

No.: 17/2021/TT-BGDĐT

Hanoi, 22/6/2021

CIRCULAR

Regulations on training program standards; Development, appraisal, and issuance of training programs for higher education levels

Pursuant to the Law on Higher Education dated June 16, 2019;

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

Pursuant to the Law Amending and Supplementing several Articles of the Law on Higher Education dated November 19, 2018;

Pursuant to the Government's Decree No. 69/2017/ND-CP dated May 25, 2017 stipulating the functions, responsibilities, mandate, and organisation of the Ministry of Education and Training;

Pursuant to the Government's Decree No. 141/2013/ND-CP dated October 24, 2013 specifying and guiding the implementation of several Articles of the Law on Higher Education;

Pursuant to the Government's Decree No. 99/2019/ND-CP dated December 30, 2019 specifying and guiding the implementation of the Law Amending and Supplementing several Articles of the Law on Higher Education;

In considering the proposal of the Director of Higher Education Department;

The Minister of the Education and Training decides to promulgate the Circular on training program standards; development, appraisal, and issuance of training programs for higher education levels.

Chapter I GENERAL REGULATION

Article 1. Governing Scope and Applicable Entities

1. This Circular regulates training program standards for higher education levels; development, appraisal, and issuance of training program standards for fields and majors; development, appraisal, and issuance of training programs for higher education levels.

2. This Circular applies to higher education institutions, other education institutions which are allowed to deliver levels of higher education, academies established under Prime Minister's decision in compliance with the Law on Science and Technology that allows them to provide doctorate training level

(hereinafter referred to as training institutions) and other relevant organizations and individuals.

3. This Circular does not apply to training programs with degree granted by foreign training institutions, including joint programs with foreign institutions in accordance with regulations on foreign investment and cooperation in education sector.

4. Training programs implemented under Point c, Clause 1, Article 36 of the Law on Higher Education (amended in 2018) must comply with provisions under this Circular.

Article 2. Interpretation of Terms

For the purpose of this Circular, the following terms are construed as follows:

1. Training program is a system of education and training activities, designed and delivered to achieve training objectives and aims at granting a degree to a learner. Training program includes objectives, academic load, content, methodology and evaluation methods regarding subjects, major, training level and learning outcomes in compliance with the Vietnam Qualifications Framework.

2. Training program standards of a higher education level is general and minimum requirements to all training programs of a major (or a group of majors, a field) of that level, specifically it includes requirements regarding objectives, learning outcomes, recruitment criteria, minimum academic load, structure and content of the training program, teaching methods and learning outcomes assessment, requirements regarding delivery conditions to ensure the training quality.

3. Training program standard of a major (or a group of majors, a field) at a particular level is general and minimum requirements to all training programs of that majors (or that group of majors, and that field) in compliance with training program standards of the respective level.

4. Learning outcomes mean the requirements for qualities and competencies of a learner upon the completion of a training program, including those for knowledge, skills, degree of autonomy and accountability of a graduate.

5. Training program admission criteria (or admission requirements) mean minimum requirements for the level, competency, and experience of the applicant to attend the training program.

6. Specialised program (level 7) is a program of some specialised majors regulated by the Government with the requirements that graduates achieve professional level 7 regarding the Vietnam Qualifications Framework; specialised program (level 8) is a program of some specialised majors regulated by the Government with the requirements that graduates achieve professional level 8

regarding the Vietnam Qualifications Framework.

7. Research-oriented training programs have the objectives and content focusing more deeply on principles and general theories in fields of science and development of technologies as a foundation for the development of applied science and technology.

8. Application-oriented training programs have the objectives and content focusing more on further application of research results and application of source technologies into technology solutions, management procedures, designing of tools for serving diverse needs of human beings.

9. Professional training programs have the objectives and content in the direction of equipping [learners] with in-depth knowledge and skills, developing working capacity associated with a specific group of profession.

10. A field of training is a set of groups of majors with shared characteristics in terms of professions, corresponding to the Index of Level II education and training of the Index of education and training of the national education system.

11. A group of majors is a set of majors (or disciplines) with shared characteristics in terms of professions, corresponding to the Index of Level III education and training of the Index of education and training of the national education system.

12. A subject, course (hereafter referred to as course) is a set of teaching and learning activities designed to achieve specific learning objectives, providing the learners with knowledge and skills of a narrow specialisation in a training program. A course is usually delivered in a semester.

13. A component of a training program is a group of courses and other learning and research activities with shared professional characteristics; having a visible role in achieving a group of objectives and expected learning outcomes of a training program. Components are used to design the overview structure of a training program such as general education, basic science, the basic and core part of a major, internship, research, and other components.

Article 3. Purpose of promulgating training program standards

1. Training program standards are the basis for:

a) Ministry of Education and Training issues regulations on opening new training majors, identifying the admission quota and organisation of student recruitment, organisation and management of training, transferring in training, assessment and accreditation criteria for training programs;

b) Higher education institutions develop, appraise, issue, implement, assess and revise training programs; develop regulations on student recruitment, organisation and management of training; recognition and transfer of credits for

learners, recognition of training programs delivered by other training institutions; take responsibility and accountability regarding the quality of training programs;

c) State management agencies have the authority to inspect training programs and ensure the quality of training programs; stakeholders and the whole society monitors the operation and training results of training institutions.

2. Training program standards of all higher education levels are the basis for developing, appraising, and issuing the training program standards of majors, group of majors of each field for each level. Training program standards of majors, group of majors of each field may be set higher or broader than those specified in the training program standards of higher education levels.

Chapter II

TRAINING PROGRAM STANDARDS FOR HIGHER EDUCATION LEVELS

Article 4. Objective of a training program

1. Clearly demonstrate the expectations of the training institution on the competence and future career potentials of the program graduates.

2. Demonstrate training orientations: research orientation, application orientation or professional orientation; meet the needs of employers and stakeholders.

3. Must be in accordance and linked with the mission, vision and development strategy of the training institutions, the needs of the society; consistent with the goals of higher education as set in the Law on Higher Education and description of qualifications under the Vietnam National Qualifications Framework (VQF).

Article 5. Training program expected learning outcomes

1. Must be clear and practical, demonstrating the expected learning outcomes that graduates should achieve in terms of the general knowledge and core competence of that training level, and specific requirements of that field and major of training.

2. Must be measurable and evaluable according to the levels of thinking, serve as a basis for curriculum development and implementation, and improvement of the content and teaching methods, assessment of learning results and provision of degrees to learners.

3. Must be consistent with the objectives of training programs, demonstrating the input and at the same time reflecting requirements of employers and other stakeholders.

4. Must clearly indicate the specific level of training and meet the expected learning outcomes in terms of the knowledge and skills, the level of autonomy and

responsibility, and required competence for the corresponding level in accordance with the Vietnam Qualifications Framework.

5. Must ensure the transferability with the admission criteria of the higher level of training (if any), and at the same time create the transfer opportunity among training programs of the same level of training, especially among training programs of the same group of majors or of the same field.

6. Must be fully and clearly specified in the expected learning outcomes of courses and components of the training program, and at the same time must be delivered in a systematic way through the connection of courses and components.

7. Must ensure the feasibility and relevance to the academic load of a training program so that the majority of learners that meet the admission criteria can complete the training program in a defined/standard length of time.

Article 6. Training program admission criteria

1. Admission criteria of the training program must define the minimum requirements for the level, competence and experience suitable for each level, major and training orientation which a learner must meet so that the learner can study successfully and complete the program.

2. Admission criteria of a training program at Bachelor level and specialised training programs at level 7: Students must hold high school degrees or equivalent;

3. Admission criteria of a Master's program: Learners must hold a university degree (or equivalent or higher) of the relevant major; have foreign language proficiency at level 3 according to the 6-level foreign language proficiency framework used for Vietnam or equivalent. For research-oriented masters training programs, learners must hold a bachelor's degree with merit or have a scientific publication related to the field of study;

4. Admission criteria of a doctoral programs: Learners must hold a Master degree or a specialised program at level 7 of a relevant major or hold a university degree with distinction (or equivalent or higher) of a relevant major; have a foreign language proficiency at level 4 according to the 6-level foreign language proficiency framework used for Vietnam (or equivalent or higher), and have the capacity and experience in research.

Article 7. Academic load

1. The academic load of a training program, a component or a course within a training program is specified by the number of credits.

a) One credit is equivalent to 50 hours of study of a learner, including instructional time in classroom, guided study, self-study, research, practice and testing and assessment.

b) For classroom teaching, one credit requires a minimum of 15 instructional hours and 30 hours of practice, experiment, or discussion. One hour in classroom is counted as 50 minutes.

2. Minimum academic load of a training program should be in accordance with the requirements of the Vietnam Qualifications Framework, specifically as follows:

a) Bachelor program: 120 credits, plus the load of physical education, defense-security education according to the current regulations;

b) Specialised training program at level 7: 150 credits, plus the amount of physical education, defense-security education according to prevailing regulations; or 30 credits for learners with university degrees in the same group of majors;

c) master's program: 60 credits for learners with university degrees in the same group of majors;

d) Doctorate program: 90 credits for learners with master's degrees, 120 credits for learners with university degrees in the same group of majors.

3. Minimum academic load for double major programs must include 30 additional credits. For main major - sub-major training program must include 15 additional credits more than the corresponding single-major program.

Article 8. Structure and content of a training program

1. The structure and content of a training program

a) Must clearly demonstrate the role of each component, course, the logic and interconnection among components and courses to ensure the achievement of the objectives and general requirements of the training program.

b) Must clearly demonstrate the features and general requirements in the qualification of that field, group of majors at that level of training, creating opportunities for the transfer among majors and levels of training, and at the same time demonstrate specific features and requirements of the major of training;

c) Must clearly define the main and compulsory components to all learners; at the same time provide complimentary, optional components so that learners can select those relevant to their career orientation;

d) Must provide orientation to the learners and at the same time ensure the flexibility, creating opportunities for the learners to develop their individual learning plans with the pace and order relevant to their capacity and conditions.

2. Each component and course of the training program must specify goals, admission criteria and expected learning outcomes, number of credits and content; professional features, its contribution to the achievement of the program objectives and expected learning outcomes.

3. Requirements to undergraduate program and specialized programs at

level 7:

a) Compulsory general education includes political theory, general law, physical education, defense and security education according to current regulations;

b) For double majors training programs, main major - sub-major training programs, they should be structured to clearly show the common parts and the separate parts for each major;

c) For a specialised training program, the minimum volume of internship at the external institution is required for at least 8 credits.

4. Requirements for a master's program:

a) Research-oriented: the amount of scientific research is from 24 to 30 credits, including 12 to 15 credits for dissertations, 12 to 15 credits for other research projects, projects and seminars;

b) Application-oriented: internships for 6 to 9 credits; graduation module consists of 6 to 9 credits in the form of a scheme or project.

5. Requirements for a doctorate's program:

a) At least 80% of scientific research and doctoral dissertations;

b) Maximum of 16 credit-courses, compulsory, or optional subjects to meet the entry requirements for a master's degree;

b) Minimum of 30 credit-courses, compulsory, or optional subjects to meet the entry requirements for an undergraduate degree.

Article 9. Teaching and evaluating learning outcomes

1. The teaching methods follow the approach that consider learners to be the center and the main subject of the training process, promoting learners to be active and proactive to participate in learning activities; effective orientation for learners to achieve the expected learning outcomes of each course, each component and the whole training program.

2. Assessment of learning results must be based on the learning outcomes, must specify the extent that learners achieve results according to the levels of thinking specified in the learning outcomes of each course, component, and the whole training program.

3. Assessment of learners must be based on both formative and summative assessment, serving as a basis for timely revision/adjusting of teaching and learning activities, promoting learners' efforts, and supporting learners' progress, improving training programs, and organisation and delivery of training programs.

Article 10. Academic staff and support staff

1. Program standards must specify the minimum requirements on quantity,

structure, qualifications, and experience of the academic staff and support staff to deliver the training and support learners to achieve the program expected learning outcomes.

2. Requirements for the teaching staff in charge of Bachelor level and specialized training program at level 7:

a) Lecturers with master's degree or higher, teaching assistants with bachelor's degree or higher;

b) Having at least 01 doctor of the relevant major as a tenured staff to lead the development and delivery of the training program;

c) Having at least 05 doctors of the relevant major as tenured staff to take lead in the teaching. For each component of the training program there should be lecturers with the relevant qualifications to take lead in the teaching.

d) Having sufficient number of lecturers to ensure the student/academic staff ratio as specified for each field, group of majors or majors.

3. Requirements for teaching staff of master's level

a) Lecturers have doctorate degree

b) Having at least 5 Doctors of the relevant major as tenured staff, among which one professor or associate professor to take lead in the development and delivery of the training program;

c) Having tenured lecturers of the relevant qualifications to take lead in the teaching of each subject and course of the training program.

d) Having sufficient number of supervisors to ensure the ratio of maximum 5 students/supervisor.

4. Requirements for teaching staff of doctorate level

a) Lecturers are professors or associate professors, or having doctorate degree with strong research competence;

b) Having at least 01 professor or 02 associate professors of the relevant major and three Doctors of a relevant major to be tenured lecturers;

c) Having sufficient number of supervisors to ensure the ration of maximum 7 PhD students/professor, 5 PhD students/associate professors, 3 PhD students/Doctor.

Article 11. Facilities, technology and learning materials

Program standards for majors, group of majors specify minimum requirements for facilities, equipment for practice and experiment, information technology, libraries, learning materials, and learning management systems, training management system etc.to support learners to achieve the program learning outcomes corresponding to the features of each major, group of majors, or field of training.

Chapter III
DEVELOPMENT, APPRAISAL, AND ISSUANCE OF
TRAINING PROGRAM STANDARDS FOR FIELDS AND MAJORS OF
TRAINING

Article 12. Development of training program standards for fields and majors of training

1. Training program standards for majors are developed for each level, each field or for group of majors if necessary (hereinafter referred to as "group of majors" to meet the following requirements:

a) Meeting the requirements of the training program standards at the corresponding level specified in Chapter II of this Circular;

b) Must contain a part of general rules to be applied to all majors within that group of majors and a part specific rules to be applied to a related major (if necessary);

c) Must be developed on the general requirements of the future job positions for graduates from majors of that group of majors.

d) There must be active participation and effective contributions of stakeholders, including representatives of training institutions, employers and professional associations, and experts.

đ) Must be developed with references to and benchmarked with models, standards, or criteria for training programs of relevant countries or international organizations.

e) Must ensure autonomy in the development of training programs by training institutions; provide requirements but do not specify detailed structure of a training program, courses of a training program except for the courses specified in Items 3, 4, 5 Article 8 of this Circular.

2. The process of formulating training program standards for majors, group of majors is specified in the Appendix attached to this Circular.

Article 13. Advisory Council on group of majors

1. The Advisory Council is established by Ministries as assigned in Decision No. 436/QĐ-TTg dated March 30, 2020 by the Prime Minister (hereinafter called the governing Ministry), has the functions of supporting the governing Ministry in fulfilling the task of developing program standards for the corresponding group of majors.

2. The Council can use the stamp of the agency that is assigned by the governing Ministry to take lead in the development of training program standards for group of majors (hereinafter is referred to as the agency responsible for the development of training program standards.)

3. The Advisory Council operates under the guidance of the Ministry of Education and Training.

4. The organizational structure of the Advisory Council

a) The Council consists of the Chair, Vice chairs, Members and Secretary who are experts in the field, group of majors and major for which training program standards are developed for. They should have good reputation, experience, professional qualifications suitable to the functions, duties, and the expertise area of the Council;

b) The Council comprises of at least 9 members, including representatives of the Ministry of Education and Training; representatives of the governing Ministry, representatives of agencies assigned by the Prime Minister to develop training program standards; representatives of some higher education institutions; representatives of businesses, associations, professional organisations and human resource management agencies; experts in training program development and quality assurance;

c) The number, structure, composition, and criteria of the members of the Council and its Chair are decided by the governing Ministry;

d) The professional Committees of the Council assist the Council in performing the tasks in each specific area of expertise. Members of each Committee include those who are members of the Council and other experts who have experienced and professional qualifications suitable to the area of expertise.

6. Mandates of the Advisory Council

a) Determine the development of program standards for group of majors based on the field or group of majors and related majors; the necessity for providing specific requirements for each major.

b) Develop and update training program standards for the group of majors to ensure the compliance with training program standards for the respective qualifications as prescribed in Article 12 of this Circular and submit them to the Minister of Education and Training for issuance;

c) Participate in examining, supervising, and evaluating the compliance with the training program standards of training institutions according to the law;

d) Perform other duties assigned by the agency assigned to develop training program standards as stipulated by the law.

7. Responsibilities of the Advisory Council

a) Be responsible for the content and quality of training program standards; suitability with reality; the conformity with the training program standards of higher education levels; compliance with current regulations and ensuring the autonomy of training institutions;

b) Be accountable to competent state management agencies, training

institutions and other relevant parties for issues related to training program standards for the group of major;

c) Develop the regulations, assign tasks to members of the Advisory Council; propose to the governing Ministry of the change of members and strengthen the Council (if necessary);

d) Cooperate with the agency assigned to develop program standards to report to the Ministry of Education and Training on plan, progress, and results in the development of program standards.

Article 14. The agency assigned to develop program standards of the group of majors

1. The governing Ministry is in charge of selecting a reputable and influential agency or subordinate unit in the relevant training field, which has the capacity and experience in development and quality assurance of the training program to assign it to take lead in organising activities related to the development of program standards for the group of majors.

2. Responsibilities of the agencies assigned to take lead in organising activities related to the development of program standards:

a) Coordinate with the Advisory Council to make plan, ensure funding, human resources, and the progress in the development of program standards in accordance with the law and the guidance of the Ministry of Education and Training.

b) Serve the Advisory Councils, organize other activities for the development of standards according to the assigned tasks;

b) Be accountable to competent state management agencies, training institutions and other relevant parties for issues related to training program standards.

Article 15. Appraisal and issuance of program standards

1. The Minister of Education and Training decides to establish a Review Committee for each group of majors. Criteria and structure of the Review Committee are defined as follows:

a) The Review Committee consists of the Chairman, Vice Chairman, Members and Secretary who are experts in the fields and majors in need of program standards. They should have good reputation, experience, professional qualifications suitable to the functions, duties, and fields of expertise of the Committee; Special case is decided by the Minister of Education and Training;

b) The Committee has at least 9 members, including: representative of the Ministry of Education and Training; representative of the governing Ministry;

representatives of some higher education institutions; representatives of businesses, associations, professional organisations, and human resource management agencies; experts in training program development and quality assurance

c) Members of the Review Committee is not a member of Advisory Council on group of majors.

2. Duties and authority of the Review Committee

a) The Review Committee is responsible for evaluating the training program standards of the group of majors to assess the quality, and advice the Ministry of Education and Training to issue the decision on promulgating the Training Program Standards;

b) The Review Committee shall base itself on this Circular, current regulation on recruitment and training delivery for the respective qualifications; minimum conditions for offering training programs; other related regulations on training programs; requirements and standards of the training major for training program standards appraisal.

c) The Review Committee must make a clear conclusion on one of the following: The Committee adopts the training program standards as is without any modification or the Committee adopts the training program standards with some specific modifications, or the Committee refuses to adopt the training program standards with justification for disapproval.

d) The Committee is accountable to state management agencies and the society for its performance; and provide explanation when required.

3. Organisation of Review Committee's meetings

a) The Committee evaluates training program standards according to the plan of the Ministry of Education and Training;

b) Meetings of the Review Committee must be documented in detailed minutes; including voting results on the conclusions of the Review Committee, signed by the Review Committee members.

4. The Minister of Education and Training issues a decision to issue and adopt the training program standards by majors or group of majors for higher education levels based on the conclusion of Review Committee.

Article 16. Reviewing, revising, and updating training program standards

1. Training program standards must be reviewed, revised, and updated at least once every 5 years. If needed, the Ministry of Education and Training shall decide to review, revise, and update the training program standards to meet the changing requirements of science and technology and the training trend.

2. Ministry of Education and Training coordinates with the governing

ministries in making decision regarding the Advisory Councils - changing members or establishing a new one for the reviewing, revising and updating program standards for the group of majors as stipulated in Article 12, Article 13 of this Circular.

3. The Minister of Education and Training shall organise the review and issuance of training program standards in accordance with Article 15 of this Circular.

Chapter IV

DEVELOPMENT, APPRAISAL AND APPROVAL OF TRAINING PROGRAMS

Article 17. Development of the training programs

1. The Rectors, Directors, Heads of the training institutions (hereafter referred to as Rectors) shall decide to set up a Committee for training program development to develop training programs. The Committee consists of the following members:

- a) Representatives of lecturers knowledgeable about the major, directly participating in teaching or managing training activities of training institutions, capable of developing training programs;
- b) Experts in developing training programs and university quality assurance;
- c) Representatives of the employers in the relevant professional fields who are knowledgeable about professional competency requirements and job positions in the field of training.

2. The Rector of the training institution decides standards, quantity, structure, and members of the Committee for training program development; defines the duties and authority of the Committee and its members.

3. The training program must meet the following requirements:

- a) Satisfying the requirements according to the training program standards of higher education levels as prescribed in Chapter II of this Circular, the training program standards of the majors, group of majors of each field (if any) and the Vietnam National Qualifications Framework;
- b) Demonstrating the contribution to the requirements of human resources following the socio-economic development plans and strategies of the sector, locality and country and the demand of the labor market;
- d) Reflecting requirements of stakeholders, including representatives of lecturers from training institutions, employers and professional associations, experts and graduates from the training program and work in the field;
- e) Being benchmarked with accredited training programs of the same level,

same major, of creditable domestic and foreign training institutions;

f) Being designed based on the learning outcomes of the training program; must integrate both skills and knowledge. There must be a matrix of subjects or courses with learning outcomes to ensure that the learning outcomes of the training program are allocated and fully conveyed into the learning outcomes of each subject or course;

g) Teaching and learning activities, examination and evaluation must be planned and designed based on the learning outcomes of the subject or course ensuring the provision of teaching activities that promote learning to meet learning outcomes;

h) Guidelines and instructions on the implementation of the training program are in place; ensuring the training quality;

i) Being approved of the Science and Training Committee before it is approved.

Article 18. Appraisal and issuance of training programs

1. The Rector of the training institution shall issue a decision to set up a Review Committee. Criteria and structure of the Review Committee are defined as follows:

a) Members of the Review Committee: professors, associate professors, and doctors in the relevant major or a close major for the training program in a new major, experts who are knowledgeable in the major, have the capacity to develop training programs, and assure the training quality. Members of the Review Committee are not a member of the training development Committee;

b) The number of a Review Committee is an odd number, consisting of the Chairman, Secretary and at least 02 reviewers from two different training institutions and other members; among which there is at least 01 member who is the representative of employers;

c) The Rector of the training institution decides specific criteria, quantity, structure, and members of the Review Committee in lines with points a, b Clause 1 of this Article.

2. Appraisal of the training program:

a) Must evaluate the extent to which a training program meets requirements of training program standards, regulations on the organisation and delivery for the respective qualifications; other related regulations on training programs; requirements of the major and the identified objectives and expected learning outcomes;

b) Must make a clear conclusion on one of the following: The Review Committee approves the training program without any revision, or the Committee

approves the training program with some specific modifications, or the Committee refuses to approve the training program with justification for disapproval.

3. Upon the conclusion of the Review Committee, based on the opinions of the Science and Training Committee of the training institution, the Rector of the training institution signs the decision to issue and apply the training program.

4. A training program of a foreign training institution, before being delivered in accordance with regulations in point c, Clause 1, Article 36 of the Law on Higher education (Amended in 2018) should be appraised in accordance with regulations in this Article.

Article 19. Evaluate and improve the quality of training programs

1. The training program must be periodically reviewed, evaluated, and updated. The review and evaluation results must be leveraged by training institutions to improve and improve training quality.

2. Evaluation of the training program must meet the following requirements:

a) Satisfying the requirements according to Vietnam National Qualifications Framework, the training program standards of higher education levels as prescribed in Chapter II of this Circular, the training program standards of the majors, group of majors of each field (if any);

b) The evaluation should be based on the results of the achievement of the training program learning outcomes for each course and the feedback of stakeholders (employers, learners, trainers, professional organisations, etc.) Each learning outcome must be evaluated at least twice during the training program evaluation cycle;

c) The evaluation must clarify the effectiveness of the ongoing training program (in response to learning outcomes and defined objectives; consistency and coherence between program content, examination and assessment methods, resources for learning and teaching);

d) The evaluation must provide recommendations for the improvement of the training program quality and the expected impact of changing or updating the training program;

e) Results of evaluation and improvement must be public on the training institution's website.

3. The cycle of the overall evaluation lasts maximum 5 years; The overall evaluation process is similar to the process of developing a new training program. The Rector of a training institution shall announce it in the form of a new training program or a revised training program after the training program has been evaluated and updated.

4. Evaluation of training programs before the first cohort of students

graduate following the provisions of opening a new 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 training program evaluation requirements specified in this Article.

Chapter V

ARRANGEMENTS FOR IMPLEMENTATION

Article 20. Responsibilities for implementation

1. The Ministry of Education and Training provides guidance to the Advisory Councils on group of majors to develop training program for specific majors, group of majors.

2. The Ministry of Education and Training shall guide training institutions to develop, appraise, issue, and deliver training programs and disclose information on training programs on the portal in accordance with this Circular and relevant regulations.

3. Training institutions specify the development, evaluation, issuance and application of new training programs, review and improve existing training programs according to the regulations of the Law on Higher Education to evaluate and improve the training program quality as prescribed in Article 19 of this Circular.

4. For majors, group of majors or field whose training program standards have yet to be issued, training institutions follow regulations in Chapter II of this Circular and refer to national and international occupational standards for that major or group of majors regarding the development, appraisal, and issuance of a training program.

Article 21. Reporting and information disclosure on the training program

1. Every year, the training institution shall report to the Ministry of Education and Training according to the following requirements:

a) General information about the training program: name of the training program, location of delivery, minimum requirements for delivering the training program, status of training program quality accreditation;

b) The impact of the program evaluation and the learning outcomes evaluation on the quality improvement of training programs;

c) Resources to deliver the training program: analyze the number and distribution of lecturers, lecturers with major-related expertise, budget and funding sources, training support facilities and equipment.

2. Reporting on training programs under the provisions of this Circular can

be in the form of writing and updating data into the national database under the guidance of the Ministry of Education and Training.

3. Rectors of training institutions and Director of education quality assurance organizations are responsible for the reporting time, accuracy, and quality of the report.

4. The training institution shall disclose information on its website according to the following requirements:

a) General information: the program applies to specific enrollment courses; form, method, and time of training; information required for the content of the training program standards.

b) The assessment results of achievement of learning outcomes, improvements to the training program made over the past five years to enhance training quality.

c) Accreditation status of training programs currently in progress at the training institution.

Article 22. Implementation provisions

1. This Circular shall enter into force on 8 August 2022.

2. This Circular replaces Circular No. 07/2015/TT-BGDĐT dated April 16, 2015 by the Minister of Education and Training promulgating regulation on minimum volume of knowledge and competency requirements that learners need to achieve upon graduation for each level of higher education and the process of developing, appraising and adopting undergraduate, master and doctoral training programs.

3. Higher education institutions that are offering training programs developed in accordance with Circular No. 07/2015/TT-BGDĐT dated April 16, 2015 by the Minister of Education and Training shall continue to do so regarding training courses starting before 1 January 2022. For the courses enrolling after 1 January 2022, training institutions must comply with this Circular.

4. The launching of new training programs at training institutions must comply with this Circular from its effective date.

5. The Chief of Ministry's Office, Director of Higher Education Department, Heads of related units under the Ministry of Education and Training; Rectors of training institutions are responsible for implementing this Circular./.

Recipients:

- Office of the National Assembly;
- Office of Government;
- National Assembly Committee for Culture, Education, Youth, Adolescents and Children;

**ON BEHALF OF MINISTER
DEPUTY MINISTER OF
EDUCATION & TRAINING**

- Central Committee for Propaganda and Education;
- Minister (for reporting);
- State Audit of Vietnam;
- Bureau of Legal Normative Documents Post-Review (Ministry of Justice);
- Official Gazette;
- As Article 3
- Web portal of the Government;
- Web portal of MOET;
- Archive: Admin, Legal Department, Department of Higher Education.

Hoang Minh Son

APPENDIX

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

DEVELOPMENT PROCESS OF TRAINING PROGRAM STANDARDS

Step 1: Collect, translate, compare, and analyze documents describing services/activities of the training major:

Collect, review, translate, and analyze documents describing services/activities of the training major in some countries:

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

Compare with the results of document analysis related to the tasks of the workforce trained under the training major in Vietnam, map similarities and differences

Step 2: Survey and develop the list of groups of jobs regarding the workforce type based on the results of secondary data analysis; synthesise and develop the list of service groups/activities of the workforce trained under the training major.

Step 3: Survey and collect opinions and viewpoints of stakeholders (managers, professionals, education institutions, employers) on the list of task groups of the workforce trained under the training major.

Prepare a draft report on the results of the list of task groups and the competency needs (the competencies needed to perform the task groups) of the workforce trained under the training major;

Step 4: Develop a draft training program standard (based on the standard regulations of the training program of majors, group of majors according to qualifications and professional competencies by training sector);

Develop a survey questionnaire on program standards and the feasibility of applying the program standards for the workforce trained under the training major in Vietnam through surveys and interviews.

Step 5: Survey stakeholders (managers, professionals, education institutions, employers and the workforce trained under the training major) about the draft training program standards and applicability to the workforce trained under the training major in Vietnam.

Step 6: Fine tune the draft program standards and applicability to the workforce trained under the training major in Vietnam based on the survey results.

Step 7: Fine tune the draft program standards and report the results of review, research and analysis of competency needs and submit it to the Ministry of Education and Training.