HANOI UNIVERSITY OF PUBLIC HEALTH

AUN-QA SELF-ASSESSMENT REPORT

Master of Hospital Managment programme

October 2016

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ABBREVIATIONS

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

I. INTRODUCTION

1.1. HISTORY

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

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

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

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

1.2. VISION

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

1.3. MISSION

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

1.4. ORGANIZATIONAL STRUCTURE

HUPH consists of 7 academic faculties, 1 department of foreign languages, 10 functional

departments, and 9 centers and other units. Figure I-1 shows the organizational chart of HUPH. The school has 4 undergraduate programmes and 6 postgraduate programmes as follows:

1- Bachelor of public health
2- Bachelor of health technician of preventive medicine
3- Bachelor of social works
4- Bachelor of nutrition
5- Master of public health (MPH)
6- Master of hospital management (MHM)
7- Specialization in public health level I
8- Specialization in health service organization and management level II
9- PhD in public health
10- PhD in hospital management
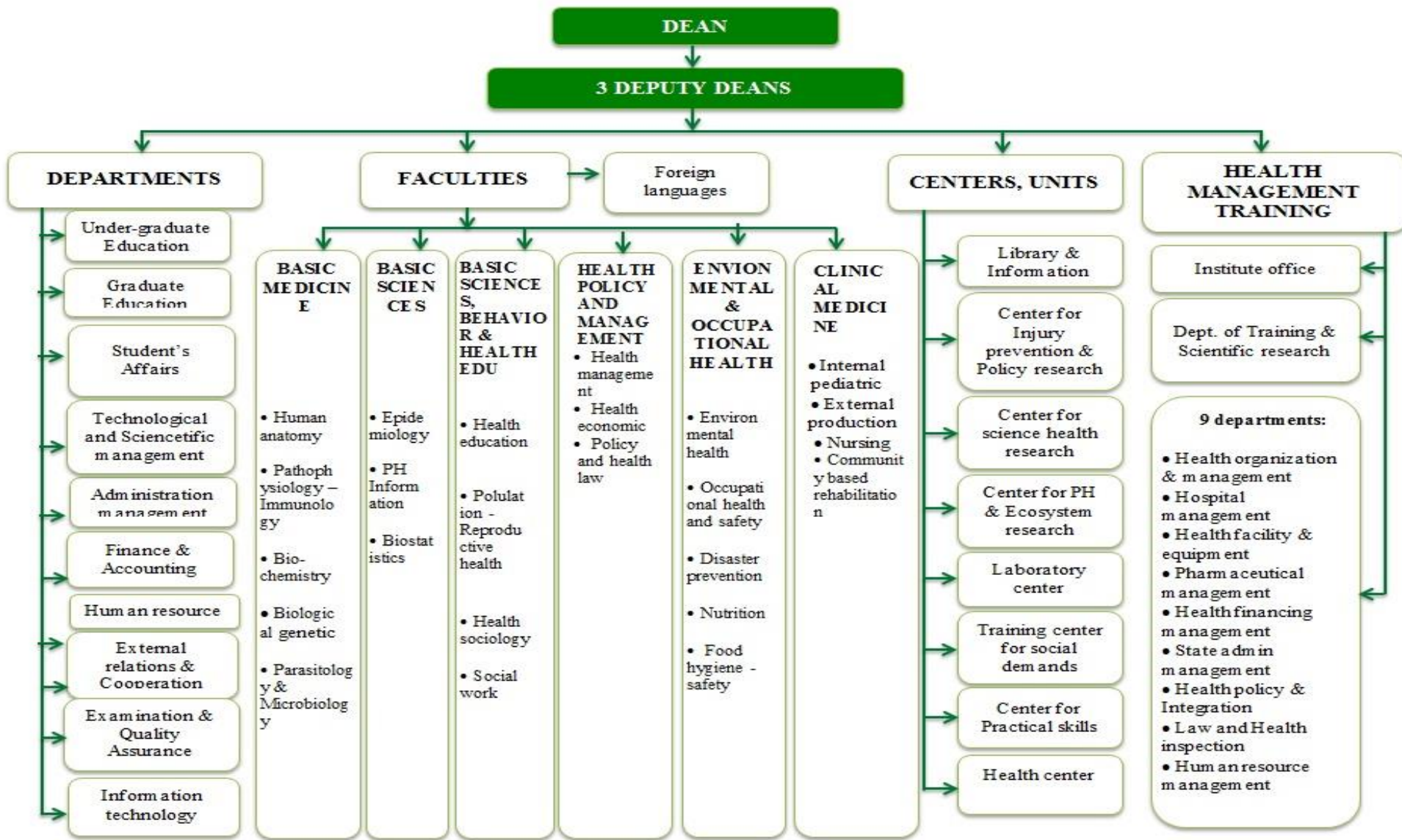
Figure I-1: HUPH organizational chart

1.5. ACADEMIC STAFF OF HUPH

Figure I-2; I-3; and I-4 show the number of HUPH academic staff
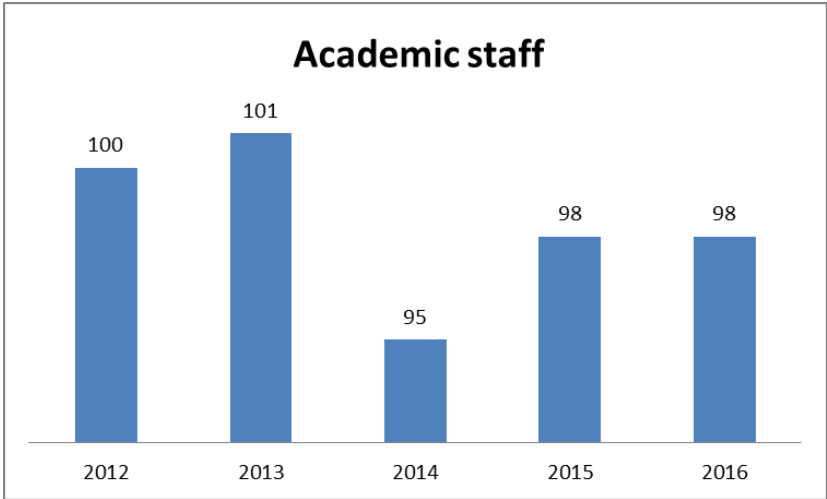
Figure I-2: Academic staff number (Oct 2016)

The HUPH has 98 full time staff and qualified academic staff, which consisted of 83 PhD and Masters holders. Apart from them are 16 Professor and Associate Professor. Most of them gradutated from developed countries such as Australia, USA, the Netherlands etc.
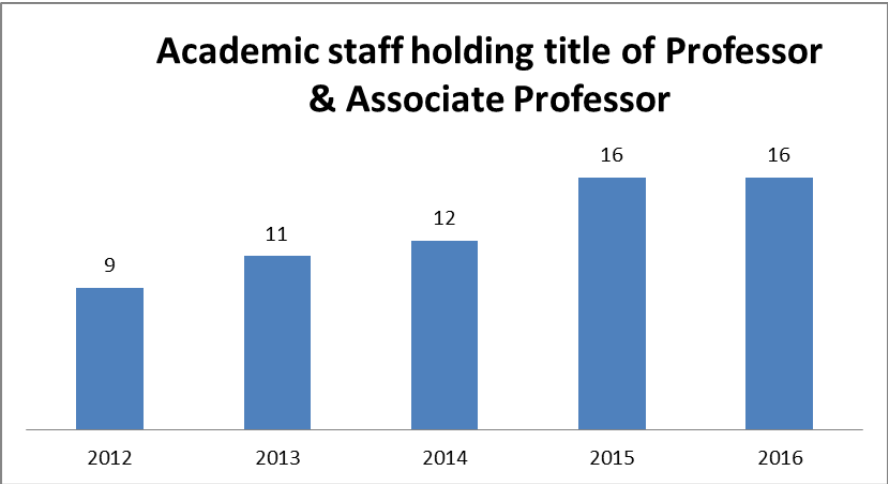
Figure I-3: Academic staff holding title of Professor & Associate Professor (Oct 2016)
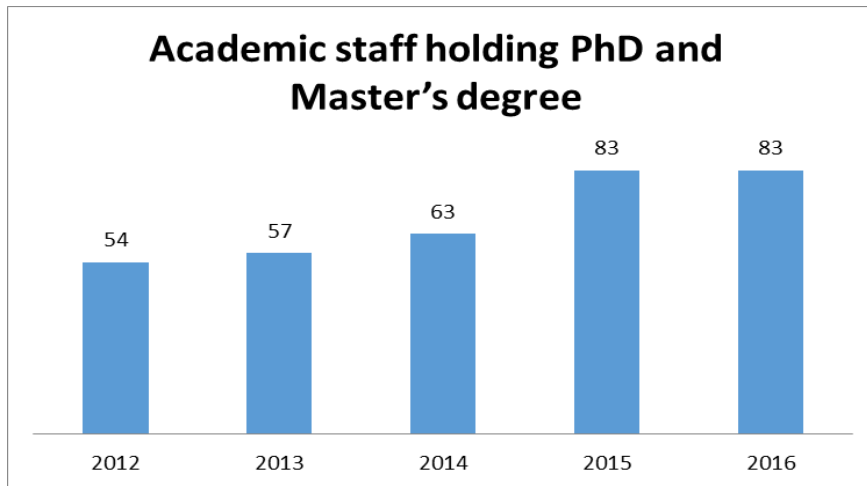
Figure I-4: Academic staff holding PhD and Master's degree (Oct 2016)

1.6. SUPPORT STAFF OF HUPH

The number of support staff is presented in Figure I-5.
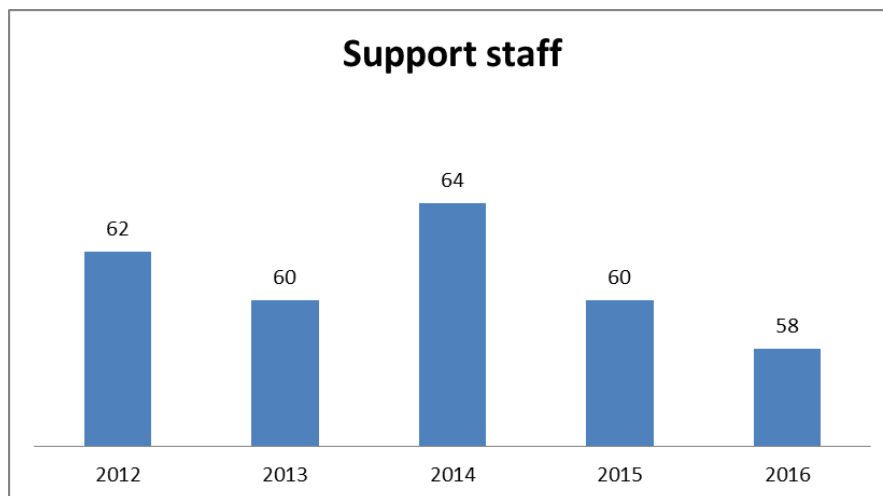
Figure I-5 : Number of HUPH support staff (Oct 2016)

1.7. STUDENT BODY COMPOSITION

Currently, HSPH has a total of 2136 undergraduate and postgraduate students. The number of students has increased over the years (Figure I-6). At present, the student body includes: Undergraduate:1482, Postgraduate: 414, Specialization Level 1 (CKI): 113, Specialization Level 2 (CK II): 90, PhD degree: 37
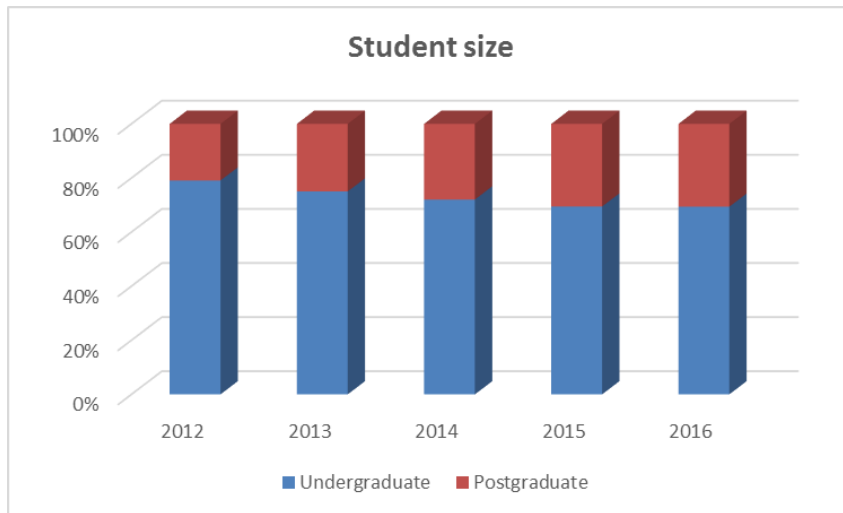
Figure I-6 : HUPH student size (Oct 2016)

1.8. SCIENTIFIC RESEARCH AND TECHNOLOGY TRANSFER

HUPH is the training institution which has gained a lot of achievements in scientific research, as presented in Figure I-7 and I-8.
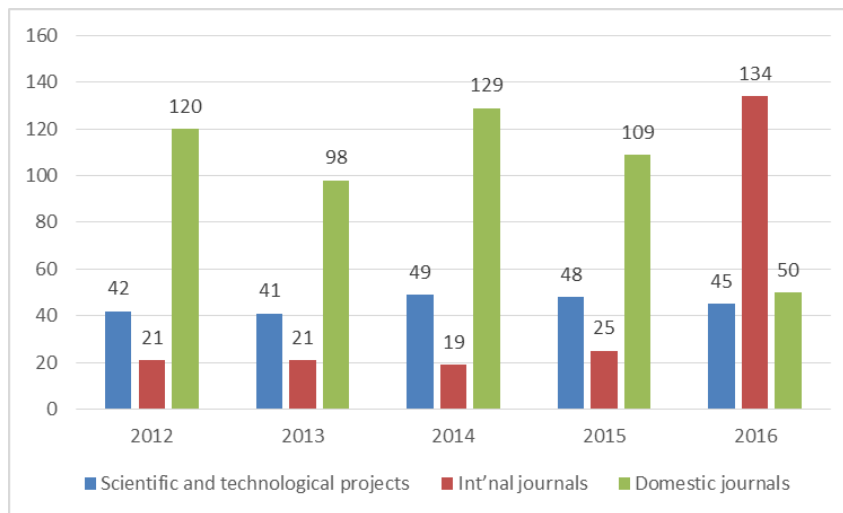
Figure I-7: Number of scientific projects and number of publication in domestic and international scientific journals
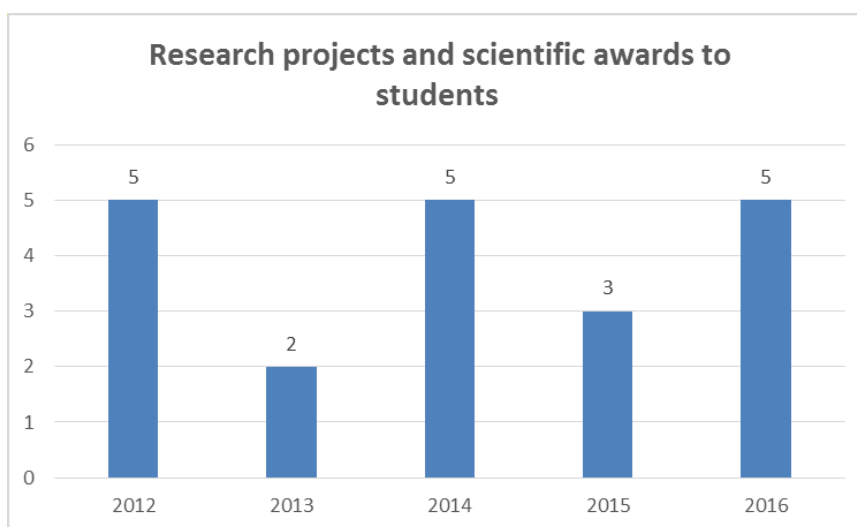
Figure I-8: Number of research projects and scientific awards to students

1.9. INFRASTRUCTURE AND FACILITIES

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

Table I.1: Facilities in HUPH

No.	Categories	Quantity/ Area
1	Total area of land (Unit: ha):	5.7ha
	• Land use area (Unit: m^2):	40.000 m^2
	• Total area of lecture halls/course rooms/meeting rooms	21.648 m2
	• Number of classrooms	58
	• Number of video-conferencing rooms for teaching off-campus MHM programmes	02
2	Equipment in lecture halls, course rooms, meeting rooms, video-conferencing rooms:	
	- LCD projector	56
	- Projector screen	33
	- Laptop	15
	- Video monitor	2
	- Video-conferencing facilities: PCs, separate internet transmission and connection.	01
3	Computer rooms	
	• Number of computer rooms used for MHM training programme	03
	• Number of computers	146

1.10. HUPH's AWARDS AND RECOGNITIONS

Over the years, under leadership of 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 contribution to the development for health human resource development. Figure I-9 briefly presents outstanding achievements and medals that HUPH has been conferred over years
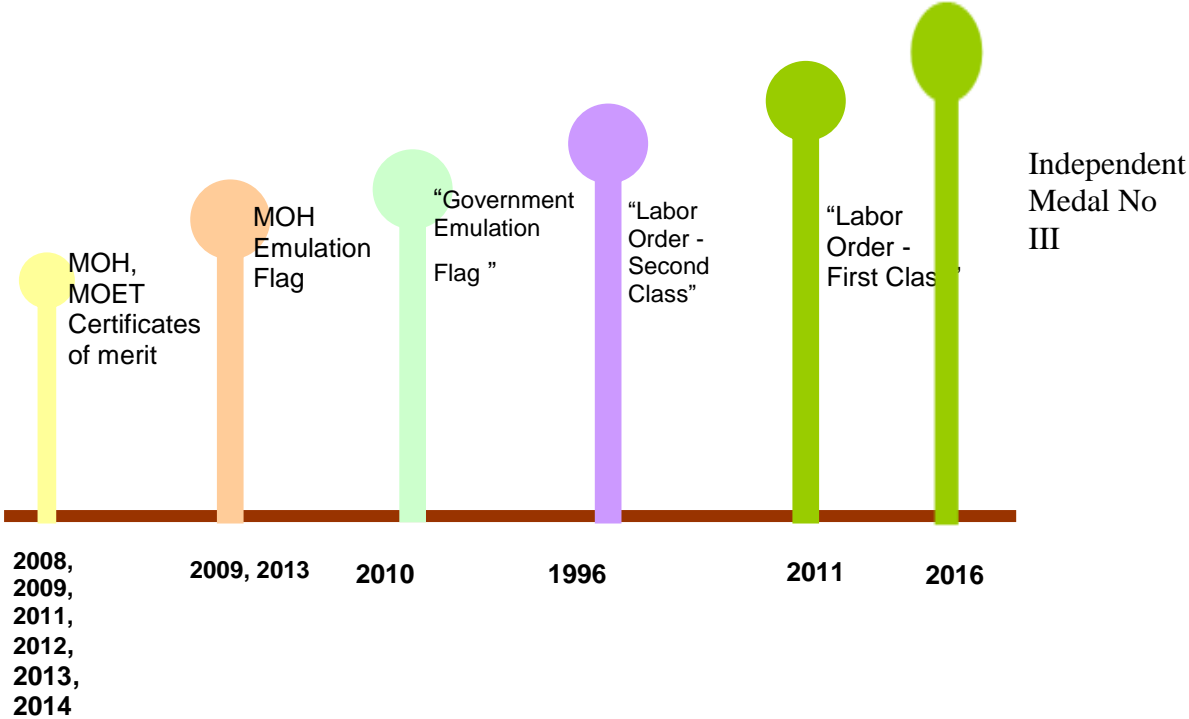
Figure I-9: HUPH's awards and national recognitions

1.11. ORGANIZATIONAL STRUCTURE FOR QUALITY ASSURANCE
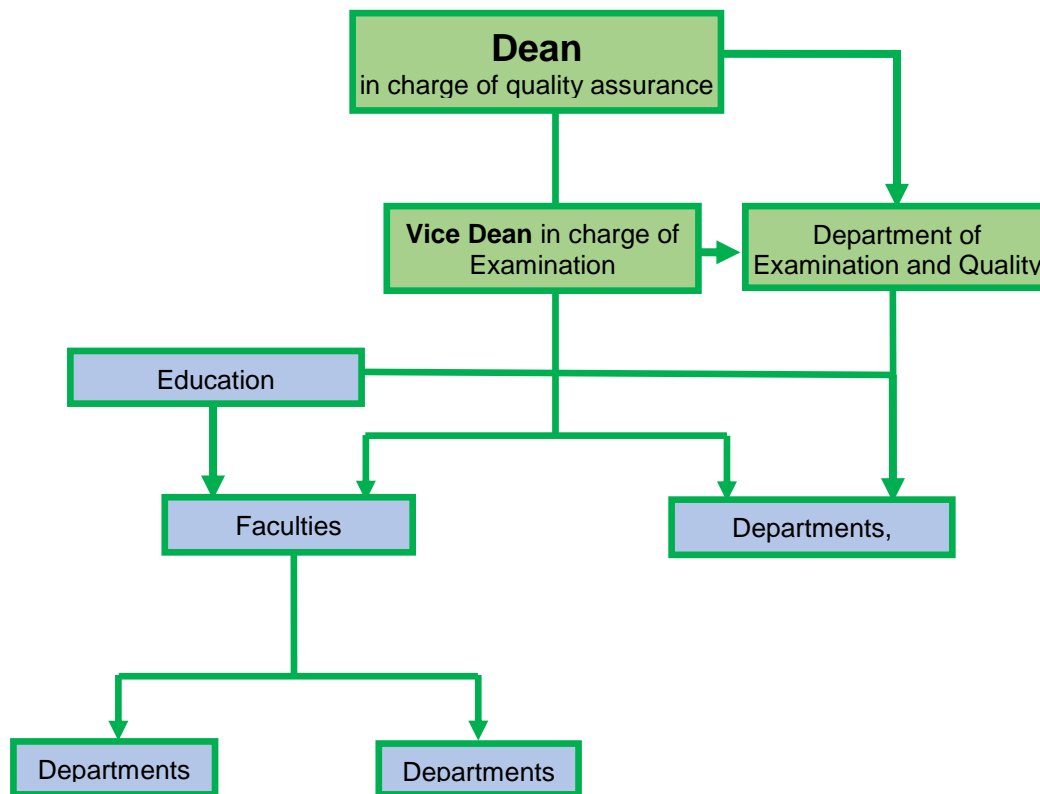
Figure I-10: Quality assurance structure

1.12. DEPARTMENT OF EXAMINATION AND QUALITY ASSURANCE

Table I.2: The number of staff

	Total	Qualification		
		PhD	Master	Bachelor
Dean (in charge of QA)	01	1		
DEQA	04		01	03

Responsibility of Department of Examination and Quality Assurance (DEQA) can be summarized in the following points:

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

- Follow up the action plans
- Guide the QA team in professional activities

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1.13. THE PROCESS OF DEVELOPING SELF-ASSESSMENT REPORT

The self-assessment of the Master of Hospital Management (MHM) programme was summarized as follows:

After receiving the Dean's Decision on the AUN-Quality Assessment of the MHM programme in the academic year 2015-2016, the DEQA announced the mission and the related to-do tasks to all staffs and students. The plan for self-assessment report was approved by the Dean of HUPH.

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

The team leader coordinated the work of the team members, organized meetings to discuss about and find solutions to the arising issues. After the team members finished the assessment report of their in-charge criteria, the DEQA composed the first draft of the SAR. This draft version of the SAR was sent to team members and to all academic and support staffs to get feedback. The SAR is then revised and modified to have the final version submitting to AUN for site visit.

The report is divided into four parts:

Part One: The introduction about the HUPH and SAR

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

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

Part Four: List of supporting documents and evidences

II.   SELF-ASSESSMENT/AUN-QA CRITERIA REQUIREMENTS

2.1.   EXPECTED LEARNING OUTCOMES

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

The MHM programme is aimed to train health personnel with hospital management competency. The learners are equipped with the knowledges and skills on hospital management in order to contribute to improve effectiveness; efficiency and quality of services in hospitals in Vietnam and to demonstrate capacity for continuing life-long learning and professional development[1.1].

The expected learning outcomes (ELOs) of the programme were first developed in 2013 with 15 outcomes [1.2], and revised in 2016 with 10 outcomes [1.3] (Table II.1).

Table II.1. ELOs of MHM programme 2016

1.	Interpret hospital functions and tasks, legislation, regulation, and ethical standards in relation to organizations' operation (organiztions include public and private hospitals, hospitals' departments and divisions, clinics and legalized health facilities)
2.	Respect the colleagues' and other related stakeholders' opinions
3.	Apply the current legal documents and policies to implement the assigned tasks effectively
4.	Apply the managerial skills in planning, implementing and monitoring and evaluating (strategic plan, routine plan or intervention plan)
5.	Participate/lead in service delivery quality improvement
6.	Participate in managing and using effectively the organizations' resources (finance; human; equipment and infrastructure, medicines and other materials)
7.	Demonstrate leadership and management skills, which meet the real needs and respond to the changes of internal and external environment in dealing with the emerged issues
8.	Manage and use effectively health information
9.	Develop and conduct the operational research proposals to provide evidences for management
10.	Demonstrate capacity for self-study as well as encouraging and inspiring colleagues in continuing learning and professional development

The ELOs are publicly announced in the HUPH's website and webpage of Dept of Postgraduate Education (DPE) [1.10] and clearly stated in the Student's Handbooks [1.9]. During the first orientation meeting with new students, the information on ELOs is also disseminated ([1.11];[2.2]; [8.9]). The ELOs are integrated into the programme, which is clearly presented in 11 specific objectives of the programme (Figure II.1).

1. Analyse the management principles and hospital management principles

2. Analyse the main contents of health care ethic and health care law

3. Apply relevant techniques and tools to collect, analyse, summarize, interpret hospital information to assist in process of decision, planning, hospital development, monitoring and assessment

4. Apply the basic models of quality management to improve the quality of health services

5. Apply leadership and basic management skills including determine and analysing problems, making decisions and leading teamwork in order to solve the current problems in a hospital.

6. Apply the knowledge and skill of economic, financial, human resource and hospital equipment management develop hospital plan and manage effectively a hospital.

7. Demonstrate capacity for policy implementation and policy analysing in hospital management

8. Coordinate intersectors and mobilize community to dealing with current issues

9. Apply effectively communication skills and communication – health education and promotion in hospital

10. Apply effectively information technology and computer skill in the jobs

11. Demonstrate the ability to self-learning as well as to encourage and to influence colleagues in continuing learning and professional development

Figure II-1. MHM programme objectives

Each ELO is associated with one or several objectives of the MHM programme. These association is shown in Table II.2.

Table II.2: The relationships between ELOs and programme objectives

No	ELOs	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7	Obj 8	Obj 9	Obj 10	Obj 11
1.	Interpret hospital functions and tasks, legislation, regulation, and ethical standards in relation to organizations' operation (organiztions include public and private hospitals, hospitals' departments and divisions, clinics and legalized health facilities)	x	x									
2.	Respect the colleagues' and other related stakeholders' opinions					x			x	x		
3.	Apply the current legal documents and policies to implement the assigned tasks effectively		x					x	x			
4.	Apply the managerial skills in planning, implementing and monitoring and evaluating (strategic plan, routine plan or intervention plan)			x	x	x	x	x	x			
5.	Participate/lead in service delivery quality improvement				x	x	x					
6.	Participate in managing and using effectively the organizations' resources (finance; human; equipment and infrastructure, medicines and other materials)						x				x	

No.	Description	1	2	3	4	5	6	7	8	9	10
7.	Demonstrate leadership and management skills, which meet the real needs and respond to the changes of internal and external environment in dealing with the emerged issues				x	x	x	x			
8.	Manage and use effectively health information			x					x	x	
9.	Develop and conduct the operational research proposals to provide evidences for management			x					x	x	x
10.	Demonstrate capacity for self-study as well as encouraging and inspiring colleagues in continuing learning and professional development								x	x	x

2.1.2. The programme promotes life-long learning

Enhancing self-learning ability for students is a key task of HUPH. Promoting life-long learning for students is reflected in the provision of basic knowledge which makes a solid foundation for students, from which students can learn deeper knowledge of hospital management. In addition, HUPH also facilitates students' participation in scientific research activities.

Students are equipped with sufficient knowledge and skills that could be applied for lifelong learning:

The training programme (TP) is designed to provide students with not only generic and basic knowledge, but also specialized knowledge including core and 18 elective courses, which allows students to determine specialty directions in the field of hospital management. Besides, the programme also includes hospital practicum with 17 credits. This is the fundamental and unique aspect in hospital managment training, which provides students with practical experience [1.12]. For example, in hospital practicum, students have to identify and analyse a problem in hospital managment areas in the hospital, develop and implement a research to provide the scientific evidences to propose strategies/activities to solve problem. This knowledge and practice help students be capable of self-learning after graduation to adapt to the rapid changes in science and technology.

Students are trained to formulate their self-learning habits and consciousness:

Many courses in TP have a structure of self-learning portion and assignments for students. Such assignments as research protocol development, practicum in the hospital field, and graduation thesis require students to conduct self-study, self-reference with materials, field work, data collection and analysis for the thesis to deal with a specific research topic/hospital problem. Habits and sense of self-learning help students be willing to lifelong learning to improve

professional qualifications at workplaces. After graduation, many students who return to their workplaces to work for some time, come back to HUPH for enrolment in PhD in hospital management to expand and improve their knowledge and expertise.

Students are encouraged to participate in scientific research

HUPH allows students to join the scientific researches conducted by HUPH, in addition to their thesis. Besides, the activities like seminars, workshops are held regularly in HUPH, giving students an inquisitive spirit, acceptance of continuing education throughout their life (e.g. periodic scientific seminars are held routinely at HUPH). Thanks to HUPH policy to encourage scientific research, every year, the best students have been given research grants and have achieved many awards in scientific research competitions ([1.13]; [1.14]). A youth scientific seminars and other workshops have been held at HUPH, creating an opportunity for students to present the results of scientific research at HUPH and then at national level [1.14].

The programme equips students with the ability to detect, analyse and solve problems

This is reflected through courses, the hospital practicum and graduation thesis. Many courses provide with real life situations and require students to detect, analyse and solve given problems [1.16]. The hospital practicum requires students to detect, analyse and select one problem relating to hospital management and solve in a field hospital [1.17]. Apart from helping students practice scientific research skills, final thesis helps students to sharpen their skills of detecting, analysing and solving problems. These help to enhance students' ability in several competencies such as teamwork, decision making, and preparing to lifelong learning.

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

Courses in TP, which are listed and grouped in a matrix shown in Table II.4 (in part 2.2.2), present the credits of the component and the contribution of the component to the ELOs of the programme. It could be seen that courses contributing to the formation and strengthening of generic knowledge and skills are ELOs 2, 10; basic knowledge and skills are ELOs from 2 to 10; the specialized knowledge and skills are to all 10 ELOs.

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

The training need assessment in 2007 clearly depicted the needs for specific competencies and tasks that hospital managers should be able to perform in the area of hospital management, especially in the context of decentralization and autonomous policy since 2002 [1.21]. Resource management competencies have been included as core courses in the programme MHM. Other competencies that revealed from training need assessment also included as elective courses such as social marketing, law and ethnic in public health etc [1.1].

In 2009, the evaluation of first MHM programme was conducted and the results were used for adjustment of programme ([1.23]; [1.24]). In 2015, the second evaluation of MHM programme was conducted [1.25].

The first ELOs were developed in 2013 and revised in 2016 as the results of training need assessment, and consultation with stakeholders from different agencies such as Administration of Medical Services – MOH; leaders of several hospitals at different levels and regions throughout the country, lecturers from the HUPH and other medical universities, invited lecturers from different field hospitals of MHM programme, and alumni from the MHM programme that currently working in the field of hospital management ([1.2]; [1.4]; [1.5]; [1.6];[8.9]; [1.15];[1.18]; [1.26].). The ELOs also were complied with requirement of Ministry of Education and Training (MOET) and MOH [1.4].

The ELOs are designed in accordance with the hospital management functions [1.7] and competency standards for managerial officers in the health sector as defined by the MOH [1.8], aiming to improve the quality of healthcare services in the health sector. Morever, these ELOs are align with hospital mamagement competencies from other international training programmes [1.22].

The ELOs are consistent with HUPH's mission, that is "*To contribute to enhancement and development of the health system and public health promotion through training and retraining for human resources for health, conducting scientific researches and providing high quality services in the field of public health*" [1.20].

Table II.3. Mapping ELOs and requirements of stakeholders

	HUPH	MOET	MOH	Hospital managers	Students	Alumni
ELO1			x	x	x	x
ELO2	x	x	x	x	x	x
ELO3	x	x	x	x	x	x
ELO4	x	x	x	x	x	x
ELO5			x	x	x	x
ELO6	x		x	x	x	x
ELO7	x		x	x	x	x
ELO8	x		x	x	x	x
ELO9	x	x	x	x	x	x
ELO10	x	x	x	x	x	x

In summary, activities to ensure the quality improvement of MHM training is on-going process in HUPH. This helps graduate students to ensure the achievement of ELOs that meet requirements of different stakeholders (Table II.3).

2.2. TRAINING PROGRAMME SPECIFICATION

2.2.1. HUPH uses programme specification

The MHM programme specification covers general information of the MHM programme, structure, training plan, programme objectives, ELOs, learning methods and assessment. The details of programme specification is presented in Annex 2. The programme specification is available in the webpage of DPE http://dtsdh.hsph.edu.vn/vi/ths/ctdt [1.10], the leaflet [2.1], and Student Handbooks [1.9]. The programme specification is annually updated[1.1]. The information on programme specification is introduced to new students on the first orientation day ([2.2]; [8.9]) and implemented during the study period. Any changes of programme specification

will be updated to the students by DPE in different channels (notice on the bulletin board, website, personal mailboxes of students or presented directly in the classroomon) [2.10].

2.2.2. *The programme specification shows the ELOs and how these can be achieved*

The programme specification presents the ELOs and the courses. The mapping courses and ELOs is shown how these courses contributed to programme's ELOs (Table II.4). The detailed mapping of course' outcome to the programme's ELOs [2.5] and lesson's outcomes and their assessment to course's outcomes [2.6] was clearly shown the achievement of ELOs by course and by programme.

Table II.4. Description of the relationship between the ELOs and the programme's courses

Subjects	Credit	ELO 1	ELO 2	ELO 3	ELO 4	ELO 5	ELO 6	ELO 7	ELO 8	ELO 9	ELO 10
Generic knowledge											
Philosophy	**4**		x								x
English	**2**										x
Basic knowledge											
Biostatistics	**3**				x					x	
Epidemiology	**2**			x		x	x	x	x	x	x
Qualitative Research Methods	**2**		x	x	x	x			x	x	x
Quantitative Research Methods	**2**			x	x	x		x	x	x	
Specialized knowledge											
Compulsory											
Hospital Management Principles	**2**	x	x		x		x	x	x		
Human Resource management	**3**	x		x	x		x	x			x
Hospital Economic and Financial Management	**3**	x		x	x	x	x		x		
Medical Equipment and Infrastructure Management	**2**	x			x	x	x				
Elective											
Health policy	**2**	x		x							
Health Policy Communication	**3**	x		x							
Health Law and Ethics	**3**	x	x							x	
Hospital Quality Management	**3**	x		x	x	x		x	x		

Subjects	Credit	ELO 1	ELO 2	ELO 3	ELO 4	ELO 5	ELO 6	ELO 7	ELO 8	ELO 9	ELO 10
Project Management	**3**	x	x		x	x	x		x		
Economic Evaluation in Health Care	**3**				x	x			x	x	
Health Financing	**3**	x		x	x		x				
Pharmaceutical Management in Hospital	**3**	x			x		x		x		
Health Management Information System	**3**				x				x		x
Presentation skills	**3**				x	x		x			
Health Promotion in Hospital	**3**		x	x	x	x			x		x
Hospital Marketing	**3**				x	x	x		x		
Community based Rehabilitation	**3**		x			x					
Safe Hospital in Emergencies	**3**			x	x	x	x		x		
Occupational Health	**3**		x		x	x	x	x			
Injury prevention	**3**			x	x		x			x	x
Occupational Safety and Hygiene in Health Facilities	**3**		x			x	x		x	x	
Field exercise											
Hospital practicum	**5**	1	2						x	x	x	x
Thesis	**12**	1	2						x	x	x	x

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

The MHM programme specification is available for stakeholders in different channels:

- Concerned audience: in the webpage of DPE http://dtsdh.hsph.edu.vn/vi/ths/ctdt [1.10], leaflets [2.1]

- MHM students: Student Handbook [1.9] and guiding documentation, such as guidelines for hospital practicum and thesis which are often disseminated in a orientation meeting and other meetings with students.

- HUPH: the programme structure through management processes led by the DPE

The Student Handbook clearly states details of the programme, structure, objectives, ELOs, methods, assessment, and learning procedures. The Handbook is yearly updated. The content of course syllabus is presented to students before each course, including the ELOs, assignments, teaching and learning methods, assignments and attendance requirement ([4.16]; [4.17]).

During training period, the updated information of programme is disseminated to students via notice on the bulletin board, website, personal mailboxes of students or presented directly in the classroom on various issues such as assignment, teaching and learning requirement, deadlines for assignments, disciplines in attending courses etc [2.10].

2.3. PROGRAMME STRUCTURE AND CONTENT

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

The experience in delivering public health training programme under Public Health Schools Without Walls provided opportunities for HUPH to become the first university in Vietnam to provide MHM training programmes in 2008 with field work approach.

The programme structure is presented in Table II.5. The programme allows students to have a strong background in both general knowledge and specialized hospital management knowledge.

The training programme having cohesion among courses. Some courses are prerequisite for other courses, which will help students to acquire specialized knowledge and skills in a systematic way. For example, the course on Hospital Management Principles is built from the simple (basic) to the complex (advanced level) and it is a prerequisite for Humnan Resource for Health and Health Informatic Management courses, or Basic Biostatistic and Epidemiology is built from the simple (basic) to complex (advanced level) and they are prerequisite for Quantitative and Qualitative methodology course etc.

Table II.5. MHM training programme structure

No	Courses	Number of credit (%)
1	**Generic knowledge** 1. Philosophy 2. English	6 (10%)
2	**Basic knowledge** 3. Biostatistics 4. Epidemiology 5. Qualitative Research Methods 6. Quantitative Research Methods	9 (15%)
3	**Specialized knowledge**	28 (46.7%)
3.1	*Core course* 7. Hospital Management Principles 8. Human Resource Management 9. Hospital Economic and Financial Management 10. Medical Equipment and Infrastructure Management	*10 (16.7%)*

No	Courses	Number of credit (%)
3.2	*Elective course*	*18 (30%)*

	A- Health policy and policy development domain
	   1. Health Policy
	   2. Health Policy Communication,
	   3. Health Law and Ethics
	B- Quality managent domain
	   1. Hospital Quality Management
	   2. Project Management
	C- Resource Management domain
	   1. Economic Evaluation in Health Care
	   2. Health Financing
	   3. Pharmaceutical Management in Hospital
	D- Information management domain
	   1. Health Management Information System
	   2. Presentation Skills
	E- Problem analysic and solving domain
	   1. Health Promotion in Hospital
	   2. Hospital Marketing
	   3. Community based Rehabilitation
	   4. Safe Hospitals in Emergencies
	   5. Occupational Health
	   6. Injury Prevention
	   7. Occupational Safety and Hygiene In Health Facilities
	(***Note: each student selects minimum 18 credits and must select B1, C3. D1, E2***)	

4	**Field exercise**	17 (28.3%)
4.1	**Hospital praticum**	5 (8.3%)
4.2	**Thesis**	12 (20%)
	TOTAL	**60 (100%)**

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

The core courses of the MHM training programme such as Hospital Management Principle, Human Resource Managment course etc are referenced/adapted from several prestigious training programmes in several countries such as Master of International Hospital Management program in University of Leed, UK, Master of Health Care Management in Havard School of Public Health in US [2.12].

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

With the vision of becoming a leading health training institution in Vietnam and in the (ASEAN) region, the MHM programme has been developed, and updated to catch up with practical

requirements. The MHM programme was developed in consideration of MOET regulation [1.18]. The ELOs were aligned with HUPH's vision and mission [2.13].

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

The courses are arranged logically to ensure that the previous courses serve as prerequisite knowledge for the following courses. This is clearly reflected in the schedule of specialized courses (Table II.6). The courses in the second semester include electives with prerequisite condition, to ensure the requirements for students to get the higher level of knowledge and skills.

Thus, it can be seen that:

- The courses in Semester 1 offer basic, background, and necessary knowledge for the courses in Semester 2. In the syllabus of all courses, connection and relationship between the courses is mentioned in section "The role and position of the course" and the "Relationship to other courses". For example:

  • The Hospital Management Principles course in Semester 1 will be a prerequisite and is a compulsory for Health Management Information System course in Semester 2.

Table II.6. Linkages among courses

Block of course	ID	Course	Pre-requisite	Semester 1	Semester 2	Semester 3	Semester 4
Generic knowledge	PHIL60	Philosophy	**0**	X			
	ENGL60	English	0	X			
Basic knowledge	EPID60	Epidemiology	**0**	X			
	BIOS60	Biostatistics	EPID60	X			
	QUAL60	Qualitative Research Methods	0		X		
	RESE60	Quantitative Research Methods	EPID60 BIOS60		X		
Specialized knowledge							
Compulsory	MANA63	Hospital Management Principles	0	X			
	HRMD60	Human resource management	MANA63	X			
	ECON63	Hospital Economic and Financial Management	0	X			
	FACI63	Medical Equipment And	MANA63	X			

Block of course	ID	Course	Pre-requisite	Semester 1	Semester 2	Semester 3	Semester 4
		Infrastructure Management					
Elective	POLI60	Health policy	MANA63		X		
	POCO60	Health Policy Communication	MANA63 POLI60		X		
	LAWM63	Health Law and Ethics	MANA63		X		
	MANQ63	Hospital Quality Management	MANA63 HRMD60 ECON60 FACI63		X		
	PROJ60	Project Management	MANA63 HRMD60		X		
	HEVA60	Economic Evaluation In Health Care	ECON63		X		
	HFIN60	Health Financing	ECON63		X		
	PHAM63	Pharmaceutical Management In Hospital	MANA63		X		
	INFO60	Health Management Information System	MANA63 ENDN60		X		
	ENDN60	Presentation Skills	0		X		
	PROM63	Health Promotion In Hospital	POLI60 ENDN60 QUAL60 RESE60		X		
	MARK63	Hospital Marketing	MANA63 MANQ63		X		
	REHA60	Community Based Rehabilitation	0		X		
	EMER63	Safe Hospital In Emergencies	0		X		
	OCCU60	Occupational Health	0		X		
	INJU60	Injury Prevention	0		X		
	SAHE60	Occupational Safety And Hygiene In Health Facilities	OCCU60		X		
Field Exercise							
Hospital practicum						X	
Thesis							X

- Similarly, in Semester 1, students need to study introductory course on Hospital Economic and Financial Management, before moving to specialized courses on Economic Evaluation in Health Care and Health Financing in Semester 2.

- Hospital Quality Management is also a core course that should be studied before moving to other courses such as Human Resource Management, Pharmaceutical Management in Hospital, Hospital Marketing etc [4.14].

The courses are linked and integrated logically: in Semester 1, courses like Hospital Management Principles, Human Resource Management, Hospital Economic and Financial Management, Medical Equipment and Infrastructure Management are taught in parallel, which supported students with knowledge of hospital management science. In Semester 2, the courses like Health Law and Ethics, Hospital Quality Management, Hospital Marketing are the application of basic knowledge in practical context.

2.3.4. *The programme shows both breadth and depth*

The programme was developed to train the hospital managers, who could contribute to better performance of hospital function such as medical examination and treatment; human resource development; scientific research, disease prevention, financial management, international cooperation, etc.

Based on MOET's requirement and the practical needs through the alumni survey, and employers' survey, the ELOs are formulated and these represent the breadth and depth of the programme. The programme was designed with reference from other international programmes [2.13]. The courses are arranged with a logical order and students should have completed the core courses before being allowed to study other specialized courses.

The generic and basic courses accounted for 25% and field exercise accounted for 28.3%, presents the breadth of programme while the specialized knowledge accounted for 46.7%, presents the depth of the programme (Table II.7).

Table II.7. Programme with breadth and depth

Structure	Credits (60)	Percentage to programme
Generic knowledge	6	10%
Basic knowledge	9	15%
Specialized knowledge	28	46.7%
- *Compulsory Modules*	*10*	*16.7%*

- *Elective Modules*	*18*	*30%*
Field exercise	17	28.3%
- *Hospital practicum*	*5*	*8.3%*
- *Thesis*	*12*	*20%*
Total	**60**	**18-42 months (duration)**

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

As seen in Table II.7, the MHM programme include courses for generic, basic and specialized knowledge, hospital practicum and graduation thesis. The specialized knowledge include compulsory and elective courses, covering full knowledge contents and skills needed to meet the ELOs.

Generic courses provided the broad knowledge and English proficiency, which will be a necessary condition for students to further develop their professional career path and life-long learning ability.

Basic courses provided the knowledge and skills on research methods and communication competencies, necessary for further professional development

Specialized courses provided core hospital management competencies. Students will be able to: (1) identify the main hospital tasks in different areas such as human resource management, financial management, equipment and facilities management etc, (2) identify problems in each area, develop interventions for solving problems, implement programme, carry out the monitoring and evaluation of programme. These skills are essential for hospital management.

The hospital practicum (5 credits - 2 months) allows the students to expose to the works in different departments of hospitals such as dept of personnel, accounting and financial management, planning, training and research management etc. They have to develop the reports based on the works in these departments: overview, identify a problem encountered and propose the solution for solving the problem.

Thesis (12 credits - 8 months) requires the students to design and conduct a study (at the hospitals where they are working or exposed to the works) and submit a written thesis. They need to defend by oral presentation in the thesis committee. The thesis contributes to ensure the learning outcomes for students.

The soft skills (leadership and management, communication and IT application) are embedded in various courses

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

The MHM curriculum in HUPH is regularly updated to meet the constantly changing needs of the reality, upon the results of program evaluation. The process and the steps taken to update the programme are clearly mentioned in the Regulation and procedures for adjustment/revision and updating training programme materials in HUPH (Figure II-2) [3.18].

The process of updating/revision covers the programme and its instructional materials and helps to ensure consistency between the curriculum and teaching materials, as well as up-to-date contents of the curriculum. The programme adjustment has resulted in new core or elective courses that developed by the Faculties/Departments in response to the changes of strategies/policies of the health sector in general and hospital management in particular (e.g. hospital autonomy, policies on hospital fees and health insurance, etc.). The courses' curriculums have been regularly reviewed and updated, to keep up with the national and global changes. The number of elective courses was increased over the years [3.1].The training textbooks of MHM programme are supposed to update every 5 years[3.2].

Besides, some sources of feedback on the programme were collected and taken into account in order to adjust and update the programme so that it meets the practical needs. For example, upon the completion of each subject, the HUPH collects students' feedback on its contents, conduct monthly meeting of student representatives from each course, or organise an annual conference to gather employers' opinions.

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

Figure II-2. The process of compiling, revising curriculum, textbooks, and materials

Table II.10 presents the revision of MHM programme.

Table II.8. Revision of MHM programme

Year	Rationale for revision	Content adjusted
2009	Evaluation of MHM programme in 2009 [1.23]	- The structure of the programme remains the same (66 credits). Overlapped contents were revised [3.5]
2010	Moved to credit programme from year based programme [3.6]	- Programme on credit management (reduced from 66 to 45 credits)[3.7]
	Shorten the Master programme duration [3.9]	- Programme reduced from 24 to 18 months [3.8]
2013	Adding 2 credits for course on Phylosophy [3.10]	- Programme with 47 credits [1.11] - The ELOs of the programme were issued [3.11]
2014	Amendment of Master Programme by MOET regulation [2.3]	- The MHM programme became as applied track - Eligibility requirements: candidates have to attend an orientation course on hospital management before entrance exams if they have not studied on hospital management before - Epidemiology became core course - Number of credit of dissertation was revised [3.12]
2015-2016	Evaluation of MHM programme in 2015 [1.25] MOET regulation on minimum knowledge for Master Programme (60 credits) [2.4]	- The ELOs of the programme were revised[1.4]. - The programme with 60 credits (one credit hour equivalent to 45 minutes in 2009; to 50 minutes in 2015)[3.15]

2.4. TEACHING AND LEARNING STRATEGY

2.4.1. The HUPH has a clear teaching strategy

To meet the growing needs of the labour market and directives of Government to shorten the gaps between Vietnam and ASEAN countries, the HUPH has built the Development Strategy 2013-2018 with a clear vision to become: "*a leading center of training, research and*

consultancy in Vietnam and the (ASEAN) region" [1.20]. Therefore, the main pedagogical principles are developed as follows:

- The programme should provide a breadth of knowledge with stable content and allowing time for self-study

- The programme should provide specialized knowledge with regularly updated contents

- Training based on real life situations: The programme should allow students with opportunities to expose to the real life situations to develop skills in problem solving, expose and practice the managment skills in hospital.

- Classify compulsory and elective courses into different domain of knowledge and counsel students to choose the suitable ones that help them to fulfill the ELOs.[4.6]

- Develop self-learning and life-long learning ability

Based on these principles, HUPH has developed the MHM programme with updated contents and reference with international training programmes and local context [4.2]

- Student-centered teaching approach with application of active learning methods such as scenario-based learning method (SBL), case studies and etc that allow self-learning and develop life-long learning ability with technical supports from international experts ([4.3]; [4.4]; [4.5];[4.16] ; [4.17]).

- Students spend time for hospital practicum, exposed to different management departments in hospitals, theirs tasks and problems [1.1]. Lecturers and hospital managers discussed the management tasks with students and coached them in identifying problems and solutions. Through the hospital practicum, lecturers also are gaining practical experiences in the hospitals to enrich their knowledge and skills in teaching the courses.

- Life-long learning is integrated in different courses through exercises, case studies, fieldworks etc

- Soft skills such as leadership and management, communication, team work and IT application are embedded in the courses

The diversification of teaching and learning methods and the application of active teaching methods help students to have deeper knowledge and the opportunity to have more interaction and exchanges, enhance creativity, initiative and self-learning, self-problem solving among students.

The lecturers received training on PBL/SBL teaching and learning approach with experts from Australia within the framework of the Dutch-supported project entitled "Capacity building for Public Health training at HUPH" (2007-2012). The application of case studies with a problem-based learning and multidisciplinary approach was supported by the international expert from Havard School of Public Health under project supported by China Medical Board in 2014 ([4.4]; [4.5])

The evaluation of application of new teaching method and the revision are made based on the feedback [4.5]. Most of SBL and case studies are being implemented in the MHM programme due to their appropriateness of teaching and learning approach [4.6].

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

In addition to traditional teaching and learning approach, a variety of active teaching and learning methods have been utilized in the programme to meet the training objectives and ELOs. Each course has its own teaching and learning approach that allowed students to acquire and use the knowledge academically ([2.6]; [4.6]). Course like Searching Information required the practice in a computer room, other courses required the group works (Human Resource Management, Project Management, Health Policy Communication), or invididual scientific research proposals (Biostatistics, Epidemiology) or individual management proposal (Hospital Managment Principles; Hospital Economics and Financial Management) etc. Case studies on hospital overload required the use of diversified knowledge from different course such as Hospital Management Principles, Quality Management and Financial Management in developing problem solving skills in a systematic manner. These learning activities help students be actively engaged in learning, applying theoretical knowledge into practice and developing soft skills such as teamwork, presentation and communication, leadership and management and IT application.

In addition, the programme is also designed in a such way that students, prior to conducting studies for their thesis, can practice in hospital to develop the problem identification, problem analysis and solving [4.8]. For the dissertation, students are provided forms to assist them in the learning process (protocol development, data collection, data analysis, writing thesis, presentation of thesis) ([4.7]; [4.9]).

Students are also provided with opportunities to involve and receive research grants from HUPH or external grants ([1.13];[1.14]). They also can involve in research dissemination workshop and conference in Vietnam or abroad such as Thailand ([4.10];[4.11]).

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

HUPH and its Faculties always adhere to the strategy of "Student-centered teaching and learning" when designing and conducting training sessions, courses. The curriculum is designed to be flexible with electives in addition to the core courses to facilitate students to self-identify needs and design programme (with courses) in the most appropriate manner with time, work requirements and personal capacity [1.1].

The courses are designed with the duration for practice (in group, individually, SBL or case studies) to facilitate students to bring into play their own potential, translate theory into practice, and have more time to exchange, discuss with lecturers during the application process, which enhances the ability to acquire knowledge and skills [4.6]. In addition, the learning environment with support facilities such as library with online database, computer room, or e-learning system provided more learning resources besides textbooks and lecturers' handouts [4.12].

Upon completion of each course or programme, students give feedbacks on lecturers, lessons and teaching methods in the course evaluation form or end program evaluation [4.13]. This form is collected and analyzed by the DEQA, and shared the results with responsible Faculties. The Faculty conducts discussion based on the results of evaluation to make adjustments to suit expectation and needs of students while still ensures course quality and required outcomes. Overall, students are satisfied with teaching methods ([2.8]; [2.9]; [2.11]).

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

As stated above, the teaching and learning strategies of HUPH is focused on meeting the learning outcomes. The courses are aimed at conveying theory together with opportunities of practice so that students can apply their knowledge to develop skills and logical thinking. Many courses requiring students to have self-learning and self-study. For example, the Hospital Marketing course requires students to work in groups to analyze healthcare service marketing, make plans and assess hospital marketing while the Hospital Management Principles creates opportunities for students to practice management skills such as motivation skills, conflict solving skills and strategy management skills[4.14]

In addition, students also involve in hospital practicum to expose to practical situations, and then conduct research for thesis. These activities required students to have self-study, activeness and self-improvement skill. These skills are very useful for application at their workplaces (identify prioritized hospital management problems, planning, data collection in the hospital, data

analysis using statistical software, qualitative data analysis, propose the strategies/activities to solve these problems, writing and presentation of reports, etc.).

Students are encouraged not only to complete the courses, but also to build a career path development after graduation such as continuing education with short courses or higher degree. Many students are supported by HUPH to publish the research findings in academic journals [4.15].

2.5. STUDENT ASSESSMENT

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

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

Assessment includes formative and summative assessment. The formative assessment included attendance; participation in discussion and/or practice, which allowed the lecturers to modify the learning activities if necessary. The summative assessment is delivered at the end of each credit and end of course. Depending on the nature of the course, each course designed the own assessment criteria and presented in the course' syllabus ([4.3]; [5.3]; [5.4]; [5.5]; [5.6]; [5.7]; [5.8]; [5.9]). The assessment methods for each ELO should be specified according to the six levels of Bloom's taxonomy; and Assessment Rubrics defining marking criteria for each ELO.

Assessment: ELOs are evaluated based on two forms: 10 point grading scale and 4-point letter grading scale (Table II.9).

Table II.9. Assessment grading scale

	10-point grading scale *(Component scoring)*	**The 4-point letter grading scale** *(Official scale)*	
		Scale	*Grade*
Satisfied *	8.5 – 10	A	4
	7.0 – 8.4	B	3
	5.5 – 6.9	C	2
	4.0 – 5.4	D	1

Unsatisfied	< 4.0	F	0

(* For thesis, participant must reach the score at least 5.5 to be satisfied)

Theoretical courses: grade 4/10 is considered to be pass.

Hospital practicum: Students must attend all practical sessions. The score of all practical sessions in the semester is rounded to one decimal point to become the grade of module on hospital practicum. Hospital practicum: grade 5/10 is considered to be pass ([1.17]; [4.9]).

Graduation: students must complete 60 credits, including generic, basic and specialized knowledge, hospital practicum and thesis [1.1]. Thesis is written after students have completed courses in the programme.

Dissertation:

Defending research proposal: grade 5/10 is considered to be pass.

Grade of thesis is the mean score of all members of thesis committee. The grade must be 5.5 and above to be considered as Pass [4.9].

In addition to accumulating adequate number of credits for academic knowledge, to receive a graduation degree, students must have certificate on English proficiency equivalent to B1 level.

2.5.2. The assessment is criterion-referenced

The assessment criteria of courses are determined by academic departments and lecturers and aimed to measure the achievement towards ELOs of the course. These criteria are specified in the course syllabus [5.5].

The construction of the exam/test questions is conducted in accordance with test blueprint, based on ELOs and the proportion of lessons to build exam structures [5.3]. Mapping of learning outcomes and assessment method and rubrics allowed the lecturers to ensure the achievement of ELOs by students after completion of the course [5.11].

2.5.3. Student assessment uses a variety of methods

Depending on the course that different methods are used in assessment such as multiple choice test, practical exercises, essays, etc. The results are calculated based on components such as attendance, in-class assignments, homework, mid-term test, final exam, group discussions, thematic presentations, big exercise/assignment etc [5.5].

2.5.4. Student assessment reflects the ELOs and the content of the programme

The content of assessment, ranging from attendance, in-class assignments, homework, mid-term test, final exam, group discussions, thematic presentations, big exercise/assignment etc are built by lecturers on the basis of course's ELOs. The examples of some courses are provided ([5.6];[5.7];[5.8]; [5.9]).

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

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

The assessment criteria, assessment methods, the weight of each assessment is specified in the course syllabus, and announced by the lecturer in the first lecture ([5.6];[5.7];[5.8]; [5.9]).

Those are, who required to re-sit the exams should be followed the procedures that clearly presented in the HUPH training management regulations [1.1]. Results of re-examination must be given written approval by the Head of Department/Faculty. The procedures for re-defending proposal or thesis also are provided and implemented as prescribed.

2.5.6. The assessment methods cover the ELOs of the curriculum

The assessment methods are designed to quantify the achievement of ELOs of the course. The relationship between the ELOs of the course and outcomes of programme and between ELOs with training objectives is presented in the Student Handbook, course syllabus and report on mapping course and learning outcome of Training Programme ([1.9]; [5.11]).

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

The standards for assessment are developed on the basis of ELOs of the course to ensure the explicitness and consistency and reflected in Student Handbook and course syllabus ([1.9]; [4.16]; [5.6]; [5.9]).

The test and exam questions and their answers must be signed for approval by the department head or retrieved from the question bank under the management of DEQA. The procedures for appraisal of hospital practicum, and thesis and appeal protocol are presented clearly in HUPH training management regulations [1.1]. Lecturer, who is in charge of the course directly involves in preparing exam/test questions, and marking assessment, except for the final exams [5.4].

2.6.   ACADEMIC STAFF QUALITY

2.6.1. *The staff are competent for their tasks*

Academic staff in HUPH in general as well as in Faculties, Departments involve in delivery of MHM training programme are formally trained, having good qualifications, being enthusiastic, ensuring good performance of teaching workload of the programme [6.1]. The description of staff is provided in Table II.10; II.11; II.12; and II.13.

The HUPH has modern public health laboratory. Although the training programme does not include the laboratory practice, the qualified lecturers of laboratory involve in programme as supervisors of MHM students if the students selected the laboratory management as a research topic.

Table II.10. Academic staff involved in teaching for MHM programme (Oct 2016)

Category	M	F	Total		%
			People	**Full time equivalent (FTE)**	
Professor		01	01	1	100
Associate Professor	07	08	15	15	100
Full time lecturers	24	43	67	67	100
Part time lecturer	0	0	0	0	50
Visiting lecturer	38	4	42	8.4	20
Total				91.4	

Table II.11. Qualifications of academic staff involved in teaching for MHM programme (Oct 2016)

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

1	Bulgaria	PhD
1	Germany	PhD
83		

Table II.12. Age distribution of academic staff involved in teaching for MHM programme (Oct 2016)

Age range	24-29	30-39	40-49	50-59	≥ 60
Number of staff	11	42	19	09	02
100%	13%	51%	23%	11%	2%

Table II.13. Development plan of HUPH academic staff (Oct 2016)

No.	Indicator	Current number	Number by 2018
A	Permanent staff	98	110
1	Professor	1	06
2	Associate Professor	15	23
3	PhD	16	39
4	Master	51	20
5	Trainer/lecturer for Practice (Laboratory)	10	12
B	Visiting lecturer	42	47
C	Service staff (admin. offices)	58	67

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

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

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

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

- Running training courses on teaching methods such as: (1) Developing a strategic plan for curriculum design and competency-based teaching methods [6.5] and (2) Applying the cycle of Plan – Do – Check – Act in the design and development of training programmes [6.6]

- Sending lecturers to join training programmes (for Master's, Ph.D. degrees) and retraining courses, short-term study tours in country and abroad in order to improve professional skills. About 10 lecturers/year are sent by HUPH to attend in-country refresher courses; and around 20 lecturers/year participate in overseas training courses or to gain experience through conferences, study tours and workshops [6.7]. HUPH also sends the staff or invited international experts (from the Netherlands, Indonesia and Australia) to Vietnam to provide training courses on specific teaching skills such as PBL or SBL.

- Lecturers having Master degree should pass through the standardization exams to ensure the quality teaching of lecturers. Those was not passed, have to re-sit the exams next year and did not allow to supervise the students ([6.8]; [6.34]; [6.35]).

- A total of 22 academic staff received Master's degree from 2010 to 2016 (2010: 02; 2011: 02; 2012: 02; 2013: 09; 2014: 01; 2015: 03; 2016: 03). A total of 12 academic staff received PhD degree from 2010 to 2016 (2010-2013: 01; 2014: 03; 2015: 02; 2016: 03).

Results from a course evaluation and end program evaluation show that the majority of students highly appreciate knowledge, professional competence, teaching skills, sense of responsibility and enthusiasm of lecturers ([2.8]; [2.11];[6.9]).

2.6.2. *The staff are sufficient to deliver the curriculum adequately*

HUPH currently has 98 full-time academic staff, including 83 lecturers holding Master's and PhD degree involved in teaching MHM programme. Currently, there are 12 lecturers attending PhD courses in developed countries [6.10]. Besides full-time staff, HUPH has a pool of visiting staff with 42 lecturers, and most of them have PhD degree or higher degrees specialized in public health, medicine, epidemiology etc. meeting requirements for teaching postgraduate programme in Hospital Management (Table II.14).

Table II.14. Staff/Student ratio and staff/graduate ratio (2015-2016 academic year)

Total FTE of staff	Number of students	Number of graduates /year	Number of students/FTE of lecturers	Number of graduate /FTE of lecturers
91.4	234	66	2.56	0.72

Currently, the number of HUPH academic staff is sufficient for the tasks of teaching and research in general and MHM training in particular. Many HUPH lecturers have enrolled in PhD programme abroad in the sandwich-like modality so the time at HUPH is devoted to performing the task of teaching and research for MHM programme [6.11].

In parallel with the recruitment and use of teaching personnel to meet needs in all training fields/specialties, HUPH is paying attention to specialized training and professional development for each Faculty to satisfy the teaching and working condition, requirements and standards of the job description and professional titles. Lecturers, who are teaching courses related to hospital resource management like human resource management, financial management etc, are required to spend time to work in relevant departments in hospitals. At the same time, the professionalism for lecturers can facilitate accessibility of lecturers with in-depth researches at large scales, since lecturers can accumulate professional experience to best meet core mission of teaching.

To gradually implement the development plan for strategy of the HUPH teaching staff, in 2015 HUPH requests Faculties to build a development plan for each faculty, in which, Faculties determine staffing plan and professional development till 2018 [6.12].

2.6.3. Recruitment and promotion for staff are based on academic merits

HUPH determines its mission to become one of the leading institutions for health training institution the country and in the (ASEAN) region. Therefore, it always takes this as the core values to be achieved in the work of recruiting lecturers to serve the cause of health management training and research. HUPH has a recruitment process in accordance with the principle of openness and transparency, with clear criteria for recruitment in accordance with the criteria stipulated for lecturers who involve in teaching HUPH postgraduate programmers ([6.13];[6.14])

(Figure II-3).
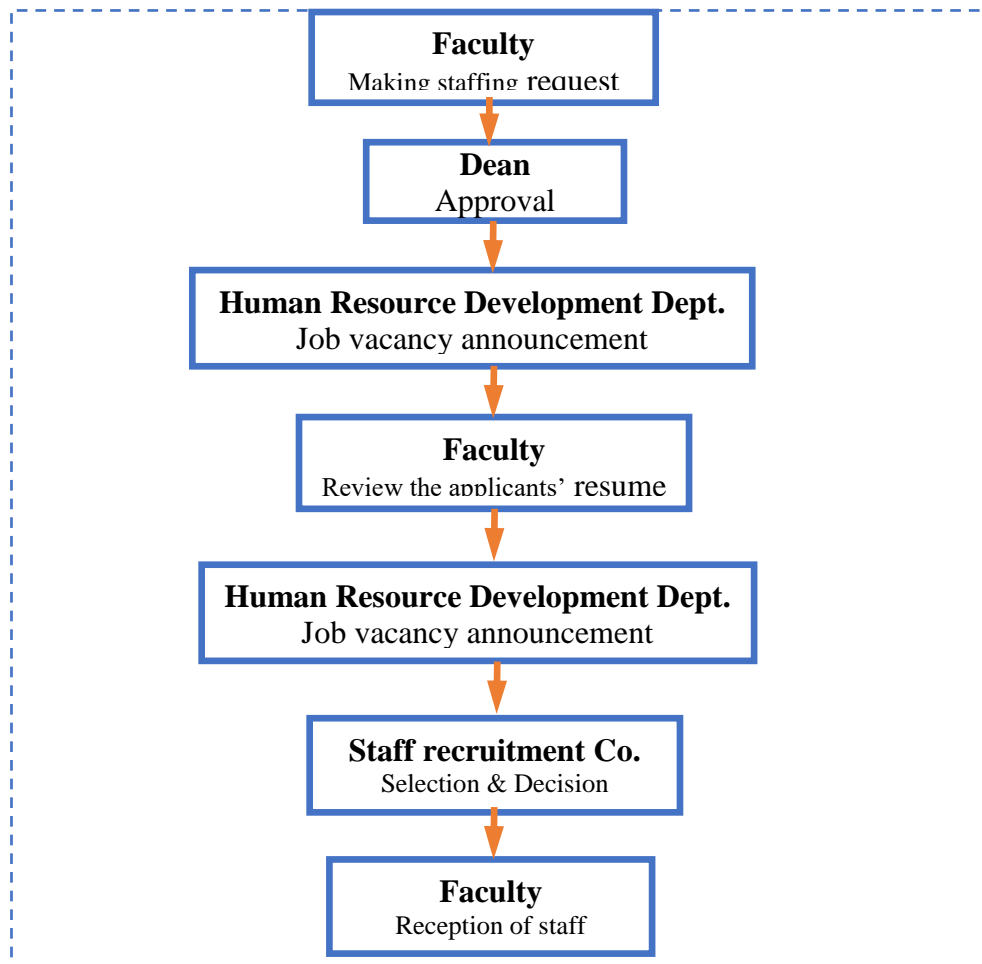
Figure II-3. Teaching staff recruitment procedure

Recruitment is conducted from the actual needs of Faculties/Departments [6.14] and recruitment/vacancy announcement is posted widely on the mass media [6.15]. Applicants/candidates are invited to have in-person interview if he/she meets basic conditions and professional standards after being screened and shortlisted. Applicants who meet requirements of the direct interview continue to proceed to the teaching demonstration round with a group of students and attended by the HUPH Lecturing Evaluation Committee [6.3]. The Staff Recruitment Committee, based on the recruitment criteria and consultation of HUPH leaders, makes proposal for recruitment decision.

For those academic staff with titles of Professor, Associate professor reaching the retirement age (60 years for men and 55 years for women), if being physically fit and wishing to make contribution to HUPH; and at the request of relevant Faculty/Department with staffing needs, HUPH will sign contracts with them for teaching and research [6.16].

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

To ensure the quality of education/training, HUPH offers training oversight regulations. The teaching is supervised by DEQA and through feedbacks from students. Those lecturers who do not accomplish the teaching load will not be considered for emulation and commendation titles. If teaching sessions are either missed or delayed for multiple times, they will be taken into account during the job performance assessment process which affects their rewards, promotion or salary increase. Besides, the teachers have to pass the standardization exams for being qualified lecturers at HUPH [6.35].

According to regulations of the State and HUPH, lecturers' salary is considered to be raised after every 3 years. This duration may be shortened if outstanding accomplishments are recorded. Provisions on lecturer assessment are clearly laid down in Regulations on staff assessment [6.17] and on lecturer reward are clearly laid down in Regulations on emulation and commendation/awards [6.18]; provisions on achievements leading to early-bird pay rise are clearly stated in HUPH Regulations on regular pay rise increase and in-advance salary increase [6.19].

Currently, HUPH offers different grades in compliance with teaching rank or title such as: Lecturer, Senior Lecturer, Associate Professor and Professor ([6.23]; [12.10]).

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

The role and the relationship among lecturers, authority of the job positions in the Faculty, Department are clearly defined in HUPH organizational chart [6.20], the Regulation on organization and operation of HUPH [6.21], Regulation on operational activities of Faculty [6.22], Stipulations on standards, duties and working regime of staff [6.23].

All these provisions have been disseminated to lecturers in HUPH and published on the HUPH website (http://www.hsph.edu.vn).

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

Academic staff in HUPH is assigned the task matching their qualifications, competence and experience. The senior lecturers provide coaching to the junior ones with technical supports in teaching and research. Those lecturers who are highly qualified, with richer teaching experience are assigned to teach postgraduate students. Those lecturers who are experienced with in-depth studies of any field are assigned to teach courses in that field or related courses. HUPH has

created opportunities for many lecturers of different Faculties/Departments together teach the same courses based on wishes and abilities of lecturers but not to be confined to the scope of management of Faculty/Department [6.25]. The senior lecturers also provide mentoring in academic writing to the junior lecturers [6.26].

At the end of each semester, lecturers receive feedbacks from students about teaching quality (aggregated and disseminated by DEQA to Faculties) with an aim to improve and enhance the quality of teaching [4.13].

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

During the academic year, lecturers are required to complete the standard norm of teaching hours as stipulated. In fact, lecturers teaching in MHM programme always reach and exceed the threshold of teaching hours prescribed by HUPH. Due to unique features of public health discipline in particular and training management process in Vietnam in general, apart from in-class teaching duties, lecturers also have a duty to participate in coaching/supervising students in the field sites, providing guidance in graduation thesis writing, participating in Committees for appraisal of student study/research protocols, and MHM graduation thesis defense committees. These activities are converted into standard teaching hours according to the prescribed ratio, therefore, the total number of teaching hours per academic year of teaching staff is mostly met and exceeded the prescribed threshold/teaching load [6.27].

Besides teaching duties, lecturers are obliged to complete the hours of scientific research (Scientific research hours are converted from activities such as participating in studies, projects, writing scientific papers to be published in domestic/foreign journals/magazines, writing textbooks, reference materials.) [6.28].

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

Annually, lecturers' self-assessment of task performance is done through self-counting teaching hours, scientific research hours as prescribed. Since 2015, lecturers conduct self-assessment in the form of scoring against the specified criteria, which – apart from main criteria for teaching hours, scientific research hours, include other criteria for professional development activities and participation in other activities for Party and mass organizations [6.29]. Lecturer's self-assessment is reviewed, rated by leaders Faculty/Department, and for those lecturers holding management positions; their self-assessment is reviewed, rated by the Dean/Vice Dean in charge.

The final assessment is determined by the HUPH Emulation and Commendation Committee [6.30].

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

2.6.7. Accountability of the staff members is well regulated

HUPH has a procedure for lecturer's feedback on the students' opinion about the quality of instruction, which includes steps to collect and process information to be found in provisions in collecting opinions of learners on learning environment and the quality of teaching [6.31].

2.6.8. Provisions for review, consultation and redeployment of academic staff are in place

Based on the actual work and manpower in Faculties, in cases where necessary, HUPH conducts review, assessment of the human resource situation and implement transfer or reassignment of tasks and work rearrangements consistent with the development plan of the Faculty, Department, as well as career development of lecturers [6.32].

HUPH has developed a database to track task performance of academic staff by each academic year to compare and evaluate lecturers' task accomplishment, which serves as a basis for their appropriate deployment and assignment. To date, all HUPH academic staff has been assessed to be ranked at task accomplishment level and higher in their positions after each academic year, and as a result, no redeployment has been taken for any academic staff in their current positions.

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

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

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

and summer vacation… Those benefits are stipulated in Regulations on Internal spending of HUPH [6.33].

2.6.10.There is an efficient appraisal system

Performance appraisal of lecturers is put into operation at the end of each academic year. The criteria used in the evaluation process include teaching load, scientific research load, a number of professional development activities and participation in other activities of HUPH [6.17]. The lecturer evaluation form should have comments from leaders of Faculty, Department. Besides, HUPH Emulation and Commendation/Award Committee will have reference to feedbacks of students or related individuals and units on lecturers in the process of consideration and appraisal for emulation and commendation titles.

Since 2013 – 2014 academic year, HUPH applied the reward regime for outstanding/typical lecturers in the academic year with such titles as outstanding Lecturer, Researcher on their merit of teaching and scientific research achieved by lecturers in the academic. Individuals receiving this distinctive titles are awarded Certificate of Merit from the Dean and rewarded with a study tour abroad. Reward mechanisms has a positive impact in the process of performing the tasks of lecturers [6.18].

2.7. SUPPORT STAFF QUALITY

Support staff of HUPH include those staff working for functional departments and centres of HUPH: Department of Undergraduate Education (DUE); Department of Postgraduate Education (DPE); Department of Student Affairs (DSA); Department of Scientific Research Management (DSRM); Department of Administrative Management (DAM); Department of Finance & Accounting (DFA); Department of Human Resource Development (DHRD); Department of External Relations & International Cooperation (DERIC); Health Station; Library & Information Centre (LIC); Department of Examination and Quality Assurance (DEQA); Department of Information and Technology (DIT), Public Health Laboratory Centre etc [7.1].

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

HUPH has 58 support staff members, working in the above-mentioned units, including 01 PhD, 26 Master's, 22 Bachelor degree holders, 01 Engineer, and 08 graduates from college, secondary vocational schools or having other qualifications. Most employees are assigned appropriate tasks

with technical qualifications gained from their training, and they have working experience in their current positions, and field of work. The support staffs are also regularly sent to join short courses for technical training, domestic and overseas study tours to exchange experience etc. Therefore, support staff is capable of meeting the demands of duty and promoting the role of active support for managers, lecturers and students.

HUPH has its SOPs for recruitment process, training, appointment, salary rise, assessment and reward for support staff ([6.4];[6.17];[6.18];[6.19].

During the study of MHM programme at HUPH, students are given support from staff in the following departments in terms of guidance, FAQ answers about issues in the training process, including: (1) Department of Postgraduate Education; (2) Department of Student Affairs; (3) Library & Information Center; (4) Department of Examination and Quality Assurance and (5) Department of Information and Technology.

The annual evaluation that organized by the HUPH with MHM students after completion of dissertation shows that the services provided by DPE satisfy the MHM students and have been improved over time [7.2]

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

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

The Department has 06 staff, including 01 Assoc. Prof., 04 Master's, and 01 Bachelor degree holders. Most staff is professionally trained and has experience working in the field of training management. Each staff is responsible for coordination of one training program so the progress of program is followed for the duration of the course. The DPE has an annual plan on professional training/retraining for its staff.

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

Department of Student Affairs (DSA) assumes the task of organizing, managing political, ideological, ethical education, lifestyle, learning, research and social activities of students. It collaborates with other units, mass organizations to take care of physical and spiritual life of

students. DSA acts as a bridge between students and HUPH Management Board. It also manages the procedures for granting and certifying copies of diplomas, certificates, and academic transcripts of students according to the current regulations; HUPH scholarship funds and student support funds; alumni. It jointly organizes promotional activities on training and scientific research related to alumni etc. Since 2014, the DSA organized monthly meetings with students from different programs, including MHM programme to get the feedback on the performance of different stakeholders. The comments were sent to different stakeholders for reaction. This activity was highly appreciated by the students because this could be accelerated the progress of solving obstacles that faced by students during their courses [7.3].

The Department has 05 staff, including 02 Master's and 03 Bachelor degree holders. Most of staff are professionally trained and have experience working in the field of student management. Every year, the Department plans to send staff away for technical retraining to enhance capabilities for support, service provision for training work of HUPH.

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

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

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

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

DEQA assumes the responsibility in planning, developing operational processes and implementing activities related to the work of education assessment/evaluation and quality assurance of HUPH. The examination schedule of all courses is prepared and announced to all teaching faculties and staff 6 months in advance and it ensures the implementation of schedule.

The Department is also responsible for sending and collecting feedback from related departments on the comments/concerns of students in the monthly meetings [7.3].

The DEQA is reported directly to the Dean and has 04 full-time staff, including 01 Master's and 03 Bachelor degree holders. The Department staffs have working experience in the field of Examination – Quality Assurance. Every year, staff of the department is sent for training or learning experience at universities with similar size or nature of the work in examinations, quality assurance in education.

2.7.5. *Staff of DIT is competent and adequate in providing a satisfactory level of services*

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

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

2.8. STUDENT QUALITY

2.8.1. *There is a clear student intake policy*

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

The quantity of students intake is determined by the MOET [2.4]. Entrance examination results are published on HUPH website, and applicants could search for their grades from this website by their personal code number. The selection of successful candidates is made based on the ascending ranking of grades and quota given by MOET (Table II.15).

Table II.15. MHM student intake statistics

	2012			2013			2014			2015			2016		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Number of			82			113			74			156			113

	M	F		M	F		M	F		M	F		M	F	
applicants															
Number of successful applicants			82			71			69			124			113
Number of enrolled students	47	35	82	29	39	68	41	26	67	46	75	121	50	63	113

Note: M: male; F: female

2.8.2. *The student admission process is adequate*

Student enrolment procedure is implemented as prescribed:

Every year, on October, DPE prepares the plan for MHM programme in the next year, including number of student intake, exams, date and venue of programme to be deployed. The plan is submitted to the Dean for approval. The Admission Council is established in accordance with the decision made by the Dean [8.5].

Announcement of the MHM programme should be made publicly and widely in 4 months before the entrance examination, to help candidates learning about the requirement and preparing necessary paperwork ([8.2];[8.3]). For those who have not prepared sufficient paperwork, they are required to have written confirmation to submit all required documents after examination if they were accepted to the programme.

List of eligible candidates for entrance exams must be approved by Admission Council and the notices about venue and time for exams are circulated to candidates in 3 weeks before the exams in different channels, including website [8.6]. The Admission Council and different working group (technical, administrative) are responsible for the examination following regulation [8.5].

Three exams are provided: (1) basic subject (math-statistics); (2) specialized subjects are required in 180 minutes/exam and English in 90 minutes. Exam questions are retrieved from the exam question bank at least 2h before the examination taking place to ensure the safety and security of examination process. Examination Marking Group is established immediately after the exams and is responsible for validity and reliability of the tests.

The candidates eligible for admission should not have any subject with grade < 5. Total grades of basic and specialized subjects are served as basis criteria for admission. List of successful candidates is reported to the MOET as prescribed [5.1].

Enrolment

Admission notice is sent to each successful candidate. In case where the admission notice is lost, the candidate should contact HUPH in order to receive support in a satisfactory manner. The orientation meeting with students often organized annually in October. The students learn about key rules and regulations and study plans [8.7]. The orientation meeting with students often organized annually in October. The students learn about key rules and regulations and study plans [8.8].

Students are allowed to have one month to consolidate records for admission before a decision on recognition of student status is made by HUPH [5.1]. All information that necessary for students are provided in the booklet "FAQ for students" [8.11].

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

The MHM programme is designed with 60 credits and minimum duration of 18 months study (excluding vacation time, and Holidays, Tet festival etc.).

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

Table II.16. Credits and contact hours of MHM students

Semesters	Semester 1	Semester 1	Semester 3 - Assignment 1	Semester 4 - Thesis
Credits	19	16	3	9
Contact hrs/day	Maximum 8 hours	Maximum 8 hours	Supervision by HUPH: - Identification of research topics - Defending the proposal,	Supervision by HUPH: - Identification of research topics - Defending the proposal, - Supervision the data collection and analysis, - Review by external reviewers - Defending thesis

Table II.16 shows that each teaching hour consisted of contact hour and self-study hour. One credit is equivalent to 15 contact hour in theory and 30-45 contact hours in laboratory or 45-90 hours for field site study or 45-60 hours for assignment (self-study).

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

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

Thanks to the relevant duration for learning, HUPH graduation rate is relatively high, about 96% on average [8.12]. These indicated the sufficient teaching load to students.

2.9.   STUDENT ADVICE AND SUPPORT

2.9.1. *There is an adequate student progress monitoring system*

HUPH has the support system to ensure the student's progress monitoring system (Table II.17). The task and function of these departments are clearly announced on the HUPH website and webpage of each department (http://hsph.edu.vn) [9.1].

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

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

Table II.17. The MHM student advice and support system

Activities	Support unit
Sending out enrolment information and guiding candidates to apply for entrance examination at HUPH	DPE
Providing email accounts, e-learning and student code to students	DIT DSA
Advice for course registration and use of self-learning with e-Learning system	DPE DIT Faculties
Advice and support for students to select and undertake graduation thesis topic	DPE Faculties
Scholarships and issues related to finance	DPE DSA DFA

Course assessment, collection of information and feedbacks from students	DEQA DSA
Student scientific research support	DSRM Centres – Projects
International student support	DERIC DPE DSA
Student accommodation support	DSA Dormitory management
Catering services	Contracted company Canteen
Medical services	Health Station
Sports, recreational activities,	Trade Union Youth Union
Study material support	LIC
Student administrative procedure support (issuance of introduction letters, bus ticket discount verification, academic transcripts, notification to workplace, etc.)	DSA
Employment opportunities	DSA

The DSA obtains information through monthly meeting with students' representatives on the learning process. In addition, the feedback/comments on learning process, reflection and aspirations related to life, the relevant departments and lecturers through the email or face-to-face meeting welcome study and daily activities. The email system of HUPH Management Board and staff is publicly available on the website [9.11]. All questions and proposals of students are taken into consideration by functional/support departments for timely support and resolution[7.3].

At the end of the academic year, those students having good academic results, actively participated in the student's activities etc are considered for the reward. At the end of the MHM programme, students who achieve the high distinction grade and the highest scores in the MHM cohort will be rewarded the title "The best student with graduation thesis in the cohort". These are great encouragement to students, helping them be more active in learning and participating in public activities [9.12].

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

Shortly after admission, HUPH holds the first meeting/orientation to disseminate learning regulations, rules and general provisions of HUPH [2.2]. At this meeting, the academic faculties, functional/support departments provide information of those units to students so that they can get familiar with those units and avoid confusion in the new learning environment [8.9].

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

Each student is distributed with a copy of book entitled "Information that students should know - FAQ" by DSA so that they know what additional information is most needed to serve themselves while studying at HUPH such as tuition costs, accommodation, social activities etc [8.11].

During the learning process at HUPH, students who wish to apply for papers with legitimate verification, academic transcript for semester/academic year receive positive response from functional/support departments [9.5].

At the end of courses, students are consulted with their assessment on course objectives, contents, lecturers and materials, equipment for learning. Course evaluation results and feedbacks to students' opinions are sent to students at the beginning of the next semester [4.13]. The programme coordinator is responsible for overall technical matters of the MHM programme [9.14].

Periodically, at the end of the year, the HUPH Management Board holds a meeting with class representative panel to listen to their opinions, share information and convey best wishes on the occasion of the New Year. This shows the great interest of HUPH to students [9.6].

2.9.3. Mentoring for students is adequate

HUPH assigned a programme coordinator to be responsible for the MHM programme [9.14]. One staff from DPE is responsible for administrative matters during learning process. DSA assigns a staff to monitor and support students from their admission until completion of the MHM programme.

During the learning process, the lecturers in the forms of discussion of classroom lesson contents, giving guidance through email, phone, sending documents etc, enthusiastically support

students. The students, who are encountered difficulties in learning and daily life, are taken care by DPE and DSA staff.

If the supervisors were external lecturers, and not familiar with HUPH requirement, the HSPH will assign an additional lecturer with Master's degree to support the students with thesis writing [9.7].

Most of MHM graduate students are having the job position before enrolling at HUPH. The DSA announced the job opportunities for those in needs of employment [9.9].

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

HUPH has sufficient campus for outdoor activities such as volleyball, basketball. Sporting and cultural activities are launched by HUPH on the festive occasions such as tournaments in football, volleyball, tug, music shows, flowers contests to celebrate Vietnam Lecturer's Day, etc. [9.10]. The environmental landscape is green, clean and beautiful for students with active, healthy learning.

The Health Station is ready to provide healthcare support to students during their learning process. Students suffering from diseases requiring long treatment will be certified by the Health Station to temporarily stop learning for treatment of disease [9.8].

2.10. FACILITIES AND INFRASTRUCTURE

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

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

The number of class rooms is sufficient for teaching purposes [10.1] (Table II.18), including equipment for learning process (loud speakers, projector and notebook)

Table II.18. Number of lecture halls and course rooms

No	Lecture hall/ course rooms	Area/m²	Number of lecture hall
1	500 seats	714	1
2	200 seats	205	7
3	100 seats	133	10
4	50 seats	82	6

5	25 seats	50	23
6	Videoconference room	32-64	2
7	Computer rooms	60-200	4

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

Table II.19. Resources of LIC at HUPH

Information	Quantity
Printed copy of publications	16.175
Academic journals	Vietnamese, English
Master & PhD thesis	2259
E-books	590
On line databases	HINARI, PubMed, Medline Plus

The LIC spreads on an open space with two wings of more than 2000m2, with 300 seats and 16,175 copies of books and aims at serving more than 2,000 HUPH staff and students, as well as researchers working in the field of public health across the country or in relevant sectors by either on-the-spot or take-home material borrowing and reading [10.7]. The LIC also regularly organizes short courses for students on principles and methods of finding information on the Internet, management of references (Table II.19).

With the motto "Users come to library by fingers, not only on foot", the support of library information management software, and the emphasis on development and exploitation of electronic resources, all these materials are searchable online 24/7 through LIC's OPAC and website. The LIC's users, regardless of their locations, can access to databases, journals, e-books, full-text of graduation theses, erase the gap in information access between on and off-campus users/ students of HUPH.

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

The HUPH has many field hospitals less in Hanoi and adjacent provinces to serve for hospital practicum and thesis. The list of field hospitals as follows (Table II.20):

Table II.20. List of filed hospital for hospital practicum

No	Name of district health centres
1	Vietnam-Sweden Hospital
2	Dong Thap Hospital

3	Agricultural Hospital
4	Bac Thang Long hospital
5	District 2 Hospital
6	Thu Duc District Hospital

The students come to field hospitals and identify the management problems in the hospitals by themselves under supports from assigned staff at hospitals. The annual meetings with hospitals staff are organized to discuss about the performance and problems encountered during the fieldworks of students. These are taken into account in planning field assignment for students in the next cohort ([10.3];[10.2]).

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

Equipment installed in lecture halls, conference rooms, small classrooms, video-conferencing rooms[10.4].

There is clear procedure for using teaching facilities in the HUPH. Academic staff and MHM students are required to 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 (Table II.21). Four computer rooms are sufficient for MHM students (Table II.18). The Internet is always in good condition to ensure proper teaching, learning and access to information. The Wi-Fi allows staff, students to get connected from any location on campus. The Intranet always works well to ensure continuity and update of information: *academic calendars, searching and viewing academic scores….* For off-campus MHM programmes, HUPH has 02 video-conferencing rooms with high-quality transmission to ensure smooth teaching and learning.

Table II.21. Computer facilities

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

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

Occupational and environmental safety

The HUPH has the plan to ensure the occupational and environmental safety, which followed the government regulation on this area [10.8]. The school has contracted with a company to handle hazardous waste, and set up a storehouse of hazardous waste. Currently, HUPH has the treatment system of wastewater and emissions with involvement of relevant units to ensure environmental safety and health of HUPH.

Fire prevention [10.5]

The equipment for fire protection is installed and made available in necessary locations. Every year HUPH staff participate in training sessions, practice for fire safety plan implementation [10.5].

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

Health safety

The Health station has separate rooms to ensure first aids care for students. The health safety standards, medicine are made available to respond adequately to first aids as required by HUPH [10.6].

2.11. QUALITY ASSURANCE OF TEACHING AND LEARNING PROCESS

HUPH is committed to the mission [1.20] and five core values, which enhance the quality of the teaching activities towards satisfying the needs of the society: (1) Commitment to quality and prestige; (2) Meeting the needs of learners and the society; (3) Promoting greater professionalism; (4) Enhancing transparency; (5) Encouraging innovation and creativity. The establishment of DEQA in 2013 confirmed its commitment [11.1]. The HUPH has the procedures and regulations on QA for teaching and learning in HUPH as follows:

- Academic staff: are responsible for the quality of teaching and learning programmes

- DUE/DPE: are responsible for administrative management of teaching activities of the academic staff.

- DEQA: is responsible for monitoring the teaching classes; collecting feedbacks from different stakeholders (students, alumni and labour markets), analysing results from feedback and shared with relevant faculties and functional departments for action plan on quality improvement

- Students: are responsible for providing feedback on the courses and programme.

In 2015, HUPH was awarded certificate on accreditation of MPH programme in accordance with AUN-QA criteria. This is an impetus for HUPH to continue with its performance on quality assurance in other programme such as MHM and other bachelor programmes in accordance with AUN-QA criteria.

2.11.1. The curriculum is developed by all teaching staff members

The process of formulating and developing the training curriculum of HUPH is stipulated in Figure II.4. The process of designing and building training programmes requires participation of all relevant lecturers in the design and development of training curriculum[3.18].

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

Figure II-4. Training curriculum designing and development process

Activities to update training curriculum are conducted regularly or upon request of the managing units. The updated contents are guided by DPE in accordance with the above provisions and ended after Science and Education Council give approval. The programme coordinator is responsible for the overseeing technical matters of programme [9.14].

2.11.2. The curriculum development involves students

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

- Information on training management activities;

- Information on curricula, textbooks and syllabus;

- Information about qualifications, teaching methods and expertise of lecturers

- Information on training plan, time and venue of training;

- Information on teaching equipment;

- Information on the quality of graduates;

- Other types of information.

Students' feedbacks on training activities are regularly collected through various forms: monthly meetings with representatives of the class [11.3]; meetings with all class members [7.3]; end course evaluation form [4.18], end programme evaluation form etc [2.11]. The feedbacks of students on curriculum, textbooks, syllabus, and teaching methods etc will be summarized by the DEQA and share with the responsible Faculties/Departments to make adjustments to conform with the reality ([11.4]; [11.5]).

2.11.3.The curriculum development involves the labour market

HUPH always respects opinions of the employers in the development of a training programme. In the process of developing training programme and curriculum, the consultation workshops were organized with representatives of employers to get information on expected learning outcomes and the knowledge should be taught in the MHM programme. The programme development also focused on task performance that meet the core hospital management competencies [11.11].

The MHM graduates are highly appreciated by leaders of working units for their professional capabilities and have their career advancement ([1.23];[1.25];[11.11]) .

2.11.4. The curriculum is regularly evaluated at reasonable time periods

HUPH issues general provisions that assessment and reassessment of programme, curriculum, teaching materials must be done after putting into use [3.18]. The time to review HUPH's programmes is in accordance with the regulations of the MOET, and the changes in experience

practice and background knowledge of the sector. Two evaluation of programme were conducted in 2009 and 2015 ([1.23]; [1.25]). The textbooks of MHM programme are updated in 5 years [3.2]. The end programme is conducted after completion of programme, with feedback from lecturers, students on the curriculum, and activities in organization of the programme. The feedbacks are documented and served as the basis for curriculum adjustment, if any (Figure II.2; II.4).

2.11.5. Courses and curriculum are subject to structured student evaluation

Based on the operation of the quality assurance system, HUPH collects opinions of students in the learning process, after completion of courses; opinions of students who are about to graduate or former graduates on the whole curriculum through survey questionnaires (Figure II-5].
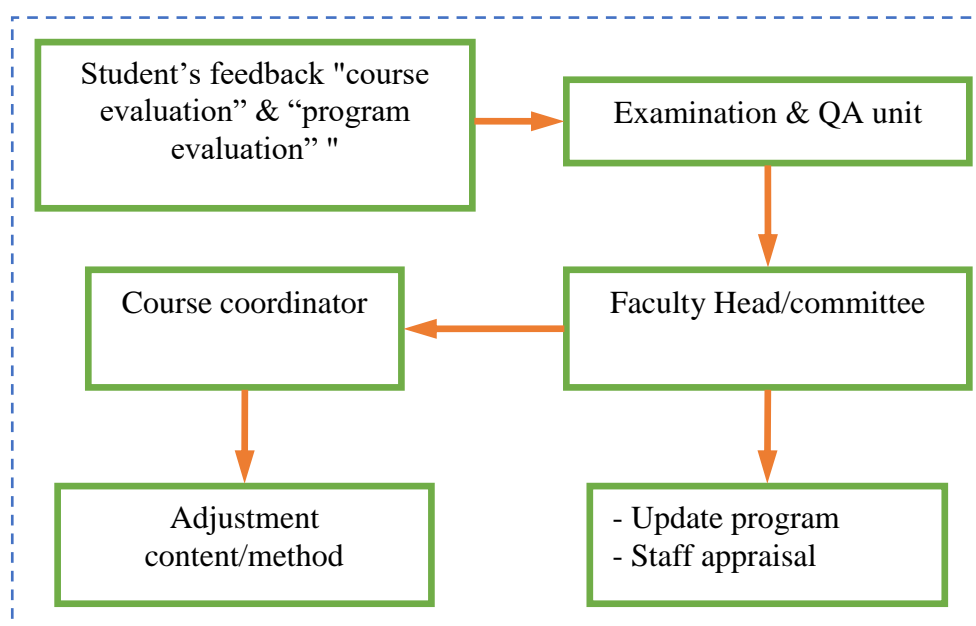
Figure II-5: Students' feedback and QA process

The student's end course evaluation is conducted [2.8] and the evaluation results are synthesized by DEQA and shared with the responsible Faculties/Departments with comments related to the curriculum, level of difficulty of the lesson, style of teaching etc [11.5]. Leaders of Faculties/Departments hold meetings with the teaching staff to make responses to students' comments. For the appropriate comments, Faculties/Departments reach an agreement to make adjustment accordingly. For inappropriate comments, Faculties/Departments send written comments to DEQA for an exchange with students. Course coordinator's feedback on the students' comments is sent back to the students. These feedbacks also are kept by the Board of Examination and Quality Assurance for monitoring of teaching performance of corresponding course coordinators for staff performance [2.9].

Every month, DSA holds a meeting with students' representatives to get general information about the learning process of students[7.3]. Practical suggestions are also taken into consideration by Faculties/Departments for adjustment of the teaching process in order to improve teaching quality.

At the end of the programme, in addition to the end programme evaluation, students also attend a meeting with relevant support departments to report their reflection of programme [2.11]. Through this channel, the DPE collects those feedbacks and has consultation with the Scientific and Education Council of HUPH, academic faculties and departments to adjust, if necessary.

2.11.6. Feedback from various stakeholders is used for improvement

During the training process, HUPH always pays attention to comments of students, alumni, administrators, employers through studies, and surveys on training programmes. Different units in HUPH utilize maximally channels of information on training programmes. While the DPE receives information from lecturers, managers; the DSA and DEQA collect information from students, alumni and employers. Collected information is analysed and sent to the responsible Faculties/Departments for quality improvement of services [11.11]. Feedbacks from stakeholders are considered as important "input" of training programmes (Figure II-6).
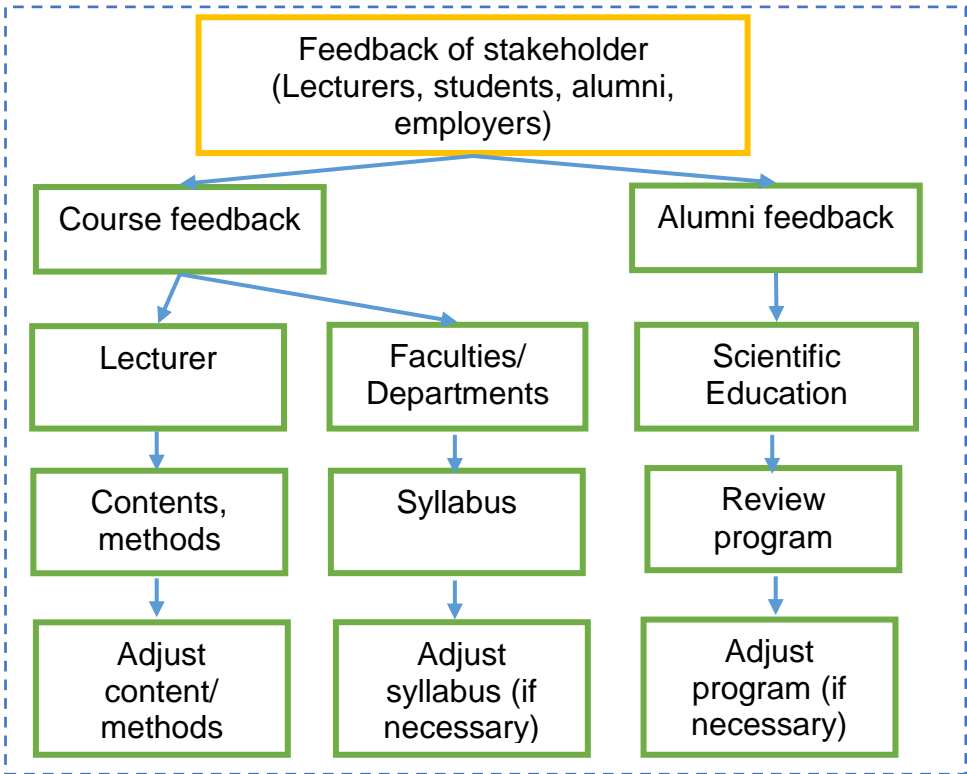
Figure II-6. Stakeholder's feedback and QA process

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

HUPH always applies active teaching methods to promote students into active learners with such approaches as PBL/SBL and case studies etc. Since 2013, assessment of teaching and learning processes at HUPH has been conducted in a more formal manner. Assessment gears towards a single goal, that is, to improve the quality of training programmes and update is also conducted more frequently to better meet professional practice[4.13]. The evaluation of MHM programme in 2015 provided evidence for revision of program with standardized process such as developing learning outcomes and how to achieve these outcomes [1.25].

2.12. STAFF DEVELOPMENT ACTIVITIES

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

Every year, Faculties develop work plans on the basis of assigned professional work and personnel in the faculties. Leaders of the Faculties, based on career development needs of individual teaching staff as well as faculty future development plan, make schedules of sending faculty staff to attend training courses for qualification improvement. HUPH leaders, based on priority levels set for the discipline and consideration of terms & conditions included in HUPH regulations on training, retraining, consider and give approval. The career path development of teaching faculties is clearly stipulated in HUPH's regulation (Table II.22 and Figure II.7)[6.13].

Table II.22. Plan for academic staff development

No	Indicator	2015	2018
A	**Permanent academic staff**	83	88
1	PhD degree:	32	68
	Of whom: Professor	1	6
	Associate professor	15	23
2	Master's degree	51	20
B	**Visiting lecturers**	42	47
1	PhD degree	42	47
2	Master's degree	0	0
3	Bachelor degree	0	0
	TOTAL (A+B)	125	135

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

- Creating favourable condition (support letters) for lecturers to apply for foreign scholarship programme [12.1]

- Facilitating academic staff to study abroad with scholarship of the government (project 911) or funding from foreign organizations ([12.3]; [12.2]).

- Supporting research activities with funding from HUPH scientific research fund or funding from foreign organizations ([12.3]; [12.5])

- Supporting lecturers to participate in short-term training courses at home and abroad to improve teaching competency and expertise ([6.7]; [12.5]); [12.6]).

- Organizing seminars, conferences with invited external professors or experts outside HUPH to present their reports, sharing information and experience [12.7].
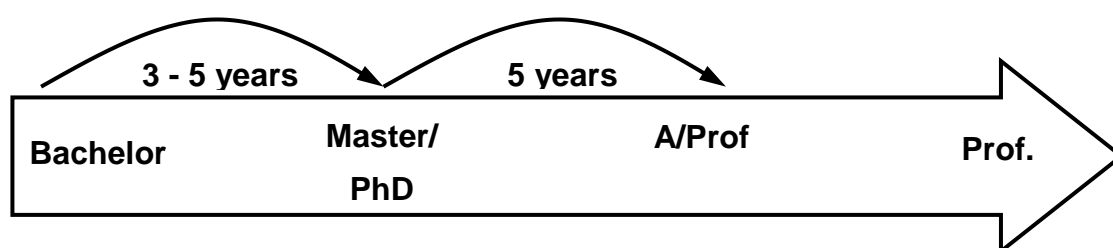
Figure II-7: Career development orientation for academic staff

HUPH also has the plan for support staff in their career development (Table II.23; II.24 and Figure II.8).

Table II.23. Plan for support staff development

No	Indicator	2015	2018?
	Administrative and service staff	60	67
1	PhD	1	1
2	Master's	22	26
3	Bachelor	28	30
4	College level	2	5
5	Other	7	5

Note: Data in the table includes permanent + contracted staff

Support staff development activities include:

- Organizing short training courses to improve skills, technical knowledge for support staff [such as on bidding, planning methods…)[12.8].

- Sending staff of functional departments to attend technical training courses for further improvement of their qualifications [12.9]

Figure II-8: Career development orientation for support staff

Table II.24. HUPH budget for support staff development activities

Year	Support staff development budget (USD)
2011	15, 000
2012	17, 000
2013	20, 000
2014	50, 000
2015	70,000

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

Academic staff development plan of HUPH is aligned with strategic and development plans of HUPH on human resources period 2015-2018 as well as the annual plan [1.20]. Data in Table II.23 shows that the current proportion of qualified lecturers holding PhD degree, Professor and Associate Professor are relatively high compared to those in other universities in Vietnam, but they do not reach such levels in universities in developed countries. To improve the quality of lecturers and move towards/become the research based university, HUPH has conducted many staff development activities by sending lecturers to attend long and short term training as follows:

Postgraduate education (Master, PhD, Post-doctoral research) in developed countries (USA, Europe, Australia) under the scholarship programme of the State (Project 911), or scholarships directly provided foreign Governments and Universities. From 2010 to 2016 as many as 36 lecturers have been sent to get Master's or Doctorate degrees in various foreign countries. Of these, 17 lecturers have got Master's degree and 09 lecturers have got PhD degree [12.2].

HUPH academic staff also has opportunities to attend seminars, workshops and scientific

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

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

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

On the basis of meeting requirements for training and considering needs of support staff proposed by functional departments, HUPH either conducts staff recruitment to have additional staff or send staff for retraining to improve necessary technical knowledge and skills of the support staff [12.10]. Since 2014, academic staff is also required to update and standardize their competencies in accordance with the learning outcomes/standards. The standardization starts are applied for 4 public health core competencies namely Epidemiology and Biostatistics; Health management and health policy, Environmental and Occupational health, and Behavioral sciences ([6.8]; [6.35]). These tests are referenced from international textbooks.

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

2.13. STAKEHOLDERS FEEDBACK

2.13.1. There is adequate structured feedback from the labour market

HUPH aims to get feedback from the labor market (employers, alumni) in the development of TP. The process of collecting feedback from employers and analysis of results is responsible by DEQA. In addition, through training, research, seminars, direct interviews are held with employers when they have working visit to HUPH to evaluate students' competence to meet job requirements in the following aspects: applications of specialized knowledge, soft skills etc. The opinions of employers are synthesized and sent to the Management Board and DPE. The evaluation of MHM program was held in 2009 and 2015, which shown the intention of HUPH in improving quality of course by having feedback from different stakeholders ([1.25];[1.23]; [1.15]).   The comments related to TP are raised at Science and Education Council for consideration to have timely improvements of TP, thus meeting the needs of the society.

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

Faculties and staff often receive feedback from students through many different channels. Collection of feedback from students is held regularly in a systematic manner including orientation meeting with new students, monthly meeting with student's representatives, end course and end program evaluation, other direct feedback channels through emails, face to face meetings, fan page, online survey etc. The DEQA is responsible for data collection and data analysis. The results are shared with responsible Faculties and functional departments and these should make action plan for quality improvement if needed. These are described in details in previous section.

2.13.3.There is adequate structured feedback from the staff

The staff feedback is carried out in various forms and channels: Weekly staff meeting (Friday) [13.4]; Monthly Faculty meeting [13.5]; Annual staff conference (December); Various retreat occasion etc.

The main feedback related to pedagogical standpoints, teaching strategies, the quality of the staff, curriculum/training programme, living conditions, lecturers' income, and improvement of work performance of support departments in HUPH. These points are well received and responded and discussed publicly with Faculty and HUPH leaders at these events [13.6].

Occasionally, the monkey survey was conducted to get the feedback from teaching and support staff on performance of DPE and DSA [13.7].

2.14. OUTPUT

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

On the average, the pass rate of each MHM cohort is about 97%, which is relatively high (Table II.25). The dropout or temporary learning suspension rate is low, accounting for about 3% and most of reasons for dropout is successful application of a scholarship to study abroad or employment matters ([5.1]; [14.1]).

Table II.25. Annual student pass rate

Academic year	Student Intake number	Number of graduates	Pass rate - %
2009-2011	30	29	96.67%
2010-2012	59	57	96.61%
2011-2013	54	52	96.30%
2012-2014	82	80	97.56%

2013-2015	68	66	97.06%

Learning results of students consist of two components: the mean scores of courses and grades from dissertation. The grades of dissertation in general are good and very good (Table II.16).

Table II.26. Grades of dissertation of different MHM cohorts

Academic year	Rating in graduation thesis defence			
	Excellent	Very good	Good	Fair
2009-2011	0	4/29	16/29	9/29
2010-2012	0	26/57	26/57	5/57
2011-2013	0	18/52	28/52	6/52
2012-2014	0	11/80	51/80	18/80
2013-2015	0	5/66	45/66	16/66
2014-2016		3/25	16/25	6/25

2.14.2. Average time to graduate is satisfactory

Previously, MHM programme duration was 24 months. However, since 2010, according to MOET regulation, the duration was shortened to 18 months. The average on-time pass rate is around 97% (Table II.27). The dropout rate after first year was low (0-3%). To increase the on-time pass rate for students, the DPE conducts several rounds of thesis committee in the year to meet the students' needs. Since 2012, HUPH has applied a new procedure for graduation thesis defending for all postgraduate programmes. This process includes: 1. Registration for thesis defence; 2. First submission of thesis draft; 3. Anonymous opponent's review, revision and 2nd submission of revised thesis draft; 4. Thesis defending; 5. Submission of the completed thesis. The previous process did not include step of anonymous opponent's review, and this step provides very effective support to students for their successful thesis defending ([4.9]; [13.2]).

Table II.27. Student learning progress monitoring matrix

Academic year	Total number of students in the cohort	% receiving graduate diploma after			% of dropout after			
		18 month	24 month	>24 month	18 month	18 month	24 month	>36 month
2009-2011	30	0	0	0	3.33	0	0	0
2010-2012	59	0	0	0	3.39	0	0	0
2011-2013	54	0	0	0	3.7	0	0	0
2012-2014	82	0	0	0	2.44	0	0	0
2013-2015	78	0	0	0	2.94	0	0	0
2014-2016	33	0	0	0	0	0	0	0

2.14.3.Employability of graduates is satisfactory

The majority (over 95%) of MHM graduates have had relatively stable jobs before enrolling in the programme [14.4]. After graduation from MHM programme, many graduates get promotion and hold key positions in the workplace while some graduates continue to study at higher education level, such as PhD [14.5]. Most of those who were not having job before study is likely to have job after graduation.

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

Research activities by academic staff

Since 2012, HUPH has issued Regulations on the standard hours of scientific research for academic staff. This is the basis for staff performance appraisal in scientific research [6.17]. Besides, HUPH also has a mechanism of reward and handling violations to encourage lecturers to actively participate in activities of scientific research [14.6]. Table II.28 shows that the number and topics of scientific research projects increases by year. Most scientific research projects of HUPH are at institutional-level research projects. From 2008 to date, HUPH has had research projects at ministerial (MOH) level.

Table II.28. Number of research projects by academic staff from 2008 to 2016

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Research projects at State level (sub-projects)	1	0	0	0	0	0	0	0	0	1
Targeted research projects at MOH level	0	1	1	1	1	1	1	1	1	1
Research projects at MOH level	2	3	2	2	2	1	3	4	5	5
Research projects at city level	0	0	0	0	0	0	1	1	2	2
Research projects at HUPH level (institutional level, cooperative projects)	17	11	10	14	16	40	36	43	40	25
Total	**20**	**15**	**13**	**17**	**19**	**42**	**41**	**49**	**48**	**34**

Table II.29 lists the awards for youth researchers in different national conference for young researchers.

Table II.29. Reports/presentations of young academic staff and students at Youth Science and Technology Conference

Year	2006 (13th Conference – HCMC UMP)	2008 (14th Conference – Hue UMP)	2010 (15th Conference)	2012 (16th Conference)	2014 (17th Conference)	2016 (18th Conference)
Excellent award	1			1		1
First rank	2	1	2	1	2	
Second rank	1	1	2	2	4	2
Third rank	2	1	3	3	1	2

Table II.30 lists number of scientific papers by academic staff from 2008 to 2016. From 2012 till 2014 saw a skyrocketed number of articles, especially in 2014.

Table II.30. Number of scientific articles by academic staff from 2008 to 2016

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
International journals	7	10	19	14	12	21	21	19	25	56
Domestic journals	15	12	21	40	53	120	98	129	109	128
International conferences	-	-	-	-	-	-	-	25	10	28
In-country conferences	-	-	-	-	-	-	-	44	40	34
Total	**22**	**22**	**30**	**44**	**65**	**141**	**119**	**217**	**184**	**246**

HUPH regularly organizes scientific conferences to promote scientific research by the academic staff. Every year, HUPH organizes 1-3 domestic or international conference since 2010 number of scientific conference organized by HUPH from 2010 to 2015.

Research activities by students

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

Students also participate in writing articles with academic staff and research papers of their graduation thesis [14.7].

2.15. STAKEHOLDERS SATISFACTION

The feedback from stakeholders is satisfactory

2.15.1.Students

HUPH has several channels to collect the feedback/opinions from students, including: (1) orientation meeting with new students at the beginning of the MHM programme ([2.2];[8.8]; [8.9]); (2) monthly meeting with student's representatives and yearly meeting with students'

representatives [7.3 , 9.6]; [11.3]; [11.5]); (3) course evaluation ([4.13]; [2.8]); (4) programme evaluation [2.11] and other direct channels (email, fan page, meeting etc). The comments are well received by HUPH, Faculties, as well as functional Departments, followed by activities and improvements to satisfy the students' requirements [13.2].

The course evaluation includes the feedback (from 1 to 5 scale) on learning environment (equipment and facilities for teaching, assessment the usefulness of the course, and forms of testing and assessment) and performance of academic staff. Most of criteria were ranked as 4/5, which indicated the satisfaction of students.

The end programme evaluation includes feedback on objectives and curriculum; achievement of learning outcomes; performance of academic staff; management and service for training and overall satisfaction with programme [2.11]. The results were shown that the majority of students are satisfied with the MHM training programme, and with the results achieved from the programme [13.3].

2.15.2. Alumni (graduates)

DSA conducts periodic surveys of graduates every year by sending a questionnaire/survey form via email and letter to graduates. The results were shown that most of alumni show their satisfaction with academic results at HUPH and current positions at their workplaces. Followings are some observations drawn from the survey results[11.13]:

- Learning results and outcomes are a determinant to help graduates find employment the fastest.

- The work that alumni are doing is consistent with the training discipline.

- Having a job right after graduation.

- Fewer job changes.

- Knowledge and skills gained from HUPH are useful for the work of alumni.

2.15.3. Labour market

HUPH has often conducted surveys of employers' feedback on training programmes/curriculum and the quality of graduates of HUPH in order to have prompt improvements and updates for MHM programme, thus meeting the requirements of employers. According to the survey results in recent years, after graduating from HUPH's MHM programme, many graduates have been promoted and hold key positions in their agencies while some graduates continue to study at higher education level such as PhD, CKII ([11.12];[14.5]).

III.   STRENGTHS AND WEAKNESSES ANALYSIS

3.1.   STRENGTHS OF MHM TRAINING PROGRAMME

Expected learning outcomes

-   The ELOs have been formulated and translated into the programme, clearly promote life long learning and reflected the requirement of stakeholders

Programme Specification

-   The training programme specification is shown in details, with clear ELOs, and presented, disseminated in different forms and channels to stakeholders

Programme structure and content

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

Teaching and learning strategy

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

Student assessment

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

Academic staff quality

-   The teaching staff are competent to delivery the MHM programme: most of the academic staff have been trained in hospital management in the developed countries

-   Academic staff recruitment is transparent and based on the needs. They should have expertise in public health/ health management, English proficiency and pedagogical skills

-   Academic staff are given favorable conditions for career path development, including teaching and research by giving opportunities to attend refresh training courses, conferences, workshops in Vietnam and abroad.

- The policies on staff motivation with form of reward, promotion are available and implemented accordingly

- Performance appraisal is effective with clear criteria for teaching and researching workload.

Support staff quality

- Support staff in functional departments such as DPE, DSA, LIC, DIT and DEQA is competent, with clear job description, having experience in providing services to satisfactory level.

Student quality

- The admission process is sufficient with clear intake policy and transparent admission process as prescribed

- The study load is in line with requirement of MOET for Master programme

Student advice and support

- HUPH has an effective student support system.

- Staffs are enthusiastic in giving advice and support to students.

Facilities and infrastructure

- HUPH has sufficient facilities for teaching and learning purpose, including classrooms, library, and equipment in lecture halls, course rooms and computer rooms

- Environmental health and safety standards meet requirement

- The field hospitals in Hanoi and adjacent provinces to serve for hospital practicum and graduation thesis development is unique experience in Vietnam

Quality assurance of teaching and learning process

- HUPH has a quality assurance system, drawing attention from the Management Board and growing fast, thus providing authentic evidence for teaching quality.

- Clear procedures for revision and updating programs and courses. The curriculum development involved different stakeholders and updated with reasonable time.

- The system for collecting feedback from students operates regularly and efficiently.

Staff development activities

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

- HUPH makes annual plans on development of the teaching staff, support staff through the work plan of the units (faculties, departments and centers).

- HUPH sends lecturers, support staff for training and retraining on the basis of the demand and staff development plan of HUPH

Stakeholder's feedback

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

Output

- On-time pass rate is high

- Lecturers and students involve in scientific research in an effective manner

Stakeholder's satisfaction

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

3.2. WEAKNESSES OF MHM PROGRAMME

Expected learning outcomes

- Lack of plan to get regular feedback from of stakeholders (labor markets, alumni) on achievement of learning outcomes

Teaching and learning strategy

- The application of active teaching methods in parallel courses, including PBL/SBL, case study, group works etc. might contribute to limited time for the assignment of students in each course.

- Arrangements for students to practice with fixed hospital for the practicum contributed to limited number of new research topics in each field hospital

Student assessment

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

Academic staff quality

- HUPH cannot sent academic staff to study full time oversee on PhD program, which might affect their make full use of training programme

Support staff quality

- HUPH has not developed specific assessment indicators and survey of satisfaction with services provided by support staff, and mechanism to monitor and track these indicators.
- Staff are not fluently in English

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

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

Quality assurance of teaching and learning process
- The DEQA has not regularly reviewed the test results to find out the reliability and validity of the tests

Staff development activities
- The study on PhD programme abroad is largely depending on external resources

Stakeholder's feedback
- Attention has not been paid to get the regular feedback from the alumni and labour market compared with other audience.

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

Stakeholder's satisfaction
- The information on stakeholder satisfaction (alumni and labour market) was not recorded in regular manner

3.3. IMPROVEMENT PLAN

Expected learning outcomes
- Set up regular mechanism to collect inputs from different stakeholders in updating/developing/achieving learning outcomes of program (labour market, students and alumni)

Teaching and learning strategy

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

Student assessment

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

Academic staff quality

- Explore more scholarship for PhD programme overseas and sharing tasks among teaching faculties while they are on live for study overseas.

Support staff quality

- HUPH will conduct surveys on the level of satisfaction of the stakeholders on services provided by support units. On that basis, monitoring and evaluation indicators in the following years will be conducted.
- Support staff should be standardized in English proficiency

Student quality

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

Student advice and support

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

Quality assurance of learning and teaching process

- The DEQA should have planned to review the test's results and give the feedback to the academic staff.

Staff development activities

- Explore different sources of funding to support professional development program

Stakeholder's feedback

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

Output

- Enforcement the collection of information from MHM alumni

Stakeholder's satisfaction

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

3.4. PROGRAMME QUALITY ASSESSMENT CHECKLIST

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

	1	2	3	4	5	6	7
Student assessment reflects the expected learning outcomes and the content of the programme				X			
The criteria for assessment are explicit and well- known						X	
The assessment methods cover the objectives of the curriculum					X		
The standards applied in the assessment are explicit and consistent					X		
Overall opinion							**5.00**
6. Academic staff quality							
The staff are competent for their tasks						X	
The staff are sufficient to deliver the curriculum adequately						X	
Recruitment and promotion are based on academic merits						X	
The roles and relationship of staff members are well defined and understood						X	
Duties allocated are appropriate to qualifications, experience and skills						X	
Staff workload and incentive systems are designed to support the quality of teaching and learning						X	
Accountability of the staff members is well regulated						X	
There are provisions for review, consultation and redeployment						X	
Termination and retirement are planned and well implemented						X	
There is an efficient appraisal system						X	
Overall opinion							**6.00**
7. Support staff quality							
The library staff are competent and adequate in providing a satisfactory level of service						X	
The laboratory staff are competent and adequate in providing a satisfactory level of service						X	
The computer facility staff are competent and adequate in providing a satisfactory level of service						X	
The student services staff are competent and adequate in providing a satisfactory level of service						X	
Overall opinion							**6.00**
8. Student quality							
There is a clear student intake policy						X	
The student admission process is adequate						X	
The actual study load is in line with the prescribed load					X		
Overall opinion							**5.67**
9. Student advice and support							
There is an adequate student progress monitoring system					X		
Students get adequate academic advice, support and feedback on their performance						X	

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

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

IV.   ANNEX: LIST OF SUPPORTING DOCUMENTS AND EVIDENCES

4.1.   LIST OF EVIDENCE

[1.1]. Training programme on Master of Hospital Management: learning outcomes, objectives, module specification (2012-2016).

[1.2]. Decision on promulgation of ELOs 2013.

[1.3]. Report of Evaluation the results and impacts of Master program of Hopital management in Hanoi School of Public Health in 2015.

[1.4]. Decision on promulgation of ELOs, 2016.

[1.4]. Plan for orientation meeting with MHM students 2012. 2013, 2014, 2015, 2016.

[1.5]. Minute meeting of Experts workshop on review and revise ELOs.

[1.6]. Summary report of stakeholders comments on ELOs.

[1.7]. Hospital function.

[1.8]. Draft of Health manager's competencies.

[1.9]. Student Handbook – 2012, 2013, 2014, 2015, 2016.

[1.10]. Webpage of Department of Postgraduate Education http://dtsdh.hsph.edu.vn/vi/ths/ctdt.

[1.11]. MHM Training Programme in HUPH with module specification 2011, 2012. 2013, 2014, 2015, 2016.

[1.12]. Outline of MHM Progame 2016.

[1.13]. List of HUPH researches that awarded to students in 2012. 2013, 2014, 2015,2016.

[1.14]. List of student received research external awards in 2012, 2013, 2014, 2015, 2016.

[1.15]. Workshop on learning outcomes of master of hospital managers.

[1.16]. Course outline of Health Policy, Health policy communication, Hospital Marketing, Hospital quality management, Health promotion in Hospital Subject.

[1.17]. Outline of hospital practicum program.

[1.18]. Justification for development of Master of Hospital Management with Ministry of Education

[1.20]. The HUPH Development Strategy with vision and mission 2013-2018.

[1.21]. Report on TNA of MHM program; Decree 10/2002/NĐ-CP.

[1.22]. ELOs of MHM program in Flinders Univerisity, Leed University, Walden University.

[1.23]. "Assessment study on first MHM training program: T, Bùi. Quyên T. (2009).

[1.24]. Decision on program revision 2009.

[1.25]. "Assessment of MHM program after 7 year implementation" Nguyen Thanh Ha 2015.

[1.26]. Minute meeting on Experts workshop on ELO review and revision in 2015.

[2.1]. Leaflet on Master of Hospital Management.

[2.2]. Student's Orientation Meeting Program.

[2.3]. Regulation for revision of program by the Ministry of Education and Training (Circular No. 15/2014/TT-BGDĐT).

[2.4]. Circular No. 07/2015/TT-BGDDT.

[2.5]. Result on Maping ELOs and Training Program

[2.6]. Course outline of Human resouces for health; Health management Information System; Guidline assessment of Practicum in hospital and dissertation.

[2.8]. End course assessment with MHM students 2012, 2013, 2014, 2015, 2016.

[2.9]. Feedback by the department on the course evaluation (DEQA) in 2012, 2013, 2014, 2015, 2016.

[2.10]. Correspondences between faculties, staff and students on learning information (DPE, DSA, Faculty).

[2.11]. End program MHM evaluation form and reports 2012-2016.

[2.12]. Comparison of applied MHM programme in HUPH with International Hospital Management MSc in University of Leeds, UK.

[2.13]. The compatibility between the ELOs with the vision and mission of HUPH.

[3.1]. Number of elective courses in the last 10 years.

[3.2]. List of textbooks that published and revised in the last 3 years.

[3.5]. Minute meeting of Scientific and Education Commitee in 27/10/2009.

[3.6]. MOET regulation on training credits.

[3.7]. Decision of HSPH No.645/QĐ-YTCC date 13/10/2010.

[3.8]. Minute meeting of Scientific and Education Commitee and Decision of HSPH on shorten MHM program revision into 18 months. .

[3.9]. Regulation No. 45/2008/QD-BGDĐT dated August 5, 2008 by the Minister of Education

[3.10]. Regulation for revision of program by the Ministry of Education and Training (2013) for adding course on Phylosophy (2 credits) (Circular No. 08/2013/TT-BGDĐT).

[3.11]. Decision number 1167/QĐ- YTCC date 17/12/2013 about LOs issuing.

[3.12]. Minute meeting of Scientific and Education Commitee date 15/9/2014 and MHM Program in 2014.

[3.15]. Decision No.941/Q Đ-YTC date 29/7/20-16 on MHM program issuing.

[3.18]. Regulation and Procedures on training management

[4.2]. Draft of Leadership competencies for healthcare service managers.

[4.3]. Students and teacher' manual on PBL/SBL program (core and elective courses).

[4.4]. Case study on Overload in hospital and Hospital Financing – CMB projects.

[4.5]. Report on implementation of PBL, SBL and case study approach with different courses.

[4.6]. Courses that applied different teaching methods.

[4.7]. Guidelines and Instructions for writing research proposal (Exercise 1), Guidelines for Writing Thesis.

[4.8]. Guideline for hospital practicum in the second year.

[4.9]. Procedures for thesis appraisal

[4.10]. List of MPH students attending the international conference in Thailand (2014).

[4.11]. List of MPH students awarded in National Youth Scientific Research Conference (2012-2016).

[4.12]. Elearning portal, library links.

[4.13]. Course evaluation forms and feedback

[4.14]. Course outline on Hospital marketing and Hospital management principles.

[4.15]. List of students supported by HUPH to publish the thesis results in academic journals.

[4.16]. Core course syllabus with different learning approach (PBL/SBL/case studies, exercises).

[4.17]. Elective course syllabus with different learning approach (PBL/SBL/case studies, exercises).

[4.18]. Course evaluation forms and feedback

[5.1]. Decision on recognition of being admitted to MHM programme (2012-2016).

[5.2]. Test/exam questions of different courses of entrance exams (English, Math-Statistics, Health Management)

[5.3]. Exam structure sample of different courses (Core courses: Hospital Management, Financial Management; Human Resource Management and Electives etc.

[5.4]. Course outline on Epidemiology, Human resources management and Health management Information System subject, 2016.

[5.5]. Course syllabus in the curriculum with different learning approach (PBL/SBL/case studies, exercises.

[5.6]. Example of course syllabus on Finance Management.

[5.7]. Example of course syllabus on Hospital management principles.

[5.8]. Example of course syllabus on Human Resource Management.

[5.9]. Example of course syllabus on Equipment and Facilities management.

[5.11]. Example of ELOs and assessment of the course " Health Information management system".

[6.1]. List of teaching staff for MHM programme (name, age, qualifications, professional training, training location).

[6.2]. Plan on organizing pedagogical courses.

[6.3]. Minutes of Teaching/lecturing evaluation board.

[6.4], Announcement on staff recruitment.

[6.5]. Agenda and content of training workshop on Developing a strategic plan for curriculum design and competency-based teaching methods

[6.6]. Agenda and content of training workshop on Applying the cycle of Plan – Do – Check – Act in the design and development of training programmes

[6.7]. Decisions/Lists of staff being sent to attend training in-country and abroad (PBL in Indonesia and recent case studies in Bangladesh and others).

[6.8]. Plan for standardization exams for teachers with Master degree and Testbook from US.

[6.9]. Feedback of students towards teachers with different subjects on teaching and learning methods.

[6.10]. Decisions on sending teaching staff to attend PhD abroad.

[6.11]. Notification on attending courses (domestic and international).

[6.12]. The career development plan of different faculties

[6.13]. Regulations on teaching for undergraduate and postgraduate programmes

[6.14]. Request for recruitment of teaching faculty.

[6.15]. Announcement for recruitment for teaching faculty in the internet/website (Public Health Labo, Dept of Medical equipment and Facility management).

[6.16]. Documents to prolong professional work of 01 Associate Professor.

[6.17]. Regulation on performance appraisal.

[6.18]. Regulation on emulation and commendation.

[6.19]. Regulation on regular salary increase and in-advance salary increase.

[6.20]. Organizational Chart of HUPH.

[6.21]. Regulation on organization and operation of HUPH.

[6.22]. Regulation on operation of Faculties.

[6.23]. Stipulations on standards, duties and working regime of staff

[6.25]. Teaching schedule showing that teachers of different faculties/departments can teach several courses according to their expectations and ability/competence.

[6.26]. List of international publication with senior lecturers as mentors for junior lecturers

[6.27]. Statistics of teaching hours in the academic year 2013, 2014, 2015, 2016.

[6.28]. Statistics of research hours in the academic year 2013, 2014, 2015,2016.

[6.29]. Documentation on academic staff assessment piloting toolkit (2015).

[6.30]. Decision on emulation titles in the academic year.

[6.31]. Stipulations on collecting opinions of learners about the learning environment and teaching quality.

[6.32]. Decision on promotion / rotation of some key position (Dept of Scientific Management, Dept of Education - Institute of Health Management Training).

[6.33]. Regulation on internal spending of HUPH.

[6.34]. Exam result 2014, 2015, 2016.

[6.35]. Notification on compertencies exam.

[7.1]. Webpage of different departments (postgraduate education, student affairs, library, IT)

[7.2]. Minutes of annual meeting with MHM students after final thesis defending sections (2011, 2012; 2013; 2014; 2015).

[7.3]. Minutes of monthly meetings with MHM students that organized by DSA (2014, 2015) and the feedback by departments to the comments of MHM students.

[7.4]. Schedule of short courses organized by the CIL for users (internet search etc).

[7.5]. Feedback of library users on services in the Facebook.

[8.1]. List of units receiving official letter on student enrollment.

[8.2]. Quota on the admission of Master program given to HUPH by MOET (2012 – 2016).

[8.3]. Program admission for MHM program (2012-2016).

[8.5]. Decisions on establishment of Admission Council and working groups 2010-2014.

[8.6]. List of registered examinees by exam room.

[8.7]. Student enrollment procedures.

[8.8]. Notice for MHM enrollment from 2012-2016.

[8.9]. Plans on holding first meeting of MHM cohorts from 2012-2016.

[8.11]. Information that students should know - FAQ for MHM students from 2012-2016.

[8.12]. Graduation rates of MHM students from 2012-2016.

[9.1]. Stipulations defining functions and tasks of the units in HUPH

[9.2]. Announcement on coding student number for training programmes No. 891/TB-QLSV

[9.3]. List of MHM student email accounts in cohorts 5, 6, 7, 8, 9.

[9.4]. Guidance for functional/support departments to use CMC software, Guidance for students to use CMC software (in the student handbook).

[9.5]. List of students receiving documents/papers

[9.6]. Plans on meeting student representatives on the occasion of Tet in 2013, 2014, 2015.

[9.7]. List of additional teachers supporting MPH thesis for students with main supervisor as outsider of HUPH.

[9.8]. Certification by Health Station for students' off-class because of illness.

[9.9]. Synthesized reports to introduce job opportunities for students

[9.10]. Plans organizing sports tournaments, cultural festivals, flowers contest in 2012, 2013, 2014, 2015, 2016.

[9.11]. Email of academic staff on website http://www.hsph.edu.vn.

[9.12]. Decisions on awarding MHM students in 2011, 2012, 2013, 2014, 2015].

[9.14]. Decision on MHM programme coordinator

[10.1]. Book for inventory of assets in lecture halls/rooms, equipment service office + equipment borrowing/returning book + Procedures for management and use of shared assets in the Lecture halls/rooms + list of tasks related to procurement and maintenance repair, upgrade of equipment and facilities.

[10.2]. Minutes of meeting between field site representatives and HUPH on the fieldworks.

[10.3]. Minutes of meeting between students and fieldsite representative on the selection of research topics in the field site

[10.4]. Book for inventory of assets, equipment in computer rooms and videoconference rooms

[10.5]. Fire protection and prevention: Annual plan on training in fire prevention.

[10.5]. Fire protection and prevention: Annual plan on training in fire prevention

[10.6]. Health safety: the list of drugs, medical standards.

[10.7]. Webpage of Library and Information Center

[10.8]. Occupational and environmental Safety: Storage of hazardous waste (records for acceptance testing and putting into use), contracts for collection, disposal of waste. Plan on training in occupational safety in 2016.

[11.1]. Decision on the establishment of DEQA.

[11.3]. Minutes of class meetings with specific topics

[11.4]. Minutes of meetings between DPE and academic staff

[11.5]. Summary report of DEQA sent to DPE

[11.11]. Minutes of meetings of the study group, development workshop on outcome standards.

[11.12]. Employer's survey on MHM performance.

[11.13]. Graduate's survey on MHM performance.

[12.1]. Applications for scholarships (support letters).

[12.2]. List of academic staff receiving Master's, PhD degrees from 2010 to 2016.

[12.3]. Decisions on financial support for scientific research of teaching

[12.4]. Decisions on sending teachers to attend refresher training in-country and abroad.

[12.5]. Trip reports of study tours, professional exchange in various countries.

[12.6]. List teachers having certificate of advanced teaching methods.

[12.7]. List of conferences organized by HSPH with international experts (2011-201.

[12.7]. List of conferences organized by HUPH with international experts (2011-2016).

[12.8]. List of courses organized by HUPH for support staff (bidding course, planning, preparing contract).

[12.9]. List of staff attending different upgrading courses organized by outsider.

[12.10]. Regulation on Training and Education for staff at HUPH.

X

4.2. MHM PROGRAM SPECIFICATION (SEPT, 2016)

PART A. GENERAL INFORMATION

1. Programme name : Master of hospital management

2. Institution issued degree: Hanoi University of Public Health

3. Name of training institution: Hanoi University of Public Health

4. Approved training agency: Ministry of Education and Training

5. Degree title: Master of Hospital Management

6. Major: Hospital management

7. Admission requirement:
   - Education:
     - o Having a university degree in hospital management or hospital administration (min. 4 years)
     - o Holders of a relevant university degree (medicine or health sciences) or any other university degree, should have certificates on hospital management (2 courses on healthcare services management and health organization management).
   - Working experience:
     - o Holders of a university degree in hospital management or a relevant university degree (medicine or health sciences) at good grade and above
     - o Holders of a university degree in hospital management or a relevant university degree (medicine or health sciences) at average grade and lower should have at least 1 year working experience in health sectors
     - o Holder of any other major should have at least 2 years experience in health sectors
   - Good health
   - Entrance examination:
     - o Mathematic
     - o Health Management
     - o English

8. Training plan:

Table IV.1 MHM courses

FIRST YEAR		SECOND YEAR
1st semester	*2nd semester*	
Core courses (credits)	*Core courses (Credits)*	*3th semester (Credits)* *Practicum in Hospital (5)*
Philosophy (4) English (2) Epidemiology (2) Biostatistics (3) Hospital Management Principles (2) Hospital Economic and	Medical equipment and infrastructure management (2) Human resource management (3) Quantitative Research Methods (2) Qualitative Research Methods (2)	Within 2 months and each group of 2 to 3 students Study outputs: a completed report related to one of nine given topics in hospital

FIRST YEAR		SECOND YEAR
1ˢᵗ semester	*2ⁿᵈ semester*	
Core courses (credits)	*Core courses (Credits)*	*3th semester (Credits)* *Practicum in Hospital (5)*
Financial Management (3)	*Elective subjects (Credits)*	*4ᵗʰ semester (Credits)* *Thesis (12)* Each student conducts an individual research related to hospital management within 8 months.
	A- Health policy and policy development domain 1. Health policy (3) 2. Health Policy communication (3) 3. Health law and Ethics (3) *B- Quality managent domain* 1. Hospital Quality Management (3) 2. Project management (3) *C- Resource Management domain* 1. Economic evaluation in health care (3) 2. Health financing (3) 3. Pharmaceutical Management in hospital (3) *D- Information management domain* 1. Health management information system (3) 2. Presentation skills (3) *E- Problem analysis and solving domain* 1. Health Promotion in hospital (3) 2. Hospital marketing (3) 3. Community based rehabilitation (3) 4. Safe hospital in emergencies (3) 5. Occupational Health (3) 6. Injury prevention (3) 7. Occupational Safety and Hygiene in health facilities (3) (***Note: each student is required to select minimum 18 credits and must select the course number B1. C3. D1, E2)***	

9. Training duration: Minimum of 18 months and maximum of 42 months since admission.

10. Support services available for students:

- o A modern library with numerous books and online database
- o Self-study rooms
- o Free internet access
- o Available dormitory for students from provinces
- o Playground for volleyball and basketball and table tennis

PART B. PROGRAMME OBJECTIVE, EXPECTED LEARNING OUTCOMES, LEARNING METHODS AND ASSESSMENTS.

11. Program objectives

To improve capacity of hospital management for health staff in order to contribute to improve work efficiency and service quality of hospital system in Vietnam

Specific objectives (see Figure II.1)

12. Expected learning outcomes (see Table II.1)

13. Teaching, learning methods and assessment:

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

- Learning assessment:

  1. Theoretical courses: test, attendance assessment, end course exams (online quiz, multiple –choice questions, short answer questions, presentations, reports and so on).

  2. Placement and thesis: Presentation, short answer questions, checklists and so on.

PART C. PROGRAMME STRUCTURE

The program is designed with 60 credits, including:

- General courses (6 credits – 10%): Philosophy and English. Philosophy orients participants on independent, logical, and critical thinking. English enables participant updated world's scientific knowledge. This courses are to reach ELO No. 10.

- Basic courses (9 credits- 15%): these equip students with knowledge and skills of operational research from identifying hospital management issues, designing research proposal, collecting and analysing data and writing the report. This courses to meet ELO 2,3,4,5,6,7,8,9,10.

- Specialized knowledge:

  i) Core courses (10 credits - 16.7%), which equip students with basic knowledge and skills of hospital management such as human resource, financial, equipment etc and to meet ELO No. 1, 2, 3, 4, 5, 6, 7, 8, , 10.

  ii) Elective subjects (18 credits - 30%), which related to area of hospital management such as Pharmaceutical Management, Law and Ethics in Public health, Information accession and so on. These are to meet ELO No. 1,2, 3, 4,5,6,7 8,910.

- Hospital practicum and thesis (17 credits – 28.3%), which to assists students in applying knowledge and skills to identify the priority problem related to hospital management, conduct a small research and propose solution to improve the problem. This component help students meet the ELO No. 1, 2, 7, 8, 9, 10.

PART D. PROGRAMME ASSESSMENT

a) Grading scale:

- The 10-point grading scale is used for periodical and end-of-course assessment. Transcript of components using the 10-point grading scale and rounded to be one decimal.

- The 4-point letter grading scale is used as official scale (A, B, C, D) for semester grading and accumulated average grading. Table II.5 convert the 10-point grading scale to the 4-point latter grading scale:

Table IV.2. Assessment grading scale

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

(* For thesis, participant must reach the score at least 5.5 to be satisfied)

b) Course assessment:

Course assessment method (formative or summative) is presented clearly in the syllabus with ranges of methods (attendence, assignments, end course exams etc).

- o Theoretical courses: grade 4/10 is considered to be pass

- o Hospital practicum: grade 5/10 is considered to be pass

- o Dissertation:

  - ▪ defending research proposal: grade 5/10 is considered to be pass

  - ▪ defending thesis: grade 5.5/10 is considered to be pass. The grade is written in academic transcript and not computed in the GPA.

c) Condition for graduation:

- Completion of all courses with minimum of 60 credits, including dissertation

- English proficiency: Certificate B1 (Common European Framework of Reference for Language).

- No violation of governmental and school' regulation during study period

In 2014; the HUPH revised the program according to MOET's recommendation (Circular No. 15/2014/TT-BGDDT) [2.3]. In 2016, the programme was updated based on the regulation promulgated by the Ministry of Education and Training regarding the number of credits and the minimum amount of knowledge for each level of education (Circular No. 07/2015/TT-BGDDT)[2.4]. Master's degree programme must contain at least 60 credits.