

OBJECTIVE 2 – QUALIFICATION BENCHMARKING

PhD in Informatics and Computer Engineering
Vietnam National University (VNU)



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Introduction

The PhD in Informatics and Computer Engineering (ICE) programme at Vietnam National University (VNU) aims to develop professionals with advanced practical knowledge and theory of computer science and Engineering. The main objective is to develop problem solving, critical thinking and management skills, so that the degree holder becomes a knowledge contributor and/or expert in different areas of computer science. Prospective students for the PhD programme are expected to have master's or very good bachelor's degree in computer science or engineering.

Design of the programme

1. This 129 credit research degree programme is primarily focused on the doctoral dissertation, which constitutes 80 credits. The remaining 49 credits are divided into 33 credits worth of Master's level courses and 16 credits worth of research oriented courses.
2. Students also take part in professional activities like teaching and skill development training during the programme.

Mode of delivery

3. All master's level taught courses are delivered in English and have theory, practice and self-study credit hours. The self-study hours vary with students and are usually 2 hours/credit/week.
4. The research students must publish papers (journal/conference) as part of their PhD programme.

Learning and Teaching

5. The specialisation of the dissertation project is selected very early on and the academic committee decide the courses the student needs to take.

Assessment and feedback

6. Formulation of research problem with supervisor enables student to critically investigate a problem and take ownership of addressing the problem.
7. The quality and progress of each student is evaluated based on the assessment of the Committee, which includes at least 2 experts (Professors) outside of VNU which guarantees the objective of the evaluation.

Conclusion and Recommendations

8. The programme is well balanced in terms of taught courses, understanding and application of research methodology through reports and professional skill development via teaching etc.
9. Periodic review of research progression needs to be placed at micro (weekly lab meeting reporting) and macro level (quarterly school level peer assessment).
10. Incorporation of courses on scientific writing skill development (including use of tools like Overleaf, LaTeX) along with presentation skills can be incorporated.
11. Short courses on code sharing, version control and knowledge about IP can be introduced within the programme.

12. Students can be exposed to teaching (as teaching assistant) to get acquainted with teaching and scholarship activities.