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HANOI NATIONAL UNIVERSITY OF EDUCATION



TEIDI ASSESSMENT
INSTITUTIONAL LEVEL

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MỤC LỤC

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ABBREVIATIONS

MB	Management board
IT	Information Technology
HNUE	Hanoi National University of Education
MOET	Ministry of Education and Training
ST	Science and Technology
ES	Education Science
PS	Primary school
CS	Culture and Sports

PART I. OVERVIEW

1. HNUE's history and the context of joining ETEP

1.1. HNUE's history

Hanoi National University of Education (HNUE) was established on the 11th October, 1951 according to Decree No. 267/NĐ by the National Education Ministry (now known as the Ministry of Education and Training - MOET). Over the period of 68 years, HNUE has contributed considerably to the foundation and development of Vietnam's education.

On the 12th October 1999, HNUE was intended as one of the two key teacher training universities of the nation (Decision 201/1999/QĐ-TTg).

HNUE's mission is to: *“train high-quality human resources with undergraduate and post-graduate qualifications, fostering talents for the national and social education system; conduct basic scientific research, educational science research and applied science research; provide educational and scientific and technological services for the cause of industrialization and modernization of the country and international integration”*.

HNUE plays a key role in teacher training, education management training, curriculum development, textbook publication, education policy consultation. Its vision is: *“By 2030, HNUE will be one of the leading institutions in terms of training and research with top quality experts and lecturers, partnership programs with renowned universities overseas which offer modern facilities and comprehensive service”*.

By 2019, HNUE has 23 Faculties (Mathematics, Informatics and Technology, Physics, Chemistry, Biology, Technology and Education, Philology, History, Geography, Vietnamese Studies, Political Studies, Educational Psychology, Education Management, Preschool Education, Primary Education, Physical Education, National Defense Education, Special Education, Arts, English, French, Philosophy) and two departments (Russian and Chinese; 01 branch in Ha Nam; 02 schools: HNUE High School for Gifted Students and Nguyen Tat Thanh Secondary and High School; 01 kindergarten (Bup Sen Xanh); 02 institutes (the Institute of International Education and Training, the Intitute of Social Science) as well as more than 20 centers for research and education technology transfer.

Until the 31st June 2019, HNUE has 1143 employees with 735 full-time teaching staff (64,3%), 12 researchers (1,05%), 142 officers (12,4%), 52 practice teachers

(4,55%), 72 high school teachers, 03 secondary school teachers, 01 kindergarden teachers, 125 staff at other positions.

We currently have 16 professors (1,4%); 159 associate professors (14%); 272 with a PhD – 23,8%; 495 with an MA – 43,3%; 154 with a BA degree; and 47 with other degree.

HNUE currently has 43 PhD programs, 55 MA programs, 45 BA programs, 40 part-time BA programs, and one college program. The training programs are built according to the current regulations of the Ministry of Education and Training such as Circular 08/2011/TT-BGDĐT and Circular 07/2015/TT-BGDĐT and are included in the list of training allowed for training. created in Circular No. 14/2010/TT-BGDĐT on the list of education and Circular No. 32/2013/TT-BGDĐT on amendment of Circular No. 14/2010/TT-BGDĐT of the Ministry of Education and Training.

Besides, our programs are regularly updated. From 2009 to 2014, the university developed two brand-new programs. In 2018, we have updated the innovation of the MA training programs. In 2019, HNUE has built models, training programs and output standards in all disciplines, revising 45 BA training programs (31 Teacher training programs, 07 non-pedagogical training programs, 07 training programs in English). The annual enrolment number includes 2,000 full-time students; 1,500 MA students and PhD 150 students.

Research and technology transfer have always been one of HNUE's strengths. Over the past five years, HNUE has been one of the leading universities in Vietnam with publications of high quality on international journals. Between 2012-2018, HNUE staff have conducted 01 international projects, 02 government projects funded by FIRST, 11 government-funded projects, 106 NAFOSTED projects, 155 ministry-funded projects, 07 environmental projects, 01 education technology funded by MOET, 04 research tasks of the Institute for Educational Research, 08 projects funded by Hanoi Office for Science and Technology, 9 university-funded assignments, 10 university-funded key projects, 400 university-funded projects, 87 self-funded projects. In 2012, HNUE staff obtained the university's first patent for "A process for creating pottery colors and its products". During the period from 2015 to 2018, HNUE staff have 4.196 articles published in journals/proceedings inside and outside Vietnam, 1.043 of which were in international publications (456 with ISSN); and 2155 articles in prestigious journals in Vietnam. Especially, there were 126 articles in 2017 and 130 articles in 2018, they were all published in journals with ISI and SCOPUS.

HNUE has partnership with 150 education institutions from 35 nations and territories including the US, Russia, Japan, France, Germany, China, Belgium, Australia, Canada, Switzerland, Korea, Sweden, the Netherlands, etc. HNUE has also

successfully hosted many international events such as the 39th International Physics Olympiads (2008), the 46th International Chemistry Olympiads (2014); the 13th Asian Youth Games and especially the 27th International Biology Olympiads in 2016. In the school year 2017-2018, HNUE has organized 11 international seminars on fields such as Educational Psychology, Social Work, English, Special Education, Physics, Geography, Chemistry, History, IT, Maths, Publishing House ... They are considered as the opportunities for officials and lecturers to exchange, learn, exchange and cooperate with scientists around the world.

HNUE is located at 136 Xuan Thuy street, Cau Giay District, Hanoi city. After planning, it now covers an area of 11,674.72 ha (equivalent to 29,186.8 acres), over 27 ha (equivalent to 67.5 acres) originally granted by the government. On campus, there are lecture halls, labs, special offices, a stadium, a gymnasium, a high school for gifted students, dormitory and other equipment that meet the school need at the moment. HNUE also invested considerably in its facilities despite the challenges. It is among very few schools that are concerned about land use planning which laid the foundation for future investment in construction. HNUE also has standard gymnasium and stadium. 100% of the classrooms are equipped with a projector.

Financially, HNUE is a public service delivery organisation that can partly fund its regular activities and it is independent in operation, personnel, planning and finance as stated in Decree 16/2015/NĐ-CP (previously known as Decree 43/2006/NĐ-CP). HNUE is a MOET's 2nd level cost estimator with lower level unit that can process costs. Within its budget, HNUE has created its own regulations for spending based on the government's laws. This is also the legal foundation for its transparency, democracy and efficacy in budgeting.

With its various outstanding achievements, HNUE has been awarded with the third class Labor Medal (1961); second class Labor Medal (1962); Wartime Medal (1972); first class Labor Medal (1981); second class Independence Medal (1986); Ho Chi Minh Medal (2001), Hero of Labor Medal (2004); Ho Chi Minh Medal (2011); first class Independence Medal (2018).

1.2. The context of joining ETEP

HNUE has been a leading institution in teacher training among 14 teacher training universities, 33 teacher training colleges and 33 teacher training faculties. With its significant role, HNUE claims responsibility in education reform through collaboration with other pedagogy universities across the country in developing national education policy, education consultation, curriculum development and textbook publication.

As part of ETEP, HNUE commits to work with other members following ETEP's lead to propose contents, develop as well as implement necessary actions to achieve the general goals set by ETEP. Furthermore, HNUE will take lead in developing teacher training programs, education management programs as well as creating a procedure for selecting key lecturers for ETEP and MOET.

2. The purposes of TEIDI assessment

The Teacher Education Institutional Development Index (TEIDI) is an effective tool for assessing educational service, professional development for teachers and management staff. HNUE also uses TEIDI as a comprehensive instrument for the assesment of its quality and organizational structure. The results will reveal the university's capacity through different indicators which help the university to plan its short-term and long-term changes accordingly.

3. TEIDI framework and its implementation

3.1. TEIDI framework

The steps for implementing TEIDI assessment are: (1) self-assesment; (2) Independent assesment; (3) evaluation by ETEP. Besides, the HNUE's self-assesment is updated and reviewed by the guildline of TEIDI 2019.

HNUE's self-assesment process can be summarized in the table below:

No.	Activities	Results
Step 1	Setting up the self-assessment committee and the action plan as well as delegate jobs	- Decision on establishing the committee and its duties; - Decision on developing an
Step 2	Planning the self-assessment and assigning members to be responsible for standards and	- Meeting minutes - Action plan approved by the committee
Step 3	Examining the criteria assigned through guiding documents and create an analysis sheet for criteria, indicators and evidences.	- Agree on criteria interpretation as well as how to analyze data - Analysis sheet, related information and data
Step 4	Group discussion on the analysis of the criteria/data and recommendations	Analysis sheet
Step 5	Data collection	Data and related information
Step 6	Data analysis and coding	Coded data

No.	Activities	Results
Step 7	Self-assessment of the assigned criterion/criteria and draft the analysis	Draft of data analysis
Step 8	Group discussion on individual analysis and recommendations	Meeting minutes
Step 9	Editing of the initial analysis	Edited analysis sheet
Step 10	Report drafting	Report draft
Step 11	Group discussion on the first draft and recommendations	Meeting minutes
Step 12	Report revision	Completed report with codes
Step 13	Coordination evaluates the report and report summary	Group leader completes the report and codes (version 1)
Step 14	Committee meeting on the report and recommendations	Meeting minutes
Step 15	Report completion	Final report and report summary (version 2)

3.2. TEIDI assessment implementation

HNUE used TEIDI standard for self-assessment. This includes the following:

HNUE president appointed a self-assessment committee (Decision number 6166/QĐ-ĐHSPHN). This committee is responsible for planning, implementing and supervising the self-assessment process to ensure the report quality accompanying proof system.

The description and evaluation of indicators and criteria in each TEIDI standard were analyzed qualitatively and quantitatively using the 7-point rating scale.

Each indicator and criterion was evaluated qualitatively following the PDCA (Plan – Do – Check – Act) (Deming, 1950) cycle. Quantitative evaluation was presented in percentage of criteria/indicators fulfilled.

The report consists of the analysis of individual criterion.

4. Summary of the self-assessment report

In terms of vision, governance and management: HNUE has disseminated its mission, vision and strategic plans to all stakeholders. The vision and mission set by HNUE are also adjusted over time. In the future, the evaluation of information and communication will be conducted more systematically; Stakeholders cooperation in

realizing the mission and vision will also need to improve. HNUE has necessary documents for the realization of its mission as well as strategies for professional development of lecturers and other employees. The current employees meet the demand of the modern society and they have fulfilled responsibilities required. Subsequently, HNUE needs to work with stakeholders to innovate the governance model as well as improve the staff capacity.

The university has paid attention to professional development and quality assurance (internally and externally). HNUE has created a system for communication which facilitates teaching and research. Feedback on education services has also been collected periodically. However, it is important for HNUE to have assisting personnel, an online management system to support decision making and collect more feedback from stakeholders. Curriculum development is another concern in constantly improving teaching quality. HNUE's curricula are systematically created in line with current legal documents issued by MOET. The curricula cover required knowledge but are flexible to meet the requirement of the credit-based education system. Over time, HNUE has revised and updated the curricula to meet social demand. Each curriculum consists of clear goals and objectives and is designed to create a smooth connection between levels and institutions of education. Besides, the university transfer programs are designed to suit the needs of both the learners and the society. In time to come, HNUE will consult effective curricula as well as frequently collect learners' and employers' feedback to gradually upgrade its curricula.

Over the years, HNUE has encouraged the comprehensive development of its science and technology activities. The university has clear annual and periodical plans to maximize its research potential, especially in the field of education science, and to cooperate with other research institutions inside the country and abroad. The formation of high-quality research groups, expanded research areas, research collaboration has been the focus with increased funding. The research results have motivated innovations in teaching methods at universities as well as general education. However, the achievement in education technology at HNUE is still limited in terms of international reputation.

HNUE has partnership with many provinces, organizations and education institution inside and outside of Vietnam. The university has delivered training courses and workshops for in-service teachers as well as education management staff in various provinces. It has also worked with many universities in Vietnam and abroad in organizing national and international research conferences. It has cooperation agreements with many international institutions facilitating academic exchange and research collaboration. The university also requires that textbook and reference

publications must be in line with the copyright and intellectual property rights. The indexed Journal of Science and Education (with English issues) by HNUE is highly appreciated and has made it possible for lecturers and students to publish their research findings. Going forward, HNUE will develop teacher training programs to meet the demand of education innovation. It will also actively seek opportunities for external research collaboration in order to promote the university's position inside and outside of the country.

HNUE has made efforts in providing supports for education and research activities. The university offers adequate and modern facilities thanks to the effective mobilization of financial resources. It puts emphasis on training high-quality staff. In the future, the university needs to upgrade some of the poorly conditioned buildings and provide IT equipment for teaching purposes, although the university earns limited profits from its activities, especially from research and international collaboration. Personnel planning for management positions has not been effective due to passive implementations and lack of personalized training for different positions. These issues require solutions.

HNUE puts emphasis on supporting teaching activities and this is considered the key towards the institution's sustainable development. The supporting work is planned carefully with clear guideline and many of them have been defining features of the school. The university has also stressed the importance of evaluation in order to make timely policy changes to suit teachers' needs. This has helped to boost the teaching quality. However, many professional development activities have been conducted without consulting the teaching staff, making them ineffective. Besides, incentive measures for good teaching practices and innovative methods have not been done on a regular basis.

The university also support learning through its annual planning to create various kinds of support that suit different groups of learners. These supporting activities receive attention and contribution from various internal faculties and departments. The university provides modern facilities for learning. Needs analysis has also started to be conducted and learners' opinions matter to the development of institutional policy and strategies. Some aspects that require further attention include: a modern system for enrolling classes, needs analysis with parents and community, dissemination of information related to job prospects with HNUE alumni and building a stronger network of alumni and retired staff. They are the issues that need addressing in the years to come.

PART II. SELF-ASSESSMENT

1. Standard 1

STRATEGIC VISION, MANAGEMENT AND QUALITY ASSURANCE

1.1. Criteria 1. Strategic vision

a. Description:

1.1.1. The university's vision and strategic plan are in line with its mission.

The vision and mission, development strategic plan of the HNUE are officially announced and issued in documents such as the Regulation on organization and operation of the Hanoi National University of Education; Development strategic plan of HNUE in the period of 2011 - 2020 and vision to 2030; "Report on the actual situation and orientation for the development planning of HNUE in the period of 2016 - 2020, vision 2030"; Hanoi National University of Education has defined its mission as: *"To train high quality human resources with undergraduate and postgraduate levels, to foster talents for the national and social education system; basic scientific research, science education and applied science; providing education, science and technology services for the cause of industrialization and modernization of the country and international integration"* [H1.01.01.01; H1.01.01.02].

The HNUE's mission and vision were first published in 2005. Up to now, HNUE has repeatedly reviewed, revised and supplemented the mission and vision corresponding to new requirements, new tasks of the industry, the country as well as the internal resources of the unit and often associated with milestones to prepare the university founding anniversary in 2011, 2016 (60th anniversary and 65th anniversary) [H1.01.01.04; H1.01.01.05]. In 2018, toward 70 years of establishment of HNUE, the university held a Conference of key staff members to review and adjust the HNUE's mission, vision and core values [H1.01.01.06; H1.01.01.07]. Thus, the draft of mission, vision and development strategic plans are identified as [H1.01.01.07]:

(1) Mission: *"Hanoi National University of Education is a national and regional key university, training outstanding experts who make a particularly important contribution to the education and social, through research and cooperation programs in high quality undergraduate and graduate"*;

(2) Vision: *"By 2030, Hanoi National University of Education will have outstanding results in scientific and technological research, especially educational science and training of high quality teachers at national and international level"*;

(3) Core values: *"Standard - Innovative - Pioneer"* .

Through each period, HNUE has built an appropriate development strategic plan and is accompanied by adjustments and updates on the goals associated with its strategic vision. Specifically, in 2005, the University has built and was approved by

the Minister of Education and Training, namely "Project of master development plan of HNUE to 2015" [H1.01.01.03]. In 2011, the University issued the "Development Strategic Plan of HNUE in the period of 2011-2020 and vision to 2030" [H1.01.01.02]. In February 2016, the university's general goals and specific objectives will continue to be updated and revised in the "Report on the status and orientation of the development plan of the HNUE in the period of 2016 - 2020, and vision to 2030" [H1.01.01.08]. In deed, the University's vision is identified as: *“By 2030, HNUE will be a prestigious research university in the region and in the world. HNUE is one of the nation's leading training and scientific research centers; a place where experts and lecturers are highly qualified; have prestigious international joint training programs in the world; have modern facilities, equipment and perfect services”*. From 2018 to now, the University has reviewed, adjusted and completed the Draft Mission, Vision and Core Values and Strategic Plan [H1.01.01.07].

Accordingly, the vision and strategic plan of the university always stick to the mission set. The vision of HNUE identified the relevance of the university to its function, mission, resources and direction. Specifically, the strategy for development of HNUE for the period of 2011-2020 and vision to 2030 clearly states the functions and tasks of the University: to train high-quality teachers, undergraduate and postgraduate students to meet the demand for the course of industrialization, modernization of the country and international integration, acting as the national key teacher training university. The university's vision and development strategy are well-aligned with the resources of the institution. The university's developmental orientation especially emphasizes the training of high quality human resources, fostering talents for the national education system and the whole society, in accordance with the mission announced by the university.

The review and evaluation of short-term plans are strictly implemented by the University. HNUE holds monthly briefings to summarize and deploy the tasks regularly. Every year, the President Board cooperates with the University Union to hold a Conference of cadres, officials and employees to review and evaluate the implementation of development plans and targets in each school year. This is usually done through the process of reporting to the governing bodies on training activities, scientific research, professional staff planning, staff training and retraining. The University Council was established under the Decision No. 2070/QĐ-BGDĐT dated June 1, 2018 of the Minister of Education and Training, which plays an important role in strategic issues related to activities, activities and development of the university [H1.01.01.09; H1.01.01.10; H1.01.01.11].

1.1.2. The vision and mission of the university are publicly available and implemented in the university's activities.

The HNUE's vision, mission and development strategic plan are officially announced and issued in documents such as the Regulation on organization and operation of the university; "Development strategy of Hanoi University of Education in the period of 2011-2020 and vision to 2030"; "Report on the actual situation and orientation for the development planning of HNUE in the period of 2016 - 2020, and vision to 2030"; "The decision to announce the HNUE's Mission, Vision and Core Values and posted publicly on the University's homepage, on the bulletin board at the headquarter, K1 buildings, dormitories, library, in the annual student handbook, in promotional materials, and the week of student activities,.. [H1.01.01.01; H1.01.01.02; H1.01.01.05; H1.01.01.08; H1.01.02.02].

The implementation of the mission and vision on the HNUE's activities has been concerned and organized. Specifically, with the development strategy over each period, the HNUE's mission and vision have become a guideline for specific development goals and thereby have a direct impact on investment orientation from facilities to people. For example, in the "HNUE's Strategic Plan for the Development for the period of 2011-2020 and vision to 2030" and the "Report on the status and orientation of the development plan of HNUE in the period of 2016-2020, vision to 2030". For each solution to implement the plan, the University clearly identifies the implementation period (year), the in-charge unit, the coordinating unit and indicators to evaluate the performance of each solution in the strategic plan [H1.01.01.08; H1.01.02.03].

The review and evaluation of the promotion and implementation of the mission and vision are seriously implemented by HNUE. Every year, HNUE organizes different conferences for different people of the university such as for key staffs, for representative of staffs in order to review and revise the overall situation of implementation of development plans and targets in the school year and to elaborate and adjust development strategy orientations [H1.01.02.04; H1.01.02.05; H1.01.02.06; H1.01.02.07; H1.01.02.08]. The University Council was established under the Decision No. 2070/QĐ-BGDĐT dated June 1, 2018 of the Minister of Education and Training, which plays an important role in strategic issues related to activities and development of the university [H1.01.02.09].

b. Strengths:

- HNUE has planned and implemented the construction, declared the mission, vision, development strategic plan.

- The HNUE’s vision is consistent with the functions, tasks, resources and development orientation of the University and the education sector and in accordance with the national socio-economic development strategy in the current period.

- The HNUE’s vision is officially and clearly declared in documents and posted publicly on HNUE’s homepage.

c. Weaknesses

There are not taken reasonable measures to evaluate the effectiveness of propaganda about the HNUE’s mission and vision.

d. Action Plan

No.	Objectives	Content	Implimentation Units	Duration	
				Start	Finish
1.	Overcome shortcomings: The university has not taken any reasonable measures to evaluate the effectiveness of propaganda about its mission and vision.	Develop the process, measures and tools to evaluate the effectiveness of propaganda about the university’s vision and mission.	The Center for Quality Assurance proposes the process, measures and tools to evaluate the effectiveness of the mission and vision propaganda. Office for Politics and Student Affairs	2019	2020
2.	Promote strengths: The mission, vision of HNUE is officially stated in many documents and on the University’s website.	Continue to diversify the forms of announcing and propagating the mission and vision of the university.	Office for Politics and Student Affairs Department is in charge of implementation.	2019	2020
3	Promote strengths: The	Focus on establishing	The University Council;	2019	2020

No.	Objectives	Content	Implementation Units	Duration	
				Start	Finish
	strategic plan for development of the university has been divided into phases. The vision and development strategy of the university is in line with the mission set.	mission, vision and strategic plan for the development of the university in the new era.	President Board; Mission, Vision and strategic committee;		
4	Promote strength: HNUE' strategic plan is suitable with function, mission, capacities and development direction of the University, MOET, and also with the social-economic development of Hanoi City, of the Nation in the present time.	Regularly check the suitability of the vision with human capacities of HNUE and also with the local/national social-economic situation	The University Council; President Board; Mission, Vision and strategic committee.	2019	2020

e. Self-assessment of the criterion

Criterion 1	Assessment scale						
	1	2	3	4	5	6	7
Index 1.1.1					5		
Index 1.1.2				4			
Average	4.5						

1.2 Criteria 2: Management

a. Description

1.2.1. The university has adequate policies, procedures, regulations and tools to carry out the mission, implement the strategic plan and encourage the management staff, lecturers and staff, technicians to demonstrate their ability.

The HNUE's development strategic plan in the period of 2011 - 2020 and vision to 2030 has been issued since 2011 [H1.01.01.02]. According to the actual operation and development until 2016, the University established the Drafting Board to develop the "Mission, Vision and Core Values" of the university [H1.01.01.04] and then announced "Mission, Vision and Core Values" in November 2016 [H1.01.01.05]. By 2018, the HNUE's Mission, Vision and development strategic plans in the period of 2017-2025 have been adjustment, draft in the PA [H1.01.01.07].

Many policies, regulations and regulations have been issued by the university to carry out the mission and implement development strategies in accordance with the functions and tasks prescribed by the University Charter and the Law on Higher Education [H1.02.01.01], such as: Regulations on organization and operation of HNUE [H1.02.01.02; H1.02.01.03]; Defining the functions, tasks, working principles of the Board of Management and its subordinate faculties [H1.02.01.04]; Regulations on Science and Technology activities [H1.02.01.05]; Regulations on training under credit system [H1.02.01.06]; Regulation on Teaching Internship [H1.02.01.07]; Regulations on appointment and dismissal [H1.02.01.08]; Regulations on managing activities of centers [H1.02.01.09]; Regulations on the use of State properties [H1.02.01.10]; Internal spending rules [H1.02.01.11]; Regulations on recruitment [H1.02.01.12]; Special recruitment regulations [H1.02.01.13]; Regulations on receiving officials from other institutions [H1.02.01.14].

In order to ensure the effective implementation of policies, regulations and regulations set out and properly implement the strategic plan, many "tools" have also been developed and issued to adjust and evaluate all activities of officials, employees, workers as well as the university's activities. They are: Project on job placement [H1.02.01.15]; Regulations on exercising democracy in activities of HNUE [H1.02.01.16]; Regulations on working regime, assessment, classification of units, civil servants, officials and employees [H1.02.01.17]; Regulations on education quality assurance and testing [H1.02.01.18]; Regulations on standards, tasks and working regime for teachers of HNUE [H1.02.01.19]; Regulations on standards, duties and working regime for practice teachers of HNUE [H1.02.01.20]; Regulations on standards, duties and working regimes for administrative officers and employees of HNUE [H1.02.01.21].

Along with the regulations and regulations to ensure the effective operation of the University as well as meeting the strategic plan, the human factor is also considered as a decisive element. There are policies to encourage staff to promote their competencies such as: support for training and fostering expenses specified in the Internal Expenditure Regulation [H1.02.01.11]; Report and Plan for Training and Retraining of National Officers in 2013, 2014, 2015, 2016, 2017, 2018 [H1.02.01.22]; Training and retraining plans are implemented from the unit, meeting the needs, avoiding waste [H1.02.01.22]. In addition, the University has conducted regular reviews of diplomas and certificates as well as academic and research results of officials sent to training and retraining [H1.02.01.22]. On March 2019, the University issued a Regulation on compensation for training costs for officials and employees sent to domestic and foreign training and retraining [H1.02.01.22].

HNUE has established the "Support Fund for Science and Technology Reward" [H1.02.01.23]. Based on this fund, HNUE conducts a review of scientific research works of collectives, officials, teachers and awards for good research every year. HNUE also stipulates that managers, teachers who have articles or scientific topics published in foreign magazines in the list of ISI, SCI, SCIE, SCOPUS..., will receive an average of VND 1.5 million for 1 publication [H1.02.01.05]. In deed, the Science and Technology Regulation and the Internal Expenditure Regulation have adjusted the level of support for publishing international scientific articles, encouraging social sciences and humanities articles by prioritizing 2 times higher than that of natural sciences and engineering [H1.02.01.23]. As a result, from 2014 up to now, the University's staff has published 54 scientific and educational articles published in the international journal [H1.02.01.23].

Every year, according to the regulations of the management and tasks of the school year, the reporting and summarizing activities are fully and seriously implemented. Thereby, contributing to the review, giving an overview of the mission implementation, implementing strategic plans. For example: Summarizing report of school year and new tasks and orientations for the new school year at the Conference of Delegates of Cadres and Officials of the school year [H1.01.02.04]; Reviewing the emulation movement and the commendation and direction [H1.01.01.06]; Report on the results of the implementation of the working areas [H1.01.02.07]; The University self-assessment report 2016 [H1.02.01.24]. Internal spending regulations have been revised and improved through 2011, 2012, 2013, 2014 and most recently 2017 [H1.02.01.11]. In 2019, the Regulation on clerical work was newly issued, replacing the regulations that are no longer appropriate [H1.02.01.25]. In the same year, when the instructional documents require changes, HNUE also issued a new Regulation on

Emulation and Reward Work [H1.02.01.26]. Regulations on appointment and reappointment of managerial officials and employees have also been issued, revised and newly promulgated through 2017 and 2018 [H1.02.01.08]. Amendments and supplements to the Regulation on standards, duties and working regimes for lecturers of Hanoi National University of Education [H1.02.01.19].

Since then, the qualifications and capacity of the University's staff have been improved and promoted. The quality of the university's staff is recognized, appreciated and reputed by the industry and society at home and abroad. The university's staff and lecturers are currently assessed to be of high quality, in harmony with the structure, ensuring good implementation of the University's training and research.

1.2.2. Professional capacity of recruited personnel meets the demand of each position.

Throughout the history of establishment and development of HNUE, the organizational structure has always been defined, arranged appropriately and scientifically. Functions and tasks of faculties and offices are specified to ensure efficiency, operational efficiency, avoid overlap, avoid form and waste of resources. Specifically, in 2016, the University continued to promulgate the Regulation on functions, tasks, working principles of the School Board and the offices. By 2018, after establishing the branch in Ha Nam province, meeting the requirements of the new task, HNUE issued the Regulation on functions, tasks and working principles of the Hanoi National University of Education's Branch [H1 .02.01.04].

In fact, the above regulations are oriented, macro in organization and operation. Practical work is always diverse, with changes in social and life trends. Therefore, from the review activities, from the briefings, from conferences and key staff conferences, many new tasks are assigned and directed by the University's leaders based on the issued regulations. For example, the Regulation on clerical and archival work was issued on August 2019 [H1.02.01.25], which replaces the 2013 Regulation on clerical and archival activities and archives. In this new regulation, the tasks of the Administration - Foreign Affairs Department were adjusted and added a number of new tasks.

The job placement scheme has been developed and submitted to the competent authority since 2015 [H1.02.01.15] and continued to be completed and supplemented in subsequent years. The project is the result of summarizing, analyzing and evaluating human resources, on human resource development orientations to meet current and future tasks. HNUE's offices are actively involved in the development of this Project and the Office for Personnel is a focal point for gathering and implementing in

accordance with the regulations, orders and forms of the Ministry of Education and Training.

In the HNUE's development strategic plan, staff and lecturers are always required to meet the qualifications and standards of job titles they undertake. Official dispatches requiring foreign language, information technology and professional qualifications were issued and promptly adjusted such as: Documents regulating requirements for lecturers' ranks [H1.02.02.01]; Regulations of standards, duties and working regime for lecturers of Hanoi National University of Education [H1.02.01.19]; Regulations on standards, tasks and working regime for practice teachers of Hanoi University of Education [H1.02.01.20]

In order to meet the Project on job placement and increase the quality of human resources, the creation and recruitment of resources are conducted scientifically, publicly and transparently. According to the needs of the units and development orientation, the school develops a staff recruitment plan [H1.02.02.02], which clearly identifies the number of criteria and requirements of each job position. Recruitment procedures are issued and publicized throughout the school for implementation and supervision [H1.02.01.12]. For high-quality human resources, the University has a direct recruitment policy and is also clearly specified in the Regulations for admission to teachers, researchers of Hanoi National University of Education [H1.02.01.13].

In parallel with the incentive regime in employing and recruiting staff and lecturers, HNUE also issued and regularly conducted inspections and assessments of the responsiveness of the human resources. The university has established and issued the Regulation on organization and operation of the Education Inspectorate of HNUE [H1.02.02.03]; set up the Public Administration Task Force [H1.02.02.04]. Every month, every year conducting surveys and assessments of lecturers' quality, assessing the classification of administrative officers and teaching staff according to the issued regulations [H1.02.01.17][H1.02.02.05]. In addition, the annual assessment and classification of officials is carried out throughout the school. Evaluation, classification and commendation results are public and rewarded according to regulations [H1.02.02.06]. Basically, in the past years, the percentage of cadres who have completed their tasks has reached 98% [H1.02.02.07]. Many officials have been upgraded their salary ranks ahead of time [H1.02.02.06].

With the requirements of IT, foreign language and professional qualifications publicized, along with the requirements in the professional title promotion exams, in the appointment of Professors and Associate Professors, the HNUE's staff and faculties are active in learning and improving their qualifications. Every year, through reviewing the qualifications and career title requirements of the contingent of officials,

the university plans to open refresher classes, send cadres to improve professions. At the same time, there are mechanisms to encourage and motivate cadres and officials to participate in learning [H1.02.01.22], [H1.02.02.08], [H1.02.02.09], [H1.02.02.10]. In addition, the Office for Personnel regularly reviews and warns cases where lecturers have not yet met the University's requirements for qualifications [H1.02.02.11]. Every year, the University organizes 02 student surveys to assess the teaching quality of the lecturers, according to which all lecturers participating in the teaching are evaluated. HNUE initially used this feedback to find ways to improve the quality of teaching [H1.02.02.12].

1.2.3. All personnel in the university fully comply with regulations on responsibility and accountability.

For each professional title (lecturer, practical teacher, administrative officers and employees), the university has issued all regulations on standards, tasks and working conditions respectively [H1.02.01.19.19] (added, adjusted in 2018); Regulations on standards, duties and working regime for practice teachers of Hanoi National University of Education [H1.02.01.20]; Regulations on standards, duties and working regimes for administrative officers and employees of Hanoi National University of Education [H1.02.01.21]. Along with that is the assessment and grading of officials and employees monthly, annually carried out in the Regulation on working regimes, evaluation and classification of faculties, public servants, officials and employees [H1.02.01.17] and the Regulations on Emulation and Commendation of HNUE [H1.02.01.26].

In fact, the Department of Organization and Personnel regularly reviews and warns cases where lecturers have not yet met the University's requirements for qualifications [H1.02.02.11]. At the same time, the University has implemented policies to encourage cadres and officials to study and improve their qualifications in parallel with resolutely terminating employment contracts for those who are slow and do not complete their tasks [H1.02.03.01].

In the evaluation and classification of officials and public employees, in the work of emulation and commendation and reward, the prescribed forms of declaration and explanation have been scientifically and basically formulated to meet the requirements of guiding documents. guidance and legal documents. Each school year, each individual in the school performs the declaration, self-assessment and participation in the unit evaluation as prescribed. These declarations and reports are all certified by the unit leaders and made public reports, grading and comments during the unit meeting. For lecturers, the declaration of lecture hours is conducted according to a process with

many functional units and individual lecturers participating, monitoring, certifying, ensuring accuracy and science [H1.02.02.01].

In resolving complaints, denunciations, inspections, checking the explanation of individuals and related units is also done fully, seriously and in accordance with regulations. Specifically, the Regulation on the organization and operation of the People's Inspectorate of HNUE, the Regulation on the organization and operation of the Education Inspectorate of HNUE [H1.02.03.02], the Operation Regulation of the Party Inspection Committee, Operation Regulation of Trade Union Inspection Committee [H1.02.03.03].

Besides, based on the *"Regulations on the implementation of democracy in the operation of the university"* by the Ministry of Education and Training, the University has issued the Regulations on the implementation of democracy in the operation of HNUE in accordance with the goals and mission of the University [H1.02.01.06]. As a result, the staff are well-informed and can monitor the operation of the university. They have the right to question, participate, and contribute ideas to the general work as prescribed. Departments, relevant units and staff must seriously ensure accountability [H1.02.03.04].

In fact, through summarizing activities, staff conferences, through key staff conferences, HNUE quickly grasped and made adjustments, changes in the promulgation of regulations to ensure feasibility and practicality. Specifically, the Internal spending Regulation was amended many times over the years 2011, 2012, 2013, 2014, 2017 [H1.02.01.11]. From suggestions and management practices need to concretize and promulgate Regulation on management of Centers of HNUE in 2015 [H1.02.01.09]; Regulation on science and technology activities in 2017 [H1.02.01.05]; replacing the Regulation on Appointment, Re-appointment in 2018 [H1.02.01.08]....

b. Strengths

- HNUE has a complete system of organizational documents, managing the basic activities of the unit. This document system has promoted the implementation of the University's mission, development strategic plan and contributed to promoting the capacity of the University's staff.
- The university's recruitment mechanism is developed and implemented seriously and publicly. The university always puts emphasis on enabling cadres to improve their skills and knowledge. Therefore, it can be said that the capacity of the staff, lecturers, and employees has met the requirements of their positions. It is one of the universities with the highest ratio of faculty members with academic ranks in Vietnam.
- HNUE has fulfilled the requirements of superiors about the construction of the position project. Clearly stipulate the functions and duties of units throughout the school and are regularly reviewed, supplemented and adjusted.

- HNUE has issued regulations on recruiting, training, retraining, evaluating and classifying officials and employees.
- HNUE has issued and fully implemented the regulations on the responsibilities, duties and standards of professional title groups.
- Faculties and human resources strictly comply with regulations on explanation, information and reporting regime.

c. Weaknesses

- The Law amending and supplementing a number of articles of the Law on Higher Education that has just been promulgated together with the relevant legal documents has been changed, requiring the University's documents to be updated regularly.
- The staff of the University are basically recruited to meet the requirements in the current period. However, the number of qualified staff actively integrating with the region and the world in a proactive manner is not much.
- The job placement scheme complies with the requirements, the table of regulations, however, the "measure" of the need to use the special staff, especially administrative staff, is very emotional and difficult to quantify.
- The legalization when adjusting specific functions and tasks of the units in the Regulation on functions, tasks and updating and supplementing management documents is still slow.
- Instructions and indicators in assessment, classification of officials and emulation and reward are still qualitative and difficult to quantify.
- The review and re-examination after explanation, reporting and declaration are limited.

d. Action Plan

No.	Objectives	Content	Implementing units	Duration	
				Start	Finish
Overcoming weaknesses:					
1	The document system of the University has not been regularly updated, adjusted, supplemented or renewed.	Regularly update, adjust, supplement and renew the university's document systems to meet practical requirements	Functional offices	2019	2021
2	The number of officials	Develop	The Offices for	2019	2021

	who are qualified enough to actively integrate into the region and the world is small	detailed training and retraining plans and ensure effective implementation. Regularly review and evaluate.	Personnel, Finance and Planning, Science and Technology are in charge of implementation; Relevant departments and units coordinate to implement the process.		
3	The job placement scheme is implemented in accordance with the requirements, the prescribed table, but the "measure" of the need to use the special staff, especially the administrative officials, is still very emotional and difficult to quantify.	Develop new job placement scheme with specific "measures".	The Office for Personnel is in charge of implementation; Relevant departments and units coordinate to implement the process.	2019	2021
4	The legalization of specific functions and tasks of units in the Regulation on functions, tasks and updating and supplementing management documents is still slow.	- Reviewing and classifying the entire existing document system. - Develop a new issuance roadmap, supplement and adjust documents from the results of the review and classification.	The Office for Personnel is in charge of implementation; Relevant departments and units coordinate to implement the process.	2019	2021

		- Promptly document and supplement when adjusting specific functions and tasks of the units.			
5	Guidelines and indicators in assessment, classification of officials and emulation and reward are still qualitative and difficult to quantify.	Research and issue a set of indicators to evaluate and classify officials, employees and employees in an appropriate, practical and quantitative manner.	The Office of Personnel is in charge of implementation; Relevant departments and units coordinate to implement the process.		
6	The review and re-examination after explanation, reporting and declaration is limited.	Piloting implementation of inspection activities after declaration and reporting.	The Office for Personnel is in charge of implementation; Relevant departments and units coordinate to implement the process.	2019	2021
Promote strengths:					
1	The university has a complete system of organizational documents, management of the basic activities of the units. This system of documents has promoted	Flexible in applying, in accordance with the reality, widely propagating the existing	Functional offices	2019	2021

	the implementation of the mission and development strategy of the university and contributed to enhancing the staff's capacity.	normative documents system of the University. At the same time, regularly review and update that document system			
2	The university's policies, mechanisms for staff recruitment, training, fostering and remuneration are formulated and strictly and publicly implemented. The quality of the University's staff, lecturers, officials and employees has met the current job requirements.	<ul style="list-style-type: none"> - Checking and evaluating the learning and researching results of officials and employees sent to training and retraining. - Develop a detailed training and retraining plan by school year and phase. - Implementing good policies and mechanisms for staff recruitment, training, fostering and remuneration of the University in order to improve the quality of the 	The Office for Personnel is in charge of implimentation; Relevant departments and units coordinate to implement the process.	2019	2021

		current staff and ensure the succession and development in the future.			
3	<p>The university has fulfilled the requirements of superiors about the construction of the job placement scheme.</p> <p>Clearly stipulate the functions and duties of units throughout the school and are regularly reviewed, supplemented and adjusted.</p>	Developing a new job placement scheme and regulations on functions and tasks of units.	The Office for Personnel is in charge of implementation; Relevant departments and units coordinate to implement the process.	2019	2021
4	The university has issued regulations on recruiting, training, retraining, evaluating and classifying officials and employees.	Research and improve and update regulations on hiring, training, retraining, evaluating and classifying officials and employees.	The Office for Personnel is in charge of implementation; Relevant departments and units coordinate to implement the process.	2019	2021
5	The university has issued and fully implemented the regulations on the responsibilities, duties and standards of professional title groups.	Assess the regulations on the responsibilities, duties and standards of professional title groups from which to have grounds for amending or	The Office for Personnel is in charge of implementation; Relevant departments and units coordinate to implement the process.	2019	2021

		promulgating new regulations in accordance with reality.			
6	Units and human resources strictly comply with regulations on explanation, information and reporting regime.	Comply with the request, supervise the strict implementation of the regulations on explanation, information and reporting regime.	The Office for Personnel is in charge of implementation; Relevant departments and units coordinate to implement the process.	2019	2021

e. Self-assessment of the criterion

Index 2	Assessment scale						
	1	2	3	4	5	6	7
Index 1.2.1				4			
Index 1.2.2				4			
Index 1.2.3				4	5		
Average	4,3						

1.3 Criterion 3. Quality assurance

a. Descriptions

1.3.1. The university has appropriate policies, quality assurance units, and qualified personnel to effectively implement the university-level quality assurance and training programs.

Quality assurance is both a goal and a regular and continuous task. All activities of the University are towards quality in the fields of training, scientific research and community service. Accordingly, the HNUE internal quality assurance system is built on the AUN_QA model towards the satisfaction of stakeholders with the University's core activities of training, scientific research and public service. copper. QA activities are implemented in accordance with the Regulations on the quality assurance of education and testing [H1.03.01.01].

HNUE has established a Center for Quality Assurance according to Decision No. 437/QD-DHSPHN-TCCB dated March 21, 2005 [H1.03.01.02]. In 2018, it was

renamed as Center for Quality Assurance [H1.03.01.03]. The Center performs the management function of the University on education quality assurance and testing [H1.03.01.04] and is responsible for advising the Board of Directors on Educational Testing and Quality Assurance; develop a plan to implement quality assurance and testing activities throughout the University to continuously improve and improve the quality.

The staff of the Center for Quality Assurance are capable and experienced in the field of training, counseling, implementing and organizing assessment and quality assurance activities. The center's staff have been trained in internal quality assurance, self-evaluation and external evaluation; seminars on the quality assurance of higher education institutions organized by MoET, Department of Educational Testing and Accreditation. At present, 100% of the staff of the center have master's degree or higher, (including 01 Associate professor – Ph.D with the accreditation card for the quality of university and vocational school education issued by MoET and 03 masters, 01 of whom is a post-graduate student in measurement and evaluation) [H1.03.01.04]. The Center has also developed guidelines for quality assurance: self-assessment (2006); External assessment (2007) [H1.03.01.05]. Every year, the Center develops a quality assurance plan to maintain and improve the quality of teaching and research activities. [H1.03.01.06]. The University has sent 32 officers who are heads or deputy heads of departments and training faculties in the University to attend the training course of "Quality Assurance accreditors of the University of Technology and Education and Training" to contribute to improving the capacity of the University's staff on quality assurance education and certificate. [H1.03.01.08].

Each academic year, Center for Quality Assurance reviews and summarizes the work of quality assurance and sets out directions for implementing this work for the next school year [H1.03.01.09].

In order to timely grasp the reflection on teaching in order to ensure the quality of teaching, HNUE established the People's Inspection Board, the Education Inspection Board and the Public and Administrative Inspection Team [H1.02.02.03; H1.02.02.04].

1.3.2. The university has organized self-assessment activities to improve the quality at the university or program level.

HNUE was one of the first 10 higher education institutions in the country that conduct self-assessment procedures of higher education institutions in 2006. HNUE was evaluated and accredited to meet quality standards in 2007. In addition, the University has implemented pilot evaluation of the curriculum in four departments of the University in the period from 2009 to 2011 [H1.03.02.01].

In 2016, the University conducted the Second Assessment of Higher Education Institution and was evaluated in addition to recognition of quality standards [H1.03.02.02; H1.03.02.01; H1.03.02.03; H1.03.02.04]. In addition to the quality accreditation of educational institutions, the University also conducts Self Assessment of training programs. Two undergraduate training programs (High Quality Chemistry Education and Primary Education) have been self-assessed according to the Criteria for Evaluation of Curriculum issued with Circular 04/2016 [H1.03.02. 02; H1.03.02.01; H1.03.02.03]. These two training programs have been evaluated externally in May 2018 and granted standard certificates [H1.03.02.05; H1.03.02.04]. In October 2019, the University has developed a plan and implemented Self-Assessment of 08 training programs, including 02 training programs with AUN-QA regional standards (Mathematics and Physical Education) [H1.03.02. 01; H1.03.02.03].

Through the process of self-assessment and external assessment, staff and students of the University have been raising awareness and forming a quality culture in learning and teaching activities.

Based on the external assessment conclusions as well as the results of the university-level Self-Assessment and Curriculum, HNUE also paid attention to reviewing and developing action plans to focus on improving the existing problems and promoting the advantages with the attitude of quality assurance, good implementation of its mission [H1.03.02.06; H1.03.02.07]; activities to improve these issues are integrated into the university's annual work plan [H1.03.02.08]. However, the implementation of an action plan after each external self-assessment and evaluation cycle needs to be focused on directing and implementing drastically and more seamlessly. Besides, HNUE has not had any training programs that have been accredited according to the standards of regional and international organizations.

1.3.3. The university has an appropriate information system to periodically collect and process data and trainers and learners.

Information about staff, lecturers and students is managed by the university using specialized software system.

All trainers' information about their qualifications, ranks of civil servants is managed by a software administered by the Office for Personnel. Teachers can also update their scientific background information on the software at [http://hnue.edu.vn/Danhchocanbo/ Lylichkhoahoc.aspx](http://hnue.edu.vn/Danhchocanbo/Lylichkhoahoc.aspx). Recently, HNUE has put into operation the job management software of the lecturer at: <http://qlnt.hnue.edu.vn> . The software allows the management of teaching hours, hours of scientific research and other activities of each teacher. The information collected by the software is also sent

to the functional departments to check, compare and ensure accuracy, objectivity and equity [H1.03.03.01].

The management of learner information of the University is also comprehensive from input, process and output and is done by using specialized software. All full-time students are provided with an account on the portal to register their schedule, view the exam schedule, look up academic results and course syllabus.

Based on the software-managed information system, the departments and functions will exploit information, collect and process data about lecturers and learners for different purposes such as monitoring, auditing price, classification, survey, ...

In the school year 2018 - 2019, the University organizes a review of the entire information technology system, software for teaching, learning and scientific research activities and deploying the development of integrated school management software. individual information management system into a uniform information management and processing system throughout the school [H1.03.03.02].

1.3.4. The university has a feedback system from involved parties on learning progress, experiences and improvements in learning quality, methodologies and use these feedback and analytical results to improve education quality.

In addition to managing the basic information of lecturers about the volume of teaching and scientific research, the University also built a system to collect information from stakeholders on the quality of teaching [H1.03.01.07].

HNUE conducts survey about teaching quality once or twice a year. The university uses tools such as: Satisfaction survey of graduates; Survey form assessing the competency and skills of newly graduated students; Questionnaire on employment situation, income and labor market requirements; Questionnaire survey of students on subject effectiveness; Questionnaire survey of employers, lecturers, current students and alumni about the training program... in order to get the most feedback from learners about the quality of the University's training. Besides, the University has also deployed opinions of lecturers and students about the service quality of administrative staff and libraries. Information collected from the surveys is sent to the relevant subjects and units to make appropriate adjustments as well as report to the Board of Directors for timely and effective direction [H1 .03.04.01; H1.03.04.02].

HNUE regularly organizes reviewing and standardizing a number of survey tools, specifically in the 2018-2019 school year, the university designs and standardizes the tools to get learners' feedback on the teacher's teaching activities. and service quality of administrative staff [H1.03.04.03].

HNUE also implements an evaluation perspective for the learner's progress, including process assessment and final review. Through assessment tests, students and academic

advisors will receive feedback on the learner's progress so that they can timely adjust the learning path of each student. Students who are subject to academic warning will also be notified on the software system and are required to reduce the registration credit to be able to complete the academic task in the next semester.

However, the feedback received by the University is mainly focused on regular students, graduate students and staff working at the University. Therefore, in the coming time, HNUE will be interested in increasing the collection of feedback from non-formal students and units, employers and relevant management levels.

a. Strengths

- The quality assurance process has been implemented effectively. The Center for Quality Assurance has been established and has a strong professional team.
- The university is one of the universities that carried out early self-assessment and external evaluation activities. The university has conducted two self-assessments at both program level and institutional level; The university has been externally evaluated twice. Significant improvements after each self-assessment are recorded at both curriculum and school levels.
- The university has set up a system of various task softwares, including specialized softwares supporting the management of lecturers and students.
- The university has a system of tools to collect feedback from students, regular learners and lecturers to improve teaching and service quality.

b. Weaknesses

- The university does not have any training program accredited by regional and international organizations (AUN-QA).
- The information management system of lecturers and students has not yet been highly integrated.
- The feedback on improving teaching quality has not been diversified. It is necessary to collect additional feedback from non-regular students, former students, employers, and relevant education managers.

c. Action Plan

No.	Objectives	Content	Implimentation units	Deadlines	
				Start	Finish
1.	Overcome difficulties: The university currently lacks a network of quality assurance assistants in each faculty.	Develop and implement regulations on quality assurance assistant positions in the university.	The Center for Quality Assurance is in charge of implementation. Office for	2019	2021

No.	Objectives	Content	Implimentation units	Deadlines	
				Start	Finish
		Train staff and set up working regulations.	Personnel coordinates to implement the process.		
	Overcome difficulties: The implementation the action plan after each cycle of self-assessment and external evaluation to improve quality is sometimes not carried out drastically and continuously.	Plan and clearly assign tasks in implimenting the action plan after self-assessment and external evaluation. Allocate budget to implement the plan.	The Center for Quality Assurance (is a standing unit, which is responsible for the implementation of action plans.	2019	2021
	Overcome difficulties: The feedback on improving training quality has not yet been diversified. It is also necessary to collect additional feedback from relevant non-regular students, former learners, employers, and education managers.	Collect feedback from non-regular students, former learners, employers, educational administrators at all levels who are related to university's training quality on a regular basis.	The Center for Quality Assurance is in charge of implementation, Office for Politics and Students Affairs, Youth Union, Center for Continuous Training coordinate to carry out the activities.	2019	2021
2.	Promote strengths: The quality assurance process has been implemented effectively. The University Education	Continue to strengthen the capacity of the center staff and developa team of	The Center for Quality Assurance is in charge of implementation.	2019	2021

No.	Objectives	Content	Implimentation units	Deadlines	
				Start	Finish
	Quality Assurance Center has a strong professional team.	assistants to ensure training quality.	Relevant units co-ordinate to conduct the activities.		
	Promote strengths: The school has strictly carried out self-assessment process and registered to be externally assessed at both the curriculum and university levels.	Continue to strictly carry out self-assessment process and registered to be externally assessed periodically.	The Center for Quality Assurance is in charge of implementation, Relevant units co-ordinate to carry out the process.	2019	2021
	Promote strengths: The school has developed a system of various task software, including specialized software to support the management of lecturers and students.	Focus on integrating this task software into a unified system of university resource management.	IT center is in charge of implementation. Relevant units support and carry out the process.	2019	2019
	Promote strengths: The school has a system of tools to collect feedback from students, regular learners and teachers to improve training and service quality.	Continue to standardize tools to collect feedback from students, regular learners and lecturers. Collect feedback more frequently and in a wider area.	The Center for Quality Assurance is in charge of implementation.	2019	2021

e. Self-assessment of the criterion

Criterion 3	Assessment scale						
	1	2	3	4	5	6	7
Index 1.3.1				4			
Index 1.3.2					5		

Index 1.3.3				4			
Index 1.3.4							
Average	4,2						

❖ *Self-assessment of Standard 1*

Standard 1	Assessment scale						
	1	2	3	4	5	6	7
Criterion 1: Strategic vision							
<i>Index 1.1.1: The vision and strategic plan are in line with the mission of the university.</i>				5			
<i>Index 1.1.2: All relevant units and individuals are well informed of the university's vision. It is promoted in school activities, especially in the development of faculty members and learners.</i>			4				
Criterion score	4,5						
Criterion 2: Management							
<i>Index 1.2.1: The university has a range of policies, procedures, regulations, tools to carry out the mission, implement the strategic plan and encourage the management, teaching and technical staff to develop their capabilities.</i>				4			
<i>Index 1.2.2: Professional capacity of recruited personnel meets requirements of each job position.</i>				4			
<i>Index 1.2.3: All staff comply with the regulations on periodical responsibility and accountability.</i>					5		
Criterion score	4,3						
Criterion 3: Quality assurance system							
<i>Index 1.3.1: The university has appropriate policies, quality assurance units, and</i>				4			

<i>qualified personnel to effectively implement internal quality assurance activities at the school and program level.</i>							
<i>Index 1.3.2: The university has conducted self-assessment activities to improve training quality at school and program level.</i>					5		
<i>Index 1.3.3: The university has an integrated information system to periodically collect and process data about lecturers and learners.</i>				4			
<i>Index 1.3.4: The university has a system to collect feedback from relevant organizations and individuals on learning progress, experiences and improvements in learning quality. The university adopts effective methods to process the data and use it to improve teaching quality.</i>				4			
Criterion score	4,2						
STANDARD SCORE	4,33						
CAPABILITY LEVEL	4						

1. Standard 2: TRAINING PROGRAM

2.4. Criterion 4: Curriculum Development

a. Description

2.4.1. The procedure of curriculum design, development, verification, implementation and amendment is in accordance with the university's mission, vision and objectives and all the tasks assigned by the Government.

HNUE has the mission of "training high-quality human resources for university and post-graduate education, fostering talents for the national and social education system, basic science research, educational science and applied science to an advanced level; providing educational and scientific and technological services for the cause of industrialization, modernization of the country and international integration" [H2.04.01.01]. All the programs are designed based on the regulations stated by Ministry of Education and Training, the Circular 08/2011/TT-BGDĐT and the Circular 07/2015/TT-BGDĐT; and are listed in the training programs approved by the Circular 14/2010/TT-BGDĐT on the education list and the Circular 08/2011/TT-

BGDĐT and Circular 07/2015/TT-BGDĐT and named in the list of training allowed for training in Circular No. 14/2010/TT-BGDĐT on the list of education, Circular No. 32/2013/TT-BGDĐT amending Circular No. 24/2010/TT-BGDĐT of the Ministry of Education and Training and Circular No. 24/2017/TT-BGDĐT Promulgating the List of Level IV education and training at university level [H2.04.01.02]. All training programs of the University meet the requirements of the training goals specified in the Higher Education Law [H2.04.01.03] and are associated with the University's mission, vision, strategic goals and assigned tasks.

Currently, Hanoi National University of Education owns 43 PhD Training Programs, 55 Master Training Programs, 45 Full-time Bachelor Programs, 40 Part-time Bachelor Programs [H2.04.01.04]. Regarding the training program, HNUE is implementing 26 training and certification programs approved by the Ministry of Education and Training [H2.04.01.05]. Moreover, the university had designed nearly 500 modules for teacher training programs and education management staffs [H2.04.01.06]. Before issuing training and retraining programs, the University establishes the Acceptance Council to review the process of developing, compiling and appraising the content of the program.

In order to develop training programs and teacher profession development training programs, the university has a predetermined procedure of curriculum design, development, verification, implementation and amendment are in line with the university's mission, vision and objectives and all the tasks assigned by the Government. The President requires specialized units to conduct a survey; identify the staff demand based on the required level and education field; and conduct surveys on the employer's need of the graduates and their minimum requirement of knowledge and skills that graduates must have upon graduating from the university [H2.04.01.07]. Based on the survey findings and the current university's mission, vision and objectives, the university will then decide the overall and specific objectives and the university standard exit levels; identify the program structure and the appropriate knowledge workload; design and develop the training programs that ensure the predetermined program objectives and outcomes [H2.04.01.08]; compare the programs with those of the same levels and majors at other training institutes in Vietnam and in other countries to improve the programs; design detailed syllabus based on the predetermined training program [H2.04.01.06; H2.04.01.07]; organize workshops and seminars to collect opinions from teachers, management staffs inside and outside the training institutes, opinions from the scientists, representatives from employers, and the graduates; complete the draft of training programs based on the collective feedback from the related organizations; submit the programs to the Acceptance Board to check,

verify and implement [H2.04.01.11]; evaluate and regularly update the training content and teaching methodology based on the innovation in specialized fields and the employer's need of labors.

Hanoi National University of Education has various training sectors, training systems and forms of training. Besides the full-time training programs, the university also offers the in-service training programs, regular enhancement training programs, short term training programs, and university transfer training programs to meet the increasing demand of many provinces in Vietnam [H2.04.01.12]. For the enhancement training programs, the university will either implement the programs assigned by the Ministry of Education and Training and grant certificates upon completion, or implements the programs for teachers and management staffs based on the selected modules and students' current needs.

In 2018, HNUE has built and organized 04 in-service training (Fostering high school teachers to act as a counselor for students; Fostering teachers of natural sciences at lower secondary schools; Training teachers in History and Geography at Secondary School; Training teachers in Informatics for Informatics and Technology in Primary) to perform the tasks assigned by the Ministry of Education and Training [H2.04.01.13]. The university has issued a policy and determined to implement a new construction of all existing training programs of the University. By April 2019, HNUE has completed and issued the standard output framework of the training programs for bachelor of education an training model [H2.04.01.14].

In July 2019, HNUE built a program of training high school teachers to conduct vocational education for students to meet the needs of teachers in the localities to conduct vocational training for students under the Project. "Career-oriented education and orientation of student flow in general education for the period of 2018 - 2025". The university held a pilot training course and planned to hold a license conference of the Ministry of Education and Training [H2.04.01.15].

2.4.2. All the training and enhancement programs are systematically and consistently designed and developed basing on the students' current needs.

During the academic year of 2009-2010, HNUE has designed training programs and started to implement them based on the credit point system and all the regulations accompanying that system [H2.04.02.01]. In 2010, the university also renewed 51 training programs at postgraduate levels [H2.04.02.02, H2.04.02.03].

The process of developing teacher training and in-service training programs is rigorous at all steps and ensures systematic, up-to-date and flexible after determining human resource needs according to qualifications and industry, specialized training to flexibly meet the labor market's human resource needs. Before developing the

program, the university has an overall assessment of existing programs; research the needs and requirements of the labor market, especially the requirements for teacher training to meet current educational reforms; Set up groups of experts to build new training program [H2.04.02.04]; refer to some models of teacher training of some countries such as Korea, Taiwan, Finland, France, Germany, England, USA... [H2.04.02.05]; Refer to the training programs of universities in Vietnam such as Hanoi University of Education 2, Thai Nguyen University of Education, Vinh University, University of Education - Hue University, University of Education - Danang University, Ho Chi Minh City University of Education... [H2.04.02.06].

Facing the demands of teaching staff of foreign schools, in 2013, the University built and implemented 7 new training programs including 5 training programs for teachers of Math, Physics, Chemistry, and Informatics. Biology in English and 2 training programs in Primary Education - English and Early Childhood Education - English Language [H2.04.02.07]; Organizing many seminars and conferences within the University as well as with 6 universities that have trained teachers on new training program [H2.04.02.08].

When implementing a new training program, the university has received a great deal of constructive feedback from lecturers, teachers and recruiters. All the feedback stresses on the strong points of the programs: the appropriate portion of knowledge, especially that of profession/occupation training, the reduction in the numbers of terms, the increase in the elective subjects, the increase in the vertical and horizontal university transfer training [H2.04.02.09]. However, the number of feedback from employers about training program is low.

During the period of 2017 - 2020, the university plans to open new integrated training programs for teachers to meet the educational innovation requirements. HNUE has initially implemented some training courses for teachers in the form of online to create favorable conditions for learners [H2.04.02.09].

2.4.3. All the teacher training programs are regularly evaluated, assessed, revised and amended by all the involved parties.

HNUE always focuses on reviewing, updating, supplementing the training program and teacher training program, this is done after each training and retraining course. Since the implementation of credit-based training (2009-2010), the university has twice revised the output standards and regular training programs to meet the needs of stakeholders in the years of 2014 and 2018. In 2014, HNUE has built a new output standard and revised all of the teacher training programs applied to students from the 2015-2016 enrollment course [H2.04.02.07].

Before adjusting or constructing new training program, the university set up a

training program to consider adjusting, reviewing training programs and curriculum system of training systems [H2.04.03.01], [H2.04.03 .02]; The University references some advanced training programs of domestic, regional and international universities [H2.04.02.04; H2.04.02.05]. Besides, HNUE conducted a survey to get opinions of students before graduation about training program [H2.04.03.03]; organize a job fair with the participation of employers... [H2.04.03.04], which is the basis for the University to adjust and improve the training program to better meet the needs of the employers. labor market demand [H2.04.02.07]. In addition to adjusting and updating periodically, the University also conducts the adjustment of training programs right in the process of deploying training, if the training department detects that a problem arises or needs changes to update new knowledge... The president proposed to request the university to consider and decide to carry out the amendment and supplement of that training program. The minutes of the Council of Science and Training's meetings on curriculum review of the departments all show the consultation of related parties on the training program [H2.04.01.08].

Some of the University's programs have been evaluated by a number of foreign universities and agreed to sign joint training agreements such as Literature with Busan University (South Korea), and Vietnamese Studies with the Institute of Technology Nanning (China) in the form of 2 + 2 student exchange between the two universities. According to the agreement, every year, the two universities exchanged a number of students studying for the last 2 years and were granted the diploma for the eligible students as prescribed [H2.04.03.05].

In 2013, the Center for Research and Teacher Professional Development was established to help students improve their profession capacity as well as to meet the needs of teacher professional training over the country [H2.04.03.06]. The university also designed a new training program for pedagogical development, increased the practicum training time for students at secondary schools and in the center [H2.04.02.07]. From the first semester in year 2, students visit secondary schools to observe, study and practice their teaching [H2.04.03.07].

The university has conducted Self-Assessment of training programs. Initially, 02 training programs (High Quality Chemistry and Primary Education) of HNUE were self-assessed according to the Circular 04/2016/TT-BGDĐT of the Ministry of Education and Training. They were also external evaluated by the Center for Quality Assurance - Hanoi National University in May 2018. In April 2019, the National Center for Quality Assurance signed the decisions No. 124/QĐ-KĐCL and 125/QĐ-KĐCL recognizing the quality educational standards for two undergraduate programs including High Quality Chemistry Education and Primary Education [H2.04.03.08].

However, compared to the training scale of the University, the number of training programs that are implemented for self-assessment and quality accreditation is still limited.

The university is planning to continue this self-assessment and assessment until 2020, and at least 10% of the programs will be assessed and 2 of these programs will be assessed based on Southeast Asian Standard (AUN-QA) [H2.04.03.09].

The regular accelerated training programs are designed based on the customers' needs and especially follow the Local Education Department's requirements, and therefore these programs are always up to date. Basing on the particular demand of each department, the university works with cooperative sites for teaching and learning facilities, materials, and teachers of high expertise and experience. The fostering programs may take place during summer time or at weekends (Saturday and Sunday). After each training module, the university conducts examination and assessment via the portfolios which later provide data for amendment and program quality improvement [H2.04.03.10].

After finishing each training module, the University coordinated with associated institutions to collect survey ideas focusing on the following contents: class organization; teaching quality of teachers and the urgency of thematic training courses. The adjustment of the training content and materials for the training is implemented annually by the University through the results of the learners' surveys and the opinions of experts, scientists who have been participating into programs organized by the Ministry of Education and Training [H2.04.03.11]. That is the basis for the University to offer special subjects that need to be fostered to meet the educational and social renewal requirements.

In 2018, the University organized the construction of a new training program to better meet the HNUE's mission and vision on the basis of receiving the suggestions of learners and related organizations. HNUE organizes building a training model, outcome standards in order to meet the needs of learners and other stakeholders promptly. The new training program is conducted in groups and some groups already have specific products [H2.04.03.12].

b. Strengths

- All the training programs follow the predetermined training objectives.
- There are 7 training programs conducted in English.
- All the programs are up to date, revised and amended periodically based on the current needs.
- The regular fostering programs are regularly updated and amended to satisfy the involved parties' needs.

c. Weaknesses

- There is limited reference to each training program with all involved parties.
 - There is limited reference for international training programs and the results remain limited.

- The number of training programs which have been self-evaluated and assessed is still low in comparison with the training scope.

d. Action Plan

No	Objectives	Content	Implementing units	Deadlines	
				Start	Finish
1	There is limited reference to each training program with all involved parties	Organizing to collect opinions of related parties to review, adjust initial and in-service training programs	Office for Academic Affairs, Center for Continuous Training; and other faculties	2019	2022
2	There is limited reference for international training programs and the results remain limited	Research models, refer to training curriculum and teacher training from international experience.	Office for Academic Affairs, Center for Continuous Training; and other faculties	2019	2022
3	The number of training programs which have been self-evaluated and assessed is still low in comparison with the training scope	- Continue evaluating training program according to Circular 04 - Make an action plan and report the results of quality improvement after the	Office for Academic Affairs; Center for Quality Assurance and other faculties	2019	2022

e. Self-assessment of the criterion

Criterion 4	Assessment Scale						
	1	2	3	4	5	6	7
Index 2.4.1				4			
Index 2.4.2				4			

Index 2.4.3				4			
Average	4						

2.5. Criterion 5. The program content and implementation

a. Description

2.5.1. The program content meets the graduation requirements, attaches to professional requirements, ensures the science factors, is up to date, and integrates arising education problems and the changes in local, national and international settings

Pursuant to Regulation No. 2196/BGDĐT-GDĐH of April 22, 2010 of the Ministry of Education and Training, HNUE has developed the corresponding outcome standards for each training program and has specific provisions in the formulation and adjustment. The training programs have reasonable structure designed to meet the standard of practice associated with professional standards. In 2014, on the basis of reviewing and re-evaluating the outcome standards of the training programs built in 2009 and based on the current teacher professional standards, the University built and issued the output standards of all training programs [H2.05.01.01]. Outcome standards are the basis for determining the position and ability to work after graduation, the ability to study and improve the level of graduates. The outcome standards are published on the University's homepage [H2.05.01.02].

100% graduate and post-graduate programs have predetermined the overall objectives and specific objectives which have been separated into qualitative and quantitative indexes (including the graduates' knowledge, skills, attitude and capacity, and professional opportunity) [H2.04.01.09; H2.04.01.10; H2.04.01.12; H2.04.02.04]. Besides these objectives, prerequisite requirements are also stated in details in the course outline for each term to meet the training objectives based on the Law of University Training and Education, the description of knowledge and profession level of the graduates. The objectives for each major consist of overall and specific objectives which suit the current situations in Vietnam and at the university [H2.04.01.09; H2.04.01.10]. Following the new graduation requirements, especially those on the students' teaching competence, the university designed all the training programs, increased from 130 to 135 credits for each program, and ensured that 25% of the program time is for teaching professional training and practice [H2.04.02.07]. The training programs were considered to satisfy the knowledge and skill required for university graduates (Document 2196/BGDĐT-GDĐH on the guideline for determining and applying the graduation requirements issued by Ministry of Education

and Training [H2.05.01.03]. Every year, the university conducts surveys on the content and quality of the training programs: one before graduation and one after graduation for a year. The survey results will be used as the grounds for revision and amendment to meet the reality and the local contexts of teaching and learning [H2.05.01.04].

In 2018, HNUE organized a training model and corresponding outcome standards for each training program and clearly specified documents in the development and adjustment of training program and vocational training program suitable for each subject created based on Circular 07/2015/TT-BGDĐT April 16, 2015 of the Minister of Education and Training stipulating the minimum amount of knowledge, capacity requirements that learners achieve for each level of education of the higher education level and the process of building, evaluating and promulgating training programs for undergraduate, masters and doctoral degrees [H2.05.01.05]. After building the Training Model and Outcome Standards with the learner survey results, the University organized a new training program development. HNUE assigned the program development teams, each group and members have specific tasks and issued a model of bachelor training and the outcome standard framework [H2.05.01.06] .

In-service continuous training programs that are tailored to the mode of training and meet learners' needs and integrate real-world educational issues and changes in the context of local, national and international. For the joint training program from college to university in the form of learning by doing, the University has built a program framework to suit the enrollment subjects while meeting the advanced requirements. The qualification is suitable to the learned specialization and meets the output standards. For university transfer programs of teacher training disciplines, the content is always updated to meet the requirements of renewing textbooks and new general education programs [H2.05.01.07].

Every year, the University conducts and signs a memorandum of cooperation with a number of foreign-based high schools in Hanoi to send students to practice and get feedback from these schools, proceed to develop and revise the curriculum to meet the requirements of international standards [H2.05.01.08].

2.5.2. The training programs shows the appropriateness between theory and practice, equip students with comprehensive knowledge, teaching capability and quality to perform their teaching practice effectively.

The training program has appropriate structure and includes groups of knowledge: general knowledge, basic knowledge of the broad field, basic knowledge of the specific field, and supplementary knowledge. The training programs are designed consistently to ensure the graduation requirements [H2.05.01.01]. Out of 135

credits, the general accounts for 20 credits (language learning and knowledge and science of Marxism and Leninism), basic knowledge of the broad field accounts for 81 credits (basic knowledge and professional capability), and 34 credits are for pedagogical theory and practice. All the training programs also predetermine all the prerequisite requirements for each program and the compulsory contents such as National Defense Education and Physical Education. The programs clearly state the compulsory knowledge of the profession, ability to adapt into practice, skills to deal with issues and solve the problems; all soft skills such as communicative skills, team work skills, information technology application and foreign language use... [H2.04.02.07]. Hanoi National University of Education also determines the foreign language graduation requirements [H2.05.02.01]. The training programs plan to improve the students' practical skills, increase time spent on practice and practicum training to 25% [H2.04.02.07]. From semester 1 year 2, students will be regularly sent to secondary schools for observation and teaching practice. All the students' activities at the practicum site are organized effectively and offer the students the chance to adapt their theory learned into practice, thus improve their teaching practice [H2.05.02.02]. The university regularly conducts surveys on the content and quality of all the training programs twice a year and survey students before they graduate. The survey results will be used as the grounds for further amendment [H2.05.01.04; H2.05.02.03].

The in-service training system is also designed to ensure the appropriateness and reasonableness between theory and practice, ensuring that learners have sufficient capacity and quality to effectively carry out teaching activities. learn [H2.05.02.04]. For the joint training program for teacher training disciplines, the program ensures the continuity from the knowledge block in the previous program that the learners have accumulated. The program ensures general knowledge and specialized knowledge. Duration of practice is shown in each subject. For knowledge of occupational skills, students are allowed to perform professional exercises under the guidance of specialized subject teaching methods. [H2.05.02.05].

The training programs built by the University ensure a reasonable ratio between theory and practice. The content of the seminar shows clearly the number of theories of direct fostering, the number of practice periods in accordance with the requirements of that special topic. Time for practice is instructed directly by the instructor through activities organized in class, then students implement by themselves at the work unit, in the classroom. After each training, students must write the harvest and get results to evaluate the entire training course [H2.05.01.07].

Some refresher courses for teachers, in addition to the deployment of theoretical knowledge, instructors and classroom practice through a variety of methods: organizing group activities, practicing on school equipment specific learning or organization of practical teaching teachers [H2.05.02.05]. Through the survey after each training session, trainees who are teachers working at educational institutions feel satisfied and highly appreciate the quality of fostering for subjects with a reasonable distribution between the theory part because they are "hands-on" [H2.05.02.06].

2.5.3. The distribution of semester content meets the students' personal needs and study plan

Each full-time program has 110 compulsory credits and about 40-50 optional credits. Depend on different ability, the students can select and study from 14 to 20 credits. All the semesters are coded and classified basing on the specific group of knowledge and the faculty in charge of. The prerequisites for each semester are logic in design to match each student's study plan. All the optional subjects are arranged in the semester 2 so that students can be flexible selecting the skills they need to be well prepared for their future jobs [H2.04.02.07; H2.05.03.01]. The university's compulsory task is to ensure the logical flow and upgrade of knowledge in all the training programs during the process of program designing. The transferable knowledge required for student to shift from college to university study can be maintained and stimulated during their study time at college level to shorten their tuition and their study time to 1.5 years. The transferability from college to university can also be seen in a way that the amount of general knowledge (20 units) and knowledge of Physical Exercise and National Defense are consistent in all the training programs at university level. Each training program has its own amount of general knowledge. For example, the training programs for Physics Education, Chemistry Education, Biology Education all have general knowledge of mathematics. Geography Education and History Education have general credits that students can register to study with other students in other faculties. This transferability from programs to programs at university and the training programs between other universities brings students opportunities to study for a second degree because they can make use of the knowledge stimulated when studying for the first degree. Thus, some subjects can be excluded or reduced [H2.05.03.02].

For the in-service training programs, since 2017, the university has shifted to the credit point training system which is in accordance with the Circular 06/2017/TT-BGDĐT issued by Ministry of Education and Training on 15/03/2013. The content of the in-service training programs is similar to that of the full-time training programs [H2.05.03.03]. Training plan is prepared every semester, and it includes from 15 to 20

credits. The students usually study every evening, Saturday and Sunday so that they can continue their work while studying [H2.05.03.04].

Facing the requirements of changing textbooks and applying new school curricula, the University always proactively develops and updates the system of teacher training programs to inform educational institutions and teachers in both country. At the same time, based on the recommendations of learners through educational institutions and affiliates, the teacher training programs of the University are deployed flexibly to suit each subject [H2.05.01.07]. This kind of training often takes place in the summer time, on Saturdays or Sundays [H2.05.03.04].

2.5.4. The integrated training programs offers students variety of popular teaching and learning situations at the secondary schools

The university focuses on the facility and teaching equipment to help students get used to teaching practice at secondary schools even when they study at university. There are teaching practice rooms with modern teaching equipment that help students practice all the pedagogical situations more regularly. Especially, the Center for Teacher Professional Research and Development was established in 2013 and this center has made significant contributions to the process of students' profession practice and pedagogical development. From the semester 1 year 2, students are regularly sent to the secondary schools for observation, insights into the common teaching situations and practice of their teaching skills. Besides, every year the university also organizes Teaching Contest for education students. This offers students chances to familiarize themselves with different teaching situations and learn how to solve arising problems in the real teaching practices [H2.05.04.01].

Every year, the University conducts surveys to collect students' opinions about the field/training course before graduation. Summary of the survey results show that the majority of students are satisfied with the organization of training, counseling as well as learning support to facilitate flexible learning for learners [H2.05.04.02].

2.5.5. The university ensures the appropriateness of the labor source, the length of the programs, the time distribution, and time table for the training activities during the implementation process to meet the graduation requirements.

Hanoi National University of Education has enough lecturers to serve the training task. The faculty and service staff of the university have a strong political stance, good ethical qualities, professional qualifications and skills suitable for their training majors [H2.05.05.01; H2.05.05.02]. The university has adequate facilities (classrooms, laboratories, libraries, equipment), financial resources to meet the training activities [H2.05.05.03; H2.05.05.04; H2.05.05.05]. Annually, based on available resources, HNUE will develop an appropriate academic year plan and ensure the study plan for

learners [H2.05.05.06]. The timetable is built by the University in accordance with the academic year plan and is accompanied by a learning path guide so that learners can meet the amount of knowledge required by the curriculum of the training program to meet the output standard [H2.05.03. .01]. The training plan of the in-service training classes is built in a flexible, flexible, and ensure the requirements of the subjects, while creating conditions for learners to participate fully without affecting the learners' job. For teacher training programs, training activities mainly take place on weekends (Saturday, Sunday); For mountainous provinces with difficult access conditions, the classes will take place during the summer holidays [H2.05.05.06].

Students' performance are summarized in each semester in order to orient the best learning path so that learners can complete the training program in the shortest time [H2.05.05.07].

The plan to organize training classes takes place flexibly to the participants. Training time can be on weekends, continuously in summer or in series. Training plans may also be arranged to suit local requirements (chaired by the local Department of Education and Training) [H2.05.05.08].

According to the annual survey results on graduated students, it showed that over 65% of students said that "the facilities of HNUE meets the learning and practice requirements of the discipline" [H2.05.04.02].

2.5.6. The implementation is flexible to satisfy the needs and concerns of secondary teachers and management staffs.

The system of training programs of HNUE is rich and is flexibly implemented in terms of study time for students, can be studied in the summer, or at night; flexible content to meet each object, according to the needs of work, local practices; flexibility in teaching methods for each learning subject: group study, experiential learning; flexibility in venue of local and school classes; flexibility in forms of teaching, online, electronic lectures, live [H2.04.03.10; H2.05.05.06].

After each training course, the University held feedback sheets of learners, from which there were specific adjustments to the content of training topics as well as the organization to deploy in the following years [H2.05.02.06].

b. Strengths

- There are outcome standards for all of the training programs.
- The training content meets the graduation requirements, attaches to professional requirements, ensures the balance between theory and practice, ensures the learners' comprehensive knowledge, capability and quality to involve effectively in all the learning and teaching activities.

- Students have chance to get used to secondary teaching environment early so they can be active in their profession activities, in solving arising problems in real teaching practices.

- The system of the training programs is various and flexibly implemented so it meets the needs of different learners and local areas.

c. Weaknesses

The survey process aiming to collect feedback from learners and all involved parties (on the appropriateness between the program content in comparison with graduation *requirements*, between theory and practice, between different learners' needs) is not regular and not controlled systematically, especially in-service training programs.

d. Action plans

No.	Objectives	Content	Implementing units	Duration	
				Start	Start
1	Overcome difficulties	- Collected the feedback from part-time former students on the appropriateness and quality of the training programs and fostering programs	- Center for countinuous training - Center for Quality Assurance	2019	2020
2	Promote strengths	- Evaluate the training programs and fostering programs for teachers, and management staffs in ETEP program.	- Center for countinuous training - Center for Quality Assurance - HNUE's ETEP Management Board	2019	2020

f. Self-assessment of the criterion

Criterion 5	Assessment Scale						
	1	2	3	4	5	6	7

Index 2.5.1				4			
Index 2.5.2				4			
Index 2.5.3				4			
Index 2.5.4				4			
Index 2.5.5				4			
Index 2.5.6				4			
Average	4						

❖ *Self-assessment of Standard 2*

Standard 2	Assessment scale						
	1	2	3	4	5	6	7
Criterion 2.4: Program Development							
<i>Index 2.4.1: The process of program design, assessment, implementation, supervision and adjustment is attached to the university's mission, strategic vision and objectives and the missions assigned by the Government.</i>				4			
<i>Index 2.4.2: The training programs and fostering programs are developed basing on the needs of all involved parties so they are consistent and systematic.</i>				4			
<i>Index 2.4.3: The training programs and fostering programs are periodically evaluated, assessed, revised, and amended by all involved parties.</i>				4			
Criterion score	4						
Criterion 2.5: Program Content and Implementation							
<i>Index 2.5.1: The program content meets the exit standard, attaches to profession standard, is modern and up to date, and integrates all the arising education problems and changes in the local, national</i>				4			

<i>and international contexts.</i>							
<i>Index 2.5.2: The program shows the appropriateness between theory and practice and ensures the learners' comprehensive knowledge, capability and quality to involve successfully in all teaching and learning activities.</i>				4			
<i>Index 2.5.3: The distribution of semester content meets the learners' personal needs and study plan.</i>				4			
<i>Index 2.5.4: The integrated training programs offers students variety of popular teaching and learning situations at the secondary schools.</i>				4			
<i>Index 2.5.5: The university ensures the appropriateness of the labor source, the length of the programs, the time distribution, and time table for the training activities during the implementation process to meet the exit requirements.</i>				4			
<i>Index 2.5.6: The implementation is flexible to satisfy the needs and concerns of secondary teachers and management staffs.</i>				4			
Criterion score	4						
STANDARD SCORE	4						
CAPABILITY LEVEL	4						

3. Standard 3

3.6. Criterion 6. Policy on Research, Development and Innovation

a. Description

3.6.1. The university has policies and long-term plans for research, development and innovation with the university's vision, strategic plan, and government mandate

The long-term plans for research, development and innovation have been developed and defined in the Strategic Development Plan for the period of 2011-2020 and the vision for 2030, amended and supplemented in the HNUE's Mission, Vision

and Development Strategic Plan for the period of 2017-2025 and vision to 2035. The plan is concretized into the overall goals and targets of the Party Committee of Party Committee in the term 2015-2020 [H3.06.01.01]. The University clearly stipulates the organization, content of management of science and technology activities, functions and duties of individuals and units of the University in the Regulation on organization and operation, issued in 2011; and Regulations on organization and operation of the HNUE have just been changed and issued in September 2019 [H3.06.01.02].

In order to develop the research activities, HNUE has set up the regulations on Science and Technology research which clearly states the responsibilities of the individual researcher, of the university's faculties and departments as well as the research guideline for all the research activities. With the orientation of being a prestigious regional and international research university and the responsibility to train high-quality teachers, HNUE has developed and promulgated it in conjunction with the Regulation on Science and Technology Activities of HNUE, Research Orientation for Educational Sciences: Philosophy, goals, high schools and managements; Standards, contents, methods and forms of educational activity organisations; infrastructure and facilities; Evaluation and verification; Research on educational science, basic research in education [H3.06.01.03].

Every year, HNUE implements the research activities including projects, curriculum design and the research tasks of the Government, Ministry and Industries; the projects for science and technology facilities; the provision of information of Ministry of Education and Training's science and technology; the research projects and tasks at the university level and other research activities (workshops, academic seminars, annual student research reports...). At the end of each academic year, HNUE consolidates and evaluates all the research activities and proposes a new plan for the coming year [H3.06.01.04]. HNUE also conducts workshops to evaluate the research activities such as *'Improving HNUE lecturers' research capability and teaching practices'* (2013), *'Solutions for improving the research capability of HNUE'* (2015) [H3.06.01.05; H3.06.01.06]. Especially, *'Fostering the science and technology research and international cooperation for the period of 2014 - 2020'* (2014) which have been developed into the university's research orientation and research regulation [H3.06.01.02; H3.06.01.03]. In 2018, HNUE has built the university capacity research and development plan within the framework of the ETEP program [H3.06.01.07].

HNUE established 02 Council for Education Science and Social Sciences to advise on the construction of tasks and evaluate the results of these field activities [H3.06.01.08]. In early 2018, the advisory councils met to review the University's science and technology activities and set out specific action orientations [H3.06.01.09]

such as: STEM education development; Regularly organizing the International Conference on Educational Sciences - December 2019, HNUE holds the International Conference "Innovation in teaching and training and retraining teachers". Firstly, more than 20 international scientists have registered to attend [H3.06.01.10]; Expanding cooperation with agencies, organizations, and departments of Science and Technology... In 2018 and 2019, HNUE expanded cooperation to register for the implementation of provincial projects of the Office for Science and Technology of Thanh Hoa, Son La, Hai Duong and Science and Technology tasks assigned by the Department of Dyke Management and Disaster Prevention [H3.06.01.11].

Despite its long-term plan on research activities, the annual plans are not consistent with the long-term plan. Also, there is no annual evaluation and amendment to the long-term plan.

3.6.2. The university has policies to prioritize research facilities and budget, to develop and innovate the educational science.

In the Resolution of the Party Congress; Scientific and technological development orientations in the Regulation on Science and Technology activities of HNUE; The summary report of the school year and new directions of tasks for the new school year always emphasize the priority of investment in developing Science Education [H3.06.01.01, H3.06.01.02, H3.06.01.04]. The university has given priority to invest in equipment for researching educational resources [H3.06.02.01]. The University has invested in pedagogical practice rooms and established a Center for Research and Teacher Professional Development [H3.06.02.02].

HNUE invests by its own budget for doing tasks on education, up to now, the school has ordered 9 tasks, with a total of VND 550 million. In 2013, the University prioritized the implementation of 7/10 key studies with a budget of VND 960/1400 million. In 2018, the University has invested in developing two key tasks at the university level [H3.06.02.03];

Taking advantage of the investment sources for educational planning, in 2017 – 2018, HNUE was approved to implement 5 topics in the educational program; 16-20 program with a total budget of 16.7 billion VND; 01 project under the Northwest Program, with a budget of VND 2.96 billion; 01 state-level independent project with funding of 2.95 billion VND [H3.06.02.04]. From 2014 to 2018, the University's staff implemented 10 NAFOSTED Fund projects, with a total budget of VND 6,388 million and 49 missions and ministry-level educational projects, with a total budget of VND 10,835 million [H3.06.02.05].

Within the framework of the ETEP program, the University has the first source of support for the activities to improve the research and development capacity of the

University. During 2017 - 2018, the ETEP project invested in 15 projects for evaluating and developing teacher training and retraining programs and management innovation of the university [H3.06.02.06].

Every year, HNUE is dedicated to funding the publishing of textbooks. In 2015, the university invested in building and publishing a set of 1 set of books, namely "*Integrated teaching for student capability development*" (2 volumes) [H3.06.02.07].

Priority is given to the development orientation of STEM education, in the planned plan to develop STEM research tasks, to organize bidding and to be selected for STEM state-level tasks, to organize and support staff to attend scientific seminars on STEM [H3.06.02.08].

There has been initial progress and innovation in education science. The teaching website '*Forum on active teaching and learning (giaoducphothong.edu.vn)*' managed by the Center for Learning Material Development has been upgraded and used nationwide. By investing in research tasks, HNUE has determined the research orientation for groups of researchers on Curriculum Development, Experiential Learning and Integrated Subjects. These groups of researchers have published 2 supplementary books and a set of books to apply experiential learning at secondary school level and continues developing research activities and improving from University research tasks to Ministry research missions B2014-17-05NV, B2016-SPH-03, B2016-SPH-04, B2016-SPH-10, B2017-SPH-29, KHGD/16-20.ĐT.039 [H3.06.02.03; H3.06.02.05; H3.06.02.08; H3.06.02.09].

Although HNUE has policies to prioritize research facilities and budget, to develop and innovate the educational science, there is no specific evaluation and clear annual plan.

3.6.3. Research findings are integrated and applied in teaching and learning activities.

The Resolution of the 13th National Congress (the term of 2015-2020) of the HNUE's Party Committee clearly stated: "Promote scientific research as a premise to maintain and improve the quality of training, attach special importance to developing deploy applied research into daily life, production and practice of renovating education and training at all levels" [H3.06.01.01]. In the orientation of the academic year, the combination of scientific research with training is always given in the solution section [H3.06.01.04]. Scientific research activities and research results of lecturers are often integrated and applied immediately in their teaching activities such as supplementing subjects' refreshing subjects and training bachelors, masters and doctorates, update on training activities for teachers and educational managers, so the university's research is more or less integrated or applied in teaching and learning activities. The research

tasks also supplement monographs, textbooks, reference books in service of research, teaching and learning of education institutions and general education system [H3.06.03.01; H3.03.06.02].

With the updated renovation trend for general education, HNUE has directed and ordered researches, the University's lecturers have actively researched new topical issues such as the development of the school program; Teaching, testing, evaluating according to ability; integrated teaching; STEM education in teaching, LAMAP... [H3.06.02.03, H3.06.02.05]. In addition to the articles and books published under new research directions, in 2018, the postgraduate training program specializing in Theory and subject teaching methods were included in new subjects such as program development, teaching integrated learning, competence-based assessment, STEM-oriented teaching, or content updates to the subject [H3.03.06.03].

From the HNUE's orientations and investments, research groups such as STEM, creative experiences, school program development, career guidance, and research investments have been developed. These tasks have been updated in the curriculum and innovation of teaching and learning activities of the school. The faculties of Technological Education, Physics, Chemistry, Biology have updated STEM education into teaching methods in the student training program, graduate students as in the postgraduate training program for Theory and teaching method of Chemistry, supplemented with STEM educational experience activities [H3.06.03.04]. Project B2016 - SPH - 05 (Training vocational education competencies for teacher students) has contributed to the development and supplementation of the subject of vocational education [H3.06.03 .05]. Project SPHN 2014 -17 - 04 NV (Enhancing the capacity of developing school programs for secondary teachers) and B2016 - SPH - 03 (Researching and proposing the capacity framework and forming capacity to develop programs for teacher students) has updated the content of "Developing training programs" for higher education on management education [H3.06.03.06].

The application of research findings in teaching practice has been reviewed and evaluated in HNUE's reports and conference presentations such as the presentation on HNUE's scientific research and technology transfer at the *Conference on the occasion of HNUE's 65th Anniversary Day* [H3.06.03.07]. In order to encourage the application of research findings in teaching and learning, research regulation (article 9, item 5) states that '*the research with potential application in the process of the University's and teacher training innovation will be the first to be approved*' [H4.03.06.01.03].

The research findings, especially in educational science, all aim to be applied in the innovation of teaching and learning. However, there are still a few orders of direct application in teaching and learning innovation from education institutions inside and

outside HNUE. There is no regular plan for application projects and application of research findings in teaching and learning.

3.6.4. The university's research findings promote policy development and planning, innovation in educational science and dissemination of research findings on a national, regional and international scale.

HNUE always develops plans to implement science and technology projects to promote the educational science development and innovation which contributes to policy making in education. In the series of 9 studies on teacher training innovation, the research results of the topic have been converted into references for education university in renovating training programs such as monographs: Teacher training model oriented to develop professional capacity; Teacher training program meeting the requirements of reforming general education; Teaching professional development in the direction of forming vocational competence for students in education universities [H3.06.04.01; H3.06.04.02]. Especially, the results of the project '*Solution to professional training innovation for education students to meet the demands of general school education in the new period*'. This proposal has been used as the rationale for all teacher training universities to agree that 25% of the total teacher training program would be used for pedagogical training [H3.06.04.03]. During the process of basic and comprehensive innovation in education and training, there are some issues in curriculum development, innovative experiential learning and integrated subjects. HNUE develops plans for the key projects and University research tasks [H3.06.02.03] and sets up the Ministry-level projects so as to improve the students' capabilities such as capacity of developing curriculum, organizing innovative experiential learning, designing local themes, vocational training capacity, organizing civic education and physical activities projects codes B2016 - SPH - 03, B2016 - SPH - 04, B2016 - SPH - 05, B2016 - SPH - 06, B2016 - SPH - 09 B2016 - SPH - 10; B2016 - SPH - 11 [H3.06.04.04]. Supplementary materials and University-level projects' materials are published nationwide [H3.06.03.09]

HNUE is assigned a number of research tasks and policy proposals by the Ministry of Education and Training. For example, Associate Professor Nguyen Cong Khanh was assigned a mission of evaluating and revising Circular 30/BGD&ĐT on primary student assessment [H3.06.04.05]. On September 22, 2016, the Ministry of Education and Training issued Circular 22/2016/TT-BGDĐT to amend, supplement and assign Assoc. Dr. Nguyen Cong Khanh the project KHCN/16-20.DT016 to continue working on Circular 22 and putting it into evaluation in the universal curriculum [H3.06.04.05]. The task of researching and forecasting general education teachers across the country (Ho Chi Minh City University of Education and Hanoi

National University of Education jointly implemented), the task continues to be done with the project of KHGD/16-20.ĐT10 and there have been many advisory documents and issues proposed to the Ministry of Education and Training [H3.06.04.06]; Study to develop a framework of cultural code of conduct in schools (Assoc. Prof. Dr. Nguyen Duc Son is assigned the Team Leader) [H3.06.04.07].

The results of a number of research assignments in the 2017 ETEP were used for education. HD3 Task Results - Researching standards development, selection processes and tasks of key teacher educators, has been integrated into the development of the Teacher Professional Standards. The toolkit of tasks HD12 - Develop a toolkit, propose analysis, synthesis and data processing and surveys to assess the needs of retraining teachers for secondary teachers according to occupational standards, which have been used by 8 education universities for 64 provinces [H3.06.04.08].

Regarding Special Education, HNUE has had many research projects from university level to ministry level and international level as well. Lecturers regularly give lectures and advice to special education centers nationwide. In 2018-2019, HNUE has cooperated with Vietnam Children Protection Fund to implement a project to write and publish 2 documents on Rehabilitation for autistic children in Vietnam; A document for parents and carers; A document for intervention officers and technicians; The document will be delivered to social protection centers and national special education and dissemination centers [H3.06.04.09].

Besides, many staffs are the authors of school curricula, text books and teacher books for primary and secondary levels [H3.06.03.05]. New fostering programs have been introduced and implemented in many departments of education and training nationwide [H3.06.04.10].

The research findings have been released and applied nationwide mainly through publications. In the last 5 years, a number of articles have been published in international journals [H3.06.04.11].

In 2017 - 2018, the HNUE's STEM team and STEM education research cooperated with Taiwan, participated in a joint project and signed a cooperation agreement between the Learning Resource Center and the Science Education Research Center - Taiwan University of Education, participating in a international conference in Taiwan on November 12, 2018. HNUE co-organized the STEM Workshop on August 13-15, 2018 in Thailand. In 2019, the University has 2 STEM projects in cooperation with Dundee University, Scotland and the Cambodian research team. [H3.06.04.12].

Although HNUE has orientation for educational science research and plan for research orders, there is no plan for product and implementation guideline.

b. Strengths

- HNUE has long-term policies and plans on research, development and innovation and is specified in the Resolution of the Party Congress, in the annual plan, consulted by the Social Sciences and Education Advisory Council to carry out specific activities and materialize by operating results.

- HNUE invests in implementing the key tasks of the educational plan for the educational activities of the school and the investment source for the development of the educational plan of the ETEP, utilizing the investment source of the educational program program/16-20 to implement 5 projects at State level.

- HNUE's researches are mainly for education and training such as training learners in making bachelor's and master's theses, supporting doctoral training; renovating teacher training programs; renovation of general education.

- HNUE's staff is a key member of the Board of exchange with the general education program and author of textbooks and reference materials.

c. Weaknesses

- There is limited annual assessment of the overall plan implementation. The overall and annual specific plans for science and technology research are not consistent.

- The university does not have a review of the investment efficiency for education and there is no separate budget for education planning for each year.

- There is limited orientation to build research tasks and funding for teacher training and general education

- There has been no evaluation of the effectiveness of applying the educational research with the school's and general education training

- There are not many regional and international publications in the field.

d. Action Plan

No.	Objectives	Content	Implementing units	Duration	
				Start	Start
1	Overcome difficulties	Adjust overall plan and develop annual plans appropriately	Management Board	2019	2022
		Develop a plan and evaluate the educational activities of each year	Office for Science and Technology Research		
2		Evaluate investment activities education plan	Management Board	2020	2021

No.	Objectives	Content	Implementing units	Duration	
				Start	Start
			Office for Science and Technology		
3		Gather lecturers, researchers and other stakeholders about Science Technology and Educational Science activities of the University	Office for Science and Technology	2019	2022
4		Set up priority plan for investment in international cooperation on educational science	Management Board	2019	2022
5	Promote strengths	Increase key research projects and tasks to improve teacher training and in-service training programs	Office for Science and Technology, Office for Academic Affairs, Office for Postgraduate Studies, Center for Continuous Training	2019	2022
6		Evaluate and analyze the needs of developing educational plan in accordance with the development of the country	Management Board Office for Science and Technology	2019	2022
7		Hold international	Management	2019	2022

No.	Objectives	Content	Implementing units	Duration	
				Start	Start
		conferences on educational planning for academic exchange and improve the ability of HNUE staff in writing and publishing articles in international magazines.	t Board Office for Science and Technology		

a. Self-assessment of criterion 6

Criterion 6	Assessment Scale						
	1	2	3	4	5	6	7
Index 3.6.1				4			
Index 3.6.2				4			
Index 3.6.3				4			
Index 3.6.4				4			
Average	4						

3.7. Criterion 7: Research Support, Development and Innovation

a. Description

3.7.1. The university supports lecturers in terms of organization to conduct research and technology transfer projects

HNUE has a system of legal documents on the organization and operation; Regulations on functions, duties, working principles of the School Board and the faculties; Regulations on standards, duties and working regime for lecturers of Hanoi National University of Education; Internal spending regulations [H3.06.01.02]; The regulation of science and technology activities [H3.06.01.03] clearly stipulates the requirements of scientific and technological activities of lecturers and responsibilities of stakeholders in supporting lecturers to organize the implementation of research projects and technology transferring.

HNUE supports teachers to organize the implementation of research and technology transfer projects: The University has detailed documents to guide the development of science and technology plans and selection guidelines; guide the implementation, phase report and final acceptance of topics and tasks together with a system of processes and complete forms. [H3.07.01.01; H3.07.01.02; H3.07.01.03]. During the implementation process, project managers and project members are fully

informed about the guidelines and document procedures such as advance payment and complete payment [H3.07.01.04]; purchasing project equipment, documentary [H3.07.01.05]; referee letters (application projects), or announcement and invitation to research conference [H3.07.01.06]; guidelines for requirement of changes in project content and duration, and University's Documentary to be sent to project site [H3.07.01.08]. There are 2 emails used for research management: khoahoc@hnue.edu.vn (to announce the research activities and call for research registration), qldetai@hnue.edu.vn (to contact with project manager and members about project ideas and guidelines). In order to support lecturers and staffs in registering and implementing research projects, there is a support system which has been regularly updated with important documents: Circular 55/2015/BTC-BKHHCN in place of circular 44/2007/BTC-BKHHCN, Decision QĐ 5830/BGD&ĐT updated, 2 models of tentative estimation for projects at Ministry level [H3.07.01.09]; Circular 55/2015/BTC-BKHHCN replaces Circular 44/2007/BTC-BKHHCN, the school updated Decision 5830/BGD&ĐT and developed 2 budget estimation models for ministerial level projects [H3.07.01.10], Decision No. 11608/QĐ-DHSPHN guides the implementation of funding for school level projects [H3.07.01.11]. When the Ministry of Education and Training made changes in the selection of the subjects, the University also provided detailed guidelines and developed a common template such as letters, coordinated registration papers, cost estimates, and cover sheets for registered subjects [H3.07.01.12].

In the final reports of the academic year performance for the 2015-2016, 2016-2017, 2017-2018 and 2018-2019, each goal is to increase the number of science and technology projects and tasks, increasing the number of research studies on education, increasing the proportion of revenue from science and technology activities; solutions such as training of staff capacity, guiding the writing and posting process in international journals especially in the fields of education and social sciences and humanities, with mechanisms to encourage scientific research lecturers, increase investment in topics. financial resources in the field of education [H3.06.01.04].

In 2017 and 2018, the University implemented and supported the research team to build notes and bid for 8 independent topics and belonging to the state-level science and technology program, including 6 projects in business planning [H3.06.02.04, H3.07.01.13]; expanding topics implemented in the Department of Science and Technology of Thanh Hoa, Hai Duong, Son La [H3.06.01.11]

The competence of lecturers is assessed not having much experience in publishing works in prestigious international journals of education [H3.06.01.04, H3.06.01.07]. In October 2018, HNUE organized a training course for lecturers on

writing and publishing international articles in the field of social sciences and humanities, which were taught by Australian and Hong Kong experts in order to help HNUE's lecturers publish their articles on the international journals [H3.07.01.14].

Although there are guidelines for project procedures, documents required and financial support, project managers usually search and propose project content, set up project groups during the process of searching for project fund, project registration and selection. There is limited support from the university in terms of inviting project members, preparing proposals and presentations.

3.7.2. The university identifies alternatives for research projects to accommodate every lecturer in completing their research tasks.

HNUE has identified scientific and technological activities of lecturers in the Regulation on scientific and technological activities [H3.06.01.03], Regulations on standards, tasks and working regime for lecturers of Hanoi National University of Education [H3.06.01.02]. Research activities of lecturers are specifically listed according to 6 operating groups: Leading and participating in science and technology projects and projects at all levels; Publication of articles, scientific reports in scientific journals, seminars, conferences and seminars; Compilation of published textbooks, monographs, reference materials; Activities of composing and announcing works of music - fine arts industry; Join science boards at all levels; Other scientific activities in the appendix "Instructions for calculating science and technology activities of lecturers" [H3.07.02.01]. The university implements the teacher's timetable starting from the 2017-2018 school year as a basis for assessing the degree of completion of the teacher's duties during the school year. Lecturers will declare and demonstrate their scientific research activities and be verified by the Office for Science and Technology's verification by IT centers [H3.07.02.02]. In the course of implementation, with the feedback of the lecturers, the University has adjusted the timers to implement the theme of spending according to the year of implementation, not counting once after checking and acceptance according to regulations [H3.07.02.03].

In addition to clearly defining scientific research activities of the lecturers, HNUE has a system of supporting lecturers to conduct research activities such as guiding cadres, lecturers and scientific research units to register for implementation. key topics, tasks, industry management tasks, protocol tasks, bilateral cooperation tasks at university level, ministry/branch level, state level, national and international science and technology funds [H3.07.01.01]. For the projects at university level, there are many research tasks such as: Projects, Cooperation Projects, Key Projects, Self-funded Projects, Conferences... [H3.06.01.03]. HNUE has a prestigious Journal of

Science which publishes 2 volumes for Natural Sciences Research, 2 volumes for Social Sciences Research, 2 for Educational Science Research, and 2-3 special issues; Teaching and Learning Journal with 8 volumes per year [H3.07.02.04]; HNUE Publishing House publishes course books, supplementary books for secondary education and education research [H3.07.02.05]; HNUE's journal and publishing house support conferences with the publication of conference proceedings so that lecturers can select and register their research that suits their research tasks [H3.07.02.06].

HNUE collects all the lecturers' research works, makes a list of all the publications and presents them in the university's reports as well as reports to the Ministry when required [H3.07.02.07].

Basing on the current research activities conducted by its lecturers, HNUE has made several adjustments in the Regulations for Science and Technology Research and the Regulations for Internal Expenses, increased the support to international publications, encouraged research in social and humanity sciences by rating its international publication twice as much as that in natural sciences and technology [H3.07.02.01; H3.07.02.08].

Although the research activities of the lecturers are clearly defined in the appendix "Instruction of science and technology activities for lecturers". There is a number of specific faculties such as Physical Education, Art, Defense and of some lecturers of other faculties whose activities are outside the contents of the Guidelines such as joining the Advisory Councils, compiling the textbook curriculum of the Ministry of Education and Training, and participating in training teams You should review and comment from lecturers to supplement the activities in the University's Guidelines.

3.7.3. The inventory of research facilities and equipment is regularly updated and introduced to lecturers and staffs.

Early this year, HNUE started preparing a list of research projects, University and Ministry missions, NAFOSTED funded projects within the year 2017, including both transferred and newly approved projects [H3.07.03.01]. The project list will be revised and announced in HNUE's homepage [H3.07.03.02]. The inventory of research facilities and laboratories is also listed [H3.07.03.03; H3.07.03.04]. Research facility inventory is collected and reported at the Conference on Improving Science Research Capability and International Cooperation [H3.06.01.06]. International conferences and seminars held at the University are publicly announced on the weekly calendar for officials interested in attending.

However, the device catalog is not available throughout the school site on the

Website or catalog. List of topics updated annually to the University website but not updated the results of the topic.

b. Strengths

- There is a system of guidelines and forms to support lecturers in doing research.
- The university clearly defines research areas for lecturers to select from.
- The inventory of projects and research facilities is regularly updated.

c. Weakness

- There has not been a review of the research activities of lecturers.
- There has not been a summary of additional review of science and technology guidance of lecturers
- A list of equipment has not been posted on the school website or published.

Self-assessment of Criterion 7

Criterion 7	Assessment						
	1	2	3	4	5	6	7
Index 3.7.1				4			
Index 3.7.2				4			
Index 3.7.3			3	4			
Average	4,0						

❖ Self-assessment of Standard 3

Standard 3	Assessment Scale						
	1	2	3	4	5	6	7
Criterion 6: Research Policy, Development and Innovation							
<i>Index 6.1: HNUE has policies and long-term plans for research, development and innovation with the university's vision, strategic plan, and government mandate.</i>				4			
<i>index 6.2: HNUE has priority policy for facility and research budget, development and education innovation.</i>				4			
<i>Index 6.3: Research findings are integrated and applied in teaching and learning activities.</i>				4			
<i>Index 6.4: HNUE research findings promote policy development and planning,</i>				4			

Standard 3	Assessment Scale						
	1	2	3	4	5	6	7
<i>innovation in educational science and dissemination of research findings on a national, regional and international scale.</i>							
Criterion score	4,0						
Criterion 7							
<i>Index 7.1: HNUE supports lecturers in terms of organization to conduct research and technology transfer projects.</i>				4			
<i>Index 7.2: HNUE identifies alternatives for research projects to accommodate every lecturer in completing their research tasks.</i>				4			
<i>Index 7.3: The inventory of research facilities and equipment is regularly updated and introduced to lecturers and staffs.</i>				4			
Criterion score	4,0						
STANDARD SCORE	4,0						
CAPABILITY LEVEL	4,0						

4. Standard 4: EXTERNAL COLLABORATION AND RELATIONSHIPS

4.8. Criterion 8 - Regional/local cooperation

a. Description

4.8.1. The university regularly plans and implements professional development programmes for university teachers and managers.

The HNUE's development strategic plan for the period of 2011 - 2020 and a vision for 2030 clearly indicate the strategic goals in the field of initial and in-service training are: "improving the quality of training systems", "Scaling up" training to meet the requirements of the national education system and labor market" [H4.08.01.01]. The university also sets the direction and tasks for the school year 2017 - 2018, 2018 - 2019 to ensure and improve the training quality to meet the requirements of education

and training renovation. [H4.08.01.02].

Based on the development strategic plan and the Ministry of Education and Training's Circulars on determining annual training targets [H4.08.01.03], the circular on continuous training for teachers and education managers [H4.08.01.04], documents, decision assigning tasks of the Ministry of Education and Training [H4.08.01.05] and the actual situation of Hanoi National University of Education in terms of manpower and material... HNUE has developed pre-service training programs [H4.08.01.06] and in-service training programs for teachers and education managers [H4.08.01.07]. In the academic years 2017-2018 and 2018-2019, HNUE has rebuilt the system of thematic training to meet the current requirements of educational innovation [H4.08.01.08]. The new thematic system is built based on the evaluation of the ongoing training programs of the University, based on the teaching standards, the new Education and Training program, the training needs of teachers [H4.08.01.09]; Organizing to develop 3 training programs for teachers who teach interdisciplinary and integrated subjects in Secondary and Primary schools [H4.08.01.10]; Developing programs and documents to train high school teachers to act as consultants for students [H4.08.01.11].

Every year, HNUE issues enrollment notices and sends them to the Departments of Education and Training, and educational and training establishments throughout the country. In addition, the University also announces admission on the University's website and the Center for Continuous Training [H4.08.01.12; H4.08.01.13]. The university's leaders also go directly to the Departments of Education and Training, associate institutions to meet and talk with the leaders of the Departments of Education and Training, affiliated institutions, thereby assessing the cooperation and introducing more training and retraining activities of the University [H4.08.01.14]. HNUE continues to sign memorandums of cooperation with Yen Bai Department of Education and Training, Nam Dinh Department of Education and Training, Dan Phuong District Department of Education and Training, Hanoi, Hung Yen College of Vocational Education, Ba Ria - Vung Tau College of Education, Hanoi Educational Manager Training Institute, Ha Long University, Dien Bien Department of Education and Training... [H4.08.01.15].

The form of organizing training is also arranged flexibly in many ways such as organizing training directly or online to meet the needs and concerns of teachers and administrators of general education. In fact, HNUE has trained more than 800 teachers, education managers of the provinces of Yen Bai, Dien Bien and Ninh Binh by online [H4.08.01.16]; trained directly for 1,178 teachers in Ninh Binh province, 2,043 teachers in Cau Giay district, Hanoi [H4.08.01.17]. In the academic year 2018-2019, the university continued to organize training for 32,187 students and fostering for 15,886

teachers and educational managers in many provinces and cities across the country [H4.08.01.18].

Regarding the organization of training courses, HNUE continues to deploy cooperation in retraining, standardized training, postgraduate training for teachers and educational managers in regions and localities. In which the scale of higher education is 12,745 people [H4.08.01.19]; postgraduate training is 122 people [H4.08.01.20].

The organization of the training plan, examination, evaluation, review and recognition after graduation is implemented by the University in accordance with the regulations and regulations of the University and the Ministry of Education and Training [H4.08.01.21].

HNUE has overcome some shortcomings such as unifying the development of learning plan for in-service training [H4.08.01.22], strengthening the signings of MOUs, cooperating in training and holding activities based on signed MOUs.

However, HNUE has not regularly collected feedback from partners, learners, and lecturers as a basis for adjusting plans, training programs and training in accordance with the University's development strategic plan.

4.8.2. The university regularly coordinates with universities and other stakeholders to conduct activities and organise events on educational science

The HNUE's development strategic plan for the period of 2011 - 2020 and vision for 2030 demonstrates the mission: "to study basic sciences and applied sciences for industrialization, modernization and international integration"; the "technology transfer becomes the foundation and driving force for the development of high-quality human resources training, contributing to solving the country's socio-economic problems" [H4.08.01.01]. Based on social needs and stakeholders, the university has revised the development strategic plan for the new period 2017 - 2025 with a vision for 2030 [H4.08.02.01]. HNUE also pointed out the solution for the academic year 2017-2018 and 2018-2019, is to strengthen coordination with other research institutes and universities, with businesses and localities in research, deployment and transferring science and technology; promote international cooperation in scientific research and international publication [H4.08.01.02].

Based on the permission of the Ministry of Education and Training, HNUE has also collaborated with many other universities such as Polytechnic University, National Economics University, Hanoi University, Forestry University, and Hai Phong university... The university planned and organized in-service training activities to improve the professional qualifications for lecturers of these universities [H4.08.02.02].

From 2017 to 2019, based on the approval plan of the Ministry of Education and Training on the implementation of the ETEP program, HNUE (as a leader, presiding over initial and in-service training programs) together with the other education universities in the Principal Club of the Education Universities have organized many educational science activities [H4.08.02.03; H4.08.02.04]. In which, HNUE is tasked with focusing on building survey toolkit and organizing survey, assessing initial and in-service training needs of secondary teachers, educational managers on nationwide [H4.08.02.05]. The university acted as the focal point to compile the Guidelines for Implementation of the Education and Training Program 2018, rebuilding the training programs [H4.08.02.06]. In addition, the University also held workshops with 30 education departments, more than 30 specialized high schools and 10 schools with foreign elements on some training programs for teachers specialized in English [H4.08.02.07].

The University has signed a comprehensive cooperation memorandum with Hai Phong University and Ha Long University through which activities on educational science, exchange of lecturers, graduate guidance, fellows, cooperation on scientific research, training of lecturers... HNUE's lecturers and training faculties also cooperate in academic exchange, participate in research projects, publicize works, coordinate organizing scientific conferences, joining scientific councils. [H4.08.02.08; H4.08.02.09].

The University has signed memorandums of understanding with the Vinschool Education System, Myquest ... Based on the memorandum, the University has sent lecturers and students to participate in educational activities, teaching and sharing, exchanging experiences with high schools [H4.08.02.10]. In addition, the University regularly organizes scientific seminars, science and technology exhibitions, STEM Experience, Admissions Advice, Job Introduction... to announce, introduce and promote science and technological products, especially applied products in the school's educational sciences; create opportunities to promote scientific and technological transfer activities with units, organizations and individuals in need; connect scientific research activities among faculties in the university; combine the university's scientific research with teaching activities in kindergartens and secondary schools; promote admissions to the University or contribute to job creation opportunities for students after graduation [H4.08.02.11]. In particular, regarding the conditions to prepare for the implementation of the 2018 Education and Training Program, the University has organized English Teaching and Learning workshops under the new Education and Training Program [H4.08.02.12], Public Effective Implementation Workshop fostering

primary school teachers to meet the new high school education program [H4.08.02.13].

Despite promoting activities and organizing educational science events, the University has not yet conducted effective assessments nor long-term plans for this activity.

b. Strengths

- HNUE has a strategic plan in initial and in-service training and coordinating with localities, schools, universities to deploy activities and organize educational events.

- The system of in-service training programs of the University is regularly updated and newly built to meet the requirements of educational renovation and provide high quality education to the community.

- HNUE always promotes relationships with joint training institutions and localities throughout the country.

- The University's leading team of educational science experts actively participate in joint research activities, academic exchanges, educational consultancy or participate in the Ministry's educational project programs, Department of Education and Training and other organizations.

- As a focal point, leading educational activities in the ETEP program, the University has promoted its strengths through the development of training and retraining programs; participate in research projects, production of applied science products and transfer.

- The University's scientific and educational events are organized regularly, effectively, attracting the participation of many universities and localities.

c. Weaknesses

- The feedback from learners about the training program, mode of courses, teaching materials, curriculum and teaching staffs is limitedly collected.

- There has been neither any evaluation of the impact nor master plan for the development of collaborative activities in the study of educational science.

d. Action plans

No	Objectives	Content	Implementing units	Duration	
				From	From

No	Objectives	Content	Implementing units	Duration	
				From	From
1	Overcome difficulties	Organize 1 - 2 seminar to evaluate training programs for teachers and educational managers.	Management Board, the President's Office, Center for Continuous Training, Faculties	2019	2020
2		Collect opinions of learners on training programs and training modes to evaluate regular training and retraining activities for teachers and educational managers	Center for Continuous Training	2019	2022
3		Building in-service training programs in the direction associated with the new regular university training programs of the University and the 2018 general education program	Management Board, the President's Office, Center for Continuous Training, Faculties	2019	2020
4		Collecting opinions from related parties to plan and evaluate the impact of educational activities	Management Board, the President's Office, Office for Science and Technology, Center for Continuous Training, Faculties	2019	2022

No	Objectives	Content	Implementing units	Duration	
				From	From
1	Promote strengths	Complete 3 training programs for teachers who teach interdisciplinary and integrated subjects in Secondary and Primary schools	Management Board, the President's Office, Office for Science & Technology, Center for Continuous Training, Faculties	2019	2020
2		Compilation of training modules for teachers, educational managers	Management Board, the President's Office, Office for Science & Technology, Center for Continuous Training, Faculties	2019	2020

No	Objectives	Content	Implementing units	Duration	
				From	From
3		<p>Complete 3 refresher programs for teachers who teach interdisciplinary and integrated subjects in Secondary and Primary schools</p> <p>Compilation of training modules for teachers, teachers, education managers</p> <p>Expand regional and local cooperation from 3-6 units/locality through memorandums of understanding and long-term cooperation</p>	<p>Management Board, the President's Office, the Office for Academic Affairs, Center for Continuous Training, Postgraduate Affairs</p>	2019	2022
4		<p>Organize regular re-training for teachers and administrators of general education</p>	<p>Management Board, the President's Office, Office for Science & Technology, Center for Continuous Training, Faculties, ETEP Office</p>	2019	2022

No	Objectives	Content	Implementing units	Duration	
				From	From
5		Continuing to build and revise training programs and refresher modules to meet the requirements of renovating education and training	Management Board, the President's Office, Office for Science & Technology, Center for Continuous Training, Faculties, ETEP Office	2019	2020
6		Train for education universities to prepare training materials under ETEP	Management Board, the President's Office, Office for Science & Technology, Center for Regular Training, Faculties, ETEP Office	2019	2020
7		Collaborate with universities, stakeholders to organize educational science events (3-5 events / year)	Management Board, the President's Office, Office for Science & Technology, Center for Research and Teacher Professional Development, Faculties, Publish House	2019	2022

No	Objectives	Content	Implementing units	Duration	
				From	From
8		Strengthen educational science research, manufacture of applied science products transferred to related parties (1-2 transfer cooperation each year)	Management Board, the President's Office, Office for Science & Technology, Faculties, Publish House	2019	2022

e. Self-assessment of Criterion 8

Criterion 8	Assessment Scale						
	1	2	3	4	5	6	7
Index 4.8.1				4			
Index 4.8.2			3	4			
Average	4						

4.9. Criterion 9 - International Cooperation

a. Description

4.9.1. The university has a policy to encourage lecturers and learners to participate in international networking, seminars, projects, research and publication programs in these networks

In the trend of global integration, the university always determines international cooperation as a focal activity that needs to be prioritized for development in the process of building the university to become a key university of the country and the region. Therefore, the university regularly organizes international training workshops on designing credit-based training programs [H4.09.01.01]. The University's policy encourages lecturers and learners to participate in international exchanges through technical and financial support. The encouragement and support for teachers and learners when participating in international networks of teacher development, seminars, projects and publication of research is clearly specified in the Internal Expenditure Regulation [H4.09.01.02]. HNUE has a policy of encouraging lecturers to participate in international collaborative scientific research activities by converting scientific research products into lecture hours. The financial support is shown specifically in the decision to appoint managers and lecturers to participate in

professional and domestic activities at home and abroad [H4.09.01.03]. There is a policy of encouraging lecturers to participate in international collaborative scientific research activities through the conversion of lecture hours by such works with high coefficients [H4.09.01.04].

The university has established the "*Science and Technology Promotion Award Fund*", thereby the encouragement of faculties and learners to participate in international networks for the development of teacher education, projects and publication is well-defined and timely supported. [H4.09.01.05]. Activities to encourage lecturers and learners to participate in international research and publishing have been presented in the document adjusting regulations of Science and Technology Awards [H4.09.01.04]. The university has a full report on the implementation of policies and measures to facilitate the managerial staff and lecturers' participation in national and international professional activities [H4.09.01.06].

HNUE organized 13 international conferences on Philosophy, Educational Psychology, Social Works, English, Special Education, and Physics, etc., in which lecturers exchanged, learned, and cooperated with scientists in the world [H4.09.01.01]. Especially, HNUE has a group of STEM educational researchers participating in international research projects with a number of countries in the region such as Taiwan (China), Thailand... This activity brings many opportunities for exchanging experience among lecturers [H4.09.01.07]. Participation in international projects, exchange programs for students, lecturers in the network of partner schools has helped lecturers and learners have more opportunities to experience the international environment [H4.09.01.08].

Encouraging and supporting trainers and learners to participate in international networks to develop teacher training, seminars, projects, and publication of studies is clearly indicated in the internal spending rules of the university.

However, there have not been many publications in the field of social sciences by the university. HNUE has also facilitated the procedures and supported finance for the invitation of foreign professors and experts to the university to increase academic exchange, but the amount of funding is still low.

4.9.2. The university supports joint programs of training and fostering and scientific research with foreign universities and partners as well as integrates global issues of gender, environment and globalization in training and retraining programs.

International co-operation has helped develop joint programs for undergraduate and postgraduate education. A number of high-quality training programs have been developed and piloted, with reference to regional and international training programs.

The university offered 111 bachelor degrees, 50 master's degrees, 12 doctoral degrees for overseas students, particularly in 2018 and 2019, the University has granted 48 bachelor's degrees, 04 master's degrees and 03 doctoral degrees for foreign students. [H4.09.02.01].

The university's cooperative programs have trained, fostered and upgraded professional skills for the staffs [H4.09.02.02]. There are a number of lecturers studied overseas for PhD [H4.09.02.03]. The university has sent 111 staffs to practise and improve their managerial, teaching and scientific research capabilities in the countries with advanced education [H4.09.02.04]. The international cooperation programs have contributed effectively to the enhancement of the faculty's training and research capacity.

HNUE has a bachelor's degree program in English, in the school year 2018 - 2019, 2 students of Chemistry major have successfully defended the graduation thesis in English in the form of co-instruction (1 Korean supervisor and 1 supervisor of HNUE). This has created favorable conditions for students to have good opportunities to access higher education levels in the international environment, and increase opportunities for developing cooperative relationships. professional qualifications of lecturers [H4.09.02.05]. In addition, VEF, Fulbright, Erasmus Mundus, DAAD, AusAid, and ADS (Australia) international funds have been utilised by the university to provide its lecturers with funded overseas training [H4.09.02.06] .

Some student exchange programs are underway with Ochanomizu University, Yamaguchi University (Japan), King Mongkutt (Thailand), West University (Sweden), and Seoul National University (South Korea), etc. There were 33 students participated in these exchange programs. The University has received many international student delegations from partner universities such as AiChi University of Education, Meijo University (Japan), NewEngland University (Australia), Artevelde Grote University (Belgium)... to participate in the exchange and internship program on the field of social work and community development helps to expand the international exchange network for both students and lecturers. [H4.09.02.07].

Every year, the university receives about 100 students from Korean, Japan, China, and Sweden,... enrolling to study at different levels [H4.09.02.08]. The bi-national bachelor program with the Korean University of Foreign Studies (Busan) has been launched since 2004. There were 208 Korean students came HNUE and 66 Vietnamese students been sent to Korea to study. Especially, in the two years of 2018 and 2019, the Bachelor's Degree Program with Busan University of Foreign Languages (Korea) had 51 Korean students studying at HNUE and sent 17 students to

South Korea to study [H4.09.02. 09]. After graduation, the number of students attending this program have very good job opportunities.

Programs that integrate global issues about gender, environment and globalization in training and retraining programs are organized regularly by the Youth Union and Student Union for students through extra-curricular activities, seminars or workshops with foreign experts have brought positive effects for students of the University, but only limited topics of life skills and some seminars about sex education [H4.09.02.10].

Programs associated with foreign countries are not diverse and plentiful. The number of lecturers teaching and co-guiding at universities all over the world and participating in activities of international associations, organizations and networks on culture and education is not much.

4.9.3. The university has policies and implementation requiring its teachers and learners to achieve proficiency in foreign languages as prescribed.

The university has policies and regulations requiring professors to master foreign languages in accordance with the university's recruitment regulations [H4.09.03.01]; [H4.09.03.02]. Various language courses for teachers and learners are organized by the university in order to improve its lecturers' English language proficiency levels. The university has cooperated with some institutes in the Philippines and Language Link Academic Center in Vietnam to improve English language for 38 young professionals, 7 of whom have taken 3-month intensive English courses in the Philippines [H4.09.03.03]. However, that number is not sufficient to meet the requirements of high-quality programs.

Since 2013, the university has offered training programs in English for students majoring in natural sciences and students of double degree training programs in the Faculty of Early Childhood Education and the Faculty of Primary Education. Student exchange programs and short-term training courses have allowed teachers and learners the opportunity to improve their foreign language proficiency to meet the needs of the society.

In 2018, with the sponsorship of the Belgian government, within the framework of the FCB project, HNUE has organized a number of intensive English courses on University administration, teaching methods... for lecturers and staff. Managing the school's resources, the courses not only supplement the professional knowledge but also help equip the teachers and lecturers with the ability to work in English quite effectively [H4.09.03.04].

However, the monitoring and evaluation of foreign language improvement results of lecturers and students have not taken place regularly and comprehensively throughout the school.

b. Strengths:

- The university has policies and policies to encourage officials and employees to promote the initiative and actively in connection activities, develop international exchanges.

- The university has made great efforts to build, perfect and implement programs that combine training, fostering and scientific research with universities and foreign partners; Integrating global issues about gender, environment, globalization in training and retraining programs.

- Associated and cooperative activities with other universities in the world have always been maintained and developed, in recent years, many international students, postgraduate students and lecturers have come to study, participating in research activities, internships and reality.

c. Weaknesses:

- The university has not participated much in co-organizing international conferences or participating in research projects of international stature. Publications in the field of social sciences are still limited, not commensurate with the position of the school. The university has not consulted with stakeholders in the process of developing its international cooperation policy.

- Foreign-linked programs have not yet been standardized and the linkages are not diversified.

- There are few lecturers who teach, co-guide at international universities and participate in activities of international associations, organizations and networks on culture and education. Monitoring and evaluating the results of improving foreign languages of lecturers and students are not regular and synchronous

d. Action plan

No	Objectives	Content	Implementing units	Duration	
				From	From
1	Overcome difficulties	Develop a detailed cooperation program with foreign partners, especially those from English-speaking countries	Management Board, President Office, other units	2019	2022

No	Objectives	Content	Implementing units	Duration	
				From	From
2		Expand activities in exchanging lecturers and students	Management Board, Office for Personnel, President Office	2019	2022
3		Establish a scientific collaboration team from staff who have been trained abroad. Strengthen the connection among individuals and universities participating in cooperation and exchanges	President Office, Faculties	2019	2019
4		Develop the training plan to improve technical staff's foreign language proficiency	Management Board, Office for Personnel, President Office, Faculties	2019	2019
5		Plan to support the scientific collaborative team, especially the team of social sciences, to publish their research results internationally	Management Board, President Office, Office for Science and Technology	2019	2019

No	Objectives	Content	Implementing units	Duration	
				From	From
6		Cooperate with foreign partners to jointly organize scientific seminars and participate in projects, co-supervise...	Management Board, Office for Personnel, President Office, Postgraduate Affairs, Office for Science and Technology, Faculties, Scientific Collaborative Teams	2019	2020
7		Develop standard training programs with Guangxi University, Yunnan University of China and "Bi-national bachelor program" with Busan University of Foreign Studies, Korea	Management Board, President Office, the President's Office, Office for Academic Affairs, Faculty of Philology, Institute for International Education and Training	2019	2019

No	Objectives	Content	Implementing units	Duration	
				From	From
1	Promote strengths	Continue to solidify the potentials of English-training faculties and develop the strength of the contingent of staff who have been trained abroad to build up an internationally standardized educational environment	Management Board, departments and units	2019	2022
2		Boost training activities and scientific research of the Institute for International Education and Training to build a bridge for the international cooperation activities of the university	Management Board, President Office, Institute for International Education and Training	2019	2020
3		Continue to promote cultural exchanges, joint training and exchange of lecturers, students, researchers, and co-participate in scientific research projects	President Office, Faculties and other units	Thường xuyên	Thường xuyên

e. Self-assessment on Criterion 9

Criterion 9	Assessment Scale						
	1	2	3	4	5	6	7
Index 4.9.1				4			
Index 4.9.2				4			
Index 4.9.3				4			
Average	4						

4.10. Criterion 10: Cooperation with other stakeholders

a. Description

4.10.1. The university outsources quality human resources to teacher training universities and other universities for purposeful reasons

The strategic development plan of Hanoi National University of Education for the period 2011 - 2020 and vision for 2030 clearly states the mission of the university as follows: study and foster talents for the national and social education system; basic science research, education science and applied science; providing educational and scientific and technological services for the cause of industrialization, modernization of the country and international integration” [H4.10.01.01]. The Regulation on organization and operation of HNUE defines the tasks: "Training teachers for all levels and disciplines, with bachelor's and doctoral degrees; Training lecturers for education universities and a number of other schools; Training scientific staff for research units nationwide; Providing educational services according to social needs; Training managers at all levels, professional training for teachers of secondary schools and lecturers of other colleges and universities” [H4.10.01.02]. In its training programs, the description of employment positions refers to the ability to teach at vocational schools, colleges or research institutes as well as the ability to further study to teach at tertiary education institutions [H4.10.01.03; H4.10.01.04].

In fact, its graduates, especially those from the seven high-quality training programs, have become lecturers (of basic sciences, educational science, philosophy, psychology, and national defence education, etc.), researchers, and specialists of other universities. Also, many lecturers, researchers and specialists of other universities have gained their Master and PhD degrees from the university. The statistics are as follows:

No	PhD	Universities	%
K36	133	73	55
K37	44	25	57
K38	38	19	50

[H4.10.01.05]

In addition, the university offers professional training and professional qualifications in the field of teaching skills, foreign languages, information technology, and early intervention for children with disabilities to officials from different organisations, including universities nationwide [H4.10.01.06]. Some departments such as the faculties of Education Management, English, Political Education, and Citizenship Education have conducted studies to evaluate the department's output standards, asking learners about the training program to meet the job position [H4.10.01.07]. In order to meet the requirements of society and

employers, to renovate education, HNUE is organizing the rebuilding of learning outcomes and training programs [H4.10.01.03].

Over the past 65 years, generations of the university's former students have contributed to the establishment and development of universities and colleges in general, teacher training institutions in particular throughout the country, in various positions (as managerial personnel, lecturers, researchers, technical staff). They have been highly appreciated and recognised by the Government, universities and the society as a whole. However, the university has not systematically evaluated the number of former students who have been working at universities in general and teacher training institutions in particular. Also, the ability to meet the needs of former students at these higher education institutions has not been evaluated

4.10.2. The university participates in a TTU network and other higher education networks in order to share experience and practices.

Active participation in the network of pedagogical universities and other universities has been set up in the operational vision of Hanoi National University of Education: "HNUE is one of the nationally leading center for training and scientific research" [H4.08.01.12], [H4.10.01.02].

In deed, the university has a core role in the system of teacher training universities, particularly in implementing MOET's policies: training and re-training teachers, developing training programs, compiling curricula and textbooks for different educational levels, and providing consulting services to all educational levels' policy development [H4.10.01.02], [H4.10.02.01]. The university participates in the President's Education Universities Club [H4.10.02.02], and is the president of the clubs [H4.10.02.03]

The university has initiated and shared its innovations in the training programs and models with other teacher training universities through the Teacher Training Universities Presidents' Club. The university organized a workshop with the participation of six other teacher training universities in March 2014 to exchange the training experiences, specifically in terms of the limitations of the previous training program, the orientation of developing a more interdependent program [H4.08.02.01]. the university has chaired many conferences and seminars on the renewal of content and teaching methods at universities and teacher training institutions nationwide [H4.10.02.04]. Within the framework of the ETEP Program, the university is the host coordinating with these six key universities to develop the plan for implementing the activities, namely developing programs and materials to re-train key school teachers, developing regular training programs and materials for school teachers, and supporting teacher re-training [H4.10.02.05]. HNUE acts as a focal point in compiling a teacher

teacher training program to implement the new general education program [H4.10.02.06]. In addition, the university has chaired many conferences and seminars on the renewal of content and teaching methods at universities and teacher training institutions nationwide [H4.10.02.07]. However, the university has not evaluated the impact of its participation in the network of teacher training universities and other universities in order to make proper adjustments and better implement its leading role in the system.

4.10.3. The university supports its lecturers and learners to contribute to professional organisations' activities

HNUE sets the mission: "Presiding and participating in developing programs, content, curriculum, textbooks, innovating methods and forms of training at all levels to promote its role in the education sector, especially in the implementation of education reforms and reforms; Organize research activities in education science and basic science" [H4.10.01.02]. Based on the university's mission "Organizing lecturers, staff and learners to participate in social activities in accordance with the training profession and social needs" [H4.10.01.02].

The number and quality of the university's staff's scientific publications have constantly increased; many teachers are rewarded for their scientific works. The scientific products of the university are at advanced level and have contributed to the provision of applications in education, science and technology, serving the cause of industrialization, modernization and international integration of Vietnam [H4.10.03.01].

HNUE's educators are educational consultants for schools, from early childhood to secondary education levels. They are the authors of programs, textbooks, and reference books at different education levels [H4.10.03.02]. Some of the university's mandated tasks have been published and distributed throughout the country such as Integrated Teaching for Students' Learning Competencies (2 volumes); School Program Development; and Creative Experiential Learning. Some research tasks have been implemented in many provinces [H4.10.03.03].

Hanoi National University of Education has proposed policies and measures to create conditions for teachers and learners to participate in off-campus activities, to contribute to professional activities in the industry [H4.10.03.04].

Every year, the university organizes to review and award the medals "For the cause of education", excellent teachers, people's teachers for its teachers with contributions to the educational career [H4.10.03.05]. HNUE holds honors and awards for teachers who are rewarded for their scientific contributions to technology transfer and professional activities in the field of educational science [H4.10.03.04].

However, the policies of encouraging and supporting participation in and contribution to professional activities in the field have not been widely propagated to the teachers and students in the university.

4.10.4. The university encourages cooperative activities with other institutions and individuals through training, professional development, research and technology transfer

HNUE has a plan to encourage and support cooperation activities with organizations and individuals through training, retraining, research and technology transfer, and the university's vision clearly indicates: focus of experts and lecturers with high qualifications; have prestigious international joint training programs in the world; have modern facilities, equipment and perfect services” [H4.10.01.01] and “Expanding cooperation and exchange relations with domestic and foreign universities and institutes to build cooperation in training and scientific research, towards regional and international higher education integration” [H4.10.01.02]. The university cooperates with Tay Bac University, Tay Nguyen University, An Giang University, Tra Vinh University, Can Tho University of Technology, Vinh Long University of Technical Education... [H4.10.04.01] and provincial departments of education and training in teacher training [H4.08.01.07] or through projects of the MOET [H4.10.03.01; H4.10.02.05]. The university has paid collected feedback from the stakeholders about the training programs [H4.10.01.03; H4.10.04.02; H4.10.04.03; H4.10.04.04; H4.10.04.05]. Many teachers of the university work as consultants or visiting lecturers for other universities, public and private schools [H4.10.03.01].

As for scientific research and technology transfer, the university's lecturers take part in the implementation of projects with research institutes and universities nationwide [H4.10.04.06]. In addition, the projects of the university have scientific staff of institutes and universities as official members. In the past five years (2012 - 2016), apart from the projects from the MOET and the NAFOSTED Fund, HNUE held some projects of State programs and of Hanoi Department of Science and Technology, Tay Bac Program, and the program of the Ministry of Industry and Trade [H4.10.04.07]. HNUE's scientists are authors of tertiary and school education curricula, programs, textbooks and reference books, so there are regular collaborations with publishers such as Vietnam Education Publishing House and National University Publishing House... [H4.10.04.06]. The collaboration between HNUE and the other universities, schools and other stakeholders provides the university with a legal source of finance and enhances its quality of training, scientific research and other activities.

However, part of the results of the above-mentioned cooperation stems from the effort and the relationship of individual lecturers and learners with the stakeholders.

The university has not evaluated its policies in the medium and short term regarding its encouragement and support of the cooperation with organisations and individuals in training, re-training, conducting research and transferring technology.

b. Strengths

- The university has policies and plans for cooperation activities with other organizations. Leaders of HNUE encourage and support cooperation activities with stakeholders of units, lecturers and learners of the University in order to contribute to professional activities in the industry. At the same time, the pioneering, proactive and effective participation in common tasks of the industry has brought a positive impact to the University's administration, research and training activities.

- The university provides quality human resources for education universities and other universities to meet the requirements of educational innovation and improve the training quality of universities towards standardization and modernization. internationalization. High quality teaching staff and a wide network of former learners have been connecting and spreading the values of "Model - Innovation - Dedication" of Hanoi National University of Education in the higher education system, general education country.

- HNUE is an important focal point in the network of education universities, a place to initiate many activities in pedagogical schools and universities in general. Hanoi National University of Education is an active, responsible member in the President's Club of Education Universities; initiate sharing activities, discuss models, practical experience and pedagogical training standards (output standards, program standards, facilities standards, ...).

- Thanks to extensive and extensive cooperation with other organizations, HNUE has implemented a variety of training types to meet social needs as well as perform tasks of the industry. On the other hand, the university has diversified tasks and scientific research topics with institutes, scientific research centers, and universities throughout the country.

c. Weaknesses

Workshop activities, sharing conferences and connections between HNUE and other education universities and other universities have not taken place regularly; Linkage activities between education universities do not yet have a clear working regulations and coordination mechanism and are committed by stakeholders.

HNUE has not comprehensively assessed and made public the number and ability of former students to work at higher education institutions, especially at education universities.

The plan of cooperation with stakeholders has not been widely disseminated, often to lecturers and learners of the University.

Although the university has policies and plan to implement cooperative activities with other organizations systematically, the evaluation of the effectiveness of such policies and activities has not been sufficient and regular. The university has not evaluated the quantity and the former students' employability at tertiary institutions, especially in teacher training universities. The plan of cooperating with related parties has not been widely promulgated, nor regularly sent to lecturers and learners of the university.

d. Action plan

No	Objectives	Content	Implementing units	Duration	
				From	From
1.	Overcome difficulties	Evaluate the effectiveness of policies and cooperation activities with other organizations in training, re-training, researching and transferring research results	Office for Science and Technology, President Office, Center for Continuous Training and Education	2019	2020
2.		Investigate the requirements and expectations of other universities, particularly of teacher training universities and research institutes, about the quality and employability of Hanoi National University of Education's former students;	Center for Quality Assurance	2019	2020
3.		Evaluate, adjust or develop new bachelor programs, especially high-quality bachelor programs.	Office for Academic Affairs	2019	2020

No	Objectives	Content	Implementing units	Duration	
				From	From
4.		Participate and organize, communicate about seminars, conferences, activities of the university's connection with education universities and other universities	Office for Academic Affairs, Office for Science and Technology, Center for Continous Training and Education	2019	2020
1		Study and propose mechanisms and content, actively promote coordination activities among teacher training universities through MOET's projects (such as ETEP, GREP ...) and through the Teacher Training Universities' Presidents' Club.	Office for Science and Technology	2019	2022
2	Promote strengths	Diversify types of training to meet social needs as well as perform tasks of the industry	Office for Academic Affairs, Office for Science and Technology, Center for Continous Training and Education	2019	2020
3		Organize activities connecting with pedagogical schools such as seminars, workshops ... to discuss models, practical experience and pedagogical training standards	Office for Academic Affairs, Office for Science and Technology, Center for Continous Training and Education	Annual	Annual

No	Objectives	Content	Implementing units	Duration	
				From	From
4		Continue to provide high quality human resources for other universities and pedagogical universities	Office for Academic Affairs, Office for Science and Technology, Center for Continous Training and Education	Annual	Annual

a. Self-assessment of Criterion 10

Criterion 10	Assesement Scale						
	1	2	3	4	5	6	7
Index 4.10.1				4			
Index 4.10.2				4			
Index 4.10.3				4			
Index 4.10.4				4			
Average	4,0						

4.11. Criterion 11: Information and communication

a. Description

4.11.1. The university ensures that the publication of professional publications is in compliance with national and international regulations on copyright law, intellectual property, anti-plagiarism and respect for privacy.

Pursuant to the Law on Intellectual Property of Vietnam, Hanoi National University of Education implements and organizes training for its staff on the content and content of copyright laws, intellectual property, anti-plagiarism and respect for privacy in scientific research [H4.11.01.01]. Accordingly, the university has issued a "Regulation on controlling and plagiarizing academic products" that manages and controls the academic products of lecturers and learners in compliance with the provisions of law. [H4.11.01.02]. Functional units such as the Publisher, the library, the Office for Postgraduate... are responsible for checking the authenticity, creativity and novelty in articles, scientific publications, graduate thesis, masters and doctoral theses, individually and collectively, [H4.11.01.02; H4.11.01.06]. The university has issued regulations on the management of intellectual property of the University; regulations on teaching and scientific research; regulations on scientific research activities in students; regulations on the activities of Science Journal [H4.11.01.03; H4.11.01.04; H4.11.01.05].

The university issued regulations on scientific and technological activities, according to which regulations on intellectual property, sharing profits when transferring science and technology products and affirmed that the school encourages and supports the registered products. wisdom [H4.11.01.06]. The University regularly directs the Office for Postgraduate, professional departments, and lecturers to guide anti-plagiarism issues. HNUE has learned about anti-plagiarism software to invest in purchase and deployment of use from the 2017-2018 school year, and continues to be extended in 2019 [H4.11.01.05]. In addition, publications such as books, magazines, textbooks... published, appraised, edited strictly, in accordance with the process, ensuring compliance with Law on Intellectual Property of Vietnam [H4.11.01.06; H4.11.01.07; H4.11.01.08; H4.11.01.09].

Hanoi National University of Education has used specialized software with copyright to serve professional work such as training management software (Office for Academic Affairs), document management, documents, work records on the computer network (President Office), accounting (Office for Planning and Finance), staff management (Office for Personnel)... The above softwares bring benefits such as time-

saving management and operation, transparent disclosure of information to lecturers and high efficiency. The publication of personalized learning outcomes [H4.11.01.10]. The system of software is regularly updated and supplemented to ensure the operation of the school. For other software, the university advocates using open source software in accordance with Circular 08/2010/TT-BGDĐT.

4.11.2. The university publishes well-formed information, especially data on faculty members, enrollment students, graduates and the percentage of employed graduates.

The university has issued the "Regulations on the operation of the electronic portal" and the "Regulations on the provision and usage of network services" [H4.11.02.01; H4.11.02.02]. Accordingly, the information on the teaching staff, training outcomes, training programs, annual training plans, training regulations, and quality assurance are regularly published on its website. [H4.11.02.03; H4.11.01.08] The number of freshmen and graduates is widely provided via the press announcements at the opening ceremony and closing ceremony. The percentage of graduates who are employed is directly collected or through the liaison offices at the regional departments of education and training nationwide. This figure is used to evaluate the training quality of the university. According to the survey of the university, over 75% of graduates are employed in their trained jobs; over 14% of learners find jobs in which they have not been trained one year after graduation [H4.11.02.04].

Information on the university's activities (training, seminars, conferences, workshops...) and on its teaching staff and students are regularly updated on its website and the electronic portal. The university issues the Student Handbook and the Academic Counseling Handbook, which contain the information on students' rights and obligations, the description of disciplines and career opportunities after graduation. [H4.04.11.02.05].

In addition, the university's leaders annually hold conferences, exchanges, and talks with officials, lecturers, students and students of the University to listen to feedback from officials and learners. From there more information to adjust, make policy and improve the quality of training and scientific research of the school. [H4.11.02.06; H4.11.02.07]

Information about staff, lecturers, teaching plans, labor hours (standard time) is regularly updated, transparent and transparent to each lecturer in the school, ensuring fairness in management. and staff evaluation. Through this, lecturers are also informed specifically about salaries, bonuses and overtime pay, and school year. [H4.11.02.08; H4.11.02.09; H4.11.02.10; H4.11.02.11; H4.11.02.12; H4.11.02.13].

The university's regulations, rules and policies are reviewed, revised and updated continuously, in accordance with actual conditions and legal provisions. The process of issuing university policies is done democratically and publicly, including drafting, consulting units (lecturers), issuing, feedbacking and correcting [H4.11.02 .07; H4.11.02.09].

b. Strengths

- The university disseminates copyright law regulations to cadres, lecturers and graduate students who are in compliance with copyright regulations in the publication of academic publications. At the same time, investing in equipping academic fraud testing software, helping lecturers and learners to self-examine and control plagiarism issues when researching and publishing academic papers.

- The university complies with copyright laws, uses copyright software or open source for management and administration, and publishes copyright information in the student's handbook. members, issuing documents guiding intellectual property registration and preventing copyright infringement.

- Scientific research works are regularly posted on the university's website and units. The dissertation content and thesis are posted fully on the university 's website to ensure transparency in research results.

- The university management software system is applied in the management of teaching plans, labor hours statistics, management of transfer and appointment staff, financial information, staff assessment Being public, transparent and clear to each lecturer in the university.

- The information on the university's activities (training, students' affairs, examinations, inspections, and social activities...) are posted regularly on its website and faculties' electronic portals. They are also broadcast by mass media such as newspapers and radio stations. Many legal documents, instructions, forms, and tables are public on the website, supporting lecturers and learners effectively. Its scientific research studies in the last 10 years are also open on the websites of the university and the units to ensure transparency in the research results.

- The university leaders regularly hold dialogues and talks with officials and learners to listen to feedback to adjust policies and regulations as well as improve the quality of training, scientific research and service learner.

c. Weaknesses

- Copyright law has not yet been disseminated and communicated to all university students, there is no regulation on student ethics in study and research, copyright law and fraud. Art.

- Information on scientific research results has not yet been posted in full text on

the University's website.

- Master's students still make public the list of the whole course grades on the University's website. No software for managing postgraduate training has been developed.

- The University's official information and communication channels (official website, press conference, official speeches, articles on official speech agencies) have not been focused. Form of information and communication is not professional.

d. Action plan

No	Objectives	Content	Implementing units	Duration	
				From	From
1	Overcome difficulties	Include content about copyright laws in the Student Handbook	President Office, Office for politics and Student Affairs, Center for Information Technology and facilities	2019	2020
2		Regularly update the full text of scientific research results, topics, scientific articles to the university's electronic information portal.	Office for Science and Technology, Office for Postgraduate, and Center for Information Technology	2019	2022
3		Establishing postgraduate management software system. Ensure the publication of academic results of graduate students is respected privacy	Center for Information Technology, Office for Postgraduate	2019	2021
4		Develop communication plan and establish a	President Office, Office for	2019	2022

No	Objectives	Content	Implementing units	Duration	
				From	From
		communication department of the university for the period 2017 - 2022	Politics and Student Affairs, Center for Information Technology and Divisions		
5		Upgrading the website of the University and the website of the units. To organize the implementation of the operation regulations of the web portal, set up the Editorial Board and the communication support department	Center for Information Technology, President Office, Offices and Faculties	2019	2021
1	Promote strengths	Maintain use of plagiarism testing software and take it seriously throughout the university	Office for Science and Technology, Office for Academic Affairs, Office for Postgraduate, Center for Information Library, Center for Information Technology	2019	2020
2		Invest in the content of the survey to collect ideas from students and evaluate teachers every year. Public results of the survey are	Management Board, Center for Quality Assurance.	2019	2022

No	Objectives	Content	Implementing units	Duration	
				From	From
		open and transparent.			
3		Maintain and develop the information network at departments, offices, educational units, newspapers ... throughout the country to inform journalists and media about the University's outstanding activities; Diverse communication: internal communication, mass communication and communication to management agencies at all levels	Center for Information Technology, Office for Politics and Students' Affairs, faculties; Center for continuous training; President Office, Center for Information Technology	Tháng 9/2017	Tháng 8/2022
4		Maintain the exchange of university leaders with officials, lecturers and learners to adjust policies and improve the quality of training and learning conditions for students.	Office for Postgraduate, Office for Politics and Students' Affairs, faculties; Offices.	2019	2022

e. Self-assessment of Criterion 11

Criterion 11	Assessment scale						
	1	2	3	4	5	6	7
Index 4.11.1				4			
Index 4.11.2				4			
Average score	4.0						

❖ *Self-assessment of Standard 4*

Standard 4	Assessment scale						
	1	2	3	4	5	6	7
Criterion 8: Regional/local cooperation							
4.8.1. The University regularly plans and implements professional development programmes for university teachers and managers.				4			
4.8.2. The University regularly cooperates with universities and other stakeholders to collaboratively organize events on educational sciences.				4			
Criterion score	4.0						
Criterion 9: International Cooperation							
4.9.1. The University has policy to encourage dynamics and innovation of creativity of learners and teachers to participate in international networks on teacher training development in conferences, projects and papers/publications with the networks.				4			
4.9.2. The University supports the development of joint programmes with foreign universities and institutions; global issues on gender, environment and globalization are integrated into all teacher training and CPD programmes.				4			
4.9.3. The University has a policy and provide foreign languages courses for teachers and learners to meet the required levels of foreign languages proficiency.				4			
Criterion score	4.0						
Criterion 10: Cooperation with other organisations							

4.10.1 The University outsources quality human resources to other teacher training universities and universities in general for purposeful reasons.				4			
4.10.2 The University participates in a teacher training universities' network and other higher education networks in order to share experience and practices.				4			
4.10.3 The University supports its lecturers and learners to contribute to professional organisations' activities.				4			
4.10.4 The University encourages cooperative activities with other institutions and individuals through training, professional development, research and technology transfer.				4			
Criterion score	4.0						
Criterion 11: Information and communication							
4.11.1 The University ensures that publication complies with national and international regulations on public disclosure i.e. copyright, intellectual property, prevention of plagiarism, and respect for the privacy.				4			
4.11.2 Evidence-based information is publicly available, especially information on the teaching staffs, student enrolment, graduates and graduate employment.				4			
Criterion score	4.0						
Standard Score	4.00						
CAPABILITY LEVEL	4						

5. Standard 5: EDUCATIONAL ENVIRONMENT AND RESOURCES

5.12. Criterion 12: Educational environment

a. Description:

5.12.1. Premises, teaching and learning environment are in alignment with HNUE's mission, vision and educational objectives.

Stemming from synchronous infrastructure and favorable position acquired through many periods of construction and development of the school with the policy of building the right educational environment of the leaders of HNUE, a cultural pedagogical environment with spacious, tidy, clean and beautiful landscape is always maintained and upgraded to meet the increasing needs of society as well as task requirements from time to time. The period of the university follows the trend of integration and development of the school into a national key pedagogical school. Every year, the university organizes a conference to summarize the school year and set out directions for the new school year in which the HNUE's leaders are always interested and set tasks for the maintenance and improvement of the quality of facilities to create the best environmental landscape to meet the university's activities for the new academic year [H5.12.01.01]. Despite the difficulties of the State-funded financial budget, the HNUE's policy always gives priority to financial investment every year to organize surveys and elaborate plans to upgrade the quality of its facilities, environmental landscape, technical infrastructure, equipment for training and research are the best [H5.12.01.02]. The greenery and garden system on campus is planned to cover the whole land area to create a green environment close to the nature. This landscape is regularly taken care of, and annually supplemented [H5.12.01.03; H5.12.01.04].

In addition to the plan of proactively implementing the annual guidelines and resolutions of the school for improving the quality of facilities, the HNUE always has a section to receive feedback from lecturers, graduate students, students and off-campus guests reflect on issues of restriction, damage and deterioration of facilities, landscapes, and environment affecting teaching and learning to survey planning supplement and promptly correct arising problems affecting the university's operating environment [H5.12.01.05]. In recent years, HNUE has not encountered any feedback from the users of the facilities about the delay in the repair of facilities' failures and incidents.

In addition to the University's plans and investments to ensure the landscape environment, facilities. The HNUE also receives the attention from MOET, from the Central through medium-term basic construction investment projects for public investment 2016-2020. The projects have brought many new faces to the HNUE as

well as timely response to facilities for increasing activities in recent years, namely 2 projects "D4 classroom-wings for High School for Gifted students" and "Learning Resource and Technology Transfer Center "[H5.12.01.06].

5.12.2. The university's campus and premises are designed and built to be suitable for training activities and teachers' professional development.

Although the school has not approved the Master Plan 1/500 [H5.12.02.01], the arrangement and planning of campus and environment are always adjusted appropriately to create the most favorable and effective conditions for science teaching, learning and research activities in the university. In the school year 2018-2019, HNUE has adjusted the planning of rearranging the working area of the department of physical education and education technology [H5.12.02.02] and investing in a new Nguyen Tat Thanh Primary School [H5.12.02.03].

Adjusting the density of architectural planning, the university campus meet the prescribed criteria: Appropriate construction density not greater than 50% of the land fund to ensure land for density of greenery and garden to create landscapes, summer auxiliary floors for car parks, outdoor sports areas, water supply and drainage systems, creating a friendly environment close to nature; 100% of classrooms are planned to be exposed to natural light; 100% of lecture halls are equipped with air conditioning; internal circulation is not congested, safe and convenient [H5.12.02.04].

However, the limited budget capital has not kept up with the development orientation of the university and affected the landscape and environment planning of the university, in particular, there are many works that have expired. Degradation should be replaced to improve the quality of the work environment.

b. Strengths

The university received the inheritance on the basis of the initial campus with a fairly good scale, meeting the school development plan through many periods without being outdated, suitable for change and development. general of society. As one of the few universities with a large and synchronous land campus and infrastructure and located in the center of institutions, research institutes have created an environment suitable for operation and development of the university.

c. Weaknesses:

The limited budget capital has not kept up with the development orientation of the university and affected the landscape and environment planning of the university, in particular, there are many works that have expired. Degradation should be replaced to improve the quality of the work environment.

d. Action plan

No.	Objectives	Content	Implementing Units	Duration	
				Start	Finish
1	Overcome difficulties :	Survey, plan for the upgrading, renovating and restoring of the dormitory and toilets of A1, A2, A3, A4 buildings	Office for Planning and Finance, Office for Logistics	2019	2020
2		Develop plans to maintain the improvement and repair of local technical infrastructure and construction works throughout the university according to the annual plan	Office for Planning and Finance, Office for Logistics	2019	2020
1	Promote strengths	Preparing the university development plan for the period of 2020-2030, including in the medium-term investment plan of works at all levels and departments approved.	Office for Planning and Finance, Office for Logistics	2019	2020

e. Self-assessment of Criterion 12

Criterion 12: Educational environment	Assessment Scale						
	1	2	3	4	5	6	7
Indicator 5.12.1				4			
Indicator 5.12.2				4			
Average score	4,0						

5.13. Criterion 13: Facilities, teaching and learning resources

a. Description:

5.13.1. Buildings, lecture halls, classrooms, libraries, laboratories, computers, equipment and learning materials are provided, maintained and used in accordance with the educational purposes of the university.

Carrying out the current mission is to train high quality human resources with undergraduate and postgraduate degrees, fostering talents for the national and social education system; basic science research, education science and applied science; providing educational and scientific and technological services for the cause of industrialization, modernization of the country and international integration, as well as implementation of short, medium, long-term plans, missions, visions, development strategy plan [H5.13.01.01; H5.13.01.02; H5.13.01.03], HNUE has issued documents and approved the planning, development strategy plan, ground budget [H5.13.01.04].

The system of facilities was built through many stages and is regularly maintained and upgraded to ensure long-term and effective use such as investing in building spacious and clean dormitories. accommodation, long-term study and accommodation of students and learners [H5.13.01.05], construction of sports facilities and stadiums, gymnasiums with an area of 2,537m² to meet the needs of literary activities chemical sports and extracurricular activities of the university [H5.13.01.06].

The university has lecture halls with from 35 seats to 1200 seats with a training scale of about 11,722 students and learners [H5.13.01.07]; Information Center - Library, with an area of 5881m² built, 1200 seats and reasonably arranged working rooms, functional rooms to meet the essential needs of readers [H5.13.01 .08] with many types of documents and information storage media such as traditional documents and electronic documents [H5.13.01.09, H5.13.01.10]; The Center for Research and Teacher Professional Development has been equipped with appropriate equipment to meet the vocational skills training for pedagogical students [H5.13.01.11].

In order to better meet the educational goals, HNUE invests, upgrades and enhances the facilities every year [H5.13.01.12] and has implemented some outstanding works such as: Project construction of the Unit of D4 Unit - HNUE Specialist High School [H5.13.01.13]; Learning Resource Center and technology transfer project [H5.13.01.14]; Student dormitory building A12, A9... [H5.13.01.15], besides continuing to add equipment for teaching and learning of learners [H5.13.01.16],

In addition to investing in construction of new sources from the central budget, the university has also made efforts to seek funding to upgrade additional equipment, maintenance, maintenance and maintenance of equipment for buildings. The purpose

is to meet the best conditions to exploit and use in accordance with the religious purposes. Especially since the school took over and built the branch of HNUE in Ha Nam, this task has become even more necessary. The university has installed a power supply system for the practice room of the Department of Technical Education at floor 1.3 of V building [H5.13.01.17]; Renovating the air-conditioning system, sun blocking junior high school and high school Nguyen Tat Thanh [H5.13.01.18]; Improving yard, summer, drainage ditch, preventing termite of Nguyen Tat Thanh Secondary School and High School [H5.13.01.19]; Renovating primary school - HNUE branch in Ha Nam [H5.13.01.20]; Improving the functional rooms of the HNUE branch in Ha Nam on floors 1, 2 and 5 [H5.13.01.21]; Adding, replacing, installing and upgrading toilet facilities in elementary schools HNUE Campus in Ha Nam [H5.13.01.22]; Renovating the toilets at HNUE branch in Ha Nam [H5.13.01.23]; Supplying and installing the air conditioning for room 204 and 305 of the secondary schools - high school branch HNUE in Ha Nam [H5.13.01.24]; Supplying and installing the air conditioning for room 203 and 303 of the junior high schools-high schools of HNUE in Ha Nam [H5.13.01.25]; Supplying and installing the air conditioners for classrooms on the first floor of the East primary school [H5.13.01.26]; Supplying and installing the air conditioners for classrooms on the first floor of the West of the elementary school [H5.13.01.27]; Renovating outside house and surrounding area of Primary House [H5.13.01.28]; Renovating administrative area of secondary school of high school Nguyen Tat Thanh - Ha Nam branch [H5.13.01.29]: Outside renovation: Walls, ceilings, railings are patched and reprocessed. Proceed to scrape off the old lime layer, repaint the entire ceiling outside the house [H5.13.01.30]; Repairing pump system, water tank; Installing the electrical system outside the house, total electricity on the floors [H5.13.01.31]; Improving the lighting system, ventilation and WC equipment for secondary schools - high schools [H5.13.01.32]; System of technical equipment, garden: renovating yard, yard, gate, fence [H5.13.01.33]; Improving the landscape of botanical gardens [H5.13.01.34]; Repairing electricity - water of buildings A, B and C at Ha Nam branch [H5.13.01.35]; Supplying and installing the water heater on 3rd floor, 4 houses A12 [H5.13.01.36], [H5.13.01.37]; Demolition of C4 and construction of an outdoor sports area in the yard of A5 and A6 [H5.13.01.38]; Improving the landscape of the A5 garden, A6 Dormitory [H5.13.01.39]; Renovating kiosks, garages, warehouses into orchards in front of A5's house, drainage ditches beside A5's houses; Old garbage house in some areas of the school [H5.13.01.40]; Demolition, relocation of pumping station next to D2 house and connection of power cable for house D4 [H5.13.01.41]; Connecting water tank system from house tank D4 to D1; installing electrical cabinets on the 3rd floor of Chemistry Department D4; Fixing underground

cable for building C; Installing street lights in front of house D4 [H5.13.01.42]; Supplying and installing the water dispenser on the 5th floor, 6th floor, 7th floor, 12th floor of A12 house [H5.13.01.43; H5.13.01.44; H5.13.01.45; H5.13.01.46].

In parallel with the investment in upgrading facilities and equipment, the University is often interested in equipping learning materials for students, students, and fellows... In 2018, HNUE invested in Library - Information Center by purchasing and supplementing books for both branches at 136 Xuan Thuy and Ha Nam [H5.13.01.47; H5.13.01.48; H5.13.01.49]; Equipping with 08 computers, 01 laser printer, 02 new barcode printers to serve professional tasks. The center has also approved and maintained anti-plagiarism software that serves all lecturers in plagiarism control in scientific research [H5.13.01.50; H5.13.01.51; H5.13.01.52]. In addition, the Library Center has installed the Library Management software on a new server; Continue to buy the right to use the databases at the National Office for Science and Technology Information for Department and Subject Managers [H5.13.01.53; H5.13.01.54].

In addition, to evaluate the use of equipment, classrooms, laboratories, practice rooms, libraries and other facilities, the school always has an annual inventory and reporting plan on the use of equipment, facilities and formulate an orientation plan for the following year [H5.13.01.55]. The university also conducts evaluation from the final student and basically receives the evaluation as satisfied with the equipment, facilities, style and service quality of lecturers. sugar, laboratory staff, research room [H5.13.01.56].

5.13.2. Buildings, lecture halls, classrooms, libraries, labs, computers rooms, equipment and learning materials are used flexibly to meet the creativity and innovation of faculty and staff. It is suitable for each specific training course.

HNUE always pays attention to facilities, teaching equipment, buildings, lecture halls, libraries, laboratories, practices ... are invested synchronously, fully and modernly to meet the goals. training and mission of the university.

Every year, the universtiy plans to operate in using the facilities and has a system of timetables and books to monitor the usage of the equipment, which helps to maximize the effectiveness of the use and exploitation of equipment for teaching, learning and research [H5.13.02.01; H5.13.02.02; H5.13.02.03; H5.13.02.04]

With flexible layout of the buildings, lecture halls, classrooms, libraries, laboratories, practices, computers, equipment and learning materials, the university has responded well to the teaching, learning and researching tasks according to the requirements of each discipline during the working hours. Laboratories and practice rooms in faculties not only serve regular lecturers and students but also research and

learning activities of graduate students and postgraduate students studying at the university.

HNUE has many training systems such as undergraduate, graduate, in-service training,... The training and learning takes place all the time of the year. Therefore, the need of students to stay in the dormitory of the HNUE is huge. To meet this demand of students, the university focused on investing in spacious and clean dormitories, full of living facilities, along with scientific and flexible arrangement in management, the school has met well the long-term learning needs of not only regular students but also meet the needs of many other learners such as high-level students, post-graduate students, exchange foreign students... [H5.13.02.05], [H5.13.02.06].

However, many lecture halls now show signs of deterioration and need to be renovated and upgraded to synchronize. Laboratories for faculties still lack many modern and specialized equipment.

The center for Information and Library is always aware of promoting the building of a variety of learning materials and textbooks, from traditional documents to electronic documents, to meet learning and research needs. lecturers, students, graduate students in the school but also readers outside the school [H5.13.02.07]. The center for Information and Library has promoted the sharing of information and shared learning materials as well as the use of open resources via the network; Signing memorandum of understanding on "Cooperation in building and developing open educational resources for higher education in Vietnam" with 26 units such as Hanoi National University, Hanoi University of Science and Technology, Department of National Information Science and Technology to diversify and use more flexibly the resources for learning and research activities of officials and students inside and outside the university [H5.13.02.08].

Survey of students before graduating of the University showed that the majority of students are satisfied with the lecture hall and laboratory practice of the University [H5.13.01.56].

5.13.3. The university's online environment ensures that online training, refresher courses and virtual teaching practice are delivered with quality teaching methods.

The university has invested in building information technology system with a 2-layer model, with Core/Distribution Switch and Access Switches, LAN systems connected to all buildings in the university by 2Gbps fiber optic cable itself by Cisco Switch 650 Core system. Wireless network system is installed in almost all buildings. Especially, the internet is connected throughout the entire campus of the University, including 01 private subscriber line, speed of 100Mbps in the country and 10Mbps going abroad to provide online services, 05 FTTH lines with optical cable and tape.

The bandwidth is 350Mbps, serving the needs of Internet exploitation for staff and students in the school along with the system of 21 servers and synchronous information technology equipment and information technology systems of the university meeting the needs of officials and students in the university but can also serve the online training and retraining to each unit throughout the school and outside the university. The version has met the requirements in online management and operation. All computers are connected to the Internet 24/24. Every officer, lecturer and student has an account for free internet access within the University campus [H5.13.03.01]. On the other hand, the University is also interested in repairing, renovating and upgrading the IT system to increase its operability and stability [H5.13.03.02].

Starting from that IT platform, the university has invested in infrastructure, IT equipment and communication for online training and retraining and virtual teaching practice. The university has invested in modern classrooms and online TV system, online meeting system [H5.13.03.03]. From this investment, the online training and retraining environment of the school has made strong strides such as: Online training system through videoconferencing technology is applied in regular fostering [H5.13.03.04], online teacher training courses on the school's online training system (LMS) at: <http://lms.hnue.edu.vn> are organized with the number of students up to 5000 people, in particular: the university has collaborated with the provinces of Yen Bai, Dien Bien and Ninh Binh to organize an online training course for education managers to achieve good results [H5.13.03.05], [H5.13.03.06], [H5.13.03.07].

However, the online environment of the school only meets part of the training needs outside the university, and has not built a feedback channel and evaluation of the quality of training and training in the form of online.

5.13.4. The ICT system is maintained regularly and always ready for lecturers and learners to use effectively

The maintenance and maintenance of the information technology system has always been interested and implemented regularly by the University to meet the requirements of IT staff, lecturers and learners. HNUE has built the standards in administrative management, procedures, aiming to build an overall information system, namely: building a formal training management system, registering to submit security documents. defend master's thesis and doctoral dissertation online, magazine management system and information technology... [H5.13.04.01; H5.13.04.02]. The university attaches special importance to the use of copyrighted specialized software to serve the professional work of the offices, departments and centers in order to increase the safety when using the software, including some parts. Software is always

maintained using firewall software... [H5.13.04.03]. However, there are still some software that are too old, not updated, upgraded, so in the implementation of the work also faced many difficulties. Some teaching and research facilities have been used for a long time, are degraded and outdated.

In addition to regular maintenance of IT systems, the University also purchases new, timely repairs of teaching equipment and scientific research... when the units request to meet the training needs [H5.13.04.01; H5.13.04.04].

In the process of building an electronic library information center, the University has focused on investing in electronic documents such as investing in 65 electronic books with permanent access and 05 science journals' databases, purchase of the right to use electronic documents as well as special reader cards from the National Bureau of Science and Technology Information, all of these journals are exploited through the University's registered IP address with publishers to provide learners and faculty [H5.13.04.05; H5.13.04.06; H5.13.04.07]. Currently, the Center for Library and Information conducts digitalization of endogenous materials here as thesis and dissertation documents [H5.13.04.08]. However, digitization at the HNUE's Library Information Center is still slow. Lecturers of the University have also actively applied information technology in the process of teaching and scientific research. However, only some subjects have built the e-learning lecture system.

Every year, the HNUE conducts a survey of students about the industry/training course before graduation, the survey results show that the majority of students are satisfied with the facilities, information technology system of the university [H5.13.04.09].

b. Strengths

- The university has space, large landscapes, lecture halls and functional rooms established and invested modernly, arranged scientifically in accordance with the teaching of the faculties and working of the departments, in response to HNUE's mission

- System of facilities and equipment are always monitored the frequency of operation and regular maintenance.

- Diverse library resources, along with many types of services always meet the reading and learning needs of users.

- The university has strong experience and human resources for online training and retraining

c. Weaknesses

- The system of laboratories and practice rooms lacks a lot of modern and specialized equipment.

- Many lecture halls need to be renovated and upgraded to synchronize.
- The digitization at the school's Library Information Center is still slow.
- Have not taken the opinion of surveying students about the industry/training course before graduation by online form.
- Some teaching and research equipment have been used for a long time, are degraded and outdated.

d. Action plan

No.	Objectives	Content	Implementing Units	Duration	
				Start	Start
1	Overcome difficulties	Participate and access investment sources to upgrade IT systems, modern and synchronized teaching and research equipment, build online feedback channels for learners	Office for Science and Technology, IT Center	2019	2020
2		Develop policies to encourage lecturers to build a system of lesson and lecture databases.	Office for Academic Affairs, Office for Personnel, Office for Planning and Finance and faculties	2019	2020
3		Focusing on promoting the digitization at the library information center and investing in building modern laboratories in accordance with the training requirements of faculties in the university.	Office for Academic Affairs, Office for Personnel, and faculties and Library Information Center	2019	2020
1	Promote strengths	Research and apply international advanced models towards e-campus university model	The whole university	2019	2021

No.	Objectives	Content	Implementing Units	Duration	
				Start	Start
2		Connect with localities, enhancing online training	Office for Academic Affairs, faculties, Center for Continuous Training	2019	2021
3		The Library Information Center continues to maintain and develop diverse and abundant resources to better meet the university 's training work.	Office for Science and Technology, faculties and Library Information Center	2019	2021

e. Self-assessment of Criterion 13

<i>Criterion 13: Facilities, Teaching and Learning Resources</i>	Assessment Scale						
	1	2	3	4	5	6	7
Indicator 5.13.1				4			
Indicator 5. 13.2				4			
Indicator 5. 13.3				4			
Indicator 5.13.4				4			
Average score	4.0						

5.14. Criterion 14. Financial resources

a. Description

5.14.1. The University has diversified and legitimate sources of revenue from training, scientific research and technology transfer in line with its missions and strategic plans.

HNUE is a public unit in the field of education and training, ensuring a part of regular operating expenses and autonomy in performing its tasks, organizational structure, staffing and finance under the Decree 43/2006/ND-CP, dated 25th April 2006 of the Government. The university is a Level-II SA under the Ministry of Education and Training, and there are Level III SAs within the university which are independent cost accounting units.

The financial development plan is specified in strategic plans, long-term, medium-term and annual budget plans [H5.14.01.01]. The university has taken advantage of the investment from the programs and projects to enhance the equipment for training, scientific research and working. With functions and duties assigned, the university has actively exploited revenues from training activities in localities, from training and retraining services, from renting facilities,... to support training, scientific research activities and other activities of university. [H5.14.01.02]; [H5.14.01.03].

The revenues of the University come from two sources: State budget allocations and non-business revenues. The use of financial sources ensures compliance with the State's regimes, policies and regulations, supporting the operation and development strategy of the university so as to ensure finance for regular activities, to accumulate for development investment and increase incomes for employees. Each year, the university's financial performance and financial statements are approved by MOET; The audits of the State Audit Agency are periodical [H5.14.01.04, H5.14.01.05].

- Funding sources allocated by the State budget:

In the 2017 fiscal year, the total revenue granted by the State is: 170,327 million dong, as follows: University training with 133,684 million dong; Postgraduate training with 5,900 million; Professional training for officials and employees with 1,400 million; Training of defense education project with 11,027 million; Training of Lao foreign students with 3,557 million; Program target program 2020 with 9,100 million; The Ministry of Communications (ETEP) with 4,634 million; Scientific research with 8,825 million; KP Environmental career with 2,200 million; Price subsidy for press missions of Governmental publications with 500 million dong.

In fiscal year 2018, the total revenue granted by the State is: 229,684 million dong, as follows: University training with 148,652 million dong; Postgraduate training with 5,900 million; Training of defense education project with 7,459 million; Training of Lao foreign students with 5,326 million; Project foreign language 2020 with 9,590 million; The target program with 504 million; The Ministry assigned tasks with 2,181 million; Scientific research with 5,508 million VND; Investment in capital construction of works with 44,564 million.

- Funds collected from non-business activities:

+ Tuition fees: from non-pedagogical students, students chosen by provincial governments, Master candidates, PhD candidates, students studying for the second degree, distance learning learners, in-service students.

+ Fees for examinations: university entrance exams, like college admission, postgraduate enrollment.

- Revenue from training services: international students, joint training of higher education courses (local classes assigned by the Ministry of Education and Training), second degree training, pedagogic training, certificate training, etc.

+ Revenues from other activities to be remitted to the university: scientific research topics, science and technology transfer activities using the legal status of the university, leasing services for cadres, dormitories and others.

+ From the attached units to the university: Nguyen Tat Thanh Secondary School & High School, High School of Gifted students, Blue Lotus Nursery School, Pedagogical Research Institute, Centers, Publishing House, the Research and Production Center of Learning Materials.

In the 2017 fiscal year, the total revenue from non-business activities is: 191,191 million, as follows: in-service training with 37,147 million; Training Degree 2 system with 9,961 million; Outside training with 8,952 million; Training of pedagogical skill training with 12,781 million VND; Training and retraining for certificates with 28,487 million; Nafosted basic scientific research with 8,955 million; Other scientific research with 6,999 million dong; Training for foreign cooperation with 2,843 million; The ETEP program with 4,460 million VND; Other revenue sources with 70,606 million.

In fiscal year 2018, total revenue from non-business activities is 239,452 million VND, as follows: in-service training with 35,138 million VND; Training of Degree 2 system with 8,061 million; Outside training with 31,611 million; Training for pedagogical skills with 12,320 million VND; Training and retraining for certificates with 49,734 million VND; Nafosted basic scientific research with 10,103 million; Other scientific research with 2,785 million; Training of foreign cooperation with 3,456 million; The ETEP program with 4,451 million VND; Other revenue sources with 81,793 million.

The above sources of revenue are accounted and managed by the accounting software of the Planning - Finance department, which provides full reports and accounting books according to Decision No. 19/2006/QD-BTC of March 30, 2006. on "Accounting regime for administrative and non-business units". From 2018, the regulation on financial management of the University will comply with the Circular No. 107/2017/TT-BTC dated October 10, 2017 of the Minister of Finance, guiding the administrative and non-business accounting regime. Applied from January 1, 2018, replacing the Ministry of Finance's Decision No. 19/2006/QD-BTC of March 30, 2006 and the Ministry of Finance's Circular No. 185/2010/TT-BTC of November 15, 2010. The system of accounting vouchers is clearly stored and recorded in accordance with State regulations. The university's annual operations and financial statements are

approved by the Ministry of Education and Training; Audit by the State Audit Agency periodically [H5.14.01.06; H5.14.1.07; H5.14.1.08; H5.14.1.09].

Each year, financial issues are publicly reported, discussed at three conferences: financial conference publicly disclose all financial work in the year; The conference of officials and employees publicizes the situation of the welfare fund; The review meeting of the academic year reports on the financial work, which shows that the purpose of serving the activities of the university is in accordance with the mission and strategic plan set out. [H5.14.01.10; H5.14.01.11].

Based on the strategic plan, the long-term, medium-term and short-term plans to increase revenues, the school organizes annual financial conferences, school year-end summits, and staff-officials conferences and employees,... in order to evaluate the implementation, review and consult in order to adjust the internal spending regulations, supplement the revenue sources in accordance with the University's strategy [H5.14.01.12] .

5.14.2. Revenues from international relations and cooperation activities are used to strengthen research, teaching and learning capacities.

Up to now, the University has cooperated with 35 countries and territories in the world in teaching, researching, organizing scientific conferences and training cooperation to meet priority strategic objectives and encourage lecturers to improve their ability to participate in scientific research workshops at home and abroad increase the revenue and capacity of the university [H5.14.02.01;H5.14.02.02; H5.14.02.03; H5.14.02.04; H5.14.02.05]. However, the revenue from foreign training cooperation accounts for a very small proportion of 2,40% of total non-productive revenue. [H5.14.01.06; H5.14.01.07].

The non-business revenue sources of the university are used, and appropriately distributed as direct payment to employees (for teaching, writing tests, organizing examinations, marking tests and training), payment for services, supplies and learning materials during the training. They are also used as welfare fund, income stabilization fund and non-productive activity development fund. Direct expenditures contribute to improving the income of laborers, which is the basis for the re-investment of labor force for teaching and research; By allocating resources for enhancing material facilities and improving the capacity for teaching, research and general activities of the university.

On the basis of strategic plans, long-term, medium-term and short-term plans to increase revenues, the university organizes financial conferences, summing-up conferences to evaluate the implementation and review to adjust and supplement the

sources of revenue to meet the training and research requirements of the University [H5.14.01.07; H5.14.01.10; H5.14.01.11; H5.14.01.12].

The finance of the university has been effectively managed and used in the past years. The financial management is in compliance with state regulations, ensuring transparency from planning to finalization. The expenditure is reasonable, in principle to ensure good service of training and research activities of the University. The organization of accounting is gradually modernized in the direction of applying IT and electronic payment. The financial resources of the university are centrally managed and welfare funds are increasing, ensuring gradual increase of incomes for officials and employees.

b. Strengths

- The university has created legal and diversified sources of income from training and retraining activities and partly from scientific research on the basis of promoting internal resources according to the strategic plan of the University in accordance with the mission and target.

- Good implementation of financial planning and management in a systematic, complete, accurate and transparent manner, which contributes to building consensus for development activities within the university.

- Funds are allocated, used rationally, effectively and in accordance with regulations to meet the central objectives for each stage of development of the University.

c. Weaknesses

- The revenue sources are diversified but small in size. Their sustainability is not high and they continuously fluctuate. Particularly, the incomes from scientific and technological activities and international cooperation is limited.

- Funds for the implementation of human resources are high, and the rest for teaching and research renewal and facilities are limited.

- In the context of competition among training providers, it is necessary to have a prominent presence in order to attract learners while the number of students is gradually decreasing in the country.

d. Action Plan

No.	Objectives	Content	Implementing Units	Duration	
				Start	Start

No.	Objectives	Content	Implementing Units	Duration	
				Start	Start
1	Overcome shortcomings	Provide technical training, improve the research capacity of the contingent of lecturers in tendering for projects and projects to increase science and technology revenues and international cooperation.	Office for Science and Technology, Office for Planning and Finance	2019	2023
2		Supplement and revise internal expenditure regulations in line with the current situation. To build good training services to attract trainees, expand training and cooperation at home and abroad, to increase revenue for the university	Center for Continous Training, Office for Planning and Finance, Office for Academic Affairs	2019	2023
		Transform the model of the Educational Research Institute into autonomy in accordance with Decree 54	Institute for Educational Research, Office for Personnel, Office for Planning and Finance	2019	2020

No.	Objectives	Content	Implementing Units	Duration	
				Start	Start
1	Promote strengths	Maintain and develop non-productive revenues, especially from teachers' training to meet the renewal of the general education program	Office for Academic Affairs, Office for Postgraduate, Center for Continuous Training, faculties	2019	2023
2		Implement good financial management practice, publicity, transparency. Use rationally, efficiently and correctly according to regulations. Build consensus in the development strategy of the University.	Office for Planning and Finance, related departments and faculties	2019	2023

e. Self-assessment of Criterion 14

Criterion 14: Financial resources	Assessment scale						
	1	2	3	4	5	6	7
Indicator 5. 14.1				4			
Indicator 5. 14.2				4			
Average score	4						

a. 5.15. Criterion 15. Human resources

b. Description:

5.15.1. Recruitment policy, human resources development and disciplinary reward associated with vision and strategic goals.

The university plans to recruit, develop human resources and reward discipline with close mission, vision and strategic goals [H5.15.01.01]. The recruitment of cadres, lecturers and staff is respected by the school, carried out according to the process, with clear criteria specified in the "Regulations on recruitment of officials" [H5.15.01.02]. Recruitment policy always aims at having a high quality team towards

building a university into a research-oriented university and a prestigious training and scientific research center of the country and in the region.

The job placement scheme is formulated in accordance with practical requirements set out [H5.15.01.03]. Every year, the University has a plan for recruiting human resources, the number of recruitment is based on the job placement project to ensure science, consistent with the development orientation of the school while ensuring the implementation spirit downsizing in accordance with Resolution 39 of the Politburo (Resolution No. 39-NQ/TW dated 17/4/2015) [H5.15.01.04].

The recruitment process has a clear, open and transparent process. Recruitment plan is built, issued closely, scientifically, ensuring the regulations of the State and the University. The university notifies its affiliated units to register the number and criteria of recruitment; Units based on their actual needs propose the number of recruitment targets. Based on proposals from the units, the University Recruitment Council meets and considers the work needs of each unit, and based on the general development strategy plan to approve the number of targets needed [H5.15.01.05]. To attract and recruit human resources, the University issued a public recruitment notice (on the website of the University, on the New Hanoi newspaper and posted the notice at the notice board of the Office for Personnel [H5.15.01.06] The results of the annual staff recruitment examinations are publicly announced and reported to the Ministry of Education and Training [H5.15.01.07; H5.15.01.08; H5.15.01.09]. HNUE is evaluated annually and in the course of implementing this task, the specific goals, progress, and implementation methods are also adjusted accordingly to improve the efficiency of the University's recruitment work [H5.15.01.10].

The number of lecturers, employees recruited in the period of 2014 - 2018

Year 2014	Year 2015	Year 2016	Year 2017	Year 2018
31	18	2	2	11

(Source: Office for Personnel)

The university has specific regulations on regimes for trainers to serve as a basis for teacher development activities at the beginning of the job [H5.15.01.11]. The annual plan for training and developing teachers and staff is carried out based on the professional and professional needs of teachers and units. On that basis, the University sends teachers and staff to take part in training courses, improve their professional skills and skills... inside and outside the school corresponding to the rank of officials and job positions [H5. 15.01.12].

Based on the regimes and policies of the State, the University focuses on the policies and measures to create conditions for the contingent of administrators and

teachers to participate in scientific research activities and foster professional skills in and [H5.15.01.13] [H5.15.01.14]. The university has regulations on funding for managers, teachers involved in professional activities in the country and abroad [H5.15.01.15]. Policies supporting scientific research scientists and guiding scientific research students are specified. The university provides a full range of information related to topics and projects so that officials and lecturers in the school have the opportunity to access and participate. Many scientists of the university have been assigned to lead and participate in scientific topics at all levels [H5.15.01.16].

The number of teachers and staff who attended courses to improve their education, professional training, administrative management and political theory in the period 2014 – 2018

Year 2014	Year 2015	Year 2016	Year 2017	Year 2018
332	374	593	215	303

(Source: Office for Personnel)

Ensuring the regimes for officials and lecturers is specified in the decision to appoint personnel to participate in training and retraining activities. In the past time, many officials and lecturers have participated in advanced training courses (graduate and postgraduate) at home and abroad [H5.15.01.17]. Scientists who are accredited to the rank of associate professor and professor in the review and recognition period of the State Council of Professors have shown the quality and prestige of the team of scientists of HNUE [H5.15.01.18]. The assessment of human resources and human resource development is carried out annually and evaluated in stages. Since then, the school has adjusted the human resource development policies to suit the actual situation [H5.15.01.19; H5.15.01.20; H5.15.01.21].

Expenditures for training cadres and civil servants in the period of 2014 - 2018

Unit of calculation: Billion Vietnam dong

Year 2014	Year 2015	Year 2016	Year 2017	Year 2018
1.550	1.584	1.600	3.577	5.669

(Source: Office for Planning and Finance)

The university has policies on the evaluation, emulation, commendation and discipline of cadres, officials and employees. The university has developed and issued regulations on evaluation, classification of units, civil servants, officials and employees of the University [H5.15.01.22], Regulations on the emulation and commendation of School [H5.15.01.23]. Plans for emulation, evaluation and classification of officials and employees are always carried out scientifically, closely and clearly [H5.15.01.24]. Through the evaluation, the University classifies the degree of accomplishment of the duties of officials, employees and employees. The results of

this ranking are the basis for the emulation, commendation and consideration of the increase in income salary. The university has always commended and rewarded cadres, officials and employees for successfully completing their tasks and high achievements in scientific research and advanced learning [H5.15.01.25]. On the occasion of the celebration of the annual Vietnam Teachers' Day, officials and lecturers will be promoted to associate professors and professors, and commended and rewarded at all levels by the University, honored and praised for the achievements that officials and lecturers teach. pellet has been achieved [H5.15.01.26].

With the mission, strategic plan of the University, scientific research activities are always respected and encouraged. In 2009, the school established the "Science and Technology Reward Support Fund" [H5.15.01.27]. Every year, the University organizes the review of scientific research works of collectives, officials, lecturers and commend and reward projects with good scientific quality. [H5.15.01.28]. In order to improve the quality of scientific activities in March 2019, the University issued the Regulation on Science and Technology Awards of Hanoi National University of Education, many officials and lecturers were rewarded for scientific projects. learn [H5.15.01.27]. However, the source of formation of the "Science and Technology Reward Support Fund" mainly comes from the contributions of a number of individuals, so the Fund's funding is limited. The number of rewards for scientific subjects and works is still limited.

In general, the HNUE's policies and measures that have been implemented also bring practical efficiency in building a team of highly qualified and qualified administrators and teachers, while improving the effectiveness of scientific research and international cooperation in the University. The HNUE's reward and discipline policies are always evaluated and reviewed to improve to meet the school's development requirements [H5.15.01.29; H5.15.01.30]. Through the exchange opinions, speeches at staff and staff conferences at department, department, board and school level, the school staff are basically satisfied with the recruitment and development policies for the team. as well as the current emulation and reward policies of the university [H5.15.01.31].

5.15.2. The university has applied recruitment strategy and plan which employ a transparent and competitive team to develop outstanding educators' performances.

Based on the development strategy, the university plans to build and improve the quality of teachers who have good political background, moral qualities and professional skills in accordance with the teaching staff development schedule; hence, meeting the aim of making the university become a research-oriented one and prestigious research center locally and nationally [H5.15.02.01].

The teaching staff is a key element to increase the teaching quality and to build a prestigious research center; hence, developing this group plays a paramount importance currently. The university has clearly defined the principles, form, order and procedures for recruitment. Besides, it also clearly states the special policy for those who have experience suitable with their professional position, and Ph.Ds, and publicizes information on the priority for people with good results in the study and research process. [H5.15.02.02].

In the past years, the university has highly appreciated and trusted in teachers' ideas and research projects. The teachers have had the opportunity and environment to participate in the implementation of programs, projects at the state level, ministries. Young teachers are also encouraged in an environment of fair competition to ensure the inheritable development. Recognition, consideration of research opportunities, development of scientists, management staff have gradually removed the prejudice of age, experience also gender. The process of brainstorming, proposing, undertaking research is carried out publicly, competitively. Teachers who have articles or scientific articles published in foreign journals with ISI, SCI, SCIE, SCOPUS indexes... are financially supported. [H5.15.02.03], [H5.15.02.04].

In order to develop a team of teachers towards excellent educators, the university also focuses on promoting international cooperation programs, sending staff and lecturers of the school to attend international conferences. country in the world. This is a good condition for scientific research of the school, close to international standards. Teachers are strengthened to collaborate with international scientists, connecting the scientific community in specific professional fields [H5.15.02.05].

Currently, the university's regular lecturers (as of June 30, 2019) includes: 725 lecturers, including 16 professors - accounting for 2.2%; 158 Associate Professors - accounted for - 21.8%; 418 doctors - accounting for 57.66%; 303 masters - accounting for 41.79%; 04 bachelors - accounting for 0.55%. The rate of regular lecturers with master's and doctorate qualifications achieving and exceeding the progress according to the targets set out in the development planning of the university's teaching staff. Since the university was founded, the number of its teachers has been conferred the title of People's Teacher and Meritorious Teacher by the State as follows: 40 People's Teachers, 144 Excellent Teachers [H5.15.02.06], [H5.15.02.07].

In order to perform well the task of appointing managers, the University has a rigorous scientific process and specific plan, ensuring openness and transparency. The evaluation of officials and employees is conducted according to standards and duties. the position of the job, based on the criteria specified in the evaluation of the school and the guidance documents of the authorities. The planning, retraining as well as the

appointment of managers based on the Higher Education Law, the University Charter, the Government's regulations, the Ministry of Education and Training's objectives, the functions and tasks and mission, vision and strategic development plan of the University [H5.15.02.08]. Based on the faculty, staff of the University, those who have the capacity, meet the prescribed standards are planned at each level to be included in the planning, monitoring and retraining of professional skills service. The University has implemented the planning of the titles of Ministry of Education and Training officials who manage the 2017-2022 term and the next terms (02 officers are planned to become the President, 14 are planned to be Vice President). Planning work of heads and deputy heads of units throughout the school is also carried out democratically and transparently. The university has implemented a plan to supplement the titles of MOET management staff for the 2017-2022 term (03 staff is planned to be the President, 09 are planned to be Vice President). In May 2019, the University implemented a plan to supplement the titles of Ministry of Education and Training officials for the 2022 - 2027 term (02 cadres are planned to be the Chairman of the School Council, 03 officials are planning to the position of President, 10 officials are planned to position as Vice President). The appointment of the university's managers is done in accordance with the regulations of the state agencies as well as the organizational and operational regulations of the University and there is a final report to review, evaluate and develop the staff. [H5.15.02.09, H5.15.02.10], [H5.15.02.11]. However, the recruitment, staff use, development of excellent scientists are still passive due to many objective factors. On that basis, the proposed policies to suit the development requirements of the University [H5.15.02.12].

5.15.3. The University has policy and plan about assuring the quality in recruiting and employing guest lecturers

To meet the demand for high quality training in accordance with practical conditions. Currently, the University has regulations on recruiting visiting lecturers. Regarding standards, the operating procedure of visiting lecturers was issued and implemented by the University to facilitate the implementation of the units of HNUE. Remuneration for visiting lecturers is designed to attract leading scientists to teach and collaborate with the University [H5.15.03.01], [H5.15.03.02].

Units directly using visiting lecturers are directly assigned to manage and ensure the quality of participating in training activities of the University, especially in postgraduate training [H5.15.03.02]; [H5.15.03.03]. The University, which has developed training programs and plans with increasing cooperation with the signed schools, strengthens the joint program with many big scientists in prestigious universities and research institutes. domestic and foreign, international organizations.

HNUE developed a number of cooperation projects with English, US, Canadian, New Zealand... about English training to implement the policy of improving the effectiveness of teaching and learning some subjects in English at HNUE with the aim of improving the quality of training and international cooperation activities to develop human resources, improve the quality of training and scientific research of the key education university [H5.15.03.04]. The recruitment and use of visiting lecturers were evaluated to point out the disadvantages and limitations [H5.15.03.05]. Since then, the policies have also been adjusted to suit the development requirements of the school [H5.15.03.06].

c. Strengths:

- The recruitment and development of human resources and the emulation and commendation work shall be ensured in accordance with the provisions of the law and the documents of the State agencies, and at the same time with the practical conditions of the University aligned with vision and strategic goals.

- The recruitment work focuses on attracting highly qualified human resources to improve the quality of training process and scientific research.

- The work of consolidating and improving the level and skills of the teaching staff comes from the practical requirements, which is implemented in various forms to meet with the conditions of the university as well as those of the faculties and departments, as well as of the individual staff member.

- Commendation and disciplinary activities are conducted in a fair and transparent manner; Criteria for evaluation, comments are gradually improved.

- Supportive and rewarding measures are applied effectively in encouraging the staff to improve their professional qualifications, the quality of scientific research and international cooperation.

- The quality of highly qualified guest lecturers meets the requirements of cooperation in training and research.

d. Weaknesses:

- The planning of managers remains passive. The training and development after the planning has not yet calculated separately for specific titles.

- The incentive, training and research mechanism for excellent teachers has not been "breakthrough" by the binding regulations as well as certain internal difficulties.

- The HNUE's scientific research support fund is limited.

- The expansion of attracting visiting lecturers and international scientists is limited in a number of fields.

d. Action Plan

No.	Objective	Content	Implementing	Duration
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			Units	Start	Start
1	Overcome difficulties	<ul style="list-style-type: none"> - Be proactive in planning managers; - Review planning regularly; - The training and development of personnel according to the planning of specific titles. 	Office for Personnel	2019	2020
2		<ul style="list-style-type: none"> - Completing the evaluation process towards developing a set of performance evaluation tools suitable for job positions; - Study and propose internal spending regulations to make them more suitable; - Developing services to increase school revenue. 	Office for Planning and Finance, related departments and faculties	2019	2020
3		<ul style="list-style-type: none"> - Mobilizing financial resources for rewarding achievements in scientific research 	Office for Science and Technology, Office for Planning and Finance, Office for Personnel	2019	2020
4		<ul style="list-style-type: none"> - Selecting international cooperation with appropriate units to attract a team of foreign professors participating in training activities 	Office for Personnel, related departments	2019	2020

No.	Objective	Content	Implementing Units	Duration	
				Start	Start
1	Promote strengths	- Regularly evaluate and adjust the regulations on recruitment, emulation, evaluation, grading and rewarding officials and employees in accordance with the University development practice.	Office for Personnel	2019	2020
2		- Promote the transparency, efficiency, and quality of recruitment in order to improve the quality of staff in accordance with the University development strategy.	Office for Personnel	2020	2021
3		- Continue to encourage officials to participate in training and fostering to raise their qualifications; - Assessing the effectiveness of the training courses that officials participated.	Office for Personnel	2020	2021
4		- Strengthen supervision so that commendation and discipline work is always timely, fair, open and transparent.	Office for Personnel	2020	2021

e. Self-assessment of Criterion 15

Criterion 15: Human resources	Assessment scale						
	1	2	3	4	5	6	7
Indicator 5.15.1				4			

Indicator 5.15.2				4			
Indicator 5.15.3				4			
Average score	4						

❖ *Self-assessment of Standard 5*

Standard 5	Assessment scale						
	1	2	3	4	5	6	7
<i>Criterion 12: Education environment</i>							
Indicator 5.12.1: Landscape, teaching and learning environment in accordance with the mission, vision and educational goals of the University.				4			
Indicator 5.12.2: The campus, the natural environment of the University is planned and constructed in accordance with the training and fostering process of lecturers.				4			
Criterion score	4.0						
<i>Criteria 13: Facilities, teaching and learning resources</i>							
5.13.1: Buildings, lecture halls, classrooms, libraries, laboratories, laboratories, computers, equipment and learning materials are equipped, maintained and used in accordance with the educational purpose of the University.				4			
5.13.2: Buildings, lecture halls, classrooms, libraries, laboratories, labs, computers, equipment and learning materials are used flexibly to meet the creativity and innovation of new teachers and learners, suitable for each training course, regular training/ fostering activities.				4			
Indicator 5.13.3: The online university				4			

environment ensures that online training and education and virtual teaching practices are implemented effectively with appropriate teaching methods.							
Indicator 5.13.4: The hardware and software technology is maintained regularly by the university and is available to the faculty and learners to use effectively.				4			
Criterion score	4.0						
<i>Criterion 14: Financial resources</i>							
Indicator 5.14.1: The university has a diverse and legitimate source of revenue from training, retraining, scientific research and technology transfer in accordance with its mission and strategic plan.				4			
Indicator 5.14.2: Revenue from international relations and cooperation activities is used to enhance the capacity of the university.				4			
Criterion score	4.0						
<i>Criteria 15: Human resources</i>							
Indicator 5.15.1: Policy on recruitment, human resources development and reward and disciplinary action related closely to strategic vision and objectives.				4			
Indicator 5.15.2: The university has a strategy and recruitment plan, employing a transparent, competitive and efficient team to develop excellent educators.				4			
Indicator 5.15.3: The university has a policy and quality assurance plan in the recruitment plan and employing guest				4			

lecturers.							
Criterion score	4.0						
STANDARD SCORE	4.0						
CAPABILITY LEVEL	4.0						

6. Standard 6: TEACHING SUPPORT

6.16. Criterion 16- Teachers induction and guidance

a. Description

6.16.1. The university provides newly appointed lecturers with productive induction and guidance

HNUE has a system of policies, human resources and finance to support trainers and new lecturers in accordance with the goals and standards of the University. Specifically:

The university has a policy of creating sources with excellent and excellent students in units and majors that need recruitment. Recruiting and recruiting faculty members from excellent graduates, excellent students with master's and doctoral degrees, and attracting highly qualified personnel from the outside in the disciplines wishing to recruit training to become a lecturer is defined in the Regulation on organization and operation of HNUE, Regulation on recruitment of university officials, Regulation on special recruitment of lecturers and researchers of HNUE [H6.16.01.01; H6.16.01.02].

After being recruited, apprentices will be instructed in the apprenticeship process, which is reflected in the Regulations on the process of official appointment and appointment to professional titles [H6.16.01.03]. The unit appoints a person in the subject to assign professional guidance and job monitoring [H6.16.01.04]. At the end of the apprenticeship, the probationary instructor takes the questionnaire poll of students and is scheduled by the professional committee of the subject groups, assessing pedagogical activity products during the apprenticeship [H6 .16.01.05; H6.16.01.06] and the university issued a decision to appoint a lecturer.

Trainees and new instructors are facilitated by the university, support in learning, improve their qualifications such as sending Master, Ph.D. training, foreign language training, information technology and participating in professional activities. , operations through funding support are specified in the Internal spending Regulation [H6.16.01.07]. Trainees and new trainers are entitled to a 50% reduction in the norm of jobs compared to the regulations such as the number of class hours, scientific

research activities, professional activities and performing other tasks to focus on attending hours, lesson plans, professional research, advanced learning [H6.16.01.08].

In particular, young lecturers are considered for a salary increase when they protect their doctoral thesis on time but not yet receive a grade 3 salary, an increase in salary ahead of time when achieving achievements such as achieving the title of emulation soldier, with article... [H6.16.01.09; H6.16.01.10]. The university also regularly sends lecturers to take part in career advancement examinations [H6.16.01.11]. These offers are not only for young teachers, but also for long term instructors.

The support for trainers and new lecturers is also reflected in the organization of annual scientific research conferences for young staff, seminars to share new issues on the development trend of modern society, innovations in education and training in the country and around the world. Typically, the Ninth scientific conference of young cadres under the theme "Young lecturers with education and revolution 4.0 innovation" with reports presented entirely in English and Scientific Conference of young lecturers from pedagogical universities nationwide in 2018 provided opportunities for young teachers of pedagogical universities from various fields of research and teaching to meet, exchange and cooperate in science [H6.16.01.12; H6.16.01.13].

The policy documents on supporting trainers and new lecturers are publicly disseminated on the University's website and sent to each unit, notification unit for each subject and individual to encourage Encourage lecturers to feel secure about career development at the University. However, the material and life support is limited so it has not helped young staff really feel secure and dedicated.

6.16.2. Lecturers are encouraged and are able to successfully act as facilitators

For teaching, the University has many activities to encourage teachers to perform the role of a facilitator and coach to guide learners through the lecturer assigned to teach the part of the teaching, which is active. export the examination form and key grades approved by the Principal and specify in the detailed outline [H6.16.02.01]. The university has a policy and mechanism for sending lecturers to take on the role of classroom leader, study advisor for learners, training assistants, scientific assistants... responsible for informing learners of the current rules and regulations, advising students to develop a reasonable study plan to ensure the accumulation of credits and graduation on time prescribed [H6.16.02.02; H6.16.02.03].

For the activity of being a scientific research instructor for students, HNUE assigns lecturers to guide students to implement topics and enjoy the benefits according to the Regulations on the rights of instructors [H6.16.02.04; H6.16.02.05].

Every year, under the guidance of the teachers and students of the University, there are high quality scientific research projects which are highly appreciated at the department and school levels. There have been many scientific research projects of students being awarded ministerial-level prizes and Vietnam Science and Technology Innovation Awards... [H6.16.02.04].

For teaching professional development and practice: Lecturers are encouraged to innovate teaching methods to set an example for learners. Lecturers are appointed to be the leaders of the pedagogical practice team to support students in real-time practice. In addition, every year, lecturers bring students' groups to practice, helping students to apply and experience the knowledge learned in the school and also help teachers to supplement and cultivate more experience and knowledge [H6.16.02.06]

When acting as a guide, lecturers are encouraged in many ways such as fostering per diem, bus transportation, facilitating accommodation... [H6.16.01.07; H6.16.02.05].

6.16.3. The university's leaders develop and carry out continuous training plans aiming at raising awareness, improving profesional capacity of teaching staff, and providing them with university-based experience

The commitment of the university leadership to the implementation of the continuing training plan to raise awareness and enhance the professional competence of faculty members, linked to the reality of the high school is implemented through the policies, guidelines and annual plans of activities of the University in many different activities. Typically at the meetings of the university leaders, preparing and implementing training plans [H6.16.03.01; H6.16.03.02]. The University has regulations on foreign language skills, information technology and professional skills for teachers such as within 24 months after being recruited, must meet the requirements of foreign languages, before 35 years old, must have a doctorate degree (except some specific units)... [H6.16.03.03].

The university has organized and created favorable conditions for lecturers to attend refresher courses to raise awareness and develop professional capacity. Specifically, fostering professional skills for lecturers of Ha Nam campuses, helping them access to useful information and general knowledge in the fields, familiarize themselves with some approaches. active teaching, active design and professional development under the model "Lesson study" [H6.16.03.04], "Advanced refresher course" focusing on each specific specialization such as Math, Literature, Geography, History... [H6.16.03.05].

In 2018, the University held 2 Training workshops that are taught entirely in English: "Training workshop on improving the capacity of writing research proposals

in English" and Workshop on "Building lecturer capacity in writing international articles in educational science". At the seminar, professors from Macao University and Queensland University of Technology introduced modern research methods, how to build and conduct research as well as international writing skills in the field. education and social sciences. The activities of these two training courses have contributed to improving the international integration in science and technology of HNUE faculty members [H6.16.03.06].

The university creates favorable conditions for time and financial support for teaching staff to participate in professional and professional activities such as teaching and academic exchange at home and abroad [H6.16.03.07; H6.16.03.08]. In 2018, the University sent 17 lecturers to study for PhDs at home and abroad, 1 lecturer was sent to study for the Master's program. In addition, hundreds of officials are sent to seminars, refresher courses to improve qualifications, training courses such as: 04 English lecturers sent to the course "Skills and teaching methods" English "organized by Vietnam - Singapore Training Center [H6.16.03.09]; 05 lecturers were sent to attend the cadre training class and 16 lecturers were sent to attend an English speaking and writing examiner organized by the University of Foreign Languages, Hue University [H6.16.03 .ten]; 15 lecturers from the Faculty of Education and Training and Department of Philosophy were sent to attend summer training organized by the Ministry of Education and Training in August 2018 in Hai Phong [H6.16.03.11], 60 lecturers were sent to attend English Training for university administration, at Language Link Center in collaboration with the university [H6.16.03.12].

The result of the training course is that after finishing the classes, training courses for lecturers will be issued with certificates and certificates [H6.16.03.12b].

The University signs cooperation agreements with domestic and foreign partners to come to the University to teach and work so that the lecturers in the school have the opportunity to contact the general education issues of countries around the world [H6.16.03 .13]. Typically, the seminar "Reform education and textbooks: International Experience and Vietnam". Through the presentation of two international experts from the University of Geneva Switzerland, the participants gained valuable knowledge and experience about the history of education and science; on textbooks and the existence of textbooks in the current digital age, about the different ways of administration of some governments on textbook issues,... [H6.16.03.14].

After being trained and fostered, lecturers of HNUE have actively applied and implemented teaching methods in accordance with reality, practice at the school as well as in high schools. HNUE's lecturers can apply the methods at the system of practice schools of the school such as Green Lotus Nursery School, Nguyen Tat Thanh

Practical Primary School, Nguyen Tat Thanh Secondary and High School, practical schools at the Hanoi University of Education's Branch in Ha Nam province ... Students of the practical schools are also allowed to go to the faculties and subjects of the University to learn and practice experiments, especially new applications. On the other hand, in fact lecturers of Hanoi National University of Education also participate in teaching for high schools, participating in the compilation and owner of textbooks and documents for general schools at all levels [H6.16.03.15] .

However, the exchange of experiences among lecturers participating in the program development and compilation of general textbooks has not been organized regularly.

The university has a relationship with a system of schools in the system of preschools, primary schools to junior high schools, high schools, colleges and universities in Hanoi and neighboring provinces such as Hai Duong, Hung Yen, Phu Tho, Vinh Phuc, Nam Dinh, Thai Binh... send lecturers directly to guide students in pedagogical practice to make practical contact with educational issues in high schools through the Pedagogic Practice Regulation and conducting pedagogical review activities to absorb the requirements for reforming general education, thereby making adjustments in program implementation and retraining of cadres and lecturers appropriately [H6 .16.03.16].

The university established the Institute for Educational Research and the Center for Research and Teacher Professional Development with the task of researching and applying educational issues, including practical educational research in high school, The intitutes are considered as the focal points to convey to the lecturers in the university through research projects and training courses. These units have many activities and programs associated with high schools [H6.16.03.17].

To balance between theoretical and practical training, the University established and created favorable conditions for the system of practice schools at preschool, elementary, junior high and high school to operate effectively, creating an environment for teaching. students conduct pedagogical experiments [H6.16.03.18]. Practical schools are an environment for teachers to research and apply effectively new and effective teaching experiences or methods of lecturers in the school [H6.16.03.19].

The university and units have also organized many seminars and opened many refresher training courses related to specialties as well as updated the development trend of modern society and renovated education and teaching... to improve the quality of teaching for teachers, enhance the professional capacity to communicate and train students with the purpose that students of the school will be teachers in the future.

They have a lot of practical knowledge to teach in high schools [H6.16.03.20; H6.16.03.21].

The university has sent lecturers to become post-doctoral trainees, exchanged scientific research collaborations to improve their qualifications, professional knowledge as well as experience and progress towards international integration [H6.16.03.22]

Besides, activities associated with secondary schools are mainly for lecturers in the subject of teaching methods but not yet popular to the entire teaching staff in the school. The school has not set a specific time limit for a lecturer to contact or have practical experiences at high school, as a basis for raising awareness and increasing professional competence of faculty members , linked to high school practice.

6.16.3. The university's leaders develop and carry out continuous training plans aiming at raising awareness, improving profesional capacity of teaching staff, and providing them with university-based experience

For a educational university, the teaching method of the teaching staff is an issue that needs to be given due attention. At HNUE, the University has paid special attention to supporting lecturers through assigning tasks to functional departments with detailed planning to support lecturers to effectively use appropriate teaching methods for the chapter. annual refresher course. Teachers are encouraged to improve their teaching and learning skills through retraining as well as innovating teaching and learning methods.

Office for Personnel plans, organize train and retrain courses on innovation of teaching methods, methods of assessing learning results in the direction of developing self-studying, self-studying and working capacity according to group, pay attention to the experimental methods in regular training programs or send lecturers to attend professional training courses (H6.16.04.01).

The Office for Science and Technology based on the yearly plan to organize scientific seminars on content innovation and teaching methods. Faculties also organize seminars and seminars within a specialized field. Specifically, the Department of Mathematics - Informatics, in collaboration with a number of departments, has successfully organized the International Science Conference "Integrating in Mathematics Education and Teacher Training" with the purpose of creating a forum for exchange, discuss the results, new research directions and methods, and create opportunities for connecting scientists and educators at home and abroad [H6.16.04.02]. Department of Geography – HNUE and Department of Geography of the University of Muenster (Germany) jointly organized an international conference with the topic "International Conference on Geographic Education in

Vietnam and international experience”. A large number of lecturers, scientists, experts from universities around the world have submitted, attended and reported at the Workshop with many rich topics such as: Innovating teaching methods in Geographic education; Applying information and communication technology to Geography teaching; Developing Geography teacher training program; Innovative testing and evaluating in teaching Geography... [H6.16.04.03].

In particular, the Center for Continuous Training has developed the in-service training programs (jointly developed by lecturers of specialties) on appropriate teaching methods, especially for Experimental methods. At the same time, these programs of the university when deploying teacher training in provinces and cities nationwide have always received positive feedback from the fosters [H6.16.04.04].

The university provides E-learning courses, diverse databases in the electronic library to facilitate lecturers in applying teaching methods for regular refresher programs [H6.16.04.05].

The University Trade Union, within the framework of its annual professional activity, has also provided training for its teachers "Skill in using digital teaching facilities" [H6.16.04.06].

HNUE attaches great importance to developing synchronous facilities and modern equipment; system of visual teaching equipment is equipped to help teachers teach empirically effectively; upgrade internet, wireless,... in classrooms and lecture halls. Every year, the University conducts an evaluation of the actual situation of facilities and teaching equipment to develop an investment plan for facilities to support the experimental teaching activities of teachers. The University focuses on investing in facilities for lecture halls so that lecturers can bring into full play their strengths in teaching, scientific research, access to educational and social issues that affect activities. pedagogy such as: equipping working rooms for experts who are professors at V-lecture hall, installing 100% of projectors, audio equipment for classrooms and lecture halls [H6.16.04.07; H6.16.04.08; H6.16.04.09].

In order to support teachers to effectively use appropriate teaching methods, the University focuses on evaluating the effectiveness of teaching activities of teachers. The university assigned the Center for Quality Assurance to collect feedback from learners about the teacher's teaching method after the end of each semester [H6.16.04.10]. The results of this collection are the basis for evaluation and adjustment requirements for lecturers. On the other hand, the school assigned to the Center for Research and Teacher Professional Development (in charge of an intensive module on information technology application and use of equipment in teaching) also asked the lecturers for their opinions. advantages and points need to be added after each module

to make reasonable adjustments to this module [H6.16.04.11]. In addition, students are also given feedback on the regular pedagogical training program, including content evaluating the quality of guiding students to study and practice professional skills violations of lecturers [H6.16.04.12]. This is the basis for evaluating the effectiveness of using teaching methods of lecturers, and at the same time strengthening the evaluation data system of teaching support activities of HNUE's teachers. These data are also tools for teachers to use learners' experiences as a learning resource.

On the other hand, from the HNUE's support to teachers effectively using teaching methods and recognition, the school can identify successful and popular teaching experiences for teachers. In addition to materials such as materials compiled by lecturers as teaching materials for students, the articles published in international journals have high applicability [H6.16.04.13].

6.16.4. The university supports lecturers to effectively deploy appropriate teaching methods, especially experimentation methods in regular training programs

To create opportunities for professionalization for faculty members meeting special needs, access to educational and social issues that impact pedagogical activities, the University has had the resources and regulations which are complete, updated and implemented effectively and accurately, stipulated in the Internal Expenditure Regulation, the Regulations on the university's Code of Conduct for civil servants, public employees and employees. [H6.16.05.01; H6.16.05.02].

The university has an annual and long-term professional training and retraining plan for lecturers to have the opportunity to improve their qualifications and become an expert in the field of research [H6.16.03.01].

The university organizes lecturers to participate in professional training courses on specialized teaching methods [H6.16.03.02]. In particular, HNUE organizes seminars, workshops, conferences giving lecturers the opportunity to timely access new educational issues, social issues that affect pedagogical activities such as: renewal general education curriculum, how to write and publish articles, scientific works in international journals with indexes as well as seminars on communication skills, inviting scientists and politicians to speak on social issues, resolution sessions... creating conditions for lecturers to learn and improve in depth and professionalism. [H6.16.05.03].

In 2018, within the framework of the sponsorship agreement of ETEP, HNUE organized a training course on Advanced University Teaching Methods (Flipped Teaching Course) for HNUE's lecturers and managers with the direct guidance of lecturers from the University of Artevele from Belgium. This is a course to help teachers and school administrators access to the new trend of teaching methods in an

era of connectivity [H6.16.05.04]. The university also cooperates with the ETEP program management board to successfully organize a seminar on the training of teachers and managers of general education institutions with the topic "Innovating educational evaluation according to ability: International experience". The seminar was organized to improve the understanding of "capacity-based assessments" for experts, preparing for the adjustment of general education programs and members of the drafting committee of the HNUE' training programs and at the same time enhance academic exchanges in the field of educational science. In particular, the participants heard very useful sharing from two speakers, experts in the field of education evaluation from the University of Melbourne, Australia [H6.16.05.05]

In the process of developing a plan to professionalize teaching staff, one of the important channels for the University to create opportunities for professionalization of teaching staff is to organize a periodic survey of lecturers (twice per year), ensuring all lecturers participating in the teaching are evaluated. The results from these surveys are the basis for the University to make requests to adjust training and retraining plans for lecturers. The adjustment of training and retraining plans for lecturers must follow the roadmap. After taking feedback from learners for lecturers (once per semester), the school reviews the results, directly discuss with the head of the unit, subject and lecturer for the purpose that the instructor takes part in test, self-change corrections ... In the next evaluation form, if the evaluation results continue not good, the university and faculty will request adjustment of training and retraining plans [H6.16.04.10].

HNUE invests funds to buy "Special readers cards" to provide lecturers. With this card, the university's lecturers have access to and exploit databases from domestic and international scientific journals, since then, expanded and updated a lot of information [H6.16.05.06].

However, the professionalization of the teaching staff is not equal among the teaching staff, between lecturers with academic titles and young teachers, lecturers do not have academic titles.

b. Strengths

- The university organizes many training courses to strengthen scientific research and international publication, trainings to improve expertise, access to modern education trends for lecturers in general, including new lecturers. and young teachers, with post-course assessments.

- The university has a system of mechanisms and policies that are increasingly complete, closer to the practice of lecturers to support professional activities for teachers.

- The university has a system of practice schools, facilities and equipment

synchronous, relatively modern, pioneering in the application of educational innovation to create conditions for students to practice and practice, soon to have opportunities association with general education practice; Through the system of practice schools, lecturers have the opportunity to apply new approaches in science to educational practice, constantly improve their qualifications and update educational innovation practices. This is a very strong point to support the teaching of teachers.

- Feedbacking on the effectiveness of the teacher evaluation method has been implemented effectively.

- Strong lecturers with high qualifications (professors, associate professors, doctors of science, doctors...) increasingly professionalize.

c. Weaknesses

- The material and life support is limited so it has not helped young teachers really feel secure in their work and study to improve their qualifications (MSc, PhD).

- The university has not organized meetings to exchange experiences among lecturers participating in the program development and compilation of general textbooks.

- The interaction and exchange between the training units in the school and the research units working together with the school are not really close, not fully promoting the effectiveness and available potential.

- The involvement of high schools in seminars, seminars and training courses or policies for lecturers to stick more closely with educational practices has not yet been clearly specified.

- The professionalization of the teaching staff is not equal among the teaching staff, between lecturers who have academic titles and young teachers and lecturers who do not have academic titles yet.

d. Action plan

No	Objectives	Content	Implementing units	Duration	
				Start	Start
1	Overcome difficulties: focus on the content of fostering, raising the level and specialization of teaching	Planning seminars, exchanging experiences between points in the school year	Management Board Faculties Office for Personnel	2019	2020
		Identify the content of intensive training to stick to reality in a school year	Faculties; Office for Personnel	2019	2020

	staff to meet the requirements of education reform and integration	Send appropriate lecturers to register for the training courses that are committed to the output of the training process	Faculties Office for Personnel	continue in coming time	continue in coming time
		Connecting and finding sources of support for teachers, especially young teachers to improve their qualifications and specialize their qualifications; At the same time, create teaching support mechanisms and financial support policies for young teachers	President Office Faculties Office for Personnel Office of financial and planning	continue in coming time	continue in coming time
		Compilation, dissemination and putting into use the survey sample assessing probationary and new lecturers periodically	Office for Personnel, Center for Quality Assurance	2019	continue in coming time
2	Promote strengths: continue to conduct in-depth seminars, combine with advanced educational	Organizing a seminar to introduce Vietnam's current trend of modern social development and educational innovation	Office for Personnel, Faculties Office for Science and Technology	2019	2020 and continue in coming time
		Adjust, develop	Office for	2019	2020

institutions in the world to help trainers have the opportunity to improve their professional skills; Simultaneously with the development	training programs in accordance with the current situation and welcome the trend of integration	Academic Affairs Faculties		
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f. Self-assessment of Criterion 16

Criterion 16	Assessment						
	1	2	3	4	5	6	7
Indicator 6.16.1				4			
Indicator 6.16.2				4			
Indicator 6.16.3				4			
Indicator 6.16.4				4			
Indicator 6.16.5				4			
Overall opinion	4.0						

6.17. Criterion 17. Assessment and accreditation of trainers

a. Description

6.17.1 The university has a policy to evaluate teachers accurately, openly and transparently

HNUE has mechanisms and policies to make the assessment of lecturers accurate, open and transparent. Specifically:

The university has issued the Regulations of standards, tasks and working regime for lecturers [H6.16.01.08], which clearly stipulates the tasks and workload in each academic year of each lecturer, such as working time, standard teaching hours, scientific research, professional activities and performing other duties for lecturers of HNUE. On that basis, the faculties deploy to the subject section and each lecturer, the workload is open and transparent so that the lecturers understand their rights and obligations. Each lecturer will make a specific plan for his activities in each academic year in each field of work and this will be the basis for evaluating each lecturer after each academic year. Subsequently, the University issued the Regulations on assessment and classification of units, civil servants, officers and employees of HNUE

so that the assessment can be accurate and transparent [H6.17.01.01].

In the evaluation of lecturers, the university has developed a plan, implemented the plan, checked and assessed in accordance with the process: Regulations on assessment and classification of units, civil servants, officials and employees. of Hanoi University of Science and Technology in order to make the assessment accurate and transparent [H6.17.01.01], the university has issued a Regulation on the work of emulation and commendation [H6.17.01.02]. At the beginning of each school year, the school issues a written notice of registration of emulation, encouragement and encouragement for officials to participate. After that, the unit submits the registration form. By the end of the school year, the units will base on the performance of lecturers' tasks to conduct a comprehensive review of the unit and each individual, including evaluation and grading of each job content. according to individual plans and review of emulation titles [H6.16.01.08; H6.17.01.01; H6.17.01.03; H6.17.01.04]. List of comments sent by the unit to the University. The University's Emulation and Reward Council will meet and announce publicly on the University's website within 7 days. If there is no feedback, the School will issue a decision recognizing the assessment, classification of units, civil servants, officials and employees; Decision to recognize the title of emulation and commendation [H6.17.01.05].

The university is also very concerned about evaluating the quality of teaching of the faculty to improve the training quality of the university. This is done by doing student surveys on the quality of the teaching staff (twice per year). The results of these surveys provide a basis for the university to evaluate the quality of the instructor's performance and accordingly find ways to improve the quality of teaching [H6.16.04.08]. However, the results of lecturer evaluation from learners have not been publicly announced, and the feedback is given and discussed with only some lecturers in concern [H6.16.04.10].

However, the evaluation of lecturers from learners has not been published publicly, it is only limited to comments and direct exchanges with some lecturers with limited evaluation results. The university has not built an accurate, complete online database of lecturers.

6.17.2. The university has a mechanism for recognizing and rewarding teachers' achievements, encouraging teaching and research activities

The university has a mechanism for recognizing and rewarding teachers' achievements, encouraging teaching and research activities. For example, the Emulation and Reward Fund (defined in the Internal Spending Regulation) [H6.16.01.10], the Science and Technology Promotion Reward Fund [H6.17.02.01] is to reward and encourage achievement of the faculty as well as teaching and research

activities.

Based on the plan and practical activities in teaching and researching on scientific research, carrying out the professional tasks of lectures, annually, the university organizes the review and recognition of emulation titles for officials and lecturers, accompanied by a bonus as defined in regulations [H6.17.01.02]. Every year, the University organizes reviews of research works of the lecturers and presents award for studies of good quality [H6.17.02.02].

The University has also conducted a review of scientific research works of collectives, staff, lecturers and awards for works of good scientific quality. It clearly states that officials and lecturers who have scientific articles or articles published in foreign journals with ISI, SCI, SCIE, SCOPUS..., shall be supported from 2.5 million to 4,5 million for 1 article [H6.17.02.02]. All these activities are done publicly.

Thanks to the recognition and remuneration mechanism for lecturers' achievements through the policies and support measures from the University, the professional activities of the lecturers have been clearly improved. The number and quality of scientific publications of lecturers are constantly increasing each year [H6.17.02.03; H6.17.02.04; H6.17.02.05]. The policies and measures that have been implemented also bring practical effectiveness in building a highly qualified team, while improving the effectiveness of scientific research activities, international cooperation and the position of HNUE.

The implementation of mechanisms and policies to recognize the achievements and remuneration of lecturers of the school makes connecting the university's educational goals more and more effective. The number of articles published in international magazines is increasing; scientific papers with impact index on the academic community (IF); acceptance projects, scientific research projects have also increased significantly. Therefore, the university has a team of lecturers with very high academic titles [H6.17.02.06; H6.17.02.07; H6.17.02.08].

Not only that, the university and its lecturers also have many scientific and technological research and transfer contracts; Many achievements of scientific and technological cooperation [H6.17.02.09].

Although there is a system of recognition and treatment, due to limited funding, the reward level is not really satisfactory. The university also did not have any activities to assess the teacher's satisfaction with the current remuneration.

b. Strengths

- The university systematically evaluates faculty competence with a variety of information sources. Evaluation results accurately reflect the capacity of instructors.

- The remuneration system in terms of teacher's scientific research has been specially noted by the university and funded sufficiently. This is a way to motivate the trainers to make continuous efforts, especially in increasing publications in reputable journals.

- The preferential treatment for scientific research activities of lecturers has been given special attention by the school and appropriated an appropriate source of funding. This is a way to motivate teachers to make continuous efforts, especially in strengthening valuable publications in prestigious journals.

- The online database of lecturers has been formed and initially put into operation, creating a network of lecturers of the university and promoting to other units outside the university.

c. Weaknesses

- Evaluation of current lecturers has not really been deeply linked with the school development goals in the future.

- The level of funding support to encourage lecturers in professional activities and scientific research is not high and sometimes lacks in time.

d. Action plan

No.	Objectives	Content	Implementing unit	Duration	
				Start	Start
1	Overcome difficulties: building a teacher management database, striving to connect channels in teacher assessment and accreditation consistent with the university's development goals.	It is expected to develop measures to make the assessment more relevant to the development of the University	Management Board Faculties Office for Personnel	2019	2020
		Improve the incentive system to promote lecturers' quality and attract more good lecturers (especially young and new ones) to work at the university	Management Board Office for Personnel Office for Planning and Finance	2019	2020

No.	Objectives	Content	Implementing unit	Duration	
				Start	Start
2	Promote strengths: on the basis of the regulations on management, evaluation and accreditation of trainers, the university continues to improve management in the direction of developing the process of completion.	Continue improving and systemizing management process.	Management Board Faculties Office for Personnel Office for Planning and Finance	2019	2020

e. Self-assessment of Criterion 17

Criterion 17	Assessment scale						
	1	2	3	4	5	6	7
Indicator 6.17.1				4			
Indicator 6.17.2				4			
Average score	4.0						

❖ Self-assessment of Standard 6

Criterion	Assessment scale						
	1	2	3	4	5	6	7
Criterion 6.16: Teachers induction and guidance							
Indicator 6.16.1: The university has an effective mentorship system to assist newly recruited teachers and mentees.				4			
Indicator 6.16.2: Teachers are				4			

encouraged and able to fulfil the role of instructors effectively;							
Indicator 6.16.3: The university's leadership is committed to implementation of professional development plans to improve teachers' alertness and professional capacity in response to the university realities and context.				4			
Indicator 6.16.4: The university supports teachers to effectively deploy appropriate teaching methods, especially the experimentation method in CPD programmes.				4			
Indicator 6.16.5: The university supports teachers with opportunities to specialize so as to meet special needs; opportunities to be exposed to emerging educational and social issues that might impact pedagogical activities.				4			
Criterion score	4.0						
Criterion 6.17: Assessment and accreditation of lecturers							
Indicator 6.17.1: The university has and implements policies that allow accurate, open and transparent assessment of its faculty.				4			
Indicator 6.17.2: The university has mechanisms to recognise teachers' achievements and encourage teachers to improve their competencies in teaching and research through a rewarding system.				4			
Criterion score	4.0						
STANDARD SCORE	4.0						
CAPABILITY LEVEL	4						

7. Standard 7: **LEARNING SUPPORT**

7.18. Criterion 18. Enrollment and student support

a. Description

7.18.1. The enrollment process for the training and retraining programs is publicized and transparently implemented.

Regular college admissions select students from high schools, or citizens who have graduated from high school or other equivalent or higher levels of education. University admissions are divided into two types: formal and non-formal. Besides undergraduate admission, HNUE also enrolls graduate students, including masters and doctorates. In addition, the school also enrolls students who need to foster teachers [H7.18.01.01].

Regular university entrance is carried out according to the mode 3 and implemented in accordance with the process of the Ministry of Education and Training. The enrollment information is included in the "Things to know about college and university enrollment" issued by the Ministry of Education and Training [H7.18.01.02]. The university establishes an Admissions Council to assign units to perform specific tasks during the enrollment process [H7.18.01.03].

In order for the enrollment to be effective, in 2019 the university has set up a specialized admissions page to help candidates easily learn about the school's enrollment information; establish Admission Advisory Board [H7.18.01.04]. The Admissions Advisory Committee has been active in: Going to high schools, to Departments of Education and Training to introduce students to the training majors of Hanoi National University of Education; At the same time, they set up an admissions fanpage to interact directly with candidates interested in the school, answer questions of the candidates. The school also has two hotline numbers for admission to answer candidates. born 24/7. In addition, the Admissions Advisory Board also combines with the online self-study forum (<https://hocmai.vn/>) to carry out many livestream of admissions advice for candidates wishing to consider admission to the University of Education, delivering Admissions leaflets [H7.18.01.05].

In addition to regular university entrance, the University is assigned by MOET targets and tasks of undergraduate and graduate training, inter-school training, short-term training and post-graduate training. Admission policies and procedures are also widely announced, publicly and transparently in various forms such as posting on the school website, sending dispatches to localities in need .. [H7.18.01.01] .

The HNUE's enrollment information has been announced publicly and in many ways as above, which not only helps many students know the university's enrollment information but also helps candidates choose the appropriate field of study according

to their abilities and aspirations.

In addition to ensuring publicity, the university's admissions process is also conducted fairly and transparently.

The university has given priority to candidates of policy beneficiaries and in remote areas in accordance with the enrollment regulations of MOET [H7.18.01.06]. In addition, the university also set a separate floor for each candidate to select the industry that suits their ability [H7.18.01.07].

After each round of enrollment, the university will notify applicants who are dissatisfied with their results to review the test results. The results of the re-examination are also publicly available on the university's homepage [H7.18.01.08].

During the enrollment process, the university has set up an Inspection Committee to monitor and supervise all admissions processes [H7.18.01.09].

All admission regulations are publicly announced on the university's admissions page, from the various types of admission benchmarks, to the list of successful candidates [H7.18.01.10].

The university has a notice of admission guidelines for freshmen, and the notice is clearly on the school's website [H7.18.01.11]. With the purpose of helping students interact with students in the courses in their department, at the beginning of the school year, departments throughout the university in turn organize the Welcome New Student program [H7.18.01.12].

At the end of each school year, the university has a summary of the departments, offices to review the work done in the year. The university has statistics on admission and provides direction for admission for the next school year [H7.18.01.13].

Especially, the minutes of the Admissions Inspection Committee also helped the Admissions Council to recognize and evaluate the enrollment activities, thereby having solutions for the next year's entrance examination [H7.18.01.14].

Enrollment is a very important job, so the school has been very careful in all activities and ensures openness, fairness and transparency in accordance with the regulations and regulations of MOET and the university.

7.18.2. Information about majors, curriculum, training programs, and the implementation process must be clear, complete and accessible.

HNUE owns a system of academic curriculum for a full range of training courses and levels. Information about majors, curriculum, syllabi, outcomes and implementation of courses and training programs is clear, full, accessible and statutory. Learners can easily access this information on the university website <http://www.hnue.edu.vn/> [H7.18.02.01].

The training program is built in detail and allocated in each semester to help

students proactively arrange their study plans. Each year, the university also develops a general Training Plan [H7.18.02.02] to help students determine the study time and exams for each semester.

In early 2019, the university surveyed lecturers, alumni and employers about training programs [H7.18.02.03]. Survey activities help to adjust the training program more and more suitable to reality.

7.18.3. Support and counselling programs are offered for students having difficulty in learning and progressing, disadvantaged students, students from ethnic minorities and remote areas, and international students.

HNUE always determines that the mission of accompanying learners in the development of skills and profession as well as supporting their learning and living is one of the most important activities. From the beginning of the course, students' information is collected through student resumes, talks and interaction by each faculty. Those students are eligible for social subsidy and tuition fee exemptions [H7.18.03.01] and are prioritized in accommodation in Dormitory (according to Circular 27/2011-TT- BGDĐT) [H7.18.03.02]. The university also actively seeks out various scholarships from off-campus organizations to support disadvantaged students [H7.18.03.03]. At the same time, every faculty has an academic counselor [H7.18.03.04] and head teachers who are in charge of counseling, orientating and supporting learners in study. For disadvantaged students and students from ethnic minorities or remote areas, (the number of those students at the university is not large, mainly are students nominated by the local areas or poor students identified according to Decree 30/CP). The university offers a one-semester preparatory course to support those learners before they take their formal courses [H7.18.03.05]. Foreigners receive direct help to solve such problems as study, accommodation, paperwork,... from the Institute for International Training and Education and their lecturers as well. This is stated in the function of the Institute for International Training and Education (Article 6) [H7.18.03.06].

The university organizes training for new students on how to register for credit to help new students to register for credit quickly and appropriately with their academic level, and answer questions related to the regulations. training and credit-based training system, giving students an overview of the training program, the learning path and the way to strive for learning [H7.18.03.07].

The university opens an extra semester (the 3rd semester on summer holidays), creating conditions for students to increase their academic progress [H7.18.03.08]. The extra extra time has enabled students to graduate earlier than expected.

The university also begins planning for graduation after each semester. This also

helps students who have completed the training program in odd semesters to graduate earlier than before [H7.18.03.09]. The review of academic warnings also conducted after each semester will also help students make more efforts in their learning [H7.18.03.10].

However, not all support programs and documents issued for these learners are separated.

7.18.4. The university provides information on the learning pathway, transfer policies and credit recognition in interdisciplinary training between academic disciplines and between local and international universities.

Prior to each training course, the university guides the development of a detailed learning plan and schedule. The study plan is publicized on the university's website and distributed to every learner from the beginning of the course. Specifically, students (full-time students, inter-system students, and graduates) at the university are provided with full information about the University as well as the curriculum, structure, the amount of knowledge, the graduation requirements, assessment, the training regulations of MoET, the necessary information on the university website and the documents [H7.18.04.01], [H7.18.04.01], [H7.18.04.02], [H7.18.04.03].

Beginning in the 2017-2018 academic year, the university has begun to undertake dual-degree studies for full-time full-time students attending the university. This has created conditions for students wishing to study the 2nd discipline, increasing job opportunities for students after graduation [H7.18.04.04].

The University also publicizes the policy of transfer and recognition of articulation credits among the disciplines in the school, with other universities in the country shown by the reservation of points for learners of equivalent modules when studying for degree 2. at the university [H7.18.04.05].

The continuity with the training programs in the world has been interested and sought opportunities by the University. The university has signed a joint training agreement with Pusan University (Korea) in the form of student exchange between the two schools in the form of 2 + 2. According to the agreement, each year the two universities exchange a number of students for the last 2 years of study and are granted the graduation diploma by the two universities to the students who meet the prescribed conditions [H7.18.04.06].

The university also surveyed graduates about mastering information about the study path, information about the field/training majors as well as information related to the regulations, objectives, training programs. provide sufficient and timely to meet the requirements of learners [H7.18.04.07].

7.18.5. The university offers counseling services on study plans, career options, career guidance and after-graduation support.

The university does not provide counseling and support services for students, but organizes these programs to support students and students in their studies at the university. Academic counselling, career guidance and support for learners are provided by specialized units such as the Office for Academic Affairs, the Office for Politics and Student Affairs, the Youth Union, the Student Association, and the Center for Research and Teacher Professional Development during university year. This is clearly defined in the functions and tasks of the units [H7.18.05.01].

Each faculty has a team of academic counselors [H7.18.03.04]. Academic counselors are responsible for advising and making study plans for students for each semester. Especially at the beginning of each semester, the academic counselor will make study plans and advise the learner in selecting the modules to register accordingly.

The Office for Academic Affairs also sends staff to assist students in registering for credits and canceling their registered credits. This staff is available for two weeks before the start of the semester and one week after the beginning of the semester at the Credit Training Support Office (R.111-V).

At the university level, many training activities are organized to equip learners with professional skills. Typically, the Teacher Training Week takes place in November each year (for pedagogy), and professional (specialized) examinations for non-pedagogic departments [H7.18.05.02]; Skills training classes help students to equip themselves with the necessary equipment to meet the practical requirements after graduation. Some examples of these classes are "Practical training and pedagogic skills classes", the "Teacher's Mission" training; seminar on renewed textbooks and curriculums for general education level, training on communication and presentation skills, workshop on resumé writing [H7.18.05.03].

At the department level, each department has developed various supportive activities such as providing guidance on study planning at the beginning of each university year when students enter the university and exploiting learning resources, support, advising students on how to select and register for courses, and organizing job fairs. For example, the Faculty of Primary Education, Faculty of Early Childhood Education, Faculty of Information and Technology, and Faculty of Primary Education have continuously organized activities to support teacher students to find jobs through the "Job Fair" in the past 4 years. The Faculty has invited the recruitment agencies to participate directly in the fair [H7.18.05.04]. Employers on the one hand introduce their organizations, agencies and agencies to find the right candidates for the positions

they need, and also provide information on the requirements for their vacancies. Through this activity, many students graduating from the Faculty of Primary Education have found work immediately after graduation and many other students have built necessary skills to prepare for their future jobs. In addition, the university staff and teachers have also introduced job opportunities to. Every year, the university conducts employment surveys to graduates to assess the effectiveness of training and support activities for learners [H7.18.05.05]

Another form of post-graduation support is that the Regular Training Center regularly organizes enrichment training courses with diverse content serving all former students who are in need of professional improvement [H7.18.05.06].

From the school year 2018-2019, the university has issued regulations for academic advisors and has a clear regime for this team. The university has conducted training for advisers to learn counseling skills, knowledge of the training process, training regulations, to help the advisers study and give advice to students in the process learning [H7.18.05.07].

In particular, after each course, the University conducts a survey to collect learners' opinions on meeting advisory services, learning support, and choosing modules to help learners timely and closely [H7.18.04.07].

b. Strengths

- Admission and enrolment process is transparent and clear. All steps and results are open to the public. The process of instructing the learner is clear and transparent.

- Training plans and training programs are implemented properly.

- The regulation documents are detailed and easy to access.

- The university has full guidance on the curriculum, examinations, assessments and training regulations, which has facilitated the training process, has direct impact to students' cognitives and actions helping learners to be active in their learning process.

- The university has used many forms of supporting students, especially supporting them in learning and professional development.

- In 2018, the university issued a regulation for academic advisers, the school also organizes training and has a clear regime attached to this team.

- HNUE has many types of support for learners, especially support in learning, improving professional qualifications.

c. Weaknesses

- The university has not had separated programs for ethnic minority students and learners in disadvantaged areas.

- The university has not taken the feedback from the learners on training regulations.

- Career counseling has not been as effective as expected by the university.

d. Action plan

No.	Objectives	Content	Implementing unit	Duration	
				Start	Start
1	Overcome difficulties: to continue the publicity and transparency of procedures in enrollment and training; At the same time, the system of complete regulations in all levels and types of training should be developed; Concentrate on supportive activities for learners	Continue updating the training program in many forms and make it widely accessible to students	Faculties Office for Academic Affairs, Communication board	2019	2020
		Separate and perfect the system of documents for specific programs for ethnic minority learners, or learners in disadvantaged areas.	Office for Academic Affairs, Office for Postgraduate Studies	2019	2020
		Plan and administer surveys, get feedback on a large scale with content related to vocational counseling.	Office for Academic Affairs, Office for Postgraduate Studies Center for Quality Assurance Faculties	2019	2020
		Get regular feedback on a large scale with content related to career counseling for pedagogical students.	Office for Academic Affairs, Office for Postgraduate Studies Center for Quality Assurance Faculties	2019	2020
2	Promote strengths: continuing to build and study the forms of	Promote the public enrollment work, fairly and transparently; Expand enrollment counseling across many regions.	Youth union Student association Office of Politics and Students Office for	2019	2020

No.	Objectives	Content	Implementing unit	Duration	
				Start	Start
	effective learner support throughout the learning process	Research more models, programs and activities to support learners more effectively during and after graduation	Academic Affairs,		

e. Self-assessment of Criterion 18

Criterion 18	Assessment scale						
	1	2	3	4	5	6	7
Indicator 7.18.1				4			
Indicator 7.18.2				4			
Indicator 7.18.3				4			
Indicator 7.18.4				4			
Indicator 7.18.5				4			
Average score	4.0						

7.19. Criterion 19. Assessment and recognition of learning outcomes

a. Description

7.19.1. The evaluation of learning outcomes of learners ensures accuracy, fairness and transparency, in line with learning objectives and learning outcomes.

On the basis of the Regulation on Regular University and College Training according to the credit system (issued together with Decision No. 43/2007 / QD-BGDDT dated 15 August 2007 of the Minister of Education and Training), the university has developed and promulgated the Regulation on University Training under the credit system of HNUE [H7.19.01.01], detailing the process of training, testing and examinations. Based on that, the faculties are tailored to each subject to meet the learning objectives and the learning outcomes of specific fields. In addition, it is also posted on the university's website (<http://daotao.hnue.edu.vn/>) so that students can research and find out when needed. In particular, first-year students will learn the training regulations in the Week of Citizenship - Student Support implemented in the first week of student admission [H7.19.01.02].

The University has built 100% of the modules with detailed outlines describing the form of examinations and evaluations. Each module includes attendance, on-going and end-of-term test scores. On-going testing and assessment are decided by the lecture in charge of the module on the form of examination and the grading scale approved by the President and specified in the syllabus [H7.18.04.02]. Such forms of

assessment are appropriate for each subject as well as for the learners. For formal and in-service training systems, three main types of tests are used: open-ended (about 70%), close-ended (about 15%) and oral tests (about 15%). About 5% of the subjects adopt two out of the three forms [H7.18.04.02; H7.19.01.03]. For remote training systems, self-reported form is applied [H7.19.01.04]. In addition, research assignments, essays or group work assignments are used as forms of on-going assessment for 10% of the subjects. This reflects the level of knowledge accumulation of learners in accordance with the current training regulations, and the forms of on-going assessment abides by regulations specified in the detailed syllabi, while ensuring accuracy, fairness and in line with the learning objectives and outcomes. However, with the majors such as Art and Sports, no specific form of assessment has been developed.

The university has specific documents on the testing process and quality control, specific provisions on re-learning and improving to ensure all rights of learners [H7.19.01.01]. Education inspectors who regularly supervise examinations have contributed to making the School's assessment and examination seriously, objectively and for the benefit of students [H7.19.01.05]. The university is developing a new question bank system for all the general subjects of the school including essay and multiple-choice questions, in the 2016-2017 school year, the university has started using the sentence bank system. Ask this essay for 6 general subjects. Multiple choice question bank used from school year 2017 - 2018 [H7.19.01.03].

At the end of each module, the University conducted a survey of learners' feedback on the teacher's teaching activities, including evaluation questions about the seriousness, objectivity, accuracy, fairness and appropriateness of the method. Legal and content examination assessment. The survey results show that over 75% of feedbacks are satisfied and very satisfied [H7.19.01.06].

In addition, the university also has a system of academic advising in faculties to advise learners in the learning process [H7.18.03.04]. This team is trained, has a legal system to create a corridor for effective operation. Thanks to that, the learning results of learners are guaranteed.

7.19.2. Recognition of learners' competences in regular training and continuation training, including pedagogical and ICT aptitudes, is consistent with the results of the assessment.

Since 2009, the regular training program of Hanoi National University of Education has been transformed into a credit system. Courses in a curriculum are designed to meet the requirements for standard outcomes (in characteristics, competence, etc.) [H7.18.04.02]. Students who have earned enough credits in the

program (135 credits, excluding Physical Education and Defense Education certificates) will be considered and recognized for graduation and standard competences as defined in the University's Regulations on the credit system [H7.19.01.01]. Curriculum is designed with high proportion of pedagogical skills: 34/135 credits [H7.19.02.01]. The university also founded the Pedagogical Research and Development Center to help students to improve and self-assess pedagogical competences.

Annually, the center conducts surveys among students and lectures for the implementation of regular pedagogical training programs; summarizes pedagogical training programs; evaluation of and plan for regular revision of training programs to be consistent with the teaching and learning practice of the curriculum [H7.18.05.02; H7.19.02.02]. In the center's pedagogical training program for students, there is also an intensive module on IT application and use of teaching equipment. Assessment of students' teaching competences is also completed by high university teachers during field trips (during the 3rd and 4th years) based on the evaluation sheets of their teaching and educational activities [H7.19.02.03]. At the end of each field trip, summative assessment is conducted based on reported results for better coming traineeships [H7.19.02.04].

The university holds an IC3 IT certification exam for students after finishing their IT application skills in teaching.

As being teachers at educational institutions, trainees of in-service training programs are required to complete specified assignments on pedagogical skills (under instructors' direction and evaluation) before graduation [H7.19.02.05].

The university has also developed and issued regulations on standards for foreign language outcomes among full-time, master and PhD students [H7.19.02.06], [H7.19.02.07]. Yet, standards on IT outcomes are still integrated in the modules of the training program.

b. Strengths

- The university has specific regulations in line with the training disciplines in assessing and recognizing learners' results according to credit-based training system, which ensuring accurateness, fairness, transparent, in line with learning objectives and outcomes.

- The university attaches great importance to the training and retraining of learners' capacities, especially the capacity of teaching and using information technology, and the recognition of these competencies in line with the results of the evaluation..

c. Weaknesses

- The advisory work is quite new, sometimes the counselors are still not sure about the training regulations, so they are not good advice for students.
- The IT infrastructure system has not yet comprehensively met the needs of learners, more or less affecting the training of IT competency for learners.
- The system of elective subjects and the mode of credit transfer is not diverse.
- The fostering and teaching capacity that have been focused on have not really been implemented closely, especially the pedagogical practice process.

d. Action plan

No	Objective	Content	Implementing units	Duration	
				Start	Start
1	Overcome difficulties:	Developing regulations for school-based learning advisory systems with specific responsibilities and activities. Organize surveys, gather feedback on the activities of the academic advisors, at the same time, regular training for this team.	Faculties Office for Academic Affairs Office for Postgraduate Studies, Center for Continuous Training	2019	2020
		Investing to complete IT infrastructure system for training	Director board Office for Financial and Planning Office for Science and Technology Office for Science and Technology IT center	2019	2020
		Adjust the training program, assessment process flexibly to be in line with the curriculum and assessment goals.	Faculties Office for Academic Affairs Office for	2019	2020

No	Objective	Content	Implementing units	Duration	
				Start	Start
			Postgraduate Studies, Center for Continuous training		
2	Promote strengths: Renovate the training program, at the same time to renovate the method of assessment and evaluation, attaching importance to renew the pedagogical training.	Continue to develop new training programs, and methods to assess and evaluate learners' achievements. Develop the content of innovation in the assessment of professional competence.	Office for Academic Affairs Faculties Center of research and teacher professional development.	2019	2020

e. Self-assessment of Criterion 19

Criterion 19	Assessment scale						
	1	2	3	4	5	6	7
Indicator 7.19.1				4			
Indicator 7.19.2				4			
Average score	4.0						

7.20. Criterion 20. Extracurricular activities

a. Description

7.20.1. The university encourages learners to practice and participate in cultural, social and physical training activities in order to improve the quality of education and to develop their pedagogical competences.

The university has an annual approved plan for practical activities, field trips, and cultural, social, and physical activities to improve the learning quality for learners.

Based on the school's general plan [H7.20.01.01], the faculties develop action plans and cost estimates in accordance with the training specificities of the unit. This plan and cost estimate has been approved by the School Board [H7.20.01.02] and implemented by the departments during the school year.

In addition, the focal points including the Office for Academic Affairs, the Center for Research and Teacher Professional Development, the Office for Science and Technology, Office for Student Affairs, the Youth Union – Students Association and faculties of the university also organize Extracurricular activities related to practical content, field trips, cultural activities, social activities, sports to improve the quality of learning.

In order to support learners to improve and develop their professional skills, vocational training, the University attaches importance to and organizes activities such as practice, field trips. Every year, the school organizes many diverse activities in form and always innovates and updates on content.

Every year, the university organizes the "Pedagogical Training Week" and the University Competition of Pedagogical Profession" (these two activities support professional training for students and are excluded from the training program). Pedagogical support training activities focus on contents such as: equipping general knowledge about pedagogy and profession (the nature and contents of vocational activities, the role of teachers in vocational activities the Party and the State's opinion on educational development, ...); task functions and basic skills of class teachers; soft skills teachers need [H7.20.01.03]. In addition, the school also encourages learners to self-train their career skills through the opening of the Center for Research and Teacher Professional Development so that learners have space for self-training and practicing practice (teaching practice exercises, writing board, group work, ...). Students only need to access and register to use it to practice [H7.20.01.04].

In addition, the university also organizes soft skills classes, seminars, exchanges, guides learners about learning methods, scientific research to support learners. Typically such as: Discussion on how to write and send scientific articles in international specialized journals; Skill of exploiting materials in databases at libraries and information on the Internet for learning and scientific research; Skill of goal setting and planning skill [H7.18.05.03; H7.20.01.05].

Sightseeing and field trips to meet the training requirements and improve the learning quality for learners are interested by the school leaders. This activity is focused not only on the faculties with field training such as Geography, History, Biology, Vietnam Studies, ... but also in other faculties in the school. The faculties will base on the training characteristics of their specialty to give the tour content,

specific reality, relevance and best support for the training industry [H7.20.01.02; H7.20.01.06].

The aforementioned support activities have contributed to improving the training quality of the school. As a result, every year many students are rewarded for learning and practicing Pedagogy [H7.20.01.07; H7.20.01.08].

In addition to the above-mentioned professional and professional development activities, the University also implements cultural, social and physical training activities to create opportunities for learners to practice, exchange and study. mutual and develop soft skills. The advantage of facilities (stadiums, gymnasiums, systems of halls, open spaces in lecture halls, etc.) is a favorable condition for the school and faculties to organize cultural programs. , arts, sports,... for all learners. Programs are organized in rich forms and practical content to help improve the quality of learning.

First of all, there are some contents provided in Student Student Life Week such as: Learning Resolution 29 / NQ-TW associated with the Resolution of the School Party Committee and the school's school duties; Studying and following Ho Chi Minh's ideology, morality and style; Discuss the situation of political security, social safety; Conducting culture in the school. These contents are then collected feedback from students to promptly adjust, supplement or change in the next academic year [H7.20. 01.09].

Programs, cultural, social, physical training and sport activities are wide ranging from faculties to schools, from Union - Union branches to Youth Union - Students' Union are typical. such as: Performing arts festival on the occasion of the school's founding anniversary, Vietnam Teacher's Day, Traditional Students' Day, Youth Month, ...; The exhibition "Understanding Ho Chi Minh's thought and propagating revolutionary songs"; Football, volleyball tournament; League chess, chess; Youth sports festival, amateur English Olympic, English Contest "HNUE English Challenge"; Xuan loves; competition "Understanding Marxism - Leninism, Ho Chi Minh Thought". ... [H7.20. 01.10].

In addition, many social activities and charitable activities of good educational nature are also encouraged to involve students in the university such as: voluntary volunteering, humanitarian blood donation, teaching children in SOS children's village, visiting and giving presents at the centers for treating seriously wounded soldiers and people with meritorious services on the occasion of the annual war invalids and martyrs' day (July 27) in some provinces of Bac Ninh, Bac Giang and Ha Nam province [H7.20.01.11]

In particular, many clubs designed to meet students' expectations and interests were organized to attract a large number of participants [H7.20.01.12].

In organized extracurricular activities, attention was paid to improving the skills of using information technology, foreign languages, scientific research, etc. with the expectation of providing global citizens' skills to learners [H7.20 . 01.13].

All of the above activities have supported and created an environment for students to practice and develop their abilities. This is shown by the results of the pedagogical training module assessment [H7.20.01.14] and the evaluation results in pedagogical practice sessions of students [H7.20.01.15] and billion. The rate of graduating excellent and excellent students is quite high [H7.20.01.16].

In 2018, the University issued a Regulation on assessing students' training results. This provision on the one hand to manage the training activities of learners, on the other hand has the effect of encouraging learners to actively participate in cultural, social and physical activities to develop comprehensively the capacity. personal [H7.20.01.17]. Therefore, the effectiveness of these activities really goes into depth, good support for learners and positively impact on improving the quality of education of the school [H7.20.01.07; H7.20.01.08; H7.20.01.16].

In addition to evaluating and summarizing extracurricular activities of the faculties, departments, delegations - Union and School, every year, the school's leaders organize meetings and listen to ideas from learners (on issues Topics related to study, practice and life) [H7.20.01.18]. On that basis, the University and its units promptly make adjustments, supplements, and build action plans for the next school year. This activity is therefore always improved in accordance with the task of the school year and meets new requirements of training. Some activities have surveyed the satisfaction level of learners [H7.20.01.19] to make reasonable adjustments.

7.20.2. The university supports the establishment, operation of an alumni liaison committee and assignation of alumni in educational activities.

The university is currently promoting the establishment of Alumni Association of Hanoi National University of Education. Connections between the university and alumni are only available in some departments such as the Faculties of Literature, Chemistry, Biology and Physics [H7.20.02.01], but not evaluation of the Association's performance has been done.

In 2018, the Office for Politics and Student Affairs made a proposal to set up the Alumni Club and presented it to the Board of Directors. However, so far there has been no official decision about this.

b. Strengths

- Activities to support learners are paid attention to building up innovation in content, diversity in form towards approaching practical problems and towards fostering the qualities of global citizens.

- Extracurricular activities are organized from the department level to the school level, many activities organized at the classroom level (professional training, arts competition, sports) encourage all learners to participate.

- Promulgate a Regulation on assessing students' training results.

c. Weaknesses

- The alumni liaison committee of the University has not been established yet.

d. Action plan

No	Objective	Content	Implementing units	Duration	
				Start	Start
1	Research and put into practice the activities that encourage the active participation of learners, and at the same time, meeting the demands of the development of cultural life in the IT age.	- Establish alumni liaison committee	Administrators	2019	2020
		- Continue to maintain extracurricular activities, focus on activities that suit the objectives of training and practical support for learners. - Review, evaluate and analyze activities of surveying learners' satisfaction with the support for professional training, cultural, social, physical training in order to design programs meeting the needs of the learner.	Office for Academic Affairs Center for Research and Teacher Professional Development Office of Politics and Students Youth union – student association	2019	2022

e. Self-assessment of Criterion 20

Criterion 20	Assessment scale						
	1	2	3	4	5	6	7
Indicator 7.20.1					5		
Indicator 7.20.2			3				
Average	3.5						

❖ Self-assessment of Standard 7

<i>Criterion 7</i>	Assessment scale						
	1	2	3	4	5	6	7
Criterion 18							
Indicator 7.18.1: The selection process for pre- service teacher training programmes and CPD programmes for in-service teachers is publicly announced, transparent and fair.				4			
Indicator 7.18.2: Information to learners such as course catalogue, programme description, credit allocation policy is clear, comprehensive and easily accessible.				4			
Indicator 7.18.3: The university provides remedial programmes or mentoring system for low-performers, learners from different ethnic groups, difficult areas and disabilities and for foreign learners.				4			
Indicator 7.18.4: The university ensures that relevant information on learning pathways, transfer and recognition policies for transition between course units, major/minors, mandatory/elective; between TTUs and programmes are available to learners.				4			
Indicator 7.18.5: The university offers opportunities for counselling on educational learning plan, selection of course units and career counselling.				4			
Criterion score	4.0						
Criterion 19							
Indicator 7.19.1: The assessment of learning achievements for learners is accurate, fair, transparent and in line with the learning objectives and outcomes.				4			
Indicator 7.19.2: Certification				4			

recognizes teaching competences of learners, including ICT skills and ensures alignment with assessment results.							
Criterion score	4.0						
Criterion 20							
Indicator 7.20.1: The university supports learners' practice and engagement in social, sport and cultural activities meant to improve teaching quality and development;					5		
Indicator 7.20.2. The university supports the establishment and operation of an alumni representative board, as well as its involvement into teaching & learning activities of the university.			3				
Criterion score	3.5						
Standard score	3.83						
CAPABILITY LEVEL	4						

PART 3. SUMMARY OF SELF-ASSESSMENT RESULTS

Standard	Criterion	Indicator	Assessment scale							Criterion score	Standard score
			1	2	3	4	5	6	7		
Standard 1	Criterion 1	Indicator 1.1.1					5			4,5	4,33
		Indicator 1.1.2				4					
	Criterion 2	Indicator 1.2.1				4				4,3	
		Indicator 1.2.2				4					
		Indicator 1.2.3					5				
	Criterion 3	Indicator 1.3.1				4				4,2	
		Indicator 1.3.2					5				
		Indicator 1.3.3				4					

Standard	Criterion	Indicator	Assessment scale							Criterion score	Standard score
			1	2	3	4	5	6	7		
		Indicator 1.3.4				4					
Standard 2	Criterion 4	Indicator 2.4.1				4				4,0	4,10
		Indicator 2.4.2				4					
		Indicator 2.4.3				4					
	Criterion 5	Indicator 2.5.1				4				4,2	
		Indicator 2.5.2				4					
		Indicator 2.5.3				4					
		Indicator 2.5.4				4					
		Indicator 2.5.5				4					
		Indicator 2.5.6				4					
Standard 3	Criterion 6	Indicator 3.6.1				4				4,0	
		Indicator 3.6.2				4					
		Indicator 3.6.3				4					
		Indicator 3.6.4				4					
	Criterion 7	Indicator 3.7.1				4				4,0	
		Indicator 3.7.2				4					
		Indicator 3.7.3				4					
Standard 4	Criterion 8	Indicator 4.8.1				4				4,0	
		Indicator 4.8.2				4					
	Criterion 9	Indicator 4.9.1				4				4,0	
		Indicator 4.9.2				4					
		Indicator 4.9.3				4					
	Criterion 10	Indicator 4.10.1				4				4,0	
		Indicator 4.10.2				4					
		Indicator 4.10.3				4					
		Indicator 4.10.4				4					

Standard	Criterion	Indicator	Assessment scale							Criterion score	Standard score		
			1	2	3	4	5	6	7				
	Criterion 11	Indicator 4.11.1				4				4,0			
		Indicator 4.11.2				4							
Standard 5	Criterion 12	Indicator 5.12.1				4				4,0	4,00		
		Indicator 5.12.2				4							
	Criterion 13	Indicator 5.13.1				4				4,0			
		Indicator 5.13.2				4							
		Indicator 5.13.3				4							
		Indicator 5.13.4				4							
	Criterion 14	Indicator 5.14.1				4				4,0			
		Indicator 5.14.2				4							
	Criterion 15	Indicator 5.15.1				4				4,0			
		Indicator 5.15.2				4							
		Indicator 5.15.3				4							
	Standard 6	Criterion 16	Indicator 6.16.1				4					4,0	4,00
			Indicator 6.16.2				4						
			Indicator 6.16.3				4						
Indicator 6.16.4						4							

Standard	Criterion	Indicator	Assessment scale							Criterion score	Standard score		
			1	2	3	4	5	6	7				
		Indicator 6.16.5				4							
	Criterion 17	Indicator 6.17.1				4					4,0		
		Indicator 6.17.2				4							
Standard 7	Criterion 18	Indicator 7.18.1				4					4,0	3,83	
		Indicator 7.18.2				4							
		Indicator 7.18.3				4							
		Indicator 7.18.4				4							
		Indicator 7.18.5				4							
	Criterion 19	Indicator 7.19.1				4					4.0		
		Indicator 7.19.2				4							
	Criterion 20	Indicator 7.20.1					5				3.5		
		Indicator 7.20.2			3								

PART 4. CONCLUSION

Self-assessment based on the Teacher Education Institutional Development Index is an important basis for measuring the development of the university's capacity in a comprehensive way, in particular the evaluation of the quality and effectiveness of training activities. Hanoi National University of Education has carried out the self-assessment in a serious manner and in accordance with the specified procedures, ensuring accurate self-assessment results, reflecting the true quality of the university.

The university has established self-assessment committees, secretariats, and specialized teams to carry out the tasks. The assessment process is carried out in accordance with the guidance of the ETEP Project Management Unit and the World Bank consultant. TEIDI has 7 standards, 20 criteria and 63 indicators. Each of the criteria is written with a description, strengths, weaknesses, action plans, and self-assessment. The assessment follows the steps of the PDCA cycle, reflecting a continuous improvement process.

The self-assessment shows that the standard scores range from 3.83 to 4.8, which is between capability level 4 and 5, as stated in the Self-Assessment Standards in the Teacher Education Development Index. The university realizes its strengths and weaknesses in each aspect. On this basis, the university develops action plans, and continues to maximize the strengths, overcomes difficulties, improves the quality of training, scientific research to meet the demands of the mission, strives to build a dynamic, creative and autonomous tertiary environment that will integrate into the regional and international educational environment. Hanoi National University of Education has never ceased to grow to be worthy of the position as the national key teacher training university. The 65-year tradition of "Standard - Innovation - Pioneer" will continue to be promoted, contributing to the development of a wealthy and beautiful Vietnam.

Hanoi, 2020

PRESIDENT

APPENDICES

Appendix 1: Decision on the establishment of the Self-Assessment Panel

MINISTRY OF EDUCATION AND TRAINING

THE SOCIALIST REPUBLIC OF VIET NAM

HANOI NATIONAL UNI. OF EDUCATION

Independence - Freedom - Happiness

No. : 4143/QĐ-DHSPHN

Hanoi, 09/07/2019

DECISION

on the establishment of the University-Level Self-Assessment Council

According to the Teacher Education Institutional Development Index (TEIDI).

THE PRESIDENT OF HANOI NATIONAL UNIVERSITY OF EDUCATION

Pursuant to the Decree No. 276 / ND of October 11, 1951 of the Ministry of Education regarding the establishment of a high-level teacher training school (now Hanoi National University of Education);

Pursuant to the Statute of the University promulgated together with the Prime Minister's Decision No. 70/2014 / QĐ-TTg of December 10, 2014;

Pursuant to Decision No. 1470 / QĐ-DHSPHN dated April 13, 1977 on the establishment of the ETEP Program Management Board of Hanoi National University of Education.

Pursuant to Decision No. 4284 / QĐ-DHSPHN dated 20/06/2017 on the establishment of the ETEP Office of the President of the Hanoi National University of Education.

Based on the ETEP Program Work Plan of Hanoi National University of Education.

At the request of the Director of ETEP-HNUE and the Director of ETEP,

DECIDES:

Article 1. Establishment of the TEIDI self-assessment council at Hanoi National University of Education (see attached list).

Article 2. The Council is responsible for organizing and implementing the self-assessment and development of the TEIDI self-assessment report.

Article 3. The Head of the Administrative, General, Planning, Finance, Organization and Personnel Department, the Head of the ETEP Program Management Board, the Head of the ETEP Office, the relevant units and Officials named in Article 1 shall implement this Decision.

Recipients:

- As article 3;
- Kept in file VT, VP.ETEP.

PRESIDENT

(Signed)

Prof. Dr. Nguyen Van Minh

**LIST OF MEMBERS OF THE SELF-ASSESSMENT COUNCIL
IN ACCORDANCE WITH TEIDI OF HANOI NATIONAL UNIVERSITY OF
EDUCATION**

(Attached to Decision No 4143/QĐ-DHSPHN dated 09/07/2019)

No	Full Name	Title/Department	Assigned role
1	Prof. Dr. Nguyen Van Minh	President	Chair
2	Prof. Dr. Do Viet Hung	Vice President	Vice Chair
3	Assoc. Prof. Nguyen Van Trao	Vice President	Vice Chair
4	Assoc. Prof. Nguyen Vu Bich Hien	Vice President	Vice Chair Executive
5	Assoc. Prof. Duong Giang Thien Huong	Deputy Director, the Center for Quality Assurance	Secretary General
6	Dr. Trinh Tuan Anh	Head of Office for Academics	Member
7	MSc. Nguyen Nhat Tan	Head of President Office	Member
8	Dr. Vuong Huy Tho	Deputy Director of Center for Continuous Study	Member
9	Mr. Bui Duc Nam	Head of Finance and Planning Office	
10	Assoc. Prof.	Head of Personnel Affairs	Member
11	Assoc. Prof.	Head of Scientific and Technology Office	Member

This list includes 11 people.

Appendix 2: Decision on the establishment of the Secretariat

MINISTRY OF EDUCATION AND TRAINING

HANOI NATIONAL UNI. OF EDUCATION

No . 4628/QĐ-ĐHSPHN

THE SOCIALIST REPUBLIC OF VIET NAM

Independence - Freedom - Happiness

Hanoi, 22/07/2019

DECISION

**on the establishment of the University Self-Assessment Board Secretariat
According to Teacher Education Institutional Development Index (TEIDI).**

THE PRESIDENT OF HANOI NATIONAL UNIVERSITY OF EDUCATION

Pursuant to the Decree No. 276 / ND of October 11, 1951 of the Ministry of Education regarding the establishment of a high-level teacher training university (now Hanoi National University of Education);

Pursuant to the Statute of the University promulgated together with the Prime Minister's Decision No. 70/2014 / QĐ-TTg of December 10, 2014;

Pursuant to Decision No. 1470 / QĐ-DHSPHN dated April 13, 1977 on the establishment of the ETEP Program Management Board of the Hanoi National University of Education

Pursuant to Decision No. 4284 / QĐ-DHSPHN dated 20/06/2017 on the establishment of the ETEP Office of the President of the Hanoi National University of Education.

Based on the ETEP Program Work Plan of Hanoi National University of Education

At the request of the Director of ETEP-HNUE and the Director of ETEP,

DECIDES:

Article 1. To set up a university-level self-assessment board of TEIDI by Hanoi University of Education (see attached list).

Article 2. The Secretariat is responsible for supporting the university-level Self-Assessment Council to develop and make a self-assessment report according to TEIDI.

Article 3. The Head of the Administrative, General, Planning, Finance, Organization and Personnel Department, the Head of the ETEP Program Management Board, the Head of the ETEP Office, the relevant units and Officials named in Article 1 shall implement this Decision.

Recipients:

- As article 3;
- Kept in file VT, VP.ETEP.

PRESIDENT

(Signed)

Prof. Dr. Nguyen Van Minh

**LIST OF UNIVERSITY SELF-ASSESSMENT BOARD SECRETARIAT
ACCORDING TO TEIDI**

(Attached to Decision No. 4628/QĐ-ĐHSPHN dated 22/07/2019)

No	Full name	Department	Assigned role
1	Assoc. Prof. Duong Giang Thien Huong	Deputy Director, the Center for Quality Assurance	Head of the Secretariat
2	Mr. Nguyen Vinh Quang	The Center for Quality Assurance	Member
3	MSc. Tran Minh Hao	The Center for Quality Assurance	Member
4	Mr. Nguyen Nam Hung	The Center for Quality Assurance	Member
5	Mrs. Duong Thi Tuyet Nhung	The Center for Quality Assurance	Member

This list includes 05 people.

**Appendix 3: Decision on the strengthening personnel the assessment sub-
committee of TEIDI**

MINISTRY OF EDUCATION AND TRAINING
HANOI NATIONAL UNI. OF EDUCATION
No . 8929/QĐ-DHSPHN

THE SOCIALIST REPUBLIC OF VIET NAM
Independence - Freedom - Happiness
Hanoi, 12/11/2018

DECISION

**on the strengthening personnel the assessment sub-committee of the University
Self-Assessment according to Teacher Education Institutional Development Index
(TEIDI)**

THE PRESIDENT OF HANOI NATIONAL UNIVERSITY OF EDUCATION

Pursuant to the Decree No. 276 / ND of October 11, 1951 of the Ministry of Education regarding the establishment of a high-level teacher training university (now Hanoi National University of Education);

Pursuant to the Statute of the University promulgated together with the Prime Minister's Decision No. 70/2014 / QĐ-TTg of December 10, 2014;

Pursuant to Decision No. 1470 / QĐ-DHSPHN dated April 13, 1977 on the establishment of the ETEP Program Management Board of the Hanoi National University of Education

Pursuant to Decision No. 4284 / QĐ-DHSPHN dated 20/06/2017 on the establishment of the ETEP Office of the President of the Hanoi National University of Education.

Based on the ETEP Program Work Plan of Hanoi National University of Education

At the request of the Director of ETEP-HNUE and the Director of ETEP,

DECIDES:

Article 1. To strengthen personnel the assessment sub-committee of TEIDI by Hanoi University of Education (see attached list).

Article 2. The assessment sub-committee of TEIDI is responsible for developing a TEIDI self-assessment handbook for HNUE; consulting units and departments in the self-assessment process according to TEIDI; support units and parts if required

Article 3. This decision replaces Decision No. 6168 / QĐ-DHSPHN of August 3, 2017, of the president of Hanoi National University of Education, on establishing

working groups for the University Self-Assessment according to Teacher Education Institutional Development Index (TEIDI), Decision No. 6381 / QD-DHSPHN dated August 14, 2017 of the president of HNUE on the addition of members to specialized working groups to implement the University Self-Assessment according to Teacher Education Institutional Development Index (TEIDI) and takes effect from the date of signing.

Article 4. The Head of the Administrative, General, Planning, Finance, Organization and Personnel Department, the Head of the ETEP Program Management Board, the Head of the ETEP Office, the relevant units and Officials named in Article 1 shall implement this Decision.

Recipients:

- As article 3;
- Kept in file VT, VP.ETEP.

PRESIDENT

(Signed)

Prof. Dr. Nguyen Van Minh

**LIST OF UNIVERSITY SELF-ASSESSMENT SUB-COMMITTEE
ACCORDING TO TEIDI**

No	Full Name	Title/Department	Assigned role	Criteria in charge	Group
1	MSc. Nguyen Nhat Tan	Head of Administration - General Commissioner	Member	Overview	Group 1: Standar d 1
2	Dr. Ho Cong Luu	Deputy Head of General Administration	Member	Criteria 1. Strategic vision	
3	Dr. Cao Tuan Anh	Head of the Dormitory	Member	Criterion 2. Management	
4	MSc. Nguyễn Vinh Quang	Vice Director of the Center for Quality Assurance	Secretary	Criterion 3. Quality assurance	
5	Dr. Trịnh Tuấn Anh	Head of Office for Academic Affairs	Leader	General	Group 2: Standar d 2, 3
6	MSc. Chu Văn Chiến	Office for Academic Affairs	Member	Criterion 4: Curriculum Development	
7	MSc. Nguyễn Hoàng Long	Regular Training center	Member	Criterion 5. The program content and implementation	
8	MSc. Đỗ Thị Phan Thu	Office for Science and Technology	Member	Criterion 6. Policy on Research, Development and Innovation Criterion 7: Research Support,	

No	Full Name	Title/Department	Assigned role	Criteria in charge	Group
				Development and Innovation	
9	MSc. Trần Minh Hào	Center for Quality Assurance	General		
10	Dr. Vương Huy Thọ	Veau director of Regular Training center	Leader	Criterion 8 - Regional/local cooperation	Group 3: Standard 4
11	Dr. Đỗ Thị Kim Cương	Deputy Head of Administration - General Commissioner	Member	Criterion 9 - International Cooperation	
12	Dr. Trần Bá Trình	Director of Center of research and teacher professional development	Member	Criterion 10: Cooperation with other stakeholders	
13	MSc. Nguyễn Duy Hải	Director of Information Technology Center	Member	Criterion 11: Information and communication	
14	MSc. Trần Minh Hào	Center for Quality Assurance	Secretary		
15	MSc. Bùi Đức Nam	The department of financial and planning	Leader	General	Group 4: Standard 5
16	Mr. Đinh Quang Huy	Deputy Manager of Administration Department	Member	Criterion 12: Educational environment	
17	MSc. Vu Văn Thuong	Deputy Director of Library Information Center	Secretary	Criterion 13: Facilities, teaching and learning resources	
18	MSc. Đinh Duy	The department of	Member	Criterion 14.	

No	Full Name	Title/Department	Assigned role	Criteria in charge	Group
	Danh	financial and planning		Financial resources	
19	MSc. Hoang Thu Huyen	Deputy Head The personnel department	Member	Criterion 15. Human resources	
20	Assoc. Prof. Phan Thanh Long	Head of The personnel department	Leader	General	
21	MSc. Trinh Phuong Anh	The personnel department	Member	Criterion 16- Teachers induction and guidance. Criterion 17. Assessment and accreditation of trainers	Group 5: Standard 6, 7
22	MSc. Bui Thi Hoang Giang	Office for Academic Affairs	Member	Criterion 18. Enrollment and student support Criterion 19. Assessment and recognition of learning outcomes	
23	MSc. Nguyen Thu Hang	Phó trưởng phòng Office of Politics and Students	Member	Criterion 20. Extracurricular activities	
24	Dr. Vu Thi Mai Huong	Lecturer, Faculty of Education Management	Secretary		

This list includes 24 people.

**Appendix 4: Decision on the adjustment of the specialized working group's
personnel of TEIDI**

MINISTRY OF EDUCATION AND TRAINING
HANOI NATIONAL UNI. OF EDUCATION
No . 4629/QĐ-DHSPHN

THE SOCIALIST REPUBLIC OF VIET NAM
Independence - Freedom - Happiness
Hanoi, 22/07/2019

DECISION

**on the adjustment of the specialized working group's personnel of the University
Self-Assessment according to Teacher Education Institutional Development Index
(TEIDI)**

THE PRESIDENT OF HANOI NATIONAL UNIVERSITY OF EDUCATION

Pursuant to the Decree No. 276 / ND of October 11, 1951 of the Ministry of Education regarding the establishment of a high-level teacher training university (now Hanoi National University of Education);

Pursuant to the Statute of the University promulgated together with the Prime Minister's Decision No. 70/2014 / QĐ-TTg of December 10, 2014;

Pursuant to Decision No. 1470 / QĐ-DHSPHN dated April 13, 1977 on the establishment of the ETEP Program Management Board of the Hanoi National University of Education

Pursuant to Decision No. 4284 / QĐ-DHSPHN dated 20/06/2017 on the establishment of the ETEP Office of the President of the Hanoi National University of Education.

Based on the ETEP Program Work Plan of Hanoi National University of Education

At the request of the Director of ETEP-HNUE,

DECIDES:

Article 1. To adjust the personnel of the task force to implement of the University Self-Assessment according to Teacher Education Institutional Development Index (TEIDI) set up under the Decision No. 8929 / QĐ-DHSPHN of November 12, 2018 HNUE, specifically:

1. Dr. Vu Thi Mai Huong, Deputy Director of the Center for Research and Teacher Professional Development, replaced Dr. Tran Ba Trinh is a member in charge of Criterion 10: "Cooperating with other organizations" in group 3.

2. Mr. Nguyen Nam Hung, Center for Quality Assurance Replaces MSc. Vu Van Thuong is the secretary in charge of Criterion 13: "Teaching and learning resources" of group 4.

3. MSc. Duong Thi Tuyet Nhung, Center for Quality Assurance Replaces Dr. Vu Thi Mai Huong works as a group secretary 5.

Article 2. The Head of the Administrative, General, Planning, Finance, Organization and Personnel Department, the Head of the ETEP Program Management Board, the Head of the ETEP Office, the relevant units and Officials named in Article 1 shall implement this Decision.

Recipients:

- As article 3;
- Kept in file VT, VP.ETEP.

PRESIDENT

(Signed)

Prof. Dr. Nguyen Van Minh

**Appendix 5: Decision on the adjustment of the specialized working group's
personnel of TEIDI**

MINISTRY OF EDUCATION AND TRAINING
HANOI NATIONAL UNI. OF EDUCATION
No .: 9823/QĐ-ĐHSPHN

THE SOCIALIST REPUBLIC OF VIET NAM
Independence - Freedom - Happiness
Hanoi, 16/9/2019

**on the adjustment of the specialized working group's personnel of the University
Self-Assessment according to Teacher Education Institutional Development Index
(TEIDI)**

THE PRESIDENT OF HANOI NATIONAL UNIVERSITY OF EDUCATION

Pursuant to the Decree No. 276 / ND of October 11, 1951 of the Ministry of Education regarding the establishment of a high-level teacher training university (now Hanoi National University of Education);

Pursuant to the Statute of the University promulgated together with the Prime Minister's Decision No. 70/2014 / QĐ-TTg of December 10, 2014;

Pursuant to Decision No. 1470 / QĐ-DHSPHN dated April 13, 1977 on the establishment of the ETEP Program Management Board of the Hanoi National University of Education

Pursuant to Decision No. 4284 / QĐ-DHSPHN dated 20/06/2017 on the establishment of the ETEP Office of the President of the Hanoi National University of Education.

Based on the ETEP Program Work Plan of Hanoi National University of Education

At the request of the Director of ETEP-HNUE,

DECIDES:

Article 1. To adjust the personnel of the task force to implement of the University Self-Assessment according to Teacher Education Institutional Development Index (TEIDI) set up under the Decision No. 8929 / QĐ-DHSPHN of November 12, 2018 HNUE, specifically: MSc. Nguyen Thi Thu Huong - Principal Specialist of Personnel and Organization Department, MA. Trinh Phuong Anh - Specialist, Personnel Department, Personnel in charge of Criterion 16: Facilitating and fostering lecturers and Criteria 17: Evaluation and recognition of lecturers in group 5.

Article 2. The Head of the Administrative, General, Planning, Finance, Organization and Personnel Department, the Head of the ETEP Program Management Board, the Head of the ETEP Office, the relevant units and Officials named in Article 1 shall implement this Decision.

Recipients:

- As article 3;
- Kept in file VT, VP.ETEP.

PRESIDENT

(Signed)

Prof. Dr. Nguyen Van Minh