

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



**SELF ASSESSMENT REPORT
MASTER'S DEGREE TRAINING PROGRAM IN
EDUCATIONAL MANAGEMENT**

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

Hanoi, October 2024

Part I. PROFILE OF THE EDUCATIONAL INSTITUTION

1. Overview

Abbreviated alphabet

Full content	Abbreviations
Ministry of Education and Training	Ministry of Education and Training
Training program	Training
Output standard	CDR
Hanoi Metropolitan University	Hanoi University of Science and Technology
Postgraduate and International Training	University and International Training
Education quality management	Quality Management
Social Sciences and Humanities	Social Sciences and Humanities
Education Management	QLGD
Lecturer	GV
Students	HV
Scientific research	Research
Associate Professor	Associate Professor
Dr.	TS
Master	ThS
Office	VP
Science and technology management and development cooperation	QLKHCN&HTPT
Center for Testing and Foreign Languages - Information Technology	TT. KT&NN-TH
Information Center - Library and Learning Resources	TT. TT-TV&HL

1. Problem statement

a. Summary of self-assessment report

The Master's program in Education Management of Hanoi University of Science and Technology includes General Knowledge, Professional Education Knowledge (Basic Knowledge and Specialized Knowledge) and Graduation Thesis. The program helps learners approach the fields of Education Management at a higher level through

study topics such as: School Management and Leadership, Education Quality Assessment and Management, School Culture Development, Education Program Development and Management, Education Forecasting and Policy, State Management of Education, Education Development Strategy and Plan, Management of Change in Education, etc. In addition, the Master's program in Education Management at the Master's level

The master's program also has many courses to help students practice soft skills. The courses are designed in a variety of ways to provide theoretical and practical knowledge in an application-oriented manner, while enhancing the ability to think and work independently, helping students to be able to self-study and self-improve to meet the requirements of professional work in the context of economic and social development of the Metropolitan, the country and international integration.

The structure of the self-assessment report of the master's level training program in Education Management includes 4 parts:

Part I: Overview, briefly describe the purpose, process of self-assessment of the training program, assessment methods and tools to provide information about the context of the self-assessment activity to help readers better understand the content of the self-assessment report. At the same time, this section also needs to describe the participation of stakeholders (Faculty, Department/Office/Center, lecturers, staff, learners,...), how to organize these components to participate in the self-assessment of the training program.

Part II: Self-assessment according to standards and criteria with sub-items as follows: (1) Description

- general analysis of the entire standard and specific evidence; (2) Highlighting the strengths of the training program; (3) Weaknesses; (4) Quality improvement plan and (5) Self-assessment.

Part III: Conclusion on the strengths and areas that need to be promoted of the training unit, summarized according to each standard, summarizing the shortcomings, the need for quality improvement, quality improvement plan and synthesizing self-assessment results.

Part IV: Appendix, including a summary table of self-assessment results of training programs according to "Official Dispatch No. 2085/QLCL dated December 31, 2020 of the Department of Quality Management on guidance on self-assessment and assessment outside the training program", database including training program quality assessment, other relevant decisions and documents and list of evidence.

The main content of the Report focuses on self-assessment of 11 standards, with 50 criteria. In which, standards 1, 2, 3, 4 focus on objectives, learning outcomes, training program description, structure, teaching program content and teaching - learning approaches; standard 5 assesses learners' learning outcomes; standards 6, 7 aim at self-assessment of lecturers, researchers and staff; standard 8 focuses on assessing factors related to learners and learner support activities; standard 9 is related to issues of facilities and equipment; standard 10 provides accurate assessments in improving the quality of training programs and scientific research; standard 11

provides assessments of the output results of the entire master's level training program in Education Management.

Each criterion will have a system of accompanying information and evidence. The information and evidence code (MC Code) is denoted by a string of at least 11 characters, including 01 letter, three dots and 07 digits; every 02 digits are separated by 01 dot (.) according to the following formula: Hn.ab.cd.ef; In which:

- H: abbreviation for “Evidence Box” (Evidence of each standard is collected in 1 box or several boxes).
- n: the serial number of the evidence box is numbered from 1 to the end. If n is greater than or equal to 10, the symbol string has 12 characters or more.
- ab: standard serial number (standard 1 write 01, standard 10 write 10).
- cd: criterion number (criterion 1 write 01, criterion 10 write 10).
- ef: the serial number of evidence according to each criterion (the first information and evidence is written as 01, the 15th is written as 15, ...).

For example: H1.01.01.01: is the first MC of criterion 1 of standard 1, placed in box 1; H3.03.02.15: is the 15th MC of criterion 2 of standard 3, placed in box 3.

b. Purpose, process, methods and tools of self-assessment

1.2.1. Purpose of self-assessment

Overall assessment of the industry's activities according to the Standards for assessing the quality of training programs at higher education levels of the Ministry of Education and Training, issued together with Circular 04/2016/TT-BGDDT dated March 14, 2016 of the Minister of Education and Training.

This is a process to help the Master's Education Management Department of Hanoi National University to self-review and research based on the education quality assessment standards issued by the Ministry of Education and Training to report on the status of training quality, effectiveness of training activities, scientific research, human resources, facilities, as well as other related issues; thereby adjusting resources and implementation processes to meet training quality standards, gradually affirming the position of the Master's Education Management Department of the University, reaching the regional and national level.

Evaluate the strengths and weaknesses of the Department of International Training and Education, Faculty of Social Sciences and Humanities in training, scientific research and technology transfer to propose specific plans and measures to gradually improve and enhance the quality of training, scientific research and social services.

Self-assessment activities also demonstrate the autonomy and self-responsibility of the faculty in all training, scientific research and social service activities according to assigned functions and tasks, in accordance with the mission and goals of the School.

In addition, analyze and compare the performance of the master's level education management industry according to the standards and criteria for quality assessment of the training industry and determine the level of achievement for each criterion and standard. From there, register for quality assessment of the training industry with the education quality assessment agency.

Self-assessment process: The self-assessment process consists of the following main steps:

Step 1: Establish a Council to self-assess the quality of training programs in the master's level of education management.

Step 2: Plan for self-assessment of quality of master's level education management industry.

Step 3: Analyze criteria, collect information and evidence. Step 4: Process and analyze the information and evidence obtained. Step 5: Write a self-assessment report.

Step 6: Complete the overall self-assessment report.

Step 7: Publish the self-assessment report throughout the Faculty, Department and School for reading and comments.

Step 8: Implement activities after completing self-assessment.

The process of writing a self-assessment report is carried out according to the Self-assessment Plan for the Master's Program in Education Management of Hanoi National University. The self-assessment section is presented in order of standards from 1 to 11. In each standard, the assessments are presented in order of criteria. In each criterion, the main contents are presented: 1. Description; 2. Strengths; 3. Existences; 4. Quality improvement plan; 5. Self-assessment.

After the decision to establish the Self-Assessment Council for the Master's Degree in Education Management, the School issued a Self-Assessment Plan for the Master's Degree in Education Management; established specialized groups in charge of different standards. After participating in the training on writing self-assessment reports on the quality of bachelor's degree training programs according to the standards of the Ministry of Education and Training organized by the School, the Department of Postgraduate Studies and International Training, Faculty of Social Sciences and Humanities made a detailed plan to conduct the assessment of the Master's Degree in Education Management, held a meeting of all staff of the Department and specialized Faculty to disseminate the plan and clearly assign tasks according to the main areas of work such as: Collecting contact information, determining sample size from learners, alumni, employers, lecturers, experts, ... ; *Conduct surveys using questionnaires; Collect evidence; Write standard reports;*

Write draft summary reports; Review draft reports; Keep evidence... The officers in charge are divided into groups and complete the work based on the assignment of the

Team leader. The report writing process had the consensus and participation, and efforts to complete the work of all members in the Department of International Relations and Training and the Faculty of Social Sciences and Humanities.

1.2.2. Self-assessment methods and tools

Based on each standard and criterion of the set of standards for assessing the quality of training programs issued by the Ministry of Education and Training. For each criterion in each standard, the Faculty of Social Sciences and Humanities has conducted the review according to the following steps:

Step 1:Describe to clarify the current status of the training program according to each criterion; point out strengths and weaknesses to reach final evaluations.

Step 2:Develop an action plan to overcome shortcomings, promote strengths, clearly plan time, resources and implementation methods.

Step 3:Self-assessment of the level of compliance with criteria and standards.

2. Deployment context

1.2. General overview

a. Overview of Hanoi Metropolitan University

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-TTg dated December 31, 2014 of the Prime Minister. Vietnamese name: Hanoi Metropolitan University, English name: Hanoi Metropolitan University, Abbreviation: HNMU.

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. On May 12, 2023, the Prime Minister signed Decision No. 497/QĐ-TTg Merging Ha Tay Pedagogical College into Hanoi Metropolitan University under the Hanoi People's Committee. The merger has contributed to promoting training and fostering of 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-HDT 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, Advisory Councils, Advisory Boards

Other issues; 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 School (Party Committee, Trade Union, Ho Chi Minh Communist Youth Union, Student Association). Specifically, as follows:



Figure 1: Organizational chart of Hanoi Metropolitan University

About human resources,As of July 2024, Hanoi Metropolitan University has 445 staff, lecturers and employees, including 09 Associate Professors, 81 PhDs, 280 Masters, 53 University, 22 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 National University has 01 main campus and 03 campuses with a total area of 22.43 hectares, including:

- Head office: No. 98 Duong Quang Ham Street, Quan Hoa Ward, Cau Giay District (1,960 ha).
- Facility 2: Dac Tai village, Mai Dinh commune, Soc Son district (6,043 ha).
- Facility 3: No. 6 Vinh Phuc Street, Vinh Phuc Ward, Ba Dinh District (1,198 ha).
- Facility 4: No. 6 Nguyen Phi Khanh Street, Thuong Tin Town, Thuong Tin District (13.23 ha).

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 8,145 (of which the regular college system has a total of 63 students, the regular university system has a total of 6,284 students, the joint training system has 1,798 students); 606 graduate students and 17 doctoral students; the total number of students studying at the pedagogical practice school is 746 students (of which, primary school is 474 students and secondary school is 746 students).

In 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.

2.1.2 Mission, vision, core values and educational philosophy of Hanoi Metropolitan University

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 technology transfer 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, innovation and international cooperation, worthy of the development of Hanoi city, ranked highly in the system of Vietnamese universities and participating in the network of regional and international universities.

By 2045, Hanoi Metropolitan University will become a leading prestigious smart university, organized according to the University model including a system of member units such as universities, research institutes, multi-level practice schools and science and technology enterprises.

Core Values



Figure 2: Core values of Hanoi Metropolitan University

Humanity: Human values are demonstrated through respecting cultural diversity, encouraging creative thinking, and nurturing compassion. This helps build an equitable academic and social community, while encouraging learners to develop social skills and a sense of responsibility to the community.

Novelty: The school encourages members to be creative, dynamic in thinking and acting, dare to think, dare to do, dare to take responsibility, improve working methods to increase work efficiency, reach new heights, and meet the requirements of development.

Motivation: Each member strives to have positive energy; positive thinking; positive action; dedication, devotion, and enthusiasm in work to promote all activities towards the common goals of the School, for the development of the School.

Unique: The school respects and promotes the unique contributions of its members to the common perception to build a diverse school culture, bearing the identity of the thousand-year-old Metropolitan.

Philosophy of Education

Training human resources in the spirit of liberal arts, 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 develop comprehensively, have professional capacity and a sense of community service, have a desire to be creative, ready to adapt and integrate.

2.1.3 Quality assurance activities

In the trend of integration, Hanoi Metropolitan University always emphasizes the role of accreditation and quality assurance 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 a way

sustaining the models, standards, codes of conduct and quality working habits in all activities of the University. The quality assessment criteria have become a measure for all aspects of the school's activities. Annually, the school conducts internal self-assessment of the school's activities and training programs; regularly solicits feedback from stakeholders including students, alumni, teachers, and employers to improve the quality of activities, improve course content and training programs.

Quality policy of Hanoi National University

Principle

- a) Education quality is a key factor, vital to the survival of the School, contributing to the implementation of the School's accountability to society, learners and management agencies;
- b) Educational quality assurance activities must be oriented according to the Vision, Mission, and Core Values announced in the School's Development Strategy;
- c) All activities of the School are implemented on the basis of quality culture. The internal education quality assurance system has a reasonable structure, operates effectively, and the responsibilities of the departments are clearly defined.

Content

- a) Ensure and continuously improve training quality at all levels and in all training programs, aiming to meet regional and international standards.
- b) Ensuring quality in scientific research, international cooperation and service provision for learners and related individuals and organizations.
- c) Quality is regularly monitored and evaluated at all levels for continuous improvement. Establish formal mechanisms and processes to periodically review and monitor the quality of programs and degrees, and monitor student progress for quality improvement.

Commit

- a) Bringing the highest benefits to learners based on care, respect and understanding of learners' wishes; Learners are the central subjects of training, scientific research and community service activities, and are given all conditions to develop themselves;
- b) Maintain and develop a public and transparent working environment, ensuring that all members of the School can maximize their capacity;

c) Build and improve the Internal Quality Assurance System on the basis of quality management according to national and international educational quality standards.

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 in charge of quality assurance is the Department of Education Quality Management (the Department of Examination and Education Quality Assurance was established in 2015, covering the fields of examination and quality assurance. In November 2019, the Department of Education Quality Management was established on the basis of merging the fields of quality assurance and inspection). The Department of Education Quality Management 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.

Hanoi University of Technology has 04 assessors, 12 staff with certificates of completion of the assessor training course and 04 staff with certificates of completion of the AUN-QA training program assessment course (Tier 1). According to Decision No. 199/QĐ-DHTĐHN dated February 28, 2023 on the establishment of the Hanoi Metropolitan University Education Quality Assurance Network, the staff in charge of QA work in the Hanoi University of Technology Quality Assurance Network consists

of 79 members.

Quality assurance tools and processes

Hanoi University of Technology has built and applied 109 basic procedures according to the functions and tasks of the units as prescribed in Decision No. 88/QĐ-DHTĐHN dated

On February 4, 2020, the Regulations on functions, tasks and organizational structure of units under Hanoi University of Science and Technology and tools (stakeholder surveys, databases and self-assessment) were issued to ensure the quality of training, scientific research and community service activities. According to Decision No. 882/QĐ-DHTĐHN dated October 11, 2021 on promulgating the Working Process system of Hanoi University of Science and Technology, out of 109 Processes, 47 processes remain unchanged, 42 processes have been revised and 24 new processes have been developed compared to the 2020-2021 school year.

Quality control

Regarding the quality assessment of educational institutions, in 2020, Hanoi National University registered for external assessment and was recognized for quality by the National Quality Assessment Council, Ministry of Education and Training in August 2020.

Regarding the quality assessment of training programs, up to now, the School has conducted the assessment of 07 training programs according to the Ministry of Education and Training's standards and has been granted a Certificate of meeting quality standards.

b. Overview of the Faculty of Social Sciences and Humanities, Hanoi Metropolitan University

The Faculty of Social Sciences and Humanities was established under Decision No. 920/QĐ-DHTĐHN dated August 21, 2019 QĐ-DHTĐHN dated August 21, 2019 on the basis of Decision No. 3984/QĐ-UBND dated July 19, 2019 of the Hanoi People's Committee on restructuring Hanoi Metropolitan University. As of July 2024, the total number of staff, lecturers and employees of the Faculty is 57, including 55 lecturers and 2 faculty officers. The faculty's teaching staff has high professional qualifications and extensive teaching experience and scientific research capacity: 3 Associate Professors. PhDs; 23 PhDs, 30 Masters, 01 Bachelor (currently studying for a Master's degree). The faculty's lecturers have always excellently completed their teaching and scientific research tasks for many consecutive years. The faculty manages 07 training majors of the school including:

1. Political Science
2. Social Work
3. Special Education
4. Law
5. Education Management
6. Psychology

7. Literature

About organizational structure of the Faculty of Social Sciences and Humanities: Decision No. 204/QĐ-DHTĐHN dated February 26, 2024 of the President of Hanoi Metropolitan University has organized and rearranged the staff and employees at the Faculty of Social Sciences and Humanities, accordingly the faculty has 01 Office

faculties, 01 School Counseling and Early Intervention Center and 07 departments: Department of Language and Literature; Department of Political Theory; Department of Psychology; Department of Social Work; Department of Educational Management; Department of Special Education and Department of Law.

Figure 3: Organizational structure of the Faculty of Social Sciences and Humanities

Training activities:The Faculty conducts training in 07 undergraduate majors, including enrolling and training in undergraduate majors of Social Work, Law, Special Education, Educational Management, and Political Science since 2017. As of June 2024, the total number of students in the Faculty is 6,058. The Faculty of Educational Management has enrolled and trained 6 Master's degree courses (starting from the 2018-2020 course), and the Doctoral degree course starting from the 2023-2024 school year.

For scientific research activities:Scientific research activities of lecturers in the Faculty have achieved many achievements. Many city-level scientific research topics and key school-level topics have been accepted with excellent results; the number of scientific articles published in domestic and international specialized journals has increased significantly.

For Party and mass organization work:The Social Sciences and Humanities Party Cell, the Faculty Trade Union, and the Faculty Youth Union have closely coordinated with the Faculty Leadership to build a united and strong-developed Faculty of Social Sciences and Humanities, creating great motivation to implement the strategies and goals set by the Faculty and the School. Students of the Faculty of Social Sciences and Humanities actively and enthusiastically participate in cultural, artistic, sports, professional, volunteer, and scientific research activities, etc., achieving high achievements, contributing to building and affirming the Faculty's brand both inside and outside the school.

For quality assurance:Along with the development orientation of the school, the leaders of the Faculty of Social Sciences and Humanities are very interested in ensuring the quality of education. Internal educational assessment activities are carried out annually with a fairly high level of results. The team of lecturers and specialists are trained in archiving and encoding evidence to serve the school's self-assessment and external assessment. Since the 2019-2020 school year, the Faculty has done a good job of digitizing documents in management and training in all aspects of activities. Training quality is a core issue that the Faculty Board, Departments and each lecturer are interested in. Each lecturer is active in innovating teaching methods, updating

advanced domestic and international educational and training content, actively adjusting the training program to meet the development of educational science and professional practice. Survey activities to collect opinions and assessments of students, customer seminars, etc. are periodically organized to make

Practical basis for activities to innovate educational programs, methods, and forms of teaching organization in each training major and each lecturer.

c. Overview of Master of Education Management

Hanoi University of Education is licensed by the Ministry of Education and Training to train masters according to Decision No. 4448/QĐ-BGDĐT dated October 19, 2018 of the Minister of Education and Training. Currently, the school has 6 courses of masters in educational management, of which 4 courses have graduated students.

Some general information about the industry:

- Training field: Education management
- Industry code: 8140114
- Education level: Master
- Name of diploma:
 - + Vietnamese name: Master of Education Management
 - + English name: Master of Education Management
- Training time according to design: 2 years
- Training form: Full-time

Pursuant to Circular 23/2021/TT-BGDĐT on the Regulations on admission and training for master's degrees, Hanoi University of Education currently enrolls master's students in Educational Management according to 2 programs: Research-oriented and Application-oriented. Specifically:

1. For research-oriented program Training period: 24 months.
Training form: Full-time.

2. For application oriented programs

For the application-oriented program, there are 02 training timelines corresponding to 02 training forms as follows:

- Training period: 24 months. Training form: Full-time.
- Training period: 28 months. Training form: Work-study.

The study volume of a training program, of each component or of each subject in a training program is determined by the number of credits.

3. Study load

- 64 credits with research-oriented program (52 academic credits + 12 credits for Graduation Thesis)
- 60 credits with application-oriented program (45 study credits + 6 internship credits + 9 Graduation Project credits)

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

Standard 1. Objectives and output standards of the training program

Hanoi University of Education has been authorized by the Ministry of Education and Training to train Masters in Educational Management since October 2018. This is one of the practical and important majors in the field of education, meeting the needs of developing human resources for educational management in the trend of educational innovation and international integration. Therefore, right from the beginning of researching and developing the training program, the University has clearly identified the objectives that must be consistent with the mission and vision of the University, the needs of society and consistent with the objectives of higher education stipulated in the Law on Higher Education. The CDR covers both general and specific requirements that learners need to achieve after completing the training program as well as regularly reviewing and updating to meet the requirements of relevant parties. The objectives of the training program are clearly defined, consistent with the mission and vision of the University, consistent with the objectives of higher education stipulated in the Law on Higher Education. The output standards of the training program are clearly defined, covering both general and specific requirements that learners need to achieve after completing the training program. The output standards of the training program reflect the requirements of relevant parties and are periodically reviewed. controlled, regulated and publicly disclosed.

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

Hanoi University of Education has been authorized by the Ministry of Education and Training to train Masters in Educational Management since October 2018. This is one of the practical and important majors in the field of education, meeting the needs of developing human resources for educational management in the trend of educational innovation and international integration. Therefore, right from the beginning of researching and developing the training program, the University has clearly identified the goals that must be consistent with the mission and vision of the school, social needs and consistent with the goals of higher education stipulated in the Law on Higher Education. The curriculum covers both general and specific requirements that learners need to achieve after completing the training program as well as regularly reviewing and updating to meet the requirements of relevant parties.

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

1. Current status description

Based on the Development Strategy of Hanoi University of Science and Technology [\[H1.01.01.01\]](#) The school has built a project to open a master's training code in QLGD. [\[H1.01.01.02\]](#) From October

In 2018, the University of Economics was permitted by the Ministry of Education and Training to train at the Master's level. QLGD [\[H1.01.01.03\]](#) During the training process, the objectives of the training program have been identified. clearly defined in accordance with the school's mission and vision for each specific stage body [\[H1.01.01.04\]](#), in accordance with regulations on the process of building and evaluating master's training programs issued by the Ministry of Education and Training [\[H1.01.01.05\]](#).

In 2020, according to the school's instructions, the master's training program will be piloted. [\[H1.01.01.06\]](#) When building the training goals for the Master of Education Management program, Hanoi National University has implemented fully implement the steps and procedures to issue output standards and The best and most practical training program. The objectives of the Master of Education Management training program are reviewed. Control, adjust, supplement, update based on regulations and guidance documents of the Ministry GD&DT Circular No. 23/2021/TT-BGD&DT [\[H1.01.01.07\]](#), and align with vision and mission School network in each stage [\[H1.01.01.04\]](#). To have a basis for adjustments To revise the objectives of the training program (2018, 2020 and 2022), the drafting team has developed and organized the implementation of present plan to survey stakeholders [\[H1.01.01.08\]](#), [\[H1.01.01.09\]](#), School Establish a training program appraisal council, inviting employers to participate in feedback. CTĐT measures to contribute to goals, objectives, training programs [\[H1.01.01.10\]](#) Therefore, the goal of the training program The Master of Education in Management is revised and finalized after synthesizing the opinions of relevant parties. through the opinions of the employers in the Training Program Appraisal Council, after through discussion, analysis and consensus of the Faculty Council. [\[H1.01.01.11\]](#), Hanoi University of Science and Technology has determined the training program's objectives including general objectives and specific goals in accordance with regulations of the Ministry of Education and Training [\[H1.01.01.09\]](#), suitable for the The opinions of the parties concerned are fully reflected in [\[H1.01.01.10\]](#); [\[H1.01.01.11\]](#) of 2018, 2020 and 2022, in the training program description [\[H1.01.01.12\]](#) of the 2018, 2020 and 2022. In each training program, the objectives are clearly defined, including: General criteria describe the general expectations about the student's abilities and career prospects. (HV) after graduation; specific objectives describe in detail the knowledge, skills, Attitude qualities and self-control and self-responsibility of students need to be achieved to meet meet the general objectives of the training program. In particular, the general objectives of the training program are oriented towards Research focuses on forming and developing in-depth research capacity on the origin theory, basic theory of educational management and educational institution administration. Master of Educational

Management is a major with high applicability, so the training program's objectives are determined to focus on improving knowledge and Mastering educational management skills to meet management requirements organization, educational institution. Thus, the training program objectives are clearly and specifically defined, including Knowledge, skills, autonomy and social responsibility are scientifically developed and measurable.

can be assessed, thereby serving as an important basis for implementing the construction of the CDR and skill matrix. [\[H1.01.01.13\]](#) and detailed course outline (DCCTP) [\[H1.01.01.14\]](#).

Training objectives are consistent with the school's mission and vision.[\[H1.01.01.4\]](#) In which, the major of Management Education is chosen as an important major for the engineering sector. education, so the training program's objectives are built to help learners accumulate knowledge. knowledge and practice, develop educational management skills from which to easily adapt in many working environments. Specifically: Training masters in management education with practical and theoretical knowledge Extensive, modern/updated knowledge of administration and management; have professional leadership and management skills educational institutions in accordance with the actual context. When building, reviewing, and editing In the training program of the Education Management Department, the training program drafting team has researched, analyzed and realized a part of the School's mission and vision into training goals. The reviews and updates Updates and edits are compiled, discussed, agreed upon and reported to the Principal. approval decision [\[H1.01.01.15\]](#).

The educational philosophy, educational objectives of Hanoi University of Education, educational objectives of the Master's level training program in Management Education are clearly stated and widely disseminated to teachers, learners, employers, alumni and related parties through many forms such as: the school's website, slogans, publications published by the school, promotional leaflets, fanpages... so that related parties can easily access, understand and implement.[\[H1.01.01.16\]](#).

Table 1.1: Relationship between the training objectives of the Master of Education Management Program and the Vision - Mission of the School

Mission – Vision	CTDT objectives 2020	Training program targets issued in 2022
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Mission: The University of Economics has the mission of training multidisciplinary human resources capable of adapting to changes in the labor market; scientific research, technology transfer to serve economic development.	The Master of Education Management training program aims to train managers, researchers, teachers and specialists with extensive knowledge of management science, and with the capacity and qualities to meet the requirements of work at facilities. education, training,	The Master of Education Management training program with a research orientation aims to train human resources with the capacity to conduct in-depth research on basic principles and theories in education management and educational institution administration, with the capacity to develop source technologies as a foundation for developing applied sciences and technology; with the capacity to manage, administer education and the capacity to research on science. QLGD; ability to detect and resolve
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society of Hanoi and the whole country. Vision: By 2030, the University of Economics will be a trusted and prestigious address for training, scientific research and technology transfer in a number of key fields in the fields of natural sciences, social sciences, education, engineering and technology, agriculture and forestry. - Fisheries, economics (each field chooses 1-2 majors) reaching the same level as major universities in the North and the whole country.	Educational organizations, with the capacity for educational research, effectively discover and solve problems of educational practice.	issues of educational practice, educational management practice in educational institutions; have the capacity to research and apply technology in management, have the ability to adapt to changes, administration and professional activities to meet the demand for quality human resources in the digital transformation period. The Master of Educational Management training program with application orientation aims to train human resources with the capacity to develop basic research results in the field of educational management, educational institution management; apply source technologies into technological solutions in educational institution management, have the capacity to manage, administer education and the capacity to research and apply in educational management science, detect and solve problems of educational practice as well as in educational institution management, administration; have the capacity to research and apply technology in management, administration and professional activities to meet the demand for quality human resources quantity in the digital transformation period.
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The objectives of the training program are consistent with the objectives of higher education stipulated in the Law on Higher Education: The objectives of higher education are stipulated in Article 5, Law on Higher Education No. 08/2012/QH13 dated June 18, 2012 and Law on Higher Education No. 42/VBHN-VPQH dated

December 10, 2018, Specifically "Training at the master's level so that students have basic scientific knowledge, have specialized skills for research in a scientific field or effective professional activities, have the ability to work independently, creatively and have the ability to detect and solve problems in the trained major".[\[H1.01.01.09\]](#). From then on, the house The school directs the adjustment and development of the goals of the Master of Education Management training program closely following the standards. Basic criteria of the Law on Higher Education such as: Students have extensive, modern/updated knowledge Japanese on management and QLGD; Have leadership skills, professionally manage activities

in educational institutions appropriate to the real context; Have high ethics and social responsibility and have the ability to continue studying to improve professional qualifications and skills. services to meet job requirements; Have foreign language proficiency at standard 4/6 according to the competency framework Vietnam National Foreign Language". All training objectives are publicly posted on The school's website is easy for students, employers and anyone interested to access. approach, learn [\[H1.01.01.17\]](#).

2. Strengths

The objectives of the Master's training program in Education Management have been clearly defined, in line with the mission, vision and development strategy of the University, in line with the objectives of the Law on Higher Education to meet the increasing needs of society for human resources in Education Management, in line with the Vietnamese National Qualifications Framework, in line with the Regulations on training program standards; developing, appraising and promulgating training programs for higher education levels as prescribed in Circular No. 17/2021/TT-BGDDT dated June 22, 2021 of the Ministry of Education and Training and Circular No. 23/2021/TT-BGDDT dated October 11, 2021; in line with the Decision on promulgating the Master's and Doctoral Admissions Project in the Decision dated December 29, 2023 of the President of Hanoi University of Education; in line with the regulations on standards for Principals of general education institutions and standards for Principals of preschool education institutions. The process of building, adjusting and updating the objectives of the training program through the adjustments of the training program (2020, 2022) has been carried out in accordance with regulations, the process has been seriously implemented and ensured objectivity based on surveys and consultations with relevant parties such as employers, former students, lecturers and experts to ensure that the objectives of the training program are increasingly complete, meeting the requirements of training Masters in Educational Management in the context of fundamental and comprehensive innovation of education and training today.

The objectives of the training program are built in accordance with each stage of development of education, of the training unit and the needs of society through conducting surveys with relevant parties to adjust and update new contents of the major of Education Management to suit the actual needs of society.

3. Point of existence

The implementation of collecting opinions from relevant parties on the training program's objectives is still limited in terms of the number of subjects, and not many seminars have been organized to discuss the training program's objectives for the Master of Education Management program.

4. Action Plan

Status	Target	Content	Single taste, fish core perform	Time
1	Play points strong	Continue to develop a plan to review, update and adjust training programs regularly and promptly, responding to changes in trends. educational development direction	Department of Student Affairs, Department of Education and Training – Faculty of Social Sciences and Humanities	from 2024-2025)
2	Notch servelimit	- Increase the number of each type of survey object in the construction of training objectives to adjust and update to suit reality and ensure objectivity. - Organize workshops and invite relevant stakeholders to discuss and reach consensus on Training objectives after survey.	Department of Student Affairs, Department of Education and Training – Faculty of Social Sciences and Humanities	The beginning and end of each course are from 2024-2025

5. *Self assessment*: Criterion achievement level: 5/7

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 objectives are clearly defined: Based on the general and specific objectives of the training program, the training program's objectives are clearly defined into groups of knowledge, skills, qualities, attitudes, and self-responsible capacity.[\[H1.01.02.01\]](#). Standard The output of the 2020 training program includes:

Professional knowledge and capacity; skills; moral qualities ethics; graduate employment; graduate level learning ability. Overall The 2020 training program's CDR covers the requirements that students need to achieve after completing the program. CTDT, however, has not specifically quantified the requirements and has not covered the requirements. CDR so that students have full knowledge, skills, autonomy and self-responsibility requirements [\[H1.01.02.02\]](#). For the 2022 training program [\[H1.01.02.03\]](#) There are 10 CDRs and CTDTs according to the regulations.

The research direction has 8 CDR corresponding to knowledge, skills, attitudes, and abilities. Autonomous and self-responsible, English standards are adjusted and updated according to Circular No. 17/2021/TT-BGDDT dated June 22, 2021 [\[H1.01.02.04\]](#). Thus, compared with the CTDT's CDR

2020, the 2022 training program's CDR has covered comprehensive requirements on knowledge and skills, capacity, autonomy and responsibility associated with management activities, principal standards and requirements for innovation in management and administration in education. The training program's curriculum specifically states knowledge, skills, autonomy and responsibility for graduates and employment prospects in the future. The training program's objectives specifically state deep, broad, and advanced practical and theoretical knowledge, progress, master the basic principles and theories in educational management, interdisciplinary knowledge related, general knowledge of administration and management; analytical, synthesis and evaluation skills data and information to provide scientific solutions to problems, organizational skills organization, administration and management of activities at educational institutions, research and development skills Develop and use technologies creatively in academic and professional fields. The level of autonomy and self-responsibility requires students to be able to research and make decisions. important initiatives in work, adaptation, self-direction and guidance of people other, to draw expert conclusions in the field of expertise and management, evaluate and improve professional activities.

With regulations on foreign language proficiency equivalent to level 4/6 of the Vietnamese Foreign Language Proficiency Framework[\[H1.01.02.05\]](#), The program's CDR also highlights the potential for lifelong learning. of students such as "students can continue to study at higher levels or self-study, self-research" research” and future career prospects such as “administrator, executive leader operate business organizations or train to become researchers and teachers at universities, colleges, secondary schools, institutes and research centers.

The training program's CDR covers both general and specialized requirements that students need to achieve after completing the training program: The training program's CDR has been clearly designed, shown in detail in the CDR integration matrix of subjects in the training program, including general knowledge, specialized basic knowledge, and specialized knowledge.[\[H1.01.02.06\]](#) help students and teachers easily identify goals in the learning process and teaching. In addition to general knowledge and skills, the training program's CDR focuses especially on to specialized competencies in career orientation in leadership positions different in the field of education. The organization of the construction of the training program's CDR is carried out follow the correct procedures as instructed in the documents of the Ministry of Education and Training [\[H1.01.02.07\]](#), of Hanoi University of Science and Technology [\[H1.01.02.08\]](#). To have a basis for conducting the review To control and adjust the training program of the education management sector, the School has issued regulations

on the construction and Adjust the CDR for master's training programs in the school. Before issuing the CDR, The drafting team has sought comments from relevant parties on the draft CDR that has been approved by the group. Drafting and editing, the School has established a Council for evaluating CDR and Master's training programs.

QLGD includes inviting employers to participate as reviewers. members of the Appraisal Council [H1.01.02.09]. Based on the comments of stakeholders [\[H1.01.02.10\]](#), opinions of the Training Program Appraisal Council, including opinions Based on the opinions of the employers, the Faculty Council held a meeting to review and present. Principal signs and issues the CDR [\[H1.01.02.11\]](#).

2. Strengths

The training program's CDR of the Master of Education Management program of Hanoi National University of Education clearly defines general and specific requirements for graduates, especially the CDR of the research-oriented and application-oriented programs (2022) are different, based on the guidance documents of the Ministry of Education and Training.

The process of building, adjusting and updating the training program's curriculum through the training program adjustments (2020, 2022) has been carried out in accordance with regulations, the process has been seriously implemented and ensured objectivity based on surveys and consultations with relevant parties such as employers, former students, lecturers/experts to ensure that the training program's curriculum is increasingly complete, meeting the requirements of training masters in educational management in the context of fundamental and comprehensive innovation in education and training today.

3. Point of existence

The frequency of organizing conferences, seminars, and thematic activities to adjust and update the training program is not high, and there is no regular consultation on a large scale with relevant parties to get opinions on adjusting the training program's training program.

4. Action Plan

Status	Target	Content	Single taste, individual real presently	Time
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1	Develop strengths	Continue to develop and implement plans to adjust and update the training program's CDR. Strictly implement the process of updating and editing the training program and curriculum according to the regulations of the Ministry of Education and Training and Hanoi University of Education. Regularly survey and collect opinions from relevant parties such as the User Unit. employment, alumni, alumni,	Department of Student Affairs, Department of Education and Training - Faculty of Social Sciences	Head lock born (from year 2024-2025)
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		Teachers/experts to increasingly improve CTDT's CDR improvement		
2	Overcoming limitations	Proactively and regularly develop plans and regularly organize conferences, seminars, and thematic activities to adjust and update the CDR, especially regularly and widely consult with relevant parties to get opinions for adjustment. CTDT's CDR.	Department of Student Affairs, Department of Education and Training - Faculty of Social Sciences	Year study 2024-2025

5. Self-assessment: Score 5/7

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

The output standards of the Master of Education Management training program describe in detail the competencies and qualities that students need to achieve after the learning process, specifically shown in the objectives and output standards of each

module of the program.[\[H1.01.03.01\]](#) From the above standards, CTĐT Master of Education Management is able to fully meet the expectations of students, society, and related partners. During the assessment process, this output standard is monitored, adjusted, and perfected. improve according to current regulations on building, reviewing, and adjusting the output standards of the School. Hanoi University of Science and Technology [\[H1.01.03.02\]](#). In each review, adjustments will be made according to the following The basic steps are as follows: (1) The school decides to establish a Steering Committee and specialized committees. Subject of implementing training program adjustment work [\[H1.01.03.03\]](#); (2) Based on the instructions, The Faculty of Social Sciences and Humanities' Education Management Team held a meeting and established a professional team to adjust the curriculum. program [\[H1.01.03.04\]](#); (3) Get opinions from students and experts on editing program [\[H1.01.03.05\]](#); (4) The professional team reviews and edits according to contributions. idea [\[H1.01.03.06\]](#); (5) Meeting of professional team and SDH department to reach agreement [\[H1.01.03.07\]](#); (6) Submit application to training department; (8) Establish training program appraisal council [\[H1.01.03.08\]](#); (9) School issues training program [\[H1.01.03.09\]](#).

The output standards are referenced from the opinions of employers and internship facilities of master's students in Education Management, thereby meeting the needs of employers.[\[H1.01.03.10\]](#)

The output standards of the Master of Education Management program are regularly reviewed and adjusted according to the correct process and cycle. The results after each adjustment, the output standards of the industry

increasingly clear, concise, consistent with the goals of the training program; easily measurable and assessable[\[H1.01.03.11\]](#). The courses are adjusted in a clear direction and allocated appropriately. The principles for achieving the output standards have changed. The output standards of the Master of Education Management Program have been publicly and widely announced through many information channels, including websites of the School, and other media [\[H1.01.03.12\]](#). In addition, the standard Output and training programs are also announced at important events such as the first student meeting. course, consulting program, recruitment promotion [\[H1.01.03.13\]](#). This announcement does not not only support promotion and recruitment but also help learners and stakeholders Compare the training quality of the School with other training institutions.

2. Strengths

The output standards of the training program have been developed and referenced from the training programs of other educational institutions to surveys of employers and trainers. At the same time, the output standards are widely provided to students, lecturers and especially widely shared on mass media.

The training program's CDR for the Master of Education Management program is built on the basis of current regulations, with the participation of relevant parties. The review and adjustment of the training program's CDR is based on the practical needs of recruiting establishments; based on professional skill standards, linked to the job positions of students and the participation of education managers at educational establishments.

The training program's CDR is periodically reviewed and publicly announced in many forms for easy access by relevant parties. The specific content of the CDR is reflected in the Program Description and in each specific module of the training program and is regularly revised; it is publicly announced on the school's website for easy access by students.

3. Point of existence

There has not been much consultation with relevant parties to provide comments, develop and edit the CDR before promulgation, and the number of opinion polls for each target group is still small.

No seminars, conferences, or thematic activities (expanding the number of participants) have been organized to discuss and contribute ideas to the training program's CDR.

4. Action Plan

TT	Targ et	Content	Single taste, individual real presently	Time
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1	Deve lop stren gths	Develop a plan to review, update and adjust the curriculum based on the regulations and rules of the Ministry of Education and Training and Hanoi National University of Education; based on the survey opinions of relevant parties and through the faculty council to report, advise and submit to the Principal. Chief Decision Maker.	Department of Student Affairs, Department of Education and Training - Faculty of Social Sciences	2024-2025
2	Over comi ng limit ation s	Strengthen the organization of collecting opinions from relevant parties to contribute, develop and edit the CDR before promulgation. Plan and organize seminars, conferences, and thematic activities (expanding the number of participants) to exchange and contribute ideas. CTDT's CDR.	Department of Student Affairs, Department of Education and Training - Faculty of Social Sciences	From 2024-2025

5. Self-assessment:

Passed. Level: 5/7

Conclusion on standard 1

Outstanding standard strengths: The Master of Education training program has been described in general and specific details to guide training and has been adjusted and updated. The output standards on knowledge have ensured scientific and practical nature. The output standards of the training program have been built and referenced from many sources to ensure the scientific nature of the program.

The basic shortcomings of the standards: The objectives of the training program are still simply listed and aggregated, not clearly stating the program's sub-industry

orientations and there are too many output standards. The output standards are not written according to the cognitive levels from low to high and do not use specific levels of achievement for each output standard.

Output communication has no systematic plan.

General assessment results of the standard: Standard 1 has 3 criteria, the criteria are met.

5/7

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 description of the Master of Education Management training program is designed and built on the basis of the framework program issued by Hanoi Metropolitan University in 2018, adjusted in 2020 and 2022 in accordance with the instructions, regulations, and program structure prescribed by the Ministry of Education and Training in accordance with the goals, missions, and visions of the School and the requirements of educational innovation and international integration. This is a document providing information about the Master of Education Management training program to learners and employers that is publicly announced, easy to access, and linked to the needs of learners and social needs. Based on the approved training program, the Faculty of Educational Psychology, now the Faculty of Social Sciences and Humanities, directly the Department of Educational Management, has coordinated with the Graduate School to develop a description of the Master of Educational Management program with full information and publicly announced to relevant subjects about the program and each specific module, a summary of modules, admission criteria/requirements, module outline as well as detailed information about teaching, learning, testing/assessment methods of the module.

Training programs and training standards are periodically reviewed, supplemented and updated according to regulations and practical requirements. The development, review and revision of training programs have the participation and contribution of relevant parties such as employers, students, teachers, and managers inside and outside the school with high experience and expertise. Training programs are built on the basis of the inherent training capacity of the School, referring to training programs from prestigious universities.

domestic and foreign credit

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

1. Current status description:

The description of the Master's training program in Education Management is built on the basis of regulations and instructions issued by the Ministry of Education and Training, based on the regulations on regular university and college training according to the credit system issued with the Regulations on training for Master's level issued with Circular 15/2014/TT-BGDDT of the Ministry of Education and Training; according to the instructions of Circular No. 07/2015/TT-BGDDT dated April 16, 2015 on promulgating regulations on minimum knowledge, required competencies that learners must achieve after graduation of the Ministry of Education and Training and specific instructions of Hanoi Metropolitan University, in accordance with the goals, functions and tasks of the School and the Faculty.

The 2018 training program description and the revised training program description 2020, 2022 fully introduce basic information about the training program (program name, training code, training time, name of the degree, name of the training institution), objectives and output standards on knowledge, skills, attitudes

of the training program, enrollment scale, enrollment criteria, training program framework, training program structure, teaching and learning methods, training process, time to design or adjust the training program description. There is a matrix to evaluate the contribution of each course to the program's learning outcomes, helping learners have an overview of the entire training program.

The 2018 training program description and the revised training program description 2020, 2022 introduce full basic information about the training program (program name, training code, training duration, degree name, training institution name), objectives and output standards on knowledge, skills, attitudes of the training program, enrollment scale, enrollment criteria, training program framework, training program structure, teaching and learning methods, training process, time to design or adjust the training program description. There is a matrix to evaluate the contribution of each subject to the program's learning outcomes, helping learners have an overview of the entire training program.[\[H2.02.01.01\]](#)

The training program description is adjusted, supplemented, and updated according to surveys to collect opinions on training programs and training programs from relevant parties.[\[H2.02.01.02\]](#) The training program description is also available. The Faculty's Science and Training Council meets to consider comments and make plans. program adjustment. In addition, the training program description, along with output standards, is always reviewed and updated from the results of surveys on the employment situation of good students industry, so that the program description meets the requirement of updating the content. topical, modern, meeting diverse practical requirements.

2. Strengths

The description of the Master of Education Management program has been organized, closely evaluated, and supplemented and updated to suit the training objectives and the needs of training human resources for education management for society. The description of the training program has been converted to suit credit-based training according to the guidelines of the Ministry of Education and Training and Hanoi Metropolitan University.

3. Point of existence

The Master of Education Management program description has only been disseminated and updated to subjects within Hanoi Metropolitan University. The organization of periodic meetings to discuss and collect opinions from learners, experts, collaborators, and employers on the effectiveness of the program description has not been systematically implemented.

4. Action Plan

From the 2024-2025 school year, the Graduate School will coordinate with the Training Department and the Faculty of Social Sciences and Humanities to edit the program description to be more detailed and specific.

will review the effectiveness of using the program description from the following academic year.

TT	Target	Content	Single taste real presently	Time space perform
1	Notch serve exist	Expand the organization to collect opinions from stakeholders on training programs such as recruitment agencies and employees. learn, former learner.	Department of Postgraduate Studies, Department of Management and Education GDDB	From 2024 – 2025
2	Play medal Strengths	Continue to perform activities Edit and supplement the training program and detailed outline of the courses.	Nest set subject QLGD and GDDB	Annual

5. *Self assessment*: Achieved. Level: 4/7

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

1. Current status description:

The detailed outline of the courses of the 2018 training program has been adjusted and supplemented through the feedback, opinion gathering and editing sessions in 2020 and 2022 with full information including: Name of lecturer, course name, course code, number of credits, course objectives, course requirements, structure of course chapters, testing and evaluation methods, reference materials. [\[H2.02.02.01\]](#).

The detailed outline of each course is regularly reviewed and updated by lecturers according to the professional activities of the department groups under the advice of the Faculty's Science and Training Council, the Department of Postgraduate Studies and International Cooperation: Reviewing course objectives, updating and adjusting course contents, reviewing and supplementing reference materials for course assessment methods. [\[H2.02.02.02\]](#).

In 2020, the school directed the Faculty of Social Sciences and Humanities to coordinate with the Department of Training and International Cooperation to periodically review the training program. [\[H2.02.02.03\]](#). In 2022, School Hanoi University of Science and Technology continues to review and update its training programs extensively. Implement the plan to review and complete the CDR and complete the CDR and the matrix of relationships between subjects. Study and training programs in the School to serve the innovation of training programs

application-oriented [\[H2.02.02.04\]](#). The years 2020; 2022 the school organizes Conduct surveys and seminars on building CDR and organize surveys to collect opinions from lecturers and researchers. employers and alumni of course 1 on current training programs [\[H2.02.02.05\]](#).

Detailed course outlines/training programs are also always reviewed and updated by lecturers regarding training objectives, content, teaching methods, and assessment forms based on research results on students' work situation after graduation.[\[H2.02.02.06\]](#). In particular, in 2022, along with the adjustment of output standards and objectives Training objectives and detailed course outlines are also adjusted and supplemented to meet new requirements [\[H2.02.02.07\]](#). Specifically

(1) Supplement and adjust some subjects according to new basic knowledge blocks of the industry and major to meet new requirements according to two training orientations of research and application.

(2) Enhanced are elective subjects according to groups of subjects with the same content.

(3) The course name is adjusted and changed, thereby also updating the course code and number of credits;

(4) Information about lecturers: update personal contact information of lecturers, add information about the department in charge of the course;

(5) Course objectives are defined more specifically according to competencies, showing that the master's training program is implemented to develop competencies in a new direction;

(6) Supplement the output standards of each course, detailed learning outcomes for each chapter and content section to show the relationship of each course to the training program, the role of each course in implementing the general learning outcomes of the training program;

Add more diverse methods, develop practicality and creativity of learners such as debate, group discussion, presentation, ...

The highlight of the new point of the detailed syllabus is that these matrices have described more clearly the relationship between the training objectives and the output standards of each subject, linking the training objectives and the CDR with the requirements on assessment methods and teaching methods, which are considered as tools to implement the training objectives and CDR. This helps teachers clearly see the relationship between the training objectives, CDR with each content, teaching methods - assessment methods in the subject they undertake, contributing significantly to helping lecturers raise awareness of implementing the program objectives and CDR. Learners also have an overview of the entire training program to visualize the learning and research process. The adjustment in each course syllabus helps the courses both meet the updating requirements in the CDR of the training program, and meet the requirements of updating current and modern content, meeting the diverse requirements of practice.

2. Strengths

The Graduate Department, the Department of Education Management and Special Education have reviewed and updated the completion of the course outline in the direction of reducing the amount of theory time, increasing the amount of discussion time, group work, case studies, self-study, and self-research to maximize the positivity, proactiveness, and creativity as well as the group work skills of the learners.

Right at the admission session, students received a study plan, full-course research and teaching schedule with full information about time, lecturers, academic staff, academic advisors, representatives of the Graduate Department and the Faculty of Social Sciences and Humanities in charge of graduate training to proactively develop their own personal study and research plans and related contacts to solve problems arising during the learning process.

3. Point of existence

Diversifying forms of testing and assessment of subjects is not regular.

4. Action Plan

From the 2023-2024 school year, the Graduate Department, in collaboration with the Department of Educational Management and Special Education, will periodically organize meetings to discuss, update, adjust, and complete the Course Outline, and analyze the opinions of relevant parties on the effectiveness of the program. At the same time, the Graduate Department will post the Course Outline and electronic learning materials on the School's website so that lecturers, learners and other subjects can conveniently access all information related to the program. In addition, the Graduate Department and the Department of Educational Management will strengthen support to help learners solve difficulties in the process of implementing the training program and study plan.

TT	Target	Content	Real unit presently	Time space perform
1	Notch serveexist	Review the program's CDR and the reference system of the modules. Add new documents of relevance. update.	Postgraduate Department, Department of Management and Special Education	Annual

2	Play medalStren gths	Continue the plan to evaluate the course outlines, and have a plan to adjust the outlines for Fit.	Department of Postgraduate Studies, Department of Management and Education GDDB	Annual
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5. Self-assessment: 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

The description of the Master's training program in Education Management has been publicly announced in many different forms. Specifically as follows:

1) The school has issued an official document on the 2019 Master's Program Description for the Education Management major. [\[H2.02.03.01\]](#). Graduate and International Relations Department in collaboration with Faculty of Science Social Sciences and Humanities held a meeting [\[H2.02.03.02\]](#). publish that document to teachers and Faculty employees.

2) The 2018, 2020, and 2022 master's program descriptions are made public to students at class meetings each year.

3) The description of the master's training program in 2018, 2020, 2022 is announced by posting on the School's website.

4) The description of the master's training program in 2018, 2020, 2022 is posted on the Faculty's Fanpage.

5) The description of the master's training program in 2018, 2020, 2022 is printed and posted on the bulletin board of the Faculty and the School.

6) Every school year, the Department of Graduate Studies and International Cooperation organizes regular meetings between the Faculty and the classes to disseminate and guide students on how to access and fully and accurately grasp information about the Master's Program Description; at the same time, in the faculty meetings at the beginning of the school year, the faculty leaders thoroughly instruct the lecturers to inform students about the content of the Program Description and outline. [\[H2.02.03.03\]](#).

It can be seen that the School, the Department of Postgraduate Studies and International Relations and the Faculty have made great efforts in publicly announcing the Master's Program Description in Educational Management, helping society and those interested in this field of study to easily access and learn.

100% of the master's training programs are publicly announced in various forms. Specifically as follows:

1) The school has issued an official document on the 2018 Master's Program in Educational Management. The Faculty has organized a meeting to announce the document to the Faculty's lecturers and employees; and photocopied it and stored it at the Faculty as a shared document for interested parties.

2) Announce to students of the Faculty by means of information pictures, printed extracts distributed to students in meetings between teachers and classes.

3) 100% of the training programs for the Master's degree in Educational Management are announced by posting on the School's website.

4) The DHHP in the Master's training program of Educational Management is posted on the Faculty's Fanpage for each semester with the DHHP that students study.

5) The requirements in the master's training program of Educational Management are printed and posted on the bulletin board of the Faculty and the School in turn for each semester. Accordingly, the requirements in the semester will be posted on the bulletin board.

6) The lecturer in charge of HP, before teaching, is responsible for announcing the entire outline to students. This task is thoroughly instructed by the Faculty leaders and requested for teachers to implement in the meetings assigning tasks at the beginning of the school year and is shown in the annual report on teachers' task implementation.

In summary, the Master's Training Program Description and the Master's Degree Program Description in the 2018 Master's Training Program are publicly announced in many different forms, so that stakeholders such as employers, teachers, and graduates can access them easily and conveniently.

2. Strengths

The program description and course outline are publicly announced, creating conditions for directly related subjects such as managers, lecturers and students to access and use.

3. Point of existence

The program description and course outline have been made public and communicated directly to relevant parties such as employers and collaborating higher education institutions in master's training.

The channels for announcing program descriptions and course outlines are still not diverse, only stopping at direct announcements in writing.

4. Action Plan

From the 2023-2024 academic year, the Graduate School and the Faculty of Social Sciences and Humanities will coordinate to create diverse information channels in announcing training programs and detailed course outlines as posted on the School's website and will be sent directly to employers or other interested parties so that they can access them more easily.

TT	Target	Content	Singletaste real presently	Time space perform
1	Overcome existing problems	Dissemination of the training program description and provision of training program description information to relevant parties will be done more professionally: presented through infographics and conveyed through different channels such as: website, social networks. conference, conference handouts...	Postgraduate Department, Department of Education Management &DB, Department of Quality Management	Annual
2	Play medalStren gths	Further promote the dissemination of information about the training program description and course outlines to the community and society. Specifically, organize consultation activities, sign cooperation programs with recruitment units to train according to actual needs; enhance the initiative of students; propose to build a mechanism to support teachers in the training process associated with the needs labor market demand	Postgraduate Department, Department of Education Management &DB, Department of Quality Management	Year school year 2024-2025

5. Self-assessment: Level 4/7

Conclusion on Standard 2

- *Outstanding strengths of meeting the standards:* Hanoi Metropolitan University has developed a description of the Master of Education Management program in accordance with the general situation of the training unit and the school. The

description of the Master of Education Management program contains all the necessary information for relevant subjects; the program and the description of the program are made public through many different information channels. The course outlines are developed in accordance with the regulations of Hanoi Metropolitan University and are regularly revised and updated.

- *Mainly exists*:The new Master of Education Management program description was built according to the instructions of the Ministry of Education and Training, Hanoi Metropolitan University, not according to AUN standards, and has not organized to collect periodic feedback from learners, lecturers and stakeholders on the program description.

- *Improvement plan*:From the 2024-2025 academic year, Hanoi Metropolitan University, directly the Graduate Department, Faculty of Social Sciences and Humanities, will supplement and edit the program description according to the AUN approach. Information related to the training program will be posted and updated on the University's website so that lecturers, students, employers, and interested parties can access and respond.

- *Summary of the level of achievement of the criteria in the standard*:Standard 2 has 03 criteria; of which 01 criterion reaches level 4, 02 criteria reach level 5.

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

The Master of Education Management program is structured logically and systematically, designed in a modern and advanced direction, closely following the CDR, meeting the needs of human resources in the field of education and educational management, in line with the internationalization trend and the current context of educational innovation. The topics and contents of the modules are structured logically, sequentially and are integrated and flexible, demonstrating the scientific nature of the entire training program, with clear contributions to the CDR. The Master of Education Management program is built in the direction of integrating knowledge, skills and attitudes. The teaching program is structured in the order of knowledge blocks of the detailed outline of the modules according to the master's program in the field of education management with research orientation and application orientation. The teaching program is periodically revised and supplemented according to the training program development cycle. The detailed course outlines are structured to include general information, course objectives, course output standards aimed at achieving the objectives of the training program output standards, detailed course content, teaching and learning organization methods and forms, assessment methods and forms. The components in the detailed outline have a unified, logical, and dialectical relationship

with

each other

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

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

1. Describe the current situation

The curriculum of the Master of Education Management demonstrates its conformity with the training mission and goals of Hanoi Metropolitan University, which is to follow an applied, multidisciplinary, multi-field orientation, serving the practical development of education in Hanoi city and the country, proactively integrating with universities in and outside the region. The curriculum of the Master of Education Management is designed based on the requirements of the training program on knowledge, skills, autonomy and responsibility [H3.03.01.01], [H3.03.01.02]. Specifically, the program is built and adjusted based on the contributions of teachers in the professional group of Educational Management, the Scientific Council of the Faculty of Social Sciences and Humanities, and feedback from stakeholders to achieve the training goals and training program.[\[H3.03.01.03\]](#); The training program is built and designed according to the announced training program's curriculum under the guidance of the School.

The annual training program is adjusted to suit the training program and the training objectives of the training program in 2018, 2020, and 2022. The reasonable design of the training program meets the objectives of knowledge, skills, autonomy, and self-responsibility; The blocks of general knowledge, basic knowledge, and specialized knowledge, graduation thesis, internship, and graduation project in the training program are compatible with the output standards, specifically the contributions of the subjects in the objectives are shown in the matrix of the relationship between the objectives of the training program and the subjects, graduation thesis, internship, and graduation project (2021, 2023).

The 2018 version of the training program has the following structure:[\[H3.03.01.04\]](#):

I. General knowledge		7 credits
HP required	+ <i>Required</i>	4 credits
Elective courses (choose 1 of 2 courses)	+ <i>Optional</i>	3 credits
II. Basic knowledge block		22 credits
HP required	+ <i>Required</i>	16 credits
Elective courses (choose 2 out of 6 courses)	+ <i>Optional</i>	6 credits
III. Specialized knowledge block		22 credits
HP required	+ <i>Required</i>	16 credits
Elective courses (choose 2 out of 4 courses)	+ <i>Optional</i>	6 credits
IV. Graduation thesis		12 credits
TOTAL		63 credits

For the 2020 version of the Master's training program in Management and Education, it is divided into 2 orientations: Research orientation and application orientation. In which, the research-oriented training program has a structure[\[H3.03.01.05\]](#):

I. General knowledge		7 credits
HP required	+ <i>Required</i>	4 credits
Elective courses (choose 1 of 2 courses)	+ <i>Optional</i>	3 credits
II. Basic knowledge block		22 credits
HP required	+ <i>Required</i>	16 credits
Elective courses (choose 2 out of 6 courses)	+ <i>Optional</i>	6 credits
III. Specialized knowledge block		22 credits
HP required	+ <i>Required</i>	16 credits
Elective courses (choose 2 out of 4 courses)	+ <i>Optional</i>	6 credits
IV. Graduation thesis		12 credits
TOTAL		63 credits

For the 2020 version of the CTDT with structured application orientation: [\[H3.03.01.06\]](#)

I. General knowledge		7 credits
HP required	+ <i>Required</i>	4 credits
Elective courses (choose 1 of 2 courses)	+ <i>Optional</i>	3 credits
II. Basic knowledge block		17 credits
HP required	+ <i>Required</i>	8 credits
Elective courses (choose 3 out of 9 courses)	+ <i>Optional</i>	9 credits
III. Specialized knowledge block		15 credits
HP required	+ <i>Required</i>	12 credits
Elective courses (choose 1 of 2 courses)	+ <i>Optional</i>	3 credits
IV. Graduation internship	<i>Obligatory</i>	6 credits
V. Graduation project		8 credits
TOTAL		53 credits

The 2022 version of the Master's training program in Management and Education continues to be revised and improved according to two orientations: Research orientation and application orientation. In which, the research-oriented training program has the following structure: [\[H3.033.01.07\]](#)

I. General knowledge		4 credits
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HP required	Obligatory	4 credits
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II. Basic and specialized knowledge block branch		48 credits
HP required	+ Required	12 credits
Elective courses	+ Optional	24 credits
V. Graduation thesis		12 credits
TOTAL		64 credits

For the 2022 version of the CTDT with structured application orientation:[\[H3.03.01.8\]](#)

I. General knowledge	
HP required	+ <i>Required</i>
II. Basic and specialized knowledge block	
HP required	+ <i>Required</i>
Elective courses (choose 3 out of 9 courses)	+ <i>Optional</i>
III. Internship	
IV. Graduation project	
TOTAL	

The training program is built according to the application orientation and develops learners' capacity, focusing on describing the output quality and specifying the desired output results of the training process. The professional team has focused on the logic of the modules in the training program, ensuring that learners access knowledge in order from basic to advanced, from broad knowledge to narrow specialized knowledge. In addition, the training program has also focused on the balance in the distribution between self-study and research hours with classroom hours, theoretical teaching hours integrated with discussion activities, practice, reality and exercise hours.[\[H3.03.01.9\]](#). The output standards of each subject are aimed at achieving the output standards of the training program, which are shown through the matrix table relating the training program and the output standards in both research-oriented and application-oriented master's programs.[\[H3.03.01.10\]](#),[\[H3.03.01.11\]](#).

The knowledge objectives of the course are also built according to Bloom's

cognitive scale (Knowledge), the skill objectives are built on the Psychomotor Scale.

- Bloom's skills (Skill), goals of autonomy and responsibility are built on Bloom's Emotional Scale - autonomy level (Responsibility). From there, teaching content, teaching and learning methods and assessment methods are determined appropriately to help students achieve the course's learning outcomes. The detailed course outline shows

clearly shows teaching methods, teaching organization forms as well as learning materials for both lecturers and students. The content of the courses ensures to equip students with basic, modern, and updated knowledge to help students achieve the objectives of the course, thereby achieving the training program's objectives. The reference materials of each course are rich and regularly supplemented to support teaching and learning. Most courses ensure the application of teaching methods such as: Problem-based teaching, presentations, questions and answers, discussions, practice, learning projects, large assignments, and guided self-study. [\[H3.03.01.12\]](#), [\[H3.03.01.13\]](#)

The assessment of the learning outcomes of the Master of Management Education students is carried out using many methods to achieve the training program's learning outcomes. Regular tests, mid-term tests, group assignments, and final exams assess the level of knowledge accumulation of the learner through each section. [\[H3.03.01.14\]](#) At the same time, through assessment, discussion hours, group work and presentations, learners are encouraged to develop information seeking skills, critical thinking and increase their adaptability to professional activities after graduation, in line with contributing to creating opportunities for learners to achieve CDR.

At the same time, teachers have fully prepared teaching documents during the teaching process. [\[H3.03.01.15\]](#), [\[H3.03.01.16\]](#). Obtaining feedback from stakeholders on the The content of the training program is organized periodically, including surveys to collect opinions from employers and quality. number of students at the end of the course and students' opinions in each semester of the school year about the activities Teacher's teaching [\[H3.03.01.17\]](#)

2. Strengths

The Master of Education Management program is designed to meet the training program's requirements. The structure of the modules in the program ensures a reasonable ratio between knowledge blocks. The teaching programs of the modules in the knowledge blocks all demonstrate cohesion and continuity, helping the program become a unified block.

Diversify teaching, learning and assessment methods during the training process to help students develop their own abilities and have the opportunity to form and develop the requirements of the CDR.

3. Point of existence

Surveys of stakeholder feedback on the quality of teaching programs of the courses have not been conducted continuously.

4. Action Plan

TT	Content	Unit, person perform	Real time presently
1	The Faculty develops a plan to closely coordinate with relevant parties, prioritizing the collection of opinions from subjects such as former students and employers in adjusting, reviewing and perfecting the training program; organizing the review of the CDR of each subject to meet the requirements. CDR.	Department of Graduate Studies & International Cooperation	School year 2024-2025
2	Maintain and promote the steps of reviewing, updating, editing and building training programs, thereby building appropriate and consistent training programs. CDR.	Management Team	School year 2024-2025

5. Self-assessment: Score 4/7

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

1. Describe the current situation

All courses, graduation theses, internships, and projects in the Master of Education Management training program have detailed course outlines. These outlines are built according to the regulations of Hanoi Metropolitan University. [\[H3.03.02.01\]](#) [\[H3.03.02.02\]](#), [\[H3.03.02.03\]](#), [\[H3.03.02.04\]](#) compiled by groups of specialized lecturers according to professional requirements subjects of each course, in accordance with the training program's objectives and credit training method. The scaffold was accepted according to regulations. [\[H3.03.02.05\]](#) [\[H3.03.02.06\]](#) Faculty of Social Sciences Society & Humanities, Education Management Group builds Master's program in Education Management with knowledge blocks knowledge in order from basic to advanced, including general knowledge, basic knowledge, specialized knowledge and graduation internship [\[H3.03.02.07\]](#) [\[H3.03.02.08\]](#).

All courses, graduation theses, graduation internships, and graduation projects in the training program are compatible in content and demonstrate the specific contribution

of each course, graduation theses, internships, and projects to achieving the learning outcomes. This is demonstrated in the knowledge and skills learning outcomes matrix and detailed course outlines of the courses, graduation theses, graduation internships, and graduation projects.[\[H3.03.02.09\]](#) [\[H3.03.02.10\]](#). Courses in the Master's program in research-oriented educational management and application orientation are determined by the level of contribution of that course to

with the training program's CDR following the same structure as the described course. Thus, 100% of the CDR The Master of Education Program in Research and Application is implemented through courses. Each detailed course outline clearly states the number of credits (number of theory hours, number of discussion/exercise periods, number of practice periods) and logic between each module and other modules prerequisite. All detailed syllabi have a course objectives section built in. linked to the announced training program's CDR, focusing on the person's achieved capacity learning after completing the course. These are quantifiable and measurable points.

The learning outcomes of a course are determined by the level of contribution of that course to the learning outcomes of the training program. For example, the learning outcomes of the course Scientific research methods in educational management in the research-oriented master's program in educational management are determined as follows:

HP CDR Code	Indicator	Training program objectives and required achievement levels of the course
PPNCQL1	Applying knowledge of dialectical materialist philosophy to methodology and problem approaches in scientific research learn	K1.1.3; K1.2.3; K1.3.3
PPNCQL2	Identify existing problems in educational science and management science that need to be researched. Apply knowledge of scientific research methods to organize personal and organizational scientific research activities, direct the implementation of scientific activities at the unit. Search and classify scientific knowledge documents on QLGD to for research purposes	K4.1.4; K4.2.4; K4.3.4

PPNCQL3	Develop detection and problem solving skills scientific issues in the field of educational management. Have skills in writing scientific works.	S1.3.4; S1.4.3
PPNCQL4	Able to perform organizational and implementation skills coordinate and solve problems in performing scientific tasks	S4.2.3; S2.4.3

PPNCQL5	Adhere to ethical principles in scientific research	R2.2.4; R3.2.3
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In which, the first column shows the learning outcomes of the course, numbered from 1 to 5. The second column shows the specific indicators of the learning outcomes. The third column shows the compatibility between the learning outcomes of the course and the learning outcomes of the training program, in which the learning outcomes PPNCQL1 and PPNCQL2 aim at the learning outcomes of the training program on knowledge, at levels 3 and 4 (Bloom's scale); the learning outcomes PPNCQL3 and PPNCQL4 aim at the learning outcomes of the training program on skills, at levels 3 and 4 (Bloom's scale); the learning outcomes PPNCQL5 aim at the learning outcomes of quality and the level of autonomy and responsibility of the training program, at levels 4 and 3 (Bloom's scale).

All modules in the training program clearly define a combination of teaching and learning methods, appropriate assessment methods and best support each other to ensure the achievement of the learning outcomes. To complete the Master of Education Management training program, students must register and accumulate enough credits according to regulations divided into 4 semesters.[\[H3.03.02.11\]](#) [\[H3.03.02.12\]](#). The students The section includes assessment activities to ensure learners achieve their learning outcomes. Course assessment methods are specified in the detailed course syllabus. Teaching and assessment methods are diverse, flexible and supportive of each other in the process. meet the learning outcomes of the training program based on assessing students' understanding and application of knowledge knowledge, assessment of skills and learning attitudes throughout the process. Teaching methods and assessment is determined in detail for each specific subject content, requirements learners need to have the necessary levels of knowledge and skills to meet each part of

the CDR content. Practical study programs, graduation thesis, graduation internship, Graduation projects all have plans and the plans clearly show the goals and requirements to be achieved. obtained after implementing those programs. The objectives of these programs describe ensure adherence to the training program's objectives. To implement and achieve the set goals, the The plan clearly states the timelines, work requirements, and specific responsibilities of the lecturer. students, trainees, internship facilities and relevant management departments as well as requirements on internship report and evaluation of results [\[H3.03.02.13\]](#).

Upon completion of the training program, students will meet the requirements of general knowledge, basic knowledge, industry knowledge, specialized knowledge and practice, practice, have good political qualities, ethics, lifestyle and health. Have full professional knowledge and necessary skills in educational administration; have the ability to work independently, creatively and effectively to solve problems in educational practice; have foreign language and computer skills that meet the requirements of knowledge, skills and capacity of students and recruiting units.

The content of the modules in the training program reflects the achievement of the CDR and is periodically consulted for feedback from relevant parties. In order for students to complete the program with full capacity to continue working, studying, training, and perfecting their professional and technical skills at a higher level, meeting the requirements of society, the teaching content is regularly updated and feedback from relevant parties is sought.[\[H3.03.02.14\]](#); 100% of the courses in the training program have content compatibility to ensure ensure CDR; 100% of the subjects in the training program determine teaching and learning methods, methods appropriate assessment method to achieve CDR. Survey results through opinion gathering method Direct insight into the contribution of each module to achieving the learning outcomes is also clear. got pretty good feedback.

2. Strengths

The detailed content of each module in the training program clearly shows the objectives and requirements of each module and is linked to modules in other knowledge blocks to ensure that the teaching - learning and assessment process achieves the objectives of the training objectives and training programs. Modules in the program are always updated and adjusted to better assist students in achieving the training objectives. Modules are designed to emphasize the characteristics of the industry. In-depth modules are built to complement each other, helping students deeply grasp theoretical and practical knowledge in the major.

3. Point of existence

Consultation with employers, students and alumni has not been done regularly to update changes to the adjustment of course contributions.

4. Action Plan

TT	Content	Unit, person presently	Real time presently
1	The Faculty develops a plan and specifically implements the collection of comments from the stakeholders on CTĐT	Department of Postgraduate & International Cooperation, Management Team	School year 2024 - 2025
2	Continue to periodically review, update and edit the DCCTHP to ensure achieve better CDR.	Department of Postgraduate & International Cooperation, Management Team	School year 2024 - 2025

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 Master of Education Management program has a structure that ensures coherence and continuity between general, fundamental and specialized courses, ensuring that the program becomes a unified block.[\[H3.03.03.01\]](#) [\[H3.03.03.02\]](#). The training program is designed based on the CDR of The industry aims to develop learners' capacity, so it increases practice time to help Learners have professional knowledge as well as necessary skills to meet employer requirements. By designing compulsory and elective courses in the training program help students have basic knowledge, mandatory foundation of the major and at the same time be able to Choose courses that suit your abilities and strengths.

All modules in the Master of Education Management Program are arranged reasonably. To ensure the balance between knowledge and skills to achieve the required qualifications, the modules are arranged logically, from general knowledge to basic knowledge, industry knowledge, specialized knowledge, practice, reality and are arranged to be taught in 2 years.[\[H3.03.03.03\]](#) [\[H3.03.03.04\]](#).

Table 3.1. Knowledge structure of the 2018 Master's program in Education Management

STT	Content	Number of credits
1	General knowledge block	7
2	Basic building blocks	22
3	Specialized knowledge block	22
4	Master's thesis	12
5	Total credits of the training program	63

Table 3.2. Knowledge structure of the 2020 and 2022 Master's Program in Educational Management with research orientation

STT	Content	Number of credits		
		2020	2022	
1	General knowledge block	7	4	
2	Industry fundamentals	22	48	
3	Specialized knowledge block (including research topics)	22		
4	Master's thesis	12	12	
	Total credits of the training program	63	64	

Table 3.3. Knowledge structure of the 2020 and 2022 Master's Program in Educational Management with application orientation

STT	Content	Number of credits	
		2020	2022
1	General knowledge block	7	4
2	Industry fundamentals	17	38
3	Specialized knowledge block	15	
4	Internship (6 credits), Graduation project (8 credits)	14	15
	Total credits of the training program	53	60

In addition, the content of the courses integrates both theory and practice to help learners consolidate theory and form practical skills, and train professional ethics to solve practical problems.

The training program is periodically reviewed/adjusted, supplemented and updated at least regularly (in 2020, 2022). When the training program for the Master of Education Management is adjusted, it refers to advanced domestic or international training programs to ensure flexibility and integration. During the implementation of the training program, the Faculty of Social Sciences and Humanities, the Education Management Team and the School have reviewed and evaluated the design and development of the training program, adjusted based on the evaluation opinions of learners during the learning process and after graduation on the quality of the training program, the opinions of lecturers, experts, and the Faculty Council in the training program acceptance meeting, the Master of Education Management Program has appropriate adjustments, ensuring that learners achieve the learning outcomes in knowledge, skills, and professional attitudes.[\[H3.03.03.05\]](#) [\[H3.03.03.06\]](#).

The program is built on the inheritance and application of the Master of Education Management training programs of major universities in the country such as the University of Education - National University, University of Education - Thai Nguyen University, Ho Chi Minh City University of Education, Hanoi University of Education; Vinh University. Master of Education Management training programs of universities around the world such as the National University of Spain, the Program of the College of Education, University of North Carolina Charlotte - UNC Charlotte, US[\[H3.03.03.07\]](#) [\[H3.03.03.08\]](#) ensure spirituality active and integrated.

2. Strengths

The Master of Education Management program is designed with a reasonable and logical structure between general knowledge blocks, basic knowledge of the industry

and specialized knowledge blocks. The program is designed in a reasonable and systematic order, with high integration to ensure that learners

After graduation, students are able to meet the requirements of the job. The modules in the program are always updated and adjusted to meet the requirements of job positions and the general development trends of society.

3. Point of existence

Not regularly collecting feedback from graduates and employers to help adjust the training program for the master's degree in educational management.

4. Action Plan

TT	Content	Unit, person perform	Time space perform
1	Continue to collect feedback from employers and former students as a basis for reviewing and adjusting the teaching program of each subject periodically for each school year, creating conditions for quality management according to the prescribed output results, emphasizing the ability to operate. student use	Department of Postgraduate & International Cooperation, Department of Quality Management.	Year learn2024 - 2025
2	Continue to review and balance to have a more reasonable ratio between the subjects in the basic knowledge block and specialized knowledge based on the contributions of relevant parties and associations. same faculty	Department of Postgraduate & International Cooperation, Education Management Group	Year learn2024 - 2025

5. Self-assessment: Score 4/7

Conclusion on standard 3

The Master's program of QLGD is designed based on the issued CDR, with modules covering the CDR of QLGD, clearly demonstrating the contribution of the modules in implementing the CDR. The basic modules, modules belonging to the knowledge block of groups of majors and disciplines are flexibly designed, creating conditions for learners. The content of the basic modules and specialized modules are suitable and complementary to each other. The program is designed logically, in a reasonable and systematic order, with updated and integrated content. The program demonstrates the capacity of graduates. Feedback from relevant parties. However, to ensure comprehensiveness and objectivity in building teaching programs, functional

departments and training faculties need to conduct surveys to collect opinions of graduate students and recruiting units periodically to serve as a scientific basis for editing and developing.

develop teaching programs for both research-oriented and application-oriented master's programs in educational management.

Standards, criteria	Rating scale		Synthesis by standard		
	Not yet obtain	Obtain	Medium level jar	Number pepper aspiration	Percentage of criteria met (%)
Standard 3			4.00	3	100% (3/3)
Criterion 3.1		4.0			
Criterion 3.2		4.0			
Criterion 3.3		4.0			

The self-assessment council for the quality of the Master of Education Management training program self-assessed that standard 3 met 3/3 criteria and scored 4/7 points.

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 goals are clearly stated and

disseminated to stakeholders.

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

1. Current status description

** Clearly stated educational philosophy or educational goals*

Educational philosophy is considered as the main and core viewpoints and ideas that generally reflect the educational purpose that an educational organization aims for in order to meet the requirements of society in each specific stage. Educational philosophy has the effect of guiding the actions of the entire organization and each unit and individual in the organization for the purpose of common development.

Understanding the importance of educational philosophy as a development orientation, in 2016, Hanoi Metropolitan University, immediately after the decision to upgrade from a Pedagogical College to a multidisciplinary University, the school's Board of Directors announced

core values in [\[H4.04.01.01\]](#)

Prestige and quality, innovation and creativity, dedication and respect, responsibility and self-improvement, community engagement In 2017, the school issued its Educational Philosophy and it was clearly stated in [\[H4.04.01.02\]](#)

Beautiful lifestyle - Broad knowledge - Deep expertise - High skills - Early success.

This is a guiding principle for action, goals, and activities for both teachers and students of the school. [\[H4.04.01.03\]](#)

To concretize and deepen the educational philosophy, Hanoi Metropolitan University also issued the educational goal: "After graduation, students will have: Comprehensive professional knowledge, in-depth understanding of natural and social fields; soft skills, creativity and adaptability to changes in the working environment; educational capacity and career development; ethics, professional qualities, good health, and a sense of community service". This goal is completely consistent with the educational goal stipulated in Article 2 of the Law on Education, and at the same time consistent with the specific training goals at the undergraduate, master's and doctoral levels stipulated in Article 5 of the Law on Higher Education. [\[H4.04.01.03\]](#)

* Educational philosophy or educational goals are communicated to stakeholders

The school's educational philosophy and educational goals are publicly and clearly announced in Decision No. 1070/QĐ-DHTĐHN, on the website of Hanoi Metropolitan University and official electronic information pages. [\[H4.04.01.04\]](#) of the school, on the school pictures [\[H4.04.01.05\]](#), [\[H4.04.01.06\]](#), [\[H4.04.01.07\]](#)

and the school's publications also print the educational philosophy to help stakeholders easily access, understand and implement quickly. The educational philosophy and educational goals are also disseminated to lecturers and staff in the school through the development of training programs, course/subject core competencies, through seminars, professional conferences and scientific research activities. From the school's educational philosophy and educational goals, the lecturers participating in the development of the Master's training program in Educational Management have determined the program's objectives as follows: Training managers, researchers, lecturers, teachers and specialists with appropriate theoretical and practical qualifications, with the ability to conduct independent and creative research, the ability to detect and solve scientific and technological problems to meet the requirements of work in educational agencies, educational management and schools in Vietnam. [\[H4.04.01.09\]](#), [\[H4.04.01.10\]](#), [\[H4.04.01.11\]](#), [\[H4.04.01.12\]](#), [\[H4.04.01.13\]](#) Lecturers participating in the implementation of the training program All are aware of this goal to concretize it in the construction of the Party Central Committee as well as its implementation. implement teaching and learning activities to achieve the goals of the training program and the educational goals of the

school

For students, the reception of educational philosophy content is disseminated and thoroughly implemented by the School, the Department of Postgraduate Studies and International Cooperation right from the time of enrollment. Lecturers also introduce and discuss the school's educational philosophy in class so that students can better understand and be ready to implement it. Thanks to that, the educational philosophy and educational goals of Hanoi Metropolitan University have been grasped, understood and implemented by all staff, lecturers and postgraduate students.

The school also pays attention to introducing the educational philosophy to stakeholders (employers, alumni) through information channels such as: School website, information channel of the Department of Postgraduate and International Cooperation for easy access by stakeholders. For employers and experts in the field of education management, the school proactively invites them to participate in building and evaluating the Master's level education management training program.[\[H4.04.01.14\]](#) This has been create close ties between the parties, ensuring that the school's training program meets practical requirements of society.

2. Strengths

The educational philosophy, educational objectives of Hanoi Metropolitan University, educational objectives of the Master's level training program in Management Education are clearly stated and widely disseminated to teachers, learners, employers, alumni and related parties through many forms such as: the school's website, slogans, publications published by the school, promotional leaflets, fanpages... so that related parties can easily access, understand and implement.

3. Point of existence

The process of collecting opinions on the educational objectives of the Master's level training program in management of education has not yet gathered a wide range of opinions from relevant parties, and is not really close to the requirements and demands of the changing educational practice.

4. Action Plan

TT	Target	Content	Implementing unit	Time space perform
1	Notchrest ore existence	Continue to organize seminars and professional activities to contribute ideas to adjust the objectives of the Master's level training program in management and	Faculty of Social Sciences and Humanities, Department of	2023-2024

		education to meet the needs of the people. better meet practical requirements	Research and International Relations	
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		Promote the goals of the Master's level management training program to employers and alumni. pill		
2	Develop strengths	Continue to improve and promote the school's educational philosophy, educational goals, and educational goals of the Master's level QLGD training program. stakeholders	Faculty of Social Sciences and Humanities, Department of Research and International Relations	Annual

5. Self assessment: Criterion achievement 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 the learning outcomes.

1. Describe the current situation

The Master's training program in Management Education of Hanoi Metropolitan University is designed with clear and scientific teaching activities, ensuring compliance with the regulations on Master's training of the Ministry, in accordance with the regulations on Admission and Master's training according to the credit system issued by Hanoi Metropolitan University, suitable to achieve the announced output standards..[\[H4.04.02.01\]](#),[\[H4.04.02.02\]](#)

Under the direction and orientation of the School, the Department of Postgraduate Studies and International Cooperation, the Faculty of Social Sciences and Humanities, the Department of Educational Management, together with lecturers, have conducted many professional activities to discuss and develop detailed outlines for subjects in the Master's level of Educational Management training program. All detailed outlines

clearly show the objectives of the course, the output standards of the course with clear and specific indicators and the level of contribution of each course to the general output standards of the entire program. To achieve that requirement, the detailed outlines also clearly show the teaching methods and necessary practical activities to guide teachers and learners in the learning process. To suit the target learners who are managers at educational institutions and have certain experience in the field of management, it is necessary to focus on helping learners understand basic and in-depth knowledge of educational management, update modern knowledge of educational science in general and educational management science in particular. At the same time, focus on training professional skills in management and

supplementary skills; building autonomous learning strategies, developing self-study capacity. Therefore, in addition to traditional teaching methods such as problem-solving presentations, questions and answers, practice, discussion... in the DCCT, new teaching methods such as project-based learning, situational learning, flipped classroom... are also clearly demonstrated to create conditions for students to analyze practical problems, apply both management knowledge and existing experience to solve problems, practice critical thinking, debate and persuasion skills, improve sharing and cooperation skills and support each other in learning. In addition to active teaching methods, teaching activities also use a variety of different learning forms such as discussion, group work, self-study, self-research, etc. When teaching in class, lecturers also use many different teaching techniques to increase the attractiveness of the problem, stimulate the autonomy of learners such as ball bearing techniques, fish tanks, X, Y, Z techniques, art galleries, tablecloths, etc.

For the Master's level of Education Management, the training program from 2022 and the current training program (2022) have identified the requirements for qualities and competencies that learners need to achieve after completing the program and specified them into learning outcomes. For each learning outcome, the program has selected a group of appropriate modules to take on the main responsibility of helping learners achieve that learning outcome. On that basis, each module establishes objectives and output standards (secondary) closely linked to the learning outcomes of the training program. The secondary output standards play a guiding role in choosing appropriate teaching methods for each chapter and section of the module.[\[H4.04.02.04\]](#), [\[H4.04.02.05\]](#), [\[H4.04.02.06\]](#), [\[H4.04.02.07\]](#), [\[H4.04.02.08\]](#)

Hanoi Metropolitan University, the Department of Educational Management in charge of professional matters has organized training, exchanges, and discussions on teaching methods, methods of evaluating results for subjects in the Master of Educational Management program, annually organizes training for lecturers on new teaching methods, application of information technology in teaching... Training forms take place at the school level, while for departments, it is mainly through the form of workshops, professional seminars, periodic department meetings, and thematic activities.[\[H4.04.02.09\]](#), [\[H4.04.02.10\]](#), [\[H4.04.02.11\]](#), [\[H4.04.02.12\]](#),

During the training process, the School organizes surveys to assess the level of satisfaction of students with the teaching activities of lecturers after the end of the semester and at the end of the course on the quality of training of the school. The training program is assessed to have appropriate, practical and scientific content; reasonable program structure. Most lecturers are assessed by learners to have good professional qualifications and skills; have effective and positive teaching methods; are

dedicated, enthusiastic, and willing to help others.

learning in learning and practical educational management activities.[\[H4.04.02.15\]](#),
[\[H4.04.02.16\]](#), [\[H4.04.02.17\]](#)

Besides those advantages, innovation in teaching methods also faces difficulties due to the fact that the facilities (classrooms, practice rooms, teaching equipment, internet connection, etc.) are not really adequate and of guaranteed quality.

2. Strengths

A variety of teaching methods and active teaching techniques are used, sure tellTargeting the output standards of the training program through compatibility with the requirements of each chapter, ensuring compliance with the output standards of the course.

Hanoi Metropolitan University has organized training for lecturers on new teaching methods and application of IT in teaching. The Department of Educational Management in charge of the subject has organized training, exchanges and discussions on teaching methods and assessment methods for subjects in the Master of Educational Management program to achieve the announced output standards.

3. Point of existence

The process of implementing teaching and learning activities to meet the CDR still faces barriers in terms of facilities and teaching equipment.

4. Action Plan

TT	Target	Content	Real unit presently	Time space perform
1	Notch serveexist	Synchronous investment in facilities and infrastructure serve teaching and learning activities appropriate to the training sector.	Functional unit	Year learn2023 - 2024
2	Play medalStren gths	Review and adjust teaching and learning activities in the training program towards meeting the training program's objectives.	Faculty of Social Sciences and Humanities, Room International Relations & Training	Annual

5. Self assessment: Criterion achievement 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

Teaching activities in the Master of Education Management training program are all aimed at equipping students with a system of necessary skills in the learning process. Learning and scientific research activities are all aimed at forming the ability to analyze and synthesize, the ability to identify problems, think critically, practice planning skills, skills to organize and direct activities in educational and management practices, especially the ability to learn for life. Therefore, the course modules all describe teaching methods to help students form essential skills (self-study, critical thinking, analysis, synthesis, problem solving...) and management skills, leadership of educational institutions. Professional surveys and proposals for management measures to solve practical problems.[\[H4.04.03.01\]](#), [\[H4.04.03.02\]](#),[\[H4.04.03.03\]](#),

To realize the learning outcomes in the training program, the self-study time of each course is determined according to general regulations and clearly stated in the detailed course outline. Students can do self-study hours, individual exercises or group exercises in the library or at home. On that basis, students participate in seminar activities or group discussions conducted in class under the organization and guidance of the lecturer or in groups under the direction of the group leader according to each content that the lecturer has oriented. These activities, in addition to helping students achieve the learning outcomes in knowledge, also have the effect of developing students' management and leadership skills; demonstrating personal responsibility and perspective on issues that need to be solved.[\[H4.04.03.02\]](#),

[\[H4.04.03.03\]](#), [\[H4.04.03.04\]](#), [\[H4.04.03.05\]](#), [\[H4.04.03.06\]](#), [\[H4.04.03.07\]](#),
[\[H4.04.03.08\]](#), [\[H4.04.03.09\]](#), [\[H4.04.03.10\]](#), [\[H4.04.03.11\]](#), [\[H4.04.03.12\]](#),
[\[H4.04.03.13\]](#), [\[H4.04.03.14\]](#), [\[H4.04.03.15\]](#), [\[H4.04.03.16\]](#), [\[H4.04.03.17\]](#),
[\[H4.04.03.18\]](#), [\[H4.04.03.19\]](#), [\[H4.04.03.20\]](#), [\[H4.04.03.21\]](#), [\[H4.04.03.22\]](#),
[\[H4.04.03.23\]](#), [\[H4.04.03.24\]](#), [\[H4.04.03.25\]](#), [\[H4.04.03.26\]](#)

To promote and enhance learners' lifelong learning ability, the detailed syllabus also clearly stipulates the assessment contents such as practical exercises, project reports, planning to manage a specific activity or work area to assess the necessary skills for lifelong learning such as the ability to research and select problems, analyze necessary information, analyze and synthesize documents; the spirit of passion for learning, the desire to learn....[\[H4.04.03.27\]](#)

In addition, every year, students participate in writing articles for scientific research seminars exclusively for students to prepare well for completing their graduation thesis. The graduation thesis in the Master of Education Management program is the result of a synthesis of skills in identifying problems arising in management practice that need to be solved, skills in applying and synthesizing knowledge about school management, management of educational institutions to plan research, implement

In the specialized seminars of the Department of Education and Training, the issue of guiding students in active learning skills and lifelong learning capacity is also regularly discussed. The Department's requirements for lecturers teaching the Master's program in Education and Training, in addition to the usual electronic lesson plans, lecturers need to be proactive in providing materials to students. These materials can be published textbooks or textbooks and monographs compiled by lecturers to clearly demonstrate the requirements for self-study and self-research that need to be formed for students. [\[H4.04.03.29\]](#)

The school conducts a survey to collect students' opinions on teachers' teaching activities after the end of each semester with specific criteria: Teaching activities have the effect of training students' professional skills; encouraging creativity and independent thinking; consulting and organizing, guiding learning activities; teaching quality... In recent years, teaching activities2. Strengths

Teaching and learning activities according to the training program and scientific research activities that students participate in all have specific goals and are appropriately designed to develop students' self-study and research capacity, thereby promoting the practice of management skills, enhancing the needs and ability of lifelong learning of students.

The detailed outline of the courses shows diversity in teaching methods, the content of tests, attendance assessment and mid-term assessment also shows the direction towards assessing learners' skills in independent work, teamwork, problem solving, planning, organizing and directing practical activities to contribute to improving practical management skills.

3. Point of existence

In addition to the practical activities specifically prescribed in some courses related to management skills and operations, there are still many courses that do not clearly describe the practical requirements or specify the skills that need to be trained. The number of students participating in scientific research is still limited; The number of scientific articles published in specialized journals is not much.

4. Action Plan

TT	Target	Content	Single taste real presently	Time space perform
1	Notch serveexist	Regularly organize professional practice activities and improve the quality of training in management and leadership skills at educational institutions. Promote research activities student science	Faculty of Social Sciences and Humanities, Department of International Relations and Cooperation Department of Science and Technology Management	From school year 2023-2024
2	Play medalStreng ths	Continue to improve teaching and learning activities towards promoting skills training and learner's self-learning ability	Faculty of Social Sciences and Humanities	Annual

Criteria rating 4/7

Conclusion on standard 4

The educational philosophy, educational objectives of Hanoi Metropolitan University, educational objectives of the Master's level training program in Management Education are clearly stated and widely disseminated to teachers, learners, employers, alumni and relevant parties. The objectives are specified in the training program and teaching program for each academic year and are thoroughly communicated to each lecturer in order to best complete the set objectives.

Active teaching methods and teaching techniques used by lecturers in the Master of Education Management program clearly demonstrate the orientation to promote students' initiative and creativity, while creating a favorable environment for students to self-study, self-discover information, and develop lifelong learning capacity. At the same time, students are also encouraged and guided step by step in scientific research at different levels. Thereby, students have the conditions to develop both professional knowledge, management skills as well as personal personality.

Some limitations in the teaching approach of the Department of Education

Management, Faculty of Social Sciences and Humanities are that although it has been widely disseminated, discussed and requested to each lecturer in the department, in the faculty, in the school and outside the school, the process of changing teaching methods is still limited; Students are not proactive in self-study,

Not actively participating in scientific research; Facilities and teaching environment do not meet all requirements set forth in the training program.

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 NH's learning outcomes is designed to be appropriate to

level of achievement of CDR

1. Current status description

The assessment of the learning outcomes of master's students in the Education Management major at Hanoi National University is carried out through the following forms: Input assessment (admission work); Process assessment (assessment during the learning process of the modules in the training program) and output assessment (graduation examination, master's thesis defense).

Pursuant to the Master's Training Regulations (Circular 15/2014/TT-BGDDT dated May 15, 2014) and the Master's Admission and Training Regulations (Circular 23/2021/TT-BGDDT dated August 30, 2021) of the Ministry of Education and Training, Hanoi Metropolitan University organizes admission to the Master's level of Education Management by entrance exam. The exam subjects include: (1): Educational foundations of Education Management, (2): General Management Science and Education Management, (3): Foreign Language. In which, the Foreign Language exam is a conditional subject, following the principle of ensuring the determination of Level 3 foreign language proficiency according to the 6-level Foreign Language Proficiency Framework for Vietnam. Candidates who do not meet the foreign language entrance requirements will not be allowed to take the remaining two compulsory exams. Candidates with a university degree in foreign languages or a foreign language certificate in accordance with the regulations of the Ministry of Education and Training are exempted from the foreign language exam. The final result is the total score of the two exams (1) and (2). The number of candidates is taken from the total result from high to low according to the enrollment quota.[\[H5.05.01.46\]](#);[\[H5.05.01.47\]](#);[\[H5.05.01.48\]](#)

Hanoi National University conducts entrance exams for master's degree programs in Education Management in accordance with the Master's Training Regulations

(Circular 15/2014/TT-BGDDT dated May 15, 2014) and the Master's Training and Admissions Regulations (Circular 23/2021/TT-BGDDT dated August 30, 2021) of the Ministry of Education and Training.[\[H5.05.01.34\]](#); [\[H5.05.01.35\]](#). The process is carried out openly and transparently. in accordance with regulations from the stage of announcing the enrollment plan, enrollment quota, and enrollment announcement to organize exams, grade exams and recognize admission results and at the same time the information is made public.

declared on the school's website [\[H5.05.01.37\]](#); [\[H5.05.01.38\]](#)

In 2021, after Circular 23/2021/TT-BGDDT promulgated the Regulations on admission and training for master's degrees, replacing the previous Circular 15/2014/TT-BGDDT, Hanoi National University has continuously updated new contents to complete the Regulations on training for master's degrees according to the credit system of Hanoi Metropolitan University, including clear and specific regulations on issues related to testing and evaluating learners.[\[H5.05.01.32\]](#)

The process of testing and evaluating the learning outcomes of master's level students in Education Management is carried out according to the training regulations of the Ministry of Education and Training and of Hanoi National University.[\[H5.05.01.32\]](#); [\[H5.05.01.34\]](#); [\[H5.05.01.35\]](#). Activities to evaluate learning outcomes of The learners are designed logically and scientifically based on the training program framework, objectives, training program objectives and Detailed course outline of the Master's degree in Education Management. Learning outcomes of each course The section is assessed through regular assessment by the course instructor. and evaluate the results after completing that course. The learning outcomes of the learners are Evaluation after each semester and school year, based on the results of the courses within the requirements of the The training program that the learner has studied and has a score that meets the criteria of the Training Regulations *Master's degree according to the credit system of Hanoi Metropolitan University*.

The training program's learning outcomes are the basis for designing teaching and learning activities and learning outcome assessment activities, and are the assessment targets. For each subject's learning outcomes, many learning outcome assessment methods will be used.[\[H5.05.01.53\]](#); [\[H5.05.01.55\]](#); [\[H5.05.01.56\]](#); [\[H5.05.01.59\]](#); [\[H5.05.01.60\]](#). Evaluation methods are integrated into the process. teaching and learning activities take place so that learners can demonstrate their level of achievement of the CDR. The design of assessment methods and tools is always a focus of the school. important with the goal of measuring the level of achievement of the CDR. In each course outline The training industry has clear regulations on appropriate testing and assessment forms. [\[H5.05.01.54\]](#); [\[H5.05.01.57\]](#); [\[H5.05.01.58\]](#); [\[H5.05.01.61\]](#); [\[H5.05.01.62\]](#).

For the final exam, based on the entire course plan, the Department of International Training and Student Affairs will make a detailed plan and schedule. The Principal will establish a Final Exam Council to direct and supervise the units and functional departments in organizing the final exam; ensure the necessary conditions for the exam activities and handle issues arising during the exam organization process. The conditions for taking the exam and other conditions are specifically stipulated in the Regulations on Master's degree training according to the credit system of Hanoi

Metropolitan University and QT.SĐH&ĐTQT-06 - Final exam. The form of the final exam can be a written exam (essay or multiple choice on paper), oral exam, practice, essay writing, homework, computer-based exam (practice or multiple choice on computer).

or a combination of these forms. The process of bagging, marking and securing marks is carried out in accordance with the regulations of the Ministry of Education and Training. The final exam marking of each module is carried out by 02 lecturers, marking centrally. The Department of International Training and Student Affairs is responsible for entering the final exam scores into the school's learning outcome management system. All this information is disseminated to students before the start of each module and in the Handbook of some things students need to know which is given to students when completing the admission procedures.[\[H5.05.01.31\]](#); [\[H5.05.01.32\]](#); [\[H5.05.01.33\]](#); [\[H5.05.01.34\]](#); [\[H5.05.01.35\]](#); [\[H5.05.01.37\]](#); [\[H5.05.01.38\]](#); [\[H5.05.01.39\]](#)

The results are strictly managed and promptly announced to learners 2 weeks after the exam as prescribed through the school's training portal, ensuring the rights of learners and teachers.[\[H5.05.01.37\]](#); [\[H5.05.01.38\]](#) According to the organization process semester exams, learners have easy access to review and review of course exams part [\[H5.05.01.30\]](#); [\[H5.05.01.31\]](#); [\[H5.05.01.36\]](#); [\[H5.05.01.39\]](#). Exam review results

The semester exams (if any) of each semester are compiled and publicly announced by the School. learners and have their scores corrected on the training management software according to the correct procedure.

Before the end of the course, in addition to accumulating alternative credits, qualified learners are organized to register for a Graduation Thesis. The evaluation of the results of the Graduation Thesis is in accordance with the regulations and procedures of the School.[\[H5.05.01.32\]](#); [\[H5.05.01.34\]](#); [\[H5.05.01.35\]](#).

2. Strengths

The school has developed a complete and detailed system of documents, regulations, procedures and instructions for implementing the assessment of students' learning outcomes.

The methods and forms of student assessment are designed to be diverse and rich, closely following the standards of the Ministry of Education and Training and international standards, combining traditional methods and new modern methods to help students deeply understand theory and improve practice.

The Department of Postgraduate Studies and International Training, the Faculty of Training and the School always pay attention to innovating and improving the work of assessing learners' learning outcomes in the direction of developing learners' self-study, self-research and teamwork capacity 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. Exist

The current assessment of learners' learning outcomes is not organized centrally (general subjects are undertaken by the functional Center for Science and Technology, specific subjects are undertaken by the Department of Postgraduate and International Training), leading to a lack of uniformity in record keeping and organization.

4. Action Plan

TT	Item pepper	Content	Implementing unit	Time perform
1	Notchres tore existence	Proposal on autonomy inspection and evaluation of results	International Training and Development Department	2023-2024
		Propose to arrange a common archive to collect records and evidence related to the work of testing and evaluating learners' learning outcomes, ensuring full and safe guarantee	Room University of Social Sciences and Humanities,Office	2023-2024
		Proposing to speed up the progress of building the overall education management software so that the steps of implementing the work of testing and evaluating learners' learning outcomes are organized professionally and synchronously. whole system	Room University of Social Sciences and Humanities,Office, Board of Directors	2023-2024
2	Develop strengths	Continue to build a toolkit to test and evaluate learners' results according to the orientation Competency assessment	Board of Directors, International Training and Development Department	2023-2024

		Continue to review, adjust and improve the system of regulations and procedures for implementing the work of inspecting and evaluating the results of the project. learner	Board of Directors, International Training and Development Department	2023-2024
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5. Self-rating: 5/7

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.

1. Describe the current situation

The regulations on assessing student learning outcomes of the Department of Graduate Studies and International Training are clearly defined according to the University Training Regulations of the School in each semester in accordance with the training method of the School. [\[H5.05.02.61\]](#); [\[H5.05.02.62\]](#); [\[H5.05.02.63\]](#). These training regulations are publicly and fully announced on the School's Information Portal, as well as in the Handbook some things students need to know [\[H5.05.02.54\]](#); [\[H5.05.02.56\]](#). Home The school has issued regulations on evaluating learning outcomes of the school's training levels. Hanoi Metropolitan University, in which the guiding documents on examination work clearly state: Responsibility for training Departments/Offices/Faculties for proposing and notifying the form to learners through detailed syllabus and assessment methods. Learner learning outcomes ensure diversity, validity and reliability, and Equity (for learners and individuals involved) is also addressed. [\[H5.05.02.64\]](#). Procedures for reviewing results, recognizing graduation, and final exams Thesis defense section... is published on the School's website, convenient for readers. learn and implement during the learning process. [\[H5.05.02.56\]](#); [\[H5.05.02.57\]](#); [\[H5.05.02.58\]](#); [\[H5.05.02.59\]](#); [\[H5.05.02.60\]](#).

All modules clearly state the form, time, criteria, and weight of assessment scores (written tests, oral tests, etc.), with special attention paid to assessment criteria for knowledge, skills, and attitudes; and are disseminated to learners by the course instructor right from the first lesson, ensuring that 100% of students understand and grasp the regulations on assessment of learners' learning outcomes. [\[H5.05.02.53\]](#); [\[H5.05.02.54\]](#).

Assessment of learners' learning outcomes is carried out regularly during the learning process through forms such as: written essay tests, objective multiple-choice tests, computer-based objective multiple-choice tests, combined written and objective multiple-choice tests, oral tests, practical tests, essay writing... depending on the nature of each subject.

Regarding time, tests and other forms of assessment are conducted regularly during the semester, the final exam is conducted after the end of the course. The weighting of points is: attendance (10%), mid-term (30%), final (60%), clearly stated in the regulations on assessment of learning outcomes of the training levels of the School as well as the core values of each course in the training program. [\[H5.05.02.53\]](#); [\[H5.05.02.65\]](#); [\[H5.05.02.66\]](#);

[\[H5.05.02.67\]](#); [\[H5.05.02.68\]](#). Time, method, criteria, weight, feedback mechanism

The contents related to the final exam are carried out in accordance with the instructions of the School. The time for the final exam is proposed by the Department of Student Affairs and International Training and approved by the Principal. The school principal approves and announces to students at least 2 weeks before the exam begins. head.

The assessment of learning outcomes is fully and publicly disseminated to students of the Master's level of Education Management through many different forms such as: Handbook of some things students need to know, the first lesson of each course, during the course teaching, before conducting the assessment, before ending the course... helping students orient their learning and have a suitable study plan.[\[H5.05.02.54\]](#);

Component scores are publicly announced to learners before the end of the course, no later than 02 weeks after the end of the course exam, and learners can check their scores on their personal accounts.[\[H5.05.02.56\]](#);. Final grades are updated on the portal. student information; at the same time, students have the right to feedback to the lecturer if any problems arise. born.

For the final exam, the exam questions are always made to closely follow the content of the knowledge learned, and are capable of assessing the level of the learner. The exam formats of the modules are diverse, depending on the output standards and knowledge requirements of the modules. The organization of assessment and grading is carried out consistently for all modules and complies with the regulations on assessment methods and procedures, course/module assessment forms, topics, and theses of the School.[\[H5.05.02.64\]](#);

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.[\[H5.05.02.61\]](#); [\[H5.05.02.64\]](#).

For the final exam, students have the right to submit a request for review of exam scores if they are not satisfied with the results received. The request for review must be submitted directly to the Department of Graduate Studies and International Training. The Department of Graduate Studies and International Training is responsible for transferring the review to the Training Department for processing and updating the exam scores if there is a change in the review score.[\[H5.05.02.60\]](#); [\[H5.05.02.64\]](#);. The testing, evaluation and organization of the exam have covered the content and objectives of the each subject as well as the whole program at a fairly comprehensive level.

For graduation theses, the Department of Graduate Studies and International

Training informs students and instructors about regulations and procedures for defending graduation theses. Thesis score

be made public immediately after the Council reaches a consensus in accordance with regulations to ensure correct requirements and graduation review process for students. [\[H5.05.02.59\]](#); [\[H5.05.02.61\]](#); [\[H5.05.02.62\]](#); [\[H5.05.02.63\]](#); [\[H5.05.02.64\]](#);

The regulations on assessing student learning outcomes of the Department of Graduate Studies and International Training are clearly defined according to the University Training Regulations of the School in each semester in accordance with the training method of the School. [\[H5.05.02.61\]](#); [\[H5.05.02.62\]](#); [\[H5.05.02.63\]](#);. Regulations This training is publicly and fully announced on the School's Information Portal, as well as In the Handbook some things students need to know [\[H5.05.02.64\]](#); [\[H5.05.02.65\]](#);. The school has promulgate Regulations on assessment of learning outcomes of training levels of Thu Dau Mot University. Hanoi Metropolitan, in which the guiding documents on examination work clearly state the responsibilities for training Departments/Offices/Faculties on proposing and informing exam formats to candidates Learn through detailed syllabus and methods of evaluating students' learning outcomes. learning ensures diversity, ensures validity and reliability, ensures fairness (for learners and related individuals) are also referred to. [\[H5.05.02.64\]](#);. The rules Review of results, graduation recognition, Final exams, Thesis defense... are published on the School's website, convenient for learners to learn and implement. done during the learning process. [\[H5.05.02.56\]](#); [\[H5.05.02.57\]](#); [\[H5.05.02.58\]](#); [\[H5.05.02.59\]](#); [\[H5.05.02.60\]](#).

All modules clearly state the form, time, criteria, and weight of assessment scores (written tests, oral tests, etc.), with special attention paid to assessment criteria for knowledge, skills, and attitudes; and are disseminated to learners by the course instructor right from the first lesson, ensuring that 100% of students understand and grasp the regulations on assessment of learners' learning outcomes. [\[H5.05.02.53\]](#); [\[H5.05.02.54\]](#).

Assessment of learners' learning outcomes is carried out regularly during the learning process through forms such as: written essay tests, objective multiple-choice tests, computer-based objective multiple-choice tests, combined written and objective multiple-choice tests, oral tests, practical tests, essay writing... depending on the nature of each subject.

Regarding time, tests and other forms of assessment are conducted regularly during the semester, the final exam is conducted after the end of the course. The weighting of points is: attendance (10%), mid-term (30%), final (60%), clearly stated in the regulations on assessment of learning outcomes of the training levels of the School as well as the core values of each course in the training program. [\[H5.05.02.53\]](#); [\[H5.05.02.54\]](#); [\[H5.05.02.61\]](#);. Time, methods, criteria, weights, feedback mechanisms

for final exam-related content The semester is conducted in accordance with the instructions of the School. The final exam time

proposed by the Department of International Training and Retraining, approved by the School Principal and announced to the public students at least 2 weeks before the exam starts.

The assessment of learning outcomes is fully and publicly disseminated to students of the Master's level of Education Management through many different forms such as: Handbook of some things students need to know, the first lesson of each course, during the course teaching, before conducting the assessment, before ending the course... helping students orient their learning and have a suitable study plan.[\[H5.05.02.54\]](#);

Component scores are publicly announced to learners before the end of the course, no later than 02 weeks after the end of the course exam, and learners can check their scores on their personal accounts.[\[H5.05.02.56\]](#) Final grades are updated on the portal. student information; at the same time, students have the right to feedback to the lecturer if any problems arise. born.

For the final exam, the exam questions are always made to closely follow the content of the knowledge learned, and are capable of assessing the level of the learner. The exam formats of the modules are diverse, depending on the output standards and knowledge requirements of the modules. The organization of assessment and grading is carried out consistently for all modules and complies with the regulations on assessment methods and procedures, course/module assessment forms, topics, and theses of the School.[\[H5.05.02.64\]](#).

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.[\[H5.05.02.61\]](#); [\[H5.05.02.64\]](#);

For the final exam, students have the right to submit a request for review of exam scores if they are not satisfied with the results received. The request for review must be submitted directly to the Department of Graduate Studies and International Training. The Department of Graduate Studies and International Training is responsible for transferring the review to the Training Department for processing and updating the exam scores if there is a change in the review score.[\[H5.05.02.60\]](#); [\[H5.05.02.64\]](#). The testing, evaluation and organization of the exam have covered the content and objectives of the each subject as well as the whole program at a fairly comprehensive level.

For graduation theses, the Department of Graduate Studies and International Training informs students and instructors about regulations and procedures for defending graduation theses. The thesis scores are made public immediately after the

Council reaches a consensus in accordance with regulations to ensure

Ensure correct requirements and graduation process for students. [\[H5.05.02.59\]](#); [\[H5.05.02.61\]](#); [\[H5.05.02.62\]](#); [\[H5.05.02.63\]](#); [\[H5.05.02.64\]](#).

Table 5.2.1: Popular methods of assessing learners in the master's program of Education Management at Hanoi National University

Method	Work	Text/channel
1. Direct	The school disseminates the regulations at the student meeting. key head	Handbook of some things students need to know
	Lecturer's announcement in the first session of the semester.	Course outline
	Lecturer's announcement about component score before the end of the course.	Component scorecard. Training portal
2. Indirect	Notification via School Portal Notification via Portal learner training	www.hnmu.edu.vn www.daotao.hnmu.edu.vn
	Lecturer announced via class group on Teams, Zalo, notify Class Officer	Course slides, component score sheets...

2. Strengths

The regulations, rules and procedures related to the assessment of students' 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 students through many different channels such as: Announced on the school's electronic information page; Printed in the Handbook some things students need to know; Providing students with assessment criteria right in the first lesson...

3. Exist

Although the regulations, rules and procedures related to the assessment of students' learning outcomes are public and widely disseminated, there are still some students who have not accessed the information.

4. Action Plan

TT	Target	Content	Implementing unit	Time perform
11	Fix exist	Strengthening propaganda, education and inspiration measures for people learn	Department of International Relations and Training, Faculty of Training	2023-2024
22	Play leverage strengths	Review and adjust regulations, rules and procedures related to assessment work. Student's performance.	Department of International Relations and Training, Faculty of Training	Annual

5. Self assessment:4/7

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

1. Describe the current situation

Based on the Master's training regulations according to the credit system of Hanoi Metropolitan University, the lecturers of the course proactively propose various forms of testing and evaluating the learning outcomes of learners in many different forms, ensuring that they are consistent with the objectives of the course and are specifically stated in the training program's training criteria such as: in-class tests, assignments, presentations, questions and answers, individual exercises, group exercises. [\[H5.05.03.22\]](#); [\[H5.05.03.23\]](#); [\[H5.05.03.24\]](#); [\[H5.05.03.29\]](#). Form The exam of each subject is agreed upon by the department and clearly stated in the syllabus.

During the teaching of the subjects in the training program, teachers have flexibly used methods to test and evaluate the learning process of learners such as: Assessing the diligence and positivity of learners (accounting for 10% of the total score); organizing learners to do group exercises in many different forms, keeping a study diary, presenting individually or in groups, writing harvest reports, or taking periodic tests, mid-term tests (accounting for 30% of the total score) and final evaluation through combined multiple-choice tests, oral exams, major assignments, essays, etc. [\[H5.05.03.26\]](#); [\[H5.05.03.29\]](#);. Through There are various and suitable

forms of assessment of learning outcomes, and the assessment of learning outcomes
Learner learning is also compatible with the CDR, not only assessing knowledge but
also Evaluate skills and qualities through projects, practical activities, and
assignments.

...associated with career orientation and practical work of students majoring in
Management Education master's degree

The assessment methods used ensure that the requirements and outcomes that need to be measured (validity) are measured. The indicators that help ensure validity are the difficulty, discrimination, and reliability of the test, all of which meet the standards. The difficulty of the test questions is specified in the structure of the final exam to help measure the knowledge, skills, and abilities that learners need to achieve after each course, while also being referenced to the output standards of the training program. The final exams as well as other forms of assessment through assignments, projects, etc. have high discrimination and a specific grading scale, helping to accurately measure different levels of ability depending on the level of completion of the test or assignment, project, etc. of the learner.[\[H5.05.03.29\]](#);

The assessment methods used ensure that the CDR requirements are measured, are reliable and have clear assessment criteria. Learning outcomes are made public to learners in a timely manner as prescribed.[\[H5.05.03.21\]](#);

Table 5.3.1: Assessment methods compatible with output standards

Output standard	Evaluation method
Knowledge	Written test, multiple choice test, presentation, assignment, teamwork,...
Skill	Presentations, practice, extracurricular activities (participating in academic seminars, workshops and writing reports...)
Attitude	Attendance, classroom interaction (with lecturer, in group work in class)

Table 5.3.2: Assessment methods suitable for Bloom's taxonomy

Miss	Understand	Manipulate	Analysis	Evaluate	Creative
Test	Test	Open exam, okay history use talent whether	Case study	Fight price the press published products	Create product model
Postcheck short	Short test	Attend sentence group	Theory report program	Post discussion Evaluate	Thesis, project, topic

					talent
		Practice	Project	Fight price total fitproblem	Tissue image busine ss

			Summar y of books, docume nts, drawing of diagram s only	Q&A	Start-u p
				Case study	

The marking process follows a strict process, the course tests are graded and graded independently. The marking process is standardized to ensure reliability and fairness for learners.[\[H5.05.03.16\]](#); [\[H5.05.03.22\]](#); [\[H5.05.03.28\]](#); [\[H5.05.03.29\]](#); Regulations on methods of assessing learning outcomes are announced to Students through the course of study, training program [\[H5.05.03.25\]](#); [\[H5.05.03.26\]](#); [\[H5.05.03.30\]](#); [\[H5.05.03.31\]](#); [\[H5.05.03.32\]](#); [\[H5.05.03.33\]](#); [\[H5.05.03.34\]](#); [\[H5.05.03.35\]](#); [\[H5.05.03.36\]](#); [\[H5.05.03.37\]](#). The component scores of each course will be posted publicly. on the learner portal [\[H5.05.03.27\]](#).

To verify training activities, testing methods, and assessment of learners' learning outcomes, every year the Department of Postgraduate and International Training periodically organizes dialogues with learners through thematic meetings, listens to learners' direct feedback, and from there, makes adjustments and improvements to improve training quality and assessment effectiveness.

For graduation theses, the School has specific requirements on thesis writing format. Grading graduation theses has clear criteria on working attitude, theoretical framework, tools used, practical results, etc. These criteria ensure the value in evaluating graduation theses.[\[H5.05.03.17\]](#); [\[H5.05.03.21\]](#); [\[H5.05.03.22\]](#).

2. Strengths

The Department of International Training and Education, Faculty of Training has

been proactive in implementing innovative methods of testing and evaluating the learning process of learners in a flexible manner, suitable to the characteristics of each subject and course. The organization of course exams is carried out seriously, accurately and fairly in accordance with the regulations and procedures of the school.

3. Exist

The school has not yet issued sufficient quantitative measures to measure the reliability, validity and fairness of assessment methods.

4. Action Plan

TT	Item pepper	Content	Implementing unit	Time perform
11	Fixex ist	Propose that the School develop a set of quantitative metrics to measure the reliability, validity and fairness of the evaluation method	Room University of Social Sciences and Humanities, Faculty of Training, Center for Science and Technology	2023-2024
		Apply specialized software to evaluate the quality of the test bank; Innovate the work of collecting feedback from stakeholders on the training quality of the Faculty and the University. school	Room University of Social Sciences and Humanities, Faculty of Training, Center for Science and Technology	2023-2024
22	Deve lop stren gths	Continue to innovate testing and assessment methods for learners' learning outcomes in the direction of developing learners' capacity; Compile and use course exams in assessing learners' learning outcomes. learn	Room University of Social Sciences and Humanities, Faculty of Training, Center for Science and Technology	Annual

5. Self assessment:4/7

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

practice

1. Describe the current situation

Regulations on master's degree training University
according to the credit system of Thu Do

Hanoi and the Regulations on assessment of learning outcomes of training levels of
Hanoi Metropolitan University have specific regulations on the time of announcement of
learning outcomes (feedback on learning outcomes).

assessment results) to learners, specifically: Process test scores, including scores assessing students' diligence and positivity, and regular test scores must be announced directly to students by teachers at the last class of each semester; Final exam scores must be announced on the training portal no later than 02 weeks after the exam date. [\[H5.05.04.15\]](#); [\[H5.05.04.19\]](#); In addition, the Department of Student Affairs and International Training has developed a process for organizing student exams. section, which clearly stipulates the time for announcing the final exam scores for students. Study on the School's training portal. Based on the regulations and procedures issued, teachers and related units promptly announced learning results to each student. through the School's training portal [\[H5.05.04.16\]](#); [\[H5.05.04.18\]](#).

Early feedback on learning outcomes to learners in accordance with the School's regulations has helped learners plan to re-register, improve grades (if any) in a timely manner, ensuring learning progress and improving their own learning outcomes. The School's regulations on feedback on learning outcomes to learners are clearly stated in the Regulations on assessment of learning outcomes at all training levels of Hanoi Metropolitan University. [\[H5.05.04.19\]](#); The regulations clearly state ways to provide feedback to learners for each specific test format.

Management software helps the School and the Department of International Training and Student Affairs manage student learning results closely, accurately, and reliably, and supports students in looking up their learning results easily and quickly. [\[H5.05.04.18\]](#); Regulations for feedback on assessment results be publicly announced on time to each teacher and student for implementation. and monitoring through the handbook some things students need to know, the website of the School school, training portal, through opening and periodic meetings [\[H5.05.03.18\]](#); [\[H5.05.04.20\]](#);

The process assessment is carried out according to the regulations on assessing the learners' learning outcomes, shown in the approved course syllabus and publicly announced to students. The course teachers are responsible for assessing the process, including attendance scores, regular test scores and periodic test scores. [\[H5.05.04.21\]](#); [\[H5.05.04.22\]](#); [\[H5.05.04.23\]](#); [\[H5.05.04.24\]](#); [\[H5.05.04.25\]](#). Learners receive feedback and teachers answer. Right at the test return session, if there are any adjustments or not, the teacher needs to notify. publicly and clearly state the reasons as prescribed.

The organization of the final exam for the semester takes place in accordance with the regulations of the Master's training regulations according to the credit system of Hanoi Metropolitan University and the Regulations on assessment of learning outcomes of training levels of Hanoi Metropolitan University. [\[H5.05.04.11\]](#); After 7 days of the final exam, students will know the results. When in doubt about the results, Students

have the right to apply for a review of their exam. [\[H5.05.04.12\]](#);. Scoreboard to keep
KQHT

of students in each semester is managed and guaranteed by the Department of Student Affairs and International Training. All according to the defined process, convenient for looking up points when necessary. These procedures The school will publicly announce the final exam and assessment of student learning outcomes. to teachers and students, to the email of each training department and widely publicized on the Portal. School training information [\[H5.05.04.18\]](#);

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 training information portal, school website, disseminating to students through regular meetings... thereby, there is inspection and supervision of the implementation process. [\[H5.05.04.18\]](#); [\[H5.05.04.20\]](#);

2. Strengths

Learners are fully informed of regulations and procedures for testing and examinations, 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. Exist

Procedures for timely updating of assessment results and ensuring that learners always have the most timely results are currently available, but monitoring and supporting learners to improve their learning outcomes have not been implemented synchronously and in coordination between the school, faculty and classes, but only at the class level.

4. Action Plan

TT	Item pepper	Content	Single taste real presently	Time space perform
11	Notch serve exist	The school initiates and organizes activities to support learners in improving their learning outcomes. practice.	Board of Directors, Department of International Cooperation and Training, Center for Science and Technology - TH	2023- 2024

22	Develop Strengths	Continue to carry out popular forms, thoroughly educate learners about rules, procedures	Department of International Relations and Training, Faculty of Education create Center for Science and Technology	Row year
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		related to the assessment of students' learning outcomes.		
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5. Self-assessment:4/7

Criterion 5.5. The NH has easy access to the complaint process regarding learning outcomes.

1. Describe the current situation

According to the Regulations on master's training according to the credit system of Hanoi Metropolitan University and the Regulations on assessment of learning outcomes of training levels of Hanoi Metropolitan University, the University has specified the time and order of reviewing final exam papers. [\[H5.05.05.08\]](#); [\[H5.05.05.15\]](#); Besides, the regulation The course exam organization program has described in detail the order, time and responsibilities of implementation. The final exam review process ensures the rights of learners. Students can easily access the exam review process through public dissemination. Declare the School's procedures on the website, in the Handbook of some learning items Students need to know and be instructed and directly disseminated to teachers through activities. periodically, through the first lesson of each course [\[H5.05.05.12\]](#); [\[H5.05.05.013\]](#); [\[H5.05.05.15\]](#).

After the exam results are announced, students have 15 days to submit a request to the exam organization about their academic results. The Department of International Education and Training will assign staff to receive and properly handle students' questions about exam results, ensuring compliance with the school's regulations and procedures. [\[H5.05.05.15\]](#);

The results of the exam review (if any) will be publicly announced to learners through the school's training portal within the prescribed time. [\[H5.05.05.13\]](#); From this point on the system, if any error is found, the student can complain. Regarding the component scores, students can complain directly to the teaching teacher. In that part, when the teacher publicly announces the learning results, the teacher teaching the subject directly explains. decide the opinions of the learners. For the results of the final exam scores, after the learners If you find the exam scores published on the training portal are incorrect, please send a request. Appeal to the Department of International Training and Education for reconsideration no later than 01 week after publication. Complaint tracking records and annual complaint results are kept at the unit. [\[H5.05.05.14\]](#); [\[H5.05.05.15\]](#);

2. Strengths

The school has regulations and procedures for reviewing exam papers and these are publicized. deep wide next whole body People learnknow and easy easy next near

3. Exist

Some students are afraid and have not yet fully utilized their right to complain.

4. Action Plan

TT	Item pepper	Content	Real unit presently	Time real presently
11	Notch serve exist	Diversify and make the methods of conveying information about complaints more user-friendly so that learners can do it easily. more when needed.	Board of Directors, Department of International Training and Student Affairs	2023-2024
22	Deve lop Strengths	Continue to innovate the dissemination and education work for learners about the school's regulations and working procedures, including the organization of student exams. part	International Training and Development Department	Row year

5. Self assessment:4/7

The school has developed a complete system of documents, regulations, procedures and instructions for implementing the assessment of students' learning outcomes. These include specific and detailed information about time, methods, criteria, and weighted scores for assessment, which are publicly announced to students through various channels such as: Announcement on the school's website; Printing in the

Handbook some things students need to know; disseminating to students at the beginning of each course, meeting students periodically, etc.

The Department of International Training and Education and the School always pay attention to innovating and improving the assessment of students' learning outcomes to suit the practical requirements of society, ensuring objective and fair measurement of students' learning outcomes, helping students improve their learning to meet the necessary skills and capacities according to social needs and be able to work immediately after graduation.

The Department of International Training and Training, the Faculty of Training has been proactive in innovating the testing and assessment methods of learners in a flexible manner, suitable to the characteristics of each subject and course, with the participation and coordination with recruitment units to improve learners' capacity. The organization of course exams is carried out seriously, accurately and fairly in accordance with the regulations and procedures of the school. In addition to the above strengths, the assessment of learners' results by the Department of International Training and Training and the School still has some shortcomings that need to be overcome in the coming period such as: The assessment of learners' learning outcomes is currently not organized centrally, leading to the storage of records as well as the organization of work not being synchronized; The school's training management software still has many limitations, which sometimes affects the late announcement of test results and review results of learners' exams; In the school's regulations, there are no regulations on the learner feedback mechanism on the methods and procedures for testing and evaluating the results of the training program, the process of complaining about the results of the training program of the learner; The process of reviewing the test is part of the exam organization process, so there are some unclear contents and have not been tight

Self assessment:

With 5 criteria of the standard of 5 master's level management education majors, 5 criteria are achieved. With the score of 04 criteria reaching 4/7; 01 criterion reaching 5/7.

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. The planning of the teaching and research staff (including

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

1. Describe the current situation

The planning of the teaching and research staff of Hanoi National University is always focused on and implemented according to a strict, scientific and transparent process in accordance with Law No. 34/2018/QH14 of the National Assembly: Law amending and supplementing a number of articles of the Law on Higher Education; Decree No. 99/2019/ND-CP of the Government: Detailed regulations and instructions for the implementation of a number of articles of the Law amending and supplementing a number of articles of the Law on Higher Education; Decision No. 25/2021/QĐ-UBND of the Hanoi People's Committee: Promulgating regulations on management of organizational structure, payroll, cadres, civil servants, public employees, and workers in administrative organizations, public service units, and state-owned enterprises under the management authority of the Hanoi People's Committee.[\[H6.06.01.39\]](#); [\[H6.06.01.40\]](#); [\[H6.06.01.41\]](#); On the basis of regulations issued by the Government and the State, the University Hanoi Metropolitan has researched, built, edited and issued a system of legal documents. New regulations on working regime and personnel management from 2020 to present [\[H6.06.01.42\]](#); [\[H6.06.01.43\]](#); [\[H6.06.01.27\]](#); [\[H6.06.01.28\]](#); [\[H6.06.01.29\]](#).

Job descriptions are clearly stated in the Resolution of the University Council on the list of job positions, standards and working conditions of each job position at Hanoi Metropolitan University.[\[H6.06.01.30\]](#); [\[H6.06.01.31\]](#);

The labor norms of teachers are implemented according to the Working Regulations of Teachers of Hanoi National University. Each school year, a total of 1,760 administrative hours must be completed, divided into groups of teaching, scientific research, community service and other activities.[\[H6.06.01.28\]](#);

Object (Unit: office hours)	Labor standards of teaching work	Labor standards of scientific research work	Labor standards for community service work and other activities
Teaching Assistant	600	586	574
GV	870	586	304
Trainee teacher	435	0	1.325

Main teacher/Teacher with PhD degree	750	706	304
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Senior Lecturer/Lecturer (main) with the title of Professor, Associate Professor	630	826	304
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For NCV, the working regime is regulated as 1,760 administrative hours divided into scientific research activities and other activities (teaching, scientific guidance; practical guidance, laboratory; study, training, other professional tasks.

Working time	Researcher (Grade III)		Study main member(Grade II)	Study pill High grant(Grade I)
<i>NCV has not yet achieved PhD level</i>	<i>NCV has PhD degree</i>			
1. Scientific research	900	1,100	1,100	1,200
2. Other activities	860	660	660	560
2.1. Participate in teaching and scientific guidance	Due to the regulations of the unit's leadership, flexible assignment according to the unit's characteristics.			
2.2. Direction guidepractice				

2.3. Study, training, other professional tasks				
Total	1,760	1,760	1,760	1,760

Every year, based on the above norms and the deduction levels stipulated in the regime (concurrently holding positions in the Party, mass organizations or leaders at all levels), the School issues a decision on the labor norms for the school year.[\[H6.06.01.52\]](#); [\[H6.06.01.53\]](#);. By the end of the school year, after When performing actual tasks, the School decides to recognize the results.

Labor of teachers and staff is the basis for payment of related financial regimes. Team The staff and researchers meet the requirements of training, scientific research and other activities. serve the community according to the job position standards. Annually, 100% of the staff are ranked Emulation type of Advanced Labor or Emulation Fighter at the grassroots level, with individuals and collectives being awarded Received Certificates of Merit at all levels. Some teachers with achievements in scientific research were rewarded according to classified or classified by high quality scientific publication products [\[H6.06.01.32\]](#); [\[H6.06.01.33\]](#); [\[H6.06.01.34\]](#); [\[H6.06.01.35\]](#); [\[H6.06.01.36\]](#); [\[H6.06.01.37\]](#);

Every year, the Faculties/Departments/Functional Boards of the school develop a school year plan, setting out quality goals that clarify the criteria for developing the teaching and research staff. The orientation for developing the staff of the units in the school is consistent with the general development strategy of the school. This is clearly shown in the Development Strategy of Hanoi Metropolitan University for the period 2015 - 2025.[\[H6.06.01.38\]](#); School Hanoi University of Science and Technology aims to recruit young, capable lecturers and experienced scientists. and qualifications, standardizing the teaching staff, researchers and gradually improving the training level. From 2020, The school's staff has undergone many changes. From a team of only 07 people At the time of establishment in 2017, the number of teachers and staff members continuously increased. after decisions to transfer personnel with appropriate expertise from Departments/Divisions/Offices function; or receive personnel from other units or after recruitment rounds [\[H6.06.01.40\]](#); [\[H6.06.01.41\]](#); [\[H6.06.01.42\]](#); Recruitment, admission, appointment, The rotation and training of teachers and staff are all based on the job position and starting point project. from the needs of the Departments/Divisions/Offices. Basically, the fluctuations in the staff system, The school's NCV meets the set strategy and meets the growing needs. In terms of training, the number of students increases steadily every year. Since 2019, the School has Recruiting 01 Associate Professor and 04 PhDs to participate in training in Master's level of Education Management officer [\[H6.06.01.37\]](#); [\[H6.06.01.48\]](#); [\[H6.06.01.49\]](#); [\[H6.06.01.50\]](#); [\[H6.06.01.51\]](#);

The School's labor arrangement is in accordance with the expertise and capacity of the teachers, meeting the needs of training, scientific research and community service. The use of labor is shown through the teaching plan of each school year. The teaching plan of the subject modules is announced to the teachers at least 01 month in advance. Teachers are assigned to teach in the specialized research field, ensuring professional quality and teaching at least 50% of the standard norm, maximum 150% of the standard norm according to the working regime regulations for teachers of the School. Based on

the teaching plan of the specialized department, the School develops a plan to assign labor norms (including teaching norms, scientific research norms, professional activities and other activities). With

With the goal of improving training quality, the School has proactively developed and proposed to implement many innovative programs on teaching methods approved by the School.

Regarding the planning of leadership and management staff, the School periodically collects opinions and suggestions from the units and has a roadmap to complete the appointment conditions for candidates based on the description of the corresponding management position. The appointment process for Faculty leaders is carried out publicly, the appointment criteria are clear and are implemented in accordance with the School's regulations. [\[H6.06.01.43\]](#); [\[H6.06.01.44\]](#); [\[H6.06.01.45\]](#); [\[H6.06.01.46\]](#);

Thus, the School has done a good job of planning the teaching and research staff to meet the needs of training in the field of educational management at the master's level, scientific research and community service. Teachers are planned in a professional manner appropriate to their capacity and research field, the number of scientific research works and products has increased in both quality and quantity.

2. Strengths

The school has a clear development path and roadmap with the support of the school. The core staff is enthusiastic and dynamic in professional work, quick in scientific research, active in community service activities, and ready to experiment with innovative plans to improve the quality of the school's training services.

3. Point of existence

The rate of teachers with PhD degrees is not high, and there are not many teachers with academic titles.

4. Action Plan

TT	Item pepper	Content	Implementing unit	Time perform
11	Notchres tore existence	- Priority is given to teachers with PhD degrees or higher and experience in teaching and scientific research. - Create conditions and policies for lecturers who are PhD students to complete their theses. - There is a mechanism to encourage teachers to participate in PhD training and complete the application for Associate Professorship.	Board of Directors, Department of Science and Technology, Department/Office/ Divisionfunction	2024
22	Dev elop stren gths	Build a mechanism for benefits in parallel with granting professional autonomy to teachers to improve training quality.	Department of Science and Technology, Department/Office/ Divisionfunction	2024

5. Self-assessment of achievement criteria: 5/7

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 Master's program in Education Management at the University of Economics and Business Administration has the participation of many lecturers in the school, including many lecturers with PhD degrees or higher. The team of lecturers participating in teaching and guiding the Master's program in Education Management has been continuously supplemented and adjusted over the years, helping to improve the quality and quantity of resources, meeting the requirements of innovation and development of the training program.[\[H6.06.02.32\]](#).

Table 6.2.1: Statistics on the number of students majoring in Master's degree in Education Management

STT	CONTENT	2020	2021	2022
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1	The criteria are determined by the training institution according to regulations.	250	250	360
2	Total number of new graduate students recruited in the year	249	257	336
3	Total number of graduate students graduating in the year	76	56	555
4	Number of graduate students per year	423	506	593

The workload and how to calculate the workload of the teaching staff are clearly stated in the Working Regulations of Teachers of Hanoi Metropolitan University.[\[H6.06.02.09\]](#);. Which specifically stipulates the number of teaching hours/standard workload. Standard/minimum conversion for teaching staff in working regulations, conversion method standard hourly workload, and workload switching between tasks On that basis, to conduct annual staff assessment and appropriate adjustment assessment. suitable for teaching and scientific research.

Every year, the School has guidelines for evaluating and classifying civil servants and guidelines for emulation and rewards.[\[H6.06.02.18\]](#);. The instructions are updated according to the direction. Specify and actualize standards and criteria to suit conditions and characteristics. School work, using the results of civil servant classification assessment as the basis for competition consideration. Emulation and reward evaluation is practical and has a good effect in encouraging Encourage individuals and units to promote creativity and innovation to successfully complete training tasks, Scientific research and community service.

The Regulations on Science and Technology activities were issued by the School in 2016, reviewed, revised, supplemented and issued in 2021.[\[H6.06.02.10\]](#);. New regulations regulates many contents, including contents on rewards in the field of science and technology. including policies to encourage and reward officials with quality scientific products. quantity. As a result, the number of scientific research topics at all levels and articles published in journals has gradually increased. over the years

Every year, based on the announcement of registration of science and technology activity plans and experience initiatives, the scientific research topics implemented also closely follow the specialized training content, the accepted scientific research works have been conveyed, integrated into the lecture content, summarized in reference documents and textbooks, contributing significantly to improving and gradually enhancing the quality of teaching and learning.

Internal spending regulations and working regulations are revised and supplemented annually after reviewing and consulting with units. Reasonable proposals

from units are accepted.

included in the new Regulations. With detailed regulations on how to calculate standard teaching and working hours, how to calculate overtime, the coefficient of increased intensity for civil servants according to job position, the coefficient of responsibility for administrative officials, the School's Regulations have initially implemented income payment according to work results and job position. The regime and policies for teachers who are allowed to extend their professional working time for teachers with the title of Associate Professor and PhD degree are also reviewed and applied by the School in accordance with regulations.[\[H6.06.02.09\]](#); [\[H6.06.02.11\]](#); [\[H6.06.02.12\]](#); [\[H6.06.02.13\]](#); At the end of each school year, Teachers self-declare standard hours performed in assigned work areas. About teaching teaching, including university teaching (full-time, part-time), postgraduate teaching study, including teaching and guidance of theses, master's and doctoral dissertations [\[H6.06.02.14\]](#); In each system, teaching hours have a specific standard hour conversion formula, corresponding to the degree and Teacher's title.

Regarding scientific research, including chairing and participating in scientific research topics at all levels; publishing monographs and textbooks; publishing international and domestic articles; scientific seminars... All of the above types have a formula for converting to standard hours.[\[H6.06.02.10\]](#);

Regarding other professional activities, including: professional group activities, meetings, advanced training, presiding over the development of new programs, developing new subject lectures, participating in cultural, artistic and sports activities; social activities, observing classes... All types of activities according to regulations are converted into standard hours corresponding to each title, academic degree of teacher, ...

The school's functional departments and centers are responsible for monitoring and confirming the declarations of teachers. Then, the heads of the departments and the heads of the departments of Training Management & Student Affairs, University Affairs & International Training, Science & Technology Management - Training, and Human Resources & Technical Education will convert and confirm the level of standard hours or exceeding the standard hours of teachers in all areas of teaching, scientific research and other professional activities.

Not only monitoring and managing quantity, Hanoi National University also has measures to monitor and manage the quality of teachers' work.

Regarding teaching quality, each semester, the School has a policy that each teacher must register at least 1 good teaching hour for the Faculty and Department to observe. After that, the Department organizes a discussion on the quality of the teaching hour, draws experience, and aims to improve the method. At the end of each subject, students who want to see the course score must evaluate the quality of the teacher's

teaching. Through the students' evaluation, the teacher can adjust the lesson accordingly. The School closely monitors teaching activities by combining

Combining facial recognition attendance with teaching discipline inspection activities carried out by the Department of Training Management and Student Affairs, and the Department of Education and Training[\[H6.06.02.21\]](#); [\[H6.06.02.22\]](#);

Regarding the quality of scientific research, the evaluation of published and announced works of lecturers and researchers is based on the regulations of the State Council of Professors. The school also has regulations on rewards for works published in journals with ISI and Scopus indexes, scored according to the regulations of the State Council of Professors in various fields... of lecturers and researchers to encourage the publication of high-quality products.[\[H6.06.02.15\]](#); [\[H6.06.02.16\]](#); [\[H6.06.02.17\]](#);. During the process, teachers and researchers are assigned Research tasks, the Department of Science and Technology Management and Training periodically checks progress to promptly support if necessary. necessary to ensure implementation time and product quality.

Regarding other professional activities, any teacher who does not meet the required number of hours will be assessed as not completing the task. Depending on the nature of the work undertaken, the School Union and other organizations have regulations on rewarding individuals who have made many contributions. Specific data are presented in detail in the statistical tables of professional activities and other activities.

Regarding monthly assessment and classification:

Pursuant to Decision No. 1841-QĐ/TU dated October 28, 2021 of the Hanoi Party Committee on promulgating the Regulations on monthly assessment and classification of cadres, civil servants, public employees, and contract workers in the political system of Hanoi City; Hanoi Metropolitan University issued Decision No. 532/QĐ-DHTĐHN dated July 1, 2022 on promulgating the Regulations on monthly assessment and classification of civil servants and contract workers of Hanoi Metropolitan University, replaced by Decision No. 686/QĐ-DHTĐHN dated June 16, 2023. The monthly assessment and classification of civil servants and contract workers of Hanoi Metropolitan University is fully implemented every month in accordance with the regulations on the cadre assessment software of the Hanoi Party Committee.[\[H6.06.02.09\]](#); [\[H6.06.02.18\]](#); [\[H6.06.02.19\]](#); [\[H6.06.02.20\]](#);

Regarding annual assessment and classification:

Pursuant to Decree No. 90/2020/NĐ-CP dated August 13, 2020 of the Government on assessment and classification of the quality of cadres, civil servants, and public employees and Instruction No. 3270/HD-SNV dated November 12, 2020 of the Hanoi Department of Home Affairs on annual assessment and classification of quality for cadres, civil servants, public employees, and contract workers working in state agencies

and public service units under the management authority of the Hanoi People's Committee; Hanoi Metropolitan University always conducts assessment and classification of quality.

number of staff and workers at the end of each school year, completed before June 30 every year[\[H6.06.02.26\]](#); [\[H6.06.02.27\]](#); [\[H6.06.02.28\]](#);

2. Strengths

Hanoi University of Science and Technology has a team of young, permanent lecturers and researchers trained at prestigious training institutions or countries, participating in teaching for students of Master's degree in Educational Management, ensuring a reasonable workload for the team of lecturers and researchers.

The work of the teaching staff is converted into standard hours, performed systematically according to a strict logical process with feasible assessment methods, and monitored in terms of both quantity and quality as a basis for improving the quality of training activities, scientific research, and community service.

The school regularly improves regulations and policies to strengthen the team, improve the quality of teachers, and supplement high-quality human resources to serve teaching, scientific research and community service activities.

3. Point of existence

The processing speed of declarations of performance of personal duties of teachers and staff used as the basis for calculating the regime is still slow.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Notch serveexist	Speed up application processing with the support of integrated university management software	Department of International Training and Development; Department of Student Affairs and Training; Department of Science and Technology - Training, NS&KHTC;	from 2024

2	Play medalStren gths	Continuously improve the way to evaluate and measure the quantity and quality of teachers' work.	Department dig create; Department of Quality Management	from 2024
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5. Self-assessment of achievement criteria: 5/7

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

Recruitment is a very important factor in supplementing and improving the quality of human resources. To ensure both the quantity and quality of the teaching staff, the School has identified the need for human resources necessary to meet the training needs in the period and built a Resolution of the School Council on the list of job positions as a basis for recruitment.[\[H6.06.03.12\]](#); [\[H6.06.03.13\]](#). Periodic House The school sends to the units a document requesting declaration of recruitment needs; list of needs Recruitment of civil servants of units based on the actual human resources of the unit, in It requires clearly stating the recruitment criteria as a basis for developing a general recruitment plan. of the School. In addition to the general recruitment criteria, the Faculty has set out specific criteria industry specificity to achieve the goal of implementing the school's human resource strategy is to add high quality human resources to training programs.

The recruitment process for civil servants is carried out in accordance with the regulations of the State and the School. For highly qualified teachers (Associate Professors, PhDs), the School has regulations on extending working time.[\[H6.06.03.14\]](#); That is why the school's teaching staff said general and the training faculty in particular have been supplemented with high-quality resources to meet for teaching needs in training programs of all majors and levels.

The process of appointing and reappointing management officials ensures the principle of democratic centralism and complies with regulations. The appointment and reappointment of management officials are based on the standards and capacity of management officials, the actual situation, the staff planning of the School, the results of the evaluation and classification of officials, and the results of the end-of-term evaluation. Every year, the work of self-assessment and evaluation of management capacity, moral qualities and the ability to complete assigned tasks for the management staff is carried out in a transparent, clear and fair manner according to the standards in the Regulations.[\[H6.06.03.15\]](#); [\[H6.06.03.16\]](#); [\[H6.06.03.17\]](#);

In addition to appointing leadership positions, the School also appoints professional positions to qualified Faculty officials, such as from equivalent positions to lecturer positions, or for lecturers recognized as eligible to be promoted to the rank of senior lecturer.

Recruitment criteria are adjusted according to each development period of the School, in accordance with the requirements of improving the quality of the team in line

with the general development trend.

of Hanoi National University. During the recruitment process, the Recruitment Council was established to ensure that the recruitment is accurate and objective. The steps in the recruitment process are strict, fair, and transparent in accordance with current regulations. The recruitment results are announced publicly. For lecturer recruitment, candidates must pass a written test, a teaching test, and a direct interview with the Recruitment Council. After being recruited, all lecturers must compile a lecture outline, approve the Department's lectures, and give a trial lecture at the Department before being officially promoted to class.

The appointment, reappointment, transfer, resignation and dismissal of management officials in the School are carried out seriously and in accordance with regulations. The appointment of leaders of units is 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 leaders between the Faculty/Department/Functional Board and the School.[\[H6.06.03.21\]](#); [\[H6.06.03.22\]](#); [\[H6.06.03.23\]](#); [\[H6.06.03.24\]](#);

2. Strengths

The personnel work of Hanoi National University 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 teaching staff meets the standards of professional qualifications, scientific research and pedagogical 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 salary level for permanent teachers and guest lecturers of the School is much lower than the average income of teachers, so it is difficult to attract high-quality teachers.

4. Action Plan

TT	Item pepper	Content	Real unit presently	Time Time of execution
1	Notch serve exist	Applying special mechanisms to increase the level of spending on inviting high-quality experts and guest lecturers to participate in teaching	Department dig create; Department of Science and Technology	from 2024
2	Deve lop Strengths	Promote the strengths of the team in training	Faculty of Education create	from 2024

5. Self-assessment of achievement criteria: 5/7

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

1. Describe the current situation

Based on the strategic development plan of the School and the Faculty/Department/Functional Board in the School, there is a document stipulating the criteria for determining the capacity of recruited teachers, including teachers participating in teaching the Master's level training program in Education Management. The standards for teachers comply with the description Based on the strategic development plan of the School and the Faculty/Department/Functional Board in the School, there is a document stipulating the criteria for determining the capacity of recruited teachers, including teachers participating in teaching the Master's level training program in Education Management. The standards for teachers comply with the job description of the job position, clearly defining the tasks and capacity requirements according to the position of the School's teachers. [\[H6.06.04.08\]](#); [\[H6.06.04.09\]](#). In which, the capacity of the teaching staff is determined to include 9 rotating tasks. around 3 groups of work: 1. Teaching - developing training programs; 2 - Scientific research - guiding people 3 - *Other activities for professional development and community support*. Although However, currently only teaching and scientific research activities have detailed regulations to guide them. for workers on how to perform and complete assigned tasks [\[H6.06.04.10\]](#); [\[H6.06.04.11\]](#); [\[H6.06.04.12\]](#);. The content of

the community support array has not yet been regulated. defined in a standalone document, sometimes making it difficult to define the scope of work.

The teacher's competency description is determined to include 6 groups of standards: Professional qualifications in training; work experience; job title; core competencies; professional competencies; skills. In which, the professional qualifications require teachers to have

Master's degree or higher; Core competencies required are political capacity; psychological capacity and social relations; Professional competencies required of teachers are: Planning activities; Managing teaching and learning activities, scientific and technological research; 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. Right from the recruitment stage, teachers have been strictly tested and evaluated in terms of professional qualities; professional capacity; pedagogical capacity; foreign language and information technology capacity. When becoming a teacher of the School, in addition to meeting the standards of professional qualifications (Master's degree or higher) in the right major, the teaching staff is allowed to participate in courses to improve teacher pedagogical skills, improve information technology capacity, foreign language capacity, and train according to the professional title standards of main teacher, senior teacher, have a capacity assessment test after each course and are granted certificates. Specifically, 100% of teachers have a certificate of teacher pedagogical skills, an information technology certificate, a foreign language certificate, a national security certificate, a certificate of political theory level (appropriate for each type of subject) that meet the prescribed standards.[\[H6.06.04.08\]](#); [\[H6.06.04.09\]](#); [\[H6.06.04.10\]](#); [\[H6.06.04.11\]](#); [\[H6.06.04.12\]](#);

All detailed data about teachers and researchers are stored in hard copy at the Department of Science and Technology. software at the Training Department and information is declared and stored on the management software system. University of the School [\[H6.06.04.19\]](#); [\[H6.06.04.20\]](#);. Based on profile and orientation professional development, the School organizes classes to standardize staff capacity or approve approve the wishes of teachers and researchers to be sent to study.

The school has clear regulations on the teaching and scientific research tasks of teachers and researchers; there are specific standard hours for teaching, scientific research and other professional activities for each group of teachers. The standards are the basis for the Department, Faculty and School to evaluate, classify, award emulation titles, commend or draw experience for teachers every year..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.[\[H6.06.04.11\]](#); [\[H6.06.04.12\]](#); [\[H6.06.04.13\]](#); [\[H6.06.04.14\]](#); [\[H6.06.04.15\]](#); [\[H6.06.04.16\]](#); [\[H6.06.04.17\]](#); [\[H6.06.04.18\]](#);. End

For each course, the school's Department of Education Quality Management collects feedback from learners. about subjects through training management software. In recent years, the results Student evaluations showed that most teaching activities met students' needs. learning of learners. Learners appreciate the teaching activities of teachers. Regarding scientific research,

Teachers who exceed the quota will be rewarded according to type A, B, C, D or rewarded according to classification of qualified scientific publications [\[H6.06.04.12\]](#); [\[H6.06.04.13\]](#); [\[H6.06.04.14\]](#); [\[H6.06.04.15\]](#);

At the end of each school year, teachers and staff 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 titles and tasks. The school-level Emulation and Reward Council evaluates and ranks the emulation. Every year, the proportion of teachers and staff of the school complete their tasks well, about 15-20% of teachers achieve the title of basic emulation fighter, 40% of teachers are classified as excellent in completing their tasks, and units and individuals receive Certificates of Merit from the Hanoi People's Committee. [\[H6.06.04.16\]](#); [\[H6.06.04.17\]](#); [\[H6.06.04.18\]](#);

The annual emulation and reward assessment helps individuals self-evaluate their performance, helps managers recognize staff's contributions and have an overview of the teaching and research situation in the whole school, thereby having a development strategy that is suitable to actual conditions.

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The annual emulation and reward assessment helps individuals self-evaluate their performance, helps managers recognize staff's contributions and have an overview of the teaching and research situation in the whole school, thereby having a development strategy that is suitable to actual conditions.

2. Strengths

The school has specifically defined criteria for the capacity of teachers and researchers and has a quantitative assessment tool. The faculty and researchers have all exceeded their annual teaching, research and community activities. Many teachers have been awarded high-level emulation titles for their achievements in teaching and research.

The school closely monitors personnel records, regularly reviews them to standardize and improve the quality of teachers and staff by organizing training courses

or sending them to study to improve their qualifications.

3. Point of existence

The school does not have specific regulations on community service tasks, which sometimes makes it difficult to quantify the results of performing common tasks.

4. Action Plan

TT	Targ et	Content	Implementing unit	Time of execution
1	Notchre store existenc e	Develop detailed regulations on community service activities	SchoolHanoi University of Science and Technology, Department of Science and Technology	from 2024
2	Deve lop stren gths	Continue to coordinate with functional departments to monitor the implementation of tasks of teachers and researchers.	Department of International Relations and Training, Training Department	from 2024

5. Self-assessment of achievement criteria: 5/7

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.

1. Describe the current situation

The school always identifies the quality of the staff as the core factor that determines the quality of training and contributes significantly to the development of the school. Therefore, in recent times, Hanoi University of Technology has always focused on training, retraining, fostering and developing the staff. The training and fostering regulations of Hanoi University of Technology define the principle that "training and fostering must be based on the planning and human resource development needs of the school; based on the job position and professional title standards of the staff". The training and fostering plan must be linked to the planning of the school's leadership and management staff and professional staff"[\[H6.06.05.15\]](#);. Therefore, when building To develop an annual training plan, the School conducts a survey of needs. Training and development through proposals from faculties. Training faculties develop plans Training and development through proposals from departments,

departments determine training needs training through teacher evaluation results and teachers' professional development needs. Ministry The Human Resources Department will collect training registration needs of the departments and compare them with conditions and standards to advise the Board of Directors to approve the training plan foster

The strategy for developing the teaching and research staff of Hanoi National University is clearly defined in the operational direction of each academic year and the entire term of the Faculty. Based on the training and development needs of the department and each individual lecturer; through the annual assessment report, the Faculty has identified the training and development needs for each teaching position in each stage and academic year, and synthesized and sent them to the Human Resources Department of the University. The focal point for implementing the training and development activities of the University is the Department of Science and Technology, which is responsible for organizing and supervising the learning process, evaluating the actual effectiveness of the classes as a basis for adjusting the activity plan for the next semester. [\[H6.06.04.19\]](#);

To encourage teachers to study to improve their qualifications, the School has a policy of reducing 50% of teaching hours (for non-concentrated study), 100% of teaching hours (for concentrated study) and exempting 50% of scientific research hours for teachers studying for postgraduate degrees. [\[H6.06.06.15\]](#).

In addition to the training and development classes organized by the School, the training and development activities of the training department are basically self-training and development through seminars, workshops, organizing competitions on professional skills, self-studying foreign languages, and self-developing teaching skills. Every year, 100% of teachers and researchers must complete the task of self-training and professional development, each teacher must participate in at least 01 training class, training, seminar, workshop or attend new courses according to the plan of the Faculty and Department. At the end of the school year, the self-training content is also converted into standard hours as a basis for evaluating and classifying teachers and researchers.

2. Strengths

The school has a number of support mechanisms to encourage teachers to participate in doctoral training programs and training courses (reduced teaching hours, training funding support...).

3. Point of existence

Many young teachers are still afraid of studying for a PhD, do not proactively register to attend advanced courses or are on the list of planned PhD courses but do not follow the plan due to financial barriers.

4. Action Plan

TT	Targ et	Content	Implementing unit	TimeTim e of executio n
1	Notchre store existenc e	Develop additional financial mechanisms to support teachers and staff in participating in professional development.	Department of Science and Technology, Training Department	from 2024

2	Deve lop stren gths	The Faculty and the School encourage teachers to study for doctoral degrees; continue to open training courses to improve the capacity of teachers and researchers on teaching methods and exploiting databases to improve the teaching and scientific research capacity of teachers and researchers.	Training Department	from 2024
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5. Self-assessment of achievement criteria: 5/7

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.

1. Describe the current situation

Implementing the human resource management model based on work results, for each job title, the School has specific regulations on labor norms according to main work areas for each group of staff, teachers and researchers. [\[H6.06.06.14\]](#).

The school has regulations on evaluating the effectiveness of teachers in teaching and scientific research, including teachers participating in the master's training program in educational management. Work is managed according to teaching results (converted into standard working hours), the volume of scientific research is scored according to the regulations on management of scientific and technological management activities. It clearly stipulates the criteria for evaluating teachers and researchers such as: compliance

with the Party's guidelines and policies, the State's laws and policies, the school's and unit's regulations; work results; ethics, lifestyle, discipline and attitude at work; proactiveness and creativity in performing tasks; spirit of learning to improve professional qualifications... The evaluation process is also regulated and specifically guided by the Hanoi People's Committee and implemented throughout the school.[\[H6.06.06.15\]](#); [\[H6.06.06.16\]](#); [\[H6.06.06.17\]](#); [\[H6.06.06.18\]](#);

At the beginning of each school year, the Head of Department assigns teaching tasks to teachers in the department, ensuring that the prescribed quota is met.[\[H6.06.06.20\]](#); [\[H6.06.06.21\]](#); Teachers actively build Make personal plans to ensure completion of teaching tasks, scientific research and other work other community service, register for emulation and reward titles for the school year. In addition, Teachers also send registration of science and technology tasks by Faculty unit to the School for approval.

Teaching discipline is ensured to be implemented in accordance with the regulations, rules and regulations issued by the School. The progress of scientific research tasks is reported periodically and the lecturers and staff conduct acceptance of the topics according to the signed contract at the appropriate time. Every month, the Faculty conducts an assessment of the performance of individuals according to levels A, B, C, D; individuals with excellent achievements are considered for recommendation for A classification on the assessment system of Hanoi City.[\[H6.06.06.16\]](#); [\[H6.06.06.17\]](#); [\[H6.06.06.18\]](#);. The monthly labor classification results of teachers and staff are the basis for salary payment. monthly additional income and year-end additional income to motivate and encourage Encourage teachers and staff to improve their work efficiency and complete assigned tasks well. delivery, actively contributing to the overall development of the Faculty and the School [\[H6.06.06.17\]](#);

The work volume statistics are carried out as follows: From the 2022-2023 school year, the Head of the School will declare and confirm the declaration on the university management software system according to the prescribed task groups. The process is currently being completed in parallel with actual use to optimize software design.

Regarding teaching volume: Teachers declare the number of teaching hours and classes taught, confirmed by the head of the department, the Department of Postgraduate Studies and International Training. Regarding the volume of scientific research, teachers and researchers declare the volume of scientific research with scanned evidence, sent to the management software of the Department of Science and Technology Management - Development Cooperation, the department confirms the volume of scientific research of teachers as a basis for measuring the volume of scientific research. Regarding community service activities, teachers and researchers declare on the human resource management software system and are confirmed by the Faculty Executive Committee. Data is stored and can be easily retrieved, convenient for management and improving the quality of teachers participating in training. This is the basis for leaders to have appropriate measures to manage and improve the quality of teachers' workload as well as propose forms of rewards to motivate and support training, scientific research and community service activities: such as early salary increase; recognizing initiatives for teachers; Evaluate and classify civil servants according to the levels of excellent task completion, good task completion, task completion, and non-task completion; and forms of rewards such as grassroots emulation fighters, ministerial-level emulation fighters, Principal's Certificate of Merit, Minister's Certificate of Merit, and Outstanding Teachers. The results of the evaluation and classification of civil servants are publicly and transparently announced by the School.[\[H6.06.06.23\]](#); [\[H6.06.06.24\]](#); [\[H6.06.06.25\]](#);. Praise Rewards are specified in

financial form to recognize the efforts and contributions of teachers, NCV motivates and supports training, research and community service activities [\[H6.06.06.23\]](#); [\[H6.06.06.24\]](#); [\[H6.06.06.25\]](#); [\[H6.06.06.26\]](#); [\[H6.06.06.27\]](#); [\[H6.06.06.28\]](#);

At the end of the school year, the Faculty conducts a summary assessment of the performance of each teacher and researcher according to the guidance of the School with specific regulations on workload as well as regulations on rewards and discipline as a basis for emulation at the end of the school year. Specifically as follows: at the end of the school year, the subject groups hold a summary meeting to evaluate and classify each cadre and teacher according to the levels of not completing the task for teachers who only get 60 points or less, completing the task is from 60-69 points, advanced workers are 70-89 points and emulation fighters are 90-100 points. After taking the votes, the subject groups make a record and send it to the Faculty's Emulation Council for consideration. The Faculty's Emulation Council meets and votes for the above titles according to the ratio prescribed by the School and sends the record to the School for the School's Emulation Council to decide. The decision of the School's Emulation and Reward Council is sent to the Faculty and made public to all staff in the Faculty.[\[H6.06.06.26\]](#); [\[H6.06.06.27\]](#); [\[H6.06.06.28\]](#);. Accordingly, the School has Very specific regulations on teaching and scientific research tasks of teachers and researchers according to title. During the school year, in addition to teaching enough standard hours according to the norm, teachers must also have scientific research projects and other professional activities. According to the regulations of the School, Each Faculty will have 15% of its staff achieving the title of emulation fighter out of the total number of staff achieving the title. progressive labor performance. Considering rewards for cadres is a recognition individual's achievements during work. Individuals with outstanding achievements will be considered for early salary increase or appointment to a professional or administrative management position main. The emulation evaluation with clear, public and transparent criteria has been recognized. Correct achievements and timely rewards for teachers and staff, creating motivation for teachers and staff maximize potential in teaching and research.

In addition, the School also has regulations on rewards for collectives and research groups that have excellent completion, exceed the plan and have scientific and technological products that bring many benefits to the School; Rewards for individuals who are teachers, researchers of the School with excellent scientific and technological works and products; individuals with scientific articles published in scientific journals with ISI or Scopus index; scientific articles published in scientific journals in the list of journals with scores greater than or equal to 01 point according to the regulations of the State Council of Professors; Teachers with converted scientific research hours exceeding the norm by 3 times or more[\[H6.06.06.26\]](#); [\[H6.06.06.27\]](#); [\[H6.06.06.28\]](#);. Proper recognition of achievements and praise Timely rewards for staff will motivate them to develop their full potential in teaching. teaching, scientific research and

community service. Achievements awarded in teaching work Teaching, scientific research, and community service are considered for early salary increase consideration. deadline

Basically, the faculty staff is satisfied with the results of the performance evaluation and is motivated by financial rewards for high-quality work results. This is clearly shown in the number of scientific research publications increasing both in quantity and quality, and the results of teachers' teaching hours exceeding the norm also tend to increase. [\[H6.06.06.26\]](#); [\[H6.06.06.27\]](#); [\[H6.06.06.28\]](#);

2. Strengths

Management based on the work results of teachers and researchers is regulated and implemented according to the correct procedures, ensuring transparency and fairness among staff and civil servants. The reward policy for the work results of teachers and researchers has created motivation and support for training, scientific research and community service activities of teachers and researchers.

Teachers and researchers of the school have all completed their tasks well in the school year. Every year, there are teachers who achieve the title of Emulation Fighter at the grassroots level, receive certificates of merit from the Principal, are rewarded for their scientific research achievements, and receive early salary increases.

3. Point of existence

The new human resource management software has just been put into use so its functions are still in the process of being completed.

4. Action Plan

TT	Target	Content	Single task perform	Time space perform
1	Fix exist	Complete university management software for common use throughout the school.	Hanoi University of Science and Technology	from 2024
2	Develop strengths	Continue to improve performance management.	Training Department	from 2024

5. Self-assessment of achievement criteria: 5/7

Criterion 6.7. Types and quantity of research activities of lecturers and researchers are established, monitored and benchmarked to improve quality.

1. Describe the current situation

In response to the requirements of improving the quality of training and international cooperation, scientific research has become an extremely important activity for the faculty and researchers of the industry. The types and quantity of research activities of faculty and researchers are always clearly defined.

The school has developed regulations on management of scientific and technological activities, which specifically define norms, scientific tasks, types of scientific research, management of scientific products, acceptance procedures for scientific research products - technology transfer, conversion norms for scientific products, scientific management procedures, rewards in scientific research, etc. The school has continuously issued many documents regulating scientific research to perfect the management mechanism. Hanoi Metropolitan University has a Decision on Science and Technology, which is a kind of handbook guiding the rules and procedures for scientific research activities; issued a Decision on strong research groups to promote the scientific research movement among teachers, especially young teachers; and has a Decision on academic integrity to improve the quality of scientific publications. [\[H6.06.07.27\]](#).

At the end of the school year, the Faculty and the School always evaluate the quantity and quality of research activities of lecturers, converting them into scientific research hours according to the Regulations for each job title. All lecturers in the Faculty have completed more than the standard scientific research hours. Many lecturers have been awarded for exceeding the scientific research norm or have excellent scientific research achievements. [\[H6.06.07.28\]](#); [\[H6.06.07.29\]](#); [\[H6.06.07.20\]](#); Research works of The staff is always monitored and evaluated for quality by the Science and Training Council. of the Faculty and the School. The Faculty's scientific publications are published in journals. prestigious domestic and international with a strict review board. From 2017 to present, each All five faculty members have had articles published in prestigious international journals and have teaching positions. The published books and programs are carried out in accordance with the regulations of the School. [\[H6.06.07.31\]](#); [\[H6.06.07.32\]](#); [\[H6.06.07.33\]](#); Comparing the changes over the years, we can see that Along with the more experienced team, the number of scientific publications increased in both quantity and quality. mixed

2. Strengths

The faculty and researchers participate in many different types of research, including scientific topics at the grassroots, ministerial and industry levels. In addition, the faculty and researchers also publish monographs and books for training. Scientific articles and publications in prestigious journals also account for a high proportion of the faculty and researchers' scientific research portfolio.

The identification, monitoring and comparison of the quantity and quality of scientific research of lecturers and researchers are carried out fully and publicly, according to the regulations of the School, contributing to improving the quality of scientific research activities.

The school has also developed many new policies to encourage and motivate

teachers and researchers to improve their research level; the school has especially increased investment in science and technology activities.

3. Point of existence

The number of teachers and researchers participating in research projects with foreign elements is still very limited.

Interdisciplinary research projects with other departments in the school and outside the school are not yet abundant. Scientific products are not distributed evenly, some old and new staff have not yet had articles published in specialized journals.

4. Action Plan

TT	Target	Content	Single task performance	Time of execution	Note
1	Notchrest ore existence	The Faculty's Science and Technology Council focuses on directing the formation of research groups in the Departments, expanding research groups outside the School and organizing specialized seminars, while reviewing and supplementing the scientific research plan and building a reward mechanism for individuals who conduct research and publish scientific publications.	Depart menttrai n	from 2024	
2	Develop strengths	Encourage teachers and researchers to actively participate in scientific research activities through reward systems.	Hanoi University of Science and Technology; Depart menttrai n	from 2024	

5. Self-assessment of achievement criteria: 5/7

The faculty and researchers in the Department are highly qualified, dynamic and enthusiastic, therefore, the teaching and scientific research work of the Faculty has achieved certain achievements.

In teaching, with the current number of students, the Faculty's teaching staff always exceeds the prescribed teaching hours and the majority of teachers have high teaching evaluation results according to student surveys. In scientific research, although there are still some limitations, the Faculty's teaching staff and researchers have actively participated in all types of research, many teachers have been awarded for their scientific research achievements. In terms of community service, the Faculty has many breakthrough activities, demonstrating its responsibility to society.

The criteria for recruiting and selecting teachers to participate in the training program are specifically defined and publicly announced. The capacity of the teaching staff and researchers is determined and evaluated based on scientific and clear criteria.

Self assessment:

The self-assessment of the 6 Master of Education Management majors has 7 criteria met, of which 6 criteria met 5/7, and 1 criterion met 4/7.

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. Staff planning (working in the library, office laboratories, information technology systems and other support services) are implemented to meet the needs 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) plays an important role in implementing training activities, scientific research and community service activities of the School and the Training Faculty. The School has developed a job position project on planning the staff to serve the needs of training, scientific research and community service activities.

[\[H7.07.01.01\]](#);. Staff at the units perform their functions and tasks properly.

according to school regulations[\[H7.07.01.02\]](#);. At the same time, comply with the regulations on organization and operation of the School.[\[H7.07.01.03\]](#);

The School's development strategy also specifically defines the direction and provides solutions for developing staff, consultants, support, and training services.[\[H7.07.01.04\]](#);[\[H7.07.01.05\]](#);

Job descriptions are clearly stated in the Resolution of the University Council on the list of job positions, standards and working conditions of each job position at Hanoi Metropolitan University.[\[H7.07.01.05\]](#);. The school has 30 positions with common professional titles including: Training management; Human resource organization; General administration; Documentation; Archives; Accounting; Chief accountant; Treasurer; Facilities and equipment management; Science management; Development cooperation; Examination work; Education quality management; Inspection, Legal affairs; Dormitory management; Information technology; Library management; Information, communication; Editor-in-chief of magazines; Deputy Editor-in-chief of magazines; Editor of magazines, website; Admissions work; Career counseling work; Faculty affairs; General assistant; Laboratory and practice equipment staff. Currently, the whole school has about 100 specialists and administrative staff.

For service support positions, the school has 4 positions including: Security guard, driver, janitor, technical staff. Currently, this team has 14 people.

The school manages the staff in functional departments and training service units. This staff will serve all training programs of the school. The planning of the school's staff is determined based on the functions and tasks of each unit, the workload, the scale of training of the school and is reviewed annually in the school's labor use plan.[\[H7.07.01.01\]](#);[\[H7.07.01.04\]](#);. Currently, the school's staff accounts for nearly 40% of the labor structure. According to the school's development strategy and the Party Committee's Resolution on human resource development, the school will reduce the staff ratio to 25% to 20% by 2025.[\[H7.07.01.04\]](#);[\[H7.07.01.05\]](#);

The school has policies to attract, recruit and develop staff. Staff recruitment is carried out according to procedures, ensuring the quality of the recruited staff.[\[H7.07.01.07\]](#);. In 2019, the School has developed a process for recruiting civil servants and contract workers.[\[H7.07.01.06\]](#).

Staff working in libraries, laboratories, information technology systems, and other support services are sufficient in quantity and quality, meeting the needs of training, scientific research and community service activities. Specific functional tasks

clearly defined in the Regulations on functions, tasks and organizational structure of affiliated units.[\[H7.07.01.02\]](#); In which, staff working in functional departments and offices closely coordinate with related units to ensure quality, meet the needs of training, scientific research and community service activities.

The administrative staff at the training faculties are managed by the Faculty Board and are determined and planned based on the number of students. According to regulations, 500 students will be assigned a faculty academic officer. However, the working time of the academic officer at the faculty is quite short and the personnel always fluctuates, possibly being promoted to the Lecturer level or resigning, leading to difficulties for the faculty when arranging new people to take on the job. In addition, lecturers also participate in concurrent training support tasks such as academic advisors, general assistants, scientific assistants, etc. All lecturers participating in concurrent positions are supported to reduce the number of teaching hours per year according to regulations (academic advisors reduce 15%, general assistants reduce 15%, scientific assistants reduce 50% of the scientific research norm, etc.) to ensure the quality of teaching and concurrent work. Therefore, all concurrent lecturers complete their teaching and research tasks well.[\[H7.07.01.07\]](#);[\[H7.07.01.08\]](#);

Full-time administrative staff and part-time teachers proactively register for their shift schedules, work according to job requirements and enjoy benefits according to the school's regulations.[\[H7.07.01.02\]](#);[\[H7.07.01.09\]](#);

The staff planning is based on the development plan of the school and training department: enrollment scale, open major codes as well as improving the efficiency of applying information technology in work to streamline the team.

2. Strengths

The school and the training department have planned the staff and the working mechanism of the staff between departments to serve the training, scientific research and community service activities.

3. Point of existence

Faculty affairs are always fluctuating and changing continuously, causing difficulties for new employees; old jobs are accepted but there will be delays in resolution, causing difficulties for students and lecturers.

4. Action Plan

TT	Target	Content	Single task performance	Time of execution	Note
1	Fixexit	Before signing the contract, the teacher must commit to a working period of more than 3 years. Propose appropriate salary mechanism for employees.	Department training; room NSKHTC	Annual	
2	Develop strengths	Develop training programs with professional standards and specific skills for employee positions.	Department training	Annual	

5. Self-assessment of achievement criteria: 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, Job Position Project, and annual recruitment plan. [\[H7.07.02.10\]](#); [\[H7.07.02.12\]](#); [\[H7.07.02.13\]](#); Specifically, for the specialist category, the following criteria are required: Have a regular university degree of good or higher, with a major suitable for the industry and field of work, with priority given to those with relevant professional experience for the job position; 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-BGDDT; have a computer certificate with a level that meets the basic information technology skills standards according to Circular 03/2014/TT-BTTTT. The recruitment process includes 5 steps: Identifying needs, standards and recruitment announcements; receiving, pre-screening applications, contacting and guiding candidates; organizing exams; reviewing and announcing exam results; signing employment contracts.

The transfer and change of administrative support staff positions is mandatory and applies to all officers and employees of the School. Once a year, the School rotates officers who have held the same position continuously for 60 months or more.

Recruitment, transfer and appointment of staff positions are based on the following factors: firstly, the job requirements of each job position (workload, criteria on qualifications, professional qualifications, work experience); secondly, the wishes and abilities of the employee; thirdly, the proposed opinions of the unit in need of recruiting staff. This is demonstrated through the Job Position Project, the proposal to develop a plan for recruiting civil servants, the process of receiving, appointing and rotating staff and employees of the School. [\[H7.07.02.13\]](#); [\[H7.07.02.14ThSQLGD\]](#).

Information on recruitment, appointment and transfer of staff is publicly posted on the School's website hnmu.edu.vn and on the School's electronic administrative portal and internal email system. Recruitment ensures publicity, objectivity, democracy, fairness, meeting the requirements of the school's development and in accordance with the law.

2. Strengths

The school has a system of documents defining criteria for recruitment, appointment, and staff rotation and publicizing them according to regulations. Recruitment, acceptance, and transfer of staff to work at the Faculty of Economics and Training 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 Training Department spends a lot of time retraining employees.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution	Note
1	Fix exist	For the position of faculty member, work experience or knowledge in the field of training management is required.	Hanoi University of Science and Technology	Annual	
2	Develop strengths	Comply with regulations on management of staff and employees of the School and Faculty.	Department	Annual	

5. Self-assessment of achievement criteria: 4/7

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

1. Describe the current situation

For all staff positions, professional qualifications are determined by 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 29 job positions for specialists and training service staff, and there will be 29 tables of detailed job descriptions for these job positions. [\[H7.07.03.13\]](#).

Right from the recruitment stage, employees are strictly checked and evaluated in terms of professional qualities; professional capacity; foreign language capacity, information technology, and working skills. When becoming employees of the School, employees are able to participate in training courses on information technology capacity, foreign language capacity, and training according to professional title standards. Currently, 100% of the School and faculty employees have certificates in Information Technology, Foreign Languages, National Security and Defense, and

certificates in Political Theory Level (appropriate for each type of subject) that meet the prescribed standards.

The school has regulations on staff working hours according to administrative hours (8 hours/day), specific tasks are assigned by the Head of the unit and the results are accepted. The Faculty of Economics and Urban Affairs has 2 administrative staff working on weekdays from Monday to Friday under the direction and assignment of tasks by the Head of the Faculty. This is the basis for the Faculty and the School to evaluate, classify, award emulation titles, rewards or draw experience for staff every year. [\[H7.07.03.14\]](#); [\[H7.07.03.15\]](#);

The school has regulations on evaluating and classifying cadres and civil servants according to specific job positions, including clear regulations on criteria and methods for evaluating the capacity of staff. Teachers who are part-time assistants always have specific working hours. Support staff and part-time teachers are allowed to participate in training courses to improve their professional skills such as IT skills, clerical work, librarianship, training work, etc.

The assessment of staff capacity is specifically and detailedly regulated by the School 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 Training Department in particular. [\[H7.07.03.13\]](#);

Every year, the Training Department and the School conduct an assessment of staff capacity after a school year and develop a plan for the next school year. The assessment process is strictly implemented through the steps of staff self-assessment, superior assessment, peer assessment, student assessment, etc.

Staff self-evaluate using the individual emulation scorecard for administrative staff according to the emulation criteria of the School, including criteria on Political ideology, moral qualities, lifestyle, Task performance, Organization and discipline, Study, professional development, application of information technology and foreign languages. After that, the Faculty and the School will evaluate in turn through Emulation Council meetings; draw conclusions on scores and classifications. In addition, there are also results from the online assessment channel of learners. [\[H7.07.03.16\]](#); [\[H7.07.03.17\]](#);

The contributions of the Faculty's support staff (specialists and part-time lecturers) 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 a recognition of

Faculty and School for the achievements and contributions of the support staff[\[H7.07.03.18\]](#);[\[H7.07.03.19\]](#);[\[H7.07.03.20\]](#);

2. Strengths

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 Training Department ensures qualifications and meets the needs of the activities of the Department and the School.

The school has developed a Job Position Plan 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 faculty's teaching staff is often unstable, making it difficult to train qualified staff for training.

The working hours of teachers who also work as assistants are not stable because they depend on the teaching schedule each semester.

4. Action Plan

TT	Target	Content	Implementin g unit	Tim e of exec utio n	Not e

1	Fix exist	When recruiting teachers, a commitment to work for at least 5 years is required. The Faculty focuses on directing the survey of training needs of staff and creating maximum time conditions for part-time staff, while developing a plan to implement advanced training activities.	Hanoi University of Science and Technology Department	2023 – 2024	
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		skills and expertise for support staff			
2	Play leverage strengths	Assign tasks based on the capabilities of specialists and teams of consultants and assistants. Review and supplement employee evaluation criteria to suit reality. Monitor work results and quality to properly evaluate employee contributions.	Department	2023-2024	

5. Self-assessment of achievement criteria: 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 the two groups of teachers and staff according to the training planning orientation of the School. For the group of teachers, priority is given to training to improve qualifications. For specialists and staff, training is given to skills and professional skills to support work. Every year, the School organizes at least 01 training course for specialists and staff of the whole school with a budget of 30-50 million VND or more, such as training class on digital learning materials/open learning materials, training class on communication skills for specialists, training class on specialist titles, etc. [\[H7.07.04.09\]](#); [\[H7.07.04.10\]](#); [\[H7.07.04.11\]](#); [\[H7.07.04.12\]](#).

The Faculty of Social Sciences and Humanities has a team of staff supporting the training activities of the Master of Education Management program with capacity, professional qualifications, and enthusiasm to complete the work. The staff is allowed to participate in professional and technical training courses as required by the School. However, to better meet the needs of learners, the School and the Training Faculty develop a training plan for each professional and technical position of the staff to meet the needs of learners. The areas of advanced training are identified as political theory, professional training, foreign languages, and information technology. [\[H7.07.04.10\]](#); [\[H7.07.04.12\]](#);

The entire team of academic advisors and scientific assistants participated in training conferences organized by the School. In addition, functional departments also organize many training courses for specialists and staff such as training in scientific management, training in point management, training in academic advising, training in document digitization, etc.

The school has a separate budget allocated for training activities to develop professional and technical capacity for staff. Thanks to the regular organization of annual training and professional development courses, the staff of the school and the Faculty have the opportunity to improve their professional qualifications, effectively meeting the requirements of the work. Currently, 100% of the staff of the Faculty have been trained to meet the professional title standards according to regulations. [\[H7.07.04.11\]](#); [\[H7.07.04.11\]](#);

2. Strengths

Every year, the School clearly identifies the training and professional development needs of its support staff.

Every year, the staff of the School and the Training Department 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

TT	Target	Content	Single tasteperfor m	Time spaceperfor m	Note
1	Overcome existing problems	Additional training costs for employees for necessary training content according to job requirements.	Depart menttra in	Annual	
2	Play medalStren gths	Conduct a survey of employee training needs to organize courses that are truly necessary for employees.	Depart menttra in	Annual	

5. Self-assessment of achievement criteria: 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 the specific workload and regulations on monitoring, supervision and evaluation of employees. These regulations are reflected in the regulations on organizing activities, regulations on classifying civil servants, regulations on emulation and rewards, regulations on evaluating the capacity of cadres and employees, notice of working hours for cadres, lecturers and employees, and specific working regulations of each unit.[\[H7.07.05.14\]](#);[\[H7.07.05.15\]](#);[\[H7.07.05.16\]](#);

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, 15% 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.[\[H7.07.05.14\]](#);[\[H7.07.05.17\]](#);[\[H7.07.05.18\]](#);[\[H7.07.05.19\]](#).

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 days off in compensation during the 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 ranking 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.[\[H7.07.05.15\]](#);

Every year, periodically at the beginning of each school year, the faculty will assign a specific amount of work that each staff member needs to complete during the school year according to the assigned functions and tasks appropriate to each staff member's position. In which, academic staff are assigned tasks such as building timetables, monitoring the implementation of training programs, organizing exams, managing scores, managing the use of facilities and office materials of the Faculty, receiving and distributing incoming and outgoing documents, creating and storing documents, receiving school funds, etc. In addition, the Faculty also builds a team of lecturers who concurrently hold support positions such as academic advisors, scientific research assistants, training assistants or requires lecturers to undertake administrative work according to the weekly schedule like regular staff.[\[H7.07.05.20\]](#);

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

monthly approval. During the implementation process, employees regularly report to the Faculty Executive Committee on the situation, level, arising difficulties (if any), achieved results, recommendations (if any)... The Faculty Executive Committee closely monitors and urges the implementation of employees, encourages or helps promptly (if necessary). For employees who achieve outstanding results, the Faculty Executive Committee promptly commends them in meetings or has a form of reminder for those who have not completed their tasks.

The school and faculty also have specific regulations on monitoring, supervising and evaluating the work performance of staff, including regulations on rewards and recognition of emulation titles according to the school's criteria.[\[H7.07.05.16\]](#);

In addition, the School assigns the Department of International Training and Education or the Department of Examination and Education Quality Assurance to inspect the implementation of working hours and related activities for the staff of the School and the Faculties to promptly report to the Board of Directors and the Faculty Leadership Board to rectify the staff's activities to serve the training and teaching work to achieve good results.[\[H7.07.05.21\]](#);

All employees are involved in the development and contribution of performance evaluation regulations. Before issuing performance evaluation regulations, the school always collects opinions from employees to ensure that the evaluation is objective and effective.

At the end of the school year, staff write a self-assessment of their performance and report to the Faculty Executive Committee to gain experience. These self-assessment results are evaluated by the Faculty Executive Committee based on the comparison of assigned tasks, achieved results and implementation conditions. The work results of each staff member are managed by the faculty each year through a scorecard according to the school's assessment criteria and a personal review at the end of the school year. Over the years, staff have completed their assigned tasks well, improved work efficiency, and have always been rewarded and recognized for their work achievements in accordance with the School's emulation and reward regulations. Staff are satisfied with the assessment and classification results, and there have been no complaints about the assessment and classification in recent years.[\[H7.07.05.25\]](#);[\[H7.07.05.26\]](#);[\[H7.07.05.27\]](#);[\[H7.07.05.28\]](#);

2. Strengths

The training department has a specific and clear 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 Department and the School.

3. Point of existence

The training 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 and the Master of Education Management program.

The evaluation of the quality of work of the staff is carried out monthly according to the requirements of the School, but the criteria system is not specific and is unlikely to motivate staff to strive with the current treatment regime for the highest labor ranking - type A.

4. Action Plan

TT	Target	Content	Single tasteperfo rm	Tim e of execu tion	Note
1	Fix exist	Set aside financial funds for regular rewards and at the same time develop specific criteria to evaluate work quality to motivate staff during their work.	Hanoi Universit y of Science and Technolog y	Annua l	
2	Develop strengths	Continuously improve management methods to suit	Depart menttra in	Annua l	

5. Self-assessment of achievement criteria: 4/7

The staff supporting the Master of Education Management training program has basic professional qualifications to meet the job requirements. In addition, this team is also very dynamic and enthusiastic, so the work is always deployed and completed well. The work of evaluating, planning, training, and developing the staff of the Faculty and the School specifically

able, meeting the needs of the industry and in line with the University's research-oriented university development strategy.

Self assessment:

The self-assessment of the 7 Master's Degree in Educational Management standards has 5 criteria met, of which 5 criteria are all met at 4/7.

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 publicly announced.

declared and updated

1. Current status description

Hanoi Metropolitan University is a public training unit, a unit under the direct management of the Hanoi People's Committee and under the state management of education of the Ministry of Education and Training. With the mission of connecting and developing the tradition of the thousand-year-old Metropolitan Hanoi by pursuing specific activities with outstanding quality, training high-quality human resources, meeting the needs of socio-economic development of the Metropolitan and the whole country. That is clearly shown in the development strategy of the University.[\[H8.08.01.14\]](#);

The admission regulations of the Ministry of Education and Training are always supplemented and amended every year.[\[H8.08.01.15\]](#)Accordingly, every year, Hanoi Metropolitan University organizes enrollment according to the regulations of the Ministry of Education and Training. The University issues an enrollment plan and an enrollment announcement that clearly states the form, quota, enrollment process and clearly defined contact information. [\[H8.08.01.16\]](#); [\[H8.08.01.17\]](#); [\[H8.08.01.18\]](#); [\[H8.08.01.19\]](#); [\[H8.08.01.20\]](#); [\[H8.08.01.21\]](#); [\[H8.08.01.22\]](#); [\[H8.08.01.23\]](#); [\[H8.08.01.24\]](#); [\[H8.08.01.25\]](#)

The admission policy of Hanoi Metropolitan University is built according to the admission regulations issued by the Ministry of Education and Training, ensuring

compliance with current regulations.

and also have annual amendments according to the amendments of the Ministry.

Education and training with input from stakeholders and updated annually[\[H8.08.01.15\]](#);

Since 2018, the admission methods have been continuously updated every year to meet the input quality while ensuring access to higher education for all students, specifically as follows: in 2018, the Admission Project had 03 admission methods: direct admission according to the regulations of the Ministry of Education and Training, admission based on the results of the National University's capacity assessment exam and admission based on the results of the high school exam. By 2019, the School used 06 admission methods; in 2020, it changed to 04 admission methods; in 2021 and 2022, the School used 5 admission methods. From the School's Admission Project from 2018 to 2022, there has been a change in the admission subject combinations to select learners suitable for the standards and criteria of the training industry.[\[H8.08.01.16\]](#);[\[H8.08.01.17\]](#);[\[H8.08.01.18ThSQLGD\]](#);

Before the annual admission periods, the University sends the "Notice of Admission Plan of Hanoi Metropolitan University" to high schools in Hanoi, district and county Education Departments and Hanoi Department of Education and Training with full contents on admission subjects, priority subjects (according to regulations of the Ministry of Education and Training), admission subjects; at the same time, publicize admission information on the University's information portal. Since 2020, the University has built a specialized admission page to provide additional official information channels on admission activities for all training systems. Admission information is communicated on popular social networking platforms such as Facebook, Zalo and the School's TikTok channel, introducing basic information about training majors and guiding students who wish to register to study at the school to better understand the admission process, admission criteria, mission, vision, core values, organizational structure and some other necessary information about the School such as address, phone number, School website, email, etc.[\[H8.08.01.19\]](#);[\[H8.08.01.20\]](#);

After each annual enrollment period, the School organizes an enrollment summary meeting to solicit opinions from stakeholders on the annual enrollment policy with input from key staff and the School's Admissions Council.[\[H8.08.01.35\]](#);[\[H8.08.01.36\]](#);[\[H8.08.01.37\]](#);. After the meeting to summarize the enrollment work, the School officially announced the enrollment results of the majors, including the Master of Education Management major, on the media, newspapers and on the school's official website.[\[H8.08.01.19\]](#);[\[H8.08.01.20\]](#);. In addition, candidates can look up the results based on their scores on the Hanoi Metropolitan University's exam score lookup portal.

At the end of each enrollment period, the School has statistics and reports on the implementation results of enrollment policies, including analysis, evaluation and forecast of human resource needs, from which proposals are made to adjust and improve to suit the actual needs of human resources in training sectors. [\[H8.08.01.32\]](#); [\[H8.08.01.33\]](#); [\[H8.08.01.34\]](#);

2. Strengths

The admission policy of Hanoi Metropolitan University in general and the Master of Education Management program in particular is quantitative (regulations on admission scores, admission quotas) to help the University recruit candidates with high to low exam results and ability assessments. The admission policy is always publicly announced on mass media through many forms such as books, websites, and leaflets, so that students have specific information about the major, study program, creating a positive learning attitude with clear goals for students right from the first year. The University's admission policy has comments from relevant parties and is supplemented and adjusted annually, so the Faculty and the University can recruit students who are truly suitable for the Master of Education Management program code, while making students see the possibility of finding a high job after graduation.

3. Point of existence

Although the school's admission policy is clearly defined and updated and revised annually, the admission work has not been proactive in determining admission targets. Communication activities have not received much attention (admission work is not suitable for the environment) and have only been strongly implemented since 2021, and the cost of communication work on admission is not much. In addition, the Master of Education Management is a new major, so the competitiveness is not high compared to long-standing schools.

4. Action Plan

TT	Target	Content	Unit, person performing	Time to perform or complete
11	Notch servepoint of existence	Update enrollment quota information from the Ministry of Education and Training to have early communication activities. Additional funding for recruitment communications Analyze and forecast human resource needs (in line with the vision and mission of the School, in line with development strategy) socio-economic development)	Board of Directors, Department of International Relations and Training, Room KT-DBCLGD, Department of Science and Technology, Training Department	2023-2024
22	Play medalStrengths	Continue to promote the image of the school, the Master of Education Management program and regularly publicize and update the admission policy of Hanoi Metropolitan University.	School, Training Department, Related functional units	Annual

5. Self-assessment: Criterion achievement level: 4/7

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

1. Describe the current situation

The criteria and methods for NH selection are determined by the Faculty and the University and clearly stated in the Admissions Plan, Admissions Policy, with exams and admissions organized. The selection criteria and methods are evaluated, learned from and adjusted and supplemented by the Admissions Council of the regular

university system of Hanoi National University every year. [\[H8.08.02.05\]](#); [\[H8.08.02.07\]](#); [\[H8.08.02.08\]](#); [\[H8.08.02.09\]](#).

Implementing innovation in enrollment, the School organizes enrollment in two methods: entrance exam and selection. After enrollment, the Admissions Department promptly updates the number of applications on the website, after the enrollment results are available

Students quickly update data accurately so that the admissions board can quickly determine the benchmark, publicly announce and notify the successful candidates. After the admission results are available, the admissions board sends a notice to each candidate with instructions on how to complete the admission procedures.

After the annual enrollment results are available, the Admissions Council will review the criteria and methods for selecting students to see if they are suitable for the targets and standards of the training code. At the same time, the Faculty and the subject group in the teaching process will also review the enrollment criteria to see if they are suitable for the training purposes and methods of the code. From there, the Department, Faculty and the School will have a more comprehensive and specific view of the criteria for evaluating students, and at the same time make reasonable amendments to the selection criteria, thereby choosing appropriate methods for selecting students. [\[H8.08.02.05\]](#); [\[H8.08.02.21\]](#); [\[H8.08.02.22\]](#); [\[H8.08.02.23\]](#);

After the end of the annual enrollment, along with the conclusions in the summary meeting, the Admissions Council also holds a meeting to evaluate, draw experience and make timely adjustments and supplements each year, and at the same time collect feedback from relevant parties on the criteria and methods of admission selection for the Master of Education Management program code. [\[H8.08.02.15\]](#); [\[H8.08.02.26\]](#); [\[H8.08.02.18\]](#); [\[H8.08.02.19\]](#); [\[H8.08.02.21\]](#); [\[H8.08.02.22\]](#); [\[H8.08.02.23\]](#);

2. Strengths

The school's criteria and methods for selecting students are clearly defined, in accordance with the regulations of the Ministry of Education and Training, and are widely publicized throughout society, ensuring the selection of students with sufficient capacity and qualifications to meet the training requirements of the industry. The school always reviews and adjusts the criteria and methods for selecting students every year, so the quantity and quality of input increases every year.

3. Point of existence

The method of selecting students has not changed much, mainly based on university degrees. However, this method causes difficulties for the current team of students working in management because the degrees of the past were mostly average and above average, which is difficult to compare with the degrees of current students.

4. Action Plan

TT	Item pepper	Content	Single taste perform	Time
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				perform
1	Notch serve exist	Have a specific plan and seriously review the criteria and methods for selecting students.	Board of Directors of Center for Science and Technology - TH, Training Department	Annual
2	Develop Strengths	Continue to do well in annual enrollment work according to the instructions of the Ministry of Education and Training. The process of summarizing and evaluating the admission process is conducted annually to ensure the quality of university and college admissions.	Training Department, Related functional units	Annual

5. Self-assessment criteria achieved level: 4/7

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

1. Describe the current situation

Hanoi Metropolitan University has established a monitoring system at the School and Faculty levels for progress in learning and training. Learning outcomes are recorded specifically and in detail in the Master's Training Regulations of Hanoi Metropolitan University and the Regulations on Assessment of Learning Outcomes of Training Levels of Hanoi Metropolitan University. [\[H8.08.03.24\]](#); [\[H8.08.03.25\]](#). Accordingly, the Department of Training and International Training is a specialized department

assigned to monitor the progress in learning, training, learning outcomes, and learning volume of learners, supported by the Training Management software system.[\[H8.08.03.19\]](#).

Hanoi Metropolitan University has a system of specific procedures for monitoring progress in learning and training, learning outcomes, and learning volume of students.[\[H8.08.03.24\]](#);[\[H8.08.03.25\]](#);. In addition, the School has clear regulations on the reasonable distribution of students' study load in the "Handbook of some things students need to know" to ensure that students have enough knowledge to complete the training program on time.[\[H8.08.03.13\]](#);

For the Master of Education Management program, students will have to complete a minimum of 60 credits, the standard training period is 2 years. The cumulative average assessment results are converted on a 4-point scale.[\[H8.08.03.24\]](#);[\[H8.08.03.25\]](#);. For students who have met the requirements for graduation consideration and recognition, the School will base on the cumulative average score of the entire course to classify and grant graduation certificates. At the end of each semester, the School will coordinate with the Training Department and the Department of Postgraduate and International Training to review the learning results of students and warn students with poor learning results (deficient or low) so that students can have a suitable learning plan to improve their scores.

To monitor the learning progress and manage learners, the School has built a training portal, provided accounts for learners to proactively look up training information and register for courses, issued regulations on learner management, issued regulations on warnings about learning results, and forced expulsion.[\[H8.08.03.17\]](#);[\[H8.08.03.18\]](#);. Thus, students can rely on their own abilities to choose a reasonable study volume and study time to ensure that they complete the training program on time, even ahead of schedule. The school has a flexible mechanism for responding to students' learning outcomes, which can be through the form of notification to class officers, via Zalo, training portal, ... through the website system, student management software, university administration software[\[H8.08.03.19\]](#);[\[H8.08.03.28\]](#);

The Principal supervises the school level and assigns 01 Vice Principal to be in charge of postgraduate training.[\[H8.08.03.16\]](#);. To manage the recruitment and training activities at the postgraduate level, the School established the Department of Postgraduate and International Training (formerly the Department of Postgraduate).[\[H8.08.03.32\]](#);[\[H8.08.03.33\]](#);. The Department of Postgraduate Studies and International Training is the focal point for monitoring activities related to academic performance, academic workload, academic warnings; rewards, discipline, and expulsion of postgraduate students.

Student assessment activities are regularly carried out: Teachers assess the progress of each student through a system of tests; the Department of International Training and Education summarizes the learning results of students for each semester; the Center for Quality Assurance and Testing organizes general subject assessment exams.[\[H8.08.03.24\]](#);[\[H8.08.03.25\]](#);[\[H8.08.03.31\]](#);. Students' difficulties in registering for courses and changing courses are always enthusiastically supported by the Department of Postgraduate and International Training. The Department of Postgraduate and International Training provides specific advice and support for

students in terms of retaining their study results or stopping their studies, and is clearly implemented according to the procedures in the training regulations.

The school has used training management software and assigned the Department of International Training and Student Affairs to monitor learning outcomes, study volume, and evaluate training.

of learners and implement academic warnings through the training portal[\[H8.08.03.17\]](#);[\[H8.08.03.18\]](#);[\[H8.08.03.19\]](#);

2. Strengths

The school has a suitable monitoring system to monitor the progress in learning and training, learning outcomes, and learning volume of students. The Department of International Training and Student Affairs closely monitors and evaluates learning, promptly reminds students who are behind schedule. This helps students have more motivation to study and have a suitable study plan to complete the training program on time.

3. Point of existence

The training information portal can be overwhelming at times, especially when you first start registering for courses.

4. Action Plan

TT	Item pepper	Content	Single taste perform	Time Time of execution
1	Notch serve exist	Continue to invest in upgrading the mobile portal and website, ensuring operation even when there are many visitors.	Faculty of Educati on create, Related functional units	2023- 2024
2	Deve lop Strengths	CVHT, Faculty and Student Affairs Department continue to promote the work of monitoring and tracking students' learning and training process, and provide advice and support to students when necessary.	Faculty of Educati on create, Related functional units	Row year

5. Self-assessment criteria achieved 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.

1. Describe the current situation

With the characteristics of the learners of postgraduate training programs being mostly employed people, the School assigns the Department of Graduate Studies and International Training the task of supporting learners in academic counseling and related activities during their studies at the school.[\[H8.08.04.25\]](#);

After enrollment, the school leaders and the Department of Graduate Studies and International Training organize a meeting for new students to introduce the history of development, organizational structure, teaching staff, training program, training methods, learning orientation in the university and some notes during the learning process.

During the course of study, students are allowed to participate in periodic internship and professional practice programs (applicable to applied program classes). Internship and professional practice programs have specific plans, decisions and assigned

instructors.[\[H8.08.04.28\]](#);[\[H8.08.04.29\]](#);[\[H8.08.04.30\]](#);[\[H8.08.04.25\]](#);[\[H8.08.04.32\]](#);
[\[H8.08.04.31\]](#); [\[H8.08.04.34\]](#); [\[H8.08.04.33\]](#); [\[H8.08.04.25\]](#); [\[H8.08.04.35\]](#);
[\[H8.08.04.36\]](#); [\[H8.08.04.37\]](#); [\[H8.08.04.38\]](#); [\[H8.08.04.39\]](#); [\[H8.08.04.40\]](#);
[\[H8.08.04.41\]](#).

In addition to support and consulting in studying and competition and extracurricular activities, students can participate in seminars to share about the actual situation of the Master of Education Management program, consult on research directions, thesis/project topics for students to implement during their studies as well as share experiences from previous courses with the following courses.[\[H8.08.04.41\]](#);[\[H8.08.04.42\]](#);

In scientific research activities, writing graduation thesis, after registering the topic, the Department of Postgraduate Studies and International Training assigns staff to guide students in implementing research topics, graduation thesis/projects, instructing students in writing research outlines, how to collect data from practice, how to write reports. During the learning process, students are guided to get full information about practical internship report forms, graduation thesis on the school's electronic information page.

The school rewards and supports students with academic and scientific research achievements in accordance with reward regulations with the aim of encouraging students to further improve their learning and training results.[\[H8.08.04.28\]](#);

The Department of International Training and Research, Faculty of Training has proactively organized scientific research activities for students. Master's students actively participate in scientific research topics and specialized seminars, through which they can learn research methods. When needing assistance in orienting scientific

research, students can discuss with teachers teaching specialized subjects, thesis/project supervisors or learn about research directions.

on the website. Students participating in scientific research are supported to access and use the School's research equipment through instructors.

The School Library has a system of traditional and digital documents to provide online databases and open learning materials at the library. The School's digital library is connected to the digital libraries of many universities and is constantly updated to provide maximum support for students in terms of learning materials and scientific research. Each student is given an email account with a domain name *abc@daihocthudo.edu.vn* to receive course registration notifications, view your learning results as well as log in to online learning applications and the School's Digital Library.[\[H8.08.04.24\]](#);

Every year, the School, the Department of International Training and Training and the Training Faculty conduct a survey to collect feedback from NH and former students on the level of satisfaction with the quality and effectiveness of academic consulting and learning support activities for students. The feedback results are satisfactory or higher. Through the survey on the effectiveness of student service, support and monitoring activities, the units have an information channel to adjust the activities, content and service attitude towards students every year, bringing about increasingly better training results.

2. Strengths

The specialized staff of the School in general, the Department of Postgraduate Studies and International Training and the Training Faculty are enthusiastic and experienced in their work, always ready to support and advise learners promptly when necessary. In addition, specialized staff have the ability to access and effectively use the support of information technology in extracurricular activities, competition activities, and study support and consulting to help learners improve their academic performance and the quality of applying scientific research products, theses/projects.

According to annual statistics on the satisfaction level of students and alumni with academic consulting, competition, extracurricular activities and other support services of Thu Do University, it is highly appreciated.

3. Point of existence

The number of learners actively participating in scientific research activities is not large, or learners participate but are not really proactive in research; the resulting products are not really highly applicable.

4. Action Plan

TT	Target	Content	Real unit presently	Time perform
1	Fix exist	The school, the Department of International Training and Training and the Training Faculty continue to coordinate to carry out consulting activities, support learners in studying, extracurricular activities, competition activities and other activities. other support services	You Faculty Director dig Create, Department of International Training and Development	2023-2024
		Strengthening consultation for learners about the role and benefits of participating in collective activities, mobilizing learners to participate on a voluntary basis, enhancing the self-awareness and sense of responsibility of each person when participating in activities. shared.	Depart menttrai n	2023-2024
2	Play leverage strengths	Continue to organize training activities to improve learners' skills, including soft skills (communication, presentation, teamwork, etc.)	You Faculty Director dig create, International Training and Development Department	2023-2024

		Continue to organize exchange, practice, and internship programs to orient career applications for students to enhance their ability to apply learned knowledge. from school to real work.	You Faculty Director dig create, International Training and Development Department	2023-2024
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5. Self-assessment of achievement criteria: 4/7

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

1. Describe the current situation

Hanoi University of Technology has a spacious, clean, convenient campus with trees, stone benches, sports training areas, etc., creating a comfortable psychological environment for students. The school and the Faculty often organize cultural and artistic activities, entertainment, sports, academic activities, career guidance, etc. to create a comfortable environment for students to study and research with peace of mind. In recent years, the school has invested in building new and repairing many lecture halls, halls, sports training facilities, and purchasing many modern equipment to best meet the needs of students.[\[H8.08.05.09\]](#);[\[H8.08.05.11\]](#);. The library regularly adds equipment, books, and documents to serve learners. All classrooms are equipped with projectors, fans, and other equipment to ensure learning conditions for students. The diagrams of classrooms and functional rooms are posted specifically so that learners can easily observe and find their assigned study locations and functional rooms/departments when support is needed. The school's training facility has a quiet, clean campus, with a management department, providing medical, educational, and security services to ensure the health and safety of learners on campus.[\[H8.08.05.10\]](#);[\[H8.08.05.12\]](#).

Currently, the school campus is divided into the following areas: lecture hall area for training, practice, and experimentation; area for teachers' offices, administrative block; dormitory area; library area. The school has an airy, clean, convenient space with many trees, flower gardens, monuments, stone benches, sports training area including a gymnasium with the function of physical training, large hall. The school's area map is widely published on the school's website as well as on the school's signs for students to conveniently go to classrooms and functional rooms.[\[H8.08.05.12\]](#);

The dormitory area is equipped with Wi-Fi, tap water supply, ensuring good security and safety for students. Services such as parking, dining hall, canteen, stationery counter are organized by the school for bidding with reasonable prices and good service quality. The functional areas are arranged appropriately, convenient for students in studying and living.[\[H8.08.05.11\]](#);. At the same time, from April 2023, the School will pilot the One-stop and One-stop-shop mechanisms to facilitate learners in handling administrative procedures.

The school has regulations on office culture which emphasizes the culture of behavior in the school, promulgates classroom regulations; laboratory regulations, library regulations and dormitory regulations.[\[H8.08.05.13\]](#);. In the process of building the School into an application-oriented university, the Party Committee and the School Board of Directors emphasize

to the liberal philosophy in education, creating new motivation and comfort in the thinking of all staff, teachers and students studying at the school.

Every year, the School collects feedback from teachers and students about the School's facilities through online surveys and annual direct dialogues between students and the Board of Directors. At the same time, the School receives feedback and makes appropriate changes to create the best teaching and learning environment.[\[H8.08.05.14\]](#);[\[H8.08.05.15\]](#);

In addition, the School provides students with a "Handbook of some things students need to know" so that students can be proactive in their learning process and find useful information during their studies at school.[\[H8.08.05.16\]](#);

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In addition, the School provides students with a "Handbook of some things students need to know" so that students can be proactive in their learning process and find useful information during their studies at school.[\[H8.08.05.16\]](#);

2. Strengths

The school has full and modern facilities, best meeting the needs of learning, living and training of students. In a training environment that is favorable in terms of security, safety, green, clean and beautiful, students of the Master's degree in Educational Management always promote initiative in learning and scientific research. The school always pays attention to the psychological, social and landscape environment for students, contributing to improving the quality of training and scientific research activities.

3. Point of existence

Training facilities at facility 1 have limitations such as: The area of the working rooms for teachers and staff is still small, lacking amenities, leading to difficulties and inconveniences in meeting with learners.

4. Action Plan

TT	Target	Content	Real unit presently	Time space perform
1	Fix exist	Propose to renovate and repair the working space of teachers and staff, arrange it appropriately, and equip additional equipment for the working rooms; The school is arranging more offices so that teachers have a favorable working environment, improving their skills. high performance	You Faculty Director Training, Office	Annual
2	Play leverage strengths	The School periodically collects feedback from students and stakeholders on the School's psychological, social and landscape environment.	You Faculty Director dig create, room Quality Management	Annual
		The school is arranging additional offices so that teachers have a favorable working environment, improving the effectiveness of consulting and support activities. help learners	You Supervisor effect, The room function power relate to	Annual

5. Self-assessment criteria achieved level: 4/7

The school's enrollment work is conducted in accordance with the regulations of the Ministry of Education and Training, widely announced to the whole society, ensuring the selection of learners with sufficient capacity and qualifications to meet the training requirements of the major. The post-enrollment summary activities are carried out promptly and responsibly.

In addition, Hanoi Metropolitan University in general and the Department of International Training and Student Affairs in particular have organized many extracurricular activities, issued many policies to support and advise students, contributing to improving the effectiveness of learning and training. However, it is

necessary to raise the sense of responsibility of students when participating in common activities.

The issuance of detailed regulations, the construction and operation of the training portal have helped the School to monitor the learning and training results of learners well, however, the system needs to be upgraded to ensure the most effective operation.

Self-assessment: The self-assessment standards for 8 Master's programs in Educational Management have 05 criteria.

achieved in which 05 criteria all achieved 4/7.

Standards/criteria	Self assessment
Standard 8	0
Criterion 8.1	0
Criterion 8.2	0
Criterion 8.3	0
Criterion 8.4	0
Criterion 8.5	0

Standard 9. Facilities and equipment

Criterion 9.1. Have a system of offices, classrooms and functional rooms.

with appropriate facilities to support training and research activities

1. Describe the current situation

To realize the vision and development goals of Hanoi National University, the University has a strategy to build facilities aiming to improve the quality of facilities serving teaching and learning in the period from 2015-2025.[\[H9.09.01.29\]](#).

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

Hanoi National University owns 03 training facilities in Hanoi City.[\[H9.09.01.21\]](#);[\[H9.09.01.26\]](#); include:

- Facility 1: No. 98, Duong Quang Ham Street, Quan Hoa Ward, Cau Giay District, Hanoi City (classrooms A1, A2, A3, A4). This is the workplace of administrative offices and the main place of study for graduate students;
- 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;
- Facility 3: No. 6, Vinh Phuc Street, Vinh Phuc Ward, Ba Dinh District, Hanoi City.

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. 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 meets the requirements of each training sector.[\[H9.09.01.21\]](#);[\[H9.09.01.26\]](#);

The school focuses on strengthening planning, implementation, evaluation and improvement of facilities and infrastructure based on the organization of management systems and budget investment from Metropolitan sources. The departments in charge of implementing facilities and infrastructure assigned by the school are: Office and Science and Technology Center according to the regulations on organization and operation of Hanoi National University.[\[H9.09.01.22\]](#);[\[H9.09.01.23\]](#);

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 02-05 people/room, with a desk and printer, a private computer connected to the internet; each department/division/training faculty has a faculty office of 02-04 rooms depending on the size of each department/division/training faculty.

On December 26, 2016, the Hanoi People's Committee issued Decision No. 7106/QĐ-UBND on the merger of 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 significantly 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 allocated additional land according to Decision 7106/QĐ-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.[\[H9.09.01.24\]](#);

The school has developed a project "Building and implementing the learning materials system of Hanoi Metropolitan University", including investment items in rooms and equipment to build E-Learning lectures..[\[H9.09.01.33\]](#);

The inspection and evaluation of the results of investment projects are carried out closely along with the inspection and evaluation process by superior agencies.[\[H9.09.01.25\]](#);. Implementation The plan for developing material facilities is good, meeting the requirements of the school's material facilities, in accordance with regulations. by law

The school has a centralized administrative area; offices for Professors and Associate Professors; Seminar rooms and department activities. Hanoi National University has enough classrooms and large lecture halls to meet the needs of training and scientific research.[\[H9.09.01.26\]](#);

Currently, master's students of QLGD are arranged to study in rooms at CS1 of the School; Classrooms for master's students of QLGD are fully equipped.

modern speaker, TV, and projector systems. By the 2022-2023 school year, the school will have 8,670 students, with an average classroom area of 5.8 m²/student; and an average laboratory and practice area of 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, and the Department of University and International Training. In addition, the school also deploys a system of traditional and electronic learning materials to serve training activities inside and outside the school.[\[H9.09.01.27\]](#);

The Office of International Training and Development currently has 02 working rooms on the 2nd floor, building A5, CS1, 98 Duong Quang Ham, Quan Hoa ward, Cau Giay district, Hanoi city.

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 on the number of halls, offices, meeting rooms, and classrooms in the whole school

TT	Room type	Quantity	Area floor area (m ²)
1	Auditorium, lecture hall, classroom, multi-purpose room, office of professor, associate professor, and lecturer have	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 (House) Headquarters, 2-storey building, KLF building, A5, F building CS3, Headquarters building CS2)	82	4,348
2	Library, Learning Resource Center	09	3.334
3	Research center, laboratory, experiment, practice facility, internship, training (Laboratory, practice workshop house D Base 2, CS1, CS2 sports hall; stadium)	37	21,859

Total	245	37,544
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(According to actual statistics of the 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 2017-2022, 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. [\[H9.09.01.34\]](#);

Table 9.1.2: Investment costs for equipment and infrastructure at Hanoi National University in the period 2017 to 2022

Year	Investment content in equipment and infrastructure	Cost
2017	- Library equipment - Departmental office equipment - Classroom desks and chairs (300 sets)	3,000,000,000
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	3,800,000,000

	University.	
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

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
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
2022	- Purchase office scanners, document shredders, office photocopiers, sound systems and lighting for large halls. - Installation of fire protection system at campus 1 and campus 3 of Hanoi Metropolitan University.	5,328,000,000
Total		78,439,000,000

(According to the budget estimate for investment in equipment and infrastructure)

2. 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.

3. Exist

Although lecture halls and classrooms are fully guaranteed for students in both quantity and quality; however, according to the development trend of the School, the number of classrooms for graduate students at the main campus has not really met the learning needs. Some classrooms, projectors, and sound systems are of poor quality, affecting the teaching and learning process.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fixexit	- Propose additional equipment support for the practice room	Department of International Training and Training, Faculty of Training, Office, Department of Science and Technology, Center of Science and Technology	2023-2024
		- Propose to provide more classrooms and professional activity rooms to serve training and scientific research activities for master's students. officer	Department of International Training and Training, Faculty of Training, Office, Department of Science and Technology, Center of Science and Technology	2023-2024
2	Develop strengths	Continue to exploit resources, periodically maintain equipment to ensure good operation.	Department of International Training and Training, Faculty of Training, Office, Department of Science and Technology, Center of Science and Technology	2023-2024

5. Self-assessment of achievement criteria: 4/7

Criterion 9.2. Library and learning resources are appropriate and updated to support training and research activities.

1. Describe the current situation

The School's Information Technology and Training 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 system -

document return, 05 barcode readers, 02 document scanners and full office equipment serving the operations of the TTTTTV&HL Center[\[H9.09.02.29\]](#).

The work of supplementing teaching materials is carried out regularly and continuously. The Center for Information and Training has coordinated with the Departments of Postgraduate Education and Training, Training Departments, and lecturers to select supplementary materials. The Center for Information and Training regularly collects feedback from readers, proposes to purchase materials from the Departments of Postgraduate Education and Training, Training Departments to create a list of supplementary materials from various sources. From the annual budget, the Center for Information and Training has supplemented the book titles.

1,194 with 4,767 copies of books; on average, each year, the Center for Information and Communication Technology adds 300 titles of books with 1,200 copies of books and more than 50 specialized newspapers and magazines. Particularly for the Master's level of Education Management, the Department of International Training and Training and the Training Faculty have also proposed to the Center for Information and Communication Technology more than 100 updated books and textbooks to serve the training work.[\[H9.09.02.45\]](#);

To serve users effectively, the Center for Information and Communication Technology 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 Center for Information and Communication Technology has library regulations that are publicly available at the library. Data sources are announced in many forms, clearly organized, easy to find, easy to see such as the image of the Library's web interface, Library User Guide.[\[H9.09.02.31\]](#); [\[H9.09.02.32\]](#); [\[H9.09.02.33\]](#);

To manage and serve the document resources, TTTTTV&HL has used professional standards including: Using the 19-class UDC classification table of the National Library; MARC21 cataloging format; ISBD document description rules; Ilib electronic library management software.[\[H9.09.02.33\]](#); [\[H9.09.02.34\]](#); [\[H9.09.02.35\]](#); [\[H9.09.02.36\]](#);

The Center for Information and Communication Technology 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 and Communication Technology has a website and fanpage of the Hanoi Metropolitan University Library to provide information and

interact with users.[\[H9.09.02.08\]](#);

In recent years, the Center for Information Technology and Training has been interested in supplementing valuable resources to ensure that it meets the training requirements of high-quality undergraduate and postgraduate training codes. The materials are supplemented not only from traditional purchasing sources but also directly ordered from other countries, through study and work trips abroad of the School's staff and teachers, and supplemented from foreign-funded projects.

In addition to developing traditional library services, the Information and Communication Center focuses resources on implementing modern library services. Document sources of the Information and Communication Center

Library and learning materials are managed by library management software (IILB 6.5 software)[H9.09.02.33];. Students, trainees of the School and readers can access and look up talent whether according to 03 gate information believe electricity death: <http://hnmdu.edu.vn/>; <http://thuvienso.daihocthudo.edu.vn/>; – <http://thuvien.hnmdu.edu.vn/>.

In addition, the Information and Communication Technology Center has coordinated and shared information resources to improve service capacity. According to statistics, the number of learners and teachers borrowing documents reached nearly 28,000 documents, an average of 5,700/year, excluding document downloads. The total number of readings and downloading documents on the Digital Library in the 6 months from June 2022 to December 2022: 2,264 downloads of documents on the digital library, 3,340 downloads of documents on tailieu.vn and 6,300 reads but did not download documents.

Since 2015, teachers, students and trainees of Hanoi University of Science and Technology have the right to exploit digital documents at the Hanoi University of Science and Technology Digital Library at the address depend on <http://thuvienso.daihocthudo.edu.vn> (Hanoi University Digital Library); <http://repository.vnu.edu.vn> (digital library of internal documents used) provided by the Information Center - Library of VNU Hanoi).

Information work, introducing books and documents is always of regular concern to the Center for Information and Communication Technology and Training. The number of books, documents, theses and dissertations serving training in some university-level majors is more than 20,000 documents.

For the Master's level of Education Management, the textbooks and reference materials are updated and supplemented annually. Some specialized books and textbooks serving the training work of the industry; the thesis of Education Management is continuously updated on the school library system.[H9.09.02.36]; [H9.09.02.45];.

The school has developed strategies to enhance learning resources such as library resources, teaching aids, and online databases to meet the needs of training, scientific research, and community service.[H9.09.02.30]; [H9.09.02.37];.

The textbooks used in the University of Economics and Business are newly written and printed with regular funding. At the beginning of each school year and semester, the Department of International Training and Training, the Faculty of Education, in conjunction with the Information and Training Center, organize the printing and distribution of textbooks and documents to learners, meeting the requirements for each subject taught at the school.

The school has assigned the Center for Information Technology and Training to deploy an electronic learning materials project to serve teaching and learning in the school. [\[H9.09.02.42\]](#). Documents and learning materials including printed copies and the electronic version is updated and supplemented regularly from funding sources such as: funding regularly, projects, funding from the Asia Foundation, thesis submissions, dissertations Documents defended at school, or by school staff, donated documents,

free.... English reference materials are regularly added through purchase, supplement and receive documents from organizations such as the Asia Foundation and foreign organizations [\[H9.09.02.40\]](#);

The library uses software to update, monitor, compile statistics and periodically report on users' document usage data. The data on borrowing, returning, accessing and exploiting data of the digital library and traditional library have shown the level of response of documents to the teaching, learning and scientific research of the School's Information and Communication Technology Center.

The survey results on the level of response of the Information and Learning Resources Center to users show that learners are basically satisfied with the level of response of the Information and Learning Resources Center. 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 on learners' opinions on whether the learning resources in the library meet the needs of searching, studying and scientific research as well as the operating schedule of the Information and Learning Resources Center. Over 90% of learners responded with satisfaction, showing that the learning resources system as well as the facilities and equipment of the school's Information and Learning Resources Center almost meet the needs of readers. 70% of learners rated the level of response to the needs of the library's information products and services as good and very good; 15% of learners rated the level of response to the needs of the Information - Library and Learning Resources Center as quite good. [\[H9.09.02.41\]](#);

2. Strengths

The School's Information and Training 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 Master's level training program in Education Management 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 training task of the Master's level of Education Management have been updated regularly, the quantity is still limited; the source of documents serving research work is still not much.

4. Action Plan

TT	Target	Content	Implementing unit	Time spaceperformance
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1	Fixexit	- Proposing to supplement textbooks and teaching and learning materials for master's level training in Education Management; - Proposal to purchase database exploitation rights for foreign language documents.	Training Department, Department of Science and Technology, TT TTTV&HL; You Principal	2023-2024
2	Develop strengths	- Continue to standardize and modernize chemical TTTTV&HL creates conditions for readers to exploit information conveniently, quickly and accurately.	Room NS&KH-TC, TTTTV&HL; Board Principal	2023-2024

5. Self-assessment of achievement criteria: 4/7

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 National University has established the Center for Natural Resources and Environment. [\[H9.09.03.18\]](#); promulgate regulations Organization, operation, coordination of the Center with units in the whole school [\[H9.09.03.18\]](#); On August 21, 2019, the School decided to establish the Science and Technology Center on the basis of The Department merged the Practice and Experimental Department of the Center for Natural Resources and Environment into the Center for Science and Technology. [\[H9.09.03.20\]](#); The school has also made decisions regarding planning. system of practice rooms, laboratories, regulations on management of basic construction

investment and renovation [\[H9.09.03.21\]](#); [\[H9.09.03.22\]](#);. The system of practice rooms and laboratories has been diagrammed. standardize and regulate the internal rules of practice and laboratory rooms[\[H9.09.03.25\]](#).

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 of the number of laboratories and practice rooms in the whole school

Training Facility	Total area	Number of rooms TN, TH
Facility 1	1,963	09

Facility 2	1,198	12
Facility 3	6,043	07

Every year, the School establishes and implements a plan for maintenance, upgrading, expansion of facilities and infrastructure, and procurement of equipment to meet the needs of training and scientific research. Regarding the plan: The strategy for developing facilities for the period 2015-2025 is issued with the approval decision of the Hanoi People's Committee with the main development orientations being:

(i) Ensure compliance with standards on school area; (ii) Invest in equipment for teaching and learning in a synchronous manner. The school builds a development strategy for Hanoi Metropolitan University for the period 2015-2020, including a strategy for facilities and financial resources.[\[H9.09.03.22\]](#);

Hanoi University of Science and Technology has data to monitor and evaluate the effectiveness of the use of facilities and infrastructure for teaching and learning, laboratories, equipment for training, scientific research and community service. There is a logbook, an asset book, and asset management software that includes annual monitoring, updating and evaluation of assets. A logbook for periodic inspection of equipment. Inspection, supervision and acceptance of projects to renovate, repair, prevent deterioration of facilities, infrastructure and purchase of equipment for training and scientific research. In classrooms, practice rooms and laboratories, there are regulations and instructions for using equipment in the room.[\[H9.09.03.25\]](#);. Based on actual training needs Every year the school invests in increasing and expanding

facilities, ensuring adequate equipment. Teaching and learning equipment to support training and scientific research activities, with guaranteed quality quantity 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

Year	Investment content, equipment purchase	Cost
2018	-Purchase of Physics research equipment, IT	3,800,000,000
2019	-Purchase of logistics research equipment; tourism and hotel practice equipment; Preschool; Primary school.	12,007,000,000
2020	- Purchase equipment for the Faculty of Information Technology, Faculty of Culture - Tourism, and Center Library Center, Common Study Room)	12,300,000,000

2021	- Equipment for information technology labs, artificial intelligence labs, common classroom equipment	7,856,000,000
2022	- Purchase office scanners, document shredders, office photocopiers, sound and lighting systems for large halls.	5,328,000,000
Total		41,291,000,000

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, Center for Science and Technology, Department of Human Resources and Science - Finance coordinate with units using assets and facilities to conduct an inventory and evaluate the quality of each asset and equipment at the school, according to each item to summarize the report to the Board of Directors, from which there is a plan to invest, supplement equipment along with upgrading facilities and infrastructure to meet the needs of training and scientific research. [\[H9.09.03.23\]](#);

In addition, the School has a logbook to monitor 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.i[H9.09.03.24];.

Currently, the Office is the unit responsible for overall management of the school's equipment, with the task of 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 Science and Technology Center has assigned specialists in charge of laboratories and practices. In each classroom, there is information and phone number of the Science and Technology Center's technical team, 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 school's equipment is guaranteed in quantity and quality, and is used effectively to 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 the Master's level of Education Management. To support teaching and learning activities, the school provides, supplements and repairs networked computer systems, independent speaker systems, projectors, and televisions in some specialized classrooms. The equipment and learning facilities are equipped to ensure quality, effective use, and basically meet the teaching and scientific research requirements of teachers and learners. The practice rooms serving the training program are exploited with high frequency of use and are regularly maintained.[H9.09.03.27];.

The school's facilities and equipment are supplemented and repaired annually to improve the quality of training in general and master's level training in Education Management in particular. Teachers and students are basically satisfied with the level of facilities and equipment serving training and scientific research of the school. [\[H9.09.03.28\]](#);

2. 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.

3. Point of existence

With the current increasing number of students, classrooms are likely to be overloaded. Regular maintenance of equipment is not done regularly, thus affecting the life and quality of use of the equipment.

4. Action Plan

From the 2023-2024 school year, the School will continue to supplement and periodically maintain existing equipment to ensure good operation and meet usage needs.

TT	Item pepper	Content	Implementing unit	Time space perform
1	Fixexis t	- Propose additional equipment support for classrooms to meet specific professional requirements	Training Department, Office, RoomDepartment of Planning and Investment, Department of Science and Technology, Information Technology Science and Technology; Board of Directors	Year school year 2023-2024

		- Increase regular maintenance of classroom equipment	Training Department, Office, Room Department of Planning and Investment, Department of Science and Technology, Information Technology Science and Technology	Year school year 2023-2024
2	Develop strengths	- Continue to coordinate the effective exploitation of networked computers, independent speaker systems, projectors, and televisions. in some classrooms	Training Department, Office, Science and Technology Center; Board of Directors	Year school year 2023-2024

5. Self-assessment of achievement criteria: 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.

1. Describe the current situation

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 and serving the community. 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.[\[H9.09.04.26\]](#);

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 National University.[\[H9.09.04.27\]](#); [\[H9.09.04.28\]](#); The Center for Science and Technology is responsible for building, deploying and managing IT infrastructure. and the School's computer network; Administering server systems, transmission lines and devices network; Ensure safety and security of information systems; Ensure technical requirements for training, research and technology transfer activities [\[H9.09.04.28\]](#); [\[H9.09.04.29\]](#).

Hanoi National University of Education is equipped with basic and complete information technology 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 University provides laptops to a number of staff and lecturers to serve teaching and research.[\[H9.09.04.35\]](#); Center for Science and Technology of the School Equipped with 80 laptops for the Center and the School's operations. The school's Information Technology and Training Center has 43 computers connected to the Internet to meet the needs of searching and searching. access and use online documents for learners. Staff, lecturers, and students all The school is provided with an email address with its own domain name...@daihocthudo.edu.vn with full Full featured, with unlimited information storage for each email address Ensure the implementation of activities in the online environment is synchronous and fast [\[H9.09.04.43\]](#); [\[H9.09.04.44\]](#); [\[H9.09.04.25\]](#);

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 paid

wifi.

serving boarding students. At campus 2, new wifi is installed in the dormitory and administration area. At campus 3, wifi is located in the lecture hall area of classrooms and reading rooms.

Table 9.4.1: Server system statistics table

TT	Generic	Content	Managing unit	Location
1	HP DL360E G8	Training Portal	Department of Training and Student Affairs	209A3
2	CMS S1200V3	Student database	Department of Training and Student Affairs	209A3
3	HP DL360E G8	IT certification exam	TT. KT&NN-TH	209A3
4	Dell PowerEdge T640	Course exam	TT. KT&NN-TH	209A3
5	Dell PowerEdge T640	Library Gate	TTTTTV&HL	Library
6	Acer P1000	Library Database	TTTTTV&HL	Library
7	Virtual Server	Web: hnmue.edu.vn	TTTTTV&HL	Rent
8	Virtual Server	Web: hcdt.hnmue.edu.vn	Office	Rent
9	Acer	Misa	Department of Science and Technology	Department of Science and Technology

10	FPT Server	Course exam	TT. KT&NN-TH	CS2
11	FPT Server	Course exam	TT. KT&NN-TH	CS3

12	HP Server	Expected to run University Management Software	Center for Science and Technology	CS1
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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 2022-2023 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.[\[H9.09.04.30\]](#);. Training in exploitation and use of equipment Information technology 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.[\[H9.09.04.31\]](#);. To implement the Project, the School has established Steering Committee of the Project to build and deploy the learning materials system of Hanoi Metropolitan University Rages [\[H9.09.04.32\]](#);. To synchronously deploy the task of building electronic lectures E-learning, the School has organized training for many of its lecturers on construction techniques. E-Learning[\[H9.09.04.33\]](#);

The School's IT system operates stably and safely to support training and research activities. Every year and every month, the Office and the Science and Technology Center plan the provision of facilities and equipment based on the requests of the units sent to the Department of Science and Technology 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. [\[H9.09.04.35\]](#); [\[H9.09.04.36\]](#); [\[H9.09.04.37\]](#); [\[H9.09.04.38\]](#); [\[H9.09.04.39\]](#);

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, assessing the operating status of the equipment; a team of specialists is assigned to prepare the operation of the labs according to the school-wide schedule; there is a logbook to monitor the operation to promptly grasp the status.

operation of equipment during operation, regularly report to the School on the current status to find ways to fix, repair or adjust to increase operating efficiency; have a maintenance schedule for equipment; a team of specialists is assigned to the computer rooms to promptly support teachers and students during the learning and research process. [\[H9.09.04.46\]](#); [\[H9.09.04.47\]](#); Total bandwidth when running load balancing for 3 Viettel lines and 1 line FPT is 400 Mbps + 100 Mbps + 100 Mbps + 10 Mbps = 610Mbps. With the amount of bandwidth This can support about 350 machines at the same time.

Table 9.4.2: Additional statistics table of information technology equipment from 2018-2020

Year	Device	Quantity
2018	Personal computer	95 sets
2019	Personal computer	127 sets
	Laptop	06 pieces
	Server	01 set
2020	Personal computer	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. [\[H9.09.04.40\]](#); [\[H9.09.04.41\]](#); [\[H9.09.04.42\]](#);

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 infrastructure.

information technology infrastructure to facilitate internet access, thereby effectively using the school's internet-based services for teaching and scientific research.

TT	Item pepper	Content	Implementing unit	Time perform
1	Fixexist	Proposal to upgrade information technology equipment system timely sync	Training Department, Office, Department of Science and Technology; Center for Science and Technology; Board of Directors	2023-2024
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.	Training Department, Office, Science and Technology Center	2023-2024

5. Self-assessment of achievement criteria: 4/7

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 National University has regulations on safe, healthy, friendly environment, prevention and control of school violence based on regulations of the Government, relevant Ministries, Branches and Hanoi 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..[\[H9.09.05.118\]](#).

The school signs contracts with individuals to clean the environment to ensure the cleanliness 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 in organizing exchanges and meetings with students.

Ensuring security, social order and safety in schools:

The school regularly coordinates with the police force of the ward, district, etc. to coordinate to ensure order, safety and security for the school. The school signs a contract with the Security Service Company at the 1st and 3rd campuses - a unit with the expertise and professionalism to protect 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 and perform well the security and safety tasks for the school. The school has clear and specific regulations on the functions and tasks of the security department in the contract.[\[H9.09.05.119\]](#); Specialized security team works according to regulations and requirements of the School, on duty 24/7, equipped with vehicles 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 at that time. places where crowded activities take place such as security and order for exams.

In addition, the School has also installed security cameras at key locations on campus and in buildings. The work of maintaining order, safety and security is clearly planned. Teachers and students are basically satisfied with the level of compliance with the environmental, health, security and safety standards of the School.

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.[\[H9.09.05.120\]](#); [\[H9.09.05.121\]](#);

[\[H9.09.05.122\]](#); [\[H9.09.05.123\]](#); [\[H9.09.05.124\]](#); [\[H9.09.05.125\]](#); [\[H9.09.05.126\]](#); [\[H9.09.05.127\]](#); The school is ready with personnel, means, plans and conditions. conditions to respond promptly when there is a fire or explosion to minimize the consequences for people and property. property. All buildings are equipped with fire protection systems. In 2020, the House The school has invested 2,994,737,000 VND in the installation of additional fire protection systems. Fire fighting at campus 1, campus 2, campus 3 of Hanoi Metropolitan University [\[H9.09.05.133\]](#);

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. [\[H9.09.05.134\]](#); The school has plans to promptly notify about the epidemic. special time is the plan of announcements on prevention of respiratory diseases issued in early 2020 and 2021. Notice of dengue fever prevention [\[H9.09.05.136\]](#); [\[H9.09.05.137\]](#); [\[H9.09.05.138\]](#);

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 year-end summaries.

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, teachers, 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.

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 pays attention to environmental sanitation, health and safety for staff and students; has an independent medical department to serve the medical needs of staff, lecturers and students; has a professional and specialized security force 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

TT	Target	Content	Unit, person performing	Time carry out or complete
11	Fixexit	Proposal to continue renovating campuses at all 3 campuses	Training Department; Office; RoomNS&KH-TC; Center for Science and Technology; Board of Directors	2023-2024
		Arrange to place more public trash cans	Literature room; RoomNS&KH-TC; BGH	2023-2024
22	Develop strengths	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 fighting team at the school.	Literature room; RoomNS&KH-TC; Medical Station economy; Board of Directors	2023-2024

5. Self-assessment of achievement criteria: 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 serving the training of the Education Management major at the level of

master. However, there are still some classrooms that are not fully equipped with network systems and projectors for teaching.

TTTT&TV-HL has collected appropriate and updated learning resources to support training and research activities for the majors; however, for the master's level of Education Management, 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 IT 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 plans 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 in the Master's level of Educational Management.

Self assessment:With 5 criteria of standard 9, the master's level of education management industry self-assesses.

Price is acceptable, all criteria are 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.

1. Current status description

Hanoi University of Education aims to train learners with sufficient capacity to meet the requirements of comprehensive fundamental innovation of education and integration. The training program of Master of Education Management is designed based on the needs of the labor market, the opinions of employers, with reference to other universities to make adjustments to suit the conditions and development of Vietnam. The training program of Master of Education Management is also adjusted to focus on capacity training and create convenience for people

Study. The review and adjustment of the training program and curriculum are all carried out according to the school's procedures and regulations, including comparison between the school's training program and that of domestic and international universities, and a step of surveying the opinions of relevant parties. Feedback and needs of relevant parties, including: employers, current students, former students, lecturers, experts, professional social organizations and managers... are used as a basis for designing and adjusting the training program, focusing on content and training program.

Recognizing the role of professional social organizations, experts, managers, recruiters and employers, former students... in providing useful information on the characteristics and requirements of society for the labor resources trained by the School, in 2015, the School established the Examination - Quality Assurance Department, now the Examination - Quality Assurance Department, which is a specialized department in charge of advising and proposing measures to improve the training quality of the School, including advising on the development of a process for conducting surveys to collect feedback from stakeholders, synthesizing and checking the implementation of quality goals of units in the School as a basis for adjusting and improving the training quality of the School. Currently, the quality assurance sector is transferred to the Education Quality Management Department according to Decision No. 913/QĐ-DHTĐHN dated August 21, 2019 of the President of Hanoi Metropolitan University.[\[H10.10.01.07\]](#).

Annually, based on the guidance documents of the Ministry of Education and Training[\[H10.10.01.09\]](#);; Hanoi Metropolitan University has built a system of specific working procedures[\[H10.10.01.09\]](#);; The Department of Education Quality Management has coordinated with training departments to collect feedback on the training program. Collecting feedback from relevant parties is done in many different forms such as: Organizing conferences, seminars at the department and school levels; Organizing dialogue conferences between the Board of Directors and students, with practice and internship units; Sending survey forms to the surveyed subjects via email, sending online survey links (google form).

The subjects surveyed for feedback on the training program include: managers, lecturers, researchers, employees, learners, representatives of social and professional organizations, employers and graduates. The survey content often focuses on the following aspects: Training quality/teaching activities of the lecturers; Satisfaction of stakeholders with training quality; Training program in terms of knowledge, skills, attitudes; Assessment of the suitability of the training program and the needs of stakeholders.

Because the survey subjects are different, the design of the survey form must be suitable for each subject and specific goal. The survey forms are designed to correspond to the surveys conducted annually, including: Survey of training quality and training program quality; Survey of subject effectiveness; Survey of administrative procedure reform; Survey of human resources and training quality serving the opening of major codes; Survey of readers' satisfaction with the library, ... The sequence of steps to collect feedback from stakeholders is fully reflected in the procedures issued by the School.[\[H10.10.01.10\]](#);[\[H10.10.01.11\]](#);[\[H10.10.01.12\]](#);

To receive, collect and review feedback, opinions, suggestions... from students, alumni, employers and stakeholders as well as to develop processes to ensure educational quality, monitor and measure the activities of the units, the School has issued regulations on educational quality assurance such as: Decision to establish a network system to ensure educational quality and decision of the educational quality assurance council. These documents have been improved over the years and clearly stipulate the content and methods of quality assurance activities, as well as the responsibilities and roles of relevant parties.[\[H10.10.01.13\]](#);

Regarding the activity of collecting students' opinions, twice a year, the School conducts a survey to collect students' feedback on the teaching activities of lecturers. According to the School's regulations, after finishing a course, students participate in evaluating that course through an online survey on the training information portal. The evaluation criteria include: Content and teaching methods of lecturers; Learning materials, documents and means used for teaching by lecturers; Responsibility for the enthusiasm of lecturers towards learners; Ability of lecturers in stimulating creative thinking of learners; Fairness of lecturers in testing and evaluating the learning process, etc. The survey results are sent to the leaders of training faculties, heads of departments and individual lecturers to evaluate the quality of the implementation of the training program, lecturers adjust their teaching activities, attitudes and styles.[\[H10.10.01.15\]](#);[\[H10.10.01.16\]](#);

In order to collect feedback on training quality, as a basis for timely and reasonable improvement and adjustment of the School's education and training activities, the Principal organizes a survey of learners on the quality of training at the end of the course. Through answering the survey, the School will collect information on the practicality, suitability and scientificity of the training program, subject curriculum, program structure; On the quality of the teaching staff, academic advisors; On the responsiveness of learning materials, teaching and learning equipment, internet, website, classrooms, toilets, and storage.

vehicles,...; Regarding management, support for learners, processes and procedures for resolving issues related to learners' inquiries; The timeliness and effectiveness of the school's training support services,...

In order to improve the quality of training and meet the needs of employers, the School conducts a survey of employers, managers and former students on the quality of the Master of Education Management program. This is one of the surveys that serves as a basis for the School to adjust and improve the training program and teaching methods to gradually improve the quality of training and meet the human resource needs of employers. The survey aims to assess the satisfaction level of managers and employers with the quality of students in terms of knowledge, skills, attitudes, moral qualities, professional application ability, etc. Through the survey results, the School collects information such as: How well do students meet the job requirements after graduation? Is it necessary to supplement any practical knowledge or soft skills? Do the school's training content, programs, and methods need to be adjusted to better meet the practical requirements of employers? Is the allocation between theory and practice appropriate? ...

In addition to organizing surveys to collect feedback from stakeholders on the training program, the School has organized conferences and seminars to enrich the collected information sources, and at the same time create a close relationship between the School and the recruiting units. The participating units expressed their opinions and directly discussed with the School and students about the actual needs for the training program according to the CDR in terms of knowledge, skills and attitudes.

According to the roadmap for adjusting and improving the training program, the School requires the Department of International Training and Training, the Head of the Training Department to direct the department to develop a plan to adjust the training program. However, according to the general trend of society, training programs are all aimed at serving the labor market best, so developing training programs in the direction of career application is an important task that the School needs to carry out. The adjustment of the training program is implemented according to a specific roadmap and has achieved relatively good results.[\[H10.10.01.17\]](#);[\[H10.10.01.18\]](#); [\[H10.10.01.19\]](#); [\[H10.10.01.20\]](#); [\[H10.10.01.21\]](#); [\[H10.10.01.22\]](#); [\[H10.10.01.24\]](#); [\[H10.10.01.25\]](#); [\[H10.10.01.26\]](#); [\[H10.10.01.27\]](#); [\[H10.10.01.28\]](#); [\[H10.10.01.29\]](#);[\[H10.10.01.30\]](#);. The final results are reflected in the approved training program.[\[H10.10.01.31\]](#);

2. Strengths

Every year, the Department of International Training and Training coordinates with the training department and functional departments in the school to collect feedback on the training program by sending out survey forms and receiving many opinions and suggestions from scientists, labor recruitment units, students, and former students through various survey channels such as conducting online surveys and directly through conferences, workshops, seminars, faculty meetings, department meetings, etc.

The stakeholders also actively contributed ideas and effectively contributed to the design and development of the training program. Thereby, the training program of the Master of Education Management has been adjusted to closely follow the needs of employers and the labor market to promptly adjust the training program, helping to equip learners with the necessary knowledge and skills to be able to work immediately after graduation, meeting the requirements of professional careers.

These strengths come from the close relationship between the School, the Department of Graduate Studies and International Training, the Training Faculty and employers in coordinating the organization of practice and internship for students; in addition, there is the support of a team of specialized experts from departments and divisions in the school, the efforts and dedication of the lecturers in the Faculty.

3. Point of existence

The use of feedback from stakeholders on training programs has not been carried out in a synchronous manner with adjustments and improvements due to the limited quantity and quality of feedback. The quality of training software is not really effective, learners are not really interested in feedback on the training quality of the School. In addition, direct exchanges on the level of suitability between training content and practical requirements between recruitment facilities and the Training Department are not regular.

4. Action Plan

TT	Target	Content	Single taste perform	Real time presentl y

1	Overcome existing problems	Signing official cooperation agreements with recruitment agencies that have had good cooperative relationships with the school in the past, expanding cooperation with many other reputable recruitment agencies to find reputable training facilities for students to practice and be practical during the process. study.	Board of Directors, functional departments, training faculties	2023-2024
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2	Play leverage strengths	Continue to diversify the methods of collecting feedback on training programs from stakeholders to collect more ideas. further feedback	Functional rooms	2023-2024
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5. Self-assessment of achievement criteria: 5/7

Criterion 10.2. The design and development of the training program is established, evaluated and improved.

1. Describe the current situation

Based on 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 Higher Education Reform, the Master of Education Management training program is built to meet the requirements of knowledge, skills, qualities, capacity, autonomy and self-responsibility of learners on the basis of conformity with the mission, vision and strategy of the University.[\[H10.10.02.01\]](#); [\[H10.10.02.02\]](#); [\[H10.10.02.03\]](#);

The Master of Education Management program 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. This process is specified in 14 steps in the Plan on adjusting the evaluation of training programs of Hanoi Metropolitan University.[\[H10.10.02.04\]](#); [\[H10.10.02.05\]](#).

- Step 1: Establish a Steering Committee for the development of the CDR and CTDT
- Step 2: Establish a Council to build training programs for training sectors
- Step 3: Survey to get opinions from relevant parties on the response of the

training program and the training program to human resource needs.

- Step 4: Evaluate current training and development programs
- Step 5: Report survey results and forecast impacts when adjusting training programs
- Step 6: Build the CDR and training program based on feedback from stakeholders
- Step 7: Compare the certified training programs and curricula of domestic

and international training institutions

- Step 8: Workshop to collect opinions from stakeholders on CDR and CTDT
- Step 9: Complete and issue the CDR
- Step 10: Build training program and teaching program
- Step 11: Appraisal of training program
- Step 12: Complete the training program
- Step 13: Through the training program

- Step 14: Issuance of the training program

During the process of adjusting 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 Department of International Training and Training 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 majors are responsible for designing and developing the training program. During the training program implementation process, the Department of Education Quality Management 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 the feedback and evaluation of relevant parties on the training program, training programs, practical needs of society, trends of the profession, etc., 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.[\[H10.10.02.09\]](#); [\[H10.10.02.10\]](#); [\[H10.10.02.11\]](#);

In addition, every year, the Master of Education Management program plans to review and revise the course outline to suit teaching practices. The adjustments mainly focus on teaching plans and assessment methods with the aim of taking learners as the center, focusing on measuring the level of achievement of learning outcomes of learners.[\[H10.10.02.12\]](#);

2. Strengths

The process of building, editing, supplementing and developing training programs is established, evaluated and improved periodically according to a unified process within the School. Training programs are updated and adjusted to improve training quality, meeting the requirements of society.

There is participation of lecturers, former students, employers and a process of collecting feedback on the development of training programs. The training program of Master of Education Management is also designed and developed based on comparison with similar programs of other universities to ensure objectivity in the adjustment process.

3. Point of existence

There is no separate improvement process for the training program, but it is being implemented together with the evaluation and improvement of the training program.

4. Action Plan

TT	Target	Content	Implementing unit	Time spaceperform m
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11	Notchserve exist	Functional units should develop their own processes for designing and developing teaching programs.	Department of International Relations and Training, Room Quality Management System, Training Department	2024
22	Develop strengths	Continue to evaluate and improve training programs to enhance training quality and meet practical requirements.	Department of International Relations and Training, Room Quality Management System, Training Department	2024

5. Self-assessment of achievement criteria: 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.

1. Describe the current situation

Training organization; testing and examination of courses; consideration and recognition of graduation are three main contents in the university training regulations of Hanoi Metropolitan University. The teaching and learning process, the assessment of learners' learning outcomes must be regularly reviewed and evaluated in accordance with regulations and issued procedures to ensure compatibility and conformity with output standards. In order to manage, inspect and supervise the implementation of the teaching and learning process, and the assessment of learners' outcomes in the best way, the University has issued a system of working procedures. Each procedure will be responsible for the development, management, supervision and implementation of the functional departments.

The procedures for organizing training, reviewing and recognizing graduation issued by the Department of Graduate Studies and International Training include: Master's training procedures; Procedures for managing student learning outcomes; Procedures for reviewing results and recognizing graduation; etc. Related to testing and exams managed by the Center for Teaching and Learning, such as: Procedures for organizing end-of-term exams; Procedures for building, managing and using the test bank; Procedures for reviewing test papers, etc. In order for the process of reviewing and evaluating the teaching and learning process to take place regularly, Hanoi Metropolitan University has established the Department of Teaching and Learning Evaluation, now the Center for Teaching and Learning Evaluation, with specific functions and tasks related to the work of testing and evaluating the learning outcomes of learners throughout the school, taking the lead in organizing and building a system of testing tools, evaluating the learning outcomes of learners; Coordinating with training units to organize course exams, graduation exams and output standard exams. [\[H10.10.03.03\]](#); [\[H10.10.03.04\]](#); [\[H10.10.03.05\]](#).

Every year, the School organizes the development of the Training Plan for each course and deploys it to the faculties from the beginning of the school year. The faculties base on the decision to issue the Training Plan for each course to implement the training roadmap for the school year. The assessment of learning outcomes and the final assessment of learners are aimed at assessing according to the competency approach, in accordance with the CDR of the subject program and the training program clearly specified in the course outline, specifying the form, time, assessment criteria, grading scale (by week in a semester) and the weight of each type of score for each test and assessment. The tests and assessments in a semester include: class attendance, regular assessment, mid-term 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, questions and answers, etc. throughout the learning process. Lecturers pay attention to students' learning methods and training methods. Lecturers and students are proactive in assessment, encouraging students' self-assessment and cross-assessment. The examination form of each subject is proposed by the department in charge of that subject, clearly stated in the detailed outline and compiled and issued by the functional department and announced to learners at the beginning of the semester, ensuring that learners have orientation and study plan for each subject.[\[H10.10.03.01\]](#); [\[H10.10.03.04\]](#); [\[H10.10.03.03\]](#);

Regarding the final assessment of the semester, the School has issued the Regulations on examination and testing of the semester in 2018, clearly stipulating the scope of regulation and subjects of application, forms of final examinations and methods of assessment, the work of entering scores, announcing scores and storing transcripts and exams. At the same time, the School has developed and issued the Procedure for organizing final examinations to guide functional units and training departments in implementation. However, for postgraduate training, the School shall comply with the provisions of the current Master's training regulations of the Ministry of Education and Training as well as the School's regulations.[\[H10.10.03.01\]](#); [\[H10.10.03.04\]](#); [\[H10.10.03.03\]](#); [\[H10.10.03.06\]](#); [\[H10.10.03.07\]](#);

Regarding the implementation of students' graduation thesis/projects, the School has developed a management process and specific regulations on management and organization. These regulations are regularly reviewed, edited and supplemented to ensure that the standards of the major code are met.[\[H10.10.03.04\]](#); [\[H10.10.03.05\]](#);. List of students who defended their thesis/project well The Department of International Training and Development specifically implements the program, with separate plans and decisions. each student. The thesis/project defense file and evaluation board ensure

that the requirements are met. regulations of the Ministry of Education and Training
[\[H10.10.03.01\]](#); [\[H10.10.03.04\]](#);

Every year, the Training Department coordinates with the functional departments to regularly evaluate the teaching process of teachers by collecting opinions on the quality of teaching activities of the subjects and the quality of the training process before the end of the course through learners in each school year. The results show that the teaching quality is effective and is increasingly appreciated by learners.

Teaching activities of lecturers are regularly monitored and evaluated by department heads, assistants, etc. in various forms, both directly and indirectly. Department heads are responsible for organizing class observation activities to contribute opinions to lecturers on lecture content, teaching organization, teaching methods, and testing and evaluation methods, especially for trainee lecturers and young lecturers.

In order to improve the assessment of learners based on accumulated competencies, all courses have been built based on the course objectives/detailed course outlines, publicly announced to learners before the start of each course as well as in the "Handbook of some things learners need to know".[\[H10.10.03.03\]](#). The purpose of design is to standardize operations Review and evaluate learning outcomes, ensuring assessment is accurate, fair and appropriate with the aim of training, contributing to standardizing and improving teaching quality; at the same time help learners proactively plan their learning with strategies and methods, meeting Course Outline. Up to this point, the course outline has been standardized throughout the entire curriculum. Department of Training. All course outlines are reviewed and adjusted annually to update Update information on course content, assessment weights, teaching methods, and reference material or process assessment or final test format course

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 but at the same time promoting the initiative and creativity of both lecturers and learners. Especially for the final examination of the course, it is always improved through adjustments to the training program, the forms of assessment of the course are diversified such as: assessment through individual exercises, group exercises, essays, multiple choice tests, practice, projects.

3. Point of existence

Collecting opinions from learners and graduates is still limited, due to limitations in training software and the inactive participation of some learners.

4. Action Plan

TT	Target	Content	Single taste perform	Real time presentl y
1	Overcome existing problems	- Strengthen teaching resources with a team of permanent teachers to be proactive in developing testing and assessment methods. - Periodically organize seminars on the teaching and learning process and assessment of learners' learning outcomes at the Department to share teaching and assessment experiences. check, evaluate	Training Department; Functional Department	2023-2024
2	Play leverage strengths	- Continue to review and evaluate teaching and learning activities and assess learners according to issued procedures. - Maintain coordinated and diverse forms of testing and assessment. of the faculty in the Faculty	Training Department; Functional Department	2023-2024

5. Self-assessment of achievement criteria: 4/7

Criterion 10.4. Research results are used to improve teaching and learning.

1. Describe the current situation

Training and scientific research are two important tasks of universities. In the assessment of the quality of higher education and the ranking of universities today, the criteria for scientific research help to improve the position of the school. The assessment of university rankings in the world often emphasizes the criteria for scientific research and assigns a higher weight than training. Realizing that, at the beginning of each school year, lecturers participating in teaching the Master of Education Management program register for scientific research tasks according to the regulations of the school.[\[H10.10.04.12\]](#); [\[H10.10.04.13\]](#); [\[H10.10.04.14\]](#);

Every year, based on the announcement of registration of scientific and

technological activity plans and experience initiatives, lecturers participating in teaching the Master of Management program

The Department of Education has actively implemented the registration of topics and initiatives. The results achieved are quite good, recognized by the School Board.[\[H10.10.04.15\]](#); [\[H10.10.04.16\]](#); [\[H10.10.04.17\]](#); [\[H10.10.04.18\]](#).

In addition to scientific research topics, staff and lecturers in the training department also register and organize seminars and workshops at the department and faculty levels. The topics of seminars and workshops are closely related to the training expertise of the department, 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 content related to the characteristics of the Master of Education Management major. The scientific research topics carried out also closely follow the training expertise content, the accepted scientific research works have been introduced by the staff and lecturers in the department during the teaching process, conveyed, integrated into the lecture content, summarized in reference documents, textbooks by the staff and lecturers in the department as authors or co-authors, contributing significantly to improving and gradually enhancing the quality of teaching and learning. Below is a statistical table of the number of scientific research topics accepted in recent years.

In addition to scientific research topics, according to teaching regulations, teachers in the department study reference materials and textbooks related to the field of study, both enriching teachers' professional knowledge and serving as a basis for compiling textbooks specifically for the field. This is a source of documents serving the teaching and learning of the Master of Education Management program.[\[H10.10.04.21\]](#); [\[H10.10.04.22\]](#); [\[H10.10.04.23\]](#); [\[H10.10.04.24\]](#);

Scientific research of students is also one of the important contents of scientific and technological activities. The school, the Department of Postgraduate Studies and International Training, and the Training Faculty attach great importance to training scientific research skills for students, therefore, in scientific research topics, the active participation of students is encouraged. Every year, the school and the Faculty have created opportunities and organized many scientific research activities to encourage students who wish to participate, specifically: Organizing conferences and seminars on scientific research for graduate students. This activity contributes to improving the quality of training high-quality human resources, discovering and nurturing talents for the country; promoting dynamism, creativity, independent scientific research ability, forming self-study capacity for students; contributing to creating new knowledge and products for society. Although the results of students' scientific research have not been widely applied in improving teaching and learning activities in the school, they have created motivation for students to improve their capacity in scientific research, enhance

creativity, and practice research skills to meet the training program's requirements.

2. Strengths

The school has implemented the scientific research movement quite well, mobilizing the participation of lecturers and students of the Master of Educational Management program.

The number of scientific research works published in domestic and foreign journals tends to be higher each year than the previous year. Lecturers actively participate in international and national scientific conferences.

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 the subjects.

3. Point of existence

The awareness of students in participating in scientific research is not really high. There are still many students who participate for the sake of it, not really actively. The number of scientific research products mostly lacks the participation of a large number of students, but is mainly the research result of a group of students with good expertise and awareness.

4. Action Plan

TT	Target	Content	Implementing unit	Real time presently
11	Overcome existing problems	Encourage lecturers to actively participate in scientific research, with many topics at the city and ministry levels in the following school years. Through that, the implementation of the topic as well as the research results of the topic will be direct and effective contributions to the work. Training of the Faculty and School.	Department train, function room	2023 - 2024
22	Play leverage strengths	Promote scientific research activities of graduate students, have many forms of rewards to encourage students to participate in scientific research. Continue to promote, support and have mechanisms to encourage staff to participate in scientific research.	Department train, function room	2023- 2024

5. Self-assessment of achievement criteria: 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.

1. Describe the current situation

The quality of support services and facilities in the library, laboratories, and information technology systems greatly affects the teaching, learning, and scientific research of the School. Understanding that, the School is always interested in investing and upgrading to improve the quality of these services. The School has also issued a Policy on ensuring educational quality, quality goals, and a plan to implement quality goals in accordance with reality. The annual quality goals of the Center for Information Technology and Training, the Center for Science and Technology, the Center for Student Services, and the Medical Station all focus on innovating, improving, or upgrading conditions to support the teaching and learning activities of the School's staff and students; For other support departments, the focus is also on improving the quality of services for the teaching and learning activities of the School's staff and students, such as: Ensuring the good operation of 70% of the equipment system serving teaching and scientific research, and stable operation of the School's website system. The school also requires units in the school to conduct a survey to assess the satisfaction level of stakeholders about the quality of service of the unit, thereby developing and implementing corrective actions to improve the effectiveness of management work. [\[H10.10.05.06\]](#); [\[H10.10.05.07\]](#); [\[H10.10.05.08\]](#); [\[H10.10.05.09\]](#); [\[H10.10.05.10\]](#); [\[H10.10.05.11\]](#); [\[H10.10.05.12\]](#).

Regarding laboratory-related services, the School's information technology system has developed a process for managing equipment serving training and scientific research according to the guidance of the Ministry of Education and Training, with the Department of Science and Technology Management and Training, directly the Center for Natural Resources and Environment as the focal point. Now, due to the restructuring of affiliated units, the task of managing equipment serving teaching and scientific research has been transferred to the Center for Science and Technology. The process clearly defines the work content and responsibilities of the parties involved in managing equipment as follows: (1) Making a list of equipment - Department of Training and Technical Services, Department of Science and Technology Management and Training; (2) Encoding equipment - Department of Science and Technology Management and Training; (3) Making a plan for equipment maintenance and repair - Department of Science and Technology Management and Training; (4) Receive requests for equipment, replacement, maintenance - Units in need, Department of Science and Technology Management - Training; (5) Check the current status and propose solutions - Department of Science and Technology Management - Training; (6) Submit to the Board of Directors for approval - Department of Science and Technology Management - Training; (7) Perform maintenance - repair, replacement of

equipment - Department of Science and Technology Management - Training; (8) Update equipment tracking number - Department of Science and Technology Management - Training, Finance and Accounting Department; (9) Inventory of assets and equipment - Department of Science and Technology Management - Training[\[H10.10.05.16\]](#); [\[H10.10.05.17\]](#); [\[H10.10.05.18\]](#); [\[H10.10.05.19\]](#); [\[H10.10.05.20\]](#); [\[H10.10.05.21\]](#);

To improve the quality of support services, the School has also issued the Infrastructure and Equipment Management Process and the Regulations on Purchasing and Repairing School Facilities. The 2017 Infrastructure and Equipment Management Process has stipulated the procedures

Specific management is: (1) Establishing a plan for maintenance of infrastructure and equipment based on repair requirements - Administration Department; (2) Establishing a budget - Administration Department; (3) Reviewing and approving - Principal, Vice Principal in charge, Department of Finance and Economics, Administration Department; (4) Organizing the implementation of maintenance and repair of infrastructure and equipment - Department of Finance and Economics, Administration Department; (5) Organizing the acceptance of completed work - Department of Finance and Economics, Administration Department, relevant school units, equipment maintenance/repair units; (6) Summarizing reports - Department of Finance and Economics, Administration Department, relevant school units; (7) Completing records - Department of Finance and Economics, Administration Department, CBKSTL[\[H10.10.05.22\]](#); Sub-functional units The teaching equipment management department conducts annual inventory, periodic inspection and maintenance. teaching equipment for quick detection and timely repair. In the classrooms All technical staff's contact information is posted during the teaching process, if the equipment is If teaching is broken, teachers can contact for support. The school is always concerned. Upgrade teaching facilities, prioritize plans to purchase materials for practice conduct experiments, invest in machinery for teaching practice [\[H10.10.05.24\]](#);

Regarding support services related to the Library, every year, the Library proactively organizes a survey on readers' satisfaction with the quality of service and reports on the satisfaction of the school's staff, teachers and students. The results show that about 90% of students are satisfied, indicating that the system of learning resources as well as the facilities and equipment of the school's library meet the needs of learners quite well. The survey results are used as a basis for adjusting and improving activities and increasing investment, upgrading the conditions of the library, meeting the needs of learners.[\[H10.10.05.25\]](#); [\[H10.10.05.26\]](#); [\[H10.10.05.27\]](#); [\[H10.10.05.28\]](#); [\[H10.10.05.29\]](#); [\[H10.10.05.30\]](#); [\[H10.10.05.31\]](#); [\[H10.10.05.32\]](#);

The library model is constantly innovating its service methods, demonstrated through the fact that the Library Information Center has linked with the internal digital libraries of other universities, helping teachers and students have more abundant sources of documents. The Library Information Center 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 Library Information Center. The Library Information Center is the focal point for providing email accounts with the common domain name of the School for the units under the School, personal emails for all teachers and students in the School, helping

communication between units in the School, between the School and students, between teachers and students to be convenient and professional. In addition to developing traditional library services, TTTV&HL focuses resources on implementing modern library services. The TTTV&HL's document resources are managed by library management software.

(IILB 6.5 software). Readers can look up documents through 3 electronic information portals.:

<http://hnmue.edu.vn/http://thuvienso.daihocthudo.edu.vn/>;
<http://thuvien.hnmue.edu.vn/> [H10.10.05.33]; [H10.10.05.34];.

In addition, the Information and Communication Technology Center has coordinated and shared information resources to improve service capacity... In 5 years, from 2017 to 2022, the number of learners and lecturers borrowing documents reached 27,500, an average of 5,700/year, not including document downloads.

Regarding the curriculum, based on the proposal to supplement the curriculum and documents of the training faculties, the Center for Information and Training of the School has added many books, digitized documents, established a Digital Library page for teachers and students to look up and download free digitalized teaching and learning documents of the School. The source of documents of the Center for Information and Training is supplemented in accordance with the training requirements of the training faculties, in accordance with the regulations of the School. The current source of documents is more than 139,209 documents. The total number of books (textbooks, reference books) is currently 19,500; 1,000 books (textbooks, training documents) are digitized; more than 100 types of newspapers and magazines. Every year, the rate of readers coming to the library, the frequency of downloading and looking up documents on the Website all increase, satisfied with the quality of service and the source of documents.[H10.10.05.35];.

Table 10.5.1: Statistical table of reader satisfaction survey results

School year	Learning resources		Facilities library equipment	
	Not satisfied	Satisfied	Not satisfied	Satisfied
2018 – 2019	135 (8.5%)	1447 (91.5%)	100 (6.3%)	1482 (93.7%)
2019 – 2020	130 (7.4%)	14 58(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%)

In addition to collecting students' opinions on the physical conditions directly serving their studies, the School also evaluates other support activities such as the quality of dormitory rooms. The survey results show that most students are satisfied

with the service attitude, service quality, and dormitory security of the School (3.45/5 points, survey data in 2015).

2023). However, regarding the facilities in the dormitory, students also expressed dissatisfaction. From this result, the School has also increased inspection of the facilities in the dormitory rooms to promptly detect and repair, and has a plan to upgrade the facilities for the dormitory and the school's facilities in general.

The School's Medical Station, with its function and mission of taking care of the health of teachers, staff and students of the entire school, conducts disease prevention activities, and monitors environmental sanitation regularly over the years from 2017 to present. Activities to support teachers and students to follow the correct procedures, ensure quality, and are well evaluated by the competent authorities. The role of the Medical Station is especially appreciated during the period of preventing the Covid-19 epidemic.[\[H10.10.05.37\]](#);

Every year, the School plans to invest in upgrading information technology equipment and infrastructure such as computers, network systems, backup systems, security and access rights to meet the needs of training, scientific research and community service. The management and operation of computer practice rooms and ensuring the internal network and internet systems are carried out scientifically according to the correct procedures; Every year, the functional unit reports on inventory and assessment of the operating status of the equipment; the team of specialists in charge of the practice rooms according to the school-wide schedule; The team of specialists is assigned to be on duty at the computer rooms, closely monitoring the operation to promptly fix, repair or adjust to support teachers and students in the learning and research process.

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. Exist

The internet is still weak and the coverage is not good, so it does not serve well for students' research and information access.

Equipment in some classrooms such as projectors, televisions, etc. are still damaged and not repaired promptly.

Although the infrastructure system has been repaired and renovated, it still basically does not really meet the needs of learners, especially in terms of toilets and canteens.

4. Action Plan

TT	Target	Content	Single taste perform	Timereal time presently
1	Fix exist	- Strengthen inspection and timely handling of equipment failures in classrooms. - Consult with the school about upgrading internet connection speed in the office areas of departments and lecturers.	Training Department, Functional Department	2023-2024
2	Play points strong	Continue to assess the current situation and propose improvements to teaching and learning support services	Training Department, Department function power	2023-2024

5. Self-assessment of achievement criteria: 5/7

Criterion 10.6. Stakeholder feedback mechanisms are systematic, evaluated and improved.

1. Describe the current situation

The School's Department of Education Quality Management is the focal point for implementing school-level education quality assessment activities, assessing the education quality of training programs and implementing quality assessment activities through feedback from stakeholders. Stakeholders related to the School's activities include students studying at the School, former students, teachers, leaders and managers, and employers. In 2015, the School assigned the Department of Examination - Quality Assurance (now the Department of Examination - Quality Assurance) and currently the Department of Education Quality Management to be the focal point for developing procedures and organizing the collection of feedback from stakeholders on training quality and teaching activities of teachers. [\[H10.10.06.05\]](#).

To implement consistently and systematically, the School has issued "Quality Assurance Procedures" which clearly stipulate the content, methods and responsibilities for conducting surveys to collect feedback from stakeholders. Plan to review and evaluate the mechanism for collecting feedback from stakeholders. The review content includes: procedures for collecting feedback from stakeholders; implementation system, tools, and processes. Survey subjects include: staff, teachers, employees, students,

former students, and employers. Form and content, implementation process when there are opinions from stakeholders to use in receiving and improving quality. Survey results, feedback from

Stakeholders play an important role in improving training programs and teaching methods.[\[H10.10.06.07\]](#); [\[H10.10.06.08\]](#); [\[H10.10.06.09\]](#); [\[H10.10.06.10\]](#);

The issued procedures include: Procedures for conducting surveys and collecting feedback; Procedures for surveying the employment status of students after graduation.

Specifically, the procedure for collecting opinions from learners goes through the following steps: (1) Developing a survey plan, adjusting and improving the form - Department of Education Quality Management; (2) Approval - Board of Directors; (3) Issuing a notice about the survey to relevant units - Department of Education Quality Management; (4) Conducting feedback - students; (5) Processing data, writing a survey result report - Department of Education Quality Management; (6) Implementing adjustment/improvement measures - Individuals and relevant units. The procedure for surveying and collecting opinions from employers is carried out in the following order:

(1)

Develop a survey plan, adjust the form - Department of Planning and Investment - Education Quality Assurance; (2) Approve - Board of Directors; (3) Send the form to the subject of opinion - Department of Education Quality Assurance; (4) Collect survey forms, process data, write reports - Department of Education Quality Assurance; (5) Implement measures to adjust and improve - Training Department.

Quality assessment activities through feedback from stakeholders are all carried out in accordance with the Ministry of Education and Training's guidelines and the School's regulations. The form of collecting feedback from stakeholders used by the Principal is quite diverse, such as surveys, questionnaires, dialogues, etc., and is used flexibly with each relevant subject. The survey results are compiled as a basis for planning to improve the quality of teaching and learning.[\[H10.10.06.10\]](#); [\[H10.10.06.11\]](#); [\[H10.10.06.12\]](#);

For recruitment units and management staff, the School conducts surveys to collect feedback from employers and businesses on the quality of postgraduate students. The units that collect information are businesses that employ former students of the training program or have students of the training program doing internships. The results are an important source of information for the School and the Training Department to make adjustments and improvements in reviewing training program standards, innovating teaching methods, and testing and evaluating. The survey is conducted flexibly in many ways such as through questionnaires, direct interviews through customer conferences, career counseling conferences for students, internship summary conferences, etc.

In addition to the above periodic surveys, when there is a need to open a training program or adjust the training program, the functional unit and the faculty have

coordinated to survey the training needs/training orientation as a basis for compiling and adjusting the training program. After the training program is compiled, the School organizes a survey to collect comments and contributions to the training program and the training program to ensure that the training program after issuance meets the requirements of society. The School has also conducted

Organize many dialogue conferences between the Board of Directors and students to help the Board of Directors and faculty deans grasp the thoughts, wishes, and opinions of students about lecturers, facilities, teaching programs, other support services, etc.

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. Improvement activities after reviewing and evaluating the mechanism for collecting feedback from specific stakeholders: evaluating feedback from employers, learners, educational institutions, functional departments, and other units.

... with direct and indirect forms as the basis for the school to adjust the training program to suit the characteristics of its unit. The results synthesized through surveys to collect opinions of stakeholders are sent to the heads of departments and related units for consideration, as the basis for the plan to improve teaching quality and training quality. Based on the results of internal assessment, the functional unit develops and organizes the implementation of a plan to adjust and improve the school's activities to suit the reality.

2. Strengths

The work of collecting feedback from stakeholders has been given attention and implemented systematically 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. Exist

The school has not yet specified the use of the results of the consultation in adjusting and improving the training quality of the school. Some activities of surveying and collecting opinions from relevant parties are still behind schedule.

4. Action Plan

TT	Tar get	Content	Single taste perform	Real time presentl y
1	Fixexist	Develop regulations on collecting feedback from stakeholders, paying special attention to using feedback results to improve training programs. Organize and conduct opinion	Department dig create; Department of Quality Management, Department of	2023- 2024

		surveys, according to plan	International Relations and Training,	
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			the room you relate to	
2	Develop strengths	Maintain regular consultation with relevant parties to have a basis for adjusting, improving and enhancing the training quality of the School. Expand cooperation with enterprises in training, practice, practice	Department dig create; Department of Quality Management	2023-2024

5. Self-assessment of achievement criteria: 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 work of building and developing training programs, reviewing and evaluating the teaching and learning process, evaluating the learning outcomes of learners, and surveying and collecting feedback from relevant parties 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 University's training programs has achieved the following strengths and needs to address some shortcomings:

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 training program is established, evaluated and improved periodically every year. Specifically, the design of the training program is in compliance with the following process: (i) building the program based on comparison/contrast with the programs of universities with strengths in business administration; (ii) taking feedback from employers, students and former students as a basis for revising the program; (iii) updating new research annually, new courses not exceeding 20% of the training program); (iv) regularly applying the results of scientific research of the Faculty's staff to the content of the courses in the training program.

The testing and assessment process and methods are also diversified, ensuring continuity, seriousness and objectivity in accordance with the training regulations of the School; the invigilation and grading of all exams/tests are carried out seriously; the forms of exams/tests have assessed the knowledge and skills of learners in each subject according to the CDR.

The staff and teachers fully participate in scientific research activities in many forms such as:

Conducting scientific research projects 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 assessed and improved, basically meeting the needs of learners. The feedback mechanism of stakeholders is systematic and applied to assess and improve teaching and learning support services.

About the existence:

The school does not have regulations on collecting feedback from relevant parties to specify the use of feedback results in adjusting and improving the training quality of the school.

It is necessary to promote the compilation of lectures and textbooks; review and supplement the practical part of some courses that are still heavy on theory; search for and carry out major scientific topics associated with improving training programs and applying research results to training work.

The number of scientific research topics related to innovation in teaching and learning methods associated with CDR is not much. The number of high-level topics and projects of the staff and lecturers in the department is still limited.

The internet is still weak and the coverage is not good, so it does not serve well for students to access information. Equipment in some classrooms such as projectors, televisions, etc. are still damaged and not repaired promptly.

In the coming period (2021-2025), the School will develop and implement action plans to overcome existing shortcomings and promote achieved strengths to meet the requirements of stakeholders regarding the School's training activities.

Self assessment: With 6 criteria of standard 10, the master's level of Education Management major self-assessed that it met, with 2 criteria achieving 5/7, and 4 criteria achieving 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 to

quality improvement

1. Current status description

The graduation and dropout rates of graduate students in Educational Management are determined in each academic year during the evaluation period. The school assigns the Department of Graduate Studies and International Training to monitor and determine the dropout and graduation rates of students.[\[H11.11.01.16\]](#); Based on the assigned functions and tasks, the Department of Student Affairs and International Training has advised the school to develop regulations on synthesizing and counting the number of students. In particular, the school also issued specific regulations on the process of forcing students to drop out of school, allowing them to drop out of school and retaining their academic results, thereby issuing decisions on the list of students who drop out of school and those who retain their academic results periodically.[\[H11.11.01.27\]](#).

The monitoring of the dropout rate is implemented by the Department of Postgraduate and International Training through the learning management software system. Based on the academic records provided by lecturers and the records of exams,

tests, and learning progress, the Department of Postgraduate and International Training reviews and makes decisions.
forced to leave school (if any).

Regarding the annual graduation rate of students, at the beginning of the school year, the School requires the Training Department to set a target for the graduation rate of students based on the school's quality goals and report specifically on the graduation rate of students at the end of the school year.[\[H11.11.01.26\]](#);[\[H11.11.01.24\]](#);[\[H11.11.01.25\]](#);[\[H11.11.01.26\]](#);. Preside over the review and

Graduation recognition for students according to regulations is assigned to the Department of Graduate Studies and International Training in coordination with the training faculty.

The student enrollment rate and graduation rate are periodically reported by the Department of International Training and Education to the Board of Directors as well as the Ministry of Education and Training annually.[\[H11.11.01.28\]](#);[\[H11.11.01.29\]](#);[\[H11.11.01.30\]](#);[\[H11.11.01.31\]](#);[\[H11.11.01.32\]](#);[\[H11.11.01.33\]](#);

2. Strengths

The work of determining and monitoring the annual graduation and dropout rates for students of the Master of Education Management program is carried out continuously and synchronously. This rate is also compared with other training programs in the school to improve the quality of the training program.

3. Exist

The dropout and graduation rates have not been compared with similar training programs at other universities due to difficulties in accessing data.

4. Action Plan

TT	Target	Content	Single taste perform	Time of execution
1	Notchrest ore existence	Improve the content of the year-end report, statistical reports related to monitoring and supervising graduation and dropout rates. learner's learning	Faculty of Training, Department of Postgraduate Studies and International Training	2023-2024

2	Develop strengths	Continue to monitor and compile statistics on graduation and dropout rates of students; provide counseling and support to increase the rate of students graduating early and on schedule, and reduce the rate of students dropping out.	Faculty of Training, Department of Postgraduate Studies and International Training	Annual
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5. Self-assessment of achievement criteria: 5/7

Criterion 11.2. Average graduation time is established, monitored and benchmarked for quality improvement.

1. Describe the current situation

According to the decision on the functions and tasks of the units under the School, the monitoring/statistics of the average graduation time of the school's postgraduate courses are assigned to the leading unit, the Department of Postgraduate Studies and International Training, in coordination with relevant training faculties.[\[H11.11.02.16\]](#);

The average graduation time of the courses is determined uniformly in the training plan of each training program in accordance with the regulations of the Ministry of Education and Training and the master's training regulations of the School. Accordingly, the training and research time in the School for each program is not less than 60 credits for a 2-year program.

The Department of Postgraduate and International Training collects statistics on the number of graduates and the list of average graduation time each year. The graduation rate of the Master of Education Management program is reported by the Department of Postgraduate and International Training to compare and review, and improve the training activities of the faculty and the school.[\[H11.11.02.17\]](#);[\[H11.11.02.18\]](#);[\[H11.11.02.19\]](#).

Periodically, the Department of International Training and Training and the Training Faculty organize a summary/evaluation of the training and learning results of students to find out, analyze and give specific reasons for cases of students graduating late, thereby proposing measures to support students to have a suitable study plan to graduate on time according to the training plan.[\[H11.11.02.21\]](#);[\[H11.11.02.22\]](#);[\[H11.11.02.23\]](#);[\[H11.11.02.24\]](#);[\[H11.11.02.25\]](#);. In addition, the lock head

Students are advised by the Department of International Training and Training and the Training Faculty on how to plan their studies so that they can complete their studies and graduate on schedule.

2. Strengths

The work of determining and monitoring the rate of students according to the average annual graduation time for the Master of Education Management training program is carried out continuously according to the course.

3. Exist

The comparison of graduation and dropout rates has only been applied to 01 Master of Education Management major code, there are no other major codes for

additional comparison.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fixexist	- Strengthen cooperation in training with domestic and foreign universities with the same training majors to have a deep comparison of training activities to improve training quality. created by Khoa.	Faculty of Training, Department of Postgraduate Studies and International Training	2023-2024
2	Develop strengths	- The Department of Graduate Studies and International Training continues to strengthen coordination with the Training Faculty to identify, monitor and compare the graduation rate of students. - Continue to do a good job of consulting and supporting to facilitate students to graduate on schedule	Faculty of Training, Department of Postgraduate Studies and International Training	Annual

5. Self-assessment of achievement criteria: 5/7

Criterion 11.3. Graduate employment rates are established, monitored and benchmarked for quality improvement.

1. Describe the current situation

To monitor and contact graduates, the School has assigned the task of conducting a survey on the employment situation of graduates to the Department of Graduate Studies and International Training and the Department of Education Quality Management.[\[H11.11.03.10\]](#); Based on the regulations and requirements of the Ministry of Education and Training, the School has developed a process for conducting surveys and collecting feedback from relevant parties on the School's training quality,

the opinions of final-year students on the training quality, and the opinions of students on the teaching activities of teachers.[\[H11.11.03.11\]](#).

Every year, the Department of Graduate Studies and International Training, the Department of Education Quality Management conduct surveys of alumni who have graduated for 1 year in various forms such as phone calls, online surveys (posting forms on the School's website, providing links for graduates to access and answer the forms, sending results directly to the survey committee's mailbox via the Google Form application, via email or text message. This is the main form of implementation, surveys by mail (sending survey forms directly to the address provided by students before graduation; receiving forms and entering feedback information into the survey software) and surveys by interviews (conducted for graduates with registered residence in Hanoi and surrounding areas; those who return to the School to receive diplomas and certificates; those who continue to study for higher education to improve their qualifications).

(For high level candidates, the questionnaire is taken directly.) The collected data is compiled and processed on Microsoft Excel software. [\[H11.11.03.12\]](#); [\[H11.11.03.13\]](#); [\[H11.11.03.14\]](#).

2. Strengths

The survey on the employment situation of graduates is clearly and specifically established. These indicators are compared with other training programs in the school. The comparison results help the school to evaluate more accurately, find out the points that need to be adjusted in the current training program as well as the counseling and career orientation for students of the Master of Education Management program.

3. Exist

Statistical data on the employment situation of Master of Education Management students has not been compared with other schools with the same training major in terms of the rate of students having jobs after graduation due to difficulties in accessing data.

4. Action Plan

TT	Targ et	Content	Implementin g unit	Time of execution
1	Notchrest ore existence	Strengthening cooperation in training with domestic and foreign universities with the same training majors to have a deep comparison of training activities to improve training quality. of the Faculty.	Training Department, Department of Education Quality Management	2023- 2024
2	Develop strengths	Continue to maintain and build more cooperative relationships with businesses to find internships and practical training for students.	You Supervisor effect, Department dig Create, Department of Science and Technology Management	Annual

			- HTPT	
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5. Self-assessment of achievement criteria: 5/7

Criterion 11.4. The type and quantity of research activities of the NH are established, monitored and benchmarked for quality improvement.

1. Describe the current situation

Hanoi University of Science and Technology always pays attention to building plans and strategies for scientific and technological development, including scientific research activities for students; has a system to monitor and supervise research types and scientific research activities of students, has regulations on student scientific research as well as funding sources for scientific research of students. The school has a clear plan and strategy in developing scientific research capacity of students. The school has issued the Regulations on scientific and technological activities, which specifically stipulate the types of research activities; quantity and quality of scientific research of students.[\[H11.11.04.14\]](#);

In addition to the regulations, every year the School allocates a part of its budget to promote students' scientific research activities.[\[H11.11.04.15\]](#); [\[H11.11.04.16\]](#) Based on the academic year plan, the Department of International Training and Research has developed a budget plan for the Faculty's operations, including funding for students' research and creative activities.

Every year, the school organizes many seminars, conferences, and workshops to improve the capacity and research skills of students. In addition, the school has created a scientific playground for students through the Scientific Research Competition for students. To encourage students to participate in scientific and technological activities, the school has a timely reward policy for students with good achievements in scientific research activities.

The results of students' scientific research tasks are monitored and evaluated according to regulations. The results of students' scientific research tasks are monitored and evaluated according to regulations.. At the end of each school year, the Department of Postgraduate Studies and International Training summarizes and evaluates the overall results of students' scientific research and proposes measures to improve the quantity and quality of research results. matter quantity labour work
Research[\[H11.11.04.17\]](#), [\[H11.11.04.18\]](#); [\[H11.11.04.19\]](#), [\[H11.11.04.20\]](#);

2. Strengths

The school has specific regulations on scientific research work of students; provides financial support for scientific research work of students and has funds to reward instructors and students with good scientific research results.

3. Exist

There has been no comparison of the type, volume and quality of students' research with domestic and international universities with the same training major.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Overcome existing problems	It is necessary to expand cooperation with domestic and foreign partners who have training in Master of Education Management to conduct comparisons to improve the quantity and quality of scientific research products.	Training Department of Research and Development	2023-2024
2	Play medalStrengths	Continue to review and issue appropriate policies to develop students' scientific research activities.	Department dig Create, Department of Science and Technology Development,	Annual

5. Self-assessment of achievement criteria: 5/7

Criterion 11.5. Stakeholder satisfaction is established, monitored and benchmarked for quality improvement.

1. Describe the current situation

The satisfaction level of all stakeholders is an important measure of training quality. Therefore, it is necessary to have a system to collect and measure the satisfaction level of stakeholders. The collected information needs to be analyzed and used for improving training programs, improving the quality implementation system and quality assurance. Therefore, the School/Faculty has a plan to collect opinions from stakeholders to capture feedback and improve training programs in accordance with practical needs. To assess the satisfaction level of stakeholders, including teachers, students, alumni, and employers about training programs and training quality, the School has assigned the Department of Education and Training Quality Assurance, now the Department of Education Quality Management, to issue regulations on education quality assurance of Hanoi Metropolitan University.[\[H11.11.05.03\]](#). The Department of Education Quality Management has developed and the Principal has issued a decision

to promulgate regulations on quality management work, which specifically stipulates:

on the work of collecting feedback from stakeholders to unify implementation throughout the school[\[H11.11.05.03\]](#). Accordingly, the process of conducting surveys to collect feedback from stakeholders includes: Collecting feedback on the training quality/teaching activities of lecturers; Surveying employers' opinions. At the same time, issuing a training quality survey form (for final-year students) and a survey form for learners' opinions on the teaching activities of lecturers. Each process has clearly and specifically defined the implementation sequence and functions and tasks of each unit.

Every year, the School conducts surveys to assess the satisfaction level of stakeholders with the training program, the content and training results of the training programs in general and the Logistics & Supply Chain Management program in particular, including: Survey of learners on the teaching activities of teachers after the end of the course; Survey of final-course students on the training quality of the School; Survey of stakeholders on the training program and training program.

Each type of survey is carried out according to the correct process, from building the form, adjusting the tools, diverse survey forms such as direct, online, exchange, discussion..., implementation methods to synthesizing data, writing reports to evaluate the results.

At the end of each semester, the School organizes a dialogue between the School Board of Directors and students. At the dialogue, the Board of Directors and leaders of functional departments and training faculties directly answered questions from students. The suggestions and recommendations of students were received and resolved by the School, in which the opinions of students were also used by the Department of International Training and Training and the training faculties as a basis for designing and developing the teaching program of the next courses.

Every year, the School organizes a Conference of Staff, Civil Servants and Employees of the whole School to collect opinions and contributions to the evaluation of the results of the implementation of tasks for the school year and the plan for the new school year; to contribute ideas to the School's activities, especially in the organization and management of training.[\[H11.11.05.13\]](#);[\[H11.11.05.14\]](#);[\[H11.11.05.15\]](#);

Thus, it can be seen that establishing and monitoring the results of the survey on the satisfaction level of stakeholders has scientific and practical significance, helping the School and the Faculty improve the quality of training programs and scientific research.

2. Strengths

The school has fully conducted all types of surveys to assess the satisfaction level of stakeholders on the quality of the teaching staff, the quality of graduates, and the

training programs of existing majors. Necessary tools have been developed for surveys to collect feedback from stakeholders such as: Implementation process, form templates, supporting software.

support,... helps the survey to be conducted objectively, accurately assess the current situation to have a basis for adjustment, improvement and enhancement of the training quality of the School.

3. Exist

The school does not have specific instructions on matching objects, and there is no consensus across the school.

4. Action Plan

TT	Target	Content	Single taste perform	Time of execution
1	Fix exist	The school provides specific guidelines for matching and is consistent across the school.	Department dig create, Room KT-DBCLGD, International Training and Development Department	2023-2024
2	Play leverage strengths	Continue to review, adjust and improve tools for surveying and collecting feedback from stakeholders.	Department dig create, Room KT-DBCLGD, International Training and Development Department Office	Annual

5. Self-assessment of achievement criteria: 5/7

The Master of Education Management training program has contributed to providing quality human resources for many educational institutions in Hanoi and neighboring areas. The Master of Education Management training program of Hanoi National University has met the needs of society for quality human resources. However, in addition to the achieved results, there are still limitations in scientific research work of students in the first years of the self-assessment cycle, so it is necessary to improve and promote.

Self assessment:

Standard 11 majors of Master of Education Management self-assessed 04 criteria achieved 5/7, 01 criterion achieved 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