SELF-ASSESSMENT REPORT FOR AUN-QA

BACHELOR OF ENGINEERING IN GARMENT TECHNOLOGY

The 166th AUN Quality Assessment at Programme Level
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AUN-QA SELF-ASSESSMENT REPORT
of the Bachelor of Engineering in

GARMENT TECHNOLOGY

We hereby confirm to approve this AUN-QA Self-Assessment Report of the Bachelor of Engineering in Garment Technology programme for assessment according to AUN-QA Criteria (V3.0).

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LIST OF ABBREVIATIONS

No.	ABBR	Explanations
1.	AAO	Academic Affairs Office
2.	ASAO	Admission and Student Affairs Office
3.	ASC	Academic and Scientific Committee
4.	ASU	Arizona State University
5.	AUN	ASEAN University Network
6.	BUILD-IT	Building University-Industry Learning & Development through Innovation & Technology
7.	CDIO	Conceive - Design - Implement - Operate
8.	CLO	Course Learning Outcomes
9.	COMET	Construction Organizing Membership Education and Training
10.	CPTPP	Comprehensive and Progressive Agreement for Trans-Pacific Partnership
11.	DLC	Digital Learning Center
12.	DM	Dormitory Management
13.	DGT	Department of Garment Technology
14.	ELOs	Expected Learning Outcomes
15.	EMO	Equipment and Maintenance Office
16.	ERO	Enterprise Relation Office
17.	EXH	Exhibition
18.	FGTFD	Faculty of Garment Technology and Fashion Design
19.	FMO	Facility Management Office
20.	FTE	Full Time Employees
21.	GPA	Grade Point Average
22.	GT	Garment Technology
23.	HCC	Health Care Center
24.	HCMC	Ho Chi Minh City
25.	HCMUTE	Ho Chi Minh City University of Technology and Education
26.	HEEAP	Higher Engineering Education Alliance Program
27.	GAPO	General Affairs and Personnel Office

28.	IRO	International Relation Office
29.	IQA	Internal Quality Assurance
30.	ISO	International Organization for Standardization
31.	INC	Information and Network Center
32.	ITEC	Indian Technical and Economic Cooperation
33.	KPI	Key Performance Indicator
34.	LMS	Learning Management System
35.	MOET	Ministry of Education and Training
36.	MOOC	Massive Open Online Course
37.	NCSTI	National Center for Scientific and Technical Information
38.	NCF	National Competence Framework
39.	PDCA	Plan-Do-Check-Act
40.	PMO	Press and Media Office
41.	POs	Programme Objectives
42.	QAO	Quality Assurance Office
43.	SAR	Self-Assessment Report
44.	SEAMEO	Southeast Asian Minister of Education Organization
45.	SSC	Student Services Center
46.	STIAO	Science Technology and International Affairs Office
47.	TA	Teaching Assistant
48.	USAID	US Agency for International Development
49.	UTE-TV	University of Technology and Education - Television
50.	VITAS	Vietnam Textile and Apparel Association

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PART I: INTRODUCTION

1.1. Executive summary

The undergraduate programme of Garment Technology (**GT**) of Faculty of Garment Technology and Fashion Design (**FGTFD**), Ho Chi Minh City University of Technology and Education (**HCMUTE**) has been selected for AUN-QA assessment (Version 3.0). A team, including the Dean, Vice-Deans, department heads and professional staffs, was established in May 2018 with the support from Quality Assurance Office (**QAO**) and other units to prepare the Self-Assessment Report (SAR) as well as to collect evidences supporting all the criteria under assessment. The first draft of the SAR was to be completed in July 2019 for QAO's reviews. After the receipt of revisions and comments from external experts, the second draft of the report was successfully compiled in August 2019. The final version report was completed in September 2019 and submitted for the AUN-QA assessment. The SAR is divided into four parts as follows:

Part 1- Introduction is to provide an overview of HCMUTE, FGTFD and GT programme;

Part 2- AUN-QA criteria (Version 3.0). All the AUN-QA criteria are described and analyzed;

Part 3- Strengths and Weaknesses Analyses is to present a number of solutions to improve GT programme in the future;

Part 4- Appendices are to present the evidences for AUN-QA criteria and other related documents.

This report also displays self-assessment results for GT programme. The results come from the objective analysis of strengths and areas for improvement of the programme as well as the subjective feedback from all members in FGTFD, not limited to the SAR team.

1.2. Ho Chi Minh City University of Technology and Education (HCMUTE)

1.2.1. Brief history

During the history of over 57 years, HCMUTE has undergone several significant changes. Starting off as Board of Technical Education founded in 1962 with the mission of training technical teachers for the whole country, it was developed into Nguyen Truong To Centre for Technical Education in Thu Duc in 1972 and Thu Duc College of Education two years later. In 1976, it became Thu Duc University of Technical Education which was then combined with Thu Duc Industrial Vocational School in 1984, and finally merged with Technical Teacher Training School No.5 in 1991 into Ho Chi Minh City University of Technology and Education under the supervision of Ministry of Education and Training of Vietnam (MOET).

Table 0.1. Timeline of HCMUTE history

1962	Board of Technical Education (founded on October 5th 1962)
1972	Nguyen Truong To Centre for Technical Education in Thu Duc
1974	Thu Duc College of Education
1976	Thu Duc University of Technical Education
1984	Merged with Thu Duc Industrial Vocational School
1991	Merged with Technical Teacher Training School No.5 into Ho Chi Minh City University of Technology and Education

1.2.2. Organizational structure

HCMUTE has 15 academic faculties, 16 functional offices and 17 centers. There are 819 staffs (including 157 PhDs) working and teaching on 2 campuses with the total area of 21 hectares and 144,322 square meters of construction floor, serving about 25,000 students.
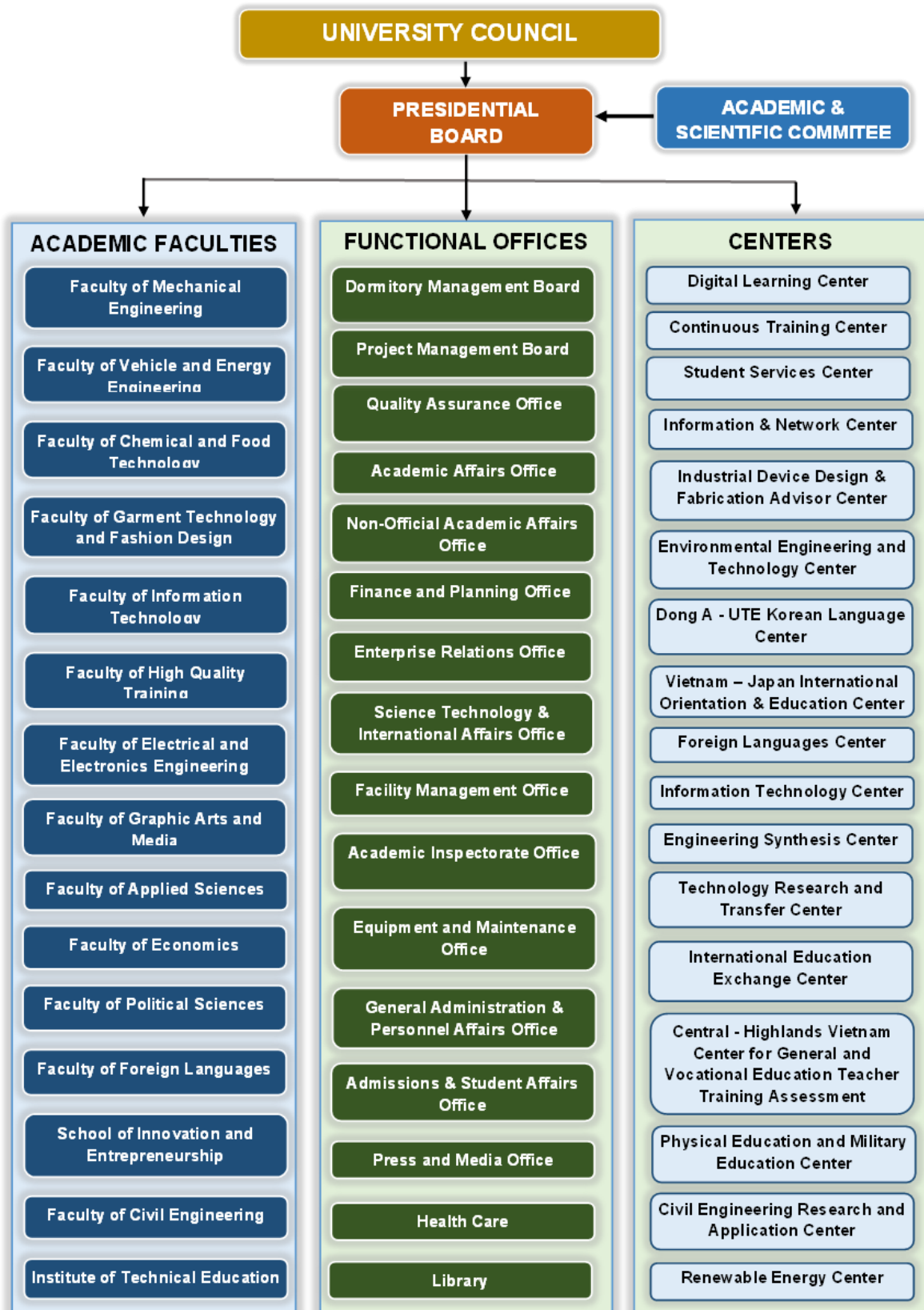
Figure 0.1. Organizational structure of HCMUTE

Currently, HCMUTE offers 7 PhD, 15 master, 35 bachelor and 4 international bachelor programmes.

1.2.3. Educational philosophy, vision, mission and core values of HCMUTE

Educational Philosophy: Humanity, Innovation, Integration

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 entrepreneuship in Vietnam, which can be par with other regional and international prestigious universities.

Mission: HCMUTE is to provide top quality training, research and technology transfer in Vietnam. It is committed to continuous innovations and creativity, offering high quality human resources and scientific products to the field of vocational education, science and technology to meet the demands of the socio-economoc development of the country and the region

Quality Assurance System

HCMUTE's quality policy aims at continuously upgrading quality of teaching, learning and scientific research to provide students with the best conditions to develop comprehensively their professional skills in order to sastify the demands of society and international integration.

Quality management at HCMUTE had been embedded in Academic Affair Office (AAO) until 2008 when Quality Assurance Office (QAO) was established according to the MOET's regulations in order to improve the educational quality in the whole university. QAO's responsibilities involve quality management according to International Organization for Standardization (ISO): 9001 with a system of 42 procedures, development of Internal Quality Assurance (IQA) system and quality assessment as well as accreditation at institutional and programme level in accordance with national, regional and international standards.

QAO has 6 staffs who regularly attend the QA training courses to continuously improve our IQA system based on the AUN-QA model. HCMUTE also has some members who are the AUN assessors and education accreditors of Department of Education Testing and Accreditation (of MOET) since 2014. Up to now, 11 undergraduate programmes at HCMUTE have successfully been assessed by AUN-QA.

Core Values: The core values of a progressive and modern education which have always been and will be appreciated, preserved, and creativity implemented by HCMUTE are (1) upholding and implementation of Vietnamese people's human traditional values; (2) cultivation of talent and creativity which a focus on training professional skills and responsibility; (3) respect for the learners and community's benefits and building an ever-learning society; (4) high regard for quality, effectiveness, and innovation in activities; and (5) integration cooperation and sharing.

1.3. Faculty of Garment Technology and Fashion Design (FGTFD)

1.3.1. History

Being one of the first established faculties at HCMUTE, FGTGD founded in 1962 on the basis of Department of Home Ecomonics. Undergraduate programmes of Home Economics, Garment Technology, Fashion Design, Restaurant and Eatery Service Management, and Textile Materials Technology were offered in 1985, 1992, 2001, 2018 and 2019, respectively. During its history, FGTFD has quickly developed with annually providing above 200 bachelors for labor market in Vietnam.

1.3.2. Vision, mission and core values of FGTFD

Vision: By 2030, being a prestigious, branded and impressive college of fashion, textiles and cuisines in domestic and international higher education system.

Mission: Being a leading faculty in providing high quality human resources in the field of fashion, textiles and cuisines in Vietnam

The core values "**Profession**, **Passion**, **Creation**" cover all the activities of FGTFD that aim at continuously enhancing the teaching and learning quality, providing students with the best conditions to realize their creative potentials, improving their knowledge and practical skills, sustaining high ethical standards and meeting the social demands.

1.3.3. Organizational structure

FGTFD currently has 29 staffs (4 PhDs, 2 PhD candidates, 21 masters and 2 bachelors), which offers 5 training programmes at undergraduate level. An organizational structure of FGTFD with faculty board (i.e, the dean is responsible for general activities and scientifc research; the vice deans are in charge of academic affairs activities, facilities and finances) and three departments (Garment Technology, Fashion Design and Home Economics) is described in Figure 0.2.
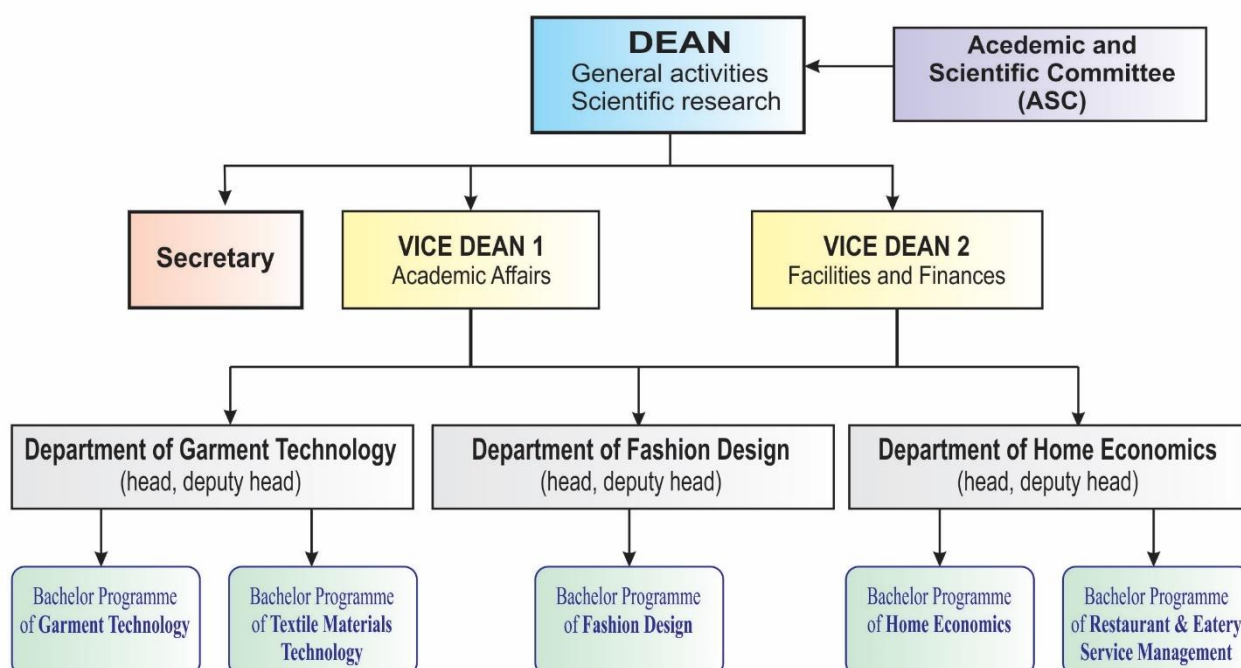
Figure 0.2. Organizational structure of FGTFD

FGTFD has **12** practical workshops and fashion studios to serve approximately **1,200** students. FGTFD has close relationships with Vietnam Textile and Apparel Association (VITAS), Vietnam National Textile and Garment Group (VINATEX) and many other leading garment enterprises in Vietnam (e.g., Viettien Ltd.Co, Phong Phu Ltd.Co).

1.4. Introduction to GT programme

GT programme at HCMUTE was first launched in Vietnam. Because of the social needs, GT programme has supplied high-quality human resources for manufacturing exports in apparel companies. Currently, there are about **600** students of GT undergraduate programme. Thousands of graduates from this programme play a very important role not only in increasing productivity and profits of garment enterprises (e.g., Decathlon, Adidas, Nike, etc.), but also in contributing to universities, colleges and vocational schools as technical teachers (e.g., Industrial University Ho Chi Minh City, Ho Chi Minh City University of Technology, etc.)

GT programme has been developed with several pillars of knowledge, i.e. **generic knowledge** (mathematics, physics, foreign language, information technology, humanity and social sciences), **generic skill** (production management, applied graphics, clothing production improvement), **fundamental knowledge** (textile materials, basic sewing techniques, sewing machinery, aesthetics), **specialized knowledge and skills** (menswear's and womenswear's drafting, preparation for garment manufacturing, apparel quality management, garment merchandising, garment manufacturing technology), and **selective courses, projects and thesis**. Through GT programme, graduates gain the foundation in design, apparel manufacturing and management, ability to synthesize complex techniques, creative and professional knowledge and skills to produce apparel products. GT's bachelors can be particularly responsible for various positions (including technical staffs, QC staffs, merchandisers, pattern makers, production managers, line supervisors, etc). GT graduates are welcomed at garment, fashion, textile, footwear as well as handbag companies and other related representative offices.

PART II: AUN-QA CRITERIA

Criteria 1: Expected Learning Outcomes

1.1. The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university

Based on the MOET's targets for higher education system in combination with the vision and mission of HCMUTE as well as FGTFD, GT programme is designed to provide students with the principles of nature and society, practical skills, ability to work independently and creatively, problem solving skills in the garment industry. These knowledge and skills are to not only train students the research capabilities and technology transfer, but also supply the quality human resources to meet social needs as described in **Figure 1.1** *[Exh.1.1. Vision and mission]*
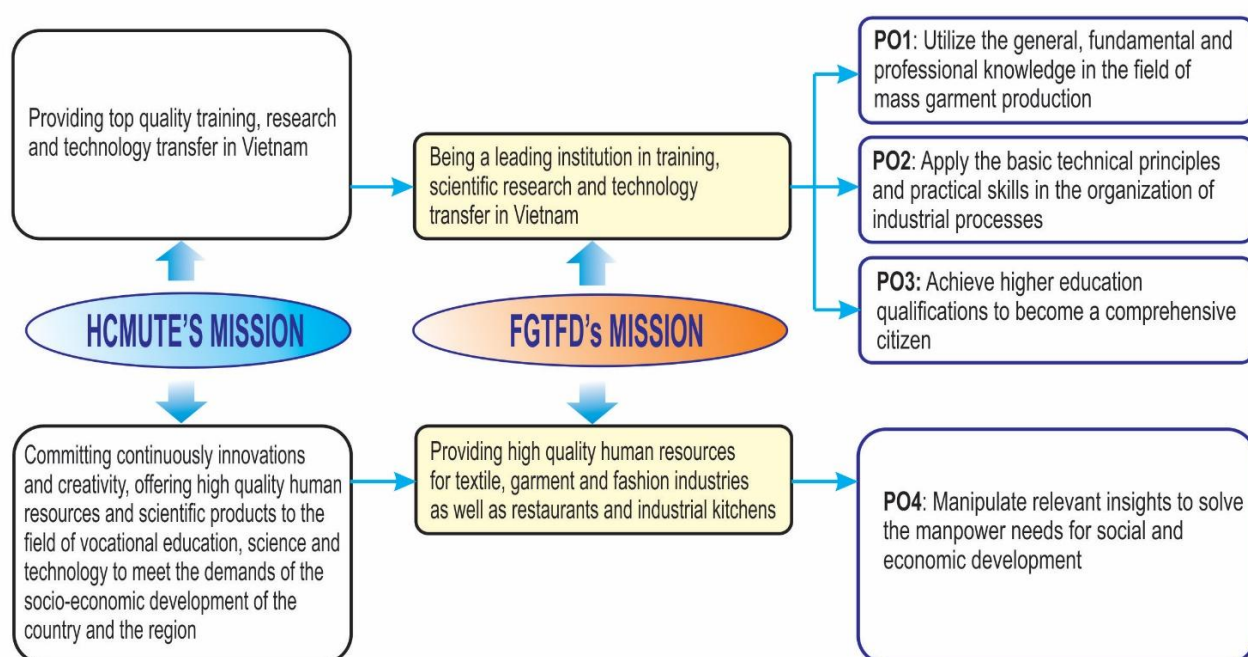
Figure 1.1. Alignment of GT programme objectives to FGTFD's and HCMUTE's missions
GT programme which was first launched in 1992, formulated into **17** ELOs in 2012 and into **19** ELOs in 2018 (i.e., upgrading more 2 ELOs of "building overall plan to lead in textile manufacturing stages" and "presenting and implementing start-up ideas in textile and garment business"). 19 ELOs of 132-credit GT programme are classified into 5 groups in accordance with the requirements and feedbacks from stakeholders through the alignment with POs as shown in **Table 1.1** and **Table 1.2**. GT programme ELOs have been transferred to the stakeholders on HCMUTE's and FGTFD's websites (http://fgtfd.hcmute.edu.vn/ArticleId/b9f9e807-a968-4a71-8e39-811a54858f73/expected-learning-outcomes-elos). Especially, in the course "Introduction to GT" of the first semester, ELOs of GT programme are conveyed in the chapter 4 *[Exh.1.2. ELOs announcement]*

Table 1.1. Expected learning outcomes of 132-credit GT programme

Groups of ELOs	Knowledge, skill, attitude	ELOs of GT Programme
Generic knowledge	Political theory and law, mathematics, natural sciences, social sciences and humanities	**ELO-01**: Apply basic natural and social knowledge to solve technical issues in garment industry
Specialized knowledge	Applying core technical background knowledge to design, analyze, implement and solve technical issues in the garment industry	**ELO-02**: Manipulate fundamental technical knowledge to implement garment manufacturing processes **ELO-03**: Manipulate professional knowledge on technology to manage and handle actual problems in garment production **ELO-04**: Analyze, debate and solve technical problems in apparel industry **ELO-05**: Apply and model technical knowledge in apparel production **ELO-06**: Perceive systematically the specifications of garment products
Generic skills	Communicating, working independently, managing and using computers	**ELO-09**: Lead and work in multi-disciplinary groups **ELO-10**: Communicate through various document types such as text, email, graphic design and presentation **ELO-11**: Read and predict English terminologies in the field of garment technology
Specialized skills	Conceiving, designing, implementing and operating the garment production system	**ELO-14**: Conceive ideas for technical systems in garment manufacturing processes **ELO-15**: Design technical systems in clothing industry **ELO-16**: Implement technical systems in apparel industry **ELO-17**: Operate technical systems in textile industry **ELO-18**: Build up an overall plan to control textile manufacturing stages **ELO-19**: Present and implement ideas for start-ups in textile and garment business
Attitude and awareness	Ethics, responsibility, collaborating and sharing system.	**ELO-07**: Identify personal skills and attitutes to achieve the best study and research results **ELO-08**: Select professional skills and attitudes to achieve high working performances **ELO-12**: Identify the importance of technical operations towards environment and society **ELO-13**: Evaluate contexts in business and production activities in terms of garment technology

Table 1.2: Relationship and alignment of ELOs and POs for GT programme

GT's POs	ELOs of GT programme																		
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19
PO1	X	X	X	X	X	X													
PO2														X	X	X	X	X	X
PO3							X	X				X	X						
PO4							X	X	X	X									

The 132-credit GT programme was applied both the CDIO model and the revised Bloom's Taxonomy to evaluate the student's achievement of ELOs. Academic staffs may assess quantitatively students' performances with meeting the levels of ELOs as explained below

Measurable: Student's performances can be measured in a reliable way since ELOs are clearly stated with suitable verbs and scales in the revised Bloom's Taxonomy.

Achievable: ELOs, which are reasonably developed in terms of knowledge, skill and attitude through teaching and assessment methods and contents in each course syllabus, are considered to be achievable at all levels. The first reason is that the ELOs are periodically reviewed according to the feedbacks from the stakeholders. Also, the implementation of the GT programme is supported by HCMUTE's good facilities and services such as teaching assistant (TA) system, self-learning space, learning management system (LMS), Student Service Center (SSC), Enterprise Relation Office (ERO), encouragement scholarships from university or enterprises, training courses, seminars/workshops, etc.

1.2. The expected learning outcomes cover both subject specific and generic learning outcomes

ELOs are translated into 5 groups of generic knowledge, generic skills, specialized knowledge, specialized skills and attitudes as shown in **Table 1.1**. To achieve the ELOs of GT programme, students are required not only to attend courses with student-centered leaning (SCL) methods but also participate in many extracurricular activities (i.e. field trips, seminars, innovative and technical contests, intensive foreign language classes, Green Sunday, examination season supports, Volunteer Spring, Green Summer Volunteer Campaign) as indicated in **Table 1.3**. Moreover, students are actively supported from other units on campus such as Student Association, Youth Union, Admission and Student Affairs Office (ASAO) and SSC to improve their soft skills *[Exh.1.3. Extracurricular activities]*

Table 1.3. Matrix of extracurricular activities to ELOs of GT programme

Extracurricular activities	ELOs on soft skills and specific skills						
	9	10	11	12	13	14	15
Field trips at companies	X	X	X				
Technical competitions (skill contest)	X	X		X	X	X	X
Intensive English (clubs, seminars)	X		X				
Community services (Association, Youth Union)	X	X	X	X	X	X	X

1.3. The expected learning outcomes clearly reflect the requirements of the stakeholders

Since 2012, there have been changes in the 150-credit GT programme in terms of knowledge, professional skills, attitudes and soft skills such as (1) reducing the fundamental courses (e.g., Hydrology, Thermal Engineering, Electronics, etc), (2) reaching the CDIO model and (3) adding the ELOs of soft skills and attitudes. FGTFD annually receives many feedbacks from the stakeholders (graduating students, students) by means of surveys on the teaching activities. The 132-credit GT programme developed in 2018 places emphasis on developing skills for students in terms of Project-Based Learning (PBL) modules and adding "Enterprises" course in the 7th semester to assist students working in the reality with the start-up idea to meet the social requirements (ELO-18 and ELO-19)

According to the ISO procedures, ELOs are periodically revised to reflect closely the stakeholders' requirements (especially alumni and employers) by taking the following steps: (1) organize a workshop to evaluate ELOs and conduct surveys from stakeholders (including other universities, enterprises, alumni, lecturers and students) with specific requirements; (2) analyze feedbacks upon essential knowledge, skills and attitudes for a graduate; (3) benchmark ELOs with GT programmes of other universities; (4) reconstruct ELOs under revision of FGTFD's ASC; (5) inform changes to stakeholders via website, email, bulletin board, course syllabi (especially Introduction to GT); and (6) operate the revised ELOs by changing teaching methods and contents in the upcoming semesters. ELOs on GT programme entirely satisfies the needs of the stakeholders with specific solutions for improvements as shown in **Table 1.4** *[Exh. 1.4. Building procedures of GT programme]*

Table 1.4. Requirements from stakeholders and solutions

Stakeholders	Requirements	ELOs' meeting	Solutions
Employers	English ability	ELO-11, 12	Improve student's English in some courses by requiring them to read and translate technical materials into Vietnamese and giving more questions and summative assessments in English
	Design and management of production systems	ELO-02, 03, 04, 05, 06, 14, 15, 16, 17	Give students real-life situations and require students to solve them through active teaching methods
Alumni	Specialized English	ELO-11, 12	Organize seminars with the presence of alumni to motivate students to learn English
	Field trips	ELO-06, 07, 08, 12, 13	Enhance to take students to companies and require students to conduct assignments in reality
Other universities	Soft skills such as teamwork, problem solving, planning, leadership, communication	ELO-09, 10, 11, 18, 19	Organize extracurricular activities for students to practice the soft skills (referred to sub-criterion 1.2)

	Scientific research	ELO-02, 03, 04, 05, 06, 14, 15, 16, 17, 19	Encourage students to conduct university-level scientific research project
Students	Career orientation	ELO-07, 08, 12, 13, 18	Take students to visit garment companies or invite alumni to share their knowledge and experiences
	English for communication	ELO-09, 10, 11	Encourage students to join FGTFD's English Club

Owing to the contributions from the stakeholders, 9 credit units of general English courses of the preceding GT curriculum has been integrated into specific courses. In the latest programme, all lecturers are required to gradually use textbooks/materials/lessons in English, which students have opportunities to approach and enhance their English specific terminologies. Besides, 6 credit units of the interdisciplinary courses have been added to help students approach relevant knowledge of various fields and generate more learning dynamics and job opportunities. Internships at companies have been increased up to 10 weeks in 7th semester so that students can have more experience and closer contact with the real-life working environment and have better opportunities to find jobs after graduation. To get students and staff updated with new technologies, HCMUTE and FGTFD continuously invite experts from the industry to conduct workshops and seminars on additional knowledge as well as career orientation and new requirements in the labor market. Especially, the 132-credit GT programme has allowed students to take some courses outside the curriculum plan (i.e., MOOC), which replicates online training models and education globalization trend *[Exh.1.5. Changes in 132-credit GT progamme]*

Criteria 2: Programme Specifications

2.1. The information in the programme specification is comprehensive and up-to-date

GT programme is developed based on National Competence Framework (NCF), HCMUTE's decisions on the promulgation, the stakeholders' contributions and it is approved by HCMUTE's Academic and Science Committee (ASC) and MOET with the specifications such as awarding institution, teaching institution, name of final award, expected learning outcomes, admission and requirements. A candidate for GT programme must own a high school diploma and achieve a score from National High School Examination which equals or exceeds the cut-off score (subject to change depending on each admission year). A graduate of GT programme, who is awarded a Bachelor of Engineering in Garment Technology, is expected to take on various positions in garment companies such as technical designer, Industrial Engineering (IE) staff, supervisor, merchandiser, manager, QC/QA staff, etc. *[Exh.2.1. Programme specifications]*

GT programme at HCMUTE is for regular, full-time training mode with the duration of 4 years (equivalent to 8 semesters). The specification of GT programme describes the graduation requirements, training schedule, assessment methods as well as revised date. Accordingly, the ELOs and contents of the 132-credit GT programme are structured from basic/general to advanced/specialized knowledge with 7 to 9 courses per semester (about 18-22 credit units) to ensure that students have adequate time to build up their competences. A curriculum map (**Figure 3.2**) is used to illustrate the course arrangement in each semester and academic year, which facilitates students in registering appropriate courses. Besides, course syllabi also describe clearly

the evaluation and teaching methods, weekly teaching plan as well as the number and percentage of assignments through CLOs. The programme specification was written in 2012, revised and updated timely in 2015 and 2018, respectively. According to the ISO procedures, 5-7% of the total credit units of the GT curriculum is allowed to be revised based on the stakeholders' feedbacks *[Exh.2.2. GT programme's adjustments]*

2.2. The information in the course specification is comprehensive and up-to-date

All courses syllabi are developed by lecturers using the common format in which ELOs are continuously translated into CLOs. At the same time, experienced academic staffs are assigned to compile learning textbooks under the revision of FGTFD's ASC. A course syllabus presents course name, course code, credit number, pre-requisite courses, instructors, course descriptions, course goals, contribution to ELOs, details of CLOs, course structure and contents, materials (textbooks), teaching methods, assessment methods corresponding to CLOs, revised date and persons *[Exh. 2.3. Course syllabi]*

Based on the given course specification, in each semester, lecturers must prepares presentation slides, assessment rubrics, guidances, materials, videoclip, etc to achieve the specific CLOs. At the beginning of each semester, all the lecturers, who teach the same course, organize a meeting to unify the contents, teaching methods and assessment methods according to feedbacks from the previous semesters. Updated syllabi and materials of the courses are uploaded online and introduced in the first week of semester *[Exh.2.4. Teaching profile]*

2.3. The programme and course specification are communicated, and made available to the stakeholders

As shown in Criteria 1.3, the programme specifications and course syllabi are published on FGTFD's websites, student's online handbook and brochures to stakeholders. Students may actively select their courses to study in different semesters and employers may easily refer to these programme specifications to know about student's abilities. GT programme specification is introduced to all the students in the course "**Introduction to GT**", where students may visualize a picture of their future job. All course syllabi are uploaded on LMS pages and communicated to all students *[Exh.2.5. Programme specifications and course syllabi announcement]*

Criteria 3: Programme Structure and Content

3.1. The curriculum is designed based on constructive alignment with the expected learning outcomes

ELOs are translated into GT curriculum and course syllabi through a correlative matrix of courses (**Appendix 3**) which exhibits the alignment of each course with ELOs. GT curriculum is structured according to MOET's guidance in terms of knowledge, skills and attitude. CLOs are designed to achieve the given ELOs at certain revised Bloom's Taxonomy levels

In terms of knowledge: General courses provide knowledge in a wider scope which students need to develop their professional and life-long learning abilities. Fundamental courses equip students with essential abilities (communication, research) to do well their future jobs. Specialized courses are logically arranged to provide in-depth knowledge and skills in garment industry.

In terms of skills: General skills (e.g, teamwork, planning, problem solving, leadership, public relation and communication) are integrated into extracurricular activities and specific skills are

developed in specialized courses (e.g, measuring, data analysis, designing, assembling, finishing, fitting, etc.)

In terms of attitude: Students have to follow the university's regulations (e.g. timetable, dress code, attendance, assignments) and learn about the enterprises' rules (working, copyright, code of ethics) through teaching and learning activities.

Particularly, ELOs of generic knowledge (ELO-01) are achieved from courses of Maths, General Physics and Engineering Chemistry; ELOs of generic skills (ELO-09,10,11) are developed in courses of MS Office, Applied Graphics, General Laws and Planning Method; ELOs of specialized knowledge (ELO-02, 03, 04, 05, 06) are achieved from courses of System of Clothing Size, Textile Materials (Fibers and Yarns) and Costume Arts; ELOs of specilized skills (ELO-16,17,18,19) are formulated in courses of Textile Materials (Fabrics and Trims), Basic Menswear's Drafting Techniques and Garment Manufacturing Technology; and ELOs of attitude and awareness (ELO-07, 08, 12, 13) are presented in courses of General Laws, Introduction to GT, Internship.

All ELOs obtained from courses of theory, practice, projects, field trips, workshops, internships and thesis are distributed from low to high level according to Curriculum Map (**Figure 3.2**). GT programme uses mainly active and experienced teaching methods to create life-long learning ability as well as studiousness for students. Active teaching methods such as dialogue, group discussion and problem solving are to implement training actitivies in classroom and self-learning activities. Experienced teaching methods such as project-based learning and case study are applied for training core and practical courses. In addition, assessment methods including writing test, questions and answers (Q&A) and observation. To develop student's competences, assessments techniques are implemented at various levels such as remembering - understanding (minute paper, memory matrix), analyzing - synthetizing (concept map, portfolio), creating (report) and applying (card, project, diary) and assessment tools (multichoice, case study, problem solving, and rubrics) are applied. In the project and thesis, students are required to fluently practice the analyzing, synthezing, evaluating and creating skills to solve the actual problems. Student's thesis is to synthesize the obtained knowledge, skills and attitude to solve the actual issues and enhance their awareness of the future career. ELOs are enhanced through the extracurricular activities and skill contests to meet the ELO-07, 08 and 13) *[Exh.3.1. Teaching and assessment methods]*

Curriculum contents, teaching and learning activities and assessment methods in courses are constructively aligned with ELOs that will be mentioned for details in Criteria 5. General courses are to support students self-leaning ability after graduation as mentioned in PO3, and fundamental as well as specialized courses are to improve professional skills (as a technical expert in garment companies) in terms of PO1 and PO2

3.2. The contribution made by each course to achieve the expected learning outcomes is clear

GT pogramme are divided into theoretical courses, practical courses, project and thesis corresponding to the given ELOs. For example, ELO-03 *(Manipulate professional knowledge on technology to manage and handle actual problems in garment production)* can achieve from courses Textile Materials (Fabrics and Trims), Garment Manufacturing Technology, Preparation of Garment Manufacturing, Apparel Quality Management, Apparel Manufacturing Plan and Clothing Production Improvement. Since 2018, PBL courses have been deployed in specific courses; therefore, lecturers must adjust their teaching activities according to enterprise's feedbacks, leading to the changes in teaching and assessment methods in order that graduates can

adapt to the actual situations at companies. A course "enterprises" is also designed in the 7th semester to meet the ELO-18 and 19 (refer to **criteria 5**) *[Exh. 3.2. PBL-based courses]*

Levels of difficulty are enhanced logically with courses being arranged in a scientific way that students can achieve the ELOs. For instance, to achieve ELO-16 (*Implement technical systems in apparel industry*), students must take courses in the order with increasing the difficulty as follows: System of Clothing Size; Textile Materials; Garment Manufacturing Technology; Preparation for Garment Production, of Apparel Manufacturing Management; Garment Quality Management; Clothing Manufacturing Plan; Manufacturing Improvement, before doing thesis in the last semester.

3.3. The curriculum is logically structured, sequenced, integrated and up-to-date

The programme is implemented during 4 years of training period with total 52 courses. According to **Figure 3.1**, the ratios of course distribution of 132-credit GT curriculum in terms of general knowledge, fundamental knowledge, specialized knowledge, practical and experimental skills, internship courses, thesis and interdisciplinary courses are 37.1%, 10.6%, 29.5%, 11.4%, 1.5%, 5.3% and 4.5%, respectively. Especially, in the 132-credit GT curriculum, 6 credit units of interdisciplinary courses are added as selective courses to help graduate work in multi-disciplinary environment. After completing the 7th semester, students are reviewed all conditions to be eligible for doing thesis.
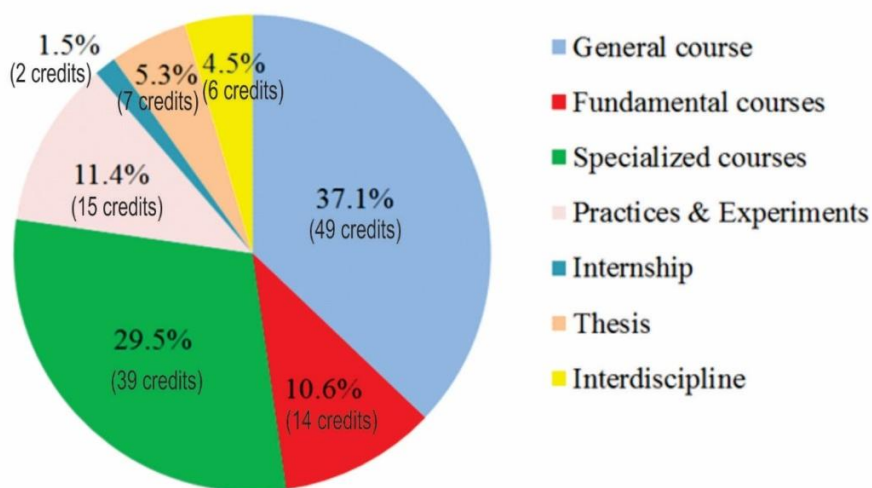
Figure 3.1. Distribution of courses in 132-credit GT programme

In addition, GT programme has been benchmarked with some similar programmes of local and regional universities during the process of curriculum development and revision as shown in **Table 3.1** *[Exh. 3.3. Benchmarking of GT programme]*
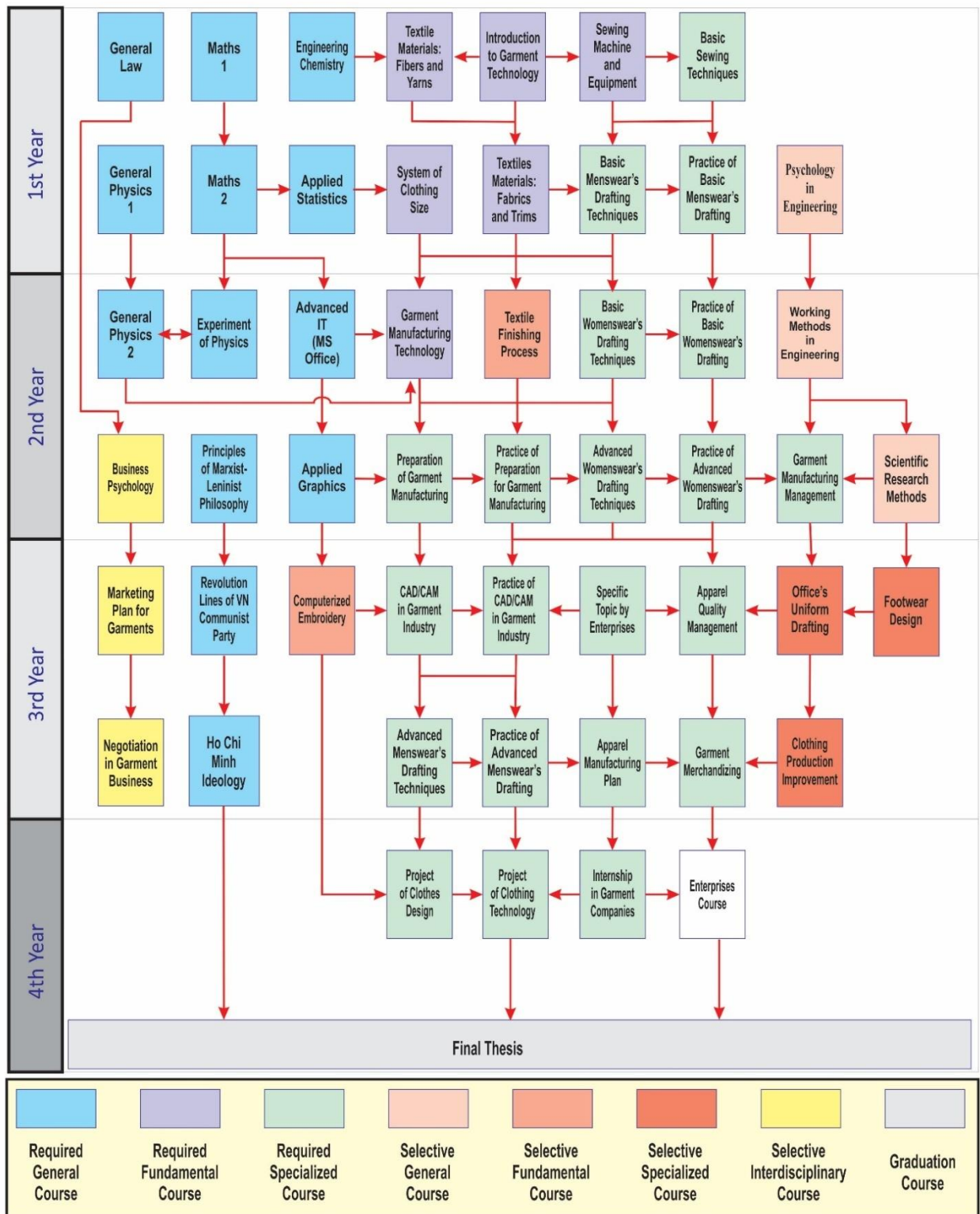
Figure 3.2. Curriculum map of GT programme

Table 3.1. Benchmarking of GT programme with different programmes

Knowledge Cluster	HCMUTE	HCMUT	HUFI	IUH	RMUUT
Required general knowledge	49	49	46	38	30
Required fundamental knowledge	10	43	17	20	36
Required specialized knowledge	31	26	22	28	55
Required practical skills and internship	17	6	31	26	7
Thesis	7	9	7	10	0
Elective general knowledge	11	0	4	4	
Elective fundamental knowledge	4	9	4	8	15
Elective specialized knowledge	8	0	4	8	
Elective interdisciplinary knowledge	6	0	0	0	6
Total	132	142	133	142	149

*Notes: **HCMUT**: Ho Chi Minh City University of Technology, **HUFI**: Ho Chi Minh City University of Food Industry, **IUH**: Industrial University in Ho Chi Minh City, **RMUTT**: Rajamangala University of Technology Thanyaburi*

In GT curriculum, theoretical knowledge, practical skills and thesis are suitably allocated from basic to advanced level (i.e., the difficulty level increases over the semester). GT curriculum is very flexible in changing its specifications to meet the ELOs and actual needs. Through the adjustment stages, courses of the GT curriculum have been rearranged in a more logical sequence. General courses are distributed in the first semesters of the GT programme to ensure basic knowledge for students before they approach more specialized courses; the expected competence levels equivalent to ELOs are in an increasing order within the training period in terms of semesters. For example, the coures are distributed as follows (1) System of Clothing Size; (2) Basic Sewing Techniques and Basic Menswear's Drafting Technique; (3) Basic Womenswear's Drafting Technique; (4) Advance Womenswear's Drafting Technique; (5) CAD/CAM in Garment Industry; (6) Advanced Menswear's Drafting Techniques; (7) Project of Clothing Design; (8) Thesis. The following table shows some integrated as comparing to previous GT programme:

Table 3.2. Integrated courses of 132-credit GT curriculum

No	150-credit curriculum	Credit	132-credit curriculum	Credit
1	Garment Equipments and Maintenance	4	Sewing Machines and Equipment	3
2	Practice of Sewing Equipment and Maintenance	1		
3	Basic Sewing Techniques	3	Basic Sewing Techniques	3
4	Practice of Basic Sewing Techniques	2		
5	Technical Drawings in Apparel	2	Applied Graphics	4
6	Graphic Design Application	3		

Thanks to the monitoring of ISO procedure, about 7% of contents of GT curriculum are allowed for adjustment yearly. Besides, the GT curriculum is periodically adjusted and updated within 4-6 years according to HCMUTE's regulations and stakeholders' feedbacks as described in **Table 3.3**

Table 3.3. GT curriculum revision history

Time	GT curriculum
	Descriptions of modifications
2008	Developed GT programme with 186 credit units
2012	Adjusted down to 150 credit units
	Defined ELOs and POs for GT programme
	Integrated courses together
	Applied CDIO model in assessments and soft skills
2018	Adjusted down to 132 credit units
	Embedded English modules into courses
	Built multi-disciplinary courses and MOOC

A curriculum map (**Figure 3.2**) shows the relationship between knowledge clusters to help students know how to select the courses appropriately for each semester.

Criteria 4: Teaching and Learning Approach

4.1 The educational philosophy is well articulated and communicated to all stakeholders

HCMUTE's educational philosophy is "**Humanity, Innovation, Integration**" with primitive expectation being to provide engineers and technical teachers for Vietnam's labor market and education. Therefore, all the stakeholders of HCMUTE closely collaborate together to train, inspire and build the qualified, moral, responsible and well-skilled graduates in the globalization and entrepreneurship context. Besides dynamic design orienting theoretical and practical training approaches in combination with enterprises, HCMUTE are constructive in a creative and integrative environment based on in-depth learning platform with combining technologies; applying active teaching methods, experience-based and competency-based learning methods to meet life-long learning needs of learners and society. Thanks to active learning processes, individuals are stimulated to discover themselves and manipulate their education to express their own aspirations as well as to serve the community *[Exh.4.1. Educational philosophy]*

FGTFD's core values "**Profession, Passion, Creation**" consolidates HCMUTE's educational philosophy, which are conveyed to all the lecturers and students via websites and specific activities. Such values are also delivered to the stakeholders during the development and revision of the GT programme through selecting suitable teaching and learning methods. As shown in **Figure 4.1,** FGTFD's core values are communicated and populated to all stakeholders through specific courses

Creation: Advanced Drafting Techniques, Garment Manufacturing Improvement, Costume Arts, CAD/CAM in Apparel

Passion: Introduction to GT, Basic Menswear's Drafting, Garment Merchandising

Profession: Practice of Advanced Menswear's Drafting Techniques, Internship, Garment Manufacturing Technology, QC
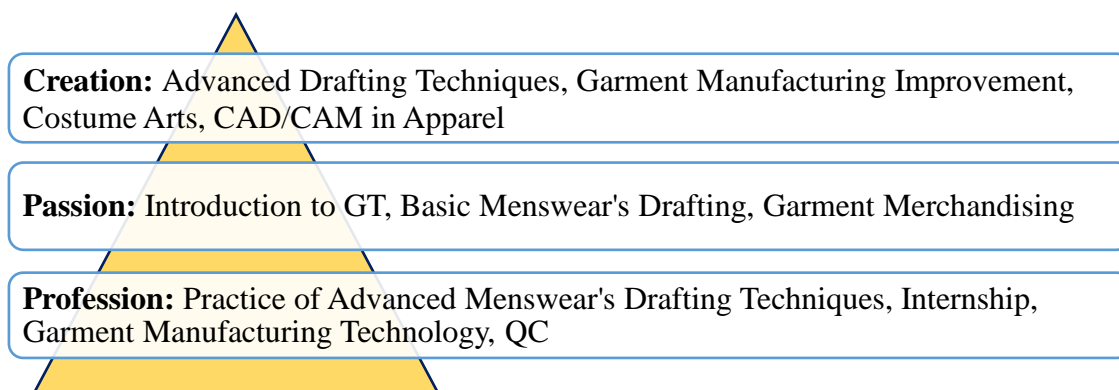
Figure 4.1. Relationship between FGTFD's core values and specialized courses

4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes

ELOs of GT programme are orientated for all teaching, learning and assessment activities. POs have been realized into the equivalent ELOs which are then transferred into CLOs as described in Criterion 1, ensuring constructive alignment with the programme structure. All those alignments are for students (1) to achieve their personal development by adapting student-centered teaching and learning methods, (2) to select professional learning strategies, (3) to promote learning passion, (4) to create actively and (5) to find in-depth knowledge. Moreover, students must attend many required practical courses of design, production preparation and internship, amounting up to 15.2% of the total courses in GT programme to achieve their professional skills and problem solving skills in order to meet the ELO-02,13 and 14 *[Exh.4.2. Matrix of ELOs with courses]*.

The 132-credit GT programme shortened its studying periods in classroom as comparing to the previous one, thus students should interact more with active learning approaches (e.g., self-learning and experiences) in order to achieve the required knowledge and attitude in terms of professional and core competences based on the CDIO model including problem solving, critical thinking and teamwork. For example, the course "Textile Materials: Fabrics and Trims" uses the active teaching methods (e.g. dialogue, group discussion and problem solving) to meet the ELO-02, 03 and 04; the course "Advanced Womenswear's Drafting" manipulates the experienced teaching method (e.g., project-based learning and case study) to meet the ELO-05, 06, 08 and 09; the course "Garment Manufacturing Improvement" applies the brainstorming method to meet the ELO-12, 13 and 19. **Table 4.1** shows some teaching methods implementing in the GT programme.

Table 4.1. Teaching methods implemented in GT programme

Semester	Faculty	Knowledge	Teaching method
1,2,3	Applied Sciences	Mathematics, Physics	Presentation, Explanation, Exercise, Experiments
1,2,3	Political Sciences; Economics; Information Technology; Chemical and Food Technology	Laws, Politics, Economics, IT, Chemistry	Presentation, Explanation, Problem Solving, Experiment, Practice
3-8	Garment Technology and Fashion Design	Specialized	Presentation, Explanation, Discussion, Problem Solving, Experiment, Practice, Individual Working, Teamwork, Project, Internship

To achieve the training quality, FGTFD frequently organizes meetings to exchange, learn and improve teaching approach and assessments method among academic staffs *[Exh 4.3. DGT's meeting minutes]*

Besides, modern teaching approaches are gradually being deployed in academic programmes at HCMUTE. Innovative teaching methods such as learning duet, thinking pair, case study, teamwork, flipped-classroom, project-based learning (PBL), online LMS, learning on forum, etc are applied for GT programme. For example, the course "Project of Costume Design" requires students to give appropriate solutions for a given case study; the course "Garment Manufacturing Management" gives students direct models as a flipped classroom, the course "Garment Manufacturing Technology" requests students to join the forum on social network where they can collect, upload or exchange necessary information, being aligned ELO-08. Currently, technology-

enhanced positive teaching methods strongly attract students. Most courses of GT programme are implementing online teaching models on LMS at *(http://lms.hcmute.edu.vn),* allowing students to access materials and interact efficiently with lecturers and classmates. *[Exh 4.4. Innovative teaching approaches]*

HCMUTE promulgates a teaching assistant (TA) policy to support lecturers in training activities as well as be adapt various active learning and teaching methods *[Exh.4.5. TA system]*

Students may use the newest professional software (e.g, Gerber Accumark) in designing, grading and making marker with free wifi system. It must be noted that HCMUTE owns a flexible environment with common open spaces or library or lab which promotes teaching and learning performance (especially, group discussion, project and scientific research) *[Exh. 4.6. Open space]*

HCMUTE's QA policies ensure the improvements in teaching and learning activities. Among them, course syllabi and assessment methods are usually monitored according to the PCDA model. Lecturer's performances are evaluated by students and their colleagues at the end of each semester; therefore, they may adjust, update and improve their teaching profiles in a timely manner *[Exh.4.7. Teaching quality assurance].* FGTFD facilitates academic staffs to participate international/national training courses of advanced pedagogy. Especially, lecturer who is good at English is encouraged to join international education projects such as BUILD-IT, SEAMEO and USAID. After such training courses, lecturer shares his/her experience with others. Some lecturers also participate Vietnam Engineering Education Conference (VEEC) and Green Technology and Sustainable Development Conference (GTSD) *[Exh.4.8. Certificates of academic staffs]*

In the 5th semester, students may register research groups in combination with enterprises under the DGT's supervision. Besides, students may join some skill contests (e.g, Contest of Protective Clothing Design for Children, Competition of Sustainable Fashion Design, "Golden Hand" Skill Contest at FGTFD to enhance their creativity and learning excitement *[Exh.4.9. Extracurricular activities]*

Partnership with the industry also helps students achieve ELO-18 and 19. An example is a case of collaboration with Dinsen Co.Ltd. Herein, students not only have opportunities to learn as well as share actual knowledge which they are not trained at the university, but also participate in real production to solve specific problems and learn from real-life experience. Thus, GT students possibly work as soon as graduation. Many graduates of this collaboration have been in charge of important positions in different companies. FGTFD has many cooperations with organizations to enhance the teaching quality and plans to deploy some international student exchange programmes (e.g, signing MoU with Jeonju University - Korea through VITAS) *[Exh.4.10. Cooperations with partners]*

4.3 Teaching and learning activities enhance life-long learning

Through class meetings, lecturer shows students appropriate learning methods and inspires them to seek motivation, improve critical thinking and self-learning abilities because only life-long learning awareness helps students build and enrich knowledge and skills by themselves as well as work professionally and creatively. Based on key competences from Common European Reference Framework (CERF), GT programme concentrates on life-long learning activities as follows: *[Exh.4.11. Key competences]*

Communication: Students must communicate fluently in their mother language by many assignments such as writing letter, composing documents, presenting through some general and specialized courses.

Communication in foreign language: Lecturers motivate their students to learn English as well as participate FGTFD's English club with the support from their lecturers. In many assignments, students are required to translate English into Vietnamese and vice versa. Since 2016, lecturers have given bonus scores if their students participate contests, conduct projects/thesis and make presentations in English. Some conferences co-organized with enterprises using English to motivate student's foreign language ability *[Exh.4.12. English enhancing activities of students]*

Mathematic and scientific courses (about 59.1% of total knowledge in the GT programme) support core competences to be used in analyzing data, designing and proposing technical solutions consistent with working fields

Digital ability which plays an essential role in the Industry 4.0 is integrated into courses such as CAD in apparel, Applied Graphic, Advanced IT (MS Office), etc. Online teaching methods on LMS have supported students with specific digital skills *[Exh.4.13. LMS online system]*

Self-learning methods: Based on learner-centered learning principles, FGTFD inspires students to get access to critical and design thinking (e.g., conference on self-learning competency enhancement). Lecturers are always shining examples of self-study and dressing styles that students may follow *[Exh.4.14. Self-learning activities of students]*

Communication and teamwork skills, social responsibilities and leadership are enhanced through Youth Union's and extracurricular activitie. Volunteering activities such as Green Summer campaign, Sharing Tet and Blood Donation, etc. contribute to the community significantly. Moreover, there are many extracurricular activities of art performances, sports, newspapers, card design and fashion shows that increase health, dynamics and confidence for students. Besides, students are required to join social activities as a criterion for graduation under the supervision of ASAO *[Exh.4.15. Social activities]*

Creativity and entrepreneurship are promoted through some courses such as planning, production improvement and costume drafting. Students are allowed to conduct selling services in HCMUTE's events (drinks and handmade products) to raise career inspiration and learn from experiences *[Exh.4.16. Creative acivities]*

Awareness as well as cultural expression in workplace environment are oriented for students such as dressing politely; expressing consistently; going school on time and respecting others. Due to class regulations, students manipulate their manner, morality, understanding and observation to form good behaviors. In addition, in the process of developing GT programme, FGTFD designs a structure which emphasizes practice and research competency for students to have opportunities for self-improvement. Students may pursue higher education such as Master and PhD programmes, according to the MOET's regulations.

Criteria 5: Student Assessment

5.1. The student assessment is constructively aligned to the achievement of the expected learning outcomes

HCMUTE's new students are selected and assessed by three types of exams (entrance exam, course exams and graduation thesis). During the study period, students have to undergo diagnostic, formative and summative assessments, in which diagnostic assessment determines student's strengths, weaknesses, necessary knowledge and skills to sketch a suitable learning progress. **Table 5.1** describes some applied assessment forms constructively aligned with the specific ELOs. *[Exh.5.1. Assessment forms]*

Table 5.1. Forms of assessments for GT progamme

No	Forms	Applied assessment	ELO
1.	Multiple choices	Diagnostic, formative, summative	ELO-01,05,11
2.	Short answer test, quizzes	Diagnostic	ELO-01,04, 05,11,14
3.	Essay	Diagnostic, formative, summative	ELO-04,05, 06,10,12,14
4.	Fieldwork/practicum	Formative, summative	ELO-02, 03, 05, 15, 16, 17
5.	Presentation, problem solving	Diagnostic, formative, summative	ELO-04, 09,10,11,14,15,16
6.	Written test	Formative, summative	ELO-01,02,04,05,06,10,14
7.	Project	Formative, summative	ELO-04, 05, 06, 09, 11, 14, 15, 16,17
8.	Thesis	Summative	ELO-04,05,06,09,11,14,15,16,17,18,19

Courses of generic and specialized knowledge usually apply the assessment methods of multichoice, short answer, quizzes (e.g, Maths, Physics, Textile Materials: Fabrics and Trims); courses of **generic skills** often use the assessment methods of presentation, teamwork, problem solving (e.g, Introduction to GT, System of Clothing Size, General Laws); courses of **specialized skill** apply the assessment methods of essay, practicum, written test (e.g, Textile Materials, Basic Menswear's Drafting Techniques, Preparation of Garment Manufacturing), and courses of **attitude and awareness** are applied the fieldwork, project and thesis (e.g., Scientific Research Methods, Project of Clothing Design, Enterprises Course, Thesis)

Especially, all questions of writing test are required to be constructive aligned with the CLOs. Before graduation, students must do internship at companies for 8 weeks to practice as well as familiarize themselves with the reality of production processes. During this period, students spend his/her entire time conducting a thesis which meets the ELOs and employer's requirements. In the last semester, a thesis defense committee is established to evaluate the obtained results through rubrics with specific criteria including presentation skills, writing skills, and applications *[Exh.5.2. Process of implementing assessments]*

Students must also participate in many activities to accumulate adequate scores of social activities (at least 4 days) and morality (for each semester) to successfully graduate from GT programme as well as to meet the ELO-07 and 08

5.2. The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students

HCMUTE's student assessment rules are based on MOET's regulations which are announced in student's handbook with grading scales as shown in **Table 5.2**

Table 5.2. HCMUTE's grading policy

Grade in words	Cumulative GPA
Good	Above 8.50
Fair	From 7.00 to 8.49
Average	From 5.50 to 6.99
Poor	From 4.00 to 5.49
Very poor	Below 4.00

At the beginning of each course, lecturers must provide their students with a detailed syllabus and essential information on LMS including class schedule, assessments (quantity, method and ratio) and other rules. Faculty and Presidential Board also control lecturer's and student's activities through class observation and online surveys of teaching quality at the 8th week of each semester. Formative and summative assessments are regulated at the ratio of 50:50 and rubrics are commonly used for courses of project, presentation, practice and thesis with the grading scale of 10 (average score as tabulated in **Table 5.2**). Most importantly, lecturers must provide obvious rubrics before delivering assignments to students, which helps them to know what they need to meet CLOs. A week after final exams, answer keys are published on FGTFD's website so that students evaluate their obtained results. Especially, at the beginning of the 8th semester, DGT promulgates "Guidance for graduation thesis" together with suggested thesis titles and supervisors, based on which students may get information, report the implementation schedule and receive timely advice *[Exh.5.3. Teaching and assessment methods]*

5.3. Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment

To obtain the given ELOs, students should receive rubrics and score calculation as well as full instruction to achieve these criteria of knowledge and skills. Rubrics must have a clear grading scale which is divided into 0.5 to ensure reliability, fairness and accuracy.

Validity: DGT follows the ISO procedures for "composing, keeping confidential test papers, replicating written test papers, delivering the tests and grades" in organizing the final exams. Based on online surveys of teaching activities from students, lecturers who are in charge of the same course organize a meeting together to improve assessment methods and contents for next semesters

Reliability: Lecturers, who are in charge of the same course, agree on the contents of the test papers which must be corresponding to the CLOs and then the tests are revised and approved by DGT's head to ensure the fairness and objectivities. At the end of each semester, lecturer collects all assessment evidences into his/her teaching profile which are kept in at least 2 years *[Exh.5.4. Portfolios and assessment rubrics]*

Fairness: In writting exams, students are not allowed to use some electronic devices such as smartphones and laptops to be fair in evaluation for all students. There are many methods to assess student's knowledge, skills and attitude exhibited in course syllabi and lecturer's profile. During the final exams, normally about 40 students are sat in the same room with 2 supervisors, outside inspectors, faculty board and secretary. Hence, it is a warrantee that all students do their test in the same condition. An appeal process is given for students to send a request of grading their tests again by another lecturer *[Exh.5.5. Process of writing exam]*

Questions must be reviewed, approved and recorded carefully by the DGT's head. In fact, lecturer is able to easily manage classes with some new assessment methods. Formative assessment with the ratio of 50% encourages students to participate in classes more actively and summative assessments are also diversified in their forms. The revised Bloom's Taxonomies are used in assessment to classify student's learning performances. Almost lecturers use LMS for their teaching activities such as submitting assignments online, exchanging knowledge on forum and monitoring student's comprehension levels. In some classroom activities such as teamwork and presentation, students are required to assess their peers based on a unified rubric in order to enhance the reliability and objectivity of assessment. Assessment methods, in general, have been improved more appropriately and efficiently over time *[Exh.5.6. Assessment results]*

Table 5.3. Relationship between methods and criteria of assessment

Assessment method	Assessment criteria		
	Knowledge	Skill	Attitude
One minute exercise	X		
Oral test	X	X	X
Multiple choice	X		
Essay	X		
Presentation	X	X	X
Observation		X	
Homework	X		X
Teamwork	X	X	X

Besides, assessments on attitude, morality and civics are conducted through extracurricular activities that assist students to recognize outside environment and to promote their social responsibilities. FGTFD's students have experienced and accumulated their community service scores of 5 to 10 owing to many extracurricular activities such as Green Sunday, Volunteer Spring, Sharing at Tet, seminars, skill contests, Welcome Ceremony, Open Day, etc *[Exh.5.7. Assessments of attitude and morality]*

5.4. Feedback of student assessment is timely and helps to improve learning

Based on HCMUTE's regulations, formative and summative assessments are returned to students and students can receive timely feedbacks and learn from their experiences therefore.

Diagnose assessments are logically organized with various forms in order to attract students. Lecturers also conduct some tests to quickly diagnose their students' understandings of lessons, then adjust the teaching method or support students more. Students may receive their learning performances immediately to adjust more appropriate learning methods. For example, quizzes which are conducted on LMS can give immediate results and scores.

Formative assessment: Report and presentation are precisely evaluated by rubrics and results are notified in class. Students can receive feedbacks by answers right in class after finishing their assignments at home. In practical courses, instructor gives a practical plan and a rubric sheet for each class/lesson; thus, students may receive the results of their performances immediately. By doing so, students can adjust their learning methods *[Exh.5.8. Feedback of assignments][Exh5.9. Assessments of practical courses]*

Summative assessment: Through the writing test, presentation, report and products, the feedbacks of project and thesis are performed by a face to face discussion, email, message or social network, which students can adjust their project contents. After the grading process, lecturer updates scores of final exams on student's online account and answers are uploaded on FGTFD's website. FGTFD's secretary keeps summative assessment evidences and products for at least 4 years. *[Exh.5.10. Timely feedback of final exams]*

Progress of implementing projects and thesis follows a timeline previously given in the first meeting between the supervisor and students and also noticed via email and social networks. Students receive their scores of projects and thesis after finishing their presentation. With internship course at enterprises, instructor requires students to weekly report all the results and comments via email after a week *[Exh.5.11. Report of internship course]*

Especially, many lecturers are supported by teaching assistant (TA) system to control and solve difficulties for students as well as improve learning performances immediately *[Exh.5.12. Teaching assistant system]*

5.5. Students have ready access to appeal procedure

HCMUTE has issued "Planning and implementing exams" regulations according to the ISO procedure. Appeal procedures are included in these regulations, by which students can contact with FGTFD's secretary to review their exam results corresponding to the published answers within a week after the exam results are published. If students are not satisfied with the scores they receive, they can submit an appeal application form to the secretary who sends it to DGT's head to assign another lecturer to grade student's papers again. During the study period, since lecturers feedback timely the student's learning performances and allow students to review their assignments (as mentioned above), almost students have not submitted the appeal form at FGTFD *[Exh.5.13. Appeal procedures]*

Criteria 6: Academic Staff Quality

6.1. Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service

FGTFD has established long-term and short-term academic staff development plans to 2022 based on the orientations from government as well as HCMUTE in order to (1) increase the number of academic staffs having master's and doctor's degrees; (2) enhance the number of research works; (3) promote financial autonomy and increase revenue; (4) upgrade modern facilities; (5) establish new programmes to meet the demands of the digital era. Vietnam Textile and Apparel Association (VITAS) forecasts that the growth of Vietnam Apparel Industry to 2020 will be up to USD 51.4 billion for exports and that there will be a great demand of labor resource in the field. Accordingly, FGTFD's academic programmes play a very important role in not only providing high quality human resources, but also contributing to the development of Vietnam's textile and garment industries *[Exh.6.1. Development plan of HCMUTE and FGTFD]*

Table 6.1: Development plan of FGTFD's human resources

Academic staff	2018	2019	2020	2021	2022
PhD	3	4	6	8	11
Master	26	27	27	28	28
Retired	1	0	0	0	0
Total	*28*	*32*	*33*	*36*	*39*

Until now, thanks to incentive policies, 2 lecturers are studying doctoral programmes abroad, meaning that 2 PhDs will be added in 2020 and at least 5 PhDs will be recruited in 2022 as shown in **Table 6.1**. In addition, many future managers (i.e., Dean, Vice Deans, Department Heads and Deputy Heads) are planned to develop their levels by taking training courses to adequately meet the job's requirements or to be appointed to leading positions according to MOET's specific regulations. Excellent academic staffs are encouraged to gain higher qualifications through many overseas scholarship programmes (e.g., Vietnam's Scholarship Funds). Besides, all academic staffs who are studying master/doctoral degrees at national universities are supported with tuition fees as well as decreased workload; future leaders are planned for training; current academic staffs are awarded financial incentives if having good recognition or degrees; probationers are required to complete their professional criteria to ensure teaching and researching quality (e.g., pedagogical certificates, ranking examinations); academic staffs are supported to approach

innovative knowledge through digital training courses. Especially, severance and retirement payments or welfare are fully given to staff when they leave their job for any reasons (terminating labor contract or reaching the retirement age: 60 years old for male and 55 years old for female) *[Exh.6.2. Policies and solutions of developing academic staffs]*

6.2. Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service

GT programme has 37 full-time and visiting lectures, meeting the staff-to-student ratio requirement from MOET. **Table 6.2** describes that Full-time Equivelant Staff (FTEs) of DGT, Non-DGT (FGTFD), other faculties and other universities are 14.00, 1.75, 2.37 and 3.50, respectively. Particularly, total FTE index as of 2019 is relatively calculated at **21.98**. While staff-to-student ratio is subject to change in every academic year due to the adjustments in the number of student intakes, it is within the range from **17.76** to **21.36** (**Table 6.3**)

Table 6.2. Number of academic staffs and full-time equivalent (FTEs) (as of 2019)

Category	M	F	Total		Percentage of PhDs
			Headcount	FTEs	
Full-time lecturers (DGT)	4	10	14	14*1= 14.00	21.30%
Full-time lecturers (Non-DGT, FGTFD)	1	4	5	5*0.35= 1.75	16.70%
Full-time lecturers in other faculties	8	5	13	13*0.21= 2.73	33.40%
Visiting professors/lecturers	2	3	5	5*0.7= 3.50	28.60%
Total	15	22	37	21.98	

Table 6.3. Ratio of students and academic staffs

Academic Year	Total FTEs of Academic Staffs	Total FTEs of Students	Staff-to-Student Ratio
2018-2019	21.98	426	**19.38**
2017-2018	20.93	447	**21.36**
2016-2017	21.63	456	**21.08**
2015-2016	22.75	404	**17.76**
2014-2015	20.02	392	**19.58**

Workload of each title is specified in HCMUTE's internal regulation which follows MOET's guidelines. Each academic staff must register his/her standard workload at the beginning of the semester on the KPIs system which is monitored in terms of 3 areas including teaching, researching and servicing activities with the required minimum and maximum hours. Most recent surveys of service quality confirmed that almost academic staffs are satisfied with the facilities, working environment, promotion opportunities and administration (>80%), demonstrating that given policies, strategies and regulations are appropriate to all academic staffs *[Exh.6.3. Workload of academic staffs]*

Table 6.4. Regulation of yearly working hours for academic staff

Title	Teaching hours	Researching hours	Servicing hours	Total
Senior lecturer, professor	900	800	60	1760
Associate professor	900	700	160	1760
PhD	900	650	210	1760
Senior - lecturer master	900	630	230	1760
Lecturer - master	900	590	270	1760
Unofficial lecturer	900	250	610	1760
Probationers	450	0	1310	1760

6.3. Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated

HCMUTE's staff recruitment processes are being operated according to the ISO procedures with accompanying guidelines. Applicants' competences are assessed in terms of teaching, researching and service commitment via qualifications, research experience, foreign language proficiency and pedagogical ability under the review of a recruitment board. Recruitment information is clearly released on social media such as facebook, university's website, emails and popular newspapers with specific criteria for each position. To attract excellent applicants, HCMUTE offers many interesting polices such as high income and good working conditions for foreign PhD and master's degree holders. *[Exh.6.4. Recruitment policies of academic staffs]*

Besides, benefits and responsibilities of academic staff are described in labor contract signed by HCMUTE's president according to Labor laws and internal regulations. A newly recruited lecturer must spend at least one-year probation period with meeting specific requirements before becoming an official academic staff. The probationers are facilitated to observe the experienced lecturers' teaching activities for accumulating knowledge themselve and they must compile a trial lecture to get the feedback on teaching methods and contents from experienced lecturers.

Many types of valuable scholarships are introduced to lecturers who decide to study an oversea master/doctoral programme. Furthermore, an academic staff during his/her PhD studies is encouraged by financial supports and workload from HCMUTE such waived or paid tuition fee and decreased workload *[Exh.6.5. Probation regulations]*

FGTFD's and DGT leadership positions such as Faculty Dean/Vice Deans and Department Heads/Deputy Heads are appointed as well as promoted according to Vietnam's Education Laws (MOET) and HCMUTE's appointment procedures and regulations, which stipulate qualifications, administrative experiences and research achievements. For example, Dean and DGT's Head ought to own PhD degrees and at least 1 year of managing experience. Leader's roles and responsibilities are particularly exhibited in job descriptions *[Exh.6.6. Appointment and promotion procedures].*

For a lecturer, he/she must teach at least 2 different courses together with other staffs. Highly qualified lecturers are assigned to compose textbooks or reference books *[Exh.6.7. Academic staffs' textbooks].* A probationer must overcome HCMUTE's ranking examination to be an official lecturer who must spend at least 10 teaching years with specific requirements and overcome the MOET's ranking examination to be a senior lecturer. To be an associate professor or a professor, a lecturer needs to have the PhD degree, dedications and research achievements which are revised by the State Council for Professorship. All DGT's lecturers have good connection and relationship with enterprises to assist students in visiting and doing internship courses. Therefore, many scholarships and other fundings (especially, sponsored equipment) were received from such enterprises as Dinsen, Groz Beckert and Adidas to support academic activities. Academic staffs are usually assigned to support Youth Union and Student Association

under various forms such as financial contribution, facilities, attendance, consultancy, etc. On the occasions of Open Day and admission campaigns, academic staffs actively orient career for high school students to increase the admission quality and job passion. Particularly, responsibilities and benefits of academic staffs are under direct administration from supervision of DGT's head, FGTFD's dean and HCMUTE's presidential board through their working performances. In addition, class observation among lecturers are performed to support each other in teaching activities. At the end of academic year, all staffs of FGTFD contribute comments to improve their job efficiency *[Exh.6.8. Activities of academic staffs]*

6.4. Competences of academic staff are identified and evaluated

The academic staff of GT programme must have many specific competences including research; pedagogy and profession. Also, they must own the specific skills such as IT, commmunication, English, etc, which are evaluated through the careful recruitment process, ranking examination and survey from students on teaching quality. These evaluations for lecturer are to (1) assign tasks consistent with competences, (2) plan to train for higher qualification, (3) promote a higher position and (4) improve teaching quality *[Exh.6.9. Qualifications of academic staff]*

Also, lecturers are also required to play a part in curriculum design, apply consistently active teaching and evaluating methods to monitor and improve teaching performances, practical and experimental tasks as well. Lecturers are invited to design, comment, evaluate and modify the GT programme.

6.5. Training and developmental needs of academic staff are identified and activities are implemented to fulfil them

HCMUTE's policy to support short-term training courses is given to enhance lecturers' professional ability. These courses took a significant amount of HCMUTE's budget but have obviously improved teaching quality in recent years. At the beginning, GAPO informs academic staffs of the training plans based on FGTFD's and DGT's actual demands. After completing these courses, academic staffs must report the learning results and send feedbacks to the course organizers. Through many supporting policies and specific regulations depending on the main topic of each academic year and actual needs, academic staffs are encouraged to select suitable courses. A lot of academic staffs of GT programme joined training courses as shown in **Table 6.5** *[Exh.6.10. Supporting policies]*

Table 6.5. List of academic staffs' training courses (until 2019)

Courses/Programmes	Financial resources	Number of joined staff
PhD Programme	Vietnamese government's scholarships	2
	Australian government's scholarships	1
	Foreign universities' scholarships	1
Pedagogical training courses	HCMUTE	26
USAID project	USA	10
Training courses by Indian Technical and Economic Cooperation (ITEC)	India's government	6
English courses in Philippines	HCMUTE	7
English courses in Vietnam	HCMUTE	2
Digital learning courses	HCMUTE	15
International conferences	HCMUTE	4
AUN-QA tier 1 training	HCMUTE	1

6.6. Performance management including rewards and recognition is implemented to motivate and support education, research and service

Since 2016, the KPIs system with several advantages has been applied to evaluate the performance of all staffs at HCMUTE, which brings objectivity and time/budget savings for performance appraisal. Lecturers plan themselves and monitor what they are doing according to the initial targets and goals not only to increase working performances but also to ensure fairness. The workload of academic staff is assigned depending on their job position, then the results on KPIs system are used to evaluate the rate of job completion as well as to pay income. Except for monthly income, extra salary is also awarded to academic staffs based on their ranking in work performance (A, B, C, D, E and F). At the end of semester, lecturers fill a self-evaluating form in terms of previous registrations on the KPIs system which are revised by his/her Department Head as well as Dean then sent to GAPO for reviewing and recognizing the work performance *[Exh. 6.11. KPIs system]*

Recognitions and awards (bonus or gifts) are given to lecturers who have excellent performances in teaching, researching and servicing activities. For instance, every lecturer with 25 years of teaching experience is awarded with a medal for his/her dedication, or a lecturer finishing his/her doctoral programme is awarded with a valuable bonus. Annually, based on HCMUTE's criteria, FGTFD proposes the academic staffs who are eligible for the title of emulative soldier to receive the HCMUTE's recorgnitions and awards. Especially, HCMUTE's president also awards for his staff to the title of "Staff of the Year" *[Exh.6.12. Recognitions and awards of academic staffs]*

6.7. The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement

At the beginning of an academic year, FGTFD estimates budget and issues scientific topics based on the proposals made from the previous years and research encouraging policies. Consequently, research budgets are normally allocated topic scales (priority is given to both young lecturers who need more research qualification and doctoral candidates). The Dean is in charge of the faculty's research activities by monitoring the implementation progress as well evaluating the quality of the research projects done. Procedures of implementing the research projects are dependent on the regulations from Science Technology and International Affair Office *[Exh.6.13. Research activities of academic staffs]*

Table 6.6. Statistical data of publications of DGT's staff within 5 recent years

Academic Year	Types of Publications		Total	No. of Publications Per Academic Staff
	National	International (SCI, conference)		
2014	2	3	5	5/14=0.36
2015	2	1	3	3/14=0.21
2016	1	2	2	2/14=0.14
2017	0	1	1	1/14=0.07
2018	2	2	4	4/14=0.29

Due to the characteristics of apparel manufacturing industry, GT programme's academic staffs have not had many publications as shown in **Table 6.6.** An academic staff usually tends to select a lower workload of scientific research than teaching and servicing workloads on the KPIs system. However, the personnel development plan (referred to sub-criteria 6.1) and the increasing budget (e.g., investing textile material lab) for research projects from HCMUTE and FGTFD will

promote the number of research works in the coming years *[Exh.6.14. Scientific workload of academic staffs]*

Criteria 7: Support Staff Quality

7.1. Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service

Based on HCMUTE's development policy (including the short-term and long-term plans), there will be is an increasing demand for support staff due to the increase in enrollment, training quality and other services. Accordingly, a number of newer and younger support staffs will be recruited to meet the requirements of quality improvement and substitute retired staffs. Because of the integration trend and actual situation, support staffs are planned to improve their qualifications and skills such as obtaining higher level of education, providing professional services and acquiring foreign languages. *[Exh.7.1. HCMUTE's developing plan]* Official support staffs of FGTFD consisting of a secretary and a technical staff receive favorable conditions to take professional training courses to improve their services. If a support staff with adequate qualifications can prove his/her ability at work, he/she will be upgraded to a higher rank (i.e., an official could become a principal official) for developing his/her career with deserved benefits.

Table 7.1. Number and qualification of HCMUTE's support staffs (estimated 2019)

Office/Center	Highest Educational Attainment						Total
	Assoc Prof.	PhD	Master	Bachelor	College	High School	
Dormitory			2	4	2	9	17
Quality Assurance Office	1		4	1			6
Academic Affairs Office	1		3	8			12
Finance and Planning Office			3	10	1		14
Enterprise Relation Office			1	5			6
Science Technology and International Relation Office	2	2	2	5			11
Facility Management Office			2	4	2		8
Academic Inspectorate Office			2	3			5
Equipment and Maintenance Office			2	5		6	13
General Affairs and Personnel Office			5	9	1	23	38
Press and Media Office			2	4			6
Admission & Student Affairs Office		1	4	5	1		11
Library			2	9	2		13
Health Care Center				1		1	2
Digital Learning Center			1	2			3
Student Service Center			2	4			6
Information and Network Center		1		3	1	1	6
Youth and Student Associations						24	24
Textile Materials Lab					1		1
Advisory Board		1	5	1			7
Total	**209**						

7.2. Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated

Recruitment process for support staffs is based on the ISO system under Staff's Laws including recruitment planning, public notification, profile review, interview with recruitment committee, result feedback, and contract signing. Annually, FGTFD notifies GAPO of the recruitment needs with specific criteria according to the development plan of each functional division or academic faculty. Recruitment notices are widely published on media (such as university's website, public newspapers and social networks). Each applicant must pass examination rounds including profile review, foreign language and IT tests and expert interview. If accepted, the first contract between the president and applicant is signed within one year. Based on qualifications and experience, support staff needs to spend one-year probation period under the supervision of another senior staff. To be recognized, a probationer is required to compile a self-evaluation report for apprenticeship process together with the recommends from a probating supervisor, which is exposed to all other staffs to get the vote of approval. An official labor contract will be signed if apprentice staff fulfills the job's requirements *[Exh.7.2. Recruitment procedures and probation regulations]*

To encourage as well as improve the working quality of staffs, promotion criteria are established through a higher ranking examination (higher income and position). Support staffs who complete excellent responsibilities or receive recognition are considered for salary increase every 3 years. Recognition of staff's working performances is also used for salary increase consideration prior to the regular pay rise. Especially, appointment and promotion procedures for support staffs are transparently announced according to the Staff Laws, human resource policy, recommendation letter and creditable level in terms of professional ability and morality *[Exh.7.3. Appointment and promotion procedures]*

7.3. Competences of support staff are identified and evaluated

A support staff is required to have specific competences (i.e., profession, self-planning, self-learning, cooperation) and neccesary skills (i.e., writing, foreign language, IT and managing skills) corresponding to his/her assigned position, which are described in the job descriptions. An applicant for the position of support staff is evaluated based on such skills during the recruitment process and he/she has to enhance them within one year of probation which evaluated by leaders based on the feedbacks of service quality from students or lecturers as well as the result reports of training courses. After becoming an official support staff, his/her performance at work is evaluated based on the KPIs system for continuous development. Functions and responsibilities of supporting units are described in the following table *[Exh.7.4 Service activities]*

Table 7.2. Functions and responsibilities of HCMUTE's supporting units

No	Unit	Services
1	Office of Academic Affairs Consultants of Faculty	To consult students with course selection and registration; instructing students how to make study plans for every semester and the whole programme time
		To orientate students to learning methodologies and dealing with learning difficulites
		To grant credit exemption, examination exemption, course withdrawing, academic transcript
		To guide for graduation management, credit shortage, and other issues related to certificate/degree
		To consult students with scientific research work

2	Science Technology and International Relation Offices	To instruct students how to effectively search for and use learning materials and other library information services
		To support students in implementing scientific missions such as reviewing the research proposals, distributing finance for each project, providing forms and documents for projects, transferring research results to industry, etc.
		To organize international and domestic conferences and technology activities
		To transfer students abroad, look for and organize student exchange activities with foreign students
		To consult international students
		To introduce international scholarships for students and staffs
3	Admissions and Student Affairs Office	To consult students with students affairs and policy
		To offer scholarships and carry out admission-related affairs
		To deliver the academic documents for current students and alumni.
		To notify the performances of students and give the academic warnings
		To organize the meetings for each semester to solve the training problems
4	Enterprises Relations Office	To organize job fairs, gold recruitment weeks, exchange programs and conferences with enterprises on campus
		To cooperate with enterprises in organizing the soft skill training courses
		To seek, collect and receive fundings (facilities and finance) from enterprises
		To consult and introduce jobs to students and graduates
		To build closest relationships with enterprises to frequently organize the visit tours and internship courses for students and academic staffs
		To build career orientation clubs, extracurricular and exchange activities in cooperation with enterprises to provide further actual knowledge.
5	Student Service Center Youth Union Students' Association	To receive daily students' requests and connect them with consultants
		To conduct short-term courses for soft-skills
		To support facilities and environment for learning, social activities, charity activities and other outdoor activities
		To organize clubs to help students develop their skills and experience
		To consult students with social activities and moral conduct scores
		To introduce to students part-time jobs for their tuition fees and living costs
6	Library	To periodically train students how to use library's data resources
		To serve and guiding students and staffs to efficiently explore, search and use the materials and information products
		To Design appropriately lookup system and automatically access network
		To build conveniently learning and self-learning space for students and staffs
		To organize competitions to encourage students for promoting the reading culture
7	Information and	To manage online course registration system, timetable and student's scores

	Network	To solve and support IT problems and solutions on campus such as network maintenance, computer setup and equipment installation, student's and staff's email accounts
		To administer the university's websites
8	Dormitory	To help students with accommodation registration
		To provide living services in dorms such as canteen, internet, fire safety and garages
		To organize exchange activities such sports and song performance
9	Health Care Center	To take care of students' and staff's health and
		To frequently inspect healthcare boxes
		To disperse, educate and consult students in heath protection solutions
		To support polices for student in health and accident insurances

7.4. Training and developmental needs of support staff are identified and activities are implemented to fulfil them

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. FGTFD's support staffs have attended the training courses of healthcare, fire safety and operation instructions upon sewing machines as well as workplace improvement methods at workshops such as 5S and administration course. There are several support staffs at HCMUTE and FGTFD joining training courses to improve their expertise as shown in **Table 7.3** *[Exh.7.5. Training activities].*

Table 7.3. List of support staffs joining shor-term training courses

Academic Year	Short-term Training Courses (number of staffs)
2016-2017	126
2017-2018	66
2018-2019	198

7.5. Performance management including rewards and recognition is implemented to motivate and support education, research and service

Working performance of support staffs is managed on KPIs system based on the workload registration and timekeeping processes. In FGTFD's year-end evaluating meeting, all support staffs are democratically commented by others in regards to specific criteria. Support staff who achieves high performance receives earlier salary increase, is awarded with recognition and rewards, and is promoted to a higher position. Support staff's performances are divided into 6 levels (A, B, C, D, E and F) to estimate the completion of their assigned tasks. Based on the above classification, staff's extra salary can be adjusted (increase or decrease). D is the standard level to ensure the income but performances at higher levels (i.e. A, B, C) with higher income are also encouraged. Besides, support staffs can receive recognized titles such as progressive labor, emulative soldier and recognition from HCMUTE's president or Prime Minister for their dedications *[Exh.7.6. Staff performances on KPIs system].*

After each academic year, HCMUTE's president always rewards "Staff of the Year" to honour staff's working attempts. Staffs receiving awards/prizes; joining as judges; organizing national/international competitions; contributing to assessment of training programs, attending

volunteer movement, etc. are deservedly recognized. For example, on the occasion of the 55th Anniversary of HCMUTE, all the staffs were financially rewarded in accordance with their working years *[Exh.7.7. Recognitions and awards]*

Staff conferences (on review, on vacation) are organized periodically and annually to collect feedbacks on service quality and satisfactions for support staffs. Inspection Office also receives and handles appropriately complaints upon support staffs. Contact channels (such as email, fanpage and mailing box) actively contribute to improve the service quality of support staffs. Besides, some feedbacks from students were used as criteria to classify inappropriate activities (refer to criteria 11) *[Exh.7.8. Service quality]*

Criteria 8: Student Quality and Support

8.1. The student intake policy and admission criteria are defined, communicated, published, and up-to-date

Annually, HCMUTE's intake policies for GT programme are based on the regulations of both MOET and HCMUTE, allowing the faculty to recruit candidates with adequate entrance exam scores of subject groups (A00, A01) as shown in **Table 8.1**.

Table 8.1. Subject groups to enroll for GT programme

Group of subject	Subject 1	Subject 2	Subject 3
A	Mathematics	Physics	Chemistry
A1	Mathematics	Physics	English

Besides, HCMUTE gives some policies to attract talented candidates with an aim to increase input student quality, including: *[Exh.8.1. Regulations of admission]*

(1) Candidate who won national/international prizes is immediately accepted and waived from tuition fee in the 1st semester at HCMUTE (tuition fee exemption is continuously provided if having good academic performances in the next semester)

(2) Candidate coming from any high schools for the gifted and obtaining the average score of the 3 subjects (according to the above subject group) of above 7.0 is given a scholarship up to 50% tuition fee for the first semester.

(3) Candidate coming from top 200 high schools or high schools which sign MoU with HCMUTE and obtaining the average score of 3 subjects of above 7.5 is given a scholarship up to 50% of tuition fee for the first semester.

(4) Candidate who has total score from the national examination higher than 26 is awarded with VND 1 million per point (maximum two students for each programme)

(5) Candidate who registers for pedagogical training programme is waived from tuition fee.

Besides, HCMUTE has many encouraging policies for students being ethnic minority, invalids' and veteran's children (waiving or decreasing tuition fees). FGTFD has offered scholarships to students who achieve the highest entrance examination score (since 2012) or students who have financial difficulties through "Golden Heart Funds" from staff's contribution. Admission policies and criteria are determined and widely noticed to candidates as well as candidates' parents on HCMUTE's and FGTFD's websites, MOET's admission handbooks, media and press, brochures, so on (*tuyensinh.hcmute.edu.vn*). HCMUTE usually organizes admission counseling sessions together with various activities at local provinces and at high schools (in combination with famous newspapers and other universities) such as Consultancy throughout the Night with the President on UTE-TV, Consultancies at Coffee Shops and Online Consultancies (phone call, forums, social network, website, YouTube and UTEx). Additionally, FGTFD has made many efforts to directly exhibit and introduce teaching and learning activities for candidates on the

occasion of Open Day, which are not only to advertise HCMUTE and FGTFD but also orient high school students for future career *[Exh.8.2. Admission consulting activities]*

8.2. The methods and criteria for the selection of students are determined and evaluated

The number of intake students of GT programme from 2014 to 2018 are shown in **Table 8.2**. HCMUTE announces and mails an acceptable letter to successful candidate's home address so that prospective students can complete their online enrollment form through a given account. Students of the GT programme are selected among candidates having scores (normally higher than cut-off score by 1 to 3 points). Simultaneously, 10% of the intake students of the GT programme are based on candidates' high school transcripts within the last 5 semesters in which the average score of the three subjects must be higher than 7.5.

To increase the number and quality of candidates, HCMUTE and FGTFD also attract talents by diversifying intake sources and provide more information to them through the channel of successful alumni who are good examples to give inspirations for candidates at high schools. *[Exh.8.3. FGTFD's introduction]*

Table 8.2. **List of intake students within the last 5 academic years**

Admission year	Number of candidates		
	Applied	**Offered**	**Enrolled**
2018	1442	210	89
2017	1319	198	99
2016	577	261	106
2015	671	193	100
2014	736	232	122

Table 8.3. Benchmarking table of intake scores for GT programme among universities

Academic year	MOET's cut-off score	HCMUTE	UTEHY	IUH
2014-2015	14.00	18.00	15.00	16.50
2015-2016	15.00	22.13	15.00	20.00
2016-2017	15.00	21.75	15.00	20.00
2017-2018	15.50	24.00	15.50	20.75
2018-2019	17.00	20.20	15.00	18.00

* **Notes**: UTEHY (Hung Yen University of Technology and Education), IUH (Industrial University Ho Chi Minh City) *[Exh. 8.4. Intake score of other GT programmes]*

Table 8.4. Total number of students for last 5 academic years

Academic year	Number of students					Total
	1st year	**2nd year**	**3rd year**	**4th year**	**>4 years**	
2018-2019	89	96	106	95	40	426
2017-2018	99	106	95	118	29	447
2016-2017	106	95	115	103	37	456
2015-2016	100	121	102	63	18	404
2014-2015	122	103	64	89	14	392

Consulting activities for HCMUTE's admission are strengthened due to the media channels and advisory board of students and alumni. Especially, admission data of each admission year are analyzed by programme, regions and scores with the focus on potential candidates from such

regions as Hue city and Daklak province to develop an appropriate plan and policy for admission. By doing so, the number of input students increase year-on-year. Since 2018, a software (provided by Software Technology Center) has been established at *(http://tuyensinhdss.hcmute.edu.vn)* to analyze the admission data with a lot of useful information to which candidates are able to get easy access to select a suitable programme *(http://dashboard.hcmute.edu.vn)*

8.3. There is an adequate monitoring system for student progress, academic performance, and workload

Since the academic year 2014-2015, AAO has implemented a Dashboard System to statistically collect scores, the number of intake/graduation students and learning performances at *(https://online.hcmute.edu.vn)*. Owing to this system, the Youth Union can monitor the students' observing HCMUTE's rules, participating activities (culture, politics, sport and community) and ASAO may give academic warnings for students having weak academic competencies. Herein, a consulting board would make contact with such students via email and phone to support and share the learning experiences. In addition, online system allows users (student, staff and parents) to get access to data such as student list, manage lecturer's classes, scores of formative/summative assessment and teaching evaluation surveys. Students may entirely register courses online and monitor some important information such studying plan, exam schedule, accumulative and average scores to make appropriate decisions for their study affairs. FGTFD's consulting board also gives suitable advices to students having low GPA. Based on MOET's regulations, Pearson System of Course (PSC) allows to input scores as well as rank student's capacities. FGTFD's secretary and ASAO's staff are responsible for grading student's social activities (minimum 4 days). This score is one of the important criteria to review recognitions and scholarships. The credit system of HCMUTE is carried out according to MOET's Regulation No.43 (one credit unit is equal to 15 theoretical hours, 30 experimental hours, 45 practical hours and 90 internship hours, 1 period in class is regulated as 50 teaching minutes and 5-10 minutes of break time) *[Exh.8.5. Monitoring system of student activities]*

Courses of the 150-credit GT programme are distributed into 8 semesters (18-22 credit units per semester). However, student spends 10 credit units of the final semester conducting his/her thesis. Similarly, in the 132-credit GT programme, there is a decrease of about 14-18 credit units per semester and students spend only 7 credit units on thesis in the final semester *[Exh. 8.6. Benchmarking table among programmes].* The average ratio of GT programme's graduates who graduate on schedule is about 71.2% as mentioned in **Criteria 11**. GT programme's students usually extend their studying period because of the general courses and fundamental course, therefore, FGTFD's board frequently exchanges with Faculty of Applied Sciences to improve this matter.

8.4. Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability

Activities of academic advice: FGTFD's consulting board with 7 members in charge of various programmes supports students with solutions related to professional issues and learning activities such as course selection, job orientation, scientific research instruction, graduation thesis process and competitions. From the provided data, the counselor meets students who are in academic warning status to discuss solutions for improvement. Students might contact their lecturers via phone call, email, social network and face-to-face conversation *[Exh.8.7. Academic advices for students]*

Activities at the beginning of academic year: This event is organized for freshmen students at the first week to disseminate HCMUTE's regulations and policies as well as other matters such as

healthcare, job orientation, student's life, instructions for library and student's account, website, etc. New students who are not good at English are required to take intensive English courses to ensure the graduation requirements and to integrate well with the university's environment. Especially, FGTFD organizes the Welcome Day as an occasion for freshmen students to know about their peers, academic staffs, support staffs, programme specifications, activities and clubs *[Exh.8.8. Enrollment activities]*

Activities of collaboration with enterprises. In each semester, DGT plans cooperation activities with companies such as workshops on soft skills, CV writing and trial interviews in order to help students deal with actual requirements and problems. Career orientations are informed to students through consulting programmes, course of Introduction to GT, company tour, internships and collaborating programmes with enterprises such as Dinsen, Scavi, Tex-Giang, Esprinta, Adidas Sourcing etc. In addition, ERO connects with external companies for career orientation and periodically organizes job fairs (e.g., Golden Week has more than 40 enterprises) and finds jobs for students as well as graduates. Also, FGTFD is usually sponsored for students by enterprises such as Protrade, Dinsen, Adidas and Groz Beckert *[Exh.8.9. Enterprise cooperating activities]*

Additional support activities: There are some self-learning spaces for students including the 5th floor and basement of the Center Building, SSC and FGTFD's corridor. Also, SSC and the Youth Union provide many available services to students such as looking for accommodations and part-time jobs, opening short-term courses on soft skills, providing psychological counseling, sharing the items for livings, cutting hair and washing clothes and arranging places for students to take naps. FGTFD, the Youth Union and Student Association design many extracurricular activities such as soft skills, training courses, English speaking contest, etc., which help student be more confident in communication *[Exh.8.10. Additional supporting activities]*

Course registering activities: Students register for their courses one week before the semester begins and monitor their learning results or accumulative scores on *(http://online.hcmute.edu.vn)*. Additionally, many important notices related to the learning schedule, internship and extracurricular activities are emailed to students *[Exh.8.11. Course registration and field trip]*

Consulting activities: Previously, an adviser was responsible for a specific student group according to academic year. Since 2014, FGTFD's consulting board and HCMUTE's other units have coordinated to support students as required. Especially, HCMUTE and FGTFD have organized meetings with students in every semester to support students better. *[Exh.8.12. Consulting activities]*

Lecturer plays a very important role in enhancing the training quality via assigned responsibilities including teaching (theoretical and practical courses, project and thesis), researching (joining scientific project and creative competitions) and servicing (taking students to visit companies, consulting, supporting in extracurricular activities such as skill clubs, foreign language clubs and volunteer campaigns). A staff at HCMUTE may participate the following activities.

Table 8.5. Basic activities of academic and support staffs at HCMUTE

Activity	Academic staff	Support staff
Teaching courses in class	X	
Composing lesson/lecture/textbook	X	
Designing programme/course syllabi	X	
Taking students for field trip/internship	X	
Researching and conducting scientific projects	X	
Writing papers	X	
Participating and organizing conferences/workshops	X	X
Consulting academic issues and others for students	X	X

Activity	Academic staff	Support staff
Organizing extracurricular activities	X	X
Introducing jobs to students and graduates	X	X
Proposing solutions of working improvements		X

8.5. The physical, social and psychological environment is conductive for education and research as well as personal well-being

HCMUTE is a spacious university with a lot of trees, keeping it isolated from outside. It also has fresh, clean and non-smoking environment and good facilities such as libraries, classroom, learning center, laboratories, practical workshops, dormitories, canteens, stadium and playground for yearly sport festivals. Especially, self-learning spaces (indoor or outdoor) are arranged at many places on campus, in which almost inside facilities were contributed or sponsored by staffs, alumni and enterprises.

Extracurricular activities promote a friendly learning environment. For example, many events (seminars, cultural exchange programmes, movie shows and leisure activities), skill clubs (dance, magic, master of ceremonies, social team) and festivals (sport, camping, art) take place on campus. Moreover, the Alumni Association plays a connecting role to share real experiences, facilitate internship activities at enterprises and award scholarships to students. Various charity activities of Blood Donation, Orphan Children and Vietnamese Heroic Mother are also carried out frequently.

Social security policies (e.g., health insurance and regular caring) are yearly ensured according to the Ministry of Health as well as HCMUTE's regulations via Health Care Center (HCC) in which both students and staff are fully protected and cared through periodical activities such as annual health checkup for staffs and freshmen in combination with prestigious hospitals, consulting psychological issues at school and organizing insecticides in combination with local's heath units. Most importantly, the guard team always monitors and ensures the security and facilities the whole day on campus.

Criteria 9: Facilities and Infrastructure

9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research

HCMUTE has 2 campuses (the main one is located at Thu Duc district and the other is at District 9) with the total area of over 21 hectares. In particular, HCMUTE has a 1,200 square meter Lecture Hall, 3 meeting rooms (seminars and workshops); 2 libraries; 189 classrooms (40 to 200 seats per room, therein a specialized theoretical class contains 30 to 60 seats); 18 computer labs with about 1,512 PCs to serve students' learning needs (FGTFD shares lecture rooms and labs with HCMUTE).FGTFD owns 1 dean's room, 1 faculty room for organizing academic activies (working, meeting with students, guiding projects and others) and 13 practical workshops at Building A. Theoretical classrooms are equipped with multimedia such as projectors or LED TVs and air-conditioners are installed in all the classrooms. Removable furnitures are to support teaching activities such as teamwork and discussion. Studying time at HCMUTE is divided into 12 periods per day (from 7:00 to 17:50, 50 minutes per period). Wifi access is provided in all classroom areas, labs and public to serve teaching and learning activities of lecturers and students.
[Exh.9.1. HCMUTE campus information]

HCMUTE invests approximately 8 billions (VND) per year from its operation budget as well as government's fundings into modern facilities and equipment to serve the teaching and scientific

research activities in classrooms, practical workshops and laboratories. In addition to investing and purchasing equipment according to research projects, HCMUTE also plans to regularly purchase additional equipments to support practical courses. At the beginning of each academic year, DGT proposes a list of purchasing appliances to FGTFD's board who will make a purchase plan based on the budget from HCMUTE's leader according to the ISO process of annually purchasing materials and equipment. *[Exh.9.2. Equipment purchasing plan].*

Through meetings between students and presidential board, staff conferences and comments from students and staffs, problems at classrooms and workshops are recognized. HCMUTE has conducted surveys of working environment from staffs and the service quality from students. After collecting the information from above channels, HCMUTE and FGTFD consider and propose solutions to improving the working environment *[Exh.9.3. Feedbacks of lecturers and students]*

HCMUTE also has a Digital Learning Center sponsored by USAID and Intel Vietnam (through HEEAP, Arizona State University) to serve group activities, organize online seminars, assist lecturers to record teaching video clips and upload materials *[Exh.9.4. Digital learning center]*

9.2 The library and its resources are adequate and updated to support education and research

HCMUTE has 2 libraries including a traditional library in Building A and a High Quality library on the basement of the Central Building, which library open time is from Monday to Friday and from 7:00 to 17:00 for official hours and especially from 7:00 to 21:00 for examination period. The library owns 358,633 textbooks; 121,406 Vietnamese books; 9,144 foreign books (at the High Quality Library); 1,223 fashion and garment specialized books; 11,042 theses or reports; 298 guidances of quality standards and over 137 newspapers or magazines that easily allow academic staffs and students to access in place or online and evenly bring home. In particular, students can borrow 15 textbooks for average 6-8 courses per semester and 10 reference books within 3 weeks.

In 2012, the library built an information portal to provide electronic documents to readers and bought copyrights of 20 login accounts from National Center for Scientific and Technical Information (NCSTI) to serve the searching and exploiting information for HCMUTE's key research groups. Especially, this portal may access Eewoww e-books with more than 1,000 databases on articles and research; more than 38,000 e-books of science, technology, economics and business administration and social sciences with IG Publishing; 1,978 documents on www.sachwed.vn (Ho Chi Minh City General Publishing House); and NASATI, Science @ Direct, IEEE Xplore Digital Library, ACS, ISIKNOWLEDGE, PRRINGERLINK, Proquest Central IO, National Department of Science and Technology Information at *(http://db.vista.gov.vn)*, STD, etc. Besides, HCMUTE's libraries are also linked to electronic libraries of other universities such as Can Tho Learning Center, Ton Duc Thang University, Industrial University HCMC, HCMC College of Construction to share materials and research results.

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. *[Exh.9.5. Library resources]*

The library frequently organizes many activities such as Book Fair of Sachweb (Oct 4, 2018); Book Exchange Programme (Old to New); Workshop on Sharing How to Search (Oct 27, 2017); Seminars on Using Traditional Libraries, Electronic Libraries, Reading Skills; The 6th Vietnamese Book Day (Apr 2-26, 2019) to honor books, encourage reading, form reading habits, develop the reading culture in schools, promote the Vietnamese tradition of studying hard and build a learning society and startup. *[Exh.9.6. Events in the library]*

With the goals of maintaining comprehensive quality assurance and continuously improving service quality, the library regularly conducts satisfaction surveys of students and staffs as well as feedbacks through QAO, meetings between presidential board and students in each semester on the working environment to immediately handle, respond to problems and improve the services. *[Exh.9.7. Feedbacks of library's service quality]*

Besides, FGTFD has published more than 20 textbooks of Garment Technology by the end of 2018. Also, there are many theses and reference books in Vietnamese and English which are carefully numbered and stored. Students can contact directly the FGTFD's secretary to read them. *[Exh.9.8. DGT's textbooks]*

Every year, FGTFD coordinates with the library to prepare a plan for writing or buying books to serve student's learning and researching needs based on the ISO procdedure of compiling textbooks and reference materials. Accordingly, academic staff registers the titles of books to purchase and compile, then DGT reviews and compares to the existing list of books to make a request on book purchase or compilation *[Exh. 9.9. Plan of compiling textbooks]*

9.3 The laboratories and equipment are adequate and updated to support education and research

Currently, DGT manages 5 sewing workshops, 1 technology room, 1 textile material lab with over 200 various machines as shown in **Table 9.1**. These fully meet the requirements of processes from designing to finishing garment products with the total capacity of about 200 students per practice shift (20-30 students per workshop). *[Exh.9.10. Workshops of DGT]*

Table 9.1. List of laboratories and workshops for GT programme

No	Name	Achievable Skills
1	Workshop 1	Sewing, cutting, self-learning
2	Workshop 2	Sewing, cutting, self-learning
3	Workshop 3	Sewing, cutting, self-learning
4	Workshop 4	Advanced sewing, self-learning,
5	Workshop 5	Cutting, ironing, sampling, embroidering
6	Technology Room	Designing, techpack making, sampling, drawing, plotting
7	Textile Material Lab	Experiment, measuring, calculating

Workshops are equipped with an air-conditioning systems, LED TVs, and open from Monday to Saturday during the semester, in which the frequent usage efficiency is from 70 to 90% *[Exh.9.11. Report of equipment usage efficiency]*

In order to ensure the good conditions of facilities, FGTFD has machinery and equipment repaied and maintained at the beginning of each academic year by a technical staff. In case of encountering a serious error with impossible fixing, the technical staff reports to the workshops'

supervisor who then gives notices to EMO to fix it according to the ISO processes of equipment maintaining and repairing. To ensure the labor safety, broken needle is placed in containers at workshops and collected on the Green Sunday in every semester; waste oil cans are stored in stock and handled according to the school's plan. Every month, the supervisor checks the workshops to recognize the problems and solve them. In every semester, FGTFD holds a meeting with students to receive comments on facilities to take necessary actions. *[Exh.9.12. Equipment maintenance]*

At the beginning of each semester, DGT estimates the expenses of practical materials based on the training schedule, consumption unit per course and the number of students. *[Exh.9.13. Purchasing of practical materials]*

FGTFD has a joint GT training programme with Dinsen VN Co, which has already implemented for the 3rd year students since 2015 to study the production process. Accordingly, this learning stage is divided into two summer sessions with the total duration of 24 weeks. In addition, DGT also has many relationships with other companies such as Phong Phu International JSC, Scavi, Motives, Esquel, Esprinta, Dinsen, Asmara, Fashion Garment, Nha Be, Protrade, etc, where students may do internship or visit to get themselves approached to the reality *[Exh.9.14. Training cooperation with enterprises]*

9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research

Currently, HCMUTE has 1,512 computers serving its learners, 258 LED and smart TVs are attached in classrooms and meeting rooms to serve the teaching activities and seminars of all kinds. Specialized garment softwares such as CorelDraw, Gerber Accumark, Tajima Embroidery are installed in the computer labs *[Exh.9.15. Computer labs]*

HCMUTE has built a PSC general database system to manage the academic activities such as training, tests of multiple choice, asset management, library, human resources, staff surveys, student management in a convenient and efficient way. To get access to the system, HCMUTE has granted each staff and student with an email account with domain at *(@hcmute.edu.vn)* and *(@student.hcmute.edu.vn)*, respectively. In addition, staffs may find internal information at *(http://eoffice.hcmute.edu.vn)*, peform academic activites at *(http://online.hcmute.edu.vn)* and *https://lms.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://lms.hcmute.edu.vn)*. For learning resources and FGTFD's activites, academic staffs and students may access at *(http://thuvien.hcmute.edu.vn)* and *(http://fgtfd.hcmute.edu.vn)*, respectively *[Exh.9.16. HCMUTE's IT system]*

Digital Learning Center (DLC) at HCMUTE can accommodate 50 people with 7 workstations which virtual collaboration tools are connected with other universities around the world to carry out the training activities and remote academic sharing. Owing to such modern DLC system together with HCMUTE encouragement, many academic staffs have participated and approached new teaching methods with over 7,500 courses such as Blended learning and E/M learning. In fact, 100% of courses at FGTFD are implemented on LMS from level 1 to level 3. Moreover, HCMUTE usually upgrades the internet line and high bus to serve its lecturers and students. *[Exh.9.17. Online Learning system]*

9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented

To make the campuses fresh, clean and nice, HCMUTE often organizes tree-planting campaign on the Opening Ceremony and issues non-smoking regulation on campus. On November 20,

2017, HCMUTE inaugurated an artificial grass field and a multi-purpose stadium for students to participate art and sport activities. In addition, HCMUTE spares an area with hammocks at either side of the Grand Hall and the basement of the Central Building for students to take a nap. In particular, HCMUTE has also built special paths in all buildings for disabled students who use the wheelchairs. *[Exh.9.18. Working environment at HCMUTE]*

In order to implement the power and water saving policies, HCMUTE always includes them into Quality Targets and the security team is responsible for regularly monitoring and supervising all units on campus. HCMUTE has also invested in a project (cost of USD 1.5 millions) of modern wastewater treatment system. HCMUTE signed contracts with outside companies to collect chemicals and treat solid waste in accordance with the legal regulations and take care of the whole trees on campus *[Exh.9.19. Quality target]*

In terms of student and staff healthcare, HCMUTE established Health Care Center (HCC, Infirmary) with a doctor and two nurses. Every year, according to the plan of HCC, pesticides are sprayed to prevent mosquito, termites, insects, etc. for laboratories, classrooms and offices This unit has tested initial health for intake students and implement yearly health checkup for staffs. Annual health and accident insurances are also issued for students and staffs by HCC. HCC is equipped with the first-aid medicine cabinet with full devices such as splints, bandages drugs, etc. HCC provides each practical workship with a medical box. Besides, HCC also give staffs and students advice on physiological health, insurance policies, disease prevention and treatment through posters, emails and notices. HCC supports HCMUTE in coordinating with Department of Food Hygiene and Safety to check the campus canteens every month or randomly without notice *[Exh.9.20. Health care]*

In FGTFD's workshops, there are regulations on labor safety, danger warnings as well as fire prevention and fighting to help students and teachers avoid accidents. Students, in the first lesson, are guided on how to use machinery and equipment, the area for broken needles to prevent labor accidents. In the process of practice, lecturers often observe students to maintain the proper operation and remind them of any wrong behaviors. To report the workshop problems, students contact the hotline of the technical staff which is posted in the workshops.

Currently, HCMUTE has a security team consisting of 22 people, being responsible for protecting the property and security on campus, reminding staff, and students to follow the rules; promptly handle violations of security and robbery. The school's security team is assigned 24 hours a day, including holidays. In order to well perform their duties, the security team is equipped with protective clothing and necessary support tools, as well as participate in specialized training courses. The security team's hotline is 028 37 201 269. Besides, to protect assets and the others, HCMUTE has installed cameras at important positions of the school for observations, emergency exit signs, emergency phone numbers, etc. Fire prevention and fighting equipment is installed in classrooms, working rooms and campuses; the fire alarm system is regularly checked and maintained; fire drills are practised every year at the Central Building. All workshops and lab are equipped fire extinguishers and rules of fire fighting which are placed where are easy to observe and use. In addition, the dangerous sections with electricity, explosion and completing construction are setting warning signs up to ensure the safety on campus. Local firefighter are invited for fire equipment inspections every year. *[Exh.9.21. Security and safety]*

Criteria 10: Quality Enhancement
10.1 Stakeholders' needs and feedback serve as input to curriculum design and development

The process of curriculum design and development applied at HCMUTE according to the ISO procedure exhibits high efficiency due to its continuous improvements and standardized procedures. This allows the evaluation of student and alumni satisfaction towards the GT programme, which is followed by actions of adjustment and quality enhancement. In fact, the GT programme is built based on the stakeholders' actual contributions including government's policies (i.e. MOET's national decrees and circulars), employers, HCMUTE's regulations (educational philosophy, vision and mission, development orientation), learners (alumni, students) and lecturers (academic staffs, ASC). Feedbacks are significant in improving the quality of training and servicing activities. Feedbacks are officially collected by meetings with stakeholders and surveys in order to adjust the programme consistently with the actual requirements. Adjustments made include: adding new courses; changing course syllabus; applying active teaching methods; equipping additional facilities, etc. *[Exh.10.1. Stakeholder's feedbacks].* Particularly, GT curriculum was first started in 1992, formulated into 17 ELOs in 2012 and into 19 ELOs with the total 132 credits in 2018 to emphasize on developing skills for students in the reality to meet the social requirements and the stakeholder's needs (ELO-18 and 19). As described in **Table 1.4** (refer to the sub-criteria 1.2), the stakeholders' requirements (especially employers, alumni and students) were updated into the 132-credit GT curriculum through the solutions and specific ELOs.

10.2 The curriculum design and development process is established and subjected to evaluation and enhancement

According to the ISO procedure, up to 5-7% of professional knowledge and skills in the GT programme can be modified after every two years of implementing based on the stakeholder's suggestions. Besides, some course syllabi are continuously updated in each semester after all the academic staffs of the same course meet and agree on what and how to update the course. Also, organizing some seminars is to help both academic staffs and students to upgrade the professional knowledge. There are many elective courses designed for the GT programme which students may actively select and develop advanced knowledge. At the end of each semester, a departmental meeting is held to discuss areas for improvement based on the problems arisen in the semester. The implementation of the GT programme is done by AAO whereas DGT is responsible for selecting suitable academic staffs for teaching courses in terms of expertise and workload. Details of the GT programme such as ELOs, training schedules, course syllabi, programme structure, graduation requirements, etc. are extensively announced to students and academic staffs via HCMUTE's and FGTFD's websites as well as on LMS *[Exh.10.2 DGT's meeting of updating curriculum]*
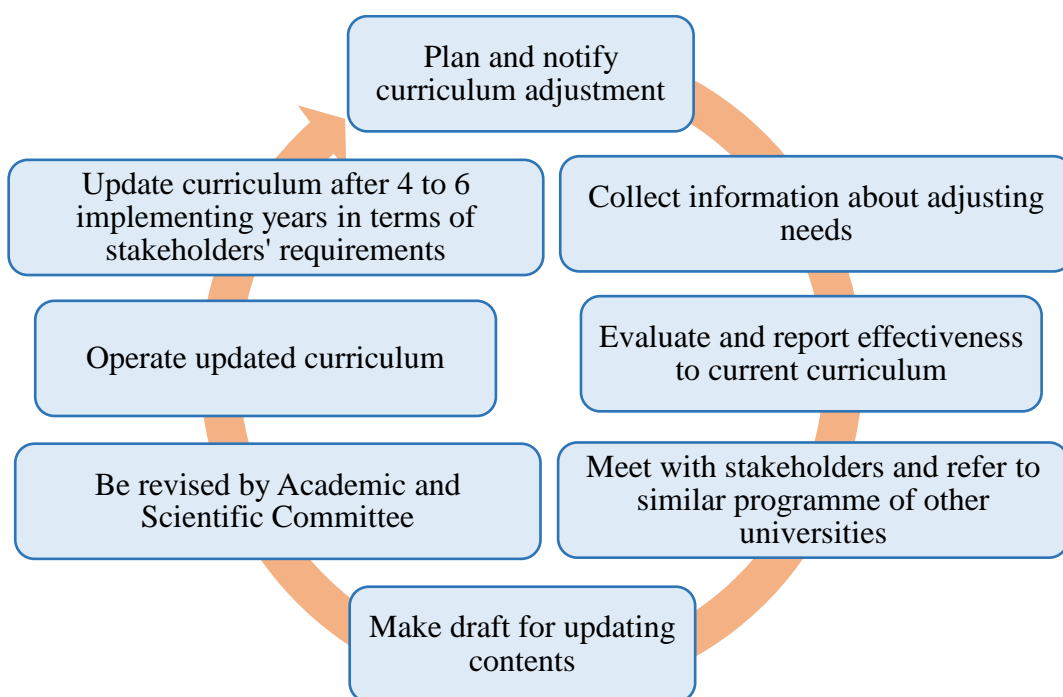
Figure 10.1. Updating process for GT programme

The ASC of FGTFD including (dean, vice deans, department heads and representative lecturers) was appointed by HCMUTE's president to revise the proposals of GT programme from the departments. Through the ASC members' consultancy, the chairman submits the proposal to HCMUTE's ASC for approval before implementing the GT programme. As mentioned **Table 1.4**, a developing and updating process for GT programme is summarized in **Figure 10.1**.

In fact, the significant adjustment of the GT programme is the adaptation which was performed in 2018 in line with the stakeholders' comments and demands. Changes which were made are described in **Table 10.1** *[Exh.10.3. FGTFD's ASC]*

Table 10.1 Difference between 150-credit and 132-credit GT programmes

Descriptions	150-credit programme	132-credit progamme
Number of credits for graduation	150	132
Number of required courses	60	56
Number of elective courses	19	23
Number of interdisciplinary courses	0	6
Number of credits for internship at company	2	4
Internship semester	8	7+8
Soft skills	Basic	Advanced
English proficiency for graduation (TOEIC)	450	550
Qualified exam	No	Yes
MOOC	No	Yes

The purpose of the change in the number of credit units is to actively increase the student's self-study time and to integrate courses together to follow the global educational trend. Elective and interdisciplinary courses are to widen the scope of training of the GT programme so that students can apply for directly or indirectly related jobs to the training programme. In the GT programme, more emphasis is placed on foreign language and soft skills to meet the actual needs of Vietnam's

Apparel Industry because the industry is developing strongly and it is expected that the economic structure will be changed quickly in the future (i.e., assembling processes will be gradually substituted into apparel business with higher benefits). Many ELOs related to soft skills (problem solving, communication, planning and presentation) were integrated through assignments and activities as specified in course syllabi to help graduates adapt to the actual environment. Most importantly, the most significant change in the GT programme focuses on student's English proficiency. For graduation, students must obtain at least TOEIC 550 (much higher than the requirement of the 150-credit GT programme). Internship period at companies for the new GT programme is longer than previous ones (into 8 weeks), meaning that students have more time to approach actual knowledge and be able to work as soon as they graduate. To increase the quality of graduates, a Qualified Exam is organized in order to ensure students' competences before conducting their graduation thesis *[Exh.10.4. Bechmarking table among 150-credit and 132-credit GT programme]*

Contents and ELOs in the GT programme are benchmarked with other programmes at domestic universities (such as IUH, HCMUT and HUFI) and foreign universities such as Bachelor of Science in Clothing Technology (BSCT) in the Philippines, Clothing Textiles and Interior Design (CTID). Actually, the GT programme has been designed in consistence with the characteristics of HCMUTE. FGTFD also organizes exchange activities with international students (South Korea, Indonesia, Laos and Canada) to increase the opportunities of global integration for students *[Exh.10.5. Benchmarking with other programmes]*

10.3. The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment

Teaching and learning processes as well as student assessments are ensured in accordance with the ISO procedure owing to continuous improvement and supervision, including processes of planning, implementing, organizing and appealing exams, class observation and teaching inspection. QAO designs surveys of teaching activities (course syllabi, class organizing and managing progresses, facilities and related things) and sends them to stakeholders as well as reports to the presidential board and faculty board to find solutions for improvement. Accordingly, improvements have to be made during department meetings to adjust the curriculum according to the stakeholders' comments. After that, proposals for improvement are made through equipping more facilities (workshop renovation, equipment purchasing), adjusting the course syllabi and changing teaching and evaluating methods and so on. *[Exh.10.6. Teaching processes and student assessments]*

The 132-credit programme is designed with several innovations, advanced knowledge and soft skills in order to support and assess students in a new generation. ELOs are competence-based so that students can easily adapt and solve problems in reality, providing the high quality human resources for the national labor market. To apply the knowledge immediately, usually, theoretical courses should be started 5 weeks prior to practical courses in the same semester, ensuring the connection between two courses. Almost academic staffs must join mutual class observation and report in written form to the DGT head for sharing teaching experiences and methods. Recent teaching and learning activities have been implemented closer to the reality or the enterprises. The assessment methods for presentations and products in courses are enhanced with the updated rubrics to ensure the achievement and reliability for the ELO-09, 10, 11 and 15. This improvement helps student become more active in self-learning and enhances their awareness about the importance of formative assessment which is for students to timely improve their learning performance through lecturer's feedbacks and to ensure the attainment of necessary knowledge. Additionally, evaluation criteria are designed in more details to assess student's

abilities more objectively and exactly. The instructors who teach the same course in the semester have to unify the training content and assessment methods. *[Exh.10.7. Formative assessment]*

Institute of Technical Education at HCMUTE is an academic division which is responsible for not only training professional teachers of vocational schools but also supporting HCMUTE in consulting and organizing pedagogical courses, such as courses on active teaching methods for academic staffs. Academic staffs of GT programme have been trained with many new teaching tools and media including digital learning method and flipped classroom to enhance the training quality. Moreover, a lot of international cooperation projects in education (such as BUILD-IT, COMET, SEAMEO, Mekong2skills) have benefited lecturers a lot with upgraded knowledge in learning and teaching activities *(https://builditvietnam.org)*. In recent years, HCMUTE has required that some courses be taught in English (English slides and lectures in English), or that reference materials in English be provided, and so on. 11 bachelor's programmes of HCMUTE have been successfully assessed by the AUN-QA. The lessons learnt from these assessments have helped the GT programme to be reviewed and improved in order to increase HCMUTE's prestige and student's job opportunities via higher training quality *(http://qao.hcmute.edu.vn)* *[Exh.10.8. Certificates of academic staffs]*

10.4. Research output is used to enhance teaching and learning

More than 20 kinds of textbooks used for GT programme were published by experienced academic staffs of the faculty. Student scientific topics and graduation theses have been conducted with high applications, e.g., the production improvement in the garment companies, the textile treatments, the garment production organization and management. Almost the courses of project and thesis are implemented in terms of project-based learning (PBL) methods which are closer to the reality. Some papers have been published in domestic and international journals or conference proceedings. the publication not only is a learning material for students but also helps lecturers update actual knowledge in teaching activities. Through conducting researches, students can learn how to solve a specific issue with active working methods and promotes their individual competences. *[Exh.10.9. Textbooks and student's research]*

10.5. Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement

Student services are always improved because of continuous stakeholder's feedbacks through online surveys. For example, surveyed results show that self-learning spaces were well evaluated, dormitories were supposed to always consider student's studying and relaxing conditions, etc. Besides, QAO conducts surveys on student's satisfaction towards teaching activities and inform the results to academic staff. Meetings between presidential board as well as faculty board with students are organzied every semester to solve many difficulties and problems timely. Thousands of reference books, textbooks and e-books in libraries have been bought and upgraded to serve students and lecturers. Two domitories with thousands of accomodations and many utilities (e.g., self-learning room, sport ground and performance stage) help students feel comfortable to live in. FMO has evaluated efficiency of equipments being used to monitor the current situation and timely purchase more to maintain the training quality. FGTFD's board actively inspects and reminds staffs and students of keeping the workshops clean, provides safety guidances or warnings and proposes machinery maintenance. Rules and guidances of practical workshops are fully noticed on the regulation boards. FGTFD's consultants also receive student's feedbacks via email, fanpages, phone and meetings *[Exh.10.10. Student service quality]*. A lot of improvements in teaching activities have been carried out as follows:

➢ Almost theoretical classrooms are equipped with modern teaching devices and air conditioners

➢ Operation time of self-learning rooms is extended to 21:00
➢ A high quality library was built in 2017 with huge learning resources
➢ Students easily access learning resources through relatively strong wireless/cable connection
➢ Dormitories have enhanced their service quality and support for students who are living away from home or low income students.
➢ SSC has organized a lot of volunteering activities and useful playgrounds for students to enhance their soft skills or look for part-time jobs, etc.
➢ Digital Learning Center offers online educational experiences, which not only supports students and lecturers with a modern learning space owing to flipped or blended classrooms but also saves theoretical learning time based on project-based learning approach and online courses.

10.6. The stakeholders' feedback mechanisms are systematic and subjected to evaluation and enhancement

HCMUTE manages overall training quality according to the ISO system by annually collecting feedbacks from stakeholders via online surveys and direct conversations as listed below:

Table 10.2. List of surveys of satisfaction from stakeholders

No	Types of survey	Stakeholders	Time
1	Student's satisfaction survey on service quality at HCMUTE	Students	Mar
2	Student's satisfaction survey on teaching quality	Students	1st time in Nov 2nd time in May
3	Newly graduate survey	After 3 months of graduation	1st time in Mar 2nd time in Sep
4	Alumni survey	Alumni after 1 year	Oct
5	Enterprises survey	Employers	Feb
6	Workplace satisfaction of HCMUTE's staffs	All staffs	Nov

FGTFD's activities have been implemented according to the ISO system with specific operations such as (1) building short-term quality targets; (2) aligning them with HCMUTE's general targets; (3) approving and publishing plans; (3) deploying specific goals, (4) auditing results and adjusting unreasonable goals through the periodical feedbacks from students (twice a year) (5) evaluating FGTFD's quality targets by QAO. Moreover, evaluation forms for internship courses are delivered to take feedbacks from enterprises. Alumni are also invited as speakers on seminars or meetings on special occassions such as Teacher's Day and HCMUTE's Anniversary Ceremony. Students can send online feedbacks to his/her instructors in the 8th week of every semester. Recommendations of academic and support staffs have been conducted in meetings (especially, in each semester, FGTFD and DGT organize at least two meetings) to implement and monitor difficulties related to academic schedule, course content and general directions *[Exh.10.11. Stakeholders' feedback mechanisms]*

Criteria 11: Output

11.1. The pass rates and dropout rates are established, monitored and benchmarked for improvement

Both HCMUTE and FGTFD consider output to be a very important target to assess a programme's quality. Therefore, since 2014, AAO and ASAO have collected statistical data of pass rates and droupout rates by using the University Information System (UIS). At the same time, the Dashboard system has been implemented to ensure the internal quality (according to AUN-QA) with the following steps *[Exh.11.1 Dashboard system]*

(1) At the beginning of academic year, FGTFD estimates the expected pass and dropout rates.

(2) Dean, vice dean and department heads are authorized to monitor the course's pass rates at the end of semester, dropout and graduation rates at the end of each academic year.

(3) After receiving the data, FGTFD analyzes the results and takes actions to improve the training quality.

Owing to this model, HCMUTE and FGTFD can evaluate strengths and weaknesses of the GT programme to propose appropriate improving solutions. In fact, statistical results in June (2019) clarifies that graduation rates of the GT programme relatively met the recruiting demands. It is obvious evidence for all the improving attempts of the GT programme

Table 11.1. Pass rates and dropdout rates of GT students from 2009-2018

Academic year	Cohort Size	Pass rate %			Dropout %			
		3 years	4 years	>4 years	1st year	2nd year	3rd year	4th year and beyond
2018-2019	**89**	-	-	-				
2017-2018	**99**	-	-	-	2			
2016-2017	**106**	-	-	-	1	5		
2015-2016	**100**	-	-	-			5	
2014-2015	**122**	-	56.6	13.9	0.8	4.9	0.0	0.0
2013-2014	**109**	-	77.1	10.1	5.5	0.9	0.0	2.8
2012-2013	**71**	-	38.0	38.0	1.4	8.5	1.4	4.2
2011-2012	**93**	-	82.8	9.7	1.1	3.2	0.0	2.2
2010-2011	**63**	-	74.6	15.9	1.6	6.3	0.0	1.6
2009-2010	**69**	-	75.4	15.9	5.8	1.4	0.0	1.4

In **Table 11.1**, the pass rate in academic year from 2009 to 2011 was about 70-80% but it rapidly decreased in 2012 down to 38%, much lower than expected. The rate of students extending their study time also increased obviously in later years (especially 23.8% in 2014). The reason for this matter is that HCMUTE has enhanced the output quality related to English ability (TOEIC 450 to 500) in order to meet the requirements of the developing industries and international integration. **Table 11.2** shows that FGTFD has always planned to monitor and estimate the actual pass and dropout rates from 2009 to 2015 *[Exh.11.2. Pass and dropout rates of GT programme]*. As compared to other HCMUTE's programmes in **Table 11.3**, the pass and dropout rates of the GT programme are close to one of ECET but much higher than those of ACET and MET, desmonstrating that training quality of GT programme is controlled more. Besides, to decrease the rates of stopped and extended students, FGTFD tried to find out the causes and give many solutions to improve this matter as listed in **Table 11.4**

Table 11.2. Planned and actual rates of pass and dropout 2009-2015

Academic Year	2009 -2010		2010-2011		2011- 2012		2012- 2013		2013 - 2014		2014 - 2015	
	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual
Pass rate (%)	90.0	91.3	90.0	90.5	90.0	92.5	90.0	76.0	90.0	87.2	90.0	70.5
Dropout rate (%)	10.0	8.6	10.0	9.5	10.0	6.5	10.0	15.5	10.0	9.2	10.0	5.7

Table 11.3. Comparison of timely pass and drop-out rates among programmes 2010-2013

Faculty	EET	ACET	ECET	MET	GT
On-time pass rate (%)	66.90	44.18	44.40	38.00	67.70
Dropout (%)	2.21	12.10	20.03	15.15	2.51

Note: EET (Environmental Engineering Technology), ACET (Automation and Control Engineering Technology), ECET (Electronics Communication Engineering Technology), MET (Mechanical Engineering Technology) [Exh.11.3. Link to other SARs]

Table 11.4. List of solutions for continuous improvement

No	Problems	Improvement Solutions
1	Student has financial difficulties in paying for their tuition fee	• Applying policies of decreased and waived tuition fees to students • Providing more scholarships though various sources such as "Golden Heart Funds" from FGTFD's staffs and "Enterprise Fellowships" from Groz Beckert, Dinsen Co.Ltd, Protrade Co. • Working with SSC and other units to introduce part-time jobs to students
2	Student faces psychological problems from friends, family and society.	• Consulting students by having direct conversations or or connecting on social network (Facebook, Messenger, Viber, Zalo, Skype…) to assist them • Enlarging information channels and incorporating with student's parents to detect problems as well as assist students early
3	Student fails too many courses, especially general courses Student fails some certain courses too many times leading to extend learning period	• Cooperating with responsible lecturers and related faculties to find appropriate solutions for each course • Consulting students before registering for courses and after receiving course's scores at the end of each semester • Encouraging lecturers to use teaching assistant (TA) system to support students better • Proposing to open some general courses in summer semester • Implementing extracurricular teaching activities to support students in academic issues.

Owing to the solutions in **Table 1.4**, FGTFD's students significantly improves their foreign language ability and applications of knowledge in the reality that employers were highly appreciated. However, FGTFD is continously promoted research competences and integration for students in the future.   *[Exh.11.4. Solutions of enhancing pass rate]*

11.2. The average time to graduate is established, monitored and benchmarked for improvement

In **Table 11.5**, the average graduation rates of GT programme's students in the period from 2009 to 2014 are 67.42% on time and 17.25% overdue. As mentioned above, in 2012, the higher requirements on English ability (upgraded to TOEIC 450) and competences (such as self-learning, problem solving, critical thinking, teamwork and presentation) towards CDIO approach for graduates caused a sharp decrease in these rates. To raise average graduation rate, FGTFD attempts to find out the causes and solutions to increase graduation rate on time as described in **Table 11.6**

Table 11.5: Planned and actual rate of average graduation time 2009-2014

[Exh.11.5 Planned and actual rates]

Academic Year	2009		2010		2011		2012		2013		2014	
	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual
Within 4 year (%)	60	75.4	60	74.6	60	82.8	65	38.0	65	77.1	65	56.6
More than 4 years (%)	30	13.9	30	10.1	30	38.0	25	9.7	25	15.9	25	15.9

Table 11.6. List of solutions to ensure graduation within 4 years

[Exh. 11.6. Solution for improving graduation rates]

No	Reasons	Solutions
1	Student fails some general and specialized courses and has to study one certain course several times	• Update inappropriate contents in course syllabus of general knowledge of GT programme • Support learning methods for students through TA system, 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	• Provide allowances to students with financial difficulty (HCMUTE's policy) • Orient student to design appropriate learning plan and time through FGTGD's 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	• 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 foreign language proficiency to graduate and must wait to take several language examinations	• Open intensive English and TOEIC practical classes • Organize English exams with higher frequency for students to graduate on time • Enhance to use English in teaching and learning activities

11.3. Employability of graduates is established, monitored and benchmarked

The percentage of graduates who have jobs reflects the high training quality and efficiency of the GT programme. Consequently, HCMUTE has focused on monitoring this parameter through surveys based on the ISO procedures for students after 3 and 6 months of graduation. QAO have carried out periodically online surveys every March and December. The surveying results on employability of GT graduates from 2015 to 2018 show that the percentage of students having jobs is increasing as presented in **Table 11.7** *[Exh.11.7. Results of online surveys in employability]*

Table 11.7. Number of GT students having a job from graduation 2015-2018

Graduation time	2015	2016	2017	2018
Before graduation (%)	0	33.33	48.94	53.73
Within 1 month after graduation (%)	65.82	23.80	30.85	22.39
Within 3 months after graduation (%)	10.13	9.52	0	7.46
Still looking for a better job	16.46	15.87	7.45	8.96
Pursuing another plan in future (%)	7.59	17.46	12.77	7.46

The results from HCMUTE in **Table 11.8** also show that these graduates were satisfied with their job (above **80%**). Recent developments in the clothing industry have brought students more job opportunities. Furthermore, every year, ERO, SSC and garment enterprises organize "Job Fair Day" where many graduates or current students are successfully recruited *[Exh.11.8. Job Fairs]*

Table 11.8. Results on survey of alumni's satisfaction towards current jobs

Graduation time	2015		2016		2017		2018	
Survey time	Jun	Dec	Jun	Dec	Jun	Dec	Jun	Dec
Satisfaction towards current job	81%	85%	81%	84%	85%	85.2%	84%	89.5%

11.4. The types and quantity of research activities by students are established, monitored and benchmarked for improvement

HCMUTE and FGTFD always encourage and orient students to join scientific research activities as soon as they start the GT programme. Particularly, a research team with 3-5 members conducts a course project or graduation thesis under a supervisor or is normally supported to carry out lecturer's scientific project. Through research activities, students not only expand their knowledge but also practice more skills such as teamwork, presentation, solving problems, cooperation and life-long learning. To develop and facilitate research activities by students, HCMUTE offers budgets for student's scientific projects which are implemented within a year after the registration. Based on the statistical analysis from the Science Technology and International Relation Office, the number of research projects by HCMUTE students for the recent 5 years has gradually increased, demonstrating that research activities attract students' attention.

Clothing industry in Vietnam has been strongly developing with 10 recent years, therefore the GT programme of all universities focus on application trends (i.e., designing and manufacturing technology). As a result, the number of research activities of GT programme's students is quite limited. However, as benchmarking GT programme of HCMUTE with those of other universities, the number of student research is dominant. There are no information of student's scientific projects from GT programme of other universities on internet, but HCMUTE's GT progamme has some the published student's scientific projects owing to the favorable supporting policies.

As compared with other faculties in HCMUTE, the number of FGTFD's research works are more limited. Thus, FGTFD and DTG attempt to find solutions for improvement as shown in **Table 11.9**

Table 11.9. List of solutions to increasing research activities

No	Reasons	Solutions
1	Lack of scientific research topics	• Contact with enterprises to develop or receive research proposals • Establish 4 key research groups (including textile materials, sample development, production improving solution and vocational training) to orient research topics for students • Include scientific research activities into FGTFD's Annual Quality Target to increase the number of research projects • Use scientific research activities as criteria to review recognitions for academic staffs who instruct students

2	Student takes much time to do research projects	• Encourage students to do scientific research in combination with courses • Consult students to arrange suitable timetable for participating research projects
3	Less motivation in scientific research	• Organize some contests in combination with enterprises to promote researching passion for students • Award prizes for students having excellent research result

Besides, FTGFD maintains creative activities to increase the training quality and professional level for GT students by organizing yearly workmanship contests like "FGTFD's Golden Hand" as well as Annual skill competitions like "Sewing Techniques and Fashion Design" by the Youth Union of Ho Chi Minh City since 2016 *[Exh.11.9 Student's scientific research]*

11.5. The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement

To evaluate the stakeholders' satisfaction, since 2015, HCMUTE and QAO have 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 FGTFD board in order to find improving solutions in case of low satisfaction. Moreover, the KPIs system is implemented to ensure fairness for all staffs at HCMUTE. Accordingly, at the beginning of each semester, each staff must plan specific targets based on FGTFD's Quality Targets and revised by the dean and department head. As the semester ends, the quality targets of each staff are evaluated in a department meeting. *[Exh.11.10. KPIs system]*

• **Staff's feedback:** Annually, QAO investigates staffs to collect feedbacks and send to the presidential board. The results from **2016** showed that over **80%** of the staffs were satisfied with their income, working and training policies as well as leaders and positions. In 2018, the rate of staff's satisfaction with HCMUTE's current work reached **97.70%** *[Exh.11.11. Staff's feedbacks].* To raise staff's satisfaction, HCMUTE organizes 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.

• **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 FGTFD's dean. Data obtained from 2014 to 2018 in **Table 11.10** show the teaching quality, servicing abilities and attitudes, and facilities were improved significantly. Besides, the contact channels such as hotline, message, forum, direct meeting (between staffs and students, presidential board and students) and appointments on the last Thursday of every month indicate that HCMUTE has always cared for student's benefits and satisfaction *[Exh.11.12. Student's feedbacks]*

Table 11.10. Results on survey of student's satisfaction of teaching quality

Content / Semester	2013-2014 1st	2013-2014 2nd	2014-2015 1st	2014-2015 2nd	2015-2016 1st	2015-2016 2nd	2016-2017 1st	2016-2017 2nd	2017-2018 1st	2017-2018 2nd	2018-2019 1st	2018-2019 2nd
Teaching activities	80.72		82.05		85.13		86.47		87.88		89.29	
	-	80.72	82.05	82.05	84.83	85,43	86.35	86.59	88.13	87.62	89.29	-
Preparing for teaching	-	80.57	-	-	-	-	-	-	-	-	-	-
Teaching approach	-	79.82	80.93	80.93	84.14	84.98	85.86	86.22	87.72	87.23	89.13	-
Teaching content	-	80.50	82.02	82.02	84.84	85.39	86.27	86.53	88.06	87.57	89.08	-
Assessment	-	80.59										
Lecturer's attitude	-	82.13	83.21	83.21	85.51	85.92	86.92	87.03	88.62	88.07	89.65	-

- **Alumni's feedback:** QAO performs online surveying twice per year on alumni to collect their feedbacks and evaluations for the suitability of programme with the reality and enterprises. On the occasion of Graduation Ceremony (i.e., every June or September, after 3 months of graduation), a direct survey on their jobs is carried out. As shown in **Table 11.11**, more than 80% of alumni are satisfied with the programme *[Exh.11.13. Alumni' feedback]*

Table 11.11. Comparison of satisfaction level of graduates among programmes

Year	Satisfaction levels of programmes				
	GT	EET	MET	MMT	ACET
2017	90.2%	89.1%	87.8%	88.4%	87.7%
2018	88.9%	90.2%	86.9%	89.6%	88.2%

Note: MMT (Machine Manufacturing Technology)

To bring the GT programme closer to the demands of enterprises, FGTFD has also conducted its own online surveys for alumni. The results show that more 54.5% of alumni are working in foreign enterprises and others are working for leading Vietnamese companies *[Exh.11.14. FGTFD's surveys]*

- **Employers' feedback:** Since 2010, HCMUTE has organized yearly meetings with local enterprises to investigate their satisfaction towards graduates. In addition, ERO collects feedbacks of employers in Job Fairs at HCMUTE about essential skills and training contents in recruitment. According to the newest online surveys (June 2019) with 30 garment enterprises (above 50% of foreign companies), 95.5% of employers desire to recruit GT students of HCMUTE in the future with evaluating rates as follows: *[Exh.11.15. Employers' feedbacks]*
- ✓ 81.8% agreed that GT students have good professional knowledge
- ✓ 59.1% agreed that GT students have good practical skills
- ✓ 86.4% agreed that GT students can approach, adapt, comprehend and solve issues quickly
- ✓ 54.5% agreed that GT students excellent accomplish their mission.

PART III: STRENGTHS AND WEAKNESSES ANALYSIS

Criteria 1 - Expected Learning Outcomes
Strengths
1. ELOs of the GT programme are designed according to the ISO procedures and MOET's regulations which are benchmarked with other GT programmes from domestic and international universities.
2. ELOs of the GT programme are established based on meaningful contributions from the stakeholders and are aligned with HCMUTE's and FGTFD's vision and mission.
3. ELOs of the GT programme are continuously updated (e.g, into 132-credit GT programme) thanks to the close connections between FGTFD and stakeholders such as enterprises, alumni and current students.
4. ELOs of the GT programme including 5 knowledge/skill groups are cascaded into all the courses via course syllabi as well as teaching and assessment activities.
Areas for improvement
1. Connecting further with international universities to adjust the POs and ELOs more appropriately with various countries, where graduates can work in a multinational environment.
2. Focusing on the key ELOs to enhance a certain number of professional skills for students to meet the global developing trends.

Criteria 2 - Programme Specification
Strengths
1. GT programme's specification is developed in accordance with the ISO procedures and MOET's regulations in order to ensure graduation qualifications.
2. Specification of the GT programme is explained for stakeholders (especially, prospective students, students and lecturers) and can be **easily** accessed on websites and during the training process.
3. Courses are described in more details, which facilitate teaching and assessment activities.
4. The GT programme is periodically **adjusted** to meet the stakeholders' requirements.
Areas for improvement
1. Benchmarking deeply between ELOs and CLOs in the GT programme to develop graduates more comprehensively.
2. Referring to innovative training programmes in order to design and develop the GT curriculum towards the world's trends of education.

Criteria 3 - Programme Structure and Content
Strengths
1. The GT programme is structured with general, fundamental and specialized knowledge according to the regulated standards and correlative matrix of courses.
2. Course syllabi of the GT programme consist of prerequisites, goals, CLOs, contents, assessment methods and reference materials in details.
3. Thanks to the stakeholders' contributions and a significant increase in internship period, contents of the GT programme are selected for meeting the requirements of actual production.
4. More elective courses are added in the GT programme (especially inter-disciplinary knowledge), helping graduate students have more choices for job-hunting in various fields.
Areas for improvement
1. Decreasing a number of unnecessary general courses which do not support much for the development of professional knowledge and skills.

2. Further unifying the teaching methods among academic staffs to successfully teach students the contents of courses

Criteria 4 - Teaching and Learning Approach
Strengths
1. Through HCMUTE's educational philosophies and FGTFD's core values, teaching and learning approaches are strongly conveyed to students.
2. Academic staffs implement many teaching and extracurricular activities to achieve high training quality and inspire students' life-long learning motivation.
3. Many positive teaching and learning methods are applied in different courses, enhancing student's competences.
Areas for improvement
1. Enhancing student's foreign language proficiency via online courses, English clubs and international student exchange.
2. Increasing lecturer's qualifications and pedagogical abilities to meet innovative teaching and learning methods.

Criteria 5 - Student Assessment
Strengths
1. Since the number of candidates for the GT programme are relatively high, many qualified students have enrolled; therefore, the results of student assessment are normally good.
2. Right at the beginning of the semester, the methods and contents of student assessment (such as teamwork, presentation) are widely notified to students.
3. Rubrics of assessments applied in a number of courses (especially projects and theses) with high validity and reliability are given to obtain the required CLOs and ELOs
4. Many extracurricular activities are evaluated and used for student's learning performances, which make students more dynamic and active.
5. Student assessment is continuously updated in every semester based on students' comments and adjustment of the GT programme
Areas for improvement
1. Because a lot of assessment work are done in each course, the TA system and online evaluating system should be improved more substantially to reduce the workload for academic staffs.
2. Updating more ideas for assessments and eliminating inappropriate assessments.

Criteria 6 - Academic Staff Quality
Strengths
1. HCMUTE's and FGTFD's policies attract many qualified academic staffs for the GT programme.
2. Obvious staff development plan and encouraging policies (e.g. appointment, promotion, recognition, financial supports for enhancing qualifications and training courses) facilitate academic staffs to develop their competences to contribute further to the GT programme.
3. Implementing the KPIs system for staff management has help to evaluate of academic staff's performances in a fairer way.
4. HCMUTE and FGTFD organize many activities to support and facilitate academic staffs to develop their individual abilities and create a solidarity working environment.
Areas for improvement
1. Recruiting more well-qualified academic staffs to serve development of the GT programme

2. Planning for more academic staffs to obtain the PhD degree (about 8 doctors in 2022).
3. Developing foreign language ability for academic staffs, preparing for the delivery of lectures in English.

Criteria 7 - Support Staff Quality
Strengths
1. FGTFD and other units always co-operate with one another to give timely support, to ensure the training quality of the GT programme.
2. All the support staffs (secretary, technical staff and others) serve students and lecturers with high sense of responsibility.
3. Support staffs have been trained to be able to work with good efficiency.
4. Many functional units on campus provide contact information so that students can immediately contact when necessary.
5. There is a good feedback system in which service quality is always improved
Areas for improvement
1. Improving English ability for some support staffs to integrate better in the future.
2. Expanding the number of support staff to serve students better.

Criteria 8 - Student Quality and Support
Strengths
1. Thanks to the favorable intake policies of HCMUTE as well as many consulting activities at FGTFD, the GT students are **well**-recruited and qualified, therefore, GT graduates meet the enterprise's needs and find suitable jobs **easily.**
2. Dashboard system is applied to monitor the learning processes of students, herein, consultants may give good advice and solutions to enhance student's performances.
3. The GT students are provided with a lot of co-curricular activities with supporting services.
Areas for improvement
1. Enhancing the English proficiency for students to easily adapt to the reality.
2. Innovating teaching methods to aim at developing student's competences.

Criteria 9 - Facilities and Infrastructure
Strengths
1. At HCMUTE, modern classrooms, seminars, laboratories, libraries and computer labs are equipped and bought every year, which provide students and lecturers with a good learning and teaching environment.
2. Fresh air and large campus help students and staffs not only achieve high performances but also be excited to learn and work.
3. An IT system is extensively applied for all the activities such course registration, administration, online teaching, etc.
Areas for improvement
1. Investing more facilities for textile materials lab and equipping more automatic sewing machines to serve practical courses.
2. Building more innovation spaces for students in conducting scientific research.

Criteria 10 - Quality Enhancement
Strengths
1. Teaching and learning processes including planning, organizing, appealing, class observation and inspection are always improved according to the ISO procedures.

2. Quality of the training programme is enhanced by frequently collecting feedbacks from stakeholders every semester such as alumni, students and lecturers.
3. Student assessments are given based on the ELOs and their rubrics are unified among lecturers who are in charge of the same course.
4. GT programme is benchmarked with that of other universities.
5. Many supporting activities for lecturers and students are enhanced during the teaching and learning implementation processes.

Areas for improvement
1. Recruiting more qualified lecturers (especially PhD holders and lecturers are good at English)
2. Designing rubrics for assessments with more exact criteria based on students' and lecturers' feedbacks
3. Increasing the number of lecturer's publications that enhance teaching activities

Criteria 11 - Output
Strengths
1. Statistical data of satisfaction from stakeholders which are periodically collected by QAO affirm that the quality of the GT programme is always monitored.
2. Graduates of the GT programme are highly evaluated at garment enterprises with high employability owing to the close gap between training and real demand.
3. HCMUTE **successfully** operates the IT system (UIS, Dashboard, PSC…) in controlling quality of academic as well as extracurricular activities, thus the output quality of graduates from GT programme has been significantly improved.
4. The channels of collecting feedbacks from stakeholders (especially students and enterprises) are diversified such as online surveys, seminars, interviews, meetings and conversation.
5. Solid relationships and strong connections between FGTFD and big garment enterprises in the South of Vietnam not only create more job opportunities for students but also bring advantages in developing and updating the GT programme in a timely manner.

Areas for improvement
1. Implementing more surveys to receive more feedbacks from stakeholders to continuously improve the programme.
2. Promoting scientific research and entrepreneurship activities in the training process of the GT programme.
3. Proposing more solutions not only to enhance the quality of graduates but also to increase the rate of students who graduate on time.

PART IV: APPENDICES

Appendix 1: Self-assessment of Garment Technology Programme

Criteria		1	2	3	4	5	6	7
1	**Expected Learning Outcomes**							
1.1	The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]						X	
1.2	The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]					X		
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]					X		
	Overall Opinion				**5.33**			
2	Programme Specification							
2.1	The information in the programme specification is comprehensive and up-to-date [1,2]						X	
2.2	The information in the course specification is comprehensive and up-to-date [1,2]					X		
2.3	The programme and course specification are communicated, and made available to the stakeholders [1,2]					X		
	Overall Opinion				**5.33**			
3	**Programme Structure and Content**							
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes [1].					X		
3.2	The contribution made by each course to achieve the expected learning outcomes is clear [2].					X		
3.3	The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6].					X		
	Overall Opinion				**5.00**			
4	**Teaching and Learning Approach**							
4.1	The educational philosophy is well articulated and communicated to all stakeholders [1]						X	
4.2	Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2,3,4,5]					X		
4.3	Teaching and learning activities enhance life-long learning [6]					X		
	Overall Opinion				**5.33**			
5	**Student Assessment**							
5.1	The student assessment is constructively aligned to the achievement of the expected learning outcomes [1,2]					X		
5.2	The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4,5]						X	
5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6,7]					X		

		1	2	3	4	5	6	7
5.4	Feedback of student assessment is timely and helps to improve learning [3]					X		
5.5	Students have ready access to appeal procedure [8]						X	
	Overall Opinion				**5.40**			
6	**Academic Staff Quality**							
6.1	Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service [1].					X		
6.2	Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2].					X		
6.3	Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4,5,6,7].						X	
6.4	Competences of academic staff are identified and evaluated [3].					X		
6.5	Training and developmental needs of academic staff are identified and activities are implemented to fulfil them [8].						X	
6.6	Performance management including rewards and recognition is implemented to motivate and support education, research and service [9].						X	
6.7	The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10].					X		
	Overall Opinion				**5.43**			
7	**Support Staff Quality.**							
7.1	Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1].					X		
7.2	Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2]						X	
7.3	Competences of support staff are identified and evaluated [3]					X		
7.4	Training and developmental needs of support staff are identified and activities are implemented to fulfil them [4]					X		
7.5	Performance management including rewards and recognition is implemented to motivate and support education, research and service [5]					X		
	Overall Opinion				**5.20**			
8	**Student Quality and Support.**							
8.1	The student intake policy and admission criteria are defined, communicated, published, and up-to-date [1].						X	
8.2	The methods and criteria for the selection of students are determined and evaluated [2].					X		
8.3	There is an adequate monitoring system for student progress, academic performance, and workload [3].					X		

No.	Criteria	1	2	3	4	5	6	7
8.4	Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employ ability [4]					X		
8.5	The physical, social and psychological environment is conductive for education and research as well as personal well-being [5]						X	
	Overall Opinion				**5.40**			
9	**Facilities and Infrastructure.**							
9.1	The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]						X	
9.2	The library and its resources are adequate and updated to support education and research [3,4]					X		
9.3	The laboratories and equipment are adequate and updated to support education and research [1,2]					X		
9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research [1,5,6]						X	
9.5	The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]					X		
	Overall Opinion				**5.40**			
10	**Quality Enhancement.**							
10.1	Stakeholders' needs and feedback serve as input to curriculum design and development [1]					X		
10.2	The curriculum design and development process is established and subjected to evaluation and enhancement [2].					X		
10.3	The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3].					X		
10.4	Research output is used to enhance teaching and learning [4].					X		
10.5	Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement [5].						X	
10.6	The stakeholders' feedback mechanisms are systematic and subjected to evaluation and enhancement [6].					X		
	Overall Opinion				**5.17**			
11	**Output.**							
11.1	The pass rates and dropout rates are established, monitored and benchmarked for improvement [1].					X		
11.2	The average time to graduate is established, monitored and benchmarked for improvement [1]					X		
11.3	Employability of graduates is established, monitored and benchmarked for improvement [1]						X	
11.4	The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2].					X		

11.5	The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]					X	
	Overall Opinion			5.40			
Final Opinion				5.31			

Appendix 2: Expected Learning Outcomes (ELOs)

No.	Expected Learning Outcomes	Bloom Scale
ELO-01	Apply basic natural and social knowledge to solve technical issues in garment industry	**3.0**
ELO-02	Manipulate fundamental technical knowledge to implement garment manufacturing process	**3.0**
ELO-03	Manipulate professional knowledge on technology to manage and handle actual problems in garment production	**3.0**
ELO-04	Analyze, debate and solve technical problems in apparel industry	**4.0**
ELO-05	Apply and model technical knowledge in apparel production	**3.0**
ELO-06	Perceive systematically the specifications of garment products	**4.0**
ELO-07	Identify personal skills and attitutes to achieve the best study and research results	**4.0**
ELO-08	Select professional skills and attitudes to achieve high working performances	**4.0**
ELO-09	Lead and work in multi-disciplinary groups	**5.0**
ELO-10	Communicate through various document types such as text, email, graphic design and presentation	**3.0**
ELO-11	Read and predict English terminologies in the field of garment technology	**3.0**
ELO-12	Identify the importance of technical operations towards environment and society	**4.0**
ELO-13	Evaluate contexts in business and production activities in terms of garment technology	**5.0**
ELO-14	Conceive ideas for technical systems in garment manufacturing processes	**3.0**
ELO-15	Design technical systems in clothing industry	**6.0**
ELO-16	Implement technical systems in apparel industry	**3.0**
ELO-17	Operate technical systems in textile industry	**3.0**
ELO-18	Build up an overall plan to control textile manufacturing stages	**5.0**
ELO-19	Present and implement ideas for start-ups in textile and garment business	**4.0**

Appendix 3. Correlation matrix of 132-credit GT programme

GOAL	G1			G2					G3			G4							
Symbol	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8
ELO	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19
1ST SEMESTER																			
General Law		2	2	2	2	2				2									
Maths 1	2	2		3	2	3	3	3		2	2								
Engineering Chemistry		2	2	2	2	3	3	3											
Introduction to Garment Technology							4	4	4	3		4							3
Sewing Machine and Equipment		3		4			4				3						3		
Basic Sewing Techniques		3		4					4						5		3		
Textile Materials: Fibers and Yarn				4			2			3	2			4					
Average	**2.0**	**2.4**	**2.0**	**3.2**	**2.0**	**2.7**	**3.2**	**3.3**	**4.0**	**2.5**	**2.3**	**4.0**	**4.0**		**5.0**		**3.0**		**3.0**
2ND SEMESTER																			
Maths 2	2	2	2	3	3	3	3	3		2	2								
Applied Stastistical Probability	2	2	2	3	3	3	3	3		2	2								
General Physics A1	2	2	2	3	3	3	3	3			2								
Textile Materials: Fabrics and Trims		3		3						3	3			4					3
System of Clothing Sizes		4					4	4	4					4		3			
Basic Menswear's Drafting		4		4			5		4		3				5			4	
Practice of Basic Menswear's Drafting		4		4			4					4			5		3		
Psychology in engineering		2	2		2	2	2			3				3					
Average	**2.0**	**2.9**	**2.0**	**3.3**	**2.8**	**2.8**	**3.4**	**3.3**	**4.0**	**2.5**	**2.4**	**4.0**	**4.0**	**3.5**	**5.0**	**3.0**	**3.0**	**4.0**	**3.0**
3RD SEMESTER																			
Advanced IT (MS Office)			4		5							4		4			3		3
General Physics A2	2	2	2	3	3	3	3	3		2	2								
Experiment of Physics	2	2	2	3	3	3	3	3		2	2								
Garment Manufacturing Technology		4		4	4		4		4				5			4			
Basic Womenswear's Drafting		4		4			5		4	4					5			4	
Practice of Basic Womenswear's Drafting		4		4			4				3				5				
Working Methods in Engineering				2	2	2				3	3			3		3			3
Textile Finishing Process		2		3	2		2		4	3									
Average	**2.0**	**3.0**	**2.7**	**3.3**	**2.8**	**3.3**	**3.4**	**3.3**	**4.0**	**3.0**	**2.5**	**4.0**	**5.0**	**3.5**	**5.0**	**3.5**	**3.0**	**4.0**	**3.0**
4TH SEMESTER																			
Applied Graphic Design in Garment Industry		3	3	3		3				4	3				4				
Advanced Womenswear's Drafting Techniques		5	5	5		5									4	5		4	
Practice of Advanced Womenswear's Drafting			5	5			4									5	5		
Preparation of Garment Manufacturing			5			5	5	4	5							4			
Garment Manufacturing Management		4			4		4					4	5					5	3
Practice of Preparation of Garment Manufacturing	4		5			5		4						4	6	4			
Principles of Marxist-Leninist Philosophy	2	2	2	2	3	3													
Scientific Research Methods	2	2	2	2	2	2	2	2	4	3	3								
Business Psychology		2	2	3	3	2	2		4	3									
Average	**2.7**	**3.0**	**3.6**	**3.3**	**3.0**	**3.3**	**3.7**	**3.3**	**4.0**	**3.8**	**3.0**	**4.0**	**5.0**	**4.0**	**5.3**	**4.3**	**4.0**	**5.0**	**3.0**
5TH SEMESTER																			
Quality Management of Garment Products			4						5	5	4	4	5						

Course																			
CAD/CAM in Garment Industry			4			5		4		4	3			5			4		
Specific Topics in Companies																			
Practice of CAD Technology in Garment Industry			4			4		4			3				6	4			
Revolution Lines of Vietnam Communist Party	2	2	2	2	3	3													
Computerized Embroidery	3				3	2	3			2									
Marketting Plan for Garment		4						5						4				6	3
Office Uniform Drafting			5		4		4	4		4				4					
Underwear Drafting		4		5			4			4									
Average	**2.5**	**3.3**	**3.8**	**3.5**	**3.3**	**3.5**	**3.7**	**4.0**	**5.0**	**3.8**	**3.3**	**4.0**	**5.0**	**4.3**	**6.0**	**4.0**	**4.0**	**6.0**	**3.0**
6TH SEMESTER																			
Advanced Menswear's Drafting			5	5		4				4	3			4		4			
Practice of Advanced Menswear's Drafting			5	5		4										4	4		
Garment Merchandising		5	5			5		4	5	4	4								
Apparel Manufacturing Plan			4		5	5				4		4						6	
Ho Chi Minh Ideology	2	2	2	2	3	3													
Negotiation in Garment Business		4						5					5						
Clothing Production Improvement		4		5								5			6	4			4
Footwear Design	4	5			3	4	4			3									
Average	**3.0**	**4.0**	**4.1**	**4.0**	**4.3**	**4.0**	**4.0**	**4.0**	**5.0**	**3.8**	**3.5**	**4.5**	**5.0**	**4.0**	**6.0**	**4.0**	**4.0**	**6.0**	**4.0**
7TH SEMESTER																			
Project of Clothes Design	4	4	5	4	4	4	5	4		4	3			4		3			
Project of Clothing Technology	4	4	5	4	4	4	5	4		4	3			4		4			
Internship in Companies	5	5	5	5	5	5	5	5	5	5	4	5	5	5	6	5	4	6	5
Enterprises cousre	5	5	5	5	5	5	5	5	5	5	4	5	5	6	6	5	4		
Average	**4.5**	**4.5**	**5.0**	**4.5**	**4.5**	**4.5**	**5.0**	**4.5**	**5.0**	**4.5**	**3.5**	**5.0**	**5.0**	**4.8**	**6.0**	**4.3**	**4.0**	**6.0**	**5.0**
8TH SEMESTER																			
Graduation Thesis	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	6.0	5.0	4.0	5.0	6.0	5.0	6.0	5.0	5.0	6.0	5.0
Average	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**	**6.0**	**5.0**	**5.0**	**5.0**	**6.0**	**5.0**	**6.0**	**5.0**	**5.0**	**6.0**	**5.0**
SELECTIVE INTERDISPLINARY COURSES																			
Basic Fashion Sketching		2	2			2	2			2						2	2		
Export and Import of Textiles			5	4					4	5	6	4	4						
Fundametals of Fashion Design		2	2			2				2		2							2
Planning for Entrepreneurship				3	2		2			3	3	2							
Customer Relationship Management		2	3	2						3	3	3	4	4	3	3			
Business Communication		2	3	2						3	3	3	4	4	3	3			
Management of Logistic Chains			3		4	3	4	4						4	4	3			
SELECTIVE FUNDAMENTAL COURSES																			
Aesthetics		2	2	2		2				2		2							2
Costume Arts		2	2			2				2		2							2
Warehouse Management			3		4	3	4	4						4	4	3			
Smart Textiles	3	3		3		3	2					3				3			
English for Garment Technology		2	3	2						3	3	3	4	4	3	3			
SELECTIVE PROFESIONAL COURSES																			
Protective Clothes Drafting Techniques		4	4	4	4	3	4	4	3	4		3	4	4	4				
Costume Draping Techniques on Dressform		4		4	4	3	4	4	3	4	3	4	4	4					
Jacket and TrenchCoat Drafting Techniques		4		4			4		3			3			4				

Course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Workshop Design and Equiment Installation		3		4	4		3	3		3			3			3
Knitted Garment Technology		5			5			5	4	5	5	5	5			3
Administration of Fashion Brand			3	2		2		3	3	2						
Embroidery and Printing Technology	2		3	3	2	3			2	2	3	3				
Garment Washing Technology		4	3		3					3						
Computerized Production Management		3		4	3	4	4			3	3			4	4	
Wedding Dresses Drafting Techniques	4	3	3				4			2				3	4	2
Hat and Handbag Design	2	4	3	3	3	3	4	4	3	3	2	2				
Automation in Garment Industry			3				3	3	3	3	3					

Hints: *The numerical digits (1,2,3,4,5,6) in the table exhibit the student's competences of the revised Bloom's Taxonomy from lowest to highest levels achieved after completing the course*

Appendix 4. List of evidences

No	Exh.	Title of Exhibition	Category
CRITERIA 1: EXPECTED LEARNING OUTCOMES			
No	Exh.	Title of Exhibition	Category
1	1.1	Vision and mission	
	1.1a	Vision and mission of HCMUTE	Photo
	1.1b	Vision and mission of FGTFD	Photo
	1.1c	Vietnam's Law on Higher Education from MOET	Document
2	1.2	ELOs announcement	
	1.2a	Course syllabus of Introduction to Garment Technology	Document
	1.2b	Photos of LMS pages (Course of Introduction to GT)	Photo
	1.2c	FGTFD's website	Document
	1.2d	FGTFD's brochure	Photo
	1.2e	ELOs board	Documem
3	1.3	Extracurricular activities	
	1.3a	Plans and photos of field trips	Document
	1.3b	Plans and photos of academic seminars	Document
	1.3c	Plans and photos of skill contests	Document
	1.3d	Plans and photos of Green Summer campaigns	Document
	1.3e	Plans, announcements and photo of Volunteer spring	Document
	1.3f	Plans and photos of Green Sunday	Document
	1.3g	Reports and photos of examination season supports	Document
	1.3h	Minutes of English club	Document
4	1.4	Building procedures of GT programme	
	1.4a	Setting up and revising curriculum procedure	Document
	1.4b	Questionnaire surveys on ELOs	Document
	1.4c	Plans of organizing seminar with stakeholders	Document
	1.4d	Meeting minutes with stakeholders	Document
	1.4e	Benchmark ELOs with other GT programmes	Document
	1.4f	ASC's meeting minutes	Document
	1.4g	Information of ELOs and course syllabi on web	Document
5	1.5	Changes in 132-credit GT progammes	Document
	1.5a	Comparision table between 150-credit and 132-credit GT programme	Document
	1.5b	Photos of seminars and workshops	Photo
	1.5c	Course syllabi of specific topic	Document
	1.5d	List of MOOC	Document
	1.5e	MoU and photos of cooperating with enterprises	Document
CRITERIA 2: PROGRAMME SPECIFICATION			
No	Exh.	Title of Exhibition	Category
1	2.1	Programme specifications	
	2.1a	132-credit GT programme specifications	Document
	2.1b	National Competence Framework	Document
	2.1c	Decision on promulgating ELOs and GT programme	Document
2	2.2	GT programme's adjustment	
	2.2a	Curriculum map	Photo
	2.2b	132-credit GT programme specifications	Document
	2.2c	Meeting minutes of adjusting programme	Document

		2.2d Benchmarking table between 150 and 132-credit GT programme	Document
3	2.3	Course syllabi	
		2.3a Course syllabi	Document
		2.3b Course syllabi revised and up-to-date	Document
4	2.4	Teaching profile	
		2.4a Meeting minutes to unify courses	Document
		2.4b Photos of LMS pages	Photo
		2.4c Minutes of notifying course syllabus to students	Document
5	2.5	Programme specifications and course syllabi announcement	
		2.5a Photos of websites published GT programme's course specifications and course syllabi	Photo
		2.5b Student's online handbook	Document
		2.5c FGTFD's brochure	Photo
		2.5d Course syllabi of Introduction to Garment Technology	Document
		2.5e Photos of LMS page	Photo

CRITERIA 3: PROGRAMME STRUCTURE AND CONTENT

	Exh.	Title of Exhibition	Category
1	3.1	Teaching and assessment methods	
		3.1a Course syllabi having various teaching methods	Document
		3.1b Course syllabi having various assessments	Document
		3.1c Course syllabi of project, thesis	Document
		3.1d Guides of thesis	Document
		3.1e Rubric (thesis, project)	Document
2	3.2	PBL-based courses	
		3.2a Course syllabi implemented PBL	Document
		3.2b Statistical table of courses for GT programme	Document
3	3.3	Benchmarking of GT programme	Document

CRITERIA 4: TEACHING AND LEARNING APPROACH

No	Exh.	Title of Exhibition	Category
1	4.1	HCMUTE's educational philosophy	
		4.1a HCMUTE's brochure	Photo
		4.1b FGTD's core value in development plan 2013-2018	Document
2	4.2	Matrix of ELOs with courses	
		4.2a Correlative matrix of courses	Document
		4.2b Course syllabus	Document
3	4.3	DGT's meeting minutes	
		4.3a Unified minutes of course (2015-2019)	Document
		4.3b Meeting minutes and photos of academic seminar for DGT's lecturers	Document
4	4.4	Innovative teaching approaches	Document
5	4.5	TA system	
		4.5a List of teaching assistants	Document
		4.5b Contracts between TA and HCMUTE	Document
		4.5c Certificates of TA	Photo
6	4.6	Open space	
		4.6a Center building	Photo
		4.6b Library	Photo
		4.6c Open spaces in the Buildings	Photo

	4.6d	Open space in sewing workshops	Photo
7	4.7	Teaching quality assurance	
	4.7a	Report of student's assessment for teaching activities	Document
	4.7b	Minutes of observing classes	Document
8	4.8	Certificates of academic staffs	
	4.8a	Certificates of BUILD-IT project	Photo
	4.8b	Certificates of SEMEO	Photo
	4.8c	Certificates of USAID	Photo
	4.8d	Certificates of international conferences	Photo
9	4.9	Extracurricular activities	
	4.9a	Plans and activities of skill contests	Document, Photo
10	4.10	Cooperations with partners	
	4.10a	MoU between FGTFD and partners	Document
	4.10b	List of collaborating students with partner	Document
11	4.11	Key competences	
	4.11	Key Competences for Lifelong Learning - European Reference Framework	Document
12	4.12	English enhancing activities of students	
	4.12a	Assignment with requirements in English	Document
	4.12b	Photos of seminar in English	Photo
	4.12c	Thesis in English	Document
	4.12d	English club	Photo
13	4.13	LMS online system	
	4.13a	Photos of LMS courses	Document
	4.13b	Course syllabus	Document
14	4.14	Self-learning activities of students	
	4.14a	Self-study areas	Photo
	4.14b	Plan and photos of self-learning seminar	Document
15	4.15	Social activities	
	4.15a	Regulation of social scores	Document
	4.15b	Social activities	Photo
16	4.16	Skill contests	
	4.16a	Teaching and assessment activities	Document, photo
	4.16b	Student's selling services in events	Photo
CRITERIA 5: STUDENT ASSESSMENT			
No	**Exh.**	**Title of Exhibition**	**Category**
1	5.1	Assessment forms	
	5.1a	HCMUTE's admission anouncement	Document
	5.1b	Regulation of course assessment	Document
	5.1c	Multiple choice question	Document
	5.1d	Short answer test, quizzes	Document
	5.1e	Presentation, teamwork and problem solving	Document
	5.1f	Essay and Writing test	Document
	5.1g	Practicum	Document
	5.1h	Fieldwork, Project and thesis	Document
	5.1i	Assessment forms	Document
2	5.2	Process of implementing assessments	

	5.2a	Instruction of company internships	Document
	5.2b	Assessment results of enterprises	Document
	5.2c	Assessment results of advisor	Document
	5.2d	Report of company Internship	Document
	5.2e	Guideline of thesis implementation	Document
	5.2f	Decision of establishing thesis defense committee	Document
	5.2g	Thesis report	Document
	5.2h	Rubrics of assessments	Document
3	5.3	Teaching and assessment methods	
	5.3a	Course syllabi having several assessment method	Document
	5.3b	Photos of courses on LMS	Photo
	5.3c	Assessment rubrics	Document
	5.3d	Answers on FGTFD's websites	Photo
	5.3e	Report and minute of class observation	Document
	5.3f	Report of student's assessment for teaching activities	Document
4	5.4	Portfolios and assessment rubrics	
	5.4a	Lecturer's portfolio (syllabus, curriculumn, rubric/assessment criteria, assessment evidences)	Document
	5.4b	Sample of writing exam	Document
	5.4c	Lecturer's unified minutes	Document
5	5.5	Process of writing exam	
	5.5a	Process of writing exam	Document
	5.5b	Samples of writing exam	Document
	5.5c	Plan of assigning supervisors for final writing exam	Document
	5.5d	List of handing over questions and answers to DGT's head	Document
	5.5e	List of delivering student's answers in the exam to lecturers	Document
	5.5f	Appeal application form	Document
6	5.6	Assessment results	
	5.6a	Formative assessment on LMS	Document
	5.6b	Formative results	Document
	5.6c	Summative results	Document
	5.6d	Photos of LMS forum	Document
	5.6e	Rubrics of mutual assessment among students	Document
7	5.7	Assessments of attitude and morality	
	5.7a	Plans and Photos of Green Sunday	Document
	5.7b	Photos of Sharing at Tet	Photo
	5.7c	Plans and photos of academic seminars	Document
	5.7d	Plans and photo of skill contests	Document
	5.7e	Plans, list and photo of Welcome Ceremony	Document
	5.7f	Plans, list and photo of Open Day	Document
	5.7g	Transcript of activities assessments	Document, Photo
8	5.8	Feedbacks of assignment	
	5.8a	Online test and results	Photo
	5.8b	Lecturer feedbacks for students on LMS and results	Photo
	5.8c	Lecturer feedbacks for students on courses	Document
	5.8d	Report and presentation	Document
9	5.9	Assessment of practical courses	

No	Exh.	Title of Exhibition	Category
	5.9a	Practical plan of course	Document
	5.9b	Practical assessment results	Document
10	5.10	Timely feedback of final exams	
	5.10a	Trancript of scores	Document
	5.10b	Online page of inputting scores	Photo
	5.10c	Answers on FGTFD's website	Photo
	5.10d	Regulations of course assessments	Document
11	5.11	Report of internship course	
	5.11a	Weekly email for internship course	Photo
	5.11b	Weekly Report and feedback of internship course	Document
	5.11c	Report and result of internship course	Document
12	5.12	Teaching assistant system	
	5.12a	Contracts between TA and HCMUTE	Document
13	5.13	Appeal procedures	
	5.13a	Appeal procedure	Document
CRITERIA 6: ACADEMIC STAFF QUALITY			
No	**Exh.**	**Title of Exhibition**	**Category**
1	6.1	Development plan of HCMUTE and FGTFD	
	6.1a	Statistical Data of General Department of Customs	Document
	6.1b	Statistical data of Vietnam Textile and Apparel Association (VITAS)	Document
	6.1c	HCMUTE's developing plan of human resources 2011-2015	Document
	6.1d	HCMUTE's developing plan of human resources 2017-2022	Document
	6.1e	FGTFD's developing plan of human resources 2013-2018	Document
2	6.2	Policies and solutions of developing academic staffs	
	6.2a	Financial supporting polices for HCMUTE's academic staffs	Document
	6.2b	Decisions of studying PhD and master programmes	Document
	6.2c	Decisions of awards and recognitions	Document
	6.2d	Decisions of appointment dean, vice dean, department heads	Document
	6.2e	Certificates for short-term training courses	Document
3	6.3	Workload of academic staffs	
	6.3a	Reports of surveying results on staff's working environment	Document
	6.3b	Photos of KPI system regulated staff's workload	Photo
	6.3c	Regulations of workload for academic staffs	Document
	6.3d	List of FGTFD's staffs	Document
4	6.4	Recruitment policies of academic staffs	
	6.4a	Staff recruitment procedure	Document
	6.4b	Recruiment notices	Document
	6.4c	Regulations of working polices for academic staffs	Document
5	6.5	Probation regulations	
	6.5a	Probation regulation of academic staff	Document
	6.5b	Staff laws	Document
	6.5c	Evaluation meeting of probationer	Document
6	6.6	Appointment and promotion procedures	
	6.6a	Decisions of appointment, promotion, reappointment, resignation	Document
	6.6b	Appointment and promotion procedures	Document
	6.6e	HCMUTE's regulations	Document
7	6.7	Academic staff's textbooks	

No	Exh.	Title of Exhibition	Category
	6.7a	List and covers of academic staff's textbook	Document
8	6.8	Activities of academic staffs	
	6.8a	MoUs between FGTFD and enterprises	Document
	6.8b	Photos of field trips	Photo
	6.8c	Report of class observation	Document
	6.8d	Meeting minutes of FGTFD and DTG	Document
	6.8e	Plans and photos of Open Day	Document, photo
9	6.9	Qualifications of academic staff	
	6.9a	Master and PhD degrees of DGT's academic staffs	Photo
	6.9b	Certificates of academic staff	Photo
	6.9c	Portfolios of academic staff	Document
10	6.10	Supporting policies	
	6.10a	Support policy of research, project and conference	Document
	6.10b	Financial report	Document
	6.10c	Staff's result report of training programme	Document
11	6.11	KPIs system	
	6.11a	Regulations of KPIs system about workload of academic staffs	Document
	6.11b	Results of KPIs of academic staffs	Photo
12	6.12	Recognitions and awards of academic staffs	
	6.12a	Decisions of recoginitions	Document
	6.12b	Guidances of awarding educational medal for academic staff	Document
	6.12c	Decisions of promotion, early salary increase, salary promotion	Document
13	6.13	Research activities of academic staffs	
	6.13a	Scientific research at university level procedure	Document
	6.13b	Scientific research policy for academic staffs	Document
14	6.14	Scientific workload of academic staffs	
	6.14a	Scientific research of academic staffs	Document

CRITERIA 7: SUPPORT STAFF QUALITY

No	Exh.	Title of Exhibition	Category
1	7.1	HCMUTE's developing plan	
	7.1a	HCMUTE's developing plan of human resources 2017-2022	Document
	7.1b	HCMUTE's developing plan of human resources 2011-2015	Document
2	7.2	Recruitment procedures and probation regulations	
	7.2a	Staff recruitment procedure	Document
	7.2b	The recruitment plan in HCMUTE	Document
	7.2c	Labor contract, self-evaluation report after probation	Document
3	7.3	Appointment and promotion procedures	
	7.3a	Regulation of appointment and promotion	Document
	7.3b	Promotion policy	Document
	7.2c	The early salary promotion decision of support staff	Document
4	7.4	Service activities	
	7.4a	Responsibility and authority regulation	Document
	7.4b	Support staff responsibility and authority	Document
5	7.5	Training activities	
	7.5a	List of lecturers for training course	Document
	7.5b	Courses list for support staffs	Document
6	7.6	Staff performances on KPIs system	

No	Exh.	Title of Exhibition	Category
	7.6a	KPIs system instruction	Document
	7.6b	KPIs form of support staff	Photo
7	7.7	Recognitions and awards	
	7.7a1	Decision on awarding the staffs in the 55th HCMUTE anniversary	Document
	7.7a2	Decision on rewarding staff of the Year	Document
	7.7a3	Decision on rewarding the emulation titles (2016-2018)	Document
8	7.8	Service quality	
	7.8a	Minutes of staff conferences	Document
	7.8b	Surveys of service quality/report	Document

CRITERIA 8: STUDENT QUALITY AND SUPPORT

No	Exh.	Title of Exhibition	Category
1	8.1	Regulations of admission	
	8.1a	Notices and regulations of MOET	Document
	8.1b	Recruitment decisions and announcement	Document
	8.1c	HCMUTE admission plan from 2014 to 2019	Document
2	8.2	Admission consulting activities	
	8.2a	News of admission on HCMUTE websites	Photo
	8.2b	Photos of FGTFD's admission consulting activities	Photo
	8.2c	FGTFD's talkshow on UTEx	Document, photo
	8.2d	Plan and photos of Open Day	Document, photo
3	8.3	FGTFD's introduction	
	8.3a	FGTFD's introduction videoclip on Youtube	Photo, link
	8.3b	FGTFD's talk show on UTEx	Photo
4	8.4	Intake score of other GT programmes	
	8.4a	Benchmarking table of intake scores for GT programme among universities	Document
	8.4a	Intake score of IUH 2019	Photo
	8.4b	Intake score of UTEHY 2019	Photo
5	8.5	Monitoring system of student activities	
	8.5a	Regulation of academic credit system	Document
	8.5b	Photos of Dashboard System	Photo
	8.5c	Student handbook	Document
6	8.6	Benchmarking table among programmes	
	8.6a	Benchmarking table of 150-credit with 132-credit GT programme	Document
	8.6b	132-credit GT programme specifications	Document
	8.6c	150-credit GT programme specifications	Document
7	8.7	Academic advices for students	
	8.7a	FGTFD's consulting team	Document
	8.7b	Report of consulting board	Document
8	8.8	Enrollment activities	
	8.8a	Guidance of enrollment for fresh students	Document
	8.8b	Plan of organizing Welcome Day	Document
	8.8c	Photos of some activities on Welcome Day	Photo
	8.8d	Training courses for new students	Document, photo
	8.8e	Route and regulations of foreign language output for students	Document
9	8.9	Enterprise cooperating activities	
	8.9a	Job Fair	Document

	8.9b	MOU between FGTFD and enterprises	Document, photo
	8.9c	Plan and Photos of workshops with enterprise	Document, photo
	8.9d	Plan and Photos of field trips	Document, photo
10	8.10	Additional supporting activities	
	8.10a	Photos of self-learning spaces	Photo
	8.10b	Photos of SSC's activities	Photo
	8.10c	Photos of Youth Union and Student Association	Photo
	8.10d	Photos of workshop on soft skillsclub	Photo
	8.10e	English club	Photo
11	8.11	Course registration and field trip	
	8.11a	Announcement of student's online course registration	Document
	8.11b	Photos of online course registration page	Photo
12	8.12	Consulting activities	
	8.12a	Meeting minutes among HCMUTE with students	Document
	8.12b	Meeting minutes among FGTFD with students	Document
	8.12c	Photos of FGTFD's meeting with students on website	Photo
	8.12e	Questions and answers	Document

CRITERIA 9: FACILITIES AND INFRASTRUCTURE

No	Exh.	Title of Exhibition	Category
1	9.1	HCMUTE campus information	
	9.1a	Overview map	Photo
	9.1b	Statistical report of classrooms and used area	Document
	9.1c	Statistical report of area - Campus 1	Document
	9.1d	Statistical report of area - Campus 2	Document
	9.1e	Media equipment in classroom	Document
	9.1f	Master plan for campus 1 in the future	Photo
	9.1g	List of equipment and machines	Document
2	9.2	Equipment purchasing plan	
	9.2a	Plan of purchasing devices of FGTFD	Document
	9.2b	Budget of purchasing devices	Document
	9.2c	Report of equipment procurement	Document
	9.2d	Procedure of purchasing materials and spare equipment	Document
3	9.3	Feedbacks of lecturers and students	
	9.3a	Survey results of staff's satisfaction for service quality	Document
	9.3b	Surveys of service quality from students	Document
	9.3c	Minutes of staff conferences	Document
	9.3d	Minutes of FGTFD's meeting with students	Document
4	9.4	Digital learning center	
	9.4a	Decision of establishing Digital Learning Center (DLC)	Document
	9.4b	Decision and photos of implementing the digital teaching methods	Document, photo
	9.4c	Samples of DGT's digital courses	Photo
5	9.5	Library resources	
	9.5a	HCMUTE library's website	Photo
	9.5b	Outside shelves	Photo
	9.5c	List of Vietnamese reference books	Document
	9.5d	List of English reference books	Document

		9.5e	Digital libraries database	Document, photo
		9.5f	Decision of adding resources to library	Document
		9.5g	HCMUTE's library with other universities	Document
6	9.6		Events in the Library	
		9.6a	The 6th Vietnamese Book Day	Document
		9.6b	Library's notice of organizing workshop for students	Document
		9.6c	Book fair with Sachweb	Document
7	9.7		Feedbacks of library's service quality	
		9.7a	Feedback of satisfaction survey from students for library	Document
		9.7b	Reports of surveying results on staff's working environment	Document
		9.7c	Meeting minutes of HCMUTE with students	Document
8	9.8		DTG's textbooks	
		9.8a	DGT's list of textboooks	Document
		9.8b	FGTFD's library bookcase	Photo
9	9.9		Plan of compiling textbooks	
		9.9a	Procedure for compiling and issuing course book	Document
		9.9b	DGT's textbook writing plan	Document
		9.9c	Minutes of evaluation committee for textbooks	Document
10	9.10		Workshops of DGT	
		9.10a	List of machines at workshops	Document
		9.10b	Layout and overview of workshops	Photo
11	9.11		Report of equipment usage efficiency	Document
12	9.12		Equipment maintenance	
		9.12a	Equipment maintenance and repair process	Document
		9.12b	Plan and report of equipment maintenance	Document
13	9.13		Purchasing of practical materials	
		9.13a	Purchasing practical materials	Document
14	9.14		Training cooperation with enterprises	Document, photo
15	9.15		Computer labs	
		9.15a	Inventory in computer labs in 2017	Document
16	9.16		HCMUTE's IT system	
		9.16a	Internet investment information	Document
		9.16b	Photos of IT systems in education management	Document
17	9.17		Online Learning system	
		9.17a	Online course assessments	Document
18	9.18		Working environment at HCMUTE	
		9.18a	Green environment at HCMUTE	Photo
19	9.19		Quality Target	
		9.19a	Quality Target of HCMUTE	Document
		9.19b	Contract of wastewater treatment	Document
		9.19c	Contract of caring trees on campus	Document
		9.19d	Quality target of FGTFD	Document
20	9.20		Health care	
		9.20a	Announcement of health test	Document
		9.20b	Announcement of health insurance	Document
		9.20c	Announcement of insects preventing	Document
21	9.21		Security and safety	

No	Exh.	Title of Exhibition	Category
	9.21a	List of guard	Document
	9.21b	Responsibilities of security team	Document
	9.21c	Plan of shifting in national days	Document
	9.21d	Emergency exit of Center building	Photo
	9.21e	Fire protection and occupational safety	Photo
		**CRITERIA 10: QUALITY ENHANCEMENT**	
No	**Exh.**	**Title of Exhibition**	**Category**
1	10.1	Stakeholder's feedbacks	
	10.1a	ISO procedure for adjusting the annual curriculum	Document
	10.1b	Meeting minutes with stakeholders	Document, photo
	10.1c	Report of student's assessment for teaching activities	Document
2	10.2	DGT's meeting of updating curriculum	
	10.2a	ISO procedure for adjusting curriculum	Document
	10.2b	DGT's meeting minutes of adjusting GT curriculum	Document
	10.2c	Meeting minutes with stakeholders	Document
	10.2d	Unified minutes of courses among lecturers	Document
	10.2e	Assigning table of DGT's lecturers	Document
	10.2f	Photos of course on LMS	Photo
	10.2g	FGTFD's website	Photo
3	10.3	FGTFD's ASC	
	10.3a	HCMUTE's Academic and Scientific Committee	Document
	10.3b	FGTFD's Academic and Scientific Committee	Document
	10.3c	ASC's meeting minutes	Document
4	10.4	Bechmarking table among 150-credit and 132-credit GT programme	
	10.4a	Bechmarking table among 150-credit and 132-credit GT programme	Document
5	10.5	Benchmarking with other programmes	
	10.5a	Domestic and Internattional GT's programme	Document
	10.5b	132-credit GT programme specifications	Document
	10.5c	Benchmarking table among programmes	Document
	10.5d	Photos of international student exchange activities	Photo
6	10.6	Teaching processes and student assessments	
	10.6a	ISO procedure of implementing teaching activities	Document
	10.6b	DTG's meeting minute	Document
	10.6c	Surveys and reports of teaching activities	Document
	10.6d	Minutes of recording and improving issues	Document
7	10.7	Formative assessments	
	10.7a	Lecturer's portfolios	Document
	10.7b	Rubrics of formative assessments	Document
8	10.8	Certificates of academic staffs	
	10.8a	Certificates of pedagogy	Photo
	10.8b	Certificates of academic staffs	Photo
9	10.9	Textbooks and student's research	
	10.9a	List of textbooks	Document
	10.9b	List of graduation thesis	Document
	10.9c	List of publications - DGT	Document
	10.9d	List of lecturer's scientific research projects	Document
	10.9e	List of student's scientific research projects	Document

No	Exh.	Title of Exhibition	Category
10	10.10	Student service quality	
	10.10a	10.10a FGTFD's consulting board	Document
	10.10b	10.10b Meeting minutes between HCMUTE and students	Document
	10.10c	Surveying results of service quality	Document
	10.10d	Online survey form and results of courses	Document
11	10.11	Stakeholders' feedback mechanisms	
	10.11a	FGTFD's and DTG's meeting minutes	Document
	10.11b	Feedback of stakeholders	Document
	10.11c	Online survey and results of courses	Document

CRITERIA 11: OUTPUT

No	Exh.	Title of Exhibition	Category
1	11.1	Dashboard system	
	11.1a	Interface of Dashboard system	Photo
	11.1b	Instruction of the Dashboard system	Photo
	11.1c	Students management on Dashboard system	Photo
2	11.2	Pass and dropout rates of GT programme	
	11.2a	Pass rates and dropout rates of GT from 2009 - 2018	Document
	11.2b	List of academic warning students	Document
	11.2c	Regulation of output foreign language for students	Document
	11.2d	List of non-certificate TOEIC students	Document
	11.2e	Quality target of FGTFD from 2014-2019	Document
	11.2f	Report of FGTFD's annual training plan performance	Document
3	11.3	Link to other SARs	Links
4	11.4	Solutions of enhancing pass rate	
	11.4a	Supporting finances for students	Document
	11.4b	Consulting activities	Document
	11.4c	FGTFD's seminars	Document
	11.4d	Supporting from teaching assistants (TA)	Document
5	11.5	Planned and actual rates	
	11.5a	Quality target of FGTFD from 2014-2019	Document
	11.5b	Report of FGTFD's annual training plan performance	Document
6	11.6	Solutions for improving graduation rate	
	11.6a	Supporting activities for students	Document
	11.6b	Supporting finances for students	Document
	11.6c	English enhancing for students	Document
7	11.7	Result of online survey on employability for graduates	
	11.7a	Survey form of graduates	Document
	11.7b	Surveys results of graduates (2014-2016)	Document
	11.7c	Survey results of graduates (2017-2019)	Document
8	11.8	Job fairs	
	11.8a	Invitation letter	Document
	11.8b	Organizational plan of Job Fairs	Document
	11.8c	List of industrial participants on Job Fair (2016-2019)	Document
	11.8d	Photos of Job Fairs	Photo
	11.8e	Survey for enterprises from HCMUTE	Document
9	11.9	Student's scientific research	
	11.9a	Comparison of students scientific researches among universities	Document

	11.9b	Solutions for increasing research activities	Document
10	11.10	KPIs system	
	11.10a	KPIs system in UTE	Photo
	11.10b	KPIs of FGTFD's staff	Photo
	11.10c	Minutes of evaluating KPIs's staffs	Document
11	11.11	Staff's feedbacks	
	11.11a	Survey of working environment	Document
	11.11b	Annual staff conference at HCMUTE	Document
	11.11c	Annual staff conference at FGTFD	Document
12	11.12	Student's feedbacks	
	11.12a	Report of survey's teaching activities (2015-2019)	Document
	11.12b	Report of service qualities survey (2016-2019)	Document
	11.12c	Meeting between HCMUTE with students	Document
	11.12d	Meeting between FGTFD and students in each semester	Document
	11.12e	Contact channels in HCMUTE	Document
	11.12f	Contact channels of FGTFD	Document
13	11.13	Alumni' feedbacks	
	11.13a	HCMUTE's survey forms	Document
	11.13b	Report of surveying results on employability of graduates (2015-2019	Document
	11.13c	Report of surveying results on employability of alumni (2015-2019)	Document
14	11.14	FGTFD's online survey	
	11.14a	Alumni survey form of FGTFD	Document
	11.14b	Result of online surveys	Document
	11.14c	Alumni survey report of FGTFD (2019)	Document
	11.14d	Enterprise survey report of FGTFD (2019)	
15	11.15	Employers' feedbacks	
	11.15a	Enterprises survey form of FGTFD	Document
	11.15b	Enterprise survey report of FGTFD (2019)	Document

Appendix 5. Distribution of knowledge for 150-credit and 132-credit GT programmes

Knowledge	150-credit programme			132-credit programme		
	Total	Required	Elective	Total	Required	Elective
General courses	**51**	**45**	**6**	**49**	**38**	**11**
Politics and Laws	12	12		12	12	
Humanity & Society Science	6		6	6		6
English	9	9		0	0	
Introduction to GT	3	3		3	3	
IT	3	3		3		3
Maths and sciences	18	18		23	23	
Others				**2**		**2**
Professional courses	**99**	**89**	**10**	**83**	**65**	**18**
Fundamental	24	20	4	14	10	4
Specialized	46	40	6	39	31	8
Practice & Experiment	17	17		15	15	
Internship	2	2		2	2	
Thesis	10	10		7	7	
Interdisciplinary				**6**		**6**
Total	**150**			**132**		

Appendix 6: Course distribution of GT programme

Student can apply courses in any semester

No.	Course Code	Course Name	Credit	Prerequisites
1	LLCT150105	Principles of Marxist-Leninist Philosophy	5	
2	LLCT230214	Revolution Lines of Vietnam Communist Party	3	
3	LLCT120314	Ho Chi Minh Ideology	2	
4	PHED110613	Physical Education 2	1	Excluding
5	PHED130715	Physical Education 3	3	Excluding
		Total	**10**	

1ˢᵗ semester

No.	Course Code	Course Name	Credit	Prerequisites
1	GELA220405	General Law	2	
2	MATH132401	Maths 1	3	
3	GCHE130603	Engineering Chemistry	3	
4	INGT130151	**Introduction to Garment Technology**	3(2+1)	
5	GEMA230651	Sewing Machine and Equipment	3(2+1)	
6	FSTE230751	Basic Sewing Techniques	3(1+2)	GEMA240351
7	TEMA120351	Textile Materials: Fibers and Yarn	2	**Elective Other**
8	PHED110513	Physical Education 1	1	**Excluding**
		Total	**19**	

2ⁿᵈ semester

No.	Course Code	Course Name	Credit	Prerequisites
1	MATH132501	Maths 2	3	
2	MATH132901	Applied Stastistics and Probability	3	
3	PHYS130902	General Physics 1	3	
4	GMAC230551	Textile Materials: Fabrics and Trims	3	TEMA122851
5	SSRC220451	System of Clothing Sizes	2	
6	FMDR231051	Basic Menswear's Drafting Techniques	3	TEMA122851 SSRC220451
7	PFMD222751	Practice of Basic Menswear's Drafting	2	GEMA240351 TEMA122851
8	*Select 01 general courses (2 credits)*		2	
		Total	**21**	

3ʳᵈ semester

No.	Course Code	Course Name	Credit	Prerequisites
1	ADMO138685	Advanced IT (MS Office)	3(2+1)	
2	PHYS131002	General Physics 2	3	
3	PHYS 111202	Experiment of Physics	1	
4	GMTE231451	Garment Manufacturing Technology	3	GEMA240351
5	FWDR331151	Basic Womenswear's Drafting Techniques	3	TEMA122851 SSRC220451
6	PFWD322851	Practice of Basic Womenswear's Drafting	2	GEMA240351 TEMA122851
7	*Select 01 general courses (2 credits)*		2	
8	*Select 01 of fundamental courses (2 credits)*		2	

No.	Course Code	Course Name	Credit	Prerequisites
		Total	**19**	

4th semester

No.	Course Code	Course Name	Credit	Prerequisites
1	GDAP340851	Applied Graphics in Garment Industry	4(2+2)	
2	AWDR321251	Advanced Womenswear's Drafting Techniques	2	FWDR330951
3	PRAP331551	Preparation of Garment Manufacturing	3	GMTE230651
4	AGMA321751	Garment Manufacturing Management	2	GMTE230651
5	PAWD332951	Practice of Advanced Womenswear's Drafting	2	PFWD322251
6	PPAP313151	Practice of Preparation of Garment Manufacturing	2	GMTE230651
7	*Select 01 general courses (2 credits)*		2	
8	*Select 01 of interdisplinary courses (2 credits)*		2	
		Total	**19**	

5th semester

No.	Course Code	Course Name	Credit	Prerequisites
1	GQMA331651	Apparel Quality Management	2	PRAP331251
2	CAAP332051	CAD/CAM in Garment Industry	3	FMDR230851
3	GSSS422451	Specific Topics in Companies	2	GMTE230651
4	PCAP313251	Practice of CAD Technology in Garment Industry	1	PFMD222151
6	*Select 01 fundamental courses (2 credits)*		2	
7	*Select 01 professional courses (2+3 credits)*		5	
8	*Select 01 interdisplinary courses (2 credits)*		2	
		Total	**17**	

6th semester

No.	Course Code	Course Name	Credit	Prerequisites
1	AMDR421351	Advanced Menswear's Drafting Techniques	2	FMDR230851
2	MEAP431851	Garment Merchandising	3	GQMA331351 AGMA331451
3	PPAP421651	Apparel Manufacturing Plan	2	PRAP331251
4	PAMD433051	Practice of Advanced Menswear's Drafting	3	
5	*Select 01 of professional courses (3 credits)*		3	
6	*Select 01 of interdisplinary courses (2 credits)*		2	
		Total	**15**	

7th semester

No.	Course Code	Course Name	Credit	Prerequisites
1	GDPR422251	Project of Clothing Design	2	PFMD222151 PFWD322251

2	GTPR412151	Project of Clothing Technology	1	MEAP431551 GQMA331351
3	GRPR423351	Internship in Companies	2	PRAP331251
4		Enterprises Course	2	*Excluding*
Total			**5**	

8th semester

No.	Course Code	Course Name	Credit	Prerequisites
1	GTGP405651	Graduation Thesis	7	**Qualified exam**
Total			**7**	

Appendix 7. List of interdisciplinary courses in GT programme

Responsible Unit	Interdisciplinary course	Programme
Garment Technology & Fashion Design	Fundamental of fashion design	GT programme
	Basic fashion sketching	GT programme
	Merchandising in apparel	Fashion design programme
	Fundamental menswear's drafting technique	Fashion design programme
Economics	Entrepreneurship plan	GT programme
	Customer relationship management	GT programme
	Supply chain management	GT programme
	Marketing for garments	GT programme
	Import and export of apparels	GT programme
	Garment international trading negotiation	GT programme
	Business communication	GT programme
Technical Pedagogy	Business psychology	GT programme

Appendix 8: Benchmarking table between 150-credit and 132-credit GT programme

No.	150-credit GT programme		132-credit GT programme		Remarks
	Course name	Credit	Course name	Credit	
1	Sewing equipment and maintenance	4	Sewing equipment and maintenance	3(2+1)	Integrated
2	Practice of sewing equipment and maintenance	1			
3	Basic sewing techniques	3	Practice of basic sewing techniques	3 (1+2)	Integrated
4	Practice of basic sewing techniques	2			
5	Advanced menswear's drafting techniques	3	Advanced menswear's drafting techniques	2	Reduced
6	English 1,2,3	9		0	Eliminated
7	CAD in apparel	4	CAD in apparel	3	Reduced
8	Practice of CAD in apparel	2	Practice of CAD in apparel	1	Reduced
9	Apparel technical drawings	2	Applied graphic design	4(2+2)	Integrated
10	Applied graphic design	3(2+1)			
11	Advanced women wear's drafting techniques	3	Advanced women wear's drafting techniques	2	Reduced

Appendix 9. Some activities of lecturers and students

Lecturers of FGTFD and DGT

Academic activities of GT student

Visiting tour at Protrade Co.Ltd for course "Introduction to Garment Technology"

Field trip of GT student at Texhong Co.Ltd

Signing MoU on training cooperation between HCMUTE and Dinsen Co.Ltd for GT programme

Hsiuping University of Science and Technology (Taiwan)

Adidas awarded scholarships to GT student

Seminar on taking stakeholder's feedbacks for 132-credit GT programme

FGTFD students participating Welcome Ceremony in 2015

HCMUTE

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