

Hanoi, June 22, 2021

## CIRCULAR

### **Providing for standards and formulation, appraisal and promulgation of training programs of higher education**

*Pursuant to the Education Law dated June 14, 2019;*

*Pursuant to the Law on Higher Education dated June 18, 2012;*

*Pursuant to the Law amending and supplementing a number of articles of the Law on Higher Education dated November 19, 2018;*

*Pursuant to the Decree No. 69/2017/ND-CP dated May 25, 2017 of the Government defining the functions, tasks, powers and organizational structure of the Ministry of Education and Training;*

*Pursuant to the Decree No. 141/2013/ND-CP dated October 24, 2013 of the Government detailing and guiding the implementation of a number of articles of the Law on Higher Education;*

*Pursuant to the Decree No. 99/2019/ND-CP dated December 30, 2019 of the Government detailing and guiding the implementation of a number of articles of the Law amending and supplementing a number of articles of the Law on Higher Education;*

*At the proposal of the Director of the Higher Education Department,*

*The Minister of Education and Training promulgates a Circular providing for standards and formulation, appraisal and promulgation of training programs of higher education.*

## Chapter I

### GENERAL PROVISIONS

#### **Article 1. Scope and regulated entities**

1. This Circular prescribes the standards of programs at all levels of higher education; formulating, appraising and promulgating standards of programs for training fields and branches; formulating, appraising and promulgating programs at all levels of higher education.
2. This Circular applies to higher education institutions, other educational institutions that are allowed to train at higher education levels, academies and institutes established by the Prime Minister in accordance with regulations of the Law on Science and Technology are allowed to provide doctoral training (hereinafter referred to as schools) and related organizations and individuals.
3. This Circular does not stipulate the programs of which the diploma is awarded by foreign

schools, including the case of joint programs with foreign countries according to regulations on foreign cooperation and investment in education sector.

4. Programs implemented in accordance with Point c, Contract 1, Article 36 of the Law on Higher Education (amended and supplemented in 2018) must satisfy the provisions of this Circular.

## **Article 2. Definitions**

In this Circular, the following terms are construed as follows:

1. A program is a system of educational and training activities designed and organized to achieve training objectives, towards the granting of a university diploma to learners. The program includes objectives, knowledge volume, structure, content, methods and assessment forms for subjects, disciplines, training levels, and output standards in accordance with the Vietnam National Qualification Framework.

2. The program standards of an higher education level are the general and minimum requirements for all programs of all disciplines (groups of industries, fields) at that level; including objective requirements, output standards (or output requirements), input standards (or input requirements), minimum academic load, structure and content, teaching and assessment methods, learning outcomes, program implementation conditions to ensure training quality.

3. Standards of programs of an ology (or of a group of industries or fields) at one level are the general and minimum requirements for all programs of that ology (or group of such ologies and fields), in accordance with the relevant program standards.

4. Output standards are requirements to be met in terms of the quality and capability of learners after completing a program, including the minimum requirements for knowledge, skills, self-control and responsibility of the learners upon graduation.

5. Input standards (or input requirements) of a program are the minimum requirements for qualification, capability and experience that learners need to have in order to follow a program.

6. Specific specialized program at level 7 is a program of a number of specific specialized disciplines according to the Government's regulations with the requirement that the graduates must reach the corresponding level 7 according to Vietnam National Qualification Framework; The specific specialized program at level 8 is a program of a number of specific specialized disciplines according to the regulations of the Government with the requirement that the graduates must achieve the corresponding level 8 according to Vietnam National Qualification Framework.

7. Research-oriented program with objectives and content in-depth on basic principles and theories in scientific fields, developing source technologies as the foundation for developing fields of applied science and technology.

8. Application-oriented program with objectives and content in the direction of developing basic research results, applying source technologies into technology solutions, management processes, and designing perfect tools to serve the diverse needs of human beings.

9. The career-oriented program has objectives and content in the direction of equipping with in-depth knowledge and skills, developing working capacity associated with a specific group of professional titles.

10. A training field is a collection of a number of groups of training disciplines with common professional or occupational characteristics, corresponding to the list of level II education and training in the list of education and training of the national education system.

11. Group of training disciplines is a collection of a number of training disciplines with common professional characteristics, corresponding to the list of level III education and training in the list of education and training of the national education system. .

12. Subject, module (hereinafter referred to as module) is a set of teaching and learning activities designed to accomplish a number of specific learning objectives and equip learners with knowledge, skills that fall within a narrow range of expertise in the program. An ordinary course is organized for teaching and learning in one semester.

13. The composition of a program is a group of modules and other learning and research activities with common professional characteristics; has a clear role in implementing a set of objectives and output requirements of the program. Components are used to design the overall structure of the program, such as general education, basic science, base and core internships and experiences, scientific research, and other components.

### **Article 3. Objectives for promulgation of training program standards**

1. Standard program is the basis for:

a) The Ministry of Education and Training promulgates regulations on developing training majors, determining expenditures on enrolment and admission organization, organization and management of training, transfer in training, evaluation and control standards of program.

b) The schools builds, appraises, promulgates, implements, evaluates and improves the program; develops regulations on admission, organization and management of training, recognition and transfer of credits for learners, recognition of programs of other schools; exercises accountability for the quality of programs;

c) Competent state management agencies inspect and examine programs and ensure the quality of programs; Stakeholders and the whole society monitor the schools's activities and results.

2. Standards of programs at higher education levels are the basis for formulating, appraising and promulgating standards of programs of industries, groups of industries for each level. The standards

of programs of industries and groups of industries in each field at each level may be higher or more extensive than the general provisions in the program standards of that qualification.

## **Chapter II**

### **LEVEL-BASED PROGRAM STANDARDS**

#### **Article 4. Objectives of training programs**

1. Must clearly state the schools's expectations about the capability and career prospects of the graduates.
2. Must show training orientation: research orientation, application orientation or career orientation; meet the needs of employers and stakeholders.
3. It must be suitable and linked to the mission, vision, development strategy of the schools, and the needs of the society; be consistent with the objectives of higher education as prescribed in the Law on Higher Education and describe the qualifications according to the Vietnam National Qualification Framework.

#### **Article 5. Expected learning outcomes of training programs**

1. Must be clear and practical, showing the learning results that the graduates need to achieve in terms of general understanding and core capability at the training level, the specific requirements of the training field or ology.
2. Must be able to measure and evaluate according to thinking levels as a basis for designing, implementing and improving teaching content and methods; test, evaluate learning results and grant diplomas to learners.
3. Must be consistent with the objectives of the program, demonstrate a clear contribution and reflect the highly representative requirements of the employer and other stakeholders.
4. Must specify a specific qualification level and satisfy the output standards in terms of knowledge, skills, self-control and responsibility, and necessary capability as prescribed for the corresponding qualification level according to the Vietnam National Qualification Framework.
5. The connection must be ensured with the input standards of the higher training level (if any), and at the same time, create opportunities for horizontal connection between programs of the same training level, especially between programs belonging to the same group of industries or the same field.
6. Must be fully and clearly specified in the output standards of the modules and components in the program, and systematically implemented through the linkage between the modules and components.
7. It must be feasible and suitable for the volume of the program so that the majority of learners who

have met the input standards are able to complete the program within the standard time.

#### **Article 6. Admission requirements of training programs**

1. The input standards of a program must clearly define the minimum requirements for qualification, capability and experience suitable for each level, ology and training orientation that learners need to meet in order to be able to study successfully and well complete the program.
2. Input standards of university programs and specific specialized programs at level 7: Learners must have graduated from high school or equivalent.
3. Input standards for a master's program: Learners must graduate from a university (or equivalent or higher) in a relevant discipline; have a level-3 foreign language proficiency according to the level-6 Foreign Language Proficiency Framework for Vietnamese or equivalent. For a research-oriented master's program, learners must have a good undergraduate degree or higher or have a scientific publication related to the field of study.
4. Input standards for doctoral programs: Learners must graduate with a master's degree or a specific specialized program at level 7 in a relevant discipline or graduate with honors at undergraduate level (or equivalent qualification or higher) for relevant ology; have a level-4 foreign language proficiency according to the level-6 Foreign Language Proficiency Framework for Vietnamese (or equivalent level or higher); have experience in research.

#### **Article 7. Academic load**

1. The academic load of the program, of each component or of each module in the program is determined by the number of credits.
  - a) One credit is equivalent to 50 hours of the learner's standard study, including time spent for attending lectures, guided lessons, self-study, research, experience and attending the exams and assessments;
  - b) For classroom teaching activities, one credit requires performing at least 15 hours of lectures or 30 hours of practice, experiment, discussion in which one hour at class is equal to 50 minutes.
2. The minimum academic load of a program must be conformable to the requirements of the Vietnam National Qualification Framework, specifically as follows:
  - a) Undergraduate program: 120 credits, plus the volume of physical education, national defense-security education according to current regulations;
  - b) Specific intensive program at level 7: 150 credits, plus the volume of physical education, national defense-security education according to current regulations; or 30 credits for people with undergraduate degrees in the same group of ologies;
  - c) Master's program: 60 credits for people with undergraduate degrees of the same ology;

d) Doctoral program: 90 credits for people with master's degrees, 120 credits for people with undergraduate degrees of the same ology.

3. Minimum academic load for dual-disciplinary programs must add 30 credits, for major-sub-discipline programs must add 15 credits more in comparison with the corresponding single-disciplinary program.

#### **Article 8. Structure and content of training programs**

1. Structure and content of program:

a) Must clearly show the role of each component, module, logical connection and mutual support between components and modules to ensure the achievement of the overall requirements of the program;

b) Must clearly show the characteristics and general requirements of expertise and profession in the field or group of industries at the training level, create conditions for the connection of disciplines and training level; at the same time show the specific characteristics and requirements of the training industry;

c) Must specify the main and compulsory components for all learners; at the same time, provide supplementary and elective components for learners to choose to study in accordance with their own career orientation;

d) Must be able to orient learners and at the same time ensure flexibility, enabling learners to develop individual learning plans according to the progress and sequence suitable to their capacity and conditions.

2. Every component and module of a program must specify objectives, input and output requirements, number of credits and contents, and professional characteristics that make a clear contribution to the achievement of goals and output standards of the program.

3. Requirements for undergraduate programs and specific specialized programs at level 7:

a) Compulsory general education including political theory, law, physical education, national defense - security education according to current regulations;

b) For dual discipline programs, major - sub-disciplines, the program should be structured to clearly show the general components and the specific parts of each discipline;

c) For a specialized program at level 7, a minimum of 8 credits is required.

4. Requirements for a master's program: ,

a) Research orientation: scientific research volume is from 24 to 30 credits, including 12 to 15 credits for thesis, 12 to 15 credits for other research projects and topics;

b) Application orientation: internship from 6 to 9 credits; graduate module from 6 to 9 credits in the

form of a scheme, plan or project.

5. Requirements for doctoral programs:

- a) At least 80% of scientific research and doctoral thesis;
- b) Up to 16 credits of compulsory or elective modules and subjects for the input of master's degree;
- c) A minimum of 30 credits of required or elective modules and subjects for input of undergraduate degree.

#### **Article 9. Teaching methods and academic performance assessment**

1. Teaching methods must be designed according to the learner-centered approach and subject of the training process, motivating learners to promote initiative and effort to participate in learning activities; effectively guide learners to achieve the output standards of each module, each component and the entire program.

2. Evaluation of learners' learning outcomes must be based on the output standards, it is necessary to clarify the level of achievement of learners according to the thinking levels specified in the output standards of each module, each component and program.

3. Evaluation of learners' learning outcomes must be based on assessment of process and summative assessment; serve as a basis to promptly adjust teaching and learning activities, promote efforts and support learners' progress, improve programs and organize the implementation of programs.

#### **Article 10. Lecturers and support personnel**

1. Program standards must specify the minimum requirements for the number of structures, qualifications, capabilities and experiences of the teaching staff and support staff to organize teaching and support learners in order to achieve output standards of the program.

2. Requirements for teaching staff of university programs and specialized programs at level 7:

- a) Lecturers have a master's degree or higher, teaching assistants have an undergraduate degree or higher;
- b) Having at least 01 PhD in a suitable discipline as a full-time lecturer to assume the prime responsibility for developing and organizing the implementation of the program;
- c) Having at least 05 PhDs with relevant expertise as full-time lecturers to lead the teaching of the program, in which each component of the program must have a lecturer with appropriate expertise to lead the teaching;
- d) Having a sufficient number of lecturers to ensure that the ratio of students to lecturers does not exceed the prescribed level for each field, group of ologies or ology.

3. Requirements for the teaching staff of the master's program:

- a) The lecturer has a doctorate degree;
- b) Having at least 05 PhDs in a relevant discipline as full-time lecturers, including a professor or associate professor who assumes the prime responsibility for developing and organizing the implementation of the program;
- c) There are permanent lecturers with appropriate expertise to preside over each subject or module of the program;
- d) Having enough instructors to ensure a maximum ratio of 5 students per instructor.

4. Requirements for teaching staff of doctoral programs:

- a) The lecturer holds the title of professor or associate professor; or have a doctoral degree with good research capability;
- b) Having at least 01 professor (or 02 associate professors) in a relevant discipline and 03 PhDs in the relevant discipline as full-time lecturers;
- c) Having enough instructors to ensure the maximum ratio of 07 PhD students/professors, 05 PhD students/associate professors and 03 PhD students/doctoral students.

5. The program standards for ologies and groups of ologies shall prescribe specific requirements for teaching staff not lower than those specified in Clauses 2, 3 and 4 of this Article; specific requirements on the ratio of learners to lecturers; requirements on human resources to support training (if necessary), suitable to the characteristics of each field, ology and groups of ologies.

**Article 11. Facilities, technology and educational resources**

Program standards for ologie and groups of ologies specify the minimum requirements for infrastructure, equipment for practice, experiments, information technology, libraries, learning materials, and learning support management systems, training management, to help learners achieve the output standards of the program, suitable to the characteristics of each ology and groups of ologies.

**Chapter III**

**FORMULATION, APPRAISAL AND PROMULGATION OF DISCIPLINE-BASED  
PROGRAM STANDARDS**

**Article 12. Formulation of discipline-based program standards**

1. Standards of programs for ologies are developed for each level and by each field or by a number of groups of ologies in case of necessity (hereinafter referred to as "sector"), meeting the following requirements:

- a) Satisfy the requirements of the relevant program standards as prescribed in Chapter II of this

Circular;

- b) There must be a general regulation to apply to all training disciplines in the sector and a separate section for each relevant discipline (if necessary);
- c) Based on the general requirements of jobs and future employment positions of graduates of training disciplines in the sector;
- d) There must be active participation and effective contributions of stakeholders, including representatives of schools, employers and professional associations, experts in their professional fields;
- đ) There are references and comparisons with models, norms or standards for programs of relevant countries or international organizations;
- e) Ensuring the self-control of schools in formulating programs; setting out requirements but not prescribing the specific structure of the program, not specifying in detail the modules of the program except for those specified in Clauses 3, 4, 5, Article 8 of this Circular.

2. The process of formulating standards of programs for branches and sectors of the training field shall comply with the provisions in the Appendix attached to this Circular.

### **Article 13. Discipline set advisory councils**

1. Discipline set advisory councils are established by the Ministries as assigned in Decision No. 436/QĐ-TTg dated March 30, 2020 of the Prime Minister (hereinafter referred to as the Line Ministry), to perform its functions, assisting the line ministry in implementing the task of developing program standards for the respective sector.

2. Discipline set advisory councils are allowed to use the seal of the agency or unit assigned by the line ministry to organize activities of standard formulation of programs of the sector (hereinafter referred to as the organization of standard programs).

3. Discipline set advisory councils operate under the guidance of the Ministry of Education and Training.

4. Organizational structure of discipline set advisory councils

a) The Council consists of the Chairman, the Vice-Chairmen, the members and the Secretary who are experts in the fields, groups of disciplines and sectors that need to develop standards of programs; have prestige, experience and professional qualifications suitable to the functions, tasks, and professional fields of the Council;

b) The Council has at least 09 members, including: representatives of the Ministry of Education and Training; representative of the governing ministry; the representative of the organization to develop the program standards; representatives of a number of higher education institutions; representatives

of businesses, associations, professional organizations and human resource management agencies; experts in the construction, development and quality assurance of programs;

c) The specific number, structure, composition and criteria of members of the Council and the Chairman of discipline set advisory councils shall be decided by the line ministry.

d) The Council's Professional Boards assist the Council in performing tasks in each specific field of expertise. The members of each Professional Board include a number of Council's members and other experts with experience and qualifications relevant to the Board's area of expertise.

#### 5. Responsibilities of discipline set advisory councils

a) Determining the standard development of programs for each sector or group of industries and the list of related disciplines; the need to specify specific requirements for each discipline;

b) Developing and updating program standards to ensure compliance with those for the respective qualifications as prescribed in Article 12 of this Circular and submitting them to the Minister of Education and Training for appraisal and publication;

c) Participating in the inspection, supervision and assessment of the compliance with schools' program standards in accordance with the law.

d) Performing other tasks assigned by the agency in charge of standardization of programs as prescribed by law.

#### 6. Responsibilities of discipline set advisory councils

a) Taking responsibility for the content and standard quality of programs of the sector; relevance to reality; conformity with the standards of programs at higher education levels; conformity with current regulations and ensuring the self-control of schools.

b) Performing accountability before competent state management agencies, schools and other stakeholders on issues related to program standards of the sector;

c) Developing working regulations and assigning tasks to members of discipline set advisory councils; proposing to the Line Ministry to change the members and strengthen discipline set advisory councils (if necessary);

d) Cooperating with the standard formulating authorities to report to the Ministry of Education and Training and the line ministry on the plan, progress and results of standard formulation for programs.

### **Article 14. Standard formulating authorities**

1. The line ministry is responsible for selecting agencies and affiliated units that have a great reputation, influence in the relevant training field, and have the capability and experience in program development and assurance of program quality to assign the task of organizing activities to develop standards of programs of the sector.

## 2. Tasks of the standard formulating authorities:

- a) Coordinating with discipline set advisory councils to plan; ensuring funding, human resources and progress in developing standard programs according to the provisions of law and the guidance of the Ministry of Education and Training;
- b) Serving the activities of discipline set advisory councils, organizing other activities in service of developing the program standards of the sector;
- c) Carrying out accountability to state management agencies and society for issues related to organization of standard formulation for programs across sectors.

### **Article 15. Appraisal and promulgation of training program standards**

1. The Minister of Education and Training shall decide on the establishment of a Council to appraise the standards of programs of each sector. The criteria and structure of the Appraisal Council are prescribed as follows:

- a) The Council consists of the Chairman, Vice-Chairmen, members and Secretary who are experts in the right fields and industries that need to appraise the program standards, have prestige, experience, and professional qualifications suitable to the functions, tasks and professional fields of the Council; special cases decided by the Minister of Education and Training;
- b) The Council has at least 09 members, including: representatives of the Ministry of Education and Training; representative of the line ministry; representatives of a number of higher education institutions, representatives of businesses, associations, professional organizations and human resource management agencies; experts in the construction, development and assurance of program quality;
- c) A member of the Appraisal Council is not a member of discipline set advisory councils.

## 2. Duties and powers of the Appraisal Council of Program Standards

- a) The Appraisal Council is responsible for appraising the program standards of the sector in order to assess the quality, and advising the Ministry of Education and Training to issue a decision on promulgating the program standards;
- b) The appraisal council shall base itself on the provisions of this Circular, the current admission regulations, and organize training for the respective qualifications; the minimum conditions for program implementation; other relevant regulations on programs; requirements and standards of the training industry to evaluate the program standards;
- c) The appraisal council must clearly conclude one of the following: The council approves the standard of the program, without modification or supplementation; or the Council approves the standard of the program but requires it to be amended and supplemented and states the specific

content that needs to be revised and supplemented; or the Council does not approve the program standard and gives reasons for such disapproval;

d) The Council is responsible before the state management agencies and society for the results of its work; accountability when required.

### 3. Hold of Appraisal Council's meeting

a) The Council conducts the appraisal of program standards according to the plan of the Ministry of Education and Training;

b) Meetings of the Appraisal Council must be recorded in detailed minutes; including the results of voting on the appraisal council's conclusions, signed by the members of the appraisal council.

4. The Minister of Education and Training shall decide to promulgate standards of programs for branches and sectors of each field with respect to higher education qualifications based on the conclusions of the Appraisal Council.

### **Article 16. Revision of training program standards**

1. Program standards must be periodically revised at least once every 5 years. In case of necessity, the Ministry of Education and Training shall decide to review, edit and update the standards of training curricula for branches and sectors of each field to meet the changing requirements of science, technology and development trend of the training industry.

2. The Ministry of Education and Training shall coordinate with the line ministries to make decision on the consolidation or establishment of new Discipline set advisory councils to organize the review, revision, and update of the program standards of the sector according to the regulations prescribed in Articles 12 and 13 of this Circular.

3. The Minister of Education and Training shall appraise and promulgate updated program standards according to the provisions of Article 15 of this Circular.

## **Chapter IV**

### **FORMULATION, APPRAISAL AND PROMULGATION OF TRAINING PROGRAMS**

#### **Article 17. Formulation of training programs**

1. The principal and director of the schools (hereinafter collectively referred to as the principal of the schools) shall decide to establish a Council to formulate a program to develop a program. Requirements for the composition of the Council:

a) Typical representative for lecturers who are knowledgeable about the training industry or major, directly participate in teaching or training management of the schools, and have the capacity to build and develop programs;

b) Experts in program development and higher education quality assurance;

c) Representative of the labor recruitment industry in the relevant professional field, knowledgeable about the professional capacity requirements and job positions in the training field.

2. The principal of the schools shall decide on the standards, quantity, composition, structure and members to participate in the Council for formulating the program; stipulates the duties and powers of the Council and its members.

3. Requirements for the program:

a) Satisfy the requirements according to the standards of programs at all levels of higher education as prescribed in Chapter II of this Circular, the standards of programs of branches and sectors (if any) and the Vietnam National Qualification Framework;

b) Clearly demonstrate the ability to contribute to meeting human resource needs according to the socio-economic development strategic plan of the sector, locality, country and the needs of the labor market;

c) Reflect the requirements of stakeholders, including representatives of lecturers at specialized units, representatives of employers and professional associations, experts in specialized fields, who have graduated from the program and are working in the right profession;

d) To be consulted and compared with accredited programs of the same level in the same industry of reputable schools at home and abroad;

đ) To be designed on the basis of the output standards of the program; must integrate teaching skills with knowledge; there must be a matrix of subjects or modules with output standards, ensure that the output standards of the program are fully distributed and transmitted into the output standards of the subjects or modules;

e) Teaching and learning activities, testing and assessment must be planned and designed based on the output standards of the subject or module, ensuring the provision of teaching activities that promote learning to meet the output standard;

g) Having regulations and guidelines for the implementation of programs, ensuring training quality;

h) It is approved by the Science and Academic Council of the schools before being published.

### **Article 18. Appraisal and promulgation of training programs**

1. The principal of the schools shall issue a decision on the establishment of the Program Appraisal Council. The criteria and structure of the Appraisal Council are prescribed as follows:

a) Members of Program Appraisal Council: professors, associate professors, PhDs of the right discipline or the field close to the program in the new discipline, experts knowledgeable about the training industry or major, have the capacity to build and develop programs and ensure the quality of higher education. A member of the Program Appraisal Council is not a member of the Program

Development Council;

b) The appraisal council has an odd number of members, including the chairman, secretary, at least 02 reviewers from two different schools and council members; in which at least 01 member is the representative of the employer;

c) The principal of the schools shall decide on the specific criteria, number, composition, structure and members of the Program Appraisal Council in accordance with the provisions of Points a and b, Clause 1 of this Article.

2. Requirements for appraisal of programs:

a) Assess the satisfaction with the provisions of the program standards, the current training organization regulations for the corresponding qualifications and other relevant regulations on the program; requirements of the ology and the identified objectives and output standards;

b) Conclude clearly one of the following: The Council approves the program, without modification or supplementation, or the Council approves the program but requires correction, addition and state clearly the contents necessary to be amended or supplemented or the Council does not approve the program and gives reasons for such disapproval.

3. After obtaining the conclusion of the Program Appraisal Council, based on the opinions of the Science and Academic Council of the schools, the principal of the schools signs a decision to publish and apply education program.

1. The program of the foreign higher education institution, before being used as prescribed at Point c, Clause 1, Article 36 of the Law on Higher Education (amended and supplemented in 2018) must be appraised in accordance with the provisions of this Article.

**Article 19. Assessment and improvement of training program quality**

1. The program must be regularly reviewed, evaluated and updated; The review and evaluation results must be applied by the schools to improve the quality of training.

2. Evaluation of a program must satisfy the following requirements:

a) The assessment must meet the requirements according to the Vietnam National Qualification Framework, the standards of programs of higher education qualifications as prescribed in Chapter II of this Circular and the standards of the programs of the ologies and sectors (if any);

b) The assessment must be based on the results of the assessment of the achievement of the program's output standards for each course and the feedback of stakeholders (employers, learners, lecturers, professional organizations...). Each outcome standard must be assessed at least twice during the program evaluation cycle;

c) The evaluation must clarify the effectiveness of the program being implemented (meeting the

defined output standards and objectives; the consistency and coherence between the program content and methods of assessment testing, resources for learning and teaching).

d) The assessment must make recommendations to improve the quality of the program and the expected impact of the change or update of the program; Evaluation and improvement results must be publicized on the schools's website.

3. The cycle of the overall evaluation of a maximum program is 5 years - the overall evaluation process is similar to the process of building a new program. The principal of the schools shall announce the program in the form of a new program or a revised or supplemented program after being evaluated and updated.

4. The assessment of the quality of the program before graduation from the first course according to the regulations on opening a training major in Clause 18, Article 1 of the Law amending and supplementing a number of articles of the Law on Higher Education must satisfy the requirements under this Article.

## **Chapter V**

### **IMPLEMENTATION**

#### **Article 20. Implementing responsibilities**

1. The Ministry of Education and Training shall guide discipline set advisory councils in formulating standard programs for specific ologies and groups of ologies.

2. The Ministry of Education and Training directs schoolss to develop, appraise, issue and implement programs, publicize information of all programs of schoolss on the electronic portal in accordance with this Circular and relevant laws.

3. Schoolss shall specify the formulation, appraisal, promulgation and application of new programs; review, evaluate and improve the program according to the provisions of Article 19 of this Circular.

4. For ologies, groups of ologies or fields that have not yet issued standards for programs, schoolss shall comply with the provisions of Chapter II of this Circular and refer to domestic and international professional standards for ologies or groups of ologies or respective sectors to develop, appraise and publish the programs.

#### **Article 21. Requirements for reporting and publication of information on training programs**

1. Annually, the schools is responsible for reporting to the Ministry of Education and Training according to the following requirements:

a) General information about the program, including: name of the program, location of the program,

minimum requirements for implementing the program, status of program accreditation.

b) Impact of program evaluation and assessment of output standards of programs on quality improvement of programs.

c) Resources for program implementation include: analyzing the number and allocation of lecturers and lecturers with professional qualifications related to the industry; budget and funding sources, facilities and equipment to support training.

2. Reports on programs under the provisions of this Circular shall be made in written form and data shall be updated into the national database according to the guidance of the Ministry of Education and Training.

3. The principal of the schools, the director of the education quality accreditation organization is responsible for the reporting time, accuracy and quality of the report.

4. The schools is responsible for disclosing information on its website according to the following requirements:

a) General information about the program including the program applicable to the particular admission course; form, mode and time of training; the information according to the requirements of the program standards;

b) Results of the assessment of the program's output standards, the improvements to the program made within the previous 5 years to improve the training quality;

c) Accreditation status of programs being conducted at the schools.

#### **Article 22. Implementation clauses**

1. This Circular takes effect from August 7, 2021.

2. This Circular replaces the Circular No. 07/2015/TT-BGDĐT dated April 16, 2015 of the Minister of Education and Training, promulgating the Circular stipulating the minimum amount of knowledge, the requirements on capability that learners achieve after graduation for each training level of higher education and the process of developing, appraising and promulgating programs at undergraduate, master and doctoral levels.

3. Schoolss implementing programs built in accordance with the provisions of Circular No. 07/2015/TT-BGDĐT dated April 16, 2015 of the Minister of Education and Training shall continue to perform for courses enrolled and admitted before January 1, 2022. For courses enrolled after January 1, 2022, schoolss shall comply with the provisions of this Circular.

4. The opening of new programs at schoolss must comply with the provisions of this Circular from the effective date of this Circular.

5. Chief of Office, Director of Higher Education Department, Heads of relevant units under the Ministry of Education and Training; Principals of schools, relevant organizations and individuals are responsible for the implementation of this Circular./.

***Recipients:***

- *National Assembly Office;*
- *Government office;*
- *Committee on Culture and Education of Youth, Adolescents and Children;*
- *Central Propaganda Department;*
- *Minister (for reporting);*
- *State Audit;*
- *Department of Civil Engineering and Legal Affairs (Ministry of Justice);*
- *Announcement;*
- *As Clause 5, Article 22;*
- *The Government's electronic portal;*
- *Electronic portal of the Ministry of Education and Training;*
- *For record: Archives, Legal Office, Higher Education Office.*

**PP. MINISTER**

**VICE MINISTER**

(Signed and sealed)

***Hoang Minh Son***

## **APPENDIX**

*(As an attachment to Circular No. 17/2021/TT-BGDĐT dated 22 June 2021 by Minister of Education and Training)*

### **PROCEDURE OF FORMULATING PROGRAM STANDARDS**

Step 1: Collect, compile, compare and analyze documents describing the services, activities and duties of the ology:

Collect, review, compile and analyze documents describing the services, activities and work of the ology of some countries around the world;

Collect, review and synthesize legal documents of Vietnam related to the ology;

Compare with the results of document analysis related to the tasks of training human resources in Vietnam, compare the similarities and differences.

Step 2: Survey and build a list of work groups of human resources based on the results of secondary data analysis; Synthesize and unify the list of service groups, activities and jobs of the training sector.

Step 3: Survey, collect opinions and views of stakeholders (managers, professionals, schoolss, employers) on the list of job groups of the training field's human resources;

Write a draft report on the results of the list of work groups and the capability needs (the necessary capabilities to perform the work groups) of the training field's human resources.

Step 4: Develop a draft of program standards (based on the standard regulations on programs for industries and sectors by level and professional competencies by ology);

Develop a survey form on program standards and the feasibility of applying program standards to the training field's human resources in Vietnam based on the results of surveys, investigations and interviews.

Step 5: Survey the opinions of stakeholders (managers, professionals, schoolss, users and the training field's human resources) on the draft program standards and its applicability to training field's human resources in Vietnam.

Step 6: Finalize the draft program standards and its applicability to the training field's human resources in Vietnam based on the survey results.

Step 7: Finalize the draft standard of the program and report the results of the review, research and analysis of the capacity needs of training field's human resources in Vietnam, and submit it to the Ministry of Education and Training.