

事例 8 ベトナム(2)

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After 9 years applying the credit system into training, testing, examination and graduation (July 30th, 2001), on August 15th, 2007, Ministry of Education and Training of Vietnam issued “Regulations for training according to credit system”. A credit system is slowly being introduced around the country to replace the previous tightly structured subject-based model. In the old system, a class of students entered a program together and stayed together throughout the entire degree program, following the same curriculum. In the new credit system, courses will be assigned a credit value and students must complete a prescribed number of credits before being eligible to graduate. In this system, each credit represents one hour of theoretical lectures plus one hour of preparation per week, over a 15-week semester. The purpose of implementing a credit system, more in line with education systems around the world is two-fold: to provide students the flexibility in their studies to learn more than one main subject and to allow students a way of transferring to other schools or taking classes at other universities.

Following the government’s regulations on credit system, Universities and colleges base on these regulations and have some adaptation to their conditions and training majors.

1. Background data of universities

(1) Vietnam National University, Hanoi, University of Languages and International Studies

(<http://www.vnu.edu.vn/>)

University of Foreign Languages and International Studies (Vietnam National University, Hanoi) was established in 1955. It has 9 faculties and offer Bachelor (B), Master (M) and Doctor (D) degrees. There are 5450 undergraduate students, 800 Master and 41 doctor students, 425 international students. It has international offices (in Japan, America, Australia, New Zealand) and exchange programs. It offers many classes taught in English, French, Chinese, Russian, etc.

(2) Hanoi University of Technology

(<http://www.hut.edu.vn/web/vi/home>)

Hanoi University of Technology was established in 1955. It has 25 faculties and schools and offer Bachelor (Engineer), Master (M) and Doctor (D) degrees. There are

around 40.000 students. It has international offices and exchange programs. It offers some classes taught in English.

(3) Vietnam Forestry University

(<http://www.vfu.edu.vn/>)

Vietnam Forestry University was established in 1965. It has 5 faculties and offers Bachelor (B), Master (M) and Doctor (D) degrees. There are 7200 undergraduate students, 610 Master students and 29 doctor students. 8 international students (4 undergraduate, 3 master and 1 doctor) are studying in the university. It has international offices and exchange programs. It offers some classes taught in English.

(4) Vietnam National University, Hanoi University of Engineering and Technology

(<http://www.coltech.vnu.edu.vn/>)

Vietnam National University, Hanoi University of Engineering and Technology was established in 2005. It has 4 faculties and offers Bachelor (B), Master (M) and Doctor (D) degrees. There are 2000 undergraduate students, 460 Master students and 55 doctor students. It has international offices and exchange programs. It offers some classes taught in English (Computer major and Electronics and Telecommunications).

(5) Posts and Telecommunications Institute of Technology

(<http://www.ptit.edu.vn/>)

Posts and Telecommunications Institute of Technology was established in 1997. It has 11 faculties and offers Bachelor (B), Master (M) and Doctor (D) degrees. There are 1200 undergraduate students, 80 Master students and 10 doctor students. 38 international students (34 undergraduate, 4 master) are studying in the university. It offers some classes taught in English and Lao.

2. Academic Credit System

In Vietnam, in general, a new school year begins in September. Most of Universities and colleges begin in August. Almost all universities and colleges have 2 main semesters, each consists of 15 weeks. Some Universities have the third semester (for example Hanoi University of Technology), summer semester that is 5 weeks long (from June to July).

In general, undergraduate students of all universities need from 4 to 6 years (medical university needs 6 years); college students 3 years; graduate students 2 years and candidate 3 years to complete their programs. Recently, in some universities there are cooperate programs, where students study 5 years at the same time in two departments or universities and obtain two diplomas at graduation. In the past, there were cases, students with good academic records in a department and pass the entrance exam for another department may have an opportunity to attend classes in

the second department and if he/she meets all the requirements of both departments, he/she may obtain two diplomas.

The conditions for attending 2 undergraduate programs at the same time are: (1) The second program must be of different major of the first undergraduate program (2) Student has finished the first term of the first year. (3) The academic record of the first program is not weak.

If the results in the second program are not good, student has to stop the second program from the next semester.

The Ministry of Education and Training's regulations decide the limit number of credits for the graduation from graduate programs as following. "Not less than 180 credits for 6 years, 150 credits for 5 years, 120 credits for 4 years, 90 credits for 3 year college program and 60 credits for 2 year college program. Heads of Universities and colleges decide the limit amount of knowledge for each major and program in the university".

The basic 1 credit is equal to 15 hours of classroom lectures over a semester. The same applies to graduate level, at both the masters and doctoral levels. This amount of work includes contact hours and/or outside independent study. 60 credits represent the workload of one year of full-time studies, normally 30 credits for one semester, or 20 credits for one trimester. In many cases, however, exchange or visiting students may take a slightly less amount of credits per semester.

Beginning in 1993 several universities in Vietnam started experimenting the credit system. In theory, within these universities students are permitted to elect several electives, and credit hours are conditionally transferable among different universities. In reality, however, most of these universities do not offer electives because teachers resources have not been reallocated, and credits are not readily transferred between different universities. Furthermore, the current application of the credit system in Vietnam does not allow students to elect classes in different departments within a single university, even if these classes are relevant to their areas of specialization. In most colleges and universities in Vietnam, the proportion of average amount of credits required for core course work compared to elective classes is rather small. The number of elective classes is small and though some classes are indicated as elective in the curriculum sometimes the students do not have choice. That is why students of the same groups (same major, same department, same year) attend the same classes from the entrance to graduation.

The numbers of credits required for graduation are different among universities, majors and courses. For example, in the University of Languages and International Studies (Hanoi National University), Pedagogical general course requires 140 credits, but "high quality" course requires 155 credits, "double diplomas" course (English +

Economy) requires 155 credits.

In Hanoi University of Technology, academic field which requires the least amount of credits for graduation is Foreign Language (165 credits), other academic field requires from 170 to 180 credits for graduation.

The number of credits per class is generally from 2 to 4. Most common number of credits per class is 2.

Credit conversion bases on the name of the subjects and on the amount of hours required for the credit. Is it based on students' workload (including hours spent for HW and exam preparation.

According to the Ministry of Education and Training's Regulations for credit system, credit allocation bases on students' workload. A credit is equal to 15 theory hours, 30-45 practical hours, experiment or seminar, 45-90 hours for experiment or practical hours outside university, 45-60 hours for homework or thesis etc. To obtain a credit of theoretical or practical subjects, students must spend at least 30 hours on preparation.

When students obtain academic credits in foreign countries, credit transfer is not applied yet in many universities (for example Hanoi University of Technology). In such university where credit transfer is accepted, there is a difference among majors or faculties. For example, in University of Foreign Languages and International Studies (Vietnam National University, Hanoi), students who go to China to study for a year can have credits transferred and graduate together with other students who study in Vietnam.....

Almost all Vietnamese universities still do not have regulations for foreign credit transfer but the foreign credit refer to concrete cases.

The number of credits for each class (or module) is indicated on course catalogue and class schedule table.

The number of credits for each class (or module) is indicated on ONLINE course catalogue and/or class schedule table on the Website. For example, <http://www.coltech.vnu.edu.vn/>

The number of credits is indicated in syllabus.

The number of credits is also indicated as a record of course work in academic transcript.

3. Academic Grading System

Vietnam follows a 10-point grading system. The normal passing level is 5. In the Regulations on credit system, MOET gives a definition of grades and grading. Tests and exams are given 10-point scores. Module final result is calculated basing on all scores of the module, and it is changed into letter grade system as following.

- a) Pass
 - A (8.5-10) - Excellent
 - B (7.0-8.4) - Good
 - C (5.5-6.9) - Average
 - D (4.0-5.4) – Below Average
- b) Fail
 - F (Below 4) - Bad

The grading or assessment of courses usually includes lectures, course participation, essay writing and/or a written examination. An exam may not only be based on lecture notes but may include independent outside study as well. Some courses are taught over the whole term for two hours per week, others are taught for several hours per week over a shorter period of time. Some courses are graded on a pass/fail basis only. Incomplete or failed courses will not be registered or shown in the study transcript.

A completed study module will be assessed with a final grade. The calculated average between the grade and the amount of credits will result in the final grade of a study module.

The professor is responsible for the evaluation of students' results. All universities and colleges use "Absolute Assessment" which is judged by the instructor without any consideration of relative proportion of grading.

In general, "learning outcomes" of the classes (or modules) is stated in the syllabus. In principle, professors use "learning outcomes" for the assessment of students' performance in class (or module). Most of them evaluate how much students can demonstrate knowledge and skills which were stated as learning outcomes of the class (or module).

After final exam, the university gives a week time (Industrial Art University), or two week (Hanoi University of Technology), or three week (Vietnam National University) for professors to submit their grades for the classes (or modules) they taught to the university office. Professors/instructors usually spend from a week to 4 weeks to submit students' grade to the university. If the grade is not submitted by the deadline, there is no regulation for this. Some universities account it as a matter to evaluate professors/instructors at the end of the school year. In many other universities office staffs remind them to submit students grades and there is not any punishment or else.

In most of the universities, there is no difference in grading system between undergraduate and postgraduate programs. But in some universities, a slight difference might be seen. For example,

GPA (Grade Point Average) is introduced in MOET's Regulations on credit system.

To calculate GPA letter grade must be changed into number grade, A is equal to 4, B is equal to 3, C is equal to 2, D is equal to 1, F is equal to 0. GPA is calculated using the following formula.

$$A = \frac{\sum_{i=1}^n a_i \times n_i}{\sum_{i=1}^n n_i}$$

A is semester's GPA

a_i is the score of module i

n_i is the number of credits of module i

n is the number of modules

GPA is based on to decide the students' final results, scholarship, ect.. GPA has a big influence on students' employment (job hunting) and further study.

Only few universities have joint educational programs with other universities within the country, and the grade is transferable. In many cases the universities follow a common grading system. For example there is a joint educational program between University of Foreign Languages and International Studies and University of Economy. Both follow the grading system of Vietnam National University, Hanoi, so there is no problem in grade transferring.

In exchange programs, the conditions of accreditation of the grade depend on the cases. In general the grade is transferable if the names or codes of the subjects in the two universities are the same or similar, the numbers of credits or working hours are similar or more.

In those universities that have home page, the grading system (method) is explained on the home page of the university. It is introduced in the Training Regulations of the university.

In general syllabus does not explain the grading system but the form and weighting of task is explained. The following is example of "Pedagogical Techniques – Syllabus" (English Language Teaching Methodology Division, University of Languages and International Studies)

Form	Weighting	Task	Purpose
Teaching practice	80%	Each student is required to conduct a 30-minute lesson incorporating all required elements of lesson planning, work arrangement, giving and checking instructions, giving corrective feedbacks, motivating students, teacher positioning, board writing, and teaching language elements and skills.	-To assess students' ability to apply their knowledge of the subject in classroom setting practice.
Evaluation of peers	20%	Students are required to critically and constructively evaluate their peers' lessons, using the provided observation sheet.	- To assess students' ability to observe and evaluate their peers' teaching.

4. International Curriculum, International Education Program

There are some international degree programs that taught in foreign languages in big universities. For example, Hanoi University of Technology has been collaborating with over 100 universities and institutes, companies worldwide in the fields of training and scientific research. On the opposite, a lot of universities have no international training programs and have to deal with a number of obstacles when trying to develop an international program.

Quality of learning and teaching is not as high as needed. Quality assurance in education remains weak. There is also a big obstacle about finance. Proportion of university teaching staff with master level degrees and doctoral level degrees is low. Teachers' and students' Foreign languages level is still low. Besides, enrollment is concentrated in a few academic disciplines (big amount of students major in economics/business), etc.

Vietnam as a successful developing country, is facing the dual pressures of explosive enrollment and quality demands. In Vietnam, the credit system is being applied as an administrative mechanism to simply count student progression towards a degree. The meaningful application of the credit system in Vietnam will require educational administrators to produce a pedagogical vision that the credit system is intended to achieve. Without the ability to develop and implement a coherent educational vision at the university level, the credit system will inevitably be viewed as a threat to the status quo by university administrators. The credit system will simply be perceived as

a foreign reform which does not produce tangible benefits to the university or its students.

In every country, and in different universities within countries, the credit system's balance between elective specialization and compulsory general education is based on a specific deliberative process which may be neither appropriate nor relevant to different contexts. Vietnamese educational administrators, faculty, and policy makers must create their own educational visions, as well as their own pedagogical objectives underlying these visions. At the university level, Vietnam certainly has a talented core of administrators and faculty to accomplish this task. However, moving forward will require a level of decentralization of autonomy to these individuals.