

**HANOI UNIVERSITY OF PUBLIC HEALTH**

**AUN-QA SELF-ASSESSMENT REPORT**

**Bachelor of Public Health Program**

**October 2017**

## TABLE OF CONTENTS

<b>I. INTRODUCTION</b>	<b>6</b>
1.1. HISTORY.....	6
1.2. VISION.....	6
1.3. MISSION.....	6
1.4. ORGANIZATIONAL STRUCTURE.....	6
1.5. ACADEMIC STAFF.....	8
1.6. SUPPORT STAFF.....	9
1.7. STUDENT BODY COMPOSITION.....	10
1.8. SCIENCE RESEARCH.....	10
1.9. INFRASTRUCTURE AND FACILITIES.....	11
1.10. HUPH’S AWARDS AND RECOGNITIONS.....	12
1.11. ORGANIZATIONAL STRUCTURE FOR QUALITY ASSURANCE.....	13
1.12. DEPARTMENT OF EXAMINATION AND QUALITY ASSURANCE.....	13
1.13. THE PROCESS OF DEVELOPING SELF-ASSESSMENT REPORT (SAR).....	14
<b>II. SELF-ASSESSMENT</b>	<b>15</b>
2.1. EXPECTED LEARNING OUTCOMES.....	15
2.2. PROGRAMME SPECIFICATION.....	18
2.3. THE PROGRAMME AND COURSE SPECIFICATIONS ARE COMMUNICATED AND MADE AVAILABLE TO THE STAKEHOLDERS.....	23
2.4. TEACHING AND LEARNING APPROACH.....	36
2.5. STUDENT ASSESSMENT.....	41
2.6. ACADEMIC STAFF QUALITY.....	46
2.7. SUPPORT STAFF QUALITY.....	52
2.8. STUDENT QUALITY AND SUPPORT.....	55
2.9. FACILITIES AND INFRASTRUCTURE.....	62
2.10. QUALITY ENHANCEMENT.....	66
2.11. OUTPUT.....	71
<b>III. STRENGTHS AND WEAKNESSES ANALYSIS</b> .....	<b>76</b>
<b>IV. ANNEX: LIST OF SUPPORTING DOCUMENTS AND EVIDENCES</b> .....	<b>87</b>

## LIST OF TABLES

<i>Table I. 1. Undergraduate programs and Postgraduate programs</i> .....	8
<i>Table I. 2: Facilities in HUPH</i> .....	11
<i>Table I. 3. Quality assurance staff</i> .....	13
<i>Table II. 1. Study loads and duration</i> .....	18
<i>Table II. 2. Scale for learning outcome assessment</i> .....	21
<i>Table II. 3 Mapping expected learning outcomes and knowledge components</i> .....	24
<i>Table II. 4: The contribution of subjects to the program's ELOs</i> .....	28
<i>Table II. 5: Program allocation in semester</i> .....	33
<i>Table II. 6. Assessment grading scale</i> .....	44
<i>Table II. 7: Number of lecturers and FTE of the body of lecturers *<sup>1</sup> (up to Oct. 2017)</i> .....	47
<i>Table II. 8: Proportion of lecturers/students in the last 5 academic years</i> .....	48
<i>Table II. 9: Type and number of scientific research projects</i> .....	52
<i>Table II. 10: Number of supporting officials (up to Oct. 2017)</i> .....	52
<i>Table II. 11: The University expenditure invested for supporting staff development (2012-2016)</i> .....	54
<i>Table II. 12: Admission of full-time undergraduate first-year students</i> .....	56
<i>Table II. 13: Number of full-time undergraduate students pursuing the BPH program</i> .....	56
<i>Table II. 14: Contents of support from departments to students</i> .....	60
<i>Table II. 15: Number of lecture halls and classrooms</i> .....	62
<i>Table II. 16: Number of teaching and learning facilities</i> .....	63
<i>Table II. 17: Number of materials, data of the Center for Information and Library of HUPH</i> .....	63
<i>Table II. 18: Information technology facilities</i> .....	64
<i>Table II. 19: Ratio of annual graduates</i> .....	71
<i>Table II. 20: Pass rate and dropout rate in the last 5 cohorts</i> .....	71
<i>Table II. 21: Ratio of graduation by time of the last 5 cohorts</i> .....	72
<i>Table II. 22: Ratio of graduates getting jobs* in the last 5 years</i> .....	73
<i>Table IV. 1: Study loads and duration</i> .....	93
<i>Table IV. 2: Scale for learning outcome assessment</i> .....	97

## LIST OF FIGURES

<i>Figure I.1. HUPH's organizational chart</i> .....	7
<i>Figure I.2: Number of academic staff (up to Oct. 2017)</i> .....	8
<i>Figure I.3: Number of academic staff holding title of Professor and Associate Professor (up to Oct. 2017)</i> .....	9
<i>Figure I.4: Number of academic staff holding PhD and Master's degree (up to Oct. 2017)</i> .....	9
<i>Figure I.5: Number of support staff (up to Oct. 2017)</i> .....	9
<i>Figure I.6: Student size and student body (up to Oct. 2017)</i> .....	10
<i>Figure I.7. Number of scientific projects of Undergraduate students and number of publications on domestic and International Scientific Journals (up to Oct. 2017)</i> .....	11
<i>Figure I.8: HUPH's outstanding awards and medals</i> .....	12
<i>Figure I.9: Organizational structure for quality assurance</i> .....	13
<i>Figure II. 1: The process of compiling, revising curriculum, textbooks, and materials</i> .....	35
<i>Figure II. 2: Training program design and development process</i> .....	68

## ABBREVIATIONS

<b>Abbreviations</b>	<b>Description</b>
CDC	Centres for Disease Control and Prevention
DEQA	Department of Examination and Quality Assurance
DSA	Department of Student's Affairs
DUEM	Department of Undergraduate Education Management
ELOs	Expected Learning Outcomes
GPA	Grade Point Average
HUPH	Hanoi University of Public Health
IDP	Individual Development Plan
MOET	Ministry of Education and Training
MOH	Ministry of Health
PBL	Problem-based learning
PH	Public Health
PHSWOW	"Public Health Schools Without Walls"
RF	Rockefeller Foundation
SAR	Self-assessment report
SBL	Scenario-based learning
UG	Undergraduate

## **I. INTRODUCTION**

### **1.1. History**

On the 26<sup>th</sup> of April 2001, the Prime Minister issued the Decision No. 65/2001/QĐ-TTg on the establishment of Hanoi University of Public Health (HUPH) on the foundation of School of Health Management. HUPH has official tasks of training health personnel at undergraduate (UG) and postgraduate levels, conducting scientific researches and providing consultancy in the field of Public Health (PH), serving the career of care and protection of community and PH.

HUPH has a long history of development. HUPH was founded and developed base on the Viet Nam School of Assistant Doctors (1948) and the Vocational Secondary School of Pharmacy (1952). In 1956, those two schools were merged to be the Central School of Health Cadres, and finally were renamed as the School of Health Management in 1976.

In 1997, Ministry of Health (MOH) and Ministry of Education and Training (MOET) permitted the University to experiment the first Master program, namely Master of PH. This is the first postgraduate PH program in Viet Nam entitled: "Public Health Schools Without Walls" – (PHSWOW), with the support of the Rockefeller Foundation (RF) and United State's Centres for Disease Control and Prevention (CDC).

So far, the University has trained 11 cohorts of Bachelor of Public Health (BPH). Besides, the University has offered various training programs to provide different types of personnel for healthcare field such as Hospital Management, Preventive Medical Laboratory, Medical Laboratory, Nutrition, Social Works with different degrees from Bachelor to Master, Specialization level I and level II, PhD and other short courses.

### **1.2. Vision**

The HUPH's vision is to become the leading institution in PH training, research and consultancy in Viet Nam and in the region.

### **1.3. Mission**

The HUPH's mission is to contribute to the enhancement and development of the healthcare system and PH promotion through training and retraining for human resources for health, conducting scientific researches and providing high quality services in the PH field.

### **1.4. Organizational Structure**

HUPH consists of six academic faculties, one department of foreign languages, 11 functional departments, and other centres and units. Figure I.1 shows the organizational chart of HUPH.

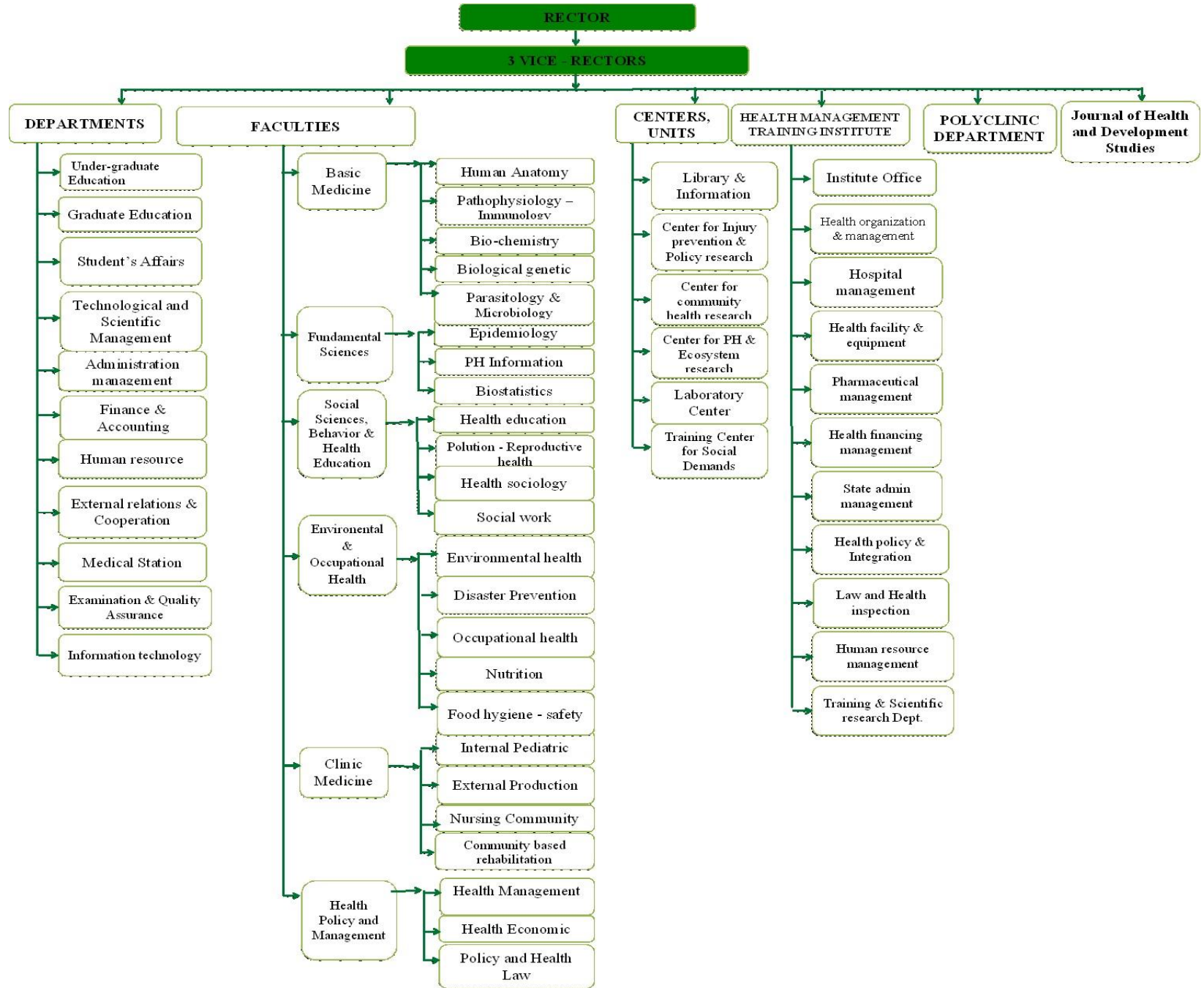


Figure I.1. HUPH's organizational chart

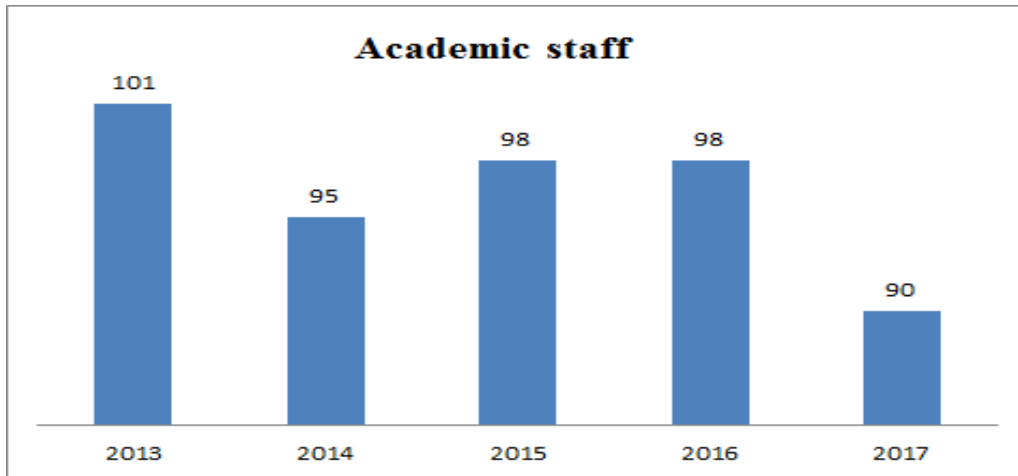
The University has five undergraduate programs and six postgraduate programs as follows:

**Table I. 1. Undergraduate programs and Postgraduate programs**

<b>Undergraduate</b>	<b>Postgraduate</b>
1. Bachelor of Public Health	1. Master of Public Health
2. Bachelor of Laboratory Science for Preventive Medicine	2. Master of Hospital Management
3. Bachelor of Social Works	3. Specialization level I in Public Health
4. Bachelor of Nutrition	4. Specialization level II in Health Service Organization and Management
5. Bachelor of Medical Laboratory	5. PhD in Public Health
	6. PhD in Hospital Management

### 1.5. Academic staff

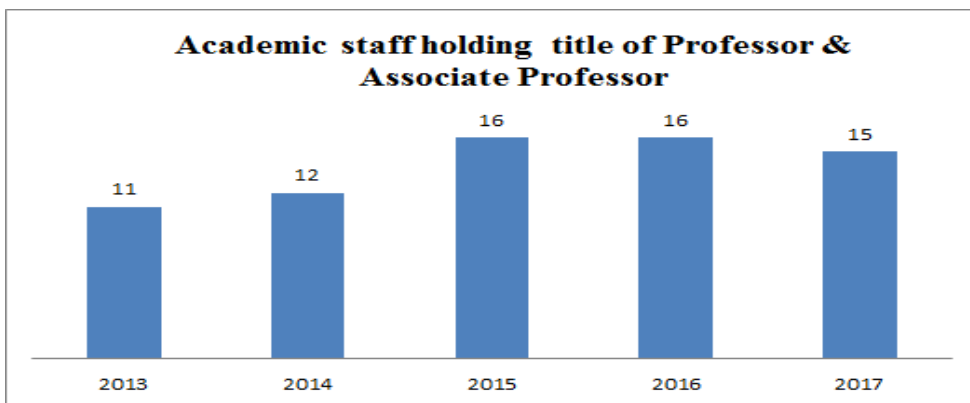
Figures I.2; I.3; and I.4 show the number of HUPH’s academic staff



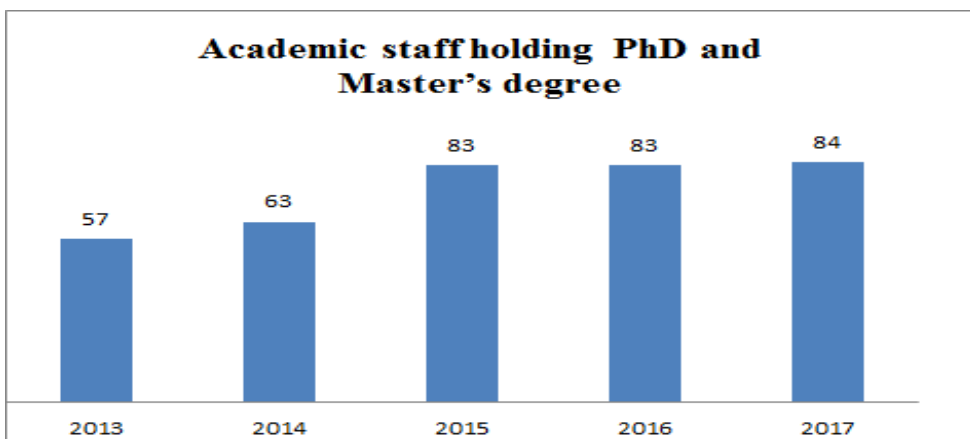
**Figure I.2: Number of academic staff (up to Oct. 2017)**

Up to October 2017, HUPH has 90 academic staff working at Faculties/Departments, including 15 Professor and Associate Professor Holders. Apart from them are 31 Doctors, 53 Masters and 6 Bachelors. Most of them graduated from famous universities in developed countries such as Australia, USA, UK, the Netherlands, Belgium, etc.





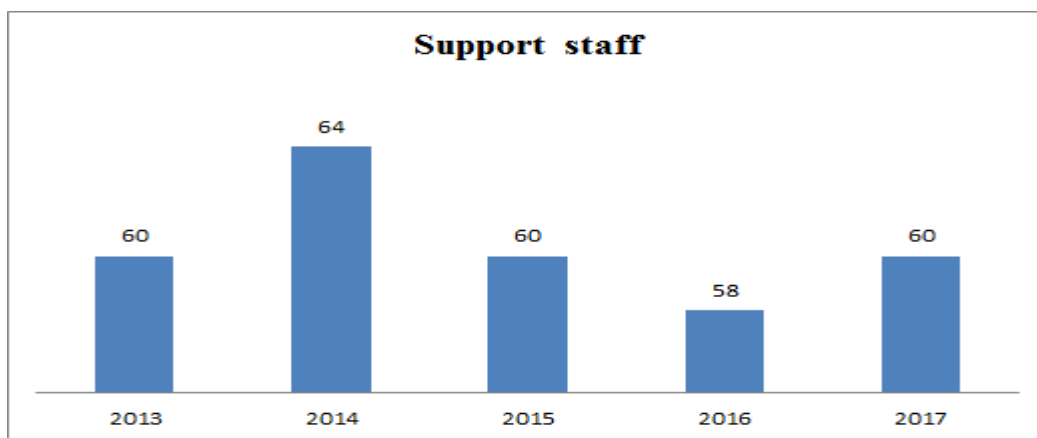
**Figure I.3: Number of academic staff holding title of Professor and Associate Professor (up to Oct. 2017)**



**Figure I.4: Number of academic staff holding PhD and Master's degree (up to Oct. 2017)**

### 1.6. Support staff

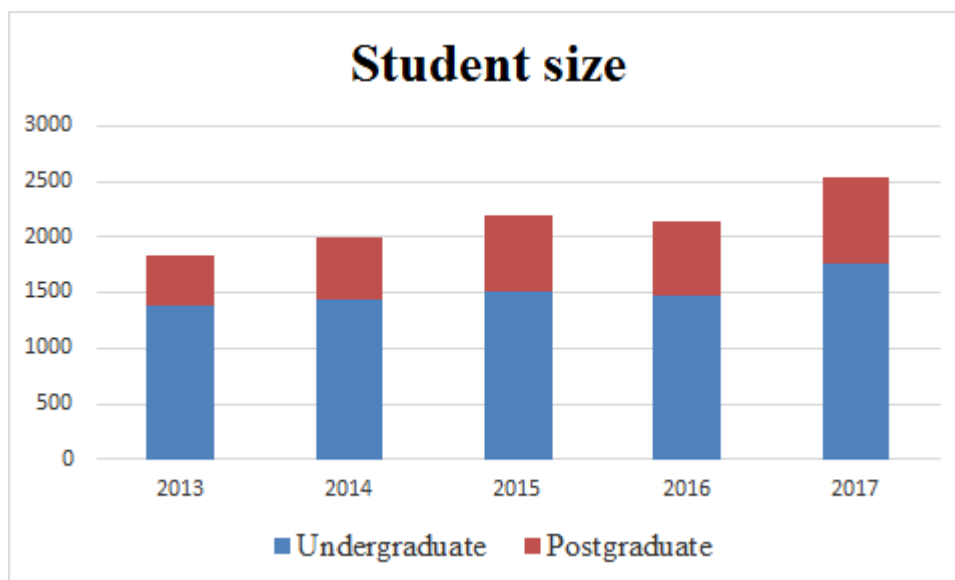
The number of support staff is presented in Figure I.5.



**Figure I.5: Number of support staff (up to Oct. 2017)**

### 1.7. Student Composition

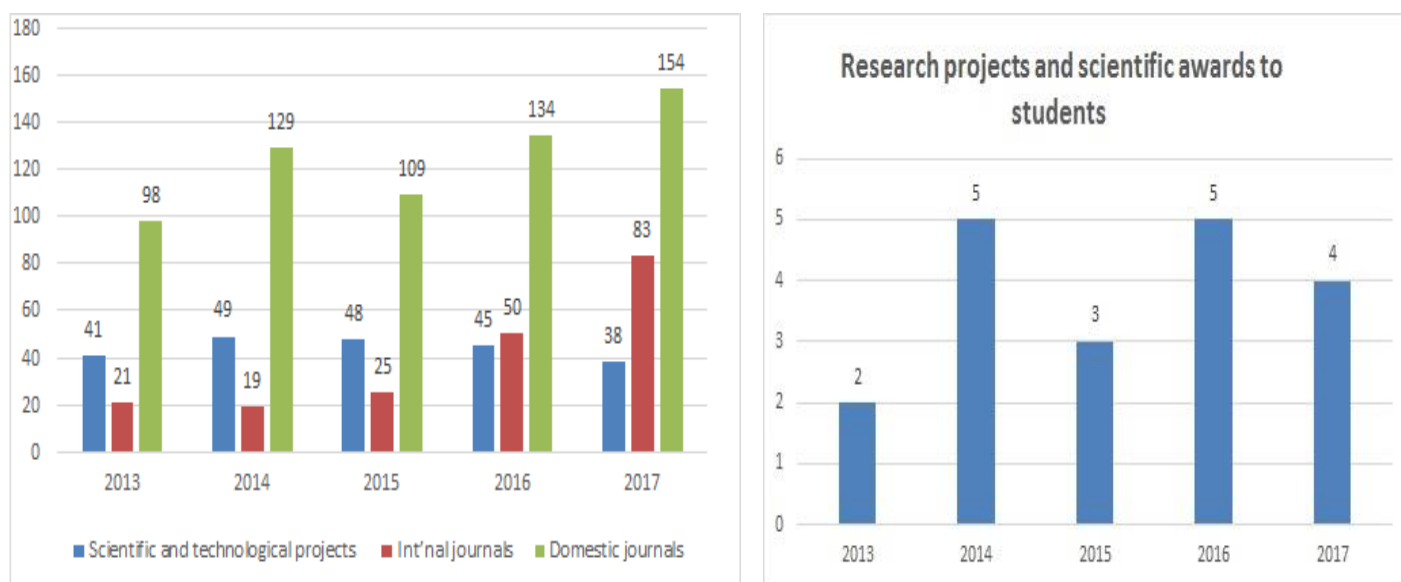
Currently, HUPH has 2533 undergraduate and postgraduate students. The number of students has increased over the years (Figure I. 6). At present, the student body of the University includes Undergraduate: 1763, postgraduate: 486, Specialization Level 1: 115, Specialization Level 2: 115 and PhD degree: 54.



**Figure I.6: Student size and student body (up to Oct. 2017)**

### 1.8. Scientific research

After 69 years of establishment and development, HUPH has become a leading University in PH research in Viet Nam. The University is highly appreciated for many research works serving directly ministerial agencies, departments, sectors, and local settings. Especially, in recent years, with assistance in guideline, policy of the University and effort of each staff, lecturer, the number of scientific projects as well as publications on international scientific journals has increased significantly that contributes to enhancement of the University's prestige in scientific research. In 2016-2017, HUPH was ranked 12<sup>th</sup> of institutions having the highest number of publications on international scientific journals all over the nation by the Ministry of Science and Technology. Besides, students' scientific research also gets concern, assistance and investment from the University. The number of scientific projects and publications on domestic and international scientific journals is presented in Figure 1.7.



**Figure I.7. Number of scientific projects of Undergraduate students and number of publications on domestic and International Scientific Journals (up to Oct. 2017)**

### 1.9. Infrastructure and facilities

Infrastructure and facilities of the HUPH are favourable and comfortable for training and research activities. Campus of the University is spacious with lecture halls, meeting rooms, conference rooms. The facilities in lecture halls/course rooms/meeting rooms are full equipped with LCD, projector screens, etc. for training activities. The detail is presented in Table I.2.

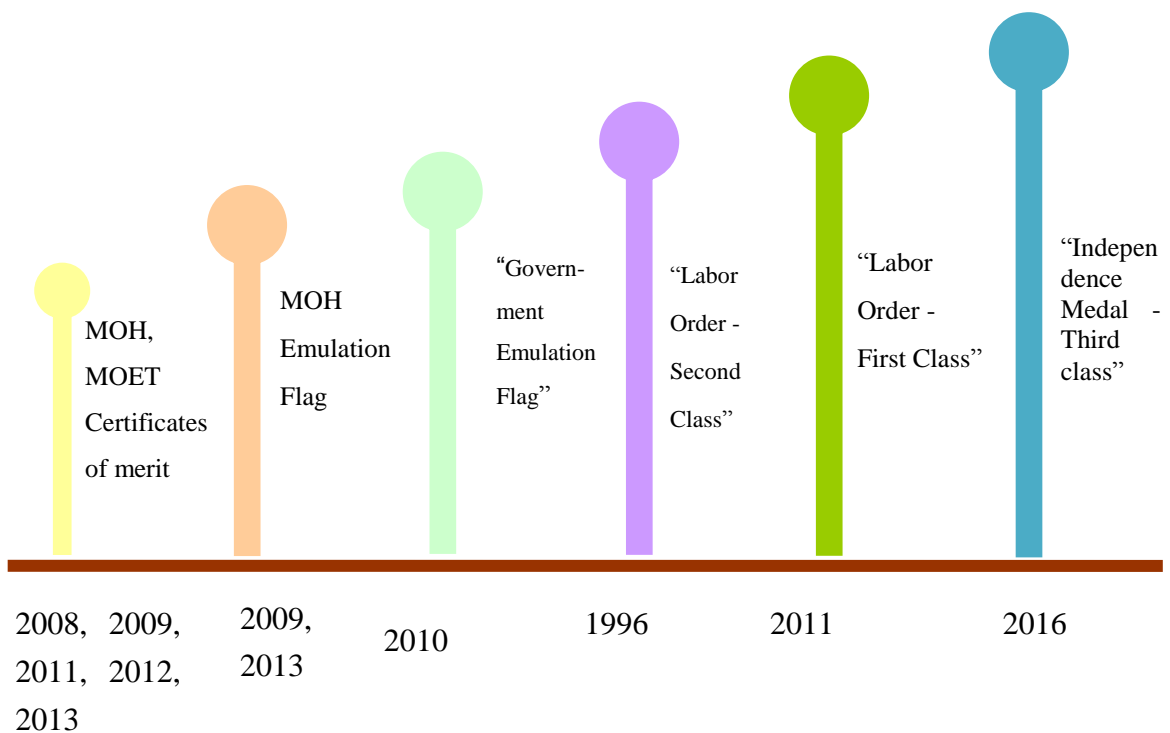
**Table I. 2: Facilities in HUPH**

No.	Categories	Quantity/ Area
1	<b>Total area of land</b> (Unit: ha):	57,093 m <sup>2</sup>
	• Land use area (Unit: m <sup>2</sup> ):	40,000 m <sup>2</sup>
	• Total area of lecture halls/course rooms/meeting rooms/offices	21,648 m <sup>2</sup>
	• Number of classrooms	58
	• Number of conference rooms (live lecture, online conference)	02
2	<b>Facilities</b> in lecture halls/course rooms/meeting rooms:	
	• LCD projector	53
	• Projector screen	43
	• Laptop	15

	• Video monitor	02
	• Video-conferencing facilities: PCs, separate internet transmission and connection	01
3	<b>Computer rooms</b>	
	• Number of computer rooms	03
	• Number of computers	170

### 1.10. HUPH’s awards and recognitions

Over the years, under leadership of the Party Committee and the Management Board, together with collective efforts of the staff, HUPH has recorded many achievements and been conferred with the different awards, which indicated the Governmental and Ministerial recognition of HUPH contributions to the development for health human resource development. Figure I.8 briefly presents outstanding achievements and medals that HUPH has been achieved over years.



**Figure I.8: HUPH’s outstanding awards and medals**

### 1.11. Organizational structure for quality assurance

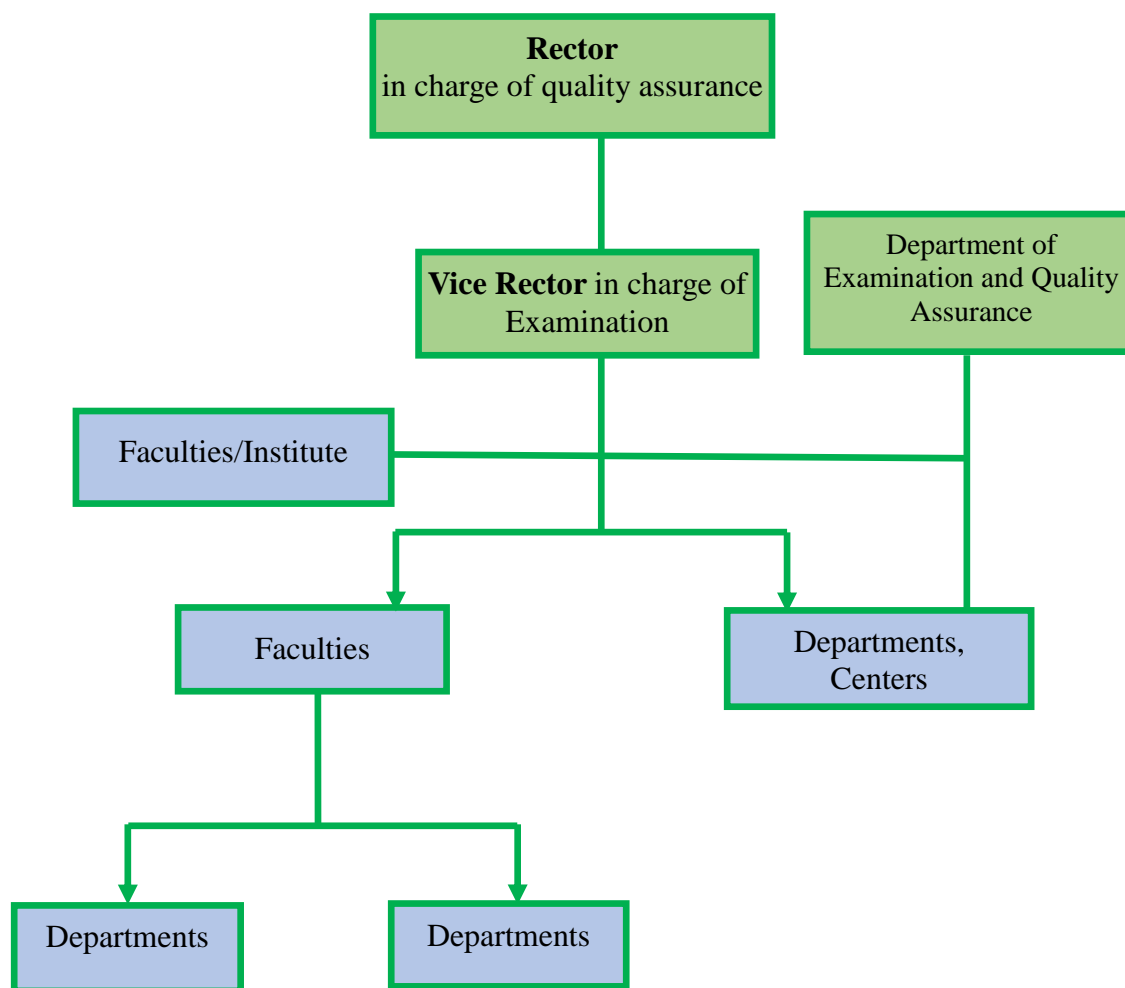


Figure I.9: Organizational structure for quality assurance

### 1.12. Department of Examination and Quality Assurance

Table I. 3. Quality assurance staff

Staff	Total	Qualification		
		PhD	MA	BA
Rector (in charge of QA)	01	01		
DEQA	04		01	03

Responsibilities of Department of Examination and Quality Assurance (DEQA) are as follows:

- Advise the HUPH Management Board on comprehensive solutions for quality assurance.
- Develop long-term and regular plans on assessment and quality assurance.
- Supervise, monitor and assess performance of educational quality assurance solutions of units within the University.

- Develop educational quality assurance methods: survey, assess teaching quality of lecturers, learning quality of students, quality of training assistance management of the University, etc.
- Coordinate with domestic and foreign organizations and individuals to organize quality assurance activities.
- Coordinate with relevant divisions to prepare self-assessment report in accordance with standards of domestic and international educational quality assurance organizations.
- Organize and appoint staff to participate in training, retraining professional courses on quality assurance activities.

### **1.13. The process of developing self-assessment report (SAR)**

The self-assessment of the BPH program was summarized as follows:

The Rector approved the list of works for the academic year 2016-2017 of the University, including self-assessment of the BPH program and assigned the DEQA of the University as main coordinator of this task.

The Committee for self-assessment was established. Relevant departments took responsibility for reviewing activities and preparing self-assessment report including Department of Student's Affairs (DSA), Department of Undergraduate Education Management (DUEM) and DEQA. These units collected data, analysed and prepared report for the part belong to their responsibility.

The Vice Rector in charge of training was responsible for coordinating activities of members, organizing meetings to make agreement on self-assessment plan, to discuss and find solutions for problems arising in self-assessment.

After the team members finished the assessment report of them in-charge part, the DEQA composed the first draft of the SAR. The Head of DUEM and the coordinator of BPH program reviewed the draft version and then submitted to the Vice Rector in charge of training for feedback. After obtaining feedback, the draft was sent back to responsible units to revise and supplement evidences. Then, this draft report was sent to staff, lecturers in the University for commenting.

The DEQA was responsible for collecting feedbacks, adjusting, completing the report with adequate evidences and submitting to the Dean for approval.

The DEQA was responsible for sending the report to AUN Secretariat for external assessment registration and popularizing the SAR within the University.

The report is included four parts:

- Part 1: Introduction about HUPH
- Part 2: The analyses of the BPH program by AUN-QA criteria
- Part 3: The strengths and weaknesses of the program and areas for improvement
- Part 4: List of supporting documents and evidences

## **II. SELF-ASSESSMENT**

### **2.1 Expected learning outcomes**

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

HUPH established its Vision and Mission for the first time in 2007 and announced under the HUPH Development Strategy for period 2007-2015 [2.1.1.1]. On demand of the society and development of the University during such period, in 2013, the University adjusted its Mission in the strategic plan for period 2013-2020 [2.1.1.2]. Up to 2015, to suit development orientation of the health sector, the University's Vision and Mission were adjusted by taking feedback from all staffs and lecturers within the University [2.1.1.3]. The University's Mission and Vision were popularized to and grasped thoroughly by all staffs, lecturers and learners through official materials of the University such as introduction about the university, electronic portal on website and other communication products of the University [2.1.1.4].

HUPH started recruiting students for the BPH programs since 2002 with the first training curriculum issued under the Decision no. 721/QĐ-YTCC dated 31/12/2002 with expected learning outcomes (ELOs) towards 9 functions of PH as published by WHO [2.1.1.5]. The BPH program of HUPH plays an important role in issuing occupational code of PH officer scale promulgated under the Decision no. 28/2005/QĐ-BNV dated 25/02/2005 of the Minister of Home Affairs on issuing occupational standards for PH officer scale [2.1.1.6]; [2.1.1.7]. In 2010, HUPH issued the framework program and ELOs for the second time with emphasize to main majors of PH field in accordance with the University's Vision and Mission [2.1.1.1]. Such training majors included: Nutrition - Food Safety; Epidemiology; Environmental - Occupational Health; Health Education Communications [2.1.1.8]. In 2011, HUPH organized one more major training course in Health information management. The bachelor training program aimed to training of BPH with intensive outcomes in accordance with changes in disease patterns in Viet Nam [2.1.1.9]. In 2015, HUPH issued the framework program for the third time with ELOs relevant to changes of the Vision and Mission updated in 2015 and regulations of PH occupation title promulgated under the Joint Circular no. 11/2015/TTLT-BYT-BNV dated 27/5/2015 regulating PH occupation code, title standard [2.1.1.3]; [2.1.1.10]; [2.1.1.11]; [2.1.1.12].

ELOs of the BPH program were established by reviewing regulations, circulars of the MOET on UG training, inter-ministerial circulars on qualification, capacity of health human resources in the healthcare system [2.1.1.12]. Next, it was the process of collecting information about demand on competencies of BPH from individuals/organizations using PH human resources at all levels (from central to provincial and grassroots levels), from alumni of the BPH program. Information collected by reviewing regulations, circulars, interviewing individuals/organizations

using labourers and former students emphasized generic knowledge and specialized knowledge in PH, including knowledge about epidemic prevention, scientific research, problem defining skills, plan making skills and soft skills [2.1.1.13]. Concurrently, ELOs were clearly established in accordance with the University's Vision and Mission that focusing on training healthcare human resources with suitable capacity in PH. Graduates are provided with knowledge about basic science, social science, basic medicine, skills of identifying health priorities, method to make plan for solving prioritized health issues in the community. They also have capacity of self-study and satisfy demand on caring and protecting people's health [2.1.1.14]. The ELOs of the BPH program includes following 17 ELOs:

1. ELO 1: Knowledgeable in basic medical knowledge, basic medicine as background for PH;
2. ELO 2: Describe the basic principles and concepts of PH;
3. ELO 3: Demonstrate how common health issues are identified and managed in the community;
4. ELO 4: Present the determinants of health;
5. ELO 5: Understand the scientific methodology in disease prevention and health promotion;
6. ELO 6: Understand basic knowledge of scientific research methods;
7. ELO 7: Firmly grasp policies on the protection, care and promotion of the people's health;
8. ELO 8: Identify environmental and social factors affecting the health of the community;
9. ELO 9: Identify priority PH issues and develop appropriate strategies and solutions;
10. ELO 10: Plan, propose solutions and organize activities to protect the health of the community;
11. ELO 11: Monitor and participate in evaluating the implementation of community health programs;
12. ELO 12: Monitor, detect epidemics early and organize epidemic prevention in the community;
13. ELO 13: Health education for the community to build healthy lifestyles and behaviours;
14. ELO 14: Recognize the importance of PH principles;
15. ELO 15: Respect and listen to the community's feedback on health needs and intervention solutions to improve community health;
16. ELO 16: Desire for expanding knowledge and interdisciplinary collaboration;
17. ELO 17: Be honest and objective, have the spirit of learning, overcome difficulties, self-study to improve their professional qualification



The training curriculum and the ELOs after adjustment are reviewed, adopted by the Science Council, and then submitted to the Rector for approval to implement [2.1.3.13]. The process of adjusting the Program framework and the ELOs are specified under the Process of updating and amending training materials of the University [2.1.3.14].

***2.1.2. The expected learning outcomes cover both subject specific and generic (i.e. soft skills) learning outcomes***

During the period 2010-2016, the BPH program had 17 ELOs, it consists of seven ELOs on knowledge (1-7), six ELOs on skills (8-13) and four ELOs on attitudes (14-17) that are conveyed to specific requirements for graduates in accordance with regulations of MOET [2.1.2.1]. Among of the 17 ELOs, there are specific ELOs for PH such as ELO of PH, basic health science, health problem identification of the community, health planning, monitoring of health programs, surveillance and outbreak investigation. There are also ELOs, which cover soft skills or general skills: teamwork skills, inter-sectoral skills mentioned in ELO 16, communication in ELO 13, application of information technology in problem identification, planning, monitoring in ELO 9, 10, 11 and self-study, continuous learning in ELO 17.

In 2015, the University developed the research titled “*Assessment of the Bachelor of Public Health program*”, the results showed that most of bachelors of PH achieved outcomes on knowledge, skills and attitude given by the training program [2.1.2.2].

The program framework and the ELOs are communicated to lecturers, students at the beginning of each academic course in a training session and through student’s handbook [2.1.2.4]; [2.1.2.5]. In addition, information about the training curriculum and the ELOs are also published on website of the University [2.1.2.6].

***2.1.3. The expected learning outcomes clearly reflect the requirements of the stakeholders***

The ELOs and the training curriculum was established and reviewed periodically in accordance with feedback from lecturers, students and relevant parties (alumni, employers, managers, experts, etc.) [2.1.3.1]; [2.1.3.2]; [2.1.3.3]; [2.1.3.4]. The University invited leading scientists in the sector and managers in this field from Ministry of Health to engage in providing feedback and suggestions [2.1.3.5].

Inviting lecturers from University’s practice settings were also invited for providing their comments [2.1.3.6]. In addition, the University also invited occupational and social organizations (Viet Nam Public Health Association, Viet Nam Medical and Pharmaceutical Association), employers (Directors of Preventive Medicine Centre, Directors of Health Education and Communication Centre, HIV/AIDS Prevention Centre, etc.), and alumni to join the consultancy seminars in

order to provide comments for amending ELOs. This assured the ELOs reflected clearly demands of relevant parties [2.1.3.7]; [2.1.3.8]; [2.1.3.9].

## 2.2 Programme Specification

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

The Description of training curriculum includes all detailed information about training objectives, ELOs of the program, subjects by semester, detailed information about subjects, testing and assessment methods. Basic contents of the description of BPH program include:

#### **PART A: Information about the program and degree conferring institution**

- Diploma conferring institution: HUPH
- Teaching institution: HUPH
- Program quality accrediting organization: MOET
- Name of diploma: Bachelor of Public Health
- Name of training program: Full-time Bachelor of Public Health program
- ELOs of the training program: List of 17 ELOs of the program
- Admission criteria/entry requirements of the training program: Achieve recruitment standard points from the National High School Graduation Examination.

**Table II. 1. Study loads and duration**

No.	Study loads	Credit (%)
1	Minimum generic knowledge (excluding contents: Physical Education and Military - Security Education)	24 (18.2%)
2	Minimum specialized knowledge, where:	
	- Basic sector knowledge	12 (9.1%)
	- Basic specialized knowledge	27 (20.5%)
	- Specialized knowledge	45 (34.1%)
	- Supplementary knowledge	18 (13.6%)
	- Professional/Graduation practice	6 (4.5%)
<b>Total</b>		<b>132</b>

- Training duration: Minimum 30 months, maximum 60 months as from the date of admission
- Supports for learning, daily activities:
  - o Library (4999 books, magazines, and electronic materials);
  - o Self study room for students;
  - o Free wifi system for students to access to the Internet for looking up learning materials;
  - o Dormitory for students;

- Entertainment and sport space: volleyball, basketball, mini football grounds within the campus of the University;
- Canteen and photocopy shop within the campus.

**PART B: Expected learning outcomes, teaching, learning and assessment methods**

- The training program includes 17 ELOs as specified under item 2.1.1 [2.1.2.3].
- Teaching, learning and assessment methods:
  - + Depending on subjects, lecturers can combine active teaching/learning methods such as presentation, group discussion, problem-based learning and teaching, case study, role playing, personal presentation, group presentation, scenario-based learning to provide students with generic knowledge, specialized knowledge as well as professional practice skills, soft skills (communication, teamwork, presentation, decision making, problem solving, etc.).
  - + Learning evaluation of students are assessed in many forms:
    - For theoretical units: diligence assessment, mid-term test, final test (in forms of multiple-choice, short questions, group exercise, presentation of discussion results, personal exercise/assignment, oral test, Objective-Structured Practical Examination - OSPE).
    - For practical components: report on practical results, presentation of report and answering questions of Practical Examination Panel.
    - Graduation examination, thesis: most of students will take graduation examination, 10% of students having the highest grade point average (GPA) of the whole course can register to conduct thesis.

**PART C: Program structure**

- Training program is comprised of 132 credits arranged to specific knowledge groups:
  - + Generic knowledge with 24 credits (18.2% of the total program duration) including common subjects such as the basic principles of Marxism-Leninism, Ho Chi Minh Ideology, English and Basic Informatics. These subjects provide students with a logical, thought-oriented approach, as well as the English proficiency to access information published around the world, as well as to ensure an active learning and professional development and to meet ELOs 1, 2, 6 and 17.
  - + Basic sector knowledge with 12 credits (9.1% of the total program duration) including Biology and Genetics, Health Psychology, Biostatistics and Scientific Studies, which help students acquire basic knowledge and skills on scientific research, applied biostatistics in PH research. These subjects help students meet the ELOs 1, 2, 4, 5, 6, 7, 8, 10, 14, 16 and 17.

+ Basic specialized knowledge with 27 credits (20.5% of the total program) with Basic Anatomy and Physiology, Biochemistry, Medical Microbiology, Basic Internal Medicine-Surgery-Obstetric-Pediatric Symptoms help students have basic knowledge and skills in the health sciences, focusing on the pathology of the four specialties with the most common diseases in the community. These subjects help students meet the ELOs 1, 2, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 16 and 17.

+ Specialized knowledge with 45 credits (34.1% of total program duration) with Basic Epidemiology, Management Principles and Basic Management Skills, Health Planning, Population and Development, Community Practicum and others provide knowledge and skills related to health system and health management, health education and communication as well as plan to solve the priority health issues in Viet Nam. These subjects help students meet all ELOs.

+ Additional knowledge with 18 credits (13.6% of total program duration) with electives including Social Marketing, Project Management, Non-communicable Disease Epidemiology, etc. These subjects help students consolidate knowledge and skills related to addressing priority health issues, behavioral change interventions, and contributing to achievement of the ELOs 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 16 and 17.

+ In the training program, there are one course of hospital practice and two courses of field practicum.

- Practice at hospital: Applying the knowledge of Internal Medicine-Surgery-Obstetric-Pediatric courses via observing clinical activities and communicating with patients during 7 weeks at the hospital, and understanding hospital organization. This practical activity contributes to the achievement of the ELOs 1, 3, 7, 9, 12, 15, 16 and 17.
- Field practices:
  - The first field trip is at the end of the second year in one week. Students will practise at a commune health station in a suburban district of Hanoi to learn about the organization, functions and tasks of grassroots health and the role of PH for people's health care, protection and promotion, contribute to achieving the ELOs 4, 6, 7, 8, 9, 10, 12, 15, 16 and 17.
  - The second field trip is at the end of the third year in two weeks. Students will practise at a commune health station in a suburban district of Hanoi to identify priority health issues and plan for solutions, contribute to achieving the ELOs 4, 6, 7, 8, 9, 10, 12, 15, 16 and 17.
  - The third field trip is in the fourth year in 12 weeks. Students register to practise at one of the following facilities: Commune Health Stations, District Health Centers, Provincial/Municipal Preventive

Medicine Centers, Provincial/Municipal or Health Education Communication Centers, some Non-governmental Organizations. This is a period for students to continue to improve their knowledge, practicum and develop soft skills, community mobilization skills, analysis and selection of priority health issues to intervene, propose solutions appropriate with actual conditions, contributing to the achievement of 17 ELOs of the program.

Details of subjects' contributions to ELOs are presented in the table II.4.

**PART D: Regulations on quality assessment**

- Regulations on quality assessment

a) Grading scale:

- 10-point scale is used for the component grade of a course. This scale uses for mid-term test, final test of course or fieldwork exercise, etc.). It is rounded to one decimal number.
- 4-point scale is the official one (A, B, C, D, F in letter equal 4, 3, 2, 1, 0) is used for the grade point average (GPA), converted from the 10-point scale on basis of the table below, numbers (4-0) are used for calculating the term GPA and cumulative GPA. However, this system of converting points is detrimental to students as they approach the average grade cut point.

**Table II. 2. Scale for learning outcome assessment**

Classification	10-point scale (Component points)	4-point scale (Official points)	
		Grade	Point
Pass	8.5 – 10	A	4
	7.0 - 8.4	B	3
	5.5 – 6.9	C	2
	4.0 – 5.4	D	1
Fail	< 4.0	F	0

b) Quality assessment of course learning outcomes:

The assessment of the learning outcomes (the number of component points, the assessment method for each type of component point (quality assessment of process, attendance and completion of the course, etc.) are specified in the course syllabus.

Component points are ones that fall into one of the following categories:

- Quality assessment of theoretical courses:
  - o Attendance: Full attendance level, students' active participation in the course's classroom activities;
  - o Process assessment points: To assess students' knowledge and skills at the end of each credit of a course;

- End-of-course assessment: To assess student's knowledge and skills at the end of the course.

(Overall course grade is a weighted average of the component points. A course is considered as satisfactory if the student has a GPA equal or more than 4).

- Assessment of field practice:

- Attendance: It is assessed in crossing manner by students with an instructor guiding the group and a self-assessment grading scale for participation in a team for required time in a field exercise.
- Report assessment: The panel members use the rating scale to mark the report of student groups.
- Report presentation assessment: The panel members use the rating scale to mark the report presentation and answers of student group.

(Overall course grade is a weighted average of the component points. A course is considered as satisfactory if the student a GPA equal or more than 4).

c) Graduation conditions:

Students will participate in graduation examination or thesis when they obtain:

- Certificate of national defense education
- Have participated fully and passed all exams of the courses.

Students who are qualified for conducting graduation thesis are 10% of those who have the highest overall grade point average, the remaining students will participate in graduation exam [2.2.1.1].

The description on the training program is reviewed, revised and adopted by the Council of Science and Training before official implementation [2.2.1.2]; [2.1.3.13].

**2.2.2. Information supplied in the sufficient and updated description of courses**

Course descriptions are developed in accordance with the general guidelines of the University with complete and up-to-date information.

In the school year 2016 - 2017, the University has made modifications to the Course Description template with detailed instructions to help standardize the information provided in consistent with the modern trend of education [2.2.2.1].

Course Description includes main information as follows:

- Name of course
- Code of course
- Degree
- Participants
- Semester
- Academic year
- Number of credits

- Rational of course
- Coherence with other course
- Inter training course
- Expected learning outcomes
- Contents of course
- Lecturers
- Teaching - learning method
- References (Required and recommended reading)
- Assessment method
- Course coordinator
- Time of issuing

Course descriptions and content of the course are updated by the faculty and the University in accordance with the requirements of the training management and ensure the provision of proper information to the relevant stakeholders and are approved by the Council of Science and Training before the official implementation [2.1.3.13]; [2.2.2.2] [2.2.2.3].

***2.2.3. Training program description and course description are publicly published and relevant stakeholders can easily update***

The training program description is sent to lecturers, students and stakeholders through various channels such as email, website <http://dtdh.huph.edu.vn/vi/cncq/ctdt>, students' handbook, leaflets, information in training conferences and seminars [2.2.3.1]; [2.2.3.2]; [2.2.3.3]; [2.1.2.4]; [2.2.3.4].

According to the regulations of the University training management, the course description is updated by responsible faculties/departments and submitted to the DUEM at the beginning of each semester. Simultaneously they are notified to students in the first class of the course and through the email system, e-learning to help students easily follow and plan their appropriate learning [2.2.3.5].

In addition, during the training process, changes in the training program were communicated to instructor and students promptly via bulletin boards, websites, personal mail boxes or presentation in the lecture hall [2.2.3.6]; [2.2.3.7].

**2.3. Programme Structure and Content**

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

The training program of PH covers 132 credits including knowledge groups: generic education knowledge (24 credits), basic sector knowledge (12 credits), basic specialized knowledge (27 credits), specialized knowledge (45 credits), supplementary knowledge (18 credits), Professional/Graduation practice (6 credits) which assure compatibly with 17 determined ELOs [2.3.1.1].

Each course's order and deployment time are reasonable. It begins from the generic knowledge to the basic sector knowledge, the basic specialized knowledge, the

specialized knowledge and the supplementary knowledge. The course of practicum at hospital (7 weeks) is arranged in the second year. The community practices have three times, the first lasts for one week in the second year, the second lasts for two weeks in third year and the last one lasts for 12 weeks in the fourth year after students have acquired the basic knowledge and skills to meet the requirements of the field practicum period [2.3.1.1].

On basis of ELOs of the program, respective courses are designed with specific ELOs and content. The table II.3 describes the relation between knowledge groups of the program and 17 ELOs.

**Table II. 3 Mapping expected learning outcomes and knowledge components of training program**

<b>ELOs</b>	<b>Generic knowledge</b>	<b>Basic sector knowledge</b>	<b>Basic specialized knowledge</b>	<b>Specialized knowledge</b>	<b>Supplementary knowledge</b>	<b>Graduation</b>
ELO 1: Knowledgeable in basic medical knowledge, base medicine as background for PH	x	x	x	x		x
ELO 2: Describe the basic principles and concepts of PH;	x	x	x	x		x
ELO 3: Demonstrate how common health issues are identified and managed in the community;			x	x	x	x
ELO 4: Present the determinants of health;		x	x	x	x	x



<b>ELOs</b>	<b>Generic knowledge</b>	<b>Basic sector knowledge</b>	<b>Basic specialized knowledge</b>	<b>Specialized knowledge</b>	<b>Supplementary knowledge</b>	<b>Graduation</b>
ELO 5: Understand the scientific methodology in disease prevention and health promotion;		X	X	X	X	X
ELO 6: Understand basic knowledge of scientific research methods;	X	X	X	X	X	X
ELO 7: Firmly grasp policies on the protection, care and promotion of the people's health		X	X	X	X	X
ELO 8: Identify environmental and social factors affecting the health of the community;		X	X	X	X	X
ELO 9: Identify priority PH issues and develop appropriate strategies and solutions			X	X	X	X

<b>ELOs</b>	<b>Generic knowledge</b>	<b>Basic sector knowledge</b>	<b>Basic specialized knowledge</b>	<b>Specialized knowledge</b>	<b>Supplementary knowledge</b>	<b>Graduation</b>
ELO 10: Plan, propose solutions and organize activities to protect the health of the community		X	X	X	X	X
ELO 11: Monitor and participate in evaluating the implementation of community health programs			X	X	X	X
ELO 12: Monitor, detect epidemics early and organize epidemic prevention in the community				X	X	X
ELO 13: Health education for the community to build healthy lifestyles and behaviours			X	X	X	X
ELO 14: Recognize the importance of PH principles		X	X	X	X	X
ELO 15: Respect and listen to the			X	X	X	X

<b>ELOs</b>	<b>Generic knowledge</b>	<b>Basic sector knowledge</b>	<b>Basic specialized knowledge</b>	<b>Specialized knowledge</b>	<b>Supplementary knowledge</b>	<b>Graduation</b>
community's feedback on health needs and intervention solutions to improve community health;						
ELO 16: Desire for expanding knowledge and interdisciplinary collaboration;		x	x	x	x	x
ELO 17: Be honest and objective, have the spirit of learning, overcome difficulties, self-study to improve their professional qualification	x	x	x	x	x	x

Based on the ELOs and the specific learning contents of the courses, the active teaching methods are designed accordingly and are reflected in the course descriptions [2.3.1.2]. The methods commonly used for theoretical content are brainstorming, presentation, discussion, individual/group coursework; The most commonly used methods for practicum content are role-playing, demonstration, problem solving (PBL, SBL), simulation, real tests in labs.

The method of assessment is consistent with the ELOs, learning contents, teaching and learning methods and the philosophy of the course. The course descriptions developed by faculties/institutes are reviewed, commented, approved by Faculties/Institutes Council (if change of course descriptions is less than 30%),

[2.3.1.3], [2.3.1.5]. The format of course description is strictly followed the official template of the University to ensure adequate information, including Rubric approach for assessment [2.3.1.4].

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

Based on the 17 ELOs, the training program is developed with 56 courses and structured appropriate workload. ELOs of courses are developed to achieve the 17 ELOs of the program [2.1.2.3].

The courses are satisfactory with ELOs of the program. The table II.4 describes specific contributions of courses respectively with ELOs of the program.

**Table II. 4: The contribution of subjects to the program's ELOs**

Courses	Credit	ELOs																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>I. Generic knowledge</b>																		
The Basic Principles of Marxist Leninism 1&2	5	x															x	x
Ho Chi Minh's Ideology	2	x															x	x
Revolutionary Line of the Vietnamese Communist Party	3	x															x	x
English (1-6)*	12														x			x
Basic Informatics*	2	x																x
<b>II. The basic knowledge of health science</b>																		
Biology and Genetics	2	x																
Health Psychology-Ethics 1	2	x	x		x			x					x					
Health Psychology-Ethics 2	1		x	x			x			x	x	x		x			x	
Biostatistics 1	2	x				x					x							
Biostatistics 2	2	x				x					x							
Scientific Research	3	x				x			x		x			x			x	x
<b>III. Basic knowledge of Public Health</b>																		
Anatomy and Physiology	4	x																
Pathophysiology and Immunology	2	x																
Biochemistry	2	x																

Courses	Credit	ELOs																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Parasitology	2	x		x	x													
Microbiology	2	x																
Basic Symptom and Treatment of Internal Medicine and Pediatrics	3	x		x				x		x			x		x	x	x	
Basic Symptom and Treatment of Surgery - Obstetrics	3	x		x				x		x			x		x	x	x	
Basic Symptom and Treatment of Surgery - Obstetrics (Practice)	4			x				x		x			x		x	x	x	x
Basic Symptom and Treatment of Internal Medicine and Pediatrics (practice)	2			x				x		x			x		x	x	x	x
First aid in the community	3	x		x	x										x	x		
<b>IV. Public Health knowledge</b>																		
Basic Epidemiology	2	x	x	x	x	x	x	x	x						x			
Health System Management and Organization	3	x	x			x	x								x			
Management Principle and Basic Skills	2		x				x	x										
Health Planning	3	x			x		x	x	x	x	x	x	x					
Health Sociology and Medical Anthropology	2	x	x		x			x										
Overview of Health Education and Health Promotion	3		x		x		x	x					x		x			x
Reproductive Health	2	x		x			x	x	x	x								
Population and Development	2	x	x		x			x						x	x			
Basic Nutrition and Food Safety	2	x			x		x	x	x						x			

Courses	Credit	ELOs																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Health Economics and Health Financing Management	2	x	x							x								
Basic Environmental Health	3	x	x					x		x						x	x	
Basic Occupational Health	2	x	x	x	x					x						x	x	
Health Services Management	2						x				x	x		x				
Health Policy	2	x	x			x	x	x	x	x								
Community based Rehabilitation	2	x	x	x		x	x	x					x		x	x	x	
Qualitative Research	2	x				x			x		x			x	x	x	x	x
Health Information management and International Clasification of Diseases	2	x							x	x		x		x			x	x
PH Emergency Management	2	x		x		x					x				x	x	x	
Community Practice 1 (2 <sup>nd</sup> years)	2			x	x		x	x	x	x	x		x	x	x	x	x	x
Community Practice 2 (3 <sup>rd</sup> years)	3			x	x		x	x	x	x	x		x	x	x	x	x	x
<b>V. Supplementary knowledge</b>																		
Basical Nutrition and dietary intake guideline	3							x	x		x			x	x	x	x	
Methodology on Nutrition status assessment	2						x	x	x		x			x			x	x
Foodborne diseases and food safety risk analysis	3				x		x	x		x		x		x			x	x
Food safety management	2				x		x	x		x		x		x			x	x

Courses	Credit	ELOs																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Introductory to Environmental and Occupational Hygiene	2							x	x		x				x	x	x	x	
Environmental Health	2				x		x	x	x	x		x		x		x	x		
Occupational Health	2																		
School Health	2				x		x	x	x			x		x		x	x	x	
Environmental Health Risk Assessment	2				x		x	x	x	x		x		x		x	x		
Epidemiology of Communicable Disease	2				x		x	x		x		x		x		x	x		
Epidemiology of Communicable Disease	2				x		x	x		x		x		x		x	x		
Biostatistic practice	2	x					x					x						x	
Out break Investigation	2				x		x	x	x	x		x	x	x		x	x	x	
Health Program Evaluation Design	2				x		x	x	x	x		x		x		x	x	x	
Health Promotion program Planning	3				x		x	x	x	x		x		x		x	x	x	
Health Promotion Program Evaluation	2				x		x	x	x	x		x		x		x	x	x	
Advocacy in Health Promotion Practice	2				x			x	x		x	x		x		x	x	x	
Health Communication	3				x		x	x	x	x		x		x		x	x	x	
Principles of information technologies	2	x					x					x						x	x
Health information needs, resources and standards	2	x	x				x					x						x	x
Health care database management	3	x					x				x	x						x	x
Data and information for decision making	2				x			x	x		x	x		x		x	x	x	
Applying Research and evaluation principles in health information	2				x			x	x		x	x		x		x	x	x	

Courses	Credit	ELOs																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
systems																		
Social Marketing	3				x	x		x		x	x	x		x		x	x	x
Project Management	2				x	x		x		x	x	x	x	x		x	x	x
Epidemiology of Injury	2				x	x		x		x	x	x	x	x		x	x	x
Monitoring and Evaluation	2				x	x		x		x	x	x		x		x	x	x
HIV/AIDS Prevention Program	3				x	x		x		x	x	x	x	x		x	x	x
<b>VI. Graduation practice</b>																		
Community Practice 3 (4 <sup>th</sup> years )	6				x	x	x	x	x	x	x	x	x	x	x	x	x	x
Graduation Exams	6	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

*\* The English and Basic Informatics courses provides the knowledge and skills to facilitate student achieve the ELOs of program. These essential tools help students able to access different information sources of the world, to enrich knowledge, communication skills, and lifelong learning process.*

### **2.3.3. The curriculum is logically structured, sequenced, integrated and up-to-date**

Training program is developed based on ELOs, competence standard for PH staffs in the health system and meet requirements of current higher education management regulations [2.3.3.1]; [2.1.1.6]; [2.1.1.9]; [2.1.1.11]; [2.3.3.2].

Based on stakeholders' feedback, competence requirements of PH staff, the University has reviewed and revised the training program [2.1.3.1] [2.3.3.3]. At present, the structured training program consists of the following courses: Generic Knowledge (24 credits – 18.2%), Basic Sector Knowledge (12 credits – 9.1%), Basic Specialized Knowledge (27 credits – 20.5%), Specialized Knowledge (45 credits – 34.1%), Supplementary Knowledge (18 credits – 13.6%), Professional/Graduation practice (6 credit-4.5%). The proportion of general knowledge courses (47.8%) and specialized courses (47.7%) is balanced.

The training program promotes the diversity of the learning, working and mobility environment of students through theoretical and practical learning at the University, hospitals, on fields (commune health stations, health centers of districts/provinces/cities and non-governmental organizations) [2.3.3.4]; [2.3.3.5]. At present the University deploys international student exchange activities to other universities, such as delegations from Sweden, the United States, Thailand for short-term study [2.3.3.6]. The university's students have not taken chance of students exchange to overseas, it was mainly received the overseas students to study in HUPH [2.3.3.7].



Courses are arranged in a reasonable and logical sequence as shown in Table II. 5 below.

**Table II. 5: Program allocation in semester**

Knowledge	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Generic knowledge	X	X	X	X	X	X	X	
Basic sector knowledge	X	X		X	X	X		
Basic specialized knowledge	X	X	X	X				
Specialized knowledge		X	X	X	X	X		
Additional knowledge							X	X
Graduation								X

The courses in the program are designed in close relation with each other and are presented in the course description. This clearly demonstrates the relationship between the courses included.

- Prerequisite course: When Course A is a prerequisite for Course B, students must complete Course A (with satisfactory results) to qualify for attending the class of Course B [2.3.3.8].
- Pre-studied course: When Course A is a pre-studied course of B, students must register and complete Course A to be enrolled for learning Course B [2.3.3.8].
- Parallel course: Course A is parallel of course B so students may attend either pre-study of or study with Course B.

Detailed content of the course, the linkage of the courses are prepared by the University and provided to students immediately from the beginning enrollment with the studying instruction documents under the University credit regime. Placement of courses in different blocks of knowledge by semester; the course sequence which are logical between prerequisite courses, pre-studied courses and parallel courses have made the training program logic, cohesive and integrated into a unified body.

The credit-based program helps students to actively plan their individual study. Students can enroll in either the following admission intake or pre-study intake or parallel study for two majors to be awarded certificates of two orientations.

The BPH Program is regularly updated to meet practical changes to provide students with new knowledge, updated with changes in disease patterns, new

requirements in the health care system. Major updating activities include the course syllabus, teaching materials of the courses are conducted every 5 years. The updating/revising process is outlined in the University's updating/revising process. In the training program updating/revising process, training program is updated/revised before and afterwards the Faculty/Department of specialty adjust the teaching materials on basis of the updated/revised training program. This process ensures consistency between the training program and teaching materials, as well as updated content of the training program. This process is shown in the figure below [2.3.3.6]; [2.3.3.7].

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
HUPH Science and Education Council	Approval	5.6
Rector (or authorized Vice Rector), Departments of Undergraduate & Postgraduate Education	Performing compilation	5.7
Chief author and members	Compilation of materials	5.8
Acceptance Council (HUPH Science and Education Council)	Appraisal	5.9
Rector (or authorized Vice Rector)	Approval	5.10
Departments of Undergraduate & Postgraduate Education	Archiving	5.11
HUPH Council for Science and Education	Re-evaluation	5.12

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

## **2.4. Teaching and Learning Approach**

### ***2.4.1. The educational philosophy is well articulated and communicated to all stakeholders***

In order to meet the increasing demands of the labor market and to comply with MOET's regulations to reduce the gap between Viet Nam and ASEAN countries, the HUPH has developed a Strategic Plan for Master Development 2013-2020 with the vision "Becoming the leading institution for training, research and consultancy in PH in Viet Nam and in Asia-Pacific region" [2.1.1.3]. Therefore, the educational philosophy of the University is clearly expressed as follows:

- The training process helps students accumulate knowledge, raise awareness, formulate positive attitudes, train their skills to achieve the ELOs of the Program, which is the foundation of the Competence Standard for PH staff, meeting the needs of the labor market.

- With the philosophy of "student-centered and real practice-based learning", the University has organized field trips at hospital, community practice and active teaching methods, helping students expose to actual works which they will perform later and gain the skills they need.

- The training program covers the amount of knowledge and skills of basic and specialized science with advanced and updated contents that meet the Competence Standard for PH staff.

- Process of training develops students' self-learning and lifelong learning.

Based on this orientation, HUPH has developed an updated training program, active teaching methods and appropriate assessment methods that enable students to gain ELOs. The teaching method applied at HUPH is student-centered, the teaching staffs of the University have been applying various teaching methods suitable with nature of specialized training. Some of the teaching methods currently applied are computer lab practice, team work, SBL, PBL... The diversity of teaching and learning methods and the application of active teaching methods makes it possible for students to have deeper knowledge and more opportunities to interact, enhance creativity, self-learning, self-problem solving. All faculty members are required to have pedagogical certificates once recruited. In addition, lecturers are also trained in active teaching-learning methods and specific methods such as SBL and PBL by experienced specialists from Australia and Indonesia in the framework of the Holland project "Strengthening Public Health Training Competence at the Hanoi University of Public Health" for the period of 2007-2012 to teach and respond to the ELOs of courses [2.1.3.15]; [2.4.1.1].

Based on ELOs, the contents of specific courses, departments have applied active teaching methods, used teaching aids and provided corresponding reference resources to help students to obtain ELOs, especially soft skills such as

communication, presentation, teamwork [2.3.1.2] [2.4.1.2]. In active teaching methods with student-centered philosophy, lecturers take the role of instruction, learning facilitation, encouragement of self-learning and lifelong learning [2.3.1.2] [2.4.1.3].

Heads/Deputy Heads of Departments are responsible for assured course teaching with active teaching methods so that students can learn qualitatively. The teaching-learning methods are clearly shown in the syllabus [2.1.1.17]. The lectures of young lecturers are observed and consulted by experienced lecturers [2.4.1.4]. The results of assessing the teaching of the courses are evidence of the results of the teaching-learning methods [2.4.1.5].

In order for students to achieve the ELOs, the learning environment is enhanced through cultural exchanges and student exchange. In the period 2012-2016, the University received groups of students from the USA, European countries, Thailand. After formal school hours, international students and HUPH students participated in meetings organized by the Youth Union to exchange knowledge, study skills, research and improve foreign languages [2.4.1.6]. Many faculty members have the opportunity to participate in sharing active teaching methods at International Conferences on Education [2.4.1.6].

#### ***2.4.2. Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes***

Many active teaching-learning methods are used in courses of the training program in order to help students explore their knowledge and long-term memory and apply it to problem solving in practical situations in class or field [2.1.1.17]. This helps students achieve ELOs of the training program. The total number of credits for practical training courses at field facilities (including internship at hospital) is 17 credits (12.8% of the total program duration) [2.1.3.15]. The duration of such internship is considered balanced and appropriate by the relevant parties (students, employers, alumni) [2.4.2.1] [2.4.2.2].

Based on the specific ELOs of each course, active teaching methods are selected for theoretical classroom hours as well as practice hours in labs or on the field facilities. Active teaching-learning methods in classroom often applied are combining presentation, brainstorming, small group discussions, presenting discussion results/doing exercises/solving situations using the SBL or PBL; role playing, presentation of communication skills, counseling. For example, basing on the SBL, scenario, lecturers guides the students to study in groups, gather information; synthesizing, analyzing to identify problems, influencing factors, identifying solutions, developing intervention plans; playing roles involved in addressing problem situations (Health Education and Promotion, Basic Environmental Health, etc.); group learning to enhance teamwork, decision making, conflict resolution [2.1.1.17].

Every year, the University organizes a beginning-year talk for the first-year students to disseminate training management regulations, training programs, teaching-learning and assessment methods to help students have full information on 4 years study at the university. Before teaching each course, lecturers introduced its ELOs, learning method, quality assessment method, learning materials for the course. For PBL or SBL courses, departments provide training and instruction materials to help students understand the methodology and plan for appropriate learning. The learning methods of the courses, accompanying quality assessment methods are clearly stated in the syllabus of courses [2.1.1.17]; [2.1.2.4]; [2.4.2.3].

The courses are designed in the appropriate duration for practice (group, individual, solving SBL or PBL exercises) to guide students to develop their own potential, apply the theory to practice and have more time to discuss and debate with other students and lecturers in the teaching process, thereby enhance students' ability to acquire knowledge and skills necessary to achieve the ELOs of the course. In the credit registration instructional materials given when beginning of the course of students, it has clearly defined the relationship among courses as well as the course syllabus in terms of specific learning method for each course [2.1.1.17].

In the lab (anatomy, computers, test lab, etc.), methods for demonstration, presentation, direct practice instruction are adopted to train skills and reinforce attitudes and knowledge of students. Many courses are available in labs such as: Anatomy-Physiology; Informatics, Biomedical Statistics, Practice in Hospitals of such courses as Symptoms-Basic Medical Treatment on Pediatrics, Internal medicine, Surgery and Obstetric Treatment.

At the field facilities, students are provided with vocational practice activities, applied skills achieved from courses. The learning activities with such diverse methods that are combined harmoniously and properly in the theoretical and practical courses help students actively participate in learning, active reception, comprehension and application of theoretical knowledge to practice to achieve ELOs of training program [2.4.2.4]. Students' practical learning in the field facilities has been recognized by the internship facilities, contributing to the promotion of the BPH for the University [2.4.2.13].

Many courses require individual exercises, group exercises; students must actively plan to complete their assignments in accordance with the timetable of the course, also to invest time to search more information, figures, evidences proving their homework. This motivates them to actively participate in the learning process, practice their study skills, study independently, study in groups [2.4.2.4]; [2.1.1.17].

The University has a full range of teaching-learning aids such as library, computer room (for document search, practice), e-learning system to provide online teaching materials for students. This provides students with more learning resources in addition to

the curriculum and lectures personally delivered by lecturers and thus meeting the requirements of the active learning methods outlined above [2.4.2.5]. Some technologies have been considered and applied in some course such as using software in data entry, data storage and data analysis; software of editing, presentation used in presentations; using e-learning and computer systems to share information, documents as well as information exchange forums. Some subjects have adopted a video-conference format for some local classes that qualify for online study [2.1.1.17]; [2.4.2.6].

At the end of each course, students will be given an assessment sheet to give feedback about lecturers, lessons and teaching methods. Assessment sheet are collected, analyzed and submitted to the Faculties/Departments. Faculties/Departments base on the results of assessment to make plans for appropriate adjustment in accordance with students' aspirations and needs while assuring course quality and requirements of ELOs [2.1.3.2]; [2.4.1.5].

The teaching-learning methods are evaluated by students and lecturers as diverse and appropriate to help students achieve their ELOs. At the end of courses, their content is assessed with positive results [2.4.2.7]. However, during the implementation of active teaching-learning methods, some limitations have a certain effects on the application such as degree of interaction, instruction, direct opinion contribution, provision of feedback for group discussion, and team learning activities for classes with rather high number of students (>100 students/class) are limited; Updating of new learning situations for SBL and PBL methods is not regularly in the context of limited time and number of lecturers.

During the study, students have the opportunity to participate in the University level research topics, research projects of faculties/departments, participate in the Youth Science Conference held annually; good presentations are selected and presented at the Youth Scientific Conferences of Universities of Medicine and Pharmacy throughout the country (held every 2 years). When participating in research activities, students are instructed by lecturers to carry out all phases of the research and development process, thereby training attitudes, professional scientific research skills, improving knowledge and practical experience [2.4.2.8]; [2.4.2.9].

Theories of scientific research are mentioned in courses of "Research Methods", "Qualitative Research Methods". These courses have practical parts that enable students to practice their research skills. Many other courses such as: "Health planning"; "Project management"; " Planning Health promotion program"; "Health communication"; "Social marketing", etc. with the content including information, problem identification, problem analysis and target audience analysis. Students apply knowledge of the research methodology they have learned to achieve the requirements of these specialized courses. In particular, with ELOs of the first field trip (in the 2<sup>nd</sup> year) and the second field trip (in the 3<sup>rd</sup> year) and the third field trip (in the 4<sup>th</sup> year) it

requires the students to apply more knowledge and skills in the scientific research to achieve the ELOs [2.1.1.17] [2.4.2.10].

The scientific research results of lecturers on relevant topics with specific courses are used by them to illustrate relevant topics in teaching, as well as the use of compilation of situations used in SBL methods. A number of studies on training needs assessment, the results of the application of PH knowledge and skills of students after graduation have been used to adjust and improve the program of training BPH [2.4.2.11].

The grading system according to pre-assessment criteria (Rubric) of the course is published in the course syllabus with quality assessment forms and grades to help students actively plan, participate in appropriate and effective learning process. Tests of the process, the final exam of course are clearly shown in the course syllabus and inform students before learning. Coordinator's and lecturers' contact information are provided to students for contact in Department office or via email, etc. Lecturers provide regular feedback during class hours or agreed timetable [2.1.1.17]; [2.4.2.12].

#### ***2.4.3. Teaching and learning activities enhance life-long learning***

With the philosophy of "student-centered" training, cultivating and self-study capability practicing is a central task of teaching and learning activities that promote lifelong learning for students, which are reflected in providing background knowledge and proactive learning methods that provide a solid foundation for students from which students have sufficient skills to understand insight knowledge for the development of PHcareer.

Most courses apply active teaching-learning methods with specific requirements for individual students or requirements for study groups such as: actively searching for materials, necessary information according to suggestion; asking for pre-reading, pre-studying the materials to proactively answer the study questions or questions addressing specific situations. These practices encourage students to self-study, reinforce their consciousness and learn active learning to contribute to the formation of continuous and lifelong learning habits [2.1.1.17].

Practical exercises such as developing research outlines, field practice, graduation course require students to conduct self-study, materials self-referencing; field visits, data collection and data analysis for field reports to address priority health issues at the practice sites. These exercises also train students for effective skills in team work such as job assignment, synthesizing general management information, discussion, presentation and report defense in front of the panel. Field study and practice are typical examples of activities that promote active learning and lifelong learning [2.1.1.17] [2.4.1.3].

Having a active self-learning sense, self-learning habits will help students be ready for lifelong learning in order to maintain and improve their professional qualifications at their later positions. Many graduates have returned to the University



to continue their postgraduate study to expand their knowledge and skill; and it is clear that lifelong learning skills are strengthened and sustainable [2.4.3.1].

Students are encouraged to take part in scientific research such as: implementing University-level research projects, participating into conferences of young scientists of the University and conferences of young scientists from Universities of Medicine and Pharmacy in the whole country. This is also an important factor for students to have the opportunity to continuously study, increase their learning motivation, research and improve the skills necessary for lifelong learning [2.4.2.8]; [2.4.2.9].

During organizing the teaching and learning activities, staff of management departments and lecturers always support, guide and assess students' ability to complete the program, based on this information timely warnings will be given to students to complete the approved program of the University as planned. Annually, the University maintains links with students after graduation through a network of alumni to inform them of the opportunities for short courses and postgraduate programs so that the graduates can register for further study. In addition, with the university-sponsored research projects performed at field, the University always connects with alumni and invites them to participate in these research [2.1.2.4] [2.4.3.2] [2.4.3.3] [2.4.3.4] [2.4.3.5].

## **2.5. Student Assessment**

### ***2.5.1 The student assessment is aligned to the achievement of the expected learning outcomes***

After getting admission, the HUPH organizes to assess English level of all new students to classify English classes with equal level. English assessment is conducted in form of a general test including: Listening, vocabulary using skill and grammar. After classifying classes with students' equal level, it will be able to apply suitable teaching and learning methods to improve learning quality [2.5.1.1].

For graduation, students must achieve the ELOs of the BPH training program with 132 credits as approved by the Rector. At the end of the academic course, about 10% of students will conduct thesis, the rest will participate in the graduation examination. Contents of thesis and graduation examination will cover all main contents of all subjects in the training program that align with ELOs [2.5.1.2]; [2.5.1.3].

Students' progress assessment is conducted during the training course at the HUPH. Assessment questions and forms are designed in accordance with the ELOs of lessons in particular and subjects in general [2.1.1.17].

Forms and methods of subject assessment, and grading scale are recommended by departments in accordance with common regulations of the HUPH to assure conformity with ELOs, then faculties will review, provide suggestions for amendment and submit to the Rector for approval. There are many methods for assessing subjects such as: using multiple choice questions, short assignments, teamwork exercise,

problem solving, presentation along with oral test, etc. which are clearly shown in the detailed subject syllabus. Students qualified for final exam of subject when they attends 80% of sessions or more [2.5.1.4] [2.5.1.5] [2.1.1.17].

Grading of subjects is computed from: process assessment score (score of attendance and discussion, participation in teamwork; individual or group exercises; knowledge assessment test; individual or group presentation); and score of subject final exam. The score of subject final exam is compulsory and accounts for no less than 50%. The percentage of component scores and assessment contents must correspond to the ELOs that showed in the syllabus of each subject [2.1.1.17].

Criteria for subject assessment are defined by Departments in accordance with the Grading scale by the rubric of subjects in order to measure sufficiently and properly ELOs on knowledge, attitude and skills of students. These criteria are specified in the syllabus of subjects [2.1.1.17].

For practical subjects at laboratory, students must participate fully in practical exercises. The final score is average of practical exercises in the subject and rounded to one decimal digit. The Department in charge of the subject is responsible for providing test questions, final exam questions and assuring the assessment contents align with the ELOs of subject. The DEQA is responsible for monitoring, supervising to assure quantity and quality of assessment tools [2.5.1.6].

For clinical observation: Students participate in daily handover meetings, observe medical examinations in clinic and listen to lectures on Symptoms and basic treatments of Internal Medicine - Surgery - Obstetrics – Paediatrics at hospitals. Subject final assessment is conducted in form of oral test by two lecturers (one lecturer of HUPH and another lecturer from hospital). Students will randomly draw a record of patient from a list of patient records, then students will describe symptoms of patients, clinical and paraclinical development and answer questions in accordance with the ELOs of the subject that raised by assessors [2.5.1.7].

For the community practicum: The first community practicum (1 week in the second year), students will learn about operational model and the structure of the healthcare system at commune and district levels; the second community practicum (2 weeks in third year), students go to the communes and will collect health information, identify prioritized health problems in the community and make an intervention plan; for the third community practicum (12 weeks in the four year), students will study and practice in the community to apply obtained knowledge and skills to achieve the ELOs of the BPH program. Assessment criteria is established in accordance with the ELOs of the community practicum part [2.5.1.8].

The number of test and exam questions is designed in accordance with the ELOs and contents of lessons. This approach helps the question bank to be balanced, diversified and suitable to assess knowledge, attitude and skills of students [2.5.1.9].

The final assessment of training course occurs as students complete all subjects as required of the BPH program at the end of the four year. The form of the graduation examination is paper based exam with multiple choice questions. Content of questions includes general knowledge (Epidemiology; Statistics; Health Management; Basic Environmental - Occupational Health, Health Education and Health Promotion) in accordance with the ELOs of the BPH program. Exam score will follow 10-point scale and will be rounded to one decimal digit [2.5.1.10].

About 10% of students having the highest GPA can be chosen to conduct thesis. The score of thesis is the average score of the report and presentation in front of the Examiner Committee [2.5.1.11] [2.5.1.12].

***2.5.2. The student assessments including timelines, methods; regulations, weight distribution, rubrics and grading are explicit and communicating to students.***

General information about forms, requirements of taking tests or exams of subjects, graduation exam is published and communicated to all students right at the beginning of each academic course; detailed information about typical test, exam of subjects is informed clearly right at the beginning of each subject. Detailed information about tests, exams such as timelines; different assessment forms and criteria; grading scale; classification is clearly shown in the syllabus of each subject in a transparent and consistent manner in accordance with the rubrics assessment standard framework which is being applied by the HUPH for all subjects. Contents of tests, exams; assessment criteria, methods, tools, weight distribution are notified fully and clearly to students right at the first lesson of each subject or before the graduation exam [2.1.1.17]; [2.5.2.1]; [2.5.2.2]; [2.5.2.3]; [2.5.2.4].

Assessment standards are established in accordance with the ELOs of each subject to assure transparency and consistency. This is clearly described in the Student handbook and syllabus of each subject [2.1.1.17]; [2.1.2.4]. Questions of tests, exams and their answers are approved by head of department or were selected randomly from the question bank managed by the DEQA [2.5.1.9].

LOs of each subject and GPA are assessed in accordance with three assessment scales as stipulated by MOET:

- a. The 10-point scale, used for component score of a subject. It is rounded to one decimal digit.
- b. The 4-point scale (in letters), used for average score of course, used to classify, be converted from the 10-point scale.
- c. The 4-point scale (in figures), used for average score of subject, average points of semester, academic year and whole academic course.

Assessment grading scale is summarized in the following table:

**Table II. 6. Assessment grading scale**

	<b>10-point scale</b> <i>(Component scores)</i>	<b>4-point scale</b> <i>(Official scores)</i>	
		<i>Grade</i>	<i>Score</i>
Pass *	8.5 - 10	A	4
	7.0 - 8.4	B	3
	5.5 – 6.9	C	2
	4.0 – 5.4	D	1
Fail	< 4.0	F	0

For thesis or graduation exam in particular, grade from C or higher (5.5 or higher) is considered as Pass [2.3.3.2].

***2.5.3. Assessment methods including assessment rubrics and marking schemes are used to assure validity and reliability and fairness of student assessment.***

For theoretical subjects, test and exam questions, grading scale, checklist used to assess the academic achievement of students are reviewed, adjusted annually by departments [2.5.3.1]. Departments take responsibility for validity and contents of assessment questions. Lecturers teaching subjects are responsible for compiling test and exam questions for subjects. All lecturers participated in designing, compiling assessment questions are trained in methods of designing test and exam questions [2.5.3.2] [2.5.3.4]. Heads of Departments are responsible for reviewing, approving, assuring validity of test and exam questions undertaken by their departments. For contents of graduation exam, exam questions after compiling by relevant Faculties will be subject to a secret review in terms of quality, sequence, validity of exam questions and exam answers [2.5.3.5].

For theoretical exam subjects, the HUPH applies paper-based or computer-based multiple-choice questions with standardized answer system and suitable grading scale. For practical subjects, grading scales and checklists are prepared in details for each content of practice to assure the validity of contents and the fairness of marking process [2.5.3.6]; [2.5.3.7]; [2.5.3.8].

For community practicum, the grading scale is designed appropriately to assess report and presentation in front of the Examiner Committee. Criteria of Examiner Committee members are specified in regulations on teaching management of the HUPH [2.5.3.9]; [2.5.3.10].

The DEQA makes examination plan by semester, organize and supervise the process of assessment to adjust promptly arising problems [2.5.3.11]. Supervision contents: compliance with examination plan including timelines, assessment methods, quality of test and exam questions. At the end of each examination, exam questions are

analysed in terms of validity and reliability (classification of difficulty and easy questions, suitability of questions). Concurrently, the DEQA summarizes assessment results at the end of subjects in terms of suitability of test and exam questions, then forwards to lecturers in charge of subjects to review and amend promptly [2.5.3.12] [2.5.3.13].

Forms of assessment are regularly updated; since 2010, the HUPH has organized training sessions for lecturers on designing the question bank in accordance with Blueprint test. In 2011, the MCQ bank was completed and applied to many subjects of the BPH program. From 2006 to 2014, the HUPH applied computer-based multiple choice test on Moodle 2.0 system; from 2015 to present, it has been using computer-based Test - Pro. In 2017, the HUPH applied to mark the test by marking engine. All methods are pretested before official implementation [2.5.3.14].

#### ***2.5.4. Feedback of student assessment is timely and helps to improve learning of students***

Feedbacks for assessment results of subjects in the course of teaching are given to students in the course of learning is aiming to improve the teaching and learning quality for both lecturers and students after finishing each semester.

Learning process assessment is conducted regularly after completing each credit of subject to estimate ELOs. Marking schemes of process assessment tests are provided right after completing of such test.

Comments on progress, assessment of results of individual or teamwork exercises are specified clearly in the training plan. The plan specifies outputs for each stage. Lecturers assess achieved results, give feedbacks to students in order to improve LOs of subjects [2.5.4.1]; [2.5.4.2].

The assessment results of subjects are announced after 2 weeks since finishing subjects [2.3.3.2]. Lecturers who teach, mark tests and exam papers for subjects are responsible for answering students' questions right after announcement of assessment results. In addition, lecturers also instruct and guide students to understand clearly their ability and orient them the ways to improve LOs. This feedback helps students adjust their learning methods for the next learning contents. Satisfaction and feedbacks of students about assessment process are shown in the subject assessment sheet. Up to now, most of students give comments that assessment forms and methods are suitable and there is no claim from students on assessment forms, methods and process [2.5.4.3] [2.5.4.4].

#### ***2.5.5. Students have ready access to appeal procedure***

Claims on test and exam results (if any) are shown clearly in the Training Regulations of the HUPH. After receiving the test and exam results, students have right to make claim on such results by submitting a petition to request for review of results. The Department in charge of such subject is responsible for giving answers and feedbacks to students [2.3.3.2]; [2.5.5.1].

Procedures and process of re-examining students' test and exam results are simple and quick. Students can request for reviewing grade of progress tests after

knowing their test results; request for re-checking their exam papers within 1 week after result announcement. Results of re-checking must be approved by the Head of Department or Head of Faculty and notified students 2 weeks after receiving petitions [2.5.5.2] [2.5.5.3].

## **2.6. Academic Staff Quality**

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

The University has short-term and long-term plans for developing academic staff in terms of both quantity and quality to satisfy demands on training, research and community serving [2.1.1.3]; [2.6.1.1]. Average age of academic staff is 38 years old. Age is classified as follows: under 30 years old: 17.2%, from 30 to 40 years old: 46%, from 41 to 50 years old: 24.1%, above 51 years old: 12.7% [2.6.1.2]. The number of lecturers up to October 2017 is 90 people with the relevant seniority as follows: seniority of less than 10 years: 43.7%, seniority of 10-20 years: 40.3%, seniority of more than 20 years: 16.0% [2.6.1.3]. To assure development of successors for academic staff, the University develops a 05-year occupational development plan in the period 2015-2020 with close connection to position of each lecturer, including action plan on teaching, research, and development plan for professional abilities including individual necessary skills in accordance with working position [2.6.1.4]; [2.6.1.5].

In accordance with regulations of the State and the University, after each 3 years, lecturers' salary will be considered for increase. This term may be shortened if they gain excellent achievements. Regulations on achievements for increasing salary prematurely are also specified under the Regulations on regular and premature salary increase of the University [2.6.1.8]. At present, the University has following ranks by teaching scale or academic title: Lecturer, Main lecturer, Senior lecturer; Associate Professor and Professor.

Rules on lecturers assessment are specified under the Officer Assessment Regulations [2.6.1.6]. Rules on rewarding lecturers are also specified under the Regulations on emulation and reward [2.6.1.7].

Originating from facts of works and human resources at Faculties/Departments through information under development plan of each lecturer, in necessary cases, the University will review, assess reality of human resources and re-assign tasks, arrange works in accordance with development plans of Faculties, Departments as well as occupational development plan of each lecturer [2.6.1.9]. The University sets up database to monitor working process of lecturers annually in order to compare and assess their work completion (this criterion is used to recruit and assign tasks to lecturers). Up to now, all lecturers of the University fulfil their tasks [2.6.1.10].

From 2012 to 2016, the University implemented key personnel planning which was approved by MOH; annually, the University checked list of planned personnel in accordance with specified standards of the State and reported to the MOH. In 2015, the University implemented planning for leaders of the University and leaders of belonging units, reported and submitted to the MOH for approval [2.6.1.11].

In the last 5 years, many appointed officers are officers under the planning, especially, the title of Rector appointed in August 2013 is the title within planning [2.6.1.12].

The University established regulations on undergraduate and postgraduate training, including particular requirement that in the course of teaching each subject, there must be tutorial between experienced lecturers and young lecturers whose qualification is not high in order to develop a staff of successors and improve ability of young lecturers [2.6.1.13].

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

There are 90 regular lecturers including 1 professor (1%), 14 associate professors (16%), 16 doctors (18%), 53 masters (59%), 6 bachelors (6%) [2.6.2.1]. Percentage of lecturers with doctoral degrees or higher is 35%. In addition to the regular teaching staff, the University also has a team of visiting lecturers from both domestic and foreign higher education institutions - the university's fields [2.6.2.2], most of whom have PhD degrees or higher with major in PH, medicine, epidemiology, sociology, etc., to meet the job requirements and perform the teaching tasks under the PH program (Table II.7, Table II.8).

**Table II. 7: Number of lecturers and FTE of the body of lecturers \*<sup>1</sup> (up to Oct. 2017)**

Classification	Male	Female	Total		Proportion % on total number of doctors
			Number	FTE	
Professors	0	01	01	1	1.54
Associate Professors	07	07	14	14	21.54
Full time lecturer	23	52	75	75	
Part time lecturer	0	0	0	0	
Visiting lecturer	31	9	40	8	
Total	61	69	130	98	

\*<sup>1</sup> One FTE of a lecturer is equivalent to 40 working hours per week (full-time lecturer)

**Table II. 8: Proportion of lecturers/students in the last 5 academic years**

<b>Academic year</b>	<b>Total FTE of lecturers</b>	<b>Total FTE of students *<sup>2</sup></b>	<b>Ratio of lecturers/students</b>
2012-2013	<b>109</b>	898	0.12
2013-2014	<b>103</b>	962	0.11
2014-2015	<b>106</b>	1038	0.10
2015-2016	<b>106</b>	1002	0.11
2016-2017	<b>98</b>	1055	0.09

\*<sup>2</sup> One FTE of a student is equivalent to 20 learning hours per week (full time students).

Annually, the Department of Human Resource Development (DHRD) and the faculties/departments reviews the number of lecturers, the ratio of teachers/students, the ratio of lecturer types/total number of doctors, the workload to plan balancing lecture hours, average hours for scientific research of each lecturer and plan to improve the level of the body of lecturers of the Faculty/Department [2.6.2.3] [2.6.2.4] [2.6.2.5] [2.4.2.6].

Lecturers are responsible for participating in seminars, conferences on training and scientific research related to their expertise. Lecturers are responsible for guiding students to complete their graduation thesis/dissertation; guiding students to do practice in the community [2.6.2.6].

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

**Recruitment criteria:**

The HUPH defines the vision as the leading institution in PH training, research and consultancy in the whole country and in the region [2.6.3.1]. Therefore, the University is always aiming at the recruitment of lecturers for training, research and consultancy on PH. The university does recruitment in transparent, open recruiting process, with clear recruitment criteria that are consistent with lecturer criteria in the higher education curriculum of the University [2.6.3.2] [2.6.3.3] (Figure II.1).

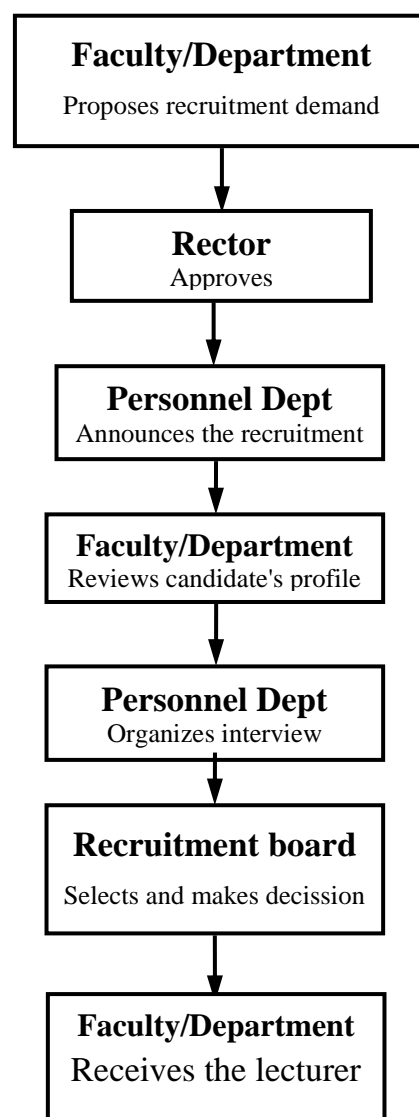
The recruiting process of the University is based on the actual needs of the institutions and the development strategy of the University [2.6.3.4] [2.6.3.5]. Recruitment announcements are posted widely on mass media such as the HUPH website, the portal of the University, and dispatched to the medical staff training facilities [2.6.3.6] [2.6.3.7].

The recruitment notice of the University clearly shows conditions, criteria, norm, recruitment form [2.6.3.8]. Candidates will be invited to interview directly by the



Interview Board including: Rector, Head of the Personnel Department and members who are leaders of the faculties or department that needs recruitment after having been satisfactorily passed the dossier refinement in term of expertise standard [2.6.3.9].

New candidates who have been recruited as lecturers, candidates selected after the interview must go through the trial lecture with the participation of leaders of the faculty which have recruitment demand, members of the University's board of lecture attendance [2.6.3.10]. The recruitment board will rely on the candidate's aspirations, the recruitment standard of the university, the results of the training and consultation with leaders' opinions of the unit to decide on the recruitment. Recruitment results are posted publicly on the bulletin board and through the University's email system [2.6.3.11].



**Figure II. 1: Lecturer recruitment process**

## **Recruitment criteria for appointing, assigning and promoting**

The procedures and criteria for planning, appointment and re-appointment of managers are public and transparent in the set of procedure of the DHRD [2.6.3.12] and publicized on the University's V-office system for all stakeholders' implementation and monitoring [2.6.3.13].

### ***2.6.4. Competences of academic staff are identified and evaluated***

All lecturers of the University have a pedagogical certificates as prescribed by the MOET [2.6.4.1]. All faculty members are proficiency in foreign languages [2.6.4.2] and use modern facilities such as computers, projectors in teaching. 99% of lecturers use foreign languages, 100% of lecturers use information technology in teaching and research at the level of 40% of work time [2.6.4.3].

The lecturers are trained in their majors in accordance with the assigned tasks and are continuously trained through short-term training courses to ensure the requirements of teaching, research and consultancy [2.6.4.4]; [2.6.4.5]. Lecturers are assigned to teach according to their professionally trained expertise and qualification. The University has developed an individual development plan (IDP) for lecturers to provide the basis for arranging lecturers to properly train their profession and at the same time for formulating institutional development plans for department. Accordingly, each lecturer takes the initiative in studying, improving the level, improving knowledge and practical experience to best perform the lecturers' tasks.

Annually, the body of lecturers are assessed according to the level of completion of their work with two criteria (training, scientific research) [2.6.4.6]; [2.6.4.7]. In addition, they are also assessed by students at the end of each course [2.6.4.8]; [2.6.4.9]. Assessment results are sent individually to each lecturer for improvement.

### ***2.6.5. Training and developmental needs of academic staff are identified and activities are implemented to fulfil them***

Building up and developing a qualified and sufficient body of lecturers to meet the training and research requirements are determined as one of the key tasks of the University. The University has issued regulations on training and fostering to encourage staffs and lecturers to improve their qualification and skills to meet the requirements of international integration and competitive trends while the service level is significantly increased training and also to enhance commitment of staff [2.6.5.1]. Annually, demands for improvement of the qualification of the faculty/department are summarized and plans to send lecturers to participate in regular and short-term training courses are developed.

In the five years from 2012 – 2016, 25 lecturers were dispatched for postgraduate training courses in full time form; expenses for training support are from expenditure for competence enhancement of the University [2.6.4.2].

The University has sent its lecturers from the Faculty of Basic Medicine, Faculty of Clinical Medicine and the Health Management Training Institute to participate in short courses associated with their teaching qualification and field trips in hospitals. Over the past five years, more than 150 lecturers were sent for qualification enhancement [2.6.5.2].

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

The lecturer's performance assessment system is implemented after the end of each academic year. Criteria used in the assessment include the amount of teaching, scientific research, some professional development activities and participation in other activities of the University [2.6.6.1].

The assessment of lecturers is made with the opinion of leaders of Department, Faculty/Institute. In addition, the Board of Emulation and Reward has consulted the feedback of students or related individuals and organizations in association with the lecturer during considering the titles of emulation and commendation [2.6.6.2].

From the academic year 2013 to 2014, the University has applied the reward system for its outstanding lecturers with titles such as outstanding lecturers and researchers based on the achievements in their teaching and scientific research in the year. Recipients of this award are awarded the Certificate of Merit by the Rector and are awarded a study tour abroad. The reward mechanism has had a positive impact in the process of performing lecturers' duties [2.6.1.10]; [2.6.6.3]; [2.6.1.7].

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

Since 2012, the University has promulgated the Regulations on Standard Time for Science Reference for Teachers. This is the basis for assessing lecturers to carry out research tasks at the HUPH. In addition, the University has a mechanism for rewarding and handling violations to encourage lecturers actively participate in scientific research activities. [2.6.7.1].

Most of the lecturers have completed their hours of scientific research. Lecturers are involved in a variety of types of research, including: Descriptive research, analytical research, combined research and intervention research. Research topics are in line with the specialization of the departments. Research activities are in line with the Faculty's annual professional goals and are compatible with the mission and vision of the University. Depending on the level of the research topic (the University, ministerial and state level), the research expenditure is invested accordingly. Based on the specific funding plan for each study, the University allocates funds for research in accordance with regulations.

**Table II. 9: Type and number of scientific research projects**

Academic year	Type of scientific research projects				Total	Ratio of scientific research projects /lecturer
	University/ Ministry level	State level	Region level	International level		
2012-2013	14	0	0	0	14	0.14
2013-2014	29	0	0	0	29	0.31
2014-2015	32	0	0	0	32	0.33
2015-2016	44	0	0	0	44	0.45
2016-2017	28	2	0	0	30	0.33

In the Table II. 9, statistics on scientific research projects of lecturers in the last 5 years show the relatively stable number of scientific research project over years. Especially in the academic year 2016-2017, the University had 02 state-level projects approved.

Over the past five years, the University has published 660 articles nationally and internationally.

## **2.7. Support Staff Quality**

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

The strategic plan for the development of the HUPH in 2013-2020 has defined the strategy of human resource development of the University, including planning the training and fostering, general planning, appointment and recruitment in sufficient quantity and quality of teaching staff and departmental staff [2.1.1.3]. Based on the long-term human resource plan, the University has developed an annual plan for recruiting supporting staff [2.7.1.1]. The Table II. 10 shows the number of supporting staff at each level and each department.

**Table II. 10: Number of supporting officials (up to Oct. 2017)**

Unit	Qualification					Total
	High School graduate	Bachelor	Master	Doctor	Other	
Undergraduate training management	0	0	3	1	0	4
Student affairs	0	2	3	0	0	5
Library	0	0	4	0	1	5

Information technology	0	2	2	0	1	5
Training quality assurance	0	3	1	0	0	4
Lab officials	0	7	1	3	2	13
Total	0	14	14	4	4	<b>36</b>

Most of the supporting staff are trained professionally and experienced in working in their respective fields and meet the requirements of training activities [2.7.1.2]. These staffs are assigned to work effectively and rationally according to gender, age, degree, professional title, seniority to ensure appropriate structure, sufficient quantity to support the training and scientific research sectors of the University [2.7.1.3] [2.7.1.4].

### ***2.7.2. Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated***

On the recruitment of supporting staff, the University has issued documents on the recruitment process, recruitment criteria, form of labour contracts and recruitment of public employees [2.6.3.2]; [2.7.2.1].

The supporting staff positions to be recruited of the University are determined on the basis of the human resource proposal of the units and the development strategy of the University [2.6.3.5]. The University shall publicly announce the title, criteria, conditions of recruitment, the requirements of profiles, the recruitment form on the mass media such as the tuyendungcongchuc.vn recruitment website, the E-portal of the University and send documents to the medical training facilities. The recruitment notice of the University clearly shows the conditions, standards, criteria, recruitment forms [2.7.2.2].

For supporting staff, after the termination of the labour contracts, all employees and technicians must carry out the performance assessment cards and consult the unit leaders for further renewal or suspension of contract [2.7.2.3].

The procedures and standards for planning, appointing and re-appointing departmental managers are clearly stated in the documents on planning, appointment, re-appointment and widely disseminated to the departments [2.7.2.4].

For staff at the departmental level, the University centre has also implemented key personnel planning which has been approved by the Ministry of Health [2.7.2.5].

### ***2.7.3. Competences of support staff are identified and evaluated***

The University's project of working positions was approved by the MOH in 2014 and revised in 2016, which defines the capacity, functions, tasks, powers of each job positions of supporting staff [2.7.1.4].

In 2016, the University conducted competence examinations for supporting staff (with qualification of undergraduate or higher) that include professional, informational, English and communication competences [2.7.3.1] with a goal of competence enhancement, standardization of experts of departments, centres, institutes under the University [2.7.3.2]. Officials who participated in examination but failed to meet the standard will have to take the exam again in the next year.

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

Every year, on the basis of the needs of the staff and unit leaders in order to enable staff to improve their competence to fulfil tasks according to their job description and as the basis for long-term career development, supporting staff can participate in short courses to improve their professional skills [2.7.4.1].

In the 5 years 2012 - 2016, the University sent 98 supporting staffs to participate in short-term training courses, funding for such training is from the expenditure for competence enhancement activities of the University (Table II.11) [2.7.4.2].

**Table II. 11: The University expenditure invested for supporting staff development (2012-2016)**

<b>Year</b>	<b>Expenditure (USD)</b>
2012	17,000
2013	20,000
2014	50,000
2015	70,000
2016	43,000

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

Reward and recognition activities implemented by assessing supporting staff are considered as motivations for the staff to promote and support the training, research and community service. The staff's performance assessment system is implemented after the end of each academic year. Criteria used in the assessment process include workload and efficiency, quality of work, other professional activities, community activities [2.7.5.1]. The assessment of the staff is certified by leader of the department. In addition, the Council for Emulation and Reward has consulted with relevant organizations and individuals in the process of considering the titles of emulation and commendation [2.6.6.2].

Rewards and recognitions are based on the principle of transparency and equality, the contribution of staff in the work and other contributions to the overall

development of the University [2.6.1.10]. In the past 5 years, 98 supporting staffs were rewarded in the form of advanced workers, emulators, specialists etc. and received certificates of merit, money and vacations at home and abroad.

## **2.8. Student Quality and Support**

### ***2.8.1. The student intake policy and admission criteria are clearly defined, communicated, published and up-to-date.***

Enrolment information for the BPH program is annually announced on the website (<http://tuyensinh.huph.edu.vn/archives/25934>) of the HUPH. Contents of the announcement specifies subject of enrolment, form of enrolment, number of student intake, time and location for document submission, and information about finance, study program. In the period 2012-2015, the HUPH organized the entrance exam with traditional exam block of the Medical branch which was Block B including Mathematics, Chemistry and Biology. For enrolment in 2016-2017, the MOET changed form of enrolment and applied the 3-common point examination; the University applied this form of enrolment as stipulated by the MOET and used the results of high school graduation examination for enrolling students [2.8.1.1] [2.8.1.2].

Exam grades of each enrolment year were posted on the Website of the HUPH. Candidates can look up for their exam marks by their identification number [2.8.1.3]. List of eligible candidates were considered from higher to lower grades in accordance with exam results and number of student intake permitted by the MOET. Pass grade for the full-time BPH program changes through years: 18.5 in 2012; 21.0 in 2013; 19.0 in 2014; 21.5 in 2015 and 19.5 in 2016. This pass grade was rank highly in the list of universities [2.8.1.4].

In the annual enrolment policy, the recommended number of student intake does not change much that assures stability of annual number of student intake of the HUPH. In term of procedure, the DUEM makes annual BPH enrolment plan in accordance with existing capacity of the HUPH to report and submit to the MOET for approving the number of student intake. To assure training quality along with development of academic staff's ability, the number of student intake only increased from 150 in 2011 to 170 in 2012 [2.8.1.5].

To increase the number of candidates registering for entrance exams or enrolment procedures as the basis for assuring enrolment quality of the HUPH, the University also participated in the Enrolment Consultancy Day in Hanoi along with other Universities. Many leaflets promoting the training program, publications, and meaningful gifts were delivered to attract interested students registering for enrolment in the HUPH. The HUPH has participated in the enrolment consultancy forum yearly which is a program of VTV2 to consult and answer questions of interested candidates with regard to training majors of the HUPH [2.8.1.6]; [2.8.1.7].

Changing combinations for enrolment in a major of training program are solutions for enrolment in 2017. There are three combinations for BPH program

enrolment including B00 (Mathematics, Chemistry, Biology), A00 (Mathematics, Physics, Chemistry) and D01 (Mathematics, Literature, English) [2.8.1.2]. These policies and strategies have helped to improve quality and number of BPH student intake of the HUPH.

**2.8.2. The methods and criteria for selection of students are clearly determined and evaluated**

With the strategy of increasing the annual number of candidates registering for entrance exams, enrolment procedures, the HUPH has many opportunities to choose high-quality students into training programs of the University.

Criteria selected by the University for enrolling eligible candidates are very clear. Enrolment procedures rely on standard exam grades published by the MOET and selection of candidates from higher to lower exam grades until reaching the assigned number of student intake with exam grades higher than allowable lowest exam grades. When many candidates have equal total exam grades at the end of the list of eligible candidates and this number of eligible candidates is higher than the assigned number, a secondary criterion will be given which is comparison of Mathematics grade of these candidates [2.8.2.1]; [2.8.1.2]. These enrolment criteria are reviewed and approved by the MOET before the annual enrolment. Below is the summarized table of annual admission and student intake in the last 5 years.

**Table II. 12: Admission of full-time undergraduate first-year students**

Academic year	Number of candidates		
	Number of candidates	Successful candidates	Enrolled students
2012-2013	1980	156	166
2013-2014	2948	133	156
2014-2015	1038	152	168
2015-2016	455	153	168
2016-2017	514	167	173

**Table II. 13: Number of full-time undergraduate students pursuing the BPH program**

Academic year	Number of students					Total
	First year	Second year	Third year	Fourth year	More than 4 years	
2012-2013	166	156	123	114	3	562
2013-2014	156	166	156	117	5	600
2014-2015	168	147	162	155	1	633
2015-2016	168	157	147	159	3	634
2016-2017	173	149	157	146	3	628



### ***2.8.3. An adequate monitoring system for student learning progress, academic performance and workloads.***

The mode of study for the BPH program is developed in accordance with credit system. The entire program is designed with 132 credits, including one hospital visit with 6 credits and 3 times of practicum in community with 11 credits. Each credit of practicum in the community and at hospital is equal to 45 hours [2.1.3.15].

The program is divided into 4 knowledge blocks: generic knowledge mainly learned in the first year, except political theory and English language which are learned continuously from the first year to the fourth year; Basic knowledge and basic specialized knowledge mainly learned in the first year and the second year; Specialized knowledge learned as from the beginning of the third year and Supplementary knowledge learned as from the second semester of the third year [2.8.3.1].

In each semester, by arranging suitable study loads from 16 to 25 credits, students actively register subjects in accordance with their individual study plan to assure criteria on credits to be gained and learning quality of units. During registration of credits by semesters, students can discuss with and receive advice from lecturers, program coordinator and managers of the DUEM and the Department of Student's Affairs (DSA). In accordance with the assessment results of theoretical subject learning process of students and hospital visit as well as community practicum, lecturers of relevant subjects and practicum supervisors will make plan and provide supports for students to achieve the LOs of theoretical and practical subjects. The HUPH will supervise supports provided for hospital visit and community practicum of students to support students in achieving the LOs of the community practicum [2.8.3.2] [2.8.3.3].

During learning process, all Faculties/Departments have particular requirements to assure learning quality of students. These requirements usually include: students must attend at least 80% of theoretical periods and 100% of time for studying at laboratory, participate fully in tests in order to be permitted to do final exercises or take final test of each subject [2.1.1.17].

Each subject applied diligence grade to monitor learning process of students and promptly discover students who do not assure learning progress in order to support promptly. Diligence grade includes following components: attendance of students; contribution in discussion, teamwork exercises, group discussions [2.1.1.17].

Every year, the HUPH holds the second time of graduation exam which are 6 months apart from the first one so that students who complete subjects lately can fulfil all requirements for taking the graduation examination [2.8.3.4].

With regard to subject teaching assessment, by academic year and academic course, the DSA provides subject completion assessment sheet, academic course assessment sheet and meets class officers monthly to receive feedbacks from existing students and graduates-to-be on LOs, study loads and necessary amendments for the

training program [2.6.4.8]; [2.4.1.5]; [2.1.3.2]; [2.8.3.5]. In addition, the HUPH also has studies on, assessments of academic achievements aligned to LOs of new graduates by collecting information from employers; these studies help the HUPH adjust the training program to suit the current healthcare requirements [2.1.2.2].

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

Right from commencement of the academic course, each first-year student will receive materials about the training program and will be introduced about the training program, including: (1) Brief training program; (2) Training timelines: theory, practice and learning in the field sites; (3) Compulsory subjects, elective subjects. Students have chance to talk and discuss directly with officers of the DUEM to know more about their training program. In the civic activity week of students at the beginning of the academic course, the HUPH will popularize, give instructions to students about the following contents: Vision and mission, Rules and regulations of the HUPH; security issue, Traffic Law; activities of social evil prevention, cigarette's harmful effects prevention, reproductive healthcare. Students can participate in union activities, support services of the HUPH, etc. In the first semester, officers of the DUEM will support first-year students in registration for subjects of this first semester; from the second semester, students do this by themselves [2.8.4.1].

For students having difficulties in finance, having troubles caused by sickness or disease, the HUPH may provide one-time financial support to such students. With regard to learning, lecturers of subjects in which students have interruption will support students tutor them to do exercises to complete such subject on time [2.8.4.2].

The University posts details of the BPH training program, details of each stage in the training process on the Website of the University <http://dtdh.huph.edu.vn/vi/cncq/ctdt>. Information about the training program, tests, exams, subject assessment and many other necessary information are synthesized fully and clearly in the booklet “Questions and Answers for students of Hanoi University of Public Health” which is up-to-date annually and posted on the website of the University [2.8.4.3].

Extracurricular activity is one of attractive collective activities for students after classes. Participating in this activity, students can practice teamwork skills, solidarity, and awareness of completing tasks with high results. With the Green Summer Voluntary Campaign and Humanitarian Blood Donation Campaign, students have chances to develop spiritual values, perfect personality, know how to share and have responsibility for the society and the community [2.8.4.4].

The University issues each student with a code, which is printed on the student card to carry out transactions with the library, financial transactions, transactions with functional departments, etc. Students are provided with personal email account and e-

learning account to exchange information with the University or receive learning materials. At the beginning of each semester, students use their student code to register courses via the student portal. When students have difficulties in registering their courses, changing their selected courses, the DUEM and the DSA will support students to register successfully [2.8.4.5].

All departments are responsible for instructing students about particular information in the Subject syllabus, including: number of credits; role and position of subject; relationship with other subjects; LOs of subject; name of each lesson and teaching and learning methods; name of lecturer; compulsory and suggestive references; subject assessment methods and different forms of assessment. Active teaching and learning methods are applied that help students learn more efficiently. In case of field visit, lecturers support students actively to access to the community and practicum facilities, solve real problems and do required exercises [2.1.1.17]; [2.4.2.4].

Learning process of students is monitored through study record at the HUPH or at field sites. Students who are absent will be reminded promptly. For students having sickness, getting disease, accidents, mental distress will be consulted, supported in treatment and facilitated to compensate absent time [2.8.4.7].

For students having good outcomes, suitable research ideas which are selected, the HUPH will provide financial support and assign supervisors to conduct the scientific research. In the National Medical and Pharmaceutical Youth Science Conference which is held every two years, many scientific research reports of students achieve high awards [2.8.4.8].

After each semester, the University will have a Scholarship Committee held periodically in March and October every year to consider and grant scholarships in accordance with GPA of students in the last semester. In each semester, there are about 30 students receiving study encouragement scholarship from the HUPH. In addition, the Committee also considers scholarship for the eighth semester and the title of the best graduate for final-year students in July [2.8.4.9].

Many scholarships from projects, sponsors are also approved and granted to students who have difficult circumstances but still make effort in learning and practicing. In recent years, the HUPH has contacted with stakeholders to maintain 2 scholarships which are Ajinomoto scholarship and Tieu Vinh Ngoc scholarship granted to 10 students each year. For students with very difficult circumstances, the HUPH is ready to advice and provide spiritual and material support so that students can overcome their difficulties to learn [2.8.4.10].

Every year, about 10% of final-year students having the highest learning outcomes are selected to conduct graduation thesis. Each student making graduation thesis will be supervised by a HUPH lecturer who hold master or doctor degree. With effective supports of lecturers, most of students defend their theses with good results [2.8.4.11].

Annually, the HUPH organizes courses to improve soft skills for final-year students to provide students with necessary skills before graduation such as: Job application writing skill, interview skills, communication skills, etc. to make students more favourable in finding jobs. From 2012 to present, the University has organized 5 courses for improving soft skills with participation of more than 600 students [2.8.4.12]; [2.8.4.13].

In March or April annually, the University holds the “Occupational orientation seminar for Bachelor of Public Health” or “Meetings with Public Health human resource recruiters” in order to: Provide information about accessible agencies, organizations to apply for jobs and give instructions in necessary procedures in finding and applying for jobs in order to increase job opportunity for BPH and receive feedbacks on the training program of students from managers. From these feedbacks, the HUPH can adjust the training program and other support services to meet the need of labour market [2.1.3.1].

Alumni liaison board of HUPH was established with 15 members in provinces as the contact people for connecting alumni to provide more information about job opportunities for students from recruiters. Monthly, the HUPH collect information about job opportunities from different sources such as training cooperation units, workplaces of former students of the University. Every year, there are nearly 100 job opportunities sent to students and former students via email, hand phone [2.8.4.14] [2.8.4.15].

The system for BPH advice, support is clearly allocated by advice contents to support the learning process of students. Advice contents and support units are specified under the table of functions and tasks of departments. Some main contents include (Table II. 14).

**Table II. 14: Contents of support from departments to students**

Activities	Support departments
Providing email, e-learning accounts, student code to students; supporting students if they forget password, account to log in	IT Department Department of Student Affairs
Advice for course registration and use of self-learning with e-Learning system	DUEM IT Department Faculties Program coordinator
Advice and support for students to select and undertake graduation thesis topic	DUEM Faculties

	Program coordinator
Scholarships and finance related issues	Department of Student Affairs
Course assessment, collection of information and feedbacks from students	DEQA
Scientific research support for students	Department of Technological and Scientific Management Centers – Projects Faculties Program coordinator
Accommodation support for students	Dormitory Management Unit Youth Union
Catering services	Canteen
Medical services	Medical Station
Sports, recreational, youth union activities, etc.	Trade Union Youth Union
Study material support	Center for Information and Library
Student administrative procedure support (issuance of introduction letters, bus ticket discount verification, confirmation of other administrative papers)	Department of Student Affairs
Providing information about job opportunities	Department of Student Affairs Faculties Program coordinator
Discussions, instructions, advice on study contents	Lecturers of faculties Program coordinator

***2.8.5. The physical, psychological and social environment is conducive for educational and research as well as personal well-being.***

Landscape of the HUPH is favourable and comfortable for training and research activities. Campus of the University is spacious (57,000 m<sup>2</sup>) with mini football ground, volleyball ground, basketball ground, many favourable areas for students to practice martial arts, and other recreational activities [2.8.5.1].

The fire fighting system was installed all over the campus of the HUPH in accordance with regulations. At corridors, staircases of all buildings, fire extinguisher

systems are functioning well; besides boards of rules and procedures for fire extinguisher operation in case of fire are also hung [2.8.5.2].

The dormitory of the University is spacious, clean, well-aired meeting demand on accommodation of about 600 students and there are now 331 students staying in the dormitory. To assure security for the dormitory, from 01/06/2017, the University installed fingerprint lock system at first floor and elevators to assure that only students who register to stay in the dormitory can enter their rooms [2.8.5.3]; [2.8.5.4]. Within the campus of the dormitory, there is a clean canteen with nice landscape, assuring food safety and hygiene and providing free Wi-Fi access to facilitate students [2.8.5.5].

All buildings within the campus are installed with security camera and arranged with 24/24h guards to patrol and discover abnormalities so that security of the University is always stable and safe [2.8.5.6].

The HUPH has extracurricular activities (Green summer voluntary campaign and humanitarian blood donation campaign), sport activities, art performances which take place regularly, especially in festivals such as: football, volleyball, table tennis, rope dragging competitions, art performances, flowers arranging competition to celebrate Youth month (in March), Vietnamese Teacher’s Day (in November) which attract students to participate in enthusiastically. In 2016, students of the university participated in “SV 2016” program held by Viet Nam Television (VTV3) and ranked third in the Northern region. Extracurricular activities, art performances and sport activities create a comfortable psychological and social environment for students to improve their learning efficiency and develop communication skills, social skills to prepare them for working at agencies, offices after graduation [2.8.5.7]; [2.8.5.8]; [2.8.5.9].

**2.9. Facilities and Infrastructure**

In running the BPH program, the University has adequate and qualified infrastructure and facilities such as: lecture hall, library, laboratory, etc.

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

The number of grand, modern lecture halls for teaching, learning, and workshops, seminars of the University, classrooms/lecture halls equipped with audio and light devices and projectors are as follows (Table II.15, Table II.16) [2.9.1.1].

**Table II. 15: Number of lecture halls and classrooms**

<b>No.</b>	<b>Classrooms/lecture halls</b>	<b>Quantity</b>
1.	500-seat meeting hall	01
2.	100-200-seat lecture hall	19
3.	50-100-seat lecture hall	07

4.	30-50-seat lecture hall	15
5.	Computer room	03
6.	Video-conferencing room	02

**Table II. 16: Number of teaching and learning facilities**

No.	Teaching & learning facilities	Quantity
1.	Projector	53
2.	Projector screen	43
3.	Cassette	05
4.	Amplifier	25
5.	Speaker	150
6.	Microphone	30
7.	TV	13

**2.9.2. The library and its resources are adequate and updated to support education and research**

Center for Information and Library (Library) of the University has more than 19.000 diversified and abundant materials (Table II. 17) in terms of types; they are up-to-date and complete in terms of contents, generalize all aspects of the PH sector, managed tightly and exploited efficiently through specialized software system for lecturers and students to look up. The library of the University has enough books, syllabus and references in both Vietnamese and foreign languages satisfying demand of officers, lecturers and students [2.9.2.1].

**Table II. 17: Number of materials, data of the Center for Information and Library of HUPH**

Contents	Quantity
Printed books/materials	16.240
Digitalized PHmagazines	336
Master's and Doctor's thesis	2459
E-book	596
Online database	HINARI/PubMed, MedlinePlus
Computer system (self-study, research)	12

To satisfy accurately and promptly students' demands on materials, the library attaches closely to subject lay-outs of Faculties, reviews, updates syllabus, references as commended by lecturers and students, notifies, introduces new books, receives proposals, requirements on new materials from readers [2.9.2.2]; [2.9.2.3].

Attaching much importance to development of an e-library, the Library gives the motto "users come to library by fingers, not by feet" aiming to support readers to exploit the library via Internet. Accordingly, many online resources, electronic materials are exploited, supplemented and classified in accordance with international standards; many endogenous materials are digitalized so that readers can read online by any computer or electronic device with access to the Internet in a very favourable manner whenever and wherever that facilitates students' learning as well as teaching and scientific research activities of officers/lecturers of the University. With this support from the e-library, students at different local classes all over the country still have their demands on information for learning satisfied [2.9.2.4].

***2.9.3. The laboratories and equipment are adequate and updated to support education and research***

Experiment rooms and laboratories are located in Building B with 10 rooms over the area of 1,792 m<sup>2</sup>. The average area is 20.6m<sup>2</sup>/student/seat with adequate and modern facilities to best satisfy training and research activities [2.9.3.1].

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

Under the annual budget plan, plan for supplementing, replacing facilities for teaching and learning is made to demand of Faculties. Information technology devices include computers, network devices, Wi-Fi connections, projector screens, projectors, printers and other equipment are provided sufficiently in accordance with requirements of the training program and management requirements of the University (Table II. 18) [2.9.4.1] [2.9.4.2].

**Table II. 18: Information technology facilities**

No.	Name of device	Quantity	Remark
1	Projector	53	
2	Projector screen	43	
3	Speaker-audio system	150	
4	Microphone	30	
5	Board		Equipped in all classrooms
6	Computer	170	



7	Internet connection system		The University installed and used 07 high-speed internet connections to satisfy Internet demand in management and learning with 41 Wi-Fi access points to serve teaching activities
8	TV	13	
9	Video-conferencing equipment: PCs, separate Internet connection system for online teaching	2	

Academic staff and 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 HUPH public asset utilization procedures [2.9.4.3].

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 [2.9.4.4].

The University applied software for teaching, learning, scientific research and management such as: Training management software, Personnel organization management software, Exam question management software, Computer-based multiple-choice question software, Library management software, Computer room management software, Scanned exam paper scoring software, electronic text software and open-code software installed on computers (Microsoft Windows Server 2003, Microsoft SQL Server 2000, Microsoft SQL Server 2005, Microsoft Office SharePoint Portal Server 2003, Microsoft Office Professional Enterprise Edition 2003, Microsoft Windows 7, Microsoft Windows Server 2008...) [2.9.4.5].

Lecturers, officers, managers have office email (with format @huph.edu.vn). V-office software is used for exchanging information, managing operations and managing submission and approval of dispatches, documents, dossiers on the computer network to operate and manage in a time-saving and efficient manner. Teaching and learning equipment and facilities are managed, maintained regularly in accordance with the asset utilization procedures [2.9.4.6] [2.9.4.7].

### ***2.9.5. The standards for environment, health and safety; and access for people with special needs are defined and implemented***

#### *Environmental standards:*

The campus of the University is cleaned by a hazardous waste treatment company and a hazardous waste warehouse is arranged. The standard wastewater treatment zone assures and maintains a Green-Clean-Beautiful environment [2.9.5.1]; [2.9.5.2].

In addition, buildings within the University are designed with paths and toilets for the disabled [2.9.5.3].

#### *Health standards:*

Staff of the Medical station of the University has adequate facilities to provide first aid and deal with some normal diseases for students [2.9.5.4].

Standards on health safety, the number of drugs also satisfy the initial first aid in accordance with requirements of the University. The Medical station has separate rooms to assure initial medical examination and first aid for students [2.9.5.5].

#### *Safety standards:*

Along with training activities, protection of assets, assurance of security and safety for managers, lecturers, staff and students are specially concerned by the University [2.9.5.6].

The University makes protection plan for the entire university specifying and stipulating for functions and tasks of guards, defining clearly prevention methods, tasks of each position in the whole university, some action principles of guards, principles in carrying out fire prevention tasks and methods. The rules guiding the fire safety and protection are posted visibly in places close to lecture halls and dormitory [2.9.5.7].

The University also attaches much importance to fire prevention. The University established a Fire prevention steering committee and a Fire prevention team; organizes fire prevention and fire fighting activities at the University, manages fire fighting equipment and fire prevention activities of the unit; makes fire fighting plans, prepares forces, vehicles and carries out fire fighting tasks in case of fires [2.9.5.8].

## **2.10. Quality enhancement**

### ***2.10.1. Stakeholders' needs and feedback serve as input to curriculum design and development***

In 2009, in building the BPH training program by orientations, the responsible Faculties for orientation courses assessed the training needs for the orientation. Within framework of assessments, lecturers collected feedbacks on capacity relevant to working position of BPH who are carrying out tasks at different agencies in the nationwide healthcare system. Information providers include: healthcare managers, training experts, employers, alumni working in healthcare system and relevant fields [2.10.1.1].

After obtaining initial results, the HUPH held a Conference to share TNA results to stakeholders (similar as subjects of TNA) to collect more suggestions related

to the training program. Based on TNA results and recommendations of Conference, the Faculties took responsibility for setting up LOs for each suitable courses correspondingly [2.10.1.2]; [2.10.1.3].

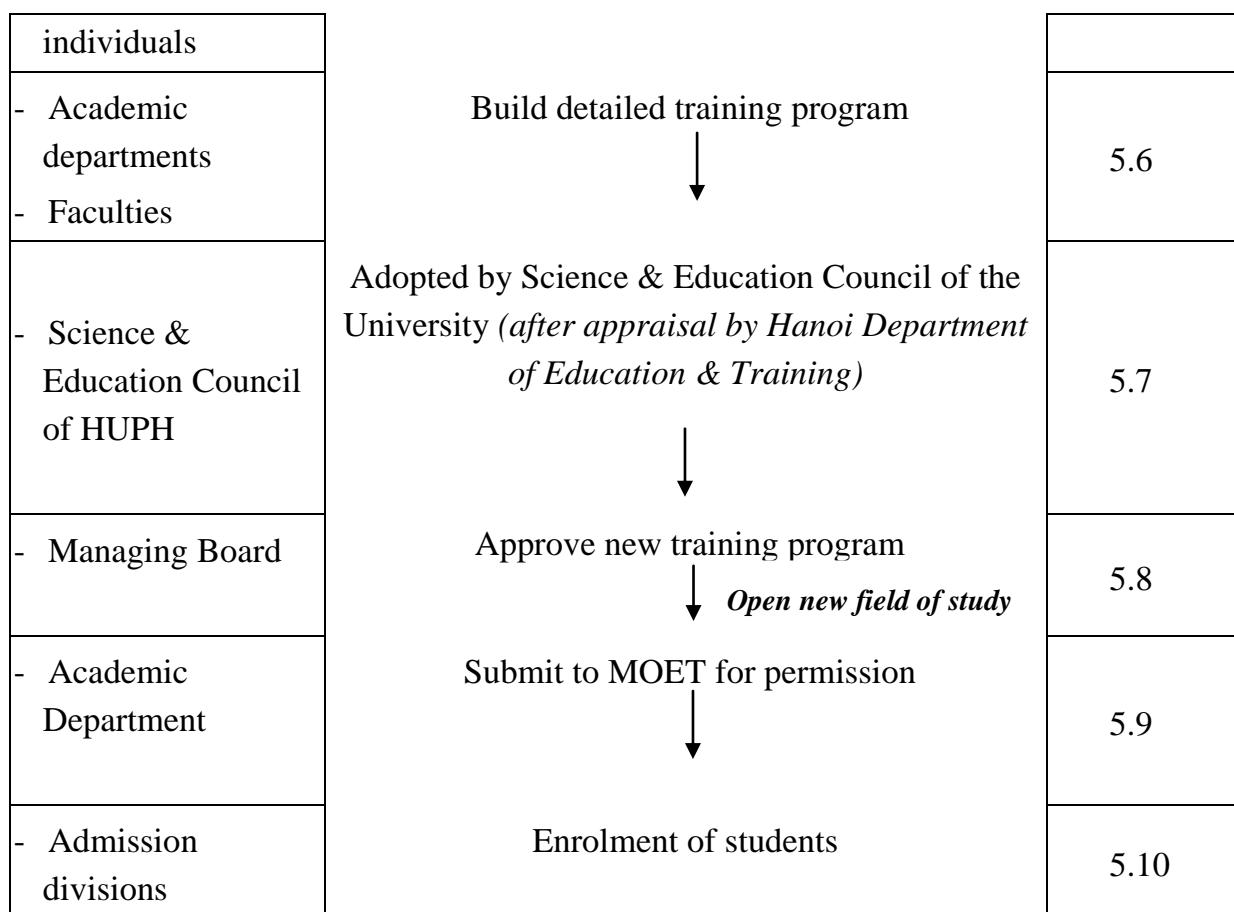
In 2012, after applying the eighth course of BPH, HUPH organized assessment of BPH training program in order to gather feedbacks from lecturers and students on the program. From such assessment results, the responsible Faculties had adjusted the courses properly [2.10.1.4].

Annually, the HUPH holds conferences with employers, healthcare managers, alumni and representatives of practical facilities to collect information about working capacity of students after graduation, requirements of the labour market in order to give suitable adjustments for the training program. Suggestions such as necessity of training and supplementing capacity on basic medicine, first aid in the community, common diseases; necessity for students to experience at hospitals, etc. were recognized as basis for adjusting the ELOs and training program [2.1.3.1]; [2.10.1.5]; [2.10.1.6].

**2.10.2. The curriculum design and development process is established and subjected to evaluation and enhancement**

In accordance with Credit undergraduate training regulations and framework program of the MOET, the design and development process of the BPH training program of HUPH was established (Figure II.2) and revised training program officially issued in 2013 [2.10.2.1] [2.10.2.12].

Responsibility	Process	Description
<ul style="list-style-type: none"> <li>- Managing Board</li> <li>- Academic departments</li> </ul>	Define training demands ↓	5.1
<ul style="list-style-type: none"> <li>- Managing Board</li> <li>- Academic departments</li> </ul>	Define LOs of training program ↓	5.2
<ul style="list-style-type: none"> <li>- Department of Undergraduate Education</li> </ul>	Define framework of training program ↓	5.3
<ul style="list-style-type: none"> <li>- Managing Board</li> </ul>	Collect suggestions (including critical opinions) ↓	5.4
<ul style="list-style-type: none"> <li>- Faculties, departments, relevant</li> </ul>	Approve framework of training program ↓	5.5



**Figure II. 2: Training program design and development process**

In the course of building, assessing the training program, the HUPH collected suggestions through conferences with participation of: representatives of employers, alumni, lectures to give suggestions for the ELOs and contents of the program [2.10.2.2]; [2.10.2.3]; [2.1.3.15].

In order to improve the quality of the BPH training program, from 2002 to present, the BPH training program has been reviewed, assessed and adjusted for three times in terms of program framework (in 2002, 2013 and 2015) in accordance with regulations and circulars of the MOET [2.1.1.12]; requirements of employers on capacity of BPH, mission and vision of the University in each period [2.1.1.13]; [2.10.2.4]; [2.10.2.5]; [2.10.2.6]; [2.10.2.7].

The HUPH has cooperative relationships with many Universities or Schools of PH in the world (in USA, UK, Australia, the Netherlands, Thailand, etc.) and has had many education and training exchanges. On this basis, the BPH training program is compared, and in combination with TNA results, feedbacks on the training program from stakeholders to adjust and improve the program to best satisfy the need of healthcare market [2.10.2.8].

Along with the process of program adjustment, program testing of Faculties, the DEQA of the University operates regularly, periodically and provides assessment

results, feedbacks from parties on the training process to Faculties in order to make prompt adjustment plan and implement appropriately [2.10.2.9].

Annually, the training program and subject syllabuses are reviewed by faculties and the DEQA; after obtaining approval from the Rector, functional divisions will adjust, supplement the training program in accordance with regulations. After completion, it will be submitted to the Science & Education Committee of the HUPH for reviewing, adopting and then submitting to the Rector for approval, issuance and implementation [2.10.2.10]; [2.10.2.11].

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

Student assessment is regularly reviewed by Faculties through feedbacks from class representatives every month [2.8.3.3], subject assessment sheet [2.6.4.8], academic course assessment sheet [2.4.2.1] in order to update and to suit each feature of each subject in the BPH program in accordance with training regulations of the HUPH [2.3.3.2] [2.10.3.1].

In academic year 2016 - 2017, the BPH training program coordinator cooperates with the Department of Undergraduate Training Management, the Department of Student's Affairs, the DEQA to review, adjust, update and apply new sample subject syllabus which mention assessment methods designed in accordance with ELOs of such subject. These assessment methods are notified to students at the beginning of each subject [2.10.3.2].

***2.10.4. Research output is used to enhance teaching and learning.***

Scientific research outputs are absolutely used for improving the teaching and learning of the HUPH by setting up and updating teaching materials. For example, the Rehabilitation project for Dioxin victims set up teaching program/materials on Rehabilitation for the disable people in the community or early detection of disabilities in the community; results of researching Mental health of school pupils were used to compile case studies for the SBL method [2.10.4.1]; [2.10.4.2]. Results of researches were used indirectly for training by enriching sources of training materials. References, monographs, scientific articles were used for training. For example, the Ministry-level research on "Situation of female workers' health at some industrial parks in Viet Nam and some relevant factors" has set up the document titled "Occupational safety and hygiene and healthcare for female workers at industrial parks" as reference for the BPH program; occupational healthcare officers and occupational hygiene officers [2.10.4.3].

The project titled "Initiative and development of ECOHEALTH in the Southeast Asia" and "Minimizing disease risks and improving food safety of pig husbandry value chain in agricultural household scale in Viet Nam" provided some scientific evidences in research and training in food safety. For example, in 2012, CENPHER in

combination with the Department of Food Safety (Ministry of Health) published the book titled “Evaluation of microorganism risks in food”; and two books titled “Instructions for evaluating microorganism risk” and “Chemical risks in food safety” were published in 2016. These materials were used as references for BPH [2.10.4.4].

***2.10.5. Quality of support services and facilities (at library, laboratory, information technology facility and student support services) is subjected to evaluation and enhancement.***

The HUPH had a process for collecting and processing feedbacks from students on quality of support services and facilities [2.10.5.1] [2.10.5.2]. Students’ feedbacks were regularly collected by the University through many ways: meetings with class representatives [2.8.3.5]; meetings with whole class [2.10.5.3]; Subject assessment sheet [2.6.4.8]; Academic course assessment sheet, etc. [2.4.2.1]. Reasonable direct and indirect feedbacks (email, telephone, and minutes) from students on services and facilities at relevant divisions were synthesized by the DEQA and sent to relevant divisions to review and address suitable or prompt adjustments as well.

Assessment results showed that most of students were satisfied with sufficiency of facilities, with quality of services as well as information resources that somehow showed efficiency of effort of students support division [2.10.5.4].

The HUPH also surveyed lecturers about sufficiency of facilities in lecture halls, library, and laboratory. Results showed 95% of lecturers participating in assessment were satisfied with quality of facilities of divisions [2.10.5.5].

In addition to official surveys, in the end of 2016, the library also collected opinions from readers through comment sheets in order to study readers’ feelings about quality of the library, then to perfect more and more. After completion of the survey, the library received many compliments for nice space and good service quality [2.10.5.6].

In the end of 2016, HUPH moved to the new campus. The library, practical laboratory, and information technology facilities were improved in terms of scale and quality that met well teaching-learning needs of students and lecturers [2.10.5.7].

***2.10.6. The stakeholder’s feedback mechanisms are systematic and subjected to evaluation and enhancement.***

Annually, the University organizes to collect feedbacks from students, alumni, managers and recruiters through investigations, surveys on the training program [2.6.4.8]; [2.10.6.1]; [2.10.6.2]. Other functional divisions in the HUPH best promote channels of feedbacks on the training program and support services such as: the DUEM receives information from lecturers, employers; the DSA and the DEQA collects information from students, alumni, managers and employers. Collected information will be analyzed and returned to Faculties, functional departments who “provide teaching activities” to adjust, improve, enhance quality of their products. Feedbacks from stakeholders are considered as important “input” of the training

program; it is the basis for Faculties/Program coordinator/DUEM to review, adjust, and improve the program. The DEQA is the division to monitor and supervise these activities [2.4.1.5]; [2.10.6.3]; [2.10.6.4]; [2.10.6.5].

## 2.11. Output

### 2.11.1. Dropout rate and pass rate are established, monitored and benchmarked for improvement.

In the last 5 years, the number of student intake and graduates has gradually increased annually. The pass rate is relatively stable. In each cohort of BPH, there are about 95% of graduates (Table II. 19).

**Table II. 19: Ratio of annual graduates**

Academic course	Number of student intake	Number of graduates	% of graduates
2008-2012	105	92	87.61
2009-2013	118	115	97.45
2010-2014	131	124	94.66
2011-2015	165	155	93.93
2012-2016	166	162	97.59

The HUPH has software for managing enrolled students, dropped-out students and graduates. Before 2009, the University manages students by software of Tinh Van Company, and since 2009, the University has used software of CMC Company to manage students [2.11.1.1].

The average dropout rate, stopping is about 5% and it does not tend to increase. Some students drop out for being unable to make decision on their career and usually drop out after the first year due to taking entrance exams into other universities. This is the common situation in many universities. Some other reasons for dropout are difficult circumstances of family, or diseases, etc. (Table II. 20).

**Table II. 20: Pass rate and dropout rate in the last 5 cohorts**

Academic course	Total students (by academic course)	% of students receiving diplomas after			% of dropout in			
		3 years	4 years	>4 years	1 year	2 years	3 years	>4 years
2008-2012	105	0	80.9%	6.7%		9.5%	2.9%	
2009-2013	118	0	96.6%	0.9%		1.7%	0.9%	

2010-2014	131	0	89.3%	5.3%	1.53%	3.1%	0.8%	
2011-2015	165	0	93.3%	0.6%		6.1%		
2012-2016	166	0	95.8%	1.8%		2.4%		

The DSA, lecturers of faculties, and the Youth Union always consult and encourage students to actively, proactively learn, overcome difficulties to maintain study until graduation. For some cases with high risk of dropout, the functional departments contacted directly, found reasons and provided suitable support measures such as scholarship for students who have difficulties, overcome difficulties; mobilization from other sources of support. Faculties care more about students with difficult circumstances to support their learning process [2.11.1.2].

***2.11.2 Average time to graduate is established , monitored and benchmarked for improvement.***

The BPH program lasts 4 years. Depending on capacity and particular conditions, students can arrange to shorten up to 2 main semesters or lengthen up to 4 main semesters.

The percentage of students who graduate on time is about 95%. To increase the ratio of students graduating on time, in addition to issuance of training process and regulations, the University always support students, follows closely behind students and consults students right at the beginning of the academic course as well as in the course. For students who intend to drop out or suspend their study, the HUPH always explores reasons and solves difficulties in combination with student’s families and encourages students to continue learning in order to graduate on time [2.11.2.1] (Table II. 21).

**Table II. 21: Ratio of graduation by time of the last 5 cohorts**

Academic course	Ratio of graduation by time	
	On time	Overdue
2008-2012	85	7
2009-2013	114	1
2010-2014	117	7
2011-2015	154	1
2012-2016	159	3

***2.11.3. Employability of graduates is established and benchmarked for improvement.***

The HUPH always has a list and contact address of all graduates; notifies in advance of contact activities to learn about students’ jobs after graduation. Annually, the University contacts alumni proactively to collect information about jobs of



students within 6 months and 12 months after graduation. Information is collected through many ways such as sending questionnaire via email, reminding via email or hand phone. The Department of Student's Affairs is responsible for this activity.

After agreed to answer, they can provide information about their jobs after graduation through telephone or email or answer via google.doc path designed by the Department of Student's Affairs. In case of delay in providing information, the Department of Student's Affairs will call directly to collect information.

The percentage of students getting jobs after graduation is shown in the table below (Table II. 22)

**Table II. 22: Ratio of graduates getting jobs\* in the last 5 years**

Academic course	Getting jobs within 6 months after graduation	Getting jobs within 12 months after graduation	Students studying higher within 12 months after graduation	Not getting jobs within 12 months after graduation	No information within 12 months after graduation
2008-2012	46.5%	68.6%	13.9%	11.6%	5.8%
2009-2013	68.4%	81.2%	6.0%	5.1%	7.7%
2010-2014	58.0%	63.0%	1.7%	28.6%	6.7%
2011-2015	50.6%	63.7%	8.3%	15.3%	12.7%
2012-2016	58.5%	Not enough 12 months			

(\*). Any jobs in health care system.

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

The University has clear Regulations - Procedures on responsibilities and rights of students conducting scientific researches. Annually, the HUPH has clearly notices of quota, research topics, and quantity of research proposal for students [2.11.4.1].

Since 2012 to present, there have been 19 students of BPH program having research topics approved among 35 registered students to do the research at university level with the budget for research is granted by HUPH or projects. Student researches related to different fields and related to the PH area. Besides, students regularly participated in youth technology and science conferences and gained significant achievements. In last five years, students got 13 different prizes for their research achievements [2.11.4.2].

The annual number of students participating in science researches and research topics are updated, monitored to assist students write research proposals and conduct suitable researches with high applicability of theories that contributes to improvement

of learning and research skills of excellent students who consider models for other students in terms of science research [2.11.4.3].

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

Annually, the University collects feedbacks from stakeholders on the training program, quality of graduates and working capacity in healthcare system. Most of stakeholders have positive feedbacks on the training program and capacity of BPH trained by the University [2.3.3.3] [2.10.6.3] [2.10.6.4] .

Collection of suggestions from officers, lecturers, staffs on the training program and program implementation is carried out in many ways and from different channels, such as: Weekly shift handover meeting (on Friday), monthly shift handover meeting between a Faculty and lecturers of such Faculty, officer meeting in every December and teambuilding sessions etc. [2.11.5.1]; [2.11.5.2]; [2.11.5.3]. All these suggestions are collected, responded and discussed in public with leaders of faculties and leaders of the HUPH at these above events. Suggestions for improving the training program, enhancing capacity of students to satisfy actual needs are recognized by faculties and functional departments as the basis for adjusting the training program and subject syllabuses and teaching-learning methods [2.11.5.4].

The HUPH usually listen to students' opinions through different channels, such as: Talk for introducing and collecting expectations of first-year students about the training program, monthly meetings with class representatives to discuss directly and collect suggestions of students about the training program [2.11.5.5]; [2.10.5.3], teaching methods, training quality, quality of student support services of functional divisions, collection of suggestions from learners through subject assessment sheet [2.6.4.8], academic course assessment sheet [2.4.2.1] and other channels (email, information portal of the University, forum, etc.). All suggestions from students are seriously admitted by the HUPH, faculties and functional departments for improvement in order to satisfy reasonable needs of students.

The subject assessment sheet includes feedbacks (assessed from 1 to 5 points in which 5 points for highest satisfaction) on the learning environment (facilities, infrastructure for teaching, usefulness of subjects, forms of test and exam) and lecturers' teaching activities. Survey results showed that students were rather satisfied with lecturers' teaching activities (most of criteria are assessed with 4/5 points). Most of students were satisfied with the training management mechanism as well as infrastructure of the HUPH [2.4.1.5].

The academic course assessment sheet includes feedbacks (assessed from 1 to 5 points in which 5 points for highest satisfaction) on satisfaction of objectives and the training program, assessment on lecturers, assessment on training management and services, facilities and infrastructure used for teaching and learning of the BPH

program and satisfaction with the academic course. Survey results showed that most of students were satisfied with the BPH training program and with their outcomes in the academic course [2.1.3.2].

The HUPH has a close relationship with employers and surveys employers' opinions on the training program and quality of HUPH's graduates to improve and update the training program promptly, to meet requirements of employers through Annual customer meeting. Collected information about satisfaction of stakeholders on performance of the BPH training program is processed and analyzed periodically; recommendations on supplementing, adjusting the training contents; improving the teaching and learning methods; suggestions on facilities and infrastructure are forwarded to the faculties and functional divisions to make plan for solving and implementing this plan [2.1.3.1] [2.10.6.4] [2.11.5.6] [2.11.5.7] [2.11.5.8].

### **III. STRENGTHS AND WEAKNESSES ANALYSIS**

#### **3.1 STRENGTHS OF THE BPH PROGRAM**

##### **1. Expected learning outcomes**

The ELOs of the program are set up in accordance with periodical review of regulations, circulars of the MOET on undergraduate training, inter-Ministry circulars on qualification, capacity of PHhuman resources in the healthcare system as well as feedbacks from employers of PHhuman resources to assure suitable and up-to-date ELOs of the program.

The ELOs of the BPH program orient BPH students to learn and practice comprehensively in the following fields: Informatics, Foreign language, Basic medicine, Clinical medicine, Statistics, Epidemiology, Social and behaviour science, Management science, Environmental - occupational health, Medical laws and policies etc. and necessary soft skills to achieve capacity standards of PHstaff.

The ELOs of subjects in the BPH program are also clearly defined, updated and reviewed, compared to assure achievement of the ELOs of the program.

##### **2. Program specification**

Specification of the training program, subjects is set up in details, particularly and popularized to all students, lecturers of the program at the commencement of training through many information channels. In addition, the specification of the training program, subjects is also updated regularly in accordance with changes of the needs and training management activities.

##### **3. Program Structure and Content**

Structure of the training program is proper and up-to-date; sequence of each course and reasonable time of implementation has created diversity in terms of learning environment (at the university, at hospitals, at commune medical stations, district/province/city preventive centers, and at non-governmental organizations) that promotes students enhance their activeness and apply theoretical knowledge in PH practice while they learn at the University.

##### **4. Teaching and Learning Approach**

The University has strategies and applies diversified teaching methods with student-centered approach; applied teaching methods include: active teaching - learning, SBL method, PBL method, use of teaching aids and supply of relevant references to students to achieve the ELOs, especially soft skills such as communication, presentation, teamwork; encourages students in self-learning and life-long learning.

##### **5. Student assessment**

The University relies on the ELOs on knowledge, attitude and skills at subject/course level and each lesson to provide a suitable assessment criteria system (rubrics) which is clearly expressed in subject outlines and popularized to all

stakeholders; then to design sets of questions, and relevant assessment sheets. This helps affirm exactly whether students achieve ELOs and level of their achievement. Publication of test and exam schedule, methods; methods and time of feedbacks, claims (if any) make students active in preparing, practicing to achieve the given ELOs and understand clearly reasons for achieving or not achieving requirements of the ELOs to have solutions for improvement.

#### **6. Academic Staff Quality**

The ratio of academic staff having doctor degree or higher is 35%. The University makes an occupational development plan for lectures (IDP) as the basis for arranging lecturers to teach their trained specialties, and as the basis for making professional, occupational development and retraining program.

#### **7. Support Staff Quality**

The University holds capacity examination for support staff (with bachelor qualification or higher) including capacities in professional knowledge, informatics, English and communication with the goal of improving capacity, standardizing specialists in divisions, centers, Institutes under the University.

#### **8. Student Quality Support**

The University has clear, public enrolment criteria creating an opportunity to choose students with good and excellent study ability to the University. Under usual monitoring in the course of learning and public, clear mechanism of supporting students in learning and daily activities from departments, divisions, faculties, it facilitates students in learning and achieving ELOs.

#### **9. Facilities and Infrastructure**

In October 2016, the University moved to the new campus with an area of more than 5.7 ha which satisfied regulations of the standard TCVN 3981-85 (Medicine major: 3-4ha/1000 students). The University with new infrastructure, green-clean-beautiful environment, and modern facilities satisfies demands on teaching, learning and scientific researches.

The library with a spacious are (2114m<sup>2</sup>) is arranged in open space with green trees, modern design, zones of teamwork, personal corners, outdoor reading zone, and abundant information resources 4999 books with 16240 copies) has attracted many students.

The University has a spacious and modern zone for sports in accordance with regulations to well satisfy demands on physical exercises, sports of students and lecturers, officers of the University.

The University applies information technology in synchronous management in many fields such as: Training management software, Personnel management software, Exam question management software, Computer-based multiple choice question

software, Library management software, Computer room management software, Scanned exam paper management software, and electronic text software.

## **10. Quality Enhancement**

Suggestions and feedbacks from stakeholders are collected regularly and acknowledged, considered to update and adjust the program in a suitable manner in order to satisfy the BPH capacity standards of the healthcare market. The University adjusts the training program in terms of contents and teaching methods of courses by academic year. Every 5 years, the University checks and adjusts the ELOs and structure of the program. The active teaching-learning method is applied synchronously for all subjects; teaching-learning activities are adjusted in accordance with feedbacks from learners and other stakeholders.

## **11. Output**

The University has a system for collecting, updating information about the learning process of students, graduation results, updating jobs of students after graduation. Regular feedbacks on satisfaction of students and stakeholders on the training process, recommendations for training quality improvement are collected, acknowledged and used as the basis for improving the program annually and at the end of each academic course.

The DEQA is responsible for monitoring, supervising, reminding Faculties and functional departments in accordance with results of assessing the training program by stakeholders to improve the program.

## **3.2 WEAKNESSES OF THE BPH PROGRAM**

### **1. Expected learning outcomes**

The University has not assessed regularly the suitability of the BPH's ELOs with capacity standards of PHstaff.

### **2. Program specification**

The way to convert grades from the 10-point scale to the 4-point scale system may lead to unfairness for students, for example: a student gets score 8.5 will equal 4 (in 4-point scale) however, the one get score 8.4 will be 3 only (in 4-point scale)

### **3. Program structure and content**

Up to now, exchange with international students is only receiving international students to HUPH, no HUPH's students selected to take BPH program at international universities.

### **4. Teaching and Learning Approach**

In the course of developing and applying active teaching-learning methods, with limited time and number of lecturers, crowded students in one cohort (about 150-170 students), there are difficulties in terms of: interaction, instruction, direct suggestions, feedbacks for discussions.

## **5. Student Assessment**

Although the number of questions of subjects meet requirements, form, difficulty, differentiation of some question banks are not equal and balanced to organize computer-based tests and exams for all subjects.

## **6. Academic Staff Quality**

The number of young lecturers aged under 30 with limited practical experiences accounting for 17.2% so there is not much experience in teaching.

## **7. Support Staff Quality**

The recruitment of new employees annually still meets challenges for choosing the candidates of support staff positions candidates with high qualification.

## **8. Student Quality and Support**

Job opportunities are introduced to students but in passive manner; information about job demands is only received from the healthcare system to introduce to students.

The dormitory does not have toilet inside each room.

## **9. Facilities and Infrastructure**

Due to construction design, at the lecture halls (Building C), there is regular sound disturbance in classrooms.

## **10. Quality Enhancement**

It is necessary to strengthen in reviewing, selecting and applying research findings and recommendations under researches of faculties and specialized research groups in teaching relevant subjects; particularly, provide suitable examples from research results of the university; design situations/case study in accordance with research results; use research results to recommend policies, etc.

## **11. Output**

Output of student science researches in terms of quantity, quality and application in relevant fields is limited due to small scale, short time and dependence in limited expenditure from the budget.

### **3.3 IMPROVEMENT PLAN**

#### **1. Expected Learning Outcomes**

The University will assess suitability of the ELOs of BPH program with national capacity standards of PHstaff which expected available by early 2018.

#### **2. Program Specification**

The DUEM should makes plan to propose the appropriate way to convert the 10-point scale into 4-point scale in details correspondingly. The converted grade point will be more detail to reduce imbalance between students. For example: 7.0-8.0 will be converted into 3.0 and 8.1 to 8.4 will be converted into 3.5.

#### **3. Program Structure and Content**

The University will strengthen promotion of international student exchange to appoint students of the University to international universities and accept more international students to the program.

#### **4. Teaching and Learning approach**

In the course of developing and applying the active teaching-learning methods, the University have arranged time, venue for subjects to better suit the actual requirements in order to improve teaching quality when infrastructure of the University was improved at the end of 2016.

#### **5. Student Assessment**

In the academic year 2017-2018, the University will amend regulations on supplementing, updating question banks with proper format to be used for computer-based tests and exams; assure correctness of answers, differentiation for choosing.

#### **6. Academic Staff Quality**

From the academic year 2017-2018, the University will amend regulations on teaching organization to stipulate more clearly the arrangement of lecturers who have teaching seniority and young lecturers to teach one subject for experience accumulation.

#### **7. Support Staff Quality**

The University has continuous training plan to maintain and improve capacity of newsupport staffs in order to assure quality, as well as making appropriate recruitment plan.

#### **8. Student Quality Supports**

The DSA cooperates with functional divisions to make plan on studying, updating job demands from the state and non-governmental, non-profit, and private healthcare system, PHsystem to introduce to students every year. Continue investing and promoting construction of the dormitory to satisfy most of students' demands on accommodation.



To perfect functions, tasks and organizational structure of the DSA to strengthen vocational guidance advice and orient towards establishment of a vocational guidance division/center for students.

#### **9. Facilities and Infrastructure**

Promote to complete packages under the Project “Education and training of health workers serving the health system reform” to improve and overcome the sound disturbance in classrooms.

#### **10. Quality Enhancement**

In the academic year 2018-2019, the University sets up regulations for faculties in charge of subjects related to some research topics to make plan for developing examples, situations, practical exercises to be used in teaching-learning in accordance with obtained results, information, recommendations under such researches. Good and reasonable evidences can be considered for using in relevant problems solving programs.

#### **11. Output**

The Department of Science & Technology Management makes plan for reviewing annual scientific research plans of students to give notice of and select suitable research topics; finds additional, supportive fund for scientific researches in addition to the regular budget; summarizes list of researches, projects of faculties, centers so that students can register to participate in researches along with their teachers. Lecturers participate in research groups of students to increase efficiency of researches performed by students.

### 3.4 PROGRAMME QUALITY ASSESSMENT CHECKLIST

	1	2	3	4	5	6	7
<b>1. Expected learning outcomes</b>							
The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university						X	
The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes						X	
The expected learning outcomes clearly reflect the requirements of the stakeholders						X	
<b>Overall opinion</b>							<b>6.00</b>
<b>2. Program specification</b>							
The information in the programme specification is comprehensive and up-to-date						X	
The information in the course specification is comprehensive and up-to-date						X	
The programme and course specifications are communicated and made available to the stakeholders						X	
<b>Overall opinion</b>							<b>6.00</b>
<b>3. Program structure and content</b>							
The curriculum is designed based on constructive alignment with the expected learning outcomes						X	
The contribution made by each course to achieve the expected learning outcomes is clear						X	
The curriculum is logically structured, sequenced, integrated and up-to-date						X	
<b>Overall opinion</b>							<b>6.00</b>

<b>4. Teaching and Learning Approach</b>							
The educational philosophy is well articulated and communicated to all stakeholders						X	
Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes						X	
Teaching and learning activities enhance life-long learning						X	
<b>Overall opinion</b>	<b>6.00</b>						
<b>5. Student assessment</b>							
The student assessment is constructively aligned to the achievement of the expected learning outcomes						X	
The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students						X	
Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment						X	
Feedback of student assessment is timely and helps to improve learning					X		
Students have ready access to appeal procedure						X	
<b>Overall opinion</b>	<b>5.80</b>						
<b>6. Academic Staff Quality</b>							
Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service						X	
Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service						X	
Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated						X	

Training and developmental needs of academic staff are identified and activities are implemented to fulfil them						X	
Performance management including rewards and recognition is implemented to motivate and support education, research and service						X	
The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement						X	
<b>Overall opinion</b>	<b>6.00</b>						
<b>7. Support Staff Quality</b>							
Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service						X	
Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated						X	
Competences of support staff are identified and evaluated						X	
Training and developmental needs of support staff are identified and activities are implemented to fulfil them					X		
Performance management including rewards and recognition is implemented to motivate and support education, research and service						X	
<b>Overall opinion</b>	<b>5.80</b>						
<b>8. Student Quality and Support</b>							
The student intake policy and admission criteria are defined, communicated, published, and up-to- date						X	
The methods and criteria for the selection of students are determined and evaluated						X	
There is an adequate monitoring system for student progress, academic performance, and workload						X	

Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability					X		
The physical, social and psychological environment is conducive for education and research as well as personal well-being						X	
<b>Overall opinion</b>	<b>5.80</b>						
<b>9. Facilities and Infrastructure</b>							
The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research						X	
The library and its resources are adequate and updated to support education and research						X	
The laboratories and equipment are adequate and updated to support education and research						X	
The IT facilities including e-learning infrastructure are adequate and updated to support education and research					X		
The standards for environment, health and safety; and access for people with special needs are defined and implemented						X	
<b>Overall opinion</b>	<b>5.80</b>						
<b>10. Quality Enhancement</b>							
Stakeholders' needs and feedback serve as input to curriculum design and development						X	
The curriculum design and development process is established and subjected to evaluation and enhancement						X	
The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment						X	

Research output is used to enhance teaching and learning					x		
Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement					x		
The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement						x	
<b>Overall opinion</b>	<b>5.67</b>						
<b>11. Output</b>							
The pass rates and dropout rates are established, monitored and benchmarked for improvement						x	
The average time to graduate is established, monitored and benchmarked for improvement					x		
Employability of graduates is established, monitored and benchmarked for improvement						x	
The types and quantity of research activities by students are established, monitored and benchmarked for improvement						x	
The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement						x	
<b>Overall opinion</b>	<b>5.80</b>						
<b>Total score for self-assessment</b>	<b>5.88</b>						

## IV. ANNEX: LIST OF SUPPORTING DOCUMENTS AND EVIDENCES

### 4.1 LIST OF EVIDENCES

1. 2.1.1.1. *HUPH development strategy in the period 2007-2015*
2. 2.1.1.2. *Strategic plan for the period 2013-2020*
3. 2.1.1.3. *Strategic plan for the period 2013-2020, updated in 2015*
4. 2.1.1.4. *Volume "68-year pathway", link to website of the University*
5. 2.1.1.5. *Decision no. 721.*
6. 2.1.1.6. *Circular no. 11 of the Ministry of Home Affairs*
7. 2.1.1.7. *Framework program in 2002*
8. 2.1.1.8. *Minutes/Decision on tracking implementation*
9. 2.1.1.9. *Framework program in 2010*
10. 2.1.1.10. *Decision on issuance*
11. 2.1.1.11. *Framework program in 2015*
12. 2.1.1.12. *Circular on capacity standards – MOET, Circular no. 11 – Ministry of Home Affairs*
13. 2.1.1.13. *Report on setting up Output Standards*
14. 2.1.1.14. *Framework program in years of issuance*
15. 2.1.1.15. *List of output standards and criteria in 2017*
16. 2.1.1.16. *Subject mapping and Output standards*
17. 2.1.1.17. *Subject outlines*
18. 2.1.2.1. *Output standards of BPH program in 2010*
19. 2.1.2.2. *Report on BPH in 2015*
20. 2.1.2.3. *Program output standards in 2017*
21. 2.1.2.4. *Student handbook 2012 - 2016*
22. 2.1.2.5. *Training at the beginning of academic course*
23. 2.1.2.6. *Photos of Output standards on the university's website*
24. 2.1.3.1. *Minutes of customer meeting*
25. 2.1.3.2. *Academic course assessment results*
26. 2.1.3.3. *Meeting minutes of Faculty*
27. 2.1.3.4. *Training programs in 2008, 2012, 2016.*
28. 2.1.3.5. *Sheet of critical opinions for the program*
29. 2.1.3.6. *Minutes of customer conference 2012-2015*
30. 2.1.3.7. *Minutes of setting up program - output standards*
31. 2.1.3.8. *Minutes of teaching conference on Internal Medicine, Surgery, Obstetrics and Pediatrics*
32. 2.1.3.9. *Minutes of tracking field visit conference*
33. 2.1.3.10. *BPH program by orientations*
34. 2.1.3.11. *Training program of 04 basic clinical subjects*
35. 2.1.3.12. *Contracts for clinical practicum teaching at 04 hospitals*
36. 2.1.3.13. *Minutes of Scientific Council on adjusting the training program framework, Output standards*
37. 2.1.3.14. *Process of updating/correcting materials*
38. 2.1.3.15. *BPH training program*
39. 2.1.3.16. *Output standards - BPH.*
40. 2.2.1.1. *Annual regulations on graduation exam*
41. 2.2.1.2. *BPH program specifications from 2012 to 2016*
42. 2.2.2.1. *Guidance for setting up subject specification in academic year 2016 - 2017*
43. 2.2.2.2. *Subject specification management process in 2013*
44. 2.2.2.3. *Regulation for updating the syllabus and content of the course.*
45. 2.2.3.1. *Scientific report schedule on every Wednesday*
46. 2.2.3.2. *Email on program specification is sent to lecturers, students*
47. 2.2.3.3. *Link to website*
48. 2.2.3.4. *Leaflet on BPH program*
49. 2.2.3.5. *Subject specification management process in 2013*
50. 2.2.3.6. *Email notifying changes in subject specification*
51. 2.2.3.7. *Meeting minutes (if any)*

52. 2.3.1.1. *BPH program specification in 2017*
53. 2.3.1.2. *Subject specification*
54. 2.3.1.3. *Checking minutes of program coordinator*
55. 2.3.1.4. *Rubrics-based sample subject specification of the program*
56. 2.3.1.5. *Decision No. 1097/QD-DHYTCC on the issuance of the Procedures for the Approval of Documents of the Education and Research Council*
57. 2.3.3.1. *Circular on capacity standards – MOET*
58. 2.3.3.2. *Undergraduate training regulations*
59. 2.3.3.3. *Feedbacks from customer meeting*
60. 2.3.3.4. *Contracts for training at hospitals*
61. 2.3.3.5. *Contracts with field visit facilities*
62. 2.3.3.6. *Decisions and lists of Swedish, American, Thai students*
63. 2.3.3.7. *List of participatory students to conference in Thailand.*
64. 2.3.3.8. *Course description.*
65. 2.4.1.1. *Training minutes/report*
66. 2.4.1.2. *Guidance for communication - in progress*
67. 2.4.1.3. *Guidance for field visit*
68. 2.4.1.4. *Minutes of lecture attendance*
69. 2.4.1.5. *Subject assessment results*
70. 2.4.1.6. *Minutes/reports on exchange activities with international students.*
71. 2.4.2.1. *Academic course assessment sheets of students*
72. 2.4.2.2. *Minutes of meeting for suggestions from the stakeholders on the training program*
73. 2.4.2.3. *Learning rules, regulations*
74. 2.4.2.4. *Practicum programs 1, 2, 3 of specialties*
75. 2.4.2.5. *Screenshots of e-learning, online materials*
76. 2.4.2.6. *Common lecture schedule*
77. 2.4.2.7. *Report on assessment of subjects from 2012 to 2016*
78. 2.4.2.8. *List of scientific research topics of undergraduate students*
79. 2.4.2.9. *Scientific research rewards of undergraduate students*
80. 2.4.2.10. *Practicum on field*
81. 2.4.2.11. *Research results in the last amendment of the Output standards of the BPH program*
82. 2.4.2.12. *Lecture schedule, exam schedule by semester*
83. 2.4.2.13. *Annual meeting minutes with the parties.*
84. 2.4.3.1. *List of former students returning for further education*
85. 2.4.3.2. *Student learning regulations*
86. 2.4.3.3. *Alumni network*
87. 2.4.3.4. *Minutes of annual meetings with alumni*
88. 2.4.3.5. *List of Researchers with participation of alumni, research outlines with List of participatory exstudents- Scientific Research Department.*
89. 2.5.1.1. *English language assessment plan pursuant to Full-time undergraduate student intake plan in 2016, 2017*
90. 2.5.1.2. *MPH Training Programme in HSPH with module specification 2011, 2012, 2013, 2014, 2015.*
91. 2.5.1.3. *Forms of graduation thesis, graduation exam*
92. 2.5.1.4. *Regulations on subject assessment, final exam*
93. 2.5.1.5. *Examination - Assessment Plan for the BPH program in academic year 2012-2016.*
94. 2.5.1.6. *Detailed outlines of practical subjects*
95. 2.5.1.7. *Detailed outlines of practical subjects at hospitals*
96. 2.5.1.8. *Program of community practicum units*
97. 2.5.1.9. *Regulations on exam question structure (Examination)*
98. 2.5.1.10. *Structure of graduation exam questions*
99. 2.5.1.11. *Regulations on graduation unit performance*
100. 2.5.1.12. *Plan of graduation unit report from 2015 to 2017*
101. 2.5.2.1. *Lecture schedule of subjects*
102. 2.5.2.2. *Email of notice to fresh students*



103. 2.5.2.3. *Study plan of full-time undergraduate students in academic years 2016, 2017*
104. 2.5.2.4. *Graduation exam plan*
105. 2.5.3.1. *Regulations on updating question bank, Minutes of handing over question bank between faculties and Examination department in 2016*
106. 2.5.3.2. *Training plan for blueprint test....*
107. 2.5.3.4. *Training on creating graduation exam questions in 2016*
108. 2.5.3.5. *Process of creating graduation exam questions for bachelor program*
109. 2.5.3.6. *Exam questions of theoretical subjects*
110. 2.5.3.7. *Checklist of practice exam at laboratory*
111. 2.5.3.8. *Checklist of clinical practice exam at hospitals*
112. 2.5.3.9. *Checklist for scoring community report - community practicum 1, 2, 3*
113. 2.5.3.10. *Conditions of lecturers' supervision ....*
114. 2.5.3.11. *Examination plan by semester*
115. 2.5.3.12. *Results of analyzing exam questions in academic year 2016 – 2017*
116. 2.5.3.13. *Feedback of subject assessment forwarded from the DEQA to departments.*
117. 2.5.4.1. *Outline of Science research subject*
118. 2.5.4.2. *Outline of subjects applying SBL*
119. 2.5.4.3. *Lecturer feedback results with suggestions, questions from students*
120. 2.5.5.1. *Exam regulations*
121. 2.5.5.2. *Process of exam paper checking*
122. 2.5.5.3. *Process of re-examining exam papers – DEQA.*
123. 2.6.1.1. *Annual plan of divisions*
124. 2.6.1.2. *List of Lecturers' age*
125. 2.6.1.3. *List of Lecturers' seniority*
126. 2.6.1.4. *IDP by faculty*
127. 2.6.1.5. *IDP of lecturers*
128. 2.6.1.6. *Regulations on assessing, classifying officers, officials, employees*
129. 2.6.1.7. *Regulations on emulation and reward*
130. 2.6.1.8. *Regulations on regular salary increase and premature salary increase*
131. 2.6.1.9. *Regulations on job transfer*
132. 2.6.1.10. *Decisions on emulation and reward from 2012 to 2016*
133. 2.6.1.11. *MOET's approval on personnel planning*
134. 2.6.1.12. *Decision no. 2958/QĐ-BYT and official dispatch no. 29-CV/BCSD, Decision on Dean appointment, and name of Dean*
135. 2.6.1.13. *Regulations on teaching organization*
136. 2.6.2.1. *List of resume of regular lecturers*
137. 2.6.2.2. *List of resume of visiting lecturers*
138. 2.6.2.3. *IDP of 5 lecturers.*
139. 2.6.2.4. *Summary of lecture hours from 2012 to 2016*
140. 2.6.2.5. *Summary of scientific research hours from 2012 to 2016*
141. 2.6.2.6. *Tasks of lecturers - Regulations on the functions and duties of lecturers.*
142. 2.6.3.1. *Percentage of budget allocated for training lecturers in Asia - Pacific.*
143. 2.6.3.2. *Process of human resource recruitment in form of labour contract*
144. 2.6.3.3. *Regulations on recruiting officials (under Code of Personnel Organization)*
145. 2.6.3.4. *Recruitment plan*
146. 2.6.3.5. *Recruitment requests of divisions*
147. 2.6.3.6. <http://huph.edu.vn/post/intro/2493>.
148. 2.6.3.7. [www.huph.edu.vn/intro/2493](http://www.huph.edu.vn/intro/2493)
149. 2.6.3.8. *Recruitment announcement*
150. 2.6.3.9. *Checklist for recruiting lecturers.*
151. 2.6.3.10. *Process of lecture attendance*
152. 2.6.3.11. *Announcement of recruitment results.*
153. 2.6.3.10. *Process of planning, appointment*
154. 2.6.3.11. *Photo of Processes on V-office*
155. 2.6.4.1. *List of lecturers having certificate of pedagogical skills*

156. 2.6.4.2. *List of foreign lecturers having certificate of foreign language*
157. 2.6.4.3. *Results of surveying duration of using foreign language and informatics in teaching and research*
158. 2.6.4.4. *List of lecturers having Master's degree, Doctor's degree*
159. 2.6.4.5. *List of lecturers participating in short-term courses*
160. 2.6.4.6. *Regulations on assessing, classifying officers, officials, employees*
161. 2.6.4.7. *Results of lecturer assessment from 2014 to 2016*
162. 2.6.4.8. *Sample subject assessment sheet*
163. 2.6.4.9. *Results of lecturer assessment from subject assessment from 2012 to 2016*
164. 2.6.5.1. *Regulations on officers training, retraining*
165. 2.6.5.2. *List of staff appointed to training, retraining courses from 2012 to 2016*
166. 2.6.6.1. *Regulations on assessing, classifying officers, officials, employees*
167. 2.6.6.2. *Meeting minutes of Emulation and Reward Council*
168. 2.6.6.3. *Certificate of merit for typical lecturer*
169. 2.6.7.1. *Regulations on standard hours in scientific research*
170. 2.7.1.1. *Annual recruitment plan*
171. 2.7.1.2. *List of technicians and employees by division*
172. 2.7.1.3. *Qualifications of employees, technicians*
173. 2.7.1.4. *Job position plan of HUPH*
174. 2.7.2.1. *Regulations on recruiting officials*
175. 2.7.2.2. *tuyendungcongchuc.vn/thongbao/truong-dai-hoc-y-te-cong-cong-tuyendung-chuyen-vien-khai-thac-dich-vu/.*
176. 2.7.2.3. *Assessment sheet for labour contract termination*
177. 2.7.2.4. *Process of planning, appointment*
178. 2.7.2.5. *MOET's approval on personnel planning*
179. 2.7.3.1. *Capacity examination plan of divisions*
180. 2.7.3.2. *Results of officers' capacity examination*
181. 2.7.4.1. *List of short-term courses*
182. 2.7.4.2. *List of support staff participating in courses*
183. 2.7.5.1. *Assessment and scoring sheet for support and service divisions*
184. 2.8.1.1. *Circular on undergraduate student intake in 2012-2015, 2016, 2017*
185. 2.8.1.2. *Student intake plan in 2016, 2017*
186. 2.8.1.3. *Website for looking up results of entrance exam*
187. 2.8.1.4. *Results of student intake from 2012 to 2017*
188. 2.8.1.5. *Annual student intake quota allocation of MOET*
189. 2.8.1.6. *Plan of student enrolment day*
190. 2.8.1.7. *Plan of Student enrolment consultancy forum of VTV2*
191. 2.8.2.1. *Student enrolment criteria from 2012 to 2015*
192. 2.8.3.1. *Guidance for credit registration*
193. 2.8.3.2. *Announcement on graduation exam*
194. 2.8.3.3. *Practicum diary; grade of progress tests of students, report on field supervision - Department of Undergraduate Education.*
195. 2.8.3.4. *Notice of Education Exam.*
196. 2.8.3.5. *Minutes of meeting with class representatives*
197. 2.8.4.1. *Plan of full-time undergraduate student admission in 2016, 2017*
198. 2.8.4.2. *List of students receiving support for difficult circumstances - Student's Affairs*
199. 2.8.4.3. <http://www.huph.edu.vn/post/student/2656>.
200. 2.8.4.4. *Extracurricular programs and activities*
201. 2.8.4.5. *Process and guidance of credit registration*
202. 2.8.4.7. *Student academic record*
203. 2.8.4.8. *List of students achieving Young Scientists award in recent years*
204. 2.8.4.9. *List of students receiving scholarships by semester*
205. 2.8.4.10. *List of students receiving Ajinomoto and Tieu Vinh Ngoc scholarships from 2015 to 2017*
206. 2.8.4.11. *List of annual graduation thesis scores*
207. 2.8.4.12. *Soft skills development plan*

208. 2.8.4.13. *List of students participating in retraining courses*
209. 2.8.4.14. *Report on alumni's activities*
210. 2.8.4.15. *Report on providing job opportunities*
211. 2.8.5.1. *Evidences on the university's infrastructure*
212. 2.8.5.2. *Acceptance of fire prevention and fire fighting system*
213. 2.8.5.3. *Image of fingerprint lock at the dormitory*
214. 2.8.5.4. *List of students staying in the dormitory*
215. 2.8.5.5. *Images of canteen, certificate of food safety and hygiene*
216. 2.8.5.6. *Images of camera system*
217. 2.8.5.7. *Plan and results of extracurricular activities*
218. 2.8.5.8. *Volunteer campaign*
219. 2.8.5.9. *Sport activities*
220. 2.9.1.1. *As-built drawings of Building C*
221. 2.9.2.1. *Library management software - Libol*
222. 2.9.2.2. *Request for confirming quantity of books before printing*
223. 2.9.2.3. *Screenshot of introduction to new book on the website*
224. 2.9.2.4. [www.opac.huph.edu.vn](http://www.opac.huph.edu.vn).
225. 2.9.3.1. *As-built drawings of Building B*
226. 2.9.4.1. *Decision no. 1422/QĐ-ĐHYTCC on approving provider of internet leased line at HUPH*
227. 2.9.4.2. *Expenditure plan of Faculties.*
228. 2.9.4.3. *Process of managing and using common assets at lecture halls*
229. 2.9.4.4. *Diary of computer room*
230. 2.9.4.5. *Decision no. 1489/QĐ-ĐHYTCC on approving results of national competitive bidding under the Package of Human resource management software procurement - "Strengthen human resources, training and research capacity for HUPH in the period 2014-2016" sponsored by Atlantic Philanthropies*
231. 2.9.4.6. *Asset utilization procedures, report on equipment maintenance.*
232. 2.9.4.7. *Screenshots of V-office, email.*
233. 2.9.5.1. *As-built drawings of auxiliary works (such as transformer station, water pump house, parking house, wastewater treatment station)....*
234. 2.9.5.2. *Plan of keeping Green - Clean - Beautiful environment*
235. 2.9.5.3. *Photos of paths, toilets for the disabled*
236. 2.9.5.4. *List of initial first aid equipment*
237. 2.9.5.5. *Process of medical examination and treatment at the medical station*
238. 2.9.5.6. *Labour contracts no. 349, 350, 351, 352, 353, and 354/HĐLĐ-ĐHYTCC, 30/12/2016, HUPH*
239. 2.9.5.7. *Protection plan 30/11/2016, HUPH*
240. 2.9.5.8. *Decision no. 1254/QĐ-ĐHYTCC on establishing the Fire Prevention Steering Committee and Fire Prevention Team, 29/10/2015, HUPH*
241. 2.10.1.1. *TNA report for orientations*
242. 2.10.1.2. *Minutes of conference on sharing TNA assessment results*
243. 2.10.1.3. *Training program frameworks for orientations*
244. 2.10.1.4. *Report on the BPH training program by specialized orientation - Bui Tu Quyen et al, meeting minutes of program adjustment of Faculties*
245. 2.10.1.5. *Meeting minutes of program adjustment*
246. 2.10.1.6. *Meeting minutes of Science Council on adjusting framework program*
247. 2.10.2.1. *Process of designing and developing the BPH training program by specialized orientation in 2013*
248. 2.10.2.12. *Decision on issuing BPH revised training program - Dr. Le Vu Anh signed.*
249. 2.10.2.2. *Report on public health functions in 2016, sponsored by the Netherlands project*
250. 2.10.2.3. *Minutes of suggestions on output standards*
251. 2.10.2.4. *Mission and Vision*
252. 2.10.2.5. *Decision no. 321/QĐ-YTCC on issuing HUPH developing strategies in the period 2007-2015*

253. 2.10.2.6. *Decision no. 831/QĐ-YTCC on issuing strategic plan for the period 2013-2020*
254. 2.10.2.7. *Joint Circular no. 11 in 2015 on Functions, tasks of Public health staff class III*
255. 2.10.2.8. *Summarized report on activities of the University*
256. 2.10.2.9. *Operational process of the DEQA*
257. 2.10.2.10. *Operational process of the Science Council*
258. 2.10.2.11. *Process of training program adjustment*
259. 2.10.3.1. *Regulations of credit-based training of HUPH*
260. 2.10.3.2. *Rubrics-based outline of subjects of the program*
261. 2.10.4.1. *Training materials of the Functional rehabilitation project*
262. 2.10.4.2. *Training materials for SBL method of the Health Research subject for undergraduate students*
263. 2.10.4.3. *Materials of occupational safety- hygiene and healthcare for female workers at industrial parks*
264. 2.10.4.4. *Products from 2 projects of CENPHER*
265. 2.10.5.1. *Process of collecting, processing information related to teaching-learning support services*
266. 2.10.5.2. *Minutes of meeting with class representatives.*
267. 2.10.5.3. *Minutes of class meeting*
267. 2.10.5.4. *Results of annual assessment on teaching-learning support services*
268. 2.10.5.5. *Results of assessment on officers, lecturers in terms of conditions for teaching and scientific research*
269. 2.10.5.6. *Library's questionnaire for surveying students/ learners/staff and lecturers*
270. 2.10.5.7. *Brief introduction to new campus of HUPH*
271. 2.10.6.1. *Questionnaire for alumni*
272. 2.10.6.2. *Questionnaire for recruiters*
273. 2.10.6.3. *Results of surveying alumni*
274. 2.10.6.4. *Results of surveying recruiters*
275. 2.10.6.5. *Minutes of meeting on adjusting, improving quality of divisions*
276. 2.11.1.1. *Screenshots of CMC, Tinh Van software.*
277. 2.11.1.2. *Minutes of meeting with students, Student's Affairs support.*
278. 2.11.2.1. *Report on students having difficult circumstances.*
279. 2.11.4.1. *The process registering student's scientific research subjects.*
280. 2.11.4.2. *report of students' scientific research.*
281. 2.11.4.3. *Decision on annual list of students participating in science researches.*
282. 2.11.5.1. *Handover book*
283. 2.11.5.2. *Resolutions of Officer Meeting*
284. 2.11.5.3. *Minutes of Teambuilding 2016*
285. 2.11.5.4. *Questionnaire of the DEQA*
286. 2.11.5.5. *Minutes of talk*
287. 2.11.5.6. *Report of the DEQA given to Faculties.*
288. 2.11.5.7. *Minutes of reviewing, adjusting the training program, adding Basic medicine subjects.*
289. 2.11.5.8. *Minutes of conference on output standards.*

## 4.2. BPH PROGRAM SPECIFICATION

### PART A: Information about the program and degree conferring institution

- Diploma conferring institution: Hanoi University of Public Health
- Teaching institution: Hanoi University of Public Health
- Program quality accreditation organization: The program was approved by Ministry of Education and Training.
- Name of diploma: Bachelor of Public Health
- Name of training program: Full-time Bachelor of Public Health program
- Expected learning outcomes (ELOs) of the training program: List of 17 ELOs of the program
- Admission criteria/entry requirements of the training program: Achieve recruitment standard points from the National High School Graduation Examination.

**Table IV. 1: Study loads and duration**

No.	Study loads	Credit (%)
1	Minimum generic knowledge (excluding contents: Physical Education and Military - Security Education)	24 (18.2%)
2	Minimum specialized knowledge, where:	
	- Basic sector knowledge	12 (9.1%)
	- Basic specialized knowledge	27 (20.5%)
	- Specialized knowledge	45 (34.1%)
	- Supplementary knowledge	18 (13.6%)
	- Professional/Graduation practice	6 (4.5%)
<b>Total</b>		<b>132</b>

- Training duration: Minimum 30 months, maximum 60 months as from the date of admission
- Supports for learning, daily activities:
  - Modern library with 4999 books, magazines and electronic materials.
  - Self-study room for students.
  - Free wifi system for students to access to the Internet for looking up learning materials.
  - Dormitory for students.
  - Entertainment and sport space: volleyball, basketball, mini football grounds within the campus of the University.
  - Canteen, photocopy shop within the campus.

## **PART B: Expected learning outcomes, teaching, learning and assessment methods**

### 1. The training program includes 17 ELOs:

- ELO 1: Knowledgeable in basic medical knowledge, basic medicine as background for PH;
- ELO 2: Describe the basic principles and concepts of PH;
- ELO 3: Demonstrate how common health issues are identified and managed in the community;
- ELO 4: Present the determinants of health;
- ELO 5: Understand the scientific methodology in disease prevention and health improvement;
- ELO 6: Understand basic knowledge of scientific research methods;
- ELO 7: Firmly grasp policies on the protection, care and improvement of the people's health;
- ELO 8: Identify environmental and social factors affecting the health of the community;
- ELO 9: Identify priority PH issues and develop appropriate strategies and remedies;
- ELO 10: Plan, propose solutions and organize activities to protect the health of the community;
- ELO 11: Monitor and participate in evaluating the implementation of community health programs;
- ELO 12: Monitor, detect epidemics early and organize epidemic prevention in the community;
- ELO 13: Health education for the community to build healthy lifestyles and behaviours;
- ELO 14: Recognize the importance of PH principles;
- ELO 15: Respect and listen to the community's feedback on health needs and intervention solutions to improve community health;
- ELO 16: Desire for expanding knowledge and interdisciplinary collaboration;
- ELO 17: Be honest and objective, have the spirit of learning, overcome difficulties, self-study to improve their professional qualification.

### 2. Teaching, learning and assessment methods:

- + Depending on subjects, lecturers can combine active teaching/learning methods such as presentation, group discussion, problem-based learning and teaching, case study, role playing, personal presentation, group presentation, scenario-based learning at hospitals to provide students with generic knowledge, specialized knowledge as well as professional practice skills, soft skills (communication, teamwork, presentation, decision making, problem solving, etc.).

- + Learning evaluation of students are assessed in many forms:
  - For theoretical units: diligence assessment, mid-term test, final test (in forms of multiple-choice, short questions, group exercise, presentation of discussion results, personal exercise/assignment, oral test, OSPE).
  - For practical components: report on practical results, presentation of report and answering questions of Practical Paper Examination Council.
  - Graduation examination, thesis: most of students will take graduation examination, 10% of students having the highest GPA of the whole course can register to make thesis.

### **PART C: Program structure**

- Training program is comprised of 132 credits arranged to specific knowledge groups:

+ Generic knowledge with 24 credits (18.2% of the total program duration) including common subjects such as: the basic principles of Marxism - Leninism, Ho Chi Minh Ideology, English and General Informatics. These subjects provide students with a logical, thought-oriented approach, as well as the English proficiency to access information published around the world, as well as to ensure an active learning and professional development.

+ Basic sector knowledge with 12 credits (9.1% of the total program duration) including Biology and Genetics, Medical Psychology, Biostatistics and Scientific Studies, which help students acquire basic knowledge and skills on scientific research, applied biostatistics in PH research.

+ Basic specialized knowledge with 27-credits (20.5% of the total program) with Basic Anatomy, Physiology, Biochemistry, Medical Microbiology, Medical - Surgery - Obstetric - Pediatric Symptoms help students have basic knowledge and skills in the health sciences, focusing on the pathology of the four specialties with the most common diseases in the community.

+ Specialized knowledge with 45 credits (34.1% of total program duration) with Basic Epidemiology, Management Principles and Basic Management Skills, Health Planning, Population and Development, Community Practicum 1, 2 and many other subjects, which help students have knowledge and skills related to the system and management of the Viet Nam health system, plan to solve the priority health issues, health education and communication.

+ Additional knowledge with 18 credits (13.6% of total program duration) with electives including Social Marketing, Project Management, Non-communicable Disease Epidemiology, etc. These subjects help students consolidate knowledge and skills related to addressing priority health issues, behavioral change interventions.



+ In the training program, there are one course of hospital practicum and three courses of field practicum.

- Hospital practicum for Medical - Surgery - Obstetric - Pediatric courses for 6 weeks at the hospital for students to learn hospital organization, practicum the skills of clinical examination and communicate with patients.
- Field practicum:
  - The first practicum at the end of the second year in one week. Students will practicum at a commune health station in a suburban district of Hanoi to learn about the organization, functions and tasks of grassroots health and the role of PH for people's health care, protection and promotion.
  - The second practicum at the end of the third year in two weeks. Students will practicum at a commune health station in a suburban district of Hanoi to identify priority health issues and plan for solutions.
  - The third practicum in the fourth year in 12 weeks. Students register to practicum at one of the following facilities: Commune Health Stations, District Health Centers, Provincial/Municipal Preventive Medicine Centers, Provincial/Municipal or Health Education Communication Centers, some non-governmental organizations. This is a period for students to continue to improve their knowledge, practicum and develop soft skills, community mobilization skills, analysis and selection of priority health issues to intervene, propose solutions appropriate with actual conditions.

#### **PART D: Regulations on quality assessment**

- Regulations on quality assessment

a) Scale:

- 10-point scale is a component score, which is used for the component points of a course. For the point cards (mid-term test points, final test points, field work points, etc.) 10-point scale is used, rounded to one decimal number.
- 4-point scale is the official one, in which (A, B, C, D, F) are used for the grade point average, calculated from the 10 point scale on basis of the table below, numbers (4-0) are used for calculating the term grade point average and cumulative grade point average. However, this system of converting points is detrimental to students as they approach the average grade cut point.



**Table IV. 2: Scale for learning outcome assessment**

	10-point scale (Component points)	4-point scale (Official points)	
		Grade	Point
Pass	8.5 – 10	A	4
	7.0 - 8.4	B	3
	5.5 – 6.9	C	2
	4.0 – 5.4	D	1
Fail	< 4.0	F	0

b) Quality assessment of course learning outcomes:

The assessment of the learning outcomes (the number of component points, the assessment method for each type of component point (quality assessment of process, attendance and completion of the course, etc.) are specified in the detailed outline of courses. Component points are ones that fall into one of the following categories:

- Quality assessment of theoretical courses:
  - o Attendance: Full attendance level, students' active participation in the classroom activities of course;
  - o Process assessment points: A grade point for assessing students' knowledge and skills at the end of a unit credit;
  - o End-of-course assessment: point for student's knowledge and skills at the end of the course.

(Overall course grade is a weighted average of the component points. A course is considered as satisfactory if the student has a grade point average of 4 out of 10).

- Point of field exercise assessment
  - o Attendance: It is assessed in crossing manner by students with an instructor guiding the group and a self-assessment grading scale for participation in a team for one week in the field.
  - o Report assessment point: The council members use the team's report assessment grading scale.
  - o Report presentation point: The council scores report presentation and answers of the team.

(Overall course grade is a weighted average of the component points. A course is considered as satisfactory if the student has a grade point average of 4 out of 10).

c) Graduation conditions:

Students will participate in graduation examination or thesis when they obtain:

- Certificate of national defense education
- Have participated fully and passed all exams of the courses.

Students who are qualified for making graduation thesis are 10% of those who have the highest overall grade point average, the remaining students will participate in graduation exam.