



OBJECTIVE 2 – QUALIFICATION BENCHMARKING REPORT

MSc Computer Science Ho Chi Minh University of Technology (HCMUT)





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Introduction

The Master's programme in Computer Science at the Faculty of Computer Science and Engineering, Ho Chi Minh City University of Technology (HCMUT), VNU-HCM, provides fundamental knowledge in Computer Science and specialized majors such as Data Science, Network Security, and Software Engineering.

For this benchmarking exercise we have developed a scoring matrix where we identified 5 themes (programming, knowledge management, knowledge abstraction, knowledge representation/communication and research/soft skills). **Programming** theme entails criteria related to design and development of not only software but also other artefacts like algorithms, network, IoT framework etc. The theme also includes the evaluation process and collaborative management of the artefacts. **Knowledge management** primarily focuses on processes and techniques of warehousing different types of data. The theme also includes security and privacy issues related to data management. **Knowledge abstraction** theme focuses on different data analytics and machine learning techniques applied to different types of data. **Knowledge representation/communication** theme includes different visualisation techniques used to represent the results (from database query through to data analytics to algorithm) to a wide range of stakeholders. **Research/Soft skills** theme focuses on the understanding and practice of research methods along with the ability to undertake team work and present results to a wider audience.

Within each theme, we have a set list of criteria against which each course is scored. The score is within the range of 50 - 100. 90 - 100 (fully meets the criteria); 75 - 89 (mostly meets the criteria); 60 - 74 (partially meets the criteria); 50 - 59 (barely meets the criteria). The marks are indeed subjective and therefore debatable. However the pattern that emerges as a result of the scoring of each module/course provides a holistic view of the programme and clearly identifies the areas of strengths and improvements.

Design of the programme

- 1. The programme has three pathways Applied, Research and Research Intensive pathways based on the emphasis on research related courses and activities students undertake.
- 2. Within the Applied and Research pathways, students can specialise in Computer Science, Cyber Security, Data Science or Software Engineering. The Research Intense programme primarily focuses on scientific thesis and reports (54/60 credits).
- 3. The programme has 36 courses/modules primarily due to the number of pathways and number of specialisation options.
- 4. The courses/modules focus on specialised skills for programming, knowledge abstraction and research/soft skills. There is less emphasis on data representation aspects.
- 5. The programme is comprised of 60 Vietnamese credits.

Mode of Delivery

6. All courses are delivered in English and have theory, practice and self-study credit hours. From the course structure document, we could not identify any course with allocated self-directed study time.





- 7. Most of the courses have some degree of soft skill development elements like group presentation, project development. However, the assessments are primarily exam focused.
- 8. From the documents provided, it is not clear how the theory part of each course is delivered and whether it is lecture only, mix of lectures and discussions, group discussion etc. For some general courses like Philosophy, group discussion or case study is more effective than lecture only.
- 9. For practical sessions, information regarding class size and available resources is necessary to evaluate the effectiveness of the practical sessions.

Learning and Teaching

- 10. The programme covers a wide range of topics with its 36 courses/modules. This is primarily due to the pathways and specialisation options offered.
- 11. Most of the courses have group projects and presentations, which enable students to enhance their research/soft skills.
- 12. One third of the courses/modules focus on different types and aspects of programming. Given the specialisations in computer/data/cyber/software engineering such a wide range of offering is understandable. However, delivering such a wide range of courses requires resources and may impact module quality. Therefore, combining some modules would benefit the students as well as staff, in-terms of resources and quality.
- 13. More than one third of the courses/modules focus on data abstraction. Most of these courses provide detailed understanding about the algorithms/intelligent agents, however ethics issues related to these algorithms are not covered by the courses.
- 14. Only two modules (Big Data, Data Engineering) cover the data management theme, despite the fact that data management is an important part of data and computer science. Data pre-processing and quality assurance underpins the efficiency and effectiveness of data analytics and machine learning techniques applied to abstract knowledge from the data.
- 15. Visualisation and communication theme is missing from the programme (except two modules Comm for Soft. Eng., Prog Foundation for Data Analyst).
- 16. Critical understanding about code sharing (github etc.) seems to be missing. For a data science programme it is important that students are aware and have experience of code sharing, documentation and different licenses used for open-source software/algorithm development.
- 17. Some of the reference materials are outdated.
- 18. Overall, most of the courses are theory based and assessments are exam based. This can be improved by introducing more case studies and/or application of the algorithm/application in real life scenarios. In these approaches students would gain more experience of application of the appropriate algorithm in the right context.

Assessment and Feedback

- 19. No information was available with regard to assessment or exam samples.
- 20. No information was provided as to how student feedback is captured, evaluated and utilised for the improvement of the courses.





Conclusion and Recommendations

- 1. Teaching modality
 - a. More discussion-based teaching approach including flip classroom type teaching model can be introduced to increase student engagement and self-directed study.
 - b. Project-based learning approach can be implemented to get more knowledge about different real-life projects, their short comings etc.
- 2. Teaching content
 - a. Low code/No code based programming are becoming popular (10.3390/electronics10101192) in universities with the rise of online education and as a result of COVID-19. Adaptation with this new trend will help students to develop new applications/algorithms more easily. This impacts not only skill development but confidence also.
 - b. In this regard API based programming e.g. GPT-3 like language model (from OpenAI etc.) to any software/app would benefit students with high quality trained dataset/model integration.
 - c. Analysis of real-life data from different domains (finance, healthcare, social media etc.) is essential to get understanding about different data sources and types.
 - d. Engagement with stakeholders and requirement capture is pivotal. Therefore, with different types of programming/machine learning courses these aspect needs to be included.
 - e. Use of online content/courses can introduce students to new topics and choice of learning sources (in contrast to recommended books). This diversity of content and modality of delivery not only helps students to be in line with current trends but also initiates peer learning.
 - f. Skill development on code sharing (through github etc.) and open licence needs to added to the course curriculum along with collaborative code development (e.g. Google Colab, AWS).
 - g. Cyber security aspect of software/algorithm design and development can be improved by incorporating some topics from cyber security, particularly access control to source code and sensitive data (e.g. health data).
 - h. Basic understanding of how to protect intellectual property rights related to algorithms and the process of protecting these rights through third party.
 - i. Critical understanding of research methods in higher education and steps involved from idea generation through to publication and/or application can be incorporated.
 - j. More emphasis can be given to data communication. This can be given by group presentations, peer assessments etc.
 - k. Basic knowledge of social media-based profile creation e.g. LinkedIn profile that will facilitate future job prospects.
- 3. Assessment
 - a. More emphasis on project-based assessments (instead of exams) would help students to get experience of team work and other aspects of project management.

CRITERIA	MATHEMITICAL FOUNDATION FOR COMPUTE JAUVAGED SYSTEM ANADIENTURES SECLIRITY IN ANODERN COMPUTENTIES SECLIRITY IN ANODERN COMPUTENTIES COMMANCATION FOR SOFTWARE ENABLE MODERN APPROACHES FOR INTURAL LANCI MODERN APPROACHES FOR INTURAL LANCI	DEEP FARMICA MOT ITS APPLICATIONS IN C MALWINE AMAYNSI TS APPLICATIONS IN C SOFTWARE REAMON CUSTON SOFTWARE RENAMERING FOR SM/ CUSTON SOFTWARE RENAMERING FOR SM/ SOFTWARE ARCHITETURE OF APPLICATION DEVELOPMENT AMALYSIS OF SOFTWARE ARTEACTS EXPREMENT RESIGN AMALYSIS EXPREMENT RESIGN AMALYSIS REVENDED SYSTEM RESIGN INVERTIGES IN ICT	MACHINE LEARNING AND APPLOATIONS DATA REUNEERING HAR ED CART OLGABHY LAWS, POLOCER AND STADARS IN CYBER. DATAASSE SECURITY NEW GEN SECURITY HEV ORN SECURITY HEV DATA	PARALLINE CAMPTING PROGRAM ANALYSIS PROGRAM ANALYSIS PROGRAM ANALYSIS PROGRAM ANALYSIS PROGRAM ANALYSIS PROGRAM ANALYSIS RECONTIGUAGE RESOLUCION RECONTIGUAGE RESOLUCION DATA MINING ADVANCED ALGORITHAIS ADVANCED ALGORITHAIS	
PROGRAMMING General knowledge on different software/algorithm, their application, strenghts and limitations.		85 91 92 92 92 92 92	95 9	34	
Knowledge and skill to undertake requirement analysis. Ability to collect and summarise the requirements. Also understand the market demand/trend in context of		85 94 94 94 94 8	3 84	_	
software/algorithm development. Ability to work in a team environment and understanding of					
the importance of communication in a multi disciplinary/institutional team environment.		72 80 9	2 83 9	32	
Demonstrate the knowledge and skill of project management. Particularly the differentiation and applicability of different types of project management					
approaches and the relevance to the project in hand. Demonstrate critical understanding of the		9	96 9	32	
software/algorithm design approaches and availability of design tools Demonstrate critical understanding of the		82 92 97 85 84 95 93	2 87 9	36	
software/algorithm development approaches and availability of development tools/languages.		85 95 93 91 86 96 93	95 8	37	
Critical knowledge about the importance of software/algorithm evaluation/testing and the steps of releasing.		96 94 94	85		
Critical knowledge about the importance of software/algorithm security related issues.			. –		
Demonstrate critical knowledge on both object oriented and scripting languages. Ability to code in distributed cloud as well as stand-alone		82 82 82 82 9	3		
environement using wide range of programming languages.		87 88			
Good knowledge on privacy, security issues related to software/hardware/algorithm.			97 96		
Critical understanding of code sharing, archiving and protection through cloud-based repository platforms. Good knowledge about different cloud based computing			89 93		
platforms, e.g. AWS Understanding about opensource/stand-alone/cloud-based					
software/hardware/algorithm. Critical knowledge on computing performance and how to address performance related challenges.		75 84 82 93 87 9		34	
KNOWLEDGE MANAGEMENT Good understanding about big data and their impact on					
business and society. Critical knowledge about different steps of data management pipeline – from collection to data analytics			92 95 71 84		
Critical understanding about different data types, sources of data types and their strengths and limitations.			93 95		
Critical understanding about different data collection processes and resources along with regulations associated to the processes including ethics and permission					
requirements. Demonstrate the knowledge on data privacy and it differs			87		
in different domains - manufacturing, medical etc.					
Critical understanding about data quality, particularly standard process of measuring data quality. Demonstrate the appreciation towards the importance of			74		
data cleaning and knowledge on different steps, tools used for data cleaning.			_		
Understanding about the data validation process and its importance towards data management. Good knowledge about different data warehousing			82		
techniques and technical details for implementing different types of databases.			94		
Updated knowledge about data warehousing for both structured and unstructured data. Critical knowledge about the approach to query the data as			74		
per the requirements of the users. Good understanding about the process of data			91		
transformation in relation to the users requirements. Provide detailed knowledge and skill on different data security related issues and how to identify different types of					
threats. Explain different types of data protection measures that			96		
can be taken to safeguard data breach. Understand institutional policies related to data security			98		
and privacy and tools required to implement these policies. Good understanding about intellectual property rights and			74		
governance laws. KNOWLEDGE ABSTRACTION Demonstrate good knowledge of algebra/stat and calculus					
that enables students to refresh their high school math knowledge.	98				
Provide detailed understanding of distribution and probability statistics. Critical understanding on intelligent agent and different	98				
types of logic representations. Different algorithms (structured, unstructured, adaptive) -	93 95	95	76	94 93 95 94 94 94 94 95 95	
their applications and refinement of algorithm parameters. Critical knowledge on algorithm testing, evaluation and	94 94		94	93 96 91 92 92 92 96 94 92	
optimisation. Good understanding of ethics and policy related to	87 92 91	91		91 95 93 95	
algorithm development and deployment. Up to date knowledge on state of the art algorithms implemented by different stakeholders.	85 90	95	81	83 85 83 74 89 92 95 92	
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these rights through third party.					
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