

HANOI SCHOOL OF PUBLIC HEALTH

AUN-QA SELF-ASSESSMENT REPORT

Master of Public Health programme

December 2015

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ABBREVIATIONS

BPH	Bachelor of Public Health
CDC	Centers for Disease Control and Prevention
CEFR	Common European Framework of Reference for Language
CENPHER	Center for Public Health and Ecohealth Research
CHILILAB	CHILINH Demographic Surveillance Site
CIPPR	Center for Injury Prevention and Policy Research
CR	Computer room
DAM	Department of Administrative Management
DERIC	Department of External Relations and International Cooperation
DFA	Department of Finance and Accounting
DHC	District Health Center
DHRD	Department of Human Resource Development
DPE	Department of Postgraduate Education
DSA	Department of Student Affairs
DSRM	Department of Scientific Research Management
DUE	Department of Undergraduate Education
FTE	Full Time Equivalent
HSPH	Hanoi School of Public Health
IT	Information Technology
LH	Lecture Hall
LIC	Library and Information Center
M&E	Monitoring and Evaluation
MHM	Master of Hospital Management
MOET	Ministry of Education and Training
MOH	Ministry of Health
MPH	Master of Public Health
PBL	Problem-based Learning
PHSWOW	Public Health Schools Without Walls
QA	Quality assurance
RF	Rockefeller Foundation
SAR	Self-Assessment Report
SBL	Scenario-based Learning
SR	Scientific research
TCF	Training Curriculum Framework
TP	Training Program
UQ	University of Queensland, Australia

I. INTRODUCTION

1.1. HISTORY

On the 26th of April, 2001, the Prime Minister issued Decision No. 65/2001/QĐ-TTg on the establishment of Hanoi University of Public Health (original name as Hanoi School of Public Health in English) with official tasks of training health personnels at undergraduate and postgraduate levels, conducting scientific researches and providing consultancy in the field of public health, serving the cause of care and protection of community and public health.

The Hanoi School of Public Health (HSPH) has a long history of development. HSPH was founded and developed on the basis of the following schools: Vietnam School of Assistant Doctors (1948) and the Vocational Secondary School of Pharmacy (1952). Those two schools were merged to create Central School of Health Cadres (1956) and finally renamed as School of Health Management (1976).

In 1997, the School was given the permission from the Ministry of Health (MOH) and Ministry of Education and Training (MOET) to pilot the first postgraduate training programme in public health - and that was the first postgraduate public health programme in Vietnam entitled: "Public Health Schools Without Walls - PHSWOW), with the support from the Rockefeller Foundation (RF) and US Centers for Disease Control and Prevention (CDC).

So far, HSPH has provided various training programmes on Public health, Hospital management, Public health laboratory with different degrees from Bachelor to Master's, Specialization level I and level II, PhD and other short courses.

1.2. VISION OF HSPH

To become the leading institution in public health training, research and consultancy in Vietnam and in the (ASEAN) region.

1.3. MISSION OF HSPH

To contribute to enhancement and development of the health system and public health promotion through training and retraining for human resources for health, conducting scientific researches and providing high quality services in the field of public health.

1.4. ORGANIZATIONAL STRUCTURE

HSPH consists of 6 academic faculties, 1 department of foreign languages, 9 functional departments, and 8 centers and other units. Figure I-1 shows the organizational chart of HSPH.

The school has 2 undergraduate programmes and 5 postgraduate programmes as follows:

- 1- Bachelor of public health
- 2- Bachelor of health technician of preventive medicine
- 3- Master of public health (MPH)
- 4- Master of hospital management (MHM)
- 5- Specialization in public health level I
- 6- Specialization in health service organization and management level II
- 7- PhD in public health

Over 15 years of development at university level, the total number of graduates are 3709 with 2192 bachelor degree holders and 1504 postgraduate degree holders and 13 PhD. Many of our alumni are holding key positions in the health system of Vietnam

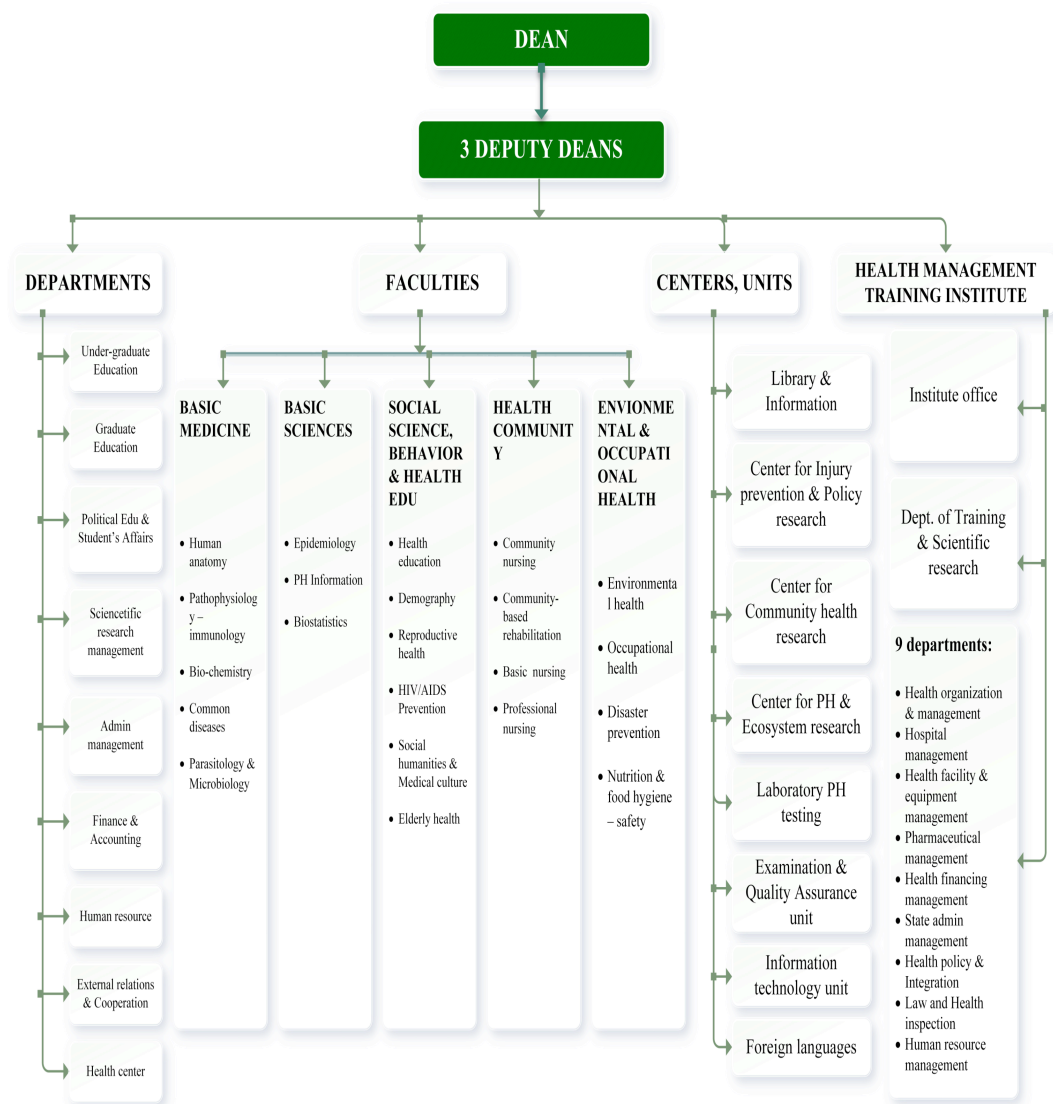


Figure I-1: HSPH organizational chart

1.5. ACADEMIC STAFF OF HSPH

The following figures (Figure I-2 and Figures I-3; I-4) show the number of HSPH academic staff

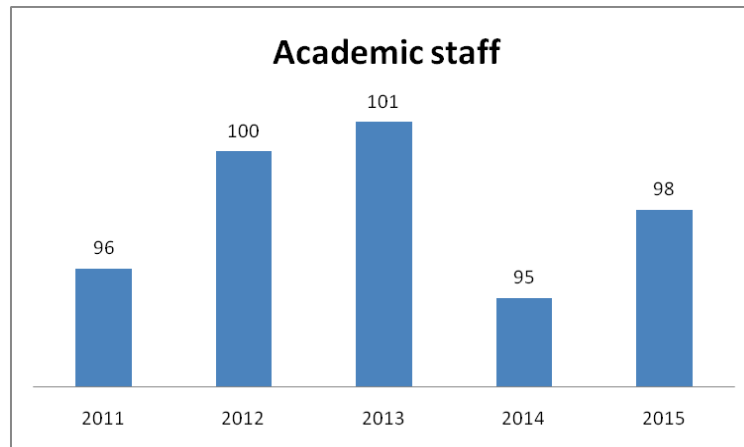


Figure I-2: Academic staff number (Nov 2015)

The HSPH has 98 full time staff and qualified academic staff, which consisted of 83 PhD and Masters holders. Apart from them are 16 Professor and Associate Professor. Most of them graduated from developed countries such as Australia, USA, the Netherlands etc.

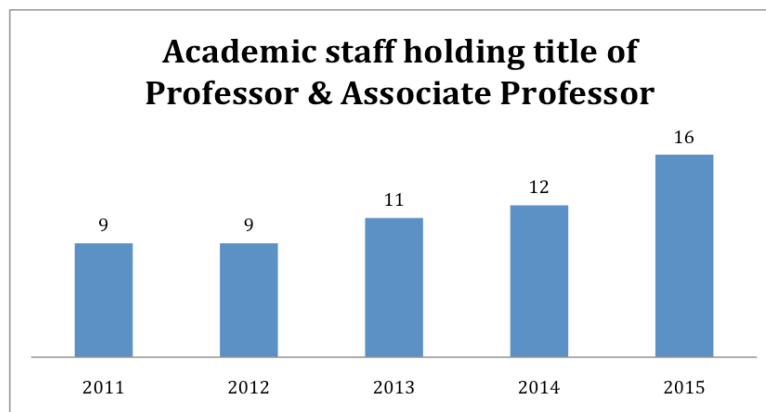


Figure I-3: Academic staff holding title of Professor & Associate Professor (Nov 2015)

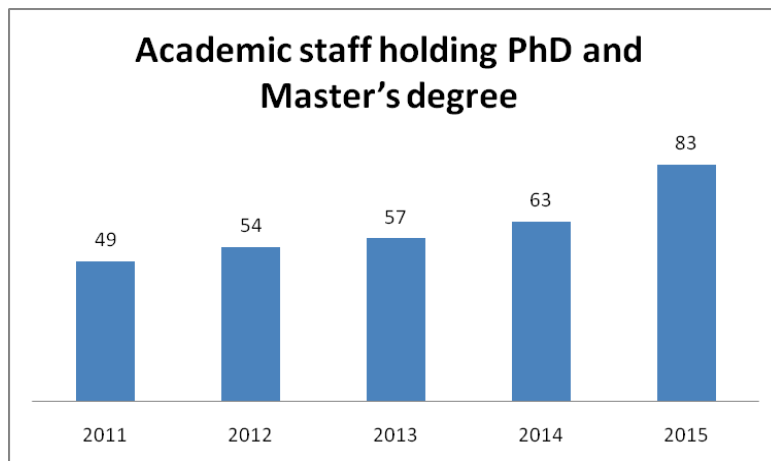


Figure I-4: Academic staff holding PhD and Master's degree (Nov 2015)

1.6. SUPPORT STAFF OF HSPH

The number of support staff is presented in Figure I-5.

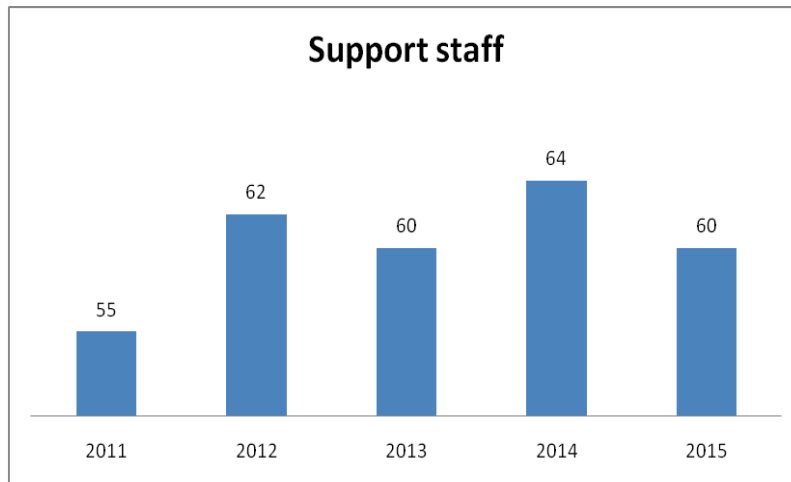


Figure I-5 : Number of HSPH support staff (Nov 2015)

1.7. STUDENT BODY COMPOSITION

Currently, HSPH has a total of 2186 undergraduate and postgraduate students. The number of students has increased over the years (Figure I-6). At present, the student body includes: Undergraduate: 1518, Postgraduate: 419, Specialization Level 1 (CKI): 115, Specialization Level 2 (CK II): 90, PhD degree: 44

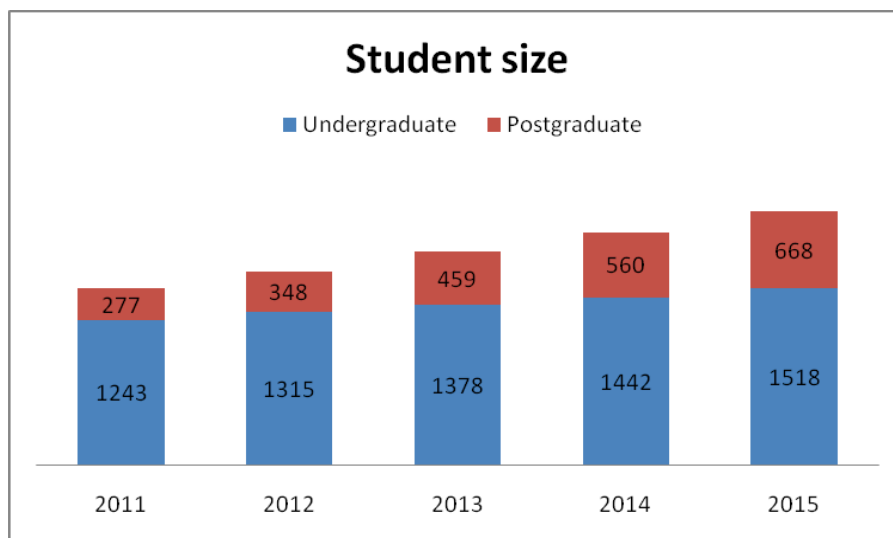


Figure I-6: HSPH student size (Nov 2015)

1.8. SCIENTIFIC RESEARCH AND TECHNOLOGY TRANSFER

HSPH is the training institution which has gained a lot of achievements in scientific research, as presented in Figure I-7, I-8 and I-9.

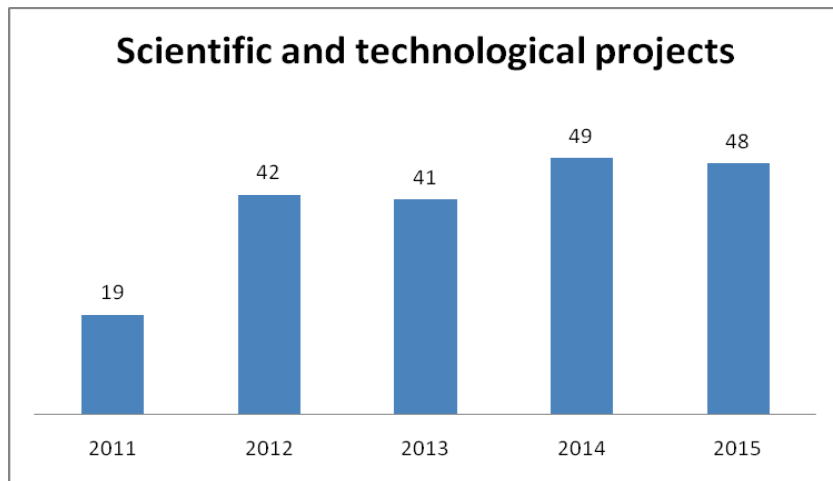


Figure I-7: Number of scientific projects

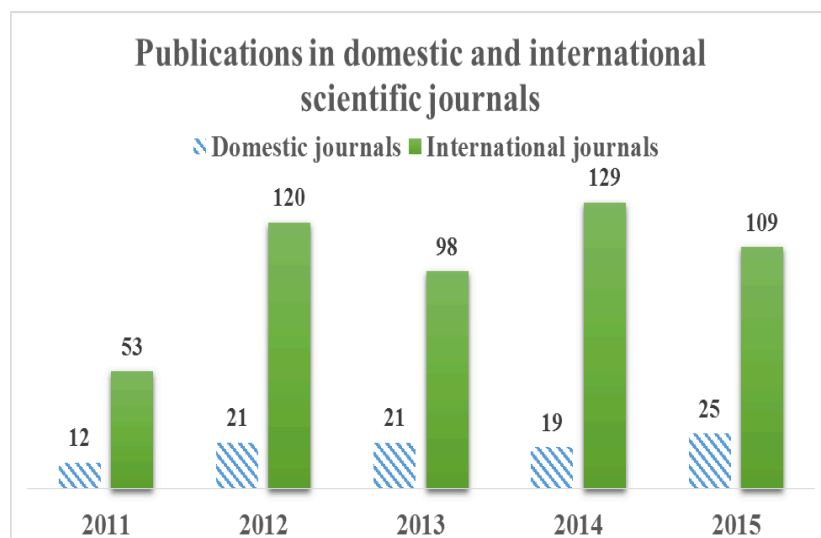


Figure I-8: Number of publication in domestic and international scientific journals

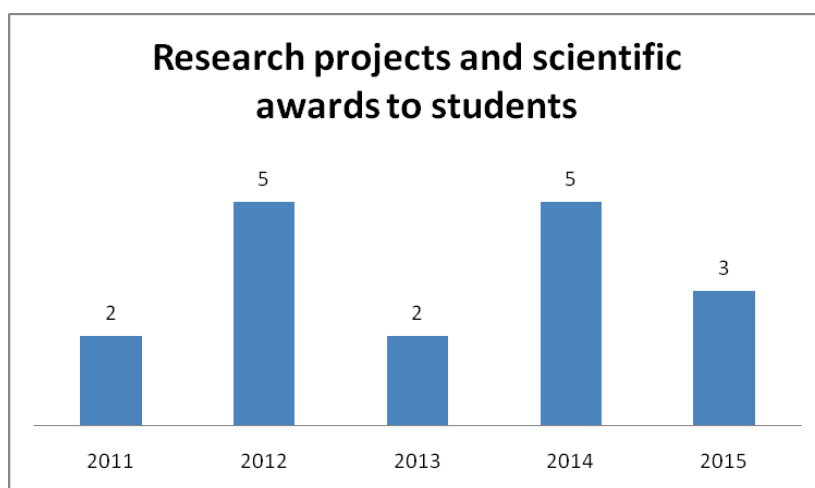


Figure I-9: Number of research projects and scientific awards to students

1.9. INFRASTRUCTURE AND FACILITIES

Table I.1 presents the facilities that being used for training courses in HSPH

Table I.1: Facilities in HSPH

No.	Categories	Quantity/ Area
1	Total area of land (Unit: ha):	0.9ha
	• Land use area (Unit: m ²):	13295 m ²
	• Total area of lecture halls/course rooms/meeting rooms	4208 m2
	• Number of classrooms	15
	• Number of video-conferencing rooms for teaching off-campus MPH programmes	02
2	Equipment in lecture halls, course rooms, meeting rooms, video-conferencing rooms:	
	- LCD projector	56
	- Projector screen	33
	- Laptop	15
	- Video monitor	2
	- Video-conferencing facilities: PCs, separate internet transmission and connection.	2
3	Computer rooms	
	• Number of computer rooms used for MPH training programme	03
	• Number of computers	146

1.10. HSPH's AWARDS AND RECOGNITIONS

Over the years, with the leadership of the Party Committee, the Management Board, together with collective efforts of the staff, HSPH has recorded many achievements and been conferred with the following awards:

- Labour Medal No I: Decision No. 469/QĐ-CTN dated 29/3/2011
- Labour Medal No II: Decision No. 1060/KT/CT dated 08/11/1996
- Government's Emulation Flag 2010: Decision No. 217/QĐ-TTg dated 16/02/2011
- Emulation Flag of Ministry of Health 2013: Decision No. 5410/QĐ-BYT dated 27/1/2014
- Emulation Flag of Ministry of Health 2009: Decision No. 520/QĐ-BYT dated 09/02/2010
- Certificate of Merit from the Ministry of Health for 2012-2013 academic year: Decision No. 816/QĐ-BYT dated 10/3/2014

- Certificate of Merit from the Ministry of Health for 2011-2012 academic year: Decision No. 581/QĐ-BYT dated 20/2/2013
- Certificate of Merit from the Ministry of Education and Training for 2008-2009 academic year: Decision No. 5452/QĐ-BGD&ĐT dated 24/8/2009

Figure I-10 briefly presents outstanding achievements and medals that HSPH has been conferred

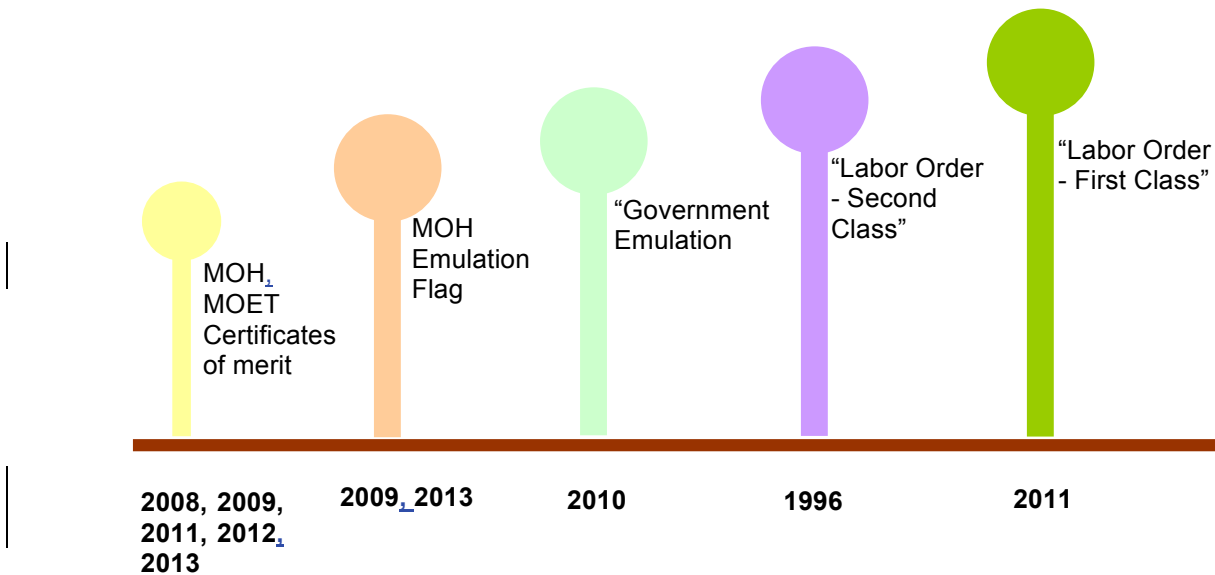


Figure I-10: HSPH's awards and national recognitions

1.11. ORGANIZATIONAL STRUCTURE FOR QUALITY ASSURANCE

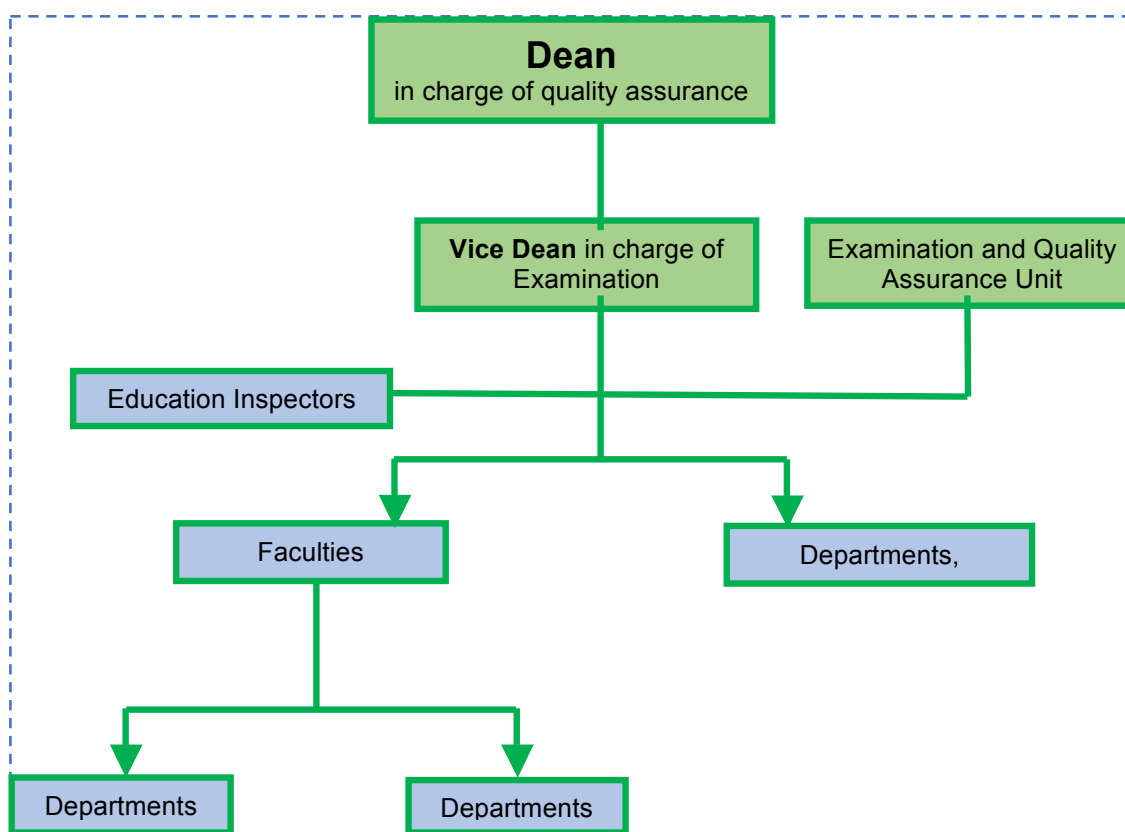


Figure I-11: Quality assurance structure

1.12. EXAMINATION AND QUALITY ASSURANCE UNIT (EQA)

Table I.2: The number of staff of EQA unit

	Total	Qualification		
		PhD	Master	Bachelor
Dean (in charge of QA)	01	1		
Exam & QA Unit	03		01	02

Responsibility of EQA unit can be summarized in the following points:

- Advise the HSPH Management Board on quality assurance activities
- Develop long-term and short term plans on quality assurance.
- Set up documentation for QA
- Collect the feedback from stakeholders about teaching and learning quality
- Coordinate and support external team on professional activities on quality assessment at program and institutional level
- Follow up the action plans
- Guide the QA team in professional activities

1.13. THE PROCESS OF DEVELOPING SELF-ASSESSMENT REPORT

The self-assessment of the Master of Public health (MPH) programme is summarized as follows: After receiving the Dean's Decision on the AUN-Quality Assessment of the MPH programme in the academic year 2013-2014, the EQA unit has announced the mission and the related to-do tasks to all staffs and students. The plan for self assessment report was approved by the Dean of Hanoi School of Public Health (HSPH).

The Committee for self-assessment was set up with the task force teams. Each member of the Taskforce Team is responsible for writing some criteria of the Self-Assessment. Report (SAR) and collecting evidences for the criteria.

The team leader coordinates the work of the team members, organizes meetings to discuss about and find solutions to the arising issues. After the team members finish the assessment report of their in-charge criteria, the quality assurance unit composes the first draft the SAR. This draft version of the SAR is sent to team members and to academic and support staffs to get feedback on the content of the SAR. The SAR is then revised and modified to have the final version submitting to AUN for site visit.

The report is divided into four parts:

Part One: The introduction about the HSPH and self-assessment report .

Part Two: The analyses of the MPH programme by AUN-QA criteria.

Part Three: The strengths and weaknesses of the program and areas for improvement.

Part Four: List of supporting documents and evidences

II. SELF-ASSESSMENT/AUN-QA CRITERIA REQUIREMENTS

2.1. EXPECTED LEARNING OUTCOMES

2.1.1. The expected learning outcomes have been clearly formulated and translated into the programme

The MPH programme is aimed to train health personnel with public health competency. Graduates are equipped with knowledge on public health sciences, be able to identify health problem, design and implement interventions to solve health problems in consultation with relevant stakeholders, to provide evidence to policymakers and managers in planning health program, to demonstrate capacity for continuing life-long learning and professional development [1.1].

The expected learning outcomes are clearly developed and translated into the training programme and based on the programme framework of the Ministry of Education and Training and consultation with stakeholders such as: lecturers, experts in the field of public health; alumni, employers, etc. The learning outcomes are consistent with HSPH's mission, that is "*To contribute to enhancement and development of the health system and public health promotion through training and retraining for human resources for health, conducting scientific researches and providing high quality services in the field of public health*" [1.2].

The programme has 7 specific objectives :

1. Conduct a research to identify health issues and provide sound evidence for management and policy making
2. Plan and manage the public health programs and interventions
3. Have an ability to engage, mobilize and create partnership with communities in diverse social and cultural situations to address public health issues
4. Monitor and evaluate effectiveness of public health intervention
5. Analyse, interpret, formulate and advocate for evidence-based health policy.
6. Effectively communicate on public health issues and interventions included contextual and cultural appropriateness.
7. Have an ability for sustainable continuing life-long learning and professional development

The expected learning outcomes (ELO) are stated and published in the program specification and Students Handbook as shown in Table II.2

Table II.1. Expected learning outcomes of MPH programme

No	Expected learning outcomes
1.	Collecting health information, indicators in the community and the region to identify health priority problems.
2.	Designing and conducting surveys, scientific researches relevant to the practical needs.
3.	Analysing, interpreting, and communicating the existing evidence to managers, policy makers and communities
4.	Reporting and advising on prioritized health problem with evidence to the superiors and the authorities at different levels
5.	Proposing solutions, and in collaboration with sectors, organizations, and community, addressing prioritized health issues
6.	Developing, monitoring and evaluating the solutions in addressing prioritized health issues with consideration of input, process and outcomes
7.	Participating in health system management (health information system, human resources, financial resource, infrastructures, etc.)
8.	Engaging and maintaining partnership with different stakeholders to prioritized health issues
9.	Mobilizing communities in different activities to prioritized health issues
10.	Guiding and monitoring health services, including Primary Health Care activities
11.	Demonstrating professional judgment and ethical standards in addressing a wide range of health issues and quality assurance of health services
12.	Contributing to formulation, implementation of health policy and strategies on public health including legislation and regulation
13.	Mobilizing different stakeholders in formulation, implementation of health policy and strategies on public health including legislation and regulation
14.	Participating in implementing and evaluating of public health policies
15.	Engaging, mobilizing and creating partnership with communities in diverse social and cultural situations
16.	Communicating on prioritized health issues and intervention
17.	Demonstrating capacity for leading and participating in effective team effort in emergency situation
18.	Leading and governing health services based on knowledge of the scope, role and functions of different components of health system and other social sectors.
19.	Applying updated appropriate information technology and computer skills in to the works
20.	Demonstrating capacity for continuing life-long learning and professional development

Each learning outcome is associated with one or several objectives of the MPH programme. This association is shown in Table II.2

Table II.2: The relationship between learning outcomes and programme objectives

No	Expected learning outcomes	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7
1.	Collecting health information, indicators in the community and the region to identify health priority problems.	x						
2.	Designing and conducting surveys, scientific researches relevant to the practical needs.	x						
3.	Analysing, interpreting, and communicating the existing evidence to managers, policy makers and communities	x				x		
4.	Reporting and advising on prioritized health problem with evidence to the superiors and the authorities at different levels	x						
5.	Proposing solutions, and in collaboration with sectors, organizations, and community, addressing prioritized health issues	x						
6.	Developing, monitoring and evaluating the solutions in addressing prioritized health issues with consideration of input, process and outcomes		x		x			
7.	Participating in health system management (health information system, human resources, financial resource, infrastructures, etc.)		x					
8.	Engaging and maintaining partnership with different stakeholders to prioritized health issues			x				
9.	Mobilizing communities in different activities to prioritized health issues	x	x					
10.	Guiding and monitoring health services, including Primary Health Care activities				x			
11.	Demonstrating professional judgment and ethical standards in addressing a wide range of health issues and quality assurance of health services	x			x	x		
12.	Contributing to formulation, implementation of health policy and strategies on public health including legislation and regulation	x				x		
13.	Mobilizing different stakeholders in formulation, implementation of health policy and strategies on public health including legislation and regulation		x					
14.	Participating in implementing and evaluating of public health policies	x			x			
15.	Engaging, mobilizing and creating partnership with communities in diverse social and cultural situations		x	x			x	
16.	Communicating on prioritized health issues and intervention		x				x	
17.	Demonstrating capacity for leading and participating in effective team effort in emergency situation		x					
18.	Leading and governing health services based on knowledge of the scope, role and functions of different components of health system and other social sectors.		x					
19.	Applying updated appropriate information technology and computer skills in to the works	x						x
20.	Demonstrating capacity for continuing life-long learning and professional development							x

The expected learning outcomes are embedded in different courses of programme. The details are presented in Section 2.1.3.

2.1.2. The programme promotes life-long learning

In the process of teaching, especially teaching postgraduate students, enhancing self-learning ability for students is a key task of HSPH. Promoting life-long learning for students is reflected in the provision of basic knowledge which makes a solid foundation for students, from which students can learn deeper knowledge of public health. In addition, HSPH also facilitates students' participation in scientific research activities.

Students are equipped with sufficient knowledge and skills that could be applied for lifelong learning: The training programme (TP) is designed to provide students with not only generic knowledge (6 credits), basic (12 credits) and specialized knowledge (17 credits) with elective courses (10 credits), which allows students to determine specialty directions in the field of public health. Besides, the programme of HSPH also includes field training corresponding to 12 credits. This is the fundamental and unique aspect in public health training which provides students with practical experience in the practice [1.4]. This knowledge helps students be capable of self-learning after graduation to adapt to the rapid changes in science and technology, and to have solid basic knowledge to help students continue their further education after graduation.

Students are trained to formulate their self-learning habits and consciousness: Many courses in TP have a structure of self-learning portion and assignments for students. Such assignments as research protocol development, practicum in the field, and graduation thesis require students to conduct self-study, self-reference with materials, field work, data collection and analysis for the thesis to deal with a specific research topic/health problem. Habits and sense of self-learning help students be willing to lifelong learning to improve professional qualifications at workplaces. Many students after graduation and returning to their workplaces to work for some time, come back to HSPH for enrolment in PhD in public health to expand and improve their knowledge and expertise.

Students are encouraged to participate in scientific research (SR): this is also an important factor to help students to understand the importance and gain the opportunity for continuing education. HSPH allows students to join the scientific researches conducted by HSPH, in combination with preparing their graduation thesis. Besides, such activities as seminars, workshops are held regularly in HSPH, giving students an inquisitive spirit, acceptance of continuing education throughout their life (e.g. periodic scientific seminars are held routinely at HSPH). Thanks to HSPH policy to encourage scientific research, every year, the best students have been given research grants and have achieved many awards in scientific research competitions ([1.5]; [1.6]). A number of youth scientific seminars/workshops at institutional

level have been held every 2 years at HSPH, creating an opportunity for students to present the results of scientific research at HSPH and then at national level [1.7].

2.1.3. The expected learning outcomes cover both generic and specialized knowledge and skills

Courses in TP, which are listed and grouping in a matrix shown in Table II.3 below, present the credits of the component and the contribution of the component to the expected learning outcomes of the programme [1.8].

It could be seen that courses contributing to the formation and strengthening of generic knowledge and skills are learning outcomes: 19 and 20; basic knowledge and skills are learning outcomes 1, 2, 3, 5, 6, 7, 11, 14, 19 and 20; the specialized knowledge and skills are to all learning outcomes. All courses are contributed to core public health competencies [3.10]

Table II.3: Contribution of the courses to the learning outcomes

No	Courses	Number of credit (%)	Learning outcomes
1	Generic knowledge - Philosophy - English	6 (13%)	19,20
2	Basic knowledge - Information and presentation skills - Qualitative Research Methods - Quantitative Research Methods	7 (15%)	1,2,3,5,6,7,11,14,19,20
3	Specialized knowledge	22 (47%)	
3.1	Compulsory - Biostatistics - Epidemiology - Health Management - Environmental Health - Health Promotion & Education	12 (25.5%)	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20
3.2	Elective - Mixed methodology - Advance in biostatistics - Rehabilitation - Injury prevention - Health care information system - Social Marketing - HIV/AIDS prevention - Population and Development - Maternal & Child Health - Occupational Health - Global Health - Nutrition and Food safety - Health Policy communication - Human resource management - Health economics & Finance Management - Project management - Health Policy	10 (21%)	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20
4	Field Exercise	12 (25.5%)	1,2,3,5,6,9,11,12,14,15,17, 19,20
4.1	Assignment 1	3 (6.4%)	
4.2	Thesis	9 (19.1%)	
	TOTAL	47	

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

New student are introduced to the program specification on the orientation day [1.10] and Student Handbook[1.9]. Other people interested in the program can also find the information on the website: <http://dtsdh.hsph.edu.vn/vi/th/ctdt> [3.1].

HSPH has often collected feedback on delivery of programme from students, alumni, lecturers and employers. The end of course evaluation [1.11] and end program evaluation [1.12] are conducted with all students at the end of the course or programme. The feedback are discussed with academic and support staff. The revision or adjustment of programme or courses is made when necessary [1.13].

The employer feedback is usually conducted when students are on their graduate practicum at the health facility, or when employers visit HSPH, or its Faculties, Departments. The opinions of the stakeholders are summarized and discussed in the meetings of HSPH, or its Faculties, Departments. These opinions help HSPH, or its Faculties, Departments review and adjust the training objectives and expected learning outcomes of TP.

In 2007, Le Cu Linh and his colleagues conducted an evaluation of the MPH training programme after ten years of implementation. The results were used to adjust the structure and contents of the programme, ensuring a balance between generic and specialized theory and knowledge, skills ([1.14];[2.2]).

In 2013, the official meeting with employers were organized to get the feedback on the job description of public health professionals at different levels (bachelor, master and PhD) [1.15] .

In 2014, Nguyen Thanh Huong and colleagues conducted a survey on the results and impact of the MPH training programme [1.16]. Results showed that 90% of alumni have applied the public health competency. Training programmes provided knowledge and skills to build the necessary public health competencies. However, depending on the position and responsibilities of each individual, there are some groups of competency which may have conditions to be utilized more than other groups. This also contributed to the revision of program in 2014 with two tracks: research and applied ([3.9]).

In summary, activities to ensure the quality improvement on MPH training is on-going process in HSPH. This helps graduate students to secure generic, basic and specialized knowledge in public health field, soft skills (teamwork, communication and IT), and lifelong learning ability so they could be adapted to different contexts.

2.2. TRAINING PROGRAMME SPECIFICATION

2.2.1. HSPH uses programme specification

New student are introduced to the program specification on the orientation day and student handbook. Other people interested in the program can also find the information on the website: at <http://dtsdh.hsph.edu.vn/vi/ths/ctdt> or leaflet [2.1]. The specification of programme is described bellows

MPH program specification (Sept, 2013)

PART A: COURSE INFORMATION

1. Training program: Master of Public Health
2. Institution issued the degree: Hanoi School of Public Health
3. Institution delivered the program: Hanoi School of Public Health
4. Institution accredited the training program: Ministry of Education and Training.
5. Degree title: Master of Public Health
6. Major: Public Health
7. Admission requirement:

Academic requirement:

- Applicants, who graduated with a university degree in health science at good grade and above.
- Applicants, who graduated with a university degree in health science or a relevant university degree (in medicine or health sciences) at average grade and lower should have at least 1 year working experience in health sectors
- Applicants, who graduated from any other university should have at least 1 year working experience in health sectors.
- Good health

Entrance examination:

- Statistic Mathematics
- Epidemiology – Environmental Health
- English

8. Course program:

Table II.4. MPH courses

<i>FIRST YEAR</i>		<i>SECOND YEAR</i>
<i>First semester</i>	<i>Second semester</i>	
<i>Core course</i>	<i>Core course</i>	<i>Field Work (3 credits)</i>
Philosophy (4 credits) English (2 credits) Information Searching and Presentation Skills (3 credits)	Health Education and Promotion (2 credits) Qualitative research method (2 credits) Quantitative research method (2 credits)	Conducting in 2 months in group of 2 – 3 students/group Output: a research proposal or an literature review
Epidemiology (2 credits) Biostatistics (3 credits) Health management (3 credits) Environmental Health (2 credits)	<i>Elective course</i> <i>(Select minimum courses that equal to 10 credits in the list below)</i>	<i>Thesis (9 credits)</i> Each student should conduct a research in 8 months
	Mixed method in health research (2 credits) Advanced methods in Epidemiology – Biostatistics (4 credits) Rehabilitation (2 credits) Injury prevention (2 credits) Health care information system (2 credits) Social marketing (2 credits) HIV/AIDS Prevention and Control (2 credits) Population and Development (2 credits) Maternal and Child health (2 credits) Occupational health (2 credits) Global health (2 credits) Nutrition and Food safety (2 credits) Health policy communication (2 credits) Human resource management (2 credits) Health economics and Finance management (2 credits) Project Management (2 credits) Health Policy (2 credits)	

9. Training duration: Minimum 18 months and maximum 36 months since admission

10. Supportive environment for students:

- Library with numerous of books and online database
- Room for self-learning always be available
- Free internet access for learning
- Dormitory is available for students outside of Hanoi
- Playground for volleyball and basketball

PART B: Training objectives, learning outcomes, teaching, learning and assessment methods

1. Programme objectives:

Upon completion of the Master of Public Health degree program, students are able to apply basic public health knowledge and have the ability to:

1. Conduct a research to identify health issues and provide sound evidence for management and policy making
2. Plan and manage the public health programs and interventions
3. Have an ability to engage, mobilize and create partnership with communities in diverse social and cultural situations to address public health issues
4. Monitor and evaluate effectiveness of public health intervention
5. Analyse, interpret, formulate and advocate for evidence-based health policy.
6. Effectively communicate on public health issues and interventions included contextual and cultural appropriateness.
7. Have an ability for sustainable continuing life-long learning and professional development

2. Learning outcomes:

1. Collecting health information, indicators in the community and the region to identify health priority problems.
2. Designing and conducting surveys, scientific researches relevant to the practical needs.
3. Analysing, interpreting, and communicating the existing evidence to managers, policy makers and communities

4. Reporting and advising on prioritized health problem with evidence to the superiors and the authorities at different levels
5. Proposing solutions, and in collaboration with sectors, organizations, and community, addressing prioritized health issues
6. Developing, monitoring and evaluating the solutions in addressing prioritized health issues with consideration of input, process and outcomes
7. Participating in health system management (health information system, human resources, financial resource, infrastructures, etc.)
8. Engaging and maintaining partnership with different stakeholders to prioritized health issues
9. Mobilizing communities in different activities to prioritized health issues
10. Guiding and monitoring health services, including Primary Health Care activities
11. Demonstrating professional judgment and ethical standards in addressing a wide range of health issues and quality assurance of health services
12. Contributing to formulation, implementation of health policy and strategies on public health including legislation and regulation
13. Mobilizing different stakeholders in formulation, implementation of health policy and strategies on public health including legislation and regulation
14. Contributing in implementation and evaluation of public health policy and strategies
15. Engaging, mobilizing and creating partnership with communities in diverse social and cultural situations
16. Communicating on prioritized health issues and intervention
17. Demonstrating capacity for leading and participating in effective team effort in emergency situation
18. Leading and governing based on knowledge of the scope, role and functions of different components of health system and other social sectors
19. Applying updated appropriate information technology and computer skills in to the works
20. Demonstrating capacity for continuing life-long learning and professional development

11. Teaching and learning:

Active teaching and learning methods, which include lecturing, focus group discussion, scenario – based learning/problem based learning, individual work, groups work to equip basic knowledge and skills, including soft skills (group work, decision making, solving problem)

PART C: Course program

The MPH program designed with 47 credits and consisted from different courses:

- Generic courses (6 credits -13%): Philosophy and English. Philosophy orients students on independent, logical, and critical thinking. English enables participant updated world's scientific knowledge. This courses are to reach learning outcomes number 19, 20
- Basic courses (7 credits – 15%) which enable participant to acquire basic knowledge and skills on public health research. This courses are to reach learning outcomes number 1, 2, 3, 5, 6, 7, 11, 14, 19 and 20
- Specialized courses:
 - o The compulsory courses include 12 credits (25.5%) and this component enable to acquire the core competencies of public health which are epidemiology, biostatistics, health management, environmental health and health promotion & education. The component is to reach learning outcomes number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20
 - o The elective courses includes different public health disciplines such as HIV/AIDS prevention, rehabilitation, nutrition and food safety, etc and this will support the students with more comprehensive knowledge and skills on public health core competencies. Students are required to select at least 10 credits (21%) in total. The component is to reach learning outcomes number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20.
- Fieldwork and thesis (12 compulsory credits – 25.5%): enable participant to transfer acquired basics public health knowledge and skills to identify prioritized health issues, develop a research proposal and conducting a public health research; transferring research results to public health actions. The research proposal and thesis will be defended before national juries. This component is to reach competency outcomes number 1, 2, 3, 5, 6, 9, 11, 12, 14, 15, 17, 19 and 20

PART D: Assessment

a) Assessment grading scale:

- The 10-point grading scale is used for formative and summative assessment. Transcript of components using the 10-point grading scale and rounded to be one decimal.
- The 4-point letter grading scale is used as official scale (A, B, C, D) for semester grading and accumulated average grading. Table II.5 is shown how to convert the 10-point grading scale to the 4-point letter grading scale:

Table II.5: Assessment grading scale

	10-point grading scale (Component scoring)	The 4-point letter grading scale (Official scale)	
		Letter scoring	Number scoring
Satisfied*	8.5 – 10	A	4
	7.0 – 8.4	B	3
	5.5 – 6.9	C	2
	4.0 – 5.4	D	1
Unsatisfied	< 4.0	F	0

(* For thesis, participant must reach the score at least 5 to be satisfied)

b) Course assessment:

Course assessment (types of assessments; and methods) is presented in the course's detail plan. Assessment components is usually in one of the list below:

- Assessment for general, core course and specific course:
 - o Formative assignments: assessing knowledge and skills of participant for each credit;
 - o Diligent assessment: assessing level of attending lecturing hours and actively participating in the class;
 - o Final course assignments: assessing knowledge and skills of students after completed the course.
 - o Average course assessment is included all three components above. Participant must have average course assessment at least 4/10 to be satisfied.
- Fieldwork assessment: included scoring for research topic and a research proposal defense. Each component must be at least 5/10 to be satisfied.

- Thesis process assessment include scoring for research topic supervision, research proposal defense, data collection supervision, thesis writing (each component must be at least 5/10 to be satisfied)
 - Thesis defense must be at least 5/10 to be satisfied and not accumulated in final score.
- c) Conditions for graduation:
- Complete 47 credits, including graduation thesis
 - Demonstrate English proficiency by submitting certificate which equivalent to B1 scale (Common European Framework of Reference for Language)

The programme specification is presented in the Student Handbook updated annually by the DPE and distributed to students at the beginning of the programme [1.9]. The programme is also presented through leaflet written about various training programmes available at HSPH, including Master of Public Health programme [2.1]. The programme details cover description of each course in the curriculum, and the basic content that each subject will transfer to students [1.4].

In 2014; the HSPH revised the program according to program evaluation in 2014 and align with MOET's recommendation (Circular No. 15/2014/TT-BGDDT) [3.8]. The current revised MPH programme is executed with two tracks (research and applied) [3.9]. The students of revised programme are expected to complete the programme at the end of 2016.

2.2.2. The programme specification shows the expected learning outcomes (ELO) and how these can be achieved

The training programme specification demonstrates the expected learning outcomes to meet the requirements of MPH degree [1.4], and these are align with international public health core competencies [3.10]. Program specification describes in details the expected learning outcomes as well as the curriculum. From the ELO of the program, curriculum specifications of the MPH were built. Therefore, the ELO are achieved through the courses making up the program curriculum (Table II.6):

- Generic courses provided the broad knowledge and English proficiency, which will be a necessary condition for students to further develop their professional career path and life-long learning ability.
- Basic courses provided the knowledge and skills on research methods and communication competencies, necessary for further professional development

- Specialized courses provided core public health competencies with logical arrangement of courses. Students are exposed to different learning methods from traditional such as lecturing to active learning approach such as problem-based learning (PBL)/scenario-based learning (SBL), case studies, exercises, fieldworks and thesis writing. Students will be able to identify health problems, develop interventions for solving problems, implement programme, carry out the monitoring and evaluation of programme. These skills are essential for health system development
- The assignment 1 (3 credits - 2 months) allows the students to expose to the fieldwork in different field sites of HSPH (centers of preventive medicine or health offices). They have to develop the study proposal or conduct a literature review.
- The thesis (9 credits - 8 months) requires the students to design and conduct a study (at the HSPH field sites, self-selected sites or analysis of secondary datasets) and submit a written thesis. They need to defend the thesis by oral presentation with the thesis defense committee. The thesis contributes to ensure the learning outcomes for students.
- The soft skills (leadership and management, communication and IT application) are embedded in various courses

2.2.3. The programme specification is informative, communicated, and made available to the stakeholders

The programme specification is sufficiently communicated to students in the orientation sessions at the beginning of the program [1.10]. All students are provided with the Student Handbook upon completion of the enrolment process [1.9]. The Student Handbook clearly states details of the training programme, learning rules, and procedures to be applied during the study process of the students in HSPH. The Handbook is updated annually.

During training process, information of changes in TP is disseminated to students via notice on the bulletin board, website, personal mailboxes of students or presented directly in the classroom [2.5].

Upon being enrolled, students are briefed about TP through HSPH. By the end of the programme, students attend a meeting with relevant support departments to report their reflection of TP [1.12]. Through this channel, the Department of Postgraduate Education collects those feedbacks and has consultation with the Scientific and Education Council of HSPH, academic faculties and departments to adjust, if necessary ([2.2]; [2.3]; [2.4]).

The programme specification contains sufficient information related to the curriculum. It is built, adjusted and evaluated simultaneously with the curriculum development, and sent for

consultation with the stakeholders and published on the webpage of the Department of Postgraduate Education.

2.3. PROGRAMME STRUCTURE AND CONTENT

2.3.1. The programme content shows a good balance between generic and specialized knowledge and skills

HSPH is one of the first universities in Vietnam to provide MPH training programmes since 1997. HSPH training orientation is a combination of theory and practice, focusing on skill training (Public Health Schools Without Walls) (Table II.6).

The general education block and basic requirement block, which provide generic and basic knowledge and skills, consist of 13 credits, or 27.5 % of the whole curriculum. The specialization requirement, which provides specialized knowledge and skills, consists of 22 credits, or 47% of the whole curriculum. The field exercise including assignment 1 and thesis consists of 12 credits, or 25.5% of the whole programme. The programme allows students to have a strong background in both general knowledge and specialized public health knowledge.

The training programme having cohesion between courses is also a prerequisite for encouraging students to have a lifelong learning. Some courses are prerequisite for other courses, which will help students to acquire specialized knowledge and skills in a systematic way. For example, the course on basic biostatistics and epidemiology is built from the simple (basic) to the complex (advanced level) and it is a prerequisite for quantitative data analysis courses, etc.

Table II.6. MPH training programme structure

No	Subject	Number of credit (%)
1	Generic knowledge - Philosophy - English	6 (13%)
2	Basic knowledge - Information and presentation skills - Qualitative Research Methods - Quantitative Research Methods	7 (15%)
3	Specialized knowledge	22 (47%)
3.1	Compulsory Module - Biostatistics - Epidemiology - Health Management - Environmental Health - Health Promotion & Education	12 (25.5%)
3.2	Elective Module - Mixed methodology - Advance in biostatistics - Rehabilitation - Injury prevention - Health care information system - Social Marketing - HIV/AIDS prevention - Population and Development - Maternal & Child Health - Occupational Health - Global Health - Nutrition and Food safety - Health Policy communication - Human resource management - Health economics & Finance Management - Project management - Health Policy	10 (21%)
4	Field Exercise	12 (25.5%)
4.1	Assignment 1	3 (6.4%)
4.2	Thesis	9 (19.1%)
	TOTAL	47

With the way of organizing courses at gradually increasing level of difficulty, students will make more effort and want to study more and more, thereby promoting lifelong learning for students.

The core courses of the MPH training programme such as Environmental Health, Epidemiology, Biostatistics, Health management, Health promotion... are referenced/adapted from several prestigious training programmes in several countries such as University of Queensland – UQ, Queensland University of Technology – QUT, Australia, UCSF in US (Table II.7).

Table II.7: Comparison of applied MPH programme in HSPH with that in University of Queensland, Australia

UNIVERSITY OF QUEENSLAND	HANOI SCHOOL OF PUBLIC HEALTH
COMPULSORY COURSES	
	Generic courses: English + Philosophy
	Basic courses and specialized courses
Introduction to Environmental Health	Environmental health
Introduction to Epidemiology	Epidemiology
Introduction to Biostatistics	Biostatistics
Health Systems	Health Management
Social Perspectives in Public Health Research	Health education and promotion
At least two courses among the below electives	
Qualitative Research: Public Health Applications	Qualitative research Methods
Development of project protocol	Quantitative research methodology
Project planning for International health	
Public Health Practice	Field Exercise 1
ELECTIVES	
16 credits of electives provided by UQ or other universities, and decided by the course coordinators	10 credits from the list of 17 elective courses provided by HSPH
GRADUATION THESIS	
Graduation Thesis	Graduation Thesis

Notes: MPH curricula in Australian Universities such as Monash University – Melbourne, Queensland University of Technology, University of Queensland, University of Sydney, etc. are divided into three components: the compulsory courses, elective courses, and graduation thesis (if pursuing research- oriented track) or specialized courses (if not pursuing research- oriented track). In addition, the MPH programme is also split into different tracks such as: food safety and nutrition-oriented track, Environmental and occupational health-oriented track, health promotion and disease-provision-oriented track, etc.

2.3.2. *The programme reflects the vision and mission of HSPH*

With the vision of becoming a leading institution for public health training, research and consultancy in Vietnam and in the (ASEAN) region, the MPH programme has been developed, and updated to catch up/keep pace with practical requirements. The training activities of MPH programme are built not only based on the framework programme of MOET but also based on the realization of the vision and mission of the institution [1.2]. Table II.8 shows the relevance of program objectives with mission and vision of HSPH.

Table II.8: The compatibility between the programme objectives with the vision and mission of HSPH

No	Programme objectives	Mission	Vision
1.	Conduct a research to identify health issues and provide sound evidence for management and policy making	Relevant	Relevant
2.	Plan and manage the public health programs and interventions	Relevant	Relevant
3.	Have an ability to engage, mobilize and create partnership with communities in diverse social and cultural situations to address public health issues	Relevant	Relevant
4.	Monitor and evaluate effectiveness of public health intervention	Relevant	Relevant
5.	Analyse, interpret, formulate and advocate for evidence-based health policy	Relevant	Relevant
6.	Effectively communicate on public health issues and interventions included contextual and cultural appropriateness	Relevant	Relevant
7.	Have an ability for sustainable continuing life-long learning and professional development	Relevant	Relevant

The basis for development of training objectives, learning outcomes and program contents was identified as follows:

- The needs of society for MPH professionals: the graduates could work in different fields, both curative and preventive medicine, where there are the needs for public health profession
- The needs for evidence-based policy are increasingly acknowledged. The programme is designed for enhancing research capacity of MPH graduates
- Development of sciences and technology in public health field (application of IT in management of different health programme, including the health insurance)

The courses' curriculums have been regularly reviewed and updated, to keep up with the national and global changes. The number of elective courses such as HIV/AIDS prevention, Injury prevention, global health etc was increased over the years [3.12].

The courses are arranged with a logical order and students should have completed the core courses (such as Epidemiology or Biostatistics) before being allowed to study other specialized courses like Advanced Epi-Biostatistics, in order to provide students with necessary competencies. This programme fully meets and reflects HSPH's mission, that is, to provide and foster human resources for health to contribute to development of health systems and improvement of community health.

2.3.3. The training programme is coherent and all courses and courses have been integrated

Table II.9: Description of the relationship between the MPH learning outcomes and the courses in the programme

Courses	Cr edi t	L O 1	L O 2	L O 3	L O 4	L O 5	L O 6	L O 7	L O 8	L O 9	L O 10	L O 11	L O 12	L O 13	L O 14	L O 15	L O 16	L O 17	L O 18	L O 19	L O 20
General knowledge																					
Philosophy	4															M					M
English	2																			H	H
Basic knowledge																					
Information searching and presentation skills	3	H		H													H			H	H
Qualitative Research Methods	2	H	H			H	H	M				M			H					H	H
Quantitative Research Methods	2	H	H			H	H	M				M			H					H	H
Specialized knowledge																					
Core courses																					
Epidemiology	2	H	H			H	H					M			H					H	H
Biostatistics	3	H	H	H		H	H	M							M					H	H
Health Management	3					H	H	H	H	M		H	M				H	H			M
Environmental Health	2	M		H	H					H	H										
Health Promotion & Education	2					H			H	H						H					
Elective courses																					
Mixed research methodology	2		H	H	M	M	M			M	M	H	M		H		M			M	M
Advanced Epidemiology – Biostatistics	4	H	H			H	H								H					H	H
Rehabilitation	2	M		M	M	M	M			M	M	M	M				M				
Injury prevention	2	M		M	M	M	M			M	M		M				M				
Health care information system	2	M		M	M		M	H					M							M	M
Social Marketing	2			M	M	M	M			M	M		M	M			M	M			
HIV/AIDS prevention	2	M		M	M	M	M			M	M		M				M				
Population and development	2	M		M	M	M	M			M	M		M				M				
Maternal & Child Health	2	M		M	M	M	M			M	M		M				M				
Occupational Health	2	M		M	M	M	M			M	M		M				M				
Global Health	2	M		M	M	M	M			M	M		M				M				
Nutrition and food safety	2	M		M	M	M	M			M	M		M				M				
Health Policy communication	2			M	M	M	M			M	M	M	H	H			M		M		
Human resource management	2	M		M	M	M	M	H		M	M		M				M	M			
Health economics & Finance Management	2	M		M	M	M	M			M	M		M				M				
Project management	3	M		M	M	M	H			M	M		M				M				
Health Policy	2	M		M	M	M	M		M	H	M		H	H	H	M	M		M		
Assignment 1	3	H	H	H		M	M			M		M	M		M	M		M		M	M
Thesis	9	H	H	H		H	H			H		H	H		H	H		H		H	H

Note: The degree of importance of subjects: High (H); Medium (M)

The structure of programme is based on the realization of a relationship between courses to meet prescribed learning outcomes (Table II.9). The MPH programme aims to provide students with knowledge and skills on public health sciences, be able to identify health problem, design and implement interventions to solve health problems in consultation with relevant stakeholders, to provide evidence to policymakers and managers in planning health program, to demonstrate capacity for continuing life-long learning and professional development [1.1].

The courses are arranged logically to ensure that the previous courses serve as prerequisite knowledge for the following courses. This is clearly reflected in the schedule of specialized courses (Table II.10). These core courses in the first semester include: Epidemiology, Biostatistics, Health Management, Environmental Health and Health Promotion and Education.

The courses in the second semester include electives with prerequisite condition, to ensure the requirements for students to get the higher level of knowledge and skills (Advanced epidemiology, Rehabilitation, Injury prevention, Health care information system, Social Marketing, HIV/AIDS prevention, Population and development, Maternal and child health, Occupational health, Global health, Nutrition and Food safety, Health policy communication, Human resource management, Health economics and finance management, Project management and Health policy) (Table II.10).

Table II.10. Linkages among courses

Block of course	ID	Course	Pre-requisite	Semester 1	Semester 2	Semester 3	Semester 4	Credit
Generic knowledge	PHIL60	Philosophy	0	x				4
	ENGL60	English	0	x				2
Basic knowledge	ENDN60	Information and presentation skills	0	x				3
	QUAL62	Qualitative Research Methods	0	x				2
	RESE60	Quantitative Research Methods	BIOS60, EPID62	x				2
Specialized knowledge								
Core courses	EPID62	Epidemiology		x				2
	BIOS60	Biostatistics	EPID62	x				3
	MANA62	Health Management		x				2
	ENVI60	Environmental Health	EPID62, BIOS60, MANA62	x				2
	PROM62	Health Promotion &	MANA62	x				2

		Education						
Elective courses	MIXM62	Mixed methodology	EPID62, BIOS60, QUAL62, RESE 60		x			2
	AEPI62	Advance in biostatistics and Epi	EPID62, BIOS60,		x			4
	REHA60	Rehabilitation	MANA62		x			2
	INJU62	Injury prevention	EPID62, BIOS60, MANA62		x			2
	INFO60	Health care information system	MANA62		x			2
	MARK62	Social Marketing	PROM62		x			2
	HIVA60	HIV/AIDS prevention	EPID62, BIOS60, MANA62 PROM62		x			2
	POPU62	Population and Development	EPID62, BIOS60,		x			2
	MACH62	Maternal & Child Health	EPID62, BIOS60, MANA62 PROM62		x			2
	OCCU62	Occupational Health	MANA62 PROM62		x			2
	GLOH60	Global Health	MANA62 PROM62 ENVI 60		x			2
	NUTR62	Nutrition and Food safety	MANA62 PROM62		x			2
	POCO62	Health Policy communication	POLI60		x			2
	HRMD62	Human resource management	MANA62		x			2
	ECON62	Health economics & Finance Management	EPID62, BIOS60 QUAL62 RESE 60		x			2
	PROJ62	Project management	MANA62		x			3
POLI60	Health Policy	PROM62		x			2	
Field exercises	FIEL62	Field exercise 1	All of theory component			x		3
	THES62	Thesis	All of theory component and FIEL62				x	9

Thus, it can be seen that:

- The courses in Semester 1 offer basic, background, and necessary knowledge for the courses in Semester 2. In the syllabus of all courses, connection and relationship between the courses is mentioned in section “The role and position of the course” and the section “Relationship to other courses”. For example:
 - The course of Epidemiology and Biostatistics in Semester 1 will be a prerequisite and is a condition (compulsory subject) for courses of Quantitative research methodology, Advanced epidemiology-biostatistics in Semester 2.
 - Similarly, in Semester 1, students study Health Management – this is the basic and introduction course – before moving to more specialized courses on health management in Semester 2 such as Human Resources Management, Project management, Occupational health, Nutrition and Food safety etc.
 - Health economics and Finance management is also a course with a close linkage and to be learned after having knowledge from other courses such as Biostatistics, Epidemiology, Health management, Health policy, Qualitative research methods, and Quantitative research methods.
- The courses are linked and integrated logically: in Semester 1, Epidemiology and Biostatistics are taught in parallel, which ensures students to use the knowledge of applied epidemiology and biostatistics and vice versa. In Semester 2, those two courses are integrated into Advanced Epidemiology-Biostatistics in order to ensure the application of this knowledge in a more intensive way. In addition, Quantitative research methods is also a subject integrated from multiple disciplines, especially in epidemiology and biostatistics.

2.3.4. The programme shows both breadth and depth

Based on MOET’s requirement and the practical needs through the alumni survey, and employers’ survey, the expected learning outcomes are formulated and these represent the breadth and depth of the programme.

The TP was designed with reference from other international programmes (Table II.7). The generic and basic courses (18 credits) and field exercise (12 credits), accounting for 64%, present the breadth of programme while the specialized knowledge (12 credits), accounting for 36%, presents the depth of programme (Table II.11).

Table II.11. Programme with breadth and depth

Generic knowledge (6 credits - 13%)
Basic knowledge (12 credits – 25.5%)
Specialized knowledge (17 credits - 36%) <i>Compulsory Modules (7 credits -15%)</i> <i>Elective Modules (10 credits - 21%)</i>
Field Exercise (12 credits – 25.5%) <i>Assignment 1 (3 credits – 6.4%)</i> <i>Thesis (9 credits – 19.1%)</i>
TOTAL (47 credits) – 18 months up to 36 months

2.3.5. *The programme clearly shows the basic courses, intermediate courses, specialized courses and graduation thesis*

As seen in Table II.11, the MPH programme include courses for generic, basic and specialized knowledge, and graduation thesis. The courses for basic and specialized knowledge include compulsory and elective courses, covering full knowledge contents and skills needed to meet the expected learning outcomes. Details of the programme are presented in the Programme specification that presented in section 2.2 [1.4].

The information of program and its courses [1.9] is published widely:

- For concerned audience: through the HSPH website [3.1]
- For MPH students: Student Handbook and guiding documentation, such as guidelines for doing Exercise/Assignment 1, thesis [1.9]
- For HSPH: the programme structure is ensured through management processes led by the Department of Postgraduate Education (DPE) [3.2].

2.3.6. *The programme content is up-to-date*

The MPH curriculum in HSPH is regularly updated to meet the constantly changing needs of the reality ([2.2]; [2.3]; [2.4]). The major revision is taken after 5 years. The process and the steps taken to update the programme are clearly mentioned in the Regulation and procedures for adjustment/revision and updating training programme materials in HSPH (Figure II-1) [3.2].

Responsible unit	Process	Description
Academic Faculties and departments	Training needs assessment	5.3
Faculties and departments	↓ Registration for the task	5.4
Departments of Undergraduate & Postgraduate Education	↓ Review	5.5
HSPH Science and Education Council	↓ Approval	5.6
Dean (or authorized Vice Dean), Departments of Undergraduate & Postgraduate Education	↓ Performing compilation	5.7
Chief author and members	↓ Compilation of materials	5.8
Acceptance Council (HSPH Science and Education Council)	↓ Appraisal	5.9
Dean (or authorized Vice Dean)	↓ Approval	5.10
Departments of Undergraduate & Postgraduate Education	↓ Archiving	5.11
HSPH Council for Science and Education	↓ Re-evaluation	5.12

Figure II-1. The process of compiling, revising curriculum, textbooks, and materials

The process of updating/revision covers the programme and its instructional materials. In this process, the programme is updated/revised first and then the academic Faculties, Departments, based on the updated/revised curriculum, make appropriate changes to teaching materials and methods. This ensures consistency between the curriculum and teaching materials, as well as up-to-date contents of the curriculum. The programme adjustment has resulted in new elective courses that developed by the Faculties/Departments in response to the changes of the current disease patterns and burden, such as courses on HIV/AIDS prevention and control, and global health [3.12]. The training textbooks of MPH programme are updated every 5 years [3.11].

The major revision of MPH program was presented in Table II.12:

Table II.12: Revision of MPH programme

Year	Basis for revision	Updated contents
2007 (MPH10)	Evaluation of MPH programme after 10 years [1.14]	Program majoring on management and research [2.2]
2009	Moved to credit programme [3.3]	HSPH MPH programme on credit management [3.5]
2010	Shorten the Master programme duration [3.4]	HSPH MPH programme with 18 months [3.6], removed majors
2013	Added 2 credits for course on Phylosophy [3.7]	HSPH MPH program is 47 credits [1.4]
2014 (MPH18)	Evaluation of MPH program in 2014 [1.16] and update program [3.8]	HSPH MPH training programme with two tracks: research and applied [3.9]

Since 2009, HSPH has switched from year-based training management to credit-based training management [3.5], which reflected the inevitable trend of modern training.

In 2010, the MPH programme was adjusted to shorten the learning duration from 2 years down to 18 months, equivalent to reducing number of credits from 55 to 45 credits [3.6]. This is a breakthrough change to help shorten the duration of theoretical courses (duration for filed exercise remains unchanged). In 2013, the generic course on Phylosophy was added 2 credit, making the total program is 47 credits ([3.7]; [1.4]). The learning outcomes are in line with the international core public health competencies [3.10].

In 2014, the study conducted by Nguyen Thanh Huong et al (2014) was shown that the MPH programme is highly appreciated in such competencies as research, communication, management, planning as well as providing/supplying human resources with knowledge and skills that can respond to the current health problems [1.16]. In 2014, the HSPH revised programme into 2 tracks: research and applied [3.9] that was taken into account the results from program evaluation and MOET' recommendation [3.8].

2.4. TEACHING AND LEARNING STRATEGY

2.4.1. The HSPH has a clear teaching strategy

To meet the growing needs of the labour market and directives of Government to shorten the gaps between Vietnam and ASEAN countries, the HSPH has built the Development Strategy 2013-2018 with a clear vision to become: “*a leading center of training, research and consultancy in Vietnam and the (ASEAN) region*”. Therefore, the main pedagogical principles are developed as follows:

- The programme should provide a breadth of knowledge with stable content and allowing time for self-study
- The programme should provide specialized knowledge with regularly updated contents
- Develop self-learning and life-long learning ability

Based on these principles, HSPH has developed the TP with updated contents and reference with international training programmes.

- Training programme with learning outcomes that meet the international core public health competencies
- Student-centered teaching approach with application of active learning methods such as problem-based learning (PBL), scenario-based learning method (SBL), case studies and etc that allow self-learning and life-long learning ability with technical supports from international experts ([4.1]; [4.2])
- Soft learning skills such as leadership and management, communication, team work and IT application are embedded in the courses ([4.1]; [4.2])

The diversification in methods of teaching and learning and the application of active teaching methods help students to have deeper knowledge and the opportunity to have more interaction

and exchanges, enhance creativity, initiative and self-learning, self-problem solving among students.

The lecturers received training on PBL and SBL teaching and learning approach with experts from Holland, Indonesia and Australia within the framework of the Dutch-supported project entitled “Capacity building for Public Health training at HSPH” (2007-2012). The application of case study method was supported by the international expert from Havard School of Public Health under project supported by China Medical Board in 2014.

The evaluation of application of new teaching method and the revision are made based on the feedback [4.4]. Recently, the number of PBL courses was declined due to barriers with PBL application (small class size, high number of tutors, learning resources are in English etc). However, most of SBL and case studies are being implemented in the MPH programme due to their appropriateness of teaching and learning approach.

2.4.2. The teaching and learning strategy enables students to acquire and use knowledge academically

In addition to traditional teaching and learning approach, a variety of active teaching and learning methods have been utilized in the programme to meet the training objectives. Each course has the own teaching and learning approach that allowed students to acquire and use the knowledge academically. Some courses like Biostatistics, and Searching information required the practice in a computer room. While many courses require the group works, other course like quantitative research require the invididual development of scientific research proposals/protocol etc. The scenario on Ecohealth approach in prevention of avian influenza has been applied to such courses as Epidemiology, Environmental health and Health promotion to help students develop skills to explore the problem in a systematic way. These learning activities help students be actively engaged in learning, applying theoretical knowledge to practice ([4.1]; [4.2]; [4.6]; [4.11]) and develop solf skills such as teamwork, presentation and communication, leadership and management and IT application.

In addition, the programme is also designed in such a way that students, prior to conducting studies for their thesis, can practice in the field sites, based on the problems found at the field sites, to build study protocol to learn more about those problems [4.7]. Students are provided detailed forms to assist them in the learning process (the process of protocol development, data collection, data analysis, writing thesis, presentation of thesis) ([4.7]; [4.12]).

Students are also provided opportunities to involve in different research activities organized by HSPH such as research dissemination workshop, conference and research project ([4.8]; [4.9]; [4.10]).

2.4.3. The teaching and learning strategy is student-oriented and stimulates quality learning

HSPH and its Faculties always adhere to the strategy of “Student-centered teaching and learning” when designing and conducting training sessions, courses. The curriculum is designed to be flexible with electives in addition to the core courses to facilitate students to self-identify needs and design programme (with courses) in the most appropriate manner with time, work requirements and personal capacity [1.4].

The courses are designed with the duration for practice (in group, individually, SBL or PBL or case studies) to facilitate students to bring into play their own potential, translate theory into practice, and have more time to exchange, discuss with lecturers during the application process, which enhances the ability to acquire knowledge and skills ([1.4]; [4.1]). In addition, the learning environment with support facilities such as library with online database, computer room, or e-learning system provided more learning resources besides textbooks and lecturers’ handouts [4.10].

Upon completion of each course, students give feedbacks on lecturers, lessons and teaching methods in the course evaluation form [4.5]. This form is collected and analysed by the EQA unit, and shared the results with responsible Faculties. The Faculty conducts discussion based on the results of evaluation forms to make adjustments to suit expectation and needs of students while still ensures course quality and required outcomes. Overall, students are satisfied with teaching methods ([4.5]; [1.11]; [1.12]; [1.13]).

2.4.4. The teaching and learning strategy stimulates action learning and facilitates learning to learn

As stated above, the teaching and learning strategies of HSPH is focused on meeting the learning outcomes. The courses are aimed at conveying theory together with opportunities of practice so that students can apply their knowledge to develop skills and logical thinking. Many courses requiring students to have self-learning and self-study. For example, Health Management course requires group work on development of intervention plans to improve community health while the course of Quantitative research methods requires students to develop research proposals in compliance with technical standards, etc.) ([1.4]; [4.1]; [4.11]).

In addition, students also involve in practicum session in the field sites of HSPH to identify research topics for Assignment 1, and then conduct practicum in the localities to formulate research proposal and conduct research for thesis [4.7]. These are all activities that require students to have self-study, activeness and skill self-improvement. These skills are very useful for application at their workplaces (identify prioritized health problems, planning, data collection in the community, data analysis using statistical software, qualitative data analysis, writing and presentation of reports, etc.).

Students are encouraged not only to complete the courses, but also to build a career path development after graduation such as continuing education with short courses or higher degree. Many students are supported by HSPH to publish the research findings in academic journals [4.13]

2.5. STUDENT ASSESSMENT

2.5.1. Student assessment covers student entrance, student progress and exit tests

Students to be admitted to the MPH programme at HSPH must achieve the required score from entrance examination (held in August each year). Candidates will take 3 examination subjects including English (conditional subject), a specialized subject, and a basic subject. Scores are calculated by total scores of specialized subject and basic/fundamental subject ([5.1]; [5.2]; [5.3]).

For graduation, students must complete 47 credits for academic learning, including generic knowledge with 6 credits, basic and specialized knowledge with 29 credits, and assignment 1 and thesis equivalent to 12 credits [1.4].

Student assessment is done throughout learning duration at HSPH. The grades for students is coming from formative and summative assessment. The formative assessment included attendance; participation in discussion and/or practice; mid-term assessment; and summative included the final exam, which is mandatory for all cases and weighing not less than 50% of total marks. The proportion of scores in different components is specified in the syllabi of courses [4.1].

The selection of assessment forms is determined by lecturers, then approved by the Dean and must be specified in the syllabi of the course.

For practicum: Students must attend all practice sessions. The mean scores of all practice sessions in the semester is rounded to one decimal point to become the scores of learning module on practice.

Lecturer, who is in charge of the course directly involves in making exam/test questions, and mark the scores for formative assessment, except for the final exams.

Assessment: Learning outcomes are evaluated based on two forms (Table II.5):

- a. The 10-point scale is a utility scale, which is used for component scoring points of a module. The assessment (formative and summative) use a 10-point scale, rounded to one decimal point.
- b. The 4-point scale is the official scale, in which the letter point (A, B, C, D, F) is used to summarize summative assessment points converted from the 10-point scale based on Table II-13, points (4-0) are used to calculate the semester average score and cumulative average score.

HSPH applies different assessment forms depending on each course [4.1]. Graduation thesis is written after students have completed courses in the programme. Marking points for graduation thesis is the average points from the graduation thesis defense committee members. For graduation thesis: the points must be 5.0 and above to be considered as Pass. Learning results reflected in point of each subject and accumulated points of students are classified according to Table II.5.

In addition to accumulating adequate number of credits for academic knowledge, to receive a graduation diploma, students must have scores in English equivalent to B1 level (Ministry of Education and Training requirement).

2.5.2. The assessment is criterion-referenced

The assessment criteria of courses are determined by academic departments and lecturers and aimed to measure the achievement towards expected learning outcomes of the course. These criteria are specified in the course syllabus [4.1].

The construction of the exam/test questions is conducted in accordance with test blueprint, based on course objectives and the proportion of lessons to build exam structures [5.3].

Table II-13 shows an example of the learning outcomes and assessment of the course. Recommended tests and exams include questions to assess whether students have achieved the learning outcomes or not.

Table II.13: Example of learning outcomes and assessments of the course “Health economics and finance management”

The knowledge and skills to be achieved upon completion of the course:

1. *Explain some basic concepts of health financing*
2. *Analysis of the basic issues of health financing including objectives, functions and characteristics of the health financing system and criteria for evaluating the health financing system*
3. *Presentation of the process and tools of financial management*
4. *Analysis of the payment methods for health service providers*
5. *Presentation and analysis of the basic issues of social health insurance and commercial health insurance*

Applying some econometric methodologies in analysis of inequity in health and health care

Instructions on how to learn – Details of how to do course assessment

No.	Lesson title	Number of hours (excluding self-learning hours)				Assessment method
		Presentation	Practice in class	SBL	PBL	
1.	Overview of health financing and health financial management	6	2			Multiple choice, short questions
2.	Hospital users’ fees: theory and practice	4	2			Multiple choice, short questions
3.	Payment methods for health service providers: theory and practice	6	2			Multiple choice, short questions
4.	Social health insurance: theory and practice	4	2			Multiple choice, short questions
5.	Universal health coverage and requirements for health financing system	2	2			Multiple choice, short questions
6.	Inequity in health and health care: concepts and techniques applied in studies	4	4			Multiple choice, short questions, practical exercises
	Total	26	14			

Eligibility for course final examination: *Student’s absence should not be exceeding 20% of class contact hours*

The assessment criteria:

- *Attendance scores: 0%*
- *Test 1: 20%*
- *Test 2: 20%*
- *End-of-course evaluation: an essay: 60%*

Specifying forms of formative assessment and summative final exam: *Answering multiple choice questions, short questions, doing practical exercises and writing end-of-course essay*

2.5.3. Student assessment uses a variety of methods

Depending on the course that different methods are used in formative and summative assessment such as multiple choice test, practical exercises, essays, etc. The results are calculated based on components such as in-class assignments, homework, mid-term test, final exam, group discussions, thematic presentations, big exercise/assignment etc.

Table II-13 shows an example of objectives and diverse course evaluation methods. These diverse methods allows evaluation of knowledge, skills, attitude of students [5.4].

2.5.4. Student assessment reflects the expected learning outcomes and the content of the programme

The content of assessment, ranging from in-class assignments, homework, mid-term test, final exam, group discussions, thematic presentations, assignments... are built by lecturers on the basis of expected course learning outcomes. Table II-13 shows an example of a course and assessment can help to evaluate whether course can meet the learning objectives/outcomes. The examples of some courses are provided ([5.4]; [5.5]; [5.6]; [5.7]).

2.5.5. The criteria for assessment are explicit and well-known

The assessment criteria, assessment methods, the weight of the component/element points of the course are specified in the course syllabus, and announced by the lecturer in the first lecture ([5.4]; [5.5]; [5.6]; [5.7]).

HSPH training management regulations clearly define procedures for re-examination of tests and course final examinations. Students may propose the review of the tests/exams within one week after receiving notification of exam results. Results of re-examination must be given written approval by the Head of Department or Faculty [3.2]. The procedures for re-defending proposal or thesis are provided and implemented as prescribed ([9.11];[9.12]).

2.5.6. The assessment methods cover the objectives of the curriculum

The assessment methods are designed to quantify the achievement of expected learning outcomes of the course. The relationship between the expected learning outcomes of the course and outcomes of TP and between TP outcomes with training objectives is presented in the Student Handbook [1.8].

Procedure for tests and exams is clearly stipulated in HSPH training management regulations [3.2] and the Student Handbook [1.9]. These regulations are widely disseminated and implemented in a serious manner, ensuring the objectivity of the student assessment.

2.5.7. *The standards applied in the assessment are explicit and consistent*

The standards for assessment are developed on the basis of objectives of the course to ensure the explicitness and consistency and reflected in Student's Handbook and course syllabus ([1.9];[4.1];[5.4]; [5.5]; [5.6]; [5.7]). The test and exam questions and their answers must be signed for approval by the department head or retrieved from the question bank under the management of EQA Unit ([5.2]; [5.3]). The procedures for appraisal of assignment 1 and thesis ([4.7];[4.12]) and appeal protocol ([9.11]; [9.12]) are in place and executed accordingly.

2.6. ACADEMIC STAFF QUALITY

2.6.1. *The staff are competent for their tasks*

Academic staff in HSPH in general as well as in Faculties, Departments involve in delivery of MPH training programme are formally trained, having good qualifications, being enthusiastic, ensuring good performance of teaching workload of the programme [6.1]. The description of staff is provided in Table II.14; II.15; II.16; and II.17.

The HSPH has modern public health laboratory. Although the training programme does not include the laboratory practice, the qualified lecturers of laboratory involve in programme as supervisors of MPH students with relevant research topics

Table II.14: Academic staff involved in teaching for MPH programme (Nov 2015)

Category	M	F	Total		%
			People	Full time equivalent (FTE)	
Professor	01		01	0.5	50
Associate Professor	08	07	15	15	100
Full time lecturers	24	56	80	80	100
Part time lecturer	3	0	3	1.5	50
Visiting lecturer	38	4	42	8.4	20
Total				89.9	

Table II.15: Qualifications of staff involved in teaching for MPH programme (Nov 2015)

Number of staff	Training country	Degree
7	UK	Master's
4	Belgium	Master's
6	Thailand	5 Master's, 01 PhD holders
21	Australia	8 Master's, 13 PhD holders
4	USA	1 Master's, 3 PhD holders
3	Sweden	01 Master's, 02 PhD holders
4	The Netherlands	Master's
2	France	Master's
2	Korea	1 Master's, 1 PhD holders
26	Viet Nam	18 Master's, 08 PhD holders
1	Switzerland	PhD
1	Canada	PhD
1	Bulgaria	PhD
1	Germany	PhD
83		

Table II.16: Age distribution of staff involved in teaching for MPH programme (Nov 2015)

Age range	24-29	30-39	40-49	50-59	≥ 60
Number of staff	26	42	19	09	02
100%	27%	43%	19%	9%	2%

Table II.17: Development plan of HSPH academic staff (Nov 2015)

No.	Indicator	Current number	Number by 2018
A	Permanent staff	98	110
1	Professor	1	06
2	Associate Professor	15	23
3	PhD	16	39
4	Master	51	20
5	Trainer/lecturer for Practice (Laboratory)	08	12
B	Visiting lecturer	42	47
C	Service staff (admin., offices ...)	60	67

HSPH is very concerned for teaching skills of lecturers. Every year, HSPH organizes pedagogical courses or sends its lecturers to pedagogical courses [6.2].

Applicants for recruitment to become lecturers in HSPH must go through a round of teaching demonstration after gaining success at the interview stage. Candidates recruited in the teaching position HSPH and those HSPH lecturers holding university degrees, after graduating from Postgraduate training, should undergo probationary teaching process, which is evaluated by the Lecturing Evaluation Committee, before they are allowed to formally give lectures [6.3].

To meet the requirements of teaching in MPH programme, apart from satisfying the conditions of professional qualifications to possess the Master's degree or higher, a certificate of achieving pedagogical standards, the foreign language proficiency (English) is required and stated clearly in HSPH recruitment notice. Accordingly, it is a requirement that candidates/applicants for teaching position recruitment should attend the interview in English [6.4]. Use of English language proficiency will help lecturers be able to read, translate documents, work directly with international experts to accumulate knowledge, constantly improve technical qualifications in order to best accomplish the task of teaching MPH students.

HSPH is very interested in strengthening competencies of lectures, specifically through:

- Running training courses on teaching methods such as: (1) Developing a strategic plan for curriculum design and competency-based teaching methods [6.5]; and (2) Applying the cycle of Plan – Do – Check – Act in the design and development of training programmes [6.6].
- Sending lecturers to join training programmes (for Master's, Ph.D. degrees) and retraining courses, short-term study tours in-country and abroad in order to improve professional skills. About 10 lecturers/year is sent by HSPH to attend in-country refresher courses; and around 20 lecturers/year participate in overseas training courses or to gain experience through conferences, study tours and workshops [6.7]. HSPH also sends the staff or invited international experts (from the Netherlands, Indonesia and Australia) to Vietnam to provide training courses on specific teaching skills such as PBL or SBL
- The number of academic staff received Master's degree from 2010 to 2014:
 - 2010: 02 staffs;
 - 2011: 02 staffs
 - 2012: 02 staffs
 - 2013: 09 staffs
 - 2014: 01 staff

- 2015: 03 staffs
- The number of academic staff received PhD degree from 2010 to 2014:
- 2010: 01 staff
 - 2011: 01 staff
 - 2012: 01 staff
 - 2013: 01 staff
 - 2014: 03 staffs
 - 2015: 02 staffs

Results from a course evaluation and program evaluation show that the majority of students highly appreciate knowledge, professional competence, teaching skills, sense of responsibility and enthusiasm of lecturers ([1.12];[6.8]).

2.6.2. The staff are sufficient to deliver the curriculum adequately

HSPH currently has 98 full-time academic staff, including 83 lecturers holding Master’s and PhD degree involved in teaching MPH programme. Currently, there are 12 lecturers attending PhD courses in developed countries [6.9]. Besides full-time staff, HSPH has a pool of visiting staff with 42 lecturers, and most of them have PhD degree or higher degrees specialized in public health, medicine, epidemiology etc meeting requirements for teaching postgraduate programme in Public Health (Table II.18).

Table II.18: Staff/Student ratio and staff/graduate ratio (2014-2015 academic year)

Total FTE of staff	Staff number	Number of graduates /year	Number of students/FTE of lecturers	Number of graduate /FTE of lecturers
89.9	98	63	1.22	0.7

Currently, the number of HSPH academic staff is sufficient for the tasks of teaching and research in general and MPH training in particular. Many HSPH lecturers have enrolled in PhD programme abroad in the sandwich-like modality so the time at HSPH is devoted to performing the task of teaching and research for MPH programme [6.10].

In parallel with the recruitment and use of teaching personnel to meet needs in all training fields/specialties, HSPH is paying attention to specialized training and professional development for each Faculty to satisfy the conditions, requirements and standards of the job description and

professional titles. At the same time, the professionalism for lecturers can facilitate accessibility of lecturers with in-depth researches at large scales, since lecturers can accumulate professional experience to best meet core mission of teaching.

To gradually implement the development plan for strategy of the HSPH teaching staff, in 2015 HSPH requests Faculties to build a development plan for each faculty, in which, Faculties determine staffing plan and professional development till 2018 [6.11].

2.6.3. Recruitment and promotion for staff are based academic merits

HSPH determines its mission to become the leading institution for public health training, research and consultancy in the country and in the (ASEAN) region. Therefore, it always takes this as the core values to be achieved in the work of recruiting lecturers to serve the cause of public health training and research. HSPH has a recruitment process in accordance with the principle of openness and transparency, with clear criteria for recruitment in accordance with the criteria stipulated for lecturers who involve in teaching HSPH postgraduate programmes ([6.12], [6.13]) (Figure II-2).

Recruitment is conducted from the actual needs of Faculties/Departments [6.13], and recruitment/vacancy announcement is posted widely on the mass media [6.14]. Applicants/candidates are invited to have in-person interview if he/she meets basic conditions and professional standards after being screened and shortlisted. Applicants who meet requirements of the direct interview continue to proceed to the teaching demonstration round with a group of students and attended by the HSPH Lecturing Evaluation Committee [6.3]. The Staff Recruitment Committee, based on the recruitment criteria and consultation of HSPH leaders, makes proposal for recruitment decision.

For those academic staff with titles of Professor, Associate professor reaching the retirement age (60 years for men and 55 years for women), if being physically fit and wishing to make contribution to HSPH; and at the request of relevant Faculty/Department with staffing needs, HSPH will sign contracts with them for teaching [6.15].

Rewards and career development for staff in the Faculties comply with principles of transparency and equality, based on the contribution of staff in teaching, scientific research and other contributions for the common development in HSPH.

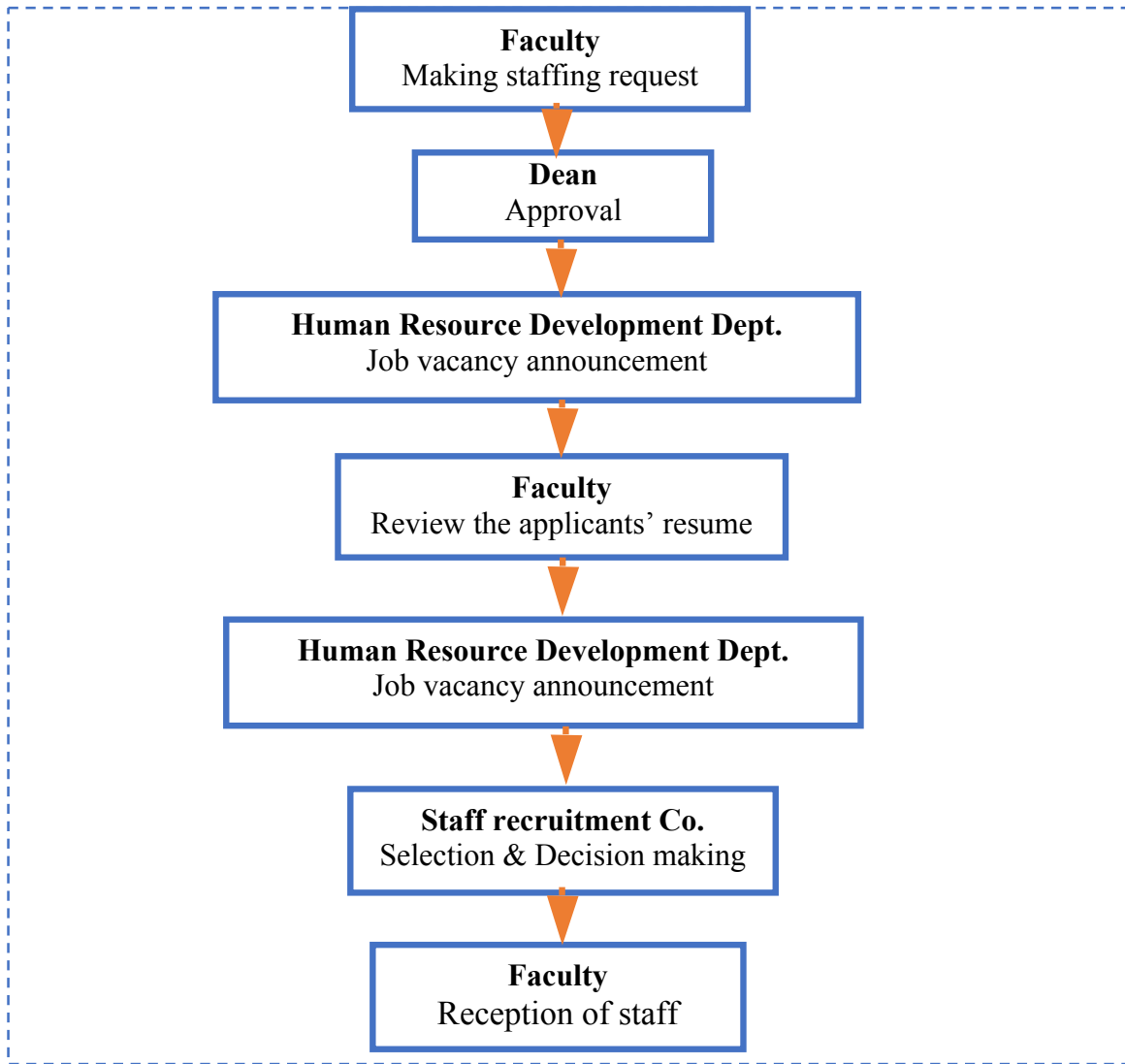


Figure II-2. Teaching staff recruitment procedure

To ensure the quality of education/training, HSPH offers training oversight regulations. The teaching is supervised by Examination and Quality Assurance Unit and through feedbacks from students. Those lecturers who do not accomplish the teaching load will not be considered for emulation and commendation titles. If teaching sessions are either missed or delayed for multiple times, they will be taken into account during the job performance assessment process which affects their rewards, promotion or salary increase.

According to regulations of the State and HSPH, lecturers' salary is considered to be raised after every 3 years. This duration may be shortened if outstanding accomplishments are recorded. Provisions on lecturer assessment are clearly laid down in Regulations on staff assessment [6.16]; and on lecturer reward are clearly laid down in Regulations on emulation and commendation/awards [6.17]; provisions on achievements leading to early-bird pay rise are clearly stated in HSPH Regulations on regular pay rise increase and in-advance salary increase [6.18].

Currently, HSPH offers different grades in compliance with teaching rank or title such as: Lecturer, Senior Lecturer, Associate Professor and Professor.

2.6.4. The roles and relationship of staff members are well defined and understood

The role and the relationship among lecturers, authority of the job positions in the Faculty, Department are clearly defined in HSPH organizational chart [6.19], the Regulation on organization and operation of HSPH [6.20], Regulation on operational activities of Faculty [6.21], Stipulations on standards, duties and working regime of staff [6.22].

All these provisions have been disseminated to lecturers in HSPH and published on the HSPH website [6.23]

2.6.5. Duties allocated are appropriate to qualifications, experience and skills

Academic staff in HSPH are assigned the task matching their qualifications, competence and experience. The senior lecturers provide coaching to the junior ones with technical supports in teaching and research. Those lecturers who are highly qualified, with rich teaching experience, regularly receiving positive feedbacks from students, are assigned to teach postgraduate students. Those lecturers who are experienced with in-depth studies of any field are assigned to teach courses in that field or related courses. HSPH has created opportunities for many lecturers of different Faculties/Departments together teach the same courses based on wishes and abilities of lecturers but not to be confined to the scope of management of Faculty/Department [6.24]. The senior lecturers also provide mentoring in academic writing to the junior lecturers [6.32].

At the end of each semester, lecturers receive feedbacks from students about teaching quality (aggregated and disseminated by Examination & QA unit to Faculties) with an aim to improve and enhance the quality of teaching [4.5]

2.6.6. Staff workload and incentive systems are designed to support the quality of teaching and learning

During the academic year, lecturers are required to complete the standard norm of teaching hours as stipulated. In fact, lecturers teaching in MPH programme always reach and exceed the threshold of teaching hours prescribed by HSPH. Due to unique features of public health discipline in particular and training management process in Vietnam in general, apart from in-class teaching duties, lecturers also have a duty to participate in coaching/supervising students in the field sites, providing guidance in graduation thesis writing, participating in Committees for appraisal of student study/research protocols, and MPH graduation thesis defense committees. These activities are converted into standard teaching hours according to the prescribed ratio,

therefore, the total number of teaching hours per academic year of teaching staff is mostly met and exceeded the prescribed threshold/teaching load [6.25].

Besides teaching duties, lecturers are obliged to complete the hours of scientific research (Scientific research hours are converted from activities such as participating in studies, projects, writing scientific papers to be published in domestic/foreign journals/magazines, writing textbooks, reference materials...) [6.26].

The teaching and scientific research activities are conducted in parallel for lecturers to enhance teaching quality and located in HSPH committed long-term strategy to become a research-based university in future.

Annually, lecturers' self-assessment of task performance is done through self-counting teaching hours, scientific research hours as prescribed. Since 2015, lecturers conduct self-assessment in the form of scoring against the specified criteria, which – apart from main criteria for teaching hours, scientific research hours, include other criteria for professional development activities and participation in other activities for Party and mass organizations [6.27]. Lecturer's self-assessment is reviewed, rated by leaders Faculty/Department, and for those lecturers holding management positions, their self-assessment is reviewed, rated by the Dean/Vice Dean in charge. The final assessment is determined by the HSPH Emulation and Commendation Committee [6.28].

Lecturer assessment activities are always associated with motivational goal for lecturers working towards improving the quality of teaching and learning in HSPH.

2.6.7. Accountability of the staff members is well regulated

HSPH has a procedure for lecturer's feedback on the students' opinion about the quality of instruction, which includes steps to collect and process information to be found in provisions in collecting opinions of learners on learning environment and the quality of teaching [6.29].

2.6.8. There are provisions for review, consultation and redeployment of academic staff

Based on the actual work and manpower in Faculties, in cases where necessary, HSPH conducts review, assessment of the human resource situation and implement transfer or reassignment of tasks and work rearrangements consistent with the development plan of the Faculty, Department, as well as career development of lecturers[6.30].

HSPH has developed a database to track task performance of academic staff by each academic year to compare and evaluate lecturers' task accomplishment, which serves as a basis for their appropriate deployment and assignment. To date, all HSPH academic staff have been assessed to

be ranked at task accomplishment level and higher in their positions after each academic year, and as a result, no redeployment has been taken for any academic staff in their current positions

2.6.9. Termination, retirement and social welfare are planned and well implemented for academic staff

According to regulations of the State on pension regime, lecturers are entitled to retirement when they reach 60 years old for men and 55 years old for women. Lecturers with titles of Professor, Associate Professor could prolong their work in teaching and scientific research. The prolonged time is considered on an annual basis with the actual needs of the Faculty/Department.

In addition to the salary regime in line with the current regulations of the State, HSPH lecturers also receive remuneration from their overtime/surplus teaching hours based on statistics of teaching hours and the payment rate/cost norms of each academic year. In parallel with wage regime prescribed by the State, HSPH has monthly added salary with benefit levels based staff work performance evaluations. Besides, lecturers are entitled to other benefits such as monthly lunch allowance, bonuses on the occasion of Tet, festivals throughout the year, birthday presents, and summer vacation... Those benefits are stipulated in Regulations on Internal spending of HSPH [6.31].

2.6.10. There is an efficient appraisal system

Performance appraisal of lecturers is put into operation at the end of each academic year. The criteria used in the evaluation process include teaching load, scientific research load, a number of professional development activities and participation in other activities of HSPH [6.16]. The lecturer evaluation form should have comments from leaders of Faculty, Department. Besides, HSPH Emulation and Commendation/Award Committee will have reference to feedbacks of students or related individuals and units on lecturers in the process of consideration and appraisal for emulation and commendation titles.

Since 2013 – 2014 academic year, HSPH applied the reward regime for outstanding/typical lecturers in the academic year with such titles as outstanding Lecturer, Researcher on their merit of teaching and scientific research achieved by lecturers in the academic. Individuals receiving this distinctive titles are awarded Certificate of Merit from the Dean and rewarded with a study tour abroad. Reward mechanisms has a positive impact in the process of performing the tasks of lecturers [6.17].

2.7. SUPPORT STAFF QUALITY

Support staff of HSPH include those staff working for functional departments and centers of HSPH: Department of Undergraduate Education (DUE); Department of Postgraduate Education (DPE); Department of Student Affairs (DSA); Department of Scientific Research Management (DSRM); Department of Administration – Management (DAM); Department of Finance & Accounting (DFA); Department of Human Resource Development (DHRD); Department of External Relations & International Cooperation (DERIC); Health Station; Library & Information Center (LIC); Examination & Quality Assurance Unit; Public Health Laboratory Center...

The information of each department is available in the website with their tasks and function, personnel and updated information [7.1]. The recruitment, task assignment, performance appraisal, salary and allowance etc. are in compliance with the HSPH regulation that described in section 2.9 ([6.4]; [6.16]; [6.17]; [6.18]; [6.19]).

HSPH has 61 support staff members, working in the above-mentioned units, including 01 PhD, 20 Master's, 32 Bachelor degree holders, 01 Engineer, and 08 graduates from college, secondary vocational schools or having other qualifications. Most employees are assigned appropriate tasks with technical qualifications gained from their training, and they have working experience in their current positions, and field of work. The support staff are also regularly sent to join short courses for technical training, domestic and overseas study tours to exchange experience etc. Therefore, support staff are capable of meeting the demands of duty and promoting the role of active support for managers, lecturers and students.

HSPH has its SOPs for recruitment process, training, appointment, salary rise, assessment and reward for support staff ([6.4]; [6.16]; [6.17]; [6.18]).

During the study of MPH programme at HSPH, students are given support from staff in the following departments in terms of guidance, FAQ answers about issues in the training process, including:

- Department of Postgraduate Education
- Department of Student Affairs
- Library & Information Center
- Examination – Quality Assurance Unit
- Information and Technology (IT) section

2.7.1. Staff of DPE is competent and adequate in providing a satisfactory level of services

Department of Postgraduate Education (DPE) is being responsible for implementing and managing postgraduate training activities of HSPH in compliance with regulations of the State, the Ministry of Education and Training, and the Ministry of Health. The Department of Postgraduate Education performs its specific tasks to coordinate the organization of updates, finalization of curriculum and learning for traditional modes of training at present, including the MPH programme (on-campus and off-campus).

The Department has 05 staff, including 01 PhD, 03 Master's, and 01 Bachelor degree holders. Most staff are professionally trained and have experience working in the field of training management. Each staff is responsible for coordination of one training program so the progress of program is followed for the duration of the course. The Department of Postgraduate Education has an annual plan on professional training/retraining for its staff.

The annual evaluation that organized by the HSPH with MPH students after thesis defense shows that the services that provided by DPE satisfy the MPH students and have been improved over time [7.2].

2.7.2. Staff of DSA is competent and adequate in providing a satisfactory level of services

Department of Student Affairs (DSA): assumes the task of organizing, managing political, ideological, ethical education, lifestyle, learning, research and social activities of students. It collaborates with other units, mass organizations to take care of physical and spiritual life of students. Department of Student Affairs acts as a bridge between students and HSPH Management Board. It also manages the procedures for granting and certifying copies of diplomas, certificates, and academic transcripts of students according to the current regulations; HSPH scholarship funds and student support funds; alumni. It jointly organizes promotional activities on training and scientific research related to alumni etc. Since 2014, the DSA organized monthly meetings with students from different programs, including MPH programme to get the feedback on the performance of different stakeholders. The comments were sent to different stakeholders for reaction. This activity was highly appreciated by the students because this could be accelerated the progress of solving obstacles that faced by students during their courses [7.3].

The Department has 05 staff, including 02 Master's and 03 Bachelor degree holders. Most staff are professionally trained and have experience working in the field of political work and student

management. Every year, the Department plans to send staff away for technical retraining to enhance capabilities for support, service provision for training work of HSPH.

The annual evaluation organized by the HSPH with MPH students after thesis defense shows that the services provided by DSA satisfy the MPH students and have been improved over time [7.2].

2.7.3. Staff of LIC is competent and adequate in providing a satisfactory level of services

Library and Information Center (LIC) provides services to HSPH staff, lecturers, students and such audience as researchers working in public health discipline across the country or relevant sectors through on-the-spot or take-home borrowing and reading materials, and provides support in information search on the Internet and/or databases like PubMed, MedlinePlus, and other databases through wireless Internet system in the library. Also the library regularly organizes short courses on principles and methods of information search on the Internet for postgraduate and undergraduate students [7.4] . The center provided the information in Facebook to get the feedback of students on their activities. The feedback also shows the appreciation of users to the services provided by the users [7.5].

The HSPH Library and Information Center has 05 staff, including 04 staff with Master's degree in Library and Information, and the ability to proficiently use English and computer, to meet and provide good services to demand for study and research of students and lecturers in HSPH. Library staff are often sent for technical training to enhance skills and provide effective service to readers.

The annual evaluation organized by the HSPH with MPH students after thesis defense shows that the services provided by LIC satisfy the MPH students and have been improved over time [7.2].

2.7.4. Staff of EQA unit is competent and adequate in providing a satisfactory level of services

Examination & Quality Assurance Unit: assumes the responsibility in planning, developing operational processes and implementing activities related to the work of education assessment/evaluation and quality assurance of HSPH. The examination schedule of all courses is prepared and announced to all teaching faculties and staff 6 months in advance and it ensures the implementation of schedule. The Unit is also responsible for sending and collecting feedback from related departments on the comments/concerns of students in the monthly meetings [7.3].

The Examination – Quality Assurance Unit is reported directly to the Dean and has 03 full-time staff, including 01 Master’s and 02 Bachelor degree holders. The Unit staff have working experience in the field of Testing – Quality Assurance. Every year, staff of the unit are sent for training or learning experience at universities with similar size or nature of the work in examinations, quality assurance in education.

The annual evaluation that organized by the HSPH with MPH students after thesis defense shows that the services that provided by EQA unit are satisfied by the MPH students [7.2].

2.7.5. Staff of IT Unit is competent and adequate in providing a satisfactory level of services

The IT Unit has the responsibility to manage the IT infrastructure of school, to ensure that the website, internet connection, e-learning and email system work properly. Every student gets the email address and they can use this email to log on into the HSPH system, to search for information in the library, receive information from training programme (schedule, assignment, grade), finance-related information (tuition fees and other costs), etc.

The IT Unit is reported directly to the Dean and has 05 full-time staff, including 02 Master’s and 02 Bachelor degree holders and 01 technician. The Unit staff have working experience in the field of IT. Every year, staff of the unit are sent for training or learning experience at universities with similar size or nature of the work in IT application in education.

The annual evaluation organized by the HSPH with MPH students after thesis defense shows that the services provided by IT Unit satisfy the MPH students [7.2].

2.8. STUDENT QUALITY

2.8.1. There is a clear student intake policy

All information about the annual admission of MPH programme is announced on the HSPH website and sent to units in the public healthcare sector, the private healthcare sector, non-governmental organizations and international organizations working in Vietnam [8.1]. The criteria for admission is clearly stipulated in the course admission information ([8.2]; [8.3]). The quantity of students intake is determined by the MOET [8.13].

Entrance examination results are published on HSPH website, and applicants could search for their scores/marks from this website by their personal code number. The list of successful candidates is arranged on the basis of scores with those with higher score to be at the top of the list, and the quota given by MOET for the number of enrolled MPH students ([8.2]; [8.3]) (Table II.19; II.20).

Table II.19: MPH student intake statistics

Year	2011	2012	2013	2014	2015
Number of applicants	137	155	202	172	162
Number of successful applicants	65	82	134	127	113
Number of enrolled students	64	80	125	124	110

Table II.20: Number of MPH students in different cohorts

Academic year	M	F	Total
2010-2012	19	42	61
2011-2013	17	47	64
2012-2014	24	56	80
2013-2015	65	60	125
2014-2016	63	61	124
2015-2017	51	59	110

2.8.2. The student admission process is adequate

Student enrolment procedure is implemented as prescribed:

In October every year, Department of Postgraduate Education (DPE) develops a plan to organize entrance examinations for postgraduate public health programmes for the next academic year, including information on the expected number of student intake; number and name of exams; dates and venues of exams and location where the programme to be deployed. This plan is submitted to the Dean for approval prior to being submitted to the Ministry of Education and Training for final approval. The Admission Council is established in accordance with the decision made by the Dean [8.4].

Official letters on enrolment for postgraduate public health training are sent out no later than four months before the enrolment period to help candidates learn about the discipline and prepare records, papers accordingly ([8.2]; [8.3]).

The DPE receives eligible applicants according to the submitted plan. For those cases who have not prepared a number of documents as prescribed, they are given additional time to prepare with a commitment letter to finalize all documents before attending the entrance examination.

List of candidates registering for entrance exams is made by DPE and submitted to the Admission Council for consideration and approval of those who are eligible for the exams. Lists of candidates who are officially eligible for entrance exams are issued according to appropriate venues and time of exams [8.5].

Not later than 15 days before the exam, DPE sends a notice to eligible candidates and announces the exam schedule on enrolment information page of HSPH website. Before the exam, the sub-committees assisting the Admission Council are established to ensure that the exam takes place in accordance with regulations [8.4].

Three exam subjects include: basic subject (math-statistics) and specialized subjects (Epidemiology – Environmental Health) with the exam duration of 180 minutes for each subject, except for English exam with a duration of 90 minutes.

Entrance exam questions are retrieved from the exam question bank at least 2h before the examination taking place to ensure the safety and security of examination process. Entrance Examination Marking Board is established immediately after the exam and examination marking is ensured to be accurate and objective.

DPE makes a selection plan to be submitted to the Admission Council for decision-making. Those candidates eligible for admission should not have of any subject scoring under 5 points, while the total scores of 2 basic and specialized subjects are used as a basis for admission from the top of the list down until an adequate number of enrolled students is reached. List of successful candidates is reported to the Ministry of Education and Training as prescribed [5.1].

After enrolment:

Admission notice is sent to each successful candidate on the address registered by candidates. In the case where the admission notice is lost, the candidate should contact HSPH in order to receive support in a satisfactory manner [8.6].

In October each year, HSPH receives enrolled students and organizes an orientation for them to learn about key rules and regulations, study plans so as to help them to access immediately to academic work at HSPH ([8.7]; [8.8]).

Students are allowed to have a month's time after being enrolled to consolidate records for admission before a decision on recognition of student status is made by HSPH other relevant

decisions [8.9]. All information that necessary has been given to the students with the booklet “FAQ for students” [8.10] .

2.8.3. The actual study load is in line with the prescribed load

The MPH programme is designed with 47 credits (35 credits for theory and 12 credits for practice) during the minimum duration of 18 months of study (not including vacation time, and Holidays, Tet festival etc.).

To make students be able to choose courses appropriate to their interests and work, the curriculum is designed to have more electives. Syllabus, curriculum, assessment for each course are provided to students in the first class hour to help students be active in learning.

Table II.21. Credits and contact hours of MPH students

Semesters	Semester 1	Semester 1	Semester 3 - Assignment 1	Semester 4 - Thesis
Credits	19	16	3	9
Contact hrs/day	Maximum 8 hours	Maximum 8 hours	Supervision by HSPH: <ul style="list-style-type: none"> - Identification of research topics - Defending the proposal, 	Supervision by HSPH: <ul style="list-style-type: none"> - Identification of research topics - Defending the proposal, - Supervision the data collection and analysis, - Review by external reviewers - Defending thesis

Table II.21 was shown that each teaching hour consisted of contact hour and self-study hour. One credit is equivalent to 15 contact hour in theory and 30-45 contact hours in laboratory or 45-90 hours for field site study or 45-60 hours for assignment (self-study).

In the first year, the programme is designed in such a way that students are able to have time for self-study with activities such as searching information in the library, databases, researches and other social activities.

In the second year, most of the time, students have to work independently for assignment 1 and thesis. The HSPH organizes the supervision mission to ensure key milestones such as: (1) identification of research topics, (2) defending proposal, (3) supervision of data collection; (4) supervision of data analysis, (4) review by external reviewers and (5) defending thesis

Thanks to the relevant duration for learning, HSPH graduation rate is relatively high, about 95% on average, especially there have been cohorts with 100% of graduates [8.11] . These indicated the sufficient teaching load to students.

For those having difficulties in completion of program, the DPE and DSA always provided advices and supports. For international students from Laos and Cambodia, the special measures are taken to support these students [8.12].

2.9. STUDENT ADVICE AND SUPPORT

2.9.1. There is an adequate student progress monitoring system

HSPH has the support system to ensure the student's progress monitoring system (Table II.22). The task and function of these departments are clearly announced on the HSPH website and webpage of each department (<http://hsph.edu.vn>); [9.1]).

DSA generates code (PIN) with 10 characters for each student immediately after admission to facilitate easier access to learning for them [9.2].

Each student is given a personal e-mail account and e-learning account by the IT Unit for receiving information from HSPH and learning materials. Email format is as follows: mph (cohort number) (first alphabet letters of student's name.@student.hsph.edu.vn) [9.3]. HSPH utilizes the CMC software to support implementation of the following activities [9.4]:

Table II.22. The MPH student advice and support system

Activities	Support unit
Sending out enrolment information and guiding candidates to apply for entrance examination at HSPH	DPE
Providing email accounts, e-learning and student code to students	IT Unit DSA
Advice for course registration and use of self-learning with e-Learning system	DPE IT Unit Faculties
Advice and support for students to select and undertake graduation thesis topic	DPE Faculties
Scholarships and issues related to finance	DPE DSA DFA
Course assessment, collection of information and feedbacks from students	Examination & QA Unit DSA
Student scientific research support	DSRM Centers – Projects
International student support	DERIC DPE DSA
Student accommodation support	DSA Dormitory management
Catering services	Contracted company Canteen
Medical services	Health Station
Sports, recreational activities,...	Trade Union Youth Union
Study material support	LIC
Student administrative procedure support (issuance of introduction letters, bus ticket discount verification, academic transcripts, notification to workplace, etc.)	DSA
Employment opportunities	DSA

For functional departments:

- DSA for management and update of personal information of students.
- DPE for management of scores/marks of students.
- DFA for management of fees paid by students

For students: searching on the student portal in HSPH website

- Viewing learning progress (test and exam scores and average learning scores)
- Viewing curriculum, timetable
- Online registration of courses: students can register anytime and anywhere via the Internet.

Monthly DSA obtains information from students through classroom meeting activities and report from class representative panel on the situation of learning and activities of the class. All questions and proposals of students are taken into consideration by functional/support departments for timely support and resolution [7.3].

The email system of HSPH Management Board and staff is publicly available on the website and ready to receive any comments or reflection and aspirations of students related to life, study and daily activities at HSPH. Those exchanges often receive appropriate feedbacks [9.5].

Test and exam scores for each course are notified to students by the Faculty at specified time. For online exams, students can know their scores immediately after the exam. Final scores in the semester or courses are under management DPE and students can access by themselves with student PIN.

At the end of the academic year, those students having good academic results, enthusiasm for the general movement of the class and HSPH will be considered for the reward. At the end of the MPH programme, students who achieve the high distinction grade and the highest scores in the MPH cohort will be rewarded the title “The best student with graduation thesis in the cohort”. Award and commendation are great encouragement to students, helping them be more active in learning and participating in activities with the school and the class [9.6].

HSPH always pays attention to development of international cooperation with universities to facilitate student exchanges with those international institutions. Those students who are eligible in terms of learning and English proficiency will be recruited with support of scholarship to attend short courses in universities abroad such as Simon Fraser University, Canada [9.7].

2.9.2. Students get adequate academic advice, support and feedback on their performance

Shortly after admission, HSPH holds the first meeting/orientation to disseminate learning regulations, rules and general provisions of HSPH. At this meeting, the academic faculties, functional/support departments provide information of those units to students so that they can get familiar with those units and avoid confusion in the new learning environment [8.8].

Each student is distributed with a “Student Handbook” containing full information on the objectives, timeline, training curriculum on theory and practice of the course. It also fully embodies the forms for field exercise assessment, defense of the study protocol/outline and thesis. Knowing full of information will help students be more active in their learning [1.9].

Each student is distributed with a copy of book entitled “Information that students should know - FAQ” by DSA so that they know what additional information is most needed to serve themselves while studying at HSPH such as tuition costs, accommodation, social activities etc [8.10].

During the learning process at HSPH, students who wish to apply for papers with legitimate verification, academic transcript for semester/academic year receive positive response from functional/support departments [9.8].

At the end of courses, students are consulted with their assessment on course objectives, contents, lecturers and materials, equipment for learning. Course evaluation results and feedbacks to students’ opinions are sent to students at the beginning of the next semester [4.5].

Periodically, at the end of the year, the HSPH Management Board holds a meeting with class representative panel to listen to their opinions, share information and convey best wishes on the occasion of the New Year. This shows the great interest of HSPH to students [9.9].

2.9.3. Mentoring for students is adequate

DPE assigns a staff to assist students while studying theoretical courses and assigns a different staff to support, and give advice in identifying a supervisor for doing field exercises and graduation thesis.

DSA assigns a staff to monitor, support students from their admission until completion of the MPH programme. Faculties assign course coordinator to take responsibility in assisting students during the learning process of those courses under the faculty management.

During the learning process, students are enthusiastically supported by the lecturers in the forms of discussion of classroom lesson contents, giving guidance through email, phone, sending documents etc.

Those students encountering difficulties in learning and daily life activities are taken into consideration by DSA staff in charge of MPH class and who collaborates with the class management board to find out appropriate measures to help such students. If students could not find the fieldwork or supervisor of thesis themselves, the DPE could recommend the field sites or research supervisors.

If the supervisors are outsiders who are not familiar with HSPH requirement, there is the policy to assign the additional lecturer with Master's degree to support the students with thesis writing [9.10].

HSPH Health Station is ready to provide healthcare support to students during their learning process. Students suffering from diseases requiring long treatment will be certified by the Health Station to temporarily stop learning for treatment of disease [9.13].

The majority of MPH graduate students have a job position before enrolling at HSPH. New HSPH graduates who have not got a stable employment are not numerous. The DSA serves as a focal point to collect and present information of job opportunities for unemployed or those graduates who want to change the job for an appropriate one [9.14].

2.9.4. The physical, social and psychological environment for the student is satisfactory

HSPH campus is not spacious but always generates an environmental landscape to be green, clean and beautiful for students with active, healthy learning.

Outside classroom hours, students can play sports such as volleyball, basketball. Sporting and cultural activities are launched by HSPH on the festive occasions such as tournaments in football, volleyball, tug, music shows, flowers contests to celebrate Vietnam Lecturer's Day, etc. which attract enthusiastic participation of students [9.15].

HSPH dormitory cannot meet all demand for accommodation of students. The DSA in collaboration with the Youth Union find accommodation for rent near HSPH and introduce it to students so that students can settle in and focus on learning [9.16].

2.10. FACILITIES AND INFRASTRUCTURE

In running MPH programme, HSPH has adequate facilities including classrooms, lecture halls, teaching equipment, learning materials and IT, appropriate criteria on environmental safety and health, thus meeting the goals and objectives of the training programme.

2.10.1. The lecture facilities (lecture hall, small course rooms) are adequate

The number of class rooms is sufficient for teaching purposes[10.1]. There are 4 lecture halls with up to 200 seats for students and 4 classrooms for small courses (40 seats) for class with

active learning approach such as problem-based learning/scenario-based learning class, case-study class, group work, etc. (Table II.23). Each lecture hall has equipment with loud speakers so students can hear clearly. Each class room has the projector and notebook for lecturers if needed. For distance learning class, two videoconference rooms with high speed internet connection are provided (Table II.24).

Table II.23. Number of class rooms

No	Lecture hall	Area/m ²	Number of seats	No	Small course	Area/m ²	Number of seats
1	LH 5.6	72	70	5	Meeting room	65	45
2	LH 5.7	104	100	6	CR 5.5	49	36
3	LH 6.1	121	120	7	CR 5.8	45	35
4	Grand LH	193	210	8	CR 2.2	25	20

Table II.24. Number of video-conferencing rooms

No.	Name of Video-conferencing room	Area/m ²	Number of seats
1	VC room on the 7 th Floor	174	165
2	Small VC room	25	15

2.10.2. The library is adequate and up-to-date

HSPH Library and Information Center (LIC) was established and developed from the library inherited from the School for Health Care Managers (the former name of HSPH) [10.2].

Table II.25. Resources of LIC at HSPH

Information	Quantity
Printed copy of publication	15, 412
Academic journals	Vietnamese, English
Master & PhD thesis	1902
E-books	550
On line database	PubMed, MedlinePlus

The LIC has an area of 270m², divided into two warehouses of books: the Open and Close ones, serving more than 2000 HSPH staff and students, as well as researchers working in the field of public health across the country or in relevant sectors by either on-the-spot or take-home material borrowing and reading. In addition, support for information search on the Internet and/or large databases like PubMed, MedlinePlus, and other databases through wireless internet system is given by LIC [Table II.25].

Regarding permanent material resources, LIC now has 15, 412 printed copies of publications, 550 e-book names and 1, 902 copies of graduation thesis. In addition, many newspapers, specialized journals and magazines are available at LIC.

With the motto “Users come to library by fingers, not only on foot, ” and the support of library information management software, the LIC of HSPH emphasizes development and exploitation of electronic resources. Besides the large databases in the world, readers can explore resources such as e-books, extracts from journals, full-text of graduation thesis, thus facilitating and gradually filling the gap in access to information for on campus and off-campus readers/students at HSPH.

The LIC has about 100 seats, divided into individual working corners, teamwork corners, with 19 Internet connected desktops. Readers can bring personal computers to the library to get connected to Wi-Fi system. The library staff are always ready to assist readers to search and use information through the forms of direct support, email, phone or provision of diverse information service... Furthermore, the LIC also regularly organizes short courses for students on principles and methods of finding information on the Internet, management of references.

The LIC is open from 8:00 am 4.30 pm on weekdays from Monday to Friday morning. During the exam preparation period, the library may be open until 6:30 pm.

Support is also provided to postgraduate students by LIC in searching, reviews, citations, reference management by EndNote software.

2.10.3. The field sites are adequate and up-to-date

The HSPH has many field sites in Ha Noi and adjacent provinces to serve the field exercises and graduation theses of students. The list of field sites is as follows (Table II.26):

Table II.26. List of filed sites for MPH program

No	Name of district health centers	No	Name of district health centers
1	Hoàn Kiếm District Health Center (DHC)	9	Yên Phong DHC
2	Đống Đa DHC	10	Lương Tài DHC
3	Ba Đình DHC	11	Tiên Du DHC
4	Tây Hồ DHC	12	Thanh Miện DHC
5	Cầu Giấy DHC	13	Khoái Châu DHC
6	Long Biên DHC	14	Bình Xuyên DHC
7	Gia Lâm DHC	15	Hoài Đức DHC
8	Thanh Trì DHC	16	Lương Sơn DHC

The students come to field sites and identify the health problems at the district by themselves under supports from assigned staff at DHC. The annual meetings with field site staff are organized to discuss about the performance and problems encountered during the fieldworks of students. These are taken into account in planning field assignment for students ([10.7];[10.8]).

2.10.4. The computer facilities are adequate and up-to-date

Equipment installed in lecture halls, conference rooms, small classrooms, video-conferencing rooms [10.3]:

Table II.27: Computer facilities

No.	Name of equipment	Quantity	Remark
1	Projector	56	
2	Projector screen	33	
3	Speaker – Audio system	5	
4	Handheld microphone	2	
	Shoulder/Small wireless microphone	6	Microphone is not used in small class/course rooms
5	Board	10	
6	Notebook/Laptop	15	
7	Wi-Fi system		Wi-Fi is available across the teaching area with good quality
8	Internet connection system		Internet outlet/plug-in connector is made available in classrooms and lecture halls, but internet connection is now through Wi-Fi and laptops
9	TV	2	
10	Video-conferencing equipment: PCs, separate Internet connection system	2	
11	Wall fans, electric lamps		
12	Standing AC system		

Academic staff and MPH students in need to use the equipment may register/book to borrow/return the equipment at the equipment service office in accordance with class timetable and classroom occupancy schedule as required by HSPH public asset utilization procedures (Table II.27).

Staff of the equipment service office is responsible for management of public assets use in classrooms, equipment in equipment service office, monitoring the borrowing/returning of equipment through the logbook of equipment service office, and providing technical support when required.

Two computer room in service for MPH training programme. One computer room with an area of 80m² and 55 computers, which sufficiently meets the needs of teaching, learning and is always updated. For those courses requiring computer support, adequate number of PCs is always ensured while the computer programmes are appropriate and up-to-date. The software supporting learning and teaching such as statistical software, reference management software, etc. are

updated, in line with the needs of each subject. The other smaller computer room with an area of 50m² consisting of 31 computers is always ready to serve group discussions or presentations, and support data analysis... as required. MPH students can borrow a projector, laptop, and register a small course room to hold group discussions, group exercises or presentation of thematic reports...

HSPH provides a computer system connected to the server system which allows easy utilization of IT utilities to serve teaching, research, development, service delivery and management... The Internet is always in good condition to ensure proper teaching, learning and access to information. The Wi-Fi allows staff, students to get connected from any location on campus. The Intranet always works well to ensure continuity and update of information: *academic calendars, searching and viewing academic scores....*

For off-campus MPH programmes, HSPH has 02 video-conferencing rooms with high-quality transmission to ensure smooth teaching and learning.

The IT system is timely upgraded to meet the utilization demand.

2.10.5.Environmental health and safety standards meet requirements in all aspects

Occupational and environmental safety [10.4]

Health station staff is also ready to provide necessary equipment to ensure safety.

The school has contracted with a company to handle hazardous waste, and set up a storehouse of hazardous waste. Currently, HSPH is setting up a treatment system of wastewater and emissions with involvement of relevant units to ensure environmental safety and health of HSPH.

Fire prevention [10.5]

The equipment for fire protection is installed and made available in necessary locations. Every year HSPH staff participate in training sessions, practice for fire safety plan implementation.

The rules guiding the fire safety and protection are posted visibly in places close to classrooms, lecture halls, in CPHL and working areas.

Health safety [10.6]

The health safety standards, medicine are made available to respond adequately to first aids as required by HSPH.

The Health station has separate rooms to ensure first aids care for students

2.11. QUALITY ASSURANCE OF TEACHING AND LEARNING PROCESS

HSPH with the mission to become a leading institution for public health training, research and consultancy in Vietnam and in the region, striving to contribute to strengthening and developing health systems and improving public/community health through training and retraining of human resources for health, scientific research and high quality service delivery in the field of public health. HSPH also determines five core values, which enhance the quality of the teaching activities towards satisfying the needs of the society:

- Commitment to quality and prestige
- Meeting the needs of learners and the society
- Promoting greater professionalism
- Enhancing transparency
- Encouraging innovation and creativity

In its Strategic Development Plan period 2013 – 2018, HSPH has identified a key objective in improvement of training quality, that is, to strengthen and develop training programmes to better meet the needs of the society and the population with the following solutions: consolidation of training programmes with specialized tracks at different levels; application of information technology to expand the training in the other places [1.2].

HSPH has a unit specialized in QA called the EQA Unit, established by Decision No. 40/QD – YTCC dated January 15, 2013 by the Dean of HSPH [11.1]. The Unit has its functions to make plan, operating procedures and implementation of activities on examination and quality assurance.

HSPH has a system of procedures and regulations on quality assurance for teaching and learning in HSPH as follows:

- Academic staff: are responsible for the quality of teaching and learning programmes
- DUE/DPE: are responsible for administrative management of teaching activities of the academic staff.
- EQA Unit: is responsible for monitoring the teaching classes; collecting feedbacks from different stakeholders (students, alumni and labor markets), analysing results from feedback and shared with relevant faculties and functional departments for action plan on quality improvement
- Students: are responsible for providing feedback on the courses and programme.

Some accomplishments of QA activities

With a commitment to quality assurance for provided training programmes, HSPH already completed the internal self-assessment and submitted for appraisal to Ministry of Education and Training in 2009 [11.2]. HSPH regularly holds discussions with representatives of the students during the learning process (monthly), collects feedback information at the end of course and end of programme. The collected information is analysed and shared with the relevant Faculties/Departments/Units so that adjustment for quality improvement could be made

In early 2015, HSPH successfully registered for accreditation of MPH programme in accordance with AUN-QA criteria. From 2016 onwards, HSPH continues its assessment process of Master of Hospital Management (MHM) programme and Bachelor of Public Health (BPH) programme in accordance with AUN-QA criteria.

2.11.1. The curriculum is developed by all teaching staff members

The process of formulating and developing the training curriculum of HSPH is stipulated in Figure II.4:

- Upon the feedback from the students, lecturers, employers and other related stakeholders, the HSPH Management Board establishes Programme Development Committee (consisting of representatives of DPE, the Faculties/Departments; and DPE being assigned as coordinator) to conduct training needs assessment based on programme framework from MOET, collect information from potential recruitment agencies, managers, alumni of the learning outcomes of training programmes.
- The Programme Development Committee develops the draft programme framework: expected learning outcomes, list of possible courses.
- Review draft programme framework in consultation with experts in the relevant field
- Approval by the Science and Education Council on draft programme framework: the Programme Development Committee makes revision according to the review and submits the revised version to the Science and Education Council of HSPH for approval. The approved programme framework is notified to all academic staff.
- Developing detailed training curriculum: The HSPH Management Board assigns leaders the Faculties/Departments to develop course outlines, syllabi and teaching materials. All lecturers involved in teaching are engaged in development of courses. During the process of detailing the curriculum, the Programme Development

Committee holds consultation workshop with experts in the field, and employers in training curriculum development.

- Approval of detailed training curriculum: Draft detailed curriculum is sent out for consultation with experts, lecturers, alumni. The Programme Development Committee summarizes comments and makes revision accordingly and then submit it to the Science and Education Council for approval.
- Publishing the training curriculum: HSPH Management Board makes a decision to promulgate the training curriculum at the request by the Science and Education Council, and submit it to the governing body for approval of the published training curriculum.

The process of designing and building training programmes requires participation of all lecturers in the design and development of training curriculum [3.2]

Responsible entity	Procedures	Description
-Management Board -DUE/DPE	Identification of training needs ↓	5.1
-Management Board -DUE/DPE	Determination of TP goals ↓	5.2
-DPE	Outline of TP ↓	5.3
-Management Board	Approval of TP outline ↓	5.4
-Related academic Faculties/Depts., support Depts. and individuals	Consultation (reviewers) ↓	5.5
-DUE/DPE -Academic Faculties/Depts.	Development of detailed TP ↓	5.6
-HSPH Science & Education Council	Adoption of HSPH Science & Education Council ↓	5.7
-Management Board	Approval of new TP ↓ Opening new learning program	5.8
-DUE/DPE	Submission to MOET ↓	5.9
-HSPH student enrolment sections	Student enrolment	5.10

Figure II-3. Training curriculum designing and development process

Activities to update training curriculum are conducted regularly or upon request of the managing units. The updated contents are guided by DPE in accordance with the above provisions and ended after approval is given by Science and Education Council.

2.11.2. The curriculum development involves students

HSPH has procedures of gathering and processing feedbacks from students, teaching staff members, parents, organizations and individuals related to the training activities of HSPH. The information to be collected includes:

- Information on training management activities;
- Information on curricula, textbooks and syllabus;
- Information about qualifications, teaching methods and expertise of lecturers
- Information on training plan, time and venue of training;
- Information on teaching equipment;
- Information on the quality of graduates;
- Other types of information.

Students' feedbacks on training activities are regularly collected through various forms: monthly meetings with representatives of the class [11.3]; at meetings with all class members [7.3]; end course evaluation form[4.5]; end programme evaluation form etc. [1.12]. The feedbacks of students on curriculum, textbooks, syllabus, and teaching methods etc will be summarized by the EQA Unit and share with the responsible Faculties/Departments to make adjustments to conform with the reality ([11.4]; [11.5]).

2.11.3. The curriculum development involves the labour market

HSPH always respects opinions of the employers in the development of a training programme. In the process of developing training programme and curriculum, the consultation workshops were organized with representatives of employers to get information on expected learning outcomes and the knowledge should be taught in the MPH programme. The programme development also focused on task performance that meet the core public health competencies [11.7].

The MPH graduates are highly appreciated by leaders of working units for their professional capabilities and have their career advancement.

2.11.4. The curriculum is regularly evaluated at reasonable time periods

HSPH issues general provisions that assessment and reassessment of programme, curriculum, teaching materials must be done after putting into use from 02 (two) years or 01 (one) course on specialized courses [3.2]. The time to review HSPH's programmes is in accordance with the regulations of the Ministry of Education and Training, and the changes in experience practice

and background knowledge of the sector. The evaluation of programme was conducted in every 5 years ([1.14]; [1.16]). The textbooks of MPH programme are updated in 5 years[3.11].

Upon completion of each MPH course, the DPE hold meetings with teaching staff members participating in the training programme, collect feedbacks from lecturers, students on the curriculum, and activities in organization of the programme. The feedbacks are documented and serves as the basis for curriculum adjustment, if any (Table II.9).

2.11.5. Courses and curriculum are subject to structured student evaluation

Based on the operation of the quality assurance system, HSPH collects opinions of students in the learning process, after completion of courses; opinions of students who are about to graduate or former graduates on the whole curriculum through survey questionnaires (Figure II-4).

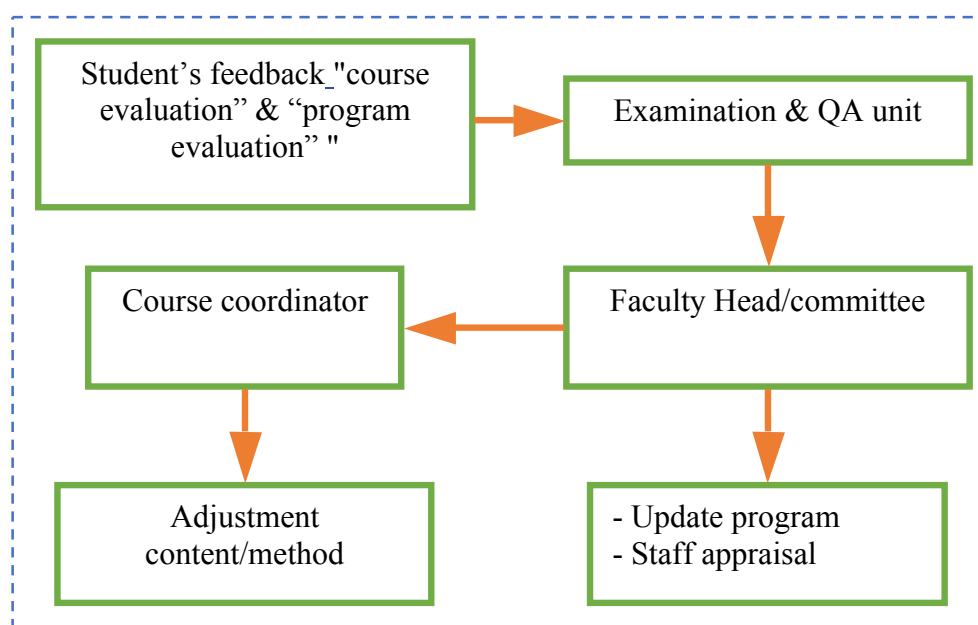


Figure II-4: Students' feedback and QA process

After each semester, the course evaluation results are synthesized by EQA Unit and shared with the responsible Faculties/Departments with comments related to the curriculum, level of difficulty of the lesson, style of teaching etc [11.5]. Leaders of Faculties/Departments hold meetings with the teaching staff to make responses to students' comments. For the appropriate comments, Faculties/Departments reach an agreement to make adjustment accordingly. For inappropriate comments, Faculties/Departments send written comments to EQA Unit for an exchange with students. Every month, DSA holds a meeting with representatives of classes to get general information about the learning process of students. Practical suggestions are also taken into consideration by Faculties/Departments for adjustment of the teaching process in order to improve teaching quality.

2.11.6. Feedback from various stakeholders is used for improvement

During the training process, HSPH always pays attention to comments of students, alumni, administrators, employers through studies, surveys on training programmes. Different units in HSPH utilize maximally channels of information on training programmes. While the DPE receives information from lecturers, managers; the DSA and EQA Unit collect information from students, alumni and employers. Collected information is analysed and sent to the responsible Faculties/Departments for quality improvement of services [11.6]. Feedbacks from stakeholders are considered as important “input” of training programmes (Figure II-5).

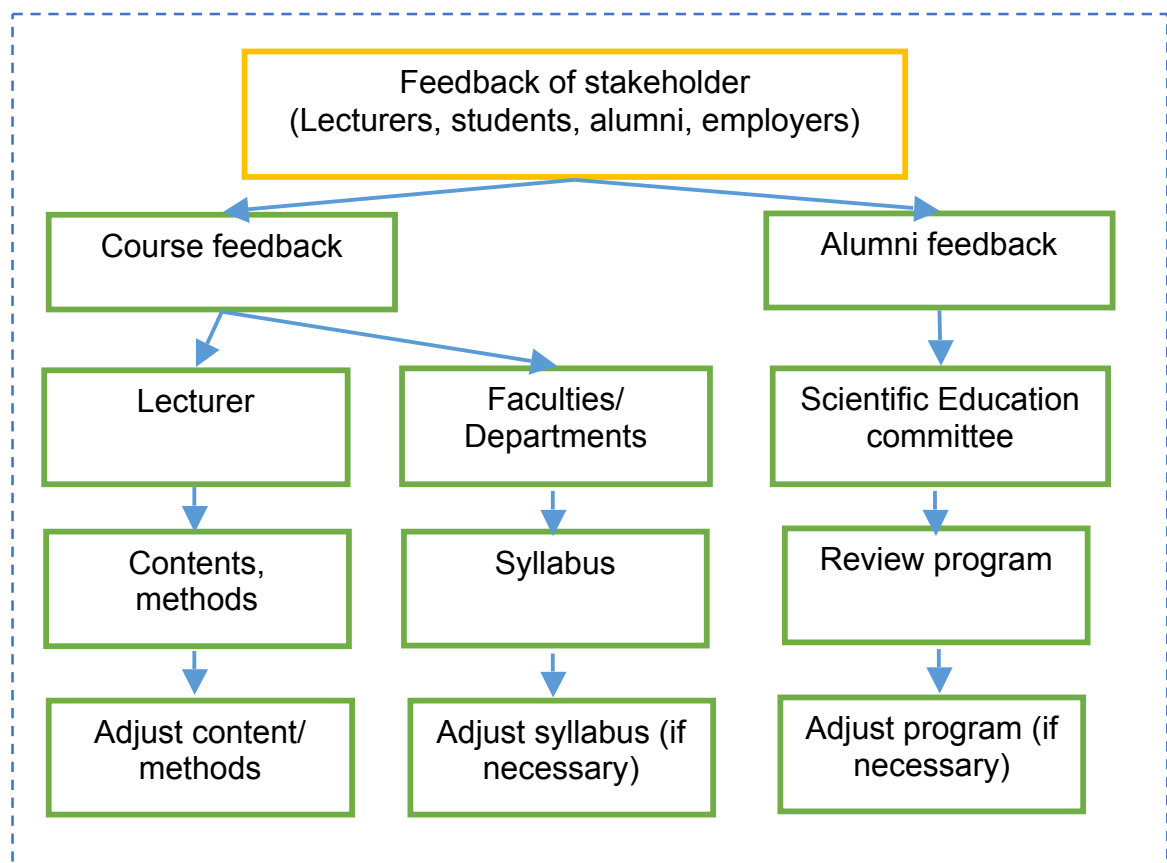


Figure II-5. Stakeholder’s feedback and QA process

2.11.7. The teaching and learning process, assessment schemes, the assessment methods and the assessment itself are always subject to quality assurance and continuous improvement

HSPH always applies active teaching methods to promote students into active learners with such approaches as PBL/SBL and case studies etc. Since 2013, assessment of teaching and learning processes at HSPH has been conducted in a more formal manner. Assessment gears towards a single goal, that is, to improve the quality of training programmes and update is also conducted more frequently to better meet professional practice [4.5]. The impact evaluation of MPH

program in 2014 provided evidence for revision of program with standardized process such as developing learning outcomes and how to achieve these outcomes[1.16] .

2.12. STAFF DEVELOPMENT ACTIVITIES

2.12.1. There is a clear plan on the needs for training and development of both academic and support staff

Every year, Faculties develop work plans on the basis of assigned professional work and personnel in the faculties. Leaders of the Faculties, based on career development needs of individual teaching staff as well as faculty future development plan, make schedules of sending faculty staff to attend training courses for qualification improvement. HSPH leaders, based on priority levels set for the discipline and consideration of terms & conditions included in HSPH regulations on training, retraining, consider and give approval. The career path development of teaching faculties is clearly stipulated in HSPH's regulation (Table II.28 and Figure II.6) [6.12]

Table II.28: Plan for academic staff development

No	Indicator	2015	2018
A	Permanent academic staff	98	110
1	PhD degree:	32	68
	Of whom: Professor	1	6
	Associate professor	15	23
2	Master's degree	51	20
3	Bachelor degree	15	2
4	College level	0	0
B	Visiting lecturers	42	47
1	PhD degree	42	47
2	Master's degree	0	0
3	Bachelor degree	0	0
	TOTAL (A+B)	140	157

To support lecturers on their career development, HSPH has implemented many activities including:

- Creating favourable condition (support letters) for lecturers to apply for foreign scholarship programme [12.1].
- Facilitating academic staff to study abroad with scholarship of the government (project 911) or funding from foreign organizations ([6.9]; [12.2]).
- Supporting research activities with funding from HSPH scientific research fund or funding from foreign organizations ([12.3]; [12.4]; [12.5]).

- Supporting lecturers to participate in short-term training courses at home and abroad to improve teaching competency and expertise ([6.7]; [12.5]; [12.6]).
- Organizing seminars, conferences with invited external professors or experts outside HSPH to present their reports, sharing information and experience [12.7].

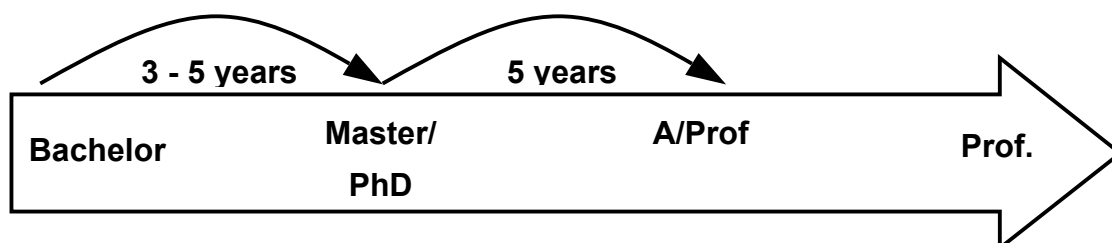


Figure II-6: Career development orientation for academic staff

Plan for support staff development:

Plan for support staff development of HSPH is presented in Table II.29; II.30 and Figure II.7..

Table II.29: Plan for support staff development

No	Indicator	2015	2
	<i>Administrative and service staff</i>	60	67
1	PhD	1	1
2	Master's	22	26
3	Bachelor	28	30
4	College level	2	5
5	Other	7	5

Note: Data in the table includes permanent + contracted staff

Support staff development activities include:

- Organizing short training courses to improve skills, technical knowledge for support staff [such as on bidding, planning methods...] [12.8].
- Sending staff of functional departments to attend technical training courses [12.9].
- Sending technicians to attend courses for further improvement of their qualifications [12.9].



Figure II-7: Career development orientation for support staff

Table II.30: HSPH budget for support staff development activities

Year	Support staff development budget (USD)
2011	15, 000
2012	17, 000
2013	20, 000
2014	50, 000

2.12.2. The training and development activities for both academic and support staff are adequate to the identified needs

Academic staff development plan of HSPH is aligned with strategic and development plans of HSPH on human resources period 2015-2018 as well as the annual plan [1.2]. Data in Table II.28 shows that the current proportion of qualified lecturers holding PhD degree and the title of Associate Professor accounts for 32.6% of total number of academic staff, and the percentage of lecturers having qualification at postgraduate level is 84.6% of total number of academic staff. These proportions are relatively high compared to those in other universities in Vietnam, but they do not reach such levels in universities in developed countries. To improve the quality of lecturers and move towards/become the research based university, HSPH has conducted many staff development activities by sending lecturers to attend long and short term training as follows:

Postgraduate education (Master, PhD, Post-doctoral research) in developed countries (USA, Europe, Australia, Thailand) under the scholarship programme of the State (Project 911), or scholarships directly provided foreign Governments and Universities. From 2010 to 2015, as many as 36 lecturers have been sent to get Master’s or Doctorate degrees in various foreign countries. Of these, 17 lecturers have got Master’s degree and 09 lecturers have got PhD degree [12.2].

HSPH academic staff also have opportunities to attend seminars, workshops and scientific

conferences at home and abroad. The lecturers have been involved in organization of and writing scientific papers for international conferences [12.4].

Study tours for exchange of expertise, experience in training and management to universities developed countries (like USA, Japan, Singapore...) have been conducted for academic staff ([6.7],[12.7],[12.8],[12.9]).

HSPH also provides advanced teaching methods for lecturers, and management skills training for management staff etc [12.6].

On the basis of meeting requirements for training and considering needs of support staff proposed by functional departments, HSPH either conducts staff recruitment to have additional staff or send staff for retraining to improve necessary technical knowledge and skills of the support staff [12.10]. Since 2014, academic staff are also required to update and standardize their competencies in accordance with the learning outcomes/standards. The standardization starts are applied for 4 public health core competencies namely Epidemiology and Biostatistics; Health management and health policy, Environmental and Occupational health, and Behavioural sciences [4.3]. These tests are referenced from international textbooks.

With long and short term staff development activities as mentioned above, the quality of the teaching staff members of HSPH is increasingly improved to meet the requirements of the curriculum/training programme.

2.13. STAKEHOLDERS FEEDBACK

2.13.1. There is adequate structured feedback from the labour market

HSPH aims to get feedback from the labour market (employers, alumni) in the development of TP. The process of collecting feedback from employers and analysis of results is responsible by EQA Unit. In addition, through training, research, seminars, direct interviews are held with employers when they have working visit to HSPH to evaluate students' competence to meet job requirements in the following aspects: applications of specialized knowledge, soft skills etc. The opinions of employers are synthesized and sent to the Management Board and DPE. The evaluation of MPH program was held in 2007 and 2014 and shown the intention of HSPH in improving quality of course by having feedback from different stakeholders ([1.14];[1.15];[1.16]). The comments related to TP are raised at Science and Education Council for consideration to have timely improvements of TP, thus meeting the needs of the society.

2.13.2. There is adequate structured feedback from the students and alumni

Faculties and HSPH often receive feedback from students through many different channels. Collection of feedback from students is held regularly in a systematic manner as follows:

- HSPH holds a orientation meeting with new students at the beginning of the MPH programme and collection of new students' ideas and expectations on the training programme/curriculum is conducted [8.8].
- DSA organizes monthly meetings with student representatives to have direct exchange in order to receive feedback from students on curriculum, teaching methods, quality of teaching, and quality of support services provided by functional departments, etc. ([7.3 , 11.3]; [11.5]). The comments are well received by HSPH, Faculties, as well as functional Departments, followed by activities and improvements to satisfy the students' requirements [13.2].
- The EQA Unit conducts end course and end program evaluation ([4.5]; [1.12]). The results are synthesized and sends it to relevant Faculties and functional Departments [13.3]. These units have to make action plan for quality improvement if needed and report back to the EQA unit for follow up [6.28].
- In addition to the above formal channels, HSPH also collects feedback from students through forums, mailboxes,...

Feedback from the alumni can be collected in 2 ways:

- Mail survey questionnaires
- Online survey via google.doc with alumni website which embedded in HSPH website.

- The EQA is responsible for data collection and data analysis. The results are shared with responsible Faculties and functional departments and these should make action plan for quality improvement if needed ([11.6]; [13.2]). The process of quality improvements through feedback from alumni is presented in Figure II-5.

2.13.3. There is adequate structured feedback from the staff

The staff feedback is carried out in various forms and channels:

- 1- Weekly staff meeting (Friday) [13.6].
- 2- Monthly Faculty meeting [13.5]

3- Annual staff conference (December)

4- Various retreat occasion etc

The main feedback related to pedagogical standpoints, teaching strategies, the quality of the staff, curriculum/training programme, living conditions, lecturers' income, and improvement of work performance of support departments in HSPH. These points are well received and responded and discussed publicly with Faculty and HSPH leaders at these events [13.4]. Occasionally, the monkey survey was conducted to get the feedback from teaching and support staff on performance of DPE and DSA [13.1].

2.14. OUTPUT

2.14.1. The pass rate is satisfactory and dropout rate is of acceptable level

On the average, the pass rate of each MPH cohort is about 95%, which is relatively high, especially the 2010-2012 MPH cohort with the pass rate of 100% (Table II.32). The dropout or temporary learning suspension rate is low, accounting for about 5% and most of reasons for dropout is successful application of a scholarship to study abroad or employment matters ([8.9]; [14.1]).

Table II.31: Annual student pass rate

Academic year	Student Intake number	Number of graduates	Pass rate - %
2009-2011	58	48	82.8%
2010-2012	61	61	100%
2011-2013	64	62	96.9%
2012-2014	80	78	97.5%
2013-2015	127	101	79.52%

Learning results of students consist of two components: the mean scores of courses and result from graduation thesis defense. The results of graduation thesis defense are mainly achieved at very good and good levels while the proportion of students achieving the excellent level is not high due to HSPH demand of relatively high level of learning outcomes (Table II.33) [14.2].

Table II.32: Results in thesis defense of different MPH cohorts

Academic year	Rating in graduation thesis defense			
	Excellent	Very good	Good	Fair
2019-2011	0	7/48	34/48	7/48
2010-2012	0	11/61	36/61	14/61
2011-2013	0	19/62	33/62	10/62
2012-2014	0	16/78	54/78	8/78
2013-2015	0	14/101	61/101	26/101

2.14.2. Average time to graduate is satisfactory

Previously, MPH programme duration was 24 months. Since 2010, such a duration has been shortened to 18 months. The average on-time pass rate is around 95% (Table II.33). The dropout rate after first year was low (0-3%), except the cohort in 2009-2011 (17, 24%). To increase the on-time pass rate for students, the DPE conducts several rounds of thesis defense in the year to meet the students' needs. Since 2012, HSPH has applied a new procedure for graduation thesis defense for all postgraduate programmes. This process includes: 1. Registration for thesis defense; 2. First submission of thesis draft; 3. Anonymous opponent's review, revision and 2nd submission of revised thesis draft; 4. Thesis defense; 5. Submission of the completed thesis. The previous process did not include step of anonymous opponent's review, and this step provides very effective support to students for their successful thesis defense ([4.12];[13.2]).

Table II.33: Student learning progress monitoring matrix

Academic year	Total number of students in the cohort	% receiving graduate diploma after			% of dropout after			
		18 month	24 month	>24 month	18 month	24 month	>24 month	>36 month
2019-2011	58	0	0	0	17.24	0	0	0
2010-2012	61	0	0	0	0	0	0	0
2011-2013	64	0	0	0	3.12	0	0	0
2012-2014	80	0	0	0	0	0	0	0
2013-2015	127	0	0	0	0	0	0	0

2.14.3. Employability of graduates is satisfactory

The majority (over 80%) of MPH graduates have had relatively stable jobs before enrolling in the programme. Those graduates who are still unemployed after MPH graduation are mainly students who graduated from university [14.3].

The majority of those graduates who were unemployed prior to enrolling in MPH programme have successfully applied for appropriate jobs.

After graduation from MPH programme, many graduates get promotion and hold key positions in the workplace while some graduates continue to study at higher education level, such as PhD or Specialization Level II (CKII) [14.4].

2.14.4. The level of research activities by academic staff and students is satisfactory

Research activities by academic staff

Since 2012, HSPH has issued Regulations on the standard hours of scientific research for academic staff. This is the basis for staff performance appraisal in scientific research. Besides, HSPH also has a mechanism of reward and handling violations to encourage lecturers to actively participate in activities of scientific research [14.5].

Table II.34 listing the research topics covered by HSPH academic staff from 2007 to 2015 shows that the number of scientific research projects increases by each year. Most scientific research projects of HSPH are at institutional-level research projects. From 2008 to date, HSPH has had research projects at ministerial (MOH) level.

Table II.34: Number of research projects by academic staff from 2007 to 2015

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015
Research projects at State level (sub-projects)	1	0	0	0	0	0	0	0	0
Targeted research projects at MOH level	0	1	1	1	1	1	1	1	1
Research projects at MOH level	2	3	2	2	2	1	3	4	5
Research projects at city level	0	0	0	0	0	0	1	1	2
Research projects at HSPH level (institutional level, cooperative projects)	17	11	10	14	16	40	36	43	40
Total	20	15	13	17	19	42	41	49	48

Table II.35 lists the awards for youth researchers in different national conference for young researchers.

Table II.35: Reports/presentations of young academic staff and students at Youth Science and Technology Conference

Year	2006 (13 th Conference – HCMC UMP)	2008 (14 th Conference – Hué UMP)	2010 (15 th Conference)	2012 (16 th Conference)	2014 (17 th Conference)
Excellent award	1			1	
First rank	2	1	2	1	2
Second rank	1	1	2	2	4
Third rank	2	1	3	3	1

Table II.36 lists number of scientific papers by academic staff from 2007 to 2014. From 2012 till 2014 saw a skyrocketed number of articles, especially in 2014.

Table II.36: Number of scientific articles by academic staff from 2007 to 2015

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015
International journals	7	10	19	14	12	21	21	19	25
Domestic journals	15	12	21	40	53	120	98	129	109
International conferences	-	-	-	-	-	-	-	25	10
In-country conferences	-	-	-	-	-	-	-	44	40
Total	22	22	30	44	65	141	119	217	184

HSPH regularly organizes scientific conferences to promote scientific research by the academic staff. Table II.37 lists number of scientific conference organized by HSPH from 2010 to 2015.

Table II.37: Number of scientific conferences organized (or co-organized) by HSPH)

Year	2010	2011	2012	2013	2014	2015
International conference	1	-	1	2	1	1
In-country conference	2	2	3	2	2	2

Research activities by students

MPH students have a duration of learning for 18 months, and each student needs to conduct a research for development of graduation thesis. Therefore, students do not have much time to participate in independent scientific research. Students only participate in research projects of HSPH with the role as investigators or supervisors.

Students also participate in writing articles with academic staff and research papers of their graduation thesis [14.6].

2.15. STAKEHOLDERS SATISFACTION

The feedback from stakeholders is satisfactory

2.15.1. Students

HSPH often listens to feedback/opinions from students through different channels, specifically:

- HSPH holds a orientation meeting with new students at the beginning of the MPH programme and collection of new students' ideas and expectations on the training programme/curriculum is conducted [8.8].
- DSA organizes monthly meetings with student representatives to have direct exchange in order to receive feedback from students on curriculum, teaching methods, quality of teaching, and quality of support services provided by functional departments, etc. ([7.3 , 11.3]; [11.5]). The comments are well received by HSPH, Faculties, as well as functional Departments, followed by activities and improvements to satisfy the students' requirements [13.2].
- The EQA Unit conducts end course and end program evaluation ([4.5]; [1.12]). The results are synthesized and sends it to relevant Faculties and functional Departments

[13.3]. These units have to make action plan for quality improvement if needed and report back to the EQA unit for follow up [6.28].

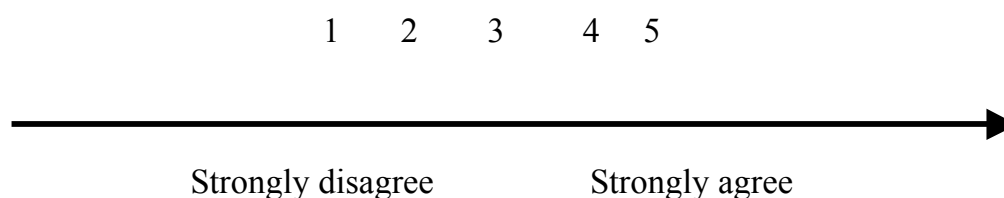
- In addition to the above formal channels, HSPH also collects feedback from students through forums, mailboxes,...

Followings are results from collection of students' feedback:

Student feedback survey results on teaching:

EQA Unit conducts end course evaluation with student feedback surveys on teaching including assessment of the learning environment (equipment and facilities for teaching, assessment the usefulness of the course, and forms of testing and assessment) and assessment of academic staff's teaching.

Survey results show that students are quite satisfied with the teaching, with the rating scale as follows:



Most of criteria are rated with average scores on 4/5 (strongly agree).

Issues which have not been rated with high scores are mainly related to textbooks (not being regularly updated).

Final year student feedback survey results on MPH programme

Annually, EQA Unit conducts end course evaluation on MPH programme including information related to the response of the objectives and curriculum; assessment of academic staff; assessment of management and service for training and assessment of learning outcomes meet and the satisfaction level of the course [4.5].

Survey results show that the majority of students are satisfied with the MPH training programme, and with the results achieved from the programme [13.3].

Graduate feedback survey results

DSA of HSPH conducts periodic surveys of graduates every year by sending a questionnaire/survey form via email and letter to graduates. Graduate survey results show that:

All those students who were unemployed prior to enrolling in MPH programme but after graduation, most of them successfully apply for appropriate jobs.

2.15.2. Alumni (graduates)

Generally, alumni show their satisfaction with academic results at HSPH and current positions at their workplaces. Followings are some observations drawn from the survey results ; :

- Learning results and outcomes are a determinant to help graduates find employment the fastest.
- The work that alumni are doing are consistent with the training discipline.
- Having a job right after graduation.
- Fewer job changes.
- Knowledge and skills gained from HSPH are useful for the work of alumni.

2.15.3. Labour market

HSPH has often conducted surveys of employers' feedback on training programmes/curriculum and the quality of graduates of HSPH in order to have prompt improvements and updates for MPH programme, thus meeting the requirements of employers. According to the survey results in recent years, after graduating from HSPH MPH programme, many graduates have been promoted and hold key positions in their agencies while some graduates continue to study at higher education level such as PhD, CKII [14.4]

III. STRENGTHS AND WEAKNESSES ANALYSIS

3.1. STRENGTHS OF MPH TRAINING PROGRAMME

Expected learning outcomes

- The expected learning outcomes have been formulated and translated into the programme, clearly promote life long learning and reflected the requirement of stakeholders
- The learning outcomes align with international core public health competencies.

Programme Specification

- The training programme specification is shown in details, with expected learning outcomes, and presented and disseminated in different forms and channels to stakeholders

Programme structure and content

- The courses are organized in logical order and shown a good balance between generic and specialized knowledge and skills on public health competencies, and up to date with reference to international programme and courses

Teaching and learning strategy

- Different active teaching methods such as PBL/SBL and case study, practice, fieldwork etc promote self-learning and life long learning ability of students. Other soft skills (leadership and management, communication and presentation; teamwork, IT application etc) are also embedded in courses

Student assessment

- Different methods of assessment such as assignments, tests, examinations, presentations, essay etc are applied to assess the achievement of learning outcomes, and in accordance to the training management procedure, explicit and consistent

Academic staff quality

- The teaching staff are competent to delivery the MPH programme: most of the academic staff have been trained in public health discipline in the developed countries
- Academic staff recruitment is transparent and based on the needs. They should have expertise in public health, English proficiency and pedagogical skills
- Academic staff are given favourable conditions for career path development, including teaching and research by giving opportunities to attend refresh training courses, conferences, workshops in Vietnam and abroad.

- The policies on staff motivation with form of reward, promotion are available and implemented accordingly
- Performance appraisal is effective with clear criteria for teaching and researching workload.

Support staff quality

- Support staff in functional departments such as DPE, DSA, LRC, IT unit and EQA unit are competent, with clear job description, having experience in providing services to satisfactory level.

Student quality

- The admission process is sufficient with clear intake policy and transparent admission process as prescribed
- The study load is in line with requirement of MOET for Master programme

Student advice and support

- HSPH has an effective student support system.
- Staff are enthusiastic in giving advice and support to students.

Facilities and infrastructure

- HSPH has sufficient facilities for teaching and learning purpose, including classrooms, library, and equipment in lecture halls and computer rooms
- Environmental health and safety standards meet requirement
- The field sites in Hanoi and adjacent provinces to serve for field exercises and graduation thesis development is unique experience in Vietnam

Quality assurance of teaching and learning process

- HSPH has a quality assurance system, drawing attention from the Management Board and growing fast, thus providing authentic evidence for teaching quality.
- Clear procedures for revision and updating programs and courses. The curriculum development involved different stakeholders and updated with reasonable time.
- The system for collecting feedback from students operates regularly and efficiently.

Staff development activities

- HSPH has regulations on staff training, which clearly define criteria and conditions for being sent for training and retraining; benefits and responsibilities

- HSPH makes annual plans on development of the teaching staff, support staff through the work plan of the units (faculties, departments and centers).
- HSPH sends lecturers, support staff for training and retraining on the basis of the demand and staff development plan of HSPH

Stakeholders feedback

- The system of collecting feedback from different stakeholders is existing and being used for programme revision

Output

- On-time pass rate is high
- Lecturers and students involve in scientific research in an effective manner

Stakeholders satisfaction

- Students, alumni, teaching staff, support staff and the labour market are satisfied with the MPH programme

3.2. WEAKNESSES OF MPH PROGRAMME

Expected learning outcomes

- Lack of a plan for assessment on whether learning outcomes are met in each course.
- Lack of regular inputs of stakeholders (labour markets, alumni) in development of learning outcomes
- Too many learning outcomes

Programme specification

- Programme specification has not clearly specified assessment methods

Programme structure and content

- The selection of elective course is leave up to student's choice. However, there should have evidence of whether chosen elective courses are contributed to core public health competencies

Teaching and learning strategy

- The application of active teaching methods in parallel courses, including PBL/SBL, case study, group works etc might contribute to limited time for the assignment of students in each course.
- Arrangements for students to practice with Exercise 1 in fixed field sites contributed to limited number of new research topics in each field site

Student assessment

- Group exercises are currently used for student assessment. This assessment is not really fair and objective because scores are mostly shared to all group members, despite the different contribution of members

Academic staff quality

- HSPH cannot send academic staff to study full time overseas on PhD program, which might affect their quality of training programme

Support staff quality

- HSPH has not developed specific assessment indicators and survey of satisfaction with services provided by support staff, and mechanism to monitor and track these indicators.

Student quality

- Many students attend the programme while they have to continue to work, and therefore their time for study is limited.
- There is a diversity of student intake. Many students did not have background in health sciences therefore, their knowledge on specialized courses is limited.

Student advice and support

- A system for recording student advice and support information has not yet been established.

Facilities and infrastructure

- Some classrooms are in the old building with deteriorated phenomenon: yellowing stain walls and ceiling.
- Currently HSPH has no playground for table tennis, football in serving students of different training programmes, including students of MPH programme.
- The library also lacks separate groupwork rooms, small discussion rooms, audio-visual rooms, rental equipment room... in accordance with international standards of library.

Quality assurance of teaching and learning process

- The system to collect information from alumni, employers has not been regularly put into operation.
- The programme assessment activities in a large scale (involving all stakeholders: lecturers, students, alumni, administrators, employers) have not been organized in a regular schedule.

Staff development activities

- HSPH has not developed long term plans for career path development of teaching staff and support staff, rather only annual plan is made and implemented
- The study on PhD programme abroad is largely depending on external resources

Stakeholders feedback

- Attention has not been paid to collection of feedback from the alumni and labour market compared with other audience.

Output

- Alumni Association was set up in May 2015 and did not have the system to follow up alumni since graduation

Stakeholders satisfaction

- The information on stakeholder satisfaction (alumni and labor market) was not recorded in regular manner

3.3. IMPROVEMENT PLAN

Expected learning outcomes

- Each course should have regular structure to evaluate whether student will be able to achieve the training objectives of the course and contribute to the learning outcomes of program after completion of course
- Set up regular mechanism to collect inputs from different stakeholders in updating/developing learning outcomes of program (labour market, students and alumni)
- Reduce the number of learning outcomes

Programme specification

- Review and adjust/revise the programme specification in accordance with AUN criteria, especially with assessment methods

Programme structure and content

- Group the elective courses that contribute to specific public health competencies/discipline and develop the guidance for students to select these courses depending on their needs

Teaching and learning strategy

- Review the training programme and streamlining the courses to make sure that number of courses with PBI/SBL/case studies should not be exceeded 3 course/block teaching
- Identify new field sites or making arrangement for using the field sites in alternative years in order to draw students' interests.

Student assessment

- EQA Unit should review the student assessment modalities (including formative and summative evaluation) of all courses in TP and make comparison of rate in using different assessment modalities, analysis of acquired skills and knowledge for each assessment modality and recommendations for most suitable for MPH programme

Academic staff quality

- Continue to improve the staff performance appraisal procedures and toolkit
- Explore more scholarship for PhD programme overseas.

Support staff quality

- HSPH will conduct surveys on the level of satisfaction of the stakeholders on services provided by support units. On that basis, monitoring and evaluation indicators in the following years will be conducted.

Student quality

- Intake students who did not have health science background should attend a 3-month course on complementary specialized knowledge of public health.
- Advise student to chose the elective course that appropriate to their time and abilities.

Student advice and support

- The record keeping system for student support and advice will be established.

Facilities and infrastructure

- In the coming years, HSPH will have new facilities in Dong Ngac- Tu Liem – Hanoi and the construction of playgrounds for students has been included in the development plan on the overall infrastructure of HSPH.

Quality assurance of learning and teaching process

- Developing forums for students, alumni to gather additional information for teaching and learning process of HSPH.
- Developing plans and allocating funds for conducting cycle-based programme evaluation as required.

Staff development activities

- From now until 2018, HSPH strives to achieve the target that 40-50% of academic staff holding PhD degree or higher, and all teaching staff have postgraduate degrees.
- Explore different sources of funding to support professional development program

Stakeholders feedback

- Developing a plan to regularly collect feedback from the alumni and labour market in different forms.

Output

- Developing annual plans to collect information from MPH alumni

Stakeholders satisfaction

- Implement mechanism to record stakeholder's satisfaction (alumni and labor market) in regular channels

3.4. PROGRAMME QUALITY ASSESSMENT CHECKLIST

	1	2	3	4	5	6	7
1. Expected learning outcomes							
The expected learning outcomes have been clearly formulated and translated into the programme						x	
The programme promotes life-long learning						x	
The expected learning outcomes cover both generic and specialized skills and knowledge						x	
The expected learning outcomes clearly reflect the requirements of the stakeholders					x		
Overall opinion							5.75
2. Programme specification							
HSPH uses programme specification						x	
The programme specification shows the expected learning outcomes and how these can be achieved					x		
The programme specification is informative, communicated, and made available to the stakeholders						x	
Overall opinion							5.67
3. Programme structure and content							
The programme content shows a good balance between generic and specialized skills and knowledge						x	
The programme reflects the vision and mission of the university					x		
The contribution made by each course to achieving the learning outcomes is clear						x	
The programme is coherent and all courses and courses have been integrated						x	
The programme shows breadth and depth						x	
The programme clearly shows the basic courses, intermediate courses, specialized courses and the final project, thesis or dissertation						x	
The programme content is up-to-date						x	
Overall opinion							5.86
4. Teaching and learning strategy							
The faculty or department has a clear teaching and learning strategy						x	
The teaching and learning strategy enables students to acquire and use knowledge academically					x		
The teaching and learning strategy is student oriented and stimulates quality learning					x		
The teaching and learning strategy stimulates action learning and facilitates learning to learn				x			
Overall opinion							5.00
5. Student assessment							
Student assessment covers student entrance, student progress and exit tests					x		
The assessment is criterion-referenced					x		
Student assessment uses a variety of methods					x		

Student assessment reflects the expected learning outcomes and the content of the programme				x			
The criteria for assessment are explicit and well- known						x	
The assessment methods cover the objectives of the curriculum					x		
The standards applied in the assessment are explicit and consistent					x		
Overall opinion	5.00						
6. Academic staff quality							
The staff are competent for their tasks						x	
The staff are sufficient to deliver the curriculum adequately						x	
Recruitment and promotion are based on academic merits						x	
The roles and relationship of staff members are well defined and understood						x	
Duties allocated are appropriate to qualifications, experience and skills						x	
Staff workload and incentive systems are designed to support the quality of teaching and learning						x	
Accountability of the staff members is well regulated						x	
There are provisions for review, consultation and redeployment						x	
Termination and retirement are planned and well implemented						x	
There is an efficient appraisal system						x	
Overall opinion	6.00						
7. Support staff quality							
The library staff are competent and adequate in providing a satisfactory level of service						x	
The laboratory staff are competent and adequate in providing a satisfactory level of service						x	
The computer facility staff are competent and adequate in providing a satisfactory level of service						x	
The student services staff are competent and adequate in providing a satisfactory level of service						x	
Overall opinion	6.00						
8. Student quality							
There is a clear student intake policy						x	
The student admission process is adequate						x	
The actual study load is in line with the prescribed load					x		
Overall opinion	5.67						
9. Student advice and support							
There is an adequate student progress monitoring system					x		
Students get adequate academic advice, support and feedback on their performance						x	

Mentoring for students is adequate					X		
The physical, social and psychological environment for the student is satisfactory					X		
Overall opinion	5.25						
10. Facilities and infrastructure							
The lecture facilities (lecture halls, small course rooms) are adequate					X		
The library is adequate and up-to-date					X		
The laboratories are adequate and up-to-date					X		
The computer facilities are adequate and up-to-date					X		
Environmental health and safety standards meet requirements in all aspects					X		
Overall opinion	5.00						
11. Quality assurance of teaching and learning process							
The curriculum is developed by all teaching staff members					X		
The curriculum development involves students					X		
The curriculum development involves the labour market					X		
The curriculum is regularly evaluated at reasonable time periods					X		
Courses and curriculum are subject to structured student evaluation					X		
Feedback from various stakeholders is used for improvement					X		
The teaching and learning process, assessment schemes, the assessment methods and the assessment itself are always subject to quality assurance and continuous improvement					X		
Overall opinion	5.00						
12. Staff development activities							
There is a clear plan on the needs for training and development of both academic and support staff						X	
The training and development activities for both academic and support staff are adequate to the identified needs						X	
Overall opinion	6.00						
13. Stakeholders feedback							
There is adequate structured feedback from the labour market					X		
There is adequate structured feedback from the students and alumni					X		
There is adequate structured feedback from the staff					X		
Overall opinion	5.00						
14. Output							
The pass rate is satisfactory and dropout rate is of acceptable level						X	
Average time to graduate is satisfactory						X	

Employability of graduates is satisfactory					x		
The level of research activities by academic staff and students is satisfactory					x		
Overall opinion	5.50						
15. Stakeholders satisfaction							
The feedback from stakeholders is satisfactory					x		
Overall opinion	5.00						
Total scores for programme assessment	5.45						

IV. ANNEX: LIST OF SUPPORTING DOCUMENTS AND EVIDENCES

4.1. LIST OF EVIDENCE

- [1.1]. Job description of Master of Public Health (equivalent) by Ministry of Home Affairs (Interministerial Circular 11/2015/TTLT-BNV-BYT) dated May 27, 2015.
- [1.2]. The HSPH Development Strategy with vision and mission 2013-2018.
- [1.4]. MPH Training Programme in HSPH with module specification 2011, 2012, 2013, 2014, 2015.
- [1.5]. List of HSPH researches that awarded to students in 2011, 2012, 2013, 2014, 2015.
- [1.6]. List of student received research external awards in 2011, 2012, 2013, 2014, 2015.
- [1.7]. Proceedings of the Youth scientific conference.
- [1.8]. Mapping courses and ELOs.
- [1.9]. Student Handbook – 2011, 2012, 2013, 2014, 2015.
- [1.10]. Plan for orientation meeting with MPH students 2011, 2012, 2013, 2014, 2015.
- [1.11]. End course assessment with MPH students 2011, 2012, 2013, 2014, 2015.
- [1.12]. End program MPH evaluation form and reports 2011, 2012, 2013, 2014, 2015.
- [1.13]. Feedback by the department on the course evaluation (Unit of Exam and QA) in 2011, 2012, 2013, 2014, 2015.
- [1.14]. “Assessment study on MPH training program: The first 10 years” of Lê, L. C., Nguyễn. Hà T., Bùi. Quyên T. (2007). Journal of Public Health No. 9 (12).
- [1.15]. Workshop on job description of public health professionals at different levels (bachelor, master and PhD).
- [1.16]. “Research on results and impact of MPH training programme at HSPH” by Nguyen Thanh Huong, Nguyen Nhat Linh, Hoang Khanh Chi, Le Cu Linh and Nguyen Thanh Ha (2014).
- [2.1]. Leaflets on MPH training programme.
- [2.2]. Decision of Scientific and Education Council on adjustment of MPH program in 2007.
- [2.3]. Decision on adjusting MPH training programme in 2010
- [2.4]. Decision on adjusting MPH training programme in 2014.
- [2.5]. Correspondences between faculties, staff and students on learning information (DPE, DSA, Faculty).
- [3.1]. Webpage of Department of Postgraduate Education <http://dtsdh.hsph.edu.vn/vi/thsc/ctdt> .
- [3.2]. Regulation and Procedures on training management.
- [3.3]. Ministry of Education and Training regulation on credit training system.
- [3.4]. Regulation No. 45/2008/QĐ-BGDĐT dated August 5, 2008 by the Minister of Education.
- [3.5]. HSPH MPH program on credit system (2009).

- [3.6]. HSPH MPH program with shorter duration (2010).
- [3.7]. Regulation for revision of program by the Ministry of Education and Training (2013) for adding course on Philosophy (2 credits) (Circular No. 08/2013/TT-BGDĐT).
- [3.8]. Regulation for revision of program by the Ministry of Education and Training (Circular No. 15/2014/TT-BGDĐT).
- [3.9]. HSPH MPH program 2014 with two tracks: Research and applied.
- [3.10]. Mapping MPH learning outcomes with international core public health competencies.
- [3.11]. List of textbooks that published and revised in the last 3 years.
- [3.12]. Number of elective courses in the last 5 years.
- [4.1]. Course syllabus in the curriculum with different learning approach (PBL/SBL/case studies, exercises).
- [4.2]. Students and teacher' manual on PBL/SBL program (Reproductive Health, Environment health, Nutrition, Management).
- [4.3]. Plan for standardization exams for teachers with Master degree and Testbook from US.
- [4.4]. Report on implementation of PBL, SBL and case study approach with different courses.
- [4.5]. Course evaluation forms and feedback
- [4.6]. Instructions for an exercise of Basic Biostatistics and Epidemiology.
- [4.7]. Guidelines and Instructions for writing research proposal (Exercise 1), Guidelines for Writing Thesis.
- [4.8]. List of MPH students attending the international conference in Thailand (2014).
- [4.9]. List of MPH students awarded in National Youth Scientific Research Conference (2011-2015).
- [4.10]. Elearning portal, library links.
- [4.11]. Instructions for an exercise of Quantitative Research Method and Qualitative Research Method courses.
- [4.12]. Procedures for thesis appraisal
- [4.13]. List of students supported by HSPH to publish the thesis results in academic journals.
- [5.1]. Decision on recognition of being admitted to MPH programme (2010-2015).
- [5.2]. Test/exam questions of different courses of entrance exams (English, Math-Statistics, Epi-Environmental Health)
- [5.3]. Exam structure sample of different courses (Core courses: Epi-Biostatis, Environmental Health, Health Management, Health Promotion and Education and Electives (Advanced Epi-Biostats; Nutrition and Food safety; Global Health; Maternal and Child Health).
- [5.4]. Example of course syllabus on Epidemiology and Biostatistics.
- [5.5]. Example of course syllabus on Environmental health.
- [5.6]. Example of course syllabus on Health promotion.
- [5.7]. Example of course syllabus on Health Management.
- [6.1]. List of teaching staff for MPH programme (name, age, qualifications, professional training, training location).

- [6.2]. Plan on organizing pedagogical courses.
- [6.3]. Minutes of Teaching/lecturing evaluation board.
- [6.4]. Announcement on staff recruitment.
- [6.5]. Agenda and content of training workshop on Developing a strategic plan for curriculum design and competency-based teaching methods
- [6.6]. Agenda and content of training workshop on Applying the cycle of Plan – Do – Check – Act in the design and development of training programmes
- [6.7]. Decisions/Lists of staff being sent to attend training in-country and abroad (PBL in Indonesia and recent case studies in Bangladesh and others).
- [6.8]. Feedback of students towards teachers with different subjects on teaching and learning methods.
- [6.9]. Decisions on sending teaching staff to attend PhD abroad.
- [6.10]. Notification on attending courses (domestic and international).
- [6.11]. The development plan of Faculties of basic medicine, Faculty of foundation science, Faculty of environmental and occupational health.
- [6.12]. Regulations on teaching for undergraduate and postgraduate programmes.
- [6.13]. Request for recruitment of teaching faculty.
- [6.14]. Announcement for recruitment for teaching faculty in the internet/website (Public Health Labo, Dept of Medical equipment and Facility management).
- [6.15]. Documents to prolong professional work of 01 Associate Professor.
- [6.16]. Regulation on performance appraisal.
- [6.17]. Regulation on emulation and commendation.
- [6.18]. Regulation on regular salary increase and in-advance salary increase.
- [6.19]. Organizational Chart of HSPH.
- [6.20]. Regulation on organization and operation of HSPH.
- [6.21]. Regulation on operation of Faculties.
- [6.22]. Stipulations on standards, duties and working regime of HSPH academic staff.
- [6.23]. Link website: <http://www.hsph.edu.vn/>.
- [6.24]. Teaching schedule showing that teachers of different faculties/departments can teach several courses according to their expectations and ability/competence.
- [6.25]. Statistics of teaching hours in the academic year 2013, 2014, 2015.
- [6.26]. Statistics of research hours in the academic year 2013, 2014, 2015.
- [6.27]. Documentation on academic staff assessment piloting toolkit (2015).
- [6.28]. Decision on emulation titles in the academic year.

- [6.29]. Stipulations on collecting opinions of learners about the learning environment and teaching quality.
- [6.30]. Decision on promotion / rotation of some key position (Dept of Scientific Management, Dept of Education - Institute of Health Management Training).
- [6.31]. Regulation on internal spending of HSPH.
- [6.32]. List of international publication with senior lecturers as mentors for junior lecturers
- [7.1]. Webpage of different departments (postgraduate education, student affairs, library, IT)
- [7.2]. Minutes of annual meeting with MPH students after final thesis defending sections (2011, 2012; 2013; 2014; 2015).
- [7.3]. Minutes of monthly meetings with MPH students that organized by DSA (2014, 2015) and the feedback by departments to the comments of MPH students.
- [7.4]. Schedule of short courses organized by the CIL for users (internet search etc).
- [7.5]. Feedback of library users on services in the Facebook.
- [8.1]. List of units receiving official letter on student enrollment.
- [8.2]. Quota on the admission of Master program given to HSPH by MOET (2011 – 2015).
- [8.3]. Program admission for MPH program (2011-2015).
- [8.4]. Decisions on establishment of Admission Council and working groups 2010-2014.
- [8.5]. List of registered examinees by exam room.
- [8.6]. Student enrollment procedures.
- [8.7]. Notice for MPH enrollment from 2011-2015.
- [8.8]. Plans on holding first meeting of MPH cohorts from 2011-2015.
- [8.9]. Decision on recognition of being MPH students from 2011-2015.
- [8.10]. Information that students should know - FAQ for MPH students from 2011-2015.
- [8.11]. Graduation rates of MPH students from 2011-2015.
- [8.12]. Assignment for special fellows to support Laos and Cambodia MPH students.
- [8.13]. Circular 57/2011 on determination of quantity of student intakes for university
- [9.1]. Stipulations defining functions and tasks of the units in HSPH.
- [9.2]. Announcement on coding student number for training programmes No. 891/TB-QLSV.
- [9.3]. List of MPH student email accounts in cohorts 14, 15, 16, 17, 18.
- [9.4]. Guidance for functional/support departments to use CMC software, Guidance for students to use CMC software (in the student handbook).
- [9.5]. Email of academic staff on website <http://www.hsph.edu.vn>.
- [9.6]. Decisions on awarding MPH students in 2011, 2012, 2013, 2014.

- [9.7]. Decision on sending students to join courses in Canada.
- [9.8]. List of students receiving documents/papers.
- [9.9]. Plans on meeting student representatives on the occasion of Tet in 2013, 2014.
- [9.10]. List of additional teachers supporting MPH thesis for students with main supervisor as outsider of HSPH.
- [9.11]. Regulation on re-defending research proposal.
- [9.12]. Regulation on re-defending thesis.
- [9.13]. Certification by Health Station for students' off-class because of illness.
- [9.14]. Synthesized reports to introduce job opportunities for students.
- [9.15]. Plans organizing sports tournaments, cultural festivals, flowers contest in 2012, 2013, 2014.
- [9.16]. List of students in the dormitory, list of accommodation rental addresses near HSPH
- [10.1]. Book for inventory of assets in lecture halls/rooms, equipment service office + equipment borrowing/returning book + Procedures for management and use of shared assets in the Lecture halls/rooms + list of tasks related to procurement and maintenance repair, upgrade of equipment and facilities.
- [10.2]. Webpage of Library and Information Center.
- [10.3]. Book for inventory of assets, equipment in computer rooms and videoconference rooms.
- [10.4]. Occupational and environmental Safety: Storage of hazardous waste (records for acceptance testing and putting into use), contracts for collection, disposal of waste. Plan on training in occupational safety in 2015.
- [10.5]. Fire protection and prevention: Annual plan on training in fire prevention.
- [10.6]. Health safety: the list of drugs, medical standards.
- [10.7]. Minutes of meeting between field site representatives and HSPH on the fieldworks
- [10.8]. Minutes of meeting between students and fieldsite representative on the selection of research topics in the field site
- [11.1]. Decision on the establishment of Exam & QA Unit.
- [11.2]. HSPH self-assessment report to MOET for review in 2009.
- [11.3]. Minutes of class meetings with specific topics.
- [11.4]. Minutes of meetings between DPE and academic staff.
- [11.5]. Summary report of Exam & QA Unit sent to DPE.
- [11.6]. Minutes of meetings of the study group, development workshop on outcome standards.
- [11.7]. Report on public health functions 2006 supported by Dutch project.
- [12.1]. Applications for scholarships (support letters).
- [12.2]. List of academic staff receiving Master's, PhD degrees from 2010 to 2015.
- [12.3]. Decisions on financial support for scientific research of teaching

- [12.4]. Decisions on sending teachers to attend refresher training in-country and abroad.
- [12.5]. Trip reports of study tours, professional exchange in various countries.
- [12.6]. List teachers having certificate of advanced teaching methods.
- [12.7]. List of conferences organized by HSPH with international experts (2011-201).
- [12.8]. List of courses organized by HSPH for support staff (bidding course, planning, preparing contract).
- [12.9]. List of staff attending different upgrading courses organized by outsider.
- [12.10]. Regulation on Training and Education for staff at HSPH.
- [13.1]. Monkey survey on department's performance.
- [13.2]. Feedback from meeting of class student cadres.
- [13.3]. Summary of course evaluation.
- [13.4]. Resolutions, minutes of annual staff conference.
- [13.5]. Faculty Meeting Minutes.
- [13.6]. Minutes of staff friday weekly meeting related to MPH programme.
- [14.1]. Decisions on graduation from 2009-2015.
- [14.2]. List of results for thesis defense from different cohorts 2009-2015.
- [14.3]. Student CV, List of general information of different cohorts.
- [14.4]. List of general information of graduate cohorts with promotion.
- [14.5]. Regulations on standard hours of scientific research; regulations on management of Research activities.
- [14.6]. Scientific papers of students.
- [15.1]. Minutes of the first student meeting of the program/cohort.
- [15.2]. Photos of forums, mailbox screen.

4.2. MAPPING LEARNING OUTCOMES WITH CORE INTERNATIONAL PUBLIC HEALTH COMPETENCIES

Public Health Core competencies¹

1. Health situation analysis
2. Surveillance and control of risk and threats
3. Health promotion and social participation
4. Policy, planning, regulation and control
5. Equitable assess and quality of individual and public health services
6. International/global health

No	Learning outcome	C1	C2	C3	C4	C5	C6
1.	Collecting health information, indicators in the community and the region to identify health priority problems	x	x				
2.	Designing and conducting surveys, scientific researches relevant to the practical needs.	x	x				
3.	Analysing, interpreting, and communicating the existing evidence to managers, policy makers and communities			x	x	x	x
4.	Reporting and advising on prioritized health problem with evidence to the superiors and the authorities at different levels.			x	x		
5.	Proposing solutions, and in collaboration with sectors, organizations, and community, addressing prioritized health issues.		x	x	x	x	x
6.	Developing, monitoring and evaluating the solutions in addressing prioritized health issues with consideration of input, process and outcomes.		x	x		x	
7.	Participating in health information management, health resource management (human resource management, financial management, etc.)	x	x		x		
8.	Engaging and maintaining partnership with different stakeholders to address health issues		x			x	x
9.	Mobilizing communities in different activities to prioritized to address public health issues.			x	x	x	
10.	Guiding and monitoring health services and conducting Primary Health Care activities		x	x	x		
11.	Demonstrating professional judgment and ethical standards in addressing a wide range of health issues and quality assurance of health services.					x	x
12.	Contributing to formulation, implementation of health policy and strategies on public health	x	x		x		
13.	Mobilizing different stakeholders in formulation, implementation of health policy and strategies on public health including legislation and regulation			x	x	x	x

¹ Core competencies for public health: A regional framework for the Americas (Pan American Health Organization and World Health Organization, 2013)

No	Learning outcome	C1	C2	C3	C4	C5	C6
14.	Participating in implementing and evaluating of public health policies				x		
15.	Engaging, mobilizing and creating partnership with communities in diverse social and cultural situations.				x	x	
16.	Communicating on prioritized health issues, interventions, and health promotion message to different targeted audiences.		x	x	x		
17.	Leading and participating in effective team effort in emergency situation.				x	x	x
18.	Leading and governing health services based on knowledge of the scope, role and functions of different components of health system and other social sectors.				x	x	
19.	Applying updated appropriate information technology and computer skills in to the works	x					x
20.	Demonstrating the ability to self-learn as well as to encourage and to influence colleagues in learning and continuous professional development	x					x

4.3. STUDENT'S HANDBOOK