

MINISTRY OF EDUCATION
AND TRAINING
DEPARTMENT OF
EDUCATIONAL TESTING
AND ACCREDITATION

SOCIALIST REPUBLIC OF VIETNAM
Independence – Freedom – Happiness

No.: 462/KTKDCLGD-KDDH

*Re: Guidelines for the self-assessment by a
university, college and vocational school*

Hanoi, May 09, 2013

To: - Tertiary institutions, academies;
- Universities, colleges and vocational schools.

Pursuant to the Circular No. 62/2012/TT-BGDDT dated December 28, 2012 of Minister of Education and Training on the stipulation of procedure and period of educational quality accreditation of universities, colleges and vocational schools, the Department of Educational Testing and Accreditation provides guidelines for the self-assessment by universities, colleges and vocational schools from the year 2013 as follows:

I. GENERAL INTRODUCTION INTO SELF-ASSESSMENT

1. Concept of self-assessment

The self-assessment means a process in which the educational institution examines and carries out research itself based on the criteria in the assessment of the educational quality provided by the Ministry of Education and Training in order to make a report on its educational quality and effectiveness of its training activities, scientific researches, human resources, facilities, and other relevant issues for adjustment of its human resources and the process of implementation for the purpose of meeting educational quality standards.

2. Significance and purposes of self-assessment

a) The self-assessment is an important part of the assurance of educational quality and the establishment of quality culture inside the educational institution.

b) The self-assessment can help the educational institution to control, examine and assess its existing conditions, prepare and develop plans for improving and enhancing training quality for revision of its objectives in the following period in the right and better direction.

c) The self-assessment is a necessary requirement that must be satisfied by the educational institution in order to apply for an educational accreditation body's external assessment and certification of educational institution.

d) The self-assessment also shows the educational institution's self-control and self-responsibility for its training activities, scientific researches and social services according to its assigned functions and duties and in conformity with its mission and objectives.

3. Requirements on self-assessment

a) During the self-assessment, based on each standard and criterion, the educational institution must focus on the following matters:

- Describe and clarify its existing conditions;
- Analyze, explain, compare, collate and carry out opinions; work out strong points, weaknesses and solutions;
- Prepare plans for improving and enhancing training quality.

b) The self-assessment is a continuous process that requires a lot of time and effort, and the participation of many units and individuals inside the educational institution.

c) The self-assessment requires the objectiveness, honesty, publicity and transparency. Explanations, opinions and conclusions achieved from the self-assessment must be based on specific, clear and reliable evidences. The self-assessment must include all criteria of the set of standards in the assessment of educational quality promulgated by the Ministry of Education and Training.

II. SELF-ASSESSMENT PROCEDURE

1. Establishment of the Self-assessment panel

a) Establishment of the self-assessment panel

- Comply with Article 8 of the Circular No. 62/2012/TT-BGDDT on the stipulation of procedure and period of educational quality accreditation.
- The educational institution's president shall make a decision on the establishment of the self-assessment panel and the secretariat of the self-assessment panel.
- The quantity of the panel members must be at least 11 persons but not more than 30 persons depending on existing conditions of each educational institution. The panel members are heads of departments, divisions, faculties and subjects but it is not necessary to include heads of all units of the educational institution.
- The panel secretariat shall include officials of units (departments) in charge of quality assurance and other relevant officials as appointed by the panel.

- The secretariat members shall be assigned to functional groups. Each functional group shall include from 4 to 5 members, be in charge from 1 to 2 criteria in the assessment of educational quality and managed by a member of the panel. Each secretariat member shall only participate in 1 or 2 functional groups (as regulated in Annex 1 and Annex 2).

b) Functions and duties of the panel

- Functions and duties of the panel shall comply with Article 9 of the Circular No. 62/2012/TT-BGDDT on the stipulation of procedure and period of educational quality accreditation.

- Relevant units in the educational institution shall coordinate and facilitate the panel's functional groups in the performance of self-assessment.

2. Establishment of self-assessment plan

The self-assessment panel shall itself make the self-assessment plan for effective use of time and human resources of the educational institution and achieving all objectives of each self-assessment (as regulated in Annex 3). The educational institution's self-assessment plan must include all contents as regulated in Clause 2 Article 11 of the Circular No. 62/2012/TT-BGDDT on the stipulation of procedure and period of educational quality accreditation.

3. Collection of information and evidences

a) Based on the criteria of 10 standards of the set of standards in the assessment of educational quality, the educational institution shall collect information and evidences. Collected information and evidences shall not only serve the self-assessment objectives but they also describe existing conditions of the educational institution's activities for assisting learners' learning, increasing the cogency of the self-assessment report:

- During the collection of information and evidences, the self-assessment panel must verify the their reliability and accuracy, their suitability and connection with relevant criteria. The self-assessment panel must always put questions about the collected information such as: If the collection of information is performed by other persons, whether their findings will be like this or not? Whether such information will bring new knowledge, clearness and accuracy of real situation of the educational institution's activities or not?

- In case the self-assessment panel fails to collect information and evidences for a given criterion, reasons of such failure must be specified in the criterion-based assessment form (as regulated in Annex 5);

- The origin of collected information and evidences must be specified. Collected information and evidences, including documents concerning their origin, must be stored and the panel must make measures for protecting such information and evidences. The panel is encouraged to use the information technology to digitize collected information and evidences for storage and collation of evidences when necessary.

b) Universities and academies must have the following databases for collecting information and evidences to serve the establishment of self-assessment report:

- Reports on learners' post-subject assessment of lecturers' calibre of tutelage at the end of the first semester and the year, which indicate procedures, tools and findings as regulated in the criterion 9 of the standard 6 of the set of standards in the assessment of university's quality (promulgated under the Decision No. 65/2007/QĐ-BGDĐT dated November 01, 2007 and amended in the Circular No. 37/2012/TT- BGDĐT dated October 30, 2012 of the Minister of Education and Training);

- Annual reports on learners' assessment of the university's educational quality before graduation, which indicate procedures, tools and findings as regulated in the criterion 9 of the standard 6 of the set of standards in the assessment of university's quality (promulgated under the two documents stated above);

- Annual reports on surveys of employment in the first year after graduation, including procedures, tools and findings of the surveys as regulated in the criterion 8 of the standard 6 of the set of standards in the assessment of university's quality (promulgated under the two documents stated above);

- Annual survey reports on the degree of the library's satisfaction of demands of officials, lecturers and learners, which demonstrate procedures, tools and findings as regulated in the criterion 1 of the standard 9 of the set of standards in the assessment of university's quality (promulgated under the two documents stated above);

- Databases on the university's academic activities, graduation, post-graduation employment and earnings as regulated in the criterion 6 of the standard 4 of the set of standards in the assessment of university's quality (promulgated under the two documents stated above);

- Plans to evaluate learners' educational quality after graduation and to adapt the university's academic activities for social demands as regulated in the criterion 7 of the standard 4 of the set of standards in the assessment of university's quality (promulgated under the two documents stated above);

- Databases on educational quality accreditation (as regulated in Annex 8).

c) Colleges and vocational schools shall maintain and promote databases on educational quality accreditation (as regulated in Annex 8) which have been performed in the last 6 years. Aforesaid requirements shall apply since 2015.

4. Processing and analyzing collected information and evidences

a) Certain information can be used as evidences immediately but the others must be processed, analyzed and assessed for being used as evidences for opinions stated in the self-assessment report. E.g., almost information collected from investigations and surveys must be processed into general figures before it is used as the evidences in the self-assessment report.

b) Information must be also processed to avoid causing influence on units or individuals who provided such information.

c) Collected information and evidences involved in each criterion shall be specified in *the criterion-based assessment form*, including from 2 to 3 pages according to the following contents:

- Describe and analyze the educational institution's activities related to the criterion;
- Compare the educational institution's activities related to the criterion with those of other educational institutions, its activities in previous years or state regulations for carrying out opinions on its current conditions;
- Give opinions on strengths and factors that need intensifying; point out weaknesses and causes thereof;
- Determine points that need improvement and solutions thereof;
- Determine whether the concerned criterion is as considered as "fulfilled" or "not fulfilled". A criterion is considered as "fulfilled" if all requirements of such criterion have been satisfied by sufficient evidences. Conversely, it is considered as "not fulfilled".

d) If there is no evidence of the fulfillment of a given criterion, it shall be specified as: *No evidences*.

In course of processing and analyzing information, certain collected information and evidences may be inconsistent with previously announced results of researches or internal and external assessments of the educational institution. The self-assessment panel shall itself re-verify such information and evidences and explain about such difference.

dd) Criterion-based assessment form is a document that records working results of each functional group according to each criterion and shall be used as grounds for preparing report in each criterion or standard. Thus, each functional group must ensure the accuracy, honesty and consistency of *criterion-based assessment forms* for each standard.

5. Self-assessment report

a) The self-assessment results shall be presented in the educational institution's one report on 10 standards in the assessment of educational quality. The self-assessment report is an important memorandum to perform the educational institution's commitments on improvement of its educational quality.

b) The self-assessment report must include brief, clear, exact and sufficient description of the educational institution's activities, including strengths, weaknesses, difficulties and solutions for improving its educational quality, action plans, period of fulfillment and period of subsequent self-assessment.

c) The self-assessment results shall be presented in succession according to 10 standards in the assessment of educational quality. Self-assessment results of each standard shall be presented in succession according to each criterion. Each criterion must contain 5 parts: *Description and analysis of the educational institution's activities related to the criterion; Strengths and factors that need intensifying; Weaknesses; Action plans; Self-assessment* according to criterion-based assessment results provided by functional groups (using *criterion-based assessment forms*).

d) Assessment results of each criterion shall be aggregated in *the summary table of self-assessment results* (as regulated in Annex 7).

dd) The educational institution shall determine focuses for improving its educational quality in each period on the grounds of its development plans and priority strategies. In general, the educational institution must plans for dealing with its weaknesses and shortcomings.

e) The length of writings on each standard or criterion in a self-assessment report may vary slightly.

g) Final draft of the self-assessment report must be transferred to providers of information and evidences used in such report to confirm their provision of such information and evidences and the accuracy of findings thereof. Functional groups shall check report results relating to their assigned works. The panel members shall subscribe their names in self-assessment report after they have read and unanimously agreed to all contents of such self-assessment report.

6. Presentation form and techniques

a) The self-assessment report must be carefully bound into a book of A4-size paper for use and storage in a long term; the self-assessment report shall be typed in Times New Roman font, Unicode, font-size 14; top margin: 2 – 2.5cm, bottom margin: 2 – 2.5cm, left margin: 3 – 3.5cm, right margin: 2 – 2.5cm; line spacing: 1.5 lines.

b) Other presentation forms and techniques shall comply with prevailing regulation on document presentation.

7. Structure of self-assessment report

Structure of self-assessment report shall be arranged in the following sequence:

a) Primary cover page; secondary cover page (as regulated in Annex 4);

b) List and signatures of the self-assessment panel members;

c) Table of contents;

d) List of abbreviated words (if any);

dd) Parts of report contents: Part I: Preface; Part II: Overview; Part III: The educational institution's self-assessment; Part IV: Conclusion; Part V: Annexes. To be specific:

Part I:

PREFACE:

Briefly describe the self-assessment objectives and procedure, and methods and tools for performing the self-assessment for providing information about the background of the self-assessment which aims to help readers to clearly understand contents of the self-assessment report. This part includes the description of the participation of the educational institution's groups of members (such as faculties, departments, officials, learners, etc.), the organizational structure of these participants in the self-assessment, the self-assessment purposes and benefits.

PART II:

OVERVIEW:

This is a brief summary to help readers of the self-assessment report have a general view of the educational institution before they read report contents. This part of overview is established for two purposes as follows:

- Firstly, this part shall help readers to understand the educational institution's general background, including its vision and missions, and information about its facilities, training programs, financial aspect and other aspects affecting its general situation.
- Secondly, this part shall write up main findings during the self-assessment performance. Only standards in the educational quality assessment related to such findings shall be presented in this part.

The part of overview must contain further information to help readers have a clear grasp of the self-assessment report. The educational institution should emphasize important topics and suggestions in the self-assessment report to help readers to understand important issues determined by the educational institution in this self-assessment, demonstrating that the educational institution has employed this self-assessment as a method for improving its educational quality (this part is composed under 10 pages).

Part III:

THE EDUCATIONAL INSTITUTION'S SELF-ASSESSMENT:

This is the main part of the self-assessment report (including from 60 to 80 pages), detailing the educational institution's self-assessment results and considering 10 standards in the educational quality assessment in succession. With regard to each standard, each criterion shall be considered in turn. In terms of each criterion, the following steps must be performed:

- Description of current conditions: Provide sufficient, detailed, honest and objective description of the educational institution's current activities according to each criterion with evidences. The description must be brief, concise, not extremely detailed but specific to ensure the generality which help readers to understand the educational institution's activities.
- Assessment: The educational institution shall make the criterion-based assessment on the quality and efficiency of its activities in comparison with its previously defined objectives, specify its strengths, weaknesses and difficulties; give opinions and explanations thereof. Certain aspects may be performed in a better way compared to those performed by other educational institutions but are considered as weaknesses in the self-assessment report because the educational institution's objectives in such aspects have been not satisfied or achievements in such aspects are unsuitable with its human resources.
- Action plan: The educational institution must present the plan for maintaining and improving its strengths and solutions for dealing with its weaknesses. This plan must be specific and practical (solutions for dealing with the educational institution's weaknesses, period for fulfillment, human resources and supervision methods). The educational institution's determination to improve the quality in unfulfilled fields must be specified in such plan. Readers shall find out the educational institution's capacity for improving its educational quality through its action plan.
- Self-assessment: The educational institution shall itself assess whether a given criterion is considered as "fulfilled" or "not fulfilled".

Form of the educational institution's self-assessment is stated in Annex 6.

Part IV:

CONCLUSION

Specify general conclusion on the self-assessment and the educational institution's self-assessment results.

Draw up the summary table of self-assessment results (as regulated in Annex 7).

Affix the signature and seal of the educational institution's president.

Part V:

ANNEXES

- Databases on the educational quality accreditation (Annex 8): Include the educational institution's general information presented in the form of a report on real situation (mainly, quantitative information). Through such information, readers can imagine a comprehensive picture of the educational institution, socio-economic and geographic features, changes and forecasts about learners, faculties, departments, divisions, teaching programs and financial

situation. Reader can receive sufficient information about the educational institution's objectives and duties through the combination of this data and assessment standards.

- Relevant documents: decisions on the establishment of the self-assessment panel and the panel secretariat, etc. (Annex 1 and Annex 2); Self-assessment plan (Annex 3); summary tables and statistical tables, etc.

- List of evidences used in the self-assessment and the establishment of self-assessment report (Annex 9).

8. Activities after self-assessment

a) After the self-assessment has been finished, the panel submits the draft of the self-assessment report to the educational institution's heads in order to:

- Announce the draft of the self-assessment report inside the educational institution within 2 weeks (showing the self-assessment report in the library and/or chamber of fame or sending to its units) to help its members (including officials, lecturers, teachers, employees and learners) read and give suggestions;

- Collect and consider suggestions received after the draft of the self-assessment report has been announced, and perfect the self-assessment report;

b) The complete self-assessment report must be certified by affixing the signature and seal of the educational institution's president, and retained together with all relevant documents:

- The copy of the self-assessment report shall be stored in the library. Relevant individuals may borrow and use it as regulated by the educational institution's president. The educational institution is encouraged to post the self-assessment report (pdf format) on its website to announce self-assessment results in the public;

- The educational institution organizes the retention of information and evidences, including documents concerning their origin, and makes measures for ensuring the security of such information and evidences.

c) The educational institution shall perform action plans stated in the self-assessment report.

9. Reports submitted to superior organization and the Ministry of Education and Training

a) Upon the completion of the self-assessment, the educational institution shall send self-assessment report to its superior organization; the official dispatch shall be enclosed to such self-assessment report, asking for the superior organization's consideration and support for improving and enhancing the educational institution's training quality according to its action plans stated in the self-assessment report.

b) The educational institution shall send official dispatches and the self-assessment report (electronically) to the Department of Educational Testing and Accreditation via e-mail: kiemdinh.dhtccn@moet.edu.vn. To be specific:

b.1) The official dispatch informing the completion of the self-assessment report (word and pdf format files). In which, it is specific:

- Assessment period;
- Period of self-assessment performance;
- The self-assessment has complied with regulated procedure and the self-assessment report has been prepared as regulated by the Ministry of Education and Training;
- Assessment results:
 - + The quantity of criteria that are considered as “fulfilled” (specify percentage of “fulfilled” criteria);
 - + The quantity of criteria that are considered as “not fulfilled” (list “not fulfilled” criteria, e.g., criterion 2.3, criterion 5.6, etc.);
 - + The quantity of standards that include “not fulfilled” criteria.
- Estimated period of external assessment.

b.2) The self-assessment report (word and pdf format files).

c) Names of document files (word and pdf format) shall be specified as follows (e.g.: Hanoi National University of Education has completed its self-assessment report in 2013);

- Official dispatch file: “têntrườngkhôngdấu_cv_nămphoànthành” (“university’s name without diacritic_official dispatch_year of completion”) (e.g. dhsphanoi_cv_2013);

- Self-assessment report file: “têntrườngkhôngdấu_bctdg_nămphoànthành” (“university’s name without diacritic_self-assessment report_year of completion”) (e.g. dhsphanoi_bctdg_2013.doc);

In case the self-assessment report is stored in several files, file ordinal numbers shall be added in the phrase “bctdg” (e.g. dhsphanoi_bctdg1_2013; dhsphanoi_bctdg2_2013, etc.);

d) Within 10 working days as of the sending date of e-mail, the Department of Educational Testing and Accreditation shall confirm the receipt of the educational institution’s e-mail and update the educational institution’s name to the list of educational institutions that have completed self-assessment reports according to each period of the quality accreditation. If the educational institution does not receive the e-mail of response after 10 working days as of the

sending date of e-mail, it should call the Department of Educational Testing and Accreditation to clarify reasons.

The self-assessment is an important job to perform plans for improving the educational quality and apply for external assessment and certification of educational institution. The Department of Educational Testing and Accreditation requests educational institutions and relevant individuals to determine the self-assessment significance and objectives and implement this self-assessment job in a right way.

These guidelines shall replace the guidance enclosed to the Official Dispatch No. 564/KTKDCLGD dated June 09, 2008 of the Department of Educational Testing and Accreditation. During the execution of this document, difficulties or proposals shall be reported to the Tertiary education and vocational education quality accreditation office (“Phòng Kiểm Định chất lượng giáo dục Đại học và trung cấp chuyên nghiệp”) of the Department of Educational Testing and Accreditation, at 30 Ta Quang Buu, Hai Ba Trung, Hanoi, telephone: 04.39747108; fax: 04.39747109; email: kiemdinh.dhtccn@moet.edu.vn./.

HEAD OF THE DEPARTMENT

Ngo Kim Khoi

ANNEXES

(Enclosed to the Official Dispatch No. 462/KTKDCLGD-KDDH dated May 09, 2013 by the Department of Educational Testing and Accreditation)

Annex 1: Form of decision on the establishment of the self-assessment panel

NAME OF THE SUPERIOR
ORGANIZATION
THE EDUCATIONAL
INSTITUTION.....

SOCIALIST REPUBLIC OF VIETNAM
Independence – Freedom – Happiness

No.:/QD-....

....., day.....month.....year 20.....

DECISION

On the establishment of the self-assessment panel

DIRECTOR/PRESIDENT OF THE EDUCATIONAL INSTITUTION

- Pursuant to

- Pursuant to the Circular No. 62/2012/TT-BGDDT dated December 28, 2012 of Minister of Education and Training on the stipulation of procedure and period of education quality accreditation of universities, colleges and vocational schools;

- At the request of,

DECIDES:

Article 1. To establish the self-assessment panel of the educational institution....., consisting of the individuals whose names are stated in the attached list.

Article 2. The panel shall perform the self-assessment of.....according to quality assessment standards and guidelines of the Ministry of Education and Training.

Article 3. The head of Department of..... and members of the self-assessment panel are responsible for executing this Decision./.

DIRECTOR/PRESIDENT
(Signature and seal)

LIST OF MEMBERS OF THE SELF-ASSESSMENT PANEL

(Enclosed to the Decision No.....dated.....of the President of).

No.	Full name	Title, position	Tasks
1			The panel's Chair
2			The panel's Deputy Chair
3			The panel's secretary
4			The panel's member
5			The panel's member
6			The panel's member
7			The panel's member

8			The panel's member
9			The panel's member
10			The panel's member
11			The panel's member
...			

(This list includes.....members)

Annex 2: List of the secretariat members and functional groups

LIST OF THE SECRETARIAT MEMBERS

No.	Full name	Title, position	Tasks
1		Head of quality assurance unit (department)	Head of the secretariat
2			
3			
4			
...			

LIST OF FUNCTIONAL GROUPS

No.	Full name	Title, position	Tasks
Group 1			
			
Group 2			
			
Group 3			
			
.....			

Annex 3: Self-assessment plan

NAME OF THE SUPERIOR
ORGANIZATION
THE EDUCATIONAL
INSTITUTION.....

SOCIALIST REPUBLIC OF VIETNAM
Independence – Freedom – Happiness

....., day.....month.....year 20.....

SELF-ASSESSMENT PLAN

1. Self-assessment objectives

Improve and enhance training quality, and apply for the educational quality accreditation.

2. Self-assessment scope

Carry out assessment on the educational institution's activities according to standards in the assessment of educational quality within a period of quality accreditation.

3. Self-assessment panel

3.1. Members of the self-assessment panel

The self-assessment panel is established pursuant to the Decision No.
dated..... of the President of The self-assessment panel includes.....
members (according to the attached list).

3.2: The secretariat of the self-assessment panel and functional groups (according to the attached list)

3.3. Duty roster

No.	Criterion	Functional group	Period for collection of information and evidences	Notes
1				
2				
...				

4. Plan for resource mobilization

Determine human resources, facilities and financial resource that must be mobilized or supplied to each self-assessment activity and supplying period.

No.	Criterion	Activities	Kinds of resources that must be mobilized/supplied	Mobilization period	Notes
1					
2					
...					

5. Assessment instrument

Apply the set of standards in the quality assessment of the educational institution..... promulgated under the Decision No. /2007/QD-BGDDT dated November 01, 2007 of the Minister of Education and Training, amended under the Circular No. 37/2012/QD-BGDDT dated October 30, 2012 of the Minister of Education and Training and other guidelines.

6. Plan for collecting external information (if any)

Determine external information that needs collection, origin of provision, period for information collection and funding, if any.

7. Plan for contracting external specialists (if any)

Determine the fields that need to contract specialists, purposes of contracting specialists, roles of specialists, the quantity of specialists and contracting period.

8. Schedule

Period for performing the self-assessment is about 6 months; the following schedule may be fit:

Period	Activities
1st – 2nd week	• Hold a meeting of heads of the educational institution to discuss the self-assessment objectives, scope, schedule and appoint members of the self-assessment panel; • Make decision on the establishment of the self-assessment panel; • Organize the meeting of the self-assessment panel to: - Announce the decision on the establishment of the self-assessment panel; - Discuss and assign specific tasks to each member of the panel; - Assign tasks for preparing the draft of the self-assessment plan; - Plan to establish functional groups supporting the panel members to perform

	assigned tasks. • Prepare the draft of the self-assessment plan.
3rd – 4th week	• Disseminate the self-assessment plan to all officials, lecturers, teachers, employees and learners (through faculties, departments, divisions, etc.); • Organize specialized seminars to disperse the self-assessment plan to members of the self-assessment panel, key officials of the educational institution, faculties, departments, divisions, etc. (seminars may be organized by the educational institution's officials who have participated in the training course for the self-assessment or in cooperation with external specialists); • Complete the draft of the self-assessment plan.
5th week	Announce the approved self-assessment plan and define tasks of each member of the panel and functional groups.
6th – 12th week	• Write the outline for the self-assessment report; • Collect information and evidences; • Digitalize collected information and evidences; • Describe collected information and evidences; • Analyze and explain about findings;
13th week	Organize the meeting of the self-assessment panel to: • Determine problems arisen from collected information and evidences; • Determine demand for additional information; • Adjust the outline for the self-assessment report and make detailed outline.
14th week	• Collect and process additional information (when necessary) • Organize the meeting of the self-assessment panel to approve the detailed outline for the self-assessment report
15th – 17th week	• Collect additional information (when necessary); • Organize additional meetings (when necessary); • Prepare the draft of the self-assessment report; • Verify information and evidences used in the self-assessment report.
18th – 19th	• The self-assessment panel meets faculties, subjects, departments, divisions,

SELF-ASSESSMENT REPORT

(Apply for the educational quality accreditation of the educational institution.....)

Province/City, year 20....

Annex 5: Criterion-based assessment form

Functional group:

CRITERION-BASED ASSESSMENT FORM

(Including from 2 to 3 pages)

Standard:

.....

Criterion:

.....

1. Describe and analyze the educational institution's activities regarding the criterion, compare such activities with those of other educational institutions, its activities in previous years or general regulations:

.....

.....

2. Strengths and factors that need intensifying:

.....

3. Weaknesses and reasons thereof:

.....

4. Action plan (*points that need improvement, solutions thereof, period for fulfillment and resources, etc.*):

.....

5. Self-assessment:

Check one of the following squares:

Fulfilled	Not fulfilled

** If the criterion is considered as “not fulfilled”, the percentage (%) of fulfilled requirements on the criterion and reasons thereof are specified.*

** If the functional group cannot make assessment on the criterion, specify: No evidence or unfitted criterion, or other reasons*

The individual in charge of making this form
(Signature and full name)

Annex 6: Form of writings of the educational institution's self-assessment

Part III. SELF-ASSESSMENT (according to each standard or criterion):

Standard 1: (*Specify correct name of standard as regulated in the set of assessment standards*)

Introduction (brief summary): briefly describe and carry out general analysis on the entire standard (general description should be specified in this part and not mentioned again in the analysis on criteria because there are overlapping points between criteria of a standard)

Criterion 1 (*Specify correct name of criterion as regulated in the set of assessment standards*)

1. Description (describe and analyze all contents included in relevant evidences to verify whether the educational institution has fulfilled or not fulfilled requirements on this criterion):
.....

2. Strengths (specify the educational institution's remarkable strengths for meeting requirements on this criterion):
.....

3. Weaknesses (specify the educational institution's shortcomings for meeting requirements on this criterion):

4. Action plan (to improve the educational institution's strengths and make solutions for dealing with its weaknesses, required resources and period for completion):
.....

5. Self-assessment: The criterion is considered as "fulfilled" or "not fulfilled".

Criterion 2: (Be similar to the criterion 1)

Conclusion on standard 1: (briefly specify remarkable strengths and basic weaknesses in this standard; the quantity of "fulfilled" criteria and the quantity of "not fulfilled" criteria). (Do not conclude that this standard is considered as "fulfilled" or "not fulfilled")

Standard n..... (Repeat steps of assessment like those of standard 1)

(Carry out the assessment on 10 standards in succession according to the aforesaid steps)

Annex 7: Form of summary table of assessment results

SUMMARY TABLE OF SELF-ASSESSMENT RESULTS

The educational institution's code:	<i>The educational institution's logo (if any)</i>
Name of the educational institution:	
Sector:	
Date of completing the self-assessment:	

Levels of assessment results: D: Fulfilled; C: Not fulfilled; KDG: Not assessed

Standard 1:			
1			

2			
Standard 2:			
1			
2			
3			
4			
...			
...			
Standard 3:			
1			
2			
3			
...			
Standard 4:			
1			
2			
3			
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Standard 5:			
1			
2			
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Standard 6:			
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3			
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Standard 7:			
1			
2			
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Standard 8:			
1			
2			
3			
4			
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Standard 9:			
1			
2			
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Standard 10:			
1			
2			
...			

Conclusion:

- The quantity of standards that include at least 1 “fulfilled” criterion; The quantity of “fulfilled” criteria: (holding..... %);
- The quantity of “not fulfilled” criteria: (holding..... %); The quantity of “not assessed” criteria: (holding..... %).

Location, day.....month.....year 20.....

DIRECTOR/PRESIDENT
(Signature and seal)

Annex 8: Form of databases on the educational quality accreditation

**DATABASES
ON EDUCATIONAL QUALITY ACCREDITATION**

Period of report: up to (day/month/year)

I. The educational institution's general information

1. Name of the educational institution (as stated in the establishment decision):

Name in Vietnamese language:

Name in English language:

2. Abbreviated name:

Name in Vietnamese language:

Name in English language:

3. Former name (if any):

4. Superior organization/managing ministry:

5. The educational institution's address:.....
.....

6. Contact information: Telephone:..... Fax:.....

E-mail Website

7. Year of establishment (as stated in the establishment decision):

8. Time of organizing the first academic course:

9. Time of organizing the graduation ceremony of the first academic course:
.....

10. Types of the educational institution:

Public ☐ Private ☐

Other type (specify)

II. General introduction of the educational institution

11. Make general introduction of the educational institution's history and summarize its remarkable achievements: briefly specify periods of development, total number of faculties, disciplines, cooperation relation, and remarkable achievements (including 1 page).

12. The educational institution's organizational structure (draw the organizational chart).

13. The list of key officials of the educational institution (specify heads of departments, divisions, faculties and centers).

Units (departments)	Full name	Title, academic degree, position	Telephone	E-mail
1. Director/President				
2. Deputy Directors/ Deputy Presidents (specify all)				
3. The Communist Party and the Communist Youth Union organizations, Trade Union, etc. (specify all)				
4. Functional departments, divisions (specify all)				
5. Centers/institutes (specify all)				
6. Faculties, groups (specify all)				
...				

(Make this table longer according to the educational institution's scale)

14. Training disciplines/majors (also called as training programs):

The quantity of doctoral majors:

The quantity of master's majors:

The quantity of bachelor's majors:

The quantity of college-level majors:

The quantity of vocational majors:

The quantity of other training disciplines (majors) (specify the figure):

(The educational institution must establish database on training disciplines and majors according to each training level to provide information in section 14).

15. Modes of training (check “x” mark in corresponding squares)

	Yes	No
Full-time	☐	☐
Part-time	☐	☐
Distance learning	☐	☐
Training association with foreign partners	☐	☐
Training association with domestic partners	☐	☐
Other modes of training (specify all, if any):.....		

16. Total number of training faculties:

(The quantity of faculties must be in corresponding with that stated in section 13)

III. The educational institution’s officials, lecturers and employees

17. Total up the quantity of the educational institution’s officials, lecturers and employees (referred to as officials):

No.	Classification	Male	Female	Total
I	Full-time officials <i>In which:</i>			
I.1	Tenured officials			
I.2	Officials on long-term contracts (above 1 year) and indefinite-term contracts			
II.	Other officials Officials on short-term contracts (under 1 year, including visiting lecturers)			
	Total			

(The educational institution should have database on its officials, including full-time officials and officials on short-term contracts. The aforesaid information shall be extracted from such database).

18. Compile statistic and classify lecturers (*including lecturers who have worked for 5 recent years*):

No.	Level, academic degree, title	The quantity of lecturers	Full-time lecturers			Domestic visiting lecturers	Foreign lecturers
			Tenured lecturers who directly teach in class	Lecturers on long-term contracts who directly teach in class	Lecturers in concurrent managerial officials		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Professors, academicians						
2	Associate professors						
3	Doctors of science						
4	Doctoral level						
5	Masters						
6	Bachelors						
7	College level						
8	Vocational level						
9	Other level						
	Total						

(Lecturer who holds academic title and professorship concurrently shall be not aggregated in the lines of doctor of science and doctoral level because such lecturer is included in the two first lines).

Total full-time lecturers = Column (3) – column (7) = persons

Percentage of full-time lecturers of total full-time officials:

Conversion of the quantity of the educational institution's lecturers:

Figures in table 19 shall be the results of corresponding figures in table 18 multiplying with the conversion factor.

No.	Level, academic degree, title	Conversion factor	Quantity of lecturers	Full-time lecturers			Visiting lecturer s	Foreign lecturers	Equivalent number of lecturers
				Tenured lecturers who directly teach in class	Lecturers on long- term contracts who directly teach in class	Lecturers in concurrent managerial officials			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Conversion factor			1.0	1.0	0.3	0.2	0.2	
1	Professors								
2	Associate professors								
3	Doctors of science								
4	Doctoral level								
5	Masters								
6	Bachelors								
	Total								

The conversion factors (column 3) of professor, associate professor, doctoral level, master and bachelor in universities and academies shall be 3.0; 2.0; 2.0; 1.5; 1.0; 0.8 in turn; those in colleges and vocational schools shall be 3.0; 2.0; 2.0; 1.5; 1.3; 1.0 in turn (excluding lecturers of under bachelor's degree) as regulated in Article 4 of the Circular No. 57/2011/TT-BGDDT dated December 02, 2011 of the Ministry of Education and Training.

Lecturer that processes the doctor of science but is not yet granted the professorship shall apply the conversion factor of the associate professor.

Method of calculation:

Column 10 = column 3*(column 5 + column 6 + 0.3* column 7 + 0.2* column 8 + 0.2* column 9)

19. Compile statistics and classification on full-time lecturers according to their levels, gender and age (persons):

No.	Level/ academic degree	Quantity	Percentage (%)	Gender-based classification		Age-based classification (persons)				
				Male	Female	< 30	30-40	41-50	51-60	> 60
1	Professors, academicians									
2	Associate professors									
3	Doctors of science									
4	Doctoral level									
5	Masters									
6	Bachelors									
7	College level									
8	Vocational level									
9	Other level									
	Total									

19.1 Statistics and classification on full-time lecturers according to the frequency of using foreign languages and informatics in teaching and research:

No.	Frequency of use	Percentage (%) of full-time lecturers who use foreign languages and informatics in their teaching	
		Foreign languages	Informatics
1	Always use (above 80% of working period)		
2	Frequently use (above 60-80% of working period)		
3	Occasionally use (above 40-60% of working period)		
4	Seldom use (above 20-40% of working period)		
5	Hardly or never use (above 0-20% of working period)		

	Total		
--	-------	--	--

19.2 Average age of full-time lecturer: years of age

19.3 Percentage of full-time lecturers who possess doctoral level or higher of total full-time officials of the educational institution:

19.4 Percentage of full-time lecturers who possess master's degree of total full-time officials of the educational institution:

IV. Learners

Learners include students, pupils, postgraduate students and research students:

20. Total applicants for enrolment into this educational institution, the quantity of matriculates and the quantity of students in 5 recent years (full-time system):

Academic year	The quantity of candidates (persons)	The quantity of matriculates (persons)	Competition rate	Actual quantity of students (persons)	Cut-off mark (out of 30)	Average mark of matriculates	The quantity of international students (persons)
Bachelor level							
20...-20...							
20...-20...							
20...-20...							
20...-20...							
20...-20...							
College level							
20...-20...							
20...-20...							
20...-20...							
20...-20...							
20...-20...							
20...-20...							
Vocational level							
20...-20...							

20...-20...							
20...-20...							
20...-20...							
20...-20...							
Other.....							
20...-20...							
20...-20...							
20...-20...							
20...-20...							
20...-20...							

The quantity of full-time students: persons.

21. Statistics and classification on the quantity of full-time and part-time students in 5 recent years:

Unit: person

Criteria	20..-20..	20..-20..	20..-20..	20..-20..	20..-20..
1. Research students					
2. Postgraduate students					
3. Undergraduate students					
In which:					
Full-time					
Part-time					
4. College-level students					
In which:					
Full-time					
Part-time					
5. Vocational students					
In which:					
Full-time					
Part-time					

6. Other.....					
---------------	--	--	--	--	--

Total full-time students (unconverted): Total students converted:
.....

Student-to-lecturer ratio (converted):

22. The quantity of international students in 5 recent years:

Unit: person

	Academic year				
	20...-20...	20...-20...	20...-20...	20...-20...	20...-20...
Quantity					
Ratio (%) of international students to total students converted					

23. The quantity of students staying in dormitory/total students who desire to board in the dormitory in 5 recent years:

Criteria	20...- 20...	20...- 20...	20...- 20...	20...- 20...	20...- 20...
1. Total area of accommodation in dormitory (m2)					
2. The quantity of students who have demand for boarding in the dormitory (including students who have boarded and do not yet board in the dormitory)					
3. The quantity of students who have been boarding in the dormitory					
4. Ratio of accommodation area to student in the dormitory (m2/person)					

24. The quantity (person) and percentage (%) of learners who participate in scientific research:

	Academic year				
	20...-20...	20...-20...	20...-20...	20...-20...	20...-20...
Quantity					

(person)					
Ratio (%) of learners who participate in scientific research to total students converted					

25. Statistics on graduates in 5 recent years:

Unit: person

Criteria	Year of graduation				
	20...-20...	20...- 20...	20...- 20...	20...- 20...	20...- 20...
1. Research students who have successfully defended their doctoral dissertations					
2. Graduates from postgraduate courses					
3. Graduates from undergraduate courses					
In which:					
Full-time					
Part-time					
4. College-level graduates					
In which:					
Full-time					
Part-time					
5. Vocational graduates					
In which:					
Full-time					
Part-time					
6. Other.....					

(Students who have fulfilled all requirements leading to the graduation but are waiting for the official degrees granted shall be included).

26. Graduation status of full-time students:

Criteria	Year of graduation				
	20...- 20...	20...- 20...	20...- 20...	20...- 20...	20...- 20...
1. The quantity of graduates (persons)					
2. Ratio of graduates to total enrolled students (%)					
3. Graduates' assessment on the educational institution's training quality:					
A. The educational institution does not carry out investigation into this matter → continue with section 4 herein					
B. The educational institution has carried out the investigation into this matter → fill in the following lines					
3.1 Percentage (%) of students who answered that their learned knowledge and skills are necessary for their post-graduation employment					
3.2 Percentage (%) of students who answered that only a part of their learned knowledge and skills are necessary for their post-graduation employment					
3.3 Percentage (%) of students who answered that almost their learned knowledge and skills are not necessary for their post-graduation employment					
4. The quantity of students who are employed in the first year after graduation:					
A. The educational institution does not carry out investigation into this matter → continue with section 5 herein					
B. The educational institution has					

carried out the investigation into this matter → fill in the following lines					
4.1 Percentage (%) of graduates who have gained the employment commensurate with their fields of education - Percentage (%) of graduates who are employed in 6 months upon graduation - Percentage (%) of graduates who are employed in one year upon graduation					
4.2 Percentage (%) of graduates who have gained the employment incommensurate with their fields of education					
4.3 Average income per month of employed graduates					
5. Recruiters' opinions about graduates who have gained the employment commensurate with their field of education: A. The educational institution does not carry out investigation into this matter → continue with the ending part of this table B. The educational institution has carried out the investigation into this matter → fill in the following lines					
5.1 Percentage (%) of graduates who can meet job requirements and work immediately					
5.2 Percentage (%) of graduates who can meet basic requirements on job and need further training					
5.3 Percentage (%) of graduates who need retraining or further training in at least 6 months					

Notes:

- Graduates are students who have fulfilled all required conditions leading the graduation, including those who are not yet granted the graduation degrees.
- Employed graduates include students who have got or created the employment.
- The first year after graduation: 12 months as of the date of graduation.
- Blank lines are considered as the educational institution does not carry out the investigation into concerned matters.

27. Graduation status of full-time college-level students:

Criteria	Year of graduation				
	20...-20...	20...-20...	20...-20...	20...-20...	20...-20...
1. The quantity of graduates (persons)					
2. Ratio of graduates to total enrolled students (%)					
3. Graduates' assessment on the educational institution's training quality: A. The educational institution does not carry out investigation into this matter → continue with section 4 herein B. The educational institution has carried out the investigation into this matter → fill in the following lines					
3.1 Percentage (%) of students who answered that their learned knowledge and skills are necessary for their post-graduation employment					
3.2 Percentage (%) of students who answered that only a part of their learned a part of knowledge and skills are necessary for their post-graduation employment					
3.3 Percentage (%) of students who					

answered that almost their learned knowledge and skills are not necessary for their post-graduation employment					
4. The quantity of students who are employed in the first year after graduation:					
A. The educational institution does not carry out investigation into this matter → continue with section 5 herein B. The educational institution has carried out the investigation into this matter → fill in the following lines					
4.1 Percentage (%) of graduates who have gained the employment commensurate with their fields of education - Percentage (%) of graduates who are employed in 6 months upon graduation - Percentage (%) of graduates who are employed in one year upon graduation					
4.2 Percentage (%) of graduates who have gained the employment incommensurate with their fields of education					
4.3 Average income per month of employed graduates					
5. Recruiters' opinions about graduates who have gained the employment commensurate with their field of education: A. The educational institution does not carry out investigation into this matter → continue with the ending part of this table B. The educational institution has					

carried out the investigation into this matter → fill in the following lines					
5.1 Percentage (%) of graduates who can meet job requirements and work immediately					
5.2 Percentage (%) of graduates who can meet basic requirements on job but need further training					
5.3 Percentage (%) of graduates who need retraining or further training in at least 6 months					

Note: Refer notes in question 27

V. Scientific research and technological transfer

28. The quantity of the educational institution's science and technology projects audited in 5 recent years:

No.	Type of projects	Coefficient **	Quantity					Total (converted)
			20..- 20...	20..- 20...	20..- 20...	20..- 20...	20..- 20...	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	National-level projects	2.0						
2	Ministerial-level projects*	1.0						
3	School-level projects	0.5						
4	Total							

Method of calculation: Column 9 = column 3. (column 4 + column 5 + column 6 + column 7 + column 8)

* Include Ministerial-level projects or equivalent and national-level sub-projects

**Conversion factor: According to the national council for professorship's method for calculating project score (adjusted).

Total projects converted:

Ratio of science and technology projects (converted) to full-time officials:

29. The educational institution's revenue accrued from scientific research and technological transfer in 5 recent years:

No.	Year	Revenue accrued from scientific research and technological transfer (VND million)	Ratio of revenue accrued from scientific research and technological transfer to total costs of input factors (%)	Ratio of revenue accrued from scientific research and technological transfer to full-time officials (VND million/ person)
1	20...			
2	20...			
3	20...			
4	20...			
5	20...			

30. The quantity of the educational institution's full-time officials who have participated in the execution of science projects in 5 recent years:

Quantity of projects	The quantity of participants			Notes
	National-level projects	Ministerial-level projects*	School-level projects	
From 1 to 3 projects				
From 4 to 6 projects				
Above 6 projects				
Total participants				

* Include Ministerial-level projects or equivalent and national-level sub-projects

31. The quantity of the educational institution's books published in 5 recent years:

No.	Type of books	Coefficient **	Quantity					Total (converted)
			20...	20...	20...	20...	20...	
1	Specialized reference books	2.0						
2	Textbooks	1.5						

3	Reference books	1.0						
4	Instruction books	0.5						
5	Total							

**Conversion factor: According to the national council for professorship's method for calculating project score (adjusted).

Total books (converted):

Ratio of published books (converted) to full-time officials:

32. The quantity of the educational institution's full-time officials who have participated in book writing in 5 recent years:

The quantity of books	The quantity of book writing participants			
	Specialized reference books	Textbooks	Reference books	Instruction books
From 1 to 3 books				
From 4 to 6 books				
Above 6 books				
Total participants				

33. The quantity of full-time officials' articles appeared in journals in 5 recent years:

No.	Type of journals	Coefficient **	Quantity					
			20...	20...	20...	20...	20...	Total (converted)
1	International academic journals	1.5						
2	Domestic academic journals	1.0						
3	School-level journal/magazine	0.5						
4	Total							

**Conversion factor: According to the national council for professorship's method for calculating project score (adjusted).

Total published articles (converted):

Ratio of published articles (converted) to full-time officials:

34. The quantity of the educational institution's full-time officials who have participated in writing of articles in 5 recent years:

The quantity of officials whose articles are published in journals	Types of journals		
	International academic journals	Domestic academic journals	School-level journal/magazine
From 1 to 5 articles			
From 6 to 10 articles			
From 11 to 15 articles			
Above 15 articles			
Total participants			

35. The quantity of full-time officials' scientific reports which have been announced in conference or seminars and published in full in the collection of valuable works in 5 recent years:

No.	Classification of seminars	Coefficient **	Quantity					
			20...	20...	20...	20...	20...	Total (converted)
1	International seminar	1.0						
2	Domestic seminar	0.5						
3	School-level seminar	0.25						
4	Total							

(The quantity of domestic seminars shall exclude school-level seminars)

***Conversion factor: According to the national council for professorship's method for calculating project score (adjusted).*

Total reports (converted):

Ratio of reports (converted) to full-time officials:

36. The quantity of full-time officials whose scientific reports have been announced in conference or seminars and published in full in the collection of valuable works in 5 recent years:

The quantity of full-time officials whose scientific reports have been announced in conference or seminars	Level of seminar		
	International seminar	Domestic seminar	School-level seminar
From 1 to 5 reports			
From 6 to 10 reports			
From 11 to 15 reports			
Above 15 reports			
Total participants			

(The quantity of domestic seminars shall exclude school-level seminars)

37. The quantity of patents granted in 5 recent years:

Academic year	The quantity of patents granted (specify issuing authority, issued date and awardees)
20...-20...	
20...-20...	
20...-20...	
20...-20...	
20...-20...	

38. Scientific research by students

38.1 The quantity of the educational institution's students who have participated in the execution of science projects in 5 recent years:

Quantity of projects	The quantity of participants			Notes
	National-level projects	Ministerial-level projects*	School-level projects	
From 1 to 3 projects				
From 4 to 6 projects				
Above 6 projects				
Total participants				

* Include Ministerial-level projects or equivalent and national-level sub-projects

38.2 Students' achievements in scientific research:

(Statistics on scientific research awards, innovation awards, articles and projects announced)

No.	Achievements in scientific research	Quantity				
		20...-20...	20...-20...	20...-20...	20...-20...	20...-20...
1	The quantity of scientific research awards and innovation awards					
2	The quantity of articles and projects announced					

VI. Facilities, library, finance

39. The educational institution's total land area (m2):

40. Area for each item (m2):

- Offices: Area of study: Entertainment area:

41. Area of classroom (m2):

- Total area of classroom:

- Ratio of classroom area to full-time student:

42. Total books in library: books

Total books associated with training disciplines with degrees granted: books.

43. Total computers:

- For office's use:

- For students' use:

Ratio of computers for students' use to full-time students:

44. Total funds from the educational institution's incomes in 5 recent years:

- Year 20....:

- Year 20....:

- Year 20....:

- Year 20....:

- Year 20....:

- Year 20....:

45. Total income from tuition fees (full-time students) in 5 recent years:

- Year 20...-20....:

- Year 20....- 20...:

- Year 20....- 20...:

- Year 20....- 20...:

- Year 20....- 20...:

VII. Summary of certain important indexes

Based on the aforesaid survey, total certain important indexes as follows:

1. Lecturers (*annual figures at end of the self-assessment*):

Total full-time lecturers (persons):.....

Ratio of full-time lecturers to total full-time officials (%):

Ratio of full-time lecturers who possess doctoral degrees or higher to total full-time officials of the educational institution (%):

Ratio of full-time lecturers who possess master's degrees to total full-time officials of the educational institution (%):

2. Students:

Total full-time students (persons):

Total students converted (persons):

Student-to-lecturer ratio (converted):

Ratio of graduates to total enrolled students (%):

3. Graduates' assessment on the educational institution's training quality:

Percentage of students who answered that their learned knowledge and skills are necessary for their post-graduation employment (%):

Percentage of students who answered that only a part of their learned knowledge and skills are necessary for their post-graduation employment (%):

4. The quantity of students who are employed in the first year after graduation:

Percentage of graduates who have gained the employment commensurate with their fields of education (%):.....

Percentage of graduates who have gained the employment incommensurate with their fields of education (%):.....

Average income per month of employed graduates (VND million):

5. Recruiters' opinions about graduates who have gained the employment commensurate with their field of education:

Percentage of graduates who can meet job requirements and work immediately (%):...

Percentage of graduates who can meet basic requirements on job but need further training (%):.....

6. Scientific research and technological transfer:

Ratio of science and technology projects (converted) to full-time officials:

Ratio of revenue accrued from scientific research and technological transfer to full-time officials:

Ratio of published books (converted) to full-time officials:

Ratio of published articles (converted) to full-time officials:

Ratio of reports (converted) to full-time officials:

7. Facilities (*annual figures at end of the self-assessment*):

Ratio of computers for students' use to total full-time students:

Ratio of classroom area to full-time students:

Ratio of the dormitory area to full-time students:

(Note: Re-check to ensure that there is not item omitted).

Annex 9: List of evidences

Evidence code is signed by a chain of at least 8 character; including 1 letter, three dots and 4 numbers, according to following formula: **Hn.a.b.c**. In which:

- H: abbreviated letter of “Hộp minh chứng (Evidence box)” (Evidences of each standard shall be put into one or certain boxes);
- n: ordinal number of the evidence box (valued from the first to the final one);
- a: ordinal number of concerned standard (valued from 1 to 10);
- b: ordinal number of concerned criterion (valued from the first criterion to the final one in each standard);
- c: ordinal number of criterion-based evidence (valued from the first to the final one).

Examples:

H1.1.1.1: refers to the first evidence of the criterion 1 of the standard 1, put into the first box.

H3.3.2.15: refers to the 15th evidence of the criterion 2 of the standard 3, put into the 3rd box.

H8.9.2.4: refers to the 4th evidence of the criterion 2 of the standard 9, put into the 8th box.

H10.10.2.5: refers to the 5th evidence of the criterion 2 of the standard 10, put into the 10th box.

LIST OF EVIDENCES

Evidence code	Name of evidence	Number and date of issuance	Issuing place	Notes

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