		Criterion 11: Quality assurance of teaching and learning process			
158	Exh.11.1	Process for design and adjustment of study programs ▪ Standardize the construction and adjustment training programs ▪ Ensure the establishment and adjustment training programs as required, order matching regulations.			
159	Exh.11.2	Minutes of meeting of all teaching staff members of the department and faculty about design and development of study programs ▪ Develop a training program description: the finishing complement learning outcomes and a brief description of the content and volume of the module. ▪ Adjust the number of courses, number of credits corresponding to the total credit guarantee of the training program is 150 credits; focused training and improve design capabilities of students. ▪ Develop syllabi and teaching plans Introduction to Electrical and electronics Engineering ▪ Remove mechanical applications in the training program ▪ Continue to improve syllabi and teaching plans of each subject. ▪ Review and supplement the textbook missing to ensure that all subjects are to have learning materials.			
160	Exh.11.3	Questionnaire for students, for graduates ▪ Feedback of information about the satisfaction to training programme ▪ The courses should be added, more or less content knowledge and skills. ▪ Periodic update training programs ▪ Level of agreed to ELOs			
161	Exh.11.4	Announcement for meeting between Board of Dean, Board of President with students ▪ Each year, the HCMUTE meet students 1 time/ semester ▪ Every year, the FEEE meet students 1 time / semester			
162	Exh.11.5	Direction ideas from university leaders ▪ Feedback and the direction of the leader of University after meeting a dialogue with students about training programs and deployed training plan, courses registration, schedules, test, course materials, programs the social works, infrastructure, teaching, student service activities, policies.			

Questionnaire for graduates

No	Questions	The possible answers	No. of response	Percentage (%)
1	1. After graduation how long have you found a job?	Having a job right after graduation		
		Having a job 1 month after graduation		
		Having a job 3 months after graduation		
		Having a job 6 months after graduation		
		Pursuit of higher degree/ start their own business		
2	2. If you already have a job, current areas of your work	True to the training programs		
		Different from training programs		
3	5. Have the employers trained for you?	NO		
		Training under 3 months		
4		Training from 3 months to 6 months		
		Training over 6 months		
5	6. If you were trained, the	Professional		
		Work skills, soft skills		

(Rows 163 / Exh.11.6 correspond to the Questionnaire for graduates table above.)

		training content more relevant to:	Other		
	6	7. Are you happy with the current job?	Yes		
			Satisfaction		
			Dissatisfaction		
			OK		
	7	7. Are training programs distributed appropriately between theory and practice?	Distribution reasonably		
			Distribution unreasonably		
	8	**8. Do you satisfy with the overall quality of education in HCMUTE and FEEE?**	YES		
			NO		

No.	Exh.	Content
164	Exh.11.7	Reports of survey results on graduates over the years See results from 2009-2015 on paper evidences
165	Exh.11.8	List of 87 companies, colleges, professional intermediate schools, universities Companies, colleges, professional intermediate schools, universities: Clipsal, Holcim, Lavie Vietnam Long An, Hai Nam, Eurowidow, American Standard, Phu My power plant, Transmission line 4 Company, HCM University of Technology, Ton Duc Thang University,…
166	Exh.11.9	Questionnaire for labour market/alumni in traditional meeting, 20/11 Questionnaire for alumni

Questionnaire for alumni:

LEVEL OF SATISFACTION	Bad	Average	Good	Very good	Excellent
The quality of student graduate					
Training Program					
Response of the faculty and University about alumni feed back					
Alumni Relations					
Corporate Relations					

No.	Exh.	Content
167	Exh.11.10	Adjustment of the curriculum from 187 credits to 150 credits according to Decision No. 43/2007/BGDDT • Regulations on organization, time and training plan • Regulations on the organization of classes, registration load learning • Regulations on the number of credits accumulated, testing and exam modules, consideration and recognition of graduation
168	Exh.11.11	Training programme revision process • Standardize the construction and adjustment training programs • Ensure the establishment and adjustment training programs as required, order matching regulations.
169	Exh.11.12	Minutes for class meeting • Time, place, participants • Contents of the proposed meetings with faculty input and university
170	Exh.11.13	Questionnaire for students' feedback for practice and practice courses Content: • Teaching methods • Teaching contents and examination and assessment • Pedagogic style
171	Exh.11.14	Decision No 38/QĐ-ĐHSPKT-ĐT, 14/4/2008: Regulation about feedback collection from students for lecturers' teaching activities Contents:

		▪ Prepare teaching (syllabi, course objectives, materials) ▪ Teaching methods ▪ Teaching contents ▪ Implementing regulations ▪ Pedagogic style
172	Exh.11.15	Document No. 7324/BGDDT-NGCBQLGD, date 08/10/2013 about guidelines for feedback collection from students towards lecturer's teaching activities Surveys of students to lecturers, it includes the following contents: ▪ Teaching preparation, content and teaching methods ▪ Documents for instruction, teaching time ▪ Responsibility and enthusiasm of teachers ▪ The ability of teachers encourage creative thinking ▪ Fairness in the assessment process ▪ Pedagogical style of lecturer
173	Exh.11.16	Minutes for meeting of Faculty and department for adjustment of curriculum 2011 ▪ Develop a training program description: the finishing complement learning outcomes and a brief description of the content and volume of the module. ▪ Adjust the number of courses, number of credits corresponding to the total credit guarantee of the training program is 150 credits; focused training and improve design capabilities of students. ▪ Develop syllabi and teaching plans Introduction to Electrical and electronics Engineering ▪ Remove mechanical applications in the training program ▪ Continue to improve syllabi and teaching plans of each subject. ▪ Review and supplement the textbook missing to ensure that all subjects are to have learning materials.
174	Exh.11.17	Decision No.558 date 28/07/2012 promulgation of the ELOs in 2012 ▪ Issuing of 21 branch training programs ELOs university degrees (including electrical and electronics engineering) ▪ Applying from school year 2012 The ELOs higher education are the basis for the faculty, training units construct, content editing training programs, training plan, as a basis for the renewal of content, teaching methods and methods of assessment of lecturer's modules, as the basis for innovative student learning methods to meet the needs of society.
175	Exh.11.18	Decision No. 559/QD-DHSPKT-DT about the Curriculum in 2012 ▪ Issued 48 undergraduate training program with 21 training programs (including training programs branch Worker Electrical - Electronics) ▪ The undergraduate training programme is the basis for the office units, departments plan and coordinate activities between the functional units have been assigned tasks.
176	Exh.11.19	Decision No. 279/QD-DHSPKT-DT 03/10/2013 See paper Evidence
177	Exh.11.20	Decision No 757/HD-DHSPKT-DT on date 03/09/2014 See paper Evidence
178	Exh.11.21	Training objectives and ELOs of the programme in 2015 **Programme Educational Objectives (POs)** The EEET programme is to prepare students: ▪ PO1: To form a solid foundation of general knowledge, foundational technical knowledge and specialized knowledge in the field of Electrical and Electronics Engineering. ▪ PO2: To form proficient self-studying skills, problem solving skills and technical skills in the field of Electrical and Electronics Engineering. ▪ PO3: To communicate effectively, be able to organize, lead and conduct teamwork. ▪ PO4: To apply competences to conceive, design, implement, and operate the systems of Power Supply System, Power Conservation, and Electric Drive, to

		improve or create new electrical and electronics products. ▪ PO5: To understand society's needs, social responsibilities and professional ethics, and conception of life-long learning. **Expected learning outcome (ELOs)** ▪ ELO 1: Apply fundamental knowledge of mathematics, natural science and social science; achieve more specialized knowledge and study further at higher levels. ▪ ELO 2: Construct the basis of core technological knowledge about Power System and Automatic Electric Drive. ▪ ELO 3: Create the combination of advanced specialized knowledge in the fields of Power System, Power Saving and Automatic Electric Drive. ▪ ELO 4: Analyze and argue for technical matters; brainstorm systematically, and solve electrical and electronic matters. ▪ ELO 5: Examine and experiment electrical and electronics matters. ▪ ELO 6: Implement proficiently professional skills in the electrical and electronics field. ▪ ELO 7: Work independently; lead and work in a team. ▪ ELO 8: Communicate effectively in various methods: written communication, electronic communication, graphics and presentation. ▪ ELO 9: Use English in communication. ▪ ELO 10: Realize the roles and responsibility of engineers and social circumstance which has impacts on the technical activities of electrical and electronics industry. ▪ ELO 11: Comprehend business culture, work ethics principles, and working style of industrial organizations. ▪ ELO 12: Be aware of life-long learning. ▪ ELO 13: Take shapes of ideas, set up requirements, determine functions and elements of the Power System, Power Supply System, Renewable Energy, Power Saving, Electric Machines, and Automatic Electric Drive. ▪ ELO 14: Design required elements of the Power System, Power Supply System, Renewable Energy, Power Saving, Electric Machines, and Automatic Electric Drive. ▪ ELO 15: Implement hardware and software for elements of small Power System, Power Supply System integrated with recycled power with consideration to Power Saving and Automatic Electric Drive. ▪ ELO 16: Operate Power System, Power Supply System, and Automatic Electric Drive systems; manage the operation of the electrical and electronic systems.
179	Exh.11.22	Proposals for adjustment of curriculum, 13/8/2015 ▪ Request for change of training plans some subjects.
180	Exh.11.23	Evidences for adjustments of study programme ▪ Minutes of meetings of department, faculty of improvement and adjustment training program of the year ▪ Regulation on the implementation of the teaching assistant, teaching deployment of E/M learning or online learning.
181	Exh.11.24	Functions of Quality Assurance Office ▪ To advise and direct the organization of activities related to the management of the university in accordance with ISO 9001: 2000 ▪ Implementation of the survey and evaluation of the quality of education within university ▪ Coordinating the evaluation, testing at the university level, training level according to international standards or MOET.
182	Exh.11.25	Cycle for design of examination plan, for examination fulfilling ▪ Guiding the steps implement planning of training, exams, tests, training time allocation to ensure standardization and implementation schedule set out
183	Exh.11.26	Process to design and protect examination paper ▪ Guide the steps of examination questions, security, and copy examination to ensure exam content following the targets and requirements of the training programme.
184	Exh.11.27	Functions of department of Education Inspection ▪ Inspection of the policy and legislation on education ▪ To inspect the implementation of objectives, curriculum, training regulations,

		licensing, examination regulations, teaching and the organization of staff, and the conditions necessary to ensure the quality of education.
185	Exh.11.28	Reports of Academic Inspectorate Office about the activities ▪ Preliminary review weekly teaching activities ▪ Preliminary review activity semester exam ▪ These problems need to learn from experience.