

HO CHI MINH CITY UNIVERSITY OF TECHNOLOGY AND EDUCATION
FACULTY OF FOREIGN LANGUAGES



HCMUTE

SELF-ASSESSMENT REPORT FOR AUN-QA PROGRAMME ASSESSMENT



BACHELOR OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES



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**ASEAN
University
Network**

AUN-QA SELF-ASSESSMENT REPORT

of the Bachelor of Arts in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES PROGRAMME

We hereby confirm to approve this AUN-QA Self-Assessment Report of the Bachelor of Arts in Teaching English to Speakers of Other Languages Programme for assessment according to AUN-QA Criteria (V4.0).

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TABLE OF CONTENT

PART 1: INTRODUCTION	1
1.1. EXECUTIVE SUMMARY OF THE SELF-ASSESSMENT REPORT (SAR)	1
1.2. ORGANISATION AND APPROACH OF THE SAR	1
1.3. BRIEF HISTORY OF HCMUTE.....	1
1.4. BRIEF DESCRIPTION OF FACULTY OF FOREIGN LANGUAGES (FFL).....	2
1.5. INTRODUCTION TO THE TESOL PROGRAMME.....	5
PART 2: AUN-QA CRITERIA	6
1. CRITERION 1: EXPECTED LEARNING OUTCOMES	6
2. CRITERION 2: PROGRAMME STRUCTURE AND CONTENT	14
3. CRITERION 3: TEACHING AND LEARNING APPROACH	26
4. CRITERION 4: STUDENT ASSESSMENT	32
5. CRITERION 5: ACADEMIC STAFF	38
6. CRITERION 6: STUDENT SUPPORT SERVICES	44
7. CRITERION 7: FACILITIES AND INFRASTRUCTURES.....	53
8. CRITERION 8: OUTPUT AND OUTCOMES.....	63
PART 3: STRENGTHS AND WEAKNESSES ANALYSIS	71
PART 4: APPENDICES	75
APPENDIX 1: SELF-ASSESSMENT FOR AUN-QA ASSESSMENT AT PROGRAMME LEVEL.....	75
APPENDIX 2: TESOL PROGRAMME SPECIFICATION.....	79
APPENDIX 3: EXHIBITION LIST	89

LIST OF ABBREVIATIONS

AAO	Academic Affairs Office
ARC	Academic and Research Committee
ASAO	Admissions and Student Affairs Office
AUN-QA	ASEAN University Network – Quality Assurance
BUILD-IT	Building University-Industry Learning and Development through Innovation and Technology
CDIO	Conceiving-Designing-Implementing-Operating
CEFR	Common European Framework of References for Languages
CELL	Center for Language Learning
CLO	Course Learning Outcome
ELO	Expected Learning Outcome
ESP	English for Specific Purposes
FFL	Faculty of Foreign Languages
GAPAO	General Administration and Personnel Affairs Office
GE	General English
GPA	Grade Point Average
HCMUTE	Ho Chi Minh City University of Technology and Education
HEEAP	Higher Engineering Education Alliance Programme
IAB	Industrial Advisory Board
IELTS	International English Language Testing System
ISO	International Organisation for Standardisation
IT	Information Technology
KPI	Key Performance Indicator
LTLT	Language Teaching and Learning Today
LMS	Learning Management System
MoET	Ministry of Education and Training
MOOC	Mass Open Online Course
PI	Performance Indicators
PO	Programme Objective
QAO	Quality Assurance Office
SAR	Self-Assessment Report
TESOL	Teaching English to Speakers of Other Languages
UTM	Universiti Teknologi Malaysia
VQF	Vietnamese Qualifications Framework

LIST OF TABLES

Table 1.1. Alignment between TESOL POs and the Vision and Mission of HCMUTE and FFL.....	6
Table 1.2. Relationship between POs and ELOs of the TESOL Programme.....	7
Table 1.3. Alignment between ELOs and Revised Bloom’s Taxonomy, General/Specific Knowledge and Skills.....	7
Table 1.4. Examples of Performance Indicators.....	8
Table 1.5. Alignment between CLOs and ELOs of the TESOL Programme.....	9
Table 1.6. Matrix of Extracurricular Activities to ELOs of the TESOL Programme.....	10
Table 1.7. Alignment between Requirements for Undergraduate Degree in VQF and the TESOL Programme’s ELOs.....	11
Table 1.8. Sample Results of ELOs Measurement.....	13
Table 2.1. Translation of ELOs into Courses.....	15
Table 2.2. Horizontal and Vertical Alignment of the Curriculum, Teaching and Learning Activities, and Student Assessment to the Programme’s ELOs.....	16
Table 2.3. Requirements of stakeholders that have been incorporated into the TESOL Programme.....	17
Table 2.4. Contribution of Groups of Courses to ELOs Achievement.....	20
Table 2.5. Benchmarking TESOL Curriculum with Other Curricula.....	22
Table 2.6. List of Elective Courses.....	23
Table 2.7. Comparison between Structures of 150- and 132-credit Programmes.....	24
Table 5.1. The allocation of lecturers and staff from 2021-2025.....	38
Table 5.2. FTE of full-time teaching staff in TESOL programme.....	39
Table 5.3. General required workload for lecturers at HCMUTE.....	40
Table 5.4. Staff-to-student statistics and ratio in TESOL programme from 2017 to 2021.....	40
Table 5.5. The overall score on Course Experience Survey for FFL teaching.....	41
Table 6.1. Intake of First-year Students (last five academic years).....	45
Table 6.2. The number of students during the last five academic years.....	45
Table 6.3. The number of student support services staffs during the last five academic years.....	46
Table 6.4. Student evaluation on support service quality in five academic years (2017-2021).....	53
Table 7.1. Samples of HCMUTE Offices.....	59
Table 7.2. A Sample of Surveys on the Quality of Student Support Services.....	61
Table 7.3. The Results of a Student Satisfaction Survey regarding the School's Facilities.....	62
Table 8.1. Reasons and Solutions Related to the Dropout Rate.....	63
Table 8.2. Employment Status of Alumni.....	64
Table 8.3. The percentage of TESOL-programme students having jobs within 3 months from graduation compared to students in other majors of HCMUTE.....	65
Table 8.4. Quantity and type of research projects of FFL’s academic staff.....	65
Table 8.5. Quantity and type of published papers of FFL’s academic staff.....	65
Table 8.6. A sample of assessment methods and measurement results (ELO 8).....	67
Table 8.7. Results of ELOs Measurement.....	67
Table 8.8. Degree of Working Satisfaction with Teaching Loads from 2018-2020.....	68
Table 8.9. Results on Surveys of Students’ Satisfaction of Teaching Quality.....	69
Table 8.10. Alumni’s Satisfaction with the Training Quality (2020).....	69
Table 8.11. Alumni’s Satisfaction with Current Jobs.....	69

LIST OF FIGURES

Figure 1.1. Organisational Structure of HCMUTE.....	3
Figure 1.2. Organisational Structure of FFL.....	5
Figure 2.1. Curriculum Structure.....	22
Figure 8.1. Results of ELOs Measurement.....	68

PART 1: INTRODUCTION

1.1. Executive summary of the Self-Assessment Report (SAR)

Based on the vision and mission of Ho Chi Minh City University of Technology and Education (HCMUTE), the goals and objectives of the Teaching English to Speakers of Other Languages (TESOL) programme of the Faculty of Foreign Languages (FFL) are well defined to develop English-major students in terms of knowledge, skills, attitudes in the field of English language teaching.

The TESOL programme is designed to meet the growing needs for qualified English language teachers at high schools, secondary schools, vocational schools, vocational colleges, language schools, and other similar institutions in Vietnam. The programme helps learners to develop their professional skills as well as necessary soft skills to easily adapt to continuous innovation in the English language teaching environment at different levels of training in the national education system.

HCMUTE has put efforts to comply with ASEAN University Network – Quality Assurance (AUN-QA) requirements and continually improved the effectiveness of its quality management system. On the roadmap of the university to achieve the approval by the AUN-QA assessment committee, HCMUTE has had 14 approved training programmes and 19 other programmes to be assessed by 2025. The TESOL programme is going through the assessment process in 2022.

1.2. Organisation and approach of the SAR

A team including the Dean, Vice-Dean, Department Heads and other professional staffs was established in November, 2020 with the support from Quality Assurance Office (QAO) and other functional units at HCMUTE to prepare for the SAR and to collect evidence supporting all the criteria under assessment.

The first draft of the SAR was completed in July, 2022. It was first reviewed by QAO and then commented on by external experts. Based on such valuable feedback, the SAR team planned to review and edit the SAR again for its improvement before submitting the final version for the AUN-QA assessment by the end of August, 2022.

The SAR (version 4.0) is divided into four parts as follows:

- **Part 1: Introduction:** to provide an overview of HCMUTE, FFL and the TESOL programme;
- **Part 2: AUN-QA criteria:** to describe and analyse all of the AUN-QA criteria;
- **Part 3: Strengths and Weaknesses Analyses:** to present a number of solutions to improve the TESOL programme in the future;
- **Part 4: Appendices:** to present the evidence for AUN-QA criteria and other related documents.

1.3. Brief history of HCMUTE

Having its own distinct values, HCMUTE is the first university to train and educate technical teachers in Vietnam. When it was first founded on October 5th, 1962, HCMUTE was the Technical Education College Department subordinate to the Phu Tho School of Technology. It has since then undergone many times of changing names due to the integration with other schools or its own development. Thanks to the great contributions of its all members, the present HCMUTE has become one of the first accredited universities in Vietnam, and a national featured university focusing on education, training and scientific research. It has also achieved prestige on a level with other major universities in the country, and stands at its leading position in the area of professional higher education and technical applications.

As of January 2022, HCMUTE has 14 academic faculties, 1 institute, 16 functional offices, and 20 centers. There are over 800 staffs including 206 PhD holders working and teaching on two campuses with the total area of 21 hectares serving over 26,000 students. Based on its traditional fortes in science, engineering and technology, HCMUTE is now offering 7 PhD programmes, 16 Master's programmes, and 38 Bachelor's Programmes.

1.3.1. Vision, mission and core values of HCMUTE

Vision: HCMUTE renovates its operation model to be fully autonomous, turning itself into an entrepreneurial institution. The university aims at becoming a leading hub for training, research, innovation and entrepreneurship in Vietnam, which can be par with other regional and international prestigious universities.

Mission: HCMUTE is to provide services of practical training, applied research and community outreach. It is committed to continuous innovation and creativity, offering high quality human resources and scientific products to the fields of vocational education, science and technology to meet the demands of the socio-economic development of the country and the region.

Core values: The core values of a comprehensive and modern education system which HCMUTE has been appreciating, preserving, and implementing creatively include:

- Upholding and implementation of Vietnamese people's humane traditional values;
- Cultivation of talent and creativity, with a focus on training professional skills and responsibility;
- Respect for the learners and community's benefits. Building of an ever- learning society;
- High regard for quality, effectiveness, and innovation in activities;
- Integration, cooperation and sharing.

1.3.2. Organisational structure of HCMUTE

The organisational structure of HCMUTE consists of the University Council, Presidential Board, 14 academic faculties, 1 institute, 16 functional offices and 21 centers, as shown in Figure 1.1.

1.3.3. Quality assurance system of HCMUTE

Quality policy of HCMUTE

HCMUTE continuously improves its quality of teaching, learning, research and community services to provide students with optimal opportunities for all-round competence development, meeting the national demands of the socio-economic development and international integration.

Quality assurance activities

HCMUTE has been applying ISO 9001:2000 quality management system since 2005 and the system has been maintained until now with 42 quality management processes being issued, revised and added during the operation. Quality Assurance Office (QAO) was established in 2008 with the functions as follows:

- Consulting and directly organizing activities with relations to the management of the University in compliance with ISO 9001:2000;
- Conducting surveys and assessment of the University's education quality;
- Coordinating the assessment, inspecting training curricula and educational institutions in compliance with international and the Ministry of Education and Training (MoET)'s standards.

HCMUTE had quality accreditation at institutional level by MoET in 2005 and 2016. Currently, there are 14 academic programmes of HCMUTE assessed by AUN-QA.

1.4. Brief description of Faculty of Foreign Languages (FFL)

1.4.1. History of FFL

FFL is one of the most important units of HCMUTE in training foreign languages, language teaching methodology, linguistics and business. FFL has been significantly growing during the last two decades, achieving various successes in training, research and community services. FFL has successfully trained several generations of students from a lot of provinces in Vietnam thanks to a dedicated and experienced team. FFL alumni are currently serving in different industries all over the world.

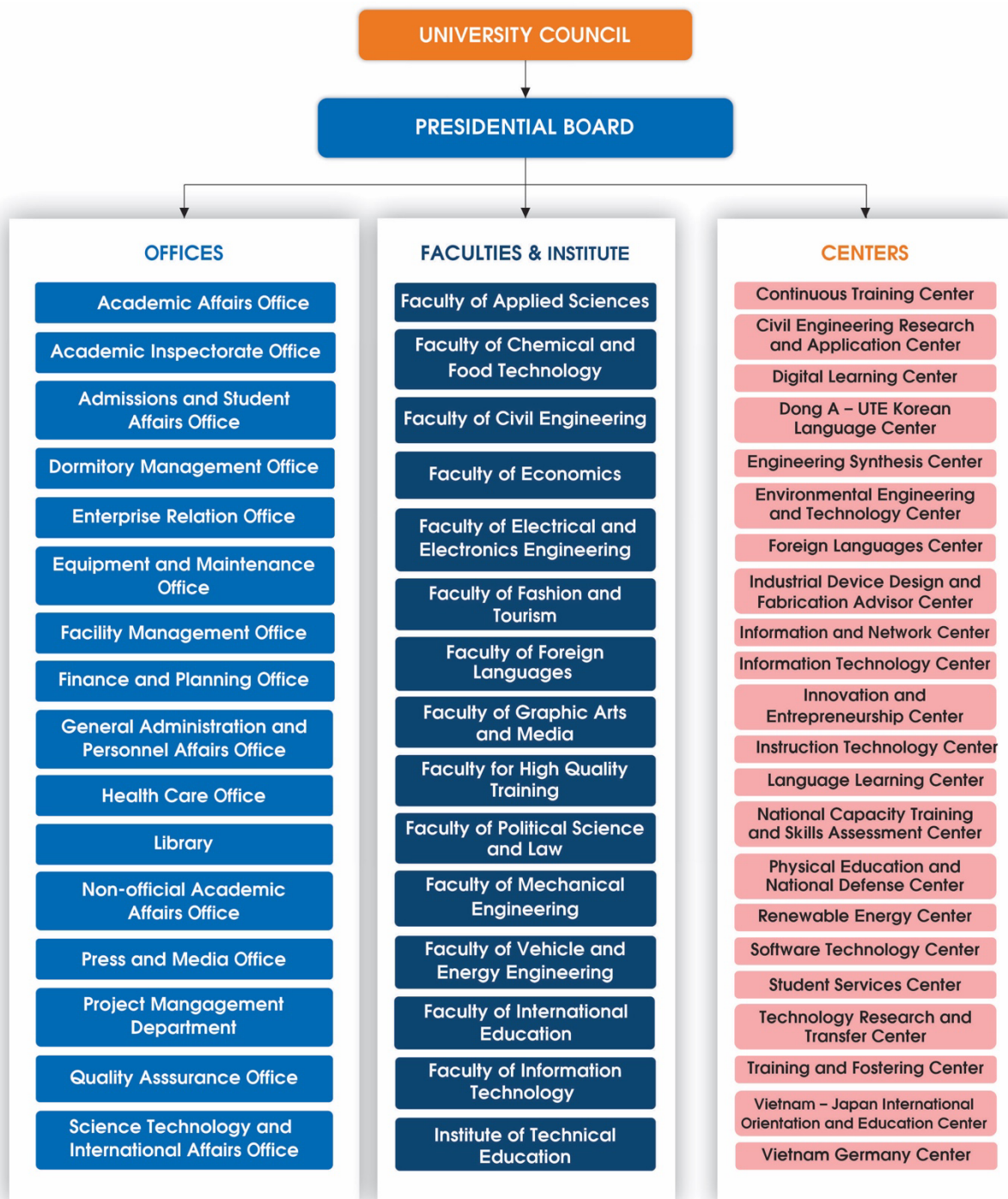


Figure 1.1. Organisational Structure of HCMUTE

FFL started as the Department of Foreign Languages of Faculty of Fundamental Sciences with the mission of offering General English (GE) programmes to all HCMUTE students and contributing to the global integration of HCMUTE. In the time of regional and international integration in 2006, English language proficiency became a particularly important capacity for working in multi-language and multi-culture environments. To meet this newly developed demand from the labour market and carry out the development plan of HCMUTE, Department of Foreign Languages started to offer an undergraduate programme in Technical English to the first cohort of over 90 students from different provinces across Vietnam. In 2007, Department of Foreign Languages was developed into Faculty of Foreign Languages after Decision Number 442/QĐ-ĐHSPKT-TCCB signed by HCMUTE president was released on 4th August 2007. *[Exh.0.1. HCMUTE’s Decision on the Establishment of FFL]*

FFL is currently offering three undergraduate programmes in TESOL Studies, Translation and

Interpretation, and Business English. The instruction language for all of these programmes is English, except some foundational courses such as Fundamentals of Law or The History of Vietnamese Communist Party. This has made many freshmen surprised at the beginning of their candidature. However, such a challenge can be overcome very soon, and they all become successful in their studies with major achievements.

1.4.2. Vision of FFL

Our vision is to become a leader at training foreign language teachers and linguists as well as a research hub for TESOL and linguistics. We are committed to transform teaching and learning experience into a mind-opening journey.

1.4.3. Mission of FFL

Language for Personal Growth and Social Development

We are missioned to train foreign language teachers, linguists, and others for them to meet the diverse demands from different labor markets of the globalised world through our unparalleled and innovative approaches.

1.4.4. Core values of FFL

Our operation is directed by the following core values:

- Preserving and enriching Vietnamese traditional values;
- Discovering and nurturing talent and uniqueness;
- Encouraging and supporting experimentation and creativity;
- Accepting and respecting cultural diversity and contextual differences;
- Maintaining and promoting a socially-constructed learning community;
- Acknowledging and appreciating quality, efficiency, and flexibility;
- Enhancing and striving for mutual understanding, social trusts, co-operation, and globalisation

1.4.5. Quality policy of FFL

FFL continuously improves its quality of teaching, learning and research to provide students with optimal opportunities for all-round competence development, meeting the national demands of the socio-economic development and international integration.

1.4.6. Organisational structure of FFL

FFL currently homes 39 faculty members (38 lecturers and 1 secretary) organised into 4 departments and provides excellent training services to around 800 full-time students from three majors. FFL also provides the training services on GE and English for Specific Purposes (ESP) to students majoring in a range of specialisations such as Mechanical Engineering, Civil Engineering, Software Programming. FFL is the founder of Language Teaching and Learning Today (LTLT), a conference series organised annually and attracting hundreds of scholars, policy makers, researchers, lecturers, teachers, students, and other stakeholders every year.

FFL has its Academic and Research Committee (ARC), the Dean, Vice-Dean and four departments, as shown in Figure 1.2. *[Exh.0.2. HCMUTE's Decision on the Establishment of FFL's ARC]*. The Faculty is offering 3 undergraduate training programmes:

- Bachelor of Arts in TESOL
- Bachelor of Arts in Business English
- Bachelor of Arts in Translation and Interpretation

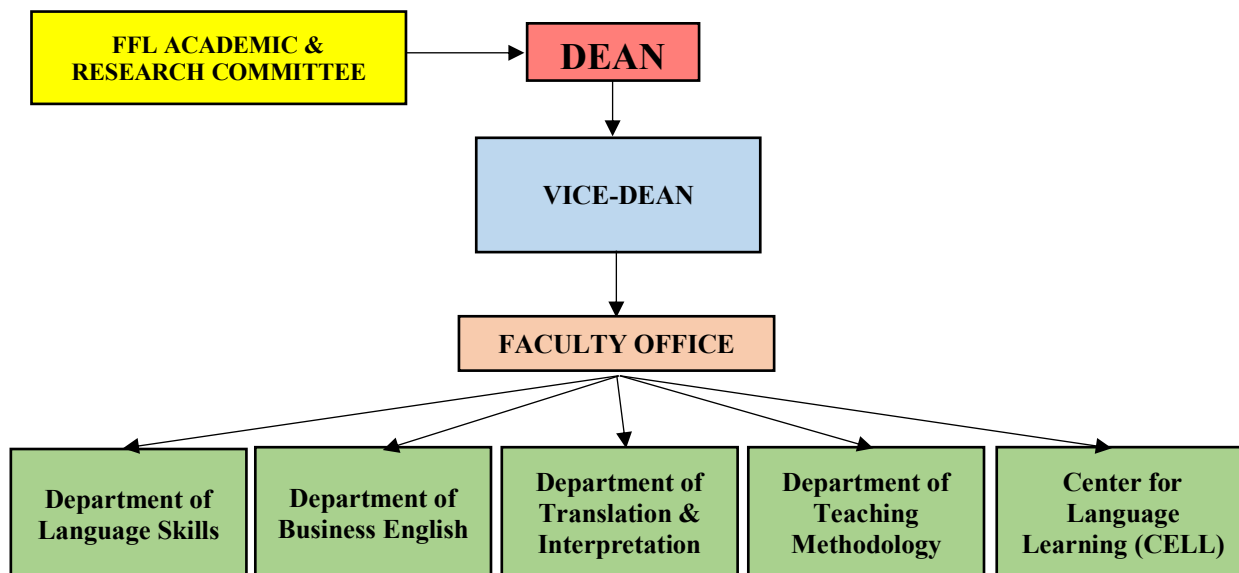


Figure 1.2. Organisational Structure of FFL

1.5. Introduction to the TESOL Programme

1.5.1. Brief history of the TESOL Programme

FFL first offered the Bachelor's courses to English-majored students wishing to become qualified English language teachers in 2006, under the name Bachelor of Arts in English. It weighed 211 credits and was primarily to improve students' teaching competence and their English language skills particularly in the engineering area. The programme was then renamed into Bachelor of Arts in Teaching English to Speakers of Other Languages (TESOL) in 2014, and the number of credits was reduced to 150. It aimed at producing qualified English language teachers, consistently responding to the higher education reform agenda from the government. This programme objective has remained the same till now but with a study load of 132 credits since 2018. Over the past sixteen years, the TESOL programme has greatly contributed towards the training for many generations of Bachelors of Arts in TESOL, most of whom have successfully found employment in their field of study.

The programme is designed to meet the growing needs for qualified teachers of GE and ESP at high schools, secondary schools, vocational schools, vocational colleges, language schools, and other similar institutions in Vietnam. Undergraduates are equipped with foundational knowledge of research conducting and reporting, material development, testing and assessment of learner's English language proficiency, and technology usage in English language education. Pre-service teachers will have opportunities to make class observations and practice teaching English as a foreign language teacher in real-life classrooms. The programme also aims to develop undergraduates with an excellent command of English for effective communication in an intercultural environment.

1.5.2. Job opportunities

Graduates of the TESOL programme are capable of teaching English at all levels of school education, vocational schools and colleges, foreign language centers and other training and education institutions in the national education system. In addition, they are qualified to be able to undertake work in other fields such as tour guides, English language writers, editors, flight attendants, secretaries, event organisers, or assistant directors. They can also find employments in foreign affairs offices, foreign companies, as well as other organisations and agencies that use English as a medium of communication.

PART 2: AUN-QA CRITERIA

1. Criterion 1: Expected Learning Outcomes

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

The TESOL programme is designed to provide undergraduate English-majored students with essential knowledge, skills and values for qualified teachers of GE and ESP at high schools, secondary schools and other similar institutions in Vietnam, contributing to the supply of high-quality human resources for the society. The current 132-credit TESOL programme has officially been applied since the 2018 Cohort.

The TESOL programme objectives (POs) are aligned with the vision and mission of HCMUTE and FFL, as shown in Table 1.1. *[Exh.1.1. Vision and Mission]*

Table 1.1. Alignment between TESOL POs and the Vision and Mission of HCMUTE and FFL

TESOL Programme Objectives	HCMUTE's vision and mission	FFL's vision and mission	Degree of alignment
PO 1. Develop the general knowledge of fundamental sciences and professional knowledge of TESOL Studies	Become a leading hub for training, research, innovation and entrepreneurship in Vietnam	Become a leader at training foreign language teachers and linguists	Fully fulfilled
		Train foreign language teachers, linguists, and others for them to meet the diverse demands from different labor markets of the globalised world	
PO 2. Demonstrate a high level of English language proficiency in teaching practices and research activities	Become a leading hub for training, research, innovation and entrepreneurship in Vietnam	Become a research hub for TESOL and linguistics.	
		Train foreign language teachers, linguists, and others for them to meet the diverse demands from different labor markets of the globalised world	
PO 3. Perform the 21st century learning skills effectively in social and professional contexts	Offer high quality human resources to meet the demands of the socio-economic development of the country	Train foreign language teachers, linguists, and others for them to meet the diverse demands from different labor markets of the globalised world	
PO 4. Empower their career development through life-long learning capacity.	Offer high quality human resources to meet the demands of the socio-economic development of the country	Transform teaching and learning experience into a mind-opening journey	

From the POs of the TESOL programme, the expected learning outcomes (ELOs) have been revised and updated from those of the 150-credit programme by the FFL's ARC with the following procedure:

- Step 1: Make the plan for revising the ELOs;

- Step 2: Draft the ELOs from analysing the POs and referring to ELOs of the same programmes from prestigious universities in Vietnam and in the world;
- Step 3: Collect feedback from key staffs in the Faculty;
- Step 4: Organise meetings to get feedback from stakeholders;
- Step 5: Discuss and revise the ELOs;
- Step 6: Collect further feedback on the revised ELOs from internal and external stakeholders;
- Step 7: Discuss and finalise the ELOs;
- Step 8: Submit the ELOs to the HCMUTE presidential board for approval.

All of those ELOs fully reflect the mission and vision of HCMUTE, which aims at becoming a leading institution for training and research in Vietnam, providing high quality human resources in vocational education. The alignment between POs and ELOs of the TESOL programme is shown in Table 1.2.

Table 1.2. Relationship between POs and ELOs of the TESOL Programme

POs	Expected Learning Outcomes											
	1	2	3	4	5	6	7	8	9	10	11	
PO 1. Develop the general knowledge of fundamental sciences and professional knowledge of TESOL Studies	x	x	x									
PO 2. Demonstrate a high level of English language proficiency in teaching practices and research activities				x	x	x	x					
PO 3. Perform the 21st century learning skills effectively in social and professional contexts								x	x	x	x	
PO 4. Empower their career development through life-long learning capacity.			x			x	x	x	x	x	x	

11 ELOs of the 132-credit TESOL programme are classified into three clusters of knowledge, skills and values, based on the revised Bloom’s Taxonomy and adapted to the Conceiving — Designing — Implementing — Operating (CDIO) framework. The CDIO framework was first applied in the 150-credit training programmes at HCMUTE, which aims to provide students with an education set in the context of real-world systems and products. Furthermore, Bloom’s Taxonomy is a hierarchical model categorising learning objectives into varying levels of complexity, which is a useful tool in curriculum design and assessment. Since the TESOL programme’s objectives are to develop students’ knowledge and intellectual skills in relation to TESOL Studies, the cognitive domain of Bloom’s Taxonomy has been applied in formulating and adjusting the ELOs. The ELOs, categorised into General and Specific knowledge and skills, are in alignment with the revised Bloom’s Taxonomy, as illustrated in Table 1.3.

Table 1.3. Alignment between ELOs and Revised Bloom’s Taxonomy, General/Specific Knowledge and Skills

Expected Learning Outcomes	Competency Level (<i>Bloom Taxonomy – Cognitive Domain</i>)	General knowledge and skills	Specific knowledge and skills
ELO 1. Demonstrate foundational knowledge of laws, philosophy and socio-economic development	3	x	
ELO 2. Compare and contrast cultural norms, civilisations and linguistic features.	4	x	
ELO 3. Evaluate the pros and cons of different TESOL approaches in specific teaching contexts.	5		x
ELO 4. Compose English language messages	6	x	x

for social and professional purposes based on the interpretation of factual and literary texts.			
ELO 5. Design lesson plans and language tests under the provisions of learning aims, objectives and learners with different characteristics.	6		x
ELO 6. Demonstrate language teaching and classroom management techniques through learning activity organisations within the resources available.	3		x
ELO 7. Evaluate learning materials and teaching performance	5		x
ELO 8. Compare different communicative strategies in social and professional settings.	4	x	x
ELO 9. Select suitable collaborative strategies in social and professional settings.	4	x	x
ELO 10. Demonstrate the ability to think and make decisions independently in different teaching and learning contexts	3	x	x
ELO 11. Solve possible problems arisen from various social and professional situations	3	x	x

(1=Remember; 2=Understand; 3=Apply; 4=Analyse; 5=Evaluate; 6=Create)

FFL's vision and mission as well as POs and ELOs of the TESOL programme are posted on FFL's website to inform all stakeholders. All lecturers are notified of the ELOs revision in meeting minutes of the Faculty and Departments. They are then required to revise the syllabi, selecting appropriate teaching contents, teaching methods and assessments, which certainly align with the ELOs. The ELOs are also introduced to students in the *Introduction to TESOL* course, organised at the first semester of an academic year, and in other courses at their first class meeting, or on the Learning Management System (LMS). In addition, the ELOs are included in the Open Day brochures, which are handed out to all visiting high-school students to briefly introduce the TESOL programme to all potential students. The ELOs are also introduced to all TESOL freshmen during the Orientation meetings, annually held at the first week of the first semester. [Exh.1.2. ELOs Announcement]

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

Once the ELOs of the TESOL programme were officially approved by HCMUTE, the Faculty started to design courses for the programme and allocate them into the corresponding semesters. FFL's ARC, subsequently, organised meetings with key staffs of the involved Departments to design Performance Indicators (PIs) for each ELO. The measurable PIs are vital for efficiently measuring the student achievement of ELOs. Some PIs of the TESOL programme are shown in Table 1.4.

Table 1.4. Examples of Performance Indicators

ELO 3. Evaluate the pros and cons of different TESOL approaches in specific teaching contexts
PI 3.1. Identify TESOL terminology related to teaching methodology used in General English and English for Specific Purposes courses.
PI 3.2. Evaluate aspects related to language teaching and learning consisting of learners' characteristics, learners' motivation, learning styles, learning strategies, and teachers' roles.

PI 3.3. Evaluate different English language teaching approaches, methods, procedures, and techniques of teaching language aspects and four macro language skills
ELO 4. Compose English language messages for social and professional purposes based on the interpretation of factual and literary texts
PI 4.1. Produce oral messages in response to various aural inputs from different formal and informal contexts with a high level of accuracy and fluency
PI 4.2. Analyse complex and lengthy English texts of a specialised or literary nature
PI 4.3. Create well-written academic and non-academic texts in English language
ELO 8. Compare different communicative strategies in social and professional settings
PI 8.1. Apply different communicative strategies in social and workplace settings.
PI 8.2. Analyse different communicative strategies in different social and professional situations.
PI 8.3. Evaluate the effectiveness of different communicative strategies in social and workplace settings.

Finalised PIs were then announced to lecturers in charge so that they could design or reformulate course learning outcomes (CLOs) to ensure that they align with the ELOs and PIs of the programme. Accordingly, the teaching contents as well as teaching methods and assessments were designed or revised for the achievement of CLOs. These are clearly shown in all course syllabi. For example, CLOs of the courses named *Language Skills Teaching* and *Research Methodology* are shown to match with some ELOs of the programme, as shown in the Table 1.5. [*See Exh.1.2. ELOs Announcement*]

Table 1.5. Alignment between CLOs and ELOs of the TESOL Programme

Course: Language Skills Teaching			
CLOs	Descriptions <i>After finishing this course, students are able to</i>	ELO(s) /PI(s)	Course Competency Level
CLO1	Interpret TESOL terminology in relation to GE (General English) and ESP (English for Specific Purposes) teaching methodology	PI 3.1 PI 3.3	4 3
CLO2	Utilise fundamental knowledge of ESL teaching methodology to design lesson plans with appropriate structures and content	PI 5.1 PI 5.2	3
CLO3	Apply effectively approaches regarding teaching language aspects and language skills in micro-teaching sessions	PI 6.2 PI 6.4	2
CLO4	Self- and peer-evaluate teaching performance through micro-teaching sessions	PI 7.3	3
CLO5	Analyse communicative strategies in ESL teaching and learning activities	PI 8.1 PI 8.2	2
CLO6	Evaluate the efficiency of communicative strategies in ESL teaching and learning activities	PI 8.3	3
Course: Research Methodology			
CLOs	Descriptions <i>After finishing this course, students are able to</i>	ELO(s) /PI(s)	Course Competency Level
CLO1	Understand and identify the general organisation of research reporting documents.	PI 6.5	5
CLO2	Critique on the writing quality of academic documents.	PI 4.2	4
CLO3	Understand different research types, approaches, and procedures.	PI 6.5	5

CLO4	Conduct simple studies, including research question construction, research design, instrument development, data analysis and interpretation, and finding reporting.	PI 6.5	5
CLO5	Present documents in line with conventional academic formatting and referencing styles.	PI 4.3	5
CLO6	Work with colleagues on research project discussion and collaboration.	PI 4.1	5

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 TESOL programme is designed to equip undergraduate students with knowledge, skills and values necessary for well-qualified future English language teachers.

Regarding knowledge aspects, the TESOL programme equips students with foundational knowledge of social sciences such as laws, philosophy and socio-economic development; linguistic features; British, American, and Asian culture and civilisation; as well as different perspectives in language usage and pedagogical literature in English language teaching.

In terms of skills, students are expected to develop four macro skills of listening, speaking, reading, and writing as well as teaching skills consisting of lesson plan design, learning materials evaluation and adaptation, test items design and classroom management.

Finally, the value aspect aims at improving students' communication, collaboration, critical thinking and problem-solving skills in social and professional contexts, via the applications of communicative and collaborative strategies, intellectual tools and various classroom activities such as pairwork, groupwork, presentations, micro-teaching and full-session teaching demonstrations.

As can be seen from the Table 1.3. (sub criterion 1.1.), there is a rather good balance between the generic and professional knowledge and skills reflected in the ELOs. 7 ELOs (including ELOs 1, 2, 4, 8, 9, 10, and 11) involve students' knowledge of general law, philosophy, cultural norms, civilisation and linguistic features as well as fundamental skills in social contexts. The ELOs 3 – 11 are related to specific knowledge of TESOL Studies and professional skills.

ELOs of the TESOL programme regarding value aspects are achieved not only from courses with student-centered learning methods in the curriculum but also from many extracurricular activities organised by HCMUTE and FFL such as field trips, seminars, English clubs, English contests, entertainment programmes, Green Sunday, Volunteer Spring, Green Summer Volunteer Campaign, as shown in Table 1.6. Moreover, students are actively supported from other functional units at HCMUTE such as Student Association, Youth Union, Admission and Student Affairs Office, and Student Service Center to improve their soft skills. [*Exh.1.3. Extracurricular activities*]

Table 1.6. Matrix of Extracurricular Activities to ELOs of the TESOL Programme

Extracurricular activities	ELO 8	ELO 9	ELO 10	ELO 11
Field trips at language centers	x	x		
English contests	x	x	x	x
Intensive English (<i>club, seminar</i>)	x	x	x	x
Community services	x	x		
Entertainment programmes (<i>Gala Night and other singing and dancing contests</i>)	x	x		

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

The ELOs of the TESOL programme were formulated based on the Vietnamese Qualifications Framework (VQF). Table 1.7 shows that the TESOL ELOs are aligned with the requirements for Undergraduate Degree in the VQF.

Table 1.7. Alignment between Requirements for Undergraduate Degree in VQF and the TESOL Programme’s ELOs

TESOL Programme’s ELOs	Requirements for Undergraduate Degree in VQF
ELO 1. Demonstrate foundational knowledge of laws, philosophy and socio-economic development	Have basic knowledge of social science, political science and legislation;
ELO 2. Compare and contrast cultural norms, civilisations and linguistic features.	
ELO 3. Evaluate the pros and cons of different TESOL approaches in specific teaching contexts.	Have an advanced theoretical and factual knowledge in the field of study;
ELO 4. Compose English language messages for social and professional purposes based on the interpretation of factual and literary texts.	
ELO 5. Design lesson plans and language tests under the provisions of learning aims, objectives and learners with different characteristics.	Have knowledge of information technology answering to the requirements of work;
ELO 6. Demonstrate language teaching and classroom management techniques through learning activity organisations within the resources available.	Have knowledge about planning, organising and supervising processes of specific fields of work;
ELO 7. Evaluate learning materials and teaching performance	Have basic knowledge of the management and control of professional activities;
ELO 8. Compare different communicative strategies in social and professional settings.	Work independently or in team in changeable contexts, take personal responsibility and take partial responsibility for teamwork results;
ELO 9. Select suitable collaborative strategies in social and professional settings.	Have skills to evaluate the task results and performance of members in the team;
ELO 10. Demonstrate the ability to think and make decisions independently in different teaching and learning contexts	Have argument skills and skills to criticise and apply alternative solutions in unpredictable or changeable contexts;
	Make self-orientation and produce professional conclusions and have ability to protect own viewpoints;
ELO 11. Solve possible problems arisen from various social and professional situations	Have skills required to solve complex problems;
	Have skills to transfer information about problems and solutions to other people at workplace; transfer and disseminate knowledge and skills in performance of defined or complex tasks;

	Draw up plans, direct and manage resources, evaluate and find solutions to improve the task performance;
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HCMUTE has also promulgated an ISO procedure to allow FFL to review the TESOL programme to guarantee that ELOs of the programme regularly reflect the requirements and expectations of stakeholders, especially the alumni and employers.

In the initial stage of the revision procedure, a workshop was organised to evaluate the TESOL programme's ELOs and to collect feedback from stakeholders regarding the expected knowledge, skills and values for a TESOL graduate. Following that, the feedback was analysed and ELOs were then revised by FFL's ARC. Finally, all updated revisions related to the programme were well-informed to stakeholders via the FFL's website. In addition, the course syllabi were edited, including revising teaching methods and assessments to adapt to the updated ELOs.

Several workshops have been organised for collecting feedback from stakeholders who are representatives of English language centers and well-known publishers, Human Resources officers, the alumni from the previous cohorts and some educational experts from other universities. Lecturers of FFL as well as current TESOL students were also invited.

Prior to the workshops, FFL made plans and informed all stakeholders about the date, time and meeting venue via emails. Each workshop started with the presentation of the overall outcomes of the programme and the curriculum structure, and then stakeholders were invited to share their opinions on the strengths and shortcomings of the programme as well as give some recommendations. All of the feedback was well recorded under the form of meeting minutes and photographs, being the basis for the revision of the POs and ELOs afterwards.

As compared to the ELOs of the 150-credit TESOL programmes, ELOs of the current 132-credit programme are measurable and put more emphasis on developing students' essential soft skills in both social and professional contexts, including communicative, collaborative, critical-thinking and problem-solving skills. Feedback of stakeholders during meetings and seminars has greatly contributed to this major change. *[Exh.1.4. Designing and Revising the TESOL Programme]*

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

The expected learning outcomes are formulated on the basis of cognitive domain of revised Bloom's Taxonomy. They are therefore measurable through a variety of classroom activities and assessment techniques including individual work, pairwork, groupwork, quizzes, mini tests, midterm tests, achievement tests, journals, mini projects, final tests, field trips, classroom observations, micro-teaching sessions and full-session teaching practice.

From the academic year 2019-2020, HCMUTE started to assess students' achievement of ELOs in all training programmes, whose results aim to acknowledge the strengths and shortcomings of the programmes in order to make necessary improvements. The procedure was divided into three separate stages. During the first stage, FFL described measurable PIs for each ELO, and then listed all courses in the curriculum in relation to each PI. After that, FFL made plans for measurements by selecting specific courses for measuring PIs, deciding when to collect data, setting the target for PI achievement and then notifying the lecturers in charge. The lecturers then designed tests, homework assignments, or projects, using marking criteria or rubrics to collect data and make appropriate evaluations. Eventually, all of the results were summarised to show the extent by which students achieved the ELOs of the programme. *[Exh.1.5. ELOs Measurement]*.

The TESOL programme consists of 11 ELOs and 36 PIs. Each ELO has 3 corresponding PIs, except for ELO 5 with 4 PIs and ELO 6 with 5 PIs. The achievement of each ELO is evaluated based on the measurement of its PIs. 14 out of 36 PIs only require the data from one specific course for the measurement. The other PIs, however, require the statistics from two different courses, as they cover

two separate aspects. For example, three PIs of the ELO 4 are related to students' ability to *compose English language messages for social and professional purposes*; therefore, each PI needs the data from a course covering social factors and another involving professional ones. Similarly, each of the PIs belonging to the ELO 8, 9 and 11 also required the data from two courses as these PIs are related to the demonstration of students' skills in social and professional settings. Two courses were also used for data collection for PI 3.1 measurement, one of which was to assess students' ability to *identify TESOL terminology related to teaching methodology used in GE courses*, and another was to evaluate the same ability in *ESP courses*. Finally, as PI 7.3 involves how well students *self- and peer evaluate teaching performance in micro-teaching and full-lesson teaching practice*, two separate courses were chosen for measuring this PI.

The percentage of each PI achievement was calculated based on the ratio of the number of students taking the course(s) and the number of those achieving the target. The overall results show that all of the PIs as well as ELOs of the TESOL Programme highly achieve the target. The percentages of ELOs achievement are in the range of 78% -100%. Table 1.8 shows the results of ELO 2, 4 and 8 measurements.

Table 1.8. Sample Results of ELOs Measurement

Performance Indicator (PI)		Course for PI Measurement	Target	Result	
2.1	Compare and contrast cultural norms related to British, American, Asian and Vietnamese cultures.	ASEAN Studies	70%	75%	Achieved
2.2	Compare and contrast key features of British, American, Asian and Vietnamese civilisations	ASEAN Studies	70%	75%	Achieved
2.3	Compare and contrast linguistic features between English and other languages	Pragmatics	70%	86%	Achieved
ELO 2			70%	78%	Achieved
4.1	Produce oral messages in response to various aural inputs from different formal and informal contexts with a high level of accuracy and fluency	Advanced Listening-Speaking	80%	81%	Achieved
		Research Methodology			
4.2	Analyse complex and lengthy English texts of a specialised or literary nature	Intermediate Reading	70%	93%	Achieved
		Research Methodology			
4.3	Create well-written academic and non-academic texts in English language	Academic Writing	70%	73%	Achieved
		Research Methodology			
ELO 4			73%	82%	Achieved
8.1	Apply different communicative strategies in social and workplace settings.	Advanced Listening - Speaking	70%	98%	Achieved
		Teaching Practicum			
8.2		Advanced Listening - Speaking	70%	80%	Achieved

	Analyse different communicative strategies in different social and professional situations.	Language Skills Teaching			
8.3	Evaluate the effectiveness of different communicative strategies in social and workplace settings.	Advanced Listening - Speaking	70%	73%	Achieved
		Language Skills Teaching			
ELO 8			70%	83%	Achieved

2. Criterion 2: Programme Structure and Content

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

The TESOL programme is developed on the basis of VQF, HCMUTE's decisions on the promulgation, contributions of stakeholders, labour market needs and the approval of FFL's ARC. Following the requirements on opening a new undergraduate programme by the MoET, TESOL programme specification includes the following information. *[Appendix 2: TESOL Programme Specification]*

- Awarding institution: Ho Chi Minh City University of Technology and Education
- Teaching institution: Faculty of Foreign Languages
- Name of the final award: Bachelor of Arts in Teaching English to Speakers of Other Languages (TESOL)
- Title: Teaching English to Speakers of Other Languages (TESOL)
- Mode: Full time, regular
- Date on which the programme specifications were written or revised: July 2018
- Training time: 4 years
- Admission criteria: (<https://ffl.hcmute.edu.vn/en/tuyensinh2022>)
- Programme overview
- Programme objectives
- Expected learning outcomes: 11 ELOs (https://ffl.hcmute.edu.vn/en/tesol_pro/fr_2018)
- Course workload: 132 credits
- Programme structure and content
- Brief description of course contents and credits
- Facilities
- Operation guidelines

Besides, the course specifications are also standardised throughout the entire programme. Each course syllabus includes the following information: Title, Code, Credits, Chief and Co-Lecturers, Prerequisites, Overview, Learning outcomes, Main topics, Teaching methods, Assessments, Learning materials (Textbooks and References), General information (Academic integrity, Flexibility notice, Intellectual property), Approval date, Endorsement and Revision history. *[Exh 2.1. Course Syllabi]*

The programme specification is published and made available to all stakeholders via FFL's website (<https://ffl.hcmute.edu.vn>), Alumni forums, Open Day brochures and posters outside the Faculty/Department offices. TESOL freshmen can acknowledge the programme at the Orientation meetings (usually organised at the first week of every academic year) and in the syllabus of *Introduction to TESOL* course. Course specifications and syllabi are also publicised to stakeholders via FFL's website. The course syllabi as well as assessments are not only introduced to all students by the lecturers at the first meeting of any course but also uploaded on the LMS. *[See Exh.1.2. ELOs Announcement]*

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

HCMUTE has implemented a standardised procedure for curriculum design and revision. It is the responsibility of FFL’s ARC, including the Dean, Vice Dean, Department Heads, some academic and industry experts, to consider and finalise the following issues in curriculum design: orientating for curriculum development; making decisions on whether to develop a new curriculum or revise the existing one; deciding on POs, ELOs and PIs; selecting courses for the curriculum; arranging courses into semesters; and making adjustments to the existing curriculum if necessary. [See Exh.0.2. HCMUTE’s Decision on the Establishment of FFL’s ARC]

The curriculum of the TESOL programme is designed in a way that teaching and learning methods and assessments support the achievement of ELOs. This means that ELOs are measurable so that students can be assessed on how well they have achieved the ELOs by the time of their graduation. As a result, student-centered teaching and learning approaches with a wide range of learning activities have been applied to ensure that students can develop in-depth knowledge and skills in both social and professional contexts.

ELOs are translated into the TESOL curriculum and course syllabi through a correlative matrix of courses, which exhibits the alignment of each course with certain ELOs. All course are also arranged in the curriculum according to the level of difficulty. In other words, courses studied at a previous semester are to become the prerequisites for the courses that follow. For example, in the series of writing courses, *Basic Writing (1st semester)* is the prerequisite of *Academic Writing (2nd semester)*, and this is the must-have-taken course before *Critical Writing (3rd semester)*. Another example can be found in courses such as *Introduction to Teaching Methodology*, *Language Skills Teaching*, *Teaching Practice* and *Teaching Practicum*, which are studied respectively in semester 3, 4, 5 and 7. Furthermore, courses with a low competency level according to the revised Bloom’s Taxonomy are arranged at the beginning of the curriculum, while ones which require students to perform with higher level come afterwards. [Exh.2.2. Correlation between ELOs and Courses]

All ELOs are integrated into the course outcomes and described in the course syllabi, as shown in Table 2.1.

Table 2.1. Translation of ELOs into Courses

Semester	Courses	Programme Expected Learning Outcomes (ELOs)										
		1	2	3	4	5	6	7	8	9	10	11
1	Basic Writing		2		4					2	2	
	Pre-intermediate Listening-Speaking		2		3				2	2		2
2	Academic Writing		3		5				2	2	2	
	Intermediate Listening-Speaking		2		4				2	2		2
3	Critical Writing		4		6					3	3	
	Upper-intermediate Listening-Speaking		3		5				3	3		3
	Introduction to Teaching Methodology			2					2	2		
4	Advanced Listening-Speaking		4		6				4	4		3
	Language Skills Teaching			3		3	2	3	2			
5	Teaching English to Young Adult Learners			3		3	3	4		5		
	Teaching Practice			4		4	3	4	3	4	2	2
6	Research Methodology				5		5					
7	Teaching Practicum			5		5	3	5	4		3	3

8	Thesis				5		6		5		4	4
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Table 2.2. below illustrates how the curriculum structure, teaching and learning activities, as well as student assessments are aligned with some ELOs. [See Exh.2.2. *Correlation between ELOs and Courses*]

Table 2.2. Horizontal and Vertical Alignment of the Curriculum, Teaching and Learning Activities, and Student Assessment to the Programme’s ELOs

Course	CLO/content	Teaching and learning activities	Student assessment criteria
ELO 5. Design lesson plans and language tests under the provisions of learning aims, objectives and learners with different characteristics.			
(2 nd year) Language Skills Teaching	CLO 2. Utilise fundamental knowledge of ESL teaching methodology to design lesson plans with appropriate structures and content	Written test	Marking sheet
(3 rd year) Teaching Practice	CLO 2. Design lesson plans to teach language components and skills, with the employment of information technology	Lesson plans	Rubric
(4 th year) Teaching Practicum	CLO 3. Design General English and English for Specific Purposes lessons with varied teaching activities for different groups of learners, using appropriate teaching tools	-Lesson plan -Teaching practice	Rubric
ELO 6. Demonstrate language teaching and classroom management techniques through learning activity organisations within the resources available			
(2 nd year) Language Skills Teaching	CLO 3. Apply effectively approaches regarding teaching language aspects and language skills in micro-teaching sessions	Micro-teaching	Observation form
(3 rd year) Teaching Practice	CLO 3. Apply classroom management techniques and organise activities to teach language components (Vocabulary, Grammar, Pronunciation) and language skills (Listening, Reading, Speaking, Writing) in micro-teaching sessions	Micro-teaching	Teaching evaluation form
(4 th year) Teaching Practicum	CLO 6. Demonstrate English Language teaching skills in both GE and ESP classes	Teaching practice	Observation Form

The above matrix shows that all courses of the TESOL programme highly contribute to the achievement of ELOs. Specifically, ELO 1 is expected to achieve via courses providing foundational knowledge of social sciences such as *The Philosophy of Marxism and Leninism*, *Psychology* or *The History of Vietnamese Communist Party*.

Fundamental and professional courses, *Teaching Practicum* and *Thesis/Graduation Modules* are the ones serving ELOs 2-7, which aim to provide specialised knowledge and skills to students. The ELO 2, which compares and contrasts cultural norms, civilisations and linguistics features, is achieved via courses related to cultures and linguistic features. For example, students can learn about cultures and civilisations in the courses of *ASEAN Studies* and *World Civilisation*; also, courses such as *Phonetics & Phonology* or *Semantics* equip students with knowledge of linguistic features.

Regarding ELO 3, TESOL approaches and methodology are analysed in courses such as *Introduction to Teaching Methodology* and *Language Skills Teaching*. ELO 4 involves students' proficiency in four macro skills, which is conveyed in courses of *Listening-Speaking*, *Reading* and *Writing* skills. The courses such as *Teaching Practice*, *Testing and Assessment*, and *Teaching Practicum* give students opportunities to design lesson plans, demonstrate their teaching techniques, and design language tests, all of which help to achieve ELOs 5 and 6. ELO 7 is particularly demonstrated in the *Material Development* course and *Teaching Practicum*. While the former course helps students to practise evaluating and developing learning materials, the latter one gives students the chance to apply those theories into real-life teaching contexts.

Eventually, ELOs 8-11, regarding essential soft skills, can be achieved via almost all courses of the programme with various learning activities of pairwork, groupwork, group presentations, course projects, field trips, contests and voluntary activities organised by HCMUTE and FFL. They give students opportunities to apply communicative and collaborative strategies as well as demonstrating critical thinking and problem-solving skills. Typical courses are *Listening-Speaking* courses, *Reading* courses and *Teaching Practicum*.

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

The TESOL curriculum has been designed and revised based on the basis of MoET's directions and two International Organisation for Standardisation (ISO) procedures. The 132-credit TESOL programme was revised from the 150-credit programme following various steps. Initially, FFL's ARC evaluated the training efficiency of the programme and then made plans for revising the curriculum. Feedback from stakeholders including FFL's lecturers and students, employers, alumni, external experts and lecturers was then collected via a variety of formal and informal meetings before FFL's ARC finalised the curriculum. Finally, the revised curriculum was informed to stakeholders via FFL's website, emails, bulletin board and course syllabi (especially in the course *Introduction to TESOL*). Changes in the curriculum were also announced to all FFL's lecturers so that they could revise the course syllabi, changing teaching contents, methods and assessment to match with the new curriculum. [*Exh.2.3. Designing and Revising the TESOL Curriculum*]

Based on the feedback from internal and external stakeholders, the TESOL programme, which was first applied in 2006 under the name of English, has been revised several times with the adjustments in the ELOs and curriculum structure, including the reduction in total credits by integrating listening with speaking courses, discontinuing less essential courses from the curriculum, and at the same time adding new courses to the programme. All valuable feedback from stakeholders along with the proposed solutions to the TESOL programme's revision is summarised in Table 2.3.

Table 2.3. Requirements of stakeholders that have been incorporated into the TESOL Programme

Stakeholders' requirements	Reflection in the 2018 curriculum
1. VQF	
<i>Learners completing the undergraduate courses:</i> - have advanced theoretical and factual knowledge in the field of study;	TESOL curriculum consists of a variety of courses providing fundamental and professional knowledge related to English language learning and teaching.
- have basic knowledge of social science, political science and legislation;	TESOL curriculum has 08 compulsory courses covering knowledge of law, philosophy and social-economic development.

- have knowledge of information technology answering to the requirements of work;	TESOL curriculum includes one <i>Informatics</i> course, <i>Introduction to Python Programming (General knowledge)</i> and <i>Technology Enhanced Language Learning</i> course (<i>Professional knowledge</i>), which aim to provide students with knowledge and skills in using different kinds of latest technologies as an effective tool in teaching and learning English language.
2. Alumni (<i>Seminar on 150-credit Programme Evaluation, November, 2016</i>)	
It is reasonable to allocate the course <i>Material Development</i> before <i>Testing and Assessment</i> in the curriculum.	FFL allocated the <i>Material Development</i> course in Semester 6 (before <i>Teaching Practicum</i>) and the <i>Testing and Assessment</i> course in Semester 8 (belonging to Graduation Modules).
ESP courses help students absorb basic knowledge of English for specific purposes, and this is also a great advantage of the TESOL Programme at HCMUTE.	FFL decided to increase credits for ESP courses (from 10 to 12 credits) in the curriculum.
TESOL graduates are still lack of management skills for English classes for children.	FFL integrated the <i>Teaching English to Young Adult Learners</i> course into the curriculum (Semester 5) to equip students with knowledge and skills of teaching young adult learners.
FFL should reduce credits for less essential courses but collaborate with companies to organise short-term soft skills courses for students instead.	The 132-credit programme eliminated 17 courses from the 150-credit programme, reducing a total of 42 credits.
3. Employers (<i>Seminar on 150-credit Programme Evaluation, November, 2016</i>)	
FFL should add a course in English language teaching to children to the curriculum.	FFL integrated the <i>Teaching English to Young Adult Learners</i> course into the curriculum (Semester 5).
The <i>MS Access</i> course should be replaced by the ones that are more practical for teaching and learning activities.	<i>The MS Access</i> course was substituted by <i>The Microsoft Office (Advanced)</i> in the 2018 curriculum.
4. Academic staff	
<i>Seminar on 150-credit Programme Evaluation (November, 2016)</i>	
FFL should consider designing a course related to teaching English to children.	FFL added the <i>Teaching English to Young Adult Learners</i> course to the curriculum (Semester 5).
<i>FFL's ARC Meeting (March, 2017)</i>	
FFL needs to reduce credits for language skills courses as language proficiency of TESOL freshmen has gradually increased in recent years, while at the same time increasing credits for fundamental and professional courses. Also, course titles should be revised so that they can reflect the course features.	FFL reduced the total credits for language skills courses from 43 to 30 credits. There was also an increase in total credits for fundamental and professional courses. Finally, titles of some courses were edited.
<i>Extended FFL's ARC Meeting (April, 2017)</i>	

The number of 9 credits for Japanese courses are appropriate and enough to provide students with foundational knowledge of Japanese language.	FFL has: - maintained 9 credits for Japanese courses; - offered more elective general, fundamental and professional courses in the curriculum;
FFL should increase the number of elective courses and consider adding the <i>World Civilisation</i> course to the curriculum.	- added a 3-credit course named <i>World Civilisation</i> to the programme as an elective one in Semester 4.
FFL should give titles of courses according to their teaching contents and competency level.	FFL has revised the course titles according to their teaching contents and level of learning. For example: - <i>Reading 1, Reading 2, and Reading 3</i> courses are now <i>Intermediate and Upper-intermediate Reading</i> ; - <i>Writing 1, 2, 3, 4</i> courses have been changed to <i>Basic Writing, Academic Writing and Critical Writing</i> ; - <i>ESL Teaching Methodology 1, 2, 3</i> are named <i>Introduction to Teaching Methodology, Language Skills Teaching and Teaching Practice</i> respectively.
FFL should add 2 courses named <i>Semantics</i> and <i>Syntax</i> to the curriculum as they are essential for language students.	The two courses named <i>Semantics</i> and <i>Syntax</i> have been allocated in Semester 5 and 6 respectively.
ESP teaching methodology should be integrated to <i>Language Skills Teaching</i> course.	The <i>Teaching Methodology for Technical English</i> course of the 150-credit TESOL programme has been replaced by <i>Teaching Practice</i> course, which aims to give students more opportunities to practise ESL teaching. Also, ESP teaching methodology was integrated into the <i>Language Skills Teaching</i> course.
The number of 5 ESP courses is satisfying, but they should be allocated equally in different semesters according to their learning level.	There are 5 ESP courses totally in the current TESOL curriculum, including 3 compulsory and 2 elective ones. These are allocated in Semester 5 and 6.

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

All course teaching contents are in relation with each other and logically sequenced in the curriculum according to the course competency level, making specific contribution to the achievement of all ELOs, as shown in the matrix of ELOs and courses. [See Exh.2.2. *Correlation between ELOs and Courses*].

Teaching and learning contents are also designed and revised on the basis of the CLOs, and teaching methods and assessments are made to guarantee the course expected outcomes. Each ELO of the programme is specified in certain courses; also, each course is designed so that it can help to achieve specific ELOs, as shown in Table 2.2., sub-criterion 2.2.

Each course and its CLOs greatly contribute to the achievement of specific ELOs and ensure the expected competency level. Table 2.4 below shows how CLOs of different groups of courses contribute to ELOs achievement and competency level.

Table 2.4. Contribution of Groups of Courses to ELOs Achievement

Courses	CLOs	Link to ELOs and level of contribution
General knowledge and skills		
Japanese 1	1. Acquire basic knowledge of Japanese writing system, and communication culture in common situations	ELO 2/ Level 2
	2. Communicate in simple face-to-face situations and talk about oneself, their family, etc.	ELO 4/ Level 2
	3. Understand short paragraphs and passages in Japanese language	ELO 4/ Level 2
	4. Write simple sentences and short paragraphs in Japanese language	ELO 4/ Level 2
Japanese 2	1. Acquire basic knowledge of Japanese language related to houses, time, hobbies, friendship, etc. and communication culture in common situations	ELO 2/ Level 2
	2. Communicate in simple face-to-face and talk about common situations such as houses, time, hobbies, etc	ELO 4/ Level 2
	3. Understand short paragraphs, passages; Kanji	ELO 4/ Level 2
	4. Write simple sentences and short paragraphs; Kanji	ELO 4/ Level 2
Fundamental knowledge and skills		
Intermediate Reading	1. Demonstrate basic knowledge of natural sciences, social sciences and humanities through the content of each reading passage, knowledge of meaning inferences of the new vocabulary from reading contexts or by a word's morphology, knowledge of the reading skills and strategies to obtain intermediate level (equivalent to B1) and knowledge of the IELTS test	ELO 4/ Level 3
	2. Apply various reading skills to explore reading texts; apply vocabulary skills to infer the meaning of the new vocabulary in the reading texts; apply various reading skills to tackle the IELTS test	ELO 4/ Level 3
	3. Select suitable communicative and collaborative strategies in social and professional contexts	ELO 9/ Level 2
Upper-intermediate Reading	1. Demonstrate basic knowledge of natural sciences, social sciences and humanities through the content of each reading, knowledge of the concepts and nature of reading skills and strategies, vocabulary knowledge related to different academic topics and knowledge of the IELTS test	ELO 4/ Level 4
	2. Apply various reading skills to explore reading texts; apply vocabulary skills to infer the meaning of the new vocabulary in the reading texts; apply various reading skills to tackle the IELTS test	ELO 4/ Level 4
	3. Demonstrate critical thinking and self-study skills	ELO 10/ Level 3

	4. Select suitable communicative and collaborative strategies in social and professional contexts	ELO 9/ Level 3
Professional knowledge and skills		
Language Skills Teaching	1. Interpret TESOL terminology in relation to GE (General English) and ESP (English for Specific Purposes) teaching methodology	ELO 3/ Level 3
	2. Utilise fundamental knowledge of ESL teaching methodology to design lesson plans with appropriate structures and content	ELO 5/ Level 3
	3. Apply effectively approaches regarding teaching language aspects and language skills in micro-teaching sessions	ELO 6/ Level 2
	4. Self- and peer-evaluate teaching performance through micro-teaching sessions	ELO 7/ Level 3
	5. Analyse communicative strategies in ESL teaching and learning activities	ELO 8/ Level 2
	6. Evaluate the efficiency of communicative strategies in ESL teaching and learning activities	ELO 8/ Level 3
Testing and Assessment	1. Understand the concepts, terminologies, and principles in language testing	ELO 5/ Level 1
	2. Identify the differences of language test types	ELO 5/ Level 2
	3. Evaluate language tests critically	ELO 11/ Level 4
	4. Write short tests for language aspects and language skills	ELO 5/ Level 6

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 TESOL curriculum consists of three domains including General, Fundamental and Professional knowledge and skills. These domains complement each other to prepare students for their teaching career, providing them with knowledge of social sciences, a system of English language knowledge and skills, ESL teaching skills as well as the 21st century learning skills.

The training time of the TESOL programme is 4 years, consisting of 50 courses (both compulsory and elective ones) with 132 credits in total excluding 9 credits for *Physical Education* and *National Defense* courses. The curriculum is divided into 3 clusters, as illustrated in Figure 2.1.

- General knowledge and skills: 36 credits;
- Fundamental knowledge and skills: 57 credits (*30 credits for Language Skills courses, 15 credits for Linguistic and Cultural knowledge, and 12 credits for ESP courses*);
- Professional knowledge and skills: 39 credits (*21 credits for courses of ESL teaching methodology, material development and research methodology; 9 credits for Teaching Practicum, and 9 credits for Thesis/Graduation modules*)

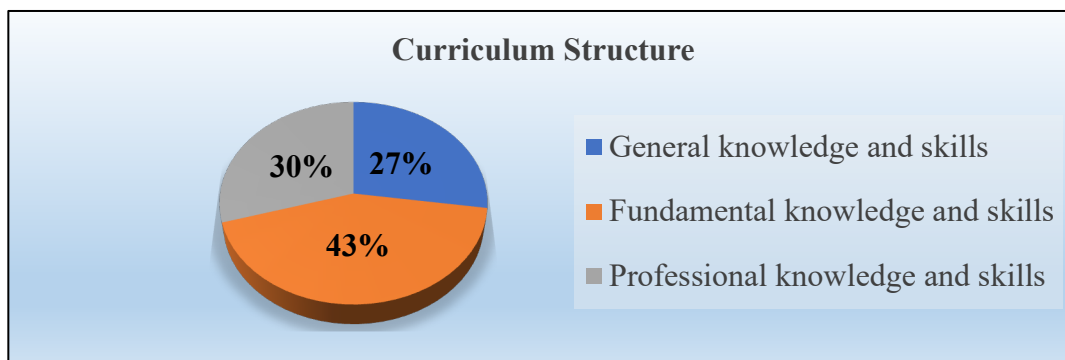


Figure 2.1. Curriculum Structure

Courses belonging to Cluster 1 (*General knowledge and skills*) aim to develop students' knowledge and skills regarding social sciences such as philosophy, law, psychology, history, culture and technology. This cluster also includes *Introduction to TESOL* course, providing students with fundamentals of the curriculum, career orientation and effective study skills.

Cluster 2 (*Fundamental knowledge and skills*) provides basic knowledge of British, American and Asian culture and literature, intercultural communication, linguistic features, and ESP. They also improve students' English language skills, thereby making a good preparation for students prior to their Professional courses.

Finally, Cluster 3 (*Professional knowledge and skills*) equips students with foundational knowledge and skills of English language teaching, both GE and ESP. TESOL students are also expected to have the ability to evaluate and adapt learning materials, design language tests and apply technology in teaching English language.

The current curriculum structure of the TESOL programme was benchmarked against the curricula of other universities including Ho Chi Minh City University of Education (HCMUE), The University of Danang – University of Foreign Language Studies (UFLS-UD), and University of Foreign Languages, Hue University (HU-UFL), as shown in Table 2.5 [*Exh.2.4. Curricula of Benchmarking Programmes*]

Table 2.5. Benchmarking TESOL Curriculum with Other Curricula

Programme/ University	Total credits	No. of credits				
		General knowledge and skills	Fundamen- tal knowledge and skills	Professional knowledge and skills		
				ELT- specific knowledge and skills	Thesis/ Graduation modules	Teaching Practicum
TESOL (HCMUTE)	132	36	57	21	9	9
Teaching English as a Foreign Language (HCMUE)	135	27	60	32	6	10
English Language Teaching (UFLS-UD)	138	28	73	27	8	2
English Language	142	42	62	26	7	5

Teaching (HU-UFL)						
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The TESOL programme has a fully-sequenced and interconnected curriculum so that the knowledge and skills which students are learning will progressively prepare them for more challenging and higher-level work.

The General courses provide students with basic knowledge and skills to study further courses effectively. In addition, fundamental courses offer the strong foundation in terms of knowledge and skills for professional courses. These courses are organised in the first two years of the curriculum and sequenced according to the level of difficulty. For example, Basic Writing course (1st semester) equips students with knowledge of sentence and paragraph writing, while Academic Writing (2nd semester) and Critical Writing (3rd semester) focus on writing academic essays. Another example is the series of Listening-Speaking courses. *Pre-intermediate*, *Intermediate*, *Upper-intermediate* and *Advanced Listening-Speaking* courses progressively improve students' listening and speaking skills from Level A2 to C1 in the Common European Framework of References for Languages (CEFR).

The last four semesters of the curriculum cover ESP courses (5th and 6th semester), ESL Teaching Methodology courses (3rd - 6th semesters), *Teaching Practicum* (7th semester), and *Thesis/Graduation Modules* (8th semester). Students will be provided with fundamentals of ESL teaching approaches and methods in *Introduction to Teaching Methodology* course (3rd semester); knowledge and skills of teaching language aspects, four macro language skills and ESP in *Language Skills Teaching* course (4th semester). The *Teaching Practice* course (5th semester) provides students with opportunities to practise teaching English language in micro-teaching sessions, assisting them in the preparation of *Teaching Practicum* (7th semester). Finally, Research Methodology course (6th semester) is the prerequisite for Thesis (8th semester).

Furthermore, *Critical Writing* course (*Fundamental knowledge and skills*) is the prerequisite for *Material Development* and *Research Methodology* courses (*Professional knowledge and skills*). This means that after completing the *Critical Writing* course, students will have the ability to develop their writing skills, which are the requirements of these two professional courses.

Besides compulsory courses which offer essential knowledge and skills, there is also a range of elective courses which allow students to have a wider choice of optional courses depending on their own career orientation. [[Exh.2.5. Curriculum Map](#)]

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

Although TESOL curriculum focuses on teacher training, it also provides students with opportunities to pursue other careers as well. In other words, it provides students with a range of choices for employability. The 132-credit TESOL programme consists of 120 credits for compulsory courses and 12 credits for elective ones, accounting for the ratios of 90% and 10% respectively, as shown in Table 2.6.

Table 2.6. List of Elective Courses

	Credits
<i>Compulsory courses</i>	<i>117</i>
<i>Elective courses</i>	<i>15</i>
Fundamentals of Vietnamese Culture	3 (4 th semester)
Vietnamese Practice	
World Civilisation	
British Studies	3 (5 th semester)
American Studies	
English for Business Communication	3 (5 th semester)
English for Environmental Technology	

Second Language Acquisition	3 (8 th semester)
Sociolinguistics	

Elective courses are sequentially allocated in semesters 4, 5 and 8 of the curriculum. The courses named *Fundamentals of Vietnamese Culture*, *Vietnamese Practice* and *World Civilisation* can be engaging to students who are interested in studying Vietnamese culture, Vietnamese language or history. Also, students who aim to work in British organisations can opt for *British Studies* course, which focuses on the academic study of Britain – its culture, geography and history; otherwise, they can enrol for the *American Studies* course to examine American history, literature and culture. The two elective ESP courses are suitable for students who are interested in the field of Business or Environmental Technology. Finally, two courses named *Second Language Acquisition* and *Sociolinguistics* belong to the Graduation Modules together with *Testing and Assessment* and *Pragmatics* courses. Students who are not qualified for the Thesis still have opportunities to acquire foundational knowledge of second language learning, giving a great support to their language development research in their future career.

It can be seen that besides pursuing teaching career after graduation, TESOL students can have a variety of options for their career paths. Students who are strong in terms of language skills and interested in socialising are also appropriate to become tourist guides or interpreters. Those who are strong at ESP also have opportunities to apply for jobs at factories or industrial zones. Their positions might vary from translators or interpreters to administrators. For those who are strong at linguistics, they might choose further studies to become researchers in applied linguistics.

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 curriculum is reviewed after every two years following the ISO procedure [See *Exh.1.4. Designing and Revising the TESOL Programme*]. The programme was first known as Technical English programme and applied to students of the 2006 cohort with a total of 211 credits. Since then, it has undergone several times of adjustments and improvements based on the requirements of Vietnam Higher Education Law, HCMUTE policy, feedback from stakeholders as well as the need for innovation and integration trend. Accordingly, the total credits have been reduced and several courses have been integrated into or eliminated from the curriculum. In 2012, the 150-credit TESOL programme was designed following the CDIO model and revised Bloom’s Taxonomy, which was a radical change as compared to the previous programmes. The current TESOL programme consists of 132 credits and has been applied since 2018. Stakeholders, especially external ones, have greatly contributed to the revisions of the current curriculum. The structures of 150- and 132-credit TESOL programmes are shown in Table 2.7. [See *Exh.2.3. Designing and Revising the TESOL Curriculum*]

Table 2.7. Comparison between Structures of 150- and 132-credit Programmes

Clusters	150-credit curriculum (Applied from the 2015 to 2017 Cohorts)	132-credit curriculum (Applied from the 2018 Cohort until now)
General courses	56	36
Political Education and General Law	12	13
Social sciences	18	8
Maths and Natural Sciences	9	0
Introduction to TESOL Programme	3	3
Japanese courses	9	9
Informatics	3	3

Speech Training	2	0
Fundamental courses	65	57
Theory	65	57
Course projects	0	0
Professional courses	13	24
Theory	13	21
Course project	0	0
Experimental, Practice	0	3
Teaching Practicum	6	6
Thesis	10	9
Total	150	132

The decline in total credits from 150 to 132 has led to major changes in the curriculum including eliminating less essential courses from the programme; adding some new fundamental and professional courses, and offering more elective ones.

First, 17 general and fundamental courses were removed from the programme such as *Fundamentals of Commerce*, *MS Access*, *Fundamentals of Mechanical Engineering*, *Speech Training*, *Grammar*, *Public Speaking*, *Advanced English*, etc. These courses are either less relevant to the programme or have been integrated into other courses.

Second, titles of fundamental courses were revised in the way that they can reflect the course contents. For example, *Listening-Speaking 1, 2, 3, 4* courses are now *Pre-intermediate*, *Intermediate*, *Upper-intermediate*, and *Advanced Listening-Speaking* respectively; *Reading 1, 2, 3, 4* courses were integrated and named *Intermediate* and *Upper-intermediate Reading* courses.

Regarding cultural and literary aspects, *ASEAN Studies* is a brand-new course in the curriculum, designed to provide students with an overview of countries in the ASEAN network, familiarising them with current issues in the fields of international relations and social-cultural studies. Also, a new course in linguistic studies, *Semantics*, was added to the curriculum besides courses such as *Phonetics & Phonology*, *Morphology & Syntax*, and *Pragmatics*.

Teaching Methodology courses in the 150-credit TESOL programme were revised, not only in their names but also in teaching contents. Besides theoretical courses regarding pedagogical knowledge and skills, the current curriculum offers a 3-credit *Teaching Practice* course, providing students with great opportunities to practise English language teaching via micro-teaching sessions, well preparing them for *Teaching Practicum*. This course also gives students a chance to connect with stakeholders via meetings with employers or the alumni. Apart from that, a newly-designed course, *Teaching English to Young Adult Learners*, equips students with teaching methodology for teenagers and young adult learners.

Furthermore, the total credits of *Teaching Practicum* increased to 9 compared to 6 in the 150-credit programme, including 3 credits for class observations (*Professional Experience* course) and the other 6 for teaching practice.

In addition, the current programme offers more elective courses regarding general, fundamental and professional knowledge and skills, as shown in Table 2.6, sub-criterion 2.6. These not only provide more course options for students but also partially support them in their career paths.

Finally, 6 credits for interdisciplinary courses and Massive Open Online Courses (MOOCs) are made available to students to give them opportunities to gain access to advanced training programmes worldwide. This is also a radical change compared to the 150-credit programme. [[Appendix 2. TESOL Programme Specification](#)]

From the 2021 Cohort, the Informatics course, *Microsoft Office (Advanced)*, was updated with

Introduction to Python Programming, with the aim of improving students' technical skills so that they can skilfully apply technology in teaching. This change also satisfies stakeholders' requirements as stated in meeting minutes. [\[Exh.2.7. Reviewing the TESOL Curriculum\]](#)

Besides regular meetings with stakeholders organised by FFL to collect their feedback on the programme, the QAO also annually carry out a survey to collect feedback of the alumni who have just graduated for three months regarding their opinions on the quality of the training programmes as well as their employment status. The data collected from TESOL graduates will then be sent to FFL for us to update the information, reconsider the curriculum or revise teaching methodology. [\[See Exh.2.7. Reviewing the TESOL Curriculum\]](#)

3. Criterion 3: Teaching and Learning Approach

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

"Humanity - Innovation - Integration" is the educational philosophy of HCMUTE, with the goal of educating, inspiring, and assisting future generations to become competent, conscientious, and responsible citizens. Accordingly, students are prepared with vital skills for global citizenship, entrepreneurship, and other core competencies. The educational philosophy of HCMUTE can be found on the university's website hcmute.edu.vn ([shorturl.at/gtCG7](#)) and on bulletin boards throughout the campus. All HCMUTE students, lecturers, administrators, and other stakeholders are expected to participate in these missions collaboratively.

The FFL's motto, as stated on the faculty's website (<https://ffl.hcmute.edu.vn/en/intro/mission>), is "Language for Personal and Social Development," which aligns with HCMUTE's educational philosophy. We are entrusted with preparing foreign language instructors, linguists and others to satisfy the varying needs of worldwide job markets. Our objective is to be a leader in TESOL and linguistics research and training. We are committed to transforming teaching and learning experience into a mind-opening journey by upholding core values such as empowering creative thinking, accepting and respecting cultural diversity, fostering a socially constructed learning community, and promoting quality, efficiency, and flexibility.

The fact that all FFL courses are learner-centered, exemplifies the first factor, "humanity". Learner-centered classes assist students in developing academic competency and provide students with equal access to new information. Humanity is also enhanced by fairness and transparency in scoring and assessment. Furthermore, FFL students are eligible to apply for scholarships sponsored by alumni and FFL lecturers, which aid underprivileged students and encourage them to continue their education [\[Exh.3.1. FFL Scholarships\]](#). FFL students can also gain support from the Compassion Corner, a programme implemented by HCMUTE which offers students food, clothes, and supplies. [\[Exh.3.2. Activities to Support Students in Need\]](#).

Through teaching and learning activities, the second factor, "creativity", is also evident. Lecturers always use a variety of assessment methods, which they frequently update or revise. Students are given opportunities to express themselves creatively through projects and presentations in addition to traditional forms of assessment. [\[Exh.3.3. Students' Projects and Reports\]](#). In particular, TESOL students are encouraged to be innovative in their lesson planning and use of technology in English language instruction.

The third aspect, "integration," is reflected in activities that highlight the significance of English. The Higher Engineering Education Alliance Programme (HEEAP) (<https://hecap.org/>) and Building University-Industry Learning and Development through Innovation and Technology (BUILD-IT) programmes (<https://builditvietnam.org/>) provide opportunities for lecturers to attend conferences and seminars. Indeed, FFL lecturers and students have participated in various training workshops and seminars provided by those two organisations [\[Exh.3.4. FFL Lecturers at BUILD-IT Workshops and Seminars\]](#). In addition, TESOL students are provided opportunities to engage in Teaching Practicum

exchange, and the FFL has also invited several TESOL students from other institutions for their teaching practicum. In particular, FFL has successfully coordinated Teaching Practicum exchanges with a number of foreign colleges. We successfully supported 10 pre-service teachers from FFL Cohort 2015 to do their Teaching Practicum exchange at Universiti Teknologi Malaysia (UTM) in 2019 [*Exh.3.5. Teaching Practicum at UTM, 2019*]. Since 2019, FFL has also hosted TESOL students from Ganesha University of Education (Indonesia) for the Teaching Practicum exchange at HCMUTE [*Exh.3.6. Students of Ganesha University of Education at HCMUTE*].

HCMUTE's educational philosophy is always reviewed in FFL strategic meetings and is frequently emphasised in HCMUTE events.

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

In terms of teaching, teachers have used a wide range of activities to arouse learners' interest and take responsibility in learning tasks. According to a survey of 15 instructors at our faculty, a large number of teaching activities [*Exh.3.7. Teaching Activities in English Language Skills Courses*] were used in language skills classes. For example, the activities related to organizing students into groups to cooperate and collaborate to work, such as discussions, brainstorming, peer learning, task-based learning were found the most frequently used. By delivering such tasks, they give students a sense of duty to fully participate in the task and contribute to the group. In fact, when the task offers opportunities to be responsible for their work as part of a team, it encourages them to think critically, to cooperate and to be willing to share their opinions. Another example can be observed in a Pre-intermediate Listening and Speaking class when students do a group presentation. Students are assigned to be responsible for different tasks, to be involved in giving presentations and taking turns to answer questions from their teacher and their classmates. Besides, during the other groups' presentations, they are supposed to listen tentatively to ask questions and give comments, which accounts for part of their group score. This way of delivering group work tasks can well result in shaping learners' responsible attitudes towards their learning. In terms of learning, course activities tend to give students the chance to reflect on their own learning and become a more responsible learner. For instance, when students do teaching practice, they are asked to self-reflect after each of their teaching demonstrations. By doing this, students are more aware of their own strengths and weaknesses and make an effort in improving them. Moreover, these student teachers are required to take notes on what their friends did well and on what they should improve. By judging their friends' performance, they have to pay full attention all the time and take full responsibility in making comments.

In terms of amenities, the classrooms are large-sized and fully-equipped so that class activities can be easily held throughout the course so as to motivate learners' participation. For example, different types of seating arrangement can be made thanks to moveable chairs and desks, which allows teachers to deliver a wide range of tasks such as role plays (working in pairs), group discussions (working in groups of three to five students), or mingles (moving around the class to change partners to make conversations). Besides, the number of students ranging from 20 to 30 in one class is another advantage in terms of administration, which allows teachers to better classroom management and fully pay attention to students' performance and consequently encourage them to participate in tasks. What is more, the LMS enables teachers to use flipped classrooms in order to boost students' learning autonomy, reduce teacher-talking time and increase learner-talking time, which results in more learners' engagement.

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

All teaching and learning activities in the TESOL programme are matched and aligned with the ELOs. The ELOs relating to the knowledge domain (ELOs 1, 2, 3), which includes knowledge of social sciences, culture, linguistic features, and TESOL approaches, are attained through lectures in class,

student presentations, discussions, homework assignments, final projects/journals, or final exams. To achieve the ELOs of the Skills domain (ELOs 4, 5, 6, 7), a variety of teaching and learning activities such as role play, debate, problem-solving, brainstorming, teaching demonstrations, micro-teaching, self-reflection, and experiential learning are used. All of these activities aim to improve students' language skills as well as English language teaching skills. The Value domain of the ELOs (ELOs 8, 9, 10, 11) consists of various teaching and learning activities to develop students' communicative and collaborative abilities, critical thinking and problem-solving skills: discussion, presentation, classroom observation, and self-reflections. [*Exh.3.8. Teaching and Learning Activities Aligned with ELOs*]

As far as technology is concerned, blended learning, which covers a wide variety of activities, ranging from completely face-to-face interactions to completely online interactions, has been widely used in almost every course in our programme. All the courses are personalised to the needs of individual learners, which means that learners are allowed to study at their own pace. In classrooms, some students may find lessons faster than they expect and cannot catch up with their classmates; however, in online learning, they get involved in active learning by watching the recorded lectures as many times as they want, which allows them to study at full speed with ease.

What is more, active learning can be observed in activities which are held outside the classroom, one of which is field trips to educational settings related to the working environment where they will work after graduation. These outings bring learners first-hand experiences and during these visits, learners can gain knowledge in an active way.

Last but not least, another great example of dynamic learning is to involve learners in academic activities such as attending seminars, workshops, and conferences on English learning and teaching. Annually, our faculty holds some small talks by invited speakers who specialise in a particular aspect of language learning to provide learners with a place to share their ideas and involve in real communications. More importantly, the international conference on English teaching and learning, which we host on a regular basis, gives our students a real context to practise their English skills because the language of this conference is English. In addition to local participants, we were delighted to welcome guest speakers, presenters and participants from other English-speaking countries. We also take advantage of this academic event to bring first-hand experiences to our students when they take part in the conference in the role of organisers and volunteers, which provides them with soft and transferable skills and simultaneously prepares them for future careers.

3.4. The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning

Life-long learning is one of the values that the TESOL programme aims to develop in students. This value is seen in the realisation of eight key competences for life-long learning (European Commission, 2019) in a variety of teaching and learning activities included in the programme, as shown below:

1. Literacy competence

Students' literacy competence is developed through teaching and learning activities in all courses included in the curriculum. The most common activities include group discussions, presentations, projects, and debates. Through these activities, students are encouraged to communicate effectively with others in both oral and written forms, using visual, sound/audio and digital materials.

2. Multilingual competence

Developing students' multilingual competence is the focus and a strength of the TESOL programme. Over 40% of the course credits is devoted to students' language development. In particular, the curriculum spares 30 credits for nine courses on developing students' English language skills, 9 credits for three courses on linguistics, 9 credits for three English for Specific Purposes courses and another 9 credits for three Japanese courses. Students are also encouraged to join the University's

English-speaking clubs, one of which (STEP UP club) is managed by both FFL teachers and students to develop their English language communication skills. Importantly, all courses on professional education are taught in English [*See Exh.2.1. Programme Specifications*].

3. Mathematical competence and competence in science, technology and engineering
TESOL students can acquire mathematical competence and competence in science, technology and engineering through teaching and learning activities in courses such as English for Electronic and Electrical Engineering, English for Mechanical Engineering, and English for Information Technology. The teaching and learning activities in these courses enable them to gain not only language aspects of the fields but also basic knowledge of the natural world, fundamental scientific concepts, and technological products and processes [*Exh.3.9. Syllabus for English for Electronic and Electrical Engineering*].

4. Digital competence

On entering the TESOL programme, in the course of Introduction to TESOL, students are trained to use books and the internet to search for new knowledge. Students' information processing skills are also enhanced by seminars organised by the university's library. Later in the programme, in courses such as Advanced Microsoft Office, English for Information Technology, and Technology Enhanced Language Learning, they are trained to use digital technologies, including devices, softwares and networks and required to apply knowledge of information technology to solve professional problems and employ technology in teaching English in both online and offline classes. As a result, students can use technologies for learning, work and participation in society confidently, critically and responsibly [*Exh.3.10. Syllabus for Technology Enhanced Language Learning*].

5. Personal, social and learning to learn competence

TESOL students' personal, social and learning-to-learn competence is developed in a wide range of courses and extracurricular activities included in the programme. For example, the course of Introduction to TESOL enables students to set learning and life goals, manage time effectively, self-study, and reflect upon themselves so that they can become independent learners who can manage their own learning and career. Language skills courses involve students in groupwork and teamwork which enable them to communicate and collaborate effectively. Courses on physical education and clubs (dancing, music, sports, etc.) help them release and manage stress [*Exh.3.11. Syllabus for Introduction to TESOL*].

6. Citizenship competence

Courses such as General Law, Principles of State Management, Scientific Socialism, Principles of Psychology, and Fundamentals of Vietnamese Culture help students to develop their citizenship competence. These courses build students' awareness of values and policies of the country's cultural, social and political activities and movements. Furthermore, the University's Student Association and Youth Union frequently organise social activities, including charity work, to encourage students to take social responsibility. Their involvement in these activities is recorded and assessed annually for overall evaluation by graduation. As a result of all academic and extracurricular activities over the four-year programme, TESOL students can possess a responsible and constructive attitude toward the country's socioeconomic and political development [*Exh.3.12. Syllabus for General Law*].

7. Entrepreneurship competence

In teaching methodology courses as well as during the teaching practicum, TESOL students are trained to be creative and proactive in planning and teaching English lessons to different groups of learners in different teaching contexts. For example, during the teaching practicum, they are required to reflect critically and constructively on their lesson plans and teaching practices to understand their strengths and weaknesses and to improve their work. They are also trained to be able to understand learners' needs and characteristics to use suitable motivating strategies. As a result, TESOL students' creativity, critical thinking, problem solving ability, commitment of critical inquiry, willingness to

experiment with new ideas and practices, as well as perseverance, which comprise entrepreneurship competence, are all developed [Exh.3.13. *A Student's Practicum Portfolio*].

8. Cultural awareness and expression competence

Students' competence in cultural awareness and expression is fostered in a variety of courses. In particular, courses such as Fundamentals of Vietnamese Culture, ASEAN Studies, British Studies, and American Studies enable students to have an understanding of and respect for different cultures. [Exh.3.14. *Syllabus of ASEAN Studies*]. The cultural exchange programme also contributes to the development of this competence in TESOL students. The teaching practicum exchange programme was successfully organised at UTM (Johor Bahru, Malaysia) in 2019 with 10 students [See Exh.3.5. *Teaching Practicum at UTM, 2019*]. In exchange, the FFL has also hosted TESOL students from Ganesha University of Education (Indonesia) for their teaching practicum [See Exh.3.6. *Students of Ganesha University of Education at HCMUTE*].

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

In the curriculum, TESOL students are officially provided with research knowledge and skills in Semester 6 when the Research Methodology course is allocated. In this course, they are introduced to values of research in education and provided with fundamental knowledge of the research process and research approaches. During the course, students are asked to read and compare and contrast journal articles on education in general and English language teaching in particular. They are also required to write a proposal for a research project by the end of the course. These teaching and learning activities show students how research contributes to teaching approaches and education policies, fostering their critical thinking and encouraging their creativity [Exh.3.15. *Syllabus for Research Methodology*].

In addition, entrepreneurial mindset is emphasised in teaching methodology courses and the practicum in which the learner-centered approach is introduced and practiced by both teachers and students. TESOL students are always reminded of this approach in planning and teaching lessons, as well as in designing and managing classroom activities. They are required to be creative in planning lessons and designing activities so that their lessons meet the needs of specific groups of learners and are suitable for their age and interest. They are also encouraged to learn from peers and exploit different available resources to improve their lessons in such a way that motivates their learners [Exh.3.16. *Syllabus for Teaching Practicum*].

Moreover, a wide variety of extracurricular activities are organised to inculcate new ideas, creative thoughts, innovation and an entrepreneurial mindset in students. For example, in 2021, a number of activities, including Poster Design, Ringing the Golden Bell, English Online Contest, Exploring cultures and histories of ASEAN countries, and Spelling Bee, were held yearly by the FFL Youth Union and Student Association. Academic clubs such as the STEPUP English speaking club and the translation and interpretation clubs which are led and managed by TESOL students also foster students' new ideas and creative thoughts.

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

HCMUTE has implemented ISO procedures to further improve the quality of teaching and learning, including the procedures for creating plans and carrying out teaching, inspecting and examining lecturers' compliance with the teaching regulations, and conducting classroom observations. [Exh.3.17. *Current ISO Procedures by HCMUTE*].

In particular, FFL has continuously evaluated and enhanced teaching and learning processes using PCDA procedure, which is applied to the construction of course syllabi. On the one hand, instructors in charge discuss course objectives, material, teaching and learning activities, and assessment

methods. Then they write and edit the course syllabi. The course syllabi are regularly reviewed and updated through a variety of methods, one of which is lecturers' self-reflections after delivering a specific course. In addition, lecturers are supposed to have peer observation, feedback and reflection every semester for further self-improvement in teaching activities [Exh.3.18. HCMUTE Procedures for Staff Observation]. On the other hand, end-of-term feedback from students also helps to improve the programme. Students are encouraged to engage in course evaluations in week 10 of the semester to express their satisfaction with course content, teaching and learning methods and activities used by their lecturers [Exh.3.19. Course Evaluation Form by HCMUTE]. Lessons and course syllabi will then be revised and updated for the following semester based on efficiency, student satisfaction, grades, and feedback from course evaluations. Any modifications to teaching and learning activities are also discussed at Department and Faculty meetings at the end of each semester, in addition to frequent formal and informal meetings among Department academic staff members where they share their teaching experiences as well as exchange and improve their methodology [Exh.3.20. Staff Observations]. Meanwhile, in order to increase training quality, FFL lecturers also join international/national training courses in teaching methodology to update themselves with modern teaching approaches [Exh.3.21. Certificates of FFL Academic Staff].

There have been significant improvements in the TESOL programme in terms of the curriculum as well as teaching and learning activities in order to ensure their relevance to industry needs and alignment to the expected learning outcomes. Feedback from meetings with stakeholders such as employers, recruiters, alumni, teachers and current students has contributed to radical changes in the TESOL programme's curriculum. Indeed, some general knowledge domain courses, including *Principles of Teaching*, *MS Access*, and *Probability and Applied Statistics*, were removed from the curriculum after receiving negative feedback from alumni for being impractical for TESOL graduates. Accordingly, a course of *World Civilisation* was added, widening students' knowledge of the world's history. Another significant change to the TESOL programme was the increase in total credits for Teaching Practicum from 6 to 9, which was divided into the courses of *Professional Experience* (3 credits) and *Teaching Practicum* (6 credits). Moreover, FFL has added a course named *Teaching English to Young Adult Learners* to the curriculum with the aim of equipping students with knowledge and skills related to teaching children and young learners. In addition, students were offered 6 credits for transdisciplinary courses. Students are also credited for MOOCs with the aim of giving students opportunities to gain access to advanced training programmes worldwide.

Extracurricular activities are also integrated into the curriculum to help students improve their soft skills such as communication skills, critical thinking skills and self-study skills. One radical change involving the improvement is field trips organised for TESOL students to visit foreign language centers, which has proven to be a success because students can learn more about their major and develop their perspectives on their future career. Alumni and recruiters are asked to speak to students on the visits in order to provide their advice on job applications and learning experiences [Exh.3.22. Field Trip]. Furthermore, flipped classrooms and project-based learning (PBL), online LMS, etc. have been applied at HCMUTE as well as at FFL. Most courses of the TESOL programme are currently implementing online teaching models on LMS at <https://utex.hcmute.edu.vn/>, allowing students to access materials and interact efficiently with lecturers and classmates, thereby improving their self-study skills. Especially, in order to avoid delaying the cohort 2017's teaching practicum due to the Covid 19 pandemic, which would undoubtedly affect students' graduation, the Faculty hosted an Online Teaching Workshop in August 2021 to equip students with the use of Google Meet, Zoom, and ClassIn, which supported them in online Teaching Practicum [Exh.3.23. Online Teaching Workshop, Aug, 2021]. Last but not least, the TESOL programme also promotes students to participate in Teaching Practicum exchange with other universities. FFL has organised Teaching Practicum exchanges with UTM (Malaysia) and Ganesha University of Education (Indonesia). In 2019, FFL successfully organised a Teaching Practicum exchange for 10 pre-service teachers of the Cohort 2015 at UTM. Since 2019, FFL has also welcomed some groups of TESOL students from Ganesha University of Education to HCMUTE for the Teaching Practicum exchange [See Exh.3.5.

4. Criterion 4: Student Assessment

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

Student assessment plays a major role in an outcome-based training programme. Firstly, students are accepted into the TESOL programme when they gain an entrance level of competence in English at least at band 6 of International English Language Testing System (IELTS) or a set of three subjects including English with a double score of this subject to ensure that they have an ability to pursue courses delivered and majored in English. Secondly, a variety of assessment methods are used throughout the programme to evaluate TESOL students' learning achievement. At least three forms of assessment are employed in each course included in the TESOL programme. The most commonly used are multiple choice questions, writing assignment, and presentation [*Exh.4.1. Assessment Methods*]. A wide range of different methods are also employed for formative and summative assessment [*Exh.4.2. Formative and Summative Assessment*].

Diagnostic assessment is found in most courses. A good example of this is placement tests which are delivered to learners at the beginning of Basic Writing class [*Exh.4.3. Syllabus for Basic Writing*]. The information gathered from this assessment method allows the instructors to prepare their teaching based on learner abilities and adjust their teaching approach towards the course learning outcomes.

Formative assessment involving this type of assessment has been widely used in our classes, namely questioning, observing or listening to learners as they work during their group work or discussion. Also, there are methods used outside the classroom such as writing in journals, blogs, posters, or presentations. For instance, questioning is commonly used throughout our teaching process to allow us to understand what learners know and what they do not know for the sake of modifying our lectures so that learners can gain knowledge and acquire skills expected in the learning outcomes. In addition, the LMS is used to assist the teachers with on-going assessment. A number of tasks such as quizzes, forum discussions and recorded lectures with embedded questions are available on LMS before and after each lesson in order to help teachers track learners' progress and evaluate their learning.

Turning to summative assessment, CLOs must be listed on the final test papers which show such assessment methods such as multiple-choice questions or essays aim to assess what learning outcomes expected in the course. This regulation requires the instructors to use a variety of assessment methods to achieve different CLOs. To ensure this requirement is followed, final test papers must be approved by the deputy head. Moreover, these test papers are the evidence for quality assurance which is required to show to the Quality Assurance Office when the academic year ends [*Exh.4.4. End-of-course Test of Basic Writing*]. The alignment between the assessment and CLOs is also required in the graduation course and the thesis. For instance, the thesis is judged on students' ability to do research in education which is one of the crucial competences of students in the TESOL programme. Besides, language skills such as reading and writing and other transferable skills such as problem-solving skills are evaluated based on the completion of the thesis.

The alignment between these assessment methods and CLOs is strictly required in student assessment. During the practicum, learners deliver teaching demonstrations to non-English majors in our own university and we act as the instructors. One advantage of this is that we have the chance to evaluate our students' language skills through their writing lesson plans, their speaking skill via their demo classes, or written reflections after their teaching practice. Besides, students have the opportunity to design their own lesson plans and implement them. The main aim of this assessment method concentrates on the CLOs 2.2, 2.3 and 2.4 which are related to language skills and teaching skills [*Exh.4.5. Syllabus for Teaching Practicum*].

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

The assessment and examination regulations set in all courses included in the TESOL programme are in line with the University's regulations and policies. These regulations are described in course syllabi sent at the start of every course, in the students' handbook provided as soon as they join the programme, and on the website of the University's Academic Affairs Office (AAO) (aao.hcmute.edu.vn). In addition, these regulations are applied consistently across courses and over the time of the programme. Below are assessment regulations for theoretical courses, practical courses, and graduation projects [*Exh.4.6. Regulations of Student Assessment*].

In theoretical courses, students' learning achievement is shown in the average of on-going and end-of-course assessments. The score of on-going assessment, which accounts for 50% of the final score, is the average of at least 3 formative assessment forms during the course. The score of end-of-course assessment, which also accounts for 50% of the final score, represents the result of a final test, an assignment, or a major project.

In practical courses which are Professional Experience and Teaching Practicum, TESOL students are sent to high schools to observe and teach English classes. Therefore, their learning achievement is assessed by school teachers and course teachers. School teachers' assessment which is based on students' learning and teaching activities at schools accounts for 50% of the final score of the course. Course teachers' assessment which is based on students' portfolio and reflective journal accounts for the other 50%.

Regarding graduation projects, the final score is the average of the scores given by the supervisor, the examiners and the examination board of three to five members. Supervisors are not allowed to be members of the examination board for their student's graduation project.

In addition, TESOL students' online learning is assessed in accordance with the assessment regulations issued by the University. Specifically, results of online learning assessment contribute at most 50 percent of the total result of students' learning. In case of natural disasters and/or pandemics, this ratio can be changed to align with instructions of the Ministry of Education and Training. Also, the defense of graduation projects can be conducted online when (1) the examination board is comprised of at least three members, (2) the online defense is approved by all examiners and agreed by learners, and (3) the online defense is audio and video recorded and stored properly.

Furthermore, re-assessment is a required stage in the assessment procedure. According to the University's policies, students can apply for re-assessment within one week after their scores are notified in case they are not satisfied with the given scores. Re-assessment results are informed within 5 days after the application closes. Re-assessment processes conducted at FFL follow the instruction of the University's AAO.

All assessment regulations and procedures described above are communicated to TESOL students through many channels. In particular, these regulations and procedures are clearly described in the student handbook provided for students at the start of the first semester. Assessment forms and procedures of each course are described and discussed in the first class meeting with the lecturer. Moreover, the AAO notifies students of assessment procedures and processes by the end of each semester. These channels, therefore, enable TESOL students to be well-informed of assessment regulations and rules which are applied consistently for all courses in the programme.

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

Firstly, the assessment of TESOL students' learning achievement is criterion-referenced. Specific criteria vary in accordance with courses and assessment forms. In particular, students' English speaking skills is evaluated on criteria such as grammar, pronunciation, vocabulary, background knowledge, and fluency [*Exh.4.7. Rubric for Marking Speaking Skills of Pre-intermediate Listening-*

Speaking Course]. Similarly, students' writing skills are assessed on task achievement, grammatical range and accuracy, lexical resources, and cohesion and coherence [Exh.4.8. *End-of-course Test of Academic Writing*]. Furthermore, in professional development courses that involve teaching practice (i.e., Language Skills Teaching, Teaching English to Young Adult Learners, Technology Enhanced Language Learning, Professional Experience, and Teaching Practicum), together with tests and reflective journals for testing students' knowledge, students' teaching skills are assessed with a rubric indicating different set of criteria to be referred to [Exh.4.9. *Classroom Observation Form*]. Moreover, students' attitude, morals and social awareness are assessed through criteria such as their involvement in social and extra-curricular activities which are converted into scores. Assessment of these aspects is managed and controlled by the Faculty's Youth Union and Student Association. These processes are all to ensure the clarity of the assessment and the consistency of the assessment process.

Next, the assessment standards and procedures are applied consistently. Over the 15 weeks of each semester, students in each course are generally assessed at least 3 times together with the end-of-course test. Students' required competence levels, which indicate the different levels of difficulty, comprehension and inclusion of the assessment forms, are referred. These are standards applied consistently in all courses and in all classes of the same course. For example, all teachers of the course of Basic Writing share the same syllabus, agree on the assessment procedure as well as co-design the end-of-course test. In this way, students of this course, regardless of classes and teachers, are assessed in the same way and at approximately the same time [See Exh.4.3. *Syllabus for Basic Writing*].

Besides, assessment is communicated to students in different ways. While content to be assessed and forms of assessment are clearly described in the course syllabus, discussed with students in the first class meeting and shown in the faculty websites, assignment guidelines, marking instructions, rubrics and/or checklists are also provided for students as soon as assignments are given. These practices are supervised by the University's AAO through an evaluation survey sent to students in the 8th week of each semester. Results of these surveys are sent to the Faculty's management board for management and improvement purposes. In addition, TESOL students are informed about their learning results via the academic management website (<https://online.hcmute.edu.vn/>) and email. FFL and the Admissions and Student Affairs Office (ASAO) are also notified of students' results so as to provide students and their parents with suitable consultation.

Also, the pass/fail criteria are clear and well communicated to students. In all test papers, including on-going and end-of-course tests, marking schemes are provided so that students can trace their achievements [See Exh.4.4. *End-of-course Test of Basic Writing*]. Students are also aware that their final score for each course is the average of formative and summative assessments with the relevant ratio described in the course syllabus. The grading system of 0-10 point scale is used and converted into other systems when needed, on which pass (>4.0), fail (≤ 4.0), good (≥ 8.0) categories are based [Exh.4.10. *Grading Systems and Conversion*].

In addition, students are well informed of their progression over the four years of the programme. The University has clear procedures for warning, expulsion, and graduation approval [See Exh.3.17. *ISO Procedures*]. With the support of a management software, the University's AAO examines students' learning results twice a year, in March and September, to send them notices of warning, expulsion or graduation approval. In particular, students will receive a warning notice when one of the following cases is applied. First, they fail to achieve 50% of the credits registered at the start of the semester, or miss 24 credits from the start of the programme. Second, their Grade Point Average (GPA) (converted into 0–4 point scale) is under 0.8 for the first semester of the programme and/or under 1.0 for the following semesters. Finally, their accumulated GPA is under 1.2 for freshmen, 1.4 for sophomores, 1.6 for juniors, and 1.8 for seniors. On the other hand, students will face expulsion when they have received 3 successive warning notices or when their study time has been over 8 years. Furthermore, the University issued management regulations aiming to ensure that training quality can be examined and regulated. These regulations help faculties to trace students' completion rates and improve their training programmes. In particular, indicators for measuring training effectiveness

include (1) rate of course success, (2) rate of early graduation, (3) rate of on-time graduation, (4) average time for graduation, (5) rate of dropouts, (6) results of research-related activities, and (7) benchmark [Exh.4.11. *Regulations of Training Effectiveness*].

Finally, assessment processes and procedures are flexible in some aspects. According to the University's policies, students are allowed to re-enroll in courses they have passed in case they want to improve their final score. No matter how many times they take a course, the highest score is recorded. Lecturers are also allowed to record the highest scores of tests students have taken during the course [See Exh.4.6. *Regulations of Student Assessment*].

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

Rubrics are developed and used in assessing students' portfolios, projects, presentations, videos, and reflective journals. They are provided for students as soon as the assignments are given. Criteria differ in rubrics in accordance with the assessment forms. For example, students' speaking skills are evaluated on five aspects, including grammar, vocabulary, pronunciation, background knowledge and fluency. These are shown in the marking rubric together with descriptions of different levels [See Exh.4.7. *Rubric for Marking Speaking Skills of Pre-intermediate Listening-Speaking Course*]. Similarly, the reflective journal of students in the course of Teaching English to Young Learners aims to assess students' understanding of lessons' content, critical thinking and personal growth over the time of the course. Therefore, the rubric used for evaluating their reflective journals includes these three aspects with clear descriptions of each category [Exh.4.12. *Rubric of Teaching English to Young Adult Learners*].

The University's academic calendar shows the timeline for each academic year, including one enrolment week, 15 study weeks, and 4 weeks for end-of-course assessment. Each course syllabus also shows the timeline for on-going assessment which is emphasised by the course lecturer in the first class meeting [Exh.4.13. *HCMUTE Academic Calendar*].

Validity: All assessment methods aim to assess students' learning achievement, so they focus on assessing the contents included in the course. In order to do this, lecturers who are also test designers and assignment assessors often have test specifications and write tests, especially end-of-course tests, in groups. Marking schemes are included in all test papers, and on the final page of each end-of-course test paper, there is always a table showing the matching between test questions and course learning outcomes. These practices and procedures are to ensure the validity of assessment, especially summative assessment [See Exh.3.17. *ISO Procedures*].

Reliability of assessment is concerned in that, as shown above, a variety of assessment methods are used in each course. In addition, rubrics and marking schemes are clear and specific to avoid difference between assessment and reassessment results.

Fairness: At HCMUTE, fairness of assessment is emphasised in a number of ways. Students are well informed of assessment criteria, contents, forms, marking schemes, rubrics and guidelines. Information of these is included in course syllabi, presented by course lecturers in the first meeting class and posted in the faculty website. In addition, the University applies ISO in examination procedures to ensure the fairness and objectivity [See Exh.3.17. *ISO Procedures*]. In particular, examinations are administered in such a way that students have similar opportunities to perform their ability. In addition, the University's Office of Academic Inspectorate supervises the end-of-course assessment procedures. Furthermore, answer keys to end-of-course tests must be posted on faculties' websites within 3 days after the examination dates. Also, re-assessment procedures are transparent: students can apply for re-assessment within 7 days after results are released.

Moreover, the University has regulations for the documentation and the evaluation of assessment documents. In particular, lecturers' teaching portfolios, test papers, answer keys and any assessment-related documents must be documented for a certain period of time, depending on the purpose and

importance. In addition, lecturers' teaching portfolios include a section for self-assessment of their teaching. This is a collection of their reflective journals and students' feedback, which facilitates their self-evaluation of teaching over time. Apart from self-reflection, meetings of lecturers in the same section and/or teaching the same courses at the end of each semester enable the evaluation of teaching effectiveness and course achievements for improvement purposes [*Exh.4.14. Teacher's Self-Evaluation Form*].

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

Data collection to measure students' achievement of ELOS started from the academic year of 2019-2020 [*Exh.4.15. Guide to Measurement of PIs by QAO*].

At the beginning of the school year, after having made some revisions for the ELOs and PIs on the basis of stakeholders' feedback, the FFL selected the courses that will be used to measure the achievement of PIs as well as assigning lecturers in charge to prepare for exam questions, tests and assessments to ensure the alignment between the assessment criteria and the CLOs/ELOs and accurate and effective measurement results.

The current TESOL programme has 11 ELOs and 36 PIs, an average of 3 PIs for each ELO except for ELO 5 and 6. The assessment methods utilised by lecturers are ensured to be able to measure the PIs and ELOs of the programme. Take the teaching demonstrations, either in small groups or individually, as an example. Almost all of the courses related to ESL Teaching Methodology require students to work in small groups to conduct micro-teaching sessions after having learned theories about teaching methods. Teaching Practicum, as an exception, involves individual teaching demonstrations of pre-service students. No matter what form of teaching demonstration is, all lecturers base on the classroom observation form, which includes different criteria for a good teaching demo such as the organisation of time, learning materials and classroom settings, instructional methods, content/subject knowledge, communication skills and classroom management, to evaluate the efficiency and success of a teaching demonstration. The classroom observation form, therefore, makes an appropriate measurement for PI 3.3, PI 5.2, PI 6.2, PI 6.3, PI 6.4, PI 7.3, PI 8.1, PI 9.1, PI 10.2, and PI 11.1 [*See Exh.4.9. Classroom Observation Form*].

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

The AAO imposes strict regulations on the deadline for score release. For instance, the regulation requires that instructors must well inform course results at the latest one week after the exam. Otherwise, the online system is closed and the instructors are not allowed to enter the scores any more until the request for re-opening the system approved by their dean is sent to this office. This regulation aims to inform the students of their learning results as soon as possible and enable them to set goals for the next study plans.

The implementation of this regulation is also overseen by the QAO by surveying learners' opinion. Indeed, a set of questionnaires is sent to learners from the eighth week of semester and students can give feedback on their teacher as well as the overall course at any time up to the last week of the semester. As can be seen from the questionnaire [*Exh.4.16. Survey by HCMUTE*], the timely feedback from the instructor is one of the criteria surveyed to evaluate the teaching quality. The results of this survey can be accessible by teachers as well as administrators after the course. By judging these results, teachers are able to adjust their assessment if it does not meet the student's expectations and administrators are able to take actions to remind or warn the teachers for the sake of improving student assessment during the course.

The plan for returning paper tests with constructive comments is fixed on the course syllabus as well [*See Exh.4.3. Syllabus for Basic Writing*], and the instructor is supposed to follow. More importantly, student assessment can be observed throughout the course as well. At the beginning of the course, diagnostic tests are delivered to assess students' level and make adjustments to teaching which can be found in the case of Basic Writing course [*See Exh.4.3. Syllabus for Basic Writing*]. In addition,

during the course, continuous assessment is carried out in numerous ways. A great example of this comes from a writing class named Academic Writing which I had the chance to observe last semester. As a deputy head, I often have short visits to classes with the aim of improving the training quality and sharing teaching experiences. During the lesson, when the students were asked to work in groups in order to write supporting sentences based on a topic sentence, the teacher moved around the class hearing their discussions, looking at their sentences and providing direct feedback on their work. At the same time, the teacher picked errors and problems they were encountering throughout their group work so as to raise them to the whole class to discuss. By doing this, the teacher can take advantage of this opportunity to assess their work and give feedback following that.

Lastly, this feature can be found in projects or thesis. Take, for example, a poster-presentation project of Critical Writing course. Although this project is carried out throughout the course, students must inform the instructor of their work week-by-week. During the first two weeks, students are required to form groups of three/ four and send the instructor a poster presentation theme chosen based on the content of the course. In the following weeks, the students read articles and send a summary of two articles to the instructor each week and repeat for four weeks. In week 7, students present an outline of their poster presentation in class and receive approval from the instructor before they begin writing the main contents of their project. As of week 8, each group will write an argument essay of around 1500 words based on the chosen topic, citing sources from the articles to support their point; After three weeks, they submit the essay to their instructor before presenting it on a Poster of A1 size-paper. In week 14, all poster presentations will be given in class and receive feedback from the class and the instructor.

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

At HCMUTE, we constantly review and enhance our processes for student assessment in order to raise the caliber of our instruction. In fact, HCMUTE mandates that at the end of each academic year, all training programmes evaluate the accomplishments of their ELOs. In particular, during Department or Faculty meetings, the FFL solicits feedback from lecturers regarding the effectiveness of the methods of student assessment that are currently in use. Additionally, student feedback is welcomed. To express their satisfaction with the student assessment methods used by their lecturers, students are encouraged to participate in HCMUTE course evaluations starting in week 10 of the semester [See *Exh.3.20. Course Evaluation Form by HCMUTE*]. The FFL evaluates all gathered information before deciding whether to alter student assessment procedures. Furthermore, FFL lecturers also participate in national and international training national and international in testing and assessment in order to stay current with evaluation techniques.

The student assessments used by the FFL have undergone certain modifications and improvements. The percentage of on-going assessment has been increased from 30% in the 150-credit TESOL programme to 50% in the 132-credit programme. Different tests, projects, homework assignments, and group/pair presentations have been devised depending on the course to evaluate students' learning progress. Rubrics have been designed for assessing students in some courses including assessment for oral presentations, speaking skills, course projects, classroom observations, lesson plan designs, teaching demonstrations and soft skills [See *Exh.1.5. ELOs Measurement*]. There have been substantial changes with regard to the achievements of ELOs of the TESOL programme. Making sure that all course objectives, tests, and exams are in line with the programme's PIs and ELOs is the biggest improvement. To ensure such alignment, the lecturers in charge must update the course syllabi. Also, the CLOs must be listed in a table in the final exam booklet, and each test question must assess each CLO [Exh.4.17. *Final Test Samples*]. Furthermore, beginning with the 2019-2020 academic year, TESOL students and other English majors must attain the C1 level of the CEFR in order to graduate. As a result, TESOL students are better prepared for employment.

The new Training Regulations, which were modified in 2021, have also updated some regulations regarding online instruction and testing. HCMUTE has structured online courses on the UTE_x system to replace the prior LMS. A virtual classroom may hold up to 30% of the overall curriculum volume for full-time training programmes; therefore, online assessment is used, although it only makes up to 50% of the course weight. HCMUTE has also specified online thesis defense and project evaluation forms. Additionally, all classes were held online in accordance with government social distancing directives during the academic year 2020–2021 due to the Covid-19 pandemic outbreak. As a result, lecturers must update their assessment strategies to stop students from plagiarizing or cheating during online tests or final exams. For instance, instead of taking exams, students of some theoretical courses in English Teaching Methodology are required to write their final projects. Other tests on the LMS demand that students turn on their cameras to show their identity. Besides, Turnitin, a tool for detecting plagiarism, is used in writing courses.

5. Criterion 5: Academic Staff

5.1. The programme to show that academic staff planning (including succession, promotion, re-deployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfill the needs for education, research, and service

Long-term planning

Taking into account the HCMUTE Strategic Plans from 2017 to 2022, FFL has its own strategic plan in which development orientation and people planning are specified and explained in four primary objectives. First, the faculty intends to standardize the teaching curriculum and learning materials to international standards. Second, the faculty develops prospective human resources of lecturers with Master's and Doctorate degrees in order to boost both teaching and research development. The third goal of the faculty's strategic plan is to engage with local and overseas enterprises to establish external relationships with the labor market. Finally, the faculty devises a plan for high-quality teacher training in the near future. *[Exh.5.1. FFL Strategic Plan 2020-2025-Vision 2030]*.

Training needs are identified from two sources. On the one hand, lecturers propose a list of courses for professional development at the beginning of each school year. These courses must be aligned with the theme of the academic year. On the other hand, training needs may also be derived from university demands. In this case, the university organizes and requires lecturers to attend training courses in order to implement the strategic plan or accomplish the quality objectives of the academic year.

Table 5.1 depicts the number of doctorate and master's degree lectures from 2021 to 2025, demonstrating an increase in staff recruitment and doctoral lecturers from 40 in 2021 (Doctorate Holders: 4; Masters & PhD Candidates: 35; Bachelor: 1) to 59 in 2025 (Doctorate Holders and Candidates: 14; Masters: 44; Bachelor: 1). In terms of faculty divisions, the teaching staffs are divided into TESOL Studies, Translation and Interpretation, Business English, and Language Skills sections *[Exh.5.2. FFL Academic Staff Profile]*. In 2021, the present number of 6 staff members pursuing PhD studies abroad is 3 (Australia), 2 (Canada), and 1 (New Zealand). The faculty encourages instructors to upgrade their Master's degree for doctoral studies from 2022-2025, with the number growing from 8 to 14.

Table 5.1. The allocation of lecturers and staff from 2021-2025

Academic Qualifications	Baseline	Target			
	2021	2022	2023	2024	2025
Lecturers	39	48	53	56	58
- Doctors	4	8	9	10	14
- Masters & PhD Candidates	35*	41	44	46	44

Secretary	1	1	1	1	1
-Bachelor	1	1	1	1	1
Total	40	50	54	57	59

*Notes: 29 Masters and 6 PhD Candidates

Full-time equivalent

On the basis of teaching workload of 135 hours per semester (270 hours per academic year), each full-time lecturer in FFL should be in charge of teaching 8 courses per semester, resulting in the assignment of 0.125 FTE for each course. And, based on an average assignment of two courses per teaching staff in each semester, this results in an FTE of 0.25 for each full-time teaching staff in the TESOL program. Meanwhile, full-time lecturers for General Education and Physical Education and part-time lecturers account for 0.125 FTE for each teaching class in the TESOL program.

Table 5.2. FTE of full-time teaching staff in TESOL programme
(Reference date: 30 December 2021)

Category	M	F	Total		Percentage of PhD
			Headcount	FTE	
Full-time lecturers (PhD)	2	1	3	3x0.25=0.75	5.4 %
Part-time lecturers (PhD)	1		1	1x 0.125=0.125	1.8 %
Full-time lecturers (Masters)	4	25	29*	29x0.25=7.25	
Full-time lecturers (General Education & Physical Education)	16	7	23	23 x0.125=2.875	
Total	23	33	56	11.0	

Notes: The actual headcount excluded 6 full-time staffs overseas for doctoral studies

Human resources policy

Self-evaluations of employment plans are performed at the end of each semester, and when personnel changes occur, FFL arranges meetings for staff recommendations and submits the recommendations to the University for academic staff planning. The appointments are typically for Dean/Vice-Dean in the Management Board and Head/Vice-Head in each section. These positions are filled through nomination and votes and are valid for 5 years.

According to Vietnam's Labor Law, the retirement ages for male and female lecturers are 62 and 60 years old respectively. However, senior lecturers can continue to work after retirement if the faculty requests it. Pensions and other benefits for retiring lecturers are likewise governed by university laws. In case of resignation, lecturers must submit the application to the General Administration and Personnel Affair Office (GAPAO) at least 45 days in advance. HCMUTE can terminate contracts with lecturers for reasons such as inability to meet work demands or violations of work ethics. Employees are also notified 45 days in advance of their termination.

Limitations in human resources

The development of research work is not considered a faculty's strength due to the restricted number of lecturers with doctoral degrees. Furthermore, hiring academic staff with English fluency and a background in TESOL/Applied Linguistics is a significant issue for the faculty due to the Vietnamese context. To alleviate the aforementioned issues, the university increasingly takes the media and TV broadcasting as a means of communicating information about staff employment and benefits to employed staff. Furthermore, current lecturers are encouraged to participate in doctoral and training programs conducted by the university and/or its partners. The recruitment of visiting lecturers with a minimum prerequisite of a Master's degree in TESOL/Applied Linguistics is another option to amend

human resource limitations.

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

Lecturer workload in each semester is decided based on the HCMUTE regulations as well as teaching demands, staff qualifications, the number of enrolled students for each course, and the availability of the lecturers. The workload is divided into the following tasks: teaching, doing scientific research, and performing service activities. Table 5.3 shows the required workload for teaching, research, and services for lecturers in each academic year. [Exh.5.3. Regulations for Lecturer Decision 2765/QĐ-ĐHSPKT dated 18 Dec 2018].

Table 5.3. General required workload for lecturers at HCMUTE

Academic titles	Teaching	Researching	Service
Professor	270	240	20
Superior Lecturer			
Associate Professor	270	210	30
Doctors	270	195	60
Senior Lecturers (Master degree)	270	189	70
Lecturers (Master degree)	270	177	80

Unit: equivalent working hours

Notes: - 270 hours of teaching is equivalent for 900 working hours for teaching task

- 240 hours of researching is equivalent for 800 working hours for researching task

- The hours of service is distributed on the approximate scale for each academic titles

The teaching staff at HCMUTE is required to fulfill workload in three aspects: teaching, researching, and service performing (i.e. other activities). In general, HCMUTE has adequate systems to monitor teacher workload on KPI system. At the beginning of each school year, faculty member will register the workload into three schemes: 50% teaching-50% researching (default), 75%-25% (teaching-researching flexibility), and 100% teaching.

Another aspect of teaching workload is the calculation of student-to-staff ratio in FFL. Each student in HCMUTE is automatically assigned to register at least 15 credits per semester. Therefore, on the average of 24 credits, FTE for students in TESOL programme is calculated at 1.6. Table 5.4 displays data on student-to-staff ratio from 2017 to 2021.

Table 5.4. Staff-to-student statistics and ratio in TESOL programme from 2017 to 2021
(Reference date: 30 December 2021)

Academic Year	Total FTEs of Academic Staffs	Total FTEs of Students	Student to staff ratio
2017	11.0	35x 0.8=28	1/ 2.5
2018	11.0	18x 0.8= 14.4	1/ 1.3
2019	11.0	23x0.8=18.4	1/ 1.7
2020	11.0	18x 0.8= 14.4	1/ 1.3
2021	11.0	18x 0.8=14.4	1/ 1.3

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

According to HCMUTE's job description, a full-time lecturer must be skilled in scientific research, pedagogy, professional knowledge, information technology, and class administration. In terms of teaching activities, FFL lecturers should be able to design a teaching syllabus that corresponds to the learning outcomes and to assess students using appropriate assessment methods. FFL lecturers are

encouraged to conduct research at the faculty, university, and ministry levels. FFL lecturers also participate in activities to attract new students and to improve students' academic and living experiences.

As an HCMUTE unit, FFL strictly follows HCMUTE recruitment procedure consisting of three stages: document screening, demonstration teaching, and internal interviews. During the document screening process, potential candidates must achieve the following minimal requirements: an MA degree in TESOL/Applied Linguistics, IELTS ≥ 7.0 , and 2-3 years of work experience. Meanwhile, evidence of teaching abilities, research capacity, and job dedication is evaluated through demonstration teaching and internal interviews.

After successfully employed, newly-recruited lecturers have to pass a 2-month probation period before signing a contract with the university to become full-time staff. FFL lecturers, in particular, must have specified qualifications, such as a certificate from a pedagogy training course for university lecturers, a B-level second foreign language certificate, a B-level IT certificate, and a C1-level certificate. Lecturers' performance will be reviewed for one-year, three-year or long-term contract extension.

To ensure teaching efficiency, each subject is co-taught by a group of two to three lecturers for the aims of exchanging teaching content and maintaining objectivity in assessment. Peer observation is often organized so that lecturers can receive feedback from their colleagues, and this seeks to assess the suitability of teaching content and to adjust teaching methods. Moreover, lecturers will receive feedback from course experience surveys as well as solutions to the identified issues. Table 5.5 presents the overall score on course experience survey for FFL teaching from 2017 to 2021, indicating a high level of satisfaction (≥ 90) in learning of FFL students [*Exh.5.4. Results of Feedback for Course Experience Survey from 2017 to 2021*].

Table 5.5. The overall score on Course Experience Survey for FFL teaching
(Reference date: December 2021)

	2017-2018	2018-2019	2019-2020	2020-2021
Teaching methods	>90	> 89	>90	>91
Learning & testing	>90	>89	>89	>91
Teaching manner	>90	>90	>90	>91
Overall score	90,5%	89,5%	89,7%	91,3%

(Source: Quality Assurance Office-HCMUTE)

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

Academic staff are assigned managerial, teaching, research, and service responsibilities based on their qualifications, experience, and ability. The following are the specific requirements for the assignment of these duties.

Management duties

Academic personnel can be promoted to Dean/Vice Dean of Faculty for management positions; selection and duties assigned to management positions are based on the candidate's qualifications, experience, and aptitude. In terms of qualifications and experience, the Dean of the Faculty must have a doctorate and managerial expertise in general faculty concerns. The Vice Dean is in charge of course planning and research and must have at least a Master's degree. Vice Dean roles can range from two to three, based on workload and duties.

Teaching duties

In terms of school policy for lecturer involvement in teaching tasks, it first states that academic staff must follow educational legislation and work ethics. For example, they should invest time and effort in selecting relevant course content while adhering to intellectual property and copyright laws. Furthermore, ensuring equality and fairness in assessment is a key policy in school administration;

thus, FFL applies the policy of equality and fairness by arranging an appropriate amount of teaching courses for each full-time teaching staff.

Research duties

In order to promote research, the Science, Technology, and International Affairs Office (STIAO) sends information about seminars and practical training to academic personnel via email. Participation in seminars and practical training will be recorded in the KPIs system and considered legitimate evidence for staff evaluation at the end of each academic year. Each research output is converted to equal research hours for the Research performance, which comprises journal publications, research projects, thesis supervision for students, and technology transfer.

Servicing duties

Servicing is responsible for guiding students for internships, and instructors should do so to achieve task completion. In general, the internship should be overseen by experienced academic staff in teaching so that senior students who enroll in the internship receive adequate support. Other service activities, such as student consultation and student support, are distributed based on academic staff interest and experience.

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.

Promotion is based on merit with particular requirements so that the specific titles can be appointed. After being recruited, the new lecturers are required to go through a 2-month probationary period in which they will get acquainted with the working environment and fulfil other requirements from the university. When the probation has been finished, they can take an exam to become a genuine lecturer (III level). After that, besides teaching, lecturers can attend professional trainings and workshops held by the university and the Faculty, do scientific research, write articles, get certificates in IT and a foreign language. After many years of dedication with excellent results, they can take the consideration exam for promotion of lecturers' professional titles (Senior Lecturer, II level). Their continuous contribution and dedication will then enable them to take another exam to become an advanced lecturer (I level), which is the highest rank of a lecturer. In the past five years, there have been two probationary teachers being promoted to become lecturers and four lecturers attending the training course to become senior lecturers.

In addition, the ranking system consists of different levels from Associate Professor to Professor, which requires lecturers to have outstanding professional contributions to the Faculty and the university, plus that they have valuable results in higher education, scientific research and publication. In FFL, management promotion can be suggested through a democratic process in which Dean of the Faculty, Vice Dean, Section Head and Vice Section Head positions requires the candidates to possess high qualifications, outstanding performances in teaching and doing research, and have considerable experience in management.

Every three years, there is a raise in salary level for lecturers of good performances. An early salary raise will also be recommended for those with outstanding performances in their work and social contribution.

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

Each lecturer understands their own responsibilities and how to maintain their relationships with colleagues and supervisors. Regarding lecturers' roles, the university has clear regulations about lecturers' responsibilities and duties in Lecturers' Standards, Lecturers' Manual, Job description and Labor Contract. Lecturers' rights and benefits are clarified in the university's internal expenditure regulations [*Exh. 5.5. Decision on Financial Regulations of the University 2020*].

When working in the Faculty, lecturers are directly supervised by their Head or Vice Head of Department. They receive assigned tasks and report results to the same supervisors. Lecturers are also encouraged to observe each other's classes for peer review. Before 2002, lecturers on probation were guided by senior lecturers or Section Head in a period of 2 years. From 2002 to 2015, this period was shortened to 1 year and until now it has been changed to 2 months. Lecturers have to abide specific terms and conditions in the Education Law, Civil and Official Law, University's regulations for lecturers and Labor Contract. They have to take responsibility for their own behaviors, their academic contents but still have academic freedom in their choice of teaching methods, testing and assessment methods as long as their choices align with ELOs and approved by head of department. Similarly, lecturers are permitted to select research topics as long as they align with the University/ Faculty/ Section vision and mission. Lecturers also need to be responsible for abiding rules and regulations regarding professional morality and intellectual property rights. Information about the registration process for intellectual property can be found in the training material of the Intellectual Possession Workshop conducted in September 2015 at HCMUTE. [*Exh. 5.6. Process of registration for intellectual property*].

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

The university sets up an annual funding for training and retraining lecturers. FFL lecturers are encouraged and supported to attend short-term and long-term training programmes in teaching and promoting professional development. The contents of the training courses relate to scientific research activities, teaching activities, teaching and assessment methods, IT application, regulations on intellectual property, and copyright, and so on. At the end of each training course, attendants have to submit reports to the university. Lecturers are also encouraged to attend national and international workshops and trainings for professional development.

The university has given aids by offering fee-paying support, decreasing teaching hours, rescheduling teaching times properly so that the lecturers can manage their time between work, family and professional development. For example, doctors graduating from national universities receive 100% supported tuition fee, are free from workload burden and are still eligible for a rise in ranking.

Lecturers are encouraged and supported to attend further training events on teaching methodology and scientific research. The process consists of five different steps as follows.

- Step 1: GAPAO gives an announcement to request Faculties to submit a list of learning and further training needs of lecturers.
- Step 2: General Administration and Personal Affairs Office makes plans on retraining events based on Faculties' suggestions.
- Step 3: The retraining contents need to be identified and implemented in accordance with the university's missions and objectives.
- Step 4: Lecturers are responsible for reporting final learning outcomes.
- Step 5: FFL and the General Administration and Personal Affairs Office totalize and check the results, propose measures for improvements in the coming school years, aiming at long-term advanced staff quality.

FFL lecturers have attended many national and international training events over the past 4 years. From 2017 to 2021, there have been 5 FFL lecturers successfully applied for doctoral scholarships to study abroad. Professional trainings have also been focused as many lecturers have attended different trainings and workshops on teaching methodology, testing and assessment, soft skills, doing scientific research, intellectual rights and copy rights organized by the university and other institutions or organizations in Vietnam and other countries. Some typical events include ABET, BUILD-IT, HEEAP trainings and Pearson/ LMS trainings on online courses. [*Exh. 5.7. Participation of FFL Lectures on Workshops and Trainings from 2017 to 2021*].

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

Since 2016, the university has applied performance management using KPIs for individuals and units, implementing rewarding and recognition system based on performance for more precise data.

With the application of KPIs with specific criteria and indicators, each lecturer has to plan their tasks from the beginning of the semester. At the end of the semester, the lecturer and supervisor will work together to do the evaluation basing on evidence and mutual agreement. All evaluation has been done on KPIs software with which lecturers' performance has been evaluated based on their teaching, research and service results with specific criteria for every field and activity. Lecturers' teaching workload, scientific research, community services have been assigned in accordance with their own titles. Regarding the teaching workload, a lecturer with a Master degree must complete the standard number of teaching periods per school year, ensure teaching and learning quality, complete teaching portfolio of all course, design and update learning materials, renew testing and assessment methods, teach in English, and teach through the LMS of the university. Lecturers are also required to complete five requirements about scientific research, namely writing scientific articles, have scientific research, guide students to do research, have technologically transferred contracts and other activities. Moreover, lectures have to participate in training activities, student support, group-orienting activities, team-serving activities, socially serving activities.

Recognition and Rewards

The university has used the KPIs to evaluate and assess lecturers' performances during the year, basing on three main categories: teaching, scientific research, community services. KIPs results have been used as standards to decide extra salary ranked A, B, C, D, E, F and the conditions to award honorable titles (Progressing Staff, Emulative Staff at university/ ministry level, Eminent Lecturer). After a school-year, lecturers can be rewarded according to their work results and promotion can be suggested on increasing lecturers' ranking and giving advance salary raise. There have been different policies to give rewards on cash to great achievements in scientific research and for lecturers who completed efficiently their teaching work or applied online teaching annually from 2016. Rewards in cash are given to those with articles published on prestigious newspapers, namely 100 million VND per SCI article, 75 million per SCIE article, 50 million per ISI article. Lecturers are also given rewards for their outstanding works on scientific research, or guiding students to achieve high accomplishments in contests or research. Lecturers with excellent performances in each school-year will be rewarded as the "Lecturer of the year". They can also be rewarded when achieving high scores in the IELTS test, or fully completing their teaching workloads, or applying e-learning in their teaching. Lecturers will be given 20 million VND as they have finished their doctoral program. Doctoral lecturers will also be rewarded and given a salary raise when they are upgraded to Associate Professor.

6. Criterion 6: Student Support Services

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

Student intake policy

In accordance with Article 116/2020/N-CP, the Vietnamese Ministry of Education and Training (MOET) recently approved free tuition fee policy and financial aid for living stipend for students enrolling in Education Programme at university level. This amended article specifies that the adoption of this policy should be based on genuine local need and social demand. Furthermore, eligible students will get tuition price subsidies from the institution and financial help of 3.63 million \$VND per month for a period of no more than 10 months per academic year. The number of students enrolled in the TESOL program for the last five academic years is summarized in Table 6.1.

Table 6.1. Intake of First-year Students (last five academic years)
(Reference Date: December 2021)

Academic Year	Applicants		
	No. Applied	No. Offered	No. Admitted
2017-2018	38	40	35
2018-2019	20	20	18
2019-2020	23	20	23
2020-2021	27	20	18
2021-2022	30	20	18

According to the amended policies for student intake from 2017 to 2021, student recruitment to the FFL-TESOL program accepts the following methods: (1) Calculation of three major subjects (Mathematics, Vietnamese Literature, and English) from National High School Degree Examination, (2) Academic records of three major subjects (Mathematics, Vietnamese Literature, and English) from High School Transcript, (3) Direct Offer on Academic Merits, and (4) Combination of three major subjects Mathematics, Vietnamese Literature, and English and IELTS/SAT scores [Exh. 6.1. *Methods of student recruitment from 2017 to 2021*]. Table 6.2 highlights the number of TESOL students in different cohorts from 2017 through 2021:

Table 6.2. The number of students during the last five academic years
(Reference date: December 2021)

Academic Year	Students					Total
	1 st year	2 nd year	3 rd year	4 th year	>4 th year	
2017-2018	35	41	72	78	7	233
2018-2019	18	35	41	72	2	168
2019-2020	23	18	35	41	5	122
2020-2021	18	23	18	35	0	104
2021-2022	18	18	23	18	0	77

In order to foster high-quality student intake, the University has set aside 36 billion \$VND to fund scholarships in the academic year 2021. One student from each study programme who has a cumulative admission score of 26 or above (out of a total score of 30 in the 10-point scoring system for three subjects) is awarded one million Vietnam Dong for one point in the admission score. Students with high English skills (equivalent to IELTS 6.0) are also encouraged to apply for admission to the TESOL program.

Communication of student intake and admission criteria

First, the notice of student admission is made public through various broadcasting channels. Apart from broadcasting admission information on both local and national TV channels, the university also established an online UTE-TV Channel [<https://utetv.hcmute.edu.vn/>] to offer consultation sessions to audience via Facebook live-streaming. The faculty also creates its own website [<https://ffl.hcmute.edu.vn/>] and Facebook page as a location for the Faculty Management Board and Admission Consultation Team to communicate information and make updates about the admission process.

Furthermore, the staging of offline events helps potential students learn more about the university and prepare for their future employment. The Open Day, which began in 2007, is one of the most notable annual events [Exh. 6.2. *Pictures of student admission activities on the Faculty Facebook fanpage*]. In terms of student entrance monitoring, the selection of students into the TESOL program is examined using two key sources: student surveys and school advertising. HCMUTE and FFL have views on how to change entrance standards and improve teaching programs to match learning preferences and selections in both ways. Furthermore, HCMUTE creates the website <http://tuyensinhdss.hcmute.edu.vn> to analyze data for student admission each year.

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

According to HCMUTE Strategic plan HCMUTE from 2017-2022 and toward the vision of 2030, the school uses a variety of techniques to increase student support services in the classroom. The school, in particular, continues to build a scholarship fund to promote students' learning efforts and to improve administrative procedures and administrative forms. The school also aspires to improve connections between students and school officials through student consulting activities and the expansion of alumni networks for financial and spiritual support to the Faculty and University. In terms of research, the strategic plan suggests the creation of science playgrounds linked to courses and training programs in order to boost students' scientific research activities. Volunteering activities to help the community at least once a year are promoted, as are career counseling programs for students following graduation. *[Exh. 6.3. HCMUTE Strategic plan HCMUTE from 2017-2022 and toward the vision of 2030].*

HCMUTE has built student support centers and offices that assist study and research activities, such as the Office of Admissions and Student Affairs, the Enterprise Relation Office, the Center for Language Learning, and the Center of Student Services. Meanwhile, the Ho Chi Minh Communist Youth Union and HCMUTE Student Association oversee student volunteerism, extracurricular and co-curricular activities, and community service. Table 6.3 shows the number of support workers in learning and research centers and offices during the last five academic years:

Table 6.3. The number of student support services staffs during the last five academic years
(Reference date: December 2021)

No	Name of Unit	Total	Associate Professor	Doctoral	Master	Bachelor	College	Professional High School
1	Quality Assurance Office	6	1	0	3	2	0	0
2	Academic Affairs Office	12	0	0	5	7	0	0
3	Finance and Planning Office	13	0	0	3	9	1	0
4	Science and Technology Management Office	11	2	2	3	4	0	0
5	Enterprise Relation Office	8	0	0	3	5	0	0
6	Facility Management Office	7	0	0	3	2	1	1
7	Academic Inspectorate Office	5	0	0	3	2	0	0

8	Equipment and Maintenance Office	13	0	1	2	5	0	5
9	General Administration and Personnel Affairs Office	41	0	1	6	9	0	25
10	Press and Media Office	8	0	0	3	5	0	0
11	Admissions and Student Affairs Office	12	0	1	4	6	1	0
12	Library	12	0	0	5	5	2	0
13	Health Care Office	2	0	0	0	0	1	1
14	Software Technology Center	4	0	0	1	3	0	0
15	Digital Learning Center	4	0	0	3	1	0	0
16	Student Service Center	8	0	0	3	5	0	0
17	Physical Education and National Defense Center	17	1	0	9	7	0	0
18	Language Learning Center	2	0	0	1	1	0	0
19	Innovation and Entrepreneurship Center	5	0	0	4	1	0	0
20	Information and Network Center	6	0	1	0	4	1	0
Total		196	4	6	64	83	7	32

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

The ASAO, AAO, and Faculty monitor student progress, performance, and workload. Lecturers can export student data such as class lists, manage their classes, input student ongoing and final scores,

and verify student appraisal of their teaching quality via www.online.hcmute.edu.vn and <https://utex.hcmute.edu.vn>. Meanwhile, students can register for classes, manage their learning and exam schedules, and receive university updates. They can also track their grades and credits by seeing the average grade statistics reports at the end of each semester.

The ASAO has used the academic warning system. Students' grades will be filtered at the conclusion of each semester to pick the best students for scholarships, alert students with low GPAs, and statistics will be shared to the Faculty. Academic Advisors will next evaluate students' concerns and advise them on how to register for the following classes, offer financial assistance to students in need, and schedule tutoring sessions for individuals with poor GPAs or who are falling behind in class. Since the school year 2014-2015, the AAO has built and used a dashboard system to monitor all systematic data linked to the learning progress and study results of all university students.

The Faculty oversees the class management board and makes timely announcements about the most recent information, such as scholarships, contests, learning activities, and extra-curricular activities. Student Union activities have also been regularly organized for students to assist them in adhering to the university's and faculty's rules and regulations, developing their citizen morality and characteristics, participating in political-social activities, cultural-performance-sports activities, extracurricular activities, and providing social services.

Many indicators are used to track student growth and performance, including grades and learning ranking results, training grades and ranking results, and the number of days spent participating in social services. Students' learning outcomes are evaluated at the conclusion of each semester and school year based on the overall grade point average of all courses required in the training program that students have finished and graded. The assessment findings based on semester and school year average grades are examined in terms of the number of cumulative courses, average grade after each semester, average grade after each school year, and average accumulated grade. After each semester and school year, students are ranked based on their average grade at the time of evaluation.

Students who violate learning conditions will receive warning messages from the AAO via the online learning management system and their emails. Data will also be transmitted to the Faculties and the ASAO in order to monitor students' learning progress. The ASAO will communicate the students' learning outcomes to their parents and Academic Advisors so that they can receive appropriate help during their studies.

Since 2017, the 132-credit curriculum, which lasts eight semesters, has been used in FFL. Students often take 14-18 credits every semester in order to focus on their teaching practicum course and graduation thesis (7 credits) or graduation subjects. This indicates that each student must devote 210 to 270 hours to theoretical instruction and 420 to 540 hours to home preparation.

At the end of each semester, the Faculty organises an official meeting among the Faculty's management board, lecturers and students in which students can get information about the university's and faculty's regulations, requirements and policies, and make suggestions in order to improve the learning environment and academic results. After each semester, information about students having problems with academic affairs and extra-curricular activities will be sent by AAO and ASAO, respectively to the FFL and the Learning Advisor Team, who will then contact and inform the relevant students about their problems [*Exh. 6.4. Announcement about study warning*]. Those students are also invited to personal meetings in which they are informed about their learning problems and suggested some solutions to overcome the difficulties. In addition, each class' management board is also encouraged to support students of lower levels or from economically disadvantaged families, or make suggestions to the Faculty so that proper aiding activities or scholarships can be given to those in need.

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

Coaching of first year students and underperformed students

Special attention has been paid to the coaching of first year students. FFL often holds annual initiation ceremony in which first-year students have a chance to get to know the Faculty's management board, lecturers, other senior students and will be informed about the Faculty's history and traditional activities.

At the beginning of each academic year, the university and FFL holds the orientation sessions which aim to provide new students with information about rules and regulations, policies, medical care and learning and social life orientation. There are also training sessions to train new students to use the university library. Moreover, the university organizes intensive courses to help students improve their English levels if their competences have not met the university requirements to register the curricular English courses.

From 2016, the course *Introduction to TESOL* has been introduced into the programme to equip students with information about the Technical English Language Teaching, learning objectives, learning outcomes and career orientation. Students also have a chance to be equipped with different learning methods and skills to apply for university study. They are expected to achieve expected results, namely general knowledge, professional knowledge and skills, as well as proper attitudes towards future career.

Underperformed students have also been those receiving a lot of attention. During and after each semester, the Faculty works in collaboration with lecturers, class management board, learning advisors and student union to get timely information about students' learning progress and their participation in social activities. Students with problems or difficulties in learning will be given support and encouragement or scholarships for poor living conditions so that they are more motivated to learn and try harder.

Academic staff members' roles in informing and coaching students and integrating them into the programme

FFL's academic staff members play an essential role in informing and coaching students and integrating them into the programme. In regard to teaching, FFL lecturers are responsible for giving theoretical lectures, guiding students to practice teaching and write term paper or graduation thesis. In scientific research, FFL lecturers supervise students in doing course projects and guide them to participate in academic contests held by the University or the Faculty.

Every year, lecturers guide fourth-year students to observe English classes in the university, in some English centers or other teaching institutions so that students can learn from class observations and prepare for their teaching practicum course. Besides, lecturers can work as learning counsellors who support and give advice when students have questions, problems in their studies and lives. Lecturers can also supervise and support students to participate in academic clubs such as the university's English Speaking Club or the FFL's Step-up Club. Other activities to encourage student learning include TA system and E/M learning system in which students have a chance to work for the lecturers, learn from experience and prepare for their future working life.

Co-curricular activities

Information on career prospects has been informed to students each academic year and each semester. The university regularly holds Job Fairs, Golden Recruitment Week, in each of which, more than 40 businesses carry out their recruitment and provide fourth-year students with excellent opportunities to find a job before and after graduation.

FFL has held annual open day with the whole university to transfer to high school students the information about job prospects, the variety of jobs that students can do after graduation, and information about successful FFL alumni so that those students have better awareness about the enormous potential of a language teacher in the current and future society.

The information about career prospects, job opportunities and future career paths is also transferred to students in the course *Introduction to TESOL*, visits to English centers and companies, and the

teaching practicum course.

Besides, representatives of enterprises are usually invited to share their experience for the recruitment process and advice for TESOL students in terms of knowledge and skills they need to equip themselves. For example, in one session of the Introduction to TESOL and Teaching Practice courses, stakeholders are invited to be in sharing circles with the students. The alumni are also involved to share with current students about their learning experience as well as any difficulties they have encountered for their job applications. Such advice and sharing are really meaningful to students. *[Exh.6.5. Industrial Advisory Board]*.

Student support services

At the end of each academic year, the QAO collects students' opinions towards different aspects of the university's service quality and report the data in an official e-mail so that further improvements can be implemented in the next years. One of the most favorite places of the students is the self-study areas on the 5th floor and on the basement of the Central Building, at the Student Services Center, Library, the areas around the Faculties, and other areas around the campus. Students can also have a football field for practice, free wifi to use and the arch-shaped roof field to participate in extra-curricular activities.

In addition, the SSC provides other regular activities such as supporting students to look for accommodation, introducing part-time jobs, organizing training sessions on soft skills, organizing club activities, holding extracurricular activities and social activities; implementing study transfer activities; supporting students in psychological problems; creating the Sharing Corner and providing Social Services.

Information about study plans

Students are informed about their study plans the student learning management website <http://online.hcmute.edu.vn>. They can register their learning schedule via online system one week before the start of the semester. They can also follow their on-going and final grades of each subject on <http://online.hcmute.edu.vn>. [Students can follow their accumulated grades through statistics charts and other academic announcements on the website, and important announcements are often sent to the students' e-mail account to make sure that they will not miss any important information.](#) FFL also has a website on which updated information and essential announcements about the programme, the faculty, meetings, contests, scholarships and job opportunities are posted.

Advisory system

All information related to problems concerning course options, change of options, interruption or termination of studies has been posted on the university's website. Information about the university's regulations, academic statutes, training programme, students' activities has been provided sufficiently in the Student Handbook and the university's website. The university also has a board of various learning advisors. Since 2014, the annual counselling system has been used in every faculty and offices. The learning advisors from functional offices also participate in the supporting activities.

At the end of each semester, a regular meeting is held between students and the Faculty's management Board and another with the university's management board in which students can get to know better about the university's and faculty's requirements and give opinions or make suggestions on different aspects of service quality.

Specific support

FFL organizes training sessions about doing scientific research and writing CV to equip students with necessary academic and soft skills to succeed at university and prepare for future jobs. Students have a chance to participate in different academic and regular activities of the Faculty such as Spelling Bee, Poster Design, Step-up Club, Gala Night, and Prom Night. In the last semester, fourth-year students participate in teaching practicum course in which they have a chance to observe classes, learn from FFL's lecturers and practice teaching General English and English for Specific Purposes

to students from other Faculties. Some highly competent students are qualified to write graduation research and the Faculty will appoint senior lecturers to supervise them in writing the paper.

In 2020, the FFL's Industrial Advisory Board (IAB) was established following HCMUTE's policy and FFL's proposal. FFL's IAB includes FFL's Dean, Vice Dean, Head of Department, employers and alumni. The IAB for the TESOL programme consists of 7 members with one alumnus and 3 external stakeholders. The IAB aims to support TESOL students with study consultancy and career orientation. Over the past two years, the IAB and FFL have successfully organised a field trip for TESOL students (Cohort 2018 and 2020) to visit an English center and an online orientation meeting with students of Cohort 2021. *[Exh.6.5. FFL's Industrial Advisory Board]*

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

A support staff member must have certain competences (i.e., profession, self-planning, self-learning, cooperation) and relevant abilities (i.e., writing, foreign language, IT, and management skills) that match to his/her assigned role, as indicated in the job description. During the recruitment process, an applicant for the job of support staff is evaluated based on such abilities and competencies, which must be improved during the staff's one-year probation period. Table 6.6 depicts a brief list of jobs and necessary duties for a university support office, which was revised in June 2022. *[Exh. 6.6. The job lists of some support offices (Reference date: June 2022)].*

Recruitment and selection criteria for appointment

The recruitment plan is developed on an annual basis using the ISO procedure, which guides the planning, recruiting announcement, receiving applications, reviewing applications, and examining qualifying processes, as well as the announcement of successful candidates, signing of labor contracts, and so on. The recruitment information will be made available on the HCMUTE website as well as various forms of social media. Candidates must pass the University's mandatory assessments, which include an English test, a basic informatics skill test, a face-to-face interview, and so on. Each support staff member's rights and obligations are clearly defined and announced based on their abilities, experiences, and attitudes.

Selection criteria for deployment

Individuals must complete two months of probationary labor before becoming formal support personnel. During this time, the support employees will need to fulfill the GAPAO and relevant managerial office criteria. According to the functions/tasks of the faculty/department and the job description of the recruiting title, the Faculty Dean/Line department Head will assign suitable positions based on the university's recruitment needs and the employee's work experience.

The promulgated regulations for probationary expiry consideration are applied to administrative officials with clear qualifications, such as having a Certificate of Foreign Language (B), a Certificate of Information Technology (B), and a National Administration Management Certificate (expert class), and they organize the ranking of promotion examination for the staff.

The GAPAO has issued an appointment process to appoint capable and qualified staff at the Faculty, Functional Office, Center, and University levels, which is carried out in a democratic, open, and transparent manner, through recommendation letters from all staff and credibility surveys of staff and key staff in the Faculty/Line department/Center.

Selection criteria for promotion

The Title of Emulators is chosen at the end of the academic year by taking into account the performance results of support staff as well as the vote results of all workers in the Faculty/Functional Offices/Centers. The best employees can be considered for salary increases and higher titles one year earlier than usual. The information, including the career advancement procedure for support workers,

is available on the University's website.

As a result, there are three levels of emulative titles: university, ministry, and government. Staff will be divided into four categories: Successful Task Completion, Fair Task Completion, Task Completion, and Task Incompletion. Progressive Labors and Emulative Soldiers of various degrees are Emulation Titles. Support employees who have acquired emulative titles at the University or Ministry levels will be rewarded with incentive money and will be evaluated for salary increases in advance. In the case of emulation titles at the government level, the University will promote with honor rewards and pay increases. Furthermore, when support personnel achieves great performance in service activities, he or she will be granted certificates of merit from HCMUTE's Rector as well as incentive money.

Quality of the support staff

As soon as the probation has been over, the new employee's performance will be evaluated based on the students/lecturers' feedback on service quality or the reports of their academic tasks.

Training and development plans for support staff are identified in HCMUTE's strategy and policy. Useful training courses such as English, IT, project funding, supporting services, event organization, etc. are organized by functional divisions as well as invited experts based on HCMUTE's financial estimation. FFL's support staff have attended the training courses of healthcare, fire safety and operation instructions upon laboratories as well as workplace improvement methods at workshops such as 5S and administration course.

Performance management system

After becoming an official support staff member, work performance is evaluated using the KPIs system for ongoing improvement. Workload registration and timekeeping processes determine support staff performance. Each employee will organize his or her duties at the start of each month and then self-evaluate their work on KPIs at the conclusion of the month. Their direct superiors will conduct the evaluation and determine the overall grade. During FFL's year-end assessing meeting, other members of the Faculty democratically remark on certain factors, such as workloads and work productivity, work quality, and regulatory compliance. Support personnel who accomplishes outstanding performance earns a pay raise sooner, is recognized and rewarded, and is promoted to a higher position.

To measure the accomplishment of their assigned activities, support staff performance is split into six levels (A, B, C, D, E, and F). Staff bonus pay can be changed based on the above classification (increased or decreased). Although D is the standard level for ensuring revenue, higher levels (i.e. A, B, C) with larger income are also encouraged. Furthermore, given their dedication, support workers might get recognized titles such as progressive labor, emulative soldier, and acknowledgment from HCMUTE's president or Prime Minister. Outstanding support personnel can be promoted to senior status and get a wage increase in advance.

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

The following approach is used to assess the quality of support services. First, the evaluation is scheduled once per academic school year from January to April, and students are then notified to complete the survey. The data is then gathered and analyzed prior to the arrangement of a student meeting with the University President and Faculty Deans. Student evaluations and opinions are subject to remedies to existing difficulties in the following steps before preparing for improvement in the upcoming semester. From 2017 to 2021, the average score of support staff and service quality—the two categories that occurred in student evaluations of support service quality—is presented in Table 6.7 [*Exh. 6.7. Data on student evaluation on support service quality from 2017 to 2021*].

Table 6.4. Student evaluation on support service quality in five academic years (2017-2021)
(Reference date: December 2021)

STT	Criterion	2017	2018	2019	2020	2021
1	Support staff	79.40%	79.52%	82.13%	83.01%	83.85%
2	Service quality	77.87%	78.47%	81.07%	79.36%	80.80%

Note:

-Criterion 1 includes (1) staff ability and (2) staff attitude

-Criterion 2 includes (1) vehicle parking, (2) cafeteria, (3) health care, (4) dormitory, (5) employment, (6) life support, (7) scholarship, (8) security, (9) public information, (10) e-service, (11) tuition fee

Table 6.7 results showed an increasing score of student evaluation on support staff, with a movement to a level of >80 percent from 2019 to 2021. Meanwhile, overall service quality was significantly higher than 80%, indicating a focus on progress in the coming school years.

Taking service quality improvement into account, HCMUTE and FFL have consistently planned additional supports in job training and community activities for students. For example, the Enterprise Relation Office planned events relating to career orientation, job application preparation, soft-skill training, and connecting students with companies at the same time. Enterprise Relation Office also keeps information, career trends, and seminars on personal development and entrepreneurship up to date so that students can have a better perspective of job preparation [Exh. 6.8. Posters of Enterprise Relation Office-organized career-related events]. Meanwhile, FFL conducted community-related events to increase student awareness of persons who face life challenges, environmental protection, and community sharing [Exh. 6.9. Pictures of FFL students participating in community service activities organized by the faculty]

7. Criterion 7: Facilities and Infrastructures

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

According to the Facts and Figures on the website <https://en.hcmute.edu.vn/ArticleId/e76aa879-2a68-45ac-adb2-54ca015b8e90/facts-and-figures>, HCMUTE has 2 campuses, located in Thu Duc City and District 09, with the total area of 21 ha and 128,128 m² of the construction area.

Physical resources: HCMUTE has a 1,200 square meter Lecture Hall, 3 meeting rooms (seminars and workshops), 176 classrooms, 1 Digital Learning Center, 98 practice workshops and 58 laboratories. The university also has some group-study rooms and many self-study areas. Classrooms for theoretical courses have a capacity from 40 to 100, with the size of each room varying from 42 m² to 187 m². Moreover, all classrooms are equipped with air conditioners and wifi and connected to projectors or LED TVs. [Exh. 7.1. UTE rooms]

Apart from conventional classrooms equipped with air-conditioning systems and large-screen TVs for a class size of 30-40 students, FFL owns seminar rooms with movable tables and chairs, which makes it convenient to organize group work or specialized class meetings such as Teaching Practice. Students can also easily access the various self-study spaces, including hammock resting areas to facilitate their studies and extra-curriculum activities. Besides that, FFL has two computer labs for teaching and learning activities with movable tables and chairs usually arranged in a round shape for the convenience of learners' discussion. One of these labs is the cabin lab installed for interpretation skills training with five cabins for simultaneous interpretation and a spacious area for audience students. [Exh. 7.2. FFL rooms and FFL computer lab]

Material and learning resources: With hundreds of thousands of textbooks, reference books, and research materials, HCMUTE library is a well-trusted hub for students to do research and study,

either on the spot or at home [*Exh.7.3. Bookshelves at HCMUTE Library; Exh.7.4. Outside Bookshelves; Exh.7.5. The 9th Vietnamese Book Day*]. Students are allowed to borrow textbooks or reference materials for the whole semester (<https://thuvien.hcmute.edu.vn>). Spacious rooms for reading and group meetings are also available for students upon request. The wifi internet connection with large coverage and high speed is always ready to serve students' study needs. The university is operated under a flexible working hours scheme which makes it available for students until 10pm during the examination period.

Information Technology: Currently, all offices and faculties in HCMUTE are equipped with computers accessible to the internet, with over 2,069 computers, and 1,512 of which are for students. 258 LED and smart TVs are attached in classrooms and meeting rooms to serve the teaching activities and seminars of all kinds. All classrooms are equipped with air-conditioners, creating a comfortable space for learning and teaching atmosphere. In addition, staff may find internal information at <http://hcmute.onlineoffice.vn>), perform academic activities at (<http://hcmute.onlineoffice.vn>) and <https://utexlms.hcmute.edu.vn>. Students may register and observe their courses, view grades, exam schedule and academic information at (<https://dkmh.hcmute.edu.vn>), (<http://online.hcmute.edu.vn>) and at (<https://utexlms.hcmute.edu.vn>). Moreover, HCMUTE cooperated with the HEEAP Alliance partners to establish Digital Learning Centre in March 2015 (<https://dlc.hcmute.edu.vn>) [*Exh.7.6. Announcement about the Digital Learning Room*]. This room was equipped with the latest technology in video conferencing as well as collaboration software and hardware which provide more opportunities for HCMUTE to connect with ASU or other higher education institutions around the world. As a result, students are able to experience more e-learning sessions through live or pre-recorded lecture videos, interactive activities and improve crucial working skills such as team working, problem solving, project planning, presenting and English communicating [<https://dlc.hcmute.edu.vn>]. According to the latest statistics, there are over 7500 online courses uploaded on the school's website of learning management system. [*Exh.7.7. Digital Learning Room*]

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

The computer lab of FFL substantially assists the teaching and learning activities of the faculty. It greatly helps improve students' language practice, and the useful applications make the language lessons become more interesting and engaging. Specialized courses such as Technology-Enhanced Language Learning is also held in this place. A particularly spectacular cabin lab is also installed for interpretation skills training. The lab consists of five cabins for simultaneous interpretation and a spacious area for audience students. It perfectly simulates the reality of this interpretation job in social contexts. This is a memorable place for students in Translation and Interpretation to improve their interpretation and research skills during their candidature. In addition, there have always been technical professionals available for smooth-running lessons. Being used efficiently, the lab has gained positive feedback from the lecturers and students since it was put into operation in 2020.

Besides that, lab renovation and the latest equipment /facilities have been invested as follows: 5 modern cabins for interpretation practice and realistic simulation of cabin interpretation; Central Control Unit/Central Controller; Central Amplifier; Standard Central Receiver and transmitter unit with its stable wavelength, allowing high quality wireless transmission to headsets; Headsets for audiences and interpreters; Infrared transmitters; Audio mixer; Interpretation microphones; 70-inch LED TV; Locker cabinets; Flexible collaborative tables; High-quality air-conditioning system. [*See Exh.7.2*].

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

HCMUTE also has two equipped libraries in Building A and on the basement of the Central Building opening from 7am to 21pm with 354,793 curriculums; 374,695 textbooks, including 122,129 books in Vietnamese, 10,158 books in foreign languages (available in the high-quality library), 7,801 graduate projects, 7,205 master theses, 298 quality standards, over 35 journals, and reports. In the field of language, there have been 2842 books and e-books for English, more than 2000 books for other languages. By the end of 2014, HCMUTE has developed a university-wide portal system. In particular, students can borrow 15 textbooks for average 6-8 courses per semester and 10 reference books within 3 weeks.

Besides that, HCMUTE also has a digital library with huge open online materials for students and lecturers. To use the digital library, students go to (<http://thuvienso.hcmute.edu.vn>) at (<http://thuvien.hcmute.edu.vn>) and log in with username and password given by student codes. In 2002, the library was equipped with a managing software and was upgraded to a higher technology base to meet the needs of exploiting electronic documents on mobile devices in 2015. In addition, the HCMUTE has collaborated with outside partners to find solutions to providing wireless networks to cover the entire campus. Surrounding the libraries, there are many self-learning areas such as those at Building A, Central Building and rooms (general reading room, borrowing room, classrooms and group rooms). In fact, to facilitate the information search students can sign up to borrow these rooms on the library's website and get direct access to 63 computers and 30 tablets. All of the self-learning areas have been equipped with full facilities such as tables, chairs, lights, wifi and fans, where are open until 21:00 every day to support students in doing teamwork and reviewing their lessons. By the end of 2014, HCMUTE has developed a university-wide portal system with more than 50 other online libraries from other colleges and universities.

At the beginning of every semester, the library sends to all faculties a list of new materials to choose based on their needs. However, the faculty may recommend purchasing materials outside of that list. Then, the library will purchase materials based on faculties' requests. In fact, thousands of books and e-books about languages have been updated year by year.

For easy searching and exploiting the key research topics of the university, HCMUTE has bought the right to use accounts from the National Agency for Science and Technology Information. HCMUTE also buys online databases to help provide more access to high-value academic and research resources across the world (Proquest, SpringerLink, IG Publishing, Eewoww, Science Direct, etc.). Furthermore, the Library has actively participated in professional organisations and associations such as the Vietnamese Library Association, the Vietnamese Library Association of Southern Academic Libraries (2007 - 2012), Vietnam STE Consortium, etc. in order to enhance the capacity for cooperation and exchange of information resources. By 2015, the library has upgraded its library management software with a higher technology foundation, in line with the trend of mobile technology and the strong demand for electronic materials on mobile devices. Readers can look up documents, check the availability of documents in the store and sign up for a loan when the document is ready. The library regularly conducts surveys to gain insights from readers, thereby improving the quality of service when needed.

Along with the provision of learning resources, the library also places emphasis on extra-curricular activities to increase readers' literacy skills such as the workshop on "Digital Resource Exploitation in the library: Current Status - Technology – Solutions"; "Finding and exploiting open databases for research and teaching" and "Guide to using Vitalsoure Bridge"; Workshop on "Book, reading culture and super speed reading skills", "The 9th Vietnamese Book Day and Reading Culture in 2022", etc. [See Exh.7.5]. It also organizes activities to attract the readers, such as book fair organized by HCMUTE's library together with Thai Ha Books; Changing old books for new books; 4Hs Photo Contest; workshop on "Applying Information Technology (IT) and Internet of Things (IoT) in Library-Health activities for training, scientific research and start-up".

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

Firstly, a specialized software system powered by HCMUTE has been used for managing work related to academic affairs, physical assets, library facilities, staff and students. This software serves as a space for the university to store and manage common database to control all of the school activities conveniently and efficiently. In addition, the staff can access many types of documents at <http://eoffice.hcmute.edu.vn> while students are able to sign up for courses, check their ongoing and final exam marks, exam schedules or other information related to academic affairs at <http://online.hcmute.edu.vn>, <https://dkmh.hcmute.edu.vn>, <http://thuvien.hcmute.edu.vn>; download learning materials and study online at <http://fhqx.hcmute.edu.vn> or <http://utex.hcmute.edu.vn>. Lastly, although the university has run a website, FFL and other faculties or functional offices at HCMUTE have their own official websites to deliver information and update recent activities. FFL's website (<http://ffl.hcmute.edu.vn>) has a friendly and easy-to-use interface for searching information on training, scientific research, and academic issues such as questions and answers about exams, scholarships, internships, and activities of Youth Union and Alumni.

The UTEEx online education system (<https://utex.hcmute.edu.vn/>), under the management of HCMUTE, was officially opened on April 22, 2019. The UTEEx online education platform is the school's long-term overall solution in the digital era. The features of this platform are built based on a research-oriented approach to implement technology-driven modern teaching methods. An estimate of VND 160 billion was invested in the e-university, which came into full operation in September 2020. Online teaching, testing, and evaluation were implemented smoothly on UTEEx in the 2020-2021 school year, especially during the social distancing period due to the severe impact of the Covid-19 pandemic. Several mass open online courses (MOOCs) have been offered to students via this education ecosystem.

The Dashboard system constantly updates and monitors the University's important data on education, scientific research, community service, and involved stakeholders' feedback, etc. so that the Management Board of the University have overviews as well as detailed views of each training programme to promptly urge, remind, propose improvement solutions and make decisions. In the dashboard, necessary information is classified into some main categories to ease the searching process within specific time.

Regarding copyright issues, HCMUTE has had a licence for the server system (Window Server 2012) for software and held the SQL Server 2014 licence for a database management system. Moreover, a licence for network security devices is renewed every year. Since the fall semester of 2016-2017, the university has antivirus software installed with licence for all deans and vice deans of faculties as well as heads and deputy heads of offices, for all computers of staff of Academic Affairs, Non-official Academic Affairs, and Finance and Planning Offices.

Since the outbreak of Covid-19, most of the lessons have been conducted online which requires FFL to take some actions to improve quality of teaching and effectiveness of learning. Although there are some free video conferencing services such as Zoom, Google Meet, or WebEx, FFL has searched for a platform that can increase student participation and learning retention. Therefore, the Faculty has been working with ClassIn for a licence. With this virtual platform, students can have wide online classroom experiences to achieve better learning results.

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

To ensure adequate supply of IT equipment for staff and students, the Materials & Equipment Supplies Department is assigned to take charge of purchasing or replacing new computer equipment for the school, the Information and Network Center is responsible for making technical plans, repairing and maintaining the entire school's information technology system. Currently, the school's

total number of computers is 2,069, in which 1,512 ones are for students, and 577 are for staff in functional departments. All computers are connected to the internet through transmission lines, including Leased Line VNPT of 500 Mbps and leased line VIETTEL of 500 Mbps.

HCMUTE has invested in regular upgrades of infrastructure and existing computers on the school campus as well as in buying new computers to meet the needs of teaching software. In the past five years, the university has equipped 8 computer labs with 407 computers for students' use in practical courses and online exams.

In terms of FFL's facilities, apart from conventional classrooms equipped with air-conditioning systems and large-screen TVs for class size of 30-40 students, FFL owns seminar rooms with movable tables and chairs, which makes it convenient to organize group work or specialized class meetings such as Teaching Practice. Students can also easily access to the various self-study spaces, including some hammock resting areas to facilitate their studies and extra-curriculum activities. [\[See Exh.7.2\]](#).

The computer lab of FFL substantially assists the teaching and learning activities of the faculty. It greatly helps improve students' language practice, and the useful applications make the language lessons become more interesting and engaging [\[See Exh. 7.2\]](#). Specialized courses such as Technology-Enhanced Language Learning are also held in this place.

On the school campus, the wifi system is available at Central and High-Tech buildings, all classroom areas, labs and some out-door learning zones. Several faculties have proactively equipped wifi for learning and researching activities of their own staff and students. Thus, they can connect to the internet for free, though the access speed is subject to vary among different groups of individuals. For the wifi system managed by the university, login management is verified via internal email addresses. Wifi usage inside the campus is frequent since the instructors tend to combine in-class, online and application-based learning methods. Moreover, to offer wifi signal in other areas on school campus, the university has worked with different telecommunication groups and companies such as Viettel, HPT, SPT, FTI and Vien Dat to discuss possible plans [\[Exh.7.8. Internet Investment Information\]](#).

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

In 2019, HCMUTE issued general regulations on management of safety, health and working environment. Throughout 59 years of development, HCMUTE has devoted a great deal of effort in keeping the environment at the two campuses clean and green. Moreover, smoking within school campus has been banned to maintain staff and students' access to clean air all over campus. HCMUTE has also operated a policy of saving electricity and water, listed in the annual quality goals and constantly monitored by the university's security team.

Regarding the treatment of wastes, all stages in the procedure must comply with current regulations of the government. In 2019, a new sewage system was developed in a project of \$1.5 million. Chemicals and solid wastes are processed by a waste management company which provides waste collection, transfer, recycling and disposal operations. HCMUTE has already signed a contract with this business.

To maintain physical and psychological health for HCMUTE staff and students, the school has put in a great deal of effort on arranging health and accident insurance for staff and students. They are required to do annual medical checkup and freshmen have to do an initial health check right after their enrollment. [\[Exh.7.9. Annual Health Check Announcement\]](#)

Staff and students are provided with free medical check and treatment at the HCMUTE's Health Care Center. Severe cases are sent to local hospitals after initial examination. Another way to promote better health in the workplace is to regularly check food safety and hygiene at canteens on campus and at dormitories.

In order to ensure safety, all laboratories at HCMUTE must have safety regulations, warning notice, and first aid cabinets for immediate use in case of accidents. Students are provided with knowledge about safety equipment and procedures before the start of experiment courses.

The security team on the university payroll consists of 22 people, with responsibilities of protecting property, ensuring security on the campus, reminding teachers and students to comply with the school's rules. Moreover, they also have to promptly handle those who try to violate regulations and steal property. They are given with their own responsibility and authority. The school's security team is assigned to take shifts 24/24 hours per day, including holidays [*Exh. 7.10. Plan of Work Allocation in National Days*]. In order to perform their duties well, the security team is equipped with protective clothing and necessary supporting tools; training classes and professional training drills are also provided for them, and they are constantly updated with information about the situation of safety and security in the locality. There is also a hotline set up for those in emergency.

In addition, in order to protect the University's assets better, the University also built fences, set up fire protection systems in laboratories, offices, and around the campus; regularly monitor and maintain the fire alarm system [*Exh. 7.11. Fire Protection and Occupational Safety*]. Furthermore, surveillance cameras were installed in the Central Building and fire alarm systems were set up in important areas of the school to observe everything easily. Exit instructions, emergency call number of security guards were also provided. The school, in cooperation with Thu Duc City fire authority, regularly organizes training courses and seminars on fire protection and how to handle fire accidents in case they happen to staff and students. [*Exh. 7.12. Plan of Fire Safety Training*]

The Youth Union organizes Youth Squads which attracts a lot of students to participate. The club is able to maintain about 20 students standing at the gates and around campus to guide and control the regulation implementation of students. The school's Management Board, the Students' Association, and the Youth Union cooperate in organizing many practical activities propagating about security and order to students.

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

In comparison to other campuses, HCMUTE has a relatively large land area (Campus I (main campus) has a land area of 174,247 m², and Campus II has a land area of 44,408 m²), a large and open space with many trees and plants, cut off from the outside world ... The existing housing construction area on Campus I is 103,071 m², of which 41,911 m² can be used, renovated or upgraded for long-term exploitation [*Exh. 7.13. Statistical Report of Classrooms and Used Area*]. The existing housing construction area at Campus II (Institute of Technical Education (ITE)) is 28,026 m² of construction floor, of which 9,440 m² of classroom area and the factory system are grade III and IV houses, constructed before 1970, the building floor area of 18,586 m² for new construction investment. The average floor/student construction area is approximately 5.57 m² (for full-time students only) [*Exh. 7.14. Statistical Report of Area*]. Students' learning needs are met by a green, clean, beautiful, smoke-free environment and spacious facilities, which include lecture halls, classrooms, libraries, learning resource centres, laboratories, practice workshops, two dormitories, and some canteens. Students can use the self-study area on the 5th floor. For self-study, there is also a basement and a high-quality library. A stadium and a dome are available for students to learn sports and for the school to host annual student sports festivals. There is also a park with benches, a coffee shop, a canteen, and a convenience store to meet students' basic needs.

Additionally, there are specialized classrooms, computer labs, and an auditorium with seating for 1,500 people [*Exh. 7.15. Media Equipment in Classrooms*]. Finished at the end of 2011, the central building has 12 floors plus a basement. It contains a lot of equipment and classrooms. With 16 computer classrooms, the school has a total area of 1,164 m².

Laboratory and workshop system: 58 laboratories and 98 practice workshops totalling 27,342m² with full facilities and modern equipment to serve students from basic experiments to experiments in the

lab to hone their specialized skills. Students can sign up for a multi-purpose library card, which includes both a barcode card for borrowing books and a bank card.

Students are not required to purchase textbooks because the school library has prepared a large number of textbooks for students to borrow, which have been in use since 2004. Students can borrow additional reference books from the library during the learning process [*Exh.7.16. Announcement about the Book Loan Policy (Library)*].

Students have complete control over their schedule, teachers, and study time thanks to the school's online system and flexible subject registration mode.

A large hall is available for seminars, music exchange programmes, movie screenings, and student entertainment events featuring famous singers. Clubs/teams/groups are listed (Youth Union - Student Union - Student Service Center): English, martial arts, arts/music (guitar, bamboo flute), dance, magic, presenter, social work team, etc. (<https://ffl.hcmute.edu.vn>). The school organizes a variety of cultural and sporting activities/movements/competitions for students each year and set up annual student camps. The Alumni Association is a group that connects students and alumni. Volunteering includes blood donation, orphan visits, and heroic Vietnamese mothers. There is a medical station that is responsible for the health of the teachers and students, as well as disease control and prevention. Medical insurance is provided for both teachers and students. Students are subjected to an initial health check (at the time of admission), and teachers are subjected to periodic health checks. At the health station, you can get comprehensive and consistent health care. School psychology counselling is available at the student service centre. To ensure security, there are surveillance cameras and guards on duty 24 hours a day, seven days a week.

In addition, an artificial grass football pitch and a multipurpose domed gymnasium were introduced to provide space for students to play sports and do physical activities. Periodically, repellents are sprayed to kill insects, mosquitoes and terminates in order to prevent seasonal and dangerous diseases [*Exh.7.17. Announcement of Insects Preventing*].

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

Support staff in charge of facilities must have professional qualifications in accordance with the job description's assigned work. Word processing, planning, foreign languages, IT, time management, and other general skills are examples of general competencies. Specific job-related competencies are always described in the Job Description.

These competencies are assessed when candidates are recruited; candidates must meet the above-mentioned requirements to be recruited; the capacity is also continuously strengthened during the one-year probationary period. Candidates must constantly strive to meet the requirements in order to sign the next contract. Every year, employees are introduced to professional courses to improve their skills, or they are sent by the University to participate in various courses appropriate to the University's needs. Additionally, they are also guided by the manufacturer on how to operate the newly purchased equipment.

Table 7.1. Samples of HCMUTE Offices

No.	Supporting unit	Responsibilities
1	Facility Management Office https://fmo.hcmute.edu.vn	Facility management professionals are responsible for providing, maintaining, and developing a variety of services such as property strategy; Space administration; Infrastructure for communication; Upkeep of the building; Inspections and testing; Building management; Contract administration; and EH&S (environment, health, safety)

2	Equipment and Maintenance Office https://emo.hcmute.edu.vn	<p>Maintenance officers' primary responsibility is to repair machinery, equipment, and building systems. For example, equipment maintenance officers conduct regular inspections to identify and repair faulty equipment.</p> <p>Maintenance and repair of equipment</p> <ol style="list-style-type: none"> 1. Maintain and repair equipment such as air conditioners, projectors, and drinking water machines on a regular basis, at least once per semester. 2. Coordinate with maintenance, maintenance, and repair units of specialized equipment on a semester-by-semester basis.
3	Information and Network Center https://iic.hcmute.edu.vn	<p>The Centre's main goals and functions are to promote and establish communication facilities to improve capability in information transfer and access, as well as to support scholarship, learning, research, and academic pursuits through the cooperation and involvement of agencies involved.</p> <p>IT professionals are involved in the development of library-related software as well as the setup of network infrastructure. The candidate should be well-versed in both proprietary and open-source operating systems. He/she will be involved in the development of various web-based services using development tools, as well as the creation and management of web content, as well as the constant evolution of new tools and their application for the HCMUTE academic community.</p>
4	Library https://lib.hcmute.edu.vn	<p>As an academic librarian, he/she will manage, organize, evaluate, and disseminate information while also assisting members of the academic community such as students, researchers, and lecturers.</p> <p>Professionals in library and information science who interact with and assist university libraries in their computerisation work, including the creation of machine-readable databases, working knowledge of library automation software, the creation, and development of digital libraries and institutional repositories, the digitisation of library resources, knowledge of electronic publishing, and knowledge of databases. In addition, he/she would be responsible for conducting training programmes for library professionals in computerized library operation, as well as organizing seminars/conferences/workshops, etc., under the supervision of the Director.</p>

The university has a performance management system with KPIs for employee evaluation, as well as a rewards and recognition system based on performance. Workload and performance, work quality, and compliance with other regulations are three areas where employees are evaluated. Employees create a work plan at the beginning of each month, individually self-assess points on the KPIs system at the end of each month, and then the leader takes the average score, summarizes the results at the end of the year, and organizes the meeting to review the emulation.

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

Library improvements since 2018 are mentioned as follows.

- Implementing the Book Return Service outside of office hours, readers return books themselves to the Book Return Box (2018).

- Organizing a green learning space to serve students' self-study needs (2020).
- Deploying and putting into use the Digital Library: <https://odilo.hcmute.edu.vn>.
- Launching a service for students to borrow documents by post, especially in 2021, when the situation of the Covid-19 epidemic is complicated, to meet the library's demand for references to paper documents.
- Implementing the programme "Digital conversion in the library" in 2022.

Every year, the school organizes a survey for students and teachers to provide feedback on the quality of the school's facilities, including the following information. All surveys and details of the results are presented in Table 7.2 [*Exh. 7.18. List of Surveys on School Services*].

Table 7.2. A Sample of Surveys on the Quality of Student Support Services

No.	Survey content	Survey name	Respondents	Frequency/year	Survey time	Implementation methods	Office in charge
1	University facilities (theoretical classrooms, practice workshops, equipment and machinery, computer labs, wifi, self-study space, library, gymnasium, etc.)	HCMUTE service quality survey	All students	1	March or April	Online http://khao.sat.hcmute.edu.vn	Quality Assurance Office
2	University service quality (library, practice or experimental equipment,..)	Graduate Student Survey	Alumni: 3 months after graduation	2	At the time of graduation ceremony	Online http://khao.sat.hcmute.edu.vn	Quality Assurance Office
3	Equipment for theoretical classrooms and practice workshops Conditions to support teaching and research work	Survey on staff satisfaction with the working environment	All staff	1	July or August	Online http://khao.sat.hcmute.edu.vn	Quality Assurance Office

Annually, a survey on university staff's satisfaction with the working environment is conducted [*Exh. 7.19. Surveys of the Staff on the Working Environment and Reports on the Results (in 2020, 2019, 2018)*]. The results reveal that all criteria are within the acceptable range; however, there are two criteria that require more attention: timely repair or replacement support, because the lecturers are unable to handle emergencies when an incident occurs. Some lecturers suggested that in order to ensure effective teaching and learning, the facilities in practical and theoretical classes should be checked on a regular basis. For instance, the Equipment and Maintenance Office can contact external units and/or form an internal training team to organize regular emergency response classes for teachers teaching practice/experiment. The Equipment and Maintenance Office should include this content in the remedial and prevention process.

Students' and graduates' opinions about the University's service quality are also collected every year [Exh.7.20. *Surveys of the Students on the Quality of School Support Services and Reports on the Results (in 2020, 2019, 2018)*; Exh.7.21. *Survey of Former Students at the time of One Year after Graduation in 2020*].

Table 7.3. The Results of a Student Satisfaction Survey regarding the School's Facilities

Criteria	2020	2019	2018
Internet & wifi system	55.33%	67.86%	67.84%
Restrooms	76.59%	74.74%	69.3%
Computer labs	79.81%	78.60%	77.7%
Research labs & workshops	83%	Not included	Not included
Sports facilities	85.04%	79.56%	77.54%
Classrooms	85.58%	78.86%	77.34%
Self-study space	86.06%	Not included	81.64%
Public space	88.54%	82.84%	Not included
Parking space	Not included	62.16	51.6%

There are some dissatisfied opinions about the University's facilities and services, the majority of which centre on the following aspects: Classroom equipment in blocks A and B must be replaced. The wifi signal is still weak that needs to be improved in order to better serve group students on campus. Specialized research materials are scarce; the course registration system occasionally fails. Every semester, faculty/school-level dialogue sessions between leaders and students are held. [Exh.7.22. *Relevant Improvement Notices and Reports sent to Faculty Leaders by the Admissions and Student Affairs Office before each University-level Dialogue*]

Faculty-level/school-level dialogue sessions between leaders and students are held on a regular basis throughout the semester before each school-level dialogue [Exh.7.23. *Minute of Meetings between FFL's Staff and Students*]

After synthesizing student and staff feedback, functional units send reports to relevant units to conduct cause analysis, propose improvement solutions, and deploy in the semester following the next school year. Among these are the following responses:

In terms of laboratory facilities/practice/theoretical classrooms: more equipment, and upgrades. Concerning Wifi: The majority of lecturers responded that the internet system is unstable and inaccessible, particularly in blocks C and D. The Information and Network centre will continue to renovate and upgrade existing equipment, as well as increase Internet bandwidth and cover classrooms in blocks A, B, C, and D. The school's wireless network is not covered (Only Free S-Wifi)

Parking lot: Increase the size of parking lots. Toilets are insufficient to meet the needs of students. The student support service is evaluated for improvement each year based on student feedback (via surveys, face-to-face meetings, and Facebook feedback...) about the competence and attitude of staff support, restroom, gym, parking area, classroom, library, dormitory, computer room, internet, and canteen.

Each semester, HCMUTE and FFL organize at least one student meeting to discuss academic issues, tuition fees, study programmes, facilities, social activity principles, internships, services, and other quality-improvement topics.

In 2018, all theoretical rooms at HCMUTE were upgraded with LED TVs to replace projectors and air conditioners to bring the classrooms a cool, special temperature after collecting and analyzing feedback. Students can get help from the Digital Learning Center with online research and self-study. Through the electronic library, users can access research materials, open-source courses, and 20 National Science and Technology Center accounts to support a deep search for prominent academic staff and research groups [Exh.7.24. *Plan for Computer Repair at FFL Computer Lab*]

In relation to the company, HCMUTE's Innovation and Start-Up Center assists students with additional support such as career orientation, job application preparation, soft-skill training, and connecting students with employers. HCMUTE provides a space for businesses to set up shop on the University campus in order to interact with students, introduce themselves, and recruit qualified candidates. The Innovation and Start-up Center also keeps information, career trends, and seminars on personal development and entrepreneurship up to date.

8. Criterion 8: Output and Outcomes

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

Based on the Training Programme of HCMUTE, Faculty of Foreign Languages has planned the details of the training programme for TESOL and the training outcomes via the Minutes of Faculty Meeting at the beginning of each school year.

In the field of the graduation rate and dropout rate of faculty, FFL got nearly 70% and 20% respectively in the school year 2020-2021 in comparison with over 70% and 16% of Civil Engineering, 60% and nearly 25% of Electrical and Electronics Engineering, approximately 55% and 25% of Economics, and below 50% and nearly 30% of Chemical and Food Technology in HCMUTE. *[Exh.8.1. Graduation and Dropout Rate by Faculty].*

In the level of departments, the figures of Department of Teaching Methodology were rather good with 93.91% for the pass rate whereas the dropout rate was still rather high compared with the other departments. It is due to some kind of difficult major subjects for teaching methods and the teaching Practicum. This difficult is improving the content and teaching approaches for the subjects of Methodology and providing more handy and helpful techniques, advice, and experience for students as well as updated materials. *[Exh.8.2. Graduation and Dropout Rate by Department].*

According to the majors, the number of graduates for those whose major is TESOL has had a downward trend owing to the policy of limitation intake students major in teaching of the university in recent years. In fact, about 70 students entered this major in the school year 2014-2015, but the figures decreased nearly a half in the school year 2017-2018 since the fund of the university for these students has declined dramatically. *[Exh.8.3. The Number of TESOL Students Entering the University].* Moreover, the number of students drop by years owing to another new policy of our school and faculty. Besides the major of TESOL, we open new major – English Linguistics with two sub-majors, namely Translation and Business English that attracts more and more learners. *[Exh.8.4. The Pass Rates and Dropout Rates of TESOL Students from Years].*

Majority of TESOL students graduated in 4 years which is suitable for the training time of the programme. *[See Exh.8.4] [Exh.8.5. Number of Graduates and Dropouts by Year].* However, the number of students that spent more than 4 years to graduate was significant due to meeting the requirement of 7.5 IELTS for the outcomes of the programme. Similarly, the number of dropout students after 4 years occupied the largest proportion *[See Exh.8.4 and Exh.8.5]*, but the number of dropouts among TESOL students have reduced significantly to only one person in 2019. *[Exh.8.6. Graduation and Dropout Rate by Major- TESOL].*

In order to reduce the dropout figures, we list some reasons and solutions as follows.

Table 8.1. Reasons and Solutions Related to the Dropout Rate

No	Reasons	Solutions
1	Student fails some specialised courses and has to study one certain course several times	<ul style="list-style-type: none"> • Update inappropriate contents in course syllabus of the programme • Support learning methods for students through Teaching Assistants, especially difficult professional courses.

2	Student spends much time for part-time jobs so that he/she does not have time to spend for learning, leading to failing some courses	<ul style="list-style-type: none"> • Provide allowances to students with financial difficulty. • Orient student to design appropriate learning plan and time through FFL consulting team and staffs. • Support students with scholarships based on the funding from academic staffs, alumni and enterprises.
3	Some students must temporarily stop and retain their studying results due to some difficulties	<ul style="list-style-type: none"> • Find out reasons and assist students to overcome difficulties in coming semesters. • Consult students to select appropriately courses to ensure learning progress.
4	Student does not meet the requirement of IELTS proficiency to graduate and must wait to take several language examinations	<ul style="list-style-type: none"> • Provide more online IELTS practice courses for Students • Organise IELTS exams for students to take.

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

FFL establishes these indicators at the beginning of each academic year: alumni employment rate, alumni self-employment rate, start-up, continuing education to improve professional qualifications, and so forth. The QAO conducts an online survey of graduates after 3 months (survey at the time of diploma issuance for graduates) and an online survey of alumni after 1 year of graduation. Graduates' employability is evaluated through surveys administered to them before returning to HCMUTE to receive their certificates.

According to the survey results on the employability of TESOL graduates from 2016 to 2020, the number of students with jobs accounted for a large proportion (75.90 per cent). The unemployment rate of students after three months of graduation is only about a quarter, with three main causes for this. 14.4 % of students are currently looking for a job, 5% of students are not looking for a job because of other plans and 5% of students are not looking for a job right away because they are studying to improve their professional qualifications [*Exh.8.7. Result of a Survey on Graduates' Employment (Intake 2018)*].

Information on Alumni's employment status is provided in the following table.

Table 8.2. Employment Status of Alumni

Employment Status of Alumni (%)	Graduation year					Average
	2017	2018	2019	2020	2021	
Having jobs before or on the day of graduation	59.6	56.7	60.53	60.65	21.4	51.8
Having jobs less than 6 months after the graduation ceremony	37.1	36.3	30.70	29.65	1.5	27.1
Having jobs from 6 months to 12 months after the graduation ceremony	1.3	1.5	3.22	3.50	52.4	12.4
Having jobs one year after the graduation ceremony	0.0	0.6	0.58	0.81	12.3	2.9
(SUM)	98.0	95.1	95.03	94.61	87.6	94.1

As can be seen from Table 8.2, it is estimated that 94% of students who graduate within a year of graduation find employment within that time frame.

The Enterprise Relations Office hosts large-scale career fairs on a regular basis. The number of businesses currently participating in recruitment is up to 68, with 84 booths for each career fair. HCMUTE hosts a career fair annually [Exh.8.8. Career Fair 2022]. This is a very important business connection activity for increasing the percentage of graduates who find jobs in their trained professions.

Table 8.3. The percentage of TESOL-programme students having jobs within 3 months from graduation compared to students in other majors of HCMUTE

Year	Automobile Engineering Technology (AET)	Electrical and Electronic Engineering Technology (EET)	Civil Engineering Technology (CET)	Thermal Engineering Technology (TET)	TESOL
2017	57.5%	72.7%	77.2%	83.8%	96.7%
2018	60.5%	62.1%	78.3%	78.8%	93.0%

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

At the beginning of each academic year, the vice dean in charge of research analyses data of previous semesters and propose a detailed plan for the types and quantity of expected research projects. These projects are conducted with an ISO procedure with specific guidance on registration and implementation as well as monitored by a regulation issued by HCMUTE to track the rate of progress and output. Lecturers must submit reports on what they have done with the registered projects. All the registered projects are fully or partly funded by the university or faculty and the level of funding depends on the significance of each project. All the research work conducted by FFL academic staff must be in alignment with the vision and mission of the university and faculty [Exh.8.9. Research Activities and Related Support Policies]. Furthermore, the Faculty Board also supports each individual to develop essential skills in doing research by pushing them to apply for PhD programmes abroad.

Thanks to these supporting policies from the university and faculty, the number of FFL academic staff's research projects and publications is shown in Table 8.4 and Table 8.5.

Table 8.4. Quantity and type of research projects of FFL's academic staff

Level of projects	Number of research projects						Total
	2016	2017	2018	2019	2020	2021	
University-level research projects	6	0	2	2	2	0	12

Table 8.5. Quantity and type of published papers of FFL's academic staff

Year	Types of Publications				Total	No. of Publications per Academic Staff
	National journal	National conference	International journal	International conference		
2017	2	0	3	1	6	0.17
2018	0	0	2	7	9	0.25
2019	1	0	2	4	7	0.2

2020	2	0	4	1	7	0.2
2021	3	0	0	0	3	0.08

However, in comparison with other faculties at HCMUTE, the quantity of publications and research projects conducted by FFL’s academic staff is quite modest over the past five years, as shown in Table 8.5. *[Exh.8.10: The Number of Publications by FFL and Other Faculties at HCMUTE]*

Since 2017, FFL has organised an annual international conference entitled Language Teaching and Learning Today (<https://ffl.hcmute.edu.vn/en/ltlt>). It aims at exploring crucial issues of teaching and learning English language for the sustainable development of the community in the 21st century.

Regarding student’s research activities, due to the peculiarities of social sciences sector, students may face several difficulties in conducting a study in the field of English language teaching and learning. To better support the students and increase the number of projects, FFL has taken some actions. First, an annual international conference has been organised since 2017 to provide students with opportunities to join academic discussions and talks about research projects shared by experts, teachers and other students. Participation in the conference can help students generate necessary motivation for doing research and right attitude towards the significance of research. More importantly, students can figure out their research interests and produce some ideas for future projects. Another measure to improve the quantity of student’s research projects is to introduce research-related courses such as Critical Writing, Research Methodology and Thesis into current curriculum so that students are trained about how to conduct research and how to write scientific reports. Specifically, students are trained to develop their ability to propose a research objective, review relevant literature, design instruments, analyze data, present the findings and conclusions.

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

The TESOL programme is designed to equip English-majored students with the essential knowledge and best practices of teaching methodology for GE and ESP so that they can work at high schools, secondary schools, vocational schools or language centres. Students are trained to (1) develop the general knowledge of fundamental sciences and professional knowledge of TESOL Studies, (2) demonstrate a high level of English language proficiency in teaching practices and research activities, (3) perform the 21st century learning skills effectively in social and professional contexts, and (4) empower their career development through life-long learning capacity. The four POs are reflected in 11 ELOs and 36 measurable PIs which are designed in accordance with the cognitive domain of revised Bloom’s Taxonomy. As the connection between POs and ELOs, ELOs and PIs is strongly close, the result of measurement of students’ achievement of PIs is viewed as that of ELOs and POs. The connection is illustrated in the tables. *[Exh.8.11. POs – ELOs Matrix; Exh.8.12. ELOs – PIs Matrix]*

Regarding the measurement of the PIs, the table in Exh.8.14 *[Exh.8.13. Assessment Methods and Results of ELOs Measurement]* shows types of assignments and assessment methods used in each course. Students are required to complete a range of assignments to demonstrate their ability in both social and professional settings, such as quizzes, mini tests, midterm tests, final tests, group discussions, presentations, essays, reflective journals, mini projects, micro-teaching sessions and full-session teaching practice. In each course, students are assigned to work individually, in pairs and/or groups. For instance, measurement of the ELO 8, which aims at developing students’ ability to compare different communicative strategies in social and professional contexts, is reflected in the measurement of 03 PIs in 03 courses, namely Advanced Listening-Speaking, Teaching Practicum and Language Skills Teaching. Specifically, to measure student’s achievement of PI 8.1, in the Advanced Listening-Speaking course, teachers employed presentations and speaking tests as testing techniques and a checklist as a tool for assessment while in the Teaching Practicum course, teaching demonstration and class observation form were used. For PI 8.2 and 8.3 measurement, students were

asked to write several reflection papers to show their ability to analyze and evaluate the effectiveness of communicative strategies.

Table 8.6. A sample of assessment methods and measurement results (ELO 8)

PI		COURSE FOR DATA COLLECTION	ASSIGNMENT	ASSESSMENT METHOD	TARGET	RESULT	
PI	8.1	Advanced Listening and Speaking	Presentation & Speaking test	Checklist	70%	98%	Achieved
		Teaching Practicum	Teaching demonstration	Observation form			
	8.2	Advanced Listening and Speaking	Presentation	Checklist	70%	80%	Achieved
		Language Skills Teaching	Reflection paper	Rubric			
	8.3	Advanced Listening and Speaking	Presentation & Speaking test	Checklist	70%	73%	Achieved
		Language Skills Teaching	Reflection paper	Rubric			
ELO 8					70%	83%	Achieved

The measurement results indicate that all the targets set for 36 PIs and 11 ELOs are reached, with the percentages of PIs achievements ranging from 70% to 100%. It can be concluded that the programme outcomes are achieved. Details of the results for ELO 8 are shown in Table 8.5 as an example. Statistics for all PI achievement are reported in the table [See Exh.8.13] and the conclusion is presented in Table 8.7 and Figure 8.1.

Table 8.7. Results of ELOs Measurement

Expected learning outcome	Target (%)	Achieved result (%)	Conclusion
ELO1	67	100	Passed
ELO2	70	78	Passed
ELO3	80	85	Passed
ELO4	73	82	Passed
ELO5	74	86	Passed
ELO6	78	93	Passed
ELO7	73	84	Passed
ELO8	70	83	Passed
ELO9	73	92	Passed
ELO10	70	98	Passed
ELO11	70	86	Passed

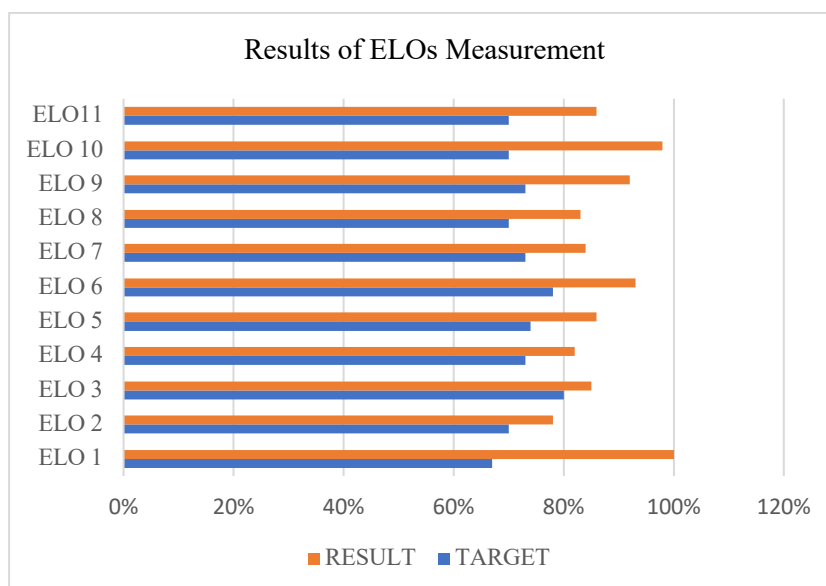


Figure 8.1. Results of ELOs Measurement

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

To evaluate the stakeholders’ satisfaction, since 2015, QAO has operated online surveying system. The surveys are done at the end of every academic year from students, alumni, staffs and employers. Surveying results are delivered to FFL board in order to find improving solutions in case of low satisfaction.

Staff’s feedback: Annually, QAO investigates staffs to collect feedbacks and send to the presidential board. The results from HCMUTE dashboard showed that over 80% of the staffs were satisfied with their working and training policies, library as well as leaders and promotion. To raise staff’s satisfaction, HCMUTE organises summer conference to evaluate the results and propose new strategies to meet staff’s needs. Every year, HCMUTE’s presidential board hosts conversations to collect staffs’ aspirations and suggestions which help HCMUTE develop stronger. *[Exh.8.14. Staff’s Feedback of Satisfaction]*

On monitoring the workload of lecturers at HCMUTE, the university implements KPIs System as the platform to calculate the working hours and supervise the working quality in three aspects: teaching workload, research workload, and service workload. In each semester, the teaching staff would assess the system to register the workload in these three aspects and this would determine the workload for the whole academic year.

On the evaluation of working satisfaction with teaching loads, reports on the evaluation from 2018 to 2020 conducted by HCMUTE Quality Assurance Office generally reflects a high degree of self-fulfillment in working environment, teaching facilities, and supports for teaching & researching activities (70-80%). The working satisfaction with teaching loads is also represented through high level of willingness to collaborate with colleagues (>90%)

Table 8.8. Degree of Working Satisfaction with Teaching Loads from 2018-2020
(Reference date: 30 December 2021)

Criteria	2018	2019	2020	2021
Working environment	>90%	>90%	>90%	>88%
Teaching facilities	>70 %	>70%	>70%	>70%
Teaching and researching support	>75%	>80%	>80%	>80%
Collaboration with colleagues	>90%	> 90%	>87%	>85%

(Source: Quality Assurance Office-HCMUTE)

Student’s feedback: To investigate student’s satisfaction, HCMUTE establishes several channels to collect their feedbacks. At the end of each semester, QAO conducts online surveys from students about teaching activities, support staffs’ attitude and facilities. Collected results are analyzed and published on HCMUTE’s website as well as sent to FFL’s Dean. Data obtained from 2017 to 2021 showed the results on surveys of students’ satisfaction about teaching methodology, content, assessment, and lecturer’s attitude. [\[Exh.8.15. Student’s Feedback of Satisfaction\]](#)

Table 8.9. Results on Surveys of Students’ Satisfaction of Teaching Quality

School Years	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Methodology	86.25%	88.49%	89.88%	89.88%	88.63%
Teaching Content, and Assessment	86.29%	88.27%	89.76%	89.47%	88.64%
Lecturer’s Attitude	87.37%	89.46%	90.62%	90.07%	89.38%

Although in the school year 2020-2021, three categories on the surveys of student’s satisfaction about the teaching quality had a slight decline in comparison with the previous school years, FFL still stood in the first grade with the highest scores for all three marking criteria when compared with other faculties in the university. [\[See Exh.8.15\]](#)

Alumni (Graduates)

The QAO conducts a survey of graduates on training quality and employment situation, and this online survey is conducted twice a year at the time of graduation [\[Exh.8.16. Alumni Survey Form; Exh.8.17. Survey Results on the Satisfaction Level of Graduates\]](#), with a very high response rate and overall satisfaction, as shown in the table below.

Table 8.10. Alumni’s Satisfaction with the Training Quality (2020)

Criteria		Percentage	
Training content	The balance between theoretical and practical courses	83.72%	79.39%
	Content of practical courses	72.52%	
	Student’s control over their learning	81.93	
Teaching activities	Relevance to activities in practice	80.66%	82.41%
	Teaching methodology	80.15%	
	Assessment methods	83.21%	

The result indicates that most graduates are satisfied with the training quality. However, as the figure for the criterion of practical courses’ content shows a pretty low level of satisfaction, further actions should be taken to improve the quality of these courses.

Table 8.11. Alumni’s Satisfaction with Current Jobs

Year	2015	2016	2017	2018
Satisfaction level	77.90 %	81.10 %	76.30 %	71.00 %

According to the survey results in Table 8.12, graduates are satisfied with their jobs (approximately 75 per cent).

Recent advancements in the English language teaching industry have increased job opportunities for students. Furthermore, the Enterprise Relations Office organises a "Recruitment Day" or “Career Week” annually, which successfully recruits many graduates and even university students as interns.

On November 20, Vietnamese Teachers' Day, FFL held annual alumni meetings. Alumni can attend the celebration, thank their teachers, and assist the faculty in completing the survey via an online survey on the faculty's website. They expressed their satisfaction with the alignment between the

learned knowledge and skills and their current jobs' requirements, especially their language competency. The alumni also commented on the general understanding of fundamental sciences and professional knowledge and introduced the TESOL programme about how well these courses have supported their performance at work [*Exh.8.18. Vietnamese Teachers' Day at FFL*]

Labour market

FFL organises a number of meetings between the faculty and businesses through seminars at the faculty; additionally, students can meet businesses through job fairs and recruiting sessions held at the university.

The employers were satisfied with the FFL graduates' willingness to learn. They were also satisfied with the graduates' English language abilities in terms of written presentation, written communication and oral presentation. However, problem-solving skills, leadership skills and working independently were also low on the list in terms of satisfaction.

Thanks to the contributions of businesses in recent years, the Faculty of Foreign Languages has improved its teaching activities. For example, in addition to enhancing foreign language classes taught by foreign teachers, the FFL also provides information on various online courses to help students improve their soft skills, etc.

PART 3: STRENGTHS AND WEAKNESSES ANALYSIS

Criterion 1: Expected Learning Outcomes

Strengths

1. The ELOs of the TESOL programme are continuously updated and revised on the basis of feedback from stakeholders such as employers, alumni, current students and lecturers.
2. The ELOs of the TESOL programme are also built based on the CDIO framework and Bloom Taxonomy in order to identify achievable learning goals and assess students' learning on an ongoing basis.
3. The ELOs of the TESOL programme are aligned with the POs. In addition, CLOs are also in alignment with the ELOs.
4. The ELOs of the TESOL programme cover both generic and subject specific outcomes, which are distributed into three categories of knowledge, skills and values.

Weaknesses

Feedback from stakeholders, especially alumni and employers, is still limited. The majority of the stakeholders contributing to the programme's revisions are mainly representatives from language centers and institutions, and none of them are working at vocational schools or high schools, where TESOL graduates aim at teaching after graduation.

Plans for improvement

Based on the aforementioned shortcoming, FFL plans to collect feedback from a wider range of stakeholders, especially those working in vocational schools, secondary and high schools, so that the TESOL programme could be revised to highly meet the expectations of the labour market.

Criterion 2: Programme Structure and Content

Strengths

1. The programme specifications are publicised to stakeholders via a variety of channels such as FFL's website, Open Day brochures, alumni forums, and course syllabi.
2. The course syllabi are standardised throughout the entire programme, and all courses are logically structured and properly sequenced.
3. The curriculum is constructed in line with the ELOs, and is constantly reviewed based on feedback from stakeholders to ensure it is updated and relevant to requirements of the labour market.
4. The curriculum is more flexible, meeting students' various demands for study.

Weaknesses

1. There is still a limited number of elective courses in the TESOL programme.
2. There is currently only one foreign language to be offered in the curriculum (Japanese), which does not yet satisfy various interests of students.

Plans for improvement

1. There should be more elective courses in order to make the programme more adaptive to the continuous changes of the labour market.
2. FFL is going to offer other foreign language courses in the curriculum.

Criterion 3: Teaching and Learning Approach

Strengths

1. Various teaching and learning approaches, methods and activities are employed to promote TESOL students' active and responsible learning which enables them to become independent learners.
2. Academic courses and various extra-curricular activities included in the TESOL programme provide students a platform for them to develop characteristics of well-trained English teachers as well as global citizens who own a good ability of life-long learning and entrepreneurial mindset.

Weaknesses

1. Research and research methodology are first introduced to TESOL students in the Research methodology course in Semester 6 of the curriculum, which is quite late.
2. Field trips to different types of schools where English is taught differently are not organised frequently and periodically.

Plans for improvement

1. Including basic knowledge of research and research methodology in earlier courses, such as Introduction to TESOL (Semester 1) or Vietnamese Culture Bases (Semester 4), in form of assignments or group projects.
2. Organizing more trips for TESOL student to visit different types of schools and language centers.

Criterion 4: Student Assessment

Strengths

1. Assessment policies, standards and procedures are publicly shown, well communicated to students and consistently applied throughout the university over time, contributing to the fairness of assessment.
2. A wide variety of assessment forms for formative and summative purposes are popularly used so that students' learning achievements, competences, and abilities are well assessed and thus the validity and reliability of assessment results are ensured. As a result, the achievement of the expected learning outcomes of the TESOL programme and its courses are well measured.

Weakness

Despite regulations issued by the University regarding the timely feedback, it is challenging to observe and manage teachers' feedback time. Sometimes, teachers cannot provide constructive feedback and oral comments as planned and required. There have been many reasons for late feedback on students' tests and assignments, including teachers' overwhelming workload and class time limit.

Plans for improvement

1. Allocating classes and courses for the teaching staff in such a way that they have sufficient time to provide timely feedback for students.
2. Encouraging teachers to give video or written feedback and comments on LMS (<https://utex.hcmute.edu.vn/>) to save class time.

Criterion 5: Academic Staff

Strengths

1. HCMUTE's and FFL's policies attract many qualified academic staff for the TESOL programme.
2. Obvious staff development plan and encouraging policies (e.g. appointment, promotion, recognition, financial supports for enhancing qualifications and training courses) facilitate academic staff to develop their competences to contribute further to the TESOL programme.

3. Implementing the KPIs system for staff management has helped to evaluate academic staff's performances in a fairer way.
4. HCMUTE and FFL organise many activities to support and facilitate academic staff to develop their individual abilities and create a solidarity working environment.
5. Academic staff is always offered opportunities to get higher qualifications.

Weaknesses

1. The number of academic staff holding PhD degree is limited.
2. The number of international publications is not high.

Plans for improvement

1. Recruiting more well-qualified academic staff to serve development of the FFL programme.
2. FFL has planned to increase the number of international publications.

Criterion 6: Student Support Services

Strengths

1. Support staff at HCMUTE and FFL are carefully chosen through a well-staged recruitment process. They are enthusiastic, friendly and well-qualified for their appointed jobs.
2. All the support staff (secretary, technical staff and others) serve students and lecturers with high sense of responsibility.
3. Support staff's performance is regularly evaluated and monitored for improvement.
4. Students can easily contact the departments for support when necessary.
5. There is a feedback system which allows students to give their comments on service quality at HCMUTE.

Weaknesses

1. Support staff's English proficiency is limited while one of HCMUTE's objectives of the academic year 2021-2022 is to use English as an official language in campus.
2. Support staff has not had many opportunities to improve English proficiency.

Plans for improvement

1. HCMUTE and FFL continue to provide more opportunities for support staff to attend English training courses to improve their English abilities.
2. HCMUTE and FFL has planned to expand the number of support staff to serve students better.

Criterion 7: Facilities and Infrastructures

Strengths

1. Facilities managed by HCMUTE and FFL can meet the basic needs of staff and students.
2. The development of information technology systems and digital libraries have supported students in the context of blended learning or online learning.
3. HCMUTE' environment allows students to do physical activities, socialise with other people and promotes psychological safety.

Weaknesses

Occasionally, the signal quality of the wireless connection is not good enough for a large number of students to access a website in class time.

Plans for Improvement

HCMUTE is working with different telecommunication companies to set up wireless networks that allow all staff and students stay connected when they are on the school campus.

Criterion 8: Output and Outcomes

Strengths

1. Several third-year and fourth-year students work as part-time teachers or teaching assistants at language centres and many graduates are employed within 3 months since their graduation.
2. There are a range of channels to collect feedback from different stakeholders; thus, the quality of TESOL programme has been properly monitored.

Weaknesses

The number of research projects or publications of the academic staff and students are limited.

Plans for Improvement

1. More activities should be conducted to promote scientific research and connect students with entrepreneurs.
2. Attention needs to be paid to solutions to enhance the quality of graduates and increase on-time graduation rates.
3. Promoting scientific research and entrepreneurship activities in the training process of the programme.
4. Proposing more solutions not only to enhance the skills and abilities of graduates but also increase the rate of students who graduate on time.

PART 4: APPENDICES

Appendix 1: Self-Assessment for AUN-QA Assessment at Programme Level

	Criterion	1	2	3	4	5	6	7
1	Expected Learning Outcomes							
1.1	The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.						x	
1.2	The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme.					x		
1.3	The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline).					x		
1.4	The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes.					x		
1.5	The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.					x		
	Overall opinion	5.2						
2	Programme Structure and Content							
2.1	The specifications of the programme and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.						x	
2.2	The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes.					x		
2.3	The design of the curriculum is shown to 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 to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.					x		
2.6	The curriculum to have option(s) for students to pursue major and/or minor specialisations.					x		
2.7	The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry.					x		
	Overall opinion	5.0						
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 for life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices).					X		
3.5	The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.				X			
3.6	The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes.				X			
	Overall opinion	4.7						
4	Student Assessment							
4.1	A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.					X		
4.2	The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.					X		
4.3	The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.				X			
4.4	The 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 and methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses.				X			
4.6	Feedback of student assessment is shown to be provided in a timely manner.				X			
4.7	The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes.					X		
	Overall opinion	4.6						
5	Academic Staff							
5.1	The programme to show that academic staff planning (including succession, promotion, re-deployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service.					X		

5.2	The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service.					X		
5.3	The programme to show that the competences of the academic staff are determined, evaluated, and communicated.				X			
5.4	The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.				X			
5.5	The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service.				X			
5.6	The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service.				X			
5.7	The programme to show that the training and developmental needs of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs.					X		
5.8	The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality.					X		
	Overall opinion						4.5	
6	Student Support Services							
6.1	The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly					X		
6.2	Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service.				X			
6.3	An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary.					X		
6.4	Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.				X			
6.5	The competences of the support staff rendering student services are shown to be identified for recruitment and employment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well-defined to ensure smooth delivery of the services.				X			
6.6	Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.				X			
	Overall opinion						4.3	
7	Facilities and Infrastructure							
7.1	The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.					X		

7.2	The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.						X	
7.3	A digital library is shown to be set-up, in keeping with progress in information and communication technology.				X			
7.4	The information technology systems are shown to be set up to meet the needs of staff and students.				X			
7.5	The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration.					X		
7.6	The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.				X			
7.7	The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being.					X		
7.8	The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs.				X			
7.9	The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement.				X			
	Overall opinion	4.6						
8	Output and Outcomes							
8.1	The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.				X			
8.2	Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.				X			
8.3	Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement.				X			
8.4	Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.				X			
8.5	Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.				X			
	Overall opinion	4.0						
	Final opinion	4.61						

Appendix 2: TESOL Programme Specification

MINISTRY OF EDUCATION AND TRAINING
HO CHI MINH CITY UNIVERSITY
OF TECHNOLOGY AND EDUCATION

SOCIALIST REPUBLIC OF VIETNAM
Independence – Freedom – Happiness

UNDERGRADUATE PROGRAMME

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Major: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

1. **Awarding institution:** HCMC University of Technology and Education
2. **Teaching institution:** Faculty of Foreign Languages
3. **Name of the final ward:** Bachelor of Arts in Teaching English to Speakers of Other Languages (TESOL)
4. **Title:** Teaching English to Speakers of Other Languages (TESOL)
5. **Mode:** Full time, regular
6. **Programme code:** 52140231
7. **Training time:** 4 years

The normal period of study for a full-time bachelor's degree is four years and the maximum period is eight years.

8. Admission criteria

There are three modes of admission as follows:

- a. Admission based on results of the National High School Graduation Examination, which is held annually in June or July by the MoET. The TESOL programme enrolls students in group D01 (*Mathematics, Literature and English*) or group D96 (*Mathematics, Social Sciences, and English*).
- b. Admission based on students' high school academic achievement
- c. Direct/Priority admission

(<https://ffl.hcmute.edu.vn/index.php/vi/tuyensinh2022>)

9. Programme overview

The TESOL programme aims at developing human capitals for social development in the field of English language teaching. It is designed to meet the growing needs for qualified teachers of General English and English for Specific Purposes at high schools, secondary schools, vocational schools, vocational colleges, language schools, and other similar institutions in Vietnam. Its purpose is to provide English-majored students with the essential knowledge and best practices of teaching methodology for General English and English for Specific Purposes. Students are equipped with foundational knowledge of research conducting and reporting, material development, testing and assessment of learner's English language proficiency, and technology usage in English language education. Pre-service teachers will have opportunities to make class observations and practice teaching English as a foreign language in real-life classrooms. The programme also aims to develop undergraduates with an excellent command of English for effective communication in a dynamic working environment.

10. Programme objectives (POs)

Upon completing the Bachelor of Arts in TESOL programme, students will be able to:

PO 1	Develop the general knowledge of fundamental sciences and professional knowledge of TESOL Studies.
PO 2	Demonstrate a high level of English language proficiency in teaching practices and research activities.
PO 3	Perform the 21st century learning skills effectively in social and professional contexts.
PO 4	Empower their career development through life-long learning capacity.

11. Expected learning outcomes

The four programme objectives are reflected in the 11 expected learning outcomes below.

Group of ELOs		Expected Learning Outcomes (ELOs)		Competency Level
Knowledge	Demonstrate foundational knowledge of social sciences	ELO 1	Demonstrate foundational knowledge of laws, philosophy and socio-economic development	3
	Analyse different perspectives in language usage and pedagogical literature in English language teaching	ELO 2	Compare and contrast cultural norms, civilisations and linguistic features	4
		ELO 3	Evaluate the pros and cons of different TESOL approaches in specific teaching contexts	5
Skills	Compose English language messages for social and professional purposes	ELO 4	Compose English language messages for social and professional purposes based on the interpretation of factual and literary texts	6
	Develop English language teaching skills in schools and similar contexts	ELO 5	Design lesson plans and language tests under the provisions of learning aims, objectives and learners with different characteristics	6
		ELO 6	Demonstrate language teaching and classroom management techniques through learning activity organisations within the resources available	3
		ELO 7	Evaluate learning materials and teaching performance	5
Values	Select suitable communicative and collaborative	ELO 8	Compare different communicative strategies in social and professional settings	4

	strategies in social and professional contexts	ELO 9	Select suitable collaborative strategies in social and professional settings	4
	Demonstrate critical thinking and problem-solving skills in social and professional contexts	ELO 10	Demonstrate the ability to think and make decisions independently in different teaching and learning contexts	3
		ELO 11	Solve possible problems arisen from various social and professional situations	3

Expected Learning Outcomes (ELOs)/ Performance Indicators (PIs)	
ELO 1	Demonstrate foundational knowledge of laws, philosophy and socio-economic development
PI 1.1	Demonstrate an overview of major areas of laws and legal procedures
PI 1.2	Demonstrate foundational knowledge of philosophy, namely Marxism and Leninism
PI 1.3	Demonstrate knowledge of fundamental aspects of the socio-economic development in Vietnam and the world
ELO 2	Compare and contrast cultural norms, civilisations and linguistic features
PI 2.1	Compare and contrast cultural norms related to British, American, Asian and Vietnamese cultures
PI 2.2	Compare and contrast key features of British, American, Asian and Vietnamese civilisations
PI 2.3	Compare and contrast linguistic features between English and other languages
ELO 3	Evaluate the pros and cons of different TESOL approaches in specific teaching contexts
PI 3.1	Identify TESOL terminology related to teaching methodology used in General English and English for Specific Purposes courses
PI 3.2	Evaluate aspects related to language teaching and learning consisting of learners' characteristics, learners' motivation, learning styles, learning strategies, and teachers' roles
PI 3.3	Evaluate different English language teaching approaches, methods, procedures, and techniques of teaching language aspects and four macro language skills
ELO 4	Compose English language messages for social and professional purposes based on the interpretation of factual and literary texts
PI 4.1	Produce oral messages in response to various aural inputs from different formal and informal contexts with a high level of accuracy and fluency
PI 4.2	Analyse complex and lengthy English texts of a specialised or literary nature
PI 4.3	Create well-written academic and non-academic texts in English language
ELO 5	Design lesson plans and language tests under the provisions of learning aims, objectives and learners with different characteristics
PI 5.1	Design lesson plans for teaching language aspects and four macro language skills

PI 5.2	Evaluate the potential success of activity design ideas, classroom procedures and time allocation from lesson plans for teaching language aspects and four macro language skills
PI 5.3	Design different types of test items to measure language aspects and four macro language skills
PI 5.4	Evaluate learners' differences, institutional factors and social settings
ELO 6	Demonstrate language teaching and classroom management techniques through learning activity organisations within the resources available
PI 6.1	Design lecture notes and learning activities with the employment of appropriate software applications and technological tools
PI 6.2	Organise classroom activities on the basis of theory and practice of English language teaching and learning
PI 6.3	Demonstrate classroom management techniques during micro teaching sessions and full-session teaching practice
PI 6.4	Demonstrate teaching skills in micro teaching sessions and full-session teaching practice
PI 6.5	Demonstrate basic knowledge and skills needed for conducting and reporting research in TESOL
ELO 7	Evaluate learning materials and teaching performance
PI 7.1	Judge the appropriateness of learning materials in accordance with learning goals, learners' characteristics and available resources
PI 7.2	Develop learning materials appropriate for internal and external factors of a learning context
PI 7.3	Self- and peer evaluate teaching performance in micro teaching and full-lesson teaching practice
ELO 8	Compare different communicative strategies in social and professional settings
PI 8.1	Apply different communicative strategies in social and workplace settings
PI 8.2	Analyse different communicative strategies in different social and professional situations
PI 8.3	Evaluate the effectiveness of different communicative strategies in social and workplace settings
ELO 9	Select suitable collaborative strategies in social and professional settings
PI 9.1	Apply different collaborative strategies in social and workplace settings
PI 9.2	Analyse different collaborative strategies in different social and professional situations.
PI 9.3	Evaluate the effectiveness of different collaborative strategies in social and workplace settings
ELO 10	Demonstrate the ability to think and make decisions independently in different teaching and learning contexts
PI 10.1	Demonstrate flexible interpretations and conceptualisations of language teaching and learning in different contexts
PI 10.2	Apply appropriate intellectual tools for thinking
PI 10.3	Analyse the quality of one's thinking skills
ELO 11	Solve possible problems arisen from various social and professional situations
PI 11.1	Discover various problems related to social and professional situations

PI 11.2	Apply appropriate strategies for solving problems related to social and professional situations
PI 11.3	Analyse the solutions in terms of their effectiveness and accuracy

12. Course workload (credits): 132 credits (*excluding Physical Education and National Defense courses*)

13. Programme structure

No.	COURSE NAME	Credit
GENERAL KNOWLEDGE		36
A. Compulsory courses		33
I. Political Science and Laws		13
1	The Philosophy of Marxism and Leninism	3
2	Political Economics of Marxism and Leninism	2
3	Scientific Socialism	2
4	Ho Chi Minh's Ideology	2
5	The History of Vietnamese Communist Party	2
6	General Law	2
II. Social sciences		17
1	Psychology	3
2	State Administrative Management in Education	2
3	Fundamentals of Vietnamese Culture	3 (elective)
	Vietnamese Practice	(elective)
	World Civilisation	(elective)
4	Japanese 1	3
5	Japanese 2	3
6	Japanese 3	3
III. Introduction to TESOL		3 (2+1)
B. Elective courses		3
IV. Informatics		3
1	Introduction to Python Programming	3(2+1)
SPECIALISED KNOWLEDGE		96
Fundamental courses		78
Professional courses		
Professional Experience		3
Teaching Practicum		6
Thesis / Graduation Modules		9

14. Programme content (titles and credit numbers of compulsory courses)

A – COMPULSORY COURSES

14.1. General knowledge

No.	Course code	Course title	Credit	Prerequisite
1	LLCT 130105	The Philosophy of Marxism and Leninism	3	
2	LLCT 120205	Political Economics of Marxism and Leninism	2	

3	LLCT 120405	Scientific Socialism	2	
4	LLCT 120314	Ho Chi Minh's Ideology	2	
5	LLCT 220514	The History of Vietnamese Communist Party	2	
6	GELA 220405	General Law	2	
7	PSYC 230191	Psychology	3	
8	SAME 320391	State Administrative Management in Education	2	
9	JAPA 130138	Japanese 1	3	
10	JAPA 230238	Japanese 2	3	
11	JAPA 330338	Japanese 3	3	JAPA 130138
12	ITTE 130138	Introduction to TESOL	3 (2+1)	
13	INPY131685	Introduction to Python Programming	3 (2+1)	
Total			33	

14.2. Specialised knowledge

14.2.1. Fundamental knowledge

No.	Course code	Course title	Credit	Prerequisite
1	LISP 240135	Pre-intermediate Listening-Speaking	4	
2	LISP 240235	Intermediate Listening-Speaking	4	LISP 240135
3	LISP 340335	Upper-intermediate Listening-Speaking	4	LISP 240235
4	LISP 430435	Advanced Listening-Speaking	3	
5	WRIT 230135	Basic Writing	3	
6	WRIT 330235	Academic Writing	3	WRIT 230135
7	WRIT 330335	Critical Writing	3	
8	READ 230135	Intermediate Reading	3	
9	READ 330235	Upper-intermediate Reading	3	
10	PHON 230136	Phonetics & Phonology	3	
11	MOSY 230236	Morphology & Syntax	3	
12	ASST 330336	ASEAN Studies	3	
13	SEMA 230336	Semantics	3	
14	BAST 330336	British Studies	3	
15	AMST 330336	American Studies	3	
16	ENEE 330337	English for Electronic & Electrical Engineering	3	
17	ENME 330437	English for Mechanical Engineering	3	
18	ENIT 330237	English for IT	3	
Total			54	

14.2.2a. Professional knowledge (for theoretical courses)

No.	Course code	Course title	Credit	Prerequisite
1	ITTM 130238	Introduction to Teaching Methodology	3	
2	LASK 230338	Language Skills Teaching	3	
3	TEPR 330438	Teaching Practice	3	ITTM 130238
4	TEYL 330538	Teaching English to Young Adult Learners	3	ITTM 130238
5	TELL 330638	Technology Enhanced Language Learning	3	ITTM 130238
6	MATD 430738	Material Development	3	WRIT 330335
7	REME 430838	Research Methodology	3	WRIT 330335
Total			21	

14.2.2b. Professional knowledge (for Teaching Practicum)

No.	Course code	Course title	Credit	Prerequisite
1	PREX 430938	Professional Experience	3	TEPR 330438
2	TPRA 461038	Teaching Practicum	6	TEPR330438 MATD430738 TEYL330538
Total			9	

14.2.3. Graduation

No.	Course code	Course title	Credit	Prerequisite
1	THES 491438	Thesis	9	REME 430838
2		Graduation Modules	9	
2.1	TEST 431138	Testing and Assessment	3	TEPR 330438 TEYL 330538 WRT 330335
2.2	PRAG 430436	Pragmatics	3	SEMA 230336
2.3	LAAC 431238	Second Language Acquisition (elective)	3	READ 330235
	SOCI 431338	Sociolinguistics (elective)	3	LISP 430435
Total			9	

B – ELECTIVE COURSES

General Knowledge (Select one of the following courses)

No.	Course code	Course title	Credit	Prerequisite
1	VICB 230138	Fundamentals of Vietnamese Culture	3	
2	VIPR 230238	Vietnamese Practice	3	
3	HIST 230338	World Civilisation	3	

Fundamental Knowledge (Select one of the following courses)

No.	Course code	Course title	Credit	Prerequisite
1	ENBC 330137	English for Business Communication	3	
2	ENET 330137	English for Environmental Technology	3	

C – INTERDISCIPLINARY COURSES

No.	Course code	Course title	Credit	Prerequisite
1	EIBC230337	English for International Business Contracts	3	
2	ENFI330437	English for Finance	3	
Total			6	

D – MASSIVE OPEN ONLINE COURSES (MOOCs)

In order to help students approach the advanced curricula in the world, the following online courses are offered, which are equivalent to those in the TESOL programme's curriculum.

No.	Course code	Course title	Credit	Links of (MOOCs)
1	TEST 431138	Testing and Assessment	3	<i>Improve your knowledge of and skills in language assessment</i> https://www.futurelearn.com/courses/language-assessment#section-dates
2	JAPA 130138	Japanese 1	3	<i>Japanese Pronunciation for Communication</i> https://www.edx.org/course/japanese-pronunciation-for-communication
Total			6	

15. Teaching Schedule (distribution of expected courses from the 1st to 8th semester)

The following courses are not in the academic schedule but frequently available in the online system, which students can apply consistently with their studying competence each semester.

No.	Course code	Course title	Credit	Prerequisite
1	PHED110613	Physical Education 2	1	
2	PHED130715	Physical Education 3	3	
3	LLCT120205	Political Economics of Marxism and Leninism	2	
4	LLCT120405	Scientific Socialism	2	
5	LLCT120314	Ho Chi Minh's Ideology	2	
6	LLCT220514	The History of Vietnamese Communist Party	2	
7	GELA220405	General Law	2	

1st semester

No.	Course code	Course title	Credit	Prerequisite
1	LLCT130105	The Philosophy of Marxism and Leninism	3	
2	WRIT 230135	Basic Writing	3	
3	READ 230135	Intermediate Reading	3	
4	PHED 110513	Physical Education 1	1	
5	LISP 240135	Pre-intermediate Listening-Speaking	4	
6	ITTE 130138	Introduction to TESOL	3 (2+1)	
Total			17	

2nd semester

No.	Course code	Course title	Credit	Prerequisite
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1	SAME 320391	State Administrative Management in Education	2	
2	JAPA 130138	Japanese 1	3	
3	LISP 240235	Intermediate Listening-Speaking	4	
4	WRIT 330235	Academic Writing	3	
5	READ 330235	Upper-intermediate Reading	3	
Total			15	

3rd semester

No.	Course code	Course title	Credit	Prerequisite
1	PSYC 230191	Psychology	3	
2	JAPA 230238	Japanese 2	3	
3	LISP 340335	Upper-intermediate Listening-Speaking	4	LISP 240135
4	WRIT 330335	Critical Writing	3	WRIT 230135
5	ITTM 130238	Introduction to Teaching Methodology	3	
Total			16	

4th semester

No.	Course code	Course title	Credit	Prerequisite
1	VICB 230138	Fundamentals of Vietnamese Culture	3	
2	VIPR 230238	Vietnamese Practice	3	
3	HIST 230338	World Civilisation	3	
4	JAPA 330338	Japanese 3	3	JAPA 130138
5	INPY131685	Introduction to Python Programming	3 (2+1)	
6	LISP 430435	Advanced Listening-Speaking	3	LISP 240235
7	PHON 230136	Phonetics & Phonology	3	
8	LASK 230338	Language Skills Teaching	3	
Total			18	

5th semester

No.	Course code	Course title	Credit	Prerequisite
1	MOSY 230136	Morphology & Syntax	3	
2	TEPR 330438	Teaching Practice	3	ITTM 130238
3	BRST 330336	British Studies	3	
4	AMST330 336	American Studies	3	
5	TEYL 330538	Teaching English to Young Adult Learners	3	ITTM 130238
6	ENEE 330137	English for Electronic & Electrical Engineering	3	
7	ENBC 330137	English for Business Communication	3	
8	ENET 330137	English for Environmental Technology	3	
Total			18	

6th semester

No.	Course code	Course title	Credit	Prerequisite
1	ASST 330336	ASEAN Studies	3	
2	REME 430838	Research Methodology	3	WRIT 330335
3	ENME330437	English for Mechanical Engineering	3	
4	TELL 330638	Technology Enhanced Language Learning	3	ITTM 130238
5	MATD430738	Material Development	3	WRIT 330335
6	SEMA 230136	Semantics	3	
7	ENIT 330137	English for IT	3	
Total			21	

7th semester

No.	Course code	Course title	Credit	Prerequisite
1	PREX 430938	Professional Experience	3	TEPR 330438
2	TPRA 461038	Teaching Practicum	6	TEPR330438 MATD430738 TEYL330538
Total			9	

8th semester

No.	Course code	Course title	Credit	Prerequisite
1	THES 491438	Thesis	9	REME 430838
2		Graduation Modules	9	
2.1	TEST 431138	Testing and Assessment	3	TEPR 330438 TEYL 330538 WRT 330335
2.2	PRAG 430436	Pragmatics	3	SEMA 230336
2.3	LAAC 431238	Second Language Acquisition (elective)	3	READ 330235
	SOCI 431338	Sociolinguistics (elective)	3	LISP 430435
Total			9	

16. Facilities

16.1. Language Lab: A5-201 and A5-202

16.2. Library, Website

- HCMUTE's Library and Website
- FFL's Library and Website

17. Operation Guidelines

This curriculum is carried out according to the current regulations and instructions of Ministry of Education and Training as well as Ho Chi Minh City University of Technology and Education.

HCMUTE's President

FFL's Dean

Dang Tan Tin, PhD

Appendix 3: Exhibition list

INTRODUCTION

No.	Exh.	Title of Exhibition	Category
1	0.1	HCMUTE's Decision on the Establishment of FFL	Document
2	0.2	HCMUTE's Decision on the Establishment of FFL's ARC	Document

CRITERION 1

No.	Exh.	Title of Exhibition	Category
1	1.1	Vision and Mission	
	1.1.a	Vision and Mission of HCMUTE	Photo
	1.1.b	Vision and Mission of FFL	Photo
2	1.2	ELOs Announcement	
	1.2.a	FFL's Website	Document
	1.2.b	Syllabus for Introduction to TESOL Course	Document
	1.2.c	LMS Pages of Introduction to TESOL Course	Document
	1.2.d	FFL's Open Day Brochures	Document
	1.2.e	Orientation Meetings	Document
	1.2.f	Syllabus for Language Skills Teaching	Document
	1.2.g	Syllabus for Research Methodology	Document
	1.2.h	ELOs and PIs of the TESOL Programme	Document
3	1.3	Extracurricular Activities	
	1.3.a	Field Trip (2020)	Document & Photo
	1.3.b	English Camp (2021)	Document & Photo
	1.3.c	Spring Volunteer Campaign (2021)	Document & Photo
	1.3.d	Step Up Club	Photo
	1.3.e	Music Festival (2021)	Document & Photo
4	1.4	Designing and Revising the TESOL Programme	
	1.4.a	Vietnamese Qualifications Framework	Document
	1.4.b	ISO Procedures for Curriculum Design and Revision	Document
	1.4.c	HCMUTE's Plan for the Assessment and Revision of 150-credit Programmes	Document
	1.4.d	HCMUTE's Plan for Organising Meetings with eholders	Document
	1.4.e	Seminar on Programme Evaluation (November, 2016)	Document
	1.4.f	ELOs of The 150-credit and 132-credit TESOL Programmes	Document
5	1.5	ELOs Measurement	
	1.5.a	FFL's Plan for ELOs Measurement	Document
	1.5.b	Results of ELOs Measurement	Document
	1.5.c	ELO 1 Measurement	Document
	1.5.d	ELO 2 Measurement	Document
	1.5.e	ELO 3 Measurement	Document
	1.5.f	ELO 4 Measurement	Document
	1.5.g	ELO 5 Measurement	Document
	1.5.h	ELO 6 Measurement	Document
	1.5.i	ELO 7 Measurement	Document
	1.5.k	ELO 8 Measurement	Document
	1.5.l	ELO 9 Measurement	Document
	1.5.m	ELO 10 Measurement	Document

	1.5.n	ELO 11 Measurement	Document
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CRITERION 2

No.	Exh.	Title of Exhibition	Category
1	2.1	Course syllabi	Document
2	2.2	Correlation between ELOs and Courses	
	2.2.a	Matrix of ELOs and Courses	Document
	2.2.b	Translation of ELOs into Courses	Document
	2.2.c	Alignment between the curriculum and ELOs	Document
3	2.3	Designing and Revising the TESOL Curriculum	
	2.3.a	FFL's Plan on Designing the 132-credit Programmes	Document
	2.3.b	Meeting Minutes	Document
	2.3.c.	Comparison between the 150-credit and 132-credit TESOL programmes	Document
4	2.4	Curricula of Benchmarking Programmes	
	2.4.a	Curriculum of Teaching English as a Foreign Language Programme (HCMUE)	Document
	2.4.b	Curriculum of English Language Teaching Programme (UFLS-UD)	Document
	2.4.c	Curriculum of English Language Teaching Programme (HU-UFL)	Document
5	2.5	Curriculum Map	Document
6	2.6	Reviewing the TESOL curriculum	
	2.6.a.	Meeting Minutes	Document
	2.6.b.	QAO's New Graduate Survey Form	Document

CRITERION 3

No.	Exh.	Title of Exhibition	Category
1	3.1	FFL Scholarships	Document & Photo
2	3.2	Activities to Support Students in Need	Photo
3	3.3	Students' Projects and Reports	Photo
4	3.4	FFL Lecturers at BUILD-IT Workshops and Seminars	Photo
5	3.5	Teaching Practicum at UTM, 2019	Document & Photo
6	3.6	Students of Ganesha University of Education at HCMUTE	Document & Photo
7	3.7	Teaching Activities in English Language Skills Courses	Document
8	3.8	Teaching and Learning Activities Aligned with ELOs	Document
9	3.9	Syllabus for English for Electronic and Electrical Engineering	Document
10	3.10	Syllabus for Technology Enhanced Language Learning	Document
11	3.11	Syllabus for Introduction to TESOL	Document
12	3.12	Syllabus for General Law	Document
13	3.13	Samples for Student's Practicum Portfolios	Document
14	3.14	Syllabus for ASEAN Studies	Document
15	3.15	Syllabus for Research Methodology	Document
16	3.16	Syllabus for Teaching Practicum	Document
17	3.17	Current ISO Procedures by HCMUTE Link	Link

18	3.18	HCMUTE Procedures for Staff Observation	Document
19	3.19	Course Evaluation Form by HCMUTE	Document
20	3.20	Academic Staff Observations	Document
21	3.21	Certificates of Academic Staff	Document
22	3.22	Field Trip	Photo & document
23	3.23	Online Teaching Workshop, Aug. 2021	Document & Photo

CRITERION 4

No.	Exh.	Title of Exhibition	Category
1	4.1	Assessment Methods	Document
2	4.2	Formative and Summative Assessment	Document
3	4.3	Syllabus for Basic Writing	Document
4	4.4	End-of-course test of Basic Writing	Document
5	4.5	Syllabus for Teaching Practicum	Document
6	4.6	Regulations of Student Assessment	Document
7	4.7	Rubric for Marking Speaking Skills of Pre-intermediate Listening-Speaking	Document
8	4.8	End-of-course Test of Academic Writing	Document
9	4.9	Classroom Observation Form	Document
10	4.10	Grading Systems and Conversion	Document
11	4.11	Regulations of Training Effectiveness	Document
12	4.12	Rubric for Marking Students' Reflective Journals of Teaching English to Young Adult Learners	Document
13	4.13	HCMUTE Academic Calendar	Document
14	4.14	Teacher's Self-evaluation Form	Document
15	4.15	Guide to Measurement of PIs by QAO	Document
16	4.16	End-of-course Test Samples	Document

CRITERION 5

No.	Exh.	Title of Exhibition	Category
1	5.1	Faculty Strategic Plan 2020-2025-Vision 2030 (Vietnamese)	Document
2	5.2	FFL Academic Staffs Profile	Website
	5.2.a	Teaching Methodology https://ffl.hcmute.edu.vn/index.php/vi/dtm/lec	Link
	5.2.b	Translation and Interpretation https://ffl.hcmute.edu.vn/vi/dti/lec	Link
	5.2.c	Business English https://ffl.hcmute.edu.vn/index.php/vi/dbe/lec	Link
	5.2.d	Language Skills https://ffl.hcmute.edu.vn/vi/dls/lec	Link
3	5.3	Regulations for Lecturer Decision 2765/QĐ-ĐHSPKT dated 18 Dec 2018	Document
4	5.4	Results of Feedback for Course Experience Survey from 2017 to 2021	Document
5	5.5	Decision on Financial Regulations of the University 2020	Document

6	5.6	Process of Registration for Intellectual Property	Document
7	5.7	Participation of FFL Lectures on Workshops and Trainings from 2017 to 2021	Document

CRITERION 6

No.	Exh.	Title of Exhibition	Category
1	6.1	Methods of Student Recruitment from 2017 to 2021	Document
2	6.2	Pictures of Student Admission Activities on the Faculty Facebook Fanpage	Photo
3	6.3	HCMUTE Strategic plan HCMUTE from 2017-2022 and toward the vision of 2030	Document
4	6.4	Announcement about study warning	Document
5	6.5	FFL's Industrial Advisory Board	Document
6	6.6	The Job Lists of some Support Offices (Reference date: June 2022)	Document
7	6.7	Data on Student Evaluation on Support Service Quality from 2017 to 2021	Document
8	6.8	Posters of Enterprise Relation Office-organised Career-related Events	Photo
9	6.9	Pictures of FFL Students Participating in Community Service Activities Organised by the Faculty	Photo

CRITERION 7

No.	Exh.	Title of Exhibition	Category
1	7.1	UTE Rooms	Photo
2	7.2	FFL rooms and Computer Lab	Photo
3	7.3	Bookselves at HCMUTE library	Photo
4	7.4	Outside bookshelves	Photo
5	7.5	The 9 th Vietnamese Book Day	Photo
6	7.6	Announcement about the digital learning room	Document
7	7.7	Digital learning room	Photo
8	7.8	Internet investment information	
9	7.9	Annual health check announcement	Document
10	7.10	Plan of work allocation in national days	Document
11	7.11	Fire protection and occupational safety	Document
12	7.12	Plan of fire safety training	Photo
13	7.13	Statistical report of classrooms and used area	Document
14	7.14	Statistical report of area	Document
15	7.15	Media equipment in classrooms	Photo
16	7.16	Announcement about the book loan policy (Library)	Document
17	7.17	Announcement of insects preventing	Document
18	7.18	List of surveys on school services	Document

19	7.19	Surveys of the staff on the working environment and reports on the results (in 2020, 2019, 2018) Link: https://qao.hcmute.edu.vn/TopicId/d9f9b2b0-37c0-4767-a80f-554d3a244582/khao-sat-cbvc-ve-moi-truong-lam-viec	Document
20	7.20	Surveys of the students on the quality of school support services and reports on the results (in 2020, 2019, 2018)	Document
21	7.21	Survey of former students at the time of one year after graduation in 2020	
22	7.22	Relevant improvement notices and reports sent to faculty leaders by the Admissions and Student Affairs Office prior to each university-level dialogue	Document
23	7.23	Minute of meetings between FFL's staff and students	Document
24	7.24	Plan for computer repair at FFL computer lab	Document

CRITERION 8

No.	Exh.	Title of Exhibition	Category
1	8.1	Graduation and dropout rate by Faculty	Figure
2	8.2	Graduation and dropout rate by Department	Figure
3	8.3	The number of TESOL students entering the university	Figure
4	8.4	The pass rates and dropout rates of TESOL students from years	Figure
5	8.5	Number of graduates and dropouts by year	Figure
6	8.6	Graduation and Dropout Rate by Major- TESOL	Figure
7	8.7	Result of a survey on graduates' employment (Intake 2018)	Document
8	8.8	Career Fair 2022	Document
9	8.9	Research activities and related support policies	Document
10	8.10	The number of publications by FFL and other faculties at HCMUTE	
11	8.11	POs – ELOs matrix	Document
12	8.12	ELOs – PIs matrix	Document
13	8.13	Assessment methods and results of ELOs measurement	Document
14	8.14	Staff's feedback of satisfaction	Document
15	8.15	Student's feedback of satisfaction	Document
16	8.16	Alumni survey form	Document
17	8.17	Survey results on the satisfaction level of graduates	Document
18	8.18	Vietnamese Teachers' Day at FFL	Photo