I. GENERAL INFORMATION

Name of Canadian partner institution: Niagara College
Name of Vietnamese partners institution: Vinh Long Community College
Activity code and name according to the VSEP Annual Work plan: 2121.8.2
Date of the Mission (dd/mm/yyyy): from February 18, 2016 to: March 13, 2016
Duration (in days): 21 on site + 2 Travel Days + 2 Travel Days
Mission location (Province/Country): Vinh Long Community College

II. SUMMARY OF OBJECTIVES/EXPECTED RESULTS OF THE MISSION AS DESCRIBED IN THE MISSION TOR

The established goals achieved during this work study tour were to:

- Review the results of the previous mission and the overall goals of the project
- Determine the roles and processes for the renewal of the food technology program and the development of the major
- Implement a Quality Assurance framework
- Create a Program Advisory Committee for the Food Technology program to increase linkages between higher education, work-place based learning and the employers in Vietnam
- Build relationships with the Food Technology departments in Can Tho University, the Vinh Long University of Technology and Ho Chi Minh City University of Technology
- Expand links with local food technology industry employers through site visits
- Provide training in best practices in program and curriculum design to ensure student-centered, performance-based learning and develop related course templates
- Introduce the innovative application of new product development and research in Niagara College’s Culinary Innovation and Food Technology program
- Provide technical advice for and conduct a DACUM with food technology industry partners and use the results along with International and Canadian standards to create a matrix map
- Validate the DACUM results and Vocational Learning Outcomes against international standards for food science competencies and food science education.
- Determine the performance-based vocational outcomes for the Food Technology program
- Review of current equipment and facilities to determine need for new equipment and to identify a Vietnamese subject matter expert, Dr. Le Minh Hung, to provide new equipment recommendation during the May-June Mission
- Investigate opportunities to integrate the cross-cutting themes of Gender and Sustainability into the program
- Perform an overview and basic gap analysis on laboratory facilities at VLCC, in order to strategize for acquisition plan.
• Evaluate the implementation of a Centre of Excellence concept
• Report on best practices and sharing ideas with other college partners

To accomplish these goals, each component of the work study tour was designed to meet specific outcomes. Throughout the mission, the management, faculty and staff of Vinh Long Community College participated fully with their Niagara College partners in all aspects of this visit. The visits to observe best practices in teaching and learning in VLCC was deferred to the May Mission.

III. SUMMARY OF KEY ACTIVITIES OF THE MISSION

INSTITUTIONAL PARTNERSHIP PLANNING
This working session focused on project planning for the development, design and implementation of the Food Technology and Major program.
Participants:
Rector, Vice-Rectors, Dean of Food Technology, Heads of Departments, Jon Ogryzlo, Bev Davies
John Knapp, VSEP; Phi Anh, VSEP; Bronwyn Cruden, Senior Development Officer/First Secretary Global Affairs Canada; Charlene Laurence, Senior International Development Officer Vietnam Program (OAV)

Through this component, the partners were able to:
• Review the overall goals of the partnership and results from the last mission
• Determine the roles and responsibilities of the college partners and specific individuals
• Plan for implementation of the Quality Assurance Framework
• Complete planning for the DACUM, roles and responsibilities
• Identify the goals and related strategies for visits to the Food Technology departments in local universities (Can Tho University, Vinh Long University of Technology and Ho Chi Minh City University of Technology)

PROGRAM ADVISORY COMMITTEES
In this session the college partners identified the roles and responsibilities for the creation of a Program Advisory Committee. Discussion will also include identifying potential candidates and recruitment strategies.
Participants:
Vice-Rectors, Dean of Technology, Head of International Relations, Jon Ogryzlo
Through this component, the partners were able to:
• Identify the benefits gained from the implementation of Program Advisory Committees (PAC)
• Assign responsibilities related to the creation of Program Advisory Committee
• Identify potential PAC members
• Select appropriate strategies to recruit PAC members
• Create an action plan with time lines for the implementation of a PAC for the Food Technology program with Major

VLCC PATHWAYS AND ARTICULATION
In this session the partners reviewed:
• current pathways and options related to developing new and innovative pathways into the Food Technology and major program;
• current articulation agreements VLCC has developed in Vietnam and internationally;
• the transfer agreement between the Food Technology program at VLCC and Ho Chi Minh City University of Technology
Participants:
Rector, Vice-Rectors, Dean of Food Technology, Heads of Departments, Jon Ogryzlo, Bev Davies
Through this component, the partners were able to:
• Evaluate the current approaches taken by VLCC in regard to access pathways for students into VLCC
program, including the Food Technology program

- Clarify the limitations to the creation of new access pathways
- Identify the challenges associated with articulation and transfer agreements with other post-secondary institutions

**UNIVERSITY VISITS**

Through a series of visits, the partners initiated the building of mutually beneficial relationships between Vinh Long Community College and the Food Technology Department at Can Tho University, the Food Technology Department at Vinh Long University of Technology and the Faculty of Chemical Engineering at the Ho Chi Minh City University of Technology.

Participants:
Rector, Vice-Rectors, Dean of Food Technology, Food Technology faculty representatives, Jon Ogryzlo, Bev Davies, Kyla Pennie

Through this component, the partners were able to:

- Gain feedback from university partners about the program design concept for the revision of the Food Technology program and introduction of a major
- Increase profile of VLCC with University partners through VSEP project
- Initiate discussions on future collaboration for research and sharing curriculum design approaches
- Develop connections for future collaboration between VLCC and University partners
- Confirm direct entry for VLCC Food Technology graduates into Ho Chi Minh City University of Technology (graduates do not have to pass the university entrance exam)
- Enhance the relationship with each university

**PROGRAM AND CURRICULUM DESIGN**

In a series of working sessions, Beverley Davies provided training to the Program Development Team (the Champions of Change) and representatives from other college departments in best practices used in Niagara College and other Ontario institutions in the development and design of a new program. As well, she introduced the tools and steps used to assure the highest quality that meets the requirements for submission for international validation and accreditation. The series concluded with the identification of next steps, tasks, and timelines in program and curriculum design.

Participants:
Rector, Vice-Rectors, Dean of Food Technology, The Champions of Change, Jon Ogryzlo, Bev Davies, Amy Proulx, Kyla Pennie

Through this component, the participants were able to:

- Implement the Integrated Course Design Model in all stages of the program development
- Create performance-based program learning outcomes
- Utilize the various learning taxonomies to create learning outcomes
- Identify the components of a new template to be used to create course outlines across the program
- Assign the task of drafting and gaining approval for a new course outline template to the Champions of Change
- Link the individual steps in the program design process to the Quality Assurance Framework
- Identify roles, responsibilities, time lines and deliverables in the program development process

**INDUSTRY VISITS**

Visits to local industries (Fish Sauce and Animal Feed production) provided the college partners with opportunities to expand the employer network and for the NC partners to enhance their knowledge of current practices, procedures and technologies in the food manufacturing sector in Vietnam. As well, each visit was a valuable opportunity to explore the synergy between the food industry in Vietnam and VLCC’s food technology program.

Participants:
Vice-Rector, Dean of Food Technology, Jon Ogryzlo, Bev Davies
Through these visits, the partners were able to:

- Identify practices, procedures and technologies commonly used in the Vietnamese food industry
- Ascertain emerging trends in the Vietnam food industry
- Build VLCC profile with industry through VSEP project and Canadian partners
- Build partnerships between the local food industry and VLCC’s food technology program

**NIAGARA COLLEGE’S CULINARY INNOVATION AND FOOD TECHNOLOGY PROGRAM:**

In this component, Dr. Amy Proulx, Co-ordinator of NC’s Culinary Innovation and Food Technology program introduced the program to the faculty and staff of VLCC’s Food Technology program. Her focus was on the innovative approaches utilized to support student research and new product development. This session also provided a valuable opportunity for the VLCC faculty to exchange ideas and explore program concepts with the NC subject matter specialist.

**Participants:**
Rector, Vice-Rectors, Dean of Food Technology, Champions of Change, Jon Ogryzlo, Bev Davies, Amy Proulx, and Kyla Pennie

Through this component, the participants were able to:

- Discuss the innovative approaches used in NC’s food technology program
- Provide an overview of the curriculum and program delivery structure
- Assess the transferability of NC’s approaches to curriculum design and delivery to VLCC college
- Identify the nature of the relationship between NC’s program and employers in the food technology sector: roles, benefits, challenges, strategies used to build relationships
- Share ideas on food technology program design, course content and delivery

**DACUM**

This component provided the college partners with an opportunity to work with 12 industry representatives from a variety of food industry sectors to identify the key competencies required of employees in a variety of roles in the Food Technology sector in Vietnam. Jon Ogryzlo led the DACUM at the request of the VLCC staff who had participated in the first DACUM training session, but felt unprepared to conduct the session. They felt they could gain from observing Jon’s approach to handling a modified DACUM completed over one day. The Champions of Change took on the role of observers, participated in two de-briefing sessions and completed specific tasks during the day. This was a productive DACUM that identified 11 key competencies and 71 skills/tasks. In the de-briefing session the four Vinh Long Community College DACUM facilitators reflected on the new knowledge and confidence they had gained through the day. They will conduct a DACUM of the new program major during NC’s next mission to Vietnam.

**Participants:**
Rector, Vice-Rectors, 12 Industry representatives, Head of Food Technology, Heads of several departments, VLCC DACUM facilitators, the Champions of Change, Jon Ogryzlo, Bev Davies, Amy Proulx, Kyla Pennie

Through this component, the partners were able to:

- Identify the key industry sectors in Vietnam involved in food and beverage processing and technology
- Identify major occupations and job titles commonly found in food technology
- Identify key competencies required for “food technology”
- Identify skills/tasks for each major competency
- Clarify the specific competencies for a variety of jobs in the Food Technology sector in Vietnam
- Engage a range of employers from across the Mekong Delta with VLCC
- Examine the International and Canadian standards to identify current compliance and gaps
- Create a matrix that shows the key competencies to be addressed in program vocational outcomes for the Food Technology and Major program at VLCC
VLCC FOOD TECHNOLOGY WITH MAJOR PROGRAM DEVELOPMENT

This component involved a number of sessions in which the steps, time lines, roles and responsibilities associated with the development of the program were identified. The vocational* learning outcomes (VLO) of the program were drafted. The Champions of Change created a Matrix map using the Occupational Analysis results of the DACUM as well as the Ministry of Training, Colleges and Universities (MTCU) program outcomes for the Niagara College’s Culinary Innovation and Food Technology program, and the Food Processing Human Resources Council of Canada’s new Master Competency Table for all Food Manufacturing Careers to validate the proposed program learning outcomes. In subsequent sessions, a table and a curriculum map that articulated how each current VLCC course in the Food Technology program addressed the proposed program outcomes was identified. While the map shows compliance to the draft PLO’s in theory, it also highlighted the need for significantly more integration of hands-on application of the theory both in the classroom and the lab. How to achieve the integration of theory and application will be developed in the May Mission. The results of the curriculum analysis will be reviewed to identify gaps in Canada by Niagara College’s subject matter expert. In the May Mission the results will be used to create a Program of Instruction that will map how the VLO’s will be addressed across the program and the cross-cutting themes of Gender and Sustainability will be integrated. This will also provide evidence of Compliance with MOET requirements. This is an essential step before specific equipment recommendations can be made. Throughout this component, evidence was collected to document utilization of the various steps of the Quality Assurance Framework.

*the term ‘vocational’ is used in defining learning outcomes in the province of Ontario, but will be referred to as ‘program’ learning outcomes in this document. In the future the term ‘program’ learning outcomes will be used in Vietnam, so as to not confuse the College level programs with the vocational programs of the same name at VLCC.

Participants:
Rector, Vice-Rectors, Head of Food Technology, Heads of several departments, VLCC DACUM facilitators, the Champions of Change, Jon Ogryzlo, Bev Davies, Amy Proulx, Kyla Pennie

Upon completion of this session, the partners were able to:
- Examine best practices used in Canada for program and curriculum development and renewal
- Clarify the process, roles and responsibilities, time lines for the development of the Food Technology with Major program in VLCC
- Create the program learning outcomes for the program
- Ensure compliance with MOET requirements
- Analyze the current curriculum to determine compliance and gaps in addressing the proposed outcomes
- Identify how the program design process will use the Quality Assurance Framework and gather evidence of compliance

CENTRE OF EXCELLENCE/SPECIALIZATION

This session focused on evaluating the potential for implementing the Centre of Specialization concept in Vinh Long Community College. Discussion centered on the feasibility of this approach, the benefits and challenges, and strategies to overcome perceived barriers.

Participants:
Vice-Rectors, Head of Food Technology, Head of International Cooperation, Jon Ogryzlo

Through this component, the partners were able to:
- Ascertained the benefits and challenges of implementing a Centre of Specialization at Vinh Long Community College based on the experience of Niagara College
- Evaluate level of interest in implementing the Centre of Specialization concept.
- Recommend the delivery of a special one day workshop on developing and implementing a Centre of Specialization at Vinh Long Community College
REFLECTIVE EVALUATION AND PLANNING NEXT STEPS
This session was a collaborative working session in which the partners shared lessons learned. It was also an opportunity for individual reflection and self-assessment. As well, the partners identified the goals and participants in up-coming VLCC missions to NC and NC’s missions to VLCC.

Participants:
Rector, Vice-Rectors, Head of Food Technology, Head of International Cooperation, Jon Ogryzlo, Bev Davies, Amy Proulx, Kyla Pennie

Upon completion of this component, the partners were able to:
- Identify insights gained through the work study tour
- Select key lessons learned and plan how to apply them
- Determine ways to ensure on-going open communication and collaboration
- Review the annual work plan
- Create a plan for the up-coming missions

CULTURAL, SOCIAL AND RELATIONSHIP-BUILDING ACTIVITIES
Throughout the mission, the VLCC partners provided many cultural and social activities to ensure that the Niagara College delegates had a full appreciation of the rich culture and warm hospitality of Vietnam as demonstrated by the leadership, management, staff and faculty of VLCC. Activities ranged from opportunities to dine together and experience the best of Vietnamese cuisine, to a cultural tour that included a visit to the town of Sa Dec (also known as the Flower Town because of its concentration on the horticulture industry) and the Don Thap temple, known for its giant-leaved lotus plants.

Participants:
Rector, Vice-Rectors, Dean of Food Technology, Head of International Cooperation, Jon Ogryzlo, Bev Davies, Amy Proulx, Kyla Pennie

Upon completion of this component, the partners were able to:
- Deepen friendships between the partners that will create a solid foundation for a solid and mutually beneficial working relationship

3. MISSION ACTIVITIES IMPLEMENTATION
The mission activities addressed key requirements as follows:

1. Program Framework is developed to meet MOET regulations and adapting best practices of Canadian system:
   a. Met with Global Affairs Canada to review progress to date and planned activities for the Mission
   b. Reviewed the organizational structure and areas of responsibility in the college
   c. Reviewed the project accomplishments to date and the Guide for this Mission
   d. Reviewed the DACUM planning process and the industry panel
   e. Clarified the differences between articulation and transfer agreements with universities
   f. Established the plan for implementing program advisory committees (PAC’s). The first PAC meeting will take place during the NC’s May Mission to VLCC
   g. Reviewed new recruitment strategies implemented by the college to deal with enrolment issues
   h. Visited the Food Technology Department at CanTho University and the Faculty of Chemical Engineering at the Ho Chi Minh City University of Technology to learn about their program, gain feedback on common areas requiring skill enhancement for first year students, to share our revision of the current Food Technology program and introduction of the new major at VLCC.
   i. Visited the Food Technology Department at Vinh Long University of Technology, the major local competing institution in terms of student recruitment
   j. Facilitated working sessions on:
      i. New Program Development
      ii. Program and Course Mapping
      iii. Integrated Curriculum
iv. Performance-Based Outcomes
v. Creating Access pathways
vi. Transfer and Articulation with other institutions
vii. Program Advisory Committees
viii. Enhancement of New Product Development approach by implementing links with local industry for research and development tasks
ix. Course Outline Template development
x. Conducted a DACUM focused on the Food Technologist with industry representatives

2. Strategies in place to address environmental sustainability in new program:
   a. Required skills in the food technology sector based on environmental sustainability and waste management were identified during the DACUM
   b. The results of the Environmental Report commissioned for VESP will be examined during the May Mission to inform integrating environmental sustainability across the curriculum

3. Methods and strategies in place for industry linkages:
   a. Made industry visits
   b. Conducted a DACUM on Food Technology
   c. Planned a DACUM in May on new major, Grain (Rice) Processing
   d. Initiated Program Advisory Committee (PAC) development

4. Strategies in place for gender equity:
   Kyla Pennie, Acting Manager, International Projects (Technical Specialist in Gender) met with VLCC Academic Deans and VLCC Senior Management to introduce gender equality in reference to the Barriers to Participation of Marginalized Groups in TVET in Vietnam developed by Agriteam. During the gender session we covered:
   a. Basic concepts of gender equity versus equality
   b. Human rights approach versus gender equality approach
   c. Discussions on priority areas for gender planning at VLCC
   d. Commitment to reviewing the barrier study to further develop an action plan relating to gender planning at VLCC.

5. Other:
   a. Determined interest in the development of a Centre of Specialization at VLCC
   b. A one day workshop on Developing and Planning for a Centre of Specialization to be delivered on the next mission

6. Entrepreneurship:
   a. Plan further discussions to explore new product development initiatives with employers, Young Entrepreneurs Association, and graduates

IV. ACTUAL ACHIEVEMENTS/RESULTS OF THE MISSION AGAINST MISSION TOR

Overall the mission was a tremendous success with very pro-active involvement by our partners at Vinh Long Community College. All the objectives and sessions were provided and delivered according to the schedule. Highlights of the successes and key results are provided below with more detail in Sections 2 and 3 of this report:

Program Development
- Validated key current and emerging skills required for food technologist Vietnam food industry
- Created a draft of program performance-based outcomes that address the results of the occupational analysis (DACUM)
• Validated the proposed program outcomes against the MTCU program outcomes for Niagara College’s Culinary Innovation and Food Technology program
• Distinguished the specific MOET requirements to be met when designing a new Food Technology program
• Planned for the recruitment of PAC members and the timing of the first Food Technology Program Advisory Committee in May

Champions of Change
• Applied training in creating performance-based outcomes to create program learning outcomes
• Applied training on curriculum development and program mapping to analyze how the current curriculum addresses the proposed program learning outcomes
• Recognized the need to adopt curriculum design and delivery approaches that integrate theory and application
• Assigned the task of designing and gaining approval for a new Course Outline Template to be used in the May Mission which will concentrate on writing courses

Industry Linkages and Employer Support
• Planned strategies to increase employer engagement and introduce program advisory committees
• Validated key current and emerging skills required for Vietnam food industry through a DACUM

Cross cutting themes and value added activities
• Determined the college desire to plan for establishing a Food Technology Centre of Excellence
• Determined to integrate research and innovation into program design
• Integrated planning with Agriteam requirements for exemplar college programming.
• Enhanced the existing relationship between the Food Technology Department at Can Tho University and VLCC

V. RESPONSIBILITIES AND COMMITMENTS OF DIFFERENT PARTNERS TILL THE NEXT MISSION

Please specify responsibilities and commitments of different partners (e.g. Canadian Colleges, provincial Community Colleges, TCAM-VNU, etc.) between this Mission and the next one.

The partners identified the importance of the return of the NC delegates in next mission to achieve the following:

1. The CVS trained facilitators from VLCC will plan and conduct a DACUM for the Major, Rice and Grain in May when the Niagara College partners return to Vinh Long.
   a. Jon Ogryzlo and Bev Davies will provide coaching and feedback as required
   b. Practice DACUM to be completed with the occupation of faculty in advance of industry DACUM
   c. The Champions of change will be joined by the other faculty teaching into the Food Technology program to act as DACUM observers

2. Complete a Gap Analysis of the current program in relation to the proposed new program outcomes
3. Creation of VLCC revised Food Technology and Rice and Grain Major Program of Instruction
4. Approval of the revised Food Technology and Major Program of Instruction, Course Outline Template, and integration of application (practice) with theory approach by Rector Board and VLCC committee
5. Provide training for Food Technology “Champions of Change” :
   o Introduction to Authentic Assessment
   o Student-Centered, performance-based teaching and learning delivery modes and methods approaches
   o Development of courses for new POI utilizing the new Course Outline Template
6. Write Course Outlines for the Food Technology and Rice and Grain Major using the new Course Outline template and Integrated Curriculum Design Model
7. Complete a Centre of Specialization Workshop to identify a new approach to program clustering and delivery building on best practices from Canadian partner.
8. Conduct first meeting of the Program Advisory Committee (PAC) for the Food Technology and Grain (rice)-Processing Major
9. Identify equipment requirements and conduct an industry equipment survey
10. Identification of key Employability Skills in consultation with Agriteam and the other Canadian college participants
11. Review and integrate recommendations from the Agriteam reports on Gender Equity and Environmental Sustainability.
12. Initiate planning for branding, marketing and recruitment (new Food Technology program)
13. Review action on Bev and Jon recommendation: Second one faculty from Food Technology to become the curriculum design expert and one other person from outside food technology for a team of 2 to become the VLCC curriculum design experts; also VLCC DACUM experts to conduct sessions as part of program design process.
14. Support VLCC’s desire to scale up the capacity building and invite other departments and staff to the DACUM and training sessions.
15. Faculty members at VLCC are to provide curriculum vitae in a template format to Amy Proulx at NC. A gap analysis will be conducted on faculty CVs, looking at faculty’s ability to deliver on the Vocational Learning Outcomes developed at the March 1 DACUM, and March 3 faculty meeting.
16. Amy Proulx to help negotiate on behalf of VSEP with the University of Guelph to admit food science faculty from VLCC and Hau Giang Community College into the one year Graduate Diploma in Food Safety and Quality Assurance.
17. Amy Proulx to negotiate with Canadian Food Processing Human Resources Council for more comprehensive national occupational standards framework at March 23 meeting, and discuss accreditation models.
18. Amy Proulx to negotiate with International Union of Food Science and Technology (IUFOST) regarding accreditation systems. Amy Proulx to meet with IUFOST Education Committee in August, 2016 in Dublin, Ireland, to provide status update, negotiate for Vietnamese review team, and probe for additional accreditation framework materials.
19. Amy Proulx to plan a “Train the trainer” workshop on Good Manufacturing Processes based on principles of ISO’s FS22000 and Codex HACCP from the United Nations FAO/WHO, to be delivered during the next mission. The focus of the workshop will be for faculty specifically, as we are still concerned that faculty may not be up to date on global standards of food safety management. We want to set the VLCC faculty up as regional leaders, and feel that faculty focused workshops are essential to meet this standard. A student workshop can be equally developed, co-led by VLCC faculty and Amy Proulx, if time permits.

VI. DRAFT TERMS OF REFERENCE OF FOLLOWING MISSIONS

Please provide the draft Terms of Reference for the next mission.

We anticipate our next mission to take place from mid-May to early June 2016. The purpose of the visit will be to undertake a DACUM for the rice and grain major, hold a first meeting of the Program Advisory Committee, hold introductory sessions on Marketing and Recruitment, develop the Program of Instruction, develop course outcomes and course outlines, introduce authentic assessment and introduce delivery modes and methods.

VII. INDICATOR DATA
This Mission is: Canadian College Partnership  x  
TCAM Institutional Partnership

For missions led by Canadian College Partnership, please collect and report data for the Indicators in 7.1 only.

For missions led by TCAM Institutional Partnership, please collect and report data for the Indicators in 7.2 only.

All the Indicators are coded as in the approved PMF

7.1 Indicators for Canadian College Partnership

** NC is currently waiting for confirmation of number and participant numbers from VLCC**

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<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
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<td>2100b</td>
<td>Estimated % of program development completed (*)</td>
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<tr>
<td>2120a</td>
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<td># of males of VN community college personnel in course and curriculum development with Canadian partners during this Mission (excluding translators)</td>
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<td>2120d (1)</td>
<td># of males trained in design and delivery of contract training</td>
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<td>2120f</td>
<td># of courses developed that integrate environmental sustainability elements (*)</td>
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<td>2120g (1)</td>
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<tr>
<td>2120g (2)</td>
<td># of courses reviewed to ensure that gender is adequately addressed (*)</td>
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Notes: (*) Accumulated data from the beginning of the program development process up to the point of reporting

7.2 Indicators for TCAM Partnership

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<td># of trained TVET course facilitators who are certified (*)</td>
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<td>1200f</td>
<td>% of development of the courses for Leadership and Advanced Management Training Program (*)</td>
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<td>1130a(1)</td>
<td># of males trained to produce and share case studies and other knowledge products (*)</td>
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<td># of females trained to produce and share case studies and other knowledge products (*)</td>
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<td>1130c</td>
<td># of high quality knowledge products produced (*)</td>
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<td>1230a</td>
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<td>1230b</td>
<td># of TVET leaders/managers (m/f) participating in COP (*)</td>
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</tbody>
</table>

Notes: (*) Accumulated data from the beginning of the program development process up to the point of reporting

VIII. CONCLUSIONS AND RECOMMENDATIONS

Please specify any issues, problems encountered, lessons learned, conclusions, recommendations, etc. of the Mission.

Issues or problems encountered:
As with the previous mission, this mission was very successful with a high degree of cooperation and interaction with our host community college. The commitment of the leadership, staff, and faculty to participation and working with the consultants was outstanding. One area of concern left unresolved at this time was the need for extensive professional development for the Food Technology faculty in student-focused, applied learning and authentic assessment required by the integrated curriculum design model adopted for this program. Niagara College will consult with Agriteam to determine how to meet this need within the parameters of this project.

Lessons learned and recommendations:

The VLCC group is gaining confidence, and the “Champions of Change” team of VLCC Food Technology Faculty are coming together as a bonded team, and are becoming more eager to speak out and participate in activities. They are a delightful group of people, and it is a pleasure to work with them and get to know their stories.

The DACUM for food technologists was very successful, and mapped out to a variety of international standards, including Niagara College’s Culinary Innovation and Food Technology Vocational Learning Outcomes, and the Master Competency Table for the Canadian Food Processing Human Resources Council Food Processing Careers. The Food Technologist DACUM was facilitated by Jon Ogryzlo. We are eager to support the future DACUM in Rice Processing Technology, which will be facilitated by VLCC team members. We were pleased to see broader inclusion of more diverse companies, and we encourage VLCC to continue to reach out to local industry, including industry groups and companies that they may not be currently connected to. For some VLCC faculty, this was their first interaction with industry, and it was very eye opening, both in a validating, and motivational way.

In the DACUM process, it was very clear that there is not a vocabulary either within the industry, or with the VLCC faculty for how food safety management systems are developed, maintained and evaluated. From the Labour Market Needs Assessment it was noted that virtually all food safety management duties are performed by consulting firms, rather than by employees. DACUM results show that companies still consider food safety management to be a quality control issue, rather than a preventative management issue with its own separate management systems defined by national or global standards. The DACUM process reaffirmed the profound need for modernized food safety education systems, with employees central to development, maintenance and evaluation of the efficacy of these food safety management systems. Food safety tasks on the job were only disaggregated from quality control activities after extensive prompting from Canadian team members.

The translator, Dr. Le Minh Hung, was a valuable asset to the team, as he was able to connect directly with the faculty at VLCC, and facilitate rapport building. He was also able translate effortlessly the technical concepts related to food technology careers and curriculum because of his academic background. We would recommend him to join us again on future missions.

IX. ANNEXES

1. Mission Terms of Reference

2121.8.2 Canadian Colleges technical mission to Vietnam.

Begin Program Development process, including Course Outlines, designing or converting existing Course topics/outlines, etc.

2. Mission Agenda

Please click on the following link to retrieve agenda:

Niagara Team's Schedule for Feb. M
3. **Tools used during the Mission**

Please click on the following to retrieve tools:

- Integrated Curriculum Monday
- Program Development and Curriculum
- Curriculum Flowchart-1.docx
- Expanded Learning Domains
- NC Visit to VLCC Guide Winter 2016.doc
- Developing Course Outlines.docx
- Food Technology Outcome Chart with Canadian Standards.docx
- VLCC Course Design 2016.docx

4. **List of Canadian people involved during the Mission (name, position, organization)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jon Ogryzlo</td>
<td>Program manager/Senior Management</td>
<td><a href="mailto:jogryzlo@niagaracollege.ca">jogryzlo@niagaracollege.ca</a></td>
</tr>
<tr>
<td>Beverley Davies</td>
<td>Coordinator/Instructional Designer</td>
<td><a href="mailto:bdavies@niagaracollege.ca">bdavies@niagaracollege.ca</a></td>
</tr>
<tr>
<td>Amy Proulx</td>
<td>Subject Matter Specialist/Instructor</td>
<td><a href="mailto:aproux@niagaracollege.ca">aproux@niagaracollege.ca</a></td>
</tr>
<tr>
<td>Kyla Pennie</td>
<td>Subject Matter Specialist/Instructor</td>
<td><a href="mailto:kpenne@niagaracollege.ca">kpenne@niagaracollege.ca</a></td>
</tr>
</tbody>
</table>

5. **List of Vietnamese people involved during the Mission as below**

*waiting for detailed information from VLCC**

<table>
<thead>
<tr>
<th>ID</th>
<th>Names</th>
<th>Position and Organization</th>
<th>Sex (Male/Female)</th>
<th>Ethnic group</th>
<th>Urban/Rural</th>
<th>Youth</th>
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6. **Materials collected/developed during the Mission**

Please click on the following to retrieve DACUM:

- Food Technologist DACUM Chart_VLCC_NC_1.3.16(NVese)(rev).docx
- Food Technology DACUM Workshop_VLCC_NC_Mar1,2016.docx
- Food Technologist DACUM Chart -Final.docx
- Food Technologist DACUM Chart_VLCC_NC_1.3.16(rev).docx
- Food Technology DACUM Chart -Final.docx
7. Draft Terms of Reference of the next mission (if applicable)

X. SOME GUIDELINES TO USE THIS REPORT TEMPLATE

1. The Draft version of the End-of-Mission Report should be sent BEFORE the Mission Debriefing. The Final version should be sent within 10 days after the end of the Mission.

The reporting process is as follows: CFPD sends the Template to CPC. CPC takes responsibilities to coordinate the reporting, review the Draft and Final reports and send them to CFPD and cc to CICDE, CTVTE and M&E-V.

Below are names, positions and email addresses of CFPD, CICDE, CTVTE, CPC and M&E-V.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Michael Emblem</td>
<td>Canadian Field Project Director (CFPD)</td>
<td><a href="mailto:michaele@agriteam.ca">michaele@agriteam.ca</a></td>
</tr>
<tr>
<td>2 Brenda Cooke</td>
<td>Canadian Institutional Capacity Development Expert (CICDE)</td>
<td><a href="mailto:brendac@agriteam.ca">brendac@agriteam.ca</a></td>
</tr>
<tr>
<td>3 John Knapp</td>
<td>Canadian Technical and Vocational Training Expert (CTVTE)</td>
<td><a href="mailto:knapp.jv@gmail.com">knapp.jv@gmail.com</a></td>
</tr>
<tr>
<td>4 Suzanne Taschereau</td>
<td>Canadian Project Coordinator (CPC) (*)</td>
<td><a href="mailto:staschereau@agriteam.ca">staschereau@agriteam.ca</a></td>
</tr>
<tr>
<td>5 Nguyen Duc Tam</td>
<td>M&amp;E Vietnamese Specialist (M&amp;E-V)</td>
<td><a href="mailto:ductamn@gmail.com">ductamn@gmail.com</a></td>
</tr>
</tbody>
</table>

(*): A new CPC will start in May 2016. His/her email will be provided then.

2. Except section VII, all the other sections (I – VI, VIII and IX) are the same for Canadian College Partnership and TCAM Institutional Partnership.

ONLY section VII is different: Please tick the box to indicate the Mission is Canadian College Partnership or TCAM Institutional Partnership. After that for Canadian College Partnership, please collect and report data for the Indicators in 7.1 only. For TCAM Institutional Partnership, please collect and report data for the Indicators in 7.2 only.

All the Indicators are coded as in the approved PMF.

3. The Report should be attached with all of its annexes as required in the IX section above.

4. VSEP Provincial Coordinator (Mr. Phi Anh, anhphpm@gmail.com) and Admin Officer (Ms. Hien, hiennt@vsep.edu.vn) can help to get information about Vietnamese people involved during the Mission.

The information in the report is critical for VSEP Management to report to GAC on project results, so your diligence and collaboration in completing it is appreciated.