

**HANOI CITY PEOPLE'S COMMITTEE
HANOI METROPOLITAN UNIVERSITY**



**SELF ASSESSMENT REPORT
TRAINING PROGRAM FOR HISTORY TEACHING AT
UNIVERSITY LEVEL**

**According to the training program quality assessment
standards of the Ministry of Education and
Training**

Hanoi, October 2024

Lack "LIST OF MEMBERS OF THE SELF-ASSESSMENT COUNCIL OF INDUSTRY TRAINING PROGRAMS"

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PART I. OVERVIEW

1 Overview of the school's history, vision, mission and values

1.1 Development history

Hanoi Metropolitan University is a public service unit under the Hanoi People's Committee, upgraded on the basis of Hanoi Pedagogical College, established on January 6, 1959. Hanoi Metropolitan University was established under Decision No. 2402/QĐ-TT dated December 31, 2014 of the Prime Minister. Vietnamese name: Hanoi Metropolitan University, English name: Hanoi Metropolitan University, Abbreviation: HNMTU.

Hanoi National University is under the administrative management of Hanoi People's Committee and professional management of the Ministry of Education and Training.

On December 26, 2016, the Hanoi People's Committee issued Decision No. 7106/QĐ-UBND, merging Soc Son Multidisciplinary College of Economics and Technology into Hanoi University of Science and Technology. The merger has contributed to promoting training activities, fostering multidisciplinary and multidisciplinary human resources with college, university and postgraduate degrees, organizing vocational education activities according to social needs and scientific research activities, applying scientific and technological advances, serving the training and development of the School according to defined goals, in accordance with the provisions of law.

Organizational structure

According to Resolution No. 17/NQ-HĐT dated December 17, 2021 on promulgating the Regulations on organization and operation of Hanoi National University, the organizational model includes: University Council; Board of Directors; Science and Training Council, other Advisory Councils, Advisory Boards; Functional Departments, Training Faculties; Service and training support units, affiliated units (including science and technology enterprises and other enterprises as prescribed by law); Political and social organizations in the University (Party Committee, Trade Union, Ho Chi Minh Communist Youth Union, Student Association).

About human resources, Hanoi Metropolitan University has 476 staff, lecturers and employees, including 08 Associate Professors, 83 Doctors, 297 Masters, 65 University, 25 Other degrees. The apparatus of Hanoi Metropolitan University includes the University Council, the Board of Directors, the Science and Training Council, 08 faculties, 06 departments, 06 centers and 01 functional unit.

In terms of facilities, Hanoi Metropolitan University has 3 campuses along with Ha Tay Pedagogical College with a total area of 22.6 hectares, including:

- Facility 1 at 98 Duong Quang Ham Street, Quan Hoa Ward, Cau Giay District.

- Facility 2 in Dac Tai village, Mai Dinh commune, Soc Son district.
- Facility 3 at No. 6 Vinh Phuc Street, Vinh Phuc Ward, Ba Dinh District.

- In the coming time, to implement the goal of restructuring professional educational institutions, Hanoi City will merge Ha Tay Pedagogical College into Hanoi Metropolitan University. This is a traditional teacher training institution in the southern area of the city, located at: No. 6 Nguyen Phi Thanh Street, Thuong Tin Town, Hanoi City.

About training, The school is currently training 29 undergraduate programs, 02 master's programs, 01 doctoral program, in the fields of pedagogy, culture and tourism, technology and environment, economics and urban. The total number of students studying at the school is 8,232 (of which the regular college system has a total of 93 students, the regular university system has a total of 6,344 students, the joint training system has 1,795 students); 613 master's students and 17 doctoral students.

About scientific research, Implementing the strategy of building the school into a prestigious research and consulting center, the school focuses on implementing key research directions in educational sciences, social sciences, Hanoi studies, and creative cities. Scientific research projects and works are carried out in the direction of closely linking research with application, training with the use of human resources according to the requirements of industrialization and modernization.

However, in order to make a positive and proactive contribution to the implementation of the development goals of teacher training, information technology, tourism, culture, urban management, processing industry, manufacturing and logistics of the City in the new period, Hanoi Metropolitan University needs to invest in developing its staff, facilities, and training programs to develop new training professions, and carry out key scientific and technological tasks to serve the socio-economic development requirements of the City.

1.2 Vision, mission, values of the school

Educational philosophy

Training human resources in a liberal spirit, providing learners with the opportunity to access many academic fields, on the basis of an in-depth study program focusing on a professional field, in an environment imbued with Hanoi's cultural identity, helping learners to have professional capacity and a sense of community service, have a desire to be creative, ready to adapt and integrate.

Mission

Hanoi Metropolitan University develops into a multidisciplinary training institution that continues to attach importance to teacher training, following an application orientation, providing high-quality human resources, scientific research products and transfer.

Technology to meet the socio-economic development needs of Hanoi, the Metropolitan region and the whole country.

Vision

Hanoi Metropolitan University will become a prestigious center of education, culture, science and technology and international cooperation, worthy of the development of Hanoi city, ranked highly in the system of Vietnamese universities and participating in the network of Asian universities.

By 2045, Hanoi Metropolitan University will be organized according to the model of a two-level university including a system of member universities, research institutes, inter-level practice schools and science and technology enterprises. Continue to develop the University into the top 10 leading applied universities in Vietnam, with high rankings on prestigious university rankings in the world.

Core Values

Quality – Creativity – Respect – Cooperation – Community Engagement

Quality

Good teaching, good learning, and real quality are the starting points for building the core values of Hanoi Metropolitan University. The results that students and teachers achieve will be the result of their own outstanding efforts. What everyone aims for is not only to complete tasks but also to overcome challenges to become exemplary, perfect themselves, and achieve excellent results.

Creative

Hanoi Metropolitan University is a place to create knowledge, pursue scientific truth, respect the professional autonomy of lecturers, and respect the desire to explore knowledge of learners. At this school, people are not afraid of making mistakes when finding new paths to create new and better values.

Respect

This is a school where people from different professional fields, personal characteristics and living conditions are welcomed and given the opportunity to express themselves, develop themselves to succeed in life. Each individual's different perspectives are unique contributions with their own characteristics to the common perception of the school, helping to create a diverse cultural environment, promoting development.

Cooperate

The school emphasizes the cooperative working method. Each person has his own strengths and weaknesses; each department has its own function, but to solve a task, it requires overall strength and smooth coordination. That is why at

In this school, people are encouraged and given the opportunity to work cooperatively and promote team spirit.

Community Engagement

As a university of Hanoi city, the economic, political, cultural and educational center of the country with a thousand years of history, we promote community cohesion to nurture and promote traditional cultural values, create new values for the benefit of the community, develop the Metropolitan and build the country.

1.3 Quality assurance activities

In the trend of integration, Hanoi Metropolitan University always emphasizes the role of quality assurance and accreditation in order to continuously improve and enhance the quality of training, meeting the high demands of society. Building a culture of quality through promoting and enhancing educational quality assurance activities, gradually creating sustainable models, standards, codes of conduct and quality working habits in all activities of Hanoi Metropolitan University. The quality accreditation criteria have become a measure for all aspects of the school's activities. Annually, the University conducts internal self-assessment of the University's activities and training programs; regularly solicits feedback from stakeholders including students, alumni, teachers, and employers to improve the quality of activities, improve subject content and training programs.

Taking lecturers and students as the center, training quality and effectiveness are the top goals.

Lecturers and students are considered the central factors of the training process, holding a key position, deciding the quality of training. Lecturers and students are both the subject and the purpose of the training process. All activities of the School need to aim at and ensure the best conditions in terms of working environment, teaching and learning conditions, and implement well the support and incentive policies to promote and ensure the quality of teaching activities of lecturers and the quality of learning of students.

Developing and investing in facilities is a basic condition to improve the quality and effectiveness of training. Ensuring effective operations at the School's training facilities. Training effectiveness is closely linked to training quality and is considered in both aspects: internal effectiveness in terms of scale and quality and external effectiveness in terms of the School's influence and reputation.

Training and scientific research are closely linked to the development of the economy, directly the socio-economy of Hanoi Metropolitan and serving the community.

Training and scientific research are two core areas of activity of a university with the continuous development of university training programs,

Postgraduate education meets the requirements of innovation and creativity, creating changes in the quality, scale and training efficiency of the School.

Develop training, teaching and research programs closely linked to the development requirements and labor market needs of all sectors of the economy in general and directly of Hanoi City in particular. Ensure the specificity and responsibility of Hanoi Metropolitan University in carrying out its mission and vision for the development of Hanoi Metropolitan.

Socio-economic development is always associated with great changes in community life, especially for a Metropolitan City. A university not only aims at training quality but also must aim at community service goals in terms of social security, socio-culture, environment and other related community issues.

University autonomy is associated with accountability following the general trend of domestic and international higher education.

University autonomy is an objective necessity for most universities in the world and in the country. University autonomy is the necessary level of independence from external interference that a university needs to have in its internal organization and administration, in the allocation of financial resources and the mobilization of income from non-budgetary sources, in the recruitment of lecturers, in the regulation of learning conditions and in academic freedom, teaching and research.

Autonomy is always associated with accountability to learners, employers, the social community and superior management agencies, fully participating in the training quality assessment process by domestic and international assessment organizations.

Autonomy and accountability of Hanoi Metropolitan University is in line with the general trend of higher education in the country and the world, in accordance with general regulations on university autonomy for the Vietnamese higher education system.

Development cooperation for regional and international integration, while preserving and promoting the identity of a unique university in the Metropolitan city of Hanoi.

The goal of the School's development cooperation is to integrate with regional and international universities in training and scientific research, in academic exchange, training programs, lecturer and student exchange, towards regional and international training standards.

Hanoi Metropolitan University is the only public university in the City, serving first and foremost to train high-quality human resources for the City, not only in terms of knowledge and professional skills but also imbued with the cultural identity of the elegant, thousand-year-old Metropolitan.

Hanoi Metropolitan University always seeks opportunities to cooperate with domestic and international organizations and individuals in realizing cooperation goals, contributing to enhancing the influence, position and prestige of the University, while taking advantage of resources from outside the University. At the same time, it is necessary to always preserve and promote the identity of the only university in Hanoi Metropolitan.

The organizational system of the University of Social Sciences and Humanities of Hanoi

The school's DBCL organization system consists of 2 levels: school level and unit level.

At the school level, the unit responsible for quality assurance is the Department of Education Quality Management. The Department has the following basic tasks:

- Develop regulations and guidelines on quality assurance work;
 - Plan short-term, medium-term and long-term quality assurance work;
- Coordinate the use of internal quality assurance processes and tools; guide quality assurance teams to implement unit quality assurance work;
- Preside over surveys to collect opinions from relevant parties to serve quality assurance work;
 - Deploy to serve quality assessment activities according to higher education standards issued by the Ministry of Education and Training or reputable assessment organizations in the region and the world.

At the unit level, the unit's quality assurance department is the quality assurance team within the School's quality assurance network approved by the Principal. The unit's quality assurance team has the following tasks: Organizing the implementation of quality assurance work according to the unit's functions and tasks; coordinating with the Department of Education Quality Management in disseminating information and organizing the implementation of the School's internal quality assurance work plan; maintaining, controlling and continuously improving the quality of the School's internal quality assurance system.

2 Overview of Faculty of Education, Hanoi Metropolitan University

Faculty of Pedagogy, Hanoi National University of Education was established in September 2019 when restructuring the school. Faculty of Pedagogy has 06 Departments, 01 Center and 01 Faculty Office with 64 lecturers. The faculty manages most of the school's teacher training majors including: Preschool Education, Primary Education, Civic Education, Mathematics, Literature, Physics, History.

The current teaching staff of the Faculty of Pedagogy consists of 64 people, including 20 PhDs, 32 Masters, and 02 Bachelors.

The Faculty of Education currently has more than 2,000 full-time university students studying at campus 3, No. 6 Vinh Phuc Street, Ba Dinh, Hanoi.

2.1 Mission and vision of the unit

Mission: Training and educating generations of students with the basic qualities of Vietnamese socialist school teachers; having sufficient professional and technical capacity, ensuring the requirements of innovation in goals, content, methods, forms of teaching and learning organization, testing and evaluating teaching results at secondary level.

Vision: Building and developing training programs for pedagogical majors in the direction of professional application, meeting the requirements of comprehensive innovation in education and training of the Metropolitan and the country.

2.2 Objectives and quality policies of the unit

Faculty of Pedagogy, Hanoi National University always focuses on training quality and learners' needs. The goal of the faculty is: To train teachers at all levels to meet the professional standards of teachers according to the regulations of the Ministry of Education and Training, as well as the requirements of employers.

In addition to learning knowledge in class, students participate in teaching skills training activities right from the first months of the first semester. Through regular teaching skills training activities, students can express themselves and hone skills such as presentations, writing on the board, handling teaching situations, etc. Through teaching practice and internship activities, students have the opportunity to experience teaching and educational activities at high schools, thereby contributing to improving teaching capacity and professional skills.

Students of Pedagogy majors are allowed to register for essays and scientific research topics from the first year, provided that they meet certain requirements on academic scores and training according to the regulations of the School. Through these activities, students have the opportunity to improve and update new knowledge as well as initially develop research, problem-solving and creative abilities.

Final year students can register to do graduation thesis with practical research topics and contents, serving the future teaching work in high schools. After graduating, students of Pedagogy majors will meet the standards of preschool/primary/secondary school teachers, qualified to apply to teach in public and private schools, and undertake jobs related to their specialized training.

Internal

2.3 Overview of History major, Faculty of Education, Hanoi Metropolitan University

As one of the earliest training majors of the school, the History major

The University of History has a long tradition of training History teachers for the Metropolitan and the whole country, from Literature teachers 10 + 2, 10 + 3, History teachers at college and university levels.

The major has been training in the Bachelor of History Pedagogy since 2017.

Up to now, the major has enrolled 6 training courses, of which 3 courses have good students.

in 2021, 2022, 2023. Faculty members actively participate in scientific research work, with many scientific research products at all levels.

Some general information about the industry:

- Training major: History Pedagogy
- Industry code: 7140218
- Education level: University
- Name of diploma:
- + Vietnamese name: Bachelor of History Education
- + English name: History Teacher Education
- Training time according to design: 4 years
- Training form: Full-time

The program is designed to include 130 credits with 5 knowledge blocks: (1) General study volume (32 credits); (2) Professional study volume (59 credits); (3) Professional study volume (22 credits); (4) Internship volume (9 credits); Graduation thesis/replacement course volume (8 credits). The selected courses included in each knowledge block all contribute to achieving 16 CDR of the training program at an average and high level, clearly shown in the Matrix showing the contribution of each course to achieving CDR. As a traditional training major of the school, the Literature Pedagogy major always aims to train high-quality human resources, meeting the needs of socio-economic development of the Metropolitan and the whole country, a goal that has been affirmed in the mission of Hanoi Metropolitan University.

2. Implementation context

PART II. SELF-ASSESSMENT OF THE QUALITY OF EDUCATIONAL INSTITUTIONS

Standard 1. Objectives and output standards of the Introductory Training Program

The Bachelor of History Pedagogy training program is built on the basis of general regulations in the Law on Higher Education, the framework program issued by the Ministry of Education and Training and regulations and guidelines of Hanoi National University. The training program's objectives are built to clearly reflect the mission, vision and educational goals of the University. The training program's training objectives are also clearly designed, covering both general and specialized requirements related to the major. After graduation, students flexibly meet the human resource needs of the labor market. The training objectives are also built, edited and reviewed in 2019, 2022, 2024 with contributions from relevant parties.

Criterion 1.1. The objectives of the training program are clearly defined, consistent with the mission and vision of the higher education institution, consistent with the objectives of higher education stipulated in the Law on Higher Education.

1. Describe the current situation

The objectives of the CNSPLS training program are built in accordance with the Regulations on training program standards for higher education levels issued by the Ministry of Education and Training in 2021.[\[H1.01.01.01\]](#) Accordingly, the general and specific objectives of the training program are determined based on needs assessment, consulting with stakeholders, ensuring consistency, reflecting university education results, and being consistent with the mission and vision of Hanoi National University of Education and the History Education Department. The general objectives ensure that the learning objectives associated with the specific level of history education that students must achieve upon graduation are reflected. The specific objectives guide the selection of structure, content, testing and assessment of the training program.

The development and adjustment of objectives and CDR of the CNSPLS training program is carried out according to the following process: (i) The Faculty of Pedagogy Council assigns the task to a group of specialized lecturers to draft objectives and CDR based on a survey of labor market needs and soliciting employers' opinions on the objectives and CDR of the current program; (ii) Submit the draft objectives and CDR of the training program to solicit opinions from all lecturers in the department, experts in developing training programs inside and outside the school, employers, history teachers in high schools and former students; (iii) The group of specialized lecturers completes the draft objectives and CDR based on the comments received in the above step;

(iv) The Faculty of Education Council reviews and approves the completed draft, allowing the implementation of the next steps to build the structure, content of the training program, and detailed outlines of the subjects. [\[H1.01.01.05\]](#). (WAITING FOR MISS THUY'S RESPONSE) - IS MC VAN? IS THE COURSE DIRECTED BY THE FACULTY OF EDUCATION REFERENCE? In the second step

First, the objectives and outcomes of the current training program are consulted by a group of specialized lecturers. Feedback from employers through interviews and panel discussions. Step two, the draft objectives and CDR are submitted for comments from all lecturers in the group. departments, training program development experts inside and outside the school, employers, history teachers in high schools and former students through the form of live discussion online [\[H1.01.01.07\]](#). (STAKEHOLDER OPINION SURVEY

ON THE THREE-YEAR TRAINING PROGRAM 2017, 2019, 2022) The opinions discussed have been accepted and reflected in the goals and objectives of the training program through versions 2017, 2019, 2022.

The above general objective is specified by specific objectives on knowledge, skills, autonomy and responsibility clearly stated in the output standards and training programs of versions 2017, 2019, 2022. (FINDING MC WITH RED SEAL 2017, 2019). Through the revisions in 2019 and 2022, the general objective has changed and is clearly stated in the output standards and corresponding training programs. In 2019, the general objective is to train Literature teachers to meet the 2018 General Education Program. In 2022, the general objective of the SPLS training program is to train History teachers with good moral qualities and lifestyles; have basic knowledge of social sciences, politics and law; have solid knowledge of historical science; have the ability to teach historical knowledge to high school students. The History Pedagogy training program will provide students with knowledge of the theory and methods of teaching history along with a system of basic knowledge about world history, Vietnamese history, and local history. From there, the program helps learners acquire the capacity to design and organize educational activities and teach History in high schools in the direction of developing students' capacity; have the ability to self-study, self-improve, and research educational science; have personal qualities, professional qualities, and social qualities that meet the standards of secondary school teachers and professional work requirements in the context of general education reform and international integration. Specific goals are also clearly defined with the moral qualities of a History teacher in the context of international integration and changes in modern society: love for the profession, attachment to the profession, love for students, friendly and exemplary demeanor of a teacher; sensitive to new things, proactively adapting to changes; having a sense of discipline and responsibility for the profession; compassion for the community and a degree of autonomy and responsibility) [\[H1.01.01.09\]](#).

The general and specific goals of the CNSPLS training program are clearly defined as stated above and are consistent with the mission and vision of the University announced in the documents "Decision approving the Development Strategy of Hanoi Metropolitan University for the period 2015 - 2025", "Decision

announcing the "Mission and Vision" of Hanoi Metropolitan University publicly on the University's website. "Mission of

The Metropolitan University has the mission to connect and develop the tradition of the thousand-year-old Metropolitan Hanoi by pursuing specific activities with outstanding quality, meeting the socio-economic needs of the Metropolitan and the whole country", "The Metropolitan University of Hanoi is one of the universities training in applied career orientation with quality on par with the country's prestigious multidisciplinary universities, gradually transforming into a research university model, multidisciplinary, multi-level, with high prestige in the region and the world"[\[H1.01.01.03\]](#), [\[H1.01.01.04\]](#). Suitability expressed in both general and specific objectives of the training program. In which, the objective General emphasis has been placed on training graduates capable of working in institutions. secondary and secondary education departments, media agencies, magazines, publishers; research institutes related to History. Specific objectives also allow see the portrait of graduates with full qualities and abilities of teachers History of the 21st century, not only has the capacity for history, historical education but also has the capacity historical scientific research and historical education capacity, program development capacity historical education and more importantly the ability to be self-reliant and adapt to change. as well as the ability to develop community and self. [\[H1.01.01.01\]](#).

The objectives of the training program are built in accordance with the objectives of higher education stipulated in the Education Law No. 38/2005/QH11 "Training learners to develop comprehensively in morality, intelligence, physical strength, and aesthetics; having knowledge, skills, and professional responsibility; having the ability to grasp scientific and technological advances commensurate with the training level, the ability to self-study, be creative, and adapt to the working environment; having a spirit of entrepreneurship and a sense of serving the people" [\[H1.01.01.06\]](#) and the Higher Education Law 08/2012/QH13 and the Law on Higher Education amended in 2018 "Training learners with political and ethical qualities; having knowledge, professional practice skills, the ability to research and develop applications of science and technology commensurate with the training level; having good health; having the ability to be creative and responsible for the profession, adapting to the working environment; having a sense of serving the people". "University level training for students to have comprehensive professional knowledge, grasp the principles and laws of nature and society, have basic practical skills, be able to work independently, creatively and solve problems in the trained field" and respond to changes in the new general education program announced in 2018[\[H1.01.01.07\]](#), [\[H1.01.01.08\]](#).

The conformity with the Law on Education and the Law on Higher Education is that the goal of the CNSPLS training program is to ensure that learners have political and ethical qualities and professional knowledge, have the capacity and skills of NVSP and specialized skills in History, have the ability to be creative and

have professional responsibility, adapt to the working environment; have the consciousness to serve the people and have basic practical skills, have the ability to

Working independently, creatively and solving problems related to the field of study are also mentioned in the specific objectives of the training program.

2. Strengths

The objectives of the CNSPLS training program are clearly defined, consistent with the higher education objectives stipulated in the Law on Higher Education, consistent with the mission and vision of Hanoi National University. The objectives of the training program have been reviewed and adjusted based on the opinions of scientists, lecturers, experts, especially based on the opinions of employers and recruiters.

3. Point of existence

The consultation on the objectives of the History Pedagogy Bachelor's training program has not yet taken the opinions of former students.

4. Action Plan

TTT	Item pepper	Content	Unit, person performing	Time space real presently orcomplete	unc le
1	Notch serve exist	No feedback from alumni yet	GV, set subject	From the school year 2024 - 2025	
2	Deve lop Strengths	Periodically review, revise and supplement training objectives and training programs to meet social requirements.	RoomTr aining Management and Student Affairs, Faculty Pedagogy, P. Quality Management TT.TT- TV&HL, GV	Row year	

5. Self-assessment: Meets criteria at level 4/7

Criterion 1.2. The training program's CDR is clearly defined, covering both general and specific requirements that the bank needs to achieve after completing the training program.

1. Describe the current situation

The training program's CDR is built according to the Ministry of Education and

Training's guidelines for building and announcing training programs, the national qualification framework, and the school's guidelines for building CDR, based on survey results and training quality.

creation, labor market needs related to CTDT, stakeholders, [H1.01.02.01], [H1.01.02.03], [H1.01.02.05], [H1.01.02.06]. CDR is expressed present in training program documents: output standards, training programs, correlation matrix between course outlines and training outcomes, teaching programs[H1.01.02.02], [\[H1.01.02.07\]](#), [\[H1.01.02.08\]](#).

The CDR is built on 3 aspects: knowledge output standards, skills output standards, quality output standards, autonomy and responsibility levels, in accordance with Circular No. 07/2015/TT-BGD-DT dated April 16, 2015 on promulgating regulations on minimum knowledge and required competencies that learners must achieve after graduation of the Ministry of Education and Training [H1.01.02.01]. Knowledge standards are determined according to Bloom's scale, so they should be used with measurable verbs: understand (knowledge standards K1, K2, K4), apply (knowledge standards K2), synthesize (knowledge standards K6, K7) [H1.01.02.02]

The learning outcomes are also clearly described in the matrix of the level of relevance between subjects and the learning outcomes of the training program in the detailed syllabus. Each detailed syllabus clearly shows the contributions of the subject to the learning outcomes of the training program at certain levels in all three aspects of knowledge, skills, qualities, autonomy and responsibility. The relevance between the learning outcomes of the training program and the learning outcomes of the modules is also clearly defined, with a detailed scale: Presenting the relevance between the learning outcomes of the course and the learning outcomes of the training program according to the learning outcomes codes and specific indicators: Learning outcomes code of the course; Indicators; Learning outcomes code of the training program and the level of achievement. In which the learning outcomes code is HP. Indicators section: the content taught in the subject will correspond to the learning outcomes of knowledge, skills, autonomy and responsibility at what level in the learning outcomes of the training program. Example of the course Introduction to language in evidence[\[H1.01.02.07\]](#).

Before 2019, the SPLS major belonged to the Faculty of Social Sciences and Humanities. From August 2019 to present, it belongs to the Faculty of Pedagogy. To open the major, the Faculty of Social Sciences and Humanities has built the CDR of the SPLS major training program [H1.01.02.09]. During the implementation process, every 2 years, the school periodically surveys and collects feedback from stakeholders related to the training program and surveyed CDR: alumni, employers, lecturers, and managers. Next, the Faculty of Social Sciences and Humanities, then the Faculty of Pedagogy, receives feedback, reviews, edits, and updates the CDR of the SPLS major training program in 2019 and 2022, and has the CDR as described above (FINDING CDR IN 2019) H1.01.02.09], [H1.01.02.10].

The SPLS training program's CDR simultaneously covers both general and specific requirements for learners. Specifically:

Knowledge CDR includes 7 CDR from K1 to K7 including two groups:

- General objectives: Understand the theoretical system of Marxism-Leninism and Ho Chi Minh thought. Understand the guidelines and policies of the Party and State in the field.

national defense, security, politics, economics and society. Apply knowledge of social sciences, natural sciences and technology to life and work. Deep understanding of the country's traditional culture, basic understanding of other cultures, arts and languages.

- Specialized CDRs: Have knowledge of age psychology and History education; knowledge of scientific research and development of school programs and History programs; Synthesize the knowledge system of Archaeology and Historiography, Ethnology, Regional Studies and Vietnam Studies, Calendar Studies, Religion Studies. System of specialized knowledge of World History and Vietnamese History learned in the program; Synthesize the knowledge system of Theory and methods of teaching History in high schools.

The skill-based CDR includes 7 CDRs from S1 to S6, including two groups:

- General skills: Able to use basic techniques in the field of information technology, proficiently use at least one foreign language for communication and work; Adapt to changes in living and working environments, integrate into working environments with many different cultures; Effective communication, teamwork, decision making, problem solving and creativity, self-study, scientific research

- Specialized skills: Practice pedagogical training, scientific research and effective development of History programs; Proficiency in planning History lessons, organizing History teaching activities, testing and evaluating students' History learning outcomes in the direction of developing capacity.

The CDR on quality, autonomy and responsibility includes 3 CDR from R1 to R3 in increasing order from awareness to creativity, expressed in behavior and professional activities, including two groups:

- General requirements: National pride and self-respect, honesty, humanity, responsibility and action for community development; Have spirit and responsibility for personal development.

- Special requirements: Have personal qualities, professional qualities, social qualities that meet teacher standards and professional work requirements; demonstrate autonomy and responsibility in professional activities, self-development and community development.

Through the above analysis, it can be seen that the CDR is clearly defined, consistent with university training requirements, with the National Qualifications Framework of Vietnam, covering both general and specific requirements that learners must achieve upon graduation.

The main jobs that SPLS graduates work for are History teachers, at secondary and high school levels. In addition, they can work in media agencies, magazines, publishing houses, research institutes related to the field of History Education, etc.

2. Strengths

The training program's CDR is clearly defined through specific documents, following a strict process, reviewed and updated annually to ensure modernity, in accordance with the CDR requirements of level 6 of the Vietnamese national qualifications framework, covering both general and specific requirements that learners need to achieve after completing the training program.

3. Point of existence

The description of the requirements of the CDR is sometimes repetitive and general.

4. Action Plan

STT	Item	Content	Single	Time
	pepper		tasteperform	perform
1	Notch serve exist	Review descriptive expression CDR	Profess or violation	Fro m 2025
2	Deve lop Strengths	Maintain public and widespread announcement of the Labor Code of Conduct for the SPNV industry to relevant parties, collect survey opinions to further improve the Labor Code.	Profess or violation, Departm ent of Science and Technology	Row year

5. Self-assessment: Meets the criteria at the level4/7

Criterion 1.3. The training program's CDR reflects the requirements of relevant parties, is periodically reviewed, adjusted and publicly announced.

1. Describe the current situation

In the process of developing the History training program, the Faculty always focuses on consulting with stakeholders including employers, experts, alumni and lecturers, especially the work of reviewing and adjusting the training program. Specifically, the construction of the training program's training program's training program's training program is carried out according to the School's process: The School's Science and Training Council organizes meetings, discusses and agrees on the objectives, content, structure, time plan, implementation methods, resources and

assigns tasks to the Faculties to develop

build CDR[H1.01.03.01], [H1.01.03.02], Department of organization of drafting CDR, organization Organize a public workshop to solicit stakeholder input and finalize The Faculty sends the draft of the CDR to get feedback from relevant parties, then the Council The Faculty collects, analyzes and completes the CDR, reports to the Scientific Council and School Training, Science and Training Council organizes seminars to collect feedback For the draft CDR, the Science and Training Council received comments and contributions to complete it. and submit to the Principal for signing and announcing the CDR on the website, leaflets, and publicizing to the public. through the media and report to the Ministry of Education and Training.

The output standards of the History major training program have been reviewed and adjusted periodically in 2019 and 2021 [H1.01.03.04]. The Faculty and the Department have conducted a survey to collect opinions from relevant parties including experts, employers, managers and History teachers in secondary schools. The Faculty has conducted a survey to collect opinions from relevant parties. In particular, during the consultation process, the majority of employers proposed to adjust the output standards of the training program to better suit the requirements of general education reform. Based on the opinions of relevant parties (employers, alumni, experts and lecturers), the Faculty has adjusted and updated the output standards of the training program. Thus, based on the opinions of employers, alumni, experts and lecturers, etc., the Faculty has adjusted and updated the output standards, thanks to which the output standards have closely followed and reflected the requirements of relevant parties. [H1.01.03.03]

After the output standards are completed and announced, they will be widely shared on the School's website to help students, employers, etc. easily access and grasp information about the output standards of the History major training program.

After reviewing the 2019 CDR, the Faculty has developed the 2022 CDR with more specific requirements on knowledge, skills, autonomy and responsibility, including 14 CDR, and concretized by indicators for lecturers and learners to grasp more easily and ensure compliance with labor market requirements. The improvement of the CDR over the years is shown in the following table:

Table 1... Comparison of CDR of CTĐT versions 2019, 2022

	CTĐT version CDR 2019	CTĐT version CDR 2022
Similarities	Clearly demonstrate the objectives of the training program; clearly identify the requirements for basic knowledge and skills that learners need to achieve; clearly identify the job position and learning ability, and improve the level of learners after graduation. career	

Point other	The CDRs are still relatively general, including CDRs on quality standards and capacity.	Including 14 CDRs on knowledge, skills, autonomy and responsibility, in line with the general and specific goals of the training program. CDRs are concretized into clear, quantifiable indicators.
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2. Strengths

- The CDR is periodically reviewed and adjusted to meet social requirements;
- The Faculty has implemented adjustment procedures, consulted and collected feedback from relevant parties involved in the development and review of the CDR adjustment.

3. Point of existence

The method of surveying and collecting opinions from stakeholders on output standards is not diverse and rich.

4. Action Plan

TT	Item pepper	Content	Single taste perform	Time Time of execution
1	Notch serve exist	Diversify survey methods including online, in-person, interviews and increase survey scope.	Depart ment, set Subject, Room Quality Management	From year study 2024- 20245
2	Deve lop Strengths	Strengthen review and adjustment of training plans to ensure meeting the goals and objectives of the training program.	Depart ment, set Subject, Department of Training Manageme nt and Student	Row year

			Program	
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5. Self assessment:4/7

The objectives of the CNSPLS training program are clearly established, consistent with the mission and vision of Hanoi National University of Education in the strategic development plan of the school, consistent with the objectives of higher education stipulated in the Law on Higher Education and the training program reflects the requirements of the labor market. The training program's objectives when being built are all oriented towards

to the mission, goals, staff of the school and survey of the needs of society, so it reflects the vision and mission of the school. The CDR of the CNSPLS training program is simple, easy to understand, measurable, covers the general requirements of higher education that students need to achieve after graduation and includes separate points for CNSPLS students.

The CDR has correctly reflected the requirements of the stakeholders who have contributed comments and well met the needs of employers, which are clearly shown in the detailed CNSPLS training program and are publicly available on the Faculty and School's electronic information pages.

However, the training program has not yet collected feedback from alumni. Some training programs have long-winded indicators. The review and revision of training programs are not continuous.

Overall assessment result of criterion 1: 3/3 criteria meet the requirement at level 4/7.

Standards/criteria	Self assessment
Standard 1	0
Criterion 1.1	0
Criterion 1.2	0
Criterion 1.3	0

Standard 2. Training program description

The training program for the Bachelor of History Pedagogy is built according to current regulations issued by the Ministry of Education and Training, showing clear and specific goals, reasonable structure, system design to meet the standards of knowledge, training skills and flexibly meet the human resource needs of society. The description of the current status of the training program is updated and integrated with new issues related to the training program content and is reviewed and supplemented in accordance with social requirements. The objectives of the training program for the History Pedagogy major are built on the basis of the general training goals of the School and the requirements for building CTDT.

Criterion 2.1. The training program description is complete and up-to-date.

Standard 2. Description of the current status of the training program Introduction

The CNSPLS training program is built according to current regulations issued by the Ministry of Education and Training, showing clear and specific goals, reasonable structure, system design meeting knowledge standards, training skills and flexibly meeting the human resource needs of society. The current description of the training program is updated and integrated with new issues related to the training program content and is reviewed and supplemented to suit social requirements. The goals of the CNSPLS training program are built on the basis of the general training goals of the State.

School and training program development requirements.

In the process of organizing and implementing the CNSPLS training program, the Faculty of Pedagogy - Hanoi National University has always focused on building

Implementation roadmap and specific solutions to achieve high efficiency and use the Current Status Description of Training Program as an important information channel to help staff, teachers, students and society understand more clearly about the CNSPLS Training Program.

Criterion 2.1. The description of the current status of the training program is complete and up-to-date.

1. Describe the current situation

The description of the training program of the SPLS major provides basic and core contents about the training program; thereby helping learners, employers and related parties easily grasp the necessary information about the training program.

The description of the CNSPLS training program has full content according to the provisions of Circular 04/2016/TT-BGD&DT dated March 14, 2016 on the use of quality assessment standards of training programs and training levels of higher education; Circular No. 17/2021/TT-BGDDT dated June 22, 2021 on training program standards; Develop, evaluate and promulgate training programs for all levels of higher education (replacing Circular 07/2015; Document 318/DHTĐHN dated April 12, 2019 promulgating the development and promulgation of output standards, developing, evaluating and promulgating university and college training programs at Hanoi Metropolitan University, Document 1049/DHTĐHN dated November 9, 2021 on the plan to evaluate and adjust training programs [H2.02.01.06]; [H2.02.01.07]; [H2.02.01.08]. After implementing and developing new output standards for the training program, by 2022 the training program will be reviewed and periodically adjusted. [H2.02.01.02]

The current status description of the SPLS training program, revised version 2022, includes the following contents: [H2.02.01.01]

1. General information about the training program: Name of the major, code of the major, training level, name of the graduation certificate in Vietnamese and English, training time according to design, training form, training management unit, learners, comparison with other training programs;

2. Specific content of the training program: Study volume and brief description of the modules; Level of contribution of the modules to the formation of the training program's learning outcomes [H2.02.01.01], [H2.02.01.09].

Thus, in addition to basic information about the training program, the SPLS training program descriptions also help stakeholders see the total learning volume of the entire course. A brief description of the modules and the relationship between the modules in meeting the output standards of the training program gives readers an overview of the entire program.

From the beginning of training (2017) to 2022, Hanoi Metropolitan University will review and adjust the training program according to the 2-year cycle, which is 2019 and 2021. However, in 2021, the review and adjustment process will begin and will not be issued until June 2022. Each review and adjustment will be conducted simultaneously on all subjects: output standards, training programs, training program descriptions, correlation matrix between subjects and output standards, teaching programs, detailed outlines. learn part
[H2.02.01.01],[H2.02.01.05], [H2.02.01.09],
[H2.02.01.10],[[H2.02.01.11](#)],[[H2.02.01.12](#)].

When reviewing and adjusting, the SPLS industry sought opinions from stakeholders through surveys of employers, managers, lecturers, staff, alumni, organizing seminars, and organizing assessments by outside experts [H2.02.01.13]. The industry received the opinions and made revisions [H2.02.01.04].

The results of the program review and adjustment are faithfully reflected in the description, leading to differences in content over the years:

Table 2.1. Comparison of training program descriptions for the SPLS industry in 2017, 2019, 2022

Criteria	Chapter description program 2017	Copy tissue describe2019 program	Copy tissue describe2022 program
Mass study	130 credits	130 credits	130 credits
Mass study together	20 credits	25 credits	32 credits
Learning volume practice professional and profession	110 credits	105 credits	98 credits

Brief description of course content	Not yet linked to the 2018 general education program	Specialized subjects are oriented to help students have the ability to explain and analyze the corresponding knowledge in the 2018 History program.	The subjectThe major helps students to be able to explain and analyze the corresponding knowledge in the 2018 History program; analyze the corresponding teaching content in the textbooks. textbook according to
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			History program 2018
Level of closure contributions of students part with the formation to form CDR in the knowledge and skills power	Level 3	46 credits level 3, 4 credits level 4	Level 3 and Level 4

The difference is the result of absorbing the school's philosophy, aiming at vocational applied education (2019) and liberal education (2022), absorbing the opinions of stakeholders (employers, lecturers, managers, alumni, students) linking the process of training History teachers in universities with the progress of the 2018 General Education Program. In 2018, the Ministry of Education and Training issued the overall program and the program of subjects, including History. During that time, the practical teaching materials in the teaching process were the 2006 program and

textbooks. However, in each specialized subject, teachers must guide students to be able to explain and analyze the corresponding knowledge in the 2018 History program. From the 2021-2022 school year, the 2018 Program will be implemented in middle schools and in high schools from the 2022-2023 school year. Therefore, the requirements for students are also more specific: helping students to be able to explain and analyze the corresponding knowledge in the 2018 History program; analyze the corresponding teaching content in the textbooks according to the 2018 History program. [H2.02.01.01],[H2.02.01.17]

2. Strengths

The Current Status Description of the CNSPLS Training Program has a matrix to evaluate the contribution of each course to the training program's learning outcomes, but also an integration matrix between the course's learning outcomes and the training program's learning outcomes, a matrix between course objectives and learning outcomes, and a matrix linking teaching content with learning outcomes, helping learners have an overview of the entire CNSPLS Training Program.

3. Point of existence

It is necessary to expand references and compare with the training program descriptions of some advanced domestic educational institutions.

4. Action Plan

TT	Item pepper	Content	Single person perform	Time space real presently orcomplete
1	Notc h serve exist	Refer to and compare with the training program description of some advanced educational institutions. domestic progress	Department Monk Department of Training Management and Academic Affairs student	Year learn 2024- 2025
2	Dev elop Strengths	Strengthening review, updating and supplementing training programs to comprehensively develop both qualities and capacities and promote potential. learner ability	Department Monk Department of Training Management and Student Affairs	Row year

5. Self-assessment: 4/7

Criterion 2.2. Course outlines are comprehensive and up-to-date.

1. Describe the current situation

The CNSPLS training program approved and issued in 2022 has a complete detailed outline of the courses. The course outline is designed with full information[\[H2.02.02.02\]](#),[\[H2.02.02.03\]](#) according to regulations, including:

- 1) General information includes: course name in Vietnamese and English; course code; number of credits; course prerequisites; department in charge; information of teaching instructor
- 2) Course outcomes (knowledge, skills, autonomy and responsibility).
- 3) Brief description of course content
- 4) Learning materials: required and optional references (books,

articles/journals, seminar/conference papers, scientific topics, theses, dissertations, conference proceedings, ...); reference website if any.

5) Learner's task

6) Content, teaching methods (PPGD)

Internal content	Teaching methods and forms of organization	Study load		Resources whether study
		Lee theory	Real onion	

7). Evaluation and testing methods

Item pepper Evaluate	Content and form of organization of inspection and evaluation	Weight number	Time Evaluate	People Evaluate
Point 1 – Diligence		10 %	Throughout learning process	Lecture pill
Score 1 (Test #1)		20 %	Conclude end part 1	Lecture pill
Score 2 (Test No. 2)		30 %	Conclude end 2	Lecture pill
Score 3 (Test 3)		40%	Conclude end course	SetSub ject/Faculty

8) Requirements for teaching conditions

- Class size
- Teaching equipment
- Teaching location

2. *Strengths*

The course outline is clear, informative, regularly updated and has continuity.

3. *Point of existence*

Stakeholder consultation is limited due to the frequent updates and large volume of the outline.

4. *Action Plan*

Item pepper	Content	Single taste perform	Time perform
Play medal Strengths	Update new content and teaching methods to increase the effectiveness of the teaching and learning process.	Departme nt Pedagogy RoomMa nagement& CT Students	From yearschool year 2024-2025
Notchr estore existence	- Get wide opinions beside related to course outline	Departme nt Pedagogy Room Quality Management	From yearschool year 2024-2025

5. *Self-assessment: Meets criteria at level 4/7*

Criterion 2.3. The training program description and course outline are publicly announced and easily accessible to relevant parties.

1. *Describe the current situation*

After the SPLS training program was issued by Hanoi University of Science and Technology, the school publicly announced the content of the Training Program Description to students and lecturers in many different forms: The Faculty deployed it to students through academic advisors introducing students at the beginning of the first year and regularly during the study process so that students could clearly understand the training program, in order to support students in the process of choosing courses and building their own study plans. In addition, the school has software for students to register for credits and monitor their learning process, in which students can get general information about the SPLS training program through the training program frame on the student's personal information portal [[H2.02.03.01](#),[H2.02.03.02](#),[H2.02.03.03](#)].

The use and publication of the training program description and course outlines of the SPLS major in the above forms has helped students grasp the courses they can register for in a semester, determine the correct study plan and study roadmap for the entire school year and course.

The teacher introduces the course outline when starting to teach the modules.[H2.02.03.04](#)].

The description is publicly announced on the School's website after each issuance.[\[H2.02.03.05\]](#). This information is easily accessible to interested parties in society.

During the periodic revision process in 2019 and 2022, the industry also asked for opinions from relevant parties on the course description, detailed outline, etc. This is also a channel we publicly open for relevant parties to access [\[H2.02.01.13,H2.02.01.14,H2.02.01.15,H2.02.01.16\]](#). DOWNLOADED (Decision on the establishment of the association

(Co-appraisal of training programs, survey plan to collect opinions on training programs and training programs)

2. Strengths

The information in the training program description and the training content of the SPLS major courses has provided complete and clear information.

The training program description and detailed outline of the SPLS major courses are publicly announced, creating conditions for students to grasp course information and be proactive in planning their studies. Employers, secondary and high school education institutions can also easily access them, creating opportunities to enhance cooperation and connection in training and scientific research activities.

3. Point of existence

The school and faculty level information channels have not been diversified in publishing the training program description and course content.

4. Action Plan

STT	Item pepper	Content	Single tasteperform	Time Time of execution	Tak e not e uncle
1	Notch serve exist	Implement various forms of public disclosure of information about training programs to the public. related parties	Departme nt Pedagogy Depar tment of Quality Manageme nt TT.TT- TV&HL	Froms chool year 2024- 2025	

2	Develop Strengths	Regularly and promptly update adjustments to the training program description and training program on the information channel	Department Pedagogy Department of Quality Management TT.TT- TV&HL	From year school year 2024-2025	
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5. Self assessment:4/7

The training program description and course content of the SPLS major have included complete, clear, systematic and public information about the training program, thereby helping learners easily access, determine goals, choose a path and plan appropriate learning. The content of the training program description and course content are closely linked and are the result of gathering opinions from different stakeholders. The updating process has also been conducted regularly at different levels, from lecturers, faculties, and schools. However, the collection of opinions from stakeholders about the training program description and course content has not diversified the information channels.

Standards/criteria	Self assessment
Standard 2	0
Criterion 2.1	0
Criterion 2.2	0
Criterion 2.3	0

Standard 3. Curriculum structure and content

Criterion 3.1. The curriculum is designed based on the CDR.

Standard 3. Curriculum structure and content

Introduction

The CNSPLS training program is built based on the CDR of the CNSPLS major. Each module in the CNSPLS training program clearly demonstrates the requirements of the CDR. The training program is built according to a consistent structure, logical sequence, updated content and integration. At the same time, the training program of the CNSPLS major is continuously reviewed periodically to ensure the suitability and updating of each specific module according to practical requirements and the overall training program.

Criterion 3.1. The teaching program is designed based on output standards.

1. Current status description

The CNSPLS training program is designed based on the requirements of the CDR regarding knowledge, skills, autonomy and responsibility.

The CNSPLS training program is built based on the curriculum of Hanoi University of Science and Technology according to Decision No. 487/QĐ-DHTĐHN[\[H3.03.01.05\]](#) while complying with the design process as instructed by Hanoi National University.[\[H3.03.01.02\]](#). The CNSPLS training program is designed based on the requirements of the training program on knowledge, skills, qualities, autonomy and responsibility. Before being selected to be included in the training program framework, the knowledge modules/courses have a

description of the training program's learning outcomes and the contribution of the HP to the training program's learning outcomes.

CTDT. When designing and reviewing the CTDH, construct the contribution matrices of the architectural blocks.

The training program must ensure a certain ratio between theory and practice, especially the ratio between theory and practice in each module/subject.

The curriculum includes 130 credits with 5 knowledge blocks.[\[H3.03.01.03\]](#)
(1) General study load (32 credits); (2) Professional study load (59 credits); (3) Professional study load (22 credits); (4) Internship load (9 credits); Graduation thesis/replacement course load (8 credits). The courses selected for each knowledge block all contribute to achieving 16 CDRs of the training program at an average and high level, clearly shown in the Matrix showing the contribution of each course to achieving CDRs (MC History, 20.7-2022 Related matrix...) (The training has been sent but the matrix does not have a red stamp)

The subjects in the block of knowledge for training and practicing pedagogical skills, the block of general specialized knowledge and the block of specialized History knowledge all meet the skill requirements of the CDR, which are: (1) Using basic techniques in the field of information technology, proficiently using at least one foreign language for communication and work; (2) Adapting to changes in the living and working environment, integrating into a working environment with many different cultures; (3) Effective communication, teamwork, decision making, problem solving and creativity, self-study, scientific research; (4) Practicing pedagogical skills, scientific research and developing effective History programs; (5) Practicing pedagogical skills, scientific research and developing effective History programs; (6) Organizing History teaching activities, testing and evaluating students' History learning outcomes in the direction of developing capacity.

In addition, the CNSPLS training program also meets the requirements for autonomy and responsibility according to the requirements of level 6 (university level) in the Vietnamese national qualification framework approved by the Prime Minister on October 18, 2016 under Decision No. 1982/QĐ-TTg.[\[H3.03.01.04\]](#) Through learning, discussion, testing and evaluation at the courses in the training program, especially the course on specialized scientific research methods SPSL and History majors, students will have the ability to work independently establish; work in groups; guide and supervise others in performing tasks; self-assessment performance; defend personal views and plan activities – are requirements for autonomy and responsibility according to university requirements.

The Faculty of Pedagogy has developed a combination of teaching methods for each subject of the training program. The teaching methods in each subject are diverse, effective, suitable for practical conditions and support the achievement of learning outcomes in terms of knowledge, skills, qualities, autonomy and responsibility. Specifically, the teaching methods are developed to meet the development of self-study capacity, cooperation capacity, and scientific research capacity of learners. Teachers guide students to actively self-study and self-research.

Research and choose learning methods that are suitable to the needs and abilities of the learner and that meet the learning objectives.

To ensure that the assessment of learners' learning outcomes meets the CDR, each detailed course outline and course teaching plan clearly stipulates the testing and assessment process with diverse forms, methods and content, ensuring that it is close to the knowledge content in the course that students have learned.[\[H3.03.01.03\]](#)In CTDH In CNSPLS, we build 2 ways of assessment: (1) Courses have organized assessment end-of-course assessment; (2) Courses with formative assessment. Courses with assessment process, each course includes attendance score, component score and final exam score Subject. The component score is based on the proposed test format by the subject teacher. through practice, projects, doing powerpoints, presentations, taking tests. Exam At the end of the course, various forms of examination are often applied, such as: essay exams, multiple choice exams. or collect professional documents, practice teaching... depending on the goals of subject [\[H3.03.01.03\]](#).Formative assessment courses do not have final assessments. After completing the semester, students will have enough process points to summarize into the final result. together. Prerequisites for learners; determining the combination of teaching methods, All assessments ensure that the curriculum meets the objectives and that there is compatibility between the teaching methods and the form. check review

2. Strengths

The curriculum of the CNSPLS system is designed to ensure a reasonable ratio between knowledge blocks and to be consistent with the industry's CDR. The content of the curriculum not only meets the standards of knowledge, skills, autonomy and responsibility of the CDR, but the organization of teaching methods, testing and assessment also supports the effective achievement of the CDR.

3. Point of existence

Due to the limited credit time, the number of credit hours for some courses is still small compared to the amount of knowledge in the course.

4. Action Plan

TT	Target	Content	Unit, person performing	Time of execution or completion wall
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1	Overcome existing problems	Increase exercises and projects for students on extended issues of the course.	Management Department reason DigStudent Affairs, Faculty of Education crime, teacher	From year school year 2024-2025
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2	Play medal Strengths	CTDT always closely follow the School's CDR, National competency framework	RoomManagementreason DigStudent Affairs, Faculty of Education crime, teacher	Row year
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5. Self-assessment: Meets criteria at level 4/7

Criterion 3.2. The contribution of each course to achieving the learning outcomes is clear.

1. Describe the current situation

The CNSPLS curriculum consists of 89 modules, all of which are compatible in content and demonstrate specific contributions to achieving the CDR. [\[H3.03.02.18\]](#), [\[H3.03.02.17\]](#), [\[H3.03.02.19\]](#)

Most of the courses in the training program contribute to training students' learning capacity, communication capacity, and ability to adapt to the environment, thereby helping to form a group of personal development capacity, creating a foundation for lifelong learning and building personal identity according to the CDR. The contribution of each course to the groups of professional capacity according to the CDR is different. Some courses contribute greatly to the development of the group of pedagogical capacity, while others contribute greatly to the development of the group of scientific research capacity or the group of capacity for developing the professional community and society.

Specifically, the contributions of the modules to the CDR are shown in the Table in the following link: [\[H3.03.02.20\]](#)

Vocational training modules such as: Pedagogical profession 1, Pedagogical profession 2, Teaching technology, Scientific research methods in the field of social sciences, Developing capacity for teaching social sciences, Forms of organizing

History teaching in high schools, Developing school programs and History subjects in high schools, Theory of teaching History subjects in high schools, System of teaching methods of History subjects in high schools, Testing and evaluating learning outcomes of History subjects in high schools contribute to training competencies in the group of pedagogical competencies (such as professional competencies, competencies in orienting students' development, teaching and education competencies) and competencies in the group of competencies in developing the professional community and society.

Courses for the basic knowledge block of the History major and major such as courses: Archaeology and historical materials, General religious studies, Professional practice, Ancient world history, Medieval world history, Modern world history, Modern world history, Ancient and medieval Vietnamese history, Modern Vietnamese history, Modern Vietnamese history, History of Vietnamese diplomacy, Vietnamese cultural heritage, Vietnamese urban history, ... and elective courses in the History major knowledge section

Great contribution to training self-study capacity, professional capacity, scientific research capacity and career development capacity.

The combination of all the subjects in the curriculum will help students form all the necessary competencies for the career orientation of teaching History according to the CDR.

Not only compatible in content, all modules in the CNSPLS training program clearly define a combination of teaching and learning methods, testing/evaluation methods that are appropriate and best support each other to ensure the achievement of the learning outcomes. As described in the current situation in criterion 3.1 above, each module in the training program is planned by the teaching staff every year [H3.03.02.19] (Evidenced by the detailed outline in the 2022 teaching program)

This plan clearly shows the combination of teaching and learning methods, testing and assessment methods in each subject. Depending on the characteristics of each subject, the dominant teaching and learning methods in each subject are different, but in general, the teaching methods of all subjects are built to meet the development of self-study capacity, cooperation capacity, scientific research capacity of learners, suitable for the needs and capacity of the learners themselves and suitable to meet the CDR [H3.03.02.19] Evidence of detailed outline in the 2022 teaching program. The testing and assessment process with diverse forms, methods and content, ensures close to the knowledge content in the subject and the requirements of the CDR [H3.03.02.19]. Evidence of detailed outline in the 2022 teaching program

2. Strengths

All modules in the CNSPLS training program are structured reasonably with the learners' learning progress and have content compatibility according to the requirements of the CDR. Teaching and learning methods, testing and assessment methods in all modules are suitable and support each other best to ensure the achievement of the CDR. The training program content is periodically consulted with relevant parties and promptly adjusted to suit practical needs. (Evidence that the Training Quality Management Department surveys the program with learners and relevant parties) (Similar to the evidence in criterion 11.5 but not yet found)

3. Point of existence

Teaching and learning methods of some courses need to be presented in more detail to best support students in achieving the training program's learning outcomes.

4.. Action Plan

TT	Target	Content	Unit, person performing	Time of execution or completion	Not e
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				wall	
1	Notch restore existence	Check control, adjust fix part	Room Mining Management	From year	

		teaching and learning methods in detailed course outlines.	student work and education Department Monk crime, teacher	study 2024- 2025	
2	Play medal Strengths	Promoting the strengths of each subject in meeting the requirements of the CDR	RoomTra ining Management and Collaborate learn birth birth pill, Department Monk crime, teacher	From year study 2024- 2025	

5. Self-assessment: Meets criteria at level 4/7

Criterion 3.3. The curriculum has a logical structure and sequence; the content is updated and integrated.

Criterion 3.3. The teaching program has a logical structure and sequence; the content is updated and integrated.

1. Describe the current situation

The modules in the CNSPLS training program include 130 credits, including 89 modules structured to ensure the connection and continuity between modules belonging to the general knowledge block (16 credits), the basic knowledge block of the industry and specialized training in History (28 credits), the block of pedagogical knowledge and pedagogical practice (14 credits), and the thesis replacement module (3 credits) to help the training program become a unified block. In which, the general knowledge block is a necessary tool, helping learners to be able to synthesize and solve interdisciplinary problems in social sciences, have general competencies (problem-solving skills, spatial perception skills, communication skills, cooperation, self-development) ... to deploy teaching interdisciplinary content in junior high school and high school. [H3.03.03.01]

The CNSPLS curriculum is designed to include credits for the History major.

Evidence - 2022 teaching program This knowledge block focuses on core History

knowledge and practical applications in life, ensuring scientific and practical, theoretical and practical nature. The content of the modules is integrated in History fields such as: World History, regional history and Vietnamese history... History knowledge is built to meet the content of integrated and differentiated teaching in general education. Most of the modules in this knowledge block aim to meet the ability to teach History in junior high school and high school after graduation. The knowledge block for training and developing pedagogical capacity has 20 credits including modules to help train necessary pedagogical skills and capacities in an advanced way.

knowledge and capacity. From providing basic knowledge of profession (in the subject of Profession SP1, Profession SP 2), assessment skills (subject of Assessment of learning outcomes in teaching History in high schools) to knowledge, skills and capacity for teaching History (subject of Theory of Teaching History and subject of History Teaching Methods).

After being equipped with knowledge, skills and capacity at the University, students are directly practicing their profession and pedagogical internship. During the entire course, students conduct four pedagogical internships to apply their knowledge and skills to general education practice. Pedagogical internships are to fully prepare the capacity and mindset to become teachers upon graduation. Thus, the number and proportion of credits of knowledge blocks in the training program, the proportion of compulsory and elective courses are reasonable with the requirements of the CDR.

All courses in the CNSPLS training program are arranged reasonably in terms of prerequisite courses, duration of each course and implementation time. The arrangement of the timetable and assignment of teaching staff of the Faculty is carried out scientifically, strictly meeting the training program. Evidence of the timetable over the school years - faculty affairs (Newly available timetable of the 2021 course - photo of the curriculum) Specifically: courses belonging to the general knowledge block (such as Foreign Languages, Information Technology, National Defense Education, Basic principles of Marxism-Leninism...) are studied in the first semesters of the course to create a general knowledge foundation. Next are the courses belonging to the general knowledge block to train pedagogical capacity, followed by the group of courses on knowledge, skills and teaching capacity of History major. ... to create a foundation for the courses belonging to the History major knowledge block. In the History major, the courses are also arranged in a logical order of increasing complexity. The basic History course will be the foundation for the more specialized History courses. The prerequisite courses are the courses that create the foundation for the next course.

The CNSPLS curriculum is periodically reviewed, adjusted, supplemented and updated to improve the quality of the curriculum. The school also periodically organizes the collection of opinions from learners, former students, history teachers, lecturers, and recruitment staff on the curriculum, thereby making appropriate adjustments and updates to suit actual conditions. Specifically: In 2022, the curriculum will change the duration of knowledge blocks compared to the program issued in 2019.

Evidence of the 2019 – and 2022 Teaching Program (Downloaded 2022

Teaching Program in criterion 3.1), these changes are shown in Table 3.4.

Table 3.4. Comparison of the CTDH issued in 2019 and 2022

CTDH Issued in 2019	CTDH Issued in 2022
Total credits for the entire course: 130	Total credits for the entire course: 130

General knowledge block (Not included) Physical Education and National Defense Education: 25 credits	General knowledge block (Not including subjects) Physical Education and National Defense Education: 32 credits
Professional learning volume: 61 TC	Professional Learning Volume: 59 TC
Professional training volume: 27 credits	Vocational training volume: 22 compulsory credits.
Internship load: 9 credits	-Internship volume: 9 credits
Graduation thesis/substitute course position: 8TC	Graduation thesis: 8 credits

To make the above adjustments, the Faculty of Education has consulted a number of different teaching programs in the country. Based on the referenced teaching programs, the Faculty of Education has consulted the content of a number of subjects in the History major... on the distribution of credits in the courses and the content of a number of History major courses.

2. Strengths

The CNSPLS curriculum has a logical structure between general knowledge blocks, basic knowledge of the industry and specialized knowledge, allowing students to have the ability to receive the highest level of knowledge to meet the practical human resource requirements of society.

3. Point of existence

Not yet consulted and compared with foreign teaching and training programs

4. Action Plan

TT	Item pepper	Content	Unit, person performing	Time space real presently orcomplete	uncl e

1	Notch serve exist	There is a specific plan to refer to the similar training program as in China.	RoomT raining and work management Students, Faculty Monk violation, GV flower history	From year school year 2024-2025	
2	Play medal Strengths	Deploy review and adjustment of training programs, ensure up-to-date	RoomM ining Management create and work	From year school year 2024-2025	

		Regarding the structure, logical sequence, and content of the curriculum, it must be reasonable. seamless	Students, Faculty of Education, Teachers		
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5. Self-assessment: Meets criteria at level 4/7

The curriculum of the CNSPLS system is designed logically, scientifically, and pedagogically based on the CDR. The content of the curriculum not only meets the standards of knowledge, skills, autonomy, and responsibility of the CDR, but the organization of teaching, testing, and assessment methods also effectively supports the achievement of the CDR. All modules in the CNSPLS curriculum are compatible in content according to the CDR requirements. The teaching and learning methods, testing/assessment methods in all modules are suitable and support each other best to ensure the achievement of the CDR. Furthermore, the curriculum is periodically consulted for comments from relevant parties and is periodically reviewed and adjusted to suit practical conditions.

*However,*The CNSPLS training program has not yet consulted or compared with the training programs of some countries with similar models such as China.

Overall assessment result of criterion 3: 3/3 criteria meet the requirements at the required level.

4/7.

Standards/criteria	Self assessment
Standard 3	0

Criterion 3.1	0
Criterion 3.2	0
Criterion 3.3	0

Standard 4. Approaches to teaching and learning

Criterion 4.1. The educational philosophy or educational objectives are clearly stated and communicated to stakeholders.

Standard 4: Approaches to Teaching Introduction

The educational philosophy of Hanoi National University is the fundamental value for the training institution to build goals, strategies and action plans. The educational philosophy and goals of Hanoi National University and the goals of the training program have been clearly stated and disseminated to stakeholders such as teachers, students, alumni, partners, employers and those directly and indirectly involved in the training process. The educational philosophy and goals of Hanoi National University and the goals of the training program are specified in the training program's learning outcomes. From there, teaching and learning activities are designed in accordance with the learning outcomes in the training program and each subject. Teaching and learning activities have promoted the process of practicing skills, creating habits that contribute to improving students' lifelong learning ability.

In the school, the teaching and learning activities of the training program are designed in accordance with the educational philosophy as well as the training objectives, the CDR and focus on professional subjects with a high proportion of practice time. With the orientation of taking learners as the center and using diverse teaching methods, teachers have applied advanced teaching methods to help learners acquire and apply knowledge and skills in a scientific way. In addition, scientific research activities are also focused on to help students have the capacity to develop their future careers.

Criterion 4.1. The educational philosophy or educational objectives are clearly stated and communicated to stakeholders.

1. Describe the current situation

The educational goals of Hanoi University of Science and Technology are clearly stated in the Educational Philosophy, Mission, Vision and Core Values issued together with Decision No. 1070/QĐ-DHTĐHN of the President of Hanoi University of Science and Technology dated October 25, 2017. [H4.04.01.05]

Hanoi National University, formerly Hanoi Pedagogical College, with the educational philosophy: Beautiful lifestyle - Broad knowledge - Deep expertise - High skills - Early success. This is the guiding principle for action, orienting the goals and activities for both teachers and students of the school. Thus, the cultural value of a beautiful lifestyle is the first premise to guide the next actions of the staff, teachers and students in the school. This value is completely consistent with the comprehensive educational perspective of teaching people before teaching letters. Broad knowledge wants the next philosophy to be implemented. If the school wants

to develop, both teachers and students must aim for professional understanding, which means having

profound knowledge. Teachers must be exemplary in teaching, students must be exemplary in studying. Learning must go hand in hand with practice - Hanoi University of Technology has thoroughly applied this educational principle in building its educational philosophy and implementing it in training activities. This is shown in the next two clauses of the school's educational philosophy: Deep expertise - High skills. In addition to learning theoretical knowledge, students always practice their professional expertise through projects, practical activities, practice, and internships. The purpose of the university is to provide high-quality human resources to meet social demands. And that is also the ultimate goal that Hanoi University of Technology aims for, to form students who are good at their profession, proficient in skills, adaptable and integrated to become useful and successful people at work. The educational philosophy of Hanoi University of Technology has been widely and clearly disseminated to all teachers and students of the school. Imbued with the school's educational philosophy, the History and Pedagogy faculty has built a scientific training program and each teacher is constantly improving and cultivating pedagogical skills, combining traditional and modern teaching methods to bring about the highest educational efficiency [H4.04.01.02],[\[H4.04.01.03\]](#)

The educational philosophy and educational objectives of the School are publicly announced on the School's website, posters are placed in the lecture halls so that teachers, students and relevant parties can access them conveniently, easily, understand and implement them. The educational philosophy and educational objectives are also disseminated to staff and teachers to know and implement through the development of training programs, course/subject standards, scientific research and other activities. For students, the reception of the educational philosophy content is disseminated and thoroughly implemented by the School and specialized departments through the opening programs, citizen-student activities at the beginning of the course. [H4.04.01.06]

Based on the school's educational philosophy, the History Department has clearly stated the training orientation of the training program: "The training program approaching capacity development is a career application orientation built according to the motto of ensuring scientific nature, focusing on practice, being flexible and always updating new things to create conditions for students to have specialized professional capacity and have the best job opportunities and development opportunities after graduation" [H4.04.01.07]

To implement the training program to achieve the educational philosophy as defined above, the School and the Faculty of Pedagogy have taken many specific measures as follows:

The first: For learners, the reception of educational philosophy content is disseminated and thoroughly implemented by the School and the Faculty of

Pedagogy through the first-term citizen-student activities (organized by the School) and the New Student Welcome Ceremony (organized by the Faculty).

In addition, to help stakeholders, especially stakeholders outside the School (former students, socio-political organizations) know about the educational philosophy, the School has

Publish the content of educational philosophy on the electronic information page (website) [H4.04.01.08]. Evidence of Educational Philosophy Issued with Decision No. 1070/QĐ-DHTĐHN of the President of Hanoi Metropolitan University dated October 25, 2017. [H4.04.01.05]

Monday: The school's educational philosophy has been disseminated to staff and lecturers and implemented through the development of training programs, course/subject outlines, scientific research and other activities.

Thanks to that, the educational goals are clearly understood by all staff, lecturers and students of the School and the announced educational goals are consistently implemented.

In fact, the implementation of the educational philosophy and training objectives of the Bachelor of History Education of the Faculty of Education has achieved good results, bringing about positive and effective changes in the training of History teachers, contributing to providing high-quality human resources for general education institutions and research institutions.

Faced with changes in the implementation of current History curriculum and textbook innovation, the History Pedagogy Department has actively revised and updated the training program for the Bachelor of History Pedagogy to better adapt to the requirements of fundamental and comprehensive innovation in the curriculum content and teaching methods of History in high schools at all levels.

2. Strengths

The school has a written statement of the school's educational goals and educational philosophy; The educational goals are clearly understood by all staff, lecturers, and students and are specified in the training programs of all majors, including the Bachelor of History Pedagogy training program. The school's educational goals have been disseminated to teachers, students, and related parties.

All stakeholders are able to receive, understand and implement the educational philosophy and goals of the School and Faculty of Education.

Teaching work of History Pedagogy teachers is carried out in accordance with the educational philosophy and educational goals of the school.

3. Point of existence

Training objectives and educational philosophy have not been regularly disseminated to employers by the school and the Faculty of Education.

4. Action Plan

TT	Target	Content	Single taste, People perform	Time space perform

1	Overcome existing problems	Disseminate educational philosophy and training objectives to employers and people in society, regular learners through communication content continuously posted on the website and fanpage. of the Faculty of Education	Faculty of Education, Department of Quality Management TT.TT-TV & HL	From year learn2024 – 2025
2	Play medalStrengths	Adjusting the training program always closely follows the educational goals of the School, maintaining relationships with experts at the recruitment agency	Faculty of Education, Department of Quality Management TT.TT-TV &HL	From year learn2024-2025

5. *Self assessment*: Meets criteria at level 4/7

Criterion 4.2. Teaching and learning activities are appropriately designed to achieve the learning outcomes.

Criterion 4.2. Teaching and learning activities are appropriately designed to achieve CDR

1. Describe the current situation

Every year, the School and Faculty organize educational activities to help students

Active in learning, gradually increasing the level of self-study through each semester, each school year, to achieve the CDR. Detailed outlines of the subjects are also built to suit social needs. Diverse forms of testing and assessment are displayed in the subject outline. Self-study and discussion hours are designed to alternate with theoretical lessons, in accordance with the subject objectives [H4.04.02.09; H4.04.02.10; H4.04.02.11]. Subject outline of the history major Course D 2022

(Same as MC in criterion 3.2)

Faculties, departments, and teachers build a combination of diverse and effective teaching methods in teaching activities to achieve learning outcomes. Teachers guide learners to proactively build their own learning plans to increase self-study, self-research, and self-selection of learning methods appropriate to their own needs and abilities.

learning and suitable to meet the CDR. The selected teaching methods are diverse and complete, including traditional teaching methods (presentation teaching methods, open-ended questions and answers, practice - drills) and active, modern teaching methods (group discussions, seminars, organizing experiential activities, etc.); regularly update, research and put into use new teaching methods to be more and more suitable to the CDR. In addition, the school also proactively and regularly directs teachers to build online lectures to post on the online learning portal so that learners can easily access them to enhance their self-study ability. [H4.04.02.03; H4.04.02.09; H4.04.02.10; H4.04.02.11] Detailed outline of subjects in history - Course D2022 Similar to MC in criterion 3.2)

When studying professional courses on History, students learn about theory and in-depth knowledge of each field and related content. Then, they practice through using role-playing methods to handle a specific content and situation of the subject. This method helps students grasp the theoretical basis as well as form and develop situation handling skills. With such a variety of teaching methods, it can be said that they are compatible with most of the criteria of the CDR. At the end of the course or semester, relevant units organize surveys to collect feedback from students on the teaching activities of teachers. The survey results are a "channel" for teachers to objectively perceive teaching methods, thereby adjusting teaching techniques to best meet the CDR. [H4.04.02.02; H4.04.02.03 H4.04.02.04].

Lecturers in charge of modules/subjects also have specific guidance plans for students and make flexible and continuous adjustments based on feedback from learners. Student groups are given the opportunity to choose learning methods and ways of expression that are suitable for each individual's strengths through group presentations on assigned topics. Lecturers also strictly implement the direction of the Faculty of Pedagogy and the School on researching and innovating teaching methods in the direction of developing self-study and self-research capacity to promote students' active learning, self-study, self-research and group work such as having students do subject assignments and participate in scientific research. Teaching methods commonly used by History lecturers

In teaching students, there are: visual teaching, practical teaching, problem-solving teaching, cooperative teaching, etc.

Research activities: Students are encouraged to participate in research from the first and second years. Through specific research activities such as the Faculty and School-level Student Research Workshops. Number of students participating in research topics in History, topics in social sciences with students winning school-level prizes in research [H4.04.02.07; H4.04.02.08].

Internship and professional practice: This is a compulsory part of the training program with 9 credits divided into 3 internship periods. The internship and practice

of students follow the standards

Specific criteria (both in terms of content, methods and skills) are clearly stated in the syllabus of the subjects related to the internship program; the lecturer also makes detailed plans, contacts and supervises the students' Pedagogical internship process. The students are guided by the lecturer in charge of the practical internship and the staff at the internship facility.[H4.04.02.10&idGiaiDoan=29" target="_blank">\[H4.04.02.09;H4.04.02.10\]](#). Evidence based on Literature subject - Internships to improve History teaching methods in high school of students D2022,2021, field trips - Decision to go on field trips of students of Course 2019-2020 - 2021 (Ask Ms. Thuy)

Students have a satisfactory assessment of the teaching and learning methods used in the training program. Every year after the end of the semester, the Department of Education Quality Management conducts a survey for students of each class to evaluate the teaching quality of each subject teacher and training major. At the end of the school year, the Department of Education Quality Management conducts a survey to collect opinions of teachers and students at the end of the course on the quality of training. The survey results will be compiled and sent to each faculty, subject group and teacher for evaluation, experience and adjustment. In addition, teachers who register for excellent teaching hours, emulation fighters and innovative teaching methods have been approved in the Faculty and Department.

Based on the results of the students' satisfaction with the organization of teaching activities, especially the use of active teaching methods by teachers, the School and the Faculty organize seminars on teaching methods for teachers. In addition, the Faculty sends teachers to attend training courses to improve their capacity in diverse teaching methods to help improve the quality of teaching activities. After the training, the school organizes to collect feedback from teachers on the effectiveness of applying those teaching methods in the practical teaching process at the school. The results obtained are the basis for the school to direct the adjustment of the organization and implementation of teaching methods to achieve the goals of the training program.. [H4.04.02.03; H4.04.02.05].

Currently, the History Department has been actively adjusting the training program content and teaching activities to ensure better compliance with the program's output standards through editing the training program.

2. Strengths

Teaching and learning activities in the training program, teaching plans, and lectures of teachers have used diverse teaching methods, focusing on active and appropriate teaching methods to achieve the learning outcomes. Teaching and learning activities are regularly adjusted to suit each class, each course, each school year to achieve the learning outcomes in knowledge, skills, and attitudes. Teaching and learning activities are designed to suit the learning outcomes and are regularly

evaluated by students to promptly adjust to suit each class and each school year to achieve the learning outcomes in knowledge, skills, and attitudes. The school and the faculty have strengthened the implementation of measures to improve the pedagogical capacity of teachers.

3. Point of existence

There are also difficulties in implementing teaching methods that actively engage learners, and a few teachers have not been willing to update modern teaching methods.

4. Action Plan

TT	Item pepper	Content	Single taste,performer	Time real time presently
1	Notch restore existence	The School and the Faculty of Education organize training courses to help lecturers better update teaching methods, design and organize active, diverse and effective teaching activities. incentive	School,Fa culty of Education, History major	From year learn 2024 – 2025
2	Develop strengths	Building active and diverse teaching methods to promote the strengths of each teacher Increase strongActive and practical internship methods at facilities local authority...	Socks chief industry lecturer	From year learn 2024 – 2025

5. Self assessment: Meets criteria at level 4/7

Criterion 4.3. Teaching and learning activities promote skills training and enhance lifelong learning capacity of NH.

Criterion 4.3. Teaching and learning activities promote skills training and enhance learners' lifelong learning ability.

1. Describe the current situation

Education is not only learning in class, in school but learning everywhere, anytime. Lifelong learning has long been of special interest to the world because of the inevitable needs of people and society in the era of modernization and industrialization. Lifelong learning will create opportunities

for everyone to cope with the challenges of the new era and is affirmed as an important part of the national education system of countries around the world. According to the view

innovation in education, considering learners as the center of training activities. That means the teaching and learning process has a positive meaning. Teachers are the ones who guide, orient, suggest and create problems, and learners will actively learn and implement, not passively absorb knowledge provided by lecturers. On that basis, learners will have the ability to self-study, self-research and expand research directions, have the ability to self-study for life to meet the development needs of society and the working environment in innovative thinking.

The school and the faculty clearly identify the importance of equipping students with lifelong learning skills/capacities. Students of the faculty are trained in self-study methods at university and guided on effective learning methods from their first year.

Lifelong learning skills are also conveyed by the history industry into the training program (from determining the learning outcomes, curriculum framework, extracurricular activities, teaching, scientific research, community service learning activities and other related activities.

The detailed outlines of the subjects/modules in the training program issued in 2022 clearly describe the use of self-study activities to improve learners' lifelong learning ability. The combination of teaching methods in the training program's modules is built and implemented skillfully by teachers in a very diverse way, including many active teaching methods (cooperative group activities, presentations, visualization, etc.)

The curriculum clearly describes the effective use of a combination of teaching/learning methods to promote the training of essential skills and soft skills. In the History Pedagogy bachelor's training program, the specialized courses in each field account for a large part of the total number of courses. The training program pays much attention to professional training activities with 50% of the time at the university and 50% of the time at the practice and internship facilities. Students' practical activities at the facilities take place regularly and have a plan: online research plans in groups under the guidance of lecturers; building self-study plans in the school library; participating in specialized clubs; receiving research tasks using digital libraries, etc. Thanks to regular practice, after graduation, students quickly approach and adapt to reality, meeting the requirements of educational innovation in general. Teaching and learning activities in all subjects are organized in a rich and diverse manner in forms and methods such as: discovery learning, problem-solving and discovery learning, visual learning, etc. All forms and methods of teamwork, information transfer, problem-solving skills in new situations when performing teaching functions and tasks at general schools are used.

information or other related duties. [H4.04.03.01; H4.04.03.02; H4.04.03.03], [H4.04.03.04].

All courses emphasize research/self-study activities to improve the lifelong learning ability of learners. The time for self-study and self-research accounts for a high proportion compared to the time spent in the classroom. Students are allowed to participate in writing essays and scientific research topics (voluntarily) under the guidance of lecturers. The Faculty organizes a student scientific research conference for students to report their research results as well as to award prizes for quality scientific research articles. The winning topics will be reported at the school-level student scientific research conference. [H4.04.03.05; H4.04.03.06].

Teachers use a combination of teaching methods proficiently and effectively to support learners in practicing skills and improving their ability to learn for life. Students participating in scientific research activities to improve their self-study and research capacity is the basis for lifelong learning. Practice and internship units have very positive feedback on students' professional knowledge and skills, most of them can perform according to the functions and tasks in the positions they undertake. Internship students in the years of training under the credit system are most highly evaluated by practice and internship facilities in their abilities such as working independently; self-study, self-research, lifelong learning; good use of computers and technology; confidence in a competitive working environment..

Students are encouraged to participate in community service activities and social organizations to enhance their social capacity. This is also an opportunity to connect the school's training brand with society. After participating, students with good achievements will be rewarded. To create a favorable environment for self-study, the Faculty of Pedagogy, Faculty of Social Sciences and Humanities, Hanoi National University provides self-study space, school library... where students are provided with the means to actively research their majors in depth. In addition, students are encouraged to use documents at the School Library with a variety of books, reference materials, domestic and foreign magazines.

It is very necessary to pay attention to reviewing, adjusting and updating the combination of teaching and learning methods to help learners be proactive and active in the training process, enhance their ability to self-study, self-research and be creative to practice and form skills that are characteristic of the subject of history and improve the lifelong learning ability of learners after graduating from the Bachelor of History Pedagogy training program at Hanoi Metropolitan University. Teachers teaching the modules/subjects also have a deeper understanding of the school's educational philosophy; to always closely follow and correctly and effectively implement the teaching and learning activities, testing and assessment that have been identified in the training program, teaching program, module/subject outline to

improve the lifelong learning ability of learners.

2. Strengths

Teaching methods are used in a diverse and active manner, teaching and learning activities promote the development of learners' skills, and at the same time enhance learners' lifelong learning ability. Students' scientific research activities are given due attention, and students enthusiastically participate in scientific research activities.

History training program has demonstrated diverse teaching methods and has the effect of promoting the training of independent and teamwork skills to improve lifelong learning capacity and collective work to meet the development needs of modern society.

3. Point of existence

However, PPDH courses do not have many opportunities to practice at facilities according to each job position, students mainly practice in class by "role playing" method, which also limits the training of professional skills. In the training program, the required study time in class is still a lot.

4. Action Plan

TT	Target	Content	Single taste, People perform	Time of execution
1	Notchres tore existence	Strengthen the development of modern teaching and learning methods, increase self-study content, out-of-school study hours, and research hours. rescue	Faculty of Education and History Education	From year learn 2024 – 2025
2	Play medalStrengths	Continue to build and innovate forms and methods of organizing active teaching and learning activities. and variety	Professor violation, The Lecturer in History Education	From year learn 2024 - 2025

5. Self assessment: Meets the criteria at level 4/7

In general, the teaching and learning approach of the training program is correct, the objectives are clearly expressed and publicly announced. Teaching and learning activities are diverse and flexible, helping learners achieve the learning

outcomes. Diverse learning activities such as scientific research, self-study, discussion, presentation, internship, and practice also help students have the ability and spirit of lifelong learning. There is supportive interaction between teachers and learners. The learning environment is open and friendly, respecting learners. Students after graduation

Able to meet the requirements of History Pedagogy professionals according to job positions, as well as have the ability to develop careers.

Thus, the outstanding strengths of that standard are:

(1) Educational philosophy and objectives in the training program are clearly communicated, and relevant subjects are able to search, know, understand and apply in practice;

(2) The school and the History Department have implemented active teaching and learning activities, in accordance with the mission and educational philosophy of Hanoi Metropolitan University, as well as the training goals and outcomes of the History Department's training program.

(3) The teaching and learning process provides students with basic knowledge of History, trains them in basic career development skills, raises awareness and creates lifelong learning habits and career development orientation in a modern and internationally integrated society.

(4) CTDT has implemented many diverse and advanced teaching and learning activities.

In addition, there are still shortcomings that need to be overcome, that is, practical internship activities have not met practical requirements. Many students have not identified the right learning motivation, are still passive, and lack skills. The assessment of learning outcomes still focuses too much on the ability to remember and understand, without prioritizing the assessment of critical thinking, creative thinking, self-study skills and other soft skills. This philosophy and goals have not been regularly and continuously disseminated to relevant parties. There are also difficulties in implementing the desired teaching methods (due to the limited number of students, uneven levels) and the number of students participating in scientific research is not large. These shortcomings will be overcome in the coming time. The basic limitations are:

(1) Communication activities about the philosophy and educational goals of the School, Faculty and training program goals are not diverse.

(2) Online learning channels and information technology applications to support teaching and self-study activities are not abundant;

Self assessment:

With 3 criteria of the 4 self-assessment standards of History Pedagogy, 3 criteria are met. With the score of 03 criteria reaching 4/7.

Standards/criteria	Self assessment
Standard 4	0
Criterion 4.1	0
Criterion 4.2	0
Criterion 4.3	0

Standard 5. Assessment of learner learning outcomes

Criterion 5.1. The assessment of learning outcomes of NH is designed to be appropriate to the level of achievement of the CDR.

Standard 5. Assessment of learner learning outcomes

Introduction

Assessment of student learning outcomes is an important part of the teaching and learning process. In order to assess learning outcomes objectively and fairly, Hanoi Metropolitan University has developed specific, clear and publicly announced learning outcome assessment regulations to students based on the guidance documents of the Ministry of Education and Training. Assessment begins right from the admission stage and continues throughout the student's learning process until graduation. The purpose of assessment is to determine the level of knowledge, skills and abilities that students need to achieve compared to the subject objectives and training program objectives. Assessment methods and content are diverse and continuous, suitable for the characteristics of each subject. Assessment of student outcomes is based on the program's learning outcomes and always provides timely feedback for NH to improve learning. Assessment regulations are publicly announced to teachers, students and relevant parties before the training program begins.

Assessing student learning outcomes is an important part of the teaching and learning process. To assess learning outcomes objectively and fairly,

1. Describe the current situation

The process of assessing the learning outcomes of learners at Hanoi Metropolitan University in general and the SPLS major in particular is conducted in the following stages: Assessment of input capacity (admission, foreign language proficiency survey); Assessment of the process (assessment of learning outcomes of the subjects) and assessment of output (graduation consideration, foreign language output competency survey).

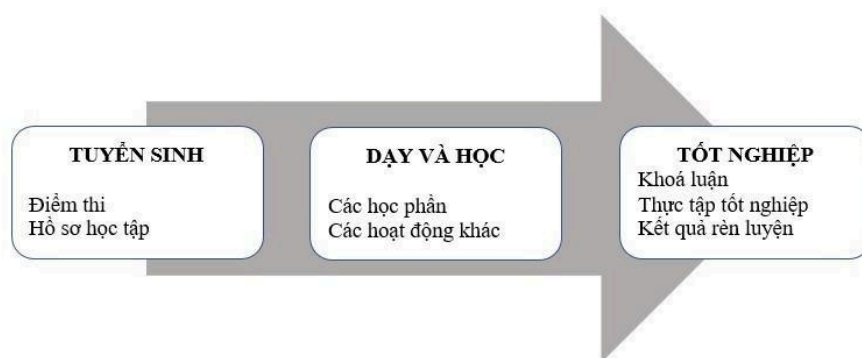


Diagram 5.1.1: Student performance assessment process in training program Process of evaluating learning outcomes to achieve CDR:

Admission process:

The entrance score for students in the SPLS training program is relatively high

compared to other majors at Hanoi National University, specifically the content in the announcement

Admission scores for regular university training majors in SPLS [H5.05.01.76]. Therefore, this is a good opportunity for the SPLS industry to select students with quality in knowledge acquisition, skill development and awareness training in accordance with the training program. Specifically, students have the ability to acquire good professional knowledge, autonomy and adaptability to the field of education.

Hanoi University of Science and Technology conducts input assessments for students majoring in SPLS according to the University and College Admission Regulations of the Ministry of Education and Training. The process is carried out publicly, transparently, and in accordance with regulations from the stage of announcing the admission plan, admission quotas, admission consideration to organizing exams, grading exams, and recognizing admission results.

The entire training process: The assessment of students' learning outcomes is carried out according to each teaching and learning activity, each lesson, each module, each semester and throughout the entire training program, as well as throughout the student's learning process, from enrollment to graduation. The teaching and learning assessment process is specifically shown in the Regulations on regular university and college training according to the credit system at Hanoi National University. This assessment activity also shows the specific characteristics corresponding to each specific module in the SPLS training program.

For compulsory general subjects with specific characteristics such as National Defense and Security Education, foreign languages, and information technology, the school issues specific regulations on how to evaluate students' learning outcomes to ensure compliance with the output standards established in the detailed outline of the subjects.

The process of assessing the learning outcomes of SPLS students is carried out according to the regulations on regular university and college training according to the credit system of the Ministry of Education and Training and of Hanoi University of Education. The activities of assessing the learning outcomes of learners are designed logically and scientifically based on the training program framework, objectives, learning outcomes and course credit of the SPLS major, which clearly stipulates the assessment of learning outcomes of learners, clearly shown in the assessment criteria table of the courses in the training program. All stages of the process of assessing the learning outcomes of students are carried out seriously in accordance with regulations, from the stages of making questions, organizing exams, taking exams and announcing learning outcomes. 2 weeks after the announcement of results, students have the right to apply for a review of their exam papers, the

process of marking and reviewing exams is carried out seriously, publicly, and in accordance with the process.

During the implementation process, every year, the school organizes for departments to edit the test bank, ensuring the richness and high quality of the test bank.

End of training program (Graduation): Students who are qualified to do their graduation thesis are publicly announced, the selection of supervisors, topic selection, topic approval, and progress reporting are carried out according to the correct procedures [H5.05.01.74]. During the process of doing the thesis, students who do not ensure progress and quality will be eliminated and will have to take the KLTN replacement subject with students who are not qualified to do the thesis. [H5.05.01.74]

Teaching and learning methods that reflect the learning outcomes in the program and methods for assessing student learning outcomes in the training program are capable of measuring the level of achievement of learning outcomes, specifically through many final assessment methods such as written exams, oral exams, assignments, and essays.

Evaluation plan: Developed, announced and implemented with coordination from functional departments, faculties, departments and each lecturer in each study period, semester and school year.

The assessment process and content are consistently demonstrated during the implementation process from the Department of Training Management and Student Affairs to the Faculty, the Department of Education and Training and lecturers. Specifically, the content is specified in the Course Outline Form of the Department of Training Management, the Mid-term, Final and Graduation Thesis Assessment Form, the Course Outline, and the requirements in the lecturer's lectures. These are documents guiding the design of assessment methods and content in accordance with the purposes/objectives and learning outcomes in the training program.

Accordingly, the process of organizing the final exam for the SPLS major subjects organized by the Faculty of Pedagogy is specified in the school's regulations and carried out in 7 steps, specifically as follows:

Thes teps	Job Description	Responsible unit individual	Timec omplete
Step 1	Exam planning	BCN + Faculty of Education	Comp lete the minimum step 2before each exam
	- Make exam schedule, exam room list		

	- Send exam schedule and exam list to academic advisor		
	- Academic affairs department contacts and reports the exam plan to the training department.		

2	Step Establishment of the examination board - Chairman of the Board - Commissioner - Secretary	BCN Academic Affairs Training Assistant	+	
3	Draw lots, print exam papers	TTKT Quality management	+	
	- Organize a lottery			1 day before exam
	- Copy exam			
	- Pack the exam papers according to the exam room			
	- Give exam papers to exam supervisors	Secretary of the Board exam		Before each exam
4	Exam organization	BCN + Faculty Affairs + CBCT		
	- Assign staff to invigilate and question the exam. Make a list of staff to invigilate and question the exam and send it to the Training Department.	BCN +Faculty of Education		2 weeks before the exam
	- Organize exam supervision and exam questions	- Faculty, department, lecturer, staff		According to schedule
	- Collect and submit papers to the examination board secretary.	- Lecturer, Staff		Right afterwhen taking the exam

Step 5	Organize beat making and beat management (oral and multiple choice tests on computer skip this step)	Exam	
	- Receive exam papers from CBCT	Exam	Right after When conclude endtest
	- Beat (pocket, print beat sheet, fight beat, vertical beat, save ...), print the score sheet and put it in the exam bag	Exam	dark Multi 2 day after exam

	- Give the assignment to the staff to do the work		
Step 6	Exam organization (oral and multiple choice tests on computer skip this step)	Faculty	
	- Hand over the test to the examiner	GVK + CBCT	dark Multi 1 week after exam
	- Organizing and managing marking exams		1 day
	- Receive graded test papers and score sheets from the examiner	CBCT +GVK	Same day graded papers received
	- Enter score by beat code	CBCT	
	- Submit the exam and score sheet to the faculty in charge of the exam.	CBCT	Same day receive
Step 7	Processing exam results and managing scores		

	- Check and transfer the score file on Excel into the training software management system. Send 01 original score sheet to the Training Department, 01 copy to the department, 01 copy to the faculty assistant teacher for storage.	Faculty Assistant	Dark Multi 2 weeks after the exam.
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The mid-term exam organization process is also detailed and announced in the training program. Based on this process, all lecturers can ensure that the exam questions, tests, and grading are made public, transparent, and reliable [H5.05.01.41]

Implementation process: Overall assessment content, assessment methods, and assessment tools for student learning outcomes are built to be compatible with the objectives and learning outcomes in the training program. During the implementation process, comments on the student assessment and testing process are also given and accepted by the training program [H5.05.01.41]

Assessment and testing forms: The assessment and testing format is presented in the summary table below. [H5.05.01.75]

Table 5.1.1: Summary of learning outcome assessment in each module in the SPLS training program

Table 5.1.2. Rubik's practice assessment - group discussion

PEPPER WILL	NEED TRY (0 – 4 points)	WELL DONE (5 – 7 points)	VERY EXPORT SHARP (8 – 10 points)
Form (2 points)	0 points The work is still sketchy and carelessly presented. Major Error describe	1 point Postdo soy saucecomplete and neat Presentation display careful kidney Are not Have errorspelling	2 points The essay is relatively complete and neat. The presentation is careful. kidney Be creative
Content (6 points)	1 - 3 points Not answering the key question correctly Not answering all the prompts The content is only superficial and stops at the level of knowing and identification	4 – 5 points Answer the guiding questions fairly completely. Answer to the point Have at least 1-2 advanced expansion ideas	6 points Answer the guiding questions fairly completely. Answer to the point Have more than 2 advanced ideas Have creativity
Team effectiveness (2 points)	0 points Members are not closely bonded Still on 2 members are not participating in the activity	1 point Relatively cohesive activity, with debate but still reaching consensus There is still 1 member not participating in the activity.	2 points Attachment activity conclude There is consensus and many different, creative ideas. The whole city All members participate in activities

Point			
TOTAL			

Table 5.1.2. Rubik's cube for marking theoretical test papers

PEPPER WILL	NEED TRY (0 – 4 points)	WELL DONE (5 – 7 points)	VERY EXPORT SHARP (8 – 10 points)
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Form (3 points)	1 point The work is still sketchy and carelessly presented. Major Error describe Wrong content	2 points Postdo soy saucecomplete and neat Presentation display careful kidney Full Content No Have error spelling	3 points The essay is relatively complete and neat. The presentation is careful. careful content, sharp arguments, rich ideas, good writing ability, research thinking, creation
Content (7 points)	1 – 4 points The content is only superficial and stops at the level of knowing and recognizing.	5 – 6 points Correct, sufficient and focused content Have at least 1-2 advanced expansion ideas	7 points Correct, sufficient and focused content There are at least 1 – 2 Advanced extended ideas Have creativity
Point			
TOTAL			

Table 5.1.2. Rubic for grading Graduation Thesis, Essay

PEPPER WILL	NEED TRY (0 – 4 points)	WELL DONE (5 – 7 points)	VERY EXPORT SHARP (8 – 10 points)
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Form (3 points)	1 point The work is still sketchy and carelessly presented. Major Error describe Wrong content	2 points Postdo soy saucecomplete and neat Presentation display careful kidney Full Content No Have error spelling	3 points The essay is complete and scientific. Carefully present sufficient content, sharp arguments, rich ideas, good writing ability, research thinking, and creation
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Content (7 points)	1 – 4 points The content is only superficial and stops at the level of knowing and recognizing. The research outline does not ensure theoretical content and has no new contributions.	5 – 6 points Correct, sufficient and focused content Research outline Carefully presented with sufficient content, sharp arguments, rich ideas, good writing skills, and research thinking Have creativity Have guaranteed the interior logical, no new contribution	7 points Carefully present sufficient content, sharp arguments, rich ideas, good writing ability, have research thinking Contribute to research
Point			
TOTAL			

Thus, Hanoi University of Education, Faculty of Pedagogy and the Literature SPLS major have unified and specific regulations on the number of points, the proportion of components of the modules and the form of testing and assessment designed for the modules of the SPLS training program aiming to measure the learning outcomes of the knowledge, skills and attitudes of learners. The above table also reflects the measurement of a certain level of achievement of learning outcomes of the module at the basic level such as assessing issues related to knowledge, being able to apply skills in practice and gradually creating autonomy in the working

environment. Specifically, during the learning process of modules in the SPLS training program, students' learning outcomes are assessed through regular assessments by the module's teachers and assessment of results after the end of that module. Regular assessment is undertaken by subject teachers based on the assessment of students' diligence and positivity and is tested and evaluated through mid-term assignments/tests. The organization of the final exams for general subjects is assigned to the Center for Economics and Foreign Languages, and the specialized subjects are organized by the Faculty of Pedagogy. For each subject, eligible students can choose the following assessment methods: Register to do an Essay/Major Assignment instead or take the final exam for the subject. The number of students registering to do essays for specialized subjects in the SPLS field accounts for the majority. For specific subjects such as National Defense and Security Education, Physical Education, the School has specific regulations on how to assess students' learning outcomes to ensure that they are consistent with the learning outcomes determined in the course syllabus.

Before the end of the course, in addition to accumulating alternative credits, eligible students are organized to register for a graduation thesis. Evaluation of results

The graduation thesis is strictly regulated according to the regulations and procedures of the School. In addition, all students who have accumulated enough credits according to regulations are arranged for internships and practical training at high schools in Hanoi to practice and acquire professional skills before graduation. The evaluation of internship results is strictly implemented with the coordination between the School and the homeroom teachers of the high schools.

The School and Faculty have implemented the assessment of the training program's CDR according to the requirements of Circular 17/2021/TT-BGD-DT. After meeting with professional groups, self-assessment of CDR, survey forms from recruiting units and graduating students have received positive feedback, the percentage is as follows:

OUTPUT STANDARD SURVEY STATISTICS TABLE [H5.05.01.77], [H5.05.01.64]

2. Strengths

The school has developed a complete and detailed system of documents, regulations, procedures and guidelines for the implementation of the assessment of learners' learning outcomes. The Faculty and the School are always interested in innovating and improving the assessment of learners' learning outcomes to suit the practical requirements of society, ensuring the measurement and assessment of learners' learning outcomes in accordance with the level of achievement of the CDR.

3. Point of existence

The work of assessing students' learning outcomes is currently diversifying assessment forms. Some subjects have not had their assessment forms changed for many years, to fully comply with the CDR.

4. Action Plan

STT	Item	Content	Real unit presently	Time of execution
1	Notch serve exist	Innovate the assessment form in the direction of giving open questions some courses	Faculty, Department, Center for Science and Technology - Education,	From 2025

		Collect documents and evidence related to the work of testing and evaluating students' learning outcomes into a common archive.	Department, Literature room School, Board of Directors	From 2025
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		or digitize electronic storage to ensure completeness and safety		
		Complete the overall software so that the steps to carry out the work of testing and evaluating students' learning outcomes are organized professionally and synchronously throughout the system.	Faculty, Department of Training Management and Student Affairs, Board of Directors	From 2025
2	Develop Strengths	Continue to build a set of tools to test and evaluate student results according to the orientation of competency assessment. force	Department, TTKT&NN-TH	2024-2025

		- In the 2022-2023 school year, TT KT&NN-TH uniformly implements learning outcome assessment processes and implements diverse, regular, and public methods of assessing learner outcomes. - Center for Science and Technology - TH issues documents Instructions	Board of Directors, The related functional rooms	2024-2025
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		Exam evaluation process according to new regulations.		
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5. Self assessment: 4/7

Criterion 5.2. Regulations on assessment of learning outcomes of NH (including time, methods, criteria, weights, feedback mechanisms and related contents) are clear and publicly announced to NH.

Criterion 5.2. Regulations on assessing learners' learning outcomes (including time, methods, criteria, weights, feedback mechanisms and related contents) are clear and publicly announced to learners.

1. Describe the current situation

The regulations on assessing the learning outcomes of the Faculty of Pedagogy are clearly defined according to the University Training Regulations of the School in each semester in accordance with the credit-based training method. These training regulations are publicly and fully announced on the School's website, as well as in the Student Handbook [H5.05.02.37], [H5.05.02.36]. The Center for Science and Technology - TH is the unit that implements and organizes testing activities and coordinates with training faculties in assessing the learning outcomes of learners [H5.05.02.20]. The school has issued regulations and procedures on organizing exams and end-of-course assessment of the school, in which, the guiding documents on examination work clearly state the responsibilities of the Faculties in proposing and announcing the examination format to learners through the Examination Board, at the same time, the methods of assessing learners' learning outcomes to ensure diversity, ensure value and reliability, and ensure fairness (for learners and related individuals) are also mentioned (find documents related to regulations on examination and assessment).[\[H5.05.02.23\]](#),[\[H5.05.02.25\]](#), [\[H5.05.02.34\]](#), [\[H5.05.02.35\]](#)

To seriously and consistently implement the organization of course exams, in 2017, the School issued general regulations on course exams for all training programs.[H5.05.02.38]; on the basis of the regulations and rules, the staff unit has established Establish a course exam organization process (with evidence in 5.1, 7-step process) [\[H5.05.02.34\]](#) ensure responsibility and rights for learners and

related units

The organization of semester exams is conducted seriously, in accordance with regulations. Assessment results are closely managed and promptly announced to learners. After 2 weeks of taking the exam as prescribed through the School's training portal, ensure the rights of learners and teachers [\[H5.05.02.30\]](#), [\[H5.05.02.35\]](#). The design of assessment methods and tools is always focused on by the school.

With the goal of measuring the level of achievement of the CDR, each course outline of the training program has clear regulations on the form of testing and assessment. Every year, the Center for Economic and Agricultural Sciences - TH organizes the compilation of a bank of final exam questions, a bank of foreign language proficiency assessment questions for use in assessing learning outcomes, ensuring objectivity in student assessment. The compilation of the test bank by teachers is carried out consistently in accordance with the Regulations. [\[H5.05.02.22\]](#), [\[H5.05.02.24\]](#), [\[H5.05.02.25\]](#). The work of compiling the test bank of teachers is carried out uniformly. in accordance with the regulations. [\[H5.05.02.24\]](#), [\[H5.05.02.27\]](#), [\[H5.05.02.35\]](#),

All the training programs of the courses clearly state the form, time, criteria, and weight of the assessment scores (written tests, oral tests, etc.), with special attention paid to building an assessment scale to measure the level of learners' response to the course's learning outcomes. Assessment in the History training program is carried out regularly with the following activities:

Attendance assessment: according to the school's regulations on the number of absent/present periods; awareness and attitude in learning in class. Information related to assessment of learning outcomes is made public on the school's training portal and is provided by the subject's teacher to the students of the subject class on the first day of each subject, ensuring that 100% of students understand and grasp the regulations on assessment of learning outcomes of learners. [\[H5.05.02.20\]](#)

Evaluation in the History training program is carried out regularly with the following activities:

Attendance assessment: according to the School's regulations on the number of absent/present periods; awareness and attitude in learning in class. [\[H5.05.02.20\]](#)

Mid-term assessment (regular or process): based on the results of the lessons, group assignments, seminars, group discussions, etc.

Final assessment: is conducted in two ways. The first is the final exam. The exam questions are selected from the sets of questions that have been compiled for each subject to ensure basic assessment levels (recognition, understanding, application). The exam forms are diverse such as: essay writing, objective multiple choice, combined writing and objective multiple choice, and oral exams. The final exam score can also be assessed in the form of an essay when students have

satisfactory results and each teacher is only allowed to guide.

10 students/01 class. The second is the process assessment course. With this method, students will do assignments or practice without exams.

The course grade is the weighted average of attendance, regular assessment and final exam scores, rounded to one decimal place.[\[H5.05.02.25\]](#)

Regarding time, regular assessment scores are determined throughout the teaching process through tests, individual assignments, group assignments, etc. The final exam is conducted 15 days after the end of the semester. In which, the final assessment has a weight of 40-60%. Time, method, criteria, weight, feedback mechanism for the content related to the final exam are carried out in accordance with the regulations and instructions of the School. Attendance scores and regular assessment scores are publicly announced to students before the end of the course. Final scores are updated on the student information portal. The time for the final exam is proposed by the Department of Training Management and Student Affairs, approved by the School Principal and announced to learners as well as the exam organizing unit, the Center for Economic and Agricultural Sciences-TH and the training department at least 2 weeks before the exam begins.[\[H5.05.02.34\]](#)

The test preparation work always ensures that it adheres closely to the content of the knowledge learned, and is capable of assessing the level of the learner. The organization of assessment and grading is carried out consistently for all subjects and complies with the regulations on assessment methods and procedures, assessment forms for courses/subjects, topics, and theses of the School.[\[H5.05.02.26\]](#)

For the final exam, if the student is not satisfied with the exam results, he/she has the right to submit an application for review of the exam score. The application for review must be submitted directly to the KT & NN-TH Center for general subjects to be resolved according to regulations. For specific subjects, the Center is responsible for transferring the review to the Faculty for processing and updating the exam score if there is a change in the review score.[\[H5.05.02.32\]](#)

The first, second, final and thesis evaluations of students all have specific standards with specific assignments of related members such as: supervisors, general teachers, members of the Evaluation Council, etc..[\[H5.05.01.64\]](#) The test, Assessment and exam organization have covered the content and objectives of each subject as well as The whole program is quite comprehensive. To do a graduation thesis, students must achieve an average academic score of over 3.2/4.0 and some other conditions such as accumulation enough credits. In addition to course evaluation, the implementation of training results evaluation Students are coordinated by academic advisors and the Department of Training Management and Student Affairs to follow the correct requirements. bridge.

For graduation theses, the Faculty of Education informs students and instructors about the regulations for graduation thesis defense, the grading council,

and the list of instructors.

Instructions, reviewers, thesis presentation templates for students. The thesis scores are made public immediately after the Council reaches a consensus in accordance with regulations to ensure compliance with requirements and graduation review process for students.[\[H5.05.02.26\]](#)

In addition, the assessment of foreign language proficiency to meet the requirements of students of training majors in general and SPLS majors in particular is also clearly stated in the regulations on organizing foreign language training for regular colleges and universities.[\[H5.05.02.22\]](#)

All relevant regulations, rules, procedures, and course requirements are publicly announced to students through the school's website or disseminated during the first week of Civic Education, and printed in the Student Handbook.

Table 5.2.1. Methods of communicating learner assessment methods in the training program of the SPLS major at Hanoi University of Science and Technology

METHOD	SUBJECT	TEXT/CHANNEL
1. LIVE NEXT	The school disseminates regulations during the first civic week of the year.	Student handbook
	Lecturer's announcement on the first day of the course	Course outline
	Instructor's announcement of component scores before final exam, oral exam scores.	Component score sheet, oral exam score sheet Training portal for students
2. INDIRECT	Announcement via the website of Hanoi National University Electronic information portal Page Faculty of Education	<i>www.hnmu.edu.vn</i>

	Lecturer notified by email	Slide Course outline; component scores
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	Lecture Upload process score results to the Training Portal first when taking the exam	Course component scores on Student Portal
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Information on student assessment methods is clear, complete, regular and public through many channels so that students can clearly understand and be proactive in the learning process from admission, the School's regulations on learning and assessment, exam schedules and exam formats, retakes, retention and information on student graduation regulations.

Information is communicated before, during and after students participate in the courses, as well as the training program to help learners receive full and timely information to proactively plan the best preparation for learning activities in each course and the entire training program.

2. Strengths

The regulations, rules and procedures related to the assessment of learners' learning outcomes in the School's training program all have specific and detailed contents on time, methods, criteria, weighted assessment scores and are publicly announced to learners through various channels such as: Announced on the school's electronic information page; Printed in the Student Handbook; Disseminate during the Civic Education week; Provide course assessment criteria to students right in the first class.

3. Point of existence

Some learners are not active in receiving and processing information about the regulations for evaluating learning outcomes of some subjects, so they are still passive about their study and research plans, leading to low learning outcomes.

4. Action Plan

STT	Item pepper	Content	Real unit presently	Timer eal time presently
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1	Note hrestore the existing point	Academic advisors encourage students to be proactive in receiving and processing information about the assessment regulations of learning outcomes of some courses, so that students can be more proactive about	Faculty of Science and Technology Related Parties mandarin Central Center for Science and Technology	From 2024
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		study and research plan		
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2	Develop Strengths	Review and adjust regulations, rules and procedures related to the assessment of learners' learning outcomes. Publicly announce on the training portal, faculty page, student handbook about the forms of process assessment, exam structure, essay structure, and types of large assignments so that students have a direction for studying and researching specialized subjects, especially good thesis replacement courses. final career	Faculty of Education, Ministry subject, Central Center for Science and Technology Department of Training Management and Student Affairs	2024 - 2025
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5. *Self assessment*: Meets criteria at level 4/7

Criterion 5.3. Diverse methods of assessing learning outcomes, ensuring validity, reliability and fairness.

Criterion 5.3. Diverse methods of assessing learning outcomes, ensuring validity, reliability and fairness.

Based on training regulations, regulations on testing and examination of courses [\[H5.05.02.25\]](#), Teachers teaching the course proactively propose forms of testing and evaluating learning outcomes. Student exercises are very diverse, ensuring that they are appropriate to the course objectives and are specifically stated in the training program, such as: written tests in class, essays, questions and answers, individual exercises, group exercises. The exam format of each subject is determined by the teacher and

The head of the department must agree and clearly state in the DCCT that any changes in form must be made. There is agreement between the teaching staff and the Head of Department. Every year, the Departments Propose forms of testing and evaluating students' learning outcomes to the unit functions (Department of Training Management & Student Affairs and Center for Science and Technology) submit to the Board of Directors approved and issued uniformly throughout the school. Accordingly, the assessment Student performance evaluation is carried out for each subject, semester and for the entire course. [H5.05.03.18],

The examination conditions, exam questions, exam organization and grading are conducted according to a unified process. Accordingly, the assessment of student learning outcomes is carried out for each subject, each semester and for the entire course. [\[H5.05.02.25\]](#), [\[H5.05.02.34\]](#)

Examining exam conditions, creating exam questions, organizing exams and grading exams are conducted according to a unified process to ensure seriousness, objectivity, fairness and accuracy. The exam question bank for all subjects with answers and grading scales is compiled and managed in a unified manner according to the correct process. [H5.05.02.27] Exam questions can be in the form of essay questions without using documents, essay questions using documents, etc. with a structure according to regulations approved by the department before being put into use. The method of assessing learning outcomes ensures value, reliability and fairness. For each subject, the exam set profile includes the exam matrix, question bank and answers - accompanying score sheet compiled and approved by the department, closely reviewed and edited by the Examination Department before being put into use to assess the level of knowledge and skills measurement of learners according to the CCCT (value) and the consistency of assessment results on the same group of learners. [H5.05.02.23] The School/Faculty/Department periodically and annually holds a meeting to summarize and review the effectiveness of the combination of assessment methods applied in the subjects/courses/training programs. However, the Faculty has not yet completed the standardized test question bank for the subjects of the training program. The reliability and validity of the exam bank have not been fully verified. [H5.05.02.27]

The grading process follows a strict process, the course exams are graded and graded through two independent rounds, the grading process is standardized (graded, two lecturers grade together, scoring, ...) to ensure reliability and fairness for learners. Reliability and fairness are also ensured in the final grading stage. Each exam requires two lecturers to grade together to limit subjectivity in the assessment. The school uses component score input software so that lecturers can proactively enter scores. Regulations on learning outcome assessment methods are always announced to students through the DCCT of each course, CTDH. Score of the

subjects The section will be posted on the School's website and students will be notified. publicly on personal pages. Exam results are promptly notified to students via School training portal.

For graduation theses, the School/Faculty has specific requirements on thesis writing procedures. [H5.05.02.26] Grading of internships/graduation theses has clear criteria on working attitude, theoretical framework, tools used, practical results, etc. These criteria ensure validity in evaluating internships/graduation theses. The thesis score is the average score of the supervisor, reviewer, and evaluation board (consisting of at least three council members). If the score of any member (including the supervisor and reviewer) deviates too much from the first average score, it will not be counted. The second average score will eliminate the score of this member. From the 2022-2023 school year onwards, the supervisor's score accounts for 30%, the reviewer and the Faculty's graduation thesis evaluation board account for 70% to ensure the reliability of the evaluation method and fairness for students.

Table 5.3.2. Statistical table of other exam formats for History Pedagogy major subjects, School year 2022 - 2023

(Need to compare actual data of history with teachers)

Image Exam format	Written	Test	Post practice big.Essay	Product study/ Product project product	Problem answer
Quantity					
Name HP					

The reliability and appropriateness of course assessment are demonstrated in the following points:

(1) The assessment method for each subject in the SPLS training program is unified in each Department, clearly stated in the approved detailed course outline, specified according to the assessment forms and applied in the SPLS training program; (2) The subject assessment score is formed from 3 components: attendance score and mid-term score (assessing the learning process), the final score assesses the overall output of the students; the proportion of component scores and the final score of the subject is shown in the detailed course outline and approved by the Principal; (3) Lecturers teaching the subject compile the final exam based on the unified regulations of the Department on the final exam and signed and approved by the Head of the Department. The School, Faculty, and Department have implemented

changes in the exam format to suit the direct exam.

online, updating the exam format to suit the practical situation, the meeting minutes show the review of the testing and evaluation methods;... The Pedagogical Profession course from the 2023-2024 school year will switch to a new form, not organizing exams but evaluating the learning outcomes of learners in the form of Major Assignments. The course System of Teaching Methods for History in High Schools from the 2022-2023 school year will switch to the form of practical exams. In some other courses, in the regular assessment content, the lecturer clearly stipulates that there is a starting point for grading the learner's Learning Profile.

During the teaching of the subjects in the training program, teachers have flexibly used methods to test and evaluate the learning process of students such as: Assessing the diligence and positivity of students (accounting for 10% of the total score); Organizing students to do group exercises or take periodic tests with 2 points (accounting for 20% and 30% of the total score) according to the teaching plan of the subject. During the adjustments to the teaching program, teachers have added many different methods and forms of testing and evaluation suitable for each training subject, ensuring that the requirements and output standards that need to be measured are measured, ensuring reliability and having clear evaluation criteria to ensure fairness.

The criteria for testing and evaluating students' learning outcomes are clearly defined as passing/failing in the training regulations, and are disseminated to each student through the student handbook, specifically: Students with a final score of F will have to retake the course; Students with a score of D/D+ will be allowed to improve their scores; Students with an A will be classified as Excellent, etc. [H5.05.03.19]

After each exam period (semester), the Faculty of Education and the Center for Science and Technology - Education summarize the final exam situation according to the process to promptly adjust any errors in the implementation process (if any) to ensure fairness for learners. At the end of the school year, the Faculty and functional departments summarize and evaluate the effectiveness of testing methods and evaluate learners' learning outcomes, on that basis, there are directions for adjustment for the next school year. To verify training activities, testing methods and evaluate learners' learning outcomes, every year the Faculty and the Student Affairs Department organize to directly collect students' opinions through monthly class meetings and direct student dialogue sessions. [\[H5.05.03.21\]](#), to listen to direct feedback from students, thereby, having Adjust and improve to enhance training quality and assessment effectiveness. Besides Every year, the school organizes a survey to collect feedback from final year students. about the school's training quality, and students' opinions on the subject, including evaluation criteria for assessing student learning outcomes. The results show that, Over 70% of students

rated the testing methods as ensuring diversity and reliability. objective and fair to learners. In addition, the results of interviews with staff, teachers and

Students of the Faculty in the annual internal assessment of the School also showed that, Over 90% of teachers, staff and students of the Faculty of Education surveyed said that the assessment methods The school's learning outcomes are diverse and flexible, ensuring objectivity. fair to learners

2. Strengths

SPLS training program has unified, clear and diverse criteria for evaluating student learning outcomes.

Assessment methods and forms help students to be active and proactive in acquiring theoretical and practical knowledge in teaching History.

Student assessment methods in training programs are always improved and innovated towards developing students' self-study, self-research, creativity and teamwork abilities to develop lifelong learning skills.

The school has developed a set of exam questions to serve the course examination work, ensuring objectivity in assessing students' learning outcomes. In a set of questions, the exam questions have the same level of difficulty. The organization of course examinations is carried out seriously, accurately and fairly in accordance with the school's regulations and procedures. The department has completed a standardized question bank for the subjects of the training program. The reliability and value of the question bank have been fully verified.

3. Point of existence

The form of examination has not been changed to practice for final year specialized subjects. The review, conclusion, survey and evaluation of the effectiveness of the combination of assessment methods have not been carried out regularly.

4. Action Plan

STT	Item pepper	Content	Implement ing unit	Time space perform
1	Notch serve exist	Completing the question bank for the final year exam of the SPNV training program in the direction of large assignments and products. project.	Faculty of Secondary Education heart KT&NN-TH	From year school year 2024-2025

		Apply specialized software to evaluate the quality of the test bank; Conduct preliminary and final summaries, surveys, and evaluate the effectiveness of combinations of assessment methods that have not been planned. plan	Central Center for Science and Technology Faculty, Board of Directors	From year school year 2024-2025
2	Develop Strengths	Continue to innovate testing methods and evaluate learners' learning outcomes in the direction of developing learners' capacity; Compile, use, and edit the subject test bank in evaluating learning outcomes. student's practice	Faculty, Center for Science and Technology, Department of Training Management and Student Affairs	From year school year 2024-2025

5. Self assessment:4/7

Criterion 5.4. Assessment results are promptly responded to so that NH can improve learning.

Criterion 5.4. Assessment results are responded to promptly to help learners improve their learning.

1. Describe the current situation

Student learning assessment activities in this training program are carried out first of all by disseminating to students all the regulations and rules of the Ministry of Education and Training, as well as of Hanoi National University through the Citizen Activity Week, Student Handbook, dialogue sessions between the University and students, through communication channels such as the website and fanpage of the University, Faculty and through students' electronic accounts. [\[H5.05.04.04\]](#).

Regulations on feedback on assessment results are publicly announced and

promptly communicated to teachers and learners. Assessment results are promptly communicated to students and become one of the effective ways for students to improve their learning, specifically as follows:

The method of announcing the results of component scores, as well as the course. The regulations on the work of testing and examining courses of the School have specific regulations on the time of announcing learning results (feedback on assessment results) to students (in Article 4), specifically: The process test scores, including the scores assessing the diligence and positivity of students, must be announced directly to students by the teacher at the last class of each course; The final exam scores of the course must be announced on the training information portal no later than 2 weeks after the exam date (Article 16). [H5.05.04.11]. In addition, the School has developed a process for organizing course exams, which clearly stipulates the time of announcing the final exam scores of the course to students on the School's training information portal. [\[H5.05.04.02\]](#) and student handbook H1.01.03.09&idGiaiDoan=29" target="_blank">[\[H1.01.03.09\]](#) Based on the regulations regulations and procedures have been issued, teachers and related units have promptly announced the results. learning to each student through the school's training portal H5.05.03.10&idGiaiDoan=29" target="_blank">[\[H5.05.03.10\]](#). Early response Providing learning results to students according to the school's regulations has helped students have a plan to re-register, improve grades in time, ensure learning progress, improve results self-learning[\[H5.05.04.04\]](#).

The regulations on feedback on assessment results to learners are clearly stated by the School in the Regulations on organizing regular course exams. The regulations clearly state the ways to feedback learning results to learners for each specific exam form. For oral exams, graduation theses and practical, internship and practical courses, lecturers announce scores to students immediately after marking. For objective multiple-choice, essay and essay tests, after receiving the test papers from the Center for Economics and Foreign Languages - TH for general subjects or from the Faculty's Examination Council for specific subjects, lecturers will mark the test papers and return the test papers within 07 days. The Center for Economics and Foreign Languages - TH and the Faculty's Examination Council will score according to the rhythm in the training management software provided by the Department of Training Management and Student Affairs.

The system management software helps the School manage students' learning results closely, accurately, and reliably, and supports students in looking up their learning results easily and quickly. [\[H5.05.04.06\]](#). Regulations for feedback on assessment results are publicly announce on time to each teacher and student for implementation and control monitoring through student handbook, school website [\[H5.05.04.06\]](#). Learner receive timely feedback on assessment results, thereby learning from experience and improving learning. mine

The process assessment is carried out according to the regulations on assessing the learners' learning outcomes, which are shown in the approved course syllabus

and publicly announced to students. The course instructor is responsible for assessing the process, including attendance points, regular points and periodic test points. After grading, the test scores must be reported and returned to students. Students can ask questions about the scores if they see any.

Are not satisfy worth[\[H5.05.04.02\]](#), H5.05.03.09&idGiaiDoan=29" target="_blank">[\[H5.05.03.09\]](#). Students receive feedback and teachers answer questions right at the feedback session. The test, if adjusted or not, the teacher needs to publicly announce and state the reason clearly. Then, the teacher will enter the score according to the student list of the course provided. from Center for Science and Technology

The training management software system has helped the School manage learners' learning outcomes closely, accurately, and reliably, actively supporting the work of checking, calculating, and processing data. Regulations on feedback on assessment results are publicly announced to teachers and students for implementation and monitoring. Students are informed of the starting points: process assessment points (diligence, regularity, periodicity) before the end of the course for feedback. [\[H5.05.04.06\]](#).

One week before the start of the semester final exam, the lecturer enters the midterm exam scores on the management system and completes the file (original) and sends it to the Department of Training Management and Student Affairs, and a copy to the Training Faculty. Students can view their scores on the portal for each student. After 7 days of the semester final exam, the learner will know the results. If there are any questions about the results, students have the right to submit an application for review of the exam to the Center for Economics and Foreign Languages - TH. The Center for Economics and Foreign Languages - TH compiles a list of students who review their exams and sends the minutes and the re-scored exam to the Training Faculty. [\[H5.05.04.02\]](#). The head of the department makes a list of assigned staff to mark the re-examination. exam according to the regulations of the School. If there is any discrepancy in the exam score, the Center for Economic and Social Affairs

-TH transfers the minutes to the Department of Training Management and Student Affairs based on the minutes and the completed exam. Review score to adjust score on system management software. Review score The final assessment will be communicated to the learner to plan a more suitable study plan. After each semester, the School organizes final exams to evaluate students' learning outcomes. Review academic performance and publish student's learning results on the school's information page. school [\[H5.05.04.06\]](#). Student's learning outcomes are entered accurately and stored completely and properly. Presented at the Center for Science and Technology, Department of Training Management and Student Affairs and Faculties for training degrees paper copy and on system management software. Transcripts keep students' learning results according to Each semester is managed by the Department of Training Management and Student Affairs, Faculty of Education and is guaranteed to be safe. according to a defined process, convenient for looking

up points when necessary. Regulations Regarding final exams, the school publicly announces the assessment of students' learning results. to teachers and students, to the email of each training department and widely publicized on School website[\[H5.05.04.05\]](#),[\[H5.05.04.06\]](#).

The school has clearly recognized the importance of timely feedback on student learning outcomes assessment results, therefore, it has built a strict, scientific, objective, accurate and fair assessment management system and timely feedback to learners to improve training quality, helping students to be proactive throughout their learning process.

me [\[H5.05.04.02\]](#). Feedback on KQHT assessment is used by students to improve their improve learning. Based on the training results and points of each semester, based on the decision Set up a periodic academic warning after the progress review meeting so that students can make a study plan. appropriate, avoiding the situation of being forced to leave school when being warned for 3 consecutive terms. H1.01.03.09&idGiaiDoan=29" target="_blank">[\[H1.01.03.09\]](#). With the way of communication Report exam scores on the system software and students can check themselves using their personal accounts. always receive satisfactory feedback from students about the implementation. Sometimes due to network errors, the software Some subjects have not yet met the progress requirements. From the survey results, the subject assessment Studying and evaluating the quality of the school's courses shows that the majority of students and alumni satisfied with the timely notification of test scores and the way teachers provide feedback Feedback on students' work helps them make timely adjustments to their learning activities to improve quality H5.05.03.23&idGiaiDoan=29" target="_blank">[\[H5.05.03.23\]](#), H5.05.02.14&idGiaiDoan=29" target="_blank">[\[H5.05.02.14\]](#).

The regulations and procedures on the school's course testing and examination work, immediately after being developed or adjusted, are publicly announced to all teachers and students of the school through channels such as: Posting on the school's electronic administrative page [\[H5.05.04.05\]](#); School website [\[H5.05.04.06\]](#); Print in Student handbook and distribution to students H1.01.03.09&idGiaiDoan=29" target="_blank">[\[H1.01.03.09\]](#); Forward email to unit leaders; Forward copy Print (with stamp) to units; Disseminate to students through the first week of Civic Education lock[\[H5.05.04.09\]](#), thereby, obtaining inspection and supervision of the implementation process.

To assess the level of student satisfaction with the school's activities in general and with the method and time of feedback on students' learning outcomes, the school has collected student opinions in many forms such as: Academic advisors organize monthly class meetings; the Department of Training Management and Student Affairs organizes direct dialogues between the Board of Directors and class staff H5.05.03.21&idGiaiDoan=29" target="_blank">[\[H5.05.03.21\]](#). Results Student feedback is compiled and reported to the Board of Directors and forwarded to the relevant departments. relevant units for timely adjustment and handling.

2. Strengths

Students are fully informed of regulations and procedures for testing and taking exams, including regulations on time and methods for feedback on learning outcomes, so that they can proactively plan their studies and improve their learning outcomes during their time at school.

3. Point of existence

Sometimes, some lecturers send feedback on students' final exam scores in the training program before the deadline set by the Department of Training Management and Student Affairs.

4. Action Plan

STT	Item	Content	Real unit presently	Time space perform
1	Notch serve exist	The Training Management Department regularly coordinates with the Faculty to have a reminder mechanism 1-2 weeks earlier than the deadline to help lecturers in the training program proactively complete the evaluation of results on time.	Board of Directors, Department of Training Management and Student Affairs, Central Center for Science and Technology	From 2024
2	Deve lop Strengths	Continue to disseminate and educate students about regulations and procedures related to testing and evaluating learning outcomes. learner's practice	Department, Set subject Department of Training Management and Student Affairs, Central Center for Science and Technology	From 2024

5. Self assessment: 4/7

practice.

Criterion 5.5. The Bank has easy access to the complaint process regarding student performance.

Criterion 5.5. Learners have easy access to the complaint process about results.

study

1. Describe the current situation

Learners are fully informed of regulations and procedures for complaints about learning outcomes before each course/semester/module.

Since 2018, Hanoi University of Education has applied a process for handling

complaints, including complaints about test and assessment results. In 2018, specific regulations on the process for handling complaints about the results of final exams were issued by Hanoi University of Education.[&idGiaiDoan=29" target="_blank">](#)[H5.05.05.01].

The complaint process for academic results is disseminated through Citizenship Week.[\[H5.05.05.04\]](#), Student Handbook [\[H5.05.05.03\]](#) and websites of the units related to the School.

The student complaints procedure, including complaints about regular assessments, mid-term assessments and graduation, is as follows:

According to the regulations on testing and examination of the semester, in Article 18, the School has specified the time and order of implementation of the review of the final exam of the semester. In addition, the process of organizing the semester exam has described in detail the order, time and responsibility for implementing the review of the final exam of the semester to ensure the rights of the learners. [&idGiaiDoan=29" target="_blank">\[H5.05.05.02\]](#). Students can access easily ease of examination review process through public dissemination of the process The school on its website, in the Student Handbook and as directed, disseminated directly from CVHT, Department of Training Management & Student Affairs and teachers through training sessions beginning of term activities, monthly activities [&idGiaiDoan=29" target="_blank">\[H5.05.05.02\]](#) and through the first lesson of the modules. After After the exam results are announced, students have 15 days to submit a request to the exam organizing unit (Faculty). training and the Center for Science and Technology - Education) on their learning results. Faculty, Department, and Function All relevant departments have assigned staff to receive and properly handle students' questions about the results. exam results, ensuring compliance with school regulations and procedures and responsibilities and authorities of students. The results of the exam review are publicly announced to students through school training portal according to the prescribed time [&idGiaiDoan=29" target="_blank">\[H5.05.05.01\]](#).

Specifically, the student's QQHT is announced by the teacher in charge of the subject and the score is uploaded to the school's system management software, students can access it to easily view the score of each subject. From the score on this system, if any errors are detected, students can complain about the QQHT. [&idGiaiDoan=29" target="_blank">\[H5.05.05.05\]](#).

For the final exam results, after the learner finds that the exam scores announced on the electronic information portal are incorrect, he/she must submit a request for review to the KT&NN-TH Center for review no later than 1 week after the score announcement. The KT&NN-TH Center is responsible for receiving complaints about the exam results of the learner, the request for review is made according to the form at the Center or on the website. The KT&NN-TH Center compiles the list of students whose exams are being reviewed and sends the minutes and the re-scored exam papers to the Training Faculty, the head of the department makes a list of assigned staff to review the exam papers according to the regulations of the School. [&idGiaiDoan=29" target="_blank">\[H5.05.05.01\]](#) The re-evaluation will be decided by the Head of the Department. Two other lecturers are assigned to mark the first exam so that the re-evaluation process can be completed. objective.

The final result must be signed by the Head of Department before being published. The score after the review is the final result of the course. If there is a discrepancy in the score The KT&NN-TH Center will rely on the minutes and the re-graded exam to make adjustments.

Adjust points on system management software [\[H5.05.05.01\]](#). After updating the review score on the software System management, KT&NN-TH Center announces the exam review results on the website information believe electricity death belong to School [\[H5.05.05.03\]](#). The KT&NN-TH Center always has a complaint tracking book. complaints, respond to complaints results annually.

Student complaints are also strictly managed, fully and accurately stored on the school's system management software.

Thus, it can be said that the process of student review and teacher review is public, transparent, ensuring objectivity and honesty. Besides, it affirms that the exam marking and scoring process is basically accurate.

The feedback survey from students shows that the percentage of students agreeing with the learning outcomes and the feedback on complaints is almost absolute.

Complaints about academic performance are handled and resolved promptly and satisfactorily. Complaint procedures about academic performance and assessment of students are strictly implemented according to regulations. [\[H5.05.05.01\]](#). At the same time, for the SPLS training program, students have questions and complaints about the score results. During the course of each course, you can make an appointment with the instructor to get your questions answered. review the results [\[H5.05.05.04\]](#).

2. Strengths

The school has regulations and procedures for reviewing exam papers and they are widely disseminated to all students for easy access.

3. Point of existence

Information channels for learners about regulations related to complaints about learning outcomes are not yet diverse.

4. Action Plan

STT	Target	Content	Implementing unit	Time space perform
1	Notch serve exist	Diversify information channels to learners about regulations related to complaints about learning results.	TT KT&TH-NN, Faculty of Education, Academic Advisor, Youth Union	From year school year 2024-2025

		practice.		
2	Develop Strengths	Continue to ensure regulations on time and results of complaints	TT KT&TH-NN, department, lecturer	Head school year and before semesters check.

		to ensure fairness to learners.		
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5. Self assessment: 4/7

The school has developed a complete system of documents, regulations, procedures and guidelines for assessing learners' learning outcomes. In the training program, the assessment of learners' learning outcomes is designed to suit the level of achievement of the learning outcomes. The regulations on assessing learning outcomes of the school have been specifically and clearly established and publicly announced to learners. The school has applied diverse assessment methods, ensuring value, reliability, objectivity and fairness. With the general assessment content, the school has developed a set of criteria and assessment forms for consistent use throughout the school. The objective, fair and transparent assessment process and strict examination organization have created a positive teaching and learning routine. Assessment results are promptly responded to students, ensuring both individuality and supporting learners to improve their learning. The complaint process about learning outcomes is fully and promptly disseminated to students each course/semester.

However, the review, summary, survey and evaluation of the effectiveness of the combination of assessment methods have not been carried out regularly. In addition to the above strengths, the assessment of learners' results of the Faculty and the School still has some shortcomings that need to be overcome in the coming period such as: In the regulations of the School, there are no specific regulations on the feedback mechanism of learners on the methods, testing procedures, assessment of learning results, and the process of complaints about learners' learning results.

Overall assessment results of standard 5: 5/5 criteria meet the requirements at the level

4/7.

Standards/criteria	Self assessment
Standard 5	0
Criterion 5.1	0

Criterion 5.2	0
Criterion 5.3	0
Criterion 5.4	0
Criterion 5.5	0

Standard 6. Faculty and researchers

Criterion 6.1. Planning of teaching and research staff (including attracting and retaining

recruitment, appointment, placement, termination of contract and retirement) are carried out to meet the needs of training, scientific research and community service activities.

1. Current status description

The planning of the teaching staff of the former Faculty of Social Sciences and the current Faculty of Pedagogy is focused on and implemented according to a strict, scientific, and transparent process in accordance with the Law on Universities.[\[H6.06.01.01\]](#); Regulations of Hanoi City People's Committee on decentralization of management of the organization of civil servants, public employees, and contract workers in public service units[\[H6.06.01.02\]](#);[\[H6.06.03.03\]](#);[\[H6.06.01.04\]](#). The planning of the Faculty's teaching staff meets the requirements of training, scientific research and community service activities. The orientation of the Faculty's staff development is always consistent with the development strategy of the School and the History Education Department. This is clearly shown in the School Development Strategy and the Faculty Development Strategy for the period 2015-2025.[\[H6.06.01.05\]](#),[\[H6.06.01.06\]](#). Specifically as follows:

In the period of 2018 - 2022, the School determined: The total number of staff, lecturers and teachers is 450, of which the number of permanent lecturers is 350; 100% of lecturers have a Master's degree or higher; there are at least 10 Professors, Associate Professors; 20 - 25% of teaching and research staff with 15 years of working experience or more have a PhD degree (about 100 - 120 people); the ratio of full-time students, postgraduate students, and doctoral students to teaching staff is 20:1. The team of teachers and staff at the Practice Schools: 30 people. The number of research staff working in laboratories and centers is 50. Reduce the proportion of staff and specialists from over 40% currently to less than 30% of the total number of staff and lecturers by 2020. The Head of Department, Deputy Head of Department, Head of Training Department, Science Management Department, Head of Department must have a PhD degree.[\[H6.06.01.07\]](#).

On that basis, the Faculty also determines the planning targets for the faculty and industry in accordance with the orientation in the general development strategy of the School and on the basis of surveying the needs of human resources, training needs, and development of the faculty's staff. Recruitment, acceptance, appointment, rotation, and training of lecturers are all based on the Job Position Project and stem from the needs of the departments. Every year, in the School Year Plan and Quality Goals, the Faculty has specific orientations on all aspects of work, including personnel work. The Faculty determines the needs for recruitment, acceptance, appointment, and training of lecturers and develops a plan to implement these goals during the school year.[\[H6.06.01.09\]](#),[\[H6.06.03.10\]](#) [\[H6.06.01.11\]](#).

As of August 2024, the teaching staff of the Pedagogical Faculty consists of 80 people (76 teachers and 4 specialists) planned into 6 departments, 1 center, 1 office group: Department of Mathematics, Department of Literature, Department of Natural Sciences and Technology, Department of Social Sciences, Art Education,

Pedagogical Services; Center for Pedagogical Research and Development, in which the History Pedagogical Department is in charge of managing.[\[H6.06.01.13\]](#). The total number of lecturers participating in the training program for the History major in 2022 is 60 people, of which ... are permanent lecturers, the number of specialized lecturers is 21. The number of lecturers participating in the training program with PhDs (accounting for ...%), Masters is ... (accounting for ...%);[\[H6.06.01.14\]](#).

Table 6.1. Table of number of students and lecturers participating in the training program

School year	Number SV branch SPHistory	Number of lecturers participating in the training program	
		Total number of teachers participating in the training program	Number of specialized teachers Reference join CTDT
2019			
2020			
2021			
2022			
2023			

The Faculty and the School have short-term and long-term strategies to plan the development of qualified teaching staff and have appropriate forms of support.[\[H6.06.01.15\]](#),[\[H6.06.01.16\]](#).

To ensure the quantity and quality of the teaching staff for training, in the past 5 years, the Faculty has always paid attention to recruiting and training young teachers. Newly recruited staff are always cared for by the Faculty Board and the Department, especially in improving their professional skills to meet the teaching requirements of the training program.

In terms of expertise, the teaching staff in the Faculty are all planned in the direction of specialization according to the teaching subjects of each teacher, each teacher takes on no more than 03 courses/school year. In 5 years (2019-2023), the History Education Department has 01 teacher successfully defending his doctoral thesis.

The Faculty's labor arrangement is in accordance with the expertise and capacity of the teachers. The use of labor is shown through the teaching plan of each school year. The teaching plan of the subject is announced to the teachers at least 01 month in advance. Teachers are assigned to teach in the specialized research field. Based on the teaching plan of the Faculty, the School develops a plan to assign labor norms (including teaching norms, scientific research norms, professional activities and other activities) to each staff and teacher in the Faculty.[\[H6.06.01.17.\]](#).

In addition, teachers participating in training in the History major have chaired or been research members in a large number of scientific research topics at the State,

Ministry, City and School levels. Although the number of teachers participating in teaching the major is not much,

(14 lecturers), but on average each year, the number of articles published in domestic and international journals by lecturers is quite high. The school and the Faculty always have timely reward policies to encourage lecturers to actively conduct scientific research and apply scientific research products to serve training work. The Faculty always focuses on planning the quality of lecturers in the direction of developing the ability to use foreign languages for professional purposes. Most lecturers of the Faculty are capable of scientific research in English. The Faculty has a strategy to plan the teaching staff into research groups according to the strengths of each lecturer. The research groups must annually register research topics at all levels or carry out tasks as ordered by the Faculty and the school.

In addition to professional work at the School, teachers in the department also participate in community service activities such as writing textbooks, training professional title standards for teachers at all levels of Hanoi City, localities and many other training programs of the School as well as the Ministry of Education and Training.[\[H6.06.01.18\]](#)

The appointment of department leaders is carried out according to the regulations of the Ministry, the City and the School, based on the working capacity and scientific research achievements of the staff to improve the quality and effectiveness of training as well as management. The appointment process of Faculty leaders is carried out publicly, the appointment criteria are clear and are implemented in accordance with the regulations of the School. The School has a Decision to promulgate Regulations on criteria and procedures for appointing management leaders. These regulations are implemented uniformly in the School.[\[H6.06.01.19\]](#).

2. Strengths

The Faculty has developed a plan for training and developing staff in accordance with the Faculty's work requirements and in accordance with the procedures, standards and criteria for recruitment, appointment, contract termination, retirement, etc. of the School. The Faculty's staff and lecturers meet the requirements for training, scientific research and teacher training activities in general education. When restructuring the units, the Faculty promptly adjusted the staff planning to suit the new situation.

3. Point of existence

Planning work depends on many factors, so it has not been possible to build a generation of successor teachers under 30 years old for the faculty and industry.

4. Action Plan

STT	Target	Content	Implementing unit	Time spaceperfor
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1	Notchre store existence	Have a recruitment plan Additional use of young teachers for faculties and departments.	Room NSK HTC	2024- 2025

2	Play medal Strengths	Continue to review and supplement supplementary planning according to the new organizational structure.	Departm entFaculty of Science	2024- 2025
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5. Self assessment:4/7

Criterion 6.2. The ratio of teachers/staff and the workload of teachers and researchers are measured and monitored as a basis for improving the quality of training, scientific research and community service activities.

1. Describe the current situation

The planning of the teaching staff of the former Faculty of Social Sciences and the current Faculty of Pedagogy is focused on and implemented according to a strict, scientific, and transparent process in accordance with the Law on Universities.[\[H6.06.01.01\]](#); Regulations of Hanoi City People's Committee on decentralization of management of the organization of civil servants, public employees, and contract workers in public service units[\[H6.06.01.02\]](#);[\[H6.06.03.03\]](#);[\[H6.06.01.04\]](#). The planning of the Faculty's teaching staff meets the requirements of training, scientific research and community service activities. The orientation of the Faculty's staff development is always consistent with the development strategy of the School and the History Education Department. This is clearly shown in the School Development Strategy and the Faculty Development Strategy for the period 2015-2025.[\[H6.06.01.05\]](#),[\[H6.06.01.06\]](#). Specifically as follows:

In the period of 2018 - 2022, the School determined: The total number of staff, lecturers and teachers is 450, of which the number of permanent lecturers is 350; 100% of lecturers have a Master's degree or higher; there are at least 10 Professors, Associate Professors; 20 - 25% of teaching and research staff with 15 years of working experience or more have a PhD degree (about 100 - 120 people); the ratio of full-time students, postgraduate students, and doctoral students to teaching staff is 20:1. The team of teachers and staff at the Practice Schools: 30 people. The number of research staff working in laboratories and centers is 50. Reduce the proportion of staff and specialists from over 40% currently to less than 30% of the total number of

staff and lecturers by 2020. The Head of Department, Deputy Head of Department, Head of Training Department, Science Management Department, Head of Department must have a PhD degree.[\[H6.06.01.07\]](#).

On that basis, the Faculty also determines the planning targets for the faculty and industry in accordance with the orientation in the general development strategy of the School and on the basis of surveying the needs of human resources, training needs, and development of the faculty's staff. Recruitment, acceptance, appointment, rotation, and training of lecturers are all based on the Job Position Project and stem from the needs of the departments. Every year, in the School Year Plan and Quality Goals, the Faculty has specific orientations on all aspects of work, including personnel work. The Faculty determines the needs

recruitment, admission, appointment, training of teaching staff and development of plans to implement these goals during the school year[\[H6.06.01.09\]](#),[\[H6.06.03.10\]](#)[\[H6.06.01.11\]](#).

As of August 2024, the teaching staff of the Pedagogical Faculty consists of 80 people (76 teachers and 4 specialists) planned into 6 departments, 1 center, 1 office group: Department of Mathematics, Department of Literature, Department of Natural Sciences and Technology, Department of Social Sciences, Art Education, Pedagogical Services; Center for Pedagogical Research and Development, in which the History Pedagogical Department is in charge of managing [\[H6.06.01.13\]](#). The total number of lecturers participating in the training program for the History major in 2022 is 60 people, of which ... are permanent lecturers, the number of specialized lecturers is 21. The number of lecturers participating in the training program with PhDs (accounting for ...%), Masters is ... (accounting for ...%);[\[H6.06.01.14\]](#).

Table 6.1. Table of number of students and lecturers participating in the training program

School year	Number SV branch SPHistory	Number of lecturers participating in the training program	
		Total number of teachers participating in the training program	Number of specialized teachers Reference join CTDT
2019			
2020			
2021			
2022			
2023			

The Faculty and the School have short-term and long-term strategies to plan the development of qualified teaching staff and have appropriate forms of support.[\[H6.06.01.15\]](#),[\[H6.06.01.16\]](#).

To ensure the quantity and quality of the teaching staff for training, in the past 5 years, the Faculty has always paid attention to recruiting and training young teachers. Newly recruited staff are always cared for by the Faculty Board and the Department, especially in improving their professional skills to meet the teaching requirements of the training program.

In terms of expertise, the teaching staff in the Faculty are all planned in the

direction of specialization according to the teaching subjects of each teacher, each teacher takes on no more than 03 courses/school year. In 5 years (2019-2023), the History Education Department has 01 teacher successfully defending his doctoral thesis.

The Faculty's labor arrangement is in accordance with the expertise and capacity of the teachers. The use of labor is shown through the teaching plan of each school year. The teaching plan of the subject is announced to the teachers at least 01 month in advance. Teachers are assigned to teach in the specialized research field. Based on the teaching plan of the Faculty, the School develops a plan to assign labor norms (including teaching norms, scientific research norms, professional activities and other activities) to each staff and teacher in the Faculty.[\[H6.06.01.17.\]](#).

In addition, the lecturers participating in the training of History major have chaired or been research members of a large number of scientific research topics at the State, Ministry, City and School levels. Although the number of lecturers participating in teaching the major is not large (14 lecturers), on average each year, the number of articles published in domestic and international journals by lecturers is quite high. The school and the Faculty always have timely reward policies to encourage lecturers to actively conduct scientific research and apply scientific research products to serve training work. The Faculty always focuses on planning the quality of lecturers in the direction of developing the ability to use foreign languages for professional purposes. The majority of the Faculty's lecturers are capable of scientific research in English. The Faculty has a strategy to plan the teaching staff into research groups according to the strengths of each lecturer. The research groups must annually register research topics at all levels or perform tasks as ordered by the Faculty and the School.

In addition to professional work at the School, teachers in the department also participate in community service activities such as writing textbooks, training professional title standards for teachers at all levels of Hanoi City, localities and many other training programs of the School as well as the Ministry of Education and Training.[\[H6.06.01.18\]](#)

The appointment of department leaders is carried out according to the regulations of the Ministry, the City and the School, based on the working capacity and scientific research achievements of the staff to improve the quality and effectiveness of training as well as management. The appointment process of Faculty leaders is carried out publicly, the appointment criteria are clear and are implemented in accordance with the regulations of the School. The School has a Decision to promulgate Regulations on criteria and procedures for appointing management leaders. These regulations are implemented uniformly in the School.[\[H6.06.01.19\]](#).

2. Strengths

The Faculty has developed a plan for training and developing staff in accordance with the Faculty's work requirements and in accordance with the procedures, standards and criteria for recruitment, appointment, contract termination,

retirement, etc. of the School. The Faculty's staff and lecturers meet the requirements for training, scientific research and training activities.

teachers in general education. When restructuring the units, the Faculty promptly adjusted the staff planning to suit the new situation.

3. Point of existence

Planning work depends on many factors, so it has not been possible to build a generation of successor teachers under 30 years old for the faculty and industry.

4. Action Plan

STT	Target	Content	Single tasteperform	Timer eal time presently
1	Notchres tore existence	Have a recruitment plan Additional use of young teachers for faculties and departments.	Room NSK HTC	2024- 2025
2	Play medal Strengths	Continue to review and supplement supplementary planning according to the new organizational structure.	Departm entFaculty of Science	2024- 2025

5. Self assessment:4/7

Criterion 6.3. Recruitment and selection criteria for teachers and researchers (including ethics and academic capacity) for appointment and transfer are determined and publicly announced.

1. Describe the current situation

Based on the regulations of the Ministry of Education and Training on professional title standards for lecturers at higher education institutions, the School has established clear and specific criteria for recruitment and selection of lecturers (including ethics and academic capacity) for appointment and transfer, in which the most important criteria are moral character, teaching and research achievements, professional qualifications, and foreign language proficiency. These criteria are consistently expressed in the school's document system such as: Regulations on receiving civil servants, Job position project, Civil servant recruitment plan, Civil servant recruitment announcement... Recruitment criteria include: 1- Having good qualities, ethics, and ideology; 2- Having a Master's degree or higher, including a university degree of Good or higher and a certificate of professional training for university lecturers. Having a doctorate for lecturers teaching and guiding topics, theses, and dissertations in master's training programs; 3- Have foreign language and computer skills that meet job requirements; 4- Have good health according to job requirements; 5- Clear personal background... For lecturers in the SPNV industry, they must have graduated from university with a good degree or higher, have a

Master's degree, priority is given to candidates with a PhD degree or who are currently a graduate student. [\[H6.06.03.01\]](#), [\[H6.06.03.02\]](#), [\[H6.06.04.03\]](#), [\[H6.06.03.04\]](#)

The criteria for recruiting and selecting lecturers are publicly disseminated in the documents regulating the reception of civil servants, the Job Position Project, the Civil Servant Recruitment Plan, the Civil Servant Recruitment Notice... through meetings, the electronic email system, the website, posted at the School's headquarters and on mass media according to the provisions of law.[\[H6.06.03.05\]](#) Recruitment criteria are adjusted according to each development period of the University, in accordance with the requirements of improving the quality of the staff in line with the general development trend of Hanoi Metropolitan University.

During the recruitment process, the Recruitment Council is established to ensure that the recruitment is accurate and objective. The steps in the recruitment process are strict, fair, transparent and in accordance with current regulations. The recruitment results are announced publicly.[\[H6.06.03.06\]](#) For teacher recruitment, candidates must pass a written test, a teaching test and a direct interview with the Recruitment Council.[\[H6.06.03.07\]](#) After being recruited, all lecturers must compile a lecture outline, approve the lectures of the Department and give a trial lecture at the Department before being officially promoted to class. During the 1-year internship, the School and the Faculty Board will assign a lecturer to directly guide the newly recruited lecturer. After a year of internship, the trainee lecturer will have a self-assessment of the assigned tasks, the supervisor will also comment and evaluate the trainee lecturer. Based on the results of those assessments, the lecturer will be decided to become an official lecturer.

The School, Faculty and Department always strictly adhere to specific regulations on standards for appointing lecturers as well as standards for appointing heads of departments, emphasizing factors related to teaching and scientific research.[\[H6.06.03.08\]](#),[\[H6.06.03.09\]](#).

The appointment, reappointment, transfer, resignation and dismissal of management staff in the Faculty are carried out seriously and in accordance with regulations. The appointment of Faculty leaders is also based on the professional qualifications, practical experience of the staff, reputation and trust in the organization and also based on the planning of the team of management staff between the Faculty and the University.[\[H6.06.03.10\]](#).

2. Strengths

The Faculty's personnel work is carried out according to the Regulations on procedures, standards and criteria for recruitment, appointment and transfer of staff and lecturers clearly, transparently and publicly. The Faculty's teaching staff has standards on professional qualifications, scientific research and professional skills.

Candidates after being recruited must have sufficient teaching capacity, many achievements in scientific research and teaching, strictly comply with the laws and

policies of the Party, State, and teachers' ethics.

3. Point of existence

The recruitment criteria are high (only recruiting people with a PhD in World History or higher) but the current salary mechanism is still low, so it is very difficult to attract teachers who meet these criteria to work in the industry.

4. Action Plan

STT	Item	Content	Single	Time
	pepper		tasteperform	Time of execution
1	Notchre store existence	The faculty needs to develop a training plan for lecturers. young	Departme nt SP,	From 2025
2	Play medal Strengths	Take advantage of the situation strength of the team in training	Faculty of Science	From 2025

Self assessment: 5/7

price

Criterion 6.4. The capacity of the teaching staff and researchers is identified and evaluated.

1. Describe the current situation

The capacity of the teaching staff is determined by the job description of the job position.

work as a teacher in the school's job position project, in which the professional activities of a teacher are identified as including 9 tasks revolving around 3 groups of work: 1. teaching

- *Developing training programs; 2 - Scientific research - guiding learners in scientific research; 3 - Other activities to develop expertise and support the community.*

The teacher's competency description is determined to include 6 groups of standards: Professional qualifications in the training field; work experience; job title; core competencies; professional competencies; skills. In which, the professional qualifications required for teachers are a Master's degree or higher; Core competencies required are political capacity; psychological capacity and social relations; Professional competencies required for teachers are: Planning activities; Managing teaching and learning activities, scientific research and technology; Developing educational environment; Ability to advise students; Building information systems; Testing and evaluation. In addition, teachers must have skills

such as: handling situations, communication, persuasion, organization, coordination, using foreign languages, using information technology.[\[H6.06.04.01\]](#).

Right from the recruitment stage, teachers have been strictly checked and evaluated in terms of professional qualities; professional competence; pedagogical competence; foreign language and IT competence. When becoming a teacher of the Faculty, in addition to meeting the standards of professional qualifications,

Subject (Master's degree or higher) in the right major, the teaching staff is allowed to participate in training courses to improve professional skills of teachers, improve information technology capacity, foreign language capacity, training according to the professional title standards of main teachers, senior teachers, there is a capacity assessment test after each course and is granted a certificate. Specifically, 100% of the Faculty's teachers have a certificate of professional skills of teachers, a certificate of information technology, a certificate of foreign language, a certificate of national security and defense, a certificate of political theory level (suitable for each type of subject) meeting the prescribed standards.[\[H6.06.04.02\]](#).

The school has clear regulations on the teaching and scientific research tasks of teachers; there are specific standard hours for teaching, scientific research and other professional activities for each group of teachers. Specifically: Regarding teaching, teachers must complete 290 standard hours/year. Regarding scientific research, teachers must complete 570 standard hours/year (for teachers) and 706 standard hours/year (for general staff) and 90 standard hours of professional activities. The above norms are the basis for the Department, Faculty and School to evaluate, classify, award emulation titles, commend or draw experience for teachers every year as well as set out plans for the school year.[\[H6.06.04.01\]](#),[\[H6.06.04.03\]](#).

The school has specific guidelines on methods and procedures for assessing the capacity of teachers and researchers. Faculties and departments base on these documents to widely disseminate them so that teachers have criteria to strive for. At the same time, this is also the basis for faculties and departments to monitor and evaluate the capacity and work efficiency of teachers.[\[H6.06.04.04\]](#).

At the end of each course, the School collects feedback from learners on the subject through the training management software. Students must evaluate and give feedback to the teacher to see the learning results of that subject. In recent years, the students' evaluation results have shown that most teaching activities have met the learning needs of learners. The evaluation and feedback scores of learners are all > 4/5. Students highly appreciate the teaching activities of the teachers. Regarding scientific research, each teacher must publish at least 01 research article in seminars or journals, and scientific research products that are converted to standard hours must reach the standard hours or higher. Teachers who exceed the quota are rewarded according to categories A, B, C, D.[\[H6.06.04.05\]](#),[\[H6.06.04.06\]](#).

At the end of each school year, teachers conduct a self-assessment of the results of the school year's tasks and determine plans for the next school year. The self-assessment is based on the functions and tasks according to the assigned title and tasks. Then, the Department and the Faculty leaders evaluate, and finally the Emulation and Reward Council at the school level evaluates and ranks the emulation. In 5 years (2019-2023), 100% of the faculty's staff and teachers have

completed their tasks well, 15% of teachers have achieved the title of basic emulation fighter, 40% of teachers have been classified as excellent in completing their tasks, many teachers have received Certificates of Merit from the Hanoi People's Committee.

The annual emulation and reward assessment helps individuals self-evaluate their performance, helps managers recognize the contributions of staff, and provides an overview of the teaching and research situation in the entire Faculty, thereby orienting appropriate development strategies. [\[H6.06.04.07.\]](#)

2. Strengths

The school has identified specific criteria for teacher capacity and has specific quantitative assessment tools. The faculty members of the Faculty have all exceeded their annual teaching, scientific research and community activities. Many teachers have been awarded high-level emulation titles for their achievements in teaching and scientific research.

3. *Point of existence*: Some teacher evaluation indicators are no longer suitable for practice.

4. Action Plan

STT	Item	Content	Single	Time	Tak
	pepper		taste	real	e
			perform	presently	not
					e
					uncle
1	Notch	Review and	Room	From	
	serve	revise the teacher	NS KHTC	2025	
	exist	evaluation toolkit			
		to suit reality.			
		farewell			
2	Play	Continue to	Depart	From	
	medal	coordinate with	ment	2025	
	Strengths	functional	SP		
		departments to			
		monitor the			
		implementation of			
		tasks.			
		GV			

5. Self assessment:4/7

Criterion 6.5. The training and professional development needs of the teaching staff and researchers are identified and activities are implemented to meet those needs.

Criterion 6.6. Performance management of teachers and researchers (including rewards and recognition) is implemented to motivate and support training, scientific research and community service activities.

Criterion 6.7. Types and quantity of research activities of lecturers and

researchers are established, monitored and benchmarked to improve quality.

Standards/criteria	Self assessment
Standard 6	0
Criterion 6.1	0
Criterion 6.2	0

Criterion 6.3	0
Criterion 6.4	0
Criterion 6.5	0
Criterion 6.6	0
Criterion 6.7	0

Standard 7. Staff

Criterion 7.1. The planning of staff (working in libraries, laboratories, information technology systems and other support services) is carried out. currently meets the needs of training, scientific research and community service activities.

Hanoi Metropolitan University has clear and specific regulations on recruitment, training and development of staff. The staff of the University, including the Faculty of Pedagogy and those serving the training of History pedagogy, all have good political and moral qualities, professional qualifications and skills that meet the requirements of training, scientific research and community service activities.

1. Current status description

In addition to the teaching staff directly involved in teaching, professional activities and scientific research, the support staff (working in the library, laboratories, information technology systems and other support services) play an important role in implementing training activities, scientific research and community service activities of the University and Faculty. The University has issued a list of job positions, job descriptions and competency frameworks for job positions at Hanoi Metropolitan University.[\[H7.07.01.16\]](#). Staff at the units perform their duties in accordance with the functions and tasks prescribed by the School.[\[H7.07.01.27\]](#) [\[H7.07.01.17\]](#). Copper Timely, comply with the regulations of organization and operation of the School [\[H7.07.01.29\]](#)

The development strategy of the University also determines to build a team of staff, lecturers, researchers, and managers with the capacity to fulfill the mission and sustainable development of Hanoi Metropolitan University in the period of regional and international integration. Reduce the proportion of staff and specialists to 25% to 20% of the total number of staff and lecturers by 2025.[\[H7.07.01.27\]](#) [\[H7.07.01.28\]](#). Recruitment Employees are trained according to procedures, ensuring quality for the staff. be recruited [\[H7.07.02.04\]](#)In 2019, the School has developed a recruitment plan. recruiting civil servants, submitting to the City People's Committee for approval [\[H7.07.02.03\]](#) [\[H7.07.02.06\]](#). After Upon approval, the School has announced the Recruitment Plan and Results as per regulations [\[H7.07.02.05\]](#).

The operating model of the team of experts and staff in the School is do as follows:

Diagram 7.1. Operational model of the team of experts and staff



The staff and specialists are distributed in functional departments, faculties and training service units. This staff will serve all training programs of the School. Currently, the number of specialists and staff in the School has not changed much. In particular, regarding the team of specialists, in the 2018-2019 school year there were 20 people; in the 2019-2020 school year there were 20 people; in the 2020-2021 school year there were 22 people; in the 2021-2022 school year there were 23 people and in the 2022-2023 school year there were 23 people. The staff working in the library, laboratory, information technology system, and other support services are sufficient in quantity and ensure quality, meeting the needs of training, scientific research and community service activities of the School. [\[H7.07.03.03\]](#).

The administrative staff at the training faculties is managed by the Faculty Board and is determined and planned based on the number of students. According to regulations, 500 students will be assigned 1 faculty member. In the 2022-2023 school year, the Faculty of Pedagogy with a scale of over 2,500 students will be assigned 3 administrative staff, including 1 direct service staff.

industries belong high school in that industry Monk historical block, violation

[\[H7.07.01.20\]](#). Besides the staff, teachers also participate. Concurrently holds training support positions such as CVHT, general assistant, scientific assistant... This assignment is considered by the Faculty Board based on qualifications, capacity, and workload.

work to make recommendations an stool work right from the beginning of d the school year

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[target="_blank">\[H7.07.01.18\]](#), [\[H7.07.01.10\]](#). All teachers participating in part-time positions are supported to convert into annual teaching hours according to regulations (CVHT is 15%, general assistant is 15%, scientific assistant is 50% of the norm Research...) to ensure the quality of teaching and part-time work [\[H7.07.01.19\]](#), [&idGiaiDoan=29"](#) [target="_blank">&idGiaiDoan=29"](#) [target="_blank">&idGiaiDoan=29"](#) [target="_blank">&idGiaiDoan=29"](#) [target="_blank">&idGiaiDoan=29"](#) [target="_blank">\[H7.07.01.22\]](#)At the same time, the School also has programs Training for the teaching staff participating in this part-time work to ensure quality quantity of services for training, scientific research and community service copper[\[H7.07.01.24\]](#) [\[H7.07.01.13\]](#)

The staff involved in the training service of the History Pedagogy sector fully meet the requirements of the job. These staff also receive useful feedback from stakeholders through regular surveys. [&idGiaiDoan=29"](#)

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[target="_blank">\[H7.07.01.09\]](#), [&idGiaiDoan=29"](#)

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In addition, the staff, lecturers and employees are also focused on development.

develop information via the proposal decide belong to party commission [\[H7.07.01.25\]](#) [H7.07.01.17](#)[&idGiaiDoan=29"](#)

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The planning and development of staff is detailed in the strategy. [unit development](#)

[\[H7.07.01.27\]](#)[\[H7.07.01.18\]](#), [\[H7.07.01.19\]](#), annual plan of the School and to be able

to meet the needs of staff in order to sure tell answer application soft

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2. Strengths

The school and faculty have planned for staff and working mechanism staff between departments to serve training, scientific research and community service activities. Support staff work effectively, meeting job requirements in the fields of training, scientific research and student service activities.

3. Point of existence

The current staff distribution among units is not really reasonable.

4. Action Plan

STT	Item	Content	Single taste perform	Time Time of execution
1	Notchrestore existence	Restructuring staff between units	SchoolHanoi Metropolitan University	From 2025
2	Play medal Strengths	Periodically review staff planning to meet practical requirements.	SchoolHanoi Metropolitan University	From 2025

5. Self-rating: 4/7

Criterion 7.2. The criteria for recruitment and selection of employees for appointment and transfer are determined and publicly disseminated.

1. Describe the current situation

In general human resource policies, policies on standards, recruitment and appointment processes for support staff are specifically regulated by the School in the Organization and Operation Regulations.[H7.07.02.01], Job Position Scheme [H7.07.02.02], plan annual recruitment [H7.07.02.03]. Specifically, for the specialist category, the following criteria are included. Requirements: Have a regular university degree with good grade or higher, major in training suitable for the industry and field of work, priority given to those with relevant professional experience with the job position to be recruited; have a foreign language certificate equivalent to level 2 (A2) According to the 6-level foreign language proficiency framework for Vietnam as prescribed in Circular 01/2014/TT-BGDĐT; has a certificate of computer skills at the standard level of using technology Basic information technology according to Circular No. 03/2014/TT-BTTTT.

Recruitment criteria for each employee's job position are specifically identified in the job position list. [H7.07.02.02]. The recruitment process includes 5 steps.

Steps: Determine needs, standards and recruitment announcements; receive and pre-select applications preliminary, contact, guide candidates; organize exams; review results and announce exam results recruitment; signing of employment contracts. The recruitment process is carried out publicly and tight [\[H7.07.02.04\]](#), have recruitment plans, have recruitment notices posted publicly on the School's website [hnm.edu.vn](#) and on The School's electronic administrative portal and internal email system [\[H7.07.02.05\]](#), announcement of recruitment results [\[H7.07.02.06\]](#).

In 2022, the School will recruit 5 employees for positions in the School's departments, offices, and centers. The recruitment criteria for this position is to have a university degree or higher, and have a certificate of professional training in the field of education if not graduated from the fields of education, law, administrative management, or education. Recruitment, transfer, and appointment of employees are based on the following factors: first, the job requirements of each job position (workload, criteria on qualifications, capacity, professional qualifications, work experience); second, the wishes and capacity of the employee; third, the proposal of the unit in need of recruiting employees [\[H7.07.02.03\]](#), [\[H7.07.02.07a, b\]](#).

In the period of 2018 - 2022, many employees were rotated between units in the School to suit their expertise, profession and job characteristics, especially during the restructuring period of the School. [\[H7.07.02.08\]](#). From 2018 to 2022 15 new employees were recruited, 30 employees were transferred and 21 employees were promoted. appoint [\[H7.07.02.09\]](#).

Table 7.1: Recruitment and personnel change monitoring situation over the years

STT	School year	Number of new recruits	Number NV rotation	Number NV Okay supplement Management responsibility (if any)
1	2018 - 2019	3	2	1
2	2019 - 2020	5	8	18
3	2020 - 2021	0	0	0
4	2021 - 2022	2	14	2
5	2022 - 2023	5	6	0
	Total	15	30	21

The Faculty of Education always complies with all regulations of the School in the recruitment, appointment and transfer of staff of the School for the Faculty. In

the period of 2018 - 2022, the School recruited 02 specialists for the Faculty of Education in 2019; in 2022,

The Faculty has 1 specialist appointed to the position of Head of Faculty Office.[\[H7.07.02.10\]](#).

2. Strengths

The school has a system of documents defining criteria for recruitment, appointment, and transfer of staff and publicizing them according to regulations. Through the recruitment of civil servants in 2017 and 2019, the school has recruited enough staff to meet the approved job positions. The recruitment, reception, and transfer of staff to work at the Faculty of Education are carried out in accordance with regulations.

3. Point of existence

The recruitment criteria for some staff positions are still general, do not require work experience, and are not close to the job position, so the Department spends a lot of time retraining employees.

4. Action Plan

STT	Target	Content	Single taste perform	Time space perform	Note
1	Overcome existing problems	For the position of faculty member, work experience or knowledge in the field of training management is required.	Hanoi Metropolitan University	From 2025	
2	Play medal Strengths	Comply with regulations on management of staff and employees. School and faculty	Faculty of Science	From 2025	

5. Self assessment:4/7

price

Criterion 7.3. The capacity of the staff is identified and evaluated.

1. Describe the current situation

The capacity of the teaching staff is determined by the job description of the job position.

as a teacher in the School's Job Position Project. For staff positions, the following are determined: professional qualifications: university degree or higher (except for

some special positions such as library or information technology, which have specific regulations on majors); political qualifications, information technology, foreign languages, work experience, title rank, core competencies, professional competencies. The School has 24 job positions for specialists and training service staff, and there will be 24 detailed job position descriptions for these job positions.[\[H7.07.03.01\]](#).

Right from the recruitment stage, employees are closely examined and evaluated in terms of professional qualities; professional competence; foreign language and IT skills, and working skills.[\[H7.07.03.02\]](#). Upon becoming an employee of the School, employees are Participate in training courses on information technology and foreign language skills language, training according to professional title standards. Currently, 100% of employees of Schools and faculties have certificates of Information Technology, Foreign Language certificates, certificates National security, certificate of political theory level (suitable for each type of candidate) standard) [\[H7.07.03.03\]](#).

The Department of Science and Technology currently has 1 staff with a master's degree and 2 staff with a university degree suitable for the job.[\[H7.07.03.04\]](#).

The school has regulations on staff working hours according to administrative hours (8 hours/day) [\[H7.07.03.05\]](#), specific tasks assigned by the Unit Head and acceptance results fruit [\[H7.07.03.06\]](#). This is the basis for the Faculty and the School to evaluate, classify, and award titles. competition, reward or experience for employees annually [\[H7.07.03.07\]](#).

The school has regulations on evaluating and classifying cadres and civil servants according to specific job positions, including clear regulations on criteria [\[H7.07.03.08\]](#), [\[H7.07.03.09\]](#). The handles Support staff and part-time teachers are allowed to participate in training courses to improve their skills. high professional skills such as: computer skills, clerical work, librarianship, work train ...

The assessment of staff capacity is specifically regulated by the School in detail in the capacity standards according to job positions, including general standards on professional qualities and specific standards for each group. In which, the assessment of staff capacity is clearly stated in the Support and Service Work Group, including: professional qualifications and professional performance capacity, each capacity assessment has specific criteria to ensure that the staff meets the qualifications and has the skills to serve and support the work in each job position of the School in general and of the Faculty in particular.[\[H7.07.03.01\]](#).

Every year, the Faculty and the School evaluate the capacity of the school staff, conduct an assessment of the staff's capacity after a school year and develop a plan for the next school year. The assessment process is carried out strictly through the following steps: staff self-assessment, superiors' assessment, colleagues' assessment, learners' assessment, etc.

Staff self-evaluate using a personal emulation scorecard for administrative staff according to the School's emulation criteria, including criteria on Political ideology, moral qualities, lifestyle, Task performance, Organization and discipline, Study, professional development, application of information technology and foreign

languages [[H7.07.03.09](#)]. Then, the Faculty (Department/Center) and the School will evaluate the information in turn.

through Emulation Council meetings; draw conclusions on scores and rankings. Besides In addition, there are results from online assessment channels of learners.

The Faculty of Pedagogy is currently the only training unit in the school that has a separate Faculty Office consisting of 3 staff members in charge of administrative tasks serving the training of the faculties. In addition to the general criteria of the school for faculty teaching positions, staff of the Faculty of Pedagogy must also have at least 3 years of experience in the assigned industry/field. The Faculty encourages staff to participate in advanced training in the field of management and training administration. Currently, 30% of the faculty's staff have a Master's degree, 100% of the staff have professional certificates according to regulations. The Faculty also has criteria for evaluating staff according to the tasks of the staff in charge. The Faculty of Pedagogy and Literature is directly managed by 1 staff member in the Faculty of Pedagogy Office. The duties of the staff in charge of the industry are to serve the training activities, examinations, student affairs, scientific research and community support of lecturers and students. The evaluation and classification of employees depends on work efficiency and is proposed by the department head to the Faculty Board. Every year, 100% of the department's employees achieve the title of Labor Excellence, with 1 employee achieving the title of Basic CSTĐ [[H7.07.03.10a](#), [b](#), [c](#), [d](#), [e](#)]. Contributions of support staff (specialists and part-time teachers)

The Faculty's efforts are always recognized by the Faculty and the School. The Faculty's support staff are awarded the title of Advanced Workers every year. The award is the recognition of the Faculty and the School for the achievements and contributions of the support staff.

2. Strengths

The School's team of support specialists is recruited to match the job position and the number of staff allocated to the Faculty of Pedagogy, serving the appropriate Literature Pedagogy industry. The staff are experienced and have been with the Faculty and the School for a long time. Most of the specialists have over 10 years of working experience.

The capacity of staff for each position is clearly and specifically defined by the School in the evaluation criteria, so the current staff working at the Faculty ensures qualifications and meets the needs of the activities of the Faculty and the School.

The school has developed a Job Position Project that specifically describes the competencies of employees in each position and has criteria for evaluating employee competencies. Employee evaluation and classification is carried out publicly and transparently every month, quarter and year to motivate employees.

3. Point of existence

The criteria for annual capacity assessment and classification of civil servants

are not clearly defined, causing confusion in the implementation of the assessment.

4. Action Plan

STT	Target	Content	Real unit presently	Time space perform
1	Overcome existing problems	Review the document regulating the assessment of the capacity of lecturers and staff according to the job position project and the document regulating the assessment and classification of civil servants to avoid overlap and provide guidance on the use of assessment results in competition.	Hanoi Metropolitan University	From 2025
2	Develop strengths	Review and supplement employee evaluation criteria to suit reality.	SchoolHanoi Metropolitan University	From 2025

5. Self assessment:4/7

Criterion 7.4. The need for training and professional development of employees is identified and activities are implemented to meet those needs.

1. Describe the current situation

When developing the annual training plan, the School always surveys the training needs of 2 groups: teachers and staff according to the training planning orientation of the School. For the teachers, priority is given to advanced training. For specialists and staff, training in skills and professional skills to support work. If specialists and staff have a need to study to improve their qualifications, they can propose to be allowed to participate in the course [[H7.07.04.01](#)].

For specialists and staff of departments under the School, in the period of 2017 - 2022, 66 staff attended professional training courses; 6 people attended PhD and Master's degree courses.[H7.07.04.02](#)].

The staff supporting the training activities of the Literature major are competent, professionally qualified and enthusiastic to complete the work. The staff is allowed to participate in professional training courses as required by the School.

However, to better meet the needs of learners, the School and the Faculty have developed a plan

Training and development plans for each professional and technical position of the staff. The identified areas of advanced training include: political theory, professional training, foreign languages and information technology.[\[H7.07.04.03\]](#).

The Faculty has conducted a survey on the training and professional development needs of its staff and proposed to the School to implement activities to meet those needs. Based on the survey results and the job positions of the staff, the Faculty will make a list of staff in need and propose to the School to implement appropriate training activities for specialists, assistants and CVHT.[\[H7.07.04.04\]](#).

In 2019, 02 staff members of the Faculty participated in a 2-week training course on Basic Information Technology Application and Digital Learning Materials Development. The entire team of CVHT and CVDD, and KH Assistants participated in training conferences organized by the School [\[H7.07.04.05\]](#) In 2019, 01 employee needed to participate in long-term training to improve high level, and has been approved by the School to take the entrance exam for the course Master. According to the survey on the need for foreign language training and development, the Faculty proposes to In 2019, the school sent 01 assistant to participate in IT capacity building. believe [\[H7.07.04.06\]](#), [\[H7.07.04.07\]](#) In addition, the functional departments also organize many Training courses for specialists and employees such as management training science, training on point management, training on CVHT work, training on digitalization of documents whether

Thanks to regular annual training and professional development courses, the school and faculty staff have the opportunity to improve their professional qualifications and effectively meet work requirements.

Currently, 100% of the staff of the Pedagogical Faculty have been trained to meet the professional title standards as prescribed. 33% of the staff serving the Pedagogical Faculty of Literature have a Master's degree. [\[H7.07.01.08\]](#)

2. Strengths

Every year, the staff of the School and Faculty participate in training courses to improve their professional qualifications, update their knowledge, especially improve their ability to apply information technology in their work. There is a clear change in the quality of work after each training course.

3. Point of existence

Funding for employee training is limited, and employees must pay for many courses themselves to meet job requirements.

4. Action Plan

STT	Targ et	Content	Implementing unit	Time spaceperform
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1	Notchrest ore existence	- Conduct a survey of employee training needs as a basis for opening appropriate professional training courses. - Additional training costs for employees for necessary training content as required of job position.	Faculty of Science	From 2025
2	Develop Stren gths	Encourage staff and employees to self-train according to needs	Faculty of Science	From 2025

5. Self assessment:4/7

Criterion 7.5. Performance management (including rewards and recognition) is implemented to motivate and support training, research and community service activities.

1. Describe the current situation

The school has a system of documents regulating rights and obligations, tasks and specific workloads, regulations on monitoring, supervision and evaluation of staff. These regulations are reflected in the Regulations on organization of activities. [\[H7.07.05.01\]](#), Regulations on classification of civil servants [\[H7.07.05.02\]](#), Emulation and Reward Regulations [\[H7.07.05.03\]](#).

The staff working in functional departments, centers and affiliated units are assigned tasks according to their job positions and specific areas of expertise of the department. Working hours are according to administrative hours (8 hours/day), work results are evaluated based on completed products (documents) and specific tasks assigned weekly or ad hoc. Departments meet weekly to deploy work and task completion results are evaluated at the end of the week. At the end of the month, the Head of the unit will summarize the work results of the staff to propose emulation and rewards. For staff registering for the title of Emulation Fighter at the base, they must achieve at least 1 month of type A in the school year, have innovative experiences or scientific research products that have been accepted, achieve over 80% of the trust of staff, lecturers and employees in the whole school, and be proposed by 2/3 or more of the number of staff in the unit. Every year, 25% of the school's employees working in functional departments achieve the title of Emulation Fighter at the grassroots level, and 100% of employees achieve the title of Advanced Workers. [H7.07.05.04\]](#), [\[H7.07.03.11\]](#).

The staff working in the training departments (academic affairs) are responsible for managing administrative documents, training services, student affairs, testing, quality assurance... and also perform administrative working hours like the staff of the departments. However, the working hours of the academic affairs are from period 1 (7:00 a.m.) and period 6 (12:30 p.m.), so the academic affairs are registered to take 1-2 compensatory days off per week to ensure that they do not exceed 40 working hours/week. The academic affairs are assigned by the Faculty Board, coordinate with the CVHTs and faculty assistants to organize activities in the department. The criteria for evaluating and classifying the emulation of the academic affairs of the department are implemented like the staff of the departments according to the general regulations of the school and some departments may have their own evaluation criteria for the academic affairs [[H7.07.05.05](#)].

In addition to the document regulating the work of administrative staff, part-time lecturers also have separate regulations on duties and workload.[H7.07.05.06](#). At the same time, approve the academic year plan of the faculty office. [[H7.07.05.07](#)]. Every year, periodically at the beginning of each school year, the faculty will assign blocks The specific amount of work each employee needs to complete during the school year according to their position The functions and tasks assigned are appropriate to the position of each employee. In which the employee The academic staff is assigned tasks such as creating timetables and monitoring implementation. training program, exam organization, score management, facility usage management, consulting Office of the Faculty, receiving and distributing incoming and outgoing documents, preparing and storing documents, receive school funds...[H7.07.05.06](#). In addition, the Faculty also builds a teaching team. Members who concurrently hold support positions such as academic advisor, research assistant, and assistant officer training, inspection staff ... perform work according to regulations for for staff [[H7.07.05.08](#)].

Employees plan to perform their tasks, clearly identify the basic tasks, expected tasks, completion time, implementation conditions, and required results. This plan is written into a report and submitted to the Faculty Board.

approve [[H7.07.05.07](#)]. During the implementation process, employees regularly report with the Faculty Board about the situation, level, arising difficulties (if any), and achieved results received, recommendations (if any)... The Faculty Board closely monitors and urges the implementation of staff, encourage or help promptly (if needed). The school and faculty also have a specific regulations on monitoring, supervising and evaluating the team's work performance staff, including regulations on rewards and recognition of titles race according to school criteria [[H7.07.05.09](#)]. Work results are evaluated and ranked. monthly type according to school regulations[H7.07.05.10](#).

In addition, the School assigns the Department of Education Quality Management to inspect the implementation of working hours and related activities for the staff of the School and the Faculties. At the same time, the Faculty also assigns lecturers to perform the task of supervising

close to the staff of the department[\[H7.07.05.09\]](#), and request a follow-up report, employee supervision[\[H7.07.05.11\]](#), to promptly report to the Board of Directors and the Board of Management Faculty to rectify staff activities for training and teaching achieve good results

At the end of the school year, staff write a self-assessment of their performance and report to the faculty management board to gain experience.[H7.07.05.12\]](#). The results are self-explanatory. This assessment is assessed by the Faculty Board based on comparison of assigned tasks and results. results achieved and conditions of implementation. The work results of each employee The year is managed by the faculty through a scorecard according to the school's evaluation criteria. and a personal review at the end of the school year. Over the years, staff have completed complete assigned tasks well, improve work efficiency, always be praised Reward and recognize work achievements in accordance with the Regulations on emulation and rewards of the School [\[H7.07.05.03\]](#). Employees are satisfied with the results of the rating and competition of the School. There have been no cases of employee complaints in many years ago

From the 2018-2019 to 2022-2023 school years, there were 4, 5, 5, 4 and 4 employees respectively achieving the title of Excellent Employee; there were 37-40 Outstanding Employees [\[H7.07.05.13\]](#).

2. Strengths

The Faculty has a clear and specific division of work for the support staff. In addition, the staff have a high sense of responsibility and always comply with the policies set forth by the Faculty and the School.

3. Point of existence

The Faculty has not issued specific regulations for monitoring and supervision and does not have specific criteria to evaluate the quality of work in accordance with the actual situation of the Faculty of Training and the Department of Literature Pedagogy.

4. Action Plan

STT	Target	Content	Unit perform	Wo rshi p real
1	Overcome existing problems	Develop specific criteria to evaluate work quality and develop timely reward policies to motivate employees. staff during work	Faculty of Science	Fro m 2
2	Play medal Strengths	Continuously improve management methods to suit	Depart ment SP	2024

5. *Self assessment*:4/7

The staff supporting the History major training program has basic professional qualifications that meet the job requirements. In addition, this team is also very dynamic and enthusiastic, so the work is always implemented and completed well. In addition, the Department always has appropriate reward and discipline policies to manage the work of this team. The work of evaluating, planning, training, and developing the staff of the Faculty and the University meets the needs of the industry and is consistent with the University's research-oriented university development strategy.

Self assessment:In the 5 criteria of standard 7, the History major self-assessed that 5 criteria were met with a score of 4/7 for 5 criteria.

Standards/criteria	Self assessment
Standard 7	0
Criterion 7.1	0
Criterion 7.2	0
Criterion 7.3	0
Criterion 7.4	0
Criterion 7.5	0

Standard 8. Learners and learner support activities

Criterion 8.1. Admission policy is clearly defined and published.

public and updated

Standard 8: Learners and activities to support learners

Introduction

During the process of construction and development, Hanoi Metropolitan University has always identified learners as the central subject of the University. Therefore, this is a task that the Party Committee and the University's leaders pay special attention to and closely direct. Therefore, in the past 5 school years (from 2019 to 2024), the University has built a specific and clear admission policy for the History Pedagogy training program with admission methods that are publicly announced, quickly and continuously updated. To support learners, the Faculty and the University have organized a system to monitor the progress in training as well as studying, scientific research and professional training of students so that consulting and support activities for learners are carried out promptly and effectively.

In addition, in order to help students in the learning process, the School and the Faculty have created the most favorable environment and conditions to support and help students; organized meetings and exchanges between students and high schools, employers, and sent students to practice and intern directly at schools and institutes. research; create a favorable environment to help students participate in

extracurricular activities

healthy courses, beautiful surrounding landscape, convenient facilities, thereby improving the quality of learners and learner support activities, contributing to improving the training quality of the training program. In 2020 and 2021, despite the impact of the Covid-19 epidemic, the enrollment and training activities of the school and the Faculty continued in many forms, demonstrating the unit's adaptation to the new situation.

Criterion 8.1. Admissions policies are clearly defined, publicly announced and updated.

1. Describe the current situation

Every year, based on the Admission Regulations of the Ministry of Education and Training, the School has developed admission policies and regulations. Admission policies and regulations are clearly defined, in accordance with current regulations and updated annually (find the admission method with the red seal of the years 19-24), including: admission objects, admission scope, admission methods, expected admission quotas and admission subject combinations, input quality assurance thresholds and conditions for receiving admission applications along with other necessary information for candidates to register for admission to the training program, admission organization, priority policies, direct admission, priority admission, admission/exam fees, tuition fees, expected time of admission for additional rounds during the year. In particular, since 2018, the School has publicly announced information on quality assurance conditions, such as facilities, staff. [\[H8.08.01.01\]](#)

The University's admission policies and regulations clearly state the scope of admission nationwide. Therefore, the University has publicly announced admission information through various channels and using various forms. Firstly, admission announcement is made through the official website of Hanoi Metropolitan University: www.hnmu.edu.vn live admissions section. Second, to make the announcement more specific and clear, from In 2019, the Faculty of Education has built a separate page on admission information. of the school at the address: [Facebook](#). To create consistency and uniformity in work Admissions information of the Faculty is published on the Admissions page. of the school. Third, taking advantage of social networks, the School and Faculty also actively Extremely and quickly update recruitment information on recruitment fanpages such as: Hanoi Metropolitan University, Faculty of Education - Hanoi Metropolitan University Noi, Hanoi Metropolitan University - School code: HNM,... [\[H8.08.01.04\]](#), [\[H8.08.01.05\]](#), [\[H8.08.01.06\]](#), [\[H8.08.01.08\]](#), [\[H8.08.01.09\]](#)

In addition, the school's enrollment information for each year is also publicly available on other electronic enrollment information pages and electronic newspapers for interested people to read. In addition, the School and the Faculty

have designed enrollment flyers with enrollment information sent directly to interested people during enrollment counseling sessions or sent to localities and high schools in and outside the city for

High schools send to interested parents and students. [\[H8.08.01.08\]](#), [\[H8.08.01.09\]](#)

In 2019, the school's admission and career counseling day was organized so that parents and students in remote areas could access admission information and receive advice on admission questions or choose a suitable career for themselves. Since 2020, due to the impact of the Covid-19 pandemic, admission counseling and support activities have been conducted online, especially admission counseling and support sessions by industry groups, industry blocks and individual faculties.

Together with the School's Admissions Advisory Board, the Faculty and other departments in the whole school sent representatives of the Faculty to advise and attract students for their training programs. In particular, the School and the Faculty provided online admissions consultation to directly answer questions about admissions for parents and students with the enthusiastic support and advice of students currently studying at the Faculty. [\[H8.08.01.10\]](#) (Admissions consulting board, taking photos of 2024 admissions)

Regarding enrollment activities, the Faculty has implemented them annually and has the active participation of departments and lecturers in the Faculty through promoting enrollment of the industry through social networks, directly consulting students and their families through personal relationships, and designing Posters of the Faculty.

The admission policy is updated annually by the School according to the Admission Regulations of the Ministry of Education and Training, meeting social needs as well as annual admission results statistics. From 2019 to 2024, continuing to implement the project of innovation in university admissions, the School has used the results of the national high school exam to admit candidates to the regular university system for the training program. When considering admission, priority subjects according to the region according to the policy regime are entitled to priority points in the total review score according to regulations. In addition, the School uses the results of international and national excellent student exams to admit to training programs, including the History Pedagogy Training Program. This policy has been publicly announced, clearly, throughout the period from 2019 to present. In 2020, the School's admission policy has many changes and updates. [\[H8.08.01.01\]](#), that is to expand the admission objects (admission 2 and admission 3). In which, admission 3 is based on academic records combined with essays. Candidates write essays about passion, share your concerns and expectations, motivate candidates make a decision to choose to enter the School. In 2022, the School will expand the method Admission method 5, using the results of the competency assessment exam by the University of Education organized by Hanoi University of Science and Technology. The exam will take place on May 7, 2022. Information about the exam Exam, test method, test scores, test questions and answers are published on the

admissions page. of the School. In addition, the School also organizes livestreams to answer questions, Instructions for candidates taking the exam. [\[H8.08.01.01\]](#)

In recent years, the School has provided full information on the conditions for ensuring quality in terms of facilities, finance (main equipment for studying and researching, list of learning materials) and especially the permanent teaching staff (Professors, Associate Professors, Doctors) according to each major. With a transparent policy on facilities and staff, the School can ensure the quality of training, thereby attracting candidates to apply to the School according to their majors.

2021 is the first year that teacher training schools implement Decree 116/2020/ND-CP "Regulations on policies to support tuition fees and living expenses for pedagogical students". With new points according to the ordering, bidding, and assignment of teacher training tasks mechanisms, along with regulations on tuition and living expenses support for pedagogical students, the enrollment work and enrollment quality of teacher training institutions, including Hanoi Metropolitan University and the History Pedagogy Department, have had many significant changes. In the context of educational innovation and implementation of the new educational program, the enrollment work of the School and the Faculty has had many innovations, not only to meet the regulations of Decree 116 but also to demonstrate autonomy as well as ensure the development orientation of the educational institution, demonstrating the position of the School. In that context, the History Education sector also has many innovations in enrollment work: innovation in enrollment methods towards capacity assessment; continued investment in enrollment consulting, especially in consulting on job opportunities of the sector associated with the implementation of the 2018 General Education Program.[\[H8.08.01.03\]](#)

Analyze and forecast human resource needs through the following factors: Number of students recruited annually, students enrolled, employment situation of graduates annually (Table 8.1; Figure 8.1-1, Figure 8.1-2).

Table 8.1. Statistical table of the number of students studying the training program in the last 5 years

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
D2019	16	14	14	14	0
D2020	0	24	20	14	5
D2021	0	0	43	38	37
D2022	0	0	0	40	38
D2023	0	0	0	0	26

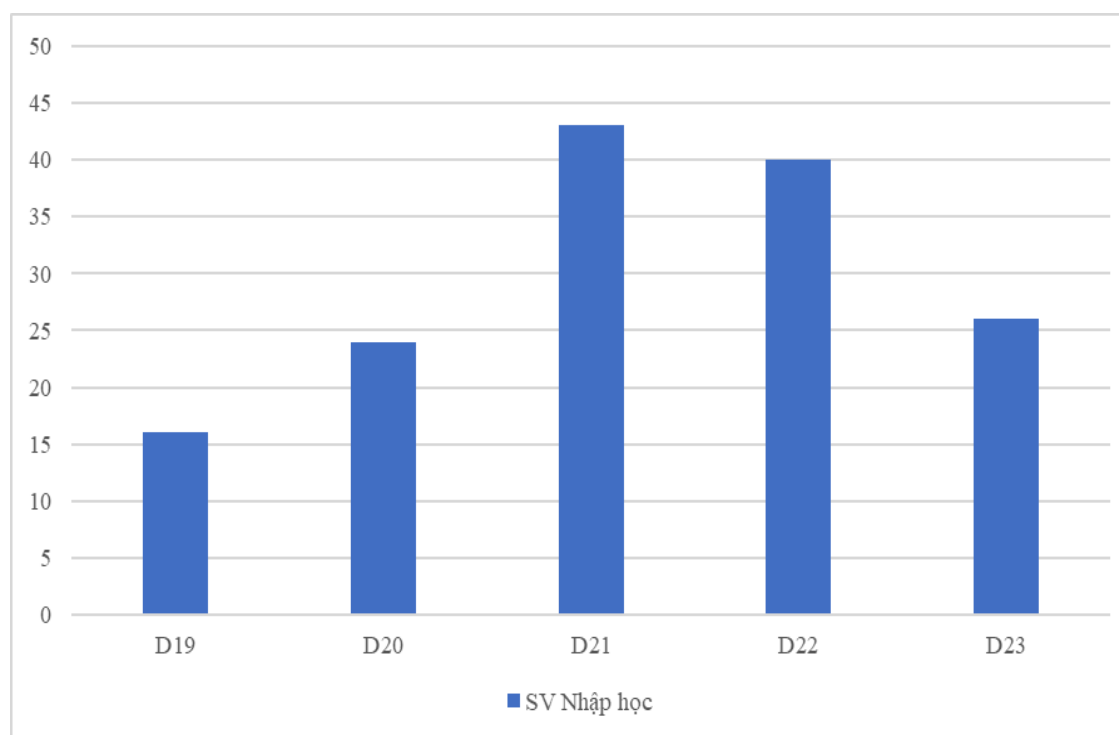


Figure 8.1-1. Statistics on the number of students enrolled in the training program from 2019 to 2024.

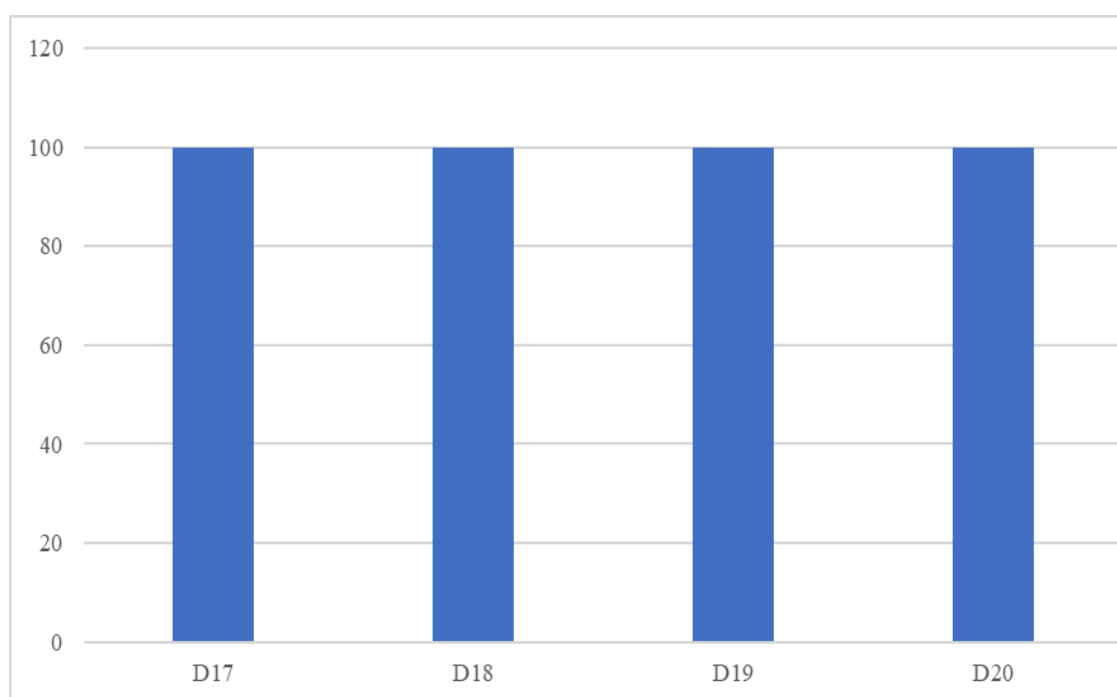


Figure 8.1-2. Employment rate of graduates of training programs in the period 2019 -

2024

Those results/statistical data are one of the bases for determining demand.

social demand, analysis and forecast of human resource demand. It can be seen that the trend is that fewer and fewer students choose the training program, many students enroll then drop out to transfer schools and majors. However, the employment rate of graduates from the training program is relatively high (100%).

Based on these analyses, the School and Faculty have made changes to the admission policy as presented above to attract and select excellent students who are dedicated to their profession.

The school uses many effective solutions to influence the quality and quantity of input into training programs, including the History Pedagogy major. Every year, Hanoi Metropolitan University starts the enrollment season from March. The Board of Directors and the Training Management Department have deployed an enrollment consulting team, whose members are representatives of lecturers from faculties and departments throughout the school, coordinating with the training department to carry out the task of enrolling new students. Specifically, the school has changed its enrollment policy as follows:

- + Diverse admission methods: international certificates, review of transcripts, admission based on national high school exam scores.

- + Establish a team of admissions consultants: The admissions consulting room at 513 - the Headmaster's office is open from Monday to Friday every week during office hours, with hotline numbers 0865.911.136 available 24/7 to advise and support candidates, answer all questions and concerns of candidates and their families about training majors, training programs, quotas, admission combinations, benchmark scores, etc. [\[H8.08.01.10\]](#)

- + Hanoi National University also coordinates to organize direct admission consulting programs at high schools in Hanoi and localities: specifically at Hanoi University of Science and Technology, Xuan Phuong High School - Hanoi, Minh Khai High School - Hanoi, in Son La and Tuyen Quang provinces... to directly support candidates in the 2022 admission season. [\[H8.08.01.09\]](#)

- + Diversify information channels for candidates and their families to learn about the school: website hnmu.edu.vn, fanpage, facebook group of Faculty of Education - Hanoi Metropolitan University (from 2019 to 2024)... [\[H8.08.01.05\]](#), [\[H8.08.01.06\]](#)

The above solutions have had a very positive impact on the admission season from 2019 to 2024. Specifically, the number of candidates registering for admission to Hanoi Metropolitan University increased rapidly in all methods (considering academic records, considering combined national high school exam scores, etc.).

All information about admission (subjects, examination/admission process, input assessment, examination subjects, admission, priority subjects...) are publicly announced on the school's information channels:

- + Official website of the school: <https://hnmu.edu.vn>

- + Official Facebook page of the school: Hanoi Metropolitan University Admissions: <https://www.facebook.com/groups/hnmu.edu.vn>

- + Official website of the faculties in the school.

In 2021, the School conducted a survey on the school's enrollment work, focusing on four contents: form of enrollment information announcement, enrollment method, enrollment policy and process, and enrollment registration form. The number of survey participants was 304 people, including lecturers, staff, employers, parents, and high school teachers, of which 201 people were completely satisfied with the enrollment policies and processes for training and development programs that were publicly announced, implemented fairly and transparently, 126 people were basically satisfied, 25 people were partially satisfied, and 01 person was not satisfied. From the survey results, the School proposed enrollment proposals for the 2022 school year, for example, improving the activities of the Admissions Consulting Board such as assigning people to be on the enrollment hotline, answering comments, etc.; Diversify forms of admission announcements, improve the direct admission method in the direction of being common for all majors or groups of majors in terms of admission methods, supplement the admission method by the form of the school organizing its own entrance exams. The above proposals have been thoroughly and effectively implemented by the school in the 2022 admission year, especially the activities of the school's Admissions Consulting Board and the Competency Assessment Exam method (PT5) in 2022.

2. Strengths

The admission policy is implemented clearly and publicly announced to the whole society, updated according to the regulations of the Ministry of Education and Training as well as career trends and based on the admission results of previous years. In particular, the admission policy of the School in recent years has shown diversification in the combination of exam subjects and expanded the scope of admission to increase the quantity and quality of input; admission information provides detailed resources on facilities, finance and high-quality staff of the unit, thereby creating attraction for learners.

3. Point of existence

There are not many opinions from stakeholders and analysis/forecasts on human resource needs.

4. Action Plan

TT	Target	Content	Real unit presently	Time family perform
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1	Notch serveexist	Conduct more consultation with stakeholders on training program admission policies as well as forecast analysis of human resource needs. Conduct summary experience in TS work	Faculty of Education, Department of Training Management and Student Affairs student	From 2024 - 2025
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		according to the instructions of the Ministry of Education and Training with the comments of relevant parties		
2	Play hstrong point	Do a good job of communication and widely promote the target of PhD and training program in the field of law.	Faculty of Education, Department of Training Management and Student Affairs student	Constant year

5. *Self assessment*: Meets criteria at level 4/7

Criterion 8.2. The criteria and methods for selecting NH are clearly defined and evaluated.

Criterion 8.2. The criteria and methods for selecting learners are clearly defined and evaluated.

1. Describe the current situation

The criteria and methods for selecting students for the training program are clearly defined according to the regulations of the Ministry of Education and Training and the enrollment policy of Hanoi Metropolitan University. Every year, based on the enrollment regulations of the Ministry of Education and Training, the School and the Faculty make adjustments and updates to the criteria and methods for selecting students in order to attract good and suitable students to the School.

The criteria and methods for selecting students for the regular training program of History Pedagogy are clearly defined and publicly announced annually on the School's website. It can be seen that the criteria and methods of admission, especially the School, focus on specificity, such as admission by major, main and

secondary admission criteria. Since 2019, in the Admissions Plan, the School has announced the admission scores of the last 2 years for the combinations, showing that the score criteria are clearly oriented. Depending on each year, the method of selecting students is implemented in 2 ways: entrance exam and/or direct admission. With the entrance exam method, the criteria for selecting students for the training program are clearly defined and updated every year. The admission combinations are publicly announced every year in the School's admission announcement.

The subjects for admission based on academic records include: Candidates who have graduated from high school with good conduct in all semesters and excellent academic performance in grade 12 at high school level, satisfying one of the following conditions: a.1. Candidates are students of provincial (city) teams or specialized high schools affiliated with universities participating in the national excellent student competition. a.2. Candidates are students who won first, second, and third prizes in provincial (city) excellent student competitions at high school level. a.3. Candidates have certificates

International English from 6.0 for IELTS or 61 for TOEFL iBT or 600 for TOEIC or higher. French certificate DELF from B1 or higher or TCF $\geq$ 300, International IT certificate MOS $\geq$ 950 (Valid for 2 years).

Admission principles: Admission will be considered in order of priority from subject a.1. If there are still vacancies, candidates in subjects a.2, a.3 will be considered in order of priority, until all vacancies are filled. For candidates in subjects a2 and a3, the total average score for the whole year (abbreviated as TĐTBCCN) of grade 12 of the subject or group of high school subjects will be considered according to the regulations of each major stated in section 3 (including priority points for subjects and regional priority points, if any).

The school also directly admits high school graduates in 2024 according to the following methods:

* **Admission Method 1 (PT1):** Use the 2024 high school graduation exam results for admission consideration.

- Admission requirements: Candidates must have graduated from high school and have good conduct in all semesters of high school.
- Time for registration and announcement of admission results: According to regulations of the Ministry of Education and Training.
- Application form: According to regulations of the Ministry of Education and Training.
- Admission principles: Admission is based on each major. Admission is based on the total score of 3 subjects (including the main subject multiplied by coefficient 2 (if any) of the registered admission combination and priority points (if any).

* **Admission Method 2 (PT2):** Direct admission is given to candidates who are students participating in excellent student teams; students from specialized high schools; students from high schools under Hanoi National University of Education, Ho Chi Minh City University of Education; students with international foreign language and information technology certificates, referred to as direct admission category 2 (XTT2).

- Conditions for admission: Candidates who graduated from high school in 2022 with good conduct in all semesters, good academic performance in all 3 years of high school and must satisfy one of the following conditions: a.1. Candidates are students of provincial/city teams or teams of specialized high schools affiliated with universities participating in the national excellent student competition; a.2. Candidates are students who won first, second, third prizes in provincial/city/university excellent student competitions at high school level; a.3. Candidates have international foreign language certificates IELTS or TOEFL iBT or TOEIC; DELF or TCF; HSK and HSKK; MOS international IT certificate (valid for 2 years from June 1, 2022).
- Admission principles:

+ Admission will be considered in order of priority starting from a.1. If there are still vacancies, admission will continue to a.2, a.3 until all vacancies are filled.

+ For candidates meeting conditions from a.2 to a.4, the total average score for the whole year (abbreviated as TĐTBCCN) of grades 10, 11, 12 of the subject or subject group at high school level according to the regulations of each industry (plus priority points, if any).

* **Admission Method 3 (PT3):** Admission using high school transcripts, called direct admission 3 (XTT3).

- Admission requirements: For teacher training programs: Candidates must be high school graduates in 2022 with good conduct in all semesters of high school and good academic performance in 3 years of high school.

- Admission principles:

+ Consider the 12th grade average score of a subject or combination of subjects according to the regulations of each industry (plus priority points, if any).

+ First, consider candidates in category XTT2 according to the admission principles of admission method 2, then consider candidates in category XTT3 (if there are still quotas).

The criteria and methods of admission/selection of students are reviewed and evaluated by the School and the Faculty every year after the admission periods and in preparation for the admission periods. Before the admission periods, in the meetings of the Faculty, the leaders of the Departments, the admission policies are also discussed, exchanged and then asked for opinions from lecturers to propose to the School. The results show changes in the quota, exam subject combinations and admission methods (Table 8.2). In order to create more choices for candidates, the School has expanded the admission combination (Table 8.2). Below is a comparison table of the differences in the admission policies of the Training Program in the years 2017, 2018, 2019, 2020, 2021, 2022

Table 8.2. Comparison table of differences in admission policies for the period 2019 - 2024

(Waiting for Ms. Thuy to go ask for the training room)

Year	Exam subject	Admission method	Target
2019	Literature - History - Geography (C00) Literature - History - Foreign Language (D14 English)	1. Use the results of the national high school exam for admission with a combination of component subjects of the exams to consider admission to majors according to regulations. 2. XTT1 and XTT2	

2020	Literature - History - English (D14) Literature - Geography - English (D15)	1. Use the results of the national high school exam for admission with a combination of component subjects of the exams for admission to majors according to regulations. 2. XTT1 and XTT2	
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	Literature - Social Sciences - English (D78) Language literature - Maths - English (D01)		
2021	Literature - Foreign Language - Geography (D15) Literature - History - Foreign Language (D14) Literature - Social Sciences - Foreign Languages (D78) Literature - Math - Foreign Language language (D01)	1. Use the results of the national high school exam for admission with a combination of component subjects of the exams for admission to majors according to regulations. 2. Consider high school academic results (transcript) 3. Only use international certificates for consideration. recruitment	
2022	Literature - History - Foreign Language (D14) Literature - History - Geography (C00) Social Sciences - Literature - Foreign Languages (D78) Social Sciences - Maths - Foreign Language (D96)	1. Use the results of the national high school exam for admission with a combination of component subjects of the exams for admission to majors according to regulations. 2. Consider first semester grade 12 scores 3. Only use international certificates for admission 4. Direct admission and priority 5. Consider the National High School Exam scores organized by Hanoi National University	50 (expected)

2023	Language literature, Calendar history, English (D14) Math, History, English (D09) Language Literature, Social Sciences, English (D78) Math, Social Sciences, English (D96)	1. Use the results of the national high school exam for admission with a combination of component subjects of the exams for admission to majors according to regulations. 2. Consider high school academic results (transcript) 3. Only use international certificates for admission	40 (expected)
2024	Language literature, Calendar history, English (D14) Math, History, English (D09) Language Literature, Social Sciences, English (D78)	1. Use the results of the national high school exam for admission with a combination of component subjects of the exams for admission to majors according to regulations. 2. Consider high school academic results report card	28

	Math, Social Sciences, English (D96)	3. Only use international certificates for admission	
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(Source: Synthesis of data from the Enrollment Project for the years 2019, 2020, 2021, 2022, 2023, 2024)

Based on the announcement of the Ministry of Education and Training, the School decides the minimum score for university admission to each major. Based on the criteria for selecting students for the training program, candidates register for admission. Based on the quota, the number of candidates registering as well as candidates registering for direct admission, the School announces the standard score and admission score for each major, including the training program.

Table 8.3. Admission scores for History Pedagogy from 2019 to 2024

	Admission score					
	2019 (40 scale)	2020 (40 scale)	2021 (40 scale)	2022 (40 scale)	2023	2024

C00	23.50	x	x	36.00	X	x
D14		20.00	30.10	36.00	25.15	26.18
D15		20.00	30.10	x	x	x
D78		20.00	30.10	36.00	25.15	26.18
D96		x	x	36.00	25.15	26.18
D01		20.00	30.10	x	x	x
D09		x	x	x	25.15	26.18

In 2021, the School conducted a survey on the school's enrollment work, focusing on four contents: form of enrollment information announcement, enrollment method, enrollment policy and process, and enrollment registration form. The number of survey participants was 304 people, including lecturers, staff, employers, parents, and high school teachers. From the survey results, the School proposed enrollment proposals for the 2022 school year, for example, improving the activities of the Admissions Consulting Board such as assigning people to be on the enrollment hotline, answering comments, etc.; diversifying the forms of enrollment announcement, improving the direct admission method in the direction of being common to all majors or groups of majors in terms of enrollment form, supplementing the enrollment method by organizing the entrance exam by the School itself. The most prominent point among the solutions proposed from the 2021 survey is that in the 2022 enrollment year, the School organized a competency assessment test to diversify the criteria and methods of selecting learners, increasing the opportunity to study at the School for candidates participating in the enrollment at the right age and candidates from previous years. (need survey data from the industry)

2. Strengths

The criteria and methods for selecting students of the industry are clear according to the regulations of the Ministry of Education and Training and are regularly evaluated to ensure that candidates with sufficient capacity and qualifications are selected for the school as well as for the training program. The criteria and methods for selection are updated and expanded, especially for direct admission, to be able to select excellent students for the School and Faculty. These processes are carried out accurately, publicly and clearly.

3. Point of existence

During the process of reviewing and evaluating enrollment policies, employers and alumni have not actively participated in providing feedback, so the amount of information collected is not much.

Not regularly collecting opinions from relevant parties as a basis for reviewing and evaluating admission policies, criteria and methods of selecting students.

4. Action Plan

TT	Target	Content	Single taste perform	Time gfood present ly
1	Overcome existing problems	Develop a plan to solicit stakeholder opinions as a basis for reviewing and evaluating annual admission policies.	Department of Training Management and Student Affairs, Faculty of Education, GV	Yearl y
2	Play medal Strengths	- Continue to develop clearly defined and appropriate criteria and methods for selecting learners for the training sector. - Continue to review and evaluate the criteria and methods for selecting students annually to ensure that qualified and competent candidates are selected for the school. as History Education.	Department of Training Management and Student Affairs, Faculty of Pedagogy, GV	The school years accordi ng to t 2024-2025

5. Self assessment: Meets criteria at level 5/7

Criterion 8.3. There is an appropriate monitoring system for progress in

learning and training, learning outcomes, and learning volume of NH.

Criterion 8.3. There is an appropriate monitoring system for progress in learning and training, learning outcomes, and learning workload of learners.

1. Describe the current situation

The School assigns the Training Department, Training Management Department and Student Affairs to monitor the learning and training progress, learning results, learning volume of students, and academic warnings (portal image and academic warning file). Based on the School's regulations, the Faculty has assigned a team of Academic Advisors (CVHT) and Peer Advisors to monitor the learning and training progress of students (List of Academic Advisors and Peer Advisors). [H8.08.03.18]

The school issues a decision to assign tasks and working principles to relevant departments, including the work of the CVHT. The CVHT for all classes at the Faculty are teachers of the training program, so they ensure a deep understanding of the industry and the students. All students in the classes are advised by the CVHT on their studies, have their study plans and progress monitored, and are able to complete credit registration procedures each semester according to regulations. In addition, the CVHT also closely monitors the students' learning awareness, extracurricular activities, etc. The above activities aim to evaluate the students' training scores each semester, promptly remind and help students in the learning process. The task of the CVHT plays an important role in credit-based training and is of interest to the school and always makes appropriate adjustments. [\[H8.08.03.19\]](#)

Data on monitoring learning progress, training, regulations on credit-based learning, student workload, along with regulations on considering academic warnings, dropping out, and stopping studying are all shown in the School's Student Handbook and the Credit-based Training Regulations (no evidence found). The curriculum framework and training output standards are also publicly announced on the website: <https://daotao.hnmu.edu.vn/SinhVien> (no curriculum framework, output standards are taken from Ms. Thuy). At the beginning of each school year, the School develops a training plan and sends it to units throughout the school, solicits comments, and then issues it to staff and all students. The School builds and develops training management software, a credit training system, and provides accounts for students, teachers, and faculty office staff (training plans for courses in criterion 11.2). Students' learning results are monitored by the Faculty's Academic Affairs Department and students have their own accounts to update their learning status, register credits, and receive academic warnings.

According to the design of the Training Program, the minimum study load for each semester for the Training Program is 11 credits, except for the final semester. This study load is designed for students with average learning ability to complete the program on time. Students are allowed to register for a study load smaller than the

designed study load each semester but not less than 10 credits. In particular, for students from

In the third semester, if the cumulative average score is below 2.0, students are only allowed to register for a maximum of 16 credits, which ensures that the study load is appropriate for the student's learning ability. In addition, every year from June to August, the School organizes the third semester. This semester will help students have the opportunity to improve their scores in low-scoring subjects or retake failed subjects, helping to reduce the study burden for students in the main semesters (semesters 1 and 2). This content is also clearly informed to students in the Student Handbook and on the School's Training page:<http://daotao.hnue.edu.vn/> from 2018. In the process of designing and implementing training, there is a reasonable allocation of the study load to ensure that learners with average ability complete the training program on time according to the regulations of the School. The study load is appropriately distributed in each school year and between school years, increasing the summer semester to ensure a reduction in the study time for students while creating conditions for students to complete the study program early and have the opportunity to study for a dual degree in equivalent training majors. [H8.08.03.17]

The school issues regulations on assessing students' training results. The process of assessing training results is clearly presented in this regulation and is implemented publicly. Students self-assess, the training officer presides over the class and proposes a document to the Faculty Board with the class meeting minutes and students' training scores. The Faculty Board meets and assigns staff to publicly announce to students. At the end of the year, the training scores and learning results are sent to the student's family. (Add the training scoring method of the pedagogical faculty in this paragraph)

The work of assessing the academic progress and training of students often receives attention, is a task that is a combination of the CVHT, the Faculty's Academic Affairs, the Youth Union and the Faculty's Board of Directors. The CVHT regularly follows up, supports and supervises students in their studies and training. At the end of each semester, the Faculty deploys the Faculty's Academic Affairs, Student Management and the Youth Union to assess the students' learning and training situation. In addition, the exam results, the number and rate of students dropping out, forced to drop out, students with warnings on learning results, students with excellent, good, fair, average and poor academic scores and notes on students are recorded in the CVHT's report on each semester's promotion (MC in standard 11). The results of the assessment of students' training and learning are sent by the Faculty to the School. The Faculty representative, the Department of Training Management and Student Affairs continue to provide assessment results to consider scholarships according to regulations as well as other scholarships (No evidence found). From the above results, CVHT notifies and reminds students through CVHT, Youth Union, and class channels. Despite the large number of students, the

notification of learning results and training scores is carried out according to the above steps with the participation of CVHT, the Class Executive Committee, and the Faculty. In addition, the Faculty and the Youth Union also have appropriate methods to support the Faculty in this work, such as disseminating and monitoring students' participation in collective activities and pedagogical practice activities.

The school makes a report and sends to the Faculty information on learning results, learning volume shown in each semester as follows: accumulated credits, accumulated average score, average score of the semester, accumulated credits of the semester, of each subject. The school decides to consider academic warning, suspension of study by semester and school year and directs the Faculty and CVHT to notify and support students with warning status to pay attention to improving their learning situation. The Faculty and the School have a database to monitor the rate of slow progress, dropout, and graduation every year. These are reports on results, learning progress and training stored in functional departments such as the Department of Training Management and Student Affairs and the Faculty Office, and are also stored directly in the personal account of each student, in the management system on the school's subject registration website (photo of learning results and number of credits on the document); statistics on learning results of each course (Table 8.3.1); Statistics of students dropping out and graduating (annually) of the School (Evidence in standard 11).

Table 8.3.1. Student learning outcomes from 2019 to 2024 (only counting courses that have completed over 90% of training credits)

Lock		Excellent	Good	Rather	Medium	Weak
2017 – 2021					0	0
2018 – 2022					0	0
2019 – 2023					0	0
2020 – 2024					0	0
2021 – 2025		0	19	18	0	0

The results of the dropout rate of the training program in the period 2019 - 2024 are shown in the figure.

8.3.1. This rate ranges from 12.5% to 41.6%, highest for the 2020 class - 2024. In which, the rate of students dropping out of school is mainly concentrated in the first and second years (Table 8.3.2), with the main reasons being that students' career psychology is not stable, students are worried about job opportunities after graduation, or due to pressure from their families about career orientation. Cases of dropping out of school in the second year are often due to students reserving their results after completing the first year to retake the university entrance exam and then

transfer schools. Some students are considered to have dropped out even though they have studied until the fourth year because they have not completed the required number of credits and are past the graduation deadline.

Figure 8.3.2 Rate of students dropping out of History Education in the period 2019 –

Corrected data

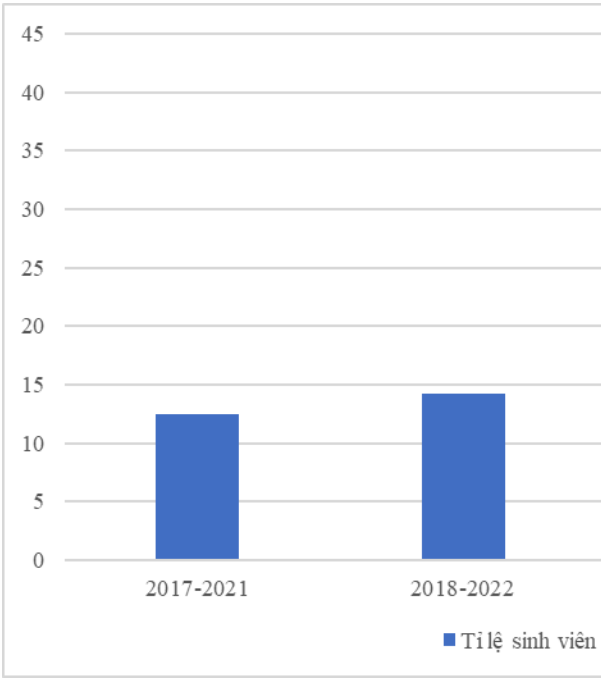


Table 8.3.3. Statistical table of the number of students dropping out of the CNSPLS major in the period 2019 - 2024

Course	Total number of students enrolled	Number of students dropping out			
		Year rank best (Number of students)	Year ranktwo (Number of students)	Year rankthree (Number of students)	Year Four (Number of students)
2017-2021	16	2	0	0	0
2018-2022	28	2	2	0	0
2019-2023	19	3	1	0	0
2020-2024	24	4	6	0	0

Regarding student withdrawal, the Academic Advisor proactively collects information from students and finds out the specific reasons why students want to stop studying. Based on the information collected, the Academic Advisor will coordinate with the class and family to provide appropriate advice to support,

motivate and encourage students to continue studying. In case students want to reserve their study results or withdraw from school, based on the process specified in the training regulations, the Faculty will receive and forward the student's application to the school, based on which the school will make decisions to reserve or withdraw from school for each student.[\[H8.08.03.19\]](#) (MC not found yet). Based on these decisions, Academic advisors monitor fluctuations in the number of students in each class/course, and

student dropout rates. The Faculty of Education has held meetings to update timely update on students' learning situation, especially those students who have been warned learning or having difficulty in learning [\[H8.08.03.20\]](#).

Students are advised on issues related to course selection, changing options, taking a leave of absence or dropping out of school based on the activities of the CVHT team, Peer Advisors. Students are advised through the following forms:

- + The team of CVHT, Peer Advisors of the Faculty, of the industry always grasp the learning situation of students in their class through the class committee or online meetings via applications: Google Meet, Microsoft Teams, Zoom, Students who need advice often contact the Teachers directly through channels: phone, zalo, facebook ...

The Department of History Education conducts research into the reasons why students complete their programs later than expected or promptly updates information related to students' learning process. At the end of the school year, the Department of History Education will meet with the CVHTs and Lecturers in the Department, approving the list of students who complete their programs later than expected. The Academic Advisor will report on special cases (students on hold, dropping out, owing subjects, academic warnings, etc.) and the reasons why these students are late in completing their programs.

The Department of History Education pays special attention to the training of first-year students and students in difficulty. First-year students and students in difficulty often receive special attention and support from the Faculty, Youth Union, CVHT team, Academic Affairs and Lecturers. Specifically:

- + From the first year, students participate in training sessions on university learning methods (including general subjects and specialized subjects), and training sessions of the Youth Union (on communication skills, behavior, pedagogical culture, etc.);

- + Students who have difficulty in studying from the first year are supported through investigations and surveys for first-year students about the difficulties they encounter in their studies and living, from which counseling sessions are organized, exchanges are held, and students are guided to find solutions to overcome those difficulties and integrate into the university learning environment.

The Faculty has activities to support students in completing their graduation thesis. Students who register and are qualified to do their graduation thesis will be supported by the Faculty, the Academic Affairs Department and the supervisor throughout the process of completing their thesis. Students who have difficulties with the thesis registration procedures, defense documents, changing supervisors, and majors can receive help from the Faculty Board, Head of the Professional Group and the Academic Affairs Department. Students who have difficulties with

documents to complete their thesis will receive support from the librarian and the teacher.

Guidance. Guidance staff accompany and support students throughout the process of completing their graduation thesis.

The School/Faculty has taken measures to adjust and ensure that the learning progress monitoring system is effectively deployed to learners. The School and Faculty, through the CVHT team, manage and monitor to ensure the learning progress of students. The CVHT team is the one who directly supervises the learning process of learners, notifies the study plans, training, training activities of the School, Faculty... to students. The School and Faculty supervise the CVHT team through meetings at the beginning of the year, mid-term, and end of the year. The CVHT periodically makes monthly and quarterly reports to the Faculty Executive Committee to specifically report on the implementation of assigned tasks.

2. Strengths

The system for monitoring progress in learning and training, learning outcomes, learning volume of learners, and academic warnings has been implemented synchronously, clearly, promptly, and effectively. Learners have access to information about learning and training from many different channels and systematically, easily implemented, and CTDT students have successfully completed the training program.

3. Point of existence

Students are not proactive in coordinating the work of reporting learning and training results to their families.

4. Action Plan

TT	Target	Content	Implementing unit	Time space perform
1	Overcome existing problems	Timely report learning outcomes to all learners of the training program	Department of Training Management and Student Affairs, Faculty of Pedagogy, Department of Education service, teacher, CVHT	From school year 2024-2025

2	Develop strengths	Publicize training regulations, assessment regulations, and student training results with the support of management system software; closely monitor student learning and training results. History major	Department of Training Management and Student Affairs, Faculty of Pedagogy, Department of Academic Affairs, Teachers, and Student Affairs	Yearly
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5. *Self assessment*: Meets criteria at level 4/7

Criterion 8.4. There are academic advising activities, extracurricular activities, competition activities and other support services to help improve the learning and employability of NH.

Criterion 8.4. There are academic advising activities, extracurricular activities, competition activities and other support services to help improve learners' learning and employability.

1. *Describe the current situation*

According to the Regulations on functions, tasks and working principles of the Board of Directors and units, and the Regulations on academic advising [H8.08.04.08], the units/departments in the School are responsible for academic advising, extracurricular activities, competitive activities and other support services to improve the learning of learners. Specifically, the Faculty has assigned the tasks to the staff doing academic advising work in the Faculty to coordinate with the Union - Union and units in the School: Department of Training Management and Student Affairs, Faculty Office, Ho Chi Minh Communist Youth Union of Hanoi Metropolitan University to have academic advising activities, extracurricular activities, competitive activities and other support services to help improve the learning and employability of learners. [H8.08.04.06], [\[H8.08.04.07\]](#).

Organizing extracurricular activities and support services to help improve students' learning is directed and implemented by the Ho Chi Minh Communist Youth Union of the School and the Faculty's Youth Union. The Department of History Education proactively proposed to the Faculty Board to establish the HNMTU History Club and the Scientific Research Club. The clubs have organized many useful activities to support students' learning and training, especially scientific research capacity or activities specific to Pedagogy students, thereby also helping students to be trained to improve their learning results. Extracurricular activities, new class greeting activities, and sports activities help create a comfortable spirit and improve students' learning ability.

With the characteristics of the Pedagogy industry, every year the School and Faculty organize pedagogical training with many exciting and useful contents, such as: competitions on using presentations in teaching, video design, infographic design, etc. In addition, there are also competitions to foster teachers' professional skills such as teaching competitions, presentation competitions, eloquence competitions, dramatization, teaching, presentation, soft skills training, homeroom teacher work plans, lesson plan preparation skills, teaching aid design, etc. all play a positive supporting role in the learning and training activities of students of the training

program (Table 8.4.1).

Table 8.4.1. Number of students of the Faculty of Pedagogy participating in RLNVSP activities in 2023

STT	Activity name	Number of students
1	Instructions for using Powpoint in teaching	43
2	Practice video clip design skills	27
3	Learn and apply some software in teaching (Kahoot, Class tools, QJ,...)	39
4	Practice test design skills	29
5	Table presentation; Conceptual system explanation; Quick drawing; Pedagogical knowledge	71
6	Designing videos for application in teaching general history; Design media clips	63
7	Dramatization (greetings, behavior, fashion, rhetoric, literature) turmeric)	80
8	Teaching	39

The school rewards, grants scholarships, and awards to students with good academic, scientific research, and training achievements in accordance with the reward regulations with the aim of encouraging students to further improve their academic and training results. Particularly for scientific research activities, the Faculty regularly awards certificates, lists of awards, or recommends the school to award awards. The Student Handbook distributed to students at the beginning of the school year also introduces scholarships, scientific research awards, as well as study abroad opportunities. This is a source of useful support information and motivation for students to strive in their studies and training.

Every year, the School plans and organizes a Job Fair with the participation of many employers and students. In 2018, this activity attracted more than 30 units from the school system, businesses, units operating in the fields of education, communication and the participation of more than 1,800 K64 students and many students from courses 65-67. In 2019, the number of participating units increased to 39 and there were up to 2,900 K65 students. The School and the Faculty regularly coordinate with recruitment units to announce and post recruitment information on the Website and Facebook of the School and the Faculty. In addition, each lecturer of the Faculty also actively searches, connects with businesses and sends recruitment information

directly to students. The Faculty has a list of alumni, they are a connection channel to help increase job search opportunities for students studying. The Faculty and the School plan and organize to improve the quality of student internships by sending students to schools for internships and assigning experienced lecturers as group leaders to support and guide students in teaching practice and homeroom teacher skills. Lecturers and students of the Faculty actively participate in related activities in high schools. Thereby, students have the opportunity to improve their professional capacity under the guidance of lecturers, and students have a learning orientation to meet the requirements of high schools.

The report on the employment situation of students after graduation shows that students of the History Pedagogy Program after graduation have worked in all public, private, joint venture and self-employed sectors; with the employment rate of students after graduation reaching over 90%, according to data from 2019, 2020, 2021, 2022.

Academic advising activities are conducted through the Student Affairs Team, Student Management, and Faculty Academic Affairs. Extracurricular activities and competitive activities are carried out and organized by the Youth Union, Student Association, and other political organizations. Reports from the Youth Union and Student Affairs Team are used by the Faculty to continue improving students' learning. This is useful information for orientation in training and support activities for students in finding jobs. In the Student Handbook, job opportunities for graduates are very large with many job positions, from being a History teacher at high schools, colleges, universities, researchers at centers, institutes, or being able to continue studying or study abroad. This information is clearly presented in the Student Handbook. The School/Faculty has a plan to adjust and ensure that academic advising, extracurricular activities, competitive activities, and other support services are effectively implemented to help improve students' learning and employability. The School and Faculty organize annual meetings and training sessions with the CVHT team (at the beginning and end of the school year) to guide teachers in advising on adjustments and changes in the process of advising students. The School and Faculty organize career counseling days for students, take students to practice and practice teaching in high schools, and familiarize them with the high school environment to increase their employability. Communication channels between the Faculty Office, Faculty Academic Affairs, and CVHT are maintained regularly and continuously to ensure that students can be supported in the most timely manner when they encounter difficulties in their studies, extracurricular activities, and competitions. The Faculty has a team of assistants such as cultural and sports assistants, pedagogical assistants, and scientific research assistants in charge of specific areas of activities to support students' extracurricular activities in each specific term.

2. Strengths

The school and the Faculty have widely and effectively implemented academic consulting activities, many extracurricular activities, competition activities, supporting students in finding jobs after graduation, helping students improve their academic performance, practice vocational skills and job search opportunities after graduation. Cooperation activities with international schools and volunteers open up many opportunities for students to improve their foreign language skills and job opportunities after graduation.

3. Point of existence

There are not many opinions from students about extracurricular activities, competition activities and job support services.

4. Action Plan

TT	Target	Content	Implementing unit	Time real time
1	Overcome existing problems	Conduct surveys to fully collect students' opinions on extracurricular activities and job support services.	Department of Training Management and Student Affairs, Faculty of Education	From yearlearn 2024 - 2025
2	Develop strengths	Enhance cooperation activities, community activities, experiences	Department of Training Management and Student Affairs, Faculty of Monks, LCD-HSV, CVHT, GV	Yearly

5. *Self assessment*: Meets criteria at level 4/7

Criterion 8.5. The psychological, social and physical environment facilitates training, research and personal comfort.

Criterion 8.5. The psychological, social and physical environment facilitates training, research and personal comfort for learners.

1. Describe the current situation

The School and Faculty have a friendly psychological, social and working environment, creating a comfortable atmosphere for teaching, learning and research activities. The School has full facilities to serve teaching and learning in the school such as the Headquarters area, lecture halls, dormitories, sports areas, clearly shown in the diagram of the School and Faculty. [\[H8.08.05.01\]](#); [\[H8.08.05.02\]](#). The school and the faculty always thoroughly understand the ideas and actions to create a friendly working environment, creating comfortable psychology for teachers and students in the Faculty. Besides, the rights and obligations of students Students and staff of the school always receive guaranteed attention to create a safe and healthy environment. Professional and friendly working environment, as specified in the Student Handbook School. Support services for students are public and detailed in the Student Handbook. staff, helping students at the faculty and at the school always feel secure when they need to find support for their work. study and practice

throughout your studies [\[H8.08.05.03\]](#).

The pedagogical landscape is clean, hygienic, safe, and convenient for all subjects in the entire educational institution. The campus is divided into

Specialized areas: Headquarters area, lecture hall area, dormitory area, stadium, halls and library. These areas are arranged scientifically, convenient for teaching, learning and scientific research of the training program.[\[H8.08.05.01\]](#). Library with separate building unique, modern with many books that are always updated [\[H8.08.05.01\]](#). These areas All are equipped with Wifi system to connect to the Internet, thus facilitating training activities. creation, research and comfort for the individual learner [\[H8.08.05.01\]](#).

The dormitory area is not too far from the lecture hall, making it convenient for students to move around. Right next to the dormitory area, the stadium serves the needs of collective activities and improves students' health.[\[H8.08.05.01\]](#). The school installed surveillance cameras. security, wifi internet system in living rooms and student dormitories. The dormitory regularly organizes cultural, artistic and sports activities. well received by learners [\[H8.08.05.04\]](#)For boarding students, the School guarantees The best conditions for students to eat, live and study in the dormitory according to the regulations of the Regulations. Regulations on the work of Boarding Students of the Ministry of Education and Training [\[H8.08.05.05\]](#).

Favorable environment for teaching and scientific research. Students can easily conduct learning, research and extracurricular activities.[\[H8.08.05.02\]](#). The All classrooms ensure quality service for learners. That shows the concern of the Faculty in creating an environment for learning and research activities, favorable for learner [\[H8.08.05.06\]](#)The school has an airy, clean and convenient space with many trees, monuments, stone benches, sports training area, gymnasium, and clubs Large school, convenient for all student activities [\[H8.08.05.01\]](#).

The school is growing in both size and number of students, so the need for medical examination and treatment for students is also increasing. The school has a Medical Station, located right in the dormitory. The school organizes health check-ups for all students after admission and before graduation, periodic health check-ups for students, health check-ups when students show signs of illness before transferring to the hospital. Information about the activities of the Medical Station, medical examination plans upon admission, during the study period and before graduation are clearly presented in the Student Handbook, so that students can access them immediately when they need medical examination and treatment.[\[H8.08.05.03\]](#).

The above sports and cultural activities have attracted a large number of students of the Faculty to participate, contributing to improving health, increasing solidarity and creating a useful playground for learners. Every year, the Faculty also regularly organizes summaries and awards for individuals with outstanding achievements in union work and youth movements; thereby motivating and encouraging students to participate in collective activities.

It can be said that the Youth Union - Faculty Association always has many creative ideas to organize extracurricular activities, competitions such as History Dramatization Competition, scientific research results presentation, Tet reunion, Food Festival, etc. Activities

This has always received positive response from students, creating a friendly, interactive, open environment and has actively supported learning and scientific research activities.

The school has a specialized Security Board responsible for protecting the school's assets and security and order, with a specific schedule of duty 24/7. Students of the school in general and CTDT in particular live and study in a safe and healthy environment, and the school does not have any incidents that cause insecurity and disorder.

The school always pays attention to the issue of fire prevention and fighting. The school establishes a fire prevention and fighting steering committee every year.

Fire alarm systems and fire fighting equipment are fully equipped for lecture halls and offices in the school. Inspection and evaluation work is regularly carried out by competent authorities. This work creates a safe environment for students in studying, researching and practicing.

Every year, the School organizes a dialogue between the School's leaders, the Youth Union and student representatives. The Faculty surveys/collects opinions from learners and stakeholders on the psychological, social and landscape environment in the educational institution. The results show that: The Faculty of History also interviewed 55 staff, lecturers and employees in the Faculty, showing that: 90% were satisfied with the office layout plan, 85% were satisfied with the office area, 83% were satisfied with the equipment conditions in the office. In 2019, the Faculty also conducted a survey to collect opinions from 100 staff, lecturers and students on the issues of safety and hygiene in lecture halls, fire prevention and health care advice. The results show that: 93.5% of staff and lecturers and 77.8% of students rated the hygiene and safety in lecture halls as good and very good; 64.5% of lecturers and 86% of students rated good and very good on fire prevention equipment; 96.8% of lecturers and 85.5% of students rated good and very good on the advice and support of medical staff.[\[H8.08.05.06\]](#)

1. Strengths

Students are able to study, conduct scientific research and live in a green, clean, safe, non-violent, non-socially evil environment; creating a friendly and comfortable learning and working environment; ensuring to serve the activities of students related to the training program. Students are always conscious of preserving the facilities; complying with regulations on conduct in educational institutions; being conscious of protecting the environment, fire prevention and fighting; complying with all regulations of the Law.

1. Point of existence

Fire alarm systems and fire fighting equipment have not been regularly inspected and the school has not organized regular drills for students on fire

prevention and fighting.

1. Action Plan

TT	Target	Content	Unit perform	Time perform
1	Notchrest ore existence	Conduct surveys and collect feedback from learners about the psychological, social, and landscape environment of the school. School, Faculty	Dormitory, Department of Training Management and Student Affairs, Academic Affairs Faculty, Staff, Teachers	From school year 2024 - 2025
2	Play medal Stren gths	Maintain a green, clean, beautiful, secure and friendly training environment, contributing to improving the quality of training and scientific research activities.	Dormitory, Department of Training Management and Student Affairs, Faculty Academic Affairs, Student Affairs Officers, Teachers, SV	Yearly

5. Self-assessment: Meets criteria at level 4/7

The admission policy, criteria and methods are clear and publicly announced to the whole society, updated according to the regulations of the Ministry of Education and Training as well as career trends and based on the admission results of previous years. The criteria and methods for selecting students of the History Pedagogy Training Program are clear and regularly evaluated to ensure that candidates with sufficient capacity and qualifications are selected for the school as well as for the History major. The admission policy, criteria and methods are clear and publicly announced to the whole society, updated according to the regulations of the Ministry of Education and Training as well as career trends and based on the admission results of previous years. The criteria and methods for selecting students of the History Pedagogy Training Program are clear and regularly evaluated to ensure that candidates with sufficient capacity and qualifications are selected for the school as well as for the History major. The selection criteria and methods are updated and expanded, especially for direct admission to be able to select excellent students. The system for monitoring progress in learning and training, learning outcomes, learning volume of learners, and academic warnings has been implemented synchronously, clearly, promptly, and effectively. Learners have access to information about learning and training from many different channels and systematically, easy to implement,

and students of the History Pedagogy Training Program have successfully completed the training program. The school and the Faculty have widely and effectively implemented learning counseling activities, many extracurricular activities, competition activities, and supported students in learning about jobs after graduation, helping students improve their academic performance, practice vocational skills, and job opportunities after graduation. Cooperation activities with international schools and volunteers open up many opportunities for students to improve their foreign language skills and job opportunities after graduation. People

Students can study, research and live in a favorable psychological, social and landscape environment; guaranteed security, safety, green, clean and beautiful.

However, there have not been many opinions from stakeholders and analysis/forecasts on human resource needs in the development of admission policies, and learners' opinions on admission policies have not been implemented. The participation of stakeholders has not been proactive. Students have not been proactive in coordinating the work of announcing learning and training results to their families, have not been proactive in monitoring learning results or scientific research plans, or have not been proactive in requesting timely guidance and support, which has somewhat affected their study plans. Students' cooperation in collecting learners' opinions on extracurricular activities, competition activities, and employment support services is still limited.

Overall assessment result of standard 8: 5/5 criteria with overall assessment of 4/7.

Standards/criteria	evaluation price
Standard 8	.8
Criterion 8.1	
Criterion 8.2	
Criterion 8.3	
Criterion 8.4	
Criterion 8.5	

Standard 9. Facilities and equipment

Criterion 9.1. There is a system of offices, classrooms and functional rooms with suitable equipment to support training and research activities.

rescue

Standard 9: Facilities and equipment

Introduction

Hanoi Metropolitan University ensures the conditions of facilities and learning equipment to carry out training and scientific research activities to achieve the goals and tasks set out by the University. The conditions of facilities and teaching and scientific research equipment are shown through data on the system of offices, classrooms, laboratories, practice rooms and the system of specialized scientific documents and materials that the Faculty of Education is using for teaching and research activities, including the task of training bachelors.

SPLS university level.

Criterion 9.1. There is a system of offices, classrooms and functional rooms with suitable equipment to support training and research activities.

1. Current status description

Hanoi National University is one of the universities with large, modern and clean facilities. The school has a system of fully equipped lecture halls and multi-purpose rooms. The school has a strategy to build facilities with the aim of improving the quality of facilities serving teaching and learning in the period from 2015-2025. H9.09.01.13&idGiaiDoan=29" target="_blank">[\[H9.09.01.13\]](#).

Along with the expansion of training scale, Hanoi Metropolitan University was allowed by Hanoi People's Committee to use a land area of 10.1 hectares, a campus large enough to organize teaching for thousands of students. [H9.09.01.17]

Hanoi Metropolitan University owns 4 training facilities in the central area of Hanoi: (i) Facility 1: No. 98, Duong Quang Ham Street, Quan Hoa, Cau Giay, Hanoi (classrooms marked A1, A2, A3, A4). This is the workplace of administrative offices and the main place of study for students (ii) Facility 2: Dac Tai Village, Mai Dinh Commune, Soc Son District, Hanoi City (classrooms marked B, C). This is a learning facility with a floor area of over 6,000 m², modern classrooms that meet the needs of learners with good quality and include a system of spacious and modern laboratories and practice rooms. (iii) Facility 3: No. 6, Vinh Phuc Street, Vinh Phuc Ward, Ba Dinh District, Hanoi City. (iiii) And Facility 4: Thuong Tin Town, Thuong Tin District.

Currently, the school has enough classrooms, practice rooms, and laboratories to serve teaching, learning, and scientific research to meet the requirements of each training sector. Facilities serving teaching activities include: classrooms, lecture halls, practice rooms, laboratories, etc. The school has invested in appropriate equipment to serve teaching, learning, and scientific research to meet the requirements of each training sector.

The Faculty of Pedagogy has 01 Council room, 01 Faculty office equipped with necessary equipment: smart TV, air conditioner, printer, desk and chair... Particularly for the SPLS major located in the Social Sciences department, the Social Sciences department has 01 office equipped with: air conditioner, desk and chair... The classrooms and lecture halls of the School have been upgraded, regularly checked, reviewed and repaired by specialized departments if any.

The school focuses on strengthening planning, implementation, evaluation and improvement of the work of facilities and infrastructure on the basis of organizing the management system and investing budget from Metropolitan sources. The departments in charge of implementing the work of facilities and infrastructure assigned by the school are: Office and Center for Science and Technology according to the regulations on organization and operation of Hanoi Metropolitan University

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target="_blank">[H9.09.01.02](#)

.H9.09.01.03&idGiaiDoan=29" target="_blank">[\[H9.09.01.03\]](#) (HAVE HAD MC - INFRASTRUCTURE MANAGEMENT PROCESS AND DECISION PROMULGATING REGULATIONS ON ORGANIZATION AND OPERATION)

The school has developed a master plan for the use and development of facilities to serve the tasks of teaching, scientific research and other activities; departments, centers and training faculties in the school are all arranged with separate working rooms. Each unit is arranged with a number of independent working rooms, from 2-5 people/room, with a desk and printer, a private computer connected to the internet; each training faculty has a faculty office of 2-4 rooms depending on the size of each faculty.

On December 26, 2016, the Hanoi People's Committee issued Decision No. 7106/QD-UBND on merging Soc Son College of Economics and Technology into Hanoi Metropolitan University. The system of lecture halls, classrooms, laboratories, practice rooms, offices, etc. of the School has been supplemented. Results of implementing the medium-term strategy on developing material facilities, in the period of 2015 - 2019, the school implemented: Investment projects on construction and renovation of material facilities; was assigned additional land according to Decision 7106/QD-UBND to merge Soc Son College of Economics and Technology into Hanoi Metropolitan University; completed investment projects on construction and equipment investment, which has increased many important indicators on material facilities and infrastructure to meet the requirements of material facilities of training majors H9.09.01.04&idGiaiDoan=29" target="_blank">[\[H9.09.01.04\]](#). (There is Decision No. 7106/QD-UBND on merging Soc Son Multidisciplinary College of Economics and Technology into Hanoi Metropolitan University)

The school has developed a project "Building and implementing the learning materials system of Hanoi Metropolitan University", including investment items in rooms and construction equipment. post lecture e-learning H9.09.01.05&idGiaiDoan=29"target="_blank">[\[H9.09.01.05\]](#) (THERE IS A TRAINING PLAN FOR E-LEARNING DEVELOPMENT AND DEPLOYMENT OF LEARNING MATERIALS SYSTEM)

The inspection and evaluation of the implementation results of investment projects are strictly carried out along with the inspection and evaluation process by superior agencies. H9.09.01.06&idGiaiDoan=29" target="_blank">[\[H9.09.01.06\]](#). (THERE IS A REPORT ON THE RESULTS OF THE ACCEPTANCE TEST OF THE COMPLETION OF PROJECT CS 1 AND

2) The implementation of the infrastructure development plan is good, meeting the school's infrastructure requirements and in accordance with the law.[\[H9.09.01.07\]](#)(MC HAS HAD A SUMMARY REPORT ON MONITORING AND EVALUATING THE EFFECTIVENESS OF TTB INVESTMENT)

The school has a centralized administrative area; offices for professors and associate professors; seminar rooms and department activities. Hanoi Metropolitan University has enough classrooms and large lecture halls to meet the needs of training.

Create and Research H9.09.01.08&idGiaiDoan=29"

target="_blank">[\[H9.09.01.08\]](#).(ALREADY MC HAS A, B AREA MAP CS1)

Currently, students studying SPLS at the university level are arranged to study in rooms at CS3 of the School; Classrooms for students studying SPLS are fully equipped with modern speaker systems, televisions, and projectors. Classrooms for students studying IT at the university level are all connected to the internet. By the 2020-2021 school year, the school has 6,023 students studying at the school, the average classroom area is 5.8 m²/student; the average laboratory and practice area is 1,062 m²/student. The system of classrooms, laboratories, practice rooms, and professional practice rooms at training facilities is scheduled for use by the Department of Training Management and Student Affairs. In addition, the school also deploys a system of traditional and electronic learning materials to serve training activities inside and outside the school. H9.09.01.09&idGiaiDoan=29" target="_blank">[\[H9.09.01.09\]](#) (MC QD IS AVAILABLE APPROVING THE PROJECT TO BUILD AND IMPLEMENT THE UNIVERSITY LEARNING MATERIALS SYSTEM METROPOLITAN (Hanoi)

The Faculty of Education Office currently has 01 working room at CS3 No. 6 Vinh Phuc, Ba Dinh, Hanoi.

The school has a centralized administrative area; offices for Professors and Associate Professors; Seminar rooms and department activities. The University of Social Sciences and Humanities has enough classrooms and large lecture halls to meet the needs of training and scientific research.

Table 9.1.1 Statistics of the number of halls, offices, meeting rooms, and classrooms in the whole school

STT	Room type	Quantity	Floor area X (m ²)
1	Hall, lecture hall, classroom, multi-room ability, office of professor, associate professor, permanent lecturer	199	12,351
1.1	Auditorium, large classroom with over 200 seats	02	1,504
1.2	Classrooms from 100 - 200 seats (2 Cs3 classrooms)	02	170
1.3	Classrooms for 50 - 100 seats (2 classrooms in A4 building)	02	429
1.4	Number of classrooms under 50 seats (classrooms cs1,2,3)	104	5,564
1.5	Number of multimedia classrooms (Computer rooms, room TH cs1)	07	336

1.6	Office of Professor, Associate Professor, and Full-time Lecturer (Principal House set, 2-storey house, KLF house, A5, F house CS3, CS2 office building)	82	4,348
2	Library, Learning Resource Center	09	3.334

3	Research center, laboratory, experiment, practice facility, internship, training (Laboratory, practice workshop, building D, facility 2, house) sports CS1, CS2; stadium)	37	21,859
Total		245	37,544

(According to actual statistics of office administration department)

Currently, the School has enough classrooms, large lecture halls, practice rooms, and laboratories to serve teaching, learning, and scientific research to meet the requirements of each training sector. Every year, the School focuses its funding on investing in and upgrading equipment and infrastructure. From 2017 to 2022, the School has invested more than 78 billion VND in supplementing equipment for teaching, learning, and scientific research and renovating and repairing infrastructure for teaching and learning. H9.09.01.10&idGiaiDoan=29" target="_blank"><[H9.09.01.10]. (ALREADY (HAVE MC INVESTMENT COSTS FOR FACILITIES AND EQUIPMENT FOR THE PERIOD 2017 - 2022)

Table 9.1.2 Investment costs for equipment and infrastructure at Hanoi National University in the period 2019 to 2024
(ADDITIONAL DATA FOR 2023 AND 2024)

STT	Year	Investment content in equipment and infrastructure	Cost
1	2017	- Library equipment - Departmental office equipment - subject - Classroom desks and chairs (300 sets)	3,000,000,000

2	2018	- Physics research equipment of Faculty of Natural Sciences, IT equipment - Purchase computers, printers, projectors, screens, student desks and chairs - Renovation, repair and prevention of degradation of facility 1 of Hanoi Metropolitan University.	3,800,000,000
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3	2019	- Logistics practical research equipment; tourism and hotel practice equipment; Kindergarten; Primary school. - Buy projectors, screens, photocopiers, computers and printers. - Renovation and repair to prevent degradation of campus 1, campus 2, and campus 3 of Hanoi Metropolitan University.	25,707,000,000
4	2020	- Equipment of Information Technology Department, Culture - Tourism Department, Library Center, Common Classroom. - Shop for computers, printers, scanners, projectors, screens - Installing fire protection system at campus 1, campus 2, campus 3 of Hanoi Metropolitan University	12,300,000,000
5	2021	- Information technology lab equipment, artificial intelligence lab equipment, general classroom equipment. - Renovation of some items of campus 1 and campus 3 of Hanoi Metropolitan University.	28,304,000,000

6	2022	- Purchase office scanners, document shredders, office photocopiers, sound and lighting systems for large halls. Installation of fire protection system at campus 1 and campus 3 of Hanoi Metropolitan University.	5,328,000,000
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		Total	78,439,000,000
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(According to the budget estimate for investment in equipment and infrastructure).

Lecturers and learners are basically satisfied with the level of response of the system of classrooms, practice rooms, and professional practice rooms of the School. The School has implemented the collection of feedback from learners about the system of classrooms, large lecture halls and equipment systems serving the bachelor's degree training program at the university level. The results of the survey of feedback from learners about the system of classrooms and equipment serving the training program show that the majority of learners surveyed assessed that the system of classrooms and equipment serving the training program met the training requirements. [\[H9.09.01.11\]](#). (MC HAS REPORTED QUALITY SURVEY RESULTS FINAL STUDENT TICKETS 2019-2020) - IF NEWER DATA IS AVAILABLE, IT WILL BE CHANGED

1. Strengths

The school has enough classrooms, lecture halls, practice rooms, laboratories, and professional practice rooms with many modern experimental equipment, suitable for each major, serving teaching and learning to meet the training and scientific research requirements of staff, teachers and students.

1. Point of existence

Although the lecture halls and classrooms are fully guaranteed for students in both quantity and quality; however, the Faculty's offices are not yet synchronized, there is no separate office for office staff; the Faculty Council room is not really modern.

Some classrooms arranged for university-level SPLS students still have projectors of poor quality, affecting the teaching and learning process.

1. Action Plan

STT	Target	Content	Implementing unit	TimeTi me of executio n
1	Overcome existing problems	Proposal to support additional equipment for the practice room	Department, LiteratureDepart ment of Science and Technology, Department of Science and Technology; Board of Directors	From 2025

		Proposal to provide adequate professional activity rooms to serve training and scientific research activities for university-level SPNV bachelor's training	Department, LiteratureDepart ment of Science and Technology, Department of Science and Technology; Board of Directors	From 2025
2	Play medalStren gths	Continue to exploit resources and periodically maintain equipment to ensure operation. Good	Department, LiteratureRoom, Department of Science and Technology, TT Science and Technology	From 2025

1. *Self assessment:* Meets criteria at level 4/7

Criterion 9.2. Library and learning resources are appropriate and updated to support training and research activities.

Criterion 9.2. Library and learning resources are appropriate and updated to support training and research activities.

1. Describe the current situation

Hanoi Metropolitan University has an Information - Library Center with full reading rooms, equipment, and appropriate learning resources to serve training and research activities for students of the Bachelor of History Education program.

Hanoi Metropolitan University's Information - Library Center was established in 2015. The University's Information - Library and Learning Resources Center currently has a usable area of 1,453m², with a system of modern rooms.

The resources of the Information Center - Library and learning materials are supplemented to suit the training requirements of the training majors, in accordance with the regulations of the School. The current resources are more than 22,040 documents. The total number of books (textbooks, reference books) is 103,066, including 771 textbooks with 32,829 books, 12,929 reference books with 58,977 books, of which 1,252 books (textbooks, training materials) are digitized; 3,451 foreign language books and textbooks; 50 types of newspapers and magazines; 4,839 graduation theses and dissertations. The library has a networked computer system (43 computers), 01 security gate system and a modern surveillance camera system; 01 self-borrowing and returning document system, 05 barcode readers, 02 document scanners and full office equipment serving the activities of the Information Center - Library and Learning Materials [\[H9.09.02.01\]](#). (MC 2022 IS AVAILABLE. LIBRARY STATUS REPORT)

The work of supplementing teaching materials is carried out regularly and continuously. The Information-Library and Learning Materials Center has coordinated with the Faculties and teachers to select supplementary materials. The library regularly collects feedback from readers and proposes purchasing materials from the Faculties to create a list of supplementary materials from various sources. From

With the annual budget, the Information-Library and Learning Materials Center has added 1194 book titles with 4767 copies; on average, each year the Library adds 300 book titles with 1200 copies and more than 50 specialized newspapers and magazines. Particularly for the SPLS major, the Faculty also proposed to the Library updated textbooks to serve the training work.[\[H9.09.02.02\]](#). (NEED TO ADD ADDITIONAL REPORT TO LIBRARY STUDIES) SPLS INDUSTRY DATA 2019-2024)

To serve users effectively, the Information - Library and Learning Materials Center has set out regulations on functions, tasks, organizational structure, regulations on borrowing and returning documents, regulations on penalties, regulations on use and opening hours. The library has library regulations that are publicly available at the library and in the student handbook. Data sources are announced in many forms, clearly organized, easy to find, easy to see such as images of the Library's web interface, Library User Guide.[\[H9.09.02.03\]](#), [\[H9.09.02.04\]](#), [\[H9.09.02.05\]](#), [\[H9.09.02.06\]](#), [\[H9.09.02.07\]](#). (HAS GOT MC *2016. DECISION PROMULGATING REGULATIONS ON ORGANIZATION AND MANAGEMENT OF THE INFORMATION CENTER - LIBRARY. *2017. PROCEDURE FOR MANAGING INFRASTRUCTURE AND DATABASE. *2018. NEWSPAPER REPORT ON DEPLOYMENT OF DIGITAL LIBRARY ACTIVITIES. *2018. DECISION ON APPOINTMENT UNIT PROVIDING COOPERATION IN DEVELOPMENT AND OPERATION OF DIGITAL LIBRARY. *2022. LIBRARY STATUS REPORT)

(NEED TO ADD TRAINING TRAINING TABLE ON LIBRARY SKILLS FOR STUDENTS IN YEARS 23-24)

To manage and serve the resources of the Information Center - Library and learning materials, the following professional standards have been used: Using the 19-class UDC classification table of the National Library; MARC21 cataloging format; ISBD document description rules; Ilib electronic library management software.[\[H9.09.02.04\]](#), [\[H9.09.02.08\]](#). (2019 MC AVAILABLE. CONTRACT COOPERATIVE ECONOMY AND DIGITAL LIBRARY DEVELOPMENT)

The Center for Information, Library and Learning Resources operates according to the model of a specialized scientific library, a traditional library combined with a digital library. The Center is built and developed according to the trend of standardization, modernization, and automation based on a new service perspective: towards users, creating conditions for readers to exploit information conveniently, quickly, and accurately. The Center for Information, Library and Learning Resources has a website and fanpage of Hanoi Metropolitan University Library to provide information and interact with users.[\[H9.09.02.09\]](#), number of

students coming to the library Studying and borrowing books increases every year [\[H9.09.02.10\]](#). (WEBSITE LIBRARY MC AVAILABLE) (NEED TO ADD Statistics of books borrowed and returned to the warehouse from July 1, 2023 to July 1, 2024)

In recent years, the Information Center - Library and Learning Materials has been interested in supplementing valuable sources of documents to ensure that they meet the training requirements of high-quality university training codes. Documents are supplemented not only from traditional purchasing sources.

but are also ordered directly from other countries, through study and work trips abroad of the school's staff and teachers, and supplemented by foreign funding projects.

In addition to developing traditional library services, the Information Center - Library and Learning Materials focuses resources on implementing modern library services. The resources of the Information Center - Library and Learning Materials are managed by library management software (IILB 6.5 software).[\[H9.09.02.11\]](#).
(LIBRARY MANAGEMENT SYSTEM IS AVAILABLE)

INTEGRATED ILIB) Readers can look up documents through 3 information portals
Electronics: <http://hnmv.edu.vn/>
; <http://thuvienso.daihocthudo.edu.vn/>; <http://thuvien.hnmv.edu.vn/>.

In addition, the Information-Library and Learning Materials Center has coordinated and shared information resources to improve service capacity. In 5 years, from 2015 to December 2020, the number of students and teachers borrowing documents reached nearly 28,000 documents, an average of 5,700/year, not including document downloads. Total number of readings and downloading documents on the Digital Library in 6 months from June 2022 to December 2022: 2,264 downloads of documents available on the digital library, 3,340 downloads of documents on tailieu.vn and 6,300 reads but do not download documents. (NEED TO ADD DATA ON THE NUMBER OF STUDENTS AND TEACHERS BORROWING DOCUMENTS IN THE PERIOD 1/2023 - 07/2023)

From 2018, teachers and students of Hanoi Metropolitan University have the right to exploit digital documents at the Hanoi Metropolitan University Digital Library at the address <http://thuvienso.daihocthudo.edu.vn> (Hanoi Metropolitan University Digital Library); <http://repository.vnu.edu.vn> (shared internal document digital library by Information Center)

- VNU Library).

Information work, introducing books and documents are always of regular concern to the Center. The number of books, documents, theses and dissertations serving the training of some majors at university level is more than 20,000 documents. Particularly in the field of Social Sciences, textbooks and reference materials are updated and supplemented annually, some specialized books and textbooks serving the training work of the field; theses and dissertations in the field of Social Sciences are continuously updated on the school library system.[\[H9.09.02.12\]](#); [\[H9.09.02.13\]](#). (NEED TO ADD MC LIST OF TEXTBOOKS USED IN TRAINING) UNIVERSITY DEGREE IN SPLS AND MC SUPPLEMENT STATISTICAL TABLE NO. QUANTITY OF DOCUMENTS, THESIS, AND DISSERTATIONS IN HISTORY TEACHING (Calculated)

arrive month 5/2024)

The school has developed strategies to enhance learning resources such as library resources, teaching aids, online databases to meet meet the needs of training, scientific research and community service are operated [[H9.09.02.14](#)]; [[H9.09.02.15](#)]. (MC HAS APPROVED THE DEVELOPMENT CL

Hanoi Metropolitan University 2015-2025 AND MC ON DATABASE ONLINE)

Based on the Plan, the school has invested in new equipment to automate library operations in the 3-year cycle from 2017 - 2020 to ensure modern library operations and provide convenient document borrowing and returning services for users.[\[H9.09.02.16\]](#). (ADDING MC INVESTMENT PLAN FOR AUTOMATED EQUIPMENT ACTIVITIES LIBRARY CYCLE 2021-2024)

Every year, the School has a plan for new investment and maintenance of learning resources such as library learning resources, teaching support equipment, online databases to meet the needs of training, scientific research and community service. The plan to purchase additional learning resources has been included in the annual budget planning of the units.[\[H9.09.02.17\]](#). (MC HAS BUDGETED BUDGET EXPENDITURE ESTIMATES 2017,2018, 2019, 2021, 2022 - LACK 2020, 2023)

The textbooks used in Hanoi Metropolitan University are newly written and printed with regular funding. At the beginning of each school year and semester, the Training Management and Student Affairs Department, the training faculties in conjunction with the Information-Library and Learning Materials Center organize the printing and distribution of textbooks and documents to each student to meet the requirements of each subject taught at the school. Every year, the school invests additional funds to purchase textbooks for the industry to serve teaching and learning.[\[H9.09.02.30\]](#). (ADDITIONAL) SUMMARY OF SUPPLEMENTARY FUNDING FOR SPLS 2019 CURRICULUM – 2023)

The results of the work of innovating the curriculum and creating a complete source of learning materials for learners are always included in the school year summary and annual operating direction of the School.[\[H9.09.02.18\]](#)(MC HAS ANNOUNCED THE APPROVAL OF THE EXPENSE REGULAR OPERATING BUDGET FOR THE 2017-2018 SCHOOL YEAR)* SUPPLEMENT SUPPLEMENTARY NOTIFICATION OF REVIEW OF OPERATING BUDGET EXPENDITURE REGULAR (2018 – 2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024); [\[H9.09.02.20\]](#) (THERE IS A TABLE OF FUND DISTRIBUTION YEAR FROM 2016-2021 - SUPPLEMENT TABLE FROM 2019-2023).

The school has assigned the Information - Library and Learning Materials Center to deploy an electronic learning materials project to serve teaching and learning in the school.[\[H9.09.02.23\]](#) (REPORTED) E-LEARNING MATERIALS HANDOVER STATEMENT. Documents and learning materials include copies Printed and electronic versions are regularly updated and supplemented from funding sources such as: regular funding, projects, funding from the Asia Foundation[\[H9.09.02.24\]](#).(ALREADY (MC TB BENEFICIARY OF ASIA FUND

BOOK PROJECT) submit circulation

thesis, dissertation, dissertation defended at school, or by school staff, Gifted documents, gifts... English reference materials are regularly added.

through additional purchases and receipt of materials from organizations such as the Asia Foundation and other foreign organization [\[H9.09.02.25\]](#).(MC IS A MEMBER OF LIEN CHI (NORTHERN REGIONAL UNIVERSITY LIBRARIES ASSOCIATION)

The library uses software to update, monitor, make statistics and periodically report on data on users' document usage. Data on borrowing, returning, accessing and exploiting data of digital libraries and traditional libraries have shown the level of response of documents to teaching, learning and scientific research in the field of SPLS at university level. [\[H9.09.02.27\]](#). (ADDITIONAL) SUNG MC BORROWED AND RETURNED BOOKS STATISTICS FROM 07/2021-07/2022, 07/2022 - 07/2023)

Teachers and students are basically satisfied with the level of response of the Information Center - Library and learning materials of the School. The survey results on the level of response of the Center to users show that teachers and students of the Faculty of Education and Training are satisfied with the level of response of the library. The rate of readers visiting the library increases every year, the frequency of downloading and searching on the website also increases. Every year, the School conducts a survey of students' opinions on whether the learning resources in the library meet the needs of searching, studying and scientific research as well as the library's operating schedule. Over 80% of students are satisfied, showing that the learning resources system as well as the facilities and equipment of the School Library almost meet the needs of readers. 70% of students rate the level of response of the needs of the library's information products and services as good and very good; 15% of students rate the level of response of the needs of the Information Center - Library and learning materials as quite good. [\[H9.09.02.28\]](#) (ALREADY MC HAS A SURVEY FORM TO GET STUDENTS' OPINIONS ON WORK LIBRARY 2018-2023 * ADDITIONAL 2023-2024), [\[H9.09.02.29\]](#).(MC HAS REPORTED THE RESULTS OF THE SURVEY ASSESSMENT AND OPINION COLLECTION PROJECT ON LIBRARY INFORMATION ACTIVITIES 2019-2023 * ADDITIONAL 2023-2024)

2. Strengths

The School's Information - Library and Learning Materials Center currently has enough books, textbooks, and reference materials in Vietnamese and foreign languages to basically meet the needs of learners and teachers in general and to meet the implementation of the SPLS bachelor's training program at university level in particular. The School's electronic learning materials system allows teachers and learners to look up documents online, access and download the School's database, and many domestic and foreign libraries.

3. Point of existence

Although the textbooks and documents serving teaching and learning for the task of training bachelors of SPLS at university level have been updated regularly, the quantity is still limited; the source of documents serving research work is still not much.

4. *Action Plan*

From 2019 to 2023, with many mobilized Metropolitan sources, the School assigned the Information - Library and Learning Materials Center to continue investing in purchasing more documents and books for all training majors and majors of the School in general and the university-level SPLS major to meet the training program requirements. Specifically as follows:

STT	Item	Content	Implementing unit	Time space perform
1	Notch serve exist	Proposing to supplement textbooks and documents for teaching and learning for university-level SPLS training; Proposal to purchase database exploitation rights for foreign language documents.	Department NS and Science and Technology, TT Information Technology and Learning Materials; Board of Directors	From 2025
2	Develop Strengths	Continue to standardize and modernize Information Technology - The library creates conditions for readers to exploit information conveniently, quickly and accurately.	Department of Science and Technology; Information Technology and Learning Materials; Board of Directors	From 2025

5. *Self assessment*: Meets criteria at level 4/7

Criterion 9.3. Laboratory, practice and equipment are appropriate and up to date to support training and research activities.

Criterion 9.3. Laboratory, practice and equipment are appropriate and up to date to support training and research activities.

1. *Describe the current situation*

Hanoi Metropolitan University has procedures and regulations for investing in and developing laboratories, practice rooms and equipment to meet training and research needs. The school has adequate laboratories, practice rooms and equipment to serve training and research.

Hanoi Metropolitan University has established the Center for Experimental, Experimental and Practical [[H9.09.03.01](#)] (HAVE FOUND MC, DECIDED TO ESTABLISH A CENTER EXPERIMENTAL CENTER, PRACTICAL EXPERIMENT), promulgates the organization regulations, activity, coordination belong to Central heart with the single inside whole school

[[H9.09.03.02](#)].(THERE IS A DECISION PROMULGATING REGULATIONS ON ORGANIZATION AND OPERATION OF THE CENTER FOR EXPERIMENTATION, EXPERIMENTATION AND PRACTICE) Date

August 21, 2019 The school decided to establish the Science and Technology Center on the basis of merger Practice and Experimental Department of the Center for Experimental, Experimental and Practical into the Center for Science and Technology [[H9.09.03.03](#)].(THERE IS A DECISION TO REORGANIZATE THE SCIENCE CENTER

(TECHNOLOGY STUDY) The school has also made decisions regarding the regulation of planning of practice and laboratory system, regulations on management of investment in construction of facilities version [[H9.09.03.04](#)] (THERE IS A DECISION ON THE PROMULGATION OF PROCUREMENT REGULATIONS, REPAIR OF FACILITIES OF THU DO UNIVERSITY, HN). The system of practice rooms and laboratories has been diagram and regulate the internal rules of the practice and laboratory rooms [[H9.09.03.06](#)].(LAB RULES ARE AVAILABLE)

The school has invested appropriately in the system of practice rooms and laboratories to serve teaching, learning and scientific research to meet the requirements of each training sector.

Table 9.3.1. Statistics on the number of laboratories and practice rooms in the whole school

Training Facility	Total area	Number of rooms TN, TH
Facility 1	1,963	9
Facility 2	1,198	12
Facility 3	6,043	7

- Every year, the School establishes and implements a plan for maintenance, upgrading, expanding facilities and infrastructure, purchasing equipment to meet the needs of training and scientific research.[H9.09.03.07](#)](HAVE MC VAN, ADDITIONAL ACTIVITY NEWS (ACTIVITIES OF HANOI METROPOLITAN UNIVERSITY TERM 2020-2025),

[[H9.09.03.08](#)]. HAS MC OF VAN, Supplementing investment plan for resource maintenance (school year 2020-2021, 2021-2022, 2022-2023) About the plan: Development strategy The 2015-2025 infrastructure plan is issued with the approval decision of the People's Committee. Hanoi City's main development orientation is: (i) Ensuring to meet the standards standards on school area; (ii) Investing in teaching and learning equipment according to synchronous direction. The school builds a development strategy for the Metropolitan University. Hanoi in the period of 2015-2025, including infrastructure strategy and financial resources [[H9.09.03.09](#)]. (THE DECISION HAS APPROVED THE DEVELOPMENT STRATEGY OF THU

UNIVERSITY DOLLARS 2015-2025)

Hanoi Metropolitan University has data to monitor and evaluate the effectiveness of using facilities and infrastructure for teaching and learning, laboratories, equipment for training, scientific research and community service. There is a logbook, asset book, and asset management software that monitors, updates and evaluates assets annually. A logbook for periodic inspection of equipment. Inspection, supervision and acceptance of project implementation work.

Renovate, repair, prevent degradation of facilities, infrastructure and purchase equipment for training and scientific research through summary reports and task directions. [\[H9.09.03.10\]](#). (SUPPLEMENTARY SUMMARY REPORTS 2019-2020, 2020-2021, 2021- 2022, 2022-2023 AND ADDITIONAL TASKS AND ORIENTATIONS FOR 2020-2021, 2021-2022, 2022-2023, 2023-2024) In classrooms, practice rooms, laboratories There are rules and instructions for using the equipment in the room. [\[H9.09.03.11\]](#). (COMPUTER ROOM RULES ARE AVAILABLE) Based on actual needs Every year, the school invests in increasing and expanding its facilities, ensuring that there are enough Teaching and learning equipment to support training and research activities is guaranteed. on quality and effective use, meeting the requirements of each training sector.

Table 9.3.2 Investment costs for purchasing experimental and practical equipment for the period 2018 - 2022

SUPPLEMENT Investment budget for purchasing experimental and practical equipment in 2023

STT	Year	Investment and shopping content equipment	Cost
1	2018	-Purchase of research equipment Physics, IT equipment	3,800,000,000
2	2019	-Purchase of logistics research equipment; tourism and hotel practice equipment; Seedlings primary; primary	12,007,000,000
3	2020	- Purchase equipment for the Faculty of Information Technology, Faculty of Culture - Tourism, and Library Center. Institute, Common Room)	12,300,000,000
4	2021	- Equipment for information technology labs, artificial intelligence labs, common classroom equipment	7,856,000,000
5	2022	- Purchase office scanners, document shredders, office photocopiers, sound systems large hall sound and lighting	5,328,000,000

		Total	41,291,000,000
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Equipment serving teaching, learning and scientific research are all estimated for investment, repair and maintenance according to the process. At the end of each school year, the Office, Science and Technology Center, Human Resources and Science and Technology Department coordinate with units using assets and facilities to conduct an inventory.

and evaluate the quality and effectiveness of each asset and equipment at the school, according to each category, to synthesize a report to the Board of Directors, from which there is a plan to invest and supplement equipment along with upgrading facilities and infrastructure to meet the needs of training and scientific research.[H9.09.03.12](#)].(ADD MC ON INVESTMENT PLAN, EQUIPMENT ADDITION along with upgrading facilities and infrastructure)

In addition, the school has a logbook to track the frequency of equipment usage. Through the logbook, it shows that the equipment used with a frequency of 10 periods/day is still working well. When there is a problem, the technical maintenance team promptly repairs it.[\[H9.09.03.13\]](#). (2020-2021 EQUIPMENT MONITORING BOOK IS AVAILABLE, NEED TO BE SUPPLEMENTED) SUPPLEMENT OF EQUIPMENT TRACKING BOOK 2021-2022, 2022-2023)

Currently, the Office is the unit responsible for overall management of the school's equipment, responsible for developing, supervising the implementation of investment plans, maintaining, evaluating, upgrading the school's facilities and infrastructure. The Science and Technology Center is responsible for equipment serving teaching and learning. The functional unit has assigned specialists in charge of laboratories and practice rooms.[H9.09.03.14](#)].(MC AVAILABLE ASSIGNMENT OF TASKS TO CENTER STAFF 2020, SUPPLEMENTARY ASSIGNMENT CENTER STAFF TASKS 2021, 2023) In each class there is information and Phone number of the technical team of the Center for Science and Technology, so when an incident occurs, the technical team will provide timely support, ensuring that the teaching and learning process is continuous. It can be said that the The school's equipment is guaranteed in quantity and quality and is used effectively meet the requirements for training and scientific research activities.

The school has sufficient teaching and learning equipment to support training and scientific research activities serving the training of university-level SPLS bachelors. To support the teaching and learning activities of the Faculty of Pedagogy. The school provides, supplements, and repairs networked computer systems, independent speaker systems, projectors, and televisions in some rooms and assigns the Faculty to directly manage and use them. The equipment and learning facilities are equipped to ensure quality, are used effectively, and basically meet the teaching and scientific research requirements for teachers and students of the university-level SPLS major. The practice rooms serving the training program are exploited with high frequency of use and are regularly maintained.[H9.09.03.16](#)] (MC HAS USED THE PRACTICE ROOM INFORMATION TECHNOLOGY 2020-2021 - NEED TO SUPPLEMENT 2021-2022, 2022-2023)

The school's facilities and equipment are supplemented and repaired annually to improve the quality of training in general and university-level bachelor's degree

training in particular. Teachers and students are basically satisfied with the level of facilities and equipment serving the school's training and scientific research.[H9.09.03.17](#)] (ADD MC TO THE GENERAL VERSION AGREEING WITH STUDENTS' OPINIONS ON SCHOOL FACILITIES FOR THE 2028-2019, 2029-2020 SCHOOL YEARS,

2020-2021, 2021-2022, 2022-2023) - THERE IS A DECISION ON THE APPROVAL OF THE OWNER TRUONG INVESTMENT PROJECT RENOVATION, REPAIR AND ANTI-DEGRADATION CS1)

1. Strengths

The school basically meets the equipment requirements of training sectors, serves scientific research and implements topics and projects; promptly responds to the repair and replacement of equipment when required.

1. Point of existence

With the current number of students enrolling in SPLS at the university level and some other majors, the classrooms are likely to be overloaded. The periodic maintenance of equipment is not done regularly, thus affecting the life and quality of use of the equipment.

1. Action Plan

From the 2024-2025 school year, the School will continue to supplement and periodically maintain existing equipment to ensure good operation and meet usage needs.

STT	Item	Content	Real unit presently	Time space perform
1	Notch serve exist	Proposal to support additional equipment for classrooms to meet specific professional requirements	Faculty, Office, Department of Science and Technology, Center for Science and Technology; Board of Directors	Year learn 2024 2025
		Strengthen regular maintenance of classroom equipment	Faculty, Office, Science and Technology Center	Year learn 2024 2025
2	Deve lop Strengths	Continue to coordinate the effective exploitation of networked computers, independent speaker systems, projectors, and televisions	Faculty, Office; Science and Technology Information Center.	Year learn 2024 2025

		at some locations. classroom		
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5. *Self-assessment*: Meets criteria at level 4/7

Criterion 9.4. Information technology systems (including infrastructure for online learning) are appropriate and up-to-date to support training and research activities.

Criterion 9.4. Information technology systems (including infrastructure for online learning) are appropriate and up-to-date to support training and research activities.

1. Current status description

The IT system (including computer systems, hardware, software, Internet network systems, electronic information pages, etc.) in universities plays a very important role in serving training activities, scientific research (NCKH) and community service (PVCĐ). This is also clearly shown in the School Development Strategy for the period 2015 - 2025, updating and improving the IT system to support the training and scientific research activities of the School. The IT system (including computer systems, hardware, software, Internet network systems, electronic information pages, etc.) in universities plays a very important role in serving training activities, scientific research (NCKH) and community service (PVCĐ). This is also clearly shown in the School Development Strategy for the period 2015 - 2025, updating and improving the IT system to support the training and scientific research activities of the School.[\[H9.09.04.01\]](#). (THE METROPOLITAN UNIVERSITY DEVELOPMENT STRATEGY IS AVAILABLE 2015-2025)

Recognizing the important role of the IT system, the University assigns responsibilities to the staff in charge of IT. The Faculty of Information Technology (now the Faculty of Natural Sciences and Technology) has the function and task of implementing training, research and application activities of information technology of Hanoi Metropolitan University.[\[H9.09.04.02\]](#)(MC HAS PRESCRIBED THE FUNCTIONS AND TASKS OF THE BASICS ORGANIZATIONAL STRUCTURE AND HDD OF IT DEPARTMENT) [\[H9.09.04.03\]](#) (MC QD GROUP IS AVAILABLE)

(SCIENCE AND TECHNOLOGY CENTER). The Science and Technology Center has the task of building Build, deploy, and manage the School's IT infrastructure and computer network; Administration Server systems, transmission lines and network devices; Ensure system safety and security information system; Ensure technical requirements for training and scientific research activities research and technology transfer

Hanoi Metropolitan University is equipped with basic and full IT equipment to effectively support teaching and scientific research activities. Currently, the University has 712 desktop computers, of which 457 are for teaching and learning, 215 are for management and operation, all computer systems are connected to the Internet. The office of the Faculty of Economics and Urban Affairs is equipped with 01 desktop computer and 02 printers. The University provides laptops to a number of staff and lecturers to serve teaching and research.[\[H9.09.04.06\]](#).(ALREADY

AVAILABLE MC SALES CONTRACT, LIQUIDATION OF SALES CONTRACT,
MINUTES (THE HANDOVER AND ACCEPTANCE) - SUPPLEMENT TO THE
SALE AND LIQUIDATION CONTRACT

SALES CONTRACT 2019, 2020,2021,2022,2023) Testing Center and

The School's Foreign Language - Information Technology is equipped with 80 laptops for activities. Center and School activities. The school library has 43 networked computers. The Internet meets the needs of learners to look up, access and use online documents. Staff, lecturers and students of the entire school are provided with email addresses with domain names. private...@daihocthudo.edu.vn with full features, with the ability to store information Unlimited number of email addresses per account ensures the execution of operations on the environment. Fast and synchronous online school [\[H9.09.04.07\]](#)[\[H9.09.04.08\]](#). (MC AVAILABLE)
PHONE LIST AND EMAIL ADDRESSES OF EMPLOYEES)

The Internet and Wifi network system is distributed throughout the school to serve the training and research activities of lecturers and students. At campus 1, wifi covers the entire working and studying areas in areas A and B. The dormitory area has wifi installed for a fee to serve boarding students. At campus 2, new wifi is installed in the dormitory area and the principal's office. At campus 3, wifi is located in the lecture hall area of classrooms and reading rooms.

. Table 9.4.1: Server system statistics table

STT	Generic	Content	Unit owner	Location
1	HP DL360E G8	Training Portal	Department of Training Manageme nt & Student Affairs	209A3
2	CMS S1200V3	Student database	Department of Training Manageme nt & Student Affairs	209A3
3	HP DL360E G8	IT certification exam	TT. Test	209A3

4	Dell PowerEdge T640	Course exam	TT. Test	209A3
5	Dell PowerEdge T640	Library Gate	TT TTTV - HL	Library

6	Acer P1000	Library Database	TT TTTV -HL	Library
7	Machine virtual owner	Web: hnmueu.vn	TT TTTV -HL	Rent
8	Machine virtual owner	Web: hcdt.hnmueu.vn	Office	Rent
9	Acer	Misa	P. NS&SHT C	P. NS&SHT C
10	Machine FPT owner	Course exam	TT. Test	CS2
11	Machine FPT owner	Course exam	TT. Test	CS3
12	Machine HP owner	Expected to run University Management Software	Center for Science and Technology	CS1

The school pays great attention to computerization in all activities, especially in training and management. The school has put into use software for managing human resources, training, scientific research, accounts, assets, points, scholarships, tuition fees and other sources of income. The school has planned to build a university management software system. In the 2023-2024 school year, 16 functional modules of the system have been successfully built and connected at <https://menu.hnmu.edu.vn/Home/Index>. All training, scientific research and community service activities are managed on a shared database, not only supporting activities well but also helping school leaders make timely decisions through system reports..[\[H9.09.04.09\]](#).(AVAILABLE MC builds university management software system) Training on exploitation and use Information technology equipment for staff and teachers is also organized regularly.

In 2018, the University approved the Project to build and deploy the learning materials system of Hanoi Metropolitan University.[\[H9.09.04.10\]](#) (MC QD HAS APPROVED THE SUGGESTION) PROJECT OF CONSTRUCTION AND IMPLEMENTATION OF LEARNING MATERIALS SYSTEM OF THU DO UNIVERSITY, HN AND (ND PROJECT) To implement the Project, the School has established a Steering Committee for the Project to build and deploy the learning materials system of Hanoi Metropolitan University [\[H9.09.04.11\]](#).(MC AVAILABLE

ON THE ESTABLISHMENT OF THE STEERING COMMITTEE FOR THE PROJECT TO BUILD AND IMPLEMENT THE SYSTEM

METROPOLITAN UNIVERSITY HAN) To synchronously implement the task of building E-learning lectures, the School has organized training for many lecturers of School of E-learning Lecture Development Engineering [\[H9.09.04.12\]](#) (MC AVAILABLE) TRAINING PLAN FOR DEVELOPING ELECTRONIC LECTURES (E-LEARNING)

The School's information technology system operates stably and safely to support training and research activities. Every year and every month, the Office and the Science and Technology Center make plans for the provision of facilities and equipment based on the requests of the units sent to the Human Resources and Science and Technology Department to fully meet the facilities and equipment serving teaching and learning. The Science and Technology Center develops medium-term plans to invest, manage, and operate IT infrastructure and IT services including: Server systems and network equipment, computer practice rooms, network infrastructure and internet lines, backup systems, security systems and access rights, application and operating software, to serve the work of information exchange, operations, training, and NKCH.[\[H9.09.04.13\]](#). (INTERNET PROVIDING CONTRACTS ARE AVAILABLE OF THE SCHOOL)

The management and operation of computer labs and ensuring the internal network and Internet systems are carried out scientifically, with an asset book for each room; there is an annual inventory report and assessment of the operating status of the equipment.[\[H9.09.04.14\]](#); (MC HAS REPORTED SUMMARY OF MONITORING, EVALUATION OF INVESTMENT EFFICIENCY IN EQUIPMENT USE 2018-2019, ADDITIONAL YEARS 2019-2020, 2020-2021, 2021-2022, 2022-2023) team of experts assigned member [\[H9.09.04.15\]](#) MC HAS ASSIGNED STAFF TASKS

CENTER 2022) - SUPPLEMENT 2021 and 2023) carry out the preparation of the operation of the practice rooms according to the school-wide schedule; there is a logbook to track their operations. to promptly grasp the operating status of the equipment; [\[H9.09.04.17\]](#)(REPORT CURRENT STATUS OF PRACTICE AND EXPERIMENTAL EQUIPMENT AND TOOLS) in the past

activities, regularly report to the School on the current situation to find solutions repair, modify or adjust to increase operating efficiency; have a maintenance schedule for equipment equipment; a team of specialists is assigned to the computer rooms to promptly support teachers and Students during their studies and research. Total bandwidth when running load balancing for 3 Viettel line and 1 FPT line is 400 Mbps + 100 Mbps + 100 Mbps + 10 Mbps = 610Mbps. With this amount of bandwidth, it can support about 350 devices using the same network. time.

The information technology infrastructure is regularly enhanced. Every year,

the school purchases new and upgrades servers, personal computers, and network infrastructure. [H9.09.04.13](#); (CODE IS AVAILABLE ABOVE) [H9.09.04.18](#); (MCS ARE AVAILABLE)

SALES CONTRACT AND ECONOMIC CONTRACT) [H9.09.04.19](#)(MCS ARE AVAILABLE) SALES CONTRACT AND ECONOMIC CONTRACT);[H9.09.04.20](#);(MCS ARE AVAILABLE CONTRACT FOR SALE OF GOODS) [H9.09.04.21](#)(CONTRACTED MCS AVAILABLE) BUYING AND SELLING GOODS); [H9.09.04.22](#);(THERE ARE SALE CONTRACTS GOODS) [H9.09.04.23](#)](THERE ARE THE CONTRACTS FOR PURCHASE AND SALES CHEMICAL). Every year, the school builds a budget for additional purchases and maintenance. Maintain, repair, and upgrade IT system infrastructure to serve the teaching and learning needs of lecturers. students [\[H9.09.04.26\]](#). (HAVE HAD MC BUILDING COST ESTIMATE ADDITIONAL PURCHASES, MAINTENANCE, REPAIRS 2018, 2019, 2020,2021,2022 - ADDITIONAL 2023)

Table 9.4.2 Additional statistics table of information technology equipment from 2018-2020

(ADDITIONAL INFORMATION TECHNOLOGY EQUIPMENT 2021, 2022, 2023)

STT	Year	Device	Quantity
1	2018	Machine calculate fish core	95 sets
2	2019	Machine calculate fish core	127 sets
		Laptop hand	06 pieces
		Server	01 set
3	2020	Machine calculate fish core	56 sets
	2021		
	2022		
		Total	285 sets

Every year, the School conducts a survey on the satisfaction of teachers, students, and alumni about the IT system and Internet connection... Basically, lecturers and students are satisfied with the level of response of the School's information technology system.[H9.09.04.24](#)];(SURVEY FORM AND SURVEY RESULTS ARE AVAILABLE CLOSE TO TRAINING QUALITY IN 2020-2021,

2021-2022 - NEED TO SUPPLEMENT ANNOUNCEMENT OF RESULTS OF TRAINING QUALITY SURVEY OF THE YEAR 2022-2023 AND 2023-2024) [[H9.09.04.25](#)]. (REPORT OF RESULTS OF DISTRIBUTION IS AVAILABLE USER OPINION SURVEY FORM ON THE ACTIVITIES OF THE INFORMATION

LIBRARY NEWS 2019,2020-2021,2021-2022 - NEED TO SUPPLEMENT REPORTS RESULTS OF USER OPINION SURVEY SAMPLE ANALYSIS ON ACTIVITIES LIBRARY INFORMATION ACTIVITIES 2022-2023)

2. Strengths

The teaching, learning, scientific research and management activities of the School are computerized, using effective information systems and many corresponding software. The university management system with 16 modules helps all training, scientific research and community service activities to be managed on the basis of shared data, not only supporting activities well but also helping the School's leaders make timely decisions through the system's reports.

3. Point of existence

There are times when the number of users is large, the volume and number of activities are high, so internet access is slow.

Investment in equipment is not timely and synchronous, so the exploitation and use efficiency is not yet effective.

High.

4. Action Plan

The school has plans to upgrade its information technology system and facilities.

Information technology infrastructure to facilitate internet access, thereby effectively using the school's internet-based services for teaching and scientific research.

STT	Target	Content	Implementing unit	Time of execution
1	Fix exist	Propose to upgrade the information technology equipment system in a timely manner.	Faculty, Office, Department of Science and Technology; Center for Science and Technology; Board of Directors	From 2025

2	Develop strengths	Continue to coordinate the effective exploitation of networked computers; strengthen the electronic information system and corresponding software to serve teaching, learning and scientific research activities.	Faculty, Office, Science and Technology Center.	From 2025
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5. *Self assessment:* Meets criteria at level 4/7

Criterion 9.5. Environmental, health and safety standards are defined and implemented taking into account the specific needs of persons with disabilities.

Criterion 9.5. Environmental, health and safety standards are defined and implemented taking into account the specific needs of persons with disabilities.

1. *Describe the current situation*

Hanoi Metropolitan University has regulations on safe, healthy, friendly environment, prevention of school violence based on regulations of the Government, relevant Ministries, Branches and Hanoi City People's Committee.

Hanoi Metropolitan University has regulations on safe, healthy, friendly environment, prevention of school violence based on regulations of the Government, relevant Ministries, Branches and Hanoi City People's Committee.

The school has ensured environmental, health and safety regulations/standards through specific actions:

About the environment:

The school pays great attention to creating a safe, healthy and friendly landscape and environment for students at its three campuses. The school has issued regulations on the management of the protection, sanitation and care of the school's environmental landscape. [\[H9.09.05.01\]](#). (THERE IS A DECISION ON THE PROMULGATION OF REGULATIONS ON MANAGEMENT OF WORK ON PROTECTION, CLEANING AND LANDSCAPE CARE METROPOLITAN UNIVERSITY SCHOOL)

The school signs contracts with individuals to clean the environment to ensure the hygiene of classrooms and lecture halls throughout the school. The “Green Sunday” movement is often launched to keep the school environment truly “green, clean, and beautiful”. In addition, the school combines propaganda about school environmental sanitation work in organizing “Citizenship - Student Activity Week” [\[H9.09.05.02\]](#). (MC HAS A PLAN TO ORGANIZE "ACTIVITY WEEK" CITIZENS - STUDENTS" AT THE BEGINNING OF THE COURSE - SCHOOL YEAR 2018-2019, 2019-2020, 2020-2021 - NEED TO ADD A PLAN TO ORGANIZE "BIRTH WEEK" "CITIZENSHIP - STUDENTS" ACTIVITIES AT THE BEGINNING OF THE COURSE - SCHOOL YEAR 2021- 2022, 2022-2023)

Ensuring security, social order and safety in schools: The school regularly coordinates with the police force of the ward, district... to coordinate to ensure order, safety and security for the school. The school signed a contract with a company providing security services at campus 1 and campus 3. have the expertise and skills to maintain order, safety and security for the School. This department is regularly provided with information about the order and security situation of the locality where the School is located to promptly grasp the situation.

form, perform well the security and safety duties for the School. The School has clear regulations clear and specific about the functions and tasks of the security department in the contract copper [[H9.09.05.03](#)].(THERE IS A SERVICE PROVISION CONTRACT

SECURITY) Specialized security team works in accordance with regulations and requirements of The school, open 24/7, is equipped with facilities and uniforms. meet the requirements of the job. In addition to the security force contracted with the School, the House The school also has support forces: Self-defense platoon, Youth shock team. time of crowded activities such as security and order for exams. In addition, the School also installed security camera systems at key locations on campus and in buildings. The work of protecting order, safety and security is clearly planned. Lecturers and students are basically satisfied with the level of response. compliance with the School's environmental, health, security and safety standards.

Flood and storm prevention, fire prevention and fighting:

This work is always ensured and thoroughly implemented by the school throughout the entire campus. The school has established a permanent department for flood and fire prevention; mobilized students to participate in flood and fire prevention; mobilized students to participate in flood and fire prevention. During holidays and large gatherings of the school, fire prevention and fighting work is also emphasized, such as Lunar New Year; Hung King's death anniversary, Southern Liberation, International Labor Day, National Day... All fire prevention, fire fighting, rescue and relief activities of the school are planned in advance and have clear rules and regulations.[H9.09.05.04](#)]. (THERE IS A PLAN TO PROTECT SECURITY AND ORDER IN 2020,

2021 - MAY BE ADDITIONAL IN 2022, 2023) The school is ready with human resources and means Means, plans and conditions for timely response to fire and explosion to minimize damage least possible consequences for people and property. All buildings are equipped with a system fire prevention and fighting. In 2020, the School invested 2,994,737,000 VND for Installation of additional fire protection systems at facilities 1, 2, and 3_ Hanoi Metropolitan University [[H9.09.05.11](#)]. (MC HAS A MINUTE OF THE EXAM HANDOVER 2021)

Regarding health protection for staff and students:

The school has signed contracts with health agencies to ensure the health of staff, employees and students as measures to prevent seasonal epidemics.[H9.09.05.05](#)].(HAVE ECONOMIC CONTRACT MC ROOM INSECT CONTROL AND 2020 SAFETY AND ORDER PROTECTION PLAN, 2021) - ADDITIONAL 2023 The school has plans to announce the epidemic timely especially the plan of announcements on prevention of respiratory diseases Early 2020, 2021. Dengue fever prevention notice

blood [\[H9.09.05.06.\]](#) (THERE IS A MC FOR PREVENTION OF DENGUE FEVER AND INFECTIOUS DISEASES)

Regarding health, the health station is the main contact point that always takes care of the health of staff, lecturers, trainees and students. These activities are carefully recorded and regularly monitored, and reported through the year-end summary. [\[H9.09.05.07.\]](#) (ADDING MC SUMMARY REPORT OF THE SCHOOL YEAR MEDICAL STATION 2019, 2020, 2021, 2022, 2023)

The school organizes annual meetings to collect students' opinions on environmental sanitation, health care, security, order, fire prevention, and rescue. [\[H9.09.05.08\]](#) (ADD MC TO GET OPINIONS FROM STUDENTS AND GROUP DIALOGUE BETWEEN THE TEACHING BOARD AND UNIVERSITY AND COLLEGE STUDENTS 2019, 2020, 2021, 2020, 2023) and are all rated quite well by learners. [\[H9.09.05.09\]](#); (MC ND IS AVAILABLE RESPONSE TO STUDENT DIALOGUE 2019-2020, ADDITIONAL RESPONSE TO DIALOGUE SV YEAR 2021, 2022, 2023) [\[H9.09.05.10\]](#). (SURVEY RESULTS REPORT AVAILABLE QUALITY OF STUDENTS AT THE FINAL STUDENT TERM 2019 - 2020, 2020-2021, 2021-2022 - SUPPLEMENT SUNG MC REPORTS ON THE RESULTS OF THE FINAL STUDENT QUALITY SURVEY OF 2022- 2023)

The school has its own Medical Station, with a total of 03 rooms with an area of nearly 100m². The School's Medical Station is fully equipped with medical equipment according to regulations and meets the needs of timely health assistance for staff, lecturers, students and pupils when they have health problems. The Medical Station regularly organizes periodic health check-ups, opens propaganda, communication and counseling sessions on gender and reproductive health according to circulars and instructions of the Ministry of Health and regulations of Hanoi Metropolitan University. [\[H9.09.05.12\]](#) (ANNOUNCEMENT OF HEALTH EXAMINATION FROM 2018 TO 2022 - SUPPLEMENT) FIGURE 2023) [\[H9.09.05.13\]](#) (THERE IS AN MC ON THE CIRCULAR REGULATIONS ON TECHNOLOGY MEDICAL ASSISTANCE IN HIGHER EDUCATION AND VOCATIONAL EDUCATION) [\[H9.09.05.14\]](#). (THERE IS A DECISION PROMULGATING REGULATIONS ON ENVIRONMENTAL ASSURANCE PROCEDURES SK SCHOOL)

Environmental, health and safety activities are implemented by the school promptly, seriously and with high efficiency. Activities during implementation are always checked and monitored to detect shortcomings and promptly overcome them. Environmental and disease prevention activities have monitoring records, fire prevention and fighting work has records and timely reports on implementation.

2. Strengths

The school cares about environmental sanitation, health and safety for staff and students; has an independent medical department to serve the medical needs of staff and lecturers well.

staff and students; have professional and specialized security forces to protect order, safety and security for the School.

3. Point of existence

The school campus area is limited, the green area and common areas of the school are modest; the public trash bin system is limited.

4. Action Plan

STT	Tar get	Content	Unit, person performing	Time to perform or complete	Note
11	Fixexi st	Proposal to continue renovating campuses at all 3 campuses	Department ; Office; Room NS and Science and Technology; Center for Science and Technology; Board of Directors	From 2025	
		Arrange to place more public trash cans	Office; Department of Science and Technology; Board of Directors	From 2025	
22	Dev elop stren gths	The medical department continues to do a good job of supporting health care for staff, lecturers, students and pupils; maintaining a professional and specialized security force, and maintaining a fire prevention and	Office; Department of Science and Technology; Medical Station; Board of Directors	From 2025	

		fighting team at the school.			
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5. Self assessment: Meets criteria at level 4/7

Hanoi University of Science and Technology has a system of offices, classrooms and functional rooms, suitable teaching equipment and ensures support for general training and research activities, including training and research to serve the training of Bachelor of Pedagogy of Literature at the university level. However, there are still some classrooms

Not fully equipped with network systems and projectors to serve the teaching of Literature Pedagogy.

The Center for Information and Communication Technology has gathered appropriate and updated learning resources to support training and research activities for all majors; however, for the Literature Pedagogy major, documents serving specialized subjects are still limited and have not been updated with new versions regularly.

Laboratories and practice rooms are modernly equipped to support training and research activities; however, there are still not enough truly modern specialized classrooms. The information technology system has been and is being effective in supporting training and research activities of the faculty and the School. Conditions of environment, health, security and safety of the school also need more attention.

The school has determined the direction, developed a plan and assigned responsibilities to overcome the shortcomings in the foreign language classroom system, facilities, textbooks, documents, etc. to serve the teaching and scientific research tasks of the whole school as well as the specific requirements of training bachelors of History Pedagogy at university level.

Self-assessment: With 5 criteria of standard 9, History Pedagogy major self-assesses

assessed as passed, all 5 criteria achieved 4/7.

Standards/criteria	Self assessment
Standard 9	0.8
Criterion 9.1	4
Criterion 9.2	0
Criterion 9.3	0
Criterion 9.4	0
Criterion 9.5	0

Standard 10. Quality Improvement

Criterion 10.1. Stakeholder feedback and needs are used

used as a basis for designing and developing training programs.

Standard 10: Improving quality

Introduction

The Faculty of Education has paid great attention to improving the quality of training. The quality improvement work is carried out closely and systematically, from collecting feedback and needs from stakeholders (lecturers, learners, alumni, employers, experts) to design and develop, improve teaching programs to regular review to ensure the quality of the teaching-learning process is consistent with output standards, applying scientific research results to improve teaching and learning as well as meeting support services and facilities such as laboratories, libraries, centers. information technology center..., creating a feedback mechanism for stakeholders.

Criterion 10.1 Stakeholder feedback and needs are used as a basis for designing and developing the teaching program

1. Describe the current situation

The SPLS curriculum is designed based on consultation with stakeholders and expert opinions when opening the major.[H10.10.01.05](#);[H10.10.01.06](#)]. The periodic review and adjustment of the CDR and CTDH in 2019 and 2022 also included surveys of opinions from relevant parties, including: employers, alumni, teachers, managers, and employees.[H10.10.01.07](#)]. In addition, the faculty also organizes seminars to collect opinions from lecturers, experts, managers, alumni... and conducts evaluation of the training program and curriculum.[10.10.01.08](#);[H10.10.01.09](#)]. (Survey by the quality management center)

Table 10.1. Statistics of stakeholder needs

Subject of consultation	Request / Need
Home recruitment use	Work experience, teamwork ability, have Ability to synthesize, analyze, be creative, flexible, and communicate well with students, parents, and colleagues
	Proficient in office software
	High adaptability to program changes History textbooks and curriculum
	Know how to plan History lessons, subject plans by class, semester and implement, have the ability to organize work and manage time, have a serious and enthusiastic attitude. love for work
	Ability to self-study
Born pill Satisfiedgraduate	Enhance the basic scientific knowledge of the specialist History
	Add more specialized skills: develop Curriculum, assessment and use of textbooks
Lecturers and experts in the field of training create	Increase the duration of specialized courses
	Know how to apply knowledge and tools to solve problems pedagogical situations
	Behavioral skills and attitude towards work

These opinions are used as a basis for designing and adjusting the training program, focusing on the content and teaching method.[H10.10.01.10](#)].

According to comments from lecturers, students and employers, the 2022 program compared to 2019 for the SPLS industry has been adjusted as follows:

Eliminate some courses such as: Foundations of Vietnamese Culture, Civilizations in the World, Hanoi Studies (joint subject), Research on Han Nom historical materials, History of Vietnamese Urban Areas, Teaching methods of History in History and Geography subjects in secondary schools, History of protecting Vietnam's sovereignty in the East Sea, Research, compilation and teaching of Local History, Socialism and the Renovation process in Vietnam.

The number of credits in some compulsory subjects has been reduced: Archaeology and Historiography from 3 credits to 2 credits, Modern World History from 4 credits to 3 credits, Modern World History from 4 credits to 3 credits, Modern Vietnamese History from 5 credits to 4 credits, Modern Vietnamese History from 5 credits to 4 credits.

The number of elective credits increased: Ancient and Medieval World History increased from 4 credits to 5 credits, Ancient and Medieval Vietnamese History increased from 4 credits to 5 credits.

Some courses changed their names: Southeast Asia region became Southeast Asian History, Scientific and Technological Revolution and Globalization changed their name to Industrial Revolutions in History, Modern Metropoliticism changed its name to Metropoliticism - History and Issues, National Liberation Movements in the World in the 20th Century became National Liberation Movements in the World, State Models in History (optional group 2) changed its name to State and Law Models (optional 1), Traditional Vietnamese Villages became Vietnamese Villages in History (still optional 2), PPNCKH changed its name to PPNCKH majoring in History, History Teaching Methods in High Schools became System of History Teaching Methods in High Schools, Testing and Evaluation in Teaching History in High Schools became Testing and Evaluation of Learning Outcomes of History in High Schools, Planning for Teaching and Developing History Curriculum in High Schools changed its name to Developing School Curriculum and History in High Schools through

Add some new courses: Famous people in Vietnamese History, Vietnamese Cultural Heritage, Urban History (optional group 1), Contact and exchange of East-West cultures in history (optional group 1), Some civilizations in Vietnam (optional 2), Developing capacity for teaching social sciences, Forms of organizing History teaching in high schools, Teaching technology [[H10.10.01.11](#)]. The results of the 2 revisions in 2019 and 2022 of the SPLS industry are the output standards and training programs issued and used in actual training.

[[H10.10.01.12](#);[H10.10.01.13](#)].

2. Strengths

The consultation of experts and reputable scientists during the design and development of CTDH is carried out seriously and in accordance with regulations.

Feedback on the effectiveness of training programs and the quality of human resources in the training sector, assessment of student training quality, and survey of stakeholder satisfaction with the quality of graduates are conducted consistently according to the process.

3. Point of existence

The opinions of stakeholders collected in each survey are not very diverse.

4. Quality improvement plan

STT	Target	Content	Single taste, Peopleperform	Time to perform or complete
1	Overcome existing problems	Expand your network of relationships with stakeholders to solicit feedback in surveys.	Department of Education Quality Management, Faculty of Education	From year school year 2022-2023
2	Play medalStreng ths	Continue to seek opinions from stakeholders to improve training quality to meet social demands.	Department of Education Quality Management, Faculty of Education	Yearly

5. Self assessment: Passed, Level 4/7

Criterion 10.2. The design and development of the training program is established, evaluated and improved.

Criterion 10.2. Curriculum design and development is established, evaluated and improved.

1. Describe the current situation

Pursuant to the regulations of the Ministry of Education and Training, the Plan for compiling and building the regular university education program of Hanoi National University and following the orientation of the training program, the training program of the SPLS major (including the training program) is built to meet the requirements of knowledge, skills, qualities, capacity, autonomy, and responsibility of learners on the basis of conformity with the mission, vision, and strategy of the University H10.10.02.01&idGiaiDoan=29"

target="_blank">[\[H10.10.02.01\]](#);

H10.10.02.02&idGiaiDoan=29"

target="_blank">[H10.10.02.02](#)];H10.10.02.03&idGiaiDoan=29"

target="_blank">[H10.10.02.03](#)]

The training program of the SPLS industry is built and developed according to a clear process, periodically evaluated and improved according to regulations to meet the practical needs of society. This process is regularly reviewed and updated by the school [H10.10.02.04&idGiaiDoan=29" target="_blank">\[H10.10.02.04\]](#).

This process is specified in 14 steps in the Plan on adjusting the assessment of training majors of Hanoi Metropolitan University [H10.10.02.05&idGiaiDoan=29" target="_blank">\[H10.10.02.05\]](#):

- Establishment of Steering Committee for building CDR and CTDT
- Establishment of the Training Program Development Council for training sectors
- Survey to collect opinions of stakeholders on the response of vocational training and vocational education to human resource needs
- Evaluate current training and development programs
- Report on survey results and forecast impacts when adjusting training programs
- Building CDR and training programs based on feedback from stakeholders
- Compare the certified training programs and curricula of domestic and international training institutions
- Workshop to gather opinions of stakeholders on CDR and CTDT
- Complete and issue CDR
- Building training programs and training programs
- Training program assessment
- Complete the training program
- Through CTDT
- Issuing the training program

During the process of adjusting the training program (including the training program), the review and evaluation of the training program design and development process is carried out by the School according to specific regulations and procedures with the coordination of many units. Specifically, the Training Management and Student Affairs Department is responsible for developing guiding documents in accordance with regulations, organizing and supervising the implementation process, coordinating with faculties to establish steering committees and Councils. Departments and branches are responsible for designing and developing the training program. During the training program implementation, the Education Quality Management Department coordinates with faculties and departments to organize activities to survey the opinions of relevant parties on the design and development of quality training programs. Based on feedback and assessments from relevant parties on training programs, teaching programs, practical needs of society, trends in the profession..., Based on the assessment records, the Department completes the training program, consults the School's Science and Training Council to issue decisions to adjust, develop and improve the training program

H10.10.02.05&idGiaiDoan=29" target="_blank">[H10.10.02.05](#)].

The process of evaluating and adjusting the training program (including the teaching program) of Hanoi Metropolitan University in 2022 has changes compared to the process in 2019

[H10.10.02.05](#); [H10.10.02.06](#)

[H10.10.02.06](#). In 2022, the process has 14 steps, in 2019 it has 11 steps; The tasks in the 2022 plan process are not in the 2019 plan process:

- Evaluate current training and development programs
- Report on survey results and forecast impacts when adjusting training programs
- Compare the certified training programs and curricula of domestic and international training institutions

Obviously, the 2022 process has been improved compared to 2019 towards adjusting the training program to be more suitable for society.

During the period 2019 - 2024, the SPLS industry has adjusted the training program (including the training program) twice according to the above process

[H10.10.02.07](#); [H10.10.02.08](#). The serial number of the documents in the training program adjustment file shows the steps of the process. The 2019 program is adjusted towards applied careers. It can be seen that compared to 2019 - 2020, the 2022 - 2023 program adjustment can be compared with domestic and international programs. Unfortunately, we have not found an SPLS training program abroad, so we compared it with the bachelor of education training program of Nanyang University (Singapore).

Thus, after two reviews and adjustments, the training program of the SPLS major has changed in both quantity and quality. Compared with the training program of the SPLS major in 2019, the training program of 2022 has clearly changed in all three knowledge blocks, especially the general knowledge block from 25 credits to 32 credits. The output standards are also determined more specifically, improved in most subjects with requirements linked to the 2018 general education program. Teaching methods are specifically suggested for each content unit. The proportion of assessment and evaluation has changed, increasing the process assessment from 30%, 1 end point to 50% with 2 ends points. The final exam format has also changed in some subjects. In general, the SPLS training program in the 2022 adjustment is more scientific, suitable for the learning capacity of learners as well as the training objectives of the [H10.10.02.10](#) program.

[H10.10.02.10](#); [H10.10.02.11](#)

[H10.10.02.11](#)

In addition, every year, the History Pedagogy Department of the Faculty of Pedagogy plans to review and revise the course outline to suit teaching practice. The adjustments mainly focus on teaching plans and assessment methods with the aim of

obtaining

Learner-centered focuses on measuring the level of achievement of learning outcomes by learners. [\[H10.10.02.12\]](#); H10.10.02.13&idGiaiDoan=29" target="_blank">[\[H10.10.02.13\]](#).

2. Strengths

The process of building, editing, supplementing and developing the training program is established, evaluated and improved periodically. The training program is updated and adjusted to improve the training quality, meeting the requirements of society. Many lecturers and former students of the Faculty of Pedagogy, majoring in Pedagogy, participate in the process of providing feedback on the program development.

3. Point of existence

The training program does not have its own improvement process but is being implemented together with training program evaluation and improvement activities.

4. Quality improvement plan

STT	Target	Content	Implementing unit	Time spaceperform
1	Overcome existing problems	Functional units develop their own processes for designing and developing teaching programs.	Department of Training and CTHSSV Department of Quality Management Department Monk violation	From 2024
2	Play medalStrengths	Continue to evaluate and improve the training program development process to enhance training quality and meet social requirements.	Department of Training and CTHSSV Department of Quality Management Department Monk violation	From 2024

5. Self assessment: Pass (Level 4/7)

Criterion 10.3. The teaching and learning process and assessment of learning outcomes of NH are regularly reviewed and evaluated to ensure compatibility and conformity with the CDR.

Criterion 10.3. The teaching and learning process and assessment of

learning outcomes are regularly reviewed and evaluated to ensure compatibility and conformity with output standards.

1. Describe the current situation

In credit-based training, students' self-study ability plays a very important role, it is a direct factor in improving the quality of training. To meet students' self-study needs, lecturers must change teaching methods, focus on learners and support modern equipment. Therefore, lecturers have used many different methods to evaluate students' learning outcomes such as doing homework, major assignments, project assignments, essay exams, multiple-choice exams...[\[H10.10.03.01\]](#),[\[10.10.03.02\]](#), [\[H10.10.03.03\]](#). (statistics of formats) check)

The assessment of the teaching process and the learning outcomes of learners are regularly reviewed and evaluated to ensure the implementation of the announced CDR. The teaching and learning process, the assessment of students' learning outcomes are clearly specified in the detailed outline of the courses that lecturers must implement.[\[H10.10.03.03\]](#). The department also provides promulgate documents regulating the process of observing classes, testing and evaluating learning outcomes of learners Study and document on the form of marking and observing lessons for lecturers to implement [\[H10.10.03.04\]](#).

Teaching and learning processes are regularly reviewed and evaluated to ensure compatibility and conformity with output standards, specifically as follows:

Assessment of students' learning outcomes is regulated in a semester, including: diligence, regular assessment and final assessment. The forms of assessment of learning outcomes are rich and diverse, including: written tests in class, essays, individual assignments, group assignments, essays, multiple choice tests, oral questions, etc. The form of examination for each subject is proposed by the department in charge of that subject, clearly stated in the detailed outline [\[H10.10.03.13\]](#); [H10.10.03.14\]](#).

Schools, faculties and training sectors have many ways to monitor and evaluate the teaching and learning process and evaluate the learning outcomes of learners. Every month, lecturers and employees are scored through the evaluation and classification system of civil servants and public employees of Hanoi city (<https://dgcbbccvc.hanoi.gov.vn/>); from May 2023, the school Use AI to link with schedules to monitor work discipline.

Every year, the Department of Education Quality Management regularly evaluates the teaching process of teachers by collecting students' opinions on the quality of teaching activities of the course.[H10.10.03.15\]](#). Teaching and assessment of student learning outcomes are still reviewed through a final student survey, which included questions about assessment method (questions 6, 7, section I of the final student assessment form). Most of the 2019 and 2020 students surveyed strongly agree with the statement Diverse methods of assessing learning outcomes ensure validity, reliability and fair and aiming to achieve output standards [\[H10.10.03.16\]](#). (Final student exam form 19,20,21)

The faculty controls the content as well as teaching and learning discipline through Lecture Report Forms, Learning Monitoring Forms, through supervision by the faculty's academic staff, camera system,... [[H10.10.03.17](#)].

The industry organizes meetings at the beginning and end of each school year to review teaching work and draw lessons for the next school year.[H10.10.03.18](#)]. Images of lecturers and students Members sharing on personal pages and groups is also a channel for faculties and industries to find understand the teaching and learning situation [[H10.10.03.19](#)].

2. Strengths

The assessment and evaluation process is designed and implemented systematically, synchronously, strictly and seriously. The forms of assessment and evaluation are diverse, flexible, suitable for credit training and general regulations of the Ministry of Education and Training, contributing significantly to improving the quality of training on the basis of assessing the actual quality of teaching and learning while promoting the initiative and creativity of both lecturers and learners.

3. Point of existence

Organizing workshops and seminars on innovation in teaching and learning is not regular.

4. Action Plan

STT	Target	Content	Real unit presently	Time space perform
1	Overcome existing problems	- Periodically organize seminars on the teaching and learning process and assessment of learners' learning outcomes at the Department and Faculty to share teaching, testing and assessment experiences.	Department Pedagogy;	From 2024 - 2025
2	Play leverage strengths	- Continue to review and evaluate teaching and learning activities and assess learners according to issued procedures.	Department Pedagogy	From 2024 - 2025

5. Self assessment: 4/7

Criterion 10.4. Research results are used to improve teaching and learning.

Criterion 10.4. Scientific research results are used to improve teaching and learning.

1. Describe the current situation

1. Describe the current situation

From 2019 to present, teachers of SPLS have carried out many topics at all

levels related to teaching and learning. Many topics are closely related to the content

content of the courses, helping to supplement and improve the quality of training, improve the teaching methods of teachers and the learning methods of learners, especially focusing on research on the contents related to the characteristics of the major SPLS H10.10.04.01&idGiaiDoan=29" target="_blank">[\[H10.10.04.01\]](#), [\[H10.10.04.02\]](#).

In the 2019 - 2024 period, there will be 1 textbook authored or co-authored by a faculty member of the industry. fake H10.10.04.03&idGiaiDoan=29" target="_blank">[\[H10.10.04.03\]](#);

Every school year, the Faculty of Pedagogy organizes faculty-level and school-level seminars that are closely related to the faculty's training expertise, helping to supplement and improve the quality of training, improve teachers' teaching methods and learners' learning methods, especially focusing on research on contents related to the characteristics of the SPLS major such as the Seminar on developing application-oriented training programs in 2020; Seminar on Improving Literature Teaching Capacity for Students in 2021; Seminar on Building Substantial Education,... H10.10.04.04&idGiaiDoan=29" target="_blank">[\[H10.10.04.04\]](#).

In addition to the scientific research activities of the teaching staff, the scientific research of students is one of the important contents of scientific and technological activities. Every year, the School and the Faculty of Education have created opportunities and organized many scientific research activities to encourage students to participate. Conferences and seminars on scientific research for students contribute to improving the quality of training high-level human resources, promoting dynamism, creativity, and independent scientific research ability of students, forming self-study capacity for students; contributing to creating new knowledge and products for society. In recent years, the scientific research of students in the Faculty of Education has gradually increased in quantity and quality, and has won many awards from scientific research and student scientific research activities at the faculty and school levels. H10.10.04.05&idGiaiDoan=29" target="_blank">[\[H10.10.04.05\]](#),

H10.10.04.06&idGiaiDoan=29" target="_blank">[\[H10.10.04.06\]](#),

H10.10.04.07&idGiaiDoan=29" target="_blank">[\[H10.10.04.07\]](#),

H10.10.04.08&idGiaiDoan=29" target="_blank">[\[H10.10.04.08\]](#).

Table 10.4.1 Statistical table of the number of scientific research topics of SPNV students in each academic year

Statistical	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Number quantity Students participate	5	7	12	16	18

Number subject talent department level	1	2	3	4	4
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Number of students participate at school level	0	0	0	0	4
Number subject talent Have prizeschool level	0	0	0	0	1

Research results of teachers and students are applied in teaching.

Table 10.4.2 Some research topics that teachers apply in teaching activities teach

STT	Topic name	Year	Learn part application
1	Vietnamese armor in feudal times	2019	Calendar history VietnameseAncient and medieval South
2	Community spirit in traditional Vietnamese village culture	2020	Village commune neckVietnamese tradition
3	Initial understanding of the process of birth and development of ASEAN organization	2021	Southeast Asia Region
4	Non-Aligned Movement: Formation, Development and Impact on International Relations International system from 1961 to present	2022	Modern World History

5	The US-China trade war and its impact on international relations from 2018 to present	2023	History of international relations
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H10.10.04.02&idGiaiDoan=29" target="_blank">[H10.10.04.02](#)];
H10.10.04.10&idGiaiDoan=29" target="_blank">[H10.10.04.10](#)]

There are some results of scientific research of students that are widely applied in improving teaching and learning activities in subjects and faculties, creating motivation for students to improve their capacity in scientific research, enhance creativity, and practice research skills to meet the requirements of the training program.

Table 10.4.3 Some student research topics applied in learning activities

STT	Topic name	Year	Applied histology
1	Applying mind maps in teaching history in secondary schools	2019	Teaching methods of History in high school
2	Organizing experiential activities in teaching History 7	2020	Teaching methods of History in high school
3	Design of History 6 test questions according to the 2018 Program	2021	Teaching Methods Calendar history live school High School
4	Creating character icons in history teaching in secondary schools	2022	Theory of teaching history at school popular
5	Using visual channels in teaching history at secondary schools in the direction of developing students' abilities	2023	Developing school programs and history subjects in secondary schools

H10.10.04.06&idGiaiDoan=29" target="_blank">[\[H10.10.04.06\]](#);
H10.10.04.11&idGiaiDoan=29" target="_blank">[\[H10.10.04.11\]](#)

At the beginning of each school year, the industry organizes meetings and asks teachers to use the results of scientific research to improve their teaching activities and students' learning activities. H10.10.04.12&idGiaiDoan=29" target="_blank">[\[H10.10.04.12\]](#).

2. Strengths

The History Department has a strong scientific research movement, mobilizing the participation of lecturers and students. Most of the scientific research topics are closely linked to training tasks and the practical significance is to serve the community. Therefore, the research results of scientific topics are applied to teaching theoretical subjects as well as practical subjects and internships of students.

Teachers and students participating in seminars at all levels create opportunities for teachers and students to exchange experiences and learn academic expertise from other majors.

3. Point of existence

Conferences and Workshops to innovate teaching and learning methods

associated with training programs are still few.

4. Action Plan

STT	Target	Content	Single taste perform	Time spaceperform
1	Notch serveexist	Strengthening the organization of Conferences and Workshops to innovate teaching and learning methods associated with the CDR of Training	Faculty of Education and functional units	Annual
2	Play medalStrengt hs	Continue to encourage teachers and students to register to participate in scientific research activities associated with innovation and improvement of teaching and learning activities of the training program.	Faculty of Education, lecturer.	Annual

5. Self assessment:4/7

Criterion 10.5. The quality of support services and facilities (in libraries, laboratories, information technology systems and other support services) is assessed and improved.

Criterion 10.5. The quality of support services and facilities (in libraries, laboratories, information technology systems and other support services) is assessed and improved.

1. Describe the current situation

In order to have a basis for assessing the quality of support services and facilities for teaching and learning activities, in 2019 the School issued a quality management system, and in 2022 issued Regulations on ensuring educational quality [[H10.10.05.01](#)]. Besides, The school issues quality goals and plans to implement quality goals. consistent with practice and reporting on the results of implementing annual quality goals of the whole school and its affiliated units [[H10.10.05.02](#)].

Continuously from 2019 to present, the Center for Information and Communication Technology has proactively planned to survey readers' satisfaction with service quality and report the results of the survey on users' opinions on library information activities.[\[H10.10.05.03\]](#). Conclude The results show that about 90% of students are satisfied with the learning resources system as well as facilities and

equipment of the School Library (see table 10.1). Survey results used as a basis for increasing investment to meet the needs of learners. [[H10.10.05.04](#)]. (Please ask for the evaluation form from the library) (taken from the text)

The library model constantly innovates its service methods: Using open warehouses, self-selected book warehouses upon request; Trends in applying computerization to borrowing and returning library documents and connecting between libraries. The library is networked and linked to exploit documents with other universities and information centers [[H10.10.05.05](#)]. Every year, The rate of readers visiting the library and the number of books borrowed and returned to the warehouse increased. [[H10.10.05.06](#)]. Besides, the number of students satisfied with the system of learning resources, facilities and equipment School Library equipment also increased (Table 10.1).

Table 10.5.1 Statistics on your satisfaction survey results
read

School year	Learning resources		Facilities library equipment	
	Not yet satisfied	Satisfied	Not yet satisfied	Satisfied
2018 – 2019	135 (8.5%)	1447 (91.5%)	100 (6.3%)	1482 (93.7%)
2019 – 2020	130 (7.4%)	1458 (92.5%)	85 (5.2%)	1492 (94.8%)
2020 - 2021	121 (6.2%)	1536 (93.8%)	95 (5.5%)	1545 (94.5%)
2021-2022	233 (6.2%)	3,514 (93.8%)	176 (4.6%)	3,571 (95.4%)
2022-2023	397 (18.1%)	1,799 (81.9%)	428 (19.5%)	1,768 (80.5%)
2023 - 2024	291 (13.6%)	1844 (79.6%)	376 (18.5%)	1650 (81.4%)

In 2020, the School will conduct inspections, renovations, repairs, and prevent degradation of facilities 1, 2, and 3. [[H10.10.05.07](#)] Every year the school plans to invest in and maintain facilities. learning resources and summary of monitoring and evaluating investment efficiency in use equipment for training, scientific research and community service [[H10.10.05.08](#); [H10.10.05.09](#)]. Upgrading teaching facilities based on procurement of materials [[H10.10.05.10](#)], establish experimental and testing centers practice [[H10.10.05.11](#)] The school maintains its facilities by checking Check and replace damaged equipment before each school year. Management,

operation

operate computer labs and ensure internal network systems as well as Internet is implemented scientifically according to the correct process Infrastructure management process and equipment [\[H10.10.05.12\]](#). Annually, the functional unit reports inventory and assessment. equipment operating status [\[H10.10.05.13\]](#); [\[H10.10.05.14\]](#). Team of experts The staff assigned to the machine rooms closely monitor the operation to ensure timely correct, revise or adjust to support teachers and students in the learning process, study [\[H10.10.05.15\]](#).

School hygiene and disease prevention are given importance. [H10.10.05.16\]](#).

The school surveyed students' satisfaction with dormitory services. [H10.10.05.17\]](#). Survey results show that over 90% of students rated the word relatively satisfactory. satisfied to very satisfied with the quality of service, security, and school dormitory. From the results The school has also increased inspections of dormitory facilities to timely detection of problems and timely repair.

In addition, the School has a system to receive feedback from staff, teachers and students about the quality of support services through forms such as: Organizing direct dialogues between students and the Board of Directors and related functional units [\[H10.10.05.18\]](#). Organize to collect feedback from final year students about training quality. of the School, including consultation on learning materials, facilities and quality. support services [\[H10.10.05.19\]](#). From 2022, the school will survey satisfaction levels. of students on public service [\[H10.10.05.20\]](#).

Based on feedback, relevant units are responsible for proposing and implementing improvements and improvements to work processes to ensure increasingly better training, scientific research and community service needs. [H10.10.05.21\]](#). School changed the training management system software from 2022 [\[H10.10.05.22\]](#).

2. Strengths

The quality of the school's support services and facilities has been regularly evaluated and improved, basically meeting the needs of learners.

3. Point of existence

The internet is still weak and the coverage is not good, so it does not serve well for students' research and information access.

4. Action Plan

STT	Item	Content	Single	Time
	pepper		tasteperform	space perform

1	Note serve exist	Consult with the school about upgrading internet connection speed in the office areas of departments and lecturers. road.	Department, Functional rooms, Information and Communications Center.	From 2024
2		Strengthen inspection and timely handling of equipment failures at classroom	Department, Room function	From 2024
3	Develop Strengths	Continue to assess the current situation and propose improvements. improve teaching and learning support services	Department, Room function energy, TT TT-TV	From 2024

5. Self-rating: 4/7

Criterion 10.6. Stakeholder feedback mechanisms are systematic, evaluated and improved.

Criterion 10.6. Systemic stakeholder feedback mechanisms are evaluated and improved.

1. Describe the current situation

*Stakeholder feedback mechanisms are systematic, evaluated and improved.
forward*

In 2015, the School established the Examination Department - DBCLGD, (now the Department)

Quality Management System [[H10.10.06.01](#); [H10.10.06.02](#)] The school assigns tasks to the Department. QLCLGD takes the lead in developing, monitoring implementation and coordinating proposed adjustments. process and organization for collecting feedback from stakeholders on training quality, teaching activities of teachers, quality of graduates, situation employment of students after graduation.

To implement uniformly and systematically, in 2016, the School issued regulations on the work of DBCLGD, which clearly stipulate the content, methods and responsibilities for conducting surveys to collect feedback from relevant parties. [[H10.10.06.03](#)]. The school issues procedures for conducting opinion surveys. feedback [[H10.10.06.04](#)]. Survey subjects include: staff, teachers, employees, students, and former employees. learners, employers. Form and content,

implementation process when having opinions of the stakeholders to use for quality acquisition and improvement. Survey results, Stakeholder feedback plays an important role in the Council's analysis.

Science and Technology Department to improve training programs and teaching methods for students to graduate. The faculty best meets the requirements of employers.

Every year, the Department of Education Quality Management takes the lead in organizing surveys such as: Collecting students' opinions on teachers' teaching activities [[H10.10.06.05](#)] ; Satisfaction survey Final students' satisfaction with the school's training quality [[H10.10.06.06](#)]; Survey Closely collect feedback from employers and businesses about the quality of Students after graduation [[H10.10.06.07](#); [H10.10.06.08](#); [H10.10.06.09](#)]; Survey the situation employment of students after graduation [[H10.10.06.10](#)]; Survey on the effectiveness of output standards and quality of training program [[H10.10.06.11](#)]. Work to collect feedback from the The parties involved are organized to follow the correct procedures and have close coordination. between the functional unit and the Training Department, the feedback information is provided by the functional unit. Process, write reports and send to relevant units to adjust and improve activities. Faculty of Education and Training.

Thus, the mechanism for collecting feedback from relevant parties has been conducted regularly, with improvements to make it more convenient for information providers and to diversify information sources to improve the quality of training for the SPNV industry. Since April 2018, 100% of survey participants can use many forms of information provision via the information network on Google form, respond directly by phone, fill out a survey or respond online.

The school has conducted a comprehensive survey of student satisfaction with public education services with specific contents: Access to educational services, facilities, training environment, training activities, training results [[H10.10.06.12](#)]. Conference for Dialogue between the school's Board of Directors and students is one of the forms of direct dialogue. continue to help the Board of Directors and the Faculty Board grasp the thoughts, wishes, and opinions of learners about lecturers, facilities, teaching programs, support services other... [[H10.10.06.13](#)].

Every year, the school organizes internal assessments of activities, including collecting feedback from stakeholders. The assessment results are reported and transferred to units for adjustment and improvement. [[H10.10.06.14](#)].

Improvement activities after reviewing and evaluating the mechanism for collecting feedback from specific stakeholders: evaluating feedback from employers, learners, educational institutions, functional departments, other units... in direct and indirect forms are the basis for schools to adjust training programs to suit the characteristics of their units. The results of surveys to collect opinions from stakeholders are sent to the heads of departments and related units for consideration, as a basis for plans to improve teaching quality and training quality. Based on the

results of internal assessment

The department and functional units develop and organize the implementation of plans to adjust and improve the school's activities to suit the reality.[H10.10.06.15](#)].

2. Strengths

The work of collecting feedback from stakeholders has been given attention and systematically implemented by the School, from assigning tasks to developing implementation procedures, ensuring completeness and consistency. Every year, the implementation procedures are reviewed and adjusted to suit the reality.

3. Point of existence

Coordination between the school's units in the process of collecting feedback from stakeholders is sometimes not good.

4. Action Plan

STT	Item pepper	Content	Unit perform	Time Time of execution
1	Notch serve exist	Strengthen coordination with relevant units to develop measures to enhance the objectivity and continuity of information collected from feedback from stakeholders.	Depart mentPedago gy P. Quality Management Department, P. Managemen t and CTHSSV	From 2024
2	Deve lop Strengths	Regularly maintain the consultation of relevant parties to have a basis for adjusting, improving and enhancing the training quality of the School.	Depart mentPedago gy P. Quality Management Department, P. Managemen t and CTHSSV	From 2024

5. Self assessment:4/7

Improving the quality in general and the quality of training programs in

particular in each university is an urgent requirement, requiring schools to regularly adjust and improve to suit the requirements of society and quickly integrate with the international community. Recognizing the importance of improving quality, Hanoi Metropolitan University has been regularly carrying out quality assurance activities, focusing on the construction and development of training programs, reviewing and evaluating the teaching and learning process, evaluating the learning outcomes of learners, and conducting surveys to collect feedback from stakeholders.

related to serve as a basis for adjusting and improving training activities, research and support services. In the recent period, the improvement of the quality of the training program of the School has achieved strengths and needs some shortcomings as follows:

About the strengths:

The school has a system of working processes, including processes related to the management of teaching and learning activities and assessment of learners' learning outcomes, especially the internal assessment process of activities to help the school regularly review and adjust to improve the quality of teaching and learning activities and assessment of learners.

The system for collecting feedback from stakeholders is implemented consistently according to the process. Forms of feedback collection are implemented fully and diversely: online surveys, through Conferences, Workshops, Discussions, Departmental Meetings and Faculty Council Meetings during the year.

The process of building, editing, supplementing and developing the curriculum is established, evaluated and improved periodically every year.

The staff and teachers fully participate in scientific research activities in many forms such as: Conducting scientific research topics at all levels; Writing articles published in specialized journals; Participating in scientific seminars, with the aim of contributing useful ideas and supporting, updating new trends, improving the quality of teaching and learning activities; Learners have actively participated in scientific research activities.

The quality of the school's support services and facilities has been regularly evaluated and improved, basically meeting the needs of learners.

About the existing points:

The system of textbooks and reference materials used mainly by domestic universities.

The number of high-level topics and projects of the staff and lecturers in the department is still limited. Lecturers of the Department of Pedagogy do not have many presentations at international conferences.

The internet is still weak. Equipment in some classrooms such as projectors, televisions, etc. are still damaged and not repaired promptly.

Coordination between the school's units in the process of collecting feedback from stakeholders is sometimes not good.

Self-assessment: in the 6 criteria of standard 10, the SPNV industry self-assesses

There are 6 criteria that meet 4/7.

Standards/criteria	Self assessment
Standard 10	0
Criterion 10.1	0
Criterion 10.2	0

Criterion 10.3	0
Criterion 10.4	0
Criterion 10.5	0
Criterion 10.6	0

Standard 11. Output

Criterion 11.1. Dropout and graduation rates are established, monitored and benchmarked for quality improvement.

Standard 11: Outputs

Introduction

Output results are an important criterion for assessing the quality of training programs. The school has tools to monitor output results through monitoring and evaluating the dropout rate, graduation rate, average graduation time and the rate of students having jobs after graduating from the trained major. Based on the annual monitoring results, the school coordinates with the Faculty of Pedagogy to propose measures to support students in the learning and training process, while improving and enhancing the quality of training programs.

In the training program, scientific research is considered an activity that goes hand in hand with students' learning activities. Participating in scientific research helps students improve their practical skills, consolidate and creatively apply theoretical knowledge. Recognizing the role of this activity, the School and the Faculty always have policies to encourage students to participate in scientific research activities at different levels and types with the aim of improving output results. Scientific research has become a regular activity and is increasingly becoming a routine for students of the Faculty of Education.

In addition to the supervision of the School, the output results are objectively evaluated through the satisfaction level of stakeholders, including general teachers, students and employers (feedback from leaders of general schools - direct survey forms, through direct exchanges when sending students of courses to practice teaching at general schools, teacher training, etc.). The feedback from stakeholders on the quality of graduates is the basis for adjusting and improving the training program, meeting the needs of recruiting and using graduates of the Bachelor of History Pedagogy (CNSPLS) major in society.

Criterion 11.1. Dropout and graduation rates are established, monitored and benchmarked for quality improvement.

1. Describe the current situation

The Department of Training Management and Student Affairs is the department directly responsible for monitoring the dropout rate and graduation rate of students. All students are fully informed about the training regulations. This activity is also supported by the Faculty Academic Affairs, Student Management Department and Academic Advisors.

Currently, Hanoi Metropolitan University is using ESSSOFT training management software (ESSSOFT Credit Registration Portal) to manage students' learning process, monitor and update student lists when there are changes such as: students graduating, students dropping out or reserving. Besides this tool, general training regulations as well as graduation or dropping out procedures have been clearly stated in the Training Regulations according to the credit system of Hanoi

Metropolitan University.[\[H11.11.01.41\]](#),[\[H11.11.01.42\]](#)

In addition, in order to strengthen the management and academic counseling for students, since 2019, the School has issued a decision to assign and assign tasks to staff to do Academic Counseling (CVHT), with specific regulations on rights and responsibilities. Accordingly, the functions and tasks of CVHT are clearly defined, teachers are CVHT responsible for monitoring the learning process of students from entering school to graduation, thereby having timely counseling and support measures to help students build a reasonable study plan, limiting the situation of dropping out of school and late graduation.[\[H11.11.01.33\]](#),[\[H11.11.01.17\]](#)

Regarding student dropouts, the Student Affairs Office proactively collects information from students and finds out the specific reasons why students want to stop studying. Based on the information collected, the Student Affairs Office will coordinate with families, the Youth Union, and the Student Association to provide appropriate advice to support, motivate, and encourage students to continue studying. In case students want to retain their study results or drop out, based on the procedures specified in the training regulations, the Faculty will receive and forward the student's application to the school, based on which the school will make decisions to retain or drop out for each student. Based on these decisions, the Student Affairs Office and student managers will monitor changes in the number of students in each class/course, and calculate the student dropout rate.[\[H11.11.01.29\]](#)

Table 11.1.1. Statistical table of the number of students dropping out of the CNSPLS major in the period 2019 - 2024

Course	Total number of students enrolled	Number of students dropping out during the period			
		Year rank best (Number of students)	Year ranktwo (Number of students)	Year rankthree (Number of students)	Year Wednesday (Number of students)
2017-2021	16	2	0	0	0
2018-2022	28	2	2	0	0
2019-2023	19	3	1	0	0
2020-2024	24	4	6	0	0

To compare the percentage of students dropping out of school between years, we provide a table of data on the situation of students dropping out of school, on that basis, propose directions and measures to improve the situation.[\[H11.11.01.03\]](#)

Table 11.1.2. Situation of students dropping out of the CNSPLS

training program in the period 2019 - 2024

T	K ch e m ist ry	SV ad mis sion 1)	Numb er SV Stop learn full course		Year 1		Year 2		Year 3		Year 4	
			L (2)	L (%) 3)	L 4)	L (%) 5)	L 6)	L (%) 7)	L 8)	L (%) 9)	L 10)	L (%) 11)
	20 17 - 20 21	6		2.5		2.5						
	20 18 - 20 22	8		4.2		,1		,1				
	20 19 - 20 23	9		1		5.7		,2				
	20 20 - 20 24	4	0	1.6		6.7		5				
Tr normal		7	0	2.9	1	2.6		0.3				

Note: SL is the number of students per course/school year; TL is the ratio of students per course/school year.

The statistics between tables 11.1.1 and 11.1.2 show that the dropout rate of students in the CNSPLS major in the period 2017 - 2022 ranges from 12.5% to 41.6%. In the 5 years from 2017 to 2022, on average, 40 students are enrolled each year, and 9 students are dropped out (equivalent to 22.9%). The dropout rate is

mainly concentrated in the first year and

In the second year, the main reasons are that students' career psychology is not stable, students are worried about job opportunities after graduation, or due to pressure from family about career orientation, or due to not having a suitable learning method for university level.

Cases of dropping out of school in the second year are often due to students reserving their results after completing the first year to focus on retaking the university entrance exam as desired, after passing the university entrance exam, they complete the procedures to transfer schools (some students who take the university entrance exam but do not achieve the desired results continue to apply to study again). Some students are considered to have dropped out of school even though they have studied in the third or fourth year because they have not completed the number of accumulated credits according to regulations (poor awareness of focusing on studying, vocational training, or getting married during the study period, giving birth, etc.), when the deadline is overdue, they will not complete the graduation consideration.

Regarding the graduation rate of students, based on the list of students entering each course and after being instructed on documents to complete the training program, including registering for the graduation exam or writing a graduation thesis - if qualified, students who complete the training program will be eligible to graduate. Students register and write an application for graduation, the Faculty will establish a council to meet and consider graduation, and send the results to the School. Based on the results of the review at the Faculty, the School will establish a graduation review council and make a decision to recognize and grant graduation certificates along with a list of graduating students. This decision is publicly announced and sent to the Faculty for storage. Every year, the school conducts graduation reviews in 2 rounds, the first round is conducted in June for students who are eligible to graduate after 4 years of study and the second round is conducted around August, for students who graduate after more than 4 years when accumulating enough credits of the training program. From the 2021-2022 school year, the School will organize graduation exams for eligible students in multiple sessions in one school year. Based on this decision, the Faculty will compile a list and monitor the graduation rate of each course (Table 11.1.3).

Table 11.1.3. Statistical table of status and number of students graduating from the Bachelor of History Education program in the period 2019 - 2024

Course	Total number of students in	Number of students graduating in 4 years (Number of students) on time	Number of students graduating after 4 years (Number of students)

	the whole course		late
2017-2021	16 (2 discarded)	11	3
2018-2022	28 (4 discarded)	20	4
2019-2023	19 (4 removed)	9	6
2020- 2024	24 (10 cancel)	9	5

Note: The number of students graduating each year includes both students graduating on time and students from previous courses who are not yet eligible for graduation.

The statistics in Table 11.1.3 show that the ratio of graduates to the number of students enrolled in the CNSPLS major ranges from 50.63% to 90.91%. Of which, the highest graduation rate is in the 64th course (2015-2019) and the lowest is in the 66th course (2016-2020). The graduation rate is compared to the number of students enrolled, so when the number of students dropping out is high, the graduation rate decreases. The number of graduates is monitored and supervised by the CVHT of each class and timely support measures are given to limit the rate of students who are slow to graduate or do not graduate.

The Faculty of Pedagogy has compared the graduation and dropout rates for a number of other Bachelor of Pedagogy majors in the school. The comparison results are summarized in Table 11.1.3 and Table 11.1.4. The comparison results on the dropout rate (Table 11.1.4) show that the dropout rate of the CNSPLS major is higher in all years compared to other training majors such as Literature Pedagogy, Mathematics Pedagogy, and Political Science. This result may be related to the ability to find jobs of different training majors. On the other hand, History in recent years has been a subject that has fluctuated due to the adjustment of the Ministry of Education and Training as well as the "light" mentality of society and parents of students about the position and importance of the subject. For high school level, the 2006 General Education Program stipulates History as a compulsory subject, but in the 2018 General Education Program, History is an optional subject. However, in July 2022, under the direction of the National Assembly, the Government and the reaction of public opinion, the Ministry of Education and Training adjusted History to become a compulsory subject, starting from the 2022-2023 school year.

Table 11.1.4. Comparison table of the rate of students dropping out of the CNSPLS major with other training programs of Hanoi National University in the period 2019 - 2024

Course	Percentage of students dropping out			
	Training branch rated	Training branch Monk violation Literature	Training program in Mathematics Education	Training thousand Political Science
2017-2021	12.5	0	2.1	40
2018-2022	16	5.66	0	28.5
2019 -2023	21	9.62	3.33	0

2020 - 2024	41.6			
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In reality, due to the high rate of student dropouts, the rate of students completing the CNSPLS training program (calculated based on the total number of students enrolled annually) compared to other training programs in the School is lower (Table 11.1.6).

Table 11.1.6. Comparison table of the graduation rate of students majoring in CNSPLS with other training programs of Hanoi National University in the period of 2019 - 2024

Course	% of students graduating			
	Training branch rated	Training branch Monk violation Literature	Training program in Mathematics Education	Political Science major
2017-2021	68.75	100	95.60	60
2018-2022	71.4	90.56	100	71.4
2019 -2023	60	90.38	90	100
2020 -2024	64.2			

Based on the results of comparison as well as the exchange and discussion to find out the reasons for students dropping out and late graduation at the meetings, the Faculty discussed and proposed solutions to gradually reduce the rate of students dropping out and increase the rate of students graduating in the History Pedagogy major, focusing on improving the quality of the team, training staff, motivating students and supporting students in the process of studying, practicing their profession, etc.

Analysis shows that concerns about job opportunities after graduation, hesitation in choosing a school and career are the main reasons leading to student dropout. To reduce the dropout rate of the CNSPLS major, the Faculty's Executive Committee has proposed solutions such as: Strengthening the role of CVHT in understanding students' thoughts and aspirations, helping them stabilize their spirit and feel secure in studying; The Faculty organizes and guides the Union, Academic Advisors in coordination with the School's Youth Union, Student Association, Center for Research and Development of Pedagogical Profession, Department of Training Management and Student Affairs... to increase the organization of more extracurricular activities, organize seminars on guiding learning methods, scientific research methods, training pedagogical skills, discussing career opportunities or life skills so that new students can integrate and receive more help from senior students.

Meetings between the Faculty and the Student Affairs Office and the Youth Union also pointed out the reasons why students are slow to graduate, such as: Early

marriage causes distraction from studying; low academic results cause the need to retake courses to improve or objective difficulties in implementing and completing the Graduation Thesis... Some solutions have been proposed by the Faculty to increase the graduation rate of students, such as: The Faculty's Academic Affairs Office coordinates with the Student Affairs Office to regularly monitor the accumulation of credits of students to give early warnings as well as recommendations.

advising on study plans for students; Departments that assign lecturers to guide students in writing their graduation thesis need to more closely manage the progress of the project, provide guidance and timely support for students to complete their tasks well, etc.

2. Strengths

The school has tools and systems to manage and monitor the dropout rate and graduation rate of students closely, through steps, from the Faculty level with the CVHT team, Student Management, Faculty Academic Affairs to the School level, with the main responsible unit being the Department of Training Management and Student Affairs, through the monitoring tool ESSSOFT software, as a basis for quality improvement. On the other hand, the analysis, investigation of causes and the provision of measures to support students to graduate on time, reducing the dropout rate of students have also been implemented quite effectively through the CVHT team, the close supervision of the Faculty Academic Affairs and Student Management.

3. Point of existence

There is also a certain percentage of students dropping out of school that affects the graduation rate of the training major compared to the number of students enrolled.

4. Action Plan

TT	Target	Content	Unit, person perform	Time space perform
1	Overcome existing problems	Reduce dropout rates through measures to improve the attractiveness of training programs.	Department of Training Management and Student Affairs, Faculty of Education	From school year 2023-2024
2	Develop strengths	Continue to strengthen the role of CVHT in consulting and monitoring students' study plans; Maintain and upgrade the quality of software. training management	CVHT, Department of Training Management and Student Affairs	Yearly

5. Self-assessment: Passed Criteria requirements at level 4/7

Criterion 11.2. Average graduation time is established, monitored and

benchmarked for quality improvement.

Criterion 11.2. Average graduation time is established, monitored and benchmarked for quality improvement.

1. Describe the current situation

During the learning and training process of History Pedagogy Bachelor students, through the training management software, the Training Management and Student Affairs Department coordinates with the Pedagogy Faculty, directly the Faculty's Academic Affairs and Training Officers, to be responsible for monitoring and calculating the average graduation time of students.

As soon as students enter the school, the school develops a training plan that determines the average graduation time of students participating in the training program. Accordingly, students majoring in CNSPLS will have to complete 130 credits (for courses 2019, 2020, 2022) and 132 credits for course 2021 according to the university program, usually in 4 years (8 main semesters) with a maximum program completion time of 7 years, a minimum time of 3.5 years.

On the ESSSOFT training management system, each student is given a student code and password to access the system and manage and track their learning results. On this personal page, students will know the number of credits they have accumulated, their accumulated points, and the subjects they have completed, from which they can plan their own study and graduation.

In addition to the Training Management and Student Affairs Department, the Faculty's Academic Affairs, Student Management and Student Affairs Officers can also monitor the learning outcomes of their students. This will help the Faculty's Academic Affairs and Student Affairs Officers advise and support students, especially students with low academic performance, often due to debt or personal circumstances such as marriage, childbirth, illness, or poor family conditions. Based on the investigation of the causes leading to the risk of delayed graduation of students, the Student Affairs Officers will advise and provide solutions to support students to graduate on time. [\[H11.11.02.04\]](#)

In addition, the School coordinates with the Faculty to issue academic warnings to students when they do not complete their study plans such as not accumulating enough credits; low cumulative GPA. Academic warnings are announced on the internal page of the Faculty of Education, sent to the Training Officers and Academic Affairs of the Faculty, from which specialized departments can grasp the information and have timely solutions to support students. [\[H11.11.02.07\]](#)

To support students in the warning group to improve their learning outcomes and complete their training programs on time, the School has organized the third semester from June to August every year, in addition to the two main semesters. The third semester is also an opportunity for students who want to improve their learning outcomes or shorten their graduation time. Registration for subjects in the third semester is announced on the training management software, and is clearly stated in the Student Handbook from 2018 and regulations on adjusting the training program. Subjects arranged in the third semester are usually subjects in the general knowledge

block, with only a few subjects in the specialized knowledge block, due to regulations on the number of students in the TC class.[\[H11.11.02.08\]](#)

Table 11.2.1. Average graduation time of History Education students in the period 2019-2024

Lock learn	Number of students graduating after time		Time space graduate central jar (year)
	4 years	Over 4 years	
2017- 2021	11	3	4.2
2018- 2022	20	4	4.2
2019 - 2023	11	4	4.3
2020 - 2024	10	4	4.3

The percentage of students graduating and the time to graduation of students between academic years/courses are shown in the graduation rate and time table.

Table 11.2.2. Graduation rate and average graduation time of History Pedagogy training programs in the period 2019-2024

T	K che mis try	T heNu mber of stude nts enroll ed (1)	SV drop out (2)	Total SV Good career		SVTN correct limit		SVTN above 4 year		TN time medi um (7)
				L (3a)	L (3b)	L (4a)	L (4b)	L (5a)	L (5b)	
	2017- 2021	16		4	7.5	81	8.5	37	1.4	2,2
	2018- 2022	28		3	2.1	80	7	38	3	2,2

	2	1		5	7	7	4	2	4
2019-2023	9			8.9	1	3.3		6.7	,3

	2	2		4	5	7	4	2	4
2020-2024	4	0		8.3	0	1.4		8.6	,3
Total/ Average year	8	0	6	5.9	7	7	1	2	4

Note: 1- The number of students graduating each year includes both students graduating on time and students from the previous course who are not yet eligible for graduation; 2- SL is the number of students by course/school year; TL is the ratio of students by course/school year.

- + Total number of graduates: (column 3a) = (column 4a) + (column 5a) + (column 6a)
- + Graduation rate: (column 3b) = (column 3a) / (column 1) * 100%
- + Rate of students graduating on time (column 4b) = (column 4a) / (column 3a) * 100%
- + Rate of students graduating 1 year late (column 5b) = (column 5a) / (column 3a) * 100%
- + Rate of students graduating 2 years late (column 6b) = (column 6a) / (column 3a) * 100%
- + Average graduation time (column 7) = (4 years * column 4a + 5 years * column 5a + 6 years * column 6a) / (column 4a + column 5a + column 6a)

By tracking the time of admission compared with the time of graduation, the average graduation time of students in the CNSPLS major is established as shown in Table 11.2.1 and Table 11.2.2, which clearly shows the graduation rate and graduation time of students during the study process. The data collected shows that from 2019 to 2024, most students graduate on time (complete the program in 4 years), the rate of students graduating late (after 4 years) compared to the time ranged from 13% to 28.6%. In general, the average graduation time of the CNSPLS major ranges from 4.2 to 4.3 years.

Comparing the average graduation time of students majoring in Social Sciences with some other training majors in the University shows that the average graduation time of students majoring in Social Sciences is longer and later than other training majors such as Literature Pedagogy, Mathematics Pedagogy and Political Science Pedagogy in the period from 2019 to 2022. Particularly in the two years 2021 and

2022, the average graduation time of students majoring in Social Sciences remains at 4.2 years.

Table 11.2.3. Data comparing the average graduation time (years) of students majoring in CNSPLS with other training programs in the period 2019-2024

Programme train	Average graduation time in year			
	2021	2022	2023	2024
Bachelor of SPLS	4.2	4.2	4.3	4.3

Language Pedagogy	3.78	3.68	3.71	
Literature				
Mathematics Pedagogy				
Political Science				

Thus, it can be seen that from 2019 to 2024, in addition to the lack of early graduates, compared to previous periods, the phenomenon of students graduating on time after 4 years of study tends to decrease, while the number of students graduating after 4 years is increasing. This phenomenon is due to many reasons: (i) Some students have accumulated enough credits but have not passed the foreign language output exam, so they cannot graduate; (ii) Some other students want to study to improve their scores; (iii) Some other students have not accumulated enough credits.

This result shows that the support work of CVHT has contributed significantly to the orientation of the study and training plan for students. The results of the graduation rate and graduation time are statistically analyzed in the annual summary reports of the Faculty of History or regular meetings to discuss solutions for students to graduate on time or shorten the graduation time of students. Accordingly, to graduate, students need to complete the full number of credits of the CNSPLS program according to the regulations in the training regulations, while the arrangement of subjects is usually according to the semesters, the following subject must have the prerequisite of the previous subject. Therefore, the Faculty has proposed solutions to ensure that students graduate on time such as: Consulting students to increase and supplement the number of credits needed to accumulate, through registration in the semesters; Closely monitoring the learning progress of students, especially students with academic warning; Create groups in class to

support each other in learning methods, further enhance the responsibility of CVHTs and the support of the Youth Union, the History Faculty Student Association, etc.

2. Strengths

The school has a system to closely monitor and supervise students' study plans, so the average graduation time of students majoring in CNSPLS is established and monitored.

The Faculty has a responsible CVHT system and is always ready to support students in planning their studies in accordance with their abilities and personal circumstances, helping to reduce the number of students graduating late, thereby reducing the average graduation time.

3. Point of existence

The average graduation time of students tends to increase in recent years when English language training standards are applied; on the other hand, comparison to find solutions for this criterion with other training majors is still limited.

4. Action Plan

TT	Item pepper	Content	Single taste, People perform	Time Time of execution
1	Notch serve exist	Reasonable design of training program. Conduct additional benchmarking on graduation times to serve improvement CTDT.	Faculty of Education and Department of Training Management and Academic Affairs student	From 2024-2025
2	Deve lop Strengths	Continue to strengthen the monitoring of students' study plans through close contact between CVHT, Faculty Academic Affairs, Training Management Department and Student Affairs. students, teachers and students.	RoomTrai ning management and student affairs, Faculty of Pedagogy, CVHT, GV	Const ant year

5. Self assessment: Meets criteria at level 4/7

Criterion 11.3. Graduate employment rates are established, monitored and benchmarked for quality improvement.

Criterion 11.3. Graduate employment rates are established, monitored and benchmarked for quality improvement.

1. Describe the current situation

The Center for Student Employment is responsible for investigating the rate of students having jobs after graduation. The survey on the employment situation of students has been conducted by the School since 2016 according to Official Dispatch No. 4806/BGDĐT-GDĐH of the Ministry of Education and Training. Specifically, the School has organized a survey on the employment situation of students graduating from 25 Pedagogical training majors from 2012 to 2016. Since 2017, the survey has been conducted annually by the Center for Student Employment, following an 8-step process: (1) Establish a Steering Committee; (2) Develop a survey form, select a survey sample; (3) Conduct the survey; (4) Enter, synthesize and process data; (5) Analyze data, create graphs, tables of data; (6) Write a report; (7) Review and approve the report; (8) Report to the Ministry of Education and Training and post it on the school's website. In step 3, the investigation is conducted

with the cooperation and support of the Faculty's Academic Affairs and Student Management. Based on the feedback forms of post-graduate students, the Faculty will collect and send the results to the Quality Assurance Center for analysis.

Based on the results, the Center will prepare a report on the employment situation of students after 1 year of graduation. This report is the basis for the University to adjust the enrollment targets of the majors, for the Faculties to improve the training programs and have measures to support students in finding jobs.

The survey forms are adjusted over the years to improve the effectiveness of the investigation. Specifically, the survey forms conducted in 2016 and 2017 in the "Employment status" section only investigated whether graduates had jobs; were unemployed and were studying for further studies or were unemployed. However, since 2018, "Student employment situation" has been specified into 3 contents: (1) Currently working including: In the right field, Related to the training field and Unrelated to the training field; (2) Continuing to study and (3) Unemployed. This change helps the Faculty have a more accurate view of the employment situation of students in the field they train. In addition, the Faculty of History also joined the survey team, designed a separate form - Form to request opinions and quality of teachers graduating from Hanoi National University in the period of 2017 - 2021, sent to high schools to get more information from employers and employees.

The synthesis results show that the rate of students having jobs after graduating from History Pedagogy is quite high with nearly 80% of students finding jobs after graduation (Table 11.3.1): Table 11.3.1. Comparative data on the rate of graduates having jobs in the period 2019-

2024

The lock bornmember from 2019- 2024	Good ratio career Have jobs 2021	Graduat e Employment Rate 2022	Graduat e Employment Rate 2023	Graduat e Employment Rate 2024
	100	100%	100%	100%

Table 11.3.2. Statistics on employment situation of graduates of the History Pedagogy training program in the period 2019 - 2024

Diffi cult study	Rate of students employed after 12 months						Ti ep customs tudy (7)
	Ra tio student employ ment rate (1)	T L related jobs (2)	N water (3)	J oint ventur e (4)	T human (5)	T uh create jobs (6)	

	)						
2017 -2021	1 00	1 00	57 ,1	28, 6	14 ,3	0	

2018 -2022	1 00	1 00	60 ,8	18, 4	20 ,8	0	
2019 -2023	1 00	1 00	58 ,3	16, 7	25	0	
2020 -2024	1 00	1 00					
Minu s normal							

Thus, except for students of class 63, who graduated in 2017, the number of students with jobs only reached 52.2%. The fact that more students of class 64, class 65, and class 66 have found jobs is also a positive sign, although it is still low compared to the previous period (class 61, class 62). The low rate of students with jobs at the time of the 2017 survey (data on students with jobs was surveyed about 1 year after graduation) may be due to the decrease in recruitment demand at educational institutions, many students tend to return to their hometowns to find jobs, so they have not had access to job opportunities outside the locality. Regarding the working sector, the survey results show that in recent years (2018-2019), the proportion of graduates working in the State and Private sectors has a difference in favor of the Private sector, while in the previous 2 years (2017), the proportion working in the State sector was higher than in the Private sector (State accounted for 65%, Private accounted for 35%; in 2018, the State accounted for only 43.75%, Private increased to 56.25%; in 2019 - the State accounted for only 35.71%, while the Private sector increased to 64.28%).

Regarding the employment situation of graduates in the period 2018-2020, the majority worked in the same field or related to their training, but there were still some students who worked in jobs unrelated to their training after graduation. For example, among students graduating in 2018, 31/62 students responded that they worked in the same field (accounting for 57.40%) and 06/62 students responded that they worked in jobs related to their training (accounting for 11.11%), 17/62 students responded that they worked in jobs unrelated to their training (accounting for 31.48%). Students graduating in 2019: 19/40 students responded that they worked in

their field of study (accounting for 54.28%) and 02/40 students responded that they worked in jobs related to their field of study (accounting for 05.71%), 14/40 students responded that they worked in jobs unrelated to their field of study (accounting for 40%). Students graduating in 2020: 20/37 students responded that they worked in their field of study (accounting for 65.51%) and 08/37 students responded that they worked in jobs related to their field of study (accounting for 25.80%), 03/37 students responded that they worked in jobs unrelated to their field of study (accounting for 09.67%). From 2018 to 2020, the number of students responding to the survey has increased in the total number of graduates (2018 had 62/86 students, 2019 had 45/57 students and 2020 had 37/41 students).

In addition, every year based on the Summary Report on the employment situation of students after graduation of the Center for Vocational Training, the Faculty has compared with the survey results of other training majors in the School to propose measures to improve the rate of students having jobs after graduation (Table 11.3.2).

Table 11.3.3. Comparison table of employment rate of graduates of Bachelor of Science in Social Sciences with other training programs in the school in the period 2019-2024

Lock learn	Percentage of TN students with jobs			
	Training training is evaluated	Training branch Monk violation Literature	Training branch Monk violation Mathematics	Training Political Science
2017 - 2021		82.98	82.86	100
2018 - 2022				
2019 - 2023	100%			
2020 - 2024	100%			

The results of the comparison in Table 11.3.2 show that the employment rate of graduates from the CNSPLS major is lower than that of the majors of Mathematics Education, English Education, Chemistry Education and History Education in most years during the period 2017-2019. In particular, the employment rate of graduates from the English Education major is higher and relatively stable.

To create opportunities for final year students to find jobs as well as increase the rate of students having jobs after graduation, every year the School organizes a Job Fair with the participation and coordination of many departments such as the Department of Political Affairs - Students, Department of Administration - Foreign Affairs, and Department of Training.

On the Faculty side, based on the results of the investigation on the employment situation of students after graduation and comparison with other training majors, the Faculty organized discussions, analyzed the causes and proposed solutions to increase the rate of students having jobs in the Faculty meetings with CVHTs and student managers. The results of the investigation showed that the

reasons why students have not found jobs are usually: students have the need to continue their advanced studies; the locality does not have a teacher recruitment period; there is no or no recruitment information; students have taught under contract but the salary is low so they quit to look for work.

Other work Based on these causes, the Faculty has proposed and implemented a number of solutions.

Methods such as: Connecting with high schools, including improving the capacity of learners and supporting the recruitment of graduates of training programs with sufficient capacity to meet the requirements of employers; Introducing to learners units that are in need of recruitment through online information channels such as the information channel of the Faculty of Education Website; Information of the Union, or directly by phone... In addition, CVHT and Student Managers are required to keep in regular contact with graduates to learn about the employment status, job positions as well as the reasons for unemployment of graduates in order to be able to support learners in a timely manner.

2. Strengths

The school coordinates with the Faculty to regularly contact graduates. Investigations on the rate of students having jobs after graduation are conducted annually, with a large number of students responding.

Job information is regularly updated on media such as the School's Website or the Union's information channels to support students in finding jobs.

3. Point of existence

The rate of students with jobs is still unstable, there is still a part - a small percentage of students - who have not found jobs, or teach in remote areas, not related to the field of study.

During the survey, the Faculty encountered certain difficulties, such as students who had not found jobs in their field after graduation were hesitant to answer the survey information.

4. Action Plan

TT	Target	Content	Single taste, performer	Time spaceperform m
1	Overcome existing problems	Organize job search consulting activities, train soft skills for final year students in interviewing and writing job applications; at the same time, improve the effectiveness of Job Fair activities; Closely coordinate between the Training Management	Department of Training Management and Academic Affairs bornstudent, faculty Pedagogy,C	From school year 2024-2025

		Department and Student Affairs Department.	VHT, GV	
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		and CVHT in surveying the employment situation of students.		
2	Develop Strengths	Promote activities to connect employers (high schools, research institutes) to deliver recruitment information to students more quickly and effectively; Maintain connection with students after graduation.	Room Training Management and Student Affairs, Faculty Pedagogy, CVHT, GV	Constant year

5. Self assessment: Meets criteria at level 4/7

Criterion 11.4. The type and quantity of research activities of the NH are established, monitored and benchmarked for quality improvement.

Criterion 11.4. The type and quantity of student research activities are identified, monitored and benchmarked for quality improvement.

1. Describe the current situation

The Department of Science - Technology Management and Development Cooperation is the unit assigned to plan and implement student research activities. Based on the approved plan, the Faculty sends a notice to the Departments, from which the Departments proceed to develop specific research plans for students, in accordance with the research direction of the Department. In this plan, the Department indicates the fields and research contents of interest. The research directions of the Departments often focus on two main types: Basic Science research and Educational Science research. Students who are passionate about scientific research and meet the requirements in terms of academic results will choose and

register for the Departments corresponding to the research direction according to their aspirations. Statistics in Table 11.4.1 show that students tend to choose research topics in the direction of Basic Science.

The number of subjects (including two majors: World History and Vietnamese History) is not significantly more than that of Educational Sciences.

Table 11.4.1 Statistics on the percentage of SPLS

Bachelor's students participating in scientific research by type in the period 2019-2024

Course	Year perform	Total students lock	Basic Science	Science Education	1
2017-2021	2020	16	0	0	
2018-2022	2021	28	3	0	
2019-2023	2022	19	5	0	
2020-2024	2023	24	0	1	

The scientific research activities of students are directly supervised by the supervisor and the Department where the students conduct their research through the meetings reporting the outline and research progress. Based on the reports, the Department will annually select students with good research results to participate in the Faculty-level Scientific Research Conference. The Student Scientific Research Conference is held annually from December to January, to summarize the effectiveness of scientific research activities and select topics to participate in the School-level Conference. When participating in the Conference, students are also trained in report presentation skills and scientific article writing skills. These scientific reports are posted on the forum and website of the school and the Faculty of Education, which is also a motivation for students to explore and research towards publishing their research results.

Funding for student research activities is specified in the School's internal spending regulations.

In addition, many other supporting activities are carried out by the School and the Faculty of Education to foster passion and improve scientific research capacity for students, such as the establishment of the Student Scientific Research Club (under the Faculty of Education) to organize exchanges on learning experiences, research experiences, especially how to search for historical sources, classify and criticize historical sources, etc., guided by teachers in the industry.

Statistics on the percentage of students participating in scientific research each year in the period 2019-2024 (Table 11.4.1) show that the trend of students participating in scientific research decreased in the 2018-2022 courses, increased in 2019-2023 and decreased in 2020-2024. The main reason is that the negative impact of the Covid-19 epidemic has made it difficult for students of the History Pedagogy major to go to the library, meet teachers to discuss and find documents for scientific research activities.

In the past 5 years, the rate of History Education students participating in scientific research activities and winning scientific research awards at the Faculty level has tended to increase. There are many factors contributing to the promotion.

Scientific research of students such as: enthusiasm, support policies of the teaching staff of the departments, policies to add points for students when participating in scientific research and achieving good results according to the regulations of the School. However, the rate of students majoring in History Education winning prizes at the School level is not high (Table 11.4.2). This sets the task for the Faculty Board, departments and instructors to have strategic orientation, closely monitor and spend more time guiding students to participate in research activities, and at the same time have appropriate reward and encouragement policies for students to be enthusiastic in scientific research activities.

Table 11.4.2. Statistics on the percentage (%) of students majoring in CNSPLS participating in scientific research and winning scientific research awards at all levels in the period 2019-2024

Course	2017- 2021	2018- 2022	2019- 2023	2020- 2024
Total SV participate in scientific research	0	3	5	1
Percentage of students winning prizes Research grant Department	0.0	100%	100%	100%
Percentage of students winning prizes Research grant School	0.0	0.0	0.0	100%

The number and rate of History students participating in scientific research every year increase, but the rate of winning awards at the school level is high, and students have not yet participated in start-up activities (Table 11.4.3). This sets the task for the Faculty Board, departments and lecturers to provide orientation for students.

Table 11.4.3. Scientific research activities of students of the History Pedagogy training program

TT	Content	Number of students participating/awards
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		2017-2021	2018-2022	2019-2023	2020-2024	Take note
1	Type image active dynamic Research and number of students join	0/0	1/3	1/5	1/1	uncle
	<i>1.1. Research topic</i>	0	2	2	1	
	<i>1.2. Start-up</i>	0	0	0	0	
	<i>1.3. Other</i>	0	0	0	0	

2	Total number of students participate in the types (1)	0	3	5	1	
3	Student participation rate Research/Total number of students	0	10.7	10.5	4.1	
4	Operating expenses Average/year					

2. Strengths

Student research activities are cared for, monitored and supported both professionally and financially, carried out at many levels including: Instructors, Departments, Faculties and Schools.

Supporting activities such as scientific seminars, scientific conferences at all levels and annual research awards are great sources of encouragement for students to nurture their passion, effort and creativity in scientific research.

3. Point of existence

The rate of students receiving scientific research awards at the Faculty and School levels is not high, and no student has received a scientific award at the Ministry level.

4. Action Plan

TT	Item pepper	Content	Single taste, People perform	Time Time of execution
1	Notch serve exist	It is necessary to improve the quality of student research based on increasing implementation time, increasing funding and support activities from the Faculty and the School.	RoomSci entific management - Labourtechnol ogy and development cooperation develop,Facult y of Education, Student Research Club rescue science, teacher	From year school year 2024-2025
2	Deve lop Strengths	Continue to maintain and expand activities to encourage students to participate in scientific research through specific sanctions (bonus points, review of results). Party membership...); Early deployment	RoomSci entific management - Labourtechnol ogy and development cooperation develop, Faculty of Education,	Const ant year

		In scientific research activities, it is necessary to promote the encouragement of students to identify stable and long-term research topics early, and to encourage the association of	Student Research Teachers, Students	Scientific Club,	
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students' research topics with lecturers' research topics in order to publish research results in specialized journals.

5. *Self assessment*: Meets criteria at level 4/7

Criterion 11.5. Stakeholder satisfaction is established, monitored and benchmarked for quality improvement.

Criterion 11.5. Stakeholder satisfaction is established, monitored and benchmarked for quality improvement.

1. Describe the current situation

The Department of Education Quality Management of Hanoi Metropolitan University was established with the task of surveying and receiving feedback from stakeholders including teachers, students, alumni, and employers. At the same time, the Department of Education Quality Management was also assigned to preside over and act as the core in developing tools and organizing the implementation of quality assurance activities within the University. Accordingly, the Department has developed and issued Guidelines on procedures, tools, and methods for collecting, selecting, and using feedback from stakeholders. The Department of Education Quality Management of Hanoi Metropolitan University has its own functions and tasks but is under the direct management and administration of the Board of Directors. Every year, by using survey tools such as interviews, questionnaires, and surveys (online/offline), the Department has collected feedback on 5 issues including: (1) Learners' feedback on teaching activities; (2) Student opinions on administrative staff at the Faculty of Training; (3) Student opinions on the quality of training courses/majors; (4) Survey on the employment situation of former students;

(5) Feedback from learners on the educational services of the University. After being collected, the opinions will be processed by the Department of Education Quality Management of Hanoi Metropolitan University, analyzed, summarized and finally disseminated to relevant parties to improve quality. On the part of the Employer, through the survey information of the Department of Education Quality Management of Hanoi Metropolitan University and through sending students to high schools for annual pedagogical practice, it shows that the recruiting establishments all respond

The training of students has achieved good results. Graduates are most highly evaluated in issues such as: Specialized knowledge; Self-study and research capacity; Problem solving ability; Teamwork skills; Presentation skills... While it is necessary to improve some soft skills such as: Computer skills; Management and conflict resolution skills...

Along with the survey from the Department of Education Quality Management of Hanoi Metropolitan University, the Faculty of Education also organized to collect opinions from teachers on a number of related issues such as facilities, students' learning attitudes... to improve the quality of training programs. Through the Opinion and Quality Survey of Hanoi Metropolitan University's Graduate Teachers in the period of 2017 - 2021, all opinions from high school leaders rated the quality as good.

In addition to surveying the opinions of relevant parties, the School also regularly organizes exchanges, dialogues, and meetings to directly listen to the opinions of learners and staff and teachers in the School. Specifically, the exchange activities between the School's leaders and student representatives are organized annually with dialogue contents closely following the needs of learners such as: Training work, scientific research work, student-student work, facilities for studying and living of students, etc. In addition, at the beginning of the school year, conferences of staff and civil servants are also organized from the Faculty to the School level to summarize the activities of the previous school year, approve the tasks of the new school year and listen to and exchange the aspirations of staff and civil servants with the Leaders towards the construction and development of the Faculty and the School. Based on the exploitation and processing of feedback from relevant parties, and the comparison through annual feedback reports, the School has made efforts to improve the quality of training programs and scientific research through investing in documents and textbooks for teaching and scientific research. Thereby, reference documents, books, and textbooks for teaching courses are purchased annually according to the recommendations of the Faculty of Pedagogy.

In addition, based on the recommendations of the Department of Education Quality Management of Hanoi Metropolitan University in the Report on the results of the survey of opinions of relevant parties on the training program and feedback as well as comparing the feedback results of teachers, alumni, and employers as presented above, the Faculty has proposed a number of solutions to improve and enhance the quality and effectiveness of training. At the same time, the Youth Union has been assigned to design the content of seminars, talks, or some related competitions related to the theme of the school year. In addition, soft skills or some other professional competencies have also been enhanced for students through the annual NVSP training sessions (from October to November). During this time, many

contents have been introduced to students such as: Class leader skills; Emotional control skills; Lesson design skills

testing; Skills in using software in teaching History; Skills in designing videos; Skills in organizing field trips and studying at museums and historical sites. These activities are built and innovated annually based on student feedback to practice and apply professional skills well on the basis of specialized knowledge that has been approached in the training program.

The data in Table 11.5.1 and Table 11.5.2, Chart 11.5.1 and Chart 11.5.2 will be the basis for the School, Faculty and Departments to evaluate and adjust to further improve training quality, connecting training institutions with institutions employing graduates.

Table 11.5.1. Level of satisfaction of stakeholders
(employer) for training program, period 2019 - 2024

Level	2021 (9 NTD's house)	Year 2022 (16 investors)	2023 (7) NTD's house)	2024 (8) NTD's house)
Satisfied	7	12	5	7
Not satisfied	1	1	0	0
Are not Have ants idea	1	3	2	1

Figure 11.5.1. Level of satisfaction of stakeholders
(employer) for training program, period 2019 - 2024

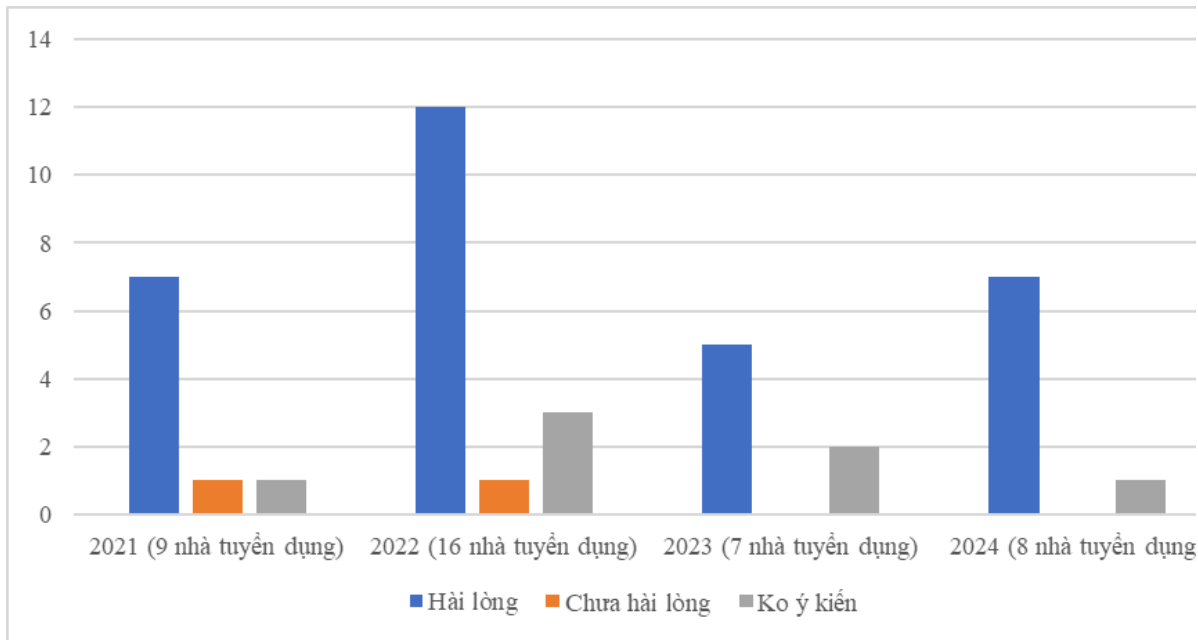
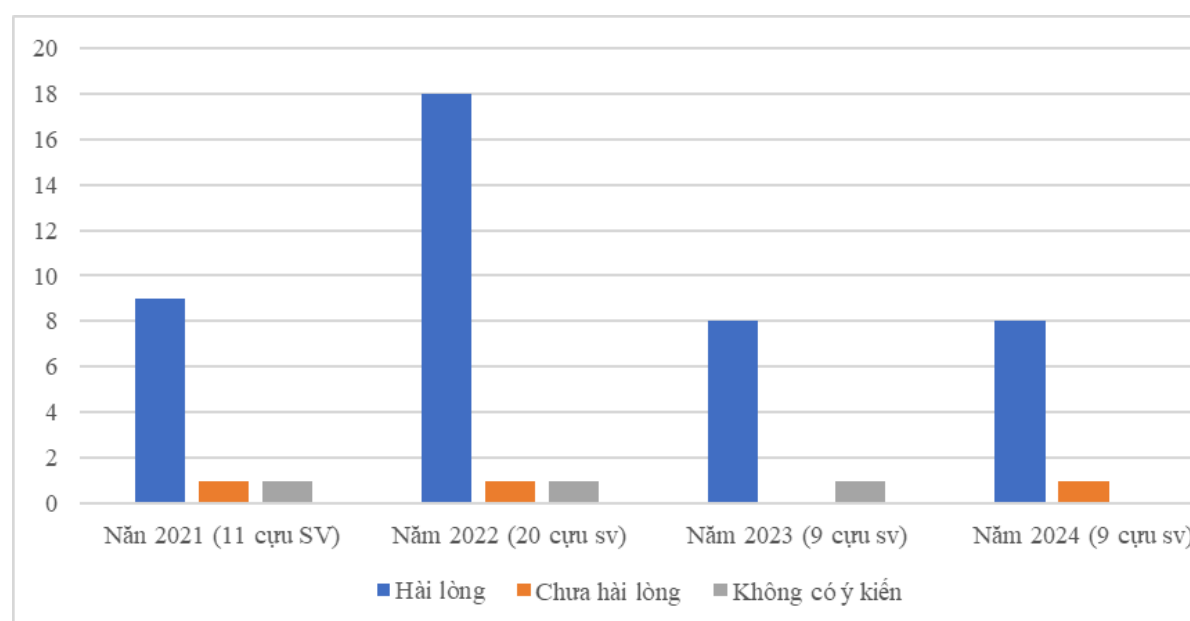


Table 11.5.2. Satisfaction level of former on-time graduates with job positions in the period 2019 - 2024

Level	Year 2021 (11 former students)	2022 (20 former student)	2023 (9 former students)	2024 (9 former students)
Satisfied	9	18	8	8
Not yet comedy heart	1	1	0	1
No idea ants	1	1	1	0

Figure 11.5.2. Satisfaction level of alumni with job positions in the period 2019 - 2024



At least more than 80% of the surveyed graduates are satisfied with the quality and effectiveness of study consulting and job support activities. According to the survey data, the rate of NHs satisfied with study consulting and support services meeting requirements is around 80-90% from 2021 to 2024 (specifically 2021: 81.8%; 2022: 90%; 2023: 88.8%;

2024: 88.8%). In 2022, up to 90% of NHs are satisfied with consulting and learning support services that meet their requirements. When interviewing 20 alumni of the 2018-2022 History Pedagogy Training Program who have found jobs, up to 90% of students are satisfied with the quality and effectiveness of learning consulting activities and 95% of students are satisfied with job support.

2. Strengths

The school has a system of specialized units, processes, tools and methods to receive feedback from stakeholders. Therefore, the satisfaction level of stakeholders is established, monitored and compared.

Investment in reference books and specialized journals to improve training programs and scientific research is carried out annually, with improvements based on feedback from students and teachers.

3. Point of existence

Surveys on employer satisfaction are still conducted in a limited manner.

4. Action Plan

TT	Item pepper	Content	Unit, person perform	Time perform
1	Fixexist	Closely cooperate with employers and alumni to collect feedback on training quality.	Department of Education Quality Management of Hanoi Metropolitan University, Faculty of Education crime, teacher, student	From yearstudy 2024-2025
2	Develop strengths	Continue to improve the infrastructure system to improve the quality of training and student performance, meeting the requirements of relevant parties; Maintain the collection of feedback from students, teachers, and employers on issues related to the training program; complete the feedback form, expand the form of feedback ants.	Department of Education Quality Management of Hanoi Metropolitan University, Faculty of Education	Yearly

5. Self assessment: Meets criteria at level 4/7

With the support of learning management software, CVHT, Faculty Academic Affairs, Training Management and Student Affairs Department and the Faculty of Pedagogy and the general supervision activities of the School, the dropout rate,

graduation rate, and graduation time of students are closely monitored. After graduation, the Faculty and the School still keep in regular contact with students to collect information about the employment situation, and at the same time have forms of support and job referrals for students after graduation. Scientific research activities of students are interested, monitored and supported in terms of expertise and implementation funding from many levels including instructors, Departments, Faculty and the School. Thereby, attracting more and more students to participate in scientific research. In parallel with the activities

In this regard, the School has established a system of units, processes, tools and methods to receive feedback from stakeholders (teachers, students, employers, etc.). Through the Feedback Reports, the School and the Faculty have developed adjustment plans to improve training quality.

However, the rate of students dropping out of school is still high, there are no students graduating early, and the number of students receiving high-level scientific research awards is still low. The collection of information on the employment situation shows that, in most years of the survey, the rate of students with jobs is quite high, the number of students with jobs in the public sector has decreased, while in the private sector it has increased; some did not respond to the survey. In addition, the quality of students after graduation has been responded to by employers. However, this collection of opinions has only been conducted in recent years.

Overall assessment result of standard 11: 5/5 criteria meet the requirements at level 4/7.

Standards/criteria	Self assessment
Standard 11	0
Criterion 11.1	0
Criterion 11.2	0
Criterion 11.3	0
Criterion 11.4	0
Criterion 11.5	0

PART III. CONCLUSION

1. Summarize the strengths and areas for improvement of the training program
2. Summary of existing problems and issues that need to be improved in the quality of training programs
3. Summary of training quality improvement plans

PART IV. APPENDIX

Appendix 6b. Summary of training evaluation results

Hanoi, date month 10 years 2024

PRINCIPAL

Do Hong Cuong

Appendix 7:

1. CTDT quality control database
2. Related documents: