students' eagerness to learn and self-study. Learning resource systems (3.3.05), facilities, equipment (3.2.01), and the connection between undergraduate and postgraduate programmes (1.4.01) contribute to students' life-long learning. The curriculum's focus on foreign language proficiency, and IT skills (1.3.01) also contribute to developing their self-study competence. Every year, BEENRM always has students pursuing postgraduate study (3.4.03).

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

The teaching methods in BEENRM courses orient students to the achievement of the PLOs related to creative thought during the learning process (1.3.01). Students share new ideas and creative thoughts through research proposals for students (3.5.01), theses (3.5.02), seminars (3.5.03), and exchanges during the T&L processes. In detail, information on the scientific profile and research area of each lecturer is published and updated regularly on the University's website (3.5.04), helping students contact them and present new ideas during the learning process. Practice/internship/field trip courses allow students to develop ideas and creative thoughts to solve problems during the visit/study (3.5.05). In addition, courses related to entrepreneurship and transferable skills are also added to the study programme to provide students with basic entrepreneurship knowledge and inculcate an entrepreneurial mindset (3.5.06, 3.5.07). CTU also offers students favourable environments to encourage their creativity and active thinking, inspire them to start up in business, and form autonomy and an entrepreneurial mindset (3.5.08, 3.5.09, 3.5.10).

2.3.6 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 T&L processes are continuously improved in association with practice to enhance practical skills based on the contribution of students and stakeholders with basic guidelines on designing T&L plans (Figure 3.1). On that basis, T&L processes are designed to support students' achievement of CLOs and PLOs (Table 3.1 and Figure 3.1). The survey results of teaching and assessment methods in BEENRM courses (Table 3.3) show that students are

satisfied with lecturers applying various T&L methods. In addition, exchanges with enterprises and employers (3.6.01) and meetings with BEENRM alumni are aimed at developing an effective BEENRM programme to reduce greenhouse gas emissions (3.6.02) and understanding the needs of the labour market, which contributes to improving the T&L process, typically active learning methods for creative learning, innovation and entrepreneurship (Appendix 3.1). The College has also signed MOUs with universities (3.6.03) and departments (3.6.04) to organise student exchanges, support training, send students to practice, and foster specialised knowledge and transferable skills for staff and students; thereby improving teaching methods and training hard skills and soft skills in line with actual requirements.

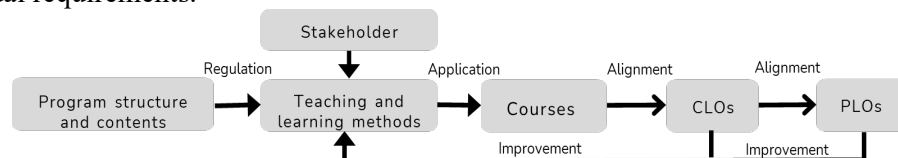


Figure 3.1 Diagram of continuous improvement of T&L processes

2.4 CRITERION 4 - STUDENT ASSESSMENT

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

Student assessment in BEENRM is carried out in three forms: (1) input assessment, (2) assessment of the learning process and (3) output assessment. Assessment methods are various and specific as follows:

Input assessment: To select students who are able to meet the PLOs and PEOs. Candidates must meet the requirements of one of the main admission methods prescribed by CTU: Admission is based on the results of the national high school exam; Admission is based on high school report; Direct admission; Priority for admission is based on the regulations of the Ministry of Education and Training (4.1.01). For the method of admission based on the results of the national high school exam annually held by the Ministry of Education and Training, the admission score is the total score of a combination of three subjects (4.1.01). The admission score of candidates must be equal to or above the floor score as prescribed by the MoET. In addition, from cohort 47, students in other majors (in CTU) can switch to the BEENRM if they want and can meet the admission requirements of the major in the same cohort (2.6.01). After admission, students will take the English entrance test held by CTU (4.1.02, 4.1.03). This is the basis for the exemption of basic English courses to help students make an appropriate study plan to achieve the PLOs in English (4.1.04).

Assessment during the learning process: Apply to courses in BEENRM study programme. There are two common forms of assessment: assessment of progress (continuous assessment during the learning process) and general assessment (periodically assess in the middle and at the end of the learning process) with assessment methods such as assignments, presentations, written exams, multiple-choice exams, group work, oral exams, attendance, etc. (1.3.01, 1.2.03, 3.3.04, 3.5.03).

Output assessment: To conduct a general assessment of the knowledge, skills, and attitudes of students before completing the programme. Students must practice for 8 weeks in a real working environment at an agency or company (4.1.05, 4.1.06). The CLOs of the internship are assessed by supervisors of the agency/company (4.1.07) and the course lecturer (4.1.08). Finally, students choose one of three outputs, including (1) Conducting a graduation thesis, (2) Conducting a mini project and studying some courses specified in the study programme and (3) Studying superseded courses for the graduation thesis specified in the study programme (0.04). These three outputs are designed with the equivalent block of knowledge. For conducting a graduation thesis, it requires students to apply and systematize most of the knowledge and skills of courses in the study programme (4.1.09), so students have to complete at least 125 credits before conducting a graduation thesis (0.04). Students have to

defend their outlines before officially conducting their graduation theses to orient appropriate research according to the PLOs (4.1.10). During the implementation, instructors have to closely monitor the progress of each student according to the approved outline (4.1.11). Students also have to submit a report on the progress of conducting their graduation theses at the middle of the semester (4.1.12). Finally, students will defend the research findings before a council of 3 members (including the instructor) decided by the Dean of CENRes (4.1.13). The Council uses an assessment sheet (with a detailed marking scheme) and a review sheet (4.1.14) for the assessment. The final score is the average score of the council members according to the provisions of Article 31 of the Regulations on Academic Affairs (2.5.01).

BEENRM has focused on building a synchronous structure between PEOs, PLOs and teaching and assessment methods (Figure 1.1). Therefore, since the development of course outlines, the assessment methods have been designed to be compatible and oriented with the PLOs and PEOs (1.2.03, 3.3.04, 3.5.03). The lecturer who undertakes the course will assess students according to the published course outline. The summary of assessment methods used by lecturers (1.2.02) and the common relationship between the teaching methods and the PLOs are shown in Table 4.1.

Table 4.1 The relationship between the assessment methods and PLOs

Assessment forms	PLOs												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Assessment of progress													
Attendance	x	x	x	x	x	x	x	x	x	x	x		x
Assignments		x	x	x			x	x		x	x	x	x
Presentations							x	x	x		x	x	x
Group work					x		x	x	x	x	x	x	x
2. Final exam													
Written exams	x	x	x	x	x	x	x	x	x	x	x		
Multiple-choice exams	x	x	x	x	x		x	x	x	x	x		
Defend and oral exams			x						x			x	x
Project/thesis/report/mini project							x	x	x	x	x	x	x

Thus, the application of various forms of assessment and the established assessment plan are in strict order from input to output as above to ensure that students gradually develop and improve their knowledge, skills and attitudes to achieve the PLOs upon graduation.

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

The assessment policies and appeal process are clearly shown in the Regulations on Academic Affairs (2.5.01) and the course outline (1.2.03, 3.3.04, 3.5.03). Regulations on Academic Affairs are printed and communicated to students at the beginning of the programme (4.2.01). Students can also access these materials on the University's website (4.2.02, 1.1.08). A clear system of documents facilitates the consistent implementation of these policies and processes throughout the University.

In the first week of the semester, lecturers have to notify students of the content related to courses, including assessment and assessment-appeal policies (2.5.01). If students cannot continue to complete the course in the semester, they can apply for grade I (4.2.03) with valid documents submitted to the lecturer for consideration and submission to the Dean for approval. Then, students contact the lecturer to arrange to study and take additional exams at the appropriate time (within 1 year). If they do not complete it within the prescribed time, they will fail the course and have to re-register (2.5.01).

The final exam is held once. The exam schedule is posted on the University's website (4.2.04) and is communicated to all students by their lecturer at least 1 week before the exam date. If students cannot attend the exam but they can provide a legitimate reason approved by the advisor and course lecturer, they will be allowed to be absent from the exam and get a grade I as prescribed in Article 23 of Regulations on Academic Affairs (2.5.01).

If students have any questions about the assessment results, they can obey the following process: (1) Directly contact the course lecturer, (2) The course lecturer will answer students, (3) If they still do not agree with the lecturer's answer, they can submit a complaint to the Department, College, University, (4) The Dean of CENRes will resolve any complaints related to the learning outcomes managed by the College and it will be implemented within 01 week from the date of releasing the results [\(2.5.01\)](#). For many years, BEENRM has not received any complaints from students.

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

The assessment standards and procedures for student progression and degree completion are shown in Regulations on Academic Affairs [\(2.5.01\)](#). A clear and publicized system of documents [\(2.5.01, 4.2.02\)](#) facilitates the consistent implementation of these standards and processes throughout the University.

For the course assessment: Before a new semester begins, information about the list of opened courses and the course registration time will be posted on the University's management system and communicated to students [\(4.3.01\)](#). The teaching time in the semester, time for mid-term and final assessments, and the publication of scores are clearly shown [\(2.5.01, 4.3.02\)](#). Lecturers are also responsible for informing students of the course outline in the first week of the semester [\(2.5.01\)](#). The course score is the sum of all component scores multiplied by the corresponding weight, marked on a scale of 10, rounded to one decimal place [\(2.5.01\)](#). Lecturers enter scores into the online management system, and it will convert these scores to letter grades and numerical grades on a scale of 4 [\(4.3.03\)](#). The relationship between letters and numerical scores is specified in Article 22 of the Regulations on Academic Affairs [\(2.5.01\)](#).

For the assessment by semester, assessment by academic year, the final assessment of the whole cohort is determined by the semester GPA, the academic year's GPA, the cumulative GPA as specified in Article 24 of Regulations on Academic Affairs [\(2.5.01\)](#). Graduation classification will correspond to the GPA and reflect the student's achievement criteria [\(Appendix 4.1\)](#).

Students can monitor their learning outcomes throughout their learning process at CTU including scores of each course; cumulative GPAs for each semester and school year; the cumulative GPAs of the courses up to the current time of the study; information about academic progress; information about academic warnings or rewards; information about graduation results on the online management system by using their accounts [\(4.3.04\)](#). As a result, students can adjust their study plans, register for courses for the next semester and register for graduation consideration when meeting the conditions specified in Article 32 of Regulations on Academic Affairs [\(2.5.01\)](#).

2.4.4 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

In the process of teaching courses, lecturers have to ensure to comply with the assessment methods of learning outcomes specified in the published course outline [\(1.2.03, 3.3.04, 3.5.03\)](#). If several lecturers undertake the same course, they will discuss and agree on the content and form of assessment for the course based on the outline.

Lecturers use measurement methods to ensure validity, reliability, and fairness in assessment. For example, using multiple-choice tools for grading multiple-choice exams [\(4.4.01\)](#); using answers with a clear marking scheme for grading written exams [\(4.4.02\)](#), and rubrics for assessing presentations, practice, and group work [\(4.4.03\)](#). Moreover, lecturers also clearly inform students about requirements, regulations and timelines for doing presentations, group work, and practical assignments [\(4.4.04\)](#). For the graduation thesis, the implementation plan [\(4.4.05\)](#), process, content, and requirements of the thesis are also clearly specified and communicated to students [\(4.1.09\)](#). The council members are required to use the

assessment sheet consisting of 02 sheets which are a marking sheet (with detailed marking schemes) and a feedback sheet (4.1.14).

The University also has clear regulations on the process of exam organisation to ensure that the assessment is transparent. The exam questions and answers are agreed upon in the general form (4.4.06) and must be approved by the Head/Deputy Head of the Department before organising the exam (4.4.07). Students are responsible for complying with the exam and test regulations specified in the Regulations on Academic Affairs (2.5.01). Lecturers have to register for the final exam schedule with the administration College (4.2.04). CTU and CENRes will establish an Inspection Team to inspect the organisation of the course exam (4.4.08, 4.4.09, 4.4.10). After the course ends, lecturers collect all the evidence and put them in a file folder, and store them in the exam papers storage room which is arranged by CTU for CENRes (4.4.07, 4.4.11). CTU inspects and examines the storage of exam papers of CENRes every year (4.4.12).

The results of collecting students' feedback on their satisfaction level with the content and assessment methods of the course lecturers (question no.8 in the survey) (2.3.01) in the two main semesters in the period of 2017 - 2022 show that most students are satisfied and very satisfied (Table 4.2) (2.3.02).

Table 4.2 Results of the survey on students' satisfaction level with the content and form of assessment

Academic year	2017 - 2018		2018-2019		2019-2020		2020-2021		2021-2022	
Semester	I	II	I	II	I	II	I	II	I	II
Total % satisfied and very satisfied	97	98	97	N/A	83	98	97	89	89	88

**Note: N/A: The data are not statistically significant enough because only 2/599 students participated in the survey.*

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

In the process of building the study programme, BEENRM has built a synchronous structure between the PLOs, CLOs and the teaching and assessment methods (Figure 1.1) (1.2.03, 3.3.04, 3.5.03). Each course outline has to describe the assessment methods which will be used, and each assessment method has to be compatible with the specific PLOs (2.1.01).

The current form of assessment which lecturers often apply as follows (1) Attendance score accounts for 10 - 20%; (2) Mid-term exam (assignments, presentations, group work) accounts for 30 – 40%; and (3) Final exam (written exams, multiple-choice exams, defence, and oral exams) accounts for at least 50% (1.2.03, 3.3.04, 3.5.03). Lecturers use several different assessment methods (1.2.02, 1.2.03, 3.3.04, 3.5.03) to comprehensively assess students in several aspects as the PLOs. In detail: attendance is to help assess the PLOs on learning attitude; group assignments to assess the PLOs on cooperation skills in a group; seminars to assess knowledge, presentation and communication skills; mid-term exams and final exams to help assess the PLOs on knowledge.

Moreover, the Department assesses and measures the achievement of the PLOs and CLOs at the end of each semester under CTU's regulations (4.5.01). Lecturers summarize the results of the course assessment according to the score spectrum specified in Regulations on Academic Work (4.5.02). The Department assesses the results and considers issues that need to be adjusted to ensure the quality of the assessment.

The survey results on the achievement of the PLOs of BEENRM students at the time of graduation (Table 1.3) with the graduation classification of students (Table 1.4) and employers' feedback on the quality of BEENRM students after graduation (Appendix 1.7) are similar (criterion 1.5). It is shown that the assessment methods being applied can help measure the achievement of the PLOs.

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

For mid-term exams, reports, group assignments, etc. Lecturers directly return the results and comments in the classroom. For the final exam, lecturers enter the scores into CTU's management system, and inform students of exam scores, answers, and deadlines for

responding to the assessment results via email (4.6.01). Students can send an email to ask for a review of their exam results. Lecturers will respond to students via email or in-person to explain to them (4.6.02). If students still do not agree with the results, they can submit a complaint to the Department, College, or University (2.5.01). The Dean of the College will resolve any complaints related to the learning outcomes managed by the College.

After completing the course, students have the right to log into the assessment section on the management system to give their comments and assess their level of satisfaction with lecturers' notification and feedback on assessment results (question no. 10 in the survey) (2.3.01). Survey results in the two main semesters in the period of 2017-2022 show that the percentage of students who are satisfied and very satisfied with lecturers' notification and feedback on assessment results is very high (Table 4.3) (2.3.02).

Table 4.3 The survey results of students' satisfaction on lecturers' notification and feedback on assessment results

Academic year	2017 - 2018		2018-2019		2019-2020		2020-2021		2021-2022	
Semester	I	II	I	II	I	II	I	II	I	II
Total % of students who are satisfied and very satisfied	95	100	97	N/A	87	97	96	88	88	87

**Note: N/A: The data are not statistically significant enough because only 2/599 students participated in the survey.*

2.4.7 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

The Department assesses and measures the achievement of the PLOs and CLOs at the end of each semester (4.5.02). This is one of the important pieces of information used as a basis for considering issues that need to be improved in the study programme and the teaching methods. Moreover, the organisation of the invigilation at the final exam is inspected (4.4.08, 4.4.09, 4.4.10) and making minutes (4.7.01). After that, the Inspection Team collects results and reports and then present to the Examination Council of CENRes issues that need to be adjusted for the organisation of the invigilation at the final exam (4.7.02).

Moreover, CTU collects feedback from students on lecturers' teaching activities for each course at the end of each semester (0.20). The survey results are then sent to lecturers and Heads of the administration College and Department to improve the teaching and assessment methods of learning outcomes (4.7.03). Moreover, CTU conducts surveys on students' employability after graduation (0.05) and periodically collects stakeholders' feedback as shown in Table 2.2. CTU can grasp the needs of the labour market as a basis for adjusting and improving the study programme, assessment methods, etc.

BEENRM programme has been updated for the fourth time since its establishment (in 2008) (Table 2.3). The PLOs are reviewed and adjusted (1.1.03, 1.4.02). Next, the courses of the study programme will also be reviewed. Their CLOs, teaching methods, and assessment methods will be adjusted to suit the PLOs (1.1.03). Some adjustments in the assessment methods and assessment process have been made such as:

- For assessment methods: Over time, with the market demands requiring students to have specialised knowledge, necessary hard and soft skills, especially communication and cooperation skills (Table 1.2, 1.4.02). Therefore, assessment methods are also standardized (Table 2.1), increasing group assignments and presentations (1.2.02).
- For the course assessment process: Since 2020, the step of approving exam questions and answers has been added (4.4.07) and lecturers have to submit the assessment results after the course ends. The Administration College keeps records (4.4.11) to strengthen the reliability of the assessment.

2.5 CRITERION 5 - ACADEMIC STAFF

2.5.1 The programme to show that academic staff planning (including succession, promotion, redeployment, 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 number of lecturers in CENRes meeting the needs of training, research and service activities (5.1.01, 5.1.02) (Table 5.1). As of December 2022, CENRes has a total number of 48 lecturers, including 01 Professor, 16 Associate Professors, 17 PhDs, 14 masters. For academic titles, 100% of lecturers hold postgraduate degrees under CTU's regulations (5.1.03). Annually, the number of lecturers with doctoral degrees increases (the percentage of PhDs increased from 43.4% in 2016 to 70.8% in 2022). Among 14 masters who are lecturers in CENRes, 03 lecturers are studying for doctoral degrees (5.1.03). Lecturers returning to CENRes after graduation are arranged into appropriate positions according to their trained majors (5.1.04).

The academic staff planning of CENRes is periodically carried out (5.1.05, 5.1.06). CTU has issued regulations on lecturers' professional development (5.1.07, 5.1.08) to serve as a basis for each lecturer to strive for themselves. CENRes also has the plan to foster and facilitate the development of highly qualified lecturers (5.1.05, 5.1.06). In addition, CTU allows colleges/schools lacking lecturers to plan and recruit new lecturers to replace retired lecturers to meet the volume of training and research activities (5.1.09, 5.1.10, 5.1.11). The retirement of lecturers of CENRes is carried out in accordance with the legal provisions (60 years old for men, 55 years old for women) (5.1.12, 5.1.13). Lecturers with doctoral degrees or higher can extend their working time to meet the needs of teaching and research (5.1.14).

Table 5.1 Full-time lecturers of CENRes from 2016-2022

Year	Quantity	Professor	Associate Professor	PhD	Master
2016 - 2017	53	01 (1.9%)	10 (18.9%)	12 (22.6%)	30 (56.6%)
2017 - 2018	51	02 (3.9%)	12 (23.5%)	14 (27.4%)	23 (45.1%)
2018 - 2019	51	02 (3.9%)	12 (23.5%)	17 (33.3%)	20 (39.2%)
2019 - 2020	50	01 (2%)	14 (28%)	18 (36.0%)	17 (34.0%)
2020 - 2021	50	01 (2%)	14 (28%)	19 (38.0%)	16 (32.0%)
2021 - 2022	48	01 (2.1%)	16 (33.3)	17 (35.4%)	14 (29.2%)

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

Pursuant to Circular 03/2022-TT-BGDDT of the Ministry of Education and Training on Regulations on determining admission criteria, the ratio of lecturers/students must not exceed 1:25 applicable to the Environment and Environmental Protection group (5.2.01, 5.2.02, 5.2.03). The BEENRM programme complies with this ratio.

The number of lecturers and full-time equivalent (FTE) of BEENRM for the academic year 2021-2022 is shown in Table 5.2.

Table 5.2 FTE lecturers of BEENRM in the second semester of 2021-2022.

Items	Male	Female	Total		Percentage of lecturers with doctoral degrees
			Quantity	FTEs*	
Professor/Associate professor	1	1	2	2*1= 2	100.0%
Full-time lecturers of BEENRM	5	3	8	8*1= 8	62.5%
Full-time lecturer of CENRes	10	3	13	13*0.3=3.9	77.7%
Visiting professor/Lecturer (Retired)	0	0	0	0	0%
Total	16	7	23	13.9	

The FTE of each lecturer is the ratio between the hours they work for the department and the total number of their working hours. A full-time lecturer working for one semester counted as 1 FTE. With the credit system, students must register for courses at the beginning of each semester. A student registering in one semester will be converted to 1 FTE.

Table 5.3 Ratio of lecturers and students in the last five (5) years of BEENRM

Academic year	Total FTEs of lecturers	Total FTEs of students	Lecturer/Student ratio
2017 - 2018	12.5	369	1/29.5
2018 - 2019	11.9	262	1/22.0
2019 - 2020	11.9	247	1/20.1
2020 - 2021	12.9	323	1/29.9
2021 - 2022	13.9	386	1/23.2

The [Table 5.3](#) shows the lecturer/student ratio in the last 5 years of the Department. In the last 5 years, the lecturer/student ratio of the Department has also been relatively reasonable within the limit allowed by the Ministry of Education and Training (MoET). According to Regulations on the working regime of CTU lecturers, depending on the title, level and salary coefficient, each lecturer will have a deadline to complete standard hours ([Appendix 5.1, 3.1.01](#)). The standard hour is the total number of standard teaching hours and standard hours of research and other tasks. Lecturers in leadership positions are exempted from a standard number of hours as prescribed. The College and University have a system to monitor lecturer's teaching situation and workload ([5.2.04](#)) to ensure sufficient lecturers for programmes ([5.1.01, 5.1.02](#)).

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

To meet teaching needs, lecturers recruited have to meet the requirements of professional qualifications, foreign languages, IT, and other skills ([5.1.10](#)). After being recruited, lecturers have to attend professional training courses toward a professional certificate of lecturers at higher education level organised by CTU ([3.3.01](#)). Lecturers have to complete the workload ([5.1.01](#)) as a basis for the assessment and classification of employees at the end of the year in accordance with CTU's regulations ([5.3.01, 5.3.02](#)). In addition, lecturers' teaching is assessed by students through an online survey system at the end of each semester ([0.20](#)) as a basis for the improvement of the teaching quality. Lecturers having high achievements for several years will be considered for salary increment ahead of time ([5.3.03](#)).

In addition to teaching, lecturers conduct research to complete the obligation hours ([3.1.01](#)). The types of research that lecturers often conduct include: (1) seminar presentations ([5.3.04, 5.3.05](#)); (2) publication of textbooks ([5.3.06](#)); (3) implementation of research projects (grassroots-level, provincial level, city-level, national-level and international collaboration) ([0.17](#)); (4) publication of research materials and articles in domestic and international yearbooks and journals ([0.17](#)); (5) monitoring of research projects of students ([3.3.07](#)); and (6) organisation of scientific conferences ([3.6.02](#)). The type and number of research activities conducted by the staff are stored and managed by CTU's management system of research to easily make statistical reports, evaluate and further improve research activities. The comparison of changes in the number of research activities at the College and the Department is reported annually to set new objectives for improving research activities in the following years. Over time, in the process of training, conducting research and service, lecturers will have practical experience. These experiences are shared with colleagues through meetings, seminars or sharing with students to perform their tasks better ([5.3.05](#)).

Professional ethics: CTU organises emulation movements to cultivate more professional ethics for lecturers. For example, each teacher is an example of ethics, self-learning, and creativity ([5.3.07](#)); Regulations on implementing civilized lifestyles in CTU so that lecturers can strive to implement their standards of professional ethics well ([5.3.08](#)).

Lecturers' competence is assessed annually based on the results of teaching, research, professional ethics and development progress. At the end of the year, lecturers will write self-assessment reports and do self-rating according to their workload completed in the year ([5.3.09](#)); After that, the Department and College organise meetings to assess and send results to the University ([5.3.10](#)). Year-end assessment results are presented in [Table 5.4 \(5.3.11\)](#).

Table 5.4 Results of emulation assessment of lecturers of CENRes

Emulation title	Rate of winning titles by academic year				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Progressive labour	77.3	0	80.7	78.3	83.3
Grassroots-level Emulation Fighter	16.0	15.0	14.0	15.0	16.7
Ministerial Emulation Fighter	0	0	0	5.0	0
Minister's Diploma of Merit	6.7	1.7	5.3	1.7	0
Diploma of Merit (other)	0	0	0	0	0

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

Lecturers of CENRes are assigned tasks based on their professional titles (Lecturers class III, senior lecturers class II and highest-rated lecturers class I). Each title has to meet the mission requirements, training criteria, and professional qualifications (5.4.01).

Heads of the Department assign courses to lecturers based on their qualifications and teaching experience. Lecturers have to complete standard hours according to CTU' Regulations on professional task management (3.1.01). Lecturers with master's degrees or higher are assigned to teach university-level courses (5.4.02), instruct students to conduct graduation theses (4.1.13), research projects at the grassroots-level (3.3.07) and work as academic advisors (5.4.03). Lecturers with doctoral degrees or higher teach and instruct scientific research for postgraduate levels (5.4.04, 5.4.05).

Besides, each lecturer also performs service hours according to regulations depending on their abilities, such as performing other tasks of the College and Department, attending meetings, doing classroom observation, participating in seminars, implementing the Party's directive resolutions and the State's legal policies, and participating in mass activities (5.4.06).

2.5.5 The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service

The promotion of lecturers is assessed by (1) taking exams for promotion according to professional titles in public higher education institutions: Lecturers class III to lecturers class II and lecturers class II to lecturers Class I when they meet the requirements and criteria (5.5.01). Yearly, CTU organises Pedagogical Training Course and exam/promotion review for lecturers (5.5.02, 5.5.03). (2) Assess lecturers according to the results of implementing the regulations on working regime through teaching, research and service activities according to the annual obligation hours.

To assess lecturers' teaching activities, the Dean of the College has the right to view the results of student assessment of all courses undertaken by the lecturers. It is an important basis for the College to request the University to recognise the performance of lecturers in the year (5.3.10). Lecturers having high achievements for several years will be considered for salary increment ahead of time (5.5.04, 5.5.05, 5.5.06). Lecturers' teaching is also assessed through the online survey system. This system allows students to assess registered courses in the semester. At the end of each semester, each lecturer is notified to view the assessment results and adjust for better teaching.

Moreover, CTU's training management system software allows lecturers and management staff to consider whether research and service activities meet the prescribed obligation hours. Over the years, BEENRM lecturers have always fulfilled their obligation hours in teaching, research and service. No lecturers lack obligation hours (5.1.01, 5.1.02).

2.5.6 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

All lecturers are accountable to CTU and stakeholders for academic freedom and professional ethics. CTU has issued a Regulation on Ethics in science and technology activities, which emphasizes that individuals must be honest, objective, self-responsible, and not violate copyright (5.6.01). The right to academic freedom is respected and encouraged.

Lecturers may be trained from any training institution in the world and conduct thesis projects according to their forte ([5.6.02](#), [5.6.03](#), [5.6.04](#)).

Lecturers must perform well the roles and responsibilities prescribed in Article 15 of the Law on Education ([1.1.01](#)) and the provisions in Section 1 of Chapter IV of the University Charter issued in 2014 ([5.6.05](#)). Academic staff's tasks are clearly defined in Decision 871/QĐ-DHCT of CTU ([3.1.01](#)). Lecturers seriously perform assigned tasks such as teaching, compiling lectures and textbooks, conducting research, supervising projects and participating in thesis councils, assessing students' exams, working as academic advisors, self-learning to improve knowledge, participating in union and association activities. Besides, all academic staff and support staff of CENRes and CTU are entitled to be trained to improve their knowledge and skills according to the needs of the job position and CTU's development ([5.6.06](#)). Lecturers are encouraged to improve their professional qualifications and skills ([5.6.07](#)).

The responsibilities of CENRes staff are also clearly defined under CTU's general regulations ([5.6.08](#), [5.6.09](#)). Academic staff are responsible for teaching, conducting research and transferring technology as well as participating in service activities ([3.1.01](#)). Lecturers in leadership positions are partially exempted from obligation hours ([3.1.01](#)) and have regulations on appointment, re-appointment and extension of time in office and resignation under the regulations ([5.6.10](#)). The administrative and support staff of the departments are also clearly defined ([5.6.11](#)). Lecturers are responsible for explaining to the heads of the Department and CENRes when they fail to fulfill their obligation hours, achieve the professional development process, delay training to improve their qualifications, or other complaints if any ([5.6.12](#)).

2.5.7 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

Lecturers who are recruited to CTU must have at least a bachelor's degree or higher, suitable for the job positions and majors they will undertake ([5.4.01](#)). After recruiting new lecturers, the College and Department conduct a roadmap for lecturers to determine the time for training at higher levels, in Vietnam or abroad ([5.1.06](#), [5.1.08](#)). Each lecturer will proactively arrange teaching activities and prepare the necessary conditions for training courses. CTU will support according to the lecturer's career development plan, such as reducing teaching hours for lecturers to participate in short-term training courses ([5.7.01](#), [5.7.02](#)) and sending them to higher education ([5.6.03](#)).

Yearly, lecturers will register with CTU on the need for professional training, and pedagogical skills to implement their roadmap ([5.1.06](#), [5.7.02](#)). CTU and CENRes always facilitate lecturers to gradually accumulate criteria for professional titles (for example, lecturers class II, lecturers class I) by opening training courses related to vocational certificates ([5.5.03](#)). CTU provides funding for lecturers to attend conferences and seminars to present research works ([5.7.03](#)). In each semester, lecturers are encouraged to conduct seminars at college-level to share their knowledge, skills, and research results with colleagues ([5.3.05](#)); Participate in seminars on professional knowledge, skills, and quality assurance. These policies meet lecturers' needs for their development in pedagogical competence, career orientation, skills, and ethics.

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

CTU and BEENRM have forms of reward to motivate and support lecturers in training, research, and service activities. A reward of staff and lecturers shall comply with the regulations of MoET ([5.8.01](#)). Reward and recognition are made based on the performance, tasks, and workload (teaching, research, and service) that the lecturers perform ([5.8.02](#), [5.8.03](#), [5.8.04](#), [5.8.05](#)). At the beginning of the academic year, each lecturer registers for a professional work plan (e.g., compiling textbooks and teaching materials, following the

assigned schedules, studying to improve their professional skills, conducting research projects, doing seminar presentations, writing scientific articles, improving professional qualifications) and performs other activities as planned and assigned by the head of the department ([5.8.06](#), [5.8.07](#)). Professional work plans and emulation registration will be approved by the department. At the end of the year, the volume of teaching performance outside the work time will be counted as overtime work and paid according to CTU's internal expenditure regulations ([5.8.08](#)).

The field of research also has some policies to encourage academic staff such as financial support for lecturers to attend scientific seminars ([5.7.03](#)). For each published article (especially international journals indexed by ISI and Scopus) and each accepted research work, CTU will reward the author and the project leader with the corresponding number of hours. CTU gives priority to new staff who are PhDs (within two years) to be funded to carry out grassroots-level research projects. At the end of the academic year, CTU, CENRes, and BEENRM will assess employees for their emulation and commendation. The individual titles are rewarded such as Progressive Labour, and Grassroots-level Emulation Fighter ([5.8.09](#), [5.8.10](#), [5.8.11](#), [5.8.12](#), [5.8.13](#)). For labour collectives, there are titles such as Progressive Labour Collective, and Excellent Labour Collective ([5.8.14](#), [5.8.15](#)).

To improve the quality of teaching and learning, MoET has several reward mechanisms for staff and units that have made positive contributions to the development of the university and college such as the Award for Education, the title "People's Lecturer", "Ministerial Emulation Fighter", or the Diploma of Merit of the Minister and the Prime Minister ([5.8.04](#), [5.8.05](#)).

2.6 CRITERION 6 - STUDENT SUPPORT SERVICES

2.6.1 The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published and up-to-date

The annually published Admission Scheme for Undergraduate (Bachelor/Engineering) Degrees of CTU (including methods of admission, criteria, and admission policies) are defined following the regulations by the MoET ([4.1.01](#)). The promotion is carried out at University ([6.1.01](#)), College, and Department levels ([6.1.02](#), [6.1.03](#)) and communicated through flyers, posters ([2.1.03](#)), live streams ([6.1.04](#)), and websites ([6.1.05](#), [6.1.06](#)).

CTU has various student admission methods, including national high school graduation exam result consideration; high school transcript, consideration; direct admission, and admission priority under the regulations by the MoET ([4.1.01](#)). Each method is applied in different contexts and for different groups of candidates, and therefore they are carried out independently. The implementation of one admission method does not affect the others; the admission score of one method is not the same as those of other methods.

Since 2021, the input options for student admission to the BEENRM Programme have been expanded ([4.1.01](#)). To be specific, the A00, B00, A01, and D07 combinations were added. CTU publishes the base scores for candidates to register their admission priorities before announcing the standard scores ([6.1.07](#)). Candidates register for admission via the online system of the MoET ([6.1.08](#)) and look up the admission outcomes on CTU's website ([6.1.09](#)). CTU has a system of websites to widely communicate the admission procedure to newly admitted students ([6.1.10](#)).

Table 6.1 Actual admitted candidates of the BEENRM Programme (within the latest 5 cohorts)

Academic year	Candidate statistics		
	Applied candidates	Accepted candidates	Admitted students
2017-2018	987	72	59
2018-2019	645	159	92
2019-2020	511	158	81
2020-2021	633	269	134
2021-2022	1,255	283	131

(Source: CENRes Office)

The number of admitted students ranged from 59 to 134 during 2017-2022. The number of actually admitted students of the BEENRM Programme was highly fluctuated within the

last 5 cohorts (Table 6.1). Table 6.2 presented that majority of the the students graduated within four years. Only small numbers of students graduated in four and a-half years. Total number of students in the BEENRM Programme were in the range of 262 to 386.

Table 6.2 Statistics on the number of BEENRM students (in the last 5 academic years)

Academic year	Number of students					
	1st Year	2nd Year	3rd Year	4th Year	> 4 years	Total
2017-2018	59	74	122	109	5	369
2018-2019	92	58	69	37	6	262
2019-2020	81	92	55	12	7	247
2020-2021	133	80	89	18	3	323
2021-2022	127	130	78	47	4	386

(Source: CENRes Office)

2.6.2 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

CENRes's short-term planning of student support activities is implemented annually (5.1.05) based on CTU's long-term schedule (6.2.01). Every year, CTU reviews the plans and approves allocation for the Units to implement them (6.2.02). The Units collect feedback from stakeholders for analysis, consideration, and improvement (6.2.03). CTU's academic and non-academic support services are established and operated in accordance with the PDCA model as shown in Appendix 6.1.

Technicians and staff undergo training to best serve the teaching, learning, and research activities as required for each training programme (6.2.04). Short-term and long-term training courses are deployed to provide the staff with enough knowledge about student support (6.2.05). The duties of support staff are assigned (5.6.11). There are technicians and management staff in charge of managing and operating the equipment in laboratories (6.2.06) to meet the needs of training and research activities.

Administrative and support staff are sent on training courses on State Administrative Management, knowledge about State Management, and short training courses (Table 6.3, 6.2.05, 6.2.07) about these activities to catch up with the new regulations, changes, and updates in administrative management.

Table 6.3 Training courses for support staff of CENRes

No.	Training contents	Number of staff attending				
		2018	2019	2020	2021	2022
1	Knowledge of equipment and facility management and fire prevention and fighting	2	2	1		
2	Communication skills				1	
3	Professional enhancement for library staff	1				
4	Using e-office software					2

2.6.3 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

Student monitoring and supporting activities during the training process are carried out and continuously improved. Since the credit-based system was implemented (6.3.01), CTU has developed a Learning Management System (LMS) for students (4.3.04) and staff (5.2.04). Academic advisors and relevant management staff can easily access the LMS to monitor and support students in their studies (6.3.02, 6.3.03, 6.3.04).

Students' workload is specified in the Regulations on Academic Affairs of CTU. The maximum and minimum number of credits registered in each semester is as follows: - Main semesters (Semester I and Semester II): Students register for a maximum of 25 credits/semester, Summer Semester/Semester III: Students register for a maximum of 8 credits (2.5.01).

The LMS helps students and management staff catch up with the students' learning progress and workload. It is the LMS that records students' learning progress and academic performance. CTU has invested in and equipped an integrated LMS [\(4.3.04\)](#) to thoroughly monitor all activities of the University in general, and the training activities in particular. This system provides students with sufficient information while fully recording students' performance through each period (academic performance, training outcomes, rewards, academic warnings, cumulative courses, etc.). Students' progress and academic performance are recorded and monitored, and feedback is sent to the students [\(6.3.02, 6.3.03, 6.3.04\)](#). Students with poor performance can register for grade improvement through the LMS [\(6.3.05\)](#).

Aside from the LMS, the academic advisors also play an important role in monitoring and supporting students [\(2.5.01\)](#). Each major discipline is assigned one academic advisor throughout the training duration [\(5.4.03\)](#). The academic advisors provide their students with sample study plans, from which the students arrange their study plans and register for courses each semester [\(3.2.07\)](#). During each semester, the academic advisors have class meetings as specified in the schedule to discuss and answer questions from the students [\(6.3.06\)](#). Students who receive academic warnings [\(2.5.01\)](#) are consulted by their academic advisors in class meetings as well as other means of communication. Academic staff of DEM and staff of the Department of Academic Affairs (DAA) are also in charge of monitoring the LMS and carrying out other tasks such as communicating the admission procedures to students [\(6.3.07\)](#), and notifying students who reach their maximum training duration [\(6.3.08\)](#). At the end of each semester, the DAA makes lists of students under academic warning and students with poor academic performance, then inform the academic staff and academic advisors of CENRes to come up with measures to support them [\(6.3.08\)](#). In case the number of students does not reach the minimal population required for a course class, CTU and CENRes consider opening these classes to help last year's students graduate on schedule [\(6.3.09\)](#).

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

Each academic advisor is assigned to a major discipline class by CENRes to support the students [\(5.4.03\)](#). The contact information of the academic advisors is widely communicated to students via the LMS [\(4.3.04\)](#). DEM has compiled the BEENRM Students' Handbook to provide information that answers students' inquiries [\(6.4.01\)](#). Counseling activities about academic affairs are carried out regularly and continuously by the staff of CTU, CENRes, and DEM. Consultants about the essential support services are provided at the first-year students' orientation meeting at the LRC. First-year students also undergo a pre-admission medical examination [\(6.4.02\)](#) and take a foreign language proficiency test [\(4.1.02\)](#).

Department of Student Assistance and the Union of CENRes also organise extracurricular activities for students such as student exchange programmes [\(2.6.03, 3.2.09\)](#), summer camps [\(6.4.03\)](#), and job fairs [\(6.4.04\)](#). To offer students a chance to strive in learning and emulation activities, CTU focuses on rewarding and commending students with scholarships [\(6.4.05, 6.4.06\)](#). Competitions and awards in the fields of politics, society, and culture are also regularly deployed by CTU [\(6.4.07, 6.4.08, 6.4.09, 6.4.10\)](#). Academic consulting activities for students by CTU and CENRes are presented in [Appendix 6.2](#).

The LRC of CTU and the reading rooms of CENRes are places where students can borrow specialised documents and register for meeting rooms [\(6.4.11\)](#). There is a large number of documents, books, reports, and scientific journals at the LRC, which students can access on-site and on-line. The learning resources are regularly updated [\(6.4.11, 6.4.12\)](#). In addition, there are other facilities such as health clinics, gymnasiums, and canteens [\(Appendix 6.1\)](#). Department of Student Assistance plays a central role in providing students with support and advice on living, accommodation, and employment opportunities [\(5.6.11, 6.4.13\)](#). Support services such as laboratories [\(6.4.14\)](#), a library, and a self-study space are also available at CENRes for the needs of students [\(6.4.15\)](#).

Students facing financial difficulties are supported with loans with low-interest rates (6.4.16) and other sources of help. In addition, the Center for Student Consultancy and Startup plays an important role in coordinating with units and enterprises inside and outside CTU (5.6.11, 6.4.17). Every year, the Center for Student Consultancy and Startup organises job fairs to help students find employment opportunities after graduation (6.4.04). Recruitment information and job opportunities are posted on the Center's website (6.4.17). In addition, the Department of Student Assistance supports students with regimes, scholarships, tuition fee reduction, rewards, consultant activities for health care (5.6.11). The forms about student support for those having difficulties in their learning process are clearly and widely communicated (6.4.18).

At the end of each semester, the students can check their academic performance on the LMS. They can also assess their own extra-curricular grades on a scale of 100. Students will participate in activities held by CTU and Youth Union - Student Union such as social activities, sports, traditional arts, cultural performances, etc., and receive these training grades on the LMS. Students will self-assess their own training grades following a form on the LMS (6.4.19). CTU and CENRes always create favourable conditions for students to comprehensively develop their professional capacities and soft skills, thus increasing their chances of employment upon graduation.

2.6.5 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

CTU has policies to attract, recruit and develop its support staff, which are presented in the CTU's Internal Expenditure Regulations (5.8.08). Criteria for support staff recruitment are clearly determined and published on CTU's website (5.1.10, 6.5.01), as well as the required documents and application duration (6.5.02). The required qualities of support staff include suitable professional capacity, good moral qualities, creativity, and progressive spirit.

CTU has many dedicated Departments and Centres to support teachers and students (5.6.11). Employees at these Departments and Centres are recruited under CTU's criteria, meeting the needs of training, scientific research, and community support activities. The number of student support staff and total number of CTU staff are presented in Table 6.4 and Table 6.5, respectively.

Table 6.4 The number of the support staff of the Department/Center up to the end of 2022

Staff	Highest qualification							Total
	Below-Elementary Degree	Elementary Degree	Intermediate Degree	Associate Degree	Bachelor Degree	Master's Degree	Doctoral Degree	
Department of Political Affairs	12	1	1	0	9	2	0	25
Department of Academic Affairs	0	0	0	0	6	3	0	9
Department of Student Assistance	0	0	2	0	6	6	1	15
Department of International Relations	0	0	0	0	5	1	2	8
Department of Administration and Planning	13	0	1	0	5	3	0	22
Department of Scientific Research Affairs	0	0	0	0	2	1	4	7
Department of Facility Management	5	0	3	0	4	4	0	16
Department of Financial Affairs	0	0	2	0	7	5	0	14
Learning Resource Center	0	5	0	1	12	9	1	28
Information and Network Management Center	0	0	0	1	4	4	0	9
Center for Student Consultancy and Startup	0	0	0	0	1	1	1	3
Center for Foreign Language Assessment	0	0	0	0	0	1	0	1
Quality Management Center	0	0	0	0	1	6	1	8
Department of Legality	0	0	0	0	1	3	1	5

(Source: Department of Personnel, 2022)

Table 6.5 The total number of CTU's staff as of June 30th, 2022

Staff	Highest qualifications				Total
	Others	Associate - Bachelor Degree	Master's Degree	Doctoral Degree	
Library Personnel	2	20	8	1	31
Laboratory staff	25	21	17	0	63
IT Staff	0	29	9	0	38
Administrative Staff	13	92	62	2	169
Student Support Staff	79	13	0	0	92
Total	119	175	96	3	393

(Source: Department of Personnel, 2022)

The planning and activities of support staff (officers, secretaries, security guards, and technical support staff) in CENRes are regularly implemented under CTU's regulations (5.1.06). The number of CENRes's support staff is presented in Table 6.6.

Table 6.6 The number of CENRes's support staff in 2022

Support Staff	Highest Qualification				Total
	High School Degree	Bachelor's Degree	Master's Degree	Doctoral Degree	
Undergraduate teaching assistant, student counseling			1		1
Staff planning				1	1
Graduate teaching assistant and office worker		1			1
Chief of staff			1		1
Equipment and website management staff		1			1
Janitor	1				1
Library assistant (*)	3				3
Security guard (*)		4			4
Total	4	6	2	1	13

*: Library assistants and security guards are students working for the College

Currently, there are no dedicated classroom and library management staff as well as security guards. The forces in charge of library management and security are mainly selected undergraduate and graduate students with appropriate qualities and capabilities (6.5.03, 6.5.04, 6.5.05). Support staff always do their best to support students, meeting the needs of teaching and learning (5.3.11, 6.5.06). CTU always pays attention to improving the qualifications of support staff to better serve students (6.2.04, 6.5.07, 6.5.08, 6.5.09). Every year, support staff who register for professional work plans and emulation titles (5.3.02) at the end of each academic year are evaluated for emulations and commendations based on CTU's and CENRes's documents. (5.8.01).

The assessment of support staff's competence and quality is carried out through Survey questionnaires with stakeholders including students (6.2.03), lecturers (6.5.10) prepared by QMC; or annual meetings between student delegates and the Rector. In addition, CTU's mailbox (dhct@ctu.edu.vn; phananhcb@ctu.edu.vn; phananhsv@ctu.edu.vn) and hotline are always available for feedback collection thus CTU Board of Trustees and CENRes are able to come up with

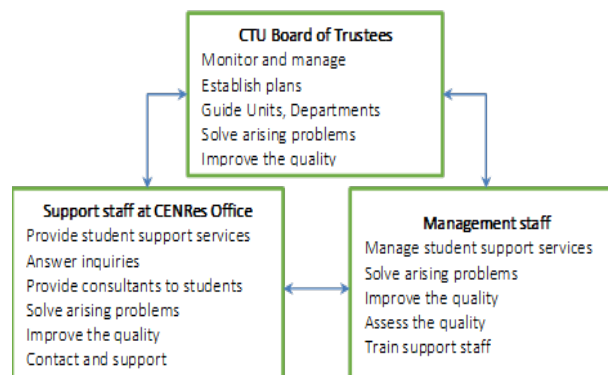


Figure 6.1 Map of correlation between the groups

timely adjustments. The survey outcomes show that most lecturers and students rated support staff at satisfied and very satisfied levels ([6.5.11](#), [6.5.12](#)).

The competence assessment of staff is confirmed by the person in charge of direct management. Compliance with the guidelines and policies of the Party and the State's laws; A clean lifestyle, a spirit of thrift shown by going against the waste of electricity and water at work; a spirit of mutual support; a tendency to learn about political, cultural and expand professional capacity; excellent completion of the assigned tasks with high productivity and quality; a positive attitude in improving working practices, reforming administrative procedures to improve productivity. The outcome of emulation titles assessment is reviewed by all representatives of CENRes ([5.5.04](#)). The results of the staff evaluation are reviewed by CTU at the end of the year, and will also be used to consider re-signing the contract. In addition, employees with excellent achievements are also recognised and considered for emulation titles as well as ahead-of-time salary increases ([5.3.11](#), [5.5.05](#)). Support staff are indispensable in the harmonious and synchronous operation of CENRes. The role and correlations between CTU's leaders, management staff, and support staff of each unit are presented in [Figure 6.1](#).

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

The Quality Management Center assists the Rectorate Board in training quality management for undergraduate training ([6.6.01](#)). The student support services include facilities and equipment; learning materials; dormitories; healthcare services; recreational and sports activities. Students' feedback about these activities are conducted through online surveys ([6.2.03](#)). The survey outcomes show that 95.8% of the participants rated average and above ([Table 6.7](#)) ([6.5.12](#)) in which, library services, recreational and sports activities, and a safe learning environment received the most satisfied and very satisfied. However, there are aspects that should be improved in the future.

Table 6.7 Results of the survey with students about CTU's support activities (%)

Survey content	Extremely satisfied	Satisfied	Neutral	Unsatisfied	Extremely unsatisfied
Management activities for the learning process	33.9	52.4	10.6	0.0	3.2
Facilities and equipment	30.2	48.7	16.9	1.1	3.2
Library service	39.2	45.5	11.6	0.0	3.7
Dormitory system	25.4	43.9	26.5	1.6	2.7
Job consultancy	26.5	49.7	20.1	1.1	2.7
Physiological consultancy	28.0	50.3	18.0	1.1	2.7
Health care	29.1	49.7	18.0	0.0	3.2
Entertainment and sports	34.9	48.7	13.2	0.5	2.7
Safe learning environment	36.0	50.8	10.1	0.5	2.7
Overall evaluation	32.8	51.3	13.2	0.0	2.7

(Source: DEM, 2022)

CTU has continuously invested in improving the quality of student support services by building new classrooms, laboratories, and practice labs; purchasing equipment for teaching and learning activities ([Table 6.8](#)). The expenditure for these activities has increased gradually over the years.

Table 6.8 Statistics on the improved student support services in the 2017-2022 period

Support Services	2017-2018 (6.6.02)	2018-2019 (6.6.03)	2019-2020 (6.6.04)	2020-2021 (6.6.05)	2021-2022 (6.6.06)
Facilities	Renovating, repairing, and purchasing equipment; putting into use 89 items with a cost of VND 19.615 billion.	Renovating and repairing CENRes' library and cafeteria, purchasing equipment, and putting into use 95 items with a budget of 23.838 billion VND.	Continuously renovating classrooms, purchasing equipment, and putting into use 124 items with a cost of 26.97 billion VND.	Continuously purchasing classroom equipment, renovating the landscape, self-study campus, and putting into use 133 items with a budget of 32.76 billion VND.	Renovating, expanding, and regularly repairing the building, inspecting and putting into use 69 items with a total cost of 23.66 billion VND.
LRC, CENRes' library	Maintaining the current services Renewing learning materials, publishing textbooks 333,823 reads.	Maintaining the current services Renewing materials, setting up an online learning system 365,772 reads.	Maintaining the current services Continuously renewing materials 320,008 reads	Maintaining library services Developing the remote book loan service Designing instruction videos on using the database 324,939 reads.	Developing an online photo submission programme to distribute student cards Developing the remote book loan service 127,413 reads.
Health care services	On duty 24/24. Health examination for first-year students.	On duty 24/24. Health examination for first-year students.	On duty 24/24. Health examination for first-year students.	On duty 24/24. Health examination for first-year students.	On duty 24/24. Health examination for first-year students.
Dormitory system	Management improvement. Replacing and repairing the electrical and water system	Management improvement. Renovating dormitories, replacing equipment	Management improvement. Renovating dormitory rooms	Management improvement. Replacing equipment	Renovating rooms in Dormitory A, Replacing equipment

(Source: Summary reports of CTU from 2017 to 2021)

Every year, CTU allocates a budget to the CENRes to invest in the maintenance of facilities and procurement of equipment to serve scientific research and teaching activities. As a whole, the expenditure tends to increase in the 2018-2022 period ([Table 6.9](#)).

Table 6.9 Statistics on the budget used for repair, maintenance, and procurement of equipment of CENRes in the 2018 - 2022 period ((Unit: million Vietnam Dong)

Content	Year				
	2018 (6.6.07)	2019 (6.6.08)	2020 (6.6.09)	2021 (6.6.10)	2022 (6.2.02)
The total budget allocated by CTU	1,196.9	1,099.3	1,055.6	11,177.4	11,530.6
Budget spent by CENRes on facility maintenance and equipment procurement	137.4	134.0	199.6	199.0	240.2

(Source: Summary from decisions on budget allocation to Units for the 2018 – 2022 period)

In summary, CTU and CENRes have been focusing on the quality of student support services, facilities, equipment and medical services, dormitories, libraries, and sports activities to improve students' learning experience and employability after graduation.

2.7 CRITERION 7 – FACILITIES AND INFRASTRUCTURE

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

CTU has an area of 2,249,773 m² with 08 campuses that are invested in the facilities ([7.1.01](#)). As of December 2022, there are 444 classrooms/halls with a total area of 62,315 m², 15 language learning multimedia, and interpreter labs a total area of 830 m² ([7.1.01](#)). The primary information related to CTU and CENRes facility was summarized in [Appendix 7.1](#). Most teaching and learning devices such as televisions/projectors are fixed in the classrooms.

Staff and students can contact classroom buildings' administrators to book a classroom outside of official class hours [\(7.1.02\)](#).

CENRes has an area of 4,600 m² with 05 classrooms, 02 halls, 14 laboratories (2 in CTU High Tech Building and 12 in the RLC building), 03 practice labs, 01 library, and 02 computer labs [\(3.2.01, 6.4.14, 7.1.03\)](#). The 19,238 m² campus serves students' self-study and recreational activities. The campus is also where the scientific research area, cafeteria, and parking lot are located [\(7.1.04\)](#). The equipment is adequate, diversified, and guaranteed to be of great quality. CENRes' lecturers and staff have access to the laboratories at all departments during the teaching, learning, and research process. CENRes' dedicated laboratories are invested from many different sources of capital, focusing on a variety of modern equipment [\(6.4.14\)](#). DEM is in direct charge of the Environmental and Climate Monitoring Laboratory [\(Appendix 7.1\)](#). CENRes has come up with successful plans in investing, exploiting, and developing the infrastructure and facility [\(0.17, 5.1.05\)](#) to meet the vision and mission of CTU. CENRes has an annual plan to repair, maintain, upgrade, and expand the facilities and equipment [\(7.1.05\)](#). The College is guaranteed to provide the necessary learning facilities and equipment to serve teaching and scientific research activities.

The learning materials from the LRC are adequate, meeting the needs of lecturers and students. Learning Resources Center (LRC) has 40,686 endogenous electronic documents and purchased access rights, 34 e-books as well as 42 purchased and free electronic databases buy and free [\(3.2.01\)](#). There are electronic libraries and electronic databases such as ProQuest Central with the number of 86,000; SpringerLink with 2,700; SpringerLink ebook with 1,000; Science Direct with 9,000,000; Ebrary with 130,000; Learning Resource Center with 50,000 (digital materials), Agora (FAO) of 1,900 (journals); Hinari (WHO) of 15,000; Scientific journals of CLUTE Institute of 15 journals; JSTOR of 1,000 journals; Multidisciplinary Digital Document Publication Institute (MDPI) of 70 journals; 10,000 journals from ARDI [\(3.3.05\)](#). At the end of 2021, the total number of books in LRC includes 144,831 labels from 314,473 books and 3,326 labels from 3,849 periodical journals [\(3.2.01\)](#). By August 2022, the endogenous information resources in the library system of CTU [\(7.1.06\)](#) increased significantly.

CENRes' Library is a part of CTU's library system and is under the management of the LRC. CENRes has a library with a wide variety of reference books, and learning materials as well as undergraduate, graduate, and doctoral theses to serve the learning and scientific research activities of students and staff [\(7.1.07\)](#). The library has a diverse source of documents and books from the departments as well as domestic and foreign cooperation programmes to meet the needs in learning and research of staff and students.

Besides, CTU also has a Learning Management System (LMS) [\(4.3.04\)](#). To use the LMS, lecturers, and students are provided with instructions on how to log in by the User Support Team [\(7.1.08\)](#). Through the LMS, students can register for courses, establish their study plans, view their grades, register for dormitory accommodation, rate their courses, etc. The LMS helps academic staff [\(5.2.04, 6.3.04\)](#) manage their courses, enter students' grades, teaching agenda, scientific research agenda, and community service agenda, and manage their workload; their achievements in scientific research and articles are updated into their scientific profile on CENRes' and CTU's systems. These integrated systems create favourable conditions for students and staff to fulfill their duties.

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

The total number of laboratories, computer labs, field practice stations, and practice workshops at CTU is 141 [\(Appendix 7.1\) \(7.1.01\)](#). CENRes in particular has 14 laboratories and 03 practice labs that excellently serve teaching and scientific research activities [\(Appendix 7.2, 6.4.14\)](#). Since December 2022, the practice labs and old labs at CENRes were moved to the new labs at RLC and some new labs were added as well in both RLC and ATL [\(Appendix 7.2\)](#). All of these rooms are equipped with the necessary devices to serve teaching

and learning activities. The laboratories and practice labs are appropriately assigned to each department in CENRes ([Appendix 7.2, 6.4.14](#)). Shared use of equipment between departments is allowed. In addition, the departments are also permitted to use mutual CTU as needed. Every year, the equipment is purchased, repaired, updated, and upgraded regularly ([7.2.01](#)) to meet the requirements of scientific research projects as well as for students to study and practice ([6.5.12](#)). CENRes has 03 computer labs with 60 computers in total. The Environmental and Climate Monitoring laboratory, in particular, is installed with 29 new computers in September 2022 ([Appendix 7.3](#)). The computers are maintained, updated, upgraded, and replaced regularly ([7.1.05, 7.2.01](#)).

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

CTU Learning Resource Center (LRC) is built on a land area of 7,560 m² and is the "central" library of CTU ([3.2.01](#)). LRC is located at Gate A, Campus II, which is the main Campus of CTU. This is a convenient location for students and staff. The technology-enhanced library's opening hours are from 7:00 to 21:00 from Monday to Saturday, and it physically closes on Sundays and public holidays ([7.3.01](#)). In addition, the 24/24 Book Return Box is available for readers to return borrowed materials. Readers can apply for an extension online ([7.3.02](#)), borrow documents online, and return them by post ([7.3.03](#)). The time limit for each borrowed document is 8 weeks for CTU's staff and employees, and 6 weeks for students ([7.3.03](#)). There are 10 reading rooms in LRC, with 1,000 seats and 296 computers ([3.2.01](#)). LRC is equipped with modern electronic devices, computer rooms, discussion rooms, multimedia rooms, conference rooms, a television system as well as other modern equipment, offering users a convenient and professional learning and working space ([6.4.11, 7.1.07](#)). There is also a relaxing space on Floor 1, which is suitable for discussions, self-studying sessions, and chess matches ([7.3.04](#)). Instructions on how to use the library system to look up documents are available in the form of PDF documents and videos ([7.3.02](#)). Introduction to the facilities and equipment as well as instructions on using the library system is provided to first-year students before the start of the semester ([7.3.05](#)). Users can also register for other free services ([7.3.04](#)) such as information searching skills training, troubleshooting problems, and sending inquiries about the LRC. Every year, LRC coordinates with book companies to organise CTU Book Festivals ([7.3.06](#)), creating opportunities for students and staff to access valuable book titles. Through those festivals, useful documents are added to CTU's library system. All materials as well as digital and electronic resources of all libraries and LRC are presented in detail in *Criterion 7.1*.

Aside from LRC, all Schools and Colleges have dedicated libraries ([7.1.07](#)). To serve users effectively, CENRes has promulgated regulations on document borrowing and returning, penalties, usage, and opening time based on those of LRC ([7.3.07](#)).

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

CTU has developed an action plan for the period 2020-2025 on promoting digital transformation to develop CTU to be a smart university using digital technology in teaching, training, scientific research, and services ([7.4.01](#)).

In the 2020-2021 academic year, the Rectorate Board implemented remote training mode ([3.2.03](#)) in the prevention of the Covid-19 pandemic. The lecturers made use of the Internet and suitable learning support tools for their courses. CTU and CENRes also prepared the facilities and online classrooms for the use of lecturers. The lecturers and students rated support activities by CTU from 69 to 93% ([Figure 7.1](#) and [Figure 7.2](#)). Information technology system, supporting online teaching with software such as Zoom, Google Meet, and Microsoft Teams. Instruction documents on installing and using the software are sent to each academic staff and student via email ([7.4.02](#)) and widely published on the website of CTU.

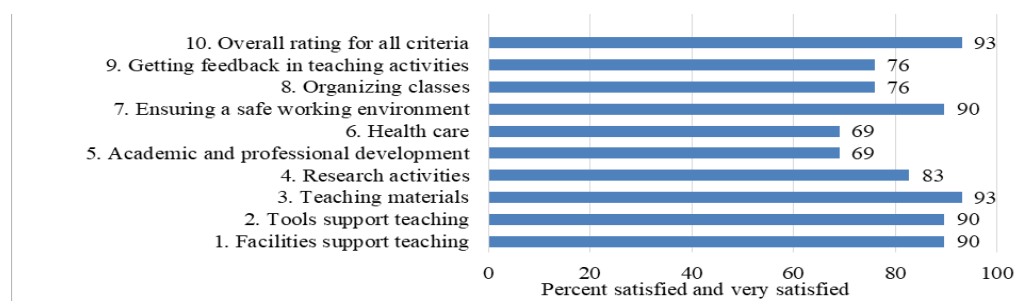


Figure 7.1 BEENRM lecturers' satisfaction rate on faculty and staff supporting activities in March 2023 (6.5.11)

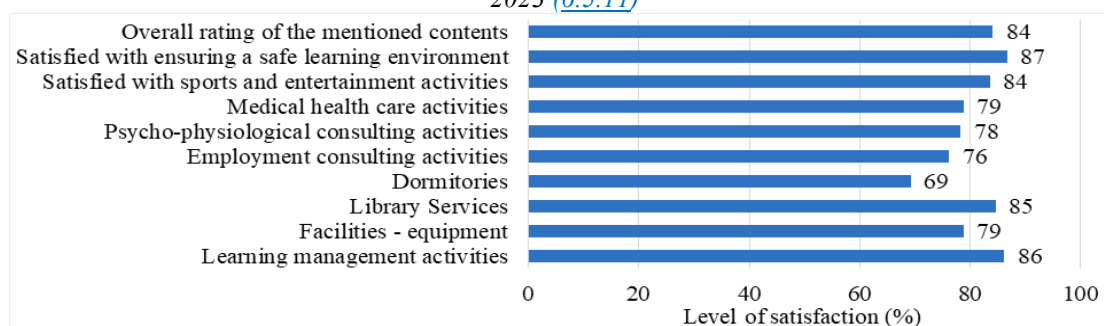


Figure 7.2 BEENRM students' satisfaction rate on student support activities in August 2022 (6.5.12)

2.7.5 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

The main campuses of CTU are covered with WiFi networks to create favourable conditions for the working and learning activities of staff and students (3.2.04). CTU has 3,206 computers in total, all of which are connected to LAN and has access to the Internet. There are 640 wireless access points all around the campus of CTU. All classrooms have access to the Internet. Each staff and student are provided with an email with the ctu.edu.vn domain, which is used for teaching, learning, and scientific research activities. In addition, 100% of the staff and students are provided with personal accounts to access the integrated information system and network services.

All floors and halls in CENRes are covered with the Wifi network (20 wifi boxes). CTU has 34 computer labs, while LRC in particular, has more than 296 computers (3.2.01). During the course registration process, all computers in LRC and public computers as well as the WiFi network is always ready for the use of students. Readers outside of CTU need to register for a reader card online or on-site at LRC (7.5.01). LRC also provides services such as organising seminars as well as national and international scientific conferences (7.5.02).

Aside from the LRC, CTU, and CENRes also deployed e-office software in administrative management for lecturers and staff, under Resolution 51-NQ/DU on developing CTU into a smart university (7.5.03, 7.5.04). Each staff and student are provided with a private account for access to relevant information. E-office software helps to quickly and efficiently publish and manage documents in all areas such as training, research, community service, and others.

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

Students can study in highly ventilated classrooms, a campus with numerous green trees for fresh air (6.4.15). The ornamental plants in CENRes are carefully and regularly cultivated to maintain a beautiful landscape (6.4.15). There are rooms and desks for students' self-study and group activities (6.4.15). The cleanliness in CENRes is always maintained by contract staff from cleaning service companies (7.6.01).

CTU provides students with facilities for physical training and recreational activities sports stadiums, volleyball courts, football fields, stages, and a big hall (the Turtle Hall) [\(3.2.01\)](#). CENRes in particular has built 02 volleyball courts, 01 table tennis for students and staff to improve their physical strength and health [\(7.1.04\)](#). Aside from healthcare support services and physical training activities, first-year students also undergo a health examination and receive health consultant services [\(6.4.02\)](#). Health care and mental consultant activities for students are regularly carried out by CTU's Clinic [\(7.6.02\)](#). All students have health insurance and are registered with digital social insurance using VssID [\(7.6.03\)](#). In addition, CTU regularly reminds and informs staff and students about the prevention of infectious diseases [\(7.6.04, 7.6.05\)](#).

The security of CENRes is always guaranteed with a full-time team of security guards [\(6.5.04\)](#); the lighting system is adequately installed. CTU has established a Fire Prevention and Fighting Steering Committee [\(7.6.06\)](#). The fire prevention and fighting system is installed and maintained regularly at CENRes. CENRes has a Fire Prevention and Fighting Team, which is concurrently held by the College's Security Team and 01 staff in charge of equipment management; each department has 01 staff working for this team [\(7.6.07\)](#). Fire prevention and fighting training sessions for staff are regularly organised by CTU and CENRes [\(7.6.08\)](#). CENRes has 20 large and small fire extinguishers and 01 fire extinguisher distributed evenly throughout the building's floors along the corridors, stairs, laboratory, and library with full accessories and protective clothing attached. The fire extinguishers are checked regularly to ensure they are always usable in case of a fire. Every year, CENRes's Youth Union cooperates with the Security Team [\(7.6.08\)](#) and the staff in charge of equipment management to organise fire prevention and fighting training sessions for students and staff. These sessions aim to provide basic skills such as giving first aid and handling situations in case of a fire alarm. CENRes also pays attention to food safety for students, therefore the cafeteria always ensures food safety and hygiene standards [\(7.6.09\)](#).

The infrastructure of CENRes has been improved in recent years, in which individuals with special needs are provided with separate toilets and separate entrances [\(7.6.10\)](#). Every year, CTU and CENRes organise tree planting activities on the occasion of the World Environment Day (June 5th) to create a beautiful and airy landscape on the campus [\(6.4.15, 7.6.11\)](#).

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

CTU has dormitories with about 10,000 beds and respective services for students such as meals and accommodation, helping students enjoy their studies with peace of mind. Recreational activities, cultural activities, arts, sports, and academic activities for students are also organised regularly [\(6.4.08, 6.4.09, 7.7.01\)](#).

Most students are kind and dynamic in helping one another in studying and daily life. The friendly lecturers help students overcome pressure in studying and communication. There are building favoured by students, such as cafeterias and gymnasiums. In addition, CTU also pays attention to consultant, support, and orientation activities for students to help them overcome psychological and health problems during their study time at the University [\(7.6.02\)](#).

Students also receive financial support, such as Scholarships and social assistance [\(7.7.02, 7.7.03\)](#); Encouragement for participation in scientific research projects [\(3.3.06, 3.3.07\)](#); Full financial support for students with difficult living conditions [\(7.7.04, 7.7.05\)](#); Awarding scholarships for students with excellent academic achievements [\(7.7.06\)](#) as well as international student exchange programmes [\(3.2.09\)](#). During the Covid-19 pandemic in 2021, CTU's Youth Union and organisations in the University coordinated to help students overcome the adversity by running a "Zero Dong Fair" [\(7.7.07\)](#).

BEENRM students and staff are provided with a green learning environment. Most of the roads in CTU's campuses and CENRes are covered with trees [\(6.4.15\)](#). There are large

lawns in the University such as the ones next to LRC and around Turtle Hall, where students can organise outdoor activities. At the end of the first semester of the first academic year, students take their National Defense and Security courses at the Can Tho University Center of National Defense Education (in Hoa An Commune, Phung Hiep District, Hau Giang Province). Most of the area of Hoa An campus is surrounded with the green Melaleuca forest. Besides, the weather in Can Tho is relatively pleasant and rarely affected by storms. Therefore, the students tend to feel more secure during their stay and study here.

2.7.8 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

CENRes has 01 Vice Dean specialising in facilities and 01 specialist who is a facility assistant to meet the needs of stakeholders. The facility assistants regularly attend training courses to improve their skills ([6.2.04](#), [6.2.07](#)). Every year, the support staff register for their plans of professional activities ([5.8.06](#)) for emulation titles ([5.3.01](#)). Their performance is assessed at the end of the academic year under the guidance of the MoET ([5.8.01](#)). The evaluation criteria are shown in the staff appraisal form of CTU ([7.8.01](#)). The results of the emulation title assessments are considered by the Emulation and Commendation Committee of CENRes ([5.5.04](#)). These results are used as the basis for CTU and CENRes to consider contract renewal. Besides, the appraisal of staff is also carried out during their working process through weekly reports ([7.8.02](#)) and work agendas for next week, which are sent to the Dean Board of CENRes. Every 2 weeks, CENRes and DEM hold a briefing meeting to re-evaluate the completed tasks and assign upcoming tasks ([7.8.03](#)). During meetings with the staff, the Party Committee, and the Labor Union at the College and University levels, it is determined that building and standardising staff is always the top priority in CTU's development strategy ([6.6.06](#), [7.8.04](#)).

CTU and CENRes always encourage and create favourable conditions for the staff to study and develop their professional competence inside and outside the University every year with the support of time and budget as specified in CTU's regulations on internal expenditure. Therefore, all Colleges, Schools, Departments, etc. funded by CTU to maintain those activities ([6.6.07](#), [6.6.08](#), [6.6.09](#), [6.6.10](#)). After completing the training courses, the staff is assigned to report on their participation in training by submitting their certificates to CTU ([6.2.07](#)), and at the same time report it in the year-end employee self-assessment form. The survey outcomes show that the lecturers and students were satisfied with the facilities of CENRes ([6.5.11](#), [6.5.12](#)).

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

All laboratories and practice labs have usage regulations ([6.2.06](#)) and are regularly inspected and supervised ([7.9.01](#)) to promptly handle any damage as well as purchase additional items to serve students' practice activities. Every year, CENRes makes an asset inventory report to plan for additional procurement to fully meet the needs of using laboratories, practice labs, and computer labs. CENRes's expenditure is always planned for small purchases and repairs ([6.6.07](#), [6.6.08](#), [6.6.09](#), [6.6.10](#)) ([Table 7.1](#)). As for the library in particular, lecturers are recommended to purchase additional documents and new books which are necessary for needs in training. These documents are supplemented into CENRes's library or the LRC on an annual basis; the textbooks and reference books compiled by the lecturers are also regularly added to LRC's materials ([7.9.02](#), [7.9.03](#)). In addition, LRC regularly purchases copyrights or applies for funding of electronic library resources to serve the needs of teaching and scientific research ([7.9.04](#)).

Table 7.1 CENRes's expenditure on facility improvement over the years (Unit: million Vietnam Dong)

Facilities upgrade expenditure	2018	2019	2020	2021	2022
The total budget allocated to CENRes by CTU	1,196.9	1,099.3	1,055.6	11,177.4	11,530.6
Budget spent on repairing the library, practice labs, laboratories, and computer labs of CENRes	80	100	150	180	273
Budget spent on dedicated assets procurement	23.8		14.6		65.4

2.8 CRITERION 8 - OUTPUT AND OUTCOMES

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

CTU has a student management and support system from University to College/School and Department level during the training process and after graduation. Right at the time of admission, each student is provided with a student code and an account to access information in the learning process on the LMS (4.3.04), through which they can monitor, manage and establish their own study plan. Student's learning process is closely monitored by many different Departments through the decentralisation of the management system at all levels, including the Department of Student Assistance, Department of Academic Affairs, Academic Assistant of CENRes, and Board of Directors of DEM (3.3.03, 5.6.08, 5.6.11). The training management units supervise and monitor the performance of each course, consider graduation, or send notices about academic warnings, to promptly provide appropriate solutions. Academic advisors are a channel to regularly and directly collect students' information through scheduled class meetings (6.3.06) and the LMS (6.3.04). An academic advisor is the one who directly helps the students understand CTU's regulations as well as monitors their learning process (3.3.03), offers advice and supports them in building their study plans (3.2.07, 6.4.01) and adjusting the plans each semester. The number of students who graduated and dropped out is updated on the LMS and CTU's website (6.3.04), making it convenient for monitoring students during the training duration. Decisions and lists of students receiving academic warnings (8.1.01), decisions on student name deletion (6.3.02), and graduation decisions (8.1.02) are also adequately and accurately updated periodically.

Every year, the pass rates, graduation rates, and dropout rates are determined and closely monitored under the Regulations on Academic Affairs (2.5.01). This is considered an important indicator to evaluate the learning outcomes from which to propose measures to improve and enhance the training quality.

The pass rate is an important criterion to evaluate the training outcomes and achievements of students. It is concluded from statistics that the graduation rate is 100% (excluding students who dropped out), in which the percentage of students graduating on and ahead of schedule of the last 5 cohorts is 95.2% (Table 8.1). These rates have shown that the design of the BEENRM programme, in terms of the study plan and study programme, is appropriate. This is a relatively high rate, in comparison with other study programmes of CTU (Table 8.2). The average graduation time of students is 4 years (3.5 - 4 years). The quality of BEENRM graduates is highly rated. As shown in statistics from Table 1.4 and Appendix 1.7, most BEENRM undergraduates achieved the PLOs with 100% ranking good and excellent (1.5.03) which was satisfying to employers (0.06). As compared to other study programmes of CTU, the pass rate of the BEENRM Programme is relatively appropriate (Table 8.2).

Table 8.1 Pass rate and dropout rate (within the last 5 cohorts)

Cohort	Total students (*/**)	(*) % graduated after			(**) % dropped out during			
		3 years	4 years	> 4 years	First year	Second year	Third year	Fourth year
2014 (C40)	107/118	0	96.3	3.7	3.4	2.5	0.0	0.9
2015 (C41)	104/110	0	93.3	6.7	0.0	2.4	0.8	0.0
2016 (C42)	65/76	0	96.9	3.1	1.3	1.3	4.0	4.0
2017 (C43)	54/59	0	96.3	3.7	0.0	1.7	5.1	1.7
2018 (C44)	85/92	0	91.8	8.2	0.0	3.3	3.3	1.1

Source: CENRes (2022)

(*) Based on the number of students who completed the study programme; (**) Based on the total admitted students

The dropout rate of BEENRM students in the last 5 cohorts fluctuates around 5.5% to 10.5%, with the tendency to decrease in the last 2 academic years and is currently at an acceptable threshold (about 7.8%) (Table 8.2). Comparison to other study programmes of CTU does not show much difference (Table 8.2). In general, the causes of dropping out are mostly transferring to another major, not submitting a high school diploma or an application for admission. To limit the dropout rates, it is necessary to strengthen the role of academic advisors in monitoring, finding out about, and understanding each student's circumstances. Through the LMS, students can check their academic performance and learning progress while academic advisors can view their students' study plans and grades (6.3.04). This is a basis for academic advisors to come up with appropriate adjustments for students (2.5.01, 8.1.03) so that the students can balance their workload and schedules for the most satisfying learning outcomes.

Table 8.2 Comparison of graduation rates and dropout rates in the last 5 academic years between the BEENRM and other study programmes of CTU

Major	Pass rate (%)			Dropout rate (%)
	On schedule	Behind schedule	Total	Average
BEENRM	94.9	5.1	100	7.8
AP1	87.1	2.6	89.7	3.2
AP2	81.5	9.2	91.1	8.5
AP3	61.8	9.8	71.6	8.7

Source: Summary from the SARs of other study programmes in 2022 AP1, AP2, AP3.

Another criterion that candidates usually consider when choosing a study programme is the average graduation duration. From Cohort 40-44 (2.7.02), the total credits of the BEENRM Programme are 140, thus the average graduation duration is 4 years (designed for a maximum duration of 8 years). In addition, the summer semesters create favourable conditions for students to speed up their training duration (2.5.01). Statistics from Table 8.1 shows that the percentage of students who graduated on schedule and ahead of schedule within the last 5 cohorts varies between 91.8-96.9%, in which the average graduation duration is around 3.5 to 4 years. This graduation duration is appropriate with the study plan designed for the BEENRM Programme (2.5.01, 3.2.07, 3.2.08). Since the number of required credits of the BEENRM Programme was increased (0.04, 1.3.01, 2.7.03), the average training duration has been 4.5 years (2.5.01) (designed for the longest duration of 9 years).

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

To increase the rate of access to information and employability after graduation, CTU established the Center for Student Consultancy and Startup (<https://scs.ctu.edu.vn/en/>) to support and advise students in relation to employment and starting a business (6.4.17). The Center sets up connections with enterprises through activities such as job fairs (6.4.04), sharing recruitment announcements on the website and social media (6.4.17, 8.2.01), organising seminars about capacity development and entrepreneurship (3.5.10, 3.6.01, 8.2.01), entrepreneur competitions (3.5.09), helping students strengthen their job-seeking skills, etc.

Graduates' employability rate is an important indicator that determines the quality of a study programme. Recognising the importance of this indicator, QMC and CENRes organise annual surveys to measure the achievement of the PLOs (0.05, 0.20, 1.5.01). The results of surveys with stakeholders are recorded and analysed by CENRes to suggest solutions for the improvement of the study programmes (1.4.02), and at the same time, report to CTU (6.2.03, 6.5.12).

The survey results in Table 8.3 shows that the employability rate of BEENRM graduated students tends to increase in the last 5 years (0.05). In the 2019-2021 period, the employability rate of students within 1 year after graduation is approximate 90%, which

demonstrates that the study programme has been improved to meet the requirements of the labour market.

Table 8.3 Employability rate (%) of BEENRM graduates within 1 year after graduation

Graduation year	Graduated student	Survey participant	% Pursuit further training (Master's programme)	% Total employed	%Self-employed	%Unemployed
2018	61	54	1.9	75.9	7.4	24.1
2019	105	81	7.4	91.4	8.6	8.6
2020	99	98	4.1	96.9	1.0	3.1
2021	139	136	2.2	97.1	2.2	2.9
2022*	54	54	7.4	96.3	7.4	3.7

Source: CENRes (2018 -2022)

Since 2019, QMC and CENRes have collected information on students' employability and incomes (0.05). The survey outcomes show that most graduated students are employed within 03 to 06 months after graduation (Figure 8.1). Furthermore, there are some cases of students being employed before their graduation. This is a positive sign that the employability of BEENRM graduated students is relatively high.

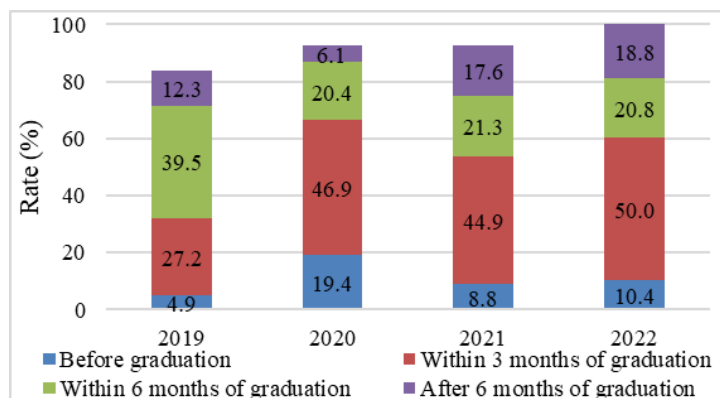


Figure 8.1 Graduates' employability rate in 2019 - 2022

The employability rate of BEENRM graduates is increasing every year, yet the number of self-employment and entrepreneurs is still at a modest level. In most cases, self-employed students start their own business, which is irrelevant to their study programme. The rate of students pursuing further training also fluctuates (Table 8.3), which usually depends on students' financial capacity and regulations regarded the entrance standards due to special conditions from the difficulties of the Covid-19 pandemic, the number of students pursuing post-graduate training decreased in 2020 and 2021. Adjustments in CTU's Admission Scheme of Post-Graduate Programme (3.3.08, 8.2.02) have attracted a number of alumni and freshly graduated students (3.3.08, 3.4.03, 8.2.03).

2.8.3 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

CTU has issued regulations on the working regimes for lecturers, including regulations on standard hours for scientific research as well as the working procedure at CTU (3.1.01, 5.6.08, 5.6.11). In addition, CTU has a number of policies to encourage academic staff to participate in scientific research such as financial support, training courses, and scientific seminars in the country and abroad (5.6.03, 5.6.04, 5.7.01, 5.7.02, 5.7.03). The formats and amount of scientific research carried out by staff and students are archived and managed by the scientific management system of CTU which makes it convenient for statistics report, assessment and improvement (3.3.06, 3.3.07, 3.5.04, 8.3.01). The comparison of changes in the quantity and quality of research activities at CENRes and DEM are reported annually for benchmarking, from which new goals are set for the improvement of scientific research activities in the upcoming years (0.17).

Table 8.4 Formats and quantity of scientific research

Academic year	Types of publication				Total	No. of Publication per Academic Staff
	Institutional	National	Regional	International		
2018	6	0	0	11	17	0.3
2019	11	1	0	4	16	0.3
2020	3	1	0	4	8	0.2
2021	17	0	0	5	22	0.5
2022	9	0	0	4	13	0.3

Source: CENRes (2018 -2022)

In the 2018-2022 period, staff of CENRes annually published 93 and 85 scientific papers in international and national journals, respectively. The averagely yearly numbers of ISI/Scopus indexed journals were approximate 36 papers ([Appendix 0.1](#)). Lecturers of DEM published average 4.8 papers per year ([Appendix 0.1](#)). Scientific research activities are very important in the teaching (lecturers) and learning (students) process. For lecturers, scientific research activities aim to approach practice and develop research, applied to teaching, life and production. For students, these activities help them practice their self-study and self-research skills. Scientific research activities are carried out under regulations on scientific and technical management of CTU ([3.1.01](#)). It is encouraging to stimulate collaboration and field research at the localities, organising research activities for groups of students, and help students approach scientific research with thorough planning. In addition, CTU, CENRes, and DEM usually organise seminars and training workshops on essential skills for science to enhance lecturers' and students' research capacity ([8.3.02](#), [8.3.03](#), [8.3.04](#)). At the same time, there are also annual conferences where students can exchange their experiences and present the outcomes of their scientific research projects ([8.3.05](#)).

In recent years, students have had opportunities to take part in scientific research along with their lecturers through projects (chaired by lecturers) at University, MoET, State, and International levels ([8.3.06](#)). Besides, students' scientific research activities are also encouraged as students can propose a university level scientific research project ([3.3.06](#)). [Table 8.5](#) shows that the number of scientific research projects by CENRes's students is around 18.2 projects/year in the last 5 years. The number of BEENRM students' scientific research projects in the last 3 years has decreased ([Appendix 8.1](#)) due to Covid-19 pandemic. However, the number of student's scientific research registration has dramatically increased in 2023 ([8.3.02](#)).

Table 8.5 Statistics on the scientific research by CENRes students in the period of 2018-2022

Year	Total scientific research topics		Allocated budget (million Vietnam dong)	
	CENRes	BEENRM	CENRes	BEENRM
2018	23	6	285.5	77.5
2019	25	5	353.725	75
2020	11	1	156.75	14.25
2021	19	1	280	15
2022	13	1	194.8	14.8
Average	18.2	2.2	254.155	39.31

Source: Summary from decisions approving University-level scientific research topics of students in the 2018 – 2022

[Appendix 8.1](#) summarises scientific research projects by CENRes's students and lecturers. It can be seen that the number of students' research projects is around 2.2 projects/year. The average allocation for this activity is about 15.7% for CENRes ([Appendix 8.2](#)). In addition to scientific research topics by students, DEM creates favourable conditions for students to approach practical research by linking scientific research topics with graduation theses and lecturers' projects at all levels. Specifically, in the period 2018-2022, there were more than 100 student theses conducted as “output products” of domestic and foreign scientific research projects by DEM's lecturers ([8.3.06](#)). With a relatively stable

number of annual local cooperation topics, this is an advantage for BEENRM students to have many opportunities to put their knowledge into practice.

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

Recording and monitoring students' achievement of the PLOs are identified as an important task by CTU (0.20) in the improvement of study programmes (1.1.03). The data are collected and archived by relevant Units. These data are always available for CENRes. Surveys with students under graduation consideration (1.1.05) play an important role in collecting their feedback about the study programme. The survey outcomes show that most students rated satisfied and very satisfied (> 96%) about the program. In addition, the feedback from students about the courses after each semester (0.20) lay a foundation for DEM's Board of Directors and lecturers to adjust, develop lecture content, and improve their teaching activities (1.1.03). Table 4.2 and Table 4.3 show that in the last 5 years, students' satisfaction rate with the content, format and results of the subject assessment is relatively high (>87%).

Furthermore, students' academic performance in each course and the whole curriculum should be considered to measure the achievement of the PLOs. Some of the courses described in Criterion 4, such as internships at agencies and enterprises out of CTU, and graduation theses, can express the professional competence and skills of students during the learning process. The application of various evaluation formats throughout the learning process helps to evaluate students more comprehensively in terms of knowledge, skills, and attitudes based on the PLOs, therefore motivating students to constantly strive for the better to achieve the PLOs upon graduation.

Currently, the curriculum has been adjusted with an increase in practice and soft skills courses (Appendix 2.2) (2.7.03, 0.04), contributing to students' development of professional capacity, individual working skills, maturity, and confidence. Since 2019, CTU has been receiving feedback about the adaptability of the curriculum in terms of knowledge and skills for students one year after graduation. The foreign language and IT skills of BEENRM students are evaluated to be quite responsive to the job in the period of 2019-2022 (0.05). Besides, the satisfaction rates on students' adaptability and soft skills also increase, from approximately 50% in 2019 to 96% in 2021 and 2022 (Figure 8.2a-c). Surveys with employers about BEENRM graduated students show that the quality of BEENRM meets the requirements of their jobs (0.06).

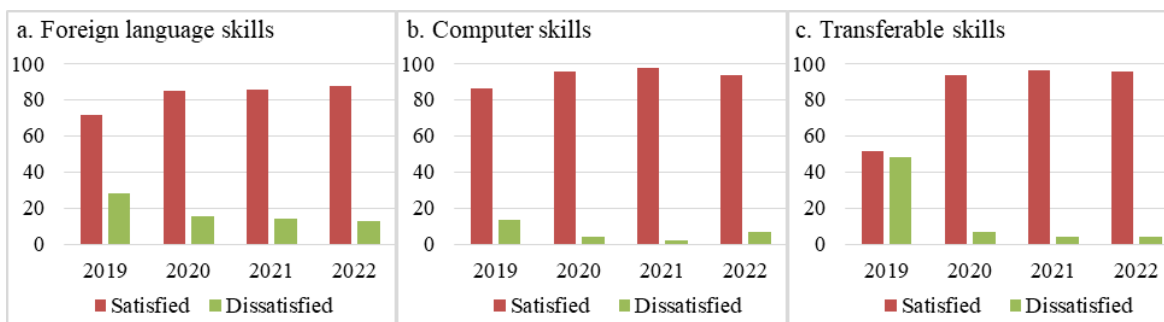


Figure 8.2 Satisfaction rates on skills of students after one year graduation

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

The satisfaction level of stakeholders is important in the evaluation of training quality. A feedback collection system for stakeholders' satisfaction level is required. Collected data are processed and used as the foundation for the improvement of the curriculum. CTU plans to collect feedback from stakeholders to adjust the study programmes in a way that satisfies the practical needs (0.20). Graduates' quality is evaluated based on surveys with students (1.1.05), employers (1.1.06), alumni (1.1.07) and lecturers (1.1.09) about the study programme and CTU's support services (6.2.03, 6.5.10). Feedback collection with

stakeholders is carried out through questionnaires sent to them directly and online ([3.3.09](#), [8.5.01](#)).

Every year, students meet with the Dean Board of CENRes ([8.5.02](#)), and the Rector ([8.5.03](#)) to share their opinions and receive feedback and answers to their inquiries. The feedback collection questionnaires about stakeholders' levels of satisfaction with the study programme and CTU's support services and activities include the quality and practical application of the study programme through students' adaptability at work; Self-assessment of students on their ability and skills to apply learned knowledge into scientific research and work management; Students' opinions about the practicality of the study programme, as well as CTU's support services activities. The procedure of a survey with stakeholders is described in detail in [Figure 8.3](#).

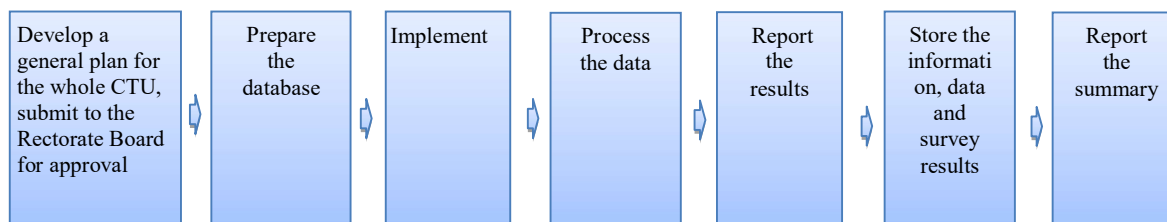


Figure 8.3 The process for collecting the stakeholders' feedback

Survey outcomes show that students and lecturers are satisfied with CTU's support activities and services ([6.5.11](#), [6.5.12](#)) ([Figure 7.1](#), [Figure 7.2](#)) in which, library services, sports activities, and a safe learning environment are items with the highest rates (satisfied and very satisfied). However, dormitories and career counseling activities are aspects that need to be improved in the future ([Table 6.7](#)). This is the basis for CTU to take notes and come up with adjustments and improvements for the benefit of students, employees and staff ([Table 6.8](#)).

In addition, the survey outcomes in ([Appendix 1.7](#)) prove that the satisfaction level of employers with BEENRM graduated students' competence and skills is mostly positive, 5.3% rated average, 68.4% rated satisfied and 26.3% rated very satisfied. There is no unsatisfied rating. The computer skills meet the requirements of their jobs (rated average and above). Alumni's professional capacity, compliance with rules and regulations, sense of responsibility was assessed as satisfied and very satisfied. The other skills were rated from average to very satisfied. It was found that foreign language skill is the area that needs to be improved since it rated average by 68.4%. The employers' satisfaction levels towards the BEENRM programme were 63.2% and 36.8% rated satisfied and very satisfied, respectively ([Table 1.8](#)). Furthermore, the outcomes of surveys with stakeholders demonstrated that employees, alumni, lecturers and students are satisfied with the study programme and CTU's support services ([Figure 8.4](#), [Figure 8.5](#), [Figure 8.6](#)). The feedbacks demonstrated the study programme is gradually meeting the needs of the labour markets in terms of employees' competence.

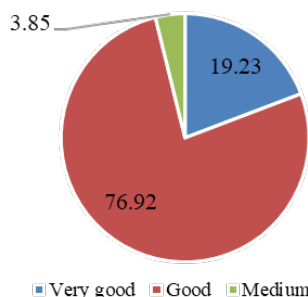


Figure 8.4 General feedback of employers about the quality of BEENRM graduates

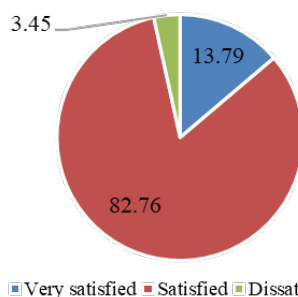


Figure 8.5 Employers' satisfaction level with the BEENRM Programme

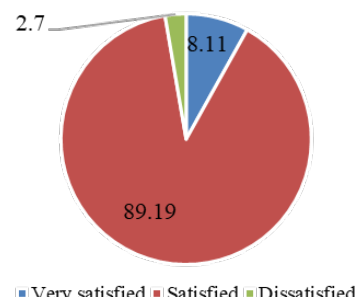


Figure 8.6 Results of the survey with lecturers about support services

PART 3. STRENGTHS AND WEAKNESSES ANALYSIS AND QUALITY ENHANCEMENT PLAN

3.1 STRENGTHS AND WEAKNESSES ANALYSIS AND QUALITY ENHANCEMENT PLAN

3.1.1 Criterion 1

Self-assessment results	Quality enhancement plan
<i>Strengths</i>	
The PLOs are designed and modified on a clear basis, in alignment with the vision and mission of CTU and CENRes, as well as the objectives of Vietnam's Law on Higher Education, while satisfying the needs of stakeholders including as employers, alumni, and staff. Furthermore, it has referred to Vietnam's Qualifications Framework as well as similar programmes in the field inside and outside Vietnam.	DEM benchmarks the PLOs with those of other programmes in the same field provided by AUN-QA member universities
The PLOs are designed in alignment with the vision and missions of CTU and CENRes, refer to similar programmes in the field inside and outside Vietnam as well as to VQF and Vietnam's Law on Higher Education; the procedures of designing and improving PLOs have included stakeholders' feedback.	CENREs and DEM improve the PLOs to meet new requirements by the Government, CTU and stakeholders
These PLOs are widely communicated to all stakeholders via various channels including the websites of CTU, CENRes, and DEM.	The programme facilitates its stakeholders to provide timely feedback in order to improve training quality and better meet the needs of society.
<i>Weaknesses</i>	
A set of tools for assessing students' levels of achievement of PLOs upon their graduation has not been designed.	CTU, CENRes and DEM will design a toolkit to assess the achievement levels of PLOs of students upon graduation.

3.1.2 Criterion 2

Self-assessment results	Quality enhancement plan
<i>Strengths</i>	
BEENRM programme is scientifically structured to ensure the balance of knowledge blocks, with its courses being properly sequenced from basic to intermediate to specialised levels and integrated.	DEM will continue to review the content of fundamental and specialised knowledge blocks toward societal and technological advance as well as international integration.
The design of the study programme and curriculum has the contribution of the stakeholders, especially external ones. The study programme and curriculum are regularly updated based on new advances in environment and natural resources, local socio-economic issues, and the requirements of the labour market.	DEM will take stakeholders' feedback for curriculum revision to ensure students' PLO achievement and graduate's better adaptability to employers' requirements.
The BEENRM specification and all course outlines are shown to be adequate, up-to-date, available, and easy to access.	DEM will enhance communicating the programme specification and course outlines to all stakeholders via several channels such as websites, zalo, facebook.
<i>Weaknesses</i>	
The curriculum has few elective courses, impeding students' selection of minors.	CTU, CENRes and DEM will consider adding more elective courses to meet the

	stakeholders' feedbacks and and the social, economic, scientific, and technological development.
--	--

3.1.3 Criterion 3

Self-assessment results	Quality enhancement plan
Strengths	
Teaching objectives and T&L strategies are communicated to stakeholders.	CTU, CENRes, DEM will continue to keep in touch with stakeholders to update goals, teaching and learning methods. DEM works with teaching staff to revise teaching objectives and/or T&L activities.
The curriculum design is aligned with the performance of the course content and teaching methods and up-to-date to facilitate students' active learning, creativity, and responsibility. Students actively make their study plans, a roadmap to knowledge acquisition, and graduation time.	
Weaknesses	
Classrooms with a large number of students make it difficult to deploy a variety of active learning activities	CTU reduces the number of students in the classroom or DEM organizes extra-curricular academic activities to enhance active learning activities
Specialized courses are arranged in common with other disciplines, making it difficult to teach in-depth knowledge of natural resource and environmental management.	CTU, CENRes, DEM arrange for students to register for courses according to each major.
Explicit teaching and lecture are still common in almost all courses.	CTU and CENREs should train teaching staff in active teaching methods, student-centered, and flipped classroom methods so that they can apply them in the class. Most CENREs teaching staff are more tailored to technical/ knowledge transfer and less emphasis on students' learning styles and teach in a way that matches learners' learning styles.

3.1.4 Criterion 4

Self-assessment results	Quality enhancement plan
Strengths	
The system of regulations and guidelines on student assessment is quite complete, updated and communicated to students and stakeholders facilitating consistent implementation throughout the university and ensuring fairness and transparency in assessment.	CTU will continue to review and update the system of regulations, guidelines, and especially regulations on student assessment.
Lecturers use various assessment methods suiting the course content, PLOs, and teaching and learning objectives. The assessment methods are communicated to students in several forms to help them actively study.	CTU, CENRea, DEM continue to collect feedbacks from students and stakeholders on the assessment methods to adjust and update under the PLOs, teaching and learning objectives, and the needs of the labour market. DEM will review and improve the effectiveness of using rubrics in the programme.
Assessment is done throughout the learning	CTU, CENRes, DEM continue to review and

Self-assessment results	Quality enhancement plan
process and there is a specific schedule to help students actively study as well as the assessment results reflect the students' competencies more accurately. The inspection and assessment process is organised under the strict supervision of CTU and CENRes, ensuring seriousness and fairness.	complete the process of organising the final exam and the monitoring of the exam questions - exam organisation – exam scoring.
Weaknesses	
There are no common rubrics for assessing students' skills.	DEM will design rubrics applied to the courses in the training program.

3.1.5 Criterion 5

Self-Assessment Results	Quality enhancement plan
Strengths	
There is a complete and clear system of legal documents of planning, appointment, assignment, and promotion of the academic staff of CENRes.	CTU and CENRes continue to collect feedbacks from academic staff regarding planning, appointment, assignment, and promotion.
All academic staff are at the postgraduate level.	CTU and CENRes will continue to increase the percentage of lecturers with doctoral levels.
Lecturers participating in teaching in the curriculum have strengths in scientific research, domestic and foreign cooperation.	CTU, CENRes, DEM will continue to promote scientific research and collaborations.
Weaknesses	
A small number of lecturers of CENRes have not yet achieved the professional development progress under CTU's regulations for several different reasons.	CTU, CENRes, DEM will support and facilitate the achievement of professional development process.
Recruiting young lecturers has not been well-planned.	CTU, CENRes, DEM will plan to recruit young successor lecturers.

3.1.6 Criterion 6

Self-assessment results	Quality enhancement plan
Strengths	
CTU has clear and transparent admission policies under the MoET's regulations.	CTU, CENRes, DEM continue to publish the policies, criteria, and procedure of student admission on the mass media and other formats.
CTU has an adequate system for student progress, academic performance, and workload monitoring. Students are sufficiently supported in learning and developing skills.	CTU will continue to improve the student learning management system and diversify extracurricular activities to help students develop holistically.
CTU constantly improves the quality of student support services.	CTU and CENRes will annually survey students' opinions to serve as a basis for planning procurement, maintenance and repair of equipment for student support services.
Weaknesses	
There are still limitations in the organisation of training activities for support staff.	CTU and CENRes will plan for the support staff to participate in training essential skills.

Pavement for disabled people is still limited.	CTU and CENRes will allocate funds to built pavement to support disabilities.
--	---

3.1.7 Criterion 7

Self-assessment results	Quality enhancement plan
Strengths	
The facility and equipment of CTU and CENRes are adequate, up-to-date, and regularly upgraded to excellently serve the teaching, learning, and scientific research activities of staff and students.	CTU and CENRes continuously upgrade the equipment and facility.
CTU and LRC provide adequate learning resources for the needs of students and staff.	CTU and LRC regularly update the library resources to meet teaching, learning and research needs.
Weaknesses	
There are no 24/7 self-study areas.	CTU and CENRes can make use of some outdoor self-study areas.

3.1.8 Criterion 8

Self-assessment results	Quality enhancement plan
Strengths	
The employability rate of graduated students from BEENRM is high and meet the demands of employers.	DEM continues collecting feedbacks from stakeholders's needs to improve teaching and learning activities.
Students graduate on schedule, with good or better results.	DEM and academic advisors continue to monitor students' study plans to ensure academic progress.
Weaknesses	
The number of students leading scientific research topics is still limited.	CTU allocates additional funds for scientific research for students.
Some feedback from the employers indicates that BEENRM should aim to improve students' foreign language proficiency and soft skills, suggesting that there should be improvements in PLOs related to foreign languages and soft skills.	CENRes and DEM will assign lecturers to teach specialized English for natural resource and environmental management. DEM will develop a toolkit to assess students' soft skills and apply them to the courses in the BEENRM program.

3.2 SEFL-RATING FOR AUN-QA ASSESSMENT AT PROGRAMME LEVEL

	Criteria	1	2	3	4	5	6	7
1	Expected Learning Outcomes							
1.1	The programme shows that the expected learning outcomes are appropriately formulated under an established learning taxonomy, and aligned to the vision and mission of the university and are known to all stakeholders.					X		
1.2	The programme shows that the expected learning outcomes for all courses are appropriately formulated and aligned to the expected learning outcomes of the programme.					X		
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, teambuilding skills, etc) and subject-specific outcomes (related to knowledge and skills of the study discipline).					X		
1.4	The programme shows that the requirements of the stakeholders, especially the external stakeholders, are gathered and reflected in the expected learning outcomes.				X			
1.5	The programme shows that the expected learning outcomes are achieved by the students by the time they graduate.				X			
	Overall opinion					X		
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 stakeholders					X		
2.2	The design of the curriculum is shown to be constructively aligned with achieving the expected.					X		
2.3	The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders.					X		
2.4	The contribution made by each course in achieving the expected learning outcomes is shown to be clear.					X		
2.5	The curriculum shows that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.					X		
2.6	The curriculum have option(s) for students to pursue major and/or minor specialisations.				X			
2.7	The programme show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to the industry.					X		
	Overall opinion					X		
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.				X			
3.2	The teaching and learning activities are shown to allow students to participate responsibly in the learning process.					X		
3.3	The teaching and learning activities are shown to involve active learning by the students.					X		
3.4	The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment to life-long learning (e.g., commitment to					X		

	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.				x		
3.6	The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of the industry and are aligned with the expected learning outcomes.					x	
	Overall opinion					x	
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 teaching and learning objectives.					x	
4.2	The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.					x	
4.3	The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.					x	
4.4	The assessment methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.					x	
4.5	The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses.				x		
4.6	Feedback on student assessment is shown to be provided promptly.					x	
4.7	The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of the industry and alignment with the expected learning outcomes.				x		
	Overall opinion					x	
5	Academic Staff						
5.1	The programme shows that academic staff planning (including succession, promotion, redeployment, 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.					x	
5.2	The programme shows that staff workload is measured and monitored to improve the quality of education, research, and service.					x	
5.3	The programme shows that the competencies of the academic staff are determined, evaluated, and communicated.					x	
5.4	The programme shows that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.					x	

5.5	The programme shows that promotion of the academic staff is based on a merit system that accounts for teaching, research, and service.					x		
5.6	The programme shows that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood.				x			
5.7	The programme shows 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.					x		
5.8	The programme shows that performance management including reward and recognition is implemented to assess academic staff teaching and research quality.					x		
	Overall opinion					x		
6	Student Support Services							
6.1	The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published, and up-to-date.					x		
6.2	Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service.				x			
6.3	An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary.					x		
6.4	Co-curricular activities, student competitions, and other student support services are shown to be available to improve the learning experience and employability.					x		
6.5	The competencies of the support staff rendering student services are shown to be identified for recruitment and deployment. These competencies are shown to be evaluated to ensure their continued relevance to stakeholders' needs. Roles and relationships are shown to be well defined to ensure smooth delivery of the services.					x		
6.6	Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.				x			
	Overall opinion					x		
7	Facilities and Infrastructure							
7.1	The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.					x		
7.2	The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.					x		
7.3	A digital library is shown to be set -up, in keeping with progress in information and communication technology.					x		
7.4	The information technology systems are shown to be set up to meet the needs of staff and students.					x		
7.5	The university is shown to provide a highly accessible					x		

	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.				x		
7.7	The university is shown to provide a physical, social, and psychological environment that is conducive to education, research, and personal well-being.					x	
7.8	The competencies of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs.				x		
7.9	The quality of the facilities (library, laboratory, IT, and student services) are shown to subject to evaluation and enhancement.					x	
	Overall opinion					x	
8	Output and Outcomes						
8.1	The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.					x	
8.2	Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.					x	
8.3	Research and creative work output and activities carried out by the academic staff and students are shown to be established, monitored, and benchmarked for improvement.				x		
8.4	Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.				x		
8.5	The satisfaction levels of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.					x	
	Overall opinion					x	

PART 4. APPENDICES

4.1 APPENDIX 0.1

Number of publications

Types of journals	2018	2019	2020	2021	2022	Total	Mean
Domestic	36	74	100	147	106	463	93
International	98	46	46	99	136	425	85
Total publications by year	134	120	146	246	242	888	178
ISI/Scopus indexed	10	10	21	50	88	179	35.8
Publication per lecturer by year	2.6	2.4	2.9	4.9	5.0		3.6

Publishing rate of DEM lecturers /CENRes

Types of journals	2018	2019	2020	2021	2022	Mean
Domestic	1.0	6.8	20	15.6	8.3	10.4
International	13.9	13.0	45.7	40.4	44.6	31.5

Publishing rate of DEM lecturers in the period 2018 - 2022

	2018		2019		2020		2021		2022		Mean	
Types of journals	Domestic	International	Domestic	International	Domestic	International	Domestic	International	Domestic	International	Domestic	International
Number of publications	1	5	5	6	20	21	23	40	9	62	11.6	26.8
Publication per lecturer (8 lecturers since 2018)	0.1	0.6	0.6	0.8	2.5	2.6	2.9	5.0	1.1	7.8	1.5	3.4
Publication per lecturer by year	0.8		1.4		5.1		7.9		8.9		4.8	

4.2 APPENDIX 1.1 - BENCHMARKING BEENRM PROGRAMME WITH OTHERS IN VIETNAM AND OVERSEAS

No.	Contents	Can Tho University	Ho Chi Minh City University of Technology	Ho Chi Minh City University of Natural Resources and Environment	University of Science and Technology of Southern Philippines	Mahidol University
1	Programme educational objectives	<p>PEO1. Equip students with knowledge of political science, national defence, law, social and natural sciences, foreign language, basic information technology and physical education as stated in existing regulations.</p> <p>PEO2. Equip students with professional knowledge and capacity for environmental management and sustainable use of natural resources;</p> <p>PEO3. Equip students with the necessary skills to solve practical problems related to the field of environment and natural resources management;</p> <p>PEO4. Train students to have professional ethics, a sense of community service, innovation, creativity, and lifelong learning</p>	<p>PEO1. Master and know how to apply professional knowledge in management and technology in the field of natural resources and the environment to address real-world and specialised research requirements.</p> <p>PEO2. Master practical analysis and evaluation skills; be able to solve real-world environmental and resource problems using feasible, effective, and sustainable approaches and solutions.</p> <p>PEO3. Be able to work independently, have scientific working methods, and develop skills of communication, groupwork, and self-study to pursue higher education after graduation.</p> <p>PEO4. Have the proper professional ethics, identifying the significant changing trends in the business and social context. Know</p>	<p>PEO1: Have basic knowledge about Marxism - Leninism, Ho Chi Minh's thought, the history of the Communist Party of Vietnam, and general law suitable to the field of training;</p> <p>PEO2: Have basic knowledge of natural sciences to meet the requirements of Natural Resources and Environment Management;</p> <p>PEO3: Have solid fundamental and professional knowledge in theory and practice, skills to work independently, creatively and ability to solve problems related to the field of Natural Resources and Environment Management;</p> <p>PEO4: Have IT skills using office software, information technology, and professional software; English listening, speaking, reading, and writing skills in communicating, studying, researching, and working; Reasoning skills, logical thinking, problem analysis, and evaluation to meet the needs of independent and group work;</p> <p>PEO5: Have good political and moral qualities, a sense of discipline, professional ethics, and civic responsibility; be in good health, have a diligent, progressive, dynamic, and service-minded attitude towards work and lifelong learning.</p>	<p>Bachelor of Science in Environmental Science has two majors/specialization namely, Environmental Management and Technology, (EMT) and Natural Resource Management (NRM) as it recognizes the critical role of our graduates, for the effective management of the environment, aim at minimizing and preventing pollution, and the application of technological solutions and at the same time, promoting for the wise utilization of our natural resources for the next generation to enjoy. The graduates of this program are expected to generate and contribute to science-based</p>	<p>PEO1. To provide comprehensive knowledge and skills in environmental science by international standards</p> <p>PEO2. To provide a laboratory/field environment and operating tools/software from a wide variety of disciplines</p> <p>PEO3. To provide independent scientific and technical research on environmental issues</p> <p>PEO4. To provide students an opportunity for entrepreneurship or to conduct research independently</p> <p>PEO5. To formulate and implement solutions to</p>

			current political, social, and legal issues in the world and Vietnam. PEO5. Be able to use English to serve well for study and research in the field of natural resources and environment, and communication requirements in professional activities		policies, natural resource management strategies and technology solutions in both fields of specialization. They will be trained to provide innovative measures and strategies to protect and sustain our environmental conditions at the different regions of sphere in order to increase productivity, and sustainability of our natural resources and to promote equitability of these resources for the present and future generations.	problems of sustainable development, through the use of analytical skills and theoretical knowledge PEO6. To adapt to change and be lifelong learning.
2	Expected Learning Outcomes	PLO1. Master basic knowledge of political science, social science, and law; physical education; national security; policies for the socio-economic development of Vietnam. PLO2. Demonstrate good application of basic knowledge of social and natural sciences. PLO3. Demonstrate good application of basic knowledge of information and foreign language (equivalent to level 3/6 according to the six-level	PLO1. Be able to apply the knowledge of mathematics, science, and technology PLO2. Have the ability to design and conduct experiments, as well as analyze and interpret data. PLO3. Have the ability to design a system, component, or process to meet social needs. PLO4. Have the ability to	PLO1: Apply systematically the basic knowledge of political theory, and knowledge of nature and society to identify and solve issues related to the protection of the environment and natural resources. PLO2: Apply knowledge of natural sciences and foundational knowledge in learning specialised courses, research, and professional work. PLO3: Apply foundational knowledge and specialised knowledge to assess the current status, rules, forecast impacts, trends, and consequences on natural resources and the environment.	PLO1. Demonstrate broad and coherent knowledge and understanding of environmental science concepts and principles in the fields of natural resource management PLO2. Apply appropriate and standard laboratory field procedures and	PLO1. Critical Thinking: demonstrate critical thinking skills concerning environmental sciences. PLO2. Communication: demonstrate knowledge and application of communication skills and the

	<p>The framework of Reference for Foreign Language in effect in Vietnam)</p> <p>PLO4. Master the knowledge related to tools in the environment and natural resources management;</p> <p>PLO5. Demonstrate good application of basic professional knowledge in the field of environment and natural resources management;</p> <p>PLO6. Demonstrate the ability to systematise statistics and scientific research methods for professional application and research;</p> <p>PLO7. Demonstrate the ability to analyse and evaluate problems and solutions in the field of environment.</p> <p>PLO8. Demonstrate the ability to analyse and evaluate problems and solutions in the field of natural resources.</p> <p>PLO9. Demonstrate the ability to develop and propose solutions for sustainable management and development of the environment and natural resources.</p> <p>PLO10. Use tools for the environment and natural resources management proficiently</p> <p>PLO11. Evaluate and solve problems arising in reality in the field of environment and natural resources.</p>	<p>operate and cooperate in multidisciplinary communities</p> <p>PLO5. Have the ability to recognise, express and solve management and technological problems.</p> <p>PLO6. Know professional ethical values.</p> <p>PLO7. Have the ability to express, present, and communicate effectively.</p> <p>PLO8. Be equipped with broad enough knowledge to understand the impact of engineering solutions in the global economic, environmental, and social context.</p> <p>PLO9. Have awareness of the need and ability to self-study and self-study.</p> <p>PLO10. Know contemporary and global social and environmental issues.</p> <p>PLO11. Have the ability to use current techniques, skills, and tools in practice.</p>	<p>PLO4: Apply knowledge of waste treatment and pollution control techniques, and exploitation techniques to use resources to minimize impacts on the environment and resources, towards sustainable development and adaptation to climate change for the benefit of the locality and business.</p> <p>PLO5: Apply knowledge of laws, sub-law documents, standards, and regulations of the State and tools for environmental management and resource management in work.</p> <p>PLO6. use information technology and foreign languages fluently for study and work and meet the skill standards for graduation:</p> <p>English competence meets one of the following requirements with a minimum score:</p> <ul style="list-style-type: none"> - Institutional TOEIC certificate (issued by the University of Natural Resources and Environment of Ho Chi Minh City) 450; - Valid international certificates: TOEIC 450, TOEFL PBT 450, TOEFL CBT 133, TOEFL iBT 45, IELTS 4.5. - Certificate B1 (equivalent to level 3/6 according to the 6-level VSTEP in Circular No. 01/2014/TT-BGDĐT dated January 24, 2014 of MoET). <p>Information Technology:</p> <ul style="list-style-type: none"> - Certificate of basic or advanced information technology application (issued by units licensed by the MoET and the Ministry of Information and Communications under Joint Circular No. 17/2016/TTLT-BGDĐT-BTTTT dated June 21, 2016); or MOS International Office Informatics Certificate (Word, Excel, Powerpoint) with a score of 700 or higher. 	<p>techniques to assess anthropogenic impacts on the different ecosystems</p> <p>PLO3. Evaluate current environmental issues/problems using science and technology</p> <p>PLO4. Utilise interdisciplinary approach in solving and mitigating environmental problems to promote and preserve historical and cultural heritage</p> <p>PLO5. Apply systems analysis in assessing environmental problems and management of natural resources at the local and global levels</p> <p>PLO6. Perform research for the sustainable management of the utilization of natural resources using the scientific method</p> <p>PLO7. Disseminate research findings to stakeholders as decision-making</p>	<p>ability to write effectively in a variety of contexts.</p> <p>PLO3. Interdisciplinary Synthesis: demonstrate an ability to integrate the many disciplines and fields that intersect with environmental concerns.</p> <p>PLO4. Ecological Literacy: demonstrate an awareness, knowledge, and appreciation of the intrinsic values of ecological processes and communities.</p> <p>PLO5. Sustainability: Create alternative solutions to environmental issues focusing on sustainability through research projects interdisciplinary.</p> <p>PLO6. Innovation Initiative: demonstrate an ability to understand a</p>
--	---	--	--	--	---

		<p>PLO12. Communicate, work in a team, and adapt to changing working conditions; effectively use of foreign languages and information technology in learning and research.</p> <p>PLO13. Demonstrate a sense of community service, be proactive and creative at work, and commit to lifelong learning</p>		<p>PLO7. - Be able to use professional software (environmental quality simulation, ArcGIS, SPSS statistical analysis software, AutoCAD technical drawing software); tools to support information search and access, survey and consultation tools, decision support tools, and community communication tools.</p> <p>PLO8. - Be able to use the equipment for environmental analysis, manipulating samples, surveying field and social investigation and monitoring;</p> <p>PLO9. - Be able to reason, think logically, analyse, generalise problems, identify core goals to be solved in practice, and propose appropriate solutions in major.</p> <p>PLO10. Have the ability to plan, organise, implement, and monitor flexible plans according to the work requirements of the Natural Resources and Environment Management industry.</p> <p>PLO11. Develop skills to work independently and in groups to achieve set goals along with effective communication skills through report writing and presentation.</p> <p>PLO12. Develop skills, ethics and professional qualities, health and endurance to meet work pressure and working conditions; and actively participate in activities to raise public awareness about protect resources and the environment.</p>	<p>tools for the compliance of policies, standards, and agreements</p> <p>PLO8. Develop innovative technologies geared toward natural resource conservation</p> <p>PLO9. Establish entrepreneurial collaborations for the development of technologies and to compliance standards and policies for the management of natural resources</p> <p>PLO10. Apply the latest developments in environmental science in the field of natural resource management.</p>	<p>problem and deliver solutions consistently, deliberately and methodically.</p>
3	Curriculum structure	<p>- General knowledge 27.96%</p> <p>- Fundamental knowledge 27.33%</p> <p>- Specialised knowledge: 44.72%</p>	<p>- General knowledge 43%</p> <p>- Fundamental knowledge 18.60%</p> <p>- Specialised knowledge: 38.60%</p>	<p>- General knowledge 29.22%</p> <p>- Fundamental knowledge and specialised knowledge: 62.99%</p> <p>- Graduation 7.79%</p>	The total number of credits 165.	

4.3 APPENDIX 1.2 – RELATIONSHIP BETWEEN PLOS AND BLOOM’S TAXONOMY

PLOs	Domains	Content	Bloom’s taxonomy
1	Knowledge	Master basic knowledge of political science, social science, and law; physical education; national security; policies for the socio-economic development of Vietnam.	Cognitive
2		Demonstrate good application of basic knowledge of social and natural sciences.	Cognitive, Psychomotor
3		Demonstrate good application of basic knowledge of information and foreign language (equivalent to level 3/6 according to the six-level Framework of Reference for Foreign Language in effect in Vietnam)	Cognitive, Psychomotor
4		Master the knowledge related to tools in the environment and natural resources management.	Cognitive
5		Demonstrate good application of basic professional knowledge in the field of environment and natural resources management.	Cognitive, Psychomotor
6		Demonstrate the ability to systematise statistics and scientific research methods for professional application and research.	Cognitive, Psychomotor
7		Demonstrate the ability to analyse and evaluate problems and solutions in the field of environment.	Cognitive, Psychomotor
8		Demonstrate the ability to analyse and evaluate problems and solutions in the field of natural resources.	Cognitive, Psychomotor
9		Demonstrate the ability to develop and propose solutions for sustainable management and development of the environment and natural resources.	Cognitive, Psychomotor
10	Skills	Use tools for the environment and natural resources management proficiently.	Cognitive, Psychomotor
11		Evaluate and solve problems arising in reality in the field of environment and natural resources.	Cognitive, Psychomotor
12		Communicate, work in a team, and adapt to changing working conditions; effectively use of foreign languages and information technology in learning and research.	Affective, Psychomotor
13	Autonomy, Responsibility	Demonstrate a sense of community service, be proactive and creative at work, and commit to lifelong learning.	Affective, Cognitive

4.4 APPENDIX 1.3 - THE ALIGNMENT OF THE PLOS WITH THE VQF

Blocks	PLOs required by VQF (Level 6)	PLOs
Knowledge	<ul style="list-style-type: none"> - Theoretical and practical knowledge in the field of study - Have basic knowledge of social science, political science, and legislation. - Knowledge of planning, organising, and supervising the processes of specific tasks. - Basic knowledge of managing and supervising professional activities. 	PLO1; PLO2; PLO4; PLO5; PLO6; PLO7; PLO8; PLO9
	<ul style="list-style-type: none"> - Knowledge of information technology to meet the qualification requirements 	PLO3
Skills	<ul style="list-style-type: none"> - Necessary skills to solve complex problems. - Skills to become leaders and create jobs for their own or others. - Reasoning and critical thinking skills, and flexibility in applying alternative solutions in unpredictable or changing contexts. - Skills to evaluate work results and performance of their own and team members. - Skills to communicate problems and solutions to co-workers; transfer and disseminate knowledge and skills in performing defined or complex tasks. 	PLO10; PLO11; PLO12;
	<ul style="list-style-type: none"> - Foreign-language competency at level 3/6 according to the 6-level Foreign Language Proficiency Framework for Vietnam. 	PLO3; PLO12
Autonomy and responsibility	<ul style="list-style-type: none"> - Work independently or in a team in changeable contexts, and be responsible individually or partly for teamwork results. - Guide and supervise the ordinary tasks of others. - Be self-oriented and produce conclusions professionally and be able to protect personal views. - Plan, direct and manage resources, evaluate, and find solutions to improve the task performance. 	PLO10; PLO11; PLO12; PLO13

4.5 APPENDIX 1.4 - MAPPING CONTENTS IN TABLE 3 OF SAR WITH THOSE IN VIETNAM'S LAW ON HIGHER EDUCATION (2018)

Vietnam's Law on Higher Education	Educational teaching philosophy	CTU's vision and mission	Vision, missions of CENRes	PEOs	PLOs
<p>To provide high qualification human resources, <i>enhance knowledge</i> of common people, nurture and promote talented people; to create knowledge and new products in serving the demands of social economic developments and assuring the national security and defence, and international integration.</p> <p>To train learners with political ethics, master the principles of nature and society</p> <p><i>To have political ethics.</i></p> <p><i>To have physical health.</i></p>	<p>Community: Can Tho University prioritizes its community responsibility and undertakes actions toward sustainable development goals. The activities we provide in education, scientific research, and technology transfer are dedicated to serving the community, resulting in values that contribute to the Mekong Delta's and Vietnam's long-term sustainable socio-economic development; collaborating, sharing mutual benefits, and encountering</p>	<p>To become the leading national institution for education, research, and technology transfer.</p> <p>To be recognized as one of the top universities in Asia-Pacific in training and research.</p>	<p>To become a centre for training and in-depth research in the environment and natural resources in the region</p>	<p>PEO1: Equip students with <i>knowledge of political science, national defence, law, social and natural sciences, foreign language, basic information technology and physical education</i> as stated in existing regulations.</p>	<p>PLO1: <i>Master basic knowledge of political science, social science, and law; physical education; national security; policies for socio-economic development of Vietnam</i></p> <p>PLO2: Demonstrate good application of basic knowledge of social and natural sciences</p> <p>PLO3: Demonstrate good application of knowledge of information and foreign language (equivalent to level 3/6 according to the six-level The framework of Reference for Foreign Language in effect in Vietnam)</p> <p>PLO12: Communicate, work in a team, and adapt to changing working conditions; effectively use of foreign languages and information technology in learning and research.</p> <p>PLO13: Demonstrate a sense of community service, be proactive and creative at work, and commit to lifelong learning.</p>

Vietnam's Law on Higher Education	Educational teaching philosophy	CTU's vision and mission	Vision, missions of CENRes	PEOs	PLOs
	national and global emerging challenges with our partners with kind concern, a spirit of friendship and responsibility.				
<p><i>Train learners in comprehensive professional knowledge, basic professional practice skills, and capacity for research and development of science and technology applications consistent with training level; solve problems in the field of study.</i></p> <p><i>To master the principles and laws of nature-society.</i></p> <p><i>To have general and specialised knowledge.</i></p> <p><i>To solve problems related to the trained career.</i></p> <p><i>To have basic practical skills.</i></p>	<p>Totality: Can Tho University provides education and training in a wide range of disciplines and thematic areas, assuring ‘both political integrity and professional competence’ among its graduates, ‘Learning in association with practice’, and ‘Theory in close connection with reality’. The activities we provide in education, scientific research, and technology transfer aim to</p>	<p>To be one of the leading higher education institutions in Vietnam in training and research.</p>	<p>Reach the training standards of the advanced universities and educational quality accreditation organisations in South-east Asia.</p>	<p>PEO2: Equip students with <i>professional knowledge</i> and capacity for environmental management and sustainable use of natural resources;</p> <p>PEO3: Equip students with the <i>necessary skills to solve practical problems</i> related to the field of environment and natural resources management;</p>	<p>PLO4: Master the knowledge related to <i>tools in the environment and natural resources management</i>;</p> <p>PLO5: Demonstrate good application of <i>basic professional knowledge in the field of environment and natural resources management</i>;</p> <p>PLO6: Demonstrate the ability to systematise statistics and scientific research methods for <i>professional application and research</i>;</p> <p>PLO7: Demonstrate the ability to <i>analyse and evaluate problems and solutions</i> in the field of <i>environment</i>.</p> <p>PLO8: Demonstrate the ability to <i>analyse and evaluate problems and solutions</i> in the field of <i>natural resources</i>.</p> <p>PLO9: Demonstrate the ability to <i>develop and propose solutions</i> for sustainable management and development of the environment and natural resources.</p> <p>PLO10: <i>Use tools</i> for the environment and natural resources management <i>proficiently</i></p> <p>PLO11: <i>Evaluate and solve problems arising in reality in the field of environment and natural resources.</i></p> <p>PLO12: Communicate, work in a team, and</p>

Vietnam's Law on Higher Education	Educational teaching philosophy	CTU's vision and mission	Vision, missions of CENRes	PEOs	PLOs
	<p>foster outstanding qualifications and to provide learners with solid applied knowledge and essential skills to assist them in developing and possessing comprehensive skills, including life-long learning, to be able to continue enhancing their abilities. These learners will be the high-quality human resources who will in turn contribute to the sustainable development of the Mekong Delta region and the prosperity of Vietnam, as well as the advancement of human civilization in the region and throughout the</p>				<p>adapt to changing working conditions; effectively use of foreign languages and information technology in learning and research.</p> <p>PLO13: Demonstrate a sense of community service, be proactive and creative at work, and commit to lifelong learning.</p>

Vietnam's Law on Higher Education	Educational teaching philosophy	CTU's vision and mission	Vision, missions of CENRes	PEOs	PLOs
	world.				
To train learners with skills to work independently, and creatively and have professional ethics, adapt to the working environment; have physical health and a sense of community service. To be capable to work independently; <i>adapting to the working environment; have professional ethics. To have a sense of community service.</i>	Uniqueness: Can Tho University is an excellent hub for the integration of knowledge, culture, science and technology. We attract high-quality applicants, transfer research outputs that address real-world challenges, and share substantial values with the wider society. The activities we provide in education, scientific research, and technology transfer prioritize efficiency, proactiveness, and creativity; focus on drawing on personal competencies, nurturing differences, and bringing into full and effective play	To make significant contributions to the development of high-quality human resources, <i>fostering the talents and the advancement of science and technology to cater to regional and national socio-economic development.</i> To be the crucial driving force for the development of the Mekong Delta region	- <i>To train, research, and technology transfer in the field of environment and natural resources to create environmental protection products for sustainable socio-economic development of the Mekong River Delta and Vietnam.</i>	PEO4: Train students to have professional ethics, a sense of community service, innovation, creativity, and lifelong learning	PLO9: Demonstrate the ability to develop and propose solutions for sustainable management and development of the <i>environment and natural resources</i> . PLO10: <i>Use tools</i> for the environment and natural resources management <i>proficiently</i> PLO11: Evaluate and solve problems arising in reality in the field of environment and natural resources. PLO12: <i>Communicate, work in a team, and adapt to changing working conditions; effectively use of foreign languages and information technology in learning and research.</i> PLO13: Demonstrate a sense of community service, be proactive and creative at work, and commit to lifelong learning.

Vietnam's Law on Higher Education	Educational teaching philosophy	CTU's vision and mission	Vision, missions of CENRes	PEOs	PLOs
	the collective advantages and strengths of the team to meet both the requirements from our tasks and the expectations of the wider society in support of community development.				

4.6 APPENDIX 1.5 - LEVELS OF CONTRIBUTION OF COURSE LEARNING OUTCOMES TO THE STUDY PROGRAMME

No.	Code	Course name	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13
General knowledge															
1	QP010E	National Defence and Security Education 1 (*)	S											M	S
2	QP011E	National Defence and Security Education 2 (*)	S											M	S
3	QP012	National Defence and Security Education 3 (*)	S											M	S
4	QP013	National Defence and Security Education 4 (*)	S											M	S
5	TC100	Physical Education 1+2+3 (*)	S											W	S
6	XH023	General English 1 (*)			S									S	W
7	XH024	General English 2 (*)			S									S	W
8	XH025	General English 3 (*)			S									S	W
9	XH031	Level B2 English 1 (*)			S									S	M
10	XH032	Level B2 English 2 (*)			S									S	M
11	XH033	Level B2 English 3 (*)			S									S	M
12	FL001	General French 1 (*)			S									S	W
13	FL002	General French 2 (*)			S									S	W
14	FL003	General French 3 (*)			S									S	W
15	FL007	Intensive French 1 (*)			S									S	M
16	FL008	Intensive French 2 (*)			S									S	M
17	FL009	Intensive French 3 (*)			S									S	M
18	TN033	Basic Informatics in Labs (*)			S							M		S	M
19	TN034	Practice on Basic Informatics in Labs (*)			S							M		S	M
20	ML014	Marxist - Leninist Philosophy	S											W	S
21	ML016	Marxist - Leninist Political Economy	S											W	S
22	ML018	Scientific Socialism	S											W	S
23	ML019	History of the Communist Party of Vietnam	S											W	S
24	ML021	Ho Chi Minh Ideology	S											W	S
25	KL001E	General Law	S											W	S
26	ML007	Basic Logic		S										W	W

27	XH011	Vietnamese Culture		S									W	W	
28	XH012	Vietnamese in use		S									W	W	
29	XH014	General Management Documents and Archives		S									W	W	
30	XH028	Overview of Sociology		S									W	W	
31	KN001	Transferable skills		S									M	W	
32	KN002	Entrepreneurship and Innovation		S									M	W	
33	TN042	General Biology		S									W	W	
34	TN043	Practice on General Biology		S									W	W	
35	TN023	General Analytical Chemistry		S									W	W	
36	TN024	Practice on General Analytical Chemistry		S									W	W	
Fundamental knowledge block															
37	CN004	Hydrometeorology					S						S	M	M
38	MT101E	Fundamental Ecology or Basic Ecology					S						S	M	M
39	MT421	Environmental Microbiology					S						S	M	M
40	MT119	Environmental Monitoring				S	S					S		M	M
41	MT446	Practice on Environmental Monitoring				S	S					S		M	M
42	CN122	Mapping and GIS				S						S		M	M
43	MT309	Environmental Quality Management				S						S	S	M	M
44	MT435	Practice in Environmental Quality Management				S						S	S	M	M
45	MT150	Applied Environmental Chemistry					S						S	M	M
46	MT373	Control of Air Pollution and Noise					S					S	S	M	M
47	MT182	Environmental Modelling				S								M	M
48	KT002	Environment and Natural Resource Economics				S						S		M	M
49	MT103	Environmental Law and Policy				S						S		M	M
50	MT247	Fundamentals on Soil Environment					S					S		M	M
51	MT358	Environmental Planning				S						S		M	M
52	MT418E	Scientific Research Method for Environment and Natural Resources						S					S	M	M
53	MT246	Fundamentals of Climate Change					S						S	M	M
54	MT199E	English for Resources and Environment			S								S	S	M

55	XH019	French of Science and Technology			S							S	S	M
56	MT374	Environmental Audit				S						S		M
57	MT444	Computer-Aided Design for Environmental Management				S						S		M
58	MT239	Fate and Transportation of Pollutants					S					S		M
59	MT125E	Population, Health and Environment					S						S	M
60	MT116	Statistics and Experimental Design for Environment				S		S				S		M
61	MT286	Water Pollution and Control					S						S	M
62	MT217	Economic Valuation of Forest Ecosystem Services				S						S		M
Specialised/professional knowledge block														
63	MT145	Land Resource Management								S			S	M
64	MT146	Forest Resources Management								S			S	M
65	MT340	Water Resources Management								S			S	M
66	MT346	Hazardous Waste Treatment and Management							S				S	M
67	MT165	Management and Wise Use of Energy							S	S			S	M
68	MT323	Urban and Industrial Zone Environment Management							S				S	M
69	MT366	Environmental Management in Agriculture							S				S	M
70	MT316	Marine Resources and Environmental Management							S	S			S	M
71	MT367	Waste Water Treatment Technology							S				S	M
72	MT350	Solid Waste Management and Treatment							S				S	M
73	MT436	Practice in Waste Management and Treatment							S				S	M
74	MT342	Environmental Impact Assessment							S	S	S	S		M
75	MT447	Practice on Environment Impact Assessment							S	S	S	S		M
76	MT334	Community-Based Resources Management								S			S	M
77	MT441	Practice of Environment and Natural Resources Management							S	S			S	M
78	MT457	Working Practice on Resources and							S	S			S	M

		Environmental Management													
79	MT362	GIS Application for Environmental Management							S	S	S	S		M	M
80	MT245	Environment, Health, and Safety							S		S		S	M	M
81	MT405	Seminar on Environmental Management							S	S	S		S	M	M
82	MT311	Environmental Management							S		S	S		M	M
83	MT312	Biodiversity Conservation							S	S			S	M	M
84	MT372	Resources and Environment of the Mekong River Basin							S	S			S	M	M
85	MT248	Environmental Biotechnology							S	S			S	M	M
86	MT330	Soil Pollution and Remediation							S				S	M	M
87	NN298	Remote Sensing Application							S	S		S		M	M
88	MT118	Communications Technology on Environment							S			S		M	M
89	MT384E	Waste Economy							S			S		M	M
90	MT231	Livelihood Analysis of Changes in Land Use								S		S		M	M
91	MT123	Energy and Environment							S	S			S	M	M
92	MT361	Management and Reuse of Organic Waste							S				S	M	M
93	MT228	Natural Disaster Management and Mitigation							S	S			S	M	M
94	MT105	Geoenvironmental Engineering								S			S	M	M
95	MT240	Land Resource Survey Methods								S		S		M	M
96	MT509	Thesis on Environmental Management							S	S	S	S	S	S	M
97	MT454	Graduation Essay of Environmental Management							S	S		S	S	S	M
98	MT303	Environmental Bio-Indicator							S	S			S	M	M
99	MT319E	Sustainable Development							S	S			S	M	M
100	MT328	Quality Assessment of Soil, Water, and Air							S				S	M	M
101	MT357	Clean Technology							S	S	S	S		M	M
102	MT324	Wetlands Management							S	S			S	M	M
103	MT252	Urban Ecology							S	S	S		S	M	M
104	MT221	Urban and Regional Planning							S	S	S		S	M	M

105	MT317	Management of Irrigation Systems and the Environment							S		S		S	M	M
106	MT200	Supply Water Treatment Methods								S	S	S		M	M
107	MT198	Applied Informatics for Environmental Engineering							S			S		M	M
108	MT251	Eco-Technology							S	S		S		M	M
109	MT426	Practice Analysing and Assessing the Quality of Soil Environment							S	S			S	M	M
110	MT427	Practice in Analysis and Assessment of Environmental Quality of Soil							S	S			S	M	M

Notes” S: strong; M: medium; W: weak

4.7 APPENDIX 1.6 – PLOS OF BEENRM ARE GROUPED AS FOLLOWS

Blocks	PLOs	Generic	Subject specific
General knowledge block	PLO1: Master basic knowledge of political science, social science, and law; physical education; national security; policies for socio-economic development of Vietnam.	x	
	PLO2: Demonstrate good application of basic knowledge of social and natural sciences.	x	
	PLO3: Demonstrate good application of basic knowledge of information and foreign language (equivalent to level 3/6 according to the six-level Framework of Reference for Foreign Language in effect in Vietnam).	x	
Fundamental knowledge block	PLO4: Master the knowledge related to tools in environment and natural resources management.		x
	PLO5: Demonstrate good application of basic professional knowledge in the field of environment and natural resources management.		x
	PLO6: Demonstrate the ability to systematise statistics and scientific research methods for professional application and research.		x
Specialised/professional knowledge blocks	PLO7: Demonstrate the ability to analyse and evaluate problems and solutions in the field of environment.		x
	PLO8: Demonstrate the ability to analyse and evaluate problems and solutions in the field of natural resources.		x
	PLO9: Demonstrate the ability to develop and propose solutions for sustainable management and development of environment and natural resources.		x
Skills	PLO10: Use tools for environment and natural resources management proficiently.		x
	PLO11: Evaluate and solve problems arising in reality in the field of environment and natural resources.		x
	PLO12: Communicate, work in a team and adapt to changing working conditions; effectively use of foreign languages and information technology in learning and research.	x	
Autonomy and Responsibility	PLO13: Demonstrate a sense of community service, be proactive and creative at work, commit to lifelong learning.	x	

4.8 APPENDIX 1.7 – EVALUATION OF EMPLOYERS ON THE QUALITY OF BEENRM GRADUATES AND BEENRM PROGRAMME

No.	Survey content	Levels of satisfaction (%)				
		Extremely unsatisfied	Unsatisfied	Average	Satisfied	Very satisfied
1	Agencies/enterprises' satisfaction levels towards their employees as BEENRM alumni at CTU					
	Specialised knowledge	0.0	0.0	0.0	84.2	15.8
	Foreign language competence	0.0	0.0	68.4	26.3	5.3
	Informatics capacity	0.0	0.0	21.1	57.8	21.1
	Communication skills	0.0	0.0	10.5	73.7	15.8
	Problem-solving skills	0.0	0.0	21.1	57.8	21.1
	Group work skills	0.0	0.0	31.6	47.4	21.1
	Compliance with rules and regulations	0.0	0.0	0.0	68.4	31.6
	Coordination at work	0.0	0.0	5.3	68.4	26.3
	Sense of responsibility at work	0.0	0.0	0.0	63.2	36.8
	Willing to learn at work	0.0	0.0	0.0	47.4	52.6
	Eagerness in professional development	0.0	0.0	5.3	57.9	36.8
	Overall assessment of alumni	0.0	0.0	5.3	68.4	26.3
2	Agencies/enterprises' satisfaction levels towards the BEENRM programme at CTU	0.0	0.0	0.0	63.2	36.8

4.9 APPENDIX 2.1 – CHANNELS FOR STAKEHOLDERS TO ACCESS THE PROGRAMME SPECIFICATION AND COURSE OUTLINES

Targets	Channels	Frequency
Students	- Available on the University's and the College's websites	- Constantly - Constantly
Lecturers	- Available on the University's and the College's websites	- Constantly
Employers	- Available on the University's and the College's websites - Surveys on the study programme	- Constantly - Surveys in the programme revision period
Others (high school students and their parents)	- Available on the University's and the College's websites - Admission leaflets of the University, the College, and the Department - Admission Consultancy Day - Online admission consultancy	- Constantly - Once a year - Once a year - Constantly

4.10 APPENDIX 2.2 - RELATIONS BETWEEN THE CURRICULUM AND PLOs

	Knowledge provided in the cluster	PLOs
General knowledge	Political Science, National Defence Education, Physical Education	PLO1
	Science (Chemistry and Biology) and Society	PLO2; PLO12; PLO13
	Foreign Language and Information Technology	PLO3; PLO12
Fundamental knowledge	Policies and laws, economic, scientific, and technological instruments and others in Environment and Natural Resources Management	PLO4, PLO10, PLO11, PLO12, PLO13
	Knowledge about environmental components, ecology, geology, hydrology, and climate to solve the problems of management and sustainable use of the environment and natural resources	PLO5, PLO10, PLO11, PLO12, PLO13
	Application of scientific methods to the development and implementation of scientific orientations and communication of research findings, scientific and technological advances in environment and natural resources management	PLO4, PLO6, PLO10, PLO11, PLO12, PLO13
Specialised knowledge	General analysis and assessment of problems related to environmental components and solutions	PLO7, PLO10, PLO11, PLO12, PLO13
	Analysis and assessment of problems in the field of natural resources	PLO8, PLO10, PLO11, PLO12, PLO13
	Introduction of management and sustainable development of environment and natural resources	PLO9, PLO10, PLO11

4.11 APPENDIX 2.3 - BEENRM STUDENTS' JOBS AND INCOMES AFTER GRADUATION

Job position	Job description	Average monthly salary in VND (Unit: million Vietnam Dong)
Environmental Consultant/Engineer	Consult environmental records for production, business, and service establishments. Write reports on environmental impact assessment reports, environmental permits, and environmental registrations. Write environmental monitoring reports. In charge of tasks related to environmental monitoring and management in the enterprise	5 to 10
Health and Safety Engineer	Establish and monitor regulations on safe, health, and environmental safety at manufacturers, enterprises, and service providers.	10 to 13
Environmental Management Specialist at State Management Agencies	Provide instructions on procedures for environment Receive and process documents and procedures on natural resources and the environment.	5 to 10
Lecturer, and researcher at Institutions/Schools	Provide lectures about resources and the environment. Study resources and environment.	Less than 5
Others	Tasks that are not closely related to the study programme	5 to 10

4.12 APPENDIX 2.4 – CURRICULUM MAP

General knowledge	Year 1	S1	Marxist-Leninist	General Biology	Practice on general Biology	General Analytical Chemistry	Practice on General Analytical Chemistry	General Law	Hydrometeorology	Electives on social sciences (2 Credits) - General logic - Vietnamese culture - Vietnamese in use - Overview of Sociology - Soft skills - Entrepreneurship and Innovation			
		S2	Marxist & Leninist Political economy	Defense & Security Education 1	Defense & Security Education 2	Defense & Security Education 3	Defense & Security Education 4	Applied Env. Chemistry	Basic Ecology		Env. Microbiology	Fundamentals on Soil Env.	
Fundamental knowledge	Year 2	S1	Science socialism	Physical Education 1	Foreign Language 1	Basic informatics	Practice on Basic informatics	Elective courses on social sciences	Env. Monitoring	Practice on Env. Monitoring	Env. Planning	Electives on fundamental knowledge 1 (6 Credits) - Fate and transport of contaminants - Population, Health and Environment - Statistics and Experimental design for environment - Water Pollution and Control - Economic Valuation of Forest Ecosystem Services	
		S2	History of the communist party of Vietnam	Physical Education 2	Foreign Language 2	Mapping & GIS	Fundamental on climate change	Env. Laws & Policies	Env. Quality Mgt.	Practice on Env. Quality Mgt.	Env. Modelling		Env. & NR Economics
	Year 3	S1	HCM's thoughts	Physical Education 3	Foreign Language 3	Elective courses on fundamental knowledge 1	Air pollution & Noise Control	Env. Agricultural Mgt.	Community-based NR Mgt	Electives on fundamental knowledge 2 (4 Credits) - Foreign languages for Resources and Environment - Environmental Audit - Computer aided design for EM			
		S2	Elective courses on fundamental knowledge 2	Research Methodology	Land resources Management	Forest resources management	Hazardous Waste Mgt.	Hazardous Waste Mgt.	Mgt. of Env. Urban & Industry		Management and wisely use of energy		
Specialised knowledge	Year 4	S1	Marine Resources and Env. Mgt.	Wastewater treatment technology	Application of GIS in Env. Mgt.	Seminar on Env. Mgt	Environmental management	Biodiversity conservation	Safety, Health & Env.	Elective courses on specialised knowledge 1	Electives on specialised knowledge 1 (4 Credits) - Energy and Environment - Mgt. and Reuse of Org. Waste - Mgt. and mitigation ND - Geology - Methods of land resource information		
		S2	Solid waste Mgt. and Treatment	Practice on solid waste Mgt. and Treatment	EIA	Practice on EIA	Resources and Env. In Lower Mekong Basin	Practice on ENRM	Elective courses on specialised knowledge 2				
		S3	Practice on EM										
Graduation knowledge	Year 5	S1	Graduation thesis	Alternative courses for graduation thesis								Electives on specialised knowledge 2 (6 Credits) - Environmental Biotechnology - Soil pollution and remediation - Remote sensing Application - Communications Technology on Environment - Waste Economy - Livelihood analysis of changes in land use	
				Mini graduation project	Sustainable Development	Cleaner Production	Urban Ecology	Mgt. of water systems & Envi.	Informatics in Env. Eng.	Practice on Analysis and Assessment of Soil Quality	Env. Bio. Indicators		Ass. of soil, water and air quality

4.13 APPENDIX 3.1 - IMPACTS OF TEACHING AND LEARNING METHODS ON STUDENTS

Teaching and learning methods	Impacts on students			
	Responsible learning	Active learning	Lifelong learning	Creative learning, innovation and entrepreneurship
I. Direct instruction				
1. Explicit teaching		x		
2. Lecture		x		
3. Peer instruction	x	x	x	x
II. Indirect instruction				
4. Open inquiry/multiple choice	x	x		
5. Problem-solving	x	x	x	x
6. Case study		x	x	x
7. Online learning	x		x	
III. Experiential learning				
8. Internship	x	x		x
9. Practice	x	x	x	x
10. Project-based learning	x	x		x
IV. Interactive guide				
11. Debates	x	x		
12. Discussions	x	x	x	x
13. Cooperative teaching, group report	x	x		x
V. Self-study				
14. Homework	x	x	x	

4.14 APPENDIX 3.2 - TEACHING METHODS THAT INCREASE STUDENTS' CAPABILITY IN TERMS OF COGNITIVE DOMAIN AND AFFECTIVE DOMAIN ACCORDING TO BLOOM'S TAXONOMY

	Bloom's Taxonomy						Autonomy, Responsibility				
	1. Remember	2. Understand	3. Apply	4. Analyse	5. - Evaluate	6. Create	1. Accept	2. Respond	3. - Evaluate	4. Autonomic	5. Characteristics
Learners are capable of	Self-exploring knowledge	Long-term memorisation	Recognising the connection between old and new knowledge	Communicating knowledge to other people	Applying knowledge to solving problems	Making decisions and judgments	Creating new knowledge				An eager to learn
Teaching methods											
I. Direct instruction											
1. Explicit teaching		x					x				
2. Lecture		x					x				
3. Peer instruction	x	x		x				x			x
II. Indirect instruction											
4. Open inquiry/Multiple choices	x		x					x			
5. Solve arising problems					x				x		
6. Case study					x				x		
7. On-line learning											
III. Experiential learning											
8. Internship	x	x	x				x				
9. Practice	x	x	x		x		x	x	x	x	
10. Project-based learning	x			x		x	x	x	x	x	x
IV. Interactive guide											
11. Debates				x				x			x
12. Discussions				x				x			x
13. Cooperative teaching, group report	x	x	x	x				x	x	x	x
V. Self-study											
14. Homework	x	x	x		x			x			

4.15 APPENDIX 4.1 - BEENRM STUDENTS' GRADUATION CLASSIFICATION

Classification	Overall Verdict	Level of PLOs achievement
Excellent	3.60 - 4.00	Students perfectly construct a complete understanding of knowledge and skills of the study programme and creatively apply it to real-life contexts
Good	3.20 - 3.59	Students perfectly construct a complete understanding of the knowledge and skills of the study programme. Students meet all requirements of the study programme.
Fair	2.50 - 3.19	Students construct a majority of knowledge and skills of the study programme.
Average	2.00 - 2.49	Students have enough knowledge and skills of the study programme to attend the workforce.
Weak average	1.00 - 1.99	Students lack basic knowledge.
Poor	<1.00	Students have poor performance; requirements are not met.

4.16 APPENDIX 5.1 – REQUIREMENT OF LECTURER’S STANDARD HOURS

(Unit of measurement: hour)

Academic titles, qualifications and tasks of lecturers	Standard teaching hours	Standard research hours	Other professional tasks
Highest-rated lecturers with the title of Professor	270	240	58
Highest-rated lecturers with the title of Associate professor	270	190	48
Highest-rated lecturers without title Professor, Associate professor	290	170	70
Senior lecturers with salary coefficient ≥ 5.76	300	140	40
Senior lecturers (class II) with salary coefficient ≥ 4.40	280	140	55
Lecturers (class III) with salary coefficients ≥ 4.32	250	130	58
Lecturers (class III) with salary coefficients ≥ 3.33	220	110	110
Lecturers (class III) with salary coefficients ≤ 3.00	200	80	150
Lecturers during the apprenticeship period (be entitled to 85% of starting salary)	50	0	403
Teaching assistant	0	0	440

(According to lecturers' working regime of CTU no. 871/QD-DHCT dated April 14, 2021)

4.17 APPENDIX 6.1 - STUDENT SERVICE SYSTEM

No	Area	Student support services
1	Academic affairs and extra-curricular training activities	<p>1. Department of Academic Affairs: Organises training activities under the credit system (register for courses, make timetables, schedule exams ...) using the Learning Management System (LMS) Does academic performance warnings; Monitors students' academic performance and sends academic warnings to CTU academic units.</p> <p>2. Department of Student Assistance: Cooperates with the Department of Academic Affairs to deliver the Handbook of CTU students helping them clearly understand the procedures, regulations, and rules in effect at the University</p> <p>3. Information and Network Management Center: Supports and manages the e-learning system via Zoom and Google Meet. Cooperates with the Department of Academic Affairs in managing students' academic performance on LMS</p> <p>4. Academic advisers and academic support staff: Learns students' opinions, desires, and learning circumstances; Serves as a link between assistance for students' learning activities and Colleges and the Department of Academic Affairs.</p> <p>5. Supports online administrative procedures (statement of temporary postponement of military service, bus registration, loan documentation, etc.) via the Department of Student Assistance's website (www.ctsv.ctu.edu.vn).</p> <p>6. Upload exam scores on the LMS</p>
2	Financial supports	<p>Department of Financial Affairs; Department of Student Assistance; Students' unions and organisations of CTU:</p> <p>1. Implement social welfare policies for students who are ethnic minorities; orphans, disabled; who have no official guardian(s), no regular financial support; who have special economic difficulties but trying to overcome difficulties in the study; those whose families belong to poverty alleviation system</p> <p>2. Implement a preferential subsidy scheme for students from distinguished service families (serving in the revolution before 1945, heroes of the armed forces, wounded and sick soldiers,...).</p> <p>3. Implement programmes to assist ethnic minority students from poor or near-poor families with their educational expenditures.</p> <p>4. Students with difficult circumstances can also apply for credit loans from Vietnam Bank For Social Policies in compliance with current State regulations (Decision 1656/QĐ-TTg dated November 19, 2019). The University issues them with a certificate of student identity, which allows them to qualify for a bank loan.</p> <p>5. Implement scholarship schemes to encourage students' learning in line with the existing rules of the MoET and CTU.</p> <p>6. Implement financial support policy for academic and support staff to upgrade qualifications.</p> <p>7. Implement policies to facilitate managers to improve political and managerial capacity with funding and study conditions.</p>
3	Employment and start-up services	<p>CTU unions and organisations, Center for Student Consultancy and Start-up, Department of Student Assistance, Center for Foreign Languages, Information and Network Management Center:</p> <p>1. Support students to find jobs</p> <p>2. Organise short-term seminars on entrepreneurship</p> <p>3. Organise clubs, and competitions for professional training and expertise.</p> <p>4. Organise soft skill classes for students every year.</p> <p>5. Organise training courses for foreign language and informatics certificates that are relevant to future job requirements after graduation.</p>
4	Accommodation	<p>- Department of Student Assistance manages CTU dormitories: Supports students with difficulty with a place to live in the dormitory.</p>
5	Students Consultancy	<p>Department of Student Assistance; Center for Student Consultancy and Start up, and academic support staff:</p> <p>1. Organise the O-Week for students.</p> <p>2. Advise and certify students to apply for a loan from banks for social policies.</p>

No	Area	Student support services
		<p>3. Advise and support students with financial and psychological difficulties.</p> <p>4. Advise with health insurance policy. Give instructions to use health insurance cards through the health insurance application. Health insurance policies are implemented under current regulations on the implementation of student health insurance.</p>
6	Culture, arts, and sports	<p>Department of Political Affairs, CTU's unions and organisations for students:</p> <p>1. Manage the Great Hall for seminars, academic competitions, and art competitions.</p> <p>2. Manage outdoor student self-study areas, sports fields for learning, physical training, and other activities, specialised sports fields (badminton, football, table tennis, basketball, volleyball and so on).</p> <p>3. Manage the Gymnasium. Students can register for training time after class helping them to exercise.</p> <p>4. Numerous cultural activities are held at Great Hall with a capacity of over 1000 seats such as the Traditional Performing Arts Festival; International cultural exchanges and other significant holidays throughout the year.</p>
7	Health care	<p>CTU Health Clinic:</p> <p>1. Supervises and offers health care activities for staff and students, organises health checks for staff regularly, schedules health checks for newly admitted students, and so on.</p> <p>2. Propagandises, educates, and guides students and staff with health-related matters such as self-care, illness prevention, and treatment.</p> <p>3. Coordinates with the Department of Student Assistance to educate students on the duties and rights of health insurance participants; Instructs participants of health insurance on the necessary order and procedures when going for medical examination, treatment, emergency, or referral.</p>
8	Library services	<p>Learning Resource Center; CTU libraries:</p> <p>1. Learning Resource Center</p> <p>2. LRC provides free services: Read on-site, borrow home, use computers, use social networks such as Facebook, websites to interact with readers; seminar rooms to assist students' and faculty's learning, teaching, and scientific research reports.</p> <p>3. College Library</p> <p>4. Online learning system</p>
9	International students Support	<p>Department of International Relations:</p> <p>1. Organises international cooperation programmes and foreign-related activities.</p> <p>2. Coordinates with the Department of Academic Affairs to support learning-related issues for students (timetable, course registration,...).</p> <p>3. Supports students to solve problems that arise during the learning process at CTU.</p>
10	Quality Assurance	<p>Quality Management Center:</p> <p>1. Surveys to collect stakeholders' feedback on teaching activities, teacher assessment, teaching methods.</p> <p>2. Offers training to improve training activities and then the quality of education.</p> <p>3. Surveys to assess the quality of support services for learners.</p> <p>4. Surveys employers' feedback on the study programmes</p>

4.18 APPENDIX 6.2 – ACADEMIC CONSULTING ACTIVITIES FOR STUDENTS

Activities	1 st year students	2 nd year students	3 rd year students	4 th year students
An introduction about CENRes, CTU, regulations on training, and regimes for students	x			
Career guidance	x	x	x	x
Providing students an orientation and helping them establish their study plans	x	x	x	x
First-year students' orientation activities	x			
Guiding on extracurricular activities	x	x	x	x
Guiding students during their internships at agencies			x	
Guiding students in choosing topics for their internship reports, graduation projects, theses, and choosing their supervisors			x	x
Advising on the organisation of scientific research competitions at the University level		x	x	x
Advising on students' course registration, answering students' inquiries about the courses	x	x	x	x

(Source: DEM, 2022)

4.19 APPENDIX 7.1 - STATISTICS ON FACILITIES OF CTU AND CENRES

No.	Type of room	Quantity	Total area (m ²)
I	University Level (7.1.01)		
1	Lecture halls and halls	444	62,315
2	Language learning multimedia lab and interpreter lab.	15	830
3	Learning Resource Center	1	11,795
4	Laboratory, practice lab, computer lab, station, farm and veterinary clinic	141	54,640
5	Dormitory	1,330	73,020
6	Gymnasium	2	4,965
7	Stadium and courtyard		55,879
II	College Level (3.2.01, 6.4.15, 7.1.03)		
1	Hall	2	168
2	Classroom	5	1,164
3	Computer lab	2	56
4	Library	1	84
5	Laboratory	14	1,950
6	Campus	1	19,238

4.20 APPENDIX 7.2 – LABORATORIES IN CENRES AS OF 12/2022

No.	Laboratories and Practice labs	Location	Area (m ²)	Related Courses
	Practice labs (before 12/2022)			
1	Bio-Resources room	CENRes	71.15	
2	Lab of Environmental Toxicology	CENRes	56	Practice on Environmental Monitoring
3	Lab of Environmental Quality	CENRes	56	Practice on Environmental Quality Management
	Laboratories (by 12/2022)			
1	Environmental Biology Lab & Advanced Environmental Biology Lab	RLC	72.29 72.29	
2	Soil and Water Environment Lab & Advanced Soil and Water Environment Lab	RLC	109.15 71.18	Practice on Environmental Monitoring Practice on analysing and assessing the quality of soil environment Thesis on environmental management
3	Environmental Toxicology Lab & Advanced Environment Toxicology Lab	RLC	108.00 72.29	Practice on Environmental Monitoring Thesis on environmental management
4	Advanced Environmental Technology Lab	ATL	70.78	
5	Water & Wastewater Lab & Advanced Water & Wastewater Lab	RLC	108.01 72.29	Practice on Wastewater Management Thesis on environmental management
6	Solid Waste Treatment Lab & Advanced Solid Waste Treatment Lab	RLC	109.15 71.18	Practice on Solid Waste Management and Treatment Thesis on environmental management
7	Chemical Environmental Engineering Lab & Advanced Chemical Environmental Engineering Lab	RLC	108.04 72.29	
8	Air Pollution Control Lab & Advanced Air Pollution Control Lab	RLC	108.00 72.29	
9	GIS - Remote Sensing Lab	RLC	72.29	Cartography & GIS
10	Land Resources Lab	RLC	72.29	
11	Groundwater Modeling Lab	RLC	71.15	Environmental modelling Thesis on environmental

				management
12	Surface Water Modeling Lab	RLC	72.29	Environmental modelling Thesis on environmental management
13	Lab of Water Resources	RLC		
14	Environmental Monitoring Lab & Climate Monitoring Lab	ATL	76.85 104.63	Practice on Environmental Quality Management Thesis on environmental management Mapping and GIS

4.21 APPENDIX 7.3 - FACILITIES OF ENVIRONMENTAL AND CLIMATE MONITORING LABORATORY MANAGED BY THE DEPARTMENT OF ENVIRONMENTAL MANAGEMENT (AS OF DECEMBER, 2022)

No.	Equipment/tools	Quantity
1	GPS- Garmin etrex	6
2	Binoculars	5
3	HM Digital ORP-200 Waterproof ORP Meter	8
4	Pen type DO meter: EZDO DO Meter Model: 7031 (EZDO 7031)	3
5	HM Digital COM-100 HMDCOM100 Waterproof EC/TDS And Amp Temperature Combo Meter (HM COM-100)	5
6	Extech EC170 Conductivity, TDS, Salinity Meter	2
7	ORP/Temperature Tester HANNA H198120	1
8	EZDO TUB-430 Turbidity Meter	7
9	Lazerliner Damfinder Compact	1
10	Thermo manager HDT-1	1
11	Bus Data Extractors	2
12	Desktop Computer	29
13	Tivi Sharp	1
14	AMI (Airborne Multispectral Imager)	1
15	ProQuatro - Pro Plus Multi-parameter water quality meter with all accessories	2
16	Real-Time Water Quality Station (Aqua TROLL 500 Multiparameter Instrument)	1
17	Realtime Streamflow Stations (Electromagnetic Current Meter)	1
18	Handheld Four Gas Concentration Meter Detects Methane (CH ₄), Carbon Monoxide (CO), Oxygen (O ₂) and Hydrogen Sulfide (H ₂ S) Levels	2
19	Nitrous Oxide Monitor	1
20	Ozone Meter AQ-500 Set EOZ	1
21	Air Quality Carbon Dioxide Meter PCE-WMM 50	1
22	Air Quality Particle Counting Meter PCE-RCM 10 (PM _{2.5} , 10)	1
23	Air Quality Meter PCE-RCM 11 (Fine dust, formaldehyde, humidity, temperature, TVCO)	1

4.22 APPENDIX 8.1 - CENRes SCIENTIFIC RESEARCH PROJECTS IN 2017-2022

Departments	Student scientific research projects	Ministerial level	City-level	University-level	International - Chair	International - Member
Academic year 2017-2018						
Environmental Engineering	06	-	-	01	-	01
Environmental Sciences	04	01	01	-	02	-
Environment and Natural Resources Management	06	-	04	02	02	-
Land Resources	04	01	03	06	03	-
Water Resources	03	-	-	02	05	-
Total	23	02	08	11	12	01
Academic year 2018- 2019						
Environmental Engineering	02	-	-	01	-	02
Environmental Sciences	02	01	04	02	04	01
Environment and Natural Resources Management	05	-	02	-	03	-
Land Resources	09	01	03	08	03	02
Water Resources	07	-	-	-	05	-
Total	25	02	09	11	15	05
Academic year 2019- 2020						
Environmental Engineering	02	-	-	01	01	02
Environmental Sciences	02	-	03	01	03	01
Environment and Natural Resources Management	01	-	04	-	03	-
Land Resources	05	01	01	-	02	02
Water Resources	01	-	-	01	06	-
Total	11	01	08	03	15	05
Academic year 2020- 2021						
Environmental Engineering	06	-	03	-	02	-
Environmental Sciences	05	02	03	-	05	01
Environment and Natural Resources Management	01	03	03	-	02	-
Land Resources	04	01	09	01	-	01
Water Resources	03	-	03	-	02	-
Administration Office	-	-	01	-	-	-
Total	19	06	22	01	11	02
Academic year 2021- 2022						
Environmental Engineering	01	-		01		
Environmental Sciences	04	-		03		

Environment and Natural Resources Management	01	-		-		
Land Resources	04	01		05		
Water Resources	02	-		03		
Total	12	01		12		

4.23 APPENDIX 8.2 - FINANCIAL DISTRIBUTION FOR SCIENTIFIC RESEARCH OF CENRes FOR THE PERIOD OF 2018-2022

Year	College Funds	Financial allocation for BEENRM	Distribution ratio
2018	285,500,000	77,500,000	27.15
2019	353,725,000	75,000,000	21.20
2020	156,750,000	14,250,000	9.09
2021	280,000,000	15,000,000	5.36
2022	194,800,000	14,800,000	7.60
Total	1,270,775,000	196,550,000	15.47

Source: The decision to approve grassroots scientific research projects by students conducted in 2018, 2019, 2019, 2020, 2021 and 2022

4.24 EVIDENCES

Introduction		
Exh.	Evidence Description	Type
0.01	PLAN No. 814/KH-ĐHCT-QLCL dated March 30, 2022, by the Rector of CTU on implementation of the AUN-QA to assess the quality of the programme for the period 2022-2023	File
0.02	Plan No. 1134-KH-DHCT-MT&TNTN dated April 25, 2022, on self-assessment of BEENRM programme at the undergraduate level according to AUN-QA standards	File
0.03	BEENRM programme _ Cohort 34- 35	File
0.04	BEENRM programme - Cohort 48	File
0.05	Statistics on graduation and employment of graduates in the period of 2018-2022 (College)	File
0.06	Survey results of employers' feedback on BEENRM graduates	File
0.07	Official Letter No. 1269-CP-KG dated September 6, 2004, on upgrading Vietnam's university and college network	File
0.08	Certificate of AUN-QA and Ministry of Education and Training	File
0.09	CTU's Annual Report in 2022	File
0.10	Resolution No. 93-ND-HDT dated March 15, 2023 on the promulgation of Educational Philosophy	File
0.11	Rector's Decision No. QĐ 1553-QĐ-DHCT dated January 10th, 2014 on the establishment of the Quality Assurance Council for the term 2012-CTU2020;	File
0.12	Webometrics website 2022 (South East Asia Ranking Web of Universities: Webometrics ranks 30000 institutions)	Link
0.13	Asia University Rankings Website 2022 (https://www.topuniversities.com/universities/can-tho-university)	Link
0.14	Decision No.81-QĐ-DHCT dated January 21, 2008, on the establishment of the College of Environmental and Natural Resources of CTU.	File
0.15	Decision No. 21-QĐ-KMT&TNTN dated August 9, 2021, on issuing the CENRes' vision, missions, and educational objectives	File
0.16	Research projects in CENRes (As of December 2022)	File
0.17	Report of the Party Committee of CENRes at the 3rd Party Congress for the term 2020 - 2025	File
0.18	Decision No.187-QĐ-DHCT dated February 19, 2008, on the establishment of the administration office and departments of CENRes	File
0.19	Decision No.264-QĐ- DHCT dated January 30, 2015, on the establishment of 02 departments from the Department of Environment Management and Natural Resources of the CENRes.	File
0.20	Decision No.4784-QĐ-DHCT dated November 18, 2021, on issuing the regulations of surveys for stakeholders' feedback.	File

Criterion 1. Expected Learning Outcomes		
Exh.	Evidence Description	Type
1.1.01.	Law on Amendment to Law Higher Education in 2018	File
1.1.02.	Decision No.1982-QĐ-TTg dated November 18, 2016, on the approval of the Vietnamese Qualifications Framework	File
1.1.03.	Documents related to the review, evaluation, and updating of the CTU curricula - Cohort 48	File
1.1.04.	Programme Specifications of BEENRM University website https://www.ctu.edu.vn/dao-tao/ctdt-dai-hoc.html CENRes: https://cenres.ctu.edu.vn/dao-tao/dai-hoc-chinh-quy/ch.html	Link
1.1.05.	Sample of survey for graduates' feedback on the programme	File
1.1.06.	Sample of employers' feedback on BEENRM programme	File
1.1.07.	Sample of survey for alumni's feedback on the programme	File
1.1.08.	Website course outlines: https://www.ctu.edu.vn/dao-tao/ctdt-dai-hoc.html	Link
1.1.09.	Minute of meeting for academic staff's feedback on the programme	File
1.2.01.	Matrices of PEOs and PLOs	File
1.2.02.	Summary of teaching methods used in each BEENRM course	File
1.2.03.	Course outline of Mapping and GIS	File
1.3.01.	Programme Specifications of BEENRM - Cohort 48	File
1.4.01.	Circular No. 17-TT-BGDDT dated June 22, 2021, on providing for standards and formulation, appraisal, and promulgation of training programmes of higher education.	File
1.4.02.	Minute of meeting for stakeholders' feedback on the BEENRM programme-Cohort 48	File
1.5.01.	Survey for newly graduated students' feedback on the achievement level of PLOs	File
1.5.02.	Survey results of newly graduated students' feedback on the achievement levels of PLOs	File
1.5.03.	Percentage (%) of graduates in 2018-2022	File

Criterion 2. Programme Structure and Content		
Exh.	Evidence Description	Type
2.1.01.	Course outline template (Vietnamese) in 2022 (Choose and add a complete course outline)	File
2.1.02.	Website Climate Change, High-Tech Agriculture, Revolution 4.0: https://monre.gov.vn/Pages/ChuyenMuc.aspx?cm=Bi%E1%BA%BFn%20%C4%91%E1%BB%95i%20kh%C3%AD%20h%E1%BA%ADu	Link
2.1.03.	Admission posters of CTU, CENRes, and DEM	File
2.2.01.	Decision No. 4788-QD-DHCT dated November 19, 2021, on establishing a Secretariat Team and a Programme Revision Team for undergraduate programmes	File
2.2.02.	Minutes of the Science and Education _ Professional Division on assessing and revising the BEENRM programme for Cohort 48.	File
2.3.01.	Template of students' survey of lecturers' teaching activities	File
2.3.02.	Students' feedback on lecturers - Second semester 2021-2022	File
2.3.03.	Decision No. 01-DHCT dated June 24, 2020, on establishing an alumni association/website	File
2.5.01.	Decision No. 1813-QD-DHCT dated June 18, 2021, on the Regulations on Academic Affairs for full-time undergraduate students of CTU	File
2.6.01.	Guideline No. 1982/HD-DHCT on the guideline on transferring to other programmes or majors (applied from Cohort 47)	File
2.6.02.	Master of Engineering in Environment and Natural Resources Management programme	File
2.6.03.	Decision No. 5967-QD-DHCT dated November 16, 2022, on sending BEENRM students to short-term study abroad.	File
2.7.01.	Study programme for Cohorts 36-39	File
2.7.02.	Study programme for Cohorts 40-44	File
2.7.03.	Study programme Cohorts 45-47	File
2.7.04.	Decision No. 25-QD-DHCT dated January 10, 2022, on promulgating Can Tho University's Regulations on Online Training	File
2.7.05.	Official Dispatch No. 1233-DHCT-DT on determining courses to be organised online	File

Criterion 3. Teaching and Learning Approach		
Exh.	Evidence Description	Type
3.1.01.	Decision No. 871-QD-DHCT dated April 14, 2021, on promulgating the Regulation on Working Regime for lecturers and teachers of CTU in 2021	File
3.1.02.	DEM's website: https://emd.ctu.edu.vn/	Link
3.2.01.	Form 19 CTU Public information on the facilities of higher education institutions, pedagogical colleges, pedagogical intermediate schools, the academic year 2021-2022	File
3.2.02.	Notice No. 2173-TB-DHCT dated November 04, 2021, on full-time T&L for practice - experiment hours	File
3.2.03.	CTU's announcement on part-time teaching due to the Covid 19 pandemic	File
3.2.04.	Wifi coverage areas in Campus II	File
3.2.05.	Contract for investment in telecommunications exploitation infrastructure of Dormitory A	File
3.2.06.	Guide to using Wifi in Campus II	File
3.2.07.	Full academic transcript of a student within 3.5 years of study	File
3.2.08.	Full academic transcript of a student within 04 years of study	File
3.2.09.	Decision No. 1058-QD-DHCT dated April 13, 2022, on the budget allocation for studying abroad in 2022	File
3.2.10.	Guideline No. 3570-HD-DHCT dated December 21, 2016, on the grade exemption and recognition for students studying	File
3.2.11.	Decision to replace equivalent courses in BEENRM	File
3.3.01.	Circular No. 12-TT-BGDDT dated April 12, 2013, on regulations on certificates in pedagogy for undergraduate lecturers	File
3.3.02.	Certificate in pedagogy	File
3.3.03.	Decision No. 3873-QD-DHCT dated November 10, 2020, on promulgating the Regulations on Academic Advice	File
3.3.04.	Course outline of Environmental Management in Agriculture (MT366)	File
3.3.05.	LRC database https://lrc.ctu.edu.vn/index.php/search/online-database	Link
3.3.06.	Notice No. 21-QLKH dated September 05, 2022, on registering for student research projects in 2023	File
3.3.07.	Decision No. 1715-QD-DHCT dated May 30, 2022, on approving the List of Student Research Projects in 2022	File
3.3.08.	Notice No. 2505-TB-DHCT dated August 16, 2022, on masters' admission in 2022, the second period	File
3.3.09.	CTU's online survey system https://oss.ctu.edu.vn/	Link
3.4.01.	Analysis of students' reports (Course MT405)	File
3.4.02.	Photos of IT applications in teaching	File
3.4.03.	Statistics of students pursuing masters' degrees from Cohorts 40-44	File
3.5.01.	List of student research projects in the period 2018-2022	File
3.5.02.	Course outline of Thesis of Environmental Management (MT509)	File
3.5.03.	Course outline of Seminar of Environmental Management (MT405)	File
3.5.04.	Lecturer's scientific profile: https://www.ctu.edu.vn/gioithieu/doi-ngu-giang-vien.html	Link

Criterion 3. Teaching and Learning Approach		
Exh.	Evidence Description	Type
3.5.05.	Photos of BEENRM field trip	File
3.5.06.	Course outline of Transferable Skills (KN001)	File
3.5.07.	Course outline of Entrepreneurship and Innovation (KN002)	File
3.5.08.	Decision No. 1665-QD-TTg dated October 30, 2017, on Student Start-up Support Plan to 2025	File
3.5.09.	Competition “Potential Start-up Project” of CTU in 2022	File
3.5.10.	Workshop on the development of research competence for entrepreneurship and business relations	File
3.6.01.	Plan No. 03-KH-DTN dated August 15, 2022, on exchanges with enterprises and employers	File
3.6.02.	Decision No. 2526-QD-DHCT dated July 13, 2022, on establishing a Steering Committee and a Specialisation Committee for the Workshop	File
3.6.03.	MOUs with universities	File
3.6.04.	MOUs with departments	File

Criterion 4. Student Assessment		
Exh.	Evidence Description	Type
4.1.01.	CTU's Admission Plan in 2022	File
4.1.02.	Circular 24-TT-BGDDT dated September 08, 2021, on amending and supplementing the Regulation on assessment of foreign language proficiency according to the Six-levels of Foreign Language Proficiency Framework of Vietnam.	File
4.1.03.	Document No. 771/DHCT-DGNNLN dated March 25, 2022, on the results of the foreign language proficiency test for Cohort 47	Link
4.1.04.	English test results for Cohort 47	File
4.1.05.	Course outline of Internship	File
4.1.06.	Letter of recommendation for internship	File
4.1.07.	Assessment sheet for internship in Environmental Management (for instructors in the units)	File
4.1.08.	Assessment sheet for internship in Environmental Management (for lecturers)	File
4.1.09.	Regulations on the implementation and assessment of graduation thesis	File
4.1.10.	Schedule of graduation thesis proposal presentation in the 2 nd semester 2021-2022	File
4.1.11.	Approved graduation thesis proposal + Explanation sheet on modifying graduation thesis proposal	File
4.1.12.	Report on graduation thesis progress	File
4.1.13.	Decision No. 04-QD-KMT&TNTN dated May 02, 2022, of the Council for Assessment of Undergraduate Graduation Thesis in BEENRM in the 2nd semester of the academic year 2021-2022	File
4.1.14.	Graduation thesis assessment sheet	File
4.2.01.	Plan no. 02-KH-BMQLMT dated October 11, 2021, on activities to welcome freshmen of Cohort 47	File
4.2.02.	Link of Regulations on Academic Affairs for full-time undergraduate students of CTU: https://dsa.ctu.edu.vn/images/upload/vbanply/2021/Vanban/QD1813_QD_ban_hanh_Quy_dinh_cong_tac_hoc_vu_2021.pdf	Link
4.2.03.	Application form for grade I	File
4.2.04.	Link of exam schedule of CENRes: https://www.ctu.edu.vn/webctu_old/dao-tao/lich-thi/15-dao-tao/2020-lich-thi-rieng-khoa-moi-truong-va-tai-nguyen-thien-nhien.html	Link
4.3.01.	Plan No. 1649-DHCT-DT dated June 8, 2022, on the course teaching and registration in the 1st semester of the academic year 2022-2023	File
4.3.02.	Plan No. 4676-QD-DHCT dated November 15, 2021, on CTU's working framework in 2022	File
4.3.03.	Academic transcript approved by the College (MT366 & CN122)	File
4.3.04.	Learning Management System-Students' Interface	File
4.4.01.	Evident by using Multiple Choices and True/False techniques	File
4.4.02.	Evident of using a grading checklist	File
4.4.03.	Evident of using rubrics	File

Criterion 4. Student Assessment		
Exh.	Evidence Description	Type
4.4.04.	Guidance on group reports and practice	File
4.4.05.	Plan No. 162-KMT&TNTN dated August 30, 2022, on the implementation of the graduation thesis and mini project	File
4.4.06.	Official Dispatch No. 3107-DHCT dated December 23, 2020, on Forms of final exam questions and answers	File
4.4.07.	Guideline No. 2972-DHCT dated December 09, 2020, on the organisation of the final exam from the 1st semester of the academic year 2020-2021	File
4.4.08.	Plan No. 2250-KH-DHCT dated November 16, 2021, on inspection and examination in the academic year 2021-2022	File
4.4.09.	Decision No. 02-QD-KMT&TNT dated April 22, 2022, on the board of final examination for the 2nd semester of the academic year 2021-2022	File
4.4.10.	Decision 03-QD-KMT&TNTN dated April 22, 2022, on the inspection of the final exam invigilation for the 2nd semester of the academic year 2021-2022	File
4.4.11.	Instructions for course record submission and archives for full-time undergraduate classes	File
4.4.12.	Notice No. 04-TB-DTT dated May 13, 2022, on the inspection of exam paper archives	File
4.5.01.	Guideline No. 1862-DHCT dated August 13, 2020, on the assessment - measurement of the achievement of course and study programme's PLOs	File
4.5.02.	Check the score spectrum of courses	File
4.6.01.	Lecturer's email informing the assessment results and response time to students	File
4.6.02.	Lecturer's email of feedback on assessment results for students	File
4.7.01.	Minutes of the working session between the inspection team and CENRes on the organisation and management of the 2nd-semester exam of the academic year 2020-2021	File
4.7.02.	Plan No. 78-KH-TKT dated April 27, 2022 on the inspection of the final exam invigilation for the 2nd semester of the academic year 2021-2022	File
4.7.03.	Notice No. 05-QLCL dated January 18, 2022 on the results of collecting learners' feedback on teaching activities and improving the quality in the 1st semester of the academic year 2021-2022	File

Criterion 5: Academic staff		
Exh.	Evidence Description	Type
5.1.01.	Payment table of overtime volume of CENRes in 2021	File
5.1.02.	<i>Payment table of overtime volume of DEM in 2021</i>	File
5.1.03.	6-month report of lecturers' taking professional development courses and support staff's assignment in 2022	File
5.1.04.	Official Dispatch No. 1618/DHCT-TCCB dated August 07, 2018, on ranking undergraduate training majors with lecturers based on the lecturer's expertise	File
5.1.05.	Development plan of CENRes in the period of 2017-2022 with the vision towards 2030	File
5.1.06.	Plan No. 301-KH-KMT dated November 24, 2021, on training employees in 2022	File
5.1.07.	Decision No. 5870-QD-DHCT dated December 17, 2013, on promulgating regulations on the requirements of lecturers' professional development progress	File
5.1.08.	Decision No. 6018-QD-DHCT dated December 31, 2021, regulating the management of training, fostering, exchange of experts and lecturers' professional development process	File
5.1.09.	Official Dispatch No. 33-KNT&TNTN dated March 11, 2022, on recruiting lecturers in 2022	File
5.1.10.	Notice No. 1217-TB-DHCT dated April 29, 2022, on the recruitment of employees	File
5.1.11.	Decision No. 2557-QD_DHCT dated July 15, 2022, approving the results of admission of CTU employees	File
5.1.12.	Notice No. 2161-TB-DHCT dated October 03, 2022, on the retirement of Mr. Nguyen Huu Chiem	File
5.1.13.	Decision No. 246-QD-BGDDT dated February 03, 2020, on retirement for social security schemes	File
5.1.14.	Decision No. 5739-QD-DHCT dated December 22, 2021, on extending the working time for CTU employees	File
5.2.01.	Circular No. 03-TT-BGD&DT dated January 18, 2022, on the determination of undergraduate, master's and doctoral admission criteria	File
5.2.02.	Circular No. 06-TT-BGD&DT dated February 28, 2018, on the determination of undergraduate, master's and doctoral admission criteria	File
5.2.03.	Circular No. 01-TT-BGD&DT dated February 25, 2019, on the determination of undergraduate, master' and doctoral admission criteria	File
5.2.04.	The monitoring system of the teaching situation and workload	File
5.3.01.	Official Dispatch No. 2204-DHCT-TCCB dated November 09, 2021, on the registration of emulation titles in 2021-2022	File
5.3.02.	Plan No. 1436-KH-DDHCT dated May 23, 2022, on employee assessment and emulation and commendation in 2021-2022	File
5.3.03.	Decision No. 1001-QD-BGDT dated April 21, 2020, on raising the salary scale for employees	File
5.3.04.	Seminar on Environment and Natural Resources & Climate Change on October 22, 2021	File
5.3.05.	Sample 2. Summary of scientific reports made in 2022 (from January-June)	File
5.3.06.	List of textbooks and books published: https://cenres.ctu.edu.vn/xuat-ban/9-thong-bao/605-sach-va-giao-trinh-at-ban.html	Link
5.3.07.	Launching the emulation movement for the academic year 2019-2020	File

Criterion 5: Academic staff		
Exh.	Evidence Description	Type
5.3.08.	Decision No. 5976-QD-DHCT dated December 23, 2013, on implementing civilized lifestyle in CTU	File
5.3.09.	Rating sheet for the quality of employees in 2021-2022 (Tran Thi Kim Hong)	File
5.3.10.	Summarised list of assessment and classification of civil servants for the academic year 2020-2021	File
5.3.11.	Decision No. 1845-QD-DHCT dated June 22, 2021, on the assessment results of quality ratings for CTU employees in the academic year 2020-2021	File
5.4.01.	Circular No. 36-TTLT-BGDDT-BNV dated November 28, 2014, regulating the code and professional title criteria of employees teaching at public higher	File
5.4.02.	Teaching assignment for the second semester of the academic year 2022-2023	File
5.4.03.	Decision No. 4336-QD-DHCT dated October 10, 2022, on the appointment of employees as academic advisors of Cohort 48	File
5.4.04.	Decision No. 5374-QD-DHCT dated December 06, 2021, on the assignment of Nguyen Binh Long's master thesis project	File
5.4.05.	Teaching assignment of postgraduate courses for the second semester of the academic year 2022-2023	File
5.4.06.	Statistics of service hours and other tasks of the College in 2021	File
5.5.01.	Circular No. 31-TT-BGDDT dated regulating the criteria and conditions for examinations or promotion of lecturers	File
5.5.02.	List of registrations for training courses according to professional title criteria of lecturers class II (27.6.2022)	File
5.5.03.	Decision No. 4809-QD-DHCT, dated November 19, 2021, on the appointment of employees to attend training courses according to professional title criteria class	File
5.5.04.	Minutes of emulation and commendation review meeting for employees in 2021-2022	File
5.5.05.	List of employees requesting consideration for salary increment ahead of time in 2021	File
5.5.06.	Decision No. 5755-QD-DHCT dated December 27, 2021, on the second increment of salary and seniority allowance beyond the framework for employees in 2021	File
5.6.01.	Decision No. 3626-QD-DHCT dated October 27, 2020, regulating professional ethics in science and technology activities	File
5.6.02.	Official Dispatch No. 432-DHCT-TCCB dated March 12, 2018, on the training of PhDs of 911 project - Nguyen Hong Duc	File
5.6.03.	Official Dispatch No. 234-KMT&TNTN dated September 17, 2019, on sending staff to study for a doctoral degree in Japan (Nguyen Hong Duc)	File
5.6.04.	Decision No. 6343-QD-DHCT dated December 26, 2019, on sending individuals to study at postgraduate levels abroad (Ly Van Loi)	File
5.6.05.	Decision No. 70-QD-Ttg dated December 10, 2014 on promulgating the university charter	File
5.6.06.	Notice No. 3552-TB-DHCT dated November 11, 2022, on making the training plan for employees in 2023	File
5.6.07.	Decision No. 6313-QD-DHCT dated December 24, 2019, on receiving employees who studied and worked abroad (Bui Thi Bich Lien)	File
5.6.08.	Decision No. 355-QD-DHCT dated February 18, 2019, promulgating the Regulations on organisation and operation of DHCT	File

Criterion 5: Academic staff		
Exh.	Evidence Description	Type
5.6.09.	Resolution No. 29-NQ-DHCT dated May 19, 2020, promulgating the regulations on the organisation and operation of CTU	File
5.6.10.	Decision No. 844-QD-DHCT dated April 13, 2021, promulgating the regulations on appointment, reappointment and extension of time	File
5.6.11.	Decision No. 2346-QD-DHCT dated July 21, 2014, regulating the functions and duties of the functional departments of CTU	File
5.6.12.	Application to explain the extension of study time abroad (Le Ngoc Kieu)	File
5.7.01.	Decision No. 4028-QD-DHCT dated September 12, 2018, on sending employees to study a short-term course in Japan (Kim Lavane)	File
5.7.02.	Decision No. 1886-QD-DHCT dated June 06, 2022, on sending employees abroad (Vo Quoc Thanh)	File
5.7.03.	Decision No. 3386-QD-DHCT dated August 14, 2018, on the appointment of employees to attend a workshop in Hanoi (Nguyen Dinh Giang Nam)	File
5.8.01.	Circular No. 21-TT-BGDDT dated July 31, 2020, guiding the emulation and commendation of the education sector issued by the Ministry of Education and Training	File
5.8.02.	Decision No. 4873-QD-BGDDT dated November 16, 2017, on awarding diplomas of merit of the Minister of Education and Training	File
5.8.03.	Decision No. 1822-QD-Ttg dated November 16, 2017, on the granting of diplomas of merit of the Prime Minister for 01 collective and 03 individuals	File
5.8.04.	Decision No. 4788-QD-BGDDT dated December 21, 2021, on awarding diplomas of merit	File
5.8.05.	Notice No. 1170-TB-DHCT dated June 10, 2020, on the granting of the award for education in 2020	File
5.8.06.	Notice No. 3580-TB-DHCT dated December 22, 2021, on the planning of professional work of lecturers in 2022	File
5.8.07.	Environmental Management Professional work plan for 2022	File
5.8.08.	Regulations on the internal expenditure of CTU attached to Decision No. 266-QD-DHCT dated February 17, 2022	File
5.8.09.	Decision No. 3859-QD-DHCT dated October 11, 2021, on the recognition of progressive labour in 2020-2021	File
5.8.10.	Decision No. 3958-QD-DHCT dated October 14, 2021, on the recognition of the emulation fighter title in 2020-2021	File
5.8.11.	Minutes No. 133-KMT&TNTN dated June 20, 2022, on the consideration of emulation and commendation of employees in 2021-2022	File
5.8.12.	Decision No. 2785-QD-DHCT dated August 05, 2022, on the recognition of progressive labour in 2021-2022	File
5.8.13.	Decision No. 2937-QD-DDHCT dated August 11, 2022, on the recognition of the emulation fighter title in 2021-2022	File
5.8.14.	Decision No. 3820-QD DHCT dated October 06, 2021, on classifying collectives to excellently complete tasks in 2020-2021	File
5.8.15.	Decision No. 2784-QD-DHCT dated August 05, 2022, on classifying progressive labour collective for the academic year 2021-2022	File

Criterion 6. Student support services		
Exh.	Evidence Description	Type
6.1.01.	CTU's Facebook fanpage for admission counselling: https://www.facebook.com/ctu.tvts	Link
6.1.02.	DEM's Facebook fanpage https://www.facebook.com/bmquanlymoitruong.ctu	Link
6.1.03.	CENRes's and DEM's plan on organising admission consultancy activities	File
6.1.04.	CTU's streaming schedule of admission consulting activities	File
6.1.05.	Contact information for student admission consultant: https://www.ctu.edu.vn/index.php?option=com_sppagebuilder&view=page&id=30	Link
6.1.06.	Student Admission Website: https://tuyensinh.ctu.edu.vn/	Link
6.1.07.	Announcing admission results and admission scores: Admission scores of Method 3: https://xettuyen.ctu.edu.vn/diemchuan Admission scores of Method 4: https://xettuyen.ctu.edu.vn/diemchuanpt4	Link
6.1.08.	Online registration system Instructions for applying for admission to Can Tho University on the enrolment support system of the Ministry of Education and Training (ctu.edu.vn): http://thisinh.thitotnghiepthpt.edu.vn	Link
6.1.09.	Website for admission results: https://xettuyen.ctu.edu.vn/login?redirectUrl=/users/ketqua	Link
6.1.10.	First-year students' website: https://tansinhvien.ctu.edu.vn/	Link
6.2.01.	Resolution No. 40-NQ-HDT dated June 25th, 2021 on Approving the Investment Policies for projects in the period of 2021-2025	File
6.2.02.	Decision No. 142-QĐ-ĐHCT dated January 21 st , 2022 on the allocation of funds in 2022	File
6.2.03.	Feedback collection from undergraduate and graduate students about CTU's support services	File
6.2.04.	Decision No. 3323-QĐ-ĐHCT dated August 18 th , 2016, on sending staff to work in Ho Chi Minh City and Khanh Hoa Province (Nguyen Thanh Trung)	File
6.2.05.	Dispatch No. 123-KMT&TNTN dated June 4 th , 2019, on sending staff on training courses about the management and usage of laboratories	File
6.2.06.	Decision 3875-QĐ-ĐHCT dated October 16 th , 2015 promulgating regulations on the management and usage of laboratories, practice	File
6.2.07.	Certificate of Completion of the State Administration Course (Bui Thi Chuyen_Nguyen Thanh Trung)	File
6.3.01.	Circular No. 08-TT-BGDDT dated March 18 th , 2021 promulgating academic regulations on the training of undergraduate programmes	File
6.3.02.	Decision No. 1140-QĐ-ĐHCT dated April 19 th , 2022 on student name deletion	File
6.3.03.	Official Dispatch No. 122-CTSV dated May 13th, 2022, on Cohort 47 students who have not completed the admission procedures	File
6.3.04.	Student monitor system for academic advisors	File
6.3.05.	Photo of the LMS for grade improvement	File

Criterion 6. Student support services		
Exh.	Evidence Description	Type
6.3.06.	Class meeting minutes and schedules for academic advisors	File
6.3.07.	Announcement on Cohort 47 students who have not finished the admission procedure	File
6.3.08.	Announcement on students whose training durations have expired	File
6.3.09.	Class Request Form	File
6.4.01.	BEENRM Students' Handbook	File
6.4.02.	Notice No. 51-TB-CTSV dated February 28 th , 2022, on the organisation of the health examination for C47 students	File
6.4.03.	Plan No. 43-KH-DTN dated June 7 th , 2022, on organising CENRes's Summer Youth Volunteer Campaign in 2022	File
6.4.04.	Plan No. 08-KH-TTTVHT&KNSV dated May 6 th , 2022, on organising Session 1 of the Student Job Fair in 2020	File
6.4.05.	List of students receiving scholarships issued together with Decision No. 766-QD-DHCT dated March 24 th , 2022	File
6.4.06.	Certificate of Academic Merit from the Rector	File
6.4.07.	Decision No. 42-QD-HSV dated December 3 rd , 2021, on promulgating regulations on criteria for the Student with 5 Merits consideration at the University level in the academic year 2021-2022	File
6.4.08.	Plan No. 554-KH-DHCT dated March 9 th , 2022, on the organisation of the Olympic Contest on political theory and Ho Chi Minh's thought in 2022.	File
6.4.09.	Plan 2892-KH-DDHCT dated December 2 nd , 2020, on organising a propaganda contest on traffic safety, drug prevention and HIV/AIDS in Can Tho University in 2020.	File
6.4.10.	Plan No. 423-KH-DHCT-CTCT dated February 28 th , 2022, on the organisation of CTU's Traditional Cultural Art Performance Festival in 2022	File
6.4.11.	Website of Learning Resources Center: https://lrc.ctu.edu.vn/	Link
6.4.12.	Inventory report on the current state of library management and usage in 2020	File
6.4.13.	Website of Department of Student Assistance: https://dsa.ctu.edu.vn/	Link
6.4.14.	Decision No. 6404-QD-DHCT dated November 29 th , 2022 on the establishment of CENRes's laboratories and practice labs	File
6.4.15.	Self-study areas of CENRes	File
6.4.16.	Student Loan Form	File
6.4.17.	Website of Center for Student Consultancy and Startup: https://scs.ctu.edu.vn/	Link
6.4.18.	The forms: https://dsa.ctu.edu.vn/bieu-mau.html	Link
6.4.19.	File of bonus training grades issued together with the Decision No. 73-QD-DHCT, dated January 11 th , 2017 by the Rector of Can Tho University	File
6.5.01.	Recruitment announcement of Department of Personnel: https://dp.ctu.edu.vn/tuyen-dung.html	Link
6.5.02.	The procedure of application for staff/employees	File
6.5.03.	Contract No. 188-HD-TCCB dated July 1 st , 2022: Librarian Contract	File

Criterion 6. Student support services		
Exh.	Evidence Description	Type
6.5.04.	Contract No. 189-HD-TCCB dated July 1 st , 2022: Security Guard Contract	File
6.5.05.	Contract No. 187-HD-TCCB dated July 1 st 2022: CENRes's Classroom Building Management Staff Contract	File
6.5.06.	Decision No. 4920-QD-ĐHCT on awarding certificates of merit to collectives and individuals with achievements in Building a Safe Workplace in 2021	File
6.5.07.	Decision 935-QD-ĐHCT dated May 4 th , 2011 on the appointment of staff and employees on training to improve knowledge about State management-CTCV in 2011	File
6.5.08.	Decision No. 679-QD_ĐHCT dated March 20 th , 2015 on appointing civil servants to participate in training courses for specialist ranks	File
6.5.09.	Decision No. 3399-QD-ĐHCT dated September 6 th , 2013 on Appointment of officials and employees on training to improve knowledge State management, Cohort 43 of 2013	File
6.5.10.	Questionnaires for feedback from lectures about CTU's support services	File
6.5.11.	Outcomes of the survey with lecturers about CTU's support activities and services (2020-2021)	File
6.5.12.	Outcomes of the survey with students about CTU's support activities and services	File
6.6.01.	Website of Quality Management Center: https://qat.ctu.edu.vn/	Link
6.6.02.	Summary report of the academic year 2017 - 2018	File
6.6.03.	Summary report of the academic year 2018 - 2019	File
6.6.04.	Summary report of the academic year 2019 - 2020	File
6.6.05.	Summary report of the academic year 2020-2021	
6.6.06.	Summary report of the academic year 2021 - 2022	File
6.6.07.	Decision No. 330-QD-DHCT dated February 2 nd , 2018, on the allocation of funds in 2018	File
6.6.08.	Decision No. 281-QD-DHCT dated January 25 th , 2019, on the allocation of funds in 2019	File
6.6.09.	Decision No. 201-QD-DHCT dated January 17 th , 2020, on the allocation of funds in 2020	File
6.6.10.	Decision No. 621-QD-DHCT dated March 24 th , 2021, on the allocation of funds in 2021	File

Criterion 7. Facilities and Infrastructure		
Exh.	Evidence Description	Type
7.1.01.	Report No. 186-BC-DHCT dated January 13 rd , 2023, on the Quarterly Statistical Report of the 4th Quarter of 2022 (on the facilities of CTU)	File
7.1.02.	Decision No. 4911-QD-DHCT dated December 31 st , 2012, promulgating regulations on the use of classrooms and classrooms.	File
7.1.03.	Statistics on CTU's facilities: https://cenres.ctu.edu.vn/gi/co-so-vat-chat/co-so-vaatf-chat-khoa.html	Link
7.1.04.	Photos of the campus with the self-study, recreational and scientific research areas, parking yard, and cafeteria	File
7.1.05.	CENRes's plan for machine and equipment repair	File
7.1.06.	Statistics on CTU's endogenous information resources from 2018 to August 2022	File
7.1.07.	Statistical report on the current state of libraries' and LRC's management and usage in 2020	File
7.1.08.	Instruction on signing into the integrated management system	File
7.2.01.	CENRes's maintenance and repair plan in 2021	File
7.3.01.	Opening hours of LRC: https://lrc.ctu.edu.vn/index.php/activities/business-hours	Link
7.3.02.	Instructions on searching for online table of contents, looking up and renewing documents	File
7.3.03.	Remote book loan service: https://lrc.ctu.edu.vn/index.php/services/tele-book	Link
7.3.04.	Free services at LRC: https://lrc.ctu.edu.vn/index.php/services/free-service	Link
7.3.05.	Plan No. 30-KH-TTHL dated July 30 th , 2019, on orientation activities for C45 students about using LRC	File
7.3.06.	Invitation letter to the 2022 Book Festival	File
7.3.07.	Regulations of CENRes's library	File
7.4.01.	No. 01-Ctr-DU dated July 19 th , 2020, on the Action Programme to Implement the Resolution of the 12th Party Congress (2020-2025)	File
7.4.02.	Instructions on installing Zoom (purchased version)	File
7.5.01.	Registration for Reader Cards for users from inside and outside of CTU	File
7.5.02.	LRC's meeting and conference room booking service: https://lrc.ctu.edu.vn/index.php/services/conferences	Link
7.5.03.	Resolution No. 51-NQ-DU dated April 29 th , 2021, on promoting digital transformation to develop CTU in the orientation of a smart-university	File
7.5.04.	Plan No. 24-PKHTH dated August 18 th , 2021, on deploying e-office software	File
7.6.01.	Decision No. 860-QD-DHCT dated March 26 th , 2019, on CENRes's cleaning service package	File
7.6.02.	Decision 4645-QD-DHCT dated December 15 th , 2020, on health and mental counselling activities for students	File
7.6.03.	Notice No. 1128-TB-DHCT dated June 11 th , 2020 on installing VssID insurance application among students	File
7.6.04.	Notice No. 126-DHCT-KHTH dated February 1 st , 2020, on the postponement of the learning schedule and the prevention of the Covid-19 pandemic	File
7.6.05.	Notice No. 292-TB-CTSV dated May 17 th , 2018, on the prevention of dengue fever, and communicable dermatitis	File

Criterion 7. Facilities and Infrastructure		
Exh.	Evidence Description	Type
7.6.06.	Decision No. 2268-QD-DHCT dated June 27th, 2022, on the establishment of CTU's Steering Committee for Fire Prevention and Fighting	File
7.6.07.	Decision No. 19-KMT&TNTN dated August 24 th 2022 on the establishment of CENRes's Fire Prevention and Fighting Team	File
7.6.08.	Information on Fire Prevention and Fighting activities of CENRes	Link
7.6.09.	Certificate of Food Safety of CENRes's cafeteria	File
7.6.10.	Photo of CENRes's restrooms for people with disabilities	File
7.6.11.	CENRes's Programme to respond to World Environment Day June 5th	File
7.7.01.	Star Award Competition: https://yu.ctu.edu.vn/thong-bao/1845-star-awards-2022.html	Link
7.7.02.	Announcements on Learning Support Scholarships: https://dsa.ctu.edu.vn/thong-bao/hoc-bong.html	Link
7.7.03.	Announcement No. 192-TB-CTSV dated August 5th, 2022, on the submission of documents for Social Allowance on the first semester of the 2022-2023 academic year	File
7.7.04.	Notice No. 186-CTSV dated August 3rd, 2022, on session 2 of submission of documents for study expenses support in 2022	File
7.7.05.	Regimes about student financial support: https://dsa.ctu.edu.vn/thong-bao/che-do-chinh-sach.html	Link
7.7.06.	Decision No. 452-QD-DHCT dated February 25th, 2022, on the allocation of learning support scholarship in the 2nd semester of the 2021-2022 academic year	File
7.7.07.	The "Zero Dong Market": https://yu.ctu.edu.vn/thong-bao/1475-tb-chtr-phien-cho-sv-ctu-2107.html	Link
7.8.01.	Support staff appraisal form in 2022 _Pham Viet Nu	File
7.8.02.	Weekly report	File
7.8.03.	CENRes's meeting minutes	File
7.8.04.	Summary report of 2021-2022, academic year and orientations toward the 2022-2023 academic year of CENRes	File
7.9.01.	Decision No. 02-QD-KMT&TNTN dated April 28 th , 2021, on the Establishment of the Laboratory and Practice Lab Inspection Team in 2021	File
7.9.02.	<i>Annual document renewal</i> : https://lrc.ctu.edu.vn/index.php/activities/statistics	Link
7.9.03.	Document No. 803-DHCT-TTHL dated March 29 th , 2022, on the Addition of Learning Materials and Quality Assessment	File
7.9.04.	LRC's database in September 2021	File

Criterion 8. Output and Outcomes		
Exh.	Evidence Description	Type
8.1.01.	Dispatch No. 153-CV-CTSV dated August 10th, 2020, on checking student academic status (academic warnings)	File
8.1.02.	Decision No. 226-QD-DHCT dated February 5th, 2021, on undergraduate students' graduation recognition and diploma award.	File
8.1.03.	Minutes of working with students who have received academic warnings/expulsion from CTU	File
8.2.01.	Recruitment Announcement	File
8.2.02.	Master's Student Admission Scheme in 2022	File
8.2.03.	Admission scores of the first session Master's level entrance exam in 2022	File
8.3.01.	Webportal of CTU's Science Management System: https://qldiem.ctu.edu.vn/STMCTU/tracuutt	Link
8.3.02.	Plan No. 02-KH-KN dated September 22nd, 2022, on Organisation of Training Workshops on Writing Skills for Scientific Research Topics	File
8.3.03.	Dispatch No. 15-BQLDA.ODA dated September 17th, 2020, on organising training courses on writing scientific reports in English	File
8.3.04.	Invitation Letter No. 17-BQLDA.ODA dated November 16th, 2021, to the "Standard Methods of Designing Effective Scientific Presentations" seminar.	File
8.3.05.	Plan No. 837/DHCT-QLKH dated April 01st, 2022 on Organising the Student Scientific Research Conference in 2022	File
8.3.06.	List of research projects at all levels of the Department of Environmental Management in the period 2018-2022	File
8.5.01.	Dispatch No. 25-QLCL dated June 9th, 2022, on Feedback collection with students on advisory and support activities and studying experience in the academic year 2021-2022	File
8.5.02.	Dispatch No. 53-CV-DTN dated March 26th, 2019, on the mobilisation of CENRes's leaders to participate in the meeting with student delegates in 2019	File
8.5.03.	Rector's meeting with students in 2018	Link