HANOI CITY PEOPLE'S COMMITTEE

HANOI METROPOLITAN UNIVERSITY

SELF ASSESSMENT REPORT

TRAINING PROGRAM FOR FULL-TIME UNDERGRADUATE DEGREE IN LAW

(Phase 2019-2024)

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

Hanoi, October 2024

LIST OF SELF-ASSESSMENT COUNCIL

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ABBREVIATIONS

Abbreviation	Full text
Board of Directors	Board of Directors
Staff	Faculty
CDR	Output standard
IT	Information technology
CTDH	Curriculum
Training	Training program
CSGD	Educational Institution
Facilities	Facilities
CVHT	Academic advisor
DCHP	Course outline
DCCT	Detailed outline
Hanoi University of Science and Technology	Hanoi Metropolitan University
University, College	University, college
Phone	Train
GD	Education
Education and Training	Education and training
Civic Education	Civic education
Higher Education	Higher education
GV	Lecturer
HNMU	Hanoi Metropolitan University
Social Sciences and Humanities	Social Sciences and Humanities
Results	Learning outcomes
KQDG	Evaluation results
KT & NN-TH	Testing, Foreign Languages and Information Technology
Dormitory	Dormitory
Research	Scientific research
NCV	Researcher
NH	Learner
PPDH	Teaching methods
PPKTDG	Evaluation test method
Quality Management	Education quality management
QLDT & CTHSSV	Training management and student affairs
QLKH&HTPT	Scientific management and development cooperation
SP	Pedagogy
SV	Student
High School	High School

Science and Technology Center	Center of science and technology
TT-TV&HL	Library information and learning materials
People's Committee	People's Committee

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PART I. OVERVIEW

1.1. Problem statement

a. Summary of Training Program Self-Assessment Report

Self-assessment of training programs is the process by which educational institutions, based on the training program quality assessment standards issued by the Ministry of Education and Training, self-review and report on the status of quality, effectiveness of training activities, scientific research, human resources, facilities and other related issues of training programs, as a basis for educational institutions to adjust resources and implementation processes to improve training quality and meet educational quality standards.

Self-assessment of training programs is to review the standards and criteria of training programs to see if they meet the requirements of training objectives, output standards, and employer requirements. Accordingly, each criterion is implemented in turn with the following steps:

Step 1. Describe the criteria fully, in detail, honestly and objectively the current status of the CTĐT implementing unit according to all the requirements in the content of each criterion. Each assessment and evaluation in the description must be accompanied by evidence. The description must be brief, concise, not too detailed but specific, ensuring generality to help readers clearly understand the related activities of the CTĐT implementing unit.

Step 2. Point out the outstanding strengths of the training program compared to the requirements of the criteria so that they are suitable for the network and goals of the educational institution and the functions and tasks of the unit.

Step 3. Point out the existing points and limitations in the implementation of training activities compared to the requirements of the criteria;

Step 4. Action Plan. Develop a plan to continue to maintain strengths and to address weaknesses. The plan must be specific and feasible, indicating solutions, resources, completion time, and monitoring measures;

Step 5. Self-assess the level of achievement of the criteria.

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

Self-assessment of training programs is the process by which educational institutions, based on the training program quality assessment standards issued by the Ministry of Education and Training, self-review and report on the status of quality, effectiveness of training activities, scientific research, human resources, facilities and other related issues of training programs, as a basis for educational institutions to adjust resources and implementation processes to improve training quality and meet educational quality standards.

Self-assessment of training programs has the following meanings and purposes: i/ Is an important step in ensuring the quality of training programs of educational institutions; ii/ Helps educational institutions and training program implementation units self-review, consider, and evaluate the current status of training programs; develop and implement action plans to improve and enhance the quality of training programs; thereby adjusting the goals for the next stage in a higher direction; iii/ Is a necessary condition for educational institutions to register for external assessment

and request recognition of meeting training program quality standards with an educational quality assessment organization; iv/ Demonstrates autonomy

and the self-responsibility of educational institutions in all training, scientific research, and social service activities according to assigned functions and tasks, in accordance with the identified mission and goals.

In the process of self-assessment of training programs, based on each standard and criterion, educational institutions must focus on doing the following:

- Describe and clarify the current status of the training program;
- Analyze, explain, compare, contrast and make comments; point out strengths, weaknesses and solutions;
- Develop an action plan to improve and enhance the quality of training programs.

It can be said that Self-assessment of training programs is a continuous process, requiring a lot of effort, time and the participation of many individuals in the entire training program implementation unit as well as the coordination of other individuals and units in the educational institution. In addition, self-assessment of training programs requires objectivity, honesty, openness and transparency. Explanations, comments and conclusions made during the self-assessment process must be based on specific and clear evidence, ensuring reliability. Self-assessment must ensure full assessment of the criteria in the set of training program quality assessment standards issued by the Ministry of Education and Training.

Based on the content and characteristics of the training program, educational institutions can choose one or several sets of standards for assessing the quality of training programs issued by the Minister of Education and Training to conduct self-assessment (currently, there are sets of standards issued with Circular 04/2016, Circular 33/2014, Circular 49/2012, Circular 23/2011, Decision 72/2007). The process of self-assessing the quality of training programs is carried out according to the following main steps:

Step 1. Establish a Self-Assessment
Council Step 2. Develop a
Self-Assessment Plan
Step 3. Analyze criteria, collect information and evidence Step 4.
Process and analyze collected information and evidence Step 5.
Write self-assessment report
Step 6. Format and presentation
techniques Step 7. Structure of the
self-assessment report

1.2. General Overview

a. Overview of Hanoi Metropolitan University

a1. Position and role of Hanoi Metropolitan University

Hanoi Metropolitan University is a public training institution, upgraded on the basis of Hanoi Pedagogical College, established on January 6, 1959. Hanoi Metropolitan University was established under Decision No. 2402/QD-TTg dated December 31, 2014 of the Prime Minister, under the Hanoi People's Committee, under the State management of education of the Ministry of Education and Training. After more than 8 years of construction and development, the University has

increasingly affirmed its position in the system of universities in Vietnam, as well as its role and position in the socio-economic development of Hanoi City.

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

In terms of facilities,Hanoi Metropolitan University has 4 campuses along with Ha Tay Pedagogical College with a total area of 22.6 hectares, including:

- Facility 1 at 98 Duong Quang Ham Street, Quan Hoa Ward, Cau Giay District.
- Facility 2 in Dac Tai village, Mai Dinh commune, Soc Son district.
- Facility 3 at No. 6 Vinh Phuc Street, Vinh Phuc Ward, Ba Dinh District.
- Facility 4 at No. 6 Nguyen Phi Khanh Street, Thuong Tin Town, Thuong Tin District.

About training,The school is currently training 29 undergraduate programs, 02 master's programs, 01 doctoral program, in the fields of pedagogy, tourism and services, technology and environment, economics and urban. The total number of students studying at the school is 8,491 (of which the regular college system has a total of 112 students, the regular university system has a total of 6,582 students, the joint training system has 1,797 students); 606 master's students and 17 doctoral students.

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

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

a2. 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.

a3. Vision

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

By 2045, Hanoi Metropolitan University will become a leading, 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.

a4. Core values

Humanity – Novelty – Motivation - Unique

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.

Renew(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, 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.

a5. Educational philosophy

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

a6. Development orientation

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

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

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

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

Training and scientific research are two core areas of activity of a university with the continuous development of undergraduate and postgraduate training programs to meet the requirements of innovation and creativity, creating changes in the quality, scale and training efficiency of the University.

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

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

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

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

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

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

Fourth, development cooperation aims at regional and international integration, while preserving and promoting the identity of a unique university in the Metropolitan city of Hanoi.

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

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

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

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

Faculty of Social Sciences and Humanities
- FSSH) was established in August 2019 under the Decision of the Hanoi People's Committee on restructuring units under Hanoi Metropolitan University. As of September 2024, the total number of lecturers and staff of the Faculty is 51 officers. The Faculty's teaching staff is mainly gathered from units (before the merger) with a long history and many outstanding achievements such as: Faculty of Educational Psychology, Faculty of Social Sciences, Faculty of Politics and Department of Law under the Faculty of Economics and Urban Affairs. The teaching staff in the Faculty teaches 06 undergraduate training majors under the responsibility of the Faculty (Educational Management, Social Work, Political Science, Psychology, Law and Literature). At the same time, the Faculty's lecturers are also responsible for teaching the system of common subjects for the whole school such as: Philosophy, Political Economy, History of the Communist Party of Vietnam, Ho Chi Minh Thought, Scientific Socialism, General Law, General Psychology, University Students, Practical Vietnamese...

*Faculty Organizational Structure*including: Faculty Board, Faculty Scientific Council, 6 professional groups (Department of Law, Educational Management, Social Work, Psychology, Political Theory, Language and Literature) and 02 affiliated departments (School Counseling and Early Intervention Center; Law Consulting and Practice Center).

*Training activities:*The Faculty conducts training in 6 undergraduate majors, including enrolling and training in the undergraduate level of Educational Management since 2016 and enrolling in the following years for the majors of Social Work, Law, and Political Science. By 2023, the Faculty will begin enrolling in the majors of Psychology and Literature. In December 2019, the first class of students majoring in Educational Management graduated (D2016). In December 2020, the first class of students majoring in Law also graduated early (D2017). In addition, the Faculty is responsible for 01 master's training major and 01 doctoral training major in Educational Management.

As of August 2024, the Faculty's staff consists of 51 people, including 02 Associate Professors, 20 Doctors, 28 Masters and 01 Bachelor.

c. Overview of Law - Faculty of Social Sciences and Humanities -

Hanoi Metropolitan University

The Law major of the Faculty of Social Sciences and Humanities, Hanoi Metropolitan University, formerly the Law department of the Faculty of Economics and Urban Affairs, was established

2017. Through that process, the Law Department has had 04 graduating classes, many of whom were considered to graduate ahead of schedule. Many graduates have jobs in their field, many have entered the labor market with many different job positions. It can be said that the Law Department of the Faculty of Social Sciences and Humanities has developed and matured remarkably in both quantity and quality over 07 years of implementing training activities at the School.

As of August 2024, the department's teaching staff consists of 10 staff, including 02 PhDs and 08 masters (including 02 lecturers currently studying for a PhD). 100% of the Faculty's teaching staff meet the standards of a university lecturer, have experience and are dedicated to the profession.

2. Implementation context

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

Standard 1. Objectives and output standards of the training program

Introduction

Hanoi Metropolitan University (HNMU) has the main function of "Organizing training, education, and fostering multidisciplinary and multi-field human resources with university and postgraduate degrees; organizing vocational education development activities, consulting activities, scientific research, application of scientific and technological advances to serve the socio-economic development of the Metropolitan and the training and development of the University according to the defined goals, in accordance with the provisions of law"[H1.01.01.01]Meanwhile, the Law Department of the Faculty of Social Sciences and Humanities is assigned to train bachelor of law at university level.

The objectives of the Law training program at HNMU are specifically and clearly defined, consistent with the training tasks announced in the mission and vision of HNMU and consistent with the objectives of Higher Education stipulated in the Law on Higher Education 2018. The Law training program includes: Output standards (EOS), training framework and detailed course outlines. EOS, training framework and detailed course outlines are fully provided to learners through information channels such as: Website, electronic information, student handbooks and through teaching of modules by lecturers. The Law training program is built according to current regulations issued by the Ministry of Education and Training. The EOS of the training program are clearly defined, covering all general and specific requirements that learners need to achieve after completing the training program. In addition, the training program's CDR has received high consensus and agreement from teachers, scientists and employers. At the same time, the training program's CDR also reflects the requirements and contributions of former students, teachers inside and outside the school as well as related parties. Moreover, the training program's CDR is also
periodically review, amend and supplement to suit reality and be publicly announced.

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

1. Current status description

The general objective of the Law training program is clearly defined in the 2019 training program's CDR, specifically: "The Law bachelor's training program equips learners with basic knowledge of the state and law; legal thinking skills; soft skills to adapt to professional work and the working environment; have professional ethics; have self-respect and personal responsibility; have the spirit of respecting the law and serving justice"[H1.01.01.02].

Through the 2022 revision, the general and especially the specific objectives of the Law training program have changed and these contents are clearly stated in the 2022 training program's CDR, specifically: "The Bachelor of Law training program equips learners with basic knowledge of state and law theory, practice, and application of law.

legal practice on state and law; have legal thinking skills and practice

professional; have soft skills to adapt to many professional jobs, working environments and integrate into the community; have professional ethics; have professional courage, honesty and love for the job; have self-respect, respect for others and take personal responsibility; have the spirit of respecting the law and serving justice"[H1.01.01.03]. Thus, the CDR of the next version of CTĐT always aims to do so that learners not only master professional knowledge but also have to be equipped with professional skills, professional courage, honesty and love for the job...

The above general objectives are specified by specific objectives on knowledge; skills; qualities, levels of autonomy and responsibility clearly stated in the training program's CDRs in the 2019 and 2022 versions.[H1.01.01.02], [H1.01.01.03]. Target Specifically, the aim is to make law graduates have good professional knowledge, accumulate some legal practice skills; have professional ethics; have autonomy and self-responsibility in performing professional work; effective professional style and working methods.

The objectives of the Law training program are consistent with the vision and mission of HNMU. "Hanoi Metropolitan University has the mission of connecting and developing the tradition of the thousand-year-old Metropolitan city of Hanoi by pursuing specific activities with outstanding quality, meeting the needs of socio-economic development of the Metropolitan and the country" and will certainly contribute to making the University "one of the universities training in applied career orientation with quality on par with the prestigious multidisciplinary universities of the country, gradually transforming into a multidisciplinary, multi-level university with high prestige in the region and the world"[H1.01.01.04],[H1.01.01.05]. Educational philosophy is publicly announced on HNMU Website [H1.01.01.06].

Based on the above mission and vision, the Law training program sets the goal of training bachelors of law with good political qualities and professional ethics; comprehensive professional knowledge; good professional practice skills, ensuring "Providing high-quality human resources for units using bachelors of law". To contribute to realizing this vision, the Law training program focuses mainly on training a team of high-quality bachelors of law. With specific subjects in the training program and training in the direction of professional application, the Law program has developed the thousand-year-old cultural tradition of the Metropolitan Hanoi, contributing to realizing the vision of HNMU until 2035.

The training objectives of the Law major are consistent with the objectives of higher education as stipulated in Article 5 of the 2018 Consolidated Law on Higher Education (42/2018 VBHN - VPQH), which includes general and specific objectives for higher education.[H1.01.01.07].

The objectives of the Law training program are built in accordance with the higher education objectives stipulated in the Law on Higher Education 2018. For example: The objective of nurturing talents is expressed by the concept of high-quality human resources, participating in scientific research to create knowledge, serving human resource requirements, and international integration. The objectives of

The training program also emphasizes that students have practical skills, political qualities, professional ethics and a sense of community service. The specific training objectives of the Law training program are consistent with the provisions of the 2018 Law on Higher Education, according to which students have comprehensive professional knowledge, master basic knowledge of natural sciences, social sciences and behavior, knowledge of culture and arts; have basic practical skills, the ability to work independently, creatively and master scientific research skills in research and implementation of work related to the industry; have autonomy and responsibility in performing professional activities in the Law industry; solve problems in the trained industry.

The training objectives of the Law training program are consistent with the regulations on level 6 (university training) of the Vietnamese National Qualifications Framework issued in 2016 under Decision No. 1982/QD-TTg dated October 18, 2016 of the Prime Minister.[H1.01.01.08]. In addition, to achieve the strategic goals of HNMU is to each transition to a multi-disciplinary, multi-level university with high prestige in the region and the world The goal of the Law program even has some criteria at the level of higher than level 6 of the national qualifications framework, for example: Target on quality human resources high quality, foreign language skills (level 3/6), diverse with English, Chinese; skills Proficient in office computer skills, emphasizing lifelong self-learning ability, capable of learning higher than…

When building the training program's objectives in particular and building the training program in general, the training program has consulted and compared with a foreign training program and the training program of a domestic school such as: Hanoi Law University; Ho Chi Minh City Law University; University of Law - Hue University; Faculty of Law - National Economics University; University of Economics
- Ho Chi Minh City Law[H1.01.01.02], [H1.01.01.03].

The Law training program is also regularly reviewed to adjust to suit reality.[H1.01.01.09]. Law training program (including information on the subject) *pepper)*published on the School's website [H1.01.01.10]. In addition, the Information about the Law industry is also introduced and promoted on the school's website. School [H1.01.01.11]…

2. Strengths

The training program's objective to create a code for the Law major is built in accordance with the declared mission and vision, in accordance with the objectives of higher education stipulated in the 2018 Law on Higher Education and the Vietnam National Qualifications Framework in Decision No. 1982/QD-TTg dated October 18, 2016 of the Prime Minister.

The objectives of the Law major training program are specifically and clearly defined and publicly announced to relevant parties.

3. Point of existence

Basically, the training program of the Law major has no significant shortcomings.

4. Action Plan

STT	Target	Content	Implementing unit	Time Time of execution
	Play medal point strong	- Review for amendment and supplementation The training program includes: General objectives and Specific goals to be achieved periodically as prescribed. - Continue to maintain wide publicity Disseminate the objectives of the CTDT to all parties relate to.	Faculty of Science Society and Humanity literature; Room Quality Management; TT- Center TV&HL	From 2025

5. *Self assessment:*Achieved 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 CDR is designed according to the guidelines for developing and announcing training program's CDR of the Minister of Education and Training, the national qualification framework, and the guidelines for developing CDR of HNMU, based on survey results, training quality, labor market needs related to the training program and related parties.[H1.01.02.01], [H1.01.02.04]; [H1.01.02.05]. The CDR is expressed in the documents. version of the training program: CDR, training program, correlation matrix between course outline and CDR and Curriculum[H1.01.02.02], [H1.01.02.03].

The Law major's qualifications are built on 3 aspects: Qualifications on knowledge; Qualifications on skills; Qualifications on qualities, autonomy and responsibility, in accordance with Decision No. 1982/QD-TTg dated October 18, 2016 of the Prime Minister on the Vietnamese national qualifications framework promulgating regulations on minimum knowledge and capacity requirements that learners must achieve after graduation of the Ministry of Education and Training.[H1.01.02.04]. CDR about knowledge that is clearly defined and measurable through a system of dynamics from [H1.01.02.02], [H1.01.02.03].

The learning outcomes are clearly described in the matrix of the level of relevance between the subject learning outcomes and the learning outcomes of the training program in the detailed syllabus. Each detailed syllabus clearly shows the contributions of the subject to the learning outcomes of the training program at certain levels in all three aspects of knowledge, skills, qualities, autonomy and responsibility. The relevance between the learning outcomes of the training program and the learning outcomes of the modules is also clearly defined, with a detailed

scale. For example: the course Intellectual Property Law[H1.01.02.03].

The Faculty of Law was established in 2017 and belongs to the Faculty of Social Sciences and Humanities. To open the Faculty of Law, the Faculty of Social Sciences and Humanities has built the curriculum of the Law training program.[H1.01.02.02]. During the implementation process, according to Every 2 years, HNMU periodically surveys and collects feedback from relevant parties. to CTDT and CDR survey: Former students, employers, teachers, managers. Faculty of Science The School of Social Sciences and Humanities has received comments and contributions, reviewed and edited them, Update the training program of Law in 2019 and 2022 and have the following training program

the above description [H1.01.02.03], [H1.01.02.06]. The school regularly plans to conduct survey and assessment activities of CTDT to promptly adjust Adjusting training programs for regular university levels, including Law learn [H1.01.02.07], [H1.01.02.08]. Based on those survey and evaluation activities, The School has issued a decision on the establishment of a Training Program Appraisal Council. the regular university degree that the School is training to then make a Decision to announce Output standards of 27 regular university training programs of the school School [H1.01.02.09], [H1.01.02.10].

The curriculum of the Law major is built according to a standard model and the criteria have been clearly defined according to Bloom's scale (remember - understand - apply - analyze - evaluate).

- *creative),*compatible with the requirements of level 6 specified in the National Qualifications Framework in the Appendix of the National Qualifications Framework Description Table according to Decision No. 1982/QD-TTg dated October 18, 2016 of the Prime Minister. In addition, some output standards of the Law training program are required compared to the regulations such as: CDR on foreign languages, reaching level 3/6 of one of the foreign languages: English, Chinese and usually universities with other training programs only focus on English training; CDR on information technology reaching the level of basic office information technology. You can see the following table to see more clearly about this comparison.

Table 1.2. Comparison of the Law and

Regulations on university training of the Vietnam National Qualifications Framework

Code CDR	Framework regulations Vietnam National Degree, Level 6	The CDR meets requirements of the national qualifications framework

About knowledge	- *Solid practical knowledge, deep and broad theoretical knowledge within the scope of the training industry.* - *Basic knowledge of social sciences, political science and law.* - *Knowledge of information technology meets job requirements.* - *Knowledge of planning, organizing and monitoring processes in a specific area of activity.* - *Basic knowledge of management and operation of professional activities.*	K1: Understand the theoretical system of Marxism-Leninism and Ho Chi Minh thought. K2: Understand the Party and State's guidelines and policies in the fields of national defense, security, politics, economy and society. K3: Apply knowledge of social sciences, natural sciences and technology to life and work. K4: Deep understanding of the country's traditional culture, basic understanding of other cultures, arts and languages. K5: Analyze and apply the legal knowledge system to correctly and accurately identify legal norms on administration, civil, criminal, economic, *international.*
		K6: Analyze, evaluate and apply the legal knowledge system to advise, resolve and practice legal cases. *positive law and practice.*

About skill	- *Skills needed to be able to solve complex problems.* - *Leadership skills, starting a business, creating jobs for yourself and others.* - *Skills in critical thinking, evaluating and using alternative solutions in uncertain or changing environments.* - *Skills to evaluate the quality of work after completion and performance of team members.* - *Skills in communicating problems and solutions to others in the workplace; transferring and disseminating knowledge and skills in performing specific or complex tasks.* - *Have foreign language proficiency level 3/6 of Vietnam's Foreign Language Proficiency Framework.*	S1: Able to use basic techniques in the field of information technology, fluently use at least one foreign language for communication and work. S2: Adapt to changes in living and working environments, integrate into working environments with many different cultures. S3: Effective communication, teamwork, decision making, problem solving and creativity, self-study, scientific research. S4: Proficiency in applying theoretical and practical knowledge of law in general in performing professional tasks in the legal profession. S5: Consulting and resolving legal cases on administrative, civil, criminal, economic, and international matters. S6: Have legal thinking, legal practice skills and develop legal expertise scientifically and effectively. S7: Fluent in one of the following foreign languages: English, Chinese, Japanese, Korean (Level 3/6 of the Vietnamese Foreign Language Proficiency Framework issued with Circular No. 01/2014/TT- *Ministry of Education and Training).*
Aboutl evel of autono my and self-res ponsibi lity	- *Work independently or in a team under changing working conditions, taking personal and team responsibility.* - *Instruct and supervise others in performing assigned tasks.*	R1: National pride and dignity, honesty, humanity, responsibility and action for community development. R2: Be aware and responsible for your own development. R3: Have professional ethics and qualities, be autonomous and responsible in professional activities, and have awareness *responsible, honest, customer*

	- Self-directed, able to draw professional conclusions and defend personal views. *- Plan, coordinate, manage resources, evaluate and improve the effectiveness of operations.* *moving*	*important in performing legal duties.*

2. Strengths

Basically, the training program's CDR for the Law major is clearly defined, strictly follows the process and is specifically regulated in documents. Moreover, the training program's CDR for the Law major is also reviewed, revised and supplemented every 2 years to ensure its updating, modernity and conformity with the CDR requirements of level 6 of the Vietnamese national qualification framework, covering both general and specific requirements that learners need to achieve after completing the training program.

3. Point of existence

The way of expressing and describing some of the requirements of the Law training program is still general. Some of the requirements that the training program puts forth are not close to the reality of society...

4. Action Plan

STT	Target	Content	Implementing unit	Time of execution
1	Notchrestore existence	Review the expression and description of the training program	Faculty of Social Sciences and Humanities	From 2025
2	Develop strengths	It is necessary to review and amend the training program's CDR annually to ensure its updating.	Faculty of Social Sciences and Humanities, Department of Law	From 2025

5. *Self assessment:*Score 5/7

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

1. Describe the current situation

The Law training program began to be implemented in 2018. To develop the curriculum for the Law training program, the Department of Law, the Faculty of Training and HNMU based on the regulations on level 6 (university training) of the Vietnam National Qualifications Framework issued in 2016 according to Decision No. 1982/QD-TTg dated October 18, 2016 of the Prime Minister.[H1.01.03.01]The School has carried out the construction and announcement of CDR of full-time university training program, academic year 2016-2017 [H1.01.03.02]. Furthermore,

HNMU has conducted a survey and sought opinions from relevant parties including:

group of teachers, employers, alumni, from which the results are evaluated to issue Decision to announce the output standards of 27 regular university training programs of the university School, including Law [H1.01.03.03].

Every 2 years, HNMU will review and adjust the training program to ensure it is up-to-date and suitable for reality.[H1.01.03.04], [H1.01.03.05]. Each Every time the training program is adjusted, the Training Department always surveys and collects feedback from employers. Former students, teachers and staff are compiled by the Department of Education Quality Management. The training department organizes the meeting. Draft and consult, invite outside experts to evaluate so that the training industry can base on that. will adjust the training program and the training program. However, because the training program of Law major has started to enter operating since 2018 and the first class of students will not graduate until 2022, so the Conduct surveys and solicit opinions from stakeholders, especially target groups. There are few employers.

As of August 2024, the Law Training Program has had 02 versions of the CDR issued in 2019 and 2022.[H1.01.03.04], [H1.01.03.05]These CDRs all aim at the following contents: CDR on knowledge; CDR on skills; CDR on *qualities, self-control and self-responsibility*. The following CDRs are issued: All have been changed and adjusted to suit reality.

Table 1.3.1. Curriculum of Law major through versions

STT	Group CDR	CDR 2019	CDR 2022
1	CDR about know ledge	K1: Understand the basic theoretical issues of Marxism-Leninism and Ho Chi Minh thought. K2: Grasp the guidelines, policies and strategies of the Party and State in the fields of politics, economics, culture, society and national defense and security. K3: Apply basic knowledge about Vietnamese culture, Vietnamese seas and islands or knowledge about Hanoi... to understand Vietnamese culture in general and Hanoi culture in particular. K4: Understand and use Vietnamese language fluently. K5: Understand, analyze, and apply the legal knowledge system to correctly and accurately identify legal norms	K1: Understand the theoretical system of Marxism-Leninism and Ho Chi Minh thought. K2: Understand the Party and State's guidelines and policies in the fields of national defense, security, politics, economy and society. K3: Apply knowledge of social sciences, natural sciences and technology to life and work. K4: Deep understanding of the country's traditional culture, basic understanding of other cultures, arts and languages. K5: Analyze and apply the legal knowledge system to correctly and accurately identify legal norms on administration, civil, criminal, economic, *international.*

		on conduct.	

		*political, civil, criminal, economic, social security and international issues.*K6: Analyze, evaluate and apply theoretical knowledge of law to advise and resolve legal cases in *practical*	K6: Analyze, evaluate and apply the legal knowledge system to advise, resolve and practice real and practical legal cases.
2	CDR about Technically power	S1: Use basic techniques *version in technology field information, little proficiency* *at least one foreign language to communicate and work.* S2: Adapting to change *habitat and environment* *work, integrate with the environment* *multicultural workplace* *different chemicals* S3: Communicate effectively, work *group, decision making, solving problem and creativity, self-study, research scientific research* S4: Proficiency in operating *use theoretical knowledge and general legal practice in performing tasks legal profession* S5: Consulting and solving *legal cases on conduct political, civil, criminal, economic, international.* S6: Have legal thinking and skills *practice of law and development legal profession in a way scientific, effective*	S1: Use basic techniques *version in technology field information, little proficiency* *at least one foreign language to communicate and work.* S2: Adapting to change *of the living environment and the environment* *work environment, integration* *with a working environment with many different cultures* S3: Communicate effectively, work *group, decision making, solving problems and creativity, self-study, scientific research* S4: Proficiency in operating *use theoretical knowledge and general legal practice in performing the tasks legal profession* S5: Consulting and solving *legal cases on conduct political, civil, criminal, economic, international.* S6: Have legal thinking and skills *practice of law and development legal profession in a way scientific, effective*

3	CDR about product matter, level on one's own owner and bear	R1: National pride and self-respect, *honest, kind, responsible responsibility and action for development community development* R2: Be conscious and responsible for *personal development* R3: Have ethics and qualities *professional, autonomous and responsible*	R1: National pride and self-respect, *honest, kind, responsible responsibility and action for development community development* R2: Be conscious and responsible for *personal development* R3: Have ethics and qualities *professional, autonomous and responsible*
	respo nsibili ty	*responsible in professional activities, have a sense of responsibility, honesty, objectivity in perform legal duties.*	*responsible in professional activities, have a sense of responsibility, honesty, objectivity in perform legal duties.*

The training program's curriculum is widely and publicly disseminated, creating conditions for staff, teachers, students and related parties to easily access. The training program's curriculum is posted on the School's website after each revision and addition.[H1.01.03.06]. Outside In addition, information related to the Law industry is also introduced and promoted on School Website [H1.01.03.07].

2. Strengths

The CDR was built, revised and supplemented based on documents of the Ministry of Education and Training, with the participation of opinions from relevant parties such as students, alumni, employers and teachers, so it basically reflects the opinions of relevant parties as well as being suitable for reality.

The review of the training program is conducted periodically every 2 years. The training program is adjusted to suit the requirements of stakeholders and the labor market.

The training program of the Law major is widely disseminated, creating conditions for staff, teachers, students and related parties to easily access.

3. Point of existence

The survey to collect feedback from stakeholders on the training program of the Law major still has some limitations such as: The number of survey subjects is not large and not diverse; The situation of survey subjects answering just to finish and get it over with is still quite common, so some of the information collected does not accurately reflect reality.

4. Action Plan

STT	Item pepp	Content	Implementing unit	Time perform

	er			
1	Fixexist	Expand the survey subjects to collect opinions from former students, education experts, employers, etc. about CDR and training programs. Have a mechanism for survey subjects to answer the survey responsibly and more objective	HNMU Board of Directors, Faculty of Social Sciences and Humanities, Department of Quality Management	From 2025
2	Develop strengths	Regularly publicize the training program's objectives to relevant parties to promote to society the training capacity and quality of the Training Faculty and HNMU.	Faculty of Social Sciences and Humanities, Center for Information Technology and Communication	From 2025

		Continue to collect opinions from teachers, graduates, education experts, and employers on the curriculum as a basis for further improving the curriculum and training program of the Law major.	Faculty of Social Sciences and Core literature, year 2025 Quality Management	Room

*4. Self-assessment:*Passed, level 5/7.

Conclusion on Standard 1

The goal of improving training quality is an urgent requirement of universities in general and HNMU in particular. To achieve this goal, the Faculty of Training and the University have regularly revised and supplemented the training program and the Law program to suit the requirements of practice, gradually integrating into the region and the world. The construction of the Law program closely follows the current regulations issued by the Ministry of Education and Training. The training program's training program's training program's training program's content is clearly defined, covering all general and specific requirements that learners need to achieve after completing the training program, so it has received high consensus and agreement from teachers, students, employers, and scientists. Moreover, the training program's training program's training program's training program's training program's content has reflected the requirements and contributions of experts, former students, teachers inside and outside the University as well as related parties, and has been periodically reviewed, adjusted, and publicly announced.

*** Strengths:**

- The contents related to the training program of the Law major reflect the requirements and contributions of experts, former students, lecturers inside and outside the school as well as employers. Moreover, the training program of the Law major is also periodically reviewed, adjusted and publicly announced.
- Many contents related to the training program of Law major are clearly and specifically defined, so they have received high consensus and agreement from teachers, students, employers and scientists.

*** Existence point:**

- The activities of collecting feedback from stakeholders on CDR have not been widespread in scale, and the quality of the survey results is not high because some respondents are not objective and only answer for the sake of it. The main reason is that the School and Faculty do not have an effective financial mechanism to encourage them to be enthusiastic and responsible in answering the survey.
- Some of the design costs are still quite high, not close to reality, so the feasibility is low...

Self-assessment: In the 3 criteria of Standard 1, the Law Department self-assessed that it achieved 3 criteria with a score of 5/7..

Standards/criteria	Self assessment
Standard 1	**5**
Criterion 1.1	5
Criterion 1.2	5
Criterion 1.3	5

Standard 2. Training program description

Introduction

The Law training program was developed by the Faculty of Social Sciences and Humanities based on output standards, on the basis of the mission, objectives, the framework program issued by the Ministry of Education and Training, and regulations of Hanoi University, with the participation of scientists, managers, and lecturers. The Law training program description provides necessary and updated information about the training program; thereby helping learners, employers, and other relevant parties understand clearly and fully about the training program.

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

1. Describe the current situation

The Law training program description provides basic and core content about the training program; thereby helping learners, employers and related parties easily grasp the necessary information about the training program.

The description of the Law training program is built according to the provisions of Circular 07/2015/TT-BGD&DT dated April 16, 2015 on promulgating regulations on minimum knowledge and required competencies that learners must achieve after graduation; Circular No. 17/2021/TT-BGDDT dated June 22, 2021 on training program standards; developing, appraising and promulgating training programs for all levels of higher education (replacing Circular 07/2015; Decision No. 224/QD-DHTDHN dated April 4, 2022 of Hanoi Metropolitan University on promulgating regulations on developing and promulgating output standards; developing, appraising and promulgating training programs for all levels of higher education at Hanoi Metropolitan University[H2.02.01.01];[H2.02.01.02]; [H2.02.01.03].

The description of the Law training program includes the following contents:

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

2. Specific content of the training program: Learning volume and summary description of the modules; The level of contribution of the modules to the formation of the training program's output standards. In addition to basic information about the training program, the Law training program descriptions also help stakeholders see the learning volume of the entire course. Summary descriptions of modules and the relationship between modules in meeting the training program's output standards give readers an overview of the entire program.[H2.02.01.04]; [H2.02.01.05]

According to regulations, the review of training programs is carried out periodically. The results of the review and adjustment of the program are honestly reflected in the description, leading to differences in content from year to year:

Table 2.1. Comparison of training program descriptions for Law majors in 2019 and 2022

Criteria	Program description 2019	Program description 2022
Compare with chapters program dig create different		Compared to the 2019 program, the Law program of other schools in the country
Mass study	130 credits	130 credits
Mass study together	23 credits	30 credits
Mass learn practice specializedcareer and profession	107 credits	100 credits
Brief description of course content	Training graduates with a bachelor's degree in law to be able to research and apply legal knowledge to take on various job positions serving the legal work in general of the country and of Hanoi city. Inside.	Training graduates with a bachelor's degree in law to be able to research and apply legal knowledge to take on various job positions serving the legal work of the country in general and of Hanoi city in particular.
The level of contribution of the courses to the formation of CDR in the knowledge aspects knowledge, skills	Level 3 courses, very few level 4 courses according to Bloom's taxonomy	Level 3 and level 4 on Bloom's taxonomy

2. Strengths

The description of the Law training program is presented fully, clearly and systematically, updated periodically, thereby helping relevant parties understand the training program clearly.

3. Point of existence

Are not

4. Action Plan

Target	Content	Implementing unit	Timereal time presently

Develop strengths	Review and adjust the training program description to suit the practical requirements of society and philosophy. school education	Faculty of Social Sciences and Humanities Department of Management & Student Affairs	2 year cycle, from 2024

5. *Self-rating: 5*/7

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

1. Describe the current situation

In the training program, the modules are an important factor, therefore, the training program is always built, updated and adjusted to suit the training program's objectives. The contribution of the modules to the training program's objectives has been shown through the matrix showing the relationship between the modules and the training program's objectives.[H2.02.02.01].

The 2019 Law training program has 56 courses, 130 credits, including 23 credits of general education and 107 credits of specialized knowledge (including internship courses and graduation thesis or subjects replacing graduation thesis). The 2022 Law training program has 57 courses, 130 credits, including 30 credits of general study and 100 credits of study for the remaining courses (including internship courses and graduation thesis or subjects replacing graduation thesis). All courses have detailed outlines to ensure compliance with general regulations and regulations of the School.[H2.02.02.02]; [H2.02.02.03]; [H2.02.02.04]; [H2.02.02.05]. Subject

Course outlines are reviewed annually by subject-matter instructors and have adjust.

2. Strengths

The training program is scientific, suitable for output standards and updated with new knowledge, suitable for labor market needs. The course outline is clear, full of information, regularly updated and has inheritance.

3. Point of existence

Some courses have inappropriate testing and assessment methods.

4. Action Plan

Target	Content	Real unit presently	Real time presently
Play medalStrengths	Update new content and teaching methods to increase the effectiveness of the teaching and learning process.	Faculty of Social Sciences and Humanities Department of Training Management and Student Affairs	From 2024
Notch serveexist	Edit and update the forms of testing and assessment for some subjects to suit the subject content and standards. output	Faculty of Social Sciences and Humanities Department of Quality Management	From 2024

5. *Self-rating: 5*/7

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

1. Describe the current situation

Hanoi University of Science and Technology has publicly announced the training program and training program description to students and lecturers immediately after the Law training program was issued, in many different forms: Publicly on the school's website, the Faculty deployed to students through academic advisors introducing students at the beginning of the first year and regularly during the learning process so that students can clearly understand the training program, in order to support students in

process of selecting courses and building their own study plans. In addition, the School has software for students to register for credits and monitor their study progress, in which students can get general information about the Law training program through the training program frame on the student's personal information portal.[H2.02.03.01]; [H2.02.03.02].

The use and publication of the training program description and course outlines of the Law major in the above forms has helped students grasp the courses that can be registered for in a semester, determine the correct study plan, study path for the whole school year and the whole course. Teachers introduce the course outline when starting to teach the courses.

The description is publicly announced on the School's website after each issuance.&idGiaiDoan=24" target="_blank">[H2.02.03.04]. Subjects of interest In society it is very easy to access this information.

During the 2022 periodic revision process, the industry also sought opinions from relevant parties on the subject description and detailed outline... This is also a channel we publicly provide for relevant parties to access.[H2.02.03.03].

2. Strengths

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

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

3. Point of existence

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

4. Action Plan

STT	Target	Content	Implementing unit	Real time presently	Note
1	Fixexist	Implement various forms of public disclosure of information about training programs. stakeholders	Faculty of Social Sciences and Humanities Department of Quality Management TT.TT-TV&HL	From 2024	

2	Dev elop stren gths	Regularly and promptly update adjustments to the training program description and training program on the digital library. of school	Faculty of Social Sciences and Humanities Department of Quality Management of TT.TT-TV&HL	From 2024	

5. *Self assessment:*4/7

Conclusion on Standard 2

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

Self assessment:

In the 3 criteria of standard 2, the Law industry self-assessed that 02 criteria were met with a score of 5/7, and 01 criterion was met with a score of 4/7.

Standards/criteria	Self assessment
Standard 2	**5**
Criterion 2.1	5
Criterion 2.2	5
Criterion 2.3	4

Standard 3. Curriculum structure and content

Introduction

The Law Curriculum is designed based on the Output Standards (OUTPs); it has a logical and scientific structure and sequence. Each subject in the Curriculum makes a clear contribution to achieving the Outcome Standards. The structure and content of the Curriculum help students achieve the general Outcome Standards of the Training Program and the specific Outcome Standards of each subject, flexibly meeting the human resource needs of the labor market.

The program content is referenced from university training programs of prestigious training institutions at home and abroad, regularly reviewed, adjusted, and changed to update new trends and better meet the needs of learners and society.

In this standard, we conduct a self-assessment of the structure and content. The curriculum is taught through the following three criteria:

***Criterion 3.1.*CTDH is designed based on CDR**

1.Describe the current situation

The Law major's curriculum has a unified structure over the years as follows: The Overview of the teaching program includes training objectives (general and specific objectives), input and output standards, study volume, training organization forms and typical teaching methods, typical assessment and evaluation forms and methods, specific content of the training program and detailed course outlines [H3.03.01.01].

The training program is built based on the output standards of the training program in terms of knowledge, skills, autonomy and responsibility. In sequence, according to each output standard, the courses are selected to reflect these output standards along with the content and methods.

appropriate teaching methods [H3.03.01.02]. For example, the National Defense Education courses -

Security, Marxist-Leninist Philosophy,... help learners achieve the goal of having theoretical knowledge of Marxism-Leninism and Ho Chi Minh's thought. To achieve output standards in communication skills, presentation skills or teamwork skills, the program has an optional group with modules on presentation skills and teamwork skills.

The curriculum is designed and built on the basis of a matrix showing the relationship between subjects and corresponding output standards. The matrix of subjects clearly shows the level of contribution of each subject to each learning outcome of knowledge, skills, autonomy and responsibility recorded according to Bloom's scale. The matrix of subjects also shows the planned learning sequence or the development roadmap of learning outcomes [H3.03.01.03]. Thus, the curriculum framework has been designed based on the course matrix to ensure the integration and sequential development of the learning outcomes expressed through knowledge, skills, and attitudes. In the curriculum, the detailed outline of each course also has a table analyzing the course output standards, which clearly shows the relationship between each course output standard and the training program output standard and the required level of achievement of the course, or the course's contribution to the training program's learning outcomes is further specified with each indicator [H3.03.01.01].

In the teaching program, the forms of training organization and typical teaching methods and the forms and methods of assessment and evaluation are determined first, then the content of each subject will be based on those principles to determine the most suitable training, teaching and testing methods.H3.03.01.01]. The training, teaching and testing methods are clearly stated in the detailed syllabus of the course. The training and teaching methods are shown in the teaching order of each chapter. The testing and assessment are clearly stated in the form of implementation, time of implementation and the content of the test and assessment related to which output standard of the course.H3.03.01.01].

The forms of training and teaching ensure diversity, the general and basic subjects have more theory and apply more direct teaching forms, but the more specialized subjects, the more the rotation between theory and practice, practice, there are many practice sessions, creating opportunities for students to proactively acquire knowledge. The practice content of the 2019, 2021 training program (issued in 2022) has increased significantly compared to 2018 to match the new vocational education orientation [H3.03.01.04].With the above-mentioned skills subjects and specialized subjects with high applicability, the interactive teaching method is applied with group exercises, discussions, group presentations, field trips, etc.[H3.03.01.01]. Assessment methods are also selected to suit the output standards and teaching methods of the course. Each subject has an assessment of attendance (10%-30%), assessment of the learning process (30%-40%) and final assessment or assessment of output results (40%-60%). Specialized courses with a high practical content often use the method of examination and assessment at the end of the course, which is an essay and a group report.H3.03.01.01].

The detailed training programs of each Law major are implemented in

accordance with the regulations of the School and are revised according to the comments of the Appraisal Council.

[H3.03.01.06]; [H3.03.01.07]; [H3.03.01.08]. The opinions of the relevant parties are the basis for making adjustments that contribute to improving the quality of training [H3.03.01.11]. By 2019, the training program was reviewed, adjusted and rebuilt according to the career application orientation (POHE) and made adjustments to better suit the labor market and meet the requirements of learners.H3.03.01.09]. After many adjustments, the Law curriculum has demonstrated its practicality, modernity and updating. All modules are built on the overall program objectives, emphasizing the objectives of knowledge, skills and competencies [H3.03.01.01].

In 2019 (2019 revised and issued in 2017), the total study volume is 127 credits (an increase of 5.8%), however, the knowledge blocks are also divided differently from 2018: general education volume is 21 credits (16.5%) a decrease of 9.3%; basic subjects are 32 credits (25.2%) an increase of 6.1%, specialized subjects are 35 credits (27.6%) an increase of 13.5%, professional subjects are 22 credits (17.3%) a decrease of 9.4%, the number of credits for internship and thesis remains the same.

In 2021 (2022 revised and issued in 2021) and maintained until 2024, the total study volume is 130 unchanged credits, the general study volume is 32 credits (24.6%) increased by 8.1% due to the school applying liberal education, basic subjects are 24 credits (18.5% decreased by 6.7%), major subjects are 35 credits (26.9%), specialized subjects are 22 credits (16.9%) so the number of credits of majors and majors is unchanged compared to the knowledge block previously called majors and majors, the duration of internship and graduation thesis/replacement course remains unchanged.

Organizing to collect opinions from learners and stakeholders on the teaching activities of lecturers ensures that the teaching of lecturers closely follows the CDR. Based on the survey results with students at the end of the 2022-2023 school year, most of the criteria in the standards for training programs and assessments have positive results, however, there are still limitations in the structure of the training program that need to be improved to be more flexible, bringing more convenience to students.[H3.03.01.15]

The training program is specified through training plans, resources, and implementation progress in each school year.[H3.03.01.16] The courses are organized according to the following diagram: show the relationship between the subjects, ensuring the sequential element from the basic subjects of the industry to the major, ensuring the prerequisites of the course and the regulations on the number of number of semester credits [H3.03.01.17] For each course in each semester, All lecturers prepare teaching records including: teaching report cards, monitoring cards. teaching, component report cards, lectures, slides,... [H3.03.01.18]

2.Strengths

The modules in the training program are focused on being suitable for the training objectives, contributing to achieving the CDR. The review, adjustment and updating are based on comparing advanced training programs in the world and consulting with relevant parties. The modules ensure logic, helping students access knowledge in order from basic to advanced, from broad knowledge to narrow

specialized knowledge.

The modules in the training program are divided into parts, with logic and connection between general knowledge blocks, industry foundation, industry and specialization. The training program is described in detail, with clear output standards for each module to ensure that the teaching and assessment process meets the objectives of the training program.

The curriculum is built from an overview of training, teaching, testing and evaluation forms to the development of appropriate training, teaching, testing and evaluation forms for each subject. The teaching and testing forms are diverse, closely follow the learning progress of students, and are highly appreciated by students.

3. Point of existence

The work of collecting opinions from relevant parties on the training program has not been guaranteed to be regular.

Currently, the number of books added annually, especially reference books on specialized and professional knowledge to serve the construction and adjustment of teaching programs in school libraries is still limited.

4. Action Plan

TT	Target	Content	Real unit presently	Time perform
1	Notchre store existenc e	Strengthen cooperation with relevant parties to get feedback on the training program to adjust/improve accordingly. practical requirements	Faculty of Social Sciences and Humanities, Department of Quality Management	Annual
		Regularly supplement documents and books so that students and teachers can gain necessary knowledge.	Faculty of Social Sciences and Humanities, Central heart TV&HL Center	Annual
2	Develop strengths	Increase dissemination of the curriculum description to relevant audiences, especially Teachers and students.	Faculty of Social Sciences and Humanities	Annual

5. Self assessment:*4/7*

Criterion 3.2.**The contribution of each module to achieving the CDR is clear.**

1. Describe the current situation

The Faculty of Social Sciences and Humanities designs the Law curriculum with knowledge blocks in order from basic to advanced, including two knowledge blocks: General Education and Professional Education. All modules in the curriculum have core content, compiled by lecturers in the departments of the Faculty and the School according to the professional requirements of each module, in accordance with the training program's CDR and the credit-based training method.[H3.03.02.01] [H3.03.02.02]

Based on the Skill Matrix, each course clearly identifies the level of contribution of each course to each learning outcome of the knowledge, skills, level of autonomy and responsibility recorded according to Bloom's scale. Based on that, each learning outcome of the course

with the built indicators, and each course's CDR is determined to contribute to the training program's CDR in terms of quality and capacity with the corresponding required level.[H3.03.02.03] [H3.03.02.04]

Each subject in the training program has different roles in contributing to the learning outcomes. For example, in terms of knowledge, general subjects contribute a lot to K1 and K2, while specialized subjects contribute a lot to K4 and K5, ensuring that learners can achieve each output standard in the training program through at least one subject.[H3.03.02.03] The level of contribution on Bloom's taxonomy also varies, for example many university courses The syllabus only requires learners to achieve levels 1-3, while the specialized modules The industry sets learning goals that reach as high as level 4-5, which is also appropriate. consistent with the logic of the training program and training plan over the school years. [H3.03.02.04]

Each subject is built with about 4-5 learning outcomes and corresponding indicators. Thus, the learning outcomes of each subject are built very clearly and scientifically, not too few or too many. These learning outcomes and indicators are shown at the beginning of the learning outcomes, serving as the basis for building learning content and teaching methods, and assessment methods.[H3.03.02.02]

Teaching methods are often used in a variety of ways, and are updated every year. For example, in 2019, the teaching methods used were often presentations, Q&A, discussions, and internships. In 2020, 2021, 2022, 2023, and 2024 (amended in 2022 and promulgated in 2023), the methods used are also supplemented with practice, group discussions, and reports (students have practice time for each subject at the Law Practice Room at Campus 1 Duong Quang Ham, at real locations such as courts, notary offices, etc.).[H3.03.02.02] [H3.03.02.05] This is very consistent with the new orientation of the training program. career and application. [H3.03.02.06] [H3.03.02.07] [H3.03.02.08] 100% of students The part in the teaching and learning program clearly defines the combination of teaching and learning methods, methods appropriate and mutually supportive assessment methods to ensure achievement Learner's CDR. The training program details specific forms and durations. not only for classroom activities but also for self-study at home. Class hours are divided into parts with specific durations: theory, exercises, discussion, practice, guided self-study, etc. [H3.03.02.02]

The final assessment methods have also been changed from mainly written tests to diversified assessment forms, the number of subjects tested in the form of Projects/Reports and group presentations has increased. This shows a higher requirement for the level of knowledge acquisition of learners, requiring learners to be able to analyze and apply it to real-life work. Because students are given many opportunities to practice and practice in locations other than the theoretical classroom, this assessment is completely feasible and appropriate.[H3.03.02.02]

The assessment methods are clearly stated in each course objective along with the assessment time, score weights and specific contributions to the course objectives. To achieve each course objective, the lecturers drafting the course objectives must identify

determine one or several corresponding assessment methods. Each course has at least 3 assessment methods (many courses have up to 5-6 different assessment methods) and usually do not overlap to assess the level of diligence, assess the learning process and assess the final results. The weight of the test and assessment is usually 3:4:3 or 1:3:6, so the weight of the assessment process is quite high, showing the closeness to the learning process of the learner as well as being able to motivate the learner to acquire knowledge through each lesson.[H3.03.02.02]

The training program is always updated and improved based on the comments of experts, employers and feedback from students. Specifically, the Department of Education Quality Management conducts surveys of students, experts, employers, lecturers and alumni on the quality of training programs. The Faculty of Economics and Training organizes seminars to collect opinions from relevant parties before adjusting the training program every year. [H3.03.02.09] [H3.03.02.10] [H3.03.02.11]
[H3.03.02.12] [H3.03.02.13] [H3.03.02.14] CTDH is public and widely disseminated. disseminate to stakeholders to understand CTDH and thereby have meaningful feedback... through opinion surveys, seminars, job fairs, and discussions with the employer business….[H3.03.02.15] [H3.03.02.16] [H3.03.02.17] [H3.03.02.18] [H3.03.02.19]

2. Strengths

The modules in the Law training program are built according to the matrix of competencies to meet the implementation of the industry's CDR. The training program is structured into blocks of knowledge that are both independent and closely linked together to form a unified entity.

The detailed content of each course in the program clearly shows the objectives and meets the training objectives of the industry. Teaching methods, teaching forms and training objectives are clearly and specifically described to meet the program's objectives.

The modules in the training program have been consulted with stakeholders, and have been adjusted to reduce duplication of teaching content, integrate with international professional standards of the Law industry, increase the number of practice credits, and change teaching methods to ensure the implementation of CDR on skills, autonomy and personal responsibility.

3. Point of existence

There is not much feedback on the program content from learners, employers, internship units, experts, and direct teachers. The effectiveness and appropriateness of the training program has not been fully evaluated.

4. Action Plan

TT	Target	Content	Real unit presently	Time perform
1	Notchre store existenc e	Get feedback from learners, internship units, employers and teachers about Training content	Faculty of Social Sciences and Humanities, Department of	Annual

			Quality Management	

2	Develop strengths	Continue to consult and compare equivalent specialized training programs at universities, and consult with domestic and international education experts to program improvement	Faculty of Social Sciences and Humanities, Department of Quality Management	Annual

5. *Self assessment:*4/7

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

1. Describe the current situation

The undergraduate Law curriculum has a logical structure and sequence, ranging from basic to specialized knowledge, and is scientifically taught over 4 years. Specifically, the curriculum clearly states the modules of general training content, professional training content, and is divided into basic industry, industry, and specialty blocks. The modules are also clearly stated as compulsory or elective, and the prerequisites for implementation.[H3.03.03.01]

The courses have a seamless and unified structure, which is shown through the knowledge flow from basic, fundamental, and specialized teaching because they are allocated from the training program. Basic, basic, and specialized courses are built and arranged with a reasonable number of credits according to the regulations and instructions of the school. Each course is mainly built with 2 credits, 3 credits, or 4 credits depending on the objectives and output standards of that course. The order of the courses is arranged logically, ensuring that students can acquire knowledge and form professional skills effectively throughout the learning process. For example, the first 3 semesters will be arranged with general courses interspersed with 1-2 basic courses of the major. Then, the courses of the basic blocks of the majors, then the majors and majors. This order is reflected in the assignment diagram of the courses by semester.[H3.03.03.02][H3.03.03.03]

The training program has a reasonable structure, ensuring a balance between knowledge and skills to achieve the required competencies. Specifically, the proportion over the 3 years 2018-2019-2021 is shown in the following table:

Table 3.1: Curriculum structure for the years 2019; 2020; 2021; 2022; 2023, 2024

	2019	**2019**	**2021 (promulgate 2022)**	**2022**	**2023**	**2024**
Total credits	120	127	130			
Total required credits	98	106	107			

Total elective credits	22	21	23			
Total number of required credits	38	42	43			
Total number of elective courses	8	25	11			

In 2019, general education is 31 credits, basic subjects are 23 credits, specialized subjects are 17 credits, and professional subjects are 32 credits. In 2020, the general education volume is 21 credits; basic subjects are 32 credits, specialized subjects are 35 credits, and professional subjects are 22 credits. In 2021 (Issued in 2022), the general study volume is 32 credits, basic subjects are 24 credits, specialized subjects are 35 credits, and specialized subjects are 22 credits. Thus, although the total number of credits of the training program increased by 10 credits from 2018 to 2022; The proportion of majors and majors in 2022 and other majors and majors in 2018 are always guaranteed to be between 40.8% and 43.8%, demonstrating the stability and rationality in the structure of the program.

Not only the proportion has changed, from 2019 to 2020, the subjects have also had great improvements. Due to two reasons, one is that according to the liberal education orientation, the general subjects have changed significantly, the other is that in specialized training, since 2019, the Faculty and the School have clearly defined the vocational education orientation, at the same time referring to the training programs of prestigious schools at home and abroad, receiving comments from experts and employers.[H3.03.03.04] [H3.03.03.05] [H3.03.03.06] [H3.03.03.07] [H3.03.03.08]

The school has directed the Faculty to organize periodic workshops on training program assessment and detailed programs.[H3.03.03.08] CTDH is widely publicized through information channels. Electronic information of the school and faculty for easy access by social forces closer and more widely known. Based on the opinions and comments of scientists as well As an employer, the Faculty Board directs the Drafting Team to make corrections. The training program and detailed curriculum ensure that they meet the CDR and demonstrate connectivity. Link and integrate into the content of the training program and each teaching module. [H3.03.03.08] [H3.03.03.09] In 2019 and 2020, the Law Department met to revise the training program and propose Edited to Faculty and School with minor edits. [H3.03.03.10] [H3.03.03.11] [H3.03.03.12] [H3.03.03.13] [H3.03.03.14] Every year, students are
Get feedback on teaching activities to ensure the quality of the training program as well as evaluate comprehensive teaching price. [H3.03.03.15]

The training program has been reviewed, adjusted, supplemented and updated according to the revised CDR in 2019, 2020, 2022, 2023, 2024. During the review and update process, lecturers consulted the training programs, CDR, and training programs of a number of universities that also train in the Law major code such as Hanoi Law University, Law University - Vietnam National University, Hanoi, Faculty of Law - National Economics University, and at the same time compared and balanced the actual situation of the school to ensure flexibility and integration.[H3.03.03.07] [H3.03.03.16]

2. Strengths

The Law training program has a logical, scientific, and reasonable structure. The program has a reasonable structure between general knowledge blocks, basic knowledge of the industry and interdisciplinary knowledge, and specialized

knowledge. The program content has its own color. 100% of the modules in the training program are arranged to be taught relatively reasonably in the order of general knowledge and basic knowledge of the industry, major, and professional knowledge; internship and thesis/graduation report.

The program content meets the requirements of the training program and the training objectives of the Law major. The content is designed according to the applied career orientation (increasing the practice time in both the training program and in each module). The training program content as well as the content of each module is updated to suit the educational practice and is integrated, meeting the formation of competencies corresponding to specific job positions. The modules in the training program are structured to ensure the connection and continuity between the general, basic and specialized modules, ensuring that the program becomes a unified block.

3. Point of existence

Getting feedback from learners and stakeholders on the curriculum has not been done extensively, and reference to foreign documents is limited.

4. Action Plan

TT	Target	Content	Real unit presently	Time perform
1	Overcome existing problems	Develop plans and improve survey methods to collect broad opinions on university major codes and training programs in general and Law code in particular.	Department, Department of Quality Management	From year 2025
2		Continue to invite prestigious domestic experts to give comments to the training program; annually organize a Law Expert Conference to get feedback on meeting the students' competencies in job positions after graduation as well as the requirements from the employers. employer	Department ne ,Expertise st	From year 2025
3	Play medalStrengths	Teachers directly involved in teaching the courses provide advice and suggestions on changing and updating the content. course program	Department, nest setLaw, GV	From year 2025

5. *Self assessment:*4/7

Conclusion on Standard 3

The curriculum of the Law major is designed with knowledge blocks, modules suitable for the target and training contents, assessment methods, number of credits for each module and for each major to achieve the target. The curriculum of the major has demonstrated logic, reasonable structure and integration between modules.

Training programs demonstrate the requirements or results to be achieved in terms of the capacity of graduating students. Faculty staff are always aware of updating and adjusting training content.

in each course, to better assist students in achieving output results. The courses are designed to emphasize the professional application characteristics of the Law industry.

However, due to the ineffectiveness of collecting feedback from stakeholders, the content of the training program has not been updated regularly and promptly according to the needs of society. In this report, the School has proposed a specific action plan to promote strengths and overcome shortcomings in order to adjust and improve the training program to meet the requirements of stakeholders.

Self-assessment: With 3 criteria of the 3-industry Law self-assessment standard, 3 criteria achieved 4/7

Standards/criteria	Self assessment
Standard 3	**4**
Criterion 3.1	4
Criterion 3.2	4
Criterion 3.3	4

Standard 4. Approaches to teaching and learning

Introduction

In university training, the approach plays an important role. With a learner-centered approach, the Department of Law always organizes teaching and extracurricular activities to achieve the output standards declared in the training program, using diverse teaching methods to develop students' initiative and creativity in learning. To do this, the training program clearly defines the training objectives and output standards in terms of knowledge, skills and attitudes. This approach is specified in the design of the program with logically successive subjects, the basic subject is the prerequisite for the specialized subjects, and all teaching and learning activities must aim at the output standards that need to be achieved. The message about the approach, teaching and learning activities and output standards of the program needs to be clearly understood by each lecturer and student to perform their roles and tasks well.

In this standard, we conduct a self-assessment of the approach.
in teaching and learning through the following 3 criteria:

Criterion 4.1.**The educational philosophy or educational goals are clearly stated and**
disseminated to stakeholders.

1. Current status description

The educational philosophy is officially and clearly stated on the website of Hanoi Metropolitan University.[H4.04.01.03]In Decision No. 43/QD-DHTĐHN in 2016, the school announced its core values: Prestige and quality, innovation and creativity, dedication and respect, responsibility and self-improvement, and community engagement. [H4.04.01.01]. Accordingly, by 2017, the school will update its educational philosophy and announce it in the decision. Decree 1070/QD-DHTĐHN 2017: Beautiful lifestyle, Broad knowledge, Deep expertise, *High Skills, Early Success* [H4.04.01.02].The school's educational philosophy is

Building on the philosophy of the Law on Higher Education: learner-centered education

mind, increase interaction between teachers and students, increase student initiative learn through increased discussion time, self-study, and practice onion [H4.04.01.04] [H4.04.01.05].

In addition to 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 and career development capacity; ethics, professional qualities, good health, and a sense of community service". Accordingly, the University has specified the general goal into plans for each school year.[H4.04.01.21]

The educational philosophy and educational goals are publicly and transparently declared on the School's website, in Decision 1070/QD-DHTĐHN, electronic pages, posters placed in lecture halls to help teachers and staff easily access, understand and implement. The School's educational philosophy and educational goals are disseminated to all students right from the Citizenship Activity Week at the beginning of the term.[H4.04.01.08], and on the promotional catalog, [H4.04.01.07], [H4.04.01.09][H4.04.01.10] [H4.04.01.11] Philosophy
The school's educational philosophy and educational goals are also specified in the announcement. about the Law Skills Matrix [H4.04.02.08] [H4.04.02.09] [H4.04.02.10] good The Law training program is publicly announced on the school's website. [H4.04.01.35].

For lecturers, training objectives and output standards are imbued by lecturers during professional activities at all levels, self-assessment training sessions or sending them to vocational application-oriented training, demonstrated through the issuance of training programs for each course, training program descriptions, skill matrices or proposal development. steel spend section the learnpart[H4.04.02.02], [H4.04.02.03], [H4.04.02.04], [H4.04.02.05], [H4.04.02.06], [H4.04.02.07], [H4.04.02.08], [H4.04.02.09], [H4.04.02.10], [H4.04.02.11], [H4.04.02.12], [H4.04.02.13], [H4.04.02.14], [H4.04.02.15]; is popular for all staff and lecturers directly teaching and collaborating in implementing the industry program Law via plan plan dig create each lock [H4.04.02.25], [H4.04.02.26], [H4.04.02.27], [H4.04.02.28], [H4.04.02.29] and Annual training revision meetings to adjust training plans [H4.04.02.19], [H4.04.02.20], [H4.04.02.21], [H4.04.02.22].

For students, right from the first year of school, the educational philosophy is disseminated to students during the first political sessions of the year for new students of all courses (Citizenship Week), and through dialogue conferences between the school and students.[H4.04.01.14]At the Faculty, students are introduced to the training industry and its goals. Faculty training right from the Welcome New Student Program [H4.04.01.12] . Outside In addition, the Youth Union, Faculty Association and Student Association of the School also organize meetings. Discussions and dialogues help students better understand their own active role. during the learning process. Every lecturer, when starting to teach his or her

subject, Take time to introduce the position of the course in the training program, introduce the objectives and content.

content, learning methods, output standards of knowledge - skills - attitudes of the subject learning and assessment criteria through the Lecture Report and course program learn [H4.04.01.15]. Lecturers are academic advisors who live with students every 2 weeks. 1 time, help students understand the educational philosophy of the school and faculty, know the schedule and goals training objectives of the industry, helping students have appropriate subject registration strategies. fit [H4.04.01.23] [H4.04.01.24] [H4.04.01.25] [H4.04.01.26] [H4.04.01.27] [H4.04 .01.28] [H4.04.01.29] [H4.04.01.30]In addition, students are evaluated annually. and get feedback on the quality of teaching of lecturers [H4.04.01.20].

For employers, experts in the field of Law are proactively invited by the school to participate in building and evaluating the training program of the faculty.[H4.04.01.16], [H4.04.01.17], [H4.04.01.18] and attend seminars of the faculty, the legal profession conference often year[H4.04.01.31] [H4.04.01.32] [H4.04.01.33] [H4.04.01.22] [H4.04.01.34]. Thing
This has created a close connection between the parties, ensuring that the school's training program meets the meet the practical requirements of society.

For the whole society: the school also cares about introducing to stakeholders (employers, former staff, former students) through information channels such as: School website, poster introducing the Law major, student handbook and fanpage of the Faculty of Social Sciences and Humanities, Law Club[H4.04.01.10], [H4.04.01.11], [H4.04.01.13] to GV, Easy access for students, employers, and alumni.

2. Strengths

The educational philosophy of Hanoi Metropolitan University is widely published on the school's information portal and disseminated to staff, lecturers and learners. The educational philosophy, training objectives and CDR are imbued by lecturers in the process of building the teaching program, building the logic of compulsory and elective courses, and building the curriculum of the courses.

The Faculty builds the credit-based curriculum of regular university training courses according to the guidance of the School and towards the educational philosophy.

3. Point of existence

Although there have been many activities linking with businesses to enhance the practicality of the training program's objectives, there has not been in-depth input from businesses on the training objectives/educational philosophy.

4. Action Plan

TT	Tar get	Content	Implementin g unit	Time of execution

1	Fixexis t	Strengthen coordination with relevant parties to organize seminars, workshops, and thematic discussions, soliciting further comments and suggestions from parties on training goals/educational philosophy.	Department, home recruitment use labor dynamic,lectu rer	From 2025

2	Deve lop stren gths	The Faculty of Social Sciences and Humanities will organize annual seminars with employers to introduce the objectives, training programs and ask for comments and suggestions to adjust the objectives, programs and output standards to match practical requirements, in order to equip students with knowledge, skills and attitudes suitable to the requirements of employers.	Department, nest setLaw	From 2025

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

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

1. Describe the current situation

Teaching and learning activities in the training program are designed appropriately and diversely to ensure compliance with the regulations of the School and the Ministry of Education and Training, suitable for achieving the required quality standards. Specifically:

The school and the Faculty and Department have disseminated regulations and guided teachers in choosing appropriate teaching methods for the target groups through professional activities.[H4.04.02.23] [H4.04.02.24] All courses in the training program have outlines. details including clear regulations on teaching schedule (theory and practice time) practice, internship, self-study...), teaching and assessment methods, content main course content and reference materials. When designing course content, teachers should Use a combination of teaching methods to not only most effectively convey content knowledge but also try to promote the positivity and initiative of the learner. This method is used flexibly and is suitable for the conditions of facilities and specific to each subject [H4.04.02.47], [H4.04.02.48], [H4.04.02.49].

In the training program of the Law major, practical subjects, professional applications, internships and thesis account for a fairly large proportion.[H4.04.02.25], [H4.04.02.26], [H4.04.02.27], [H4.04.02.28], [H4.04.02.29]Therefore, Law teachers have used many different teaching methods.

each other, especially teaching methods suitable for the objectives: project-based learning, task-based learning service and problem solving, teaching according to constructivist theory, organizing experiential activities experience…. Active teaching methods are reflected in the detailed course outline. The detailed curriculum and teaching methods of each subject aim to provide students with knowledge and Form and develop important skills needed to meet the demands of graduation meet the requirements of the labor market such as: (1) Learners have research skills, Analyze and synthesize, skillfully apply knowledge in the fields of economics and management business values to analyze, evaluate and solve theoretical and practical problems related to related to the industry; (2) The learning method of Law students emphasizes the ability to understand rather than memorize, helps learners remember longer and from there Students can participate in proposing, developing and implementing consulting plans, drafting, practice law...at offices, law firms, notary offices, businesses (3) Learners can use tools proficiently; (3) Learners can Proficient in using information technology tools, general and specialized software

used for professional purposes; (4) Learners have the skills to work independently and organize Teamwork, good communication skills, confident, proactive at work and proactively solve problems in a coherent and clear manner. clear [H4.04.02.01] [H4.04.02.02]; [H4.04.02.03]; [H4.04.02.04]; [H4.04.02.05]; [H4.04.02.06]; [H4.04.02.07]; [H4.04.02.08]; [H4.04.02.09]; [H4.04.02.10]; [H4.04.02.11]] [H4.04.02.12] [H4.04.02.13] [H4.04.02.14] [H4.04.02.15]

Through the application of these teaching methods throughout the training process, Law students are also trained in qualities, autonomy and responsibility: Learning activities through tasks, group projects, and classroom and practical activities directly at locations including offices, law firms, notary offices, and businesses;[H4.04.01.15] [H4.04.01.31] help students improve their learning and research skills independence, creativity, teamwork skills; as well as improving tolerance individual responsibility for decisions in learning and professional activities profession, proactively adapt quickly to the demands of the professional field and country.

Annually, on the basis of adjusting the training program within 20% of the total credits,[H4.04.02.16], [H4.04.02.17], [H4.04.02.18], [H4.04.02.19], [H4.04.02.20],
[H4.04.02.21], [H4.04.02.22] as prescribed, Faculty of Social Sciences and Humanities There are regular adjustments to the curriculum of each subject. learn [H4.04.02.30], [H4.04.02.31], [H4.04.02.32] to suit social needs through adjusting training plans for courses, teaching plans (resources) the years [H4.04.02.25], [H4.04.02.26], [H4.04.02.27], [H4.04.02.28], [H4.04.02.29].
In 2018, the Faculty of Social Sciences and Humanities, especially the Faculty of Law, was assigned to develop The Law industry has changed. in teaching methods aimed at giving students practice and exposure to work work with businesses more, increase practice time for students pill [H4.04.02.50] [H4.04.02.51] [H4.04.02.52] [H4.04.02.53] [H4.04.02.54].Department
and the school has also organized training sessions to raise awareness and foster New teaching methods such as POHE-oriented teaching methods, training in building e-learning lectures for Law lecturers, promoting scientific research activities of lecturers pill [H4.04.02.33], [H4.04.02.34], [H4.04.02.35], [H4.04.02.36] from which the lecturers
Teachers can flexibly use appropriate teaching methods to achieve CDR [H4.04.02.02], [H4.04.02.03], [H4.04.02.04]. Forms of assessment and testing Diversity is reflected in the curriculum and course syllabus. learn [H4.04.02.11]] [H4.04.02.12][H4.04.02.13]. Hours of self-study, project work and Discussions are designed to be interspersed with theoretical lectures, in line with the course objectives. learn.

The application of information technology in teaching and learning activities has always been of interest to the School and the Faculty. Faculty teachers have used the online learning management system (Microsoft Teams) to provide information about subjects, teaching plans and learning materials, support students in self-study and conduct effective assessments.[H4.04.02.36]In addition, teachers can use other

online teaching applications.

such as: Edmodo, Meet, Zoom, Team 365... to implement online and blended teaching and learning directly to achieve effectiveness in teaching, helping students have deeper impressions, more spirit more active in the process of knowledge acquisition. Learners can also use the portal Online training information to serve online learning and research, can be used Use the online account on the school's website to register for courses yourself. At the beginning of each semester, view learning results, download learning materials, textbooks...

Faculties, departments, and teachers guide NH to use appropriate learning activities, thereby helping NH to proactively absorb and acquire knowledge to achieve the CDR. When students begin studying, they are all provided with a unique student code by the School to access the Online Learning Portal. There, students can grasp the entire training program, the courses that each student must complete, and the training time. This information facilitates students to proactively arrange and decide to register for courses that are suitable for their time, conditions, and abilities.[H4.04.02.32].

Every year, the School organizes surveys to assess students' satisfaction with teachers' teaching activities after the end of the course, and to survey students' opinions at the end of the course on the school's training quality.[H4.04.02.40], [H4.04.02.41], [H4.04.02.42]in which 94.1% of opinions agree on the training program is fully suitable and meets the requirements of students and employers and the requirements of the Law industry in the new period; the general satisfaction level by training faculty is 78.7%, meeting the requirements for training quality. In addition, every year, the Faculty of Science Social sciences and humanities both organize professional training sessions and seminars, Conference with the participation of students to exchange and discuss about expertise and innovations. knowledge in teaching and learning of both teachers and students of Law, thereby helping students improve high level of expertise and understanding of practical knowledge economy [H4.04.02.34], [H4.04.02.35], [H4.04.02.36], [H4.04.02.37], [H4.04.02.38], [H4.0 4.02.39] .

Since the 2019 school year, the Faculty has been collaborating with offices, law firms, notary offices, businesses... to organize training sessions on new teaching methods and create conditions for students to participate in practical practice in Law, helping students demonstrate their knowledge and talents to improve their practical ability.[H4.04.02.45].

However, in the process of implementation, the School also encountered many difficulties and challenges. The process of implementing teaching methods to actively engage learners still has many limitations due to the mechanism of calculating overtime or the lack of incentives for teachers' innovative teaching experiences, which has not created motivation or a competitive movement in teaching for teachers.

2. Strengths

Teaching and learning activities are diverse and flexible. Students are exposed to a variety of teaching and learning activities from individual, pair-group, presentations to subject projects, as well as scientific research activities from the first

year. The training program has many internship, practice, and seminar activities. Practical activities, internships or community activities

diverse. Teaching and learning activities are regularly adjusted to suit each class, each course, each school year to achieve output standards in knowledge, skills, and attitudes. The teaching and learning environment is friendly, cooperative, supportive, and open.

3. Point of existence

The teaching staff is young and inexperienced, so they need to improve their professional skills to promote the application of theory in practice.

4. Action Plan

TT	Tar get	Content	Implementing unit	Time of execution
1	Notchres tore existence	Increase recruitment of Law Faculty lecturers and send lecturers to study and improve their professional skills at practical training institutions on Law, and send lecturers to improve their qualifications at the doctoral level.	Faculty of Social Sciences and Humanities, Department Law of Labor Using Units	From 2025
2	Develop strengths	Continue to cooperate with law firms, law offices, businesses, etc. to create an environment for internships and professional practice for students and participate in implementing courses with assessments from the professional world.	Faculty of Social Sciences and Humanities, Department Law of Labor Using Units	From 2025

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

***Criterion 4.3.*Teaching and learning activities promote skills development and enhance NH's lifelong learning capabilities.**

1. Describe the current situation

100% of the detailed syllabuses of subjects/courses clearly describe the use of appropriate teaching/learning methods to promote the training of essential skills and soft skills. Through the training programs from 2019, 2020 to 2024, Law teachers have always actively selected and adjusted teaching methods to meet the goal of supporting NH in developing skills. From 2019 to 2024, teachers have implemented teaching activities applying diverse teaching methods such as lecturing, Q&A, cooperation, problem solving, teaching through activities (presentations, discussions, debates, etc.). From 2023, in addition to continuing to use and promote the methods that have been implemented for previous courses, many modern and updated methods such as project-based learning, flipped classrooms, online combined teaching, case studies, and practical experiences will be used and applied more to both language practice modules and specialized HPs, gradually increasing the

number of HPs evaluated.

last period equal post practice big[H4.04.03.01], [H4.04.03.02], [H4.04.03.03], [H4.04.03.04], [H4.04.03.07], [H4.04.03.08]. Thereby contributing significantly to supporting NH in practicing learning skills. proactive, skills that can be applied later in work, research, and further study to a higher level, and this process will last throughout life or can be called lifelong learning.

Teaching and learning activities, from theoretical lessons to practical lessons, group exercises, discussions, presentations, and practical internships, all aim to develop groups of thinking skills such as creativity, information searching, analysis and synthesis, problem identification, and critical thinking; groups of working skills such as communication and teamwork; groups of information and communication technology skills; and life skills in a global society including civic awareness, life and career, personal and social responsibility.[H4.04.02.02] [H4.04.02.03] [H4.04.02.04]From the 2019 school year, the Law training program implementing many modules according to Project-Based Learning and Teaching-Based Learning methods The mission is to equip students with soft skills, communication skills, and technical skills. present[H4.04.02.12] [H4.04.02.13]. True to the spirit of mission and vision of Hanoi National University and the policy of developing cooperation activities, cooperation country economy in dig create belong to home school [H4.04.03.31]. [H4.04.03.16_a] [H4.04.03.16_b].

100% of the detailed syllabuses of subjects/courses describe/emphasize self-study/self-research activities aimed at improving the lifelong learning ability of students. Within 4 years of training at school, teachers cannot provide all the knowledge of humanity because knowledge is infinite, knowledge increases every second and minute. Therefore, in the teaching process, teachers not only provide information but more importantly, teachers also guide students to explore, discover knowledge, self-study, and self-research. This is clearly shown in the distribution of the ratio between study hours. In any subject, in addition to theoretical lessons, practice lessons, and exercises, teachers always give students self-study hours. The detailed syllabuses of subjects all emphasize students' self-study and self-research activities, clearly shown through the study content as well as the assessment criteria. All modules in the training program are designed to allow students time to learn and study on their own to improve their lifelong learning capacity. In the training program modules of the Law major, self-study activities are clearly demonstrated to improve the lifelong learning capacity of students.[H4.04.02.46] [H4.04.02.47]. Each teacher clearly identifies appropriate self-study activities. with modules (document research, group exercises, essays...) and methodical Forms of testing to evaluate the effectiveness of self-study of learners: Assigning exercises, homework quick test, make a presentation report in front of the class, harvest, do project project; essay test, assessment through practice, students design their own report content, Presentations are suitable for the subject's practice, meeting the requirements of society in the industry, paying attention to Focus on some skills,

abilities, and qualities necessary for lifelong learning of students (skills to research and select, analyze necessary information, analyze and synthesize documents) material; spirit of passion for learning, curiosity

know…) [H4.04.03.07] [H4.04.03.08] [H4.04.03.09]. In addition, students also participate Diverse forms of learning, helping to achieve output standards in skills and attitudes, typically is interactive learning and project-based research (called Assignments instead of papers) final exams), online learning via Microsoft Teams, participating in career seminars Law, participate in legal consulting activities, scientific research activities, practical internship at the office Law office, law firm, notary office and community activities [H4.04.01.27] [H4.04.01.28] [H4.04.01.29].

In recent years, Hanoi National University has had many support policies to promote scientific research activities of students. Scientific research activities and practical internships require students to practice the ability to apply knowledge to solve specific problems. Each topic proposed by students is reviewed from the department level to the faculty level and is assigned to be guided by a scientist from the faculty level and selected to the school level. Quality research is selected to report at the School-level Scientific Research Conference.[H4.04.03.17_a] [H4.04.03.17_b] [H4.04.03.18_a] [H4.04.03.18_b] [H4.04.03.19] [H4.04.03.20] [H4.04.03.21]Law students can also collaborate with teachers on scientific projects and publish results in scientific journals [H4.04.01.20]. Students are also encouraged. Participate in graduation thesis to develop self-study ability rescue [H4.04.03.10], [H4.04.03.11], [H4.04.03.12], [H4.04.03.13], [H4.04.03.14] [H4.04.03.15].

In addition, the professional internship activities connect with employers.also very important [H4.04.03.16_a] [H4.04.03.16_b]. This is a compulsory part of the training program. Students are involved in the working environment. practical work through 2 internships [H4.04.03.22] [H4.04.03.23_a] [H4.04.03.23_b][H4.04.03.24] [H4.04.03.25] [H4.04.03.27_a] [H4.04.03.27_b] [H4.04.03.26]Students have two internships: professional internship and graduation internship. help students practice research, approach and understand reality, and form the right attitude practice and hone professional skills. The practical training of students follows the Specific criteria (in terms of content, methods, and skills) are clearly stated in the outline. subjects and are planned, communicated and supervised by lecturers[H4.04.03.29]. SV be guided by the instructor in charge of the practical training and staff at the training facility. After each internship, students and teachers complete internship reports. practice[H4.04.03.28],[H4.04.03.30].

2. Strengths

- The detailed course outlines demonstrate diversity in teaching methods, training learners in independent work skills, teamwork, problem solving, and improving future professional practice skills.
- Teachers use appropriate teaching activities/teaching methods to support NH in developing skills and enhancing lifelong learning abilities.

3. Point of existence

- Scientific research activities have not really motivated students, resulting in a limited number of students participating in scientific research activities.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fixexist	Motivate students to conduct research for lifelong learning by creating appropriate competitions with incentives to motivate students. Upgrade the information-library system, regularly update new books and newspapers, suitable for the Law training program.	Faculty of Social Sciences and Humanities literature, SetLaw, Center Information Library and Learning Resources	Year school year 2025-2026
2	Develop strengths	Continue to encourage lecturers to update new teaching methods and regularly organize diverse teaching activities to promote the practice of essential skills and soft skills. Organize seminars to share teaching experiences, creating conditions for all lecturers to participate in professional development.	Faculty of Social Sciences and Humanities, Department of Law	Year school year 2025-2026

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

Conclusion on Standard 4

In general, the teaching and learning approach of the training program is appropriate, the objectives are clearly expressed and publicly announced. Teaching and learning activities are diverse and flexible, helping learners achieve output standards. Diverse learning activities such as scientific research, self-study, discussion, presentation, internship, practice, and soft skills improvement courses also help students have the ability and spirit of lifelong learning. There is supportive interaction between teachers and learners. The learning environment is open and friendly, respecting and supporting learners.

Besides, there are still some shortcomings that need to be overcome to increase the participation of enterprises in teaching and learning activities of the industry and at the same time encourage students to participate in scientific research activities and student start-up innovation.

Self-assessment: With 3 criteria of the 4-branch Law standard, 3 criteria achieved 5/7.

Standards/criteria	Self assessment
Standard 4	**5**
Criterion 4.1	5
Criterion 4.2	5
Criterion 4.3	5

Standard 5. Assessment of learner learning outcomes

Introduction

Assessment of student learning outcomes is one of the important and core activities of the training program in general, and the Law program in particular, to ensure that the assessment not only accurately reflects the level of knowledge acquisition and skill development of the student, but also helps the student to be aware of their learning process to improve. Therefore, Hanoi Metropolitan University conducts assessment of Law students according to both input and output standards. This assessment process is conducted publicly and transparently in accordance with the University and College Admissions Regulations of the Ministry of Education and Training. During the entire teaching and learning process, students are also regularly tested, evaluated and examined covering the entire content of each subject as well as the entire program. Regular assessment activities (mid-term tests) and periodic assessment (end-of-term tests) are carried out in accordance with the School's Regulations on Assessment of Learning Outcomes, and the content of the exams and tests is carried out in accordance with the detailed outline of the approved Bachelor of Law training program. The School uses a variety of assessment methods for learners through written tests, combined multiple-choice tests; presentations; academic seminars, workshops, etc. to comprehensively assess the learning process of learners. Learners are also fully informed about the process and scores of tests and assessments to proactively grasp the learning situation and have plans to improve learning outcomes. In addition, at the end of each semester, the School also organizes to collect learners' opinions on the teaching activities of lecturers to grasp existing problems and improve teaching quality, thereby improving the learning quality for students majoring in Law at the School.

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

1. Describe the current situation

The assessment of the learning outcomes of students at Hanoi Metropolitan University in general and Law in particular is carried out in the following stages: Assessment of input capacity (admission work, foreign language proficiency survey); Assessment of the process (assessment during the learning process of the modules in the training program) and assessment of output (graduation consideration, foreign language output competency survey).

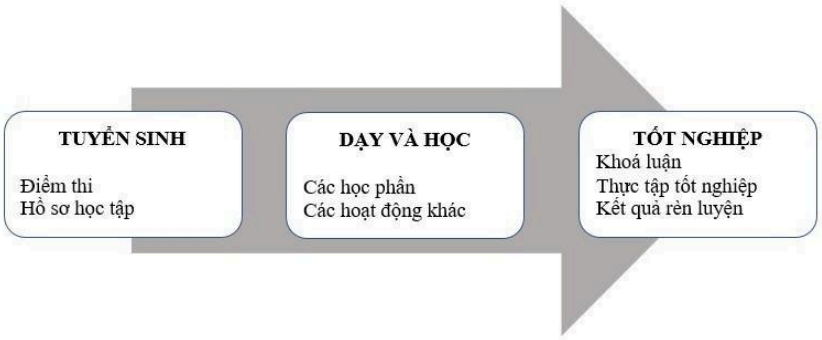


Diagram 5.1.1: Student performance assessment process in training program

***Admission process*:**Hanoi University of Science and Technology conducts entrance assessments for Law students in accordance with the University and College Admission Regulations of the Ministry of Education and Training.[H5.05.01.47] The process is carried out publicly and transparently in accordance with regulations from the stage of announcing the enrollment plan, enrollment quota, enrollment review and recognition of enrollment results.[H5.05.01.01]; [H5.05.01.02]; [H5.05.01.03]; [H5.05.01.04]; [H5.05.01.05]; [H5.05.01.07]; [H5.05.01.08]. All information above is informed published on the school's website [H5.05.01.09].

The Law Department of Hanoi Metropolitan University organizes admission in two ways: using the results of the National High School Exam organized by the Ministry of Education and Training and using high school study results for admission.[H5.05.01.01]; [H5.05.01.48] Admission score The entry requirements for students in Law are relatively high compared to other majors. other at Hanoi National University [H5.05.01.02]; [H5.05.01.07]; [H5.05.01.08].. Therefore, here is a good opportunity for the Law industry to select students with quality in terms of ability. ability to acquire knowledge, develop skills and practice awareness in accordance with the CDR in CTDT.

The entire teaching and learning process:The assessment of students' learning outcomes is carried out according to each teaching and learning activity, each lesson, each module, each semester and throughout the entire training program, as well as throughout the student's learning process. The assessment process of learning outcomes is clearly stated in the Regulations on regular undergraduate training according to the credit system at Hanoi National University.[H5.05.01.10]; [H5.05.01.15]; [H5.05.01.16]. The evaluation of KQHT activities can show specificity. corresponding to each specific subject, good internship and thesis subjects career [H5.05.01.10]; [H5.05.01.22]; [H5.05.01.24]; [H5.05.01.31]; [H5.05.01.34]; [H5.05.01.37]; [H5.05.01.38]; [H5.05.01.40]; [H5.05.01.45].

In addition, for compulsory general subjects with specific characteristics such as: National Defense and Security Education, Physical Education, Foreign Languages, and Information Technology, the school has issued specific regulations on how to evaluate student learning outcomes to ensure compliance with the CDR, this is clearly stated in the detailed course outline.[H5.05.01.03]; [H5.05.01.11]; [H5.05.01.12]; [H5.05.01.14]; [H5.05.01.36]; [H5.05 .01.49].

The process of assessing the learning outcomes of Law students is carried out in accordance with the regulations on regular university and college training according to the credit system of the Ministry of Education and Training and of Hanoi Law University; the framework of the Law training program; the learning outcomes and course content of the course. branch Law [H5.05.01.10]; [H5.05.01.29]; [H5.05.01.30]; [H5.05.01.32]; [H5.05.01.44]; [H5.05.01.50]; [H5.05.01.51]. In first semesters at Hanoi Metropolitan University, Law student will study general

subjects for the whole school. After completing these subjects, students Students will be taught courses in professional knowledge and skills. The subject has a shift from knowledge requirements to higher skill requirements. [H5.05.01.10]; [H5.05.01.15];[H5.05.01.16];[H5.05.01.17];[H5.05.01.29]; [H5.05.01.30]; [H5.05.01.44]; [H5.05.01.51] . Towards meeting the training program's requirements In the field of Law, all professional knowledge modules are structured in the form of

Learning and assessment are linked to practice, highly applicable, and have activities. career outside the classroom [H5.05.01.10]; [H5.05.01.18]; [H5.05.01.21];[H5.05.01.23]; [H5.05.01.24]; [H5.05.01.37]; [H5.05.01.44];[H5.05.01.46].

The assessment of the learning outcomes of Law students is carried out throughout the learning process of each subject. This process includes assessment content, assessment methods, and assessment tools for student learning outcomes according to the objectives and learning outcomes in the training program.[H5.05.01.10]; [H5.05.01.21]; [H5.05.01.24]; [H5.05.01.29]; [H5.05.01.31];
[H5.05.01.33]; [H5.05.01.37]; [H5.05.01.44]. The process of evaluating KQHT is built Develop details and publish them to each lecturer participating in teaching Law major. Based on this process, every lecturer can ensure the implementation of questions and tests. The assessment and scoring are public, transparent, and ensure reliability. Assessment form and testing are presented in the summary table below.

Table 5.1.1: Summary of learning outcome assessment in each subject in the Law training program

Form of inspection check	**Weight course**	**Number of heads point**	**Output standard**
1. Check checkfrequent - Basic course group - Industry subject group - Course group specialized	10%	- Point diligence - Express your opinion	**Knowledge**: Understand the fundamental knowledge of the legal field **Skill:**Implement self-study, self-research; analyze legal issues **Attitude:**Practice properly and seriously
2. Periodic check - Basic course group - Industry subject group - Specialized course group	≤ 60%	- Group participation points: assignments - 15 minute check point - Midterm Exam Score - Presentation Point - Essay	**Knowledge: research, evaluation**legal knowledge; analysis of practical situations, application of legal regulations to solve practical problems **Skill: Development**presentation skills, teamwork; language skills, computer skills, practical adaptation; self-study and research **Attitude**: Proper and serious training in the environment real work

3. Final check -Study group base	≥ 30%	- Final exam: written, oral, essay, paper large set	**Knowledge**: Apply basic and specialized knowledge of Law

- Major subject group -Specialized course group -Learn part graduate		- Graduation thesis - Graduation internship harvest	**Skill: Practice**Ability to work independently, communicate, present, think independently, in a changing environment; self-study and lifelong research Attitude: Cultivate correct and serious attitudes and behaviors towards the profession, the ability to take responsibility for oneself duty in lip Law School

Source:[H5.05.01.10]; [H5.05.01.25]; [H5.05.01.30]; [H5.05.01.31]; [H5.05.01.33]; [H5.05.01.37]; [H5.05.01.39]; [H5.05.01.44]; [H5.05.01.50]; [H5.05.01.51].

Thus, Hanoi University of Social Sciences and Humanities and the Department of Law have unified and specific regulations on the number of points, the proportion of components of the modules and the form of assessment designed for modules of the Law training program aiming to measure the learning outcomes of the learners in terms of knowledge, skills and attitudes. In particular, the proportion of components has changed according to the trend of assessing learning outcomes throughout the process, specifically the trend of increasing the proportion of periodic test scores rather than focusing on the final test of the module. After completing each module, eligible students can choose the following assessment forms: Register to do an Essay/Major Assignment instead[H5.05.01.55]; [H5.05.01.58] or take the final exam [H5.05.01.10]; [H5.05.01.21]; [H5.05.01.23]; [H5.05.01.25]; [H5.05.01.59].

In the assessment of learning outcomes at the end of the semester, the assessment methods that can be applied to Law students in the training program are designed according to many diverse final assessment methods such as written exams, oral exams, major assignments, and essays.[H5.05.01.18]; [H5.05.01.21]; [H5.05.01.24]; [H5.05.01.37]. Methods
These are all capable of measuring the level of achievement of the CDR, and are used appropriately. fit with special enemy each learn part tool body [H5.05.01.31]; [H5.05.01.32]; [H5.05.01.33]; [H5.05.01.38]; [H5.05.01.44].

Every year, the Center for Science and Technology organizes the compilation of a question bank for the final exam of the semester and a question bank for assessing foreign language proficiency to be used in assessing learning outcomes, ensuring objectivity in assessing students.[H5.05.01.03]; [H5.05.01.10]; [H5.05.01.12]; [H5.05.01.13]; [H5.05.01.21]; [H

5.05.01.23]. The work of compiling the test bank of teachers is carried out uniformly. in accordance with regulations, procedures and instructions for building a question bank for exams and tests check [H5.05.01.21]For special subjects such as National Defense Education Security, Physical Education, and Schools all have specific regulations on how to evaluate results. Learning outcomes for students are guaranteed to be consistent with the output standards established in the syllabus. Course details [H5.05.01.12]; [H5.05.01.14]. KQDG is strictly managed and announced promptly to students 2 weeks after the exam as prescribed through the portal. School training information, ensuring the rights of learners and teachers teach [H5.05.01.26]; [H5.05.01.27]According to the course exam organization process, students are allowed to

easy access to review and review of exam papers part [H5.05.01.28]; [H5.05.01.25]; [H5.05.01.52]; [H5.05.01.53]. Happy results

The test papers of each semester are compiled and publicly announced by the School. to students and correct scores on the training management software according to regulations. program [H5.05.01.27].

***End of training program (Graduation)*:**For the graduation stage, internship, thesis and thesis replacement courses are implemented according to unified methods and criteria in the Regulations on graduation conditions, internship and graduation thesis for the regular training system according to the credit system at the University of Natural Resources and Environment, Regulations on final exams at the University of Natural Resources and Environment.[H5.05.01.18]; [H5.05.01.21]; [H5.05.01.22]; [H5.05.01.25]; [H5.05.01.
34]; [H5.05.01.37]; [H5.05.01.39]; [H5.05.01.40]; [H5.05.01.41]; [H5.05.01.42]; [H5.05.01.43];[H5.05.01.56]; [H5.05.01.57].

In semester 8, all students who meet the required cumulative points are eligible to participate in graduation internships at law practice units to practice and improve their professional skills before graduation. The evaluation of internship results is carried out closely with the coordination between the School and the internship unit.[H5.05.01.39]; [H5.05.01.40] [H5.05.01.41]; [H5.05.01.43]; [H5.05.01.56]. Opposite to

With qualified students, the organization will register to do a good thesis. career [H5.05.01.10]; [H5.05.01.22]; [H5.05.01.34]; [H5.05.01.35]; [H5.05.01.42].

The evaluation of the results of the Graduation Thesis complies with the regulations and rules. School's presentation [H5.05.01.10]; [H5.05.01.22]; [H5.05.01.34]; [H5.05.01.57].

The remaining students will take alternative courses. [H5.05.01.29]; [H5.05.01.30].

In addition, students who need to achieve a foreign language proficiency will be considered for graduation recognition.[H5.05.01.03]; [H5.05.01.10]; [H5.05.01.36]; [H5.05.01.44].

To ensure that the output standards of foreign language proficiency for students are met, the School issued Regulations on organizing foreign language training for students of official training systems. Regulations and plans for implementing the development of output standards based on the regulations of the Ministry Education and Training [H5.05.01.03]; [H5.05.01.13]; [H5.05.01.36]; [H5.05.01.49]. Annually

The school organizes a survey to assess foreign language proficiency for first-year students. lock [H5.05.01.11]; [H5.05.01.54]. Plan and results of foreign language proficiency survey of each batch is publicly announced on the training portal and website. School to all staff and students [H5.05.01.26] [H5.05.01.27].

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 Faculty and the School always pay attention to innovating and improving the assessment of students' learning outcomes towards developing self-study and self-research capacity.

Research and group work of learners to suit the practical requirements of society, ensuring measurement and assessment of learners' learning outcomes in accordance with the level of achievement of CDR.

3. Point of existence

The current assessment of student learning outcomes is not organized centrally (general subjects are handled by functional departments, specific subjects are handled by faculties), leading to a lack of uniformity in record keeping and organization.

4. Action Plan

TT	Target	Content	Real unit presently	Time perform	Take note uncle
1	Notchrestore existence	Proposal on autonomy in inspection and evaluation of training results for training faculties	Department, Central heart KT - NNTH	From year 2025	
		Propose to arrange a common archive to collect documents and evidence related to the work of checking and evaluating students' learning outcomes, ensuring completeness. and safe	Faculty, School Office, KT Center -NNTH	From year 2025	
		Proposing to speed up the progress of building the overall education management software so that the steps of implementing the work of checking and evaluating students' learning outcomes are organized professionally and synchronously throughout the system. system	Department, Department of Training Management and Student Affairs, Board of Directors	From year 2025	

2	Develop strengths	Continue to build a toolkit to test and evaluate student results according to the orientation. Competency assessment	Board of Directors, Department,KT Center -NNTH	From year 2025	
		Continue to review, adjust and improve the system of regulations and procedures for implementing the work of checking and evaluating student learning outcomes.	Board of Directors, Department TTT KT – NNTH, Department of Training Management and Student Affairs, Room KT&DBCLGD	From year 2025	

5. Self-rating: 5/7

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

1. *Describe the current situation*

In order for the assessment of students' learning outcomes to be carried out clearly and publicly announced, Hanoi Metropolitan University has issued many documents and regulations on the process of organizing exams, tests and assessments, specifically: Regulations on university training of Hanoi Metropolitan University, Regulations on assessing learning outcomes of training levels of Hanoi Metropolitan University; Regulations on testing and examining courses; Procedures for building, managing and using the test bank; Procedures for organizing end-of-course exams; Regulations on reviewing end-of-course exam scores; Procedures for managing internships; Procedures for managing graduation projects and theses, etc.[H5.05.02.01]; [H5.05.02.02]; [H5.05.02.03]; [H5.05.02.04]; [H5.05.02.05]; [H5.05.02.06]; [H5.05.02.07]; [H5.05.02.08]; [H5.05.02.09]; [H5.05.02.10]; [H5.05.02.11]. The documents are all regulated.

clearly define responsibilities, procedures, forms, and instructions on testing and evaluation Student's research results, theses, internships, etc. Most of these documents are published. publicly and fully on the Training Portal, the official website of the School, and the DCCT The course, which is disseminated during the first week of civics classes, is in the Handbook. Students, especially the teacher teaching that course, provides the course to students in the morning. In the first lesson of each course, ensure that 100% of students understand and grasp the regulations on test and evaluate student learning outcomes [H5.05.02.12]; [H5.05.02.13]; [H5.05.02.14]; [H5.05.02.15]; [H5.05.02.16]; [H5.05.02.17]Through that, learners can clearly understand regulations on assessment of learners' learning outcomes (including time, method, criteria) criteria, weights, feedback mechanisms and related content).

Assessment of learning outcomes is carried out throughout the course and at the end of the course:

- Regular assessment: is an activity carried out throughout the learning process of each subject.[H5.05.02.02]; [H5.05.02.03]; [H5.05.02.13] .
- Periodic assessment: is an assessment test after completing the course program.[H5.05.02.02]; [H5.05.02.03]

Point weight:

- For regular assessment activities, the number of component points and the weight of component points are specified in the syllabus of each subject.[H5.05.02.02].
- For courses with final exams, the final exam score has a minimum weight of 30% of the course score. Students with a failing final exam score (<4.0) are allowed to retake the exam.[H5.05.02.02].

The course grade is the weighted average of the course progress score and the final exam score, rounded to one decimal place (for courses with final

exams).[H5.05.02.02]; [H5.05.02.03]; [H5.05.02.07].

- For internship courses, practice is organized at practice facilities, students are regularly evaluated during the learning process, minimum 01 point.

component/credit. The School's lecturers only participate in evaluating a maximum of 01 component score and the weight is no more than 30% of the course score.[H5.05.02.02]; [H5.05.02.47].

- For projects and theses, the assessment is based on at least 02 component scores, in which the score of the Evaluation Council has a weight of 70% of the course score. The instructor evaluates the component scores with a weight of 30% of the course score, during the process of guiding students to do projects and theses.[H5.05.02.02]; [H5.05.02.48].

For specific subjects such as National Defense and Security Education and Physical Education, there are separate regulations, clearly defining time, methods, forms, and assessment criteria.[H5.05.02.18]; [H5.05.02.19]; [H5.05.02.20].

Regarding the form of examination, testing and assessment, it can be written (multiple choice or essay), oral, practical, project, essay, assignment, or other forms and must be shown in the course syllabus.[H5.05.02.02].

The time for the final exam is proposed by the Department of Training Management and Student Affairs, approved by the School Principal and announced to learners as well as the exam organizing unit, the Center for Science and Technology - Education, at least 2 weeks before the exam starts.[H5.05.02.08]; [H5.05.02.21]; [H5.05.02.22]; [H5.05.02.23]

The form and content of the assessment of learning outcomes are fully and publicly disseminated to Law students through various forms such as: Through the first week of civic activities, student handbook, the first class of each module, during the teaching of the module, before conducting the assessment, before the end of the module and in the first meeting between students and the training coordinator... helping learners orient their studies and have a suitable study plan.[H5.05.02.14]; [H5.05.02.15]; [H5.05.02.17].

Specific component scores (Attendance and tests) are publicly announced to students before the end of the section and are updated by lecturers on the training portal no later than 02 weeks after the end of the section exam and students can check their scores on their personal accounts.[H5.05.02.02] [H5.05.02.13]; at the same time the learner have the right to feedback to the instructor if there is a problem [H5.05.02.02]. Final score is updated on the student portal. With the final exam, students have the right to Submit an application for review of exam scores if you are not satisfied with the results received. Appeal Submit the exam directly to the Center for Science and Technology - Agriculture for general subjects for settlement. According to regulations, for individual subjects, the Center is responsible for sending the review papers to Faculty to process and update exam scores if there are changes in the re-scoring score survey [H5.05.02.02]; [H5.05.02.09]; [H5.05.02.13].

For the final exam, the exam questions are always made to closely follow the content of the knowledge learned, and to be able to assess the level of the learner. The exam formats of the modules are diverse, depending on the learning outcomes and knowledge requirements of the modules. Accordingly, modules with the form of situational/large-scale exams are mostly in the specialized knowledge block due to the characteristics of the Law industry, which requires strict professional skills and

skills in handling practical legal situations. With the form of situational/large-scale exams, students are given the opportunity to conduct in-depth research and apply the theories taught.[H5.05.02.02]; [H5.05.02.05]; [H5.05.02.14]; [H5.05.02.24]; [H5.05.02.25]; [H5.05.02.26]; [H5.05.02.27].

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.[H5.05.02.04]; [H5.05.02.05]; [H5.05.02.07]; [H5.05.02.10]; [H5.05.02.11]; [H5.05.02.26].

In addition to course evaluation, the evaluation of student training results is coordinated by the academic advisor and the Department of Training Management and Student Affairs according to requirements.[H5.05.02.02]; [H5.05.02.28]; [H5.05.02.29].

The school regularly organizes dialogue conferences between the board of directors and students to listen to and answer students' questions. In addition, the school conducts online surveys of students' opinions on their satisfaction with the subject and the subject's assessment methods. The results are compiled and reported as a basis for teachers and faculties to make adjustments to meet the needs of learners and in accordance with regulations.[H5.05.02.02]; [H5.05.02.30]; [H5.05.02.31]; [H5.05.02.32]; [H5.05.02.33]; [H5.05.02.34].

For graduation theses, the Law Department informs students and instructors about the regulations for defending graduation theses, the grading council, the list of instructors, reviewers, and thesis presentation templates for students. To be able to do a graduation thesis, students must achieve an average score of over 2.5/4.0 and some other conditions such as accumulating enough credits, etc. The thesis score is made public immediately after the Council reaches a consensus in accordance with regulations to ensure the correct requirements and graduation review process for students.[H5.05.02.02]; [H5.05.02.11]; [H5.05.02.35]; [H5.05.02.36]; [H5.05.02.37]; [H5.05.02.38]; [H5.05.02.48].

Evaluation of specialized internships and final graduation internships or student theses all have specific standards with specific assignments from related members such as: supervisors, supervisors at the internship facility, etc.[H5.05.02.02]; [H5.05.02.10]; [H5.05.02.11]; [H5.05.02.37]; [H5.05.02.38]; [H5.05.02.39]; [H5.05.02.40]; [H5.05.02.41]; [H5.05.02.47]; [H5.05.02.48].

In addition, the assessment of foreign language proficiency to meet the output standards of students of training majors in general and Law majors in particular is also clearly stated in the regulations on organizing foreign language training for regular colleges and universities.[H5.05.02.02]; [H5.05.02.44]; [H5.05.02.45]; [H5.05.02.46].

Table 5.2.1: Popular methods of student assessment in the training program of Hanoi Metropolitan University

Method	Work	Text/channel
1. Direct	The school disseminates regulations in the first week of SHCD.	Student Handbook
	Lecturer's announcement on the first day of the course.	Course outline

	Instructor's announcement of component grades before the end of the course.	Component transcript. Student training portal

2. Indirect	Notification via School Portal Notification via Student Training Portal	www.hnmu.edu.vn www.daotao.hnmu.edu.vn
	Lecturers notify via class groups on Teams, Zalo, and notify Class Officers.	Course slides, component score sheets...

2. Strengths

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

3. Point of existence

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 do not have access to the information.

4. Action Plan

TT	Item pepper	Content	Implementing unit	Time perform
1	Overcome the problem in	Strengthening propaganda, education, inspiration for students, and interaction between family and school	Department Stakeholders Center for Science and Technology, TH	From 2025
2	Highlight the points strong	Review and adjust regulations, rules and procedures related to the assessment of training results. learner	Faculty, Department, Center for Science and Technology, Department; Room QLDT&CTHSSV	From 2025

*5. Self assessment:*4/7

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

1. Describe the current situation

Based on the Training Regulations, Regulations on testing and examination of the course, the course teachers proactively propose various forms of testing and assessment of students' learning outcomes 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 documents such as: in-class tests, assignments, presentations, projects, oral exams, individual assignments, group assignments.[H5.05.03.01]; [H5.05.03.02]; [H5.05.03.03]; [H5.05.03.04]; [H5.05.03.05]; [H5.05.03.06]; [H5.05.03.07]; [H5.05.03.08]; [H5.05.03.09]; [H5.05.03.10]; [H5.05.03.11]; [H5.05.03.12]; [H5.05.03.17]; [H5.05.03.18]; [H5.05.03.19]; [H5.05.03.20].

The exam format of each subject is agreed upon by the department and clearly stated in the syllabus. If there is any change in the format, there must be agreement between the teaching teachers and the Head of the department.[H5.05.03.05]; [H5.05.03.18]Every year, the Faculties propose new forms of The form of testing and evaluating students' learning outcomes is sent to the functional unit (Department). QLDT & CTHSSV and KT & NN-TH Center) submit to the Board of Directors for approval [H5.05.03.13].

During the teaching of the subjects in the training program, teachers have flexibly used methods to test and evaluate the learning process of students such as: Assessing students' diligence and positivity (accounting for 10% of the total score); organizing students to do group exercises in many different forms, presenting individually or in groups, or taking periodic tests, mid-term tests (accounting for 30% -50% of the total score) and final assessment through combined multiple-choice tests, oral exams, major assignments, projects (accounting for at least 30% of the total score). [H5.05.03.02]; [H5.05.03.06]; [H5.05.03.10]; [H5.05.03.11]; [H5.05.03.14]; [H5.05.03.15]; [H5.05.03.18]. Assessment forms KQHT is very rich and diverse but still compatible with CDR, not only evaluating knowledge but also skills and qualities through projects and activities. practical activities, major assignments... linked to career orientation and work that students can take up after graduation [H5.05.03.02]; [H5.05.03.04]; [H5.05.03.10]; [H5.05.03.11]; [H5.05.03.13]; [H5.05.03.15]; [H5.05.03.16]; [H5.05.03.18]; [H5.05.03.19]; [H5.05.03.20].

The selected HQHT assessment methods ensure measurement according to the requirements of the CDR (value). The indicators that help ensure value 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, and at the same time, there is a reference to the output standards of the training program. The final exams as well as other forms of assessment through written exams, oral exams, multiple-choice exams, essays or assignments, 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, legal resolution of real-life cases, etc. of the learner.[H5.05.03.02]; [H5.05.03.10]; [H5.05.03.13]; [H5.05.03.15]; [H5.05.03.18]; [H5.05.03.19]; [H5.05.03.22].

The assessment methods used ensure that the CDR requirements are measured, are reliable and have clear assessment criteria.[H5.05.03.02]; [H5.05.03.04]; [H5.05.03.10]; [H5.05.03.15]; [H5.05.03.18]; [H5.05.03.19]; [H5.05.03.22].

Table 5.3.1: Assessment methods compatible with output standards

Output standard	**Evaluation method**
Knowledge	Written test, multiple choice test, presentation, assignment, etc.

Skill	Presentation, practice, extracurricular activities (participation) academic seminars, workshops and report writing …)
Attitude	Attendance, classroom interaction (with instructor, in class) group work in class)

For the final exam, each exam is approved by the department after an adjustment meeting, ensuring that each question measures the correct requirements of knowledge, skills, and attitudes reflected in the course's syllabus.[H5.05.03.04]; [H5.05.03.05]; [H5.05.03.06]; [H5.05.03.07]; [H5.05.03.10]; [H5.05.03.15].Consideration of conditions

Exam preparation, exam questions, exam organization and grading are conducted according to a unified process, ensuring ensure reliability, seriousness, objectivity, fairness and accuracy [H5.05.03.02]; [H5.05.03.04]; [H5.05.03.10]; [H5.05.03.15]. Test bank for all subjects The accompanying answer key and grading scale are compiled and uniformly managed by the organization. according to the correct procedure. The exam can be in the form of essay questions, multiple choice, or multiple choice. combination… has a structure according to regulations approved by the department before being put into use [H5.05.03.05]; [H5.05.03.15]; [H5.05.03.22]Each test has corresponding answers. with detailed scores, specific marking instructions [H5.05.03.22] Exam questions and answers The final assessment is approved by the Head of Department to ensure the validity of the assessment before submission. About Center for Science and Technology [H5.05.03.05]; [H5.05.03.15]; [H5.05.03.22]. Department/ Department

Periodic and annual meetings to review and summarize the effectiveness of the combination of methods Assessment is applied in courses/subjects/training programs. [H5.05.03.05]; [H5.05.03.13].

The marking process follows a strict process, the course exams are graded and graded in two independent rounds. The marking process is standardized to ensure reliability and fairness for learners.[H5.05.03.23]; [H5.05.03.24]. Reliability and fairness are also ensured in the final grading process. Each test Both require two lecturers to mark to limit subjectivity in evaluation. [H5.05.03.23]. The component scores of each subject will be posted publicly on the portal. student information [H5.05.03.14]

To verify training activities, testing methods, and assessment of learners' learning outcomes, every year the Faculty and the Department of Training Management and Student Affairs organize direct student feedback through regular class meetings and direct student dialogues to listen to students' direct feedback, thereby making adjustments and improvements to improve training quality and assessment effectiveness.[H5.05.03.25]; [H5.05.03.26]; [H5.05.03.27]In addition, the School organizes annual exams. closely collect students' feedback on the school's training quality, and their opinions Students for the subject, including evaluation criteria for the evaluation of results student learning. The results show that students all believe that assessment methods The school's learning outcomes are diverse and flexible, ensuring objectivity. fair to learners [H5.05.03.28].

For internship courses, the practice is organized at the practice facility, the practice is in accordance with the regulations and procedures on organizing internships, the students' learning outcomes are regularly evaluated during the learning process, with a minimum of 01 component point/credit. The school's

lecturers only participate in evaluating a maximum of 01 component point and the weighting does not exceed 30% of the course score.[H5.05.03.02]; [H5.05.03.29]; [H5.05.03.30]; [H5.05.03.31]; [H5.05.03.32]; [H5.05.03.40].

For graduation thesis, the School/Faculty has specific requirements on thesis writing procedures. Grading of internship/graduation thesis has clear criteria on working attitude, theoretical framework, tools used, practical results, etc. The thesis is evaluated through at least 02 component scores, in which the score of the Evaluation Council has a weight of 70% of the course score. The instructor evaluates the component scores with a weight of 30% of the course score, during the process of guiding students to do projects and theses. These criteria ensure the validity of the evaluation of internship/graduation thesis.[H5.05.03.02]; [H5.05.03.33]; [H5.05.03.34]; [H5.05.03.35]; [H5.05.03.36]; [H5.05.03.37]; [H5.05.03.40].

In addition, the unit responsible for monitoring, tracking, inspecting and examining training activities in the School in general and testing activities is the inspection department of the Department of Education Quality Management, which conducts regular and planned monitoring, inspection and examination.[H5.05.03.38]. In addition, the annual internal assessment also checks Check and closely monitor the records and procedures of the Center's testing work. KT & NN-TH and Training Faculty [H5.05.03.39].

2. Strengths

The Department and Faculty have been proactive in innovating testing methods and evaluating the learning process of learners flexibly, in accordance with the characteristics of each subject and course. The school has built a test bank system to serve the course testing work, ensuring objectivity in evaluating students' learning outcomes. The organization of course testing is carried out seriously, accurately and fairly in accordance with the school's regulations and procedures.

3. Point of existence

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
1	Overcome existing problems	Propose that the School develop a set of quantitative metrics to measure the reliability, validity and fairness of evaluation methods	Faculty of Secondary Education, TH hea rt KT-	From year 2025
		Apply specialized software to evaluate the quality of the test bank; Innovate the work of collecting feedback from stakeholders on test quality. Training volume of Faculty and School	Center for Advanced Education, Board of Directors hea rt KT- Department,	From year 2025

2	Develop strengths	Continue to innovate testing and assessment methods for learners' learning outcomes in the direction of developing learners' capacity; Compile and use question banks. semester exam in student assessment of learning outcomes.	Faculty, Center for Science and Technology, Department of Training Management and Student Affairs	From year 2025

5. *Self assessment:*4/7

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

1. Describe the current situation

Student learning assessment activities in the training program are carried out first of all by fully disseminating to students the regulations and rules of the Ministry of Education and Training and of Hanoi National University.[H5.05.04.01] through civic week [H5.05.04.02]. Student handbook [H5.05.04.04], through communication channels such as website and fanpage of the School, Faculty and through the student's electronic account. The assessment results are timely notification to students and become one of the effective ways to students improve their learning, specifically how their grades are published. Section and final exam results. Regulations on course testing and exams The School's regulations issued in 2019 have specific regulations on the time of announcing results. learning outcomes (feedback on assessment results) to students (in Article 4), specifically: Assessment scores The process, including students' attendance and positive scores, must be announced directly by the teacher. for students at the last class of each semester; Final exam scores must be be announced on the training portal no later than 2 weeks after the exam date (Article 1). 16) [H5.05.04.01]In addition, the School has established a process for organizing course exams. including clear regulations on the time of announcing final exam scores for students above School training portal [H5.05.04.02]. Based on the regulations, rules The program has been issued, teachers and related units have promptly announced the learning results to each student through the school's training portal [H5.05.04.15] [H5.05.04.03]. Early feedback on learning outcomes to students in accordance with State regulations. The school has helped students have a plan to re-register and improve their grades in time, ensuring maintain learning progress, improve personal learning outcomes [H5.05.04.05].

The regulations on feedback on assessment results to learners are clearly stated by the school in the regulations on organizing regular course exams. The regulations clearly state the ways to feedback learning results to learners for each specific exam form. For oral exams, graduation theses and practical, internship and practical courses, lecturers announce scores to students immediately after marking. For objective multiple-choice, essay and essay tests, after receiving the test papers from the Center for Science and Technology - Education for general subjects or from the Faculty's Examination Council for specific subjects, lecturers will mark the test papers and return the test papers within 07 days. The Center for Science and Technology - Education and the Faculty's Examination Council will score according to the rhythm in the training management software provided by the Department of Training Management and Student Affairs.[H5.05.04.01]

The process assessment is carried out according to the regulations on assessing the learning outcomes of learners, which are shown in the approved course syllabus and publicly announced to students. The course instructor is responsible for assessing the process, including attendance scores and periodic test scores. After grading, the test scores must be reported and returned to students. Students can question the scores if they feel unsatisfactory.[H5.05.04.02] Students will receive

feedback and teachers will answer questions right at the test return session. Teachers will Make public adjustments if necessary and will enter scores according to the student list. Courses are provided by the Center for Science and Technology.

One week before the start of the semester final exam, the lecturer enters the midterm exam scores on the portal. After 7 days of the semester final exam, students will know the results. If there are any questions about the results, students have the right to submit a request for review of the exam to the Exam Organizing Unit.[H5.05.04.06]The exam organizing unit compiles the list of students who have their exam papers reviewed and the application form. Register for re-examination (for students with score <4.0) and assign staff to organize re-examination and appeal review the exam, make a record of the exam review. If there is a discrepancy in the exam score, the Organizing Unit The exam organization transfers the minutes to the Department of Training Management and Student Affairs based on the minutes and the completed exam. re-examination to correct exam scores for students. The final re-examination score will be notify learners to make more suitable study plans. After each semester, the School The school organizes final exams, evaluates student learning outcomes, considers academic performance and announces Student's learning results on the School's information page. Student's learning results are entered accurate, fully stored according to the process at the Center for Science and Technology, Department QLDT&CTHSSV and Faculties train on paper and on system management software System. The transcripts that keep the students' learning results for each semester are kept by the Department. QLDT&CTHSSV, Faculty of Social Sciences and Humanities manages and ensures safety according to the process identify, convenient for looking up points when needed.

The school has clearly recognized the importance of timely feedback on the results of student learning outcomes assessment, therefore, it has built a strict, scientific, objective, accurate and fair assessment management system and timely feedback to learners to improve the quality of training, helping students to be proactive in their entire learning process. Based on the learning outcomes and training scores of each semester, based on the decision to issue a warning every semester after the progress review meeting, students can develop an appropriate study plan, avoiding the situation of being forced to drop out of school when being warned for 3 consecutive semesters. [H5.05.04.04] [H5.05.04.07] [H5.05.04.08]. From the survey results, subject evaluation and quality assessment The School's course offerings show that the majority of students and alumni are satisfied with the information provided. timely test scores and how teachers provide feedback on student work help them adjust their learning activities in a timely manner to improve quality. [H5.05.04.11] [H5.05.04.09] [H5.05.04.10].

In addition, the school also conducts surveys and collects feedback from students and alumni.[H5.05.04.10] on teaching activities lecturers to improve the teaching quality of each lecturer, and also improve the quality of learning for students of the School [H5.05.04.11], [H5.05.04.12].

2. Strengths

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

3. Point of existence

Sometimes, some lecturers do not send feedback on the final exam scores of students in the training program within the time limit set by the Training Management and Student Affairs Department. The collection of opinions from students and former students on feedback on assessment results has not been widely implemented to make adjustments and improvements.

4. Action Plan

TT	Item pepper	Content	Implementing unit	Time perform
1	Overcome existing problems	The Training Management Department regularly coordinates with the Faculty to have a reminder mechanism 1-2 weeks earlier than the deadline to help lecturers in the training program proactively complete the evaluation of results on time. Use the training management system more effectively to promptly feedback results to learners. Innovate the work of collecting feedback from stakeholders on the training quality of the Faculty and the School.	Board of Directors, Department of Training and Training, Central Center for Science and Technology	2024-2025
2	Develop strengths	Continue to disseminate and educate students about regulations and procedures related to testing and evaluating students' learning outcomes.	Department, Set Department of Training Management and Student Affairs, Central Center for Science and Technology	Annual

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

***Criterion 5.5.*NH has easy access to the complaint process regarding academic performance.**

1. Describe the current situation

According to the regulations on evaluating learning outcomes of training levels of Hanoi Metropolitan University, the University has specified the time and order of reviewing final semester exams.[H5.05.05.01] as well as the organization process The course exam has detailed the order, time and responsibility for performing the work. The review of final exam papers ensures the rights of students. Students can Easy access to the exam review process through public dissemination School procedures on the website [H5.05.05.04], in the Handbook SV [H5.05.05.03] and be guided and disseminated directly from CVHT and GV [H5.05.05.05] through regular meetings, through the first lesson of courses. After the exam results are announced, students have 15 days to submit a request to the the exam organizers (Faculty of Training and Center for Science and Technology - Education) on the learning results of the students. me [H5.05.05.06]. The relevant departments and functional offices all send staff to receive and handle the request. satisfactorily

resolve students' questions about exam results, ensuring compliance with regulations and procedures of the School and the responsibilities and rights of students [H5.05.05.02].

For component scores, students complain directly to the teacher teaching that subject when the teacher publicly announces the learning results, the teacher teaching the subject directly resolves the students' opinions.

For the final exam results, after the learner finds that the exam scores announced on the training portal are incorrect, he/she must submit a request for review to the Center.

The KT & NN-TH Center requests a review no later than 1 week after the score is announced. The KT & NN-TH Center is responsible for receiving complaints about the test results of students. The appeal request is made according to the form at the Center or on the training information portal.[H5.05.05.06].Center for KT&NN-TH synthesizes the list of students for review exam and send the minutes and re-graded exam to the Training Faculty and Head of Department. Make a list of assigned staff to review exam papers according to school regulations. The re-examination will be assigned by the Head of Department to two lecturers other than the teacher. first mark to make the re-evaluation process completely objective. Final result must be signed by the Head of Department before being announced. The score after the review is the final result. final result of the course. If there is any discrepancy in the exam score, the Center for Technical and Vocational Education and Training Based on the minutes and the re-graded exam, adjust the score on the software. system management. After updating the review score on the system management software, The Center for Economic and Technical Education announced the results of the exam review on its website. School's death[H5.05.05.01], [H5.05.05.07]. KT & NN-TH Center always has records complaint tracking, annual complaint results [H5.05.05.02], [H5.05.05.08].

It can be said that the process of student review and teacher review is public, transparent, ensuring objectivity and honesty. From there, it creates motivation for students to constantly strive and practice in their studies.

The annual statistics of the Faculty and the Center for Science and Technology - Education show that every year, almost no students complain about the learning results of the individual subjects organized by the Faculty; less than 1.5% of the general subjects organized by the Center for Science and Technology - Education. The results of complaints about learning results (re-examination statistics of the Center for Science and Technology - Education, annual score correction results of the Department of Training Management and Student Affairs) are clearly shown in the Re-examination Tracking Book.[H5.05.05.08].

2. Strengths

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

3. Point of existence

Various methods of information transmission, including surveys to collect opinionsHowever, the information provided by students has not yet fully reflected which information channels students mainly access, and which information channels bring the most effective communication. In addition, a part of students have a fear mentality so they have not fully utilized their right to complain.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fixexist	Add more survey content Diversify and make the Methods of conveying information about complaints so that learners can do it more easily when needed.	Board of Directors, Agricultural and Rural Development Center	From 2024

2	Highlight the points strong	Continue to innovate the dissemination and education work for students about the school's regulations and working procedures, including: There is QT to organize course exams.	Faculty, Related functional units mandarin	From 2024

5. *Self assessment:*4/7

Conclusion Standard 5

The school has developed a complete system of documents, regulations, procedures and instructions for implementing the assessment of students' learning outcomes. In particular, there are specific and detailed contents about time, methods, criteria, and weighted scores of assessment that are publicly announced to students through various channels such as: Announced on the school's website; Printed in the Student Handbook; Disseminate during the Civic Education week; Provide students with assessment tools right in the first class...

The school always pays 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 has been proactive in innovating testing methods and evaluating the learning process of learners flexibly, in accordance with the characteristics of each subject and course, with the participation and coordination with recruitment units to improve the capacity of learners. The school has built a test bank system to serve the course testing work, ensuring objectivity in evaluating the learning results of students. The organization of course testing is carried out seriously, accurately and fairly in accordance with the school's regulations and procedures.

In addition to the above strengths, the work of evaluating student results of the department and the school still has some shortcomings that need to be overcome in the coming period such as: The work of evaluating student results 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 exam results and review results of students' exams; In the school's regulations, there are no regulations on the feedback mechanism of learners on the methods and procedures for testing and evaluating student results, and the process of complaining about student results; The reliability and validity of the test bank have not been fully verified, the level of student satisfaction with the methods of testing and evaluating student results is not high; The exam review process is part of the exam organization process, so some contents are unclear and not strict.

Self-assessment: With 5 criteria of the 5-industry standard, the self-assessment of the Law has 5 criteria.

achieved. With a score of 4/7 for 04 criteria; 5/7 for 01 criterion.

Standards/criteria	Self assessment
Standard 5	**4**
Criterion 5.1	5
Criterion 5.2	4
Criterion 5.3	4

Criterion 5.4	4
Criterion 5.5	4

Standard 6. Faculty and researchers

Introduction

The current teaching staff of the Faculty of Social Sciences and Humanities is planned and recruited to meet the requirements of training, NKCH and training activities for teachers and managers at all levels. Recruitment, reception, training and promotion of staff are carried out publicly, in accordance with regulations and based on job requirements, professional qualifications, teaching experience and scientific research achievements of candidates. The Faculty always assigns teaching, training and other tasks in accordance with the qualifications, experience and capacity of each teacher. The achievements in scientific research, professional activities and mass activities are always of interest to and highly appreciated by the Faculty, creating motivation for teachers to complete their tasks well. The workload of the teaching staff participating in the training program is measured and monitored as a basis for improving the quality of training and scientific research. However, regulations and instructions on community service activities need to be more complete and specific.

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 staff of the Faculty of Social Sciences and Humanities 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/QD-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 [H6.06.01.01],[H6.06.01.02],[H6.06.01.03].

Based on the regulations issued by the Government and the State, Hanoi Metropolitan University has researched, developed, edited and issued a new system of regulations on working regime and personnel management in the period from 2020 to present [H6.06.01.04],[H6.06.01.05],[H6.06.01.06],[H6.06.01.07],[H6.06.01.08], [H6.06.01.09],[H6.06.01.10],[H6.06.01.11],[H6.06.01.12] [H6.06.01.18].

In 2023, the Faculty had 47 lecturers and as of February 2024, the number of lecturers and staff working at the Faculty had reached 55 personnel. [H6.06.01.23].

Brief information about the team is presented in the following table:

Table 6.1.1: Table of number of teachers and researchers participating in the training program

	Quantity	**Note**
By gender		
Male	09	
Female	46	
By age		
Under 30	02	
From 30 to 50	42	
50 and up	11	
By level		
Master	29	
Dr.	22	
Assoc.Prof.Dr.	03	
By title		
Lecturer	28	
Main Lecturer	11	
Senior Lecturer	03	
Lawyer	01	
Specialist	02	

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 [H6.06.01.13],[H6.06.01.14]. In terms of expertise, the positions at the Faculty include: Lecturer (code NNCN 01/HNMU), teaching assistant (code NNCN 04/HNMU) and faculty academic affairs officer (code CMDC 28/HNMU). In addition, some lecturers are assigned additional tasks other than those prescribed for NNCN 01/HNMU such as: general assistant, scientific assistant, academic advisor [H6.06.01.15],[H6.06.01.16],[H6.06.01.17].

The planning of the teaching and research staff of the Faculty of Social Sciences and Humanities is carried out to meet the needs of training, scientific research, and community service. On that basis, the Faculty also determines the planning criteria of the Faculty and the Law Department, sets out quality goals, in which it clarifies the criteria for developing the teaching and research staff in accordance with the orientation in the general development strategy of the School and on the basis of a survey of human resource needs, training needs, and development of the Faculty's staff. The recruitment, reception, appointment, rotation, and development of teaching staff are all based on the Job Position Project and stem from the needs of the departments. Every year, in the School Year Plan and Quality

Goals, the Faculty has specific directions on all aspects of work, including personnel work. The Faculty determines the needs for recruitment, reception, appointment, and development of teaching staff and develops a plan to implement these goals during the school year [H6.06.01.19],[H6.06.01.21].[H6.06.01.26]

For Law training, the faculty focuses on developing high-quality human resources, setting the goal of recruiting lecturers who are foreign PhDs, masters, and lecturers with practical work experience, constantly increasing both in quantity and quality, meeting training requirements with the constantly increasing number of students [H6.06.01.24].

To ensure the quantity and quality of the teaching staff for training, in recent times, the Faculty has always paid attention to recruiting and training young teachers. The Faculty is currently sending 03 teachers from the Law Department (along with many teachers from other departments participating in training) to study for a PhD at Hanoi Law University, National University of

Gia; Newly recruited teachers are cared for by the Faculty and Department Board, especially in improving their professional skills to meet the teaching requirements of the training program under the probationary teacher regime.

The number of lecturers and staff participating in the Law training program has increased in both quantity and quality during the evaluation period. The school and the Faculty always focus on developing teaching human resources for the industry, by assigning lecturers with high academic titles and degrees to teach general knowledge subjects, and inviting high-quality lecturers from other training units to support teaching specific subjects of the industry. According to statistics in 2022, the number of lecturers and staff participating in the Law training program is 52 people. The number of lecturers with Associate Professor qualifications is 03 people, PhD is 20 people, and Master is 29 people. The number of lecturers and staff of the Faculty of Social Sciences and Humanities participating in the Law training program is 20 people, planned for 3 subjects: Law, political theory and Literature [H6.06.01.25].

The Faculty'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 right 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 for teachers of the School. Based on the teaching plan of the Faculty, the School develops a plan to assign labor norms (including teaching norms, scientific research norms, professional activities and other activities) to each staff member in the Faculty [H6.06.01.27].

Due to the nature of Law training, which requires exposure to professional practice, the School has invested in building a law practice and consulting center located at CS1. With the goal of improving training quality, the Faculty has proactively developed and proposed to implement many innovative programs in teaching methods approved by the School. [H6.06.01.28],[H6.06.01.29].

The faculty's staff, especially those participating in Law training, have chaired or participated in scientific research projects. During the 5-year period (2019 - 2024), the number of scientific publications of the faculty has increased steadily. The school and the faculty always have timely reward policies to encourage teachers to actively conduct scientific research and apply scientific research products to serve training work [H6.06.01.30].

In addition to professional work at the School, lecturers and researchers in the department also actively participate in community service activities. In 2019, lecturers of the Law Department cooperated with law firms of the Hanoi Bar Association to provide free legal advice in Soc Son district, Hanoi city. From 2020 to 2023, the Law Department organized many programs to support legal advice for the community, and participated in teaching charity classes for the disabled at the Will to Live Center.

Regarding the planning of leadership and management staff, the School periodically collects suggestions from units and has a roadmap to complete the appointment conditions for candidates based on the description of the corresponding management-level job position.

The process of appointing leaders of the Faculty is always public, the appointment criteria are clear and implemented in accordance with the regulations of the University. During the evaluation phase, the Faculty appointed the positions of department heads, deputy heads of departments, and heads of departments in accordance with the requirements of the procedures and title standards of the University [H6.06.01.31].

Thus, the School and Faculty have done a good job of planning the team of lecturers and researchers in the Law sector to meet the needs of training, scientific research and community service. Lecturers are planned in accordance with their capacity and research field, the number of scientific research works and products has increased in both quality and quantity. Lecturers and students of the Law sector participate in many activities of the Law training network.

2. Strengths

The Faculty has a clear development path and roadmap with the support of the School. The core staff of the Law Department are young, enthusiastic and dynamic in professional work, quick in scientific research, and active in community service activities. Thanks to the unique capacity and attitude of the teaching staff, the Faculty is especially always ready to experiment with innovative plans to improve the quality of the School's training services.

3. Point of existence

The faculty was newly established in 2019, the team of teachers and researchers do not have much experience and diverse professional experience. The percentage of teachers with PhD degrees is not high.

4. Action Plan

TT	**Target**	**Content**	**Real unit presently**	**Time space perform**
1	Notch serveexist	Priority is given to teachers with a PhD degree or higher and experience in teaching and scientific research. Create conditions and policies for teachers who are currently completing their PhD studies. thesis There is a mechanism to encourage teachers to participate in PhD training. complete the application for Associate Professor.	Faculty of Social Sciences & NV; Department of Science and Technology	from 2024
2	Play medalStrengths	Building a mechanism for benefits in parallel with granting professional autonomy to teachers to improve training	Faculty of Social Sciences & NV;	from 2024

		quality. create.	Department of Science and Technology	

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

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

1. Describe the current situation

Law is one of the key majors in the non-pedagogical training group of the School. The program has the participation of many teachers in the school, including many teachers with PhD degrees or higher. The teaching staff of the Law training program has been supplemented and adjusted to help improve the quality and quantity of resources, meeting the requirements of innovation and development of the training program [H6.06.01.24], [H6.06.02.03],[H6.06.02.05],[H6.06.02.17].

Implementing the regulations of the State and the School on staff standards to meet the training organization of university level; regulations on labor management, working regime for teachers, every year, the Faculty builds an activity plan based on the principle of ensuring the ratio of teachers/students and the labor standards of teachers.

Table 6.2.1: Student/Teacher Ratio for the 2019-2024 Period

School year	**Number of Law students**	**Total number of teachers participating in the training program**	**Student/Teacher Ratio**
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			

[H6.06.02.20],[H6.06.02.21],[H6.06.02.22].

The workload of lecturers and researchers is converted into standard hours: standard hours of teaching, standard hours of scientific research, standard hours of other professional activities (1 standard hour is equal to 3.33 administrative hours, 1 year a lecturer must complete 1760 hours). Hanoi Metropolitan University measures and monitors the workload of lecturers and researchers performed annually by converting standard hours according to the working regulations of lecturers [H6.06.02.01],[H6.06.02.02].

The workload is specifically determined for each teacher's task and is measured in detail in many different aspects to ensure the rights of teachers, encourage teachers to be dedicated and responsible for their work. The specific quantification serves as a basis for monitoring and improving each school year to improve the quality of training [H6.06.02.04]. Every year, the School has guidelines for evaluating and classifying civil servants and guidelines for emulation and rewards [H6.06.02.06]. The guidelines are supplemented and updated in a specific and realistic direction to make the standards and criteria suitable for the conditions and characteristics of the School's work, taking the results of evaluating and classifying civil servants as the basis for emulation. The emulation and reward evaluation is practical and has a good effect in encouraging individuals and units to promote creativity and innovation to complete

good training, scientific research and community service tasks.

The Regulations on Science and Technology activities were issued by the School in 2016, reviewed, revised, supplemented and issued in 2021.[H6.06.02.02]. Regulations

The new regulation stipulates many contents, including the content of rewards in the field of science and technology, including policies to encourage and reward civil servants with quality scientific products. As a result, the number of scientific research topics at all levels and articles published in journals has gradually increased over the years in the period 2019 - 2024.

Every year, based on the announcement on the registration of scientific and technological activity plans and experience initiatives, the Faculty has deployed to all staff and lecturers in the Faculty to register topics and experience initiatives [H6.06.02.16],[H6.06.02.18]. The research topics carried out also closely follow the specialized training content, the accepted research works have been introduced by the faculty members during the teaching process, conveyed, integrated into the lecture content, summarized in reference documents, textbooks authored or co-authored by the faculty members, contributing significantly to the improvement and gradual enhancement of the quality of teaching and learning.

Table 6.2.2: Statistical table of scientific research results of Law teachers by type

School year	Article posted on the Miscellaneous science	Report at meetings suggestion, festival grass	Scientific research topic	Course
2019-2020	4	2	4	0
2020-2021	6	21	4	0
2021-2022	2	17	3	1
2022-2023	8	15	3	0
2023-2024	7	7	1	2
Add	**27**	**62**	**15**	**3**

[H6.06.02.23].

The internal spending regulations and working regulations are revised and supplemented annually after reviewing and consulting with units. Reasonable proposals from units are 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 management officials, the School's regulations have initially implemented income payment according to work results and job position [H6.06.02.07],[H6.06.02.19].

At the end of each school year, teachers self-declare the standard hours they have performed in the assigned work areas. Regarding teaching, including university teaching (full-time, part-time), postgraduate teaching, including teaching and guiding theses, master's and doctoral dissertations. In each system, teaching hours have a specific standard hour conversion formula, corresponding to the teacher's academic degree and 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 [H6.06.02.02].

Regarding other professional activities, including: professional group activities, meetings, advanced study, presiding over the development of new programs, developing new subject lectures, participating in cultural, artistic and sports activities; social activities, attending conferences, etc.

Hours... All types of activities according to regulations are converted into standard hours corresponding to each title and degree of senior lecturer, teacher[H6.06.02.02].

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, Science and 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 [H6.06.02.09]. At the end of each subject, students who want to see the course score must evaluate the teaching quality of the teacher. Through the student's evaluation, the teacher can adjust the lesson accordingly. The School closely monitors teaching activities by combining facial recognition attendance with inspection of teaching discipline by the Department of Training Management & Student Affairs, Department of Education Quality Management. From the Faculty side, there are also implementations to monitor as a basis for improving training quality: the department controls teaching report cards and teaching monitoring cards, the department organizes class observations, and the teaching staff takes attendance of students [H6.06.02.15].

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, which are scored according to the regulations of the State Council of Professors in the fields of lecturers and researchers to encourage the publication of high-quality products [H6.06.02.08]. During the process of lecturers and researchers being assigned scientific research tasks, the Department of Science and Technology Management and Cooperation periodically checks the progress to promptly support if necessary to ensure the 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 mass organizations have regulations to reward individuals with many contributions.

Regarding monthly assessment and classification:

Pursuant to Decision No. 1841-QD/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/QD-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/QD-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.

according to the regulations on the Hanoi Party Committee's staff evaluation software [H6.06.02.06].[H6.06.02.25].

Regarding annual assessment and classification:

Pursuant to Decree No. 90/2020/ND-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 the quality of civil servants and employees at the end of each school year, completed before June 30 every year [H6.06.02.24].

2. Strengths

The Faculty has a team of young, permanent lecturers and researchers trained at prestigious training institutions or countries to teach Law students, ensuring a reasonable workload for the 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	Notchrestore existence	Speed up application processing with the support of integrated university management software	The Department of Training Management & Student Affairs; Department of Science, Technology and Training Management, Department of Science and Technology	from 2024
2	Develop strengths	Continuously improve the way to evaluate and measure the quantity and quality of teachers' work.	Department Social Sciences & NV;Department of Quality Management	from 2024

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

Criterion 6.3.**The criteria for recruitment and selection of teachers and researchers (including ethics and academic capacity) for appointment and transfer are determined and publicly disseminated.**

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.[H6.06.03.01]. The School periodically sends to the units a document requesting to declare recruitment needs; a list of recruitment needs of the units based on the actual human resources of the unit, including a request to clearly state the recruitment criteria as a basis for developing the general recruitment plan of the School. In addition to the general recruitment criteria, the Faculty has proposed industry-specific criteria to achieve the goal of implementing the school's human resources strategy of supplementing high-quality human resources for training programs.[H6.06.03.02] [H6.06.03.11] [H6.06.03.10].

The recruitment process of civil servants is carried out in accordance with the regulations of the State and the University. During the reporting period (2018 - 2023), based on the Decision approving the list of job positions, job descriptions and competency framework of job positions in Hanoi Metropolitan University issued by the Chairman of Hanoi People's Committee in 2017, the Faculty proposed and added 07 new personnel from centralized recruitment, receiving many lecturers transferred from other university training units.[H6.06.03.12] [H6.06.03.13]. The 2019 civil servant recruitment campaign was widely reported on School website, some reputable electronic newspapers, anyone interested can easily Access detailed information about the rounds: check the conditions and standards of the participants Candidates register on the Application Form according to the requirements of the job position; if appropriate In case, the candidate will be allowed to participate in the next round: professional knowledge test and teaching test. [H6.06.03.14]After synthesizing the documents and application forms, the Recruitment Council Review the conditions, criteria and organization of the recruitment exam. Recruitment results publicly announced to the entire school and to all candidates [H6.06.03.15]. Selection Board Use the report to the Principal on the results of the selection and submit it to the Principal for decision on selection. recruit and sign employment contracts with successful candidates. Quality of officials Recruitment is guaranteed and increasingly improved, contributing to additional human resources. force for the school's activities.

For highly qualified teachers (Associate Professor, PhD), the School has regulations on extending working hours.[H6.06.03.16], while focusing on developing a team of training lecturers PhD training to improve the quality of training lecturers [H6.06.03.17]. Therefore, the team The teaching staff of the School in general and the Faculty in particular have been supplemented with resources. High quality, meeting the teaching needs in the Law training program.

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, actual situations, and regulations.

School's staff plan, staff classification and evaluation results, end-of-term evaluation results[H6.06.03.18]. Annual self-assessment and capacity assessment management, moral qualities and ability to complete assigned tasks for the team The management team is implemented in a transparent, clear and fair manner according to the standards. standard in the Regulations [H6.06.03.19].

In addition to appointing leadership positions, the School also appoints professional positions to qualified Faculty officials, such as from equivalent positions to the position of lecturer, or for lecturers recognized as eligible to be promoted to the rank of full lecturer.[H6.06.03.20].

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. Recruitment results are announced publicly. For lecturer recruitment, candidates must pass the written test, teaching test and direct interview of the Recruitment Council. After being recruited, lecturers must compile lecture outlines, pass the lectures of the Department and give trial lectures at the Department before being officially promoted to class. During the probationary period, the School and the Faculty Leadership Board assign lecturers to directly guide newly recruited lecturers.[H6.06.03.21] [H6.06.03.22].

In addition, to supplement the teaching staff in both quality and quantity, the Faculty also contacts and invites experts and experienced teachers to participate in guest lectures.[H6.06.03.23], [H6.06.03.24]However, the limited financial mechanism of the School makes the work difficult. This work is difficult and depends mainly on the personal network of Department.

The appointment, reappointment, transfer, resignation and dismissal of management staff in the Faculty are carried out seriously and in accordance with regulations. The appointment of Faculty leaders is also based on the professional qualifications, practical experience of the staff, reputation and trust in the organization and also based on the planning of the management staff between the Faculty and the University.[H6.06.03.25].

2. Strengths

The staff work of the Faculty of Social Sciences and Humanities 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 of the Faculty of Social Sciences and Humanities 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	Target	Content	Implementing unit	Time of execution
1	Overcome existing problems	Applying special mechanisms to increase the level of spending on inviting high-quality experts and guest lecturers to participate in teaching	Faculty of Social Sciences and Humanities; Department of Science and Technology	from 2024
2	Play medalStrengths	Promote the strengths of the team in training	Faculty of Social Sciences and Humanities	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, there is a document stipulating the criteria for determining the capacity of recruited teachers, including teachers participating in teaching Law. 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.[H6.06.04.01]. In which, the capacity of the teaching staff is determined to include 9 tasks. revolves around 3 groups of work: 1. Teaching - developing training programs; 2 - Scientific research - guidance *guiding learners in scientific research; 3 - Other activities for professional development and community support copper.*However, currently only teaching and scientific research activities have detailed regulations. to guide workers on how to perform and complete assigned tasks [H6.06.04.04]. The contents of the community support array are not yet specified in the standalone documents, 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 the training field; work experience; job title; core competencies; professional competencies; skills. In which, the professional qualifications required for teachers are a Master's degree or higher; Core competencies are political competence; psychological competence and social relations; Professional competencies required for teachers are: Planning activities; Managing teaching and learning activities, technological research; Developing educational environments; 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 competence; pedagogical competence; foreign language and information technology competence. When becoming a lecturer of the Faculty, 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 pedagogy, improve information technology capacity, foreign language capacity, and training according to the professional title standards of main lecturers and senior lecturers. There is a competency assessment test after each course and a certificate is granted. Specifically, 100% of the Faculty's lecturers have a certificate of teacher pedagogy, a certificate of information technology,

Foreign Language Certificate, National Defense Security Certificate, Political Theory Certificate (suitable for each type of subject) meeting prescribed standards[H6.06.04.01], [H6.06.04.10]. All detailed data about teachers and researchers are stored in hard copy in the office. NS&KH-TC, soft copy at the Faculty and information declared and stored on the software system University management software of the School. Based on the profile and professional development orientation Subjects, the School organizes classes to standardize staff capacity or approve requests. Hope to be sent to study of teachers and researchers [H6.06.04.09], [H6.06.04.11], [H6.06.04.12].The school has clear regulations on teaching and scientific research tasks of teachers. NCV; has specific standard hours for teaching and 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, rewards or draw experience for teachers every year. The school has specific guiding documents 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.[H6.06.04.08], [H6.06.04.02].

At the end of each semester, the school's Department of Education Quality Management collects feedback from learners about the subject through the training management software. Students must evaluate the feedback of the teacher to see the learning results of that subject. In recent years, student evaluation results have shown that most teaching activities have met the learning needs of learners. Evaluation scores and feedback from learners are all
>4/5. Students highly appreciate the teaching activities of teachers. Regarding scientific research, teachers who exceed the quota will be rewarded according to categories A, B, C, D or rewarded according to the classification of qualified scientific publications.[H6.06.04.05], [H6.06.04.06].

At the end of each school year, teachers and researchers 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. Then, the Department and the Faculty leaders evaluate, and finally the Emulation and Reward Council at the school level evaluates and ranks the emulation. In the period of 2019-2024, 100% of the faculty's staff and researchers completed their tasks well, about 20% of teachers achieved the title of basic emulation fighters, 40% of teachers were classified as excellent in completing their tasks, and units and individuals received Certificates of Merit from the Hanoi People's Committee.[H6.06.04.03]

Table 6.4.1: Statistics on the number of faculty members who achieved emulation titles in the period 2019-2024

Competition title	2019-2020	2021-2022	2022-2023	2023-2024
Emulation fighter	6	7	7	7

Advanced Labor	35	40	42	43

The annual emulation and reward assessment helps individuals self-evaluate their performance, helps managers recognize the contributions of staff, and provides an overview of the teaching and research situation in the entire Faculty, thereby orienting appropriate development strategies.[H6.06.04.14].

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 task performance results.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Overcome existing problems	Develop detailed regulations on community service activities	Hanoi National University, Department of Science and Technology	from 2024
2	Play medalStrengths	Continue to coordinate with functional departments to monitor the implementation of tasks of teachers and researchers.	Faculty of Social Sciences and Humanities	from 2024

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

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

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 Metropolitan University has always focused on training, retraining, fostering and developing the school's staff.[H6.06.05.01]. Rules The training and development regulations of Hanoi National University define the principle of "training and development". *Training must be based on the planning and human resource development needs of the School; based on job position, professional title standards of staff*". Plan *Training and development must be associated with planning for management and professional staff. "School's professional subjects"* [H6.06.05.02]. Therefore, when building a mining plan Every year, the school organizes a survey on training needs. through proposals from the faculties. The faculties develop training and development plans through Through proposals from departments, departments determine training and development needs through teacher evaluation results and teachers' professional

development needs. The Human Resources Department will Collect training registration needs of faculties, compare with conditions, Standards to advise the Board of Directors to approve training and development plans [H6.06.05.03], [H6.06.05.04].

The strategy for developing the team of lecturers and researchers of the Law Department is clearly defined in the operational direction of each school year and the entire term of the Faculty.[H6.06.05.05]. Based on the training and development needs of the department and each individual teacher; through reports In the annual assessment report, the Faculty has identified training and development needs for each position. Teachers by stage and by school year. With the Faculty's long-term plan for improving Percentage of teachers with PhD degree or higher, some teachers are sent to study for PhD degree according to orientation industry. The focal point for implementing the school's training and development activities is the Department. NS&KH-TC is responsible for organizing and supervising the learning and assessment process. Actual performance of classes as basis for adjusting next term's activity plan [H6.06.05.11], [H6.06.05.12]During the evaluation phase, in addition to teachers proactively Tuition fees are based on professional orientation and personal needs. The school has an organization Organize a number of training courses for teachers in the whole school from various funding sources. professional, career expenses, student payment [H6.06.05.10], [H6.06.05.15], [H6.06.05.16].

The School and the Faculty's Board of Directors have policies and measures to create conditions for managers and teachers to participate in professional activities domestically through international seminars, national seminars, professional seminars, and exchange and cooperation programs of the Faculty and departments.

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.[H6.06.05.13].

The school and the Faculty Board publicly announce foreign scholarship programs to create conditions for teachers and staff to participate in the recruitment and always encourage teachers to seek scholarships from abroad to improve their professional qualifications.[H6.06.05.14].

In addition to the training and development classes organized by the School, the training and development activities of the Faculty 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 the 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. The Faculty of Social Sciences and Humanities in general and the Faculty of Law in particular have no teachers who have not completed this content.[H6.06.05.08].

2. Strengths

The Faculty and the School have 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	Target	Content	Implementing unit	Time of execution
1	Overcome existing problems	Develop additional financial mechanisms to support teachers and staff in participating in professional development.	Department of Science and Technology, Faculty of Social Sciences and Humanities	from 2024
2	Play medalStrengths	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.	Faculty of Social Sciences and Humanities	from 2024

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

***Criterion 6.6.*Performance management of teachers and researchers (including rewards and recognition) is implemented to motivate and support training, 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.[H6.06.06.01].

The school has regulations on evaluating the effectiveness of teachers in teaching and scientific research, including teachers participating in the Law training program in being managed according to teaching results (converted into standard working hours), scientific research volume is scored according to the regulations on management of science and technology 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.[H6.06.06.02], [H6.06.06.06].

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.[H6.06.06.14]Teachers proactively build plans Personal plan to ensure completion of teaching tasks, scientific research and other work serve the community, 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. [H6.06.06.03].

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 teachers and staff conduct acceptance of the topics according to the signed contract at the appropriate time.[H6.06.06.04]Every month, the Faculty conducts an assessment of task performance. of individuals at levels A, B, C, D; individuals with outstanding achievements are Consider the proposal for A classification on the Hanoi City assessment system [H6.06.06.05]. Monthly labor classification results of teachers and staff are the basis for payment. monthly and year-end bonus income to motivate, Encourage staff to improve their work efficiency and complete their work well. assigned tasks, actively contributing to the overall development of the Faculty and the University. school [H6.06.06.06], [H6.06.06.07], [H6.06.06.08], [H6.06.06.09].

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, other teaching units (Career Development Center, Center for Strategy and Development Policy, Department of Postgraduate and International Training); approved by the Department of Training Management and Student Affairs. Regarding the volume of scientific research, teachers and researchers declare the volume of scientific research with evidence.[H.06.06.17] sent to the management software of the Department of Science and Technology Management &HTPT, the department confirms the scientific research volume of teachers as a basis for measurement measure the volume of scientific research [H6.06.06.18]. About community service activities, teachers, and researchers declared on the human resource management software system and confirmed by the Faculty Board. Data is stored and can be easily retrieved, convenient for management and upgrading. high quality teachers participating in Law training. This is the basis for leaders to have measures appropriate methods to manage and improve the quality of teachers' workload as well as propose Propose forms of rewards to motivate and support training and research science and community service activities: such as early salary increases; public receive initiatives for teachers; evaluate and classify civil servants according to levels of excellent performance mission, complete mission well, complete mission, fail to complete mission and forms of rewards such as grassroots emulation fighters, ministerial-level emulation fighters, Principal's Certificate of Merit, Minister's Certificate of Merit, Outstanding Teacher. Evaluation and classification results The school publicly and transparently discloses the rewards to civil servants. financial form to recognize the efforts and contributions of teachers and researchers to create motivation and support support for training, research and community service activities. In addition to the assessment Classify civil servants according to the regulations of the School, annually the Quality Management Department Education also conducts surveys of students' opinions on teaching quality. teacher's

teaching [H6.06.06.09], [H6.06.06.10], [H6.06.06.19].

At the end of the school year, the Faculty will summarize and evaluate the performance of each teacher and researcher according to the School's instructions with specific regulations on workload as well as regulations on rewards and discipline as a basis for consideration.

end of school year competition[H6.06.06.05]Specifically as follows: at the end of the school year, the subject groups Organize a summary meeting to evaluate and classify each cadre and teacher according to the levels of incompleteness. The task for teachers is only 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 take votes, the department team makes a record and sends it to the Faculty's Emulation Council for consider. The Faculty's emulation council meets and votes for the above titles according to the ratio School regulations and transfer the minutes to the School for the Emulation Council to review. The school decides. Decision of the School's Emulation and Reward Council brought to the Faculty and made public to all staff in the Faculty. Accordingly, the School has Very specific regulations on teaching and scientific research tasks of teachers and researchers according to their positions During the school year, in addition to teaching enough standard hours according to the norm, teachers also have to has scientific research projects and other professional activities.[H6.06.06.12]According to the rules According to the School's regulations, each Faculty will have 15% of its staff achieving the title of emulation fighter. on the total number of staff achieving the title of advanced worker. Thus, every year the Faculty has 6 - 7 teachers and staff achieved the title of "emulation warrior". Consideration of rewards for staff is the recognition of achievements in the individual's work process. Individuals who have Excellent performance will be considered for early salary increase or appointment to management position. professional or administrative [H6.06.06.20]. The evaluation of competition with criteria clearly, publicly, transparently recognized achievements and rewarded promptly for teachers, creating motivation for teachers to develop their full 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. From the 2019-2020 school year up to now, many teachers, researchers of the Faculty of Social Sciences and Humanities have been rewarded for their scientific research achievements..[H6.06.06.14], [H6.06.06.15], [H6.06.06.13].

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.

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 the Faculty. Teachers and researchers of the Faculty have all completed their tasks well in the school year. Every year, there are teachers who achieve the title of Competition Soldier.

basic level competition, received certificate of merit from the Principal, was rewarded for scientific research achievements, received salary increase ahead of schedule.

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	Implementing unit	Time of execution
1	Overcome existing problems	Complete university management software for common use throughout the school.	Hanoi University of Science and Technology	from 2024
2	Play medalStrengths	Continue to improve performance management.	Faculty of Social Sciences and Humanities	from 2024

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

Criterion 6.7.**The types and quantity of research activities of faculty and researchers are established, monitored and benchmarked for quality improvement.**

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 the management of scientific and technological activities, which specifically define norms, scientific tasks, types of scientific research, management of scientific products, and procedures for accepting scientific research products.

- *technology transfer, conversion standards of scientific products, scientific management processes, rewards in scientific research...*[H6.06.07.01]School Continuously issue 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 to guide the rules and procedures on scientific research activities; issue decisions on strong research groups to Promote scientific research movement among teachers, especially young teachers; have academic integrity decision to improve the quality of scientific publications [H6.06.07.02], [H6.06.07.03].

At the beginning of the school year, each lecturer must develop a scientific research activity plan, which clearly states the types and research projects to be participated in (participating in topics, projects, writing scientific papers, guiding students in scientific research), progress, completion time, and necessary resources

to complete the research. The Faculty and School leadership, based on the plan, monitor, supervise, motivate, promote, and support the lecturers' scientific research activities.[H6.06.07.04].

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 exceeded the target.

Standard hours of scientific research. Many teachers were awarded for exceeding the scientific research norm or having excellent scientific research achievements.[H6.06.07.05], [H6.06.07.06], [H6.06.07.07]. Works The research of the staff is always monitored and evaluated for quality by the Council. Science - Training of the Faculty, School. Scientific publications of the Faculty are Published in prestigious domestic and international journals with strict review boards. From 2019 to present, every year the Faculty staff has a number of articles published in prestigious magazines. world and has textbooks and books published in accordance with regulations. School. Comparing the changes over the years, we can see that along with the The more experienced the team is, the more scientific publications increase in both quantity and quality. [H6.06.07.08]In addition, based on the results of the implementation of scientific research tasks last year and staff index, the School proceeds to allocate costs for the following year. Faculty of Social Sciences & NV in the assessment period has funding allocated for scientific and technological activities technology increases every year [H6.06.07.09].

Every year, the Faculty organizes many Faculty-level scientific seminars and each Department organizes at least 2 seminars/year. Faculty teachers actively participate in seminars organized by the School and agencies.[H6.06.07.10].

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 Faculty has no state-level research topics, and the number of lecturers and researchers participating in research topics 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	Tar get	Content	Implementin g unit	Time of execution

1	Notchrestore 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.	Department Social Sciences& NV	from 2024

		industry, at the same time organize review, supplement scientific research plan and build reward mechanism for individuals who research and publish scientific publications.		
2	Develop strengths	Encourage teachers and researchers to actively participate in scientific research activities through reward systems.	Hanoi Metropolitan University; Faculty of Social Sciences and Humanities	from 2024

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

Conclusion on Standard 6

The faculty members 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 results according to student surveys. In scientific research, although there are still some limitations, the Faculty's teaching staff has actively participated in all types of research, many teachers have been awarded for their scientific research achievements.

Standard 6 assessment score: 4/7

Standards/criteria	Self assessment
Standard 6	**4**
Criterion 6.1	4
Criterion 6.2	4
Criterion 6.3	5
Criterion 6.4	4
Criterion 6.5	4
Criterion 6.6	4
Criterion 6.7	4

Standard 7. Staff

Introduction

Hanoi Metropolitan University has clear and specific regulations on recruitment, training and development of staff. The staff of the University, including the Faculty of Social Sciences and Humanities and the staff serving the training of the Law major, all have good political and moral qualities, and have professional qualifications and skills.

meet the requirements of training, scientific research and community service activities.

***Criterion 7.1.*Staff planning (working in the library, laboratory) testing, 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 team of teachers directly involved in teaching, professional activities and scientific research, the support staff (working in the library, laboratory,

Information technology systems and other support services) play an important role in implementing training, scientific research and community service activities of the School and Faculty. The School has developed a job position project on staff planning to serve the needs of training, scientific research and community service activities. The staff at the units perform their functions and tasks according to the regulations of the School. At the same time, comply with the regulations on organization and operation of the School.[H7.07.01.01],[H7.07.01.02], [H7.07.01.03] [H7.07.01.07].[H7.07.01.11] [H7.07.01.14]

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]. [H7.07.01.06].

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.[H7.07.01.01]The school has 30 positions. Common professional job titles include: Training Manager; Human resources organization; General administration; Documentation; Archives; Accounting; Chief accountant; Treasurer; Facilities and equipment management; Scientific management; Development cooperation; Public Examination; Education quality management; Inspection, Legal affairs; Dormitory management; Information Technology; Library Management; Information and Communication; Editor-in-Chief of Magazines magazine; Deputy Editor-in-Chief of magazine; Magazine and website editor; Admissions; Career counseling; Faculty affairs; General assistant; Laboratory equipment staff experiment, practice [H7.07.01.09].

For service support positions, the school has 4 positions including: Security guard, driver, janitor, and technical staff.

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.[H7.07.01.12]. Currently The school's staff accounts for nearly 40% of the workforce. According to the strategy development of the School and the Resolution on human resource development of the Party Committee, The school will reduce its staff ratio to 25% to 20% by 2025. [H7.07.01.06], [H7.07.01.01][H7.07.01.13] [H7.07.01.14].

The school has policies to attract, recruit and develop staff. Recruitment is carried out according to procedures, ensuring the quality of the recruited staff. In 2019, the school developed a plan to recruit civil servants and submitted it to the City People's Committee for approval.[H7.07.01.15]. After being Approved, the School has announced the Recruitment Plan and Results according to regulations. [H7.07.01.16].

Staff working in libraries, laboratories, information technology systems, and other support services are sufficient in quantity and quality, meeting the needs of

demand for training, scientific research and community service activities[H7.07.01.04], [H7.07.01.05].

Specific functional tasks are clearly defined in Decision No. 1302/QD-DHTĐHN dated January 13, 2018 on promulgating the Regulation on functions, tasks, and organizational structure of affiliated units. In which, employees 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 Faculty of Social Sciences and Humanities is managed by the Faculty Board and is determined and planned based on the number of students. According to regulations, 500 students will be assigned one faculty academic officer. The Faculty of Social Sciences and Humanities with a scale of nearly 1,000 students, currently has 2 specialists assigned to do academic work at the faculty.. In addition, teachers also Participate in concurrently supporting training activities such as academic advisor, general assistant, and assistant science physics…. Teachers who participate in part-time jobs are supported to reduce the number of teaching hours. Annually as prescribed (academic advisor 15% off, general assistant 15% off, assistant science reduces 50% of scientific research norms...) to ensure teaching quality and technology part-time work. Therefore, part-time teachers all complete their teaching tasks well. and his research [H7.07.01.17]

Full-time administrative staff and part-time teachers proactively register for their schedules, work according to job requirements and enjoy benefits according to the school's regulations.

The staff planning is based on the development plan of the school and the Faculty of Social Sciences and Humanities: 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 faculty have planned the staff and working mechanism of the staff between departments to serve training, scientific research and community service activities.

3. Point of existence

Faculty academic staff are only contract employees, not civil servants, so their mentality fluctuates and they are not determined to stay long-term, leading to 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 tasteperform	Time spaceperform

1	Fix exist	Before signing the contract, the teacher must commit to a working period of more than 3 years. Propose appropriate salary mechanism for employees.	Faculty of Social Sciences & NV Department of Science and Technology	Annual

2	Play leverage strengths	Develop training programs with professional standards and specific skills for employee positions.	DepartmentSocial Sciences & Humanities	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.[H7.07.02.01], [H7.07.02.02] [H7.07.02.03]Specifically, for the specialist category including The following criteria: Have a regular university degree with a good grade or higher, majoring in *Training is suitable for the industry and field of work, priority is given to those with relevant experience. Subjects with job position required; have foreign language certificate equivalent to level 2 (A2) according to the 6-level foreign language proficiency framework for Vietnam as prescribed in the Circular Circular 01/2014/TT-BGDDT; have a certificate of computer skills at the standard level Basic information technology according to Circular No. 03/2014/TT-BTTTT*Recruitment process includes 5 steps: Identifying needs, standards and recruitment announcements; receiving, preliminary recruiting, contacting and guiding candidates; organizing exams; reviewing results and announcing results Exam results; signing of employment contract.

Recruitment criteria for each employee's job position are specifically identified in the School's recruitment announcement.[H7.07.02.05]. In 2019, School recruiting 27 employees for 14 job positions in departments, divisions, and centers of The school has 9 faculty positions. The recruitment criteria for this position are: University degree or higher, with a certificate of pedagogical training if not good majors in Pedagogy, Law, Administrative Management, Educational Studies

[H7.07.02.04], [H7.07.02.05] [H7.07.02.06].

These criteria are built based on the practical needs of the units. During the recruitment process, the Recruitment Council is established to ensure that the recruitment is accurate and objective. The steps in the recruitment process are strict, fair, and transparent in accordance with current regulations. The recruitment results are announced publicly. After being recruited according to the corresponding criteria, employees will go through a probationary period. At the same time, when starting to work at the unit, the School and Faculty will assign new employees to guide them in their work. This is the basis for re-evaluating the initial recruitment criteria.

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 employees are based on the following factors: first is the job requirements of each job position (work volume, criteria on qualifications, professional qualifications, work experience); second is

aspirations and abilities of employees; thirdly, the proposed opinions of the unit that needs to recruit employees. This is shown through the Job Position Project, the proposal to develop a plan to recruit civil servants, the process of receiving, appointing, and rotating staff and employees of the School.[H7.07.02.09].
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. [H7.07.02.05]Recruitment Ensure publicity, objectivity, democracy, fairness to meet the requirements of housing development school and in accordance with the law.

The Faculty of Social Sciences and Humanities always complies with all regulations of the School in the recruitment, appointment and transfer of staff of the School for the Faculty. In the period of 2018 - 2023, the School recruited 01 academic officer for the Faculty of Social Sciences and Humanities in 2019.[H7.07.01.09]In 2019, the school assigned 1 staff member to work on this task. academic staff and 1 researcher to support administrative work for the Faculty [H7.07.02.16]. Although However, the personnel doing the religious work has changed due to personal reasons, so the religious work Pham Thu Huong has transferred to another job. In 2023, the Faculty will accept 1 more employee. contract to replace teacher Pham Thu Huong.

2. Strengths

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

3. Point of existence

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

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fixexist	For the position of faculty member, work experience or knowledge in the field of training management is required.	Hanoi Metropolitan University	Annual
2	Develop strengths	Comply with regulations on management of staff and employees of the School and Faculty.	Faculty of Social Sciences & NV	Annual

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

***Criterion 7.3.*Staff competencies are 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.[H7.07.03.01].

Right from the recruitment stage, employees have been strictly checked and evaluated in terms of professional qualities; professional capacity; foreign language capacity, information technology, and working skills. When becoming employees of the University, 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 University and faculty employees have Information Technology certificates, Foreign Language certificates, National Security and Defense certificates, and Political Theory certificates (appropriate for each type of subject) that meet the prescribed standards. All CVs and employee records are stored on the university management software of Hanoi University of Science and Technology.

The school has regulations on staff working hours according to administrative hours (8 hours/day), specific tasks are assigned and accepted by the Head of the unit. Social Sciences and Humanities 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.[H7.07.03.05], [H7.07.03.12]

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.[H7.07.03.12], [H7.07.03.11]. Teachers hold concurrent jobs Assistant always has specific working hours [H7.07.03.06]. Support staff and part-time teachers responsible for participating in training courses to improve professional skills Subjects such as computer skills, clerical work, librarianship, training work...[H7.07.03.16].

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 Faculty in particular.[H7.07.03.01].

Every year, the Faculty 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.[H7.07.03.08], [

H7.07.03.13], [H7.07.02.15].Core Self-assessment by individual competition scorecard for administrative staff according to the School's emulation criteria, including criteria on Political ideology. *ethics, lifestyle, performing tasks, organizing discipline, learning, training*

professional training, information technology application and foreign languages. Then, Khoa and The school will evaluate in turn through Emulation Council meetings; draw conclusions. on scores and rankings. In addition, there are results from online user reviews. learn [H7.07.02.13].

The contributions of the support staff (specialists and part-time lecturers) of the Faculty are always recognized by the Faculty and the School. The support staff of the Faculty are awarded the title of Advanced Labor every year. The award title is the recognition of the Faculty and the School for the achievements and contributions of the support staff.[H7.07.03.17],

2. Strengths

- The capacity of staff for each position is clearly and specifically defined by the School in the evaluation criteria, so the current working team at the Faculty ensures qualifications and meets the needs of the activities of the Faculty and the School.
- The school has developed a Job Position Project that specifically describes the competencies of employees in each position and has criteria for evaluating employee competencies. Employee evaluation and classification is carried out publicly and transparently every month, quarter and year to motivate employees.

3. Point of existence

- The 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**	**Implementing unit**	**Time of execution**
1	Overcome existing problems	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 training activities to improve skills and expertise for support staff.	SchoolHanoi University of Science and Technology - Faculty of Social Sciences and Humanities	From 2024
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.	Faculty of Social Sciences and Humanities	From 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 in skills and professional skills to support work. If specialists and staff have a need to study to improve their qualifications, they can propose to be allowed to attend the course. For specialists and staff of departments under the School, in the period of 2019 - 2024, 6 people will study for a PhD; 23 people will attend the National Defense and Security Training course; 20 people will attend training on the assessment of educational and training institutions; 23 people will attend the department-level training course.[H7.07.04.07] [H7.07.04.09]Every year the School organizes at least 01 training class. for specialists and staff of the whole school with a budget of 30-50 million VND or more as a class digital learning materials/open learning materials training, communication skills training class for specialist, specialist title training course pill,…[H7.07.04.01], [H7.07.04.02], [H7.07.04.03], [H7.07.04.04].

In the period 2019 - 2024, the school has planned and organized many training courses for staff to improve their professional qualifications and skills. Specifically:

Training and development classes	**Number attend**	**Cost (thousand VND)**	**Number of students/class**
Training standards for senior specialist level	2	10,133,333	30 people/class
Fostering project management and construction skills	5	16,800,000	50 people/class
Fostering academic advising capacity	7	17,500,000	200 people/2 classes
Website editing skills training	3	6,480,000	25 people/class
Training of test takers, test makers and assessors of learners' abilities	2	12,040,000	50 people/class
Quality management of higher education institutions meets the national quality assurance framework and regional and international quality assurance standards.	4	10,560,000	50 people/class
No. 1141/DHTĐHN-TCCB on reporting on training and fostering plan for civil servants in 2019			

University management training for specialists	7	12,541,666	

Training skills in building digital learning resources	20	21,100,000	
Training of test takers, test makers and assessors of learners' abilities	4	10,000,000	
No. 1069/DHTĐHN-NSKHTC on reporting on training results in 2019 and training plan in 2020 dated September 30, 2019			
Training on University Administration	20	11,709,090	
Training on professional ethics	24	14,619,048	
Training on office culture	10	5,826,923	
2022			
No. 748/BC-DHTĐHN reports on training and development results in the first 6 months of 2021 and training and development plan for 2022 dated August 9, 2021			
Training on methods and skills to build and implement online teaching	6	2,556,000	150 people/class
Training on organizing English exams according to the 6-level foreign language proficiency framework for Vietnam	1	30,000,000	5 people/class

The Faculty of Social Sciences and Humanities has a team of staff supporting the training activities of the Law major 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 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.[H7.07.04.06] [H7.07.04.05].

The entire team of CVHT and CVDD, KH Assistant participated in training conferences organized by the School. [H7.07.04.05]In addition, functional departments also organize Many training courses for specialists and employees such as professional training scientific management, score management training, academic advising training, training on document digitization….[H7.07.04.06] [H7.07.04.08]

The school has a separate budget allocated for training activities to develop

professional and technical capacity for staff.[H7.07.04.03] [H7.07.04.04].Thanks to regular organization of annual training and professional development courses, The staff of the school and the Faculty have the conditions to improve their professional qualifications, effectively meeting the work content. Currently, 100% of the staff of the Faculty of Social Sciences and Humanities have been trained to meet the professional title standards according to regulations.

Every year, the department has a plan to send staff for training to improve their capacity, closely following the school's plan.

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

3. Point of existence

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

4. Action Plan

TT	Tar get	Content	Impleme nting unit	Time of execution	Note
1	Notchre store existenc e	Additional training costs for employees for necessary training content according to job requirements.	Departme ntSocial Sciences & Humanitie s	From 2024	
2	Develop strength s	Conduct a survey of employee training needs to organize courses that are truly necessary for employees.	Faculty of Social Sciences &NV	From 2024	

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.[H7.07.05.01], [H7.07.05.02], [H7.07.05.03].

Every month, based on the work results of the staff, the rewards will be evaluated and classified as A, B, C. In addition, at the beginning of the year, the staff will be registered for the competition titles and rewards to evaluate and classify at the end of the year. All reports on working hours or reward registrations are updated on the school's human resource management information portal.[H7.07.05.04].

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.[H7.07.05.05], [H7.07.05.12].

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.[H7.07.05.02]

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, publishing and storing documents, receiving school funds, etc. In addition, the Faculty also builds a team of lecturers who concurrently take on support jobs such as academic advisors, scientific research assistants, training assistants or require lecturers to undertake administrative work according to the weekly schedule like regular staff.[H7.07.05.05], [H7.07.05.06].

Employees plan to perform their tasks, clearly identify the basic tasks, expected tasks, completion time, implementation conditions, and required results. This plan is written into a report and submitted to the Faculty Board.
monthly approval[H7.07.05.07]. During the implementation process, employees often Regularly report to the Faculty Executive Committee on the situation, level, and arising difficulties (if any). have), results achieved, recommendations (if any). The Faculty's Executive Committee closely monitors and urges the work
employee performance, timely encouragement or assistance (if needed). For those Employees who achieve outstanding results are promptly recognized by the Faculty

Board in meetings. Meeting or 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

Reward and recognize emulation titles according to school criteria[H7.07.05.08].

In addition, the School assigns the Training and Student Affairs Department or the Education Quality Assurance Department to inspect the implementation of working hours and related activities for the School's staff and Faculties to promptly report to the Board of Directors and the Faculty's Board of Directors to rectify the staff's activities to serve the training and teaching work to achieve good results.[H7.07.05.10].

All employees are involved in the development and contribution of comments during the development of performance evaluation regulations. Before issuing performance evaluation regulations, the school always organizes to collect comments from employees so that the evaluation is objective and effective. The evaluation of employee performance, including academic affairs, faculty assistants or academic advisors, is synthesized based on the contributions of all members of the faculty to create a fair and objective evaluation. According to the delegation of authority, the Dean will be responsible for evaluating the work of academic affairs, faculty assistants, and scientific assistants. The Vice Dean will be responsible for evaluating the work of academic advisors. At the end of the year, based on the self-evaluation of the academic advisors and the final evaluation of the Vice Dean, bonus points will be formed for the academic advisors.[H7.07.05.14].

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.[H7.07.05.11].

2. Strengths

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

3. Point of existence

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

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	Implementing unit	Time of execution
1	Overcome existing problems	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 University of Science and Technology	From 2024
2	Develop strengths	Continuously improve management methods to suit	DepartmentSocial Sciences & Humanities	From 2024

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

Conclusion on Standard 7

The staff supporting the Law training program has basic professional qualifications to meet the needs of the job. 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 is specific, meeting the needs of the industry and in line with the University's research-oriented university development strategy.

Self-assessment: The 7 self-assessment standards of the Law sector have 5 criteria achieved, of which 5 criteria all achieved 4/7.

Standards/criteria	Self assessment
Standard 7	**4**
Criterion 7.1	4
Criterion 7.2	4
Criterion 7.3	4
Criterion 7.4	4
Criterion 7.5	4

Standard 8. Learners and learner support activities

Describe

The training goal of Hanoi Metropolitan University is aimed at the viewpoint of "learners are the center". Learners are guaranteed by the University the conditions to fully exercise their rights and obligations in the process of studying, researching and training, promoting their own abilities and strengths. Therefore, the correct assessment of "Learners and activities to support learners" is one of the very important issues to help learners after graduation have a solid knowledge foundation, good moral qualities, always meet the requirements of employers in particular and of society in general. Admissions work of Hanoi Metropolitan University is carried out synchronously, admission information is publicly transparent through many information channels, application results are updated quickly and fully, and admission summary activities are carried out promptly. During the training process, the University always provides timely and regular support, creating a learning environment

healthy, positive for learners to contribute to meeting the training program's objectives

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

1. Describe the current situation

Hanoi Metropolitan University has 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.[H8.08.01.01]Therefore, the School's admission policy is always clearly and transparently defined from the form, criteria, and admission process in accordance with the Ministry of Education and Training's regular university admission regulations and is updated annually.[H8.08.01.14] [H8.08.01.15]. Annually, the admission policy includes including the form, criteria, selection process and related information are determined. clearly in the Admissions Plan [H8.08.01.02], School admission notice [H8.08.01.04]The school has regulations on regular university admission with methods. Admission by transcript; by high school graduation exam score; by foreign certificates International languages, ... The inter-system is organized to enroll students by entrance exam. school's own [H8.08.01.02] [H8.08.01.03].

Immediately after receiving instructions on enrollment organization from the Ministry of Education and Training, Hanoi Metropolitan University issued an enrollment schedule and plan, and decided to establish an enrollment council to direct the implementation of activities.[H8.08.01.05]. Head Every April, the School posts announcements of its enrollment plans. Hanoi Metropolitan University to the official website of the University, including Specific and necessary information about enrollment such as: subjects, recruitment methods, Admission/exam process, priority subjects... [H8.08.01.06]. 2020, House The school has built a specialized admissions page to provide additional official information channels. knowledge about enrollment activities of training systems http://tuyensinh.hnmu.edu.vn. Information Admission information is shown in the flyer introducing the Faculty of Social Sciences and Humanities, to guide guide students who wish to register to study at the school. Students can inform through many information channels such as newspapers, internet and leaflets, direct consultation to grasp Specific admission policies of the Law Department include admission objects, procedures Admission, admission method, entry requirements, priority subjects [H8.08.01.07].

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.[H8.08.01.12] [H8.08.01.13] [H8.08.01.10]Admission policies are always clearly defined and published. public, admissions policy is also regularly updated with comments from stakeholders and human resource demand analysis/forecast; updated annually. The school has officially announced the results of admission to all majors, including Law [H8.08.01.08] [H8.08.01.09] in the media, in books and on Official school website [H8.08.01.06]

At the same time, the Faculty of Social Sciences and Humanities also held a meeting to summarize the enrollment results, combined with the opinions of employers in the annual Customer Conferences, and made suggestions for revisions

to enrollment targets and student selection criteria. After each year, along with the constant changes in the socio-economic situation, human resource needs

also change. Based on the enrollment results of the major code and the annual entrance standard score, the annual graduation rate and the rate of students finding jobs in their major after graduation, the Department, Faculty and School will make appropriate adjustments in the enrollment policy (increase or decrease enrollment quotas, reduce or add enrollment criteria). The Department of Human Resources and Planning annually analyzes specific human resource needs according to the predictions of universities through the virtual filtering software system, and at the same time updates the number of teachers and staff in the school to propose enrollment quotas to recruit capable students who are suitable for the major code, while ensuring that after graduation, students can find jobs in their major.[H8.08.01.11].

After 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.[H8.08.01.10].

The Ministry of Education and Training's admission regulations are always supplemented and revised every year.[H8.08.01.14]. The admission policy of Hanoi Metropolitan University is built built according to the enrollment regulations issued by the Ministry of Education and Training, ensuring compliance with the current regulations, and also annual amendments and supplements according to The amendments of the Ministry of Education and Training have received comments from relevant parties and are updated. Annually.

2. Strengths

The admission policy of Hanoi Metropolitan University in general and the Law Department in particular is always publicly announced on mass media through many forms such as website, leaflets, Page, etc., 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 admission policy has comments from relevant parties and is supplemented and adjusted annually, so the Faculty and the University can recruit truly suitable students, while helping students see the possibility of finding a high job after graduation.

3. Point of existence

Admissions work has not been proactive in determining admission targets, and communication activities have not received much attention;

Although the admission policy has been updated with comments from stakeholders and analysis/forecast of human resource needs, this activity has only been implemented in the past few years and is not regular.

4. Action Plan

TT	Tar get	Content	Implementing unit	Time perfor

				m

1	Fixexist	Updated with comments from stakeholders and analysis, forecasting annual human resource needs (in line with the vision and mission of the School, in accordance with in line with socio-economic development strategy)	Department of Training and Student Affairs P. QLCLGD, P. NS&KHTC, Faculty of Social Sciences and Humanities	From 2024
2	Develop strengths	Continue to promote the image of the Faculty of Social Sciences and Humanities, the Faculty of Law and regularly publicize and update the University's admission policies. Hanoi Metropolitan education has diverse forms and methods.	Faculty of Social Sciences and Humanities, Department of Training Management and Student Affairs; P. Quality Management	From 2024

5. Self-rating: 5/7

***Criterion 8.2.*NH selection criteria and methods are clearly defined and evaluated.**

1. Describe the current situation

The criteria and methods of admission/selection of students are determined and clearly stated by the Department, Faculty and the University in the training program, admission policy, with organized exams and admissions. The criteria and methods of admission are evaluated, learned from and adjusted and supplemented by the Admissions Council of the regular university system of Hanoi Metropolitan University in a timely manner each year.[H8.08.02.02] [H8.08.02.05] [H8.08.02.07]

Implementing innovation in enrollment, the School organizes enrollment according to enrollment methods according to regulations of the Ministry of Education and Training, such as: using the results of the National High School Exam organized by the Ministry of Education and Training, using the KQHT at the high school level for admission... The enrollment department promptly updates the number of application files on the website, after the enrollment results are available, quickly updates the data accurately so that the enrollment council can quickly determine the benchmark score, publicly announce and notify the successful candidates.[H8.08.02.01] [H8.08.02.03]. After the admission results are available, the admissions board will send a notice to each candidate with the following

information: follow the instructions for admission procedures. After admission, students will have to participate in Foreign Language Proficiency Test to ensure that training requirements are met. Thus, the criteria and methods for selecting students for the Law major are very clear and Specifically, ensure the school meets the annual enrollment targets set out in the project. Admission [H8.08.02.05]

The criteria and methods of student recruitment/selection are reviewed and evaluated annually, specifically: After the annual enrollment results are available, the Admissions Council will review the criteria and methods of student recruitment to see if they are suitable for the training code's quota and standards.[H8.08.02.04]At the same time, the Faculty and the Department During the teaching process, the subjects also review the admission criteria to see if they are appropriate. suitable for the purpose and training methods of the major code or not. From there, the Department, The Faculty and the School have a more comprehensive and specific view of selection and evaluation criteria.

learner price, and at the same time have reasonable amendments to the selection criteria, from which to choose Choose appropriate student selection methods.

Every year, after the end of the admissions, along with the conclusions of the Admissions Council's summary meeting[H8.08.02.02], as well as the results of the student population review. school year [H8.08.02.08], The Faculty and Department also held a meeting to present give specific opinions on criteria and methods of selecting students for the major code Law. Because the current training program of the law major has been and is shifting to an application orientation. vocational training, so the criteria and methods of selecting students of the School The school also needs to make adjustments to suit this new direction. has sought opinions from stakeholders in the development, review and evaluation of standards. criteria and methods of selecting learners, this helps the training program adhere to close to the reality of labor [H8.08.02.06].

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 major code. The admission benchmark of the major code also increases gradually, ensuring a fairly stable input quality. The school always reviews and adjusts the criteria and methods for selecting students every year, so the quantity and quality of input increase every year.

3. Point of existence

The collection of feedback from stakeholders on criteria and methods for selecting students has not been widely conducted. The annual selection method has not had many major changes, mainly through national high school exam scores and academic records.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fixexist	- Expand the scope and quality of the survey so that feedback is truly effective, thereby helping the School make reasonable adjustments to student selection criteria.	Department of Training Management and Student Affairs, Faculty, Board of Directors	From 2024

2	Develop strengths	Continue to do well the annual enrollment work according to the instructions of the Ministry of Education and Training. The summary and evaluation of the enrollment process is conducted annually to ensure quality.	Faculty, Related functional units	Annual

		college admissions		
5. Self-assessment: 4.5/7				

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

1. Current status description

Hanoi Metropolitan University has a specialized department/officer assigned to monitor progress in learning and training, learning outcomes, learning volume of students, and academic warnings, in which the Department of Training Management and Student Affairs is a specialized department assigned to monitor progress in learning and training, learning outcomes, and learning volume of students.[H8.08.03.01] [H8.08.03.02]. In addition, the Faculty, Department and The CVHT of each module class also contributes to monitoring, closely following and supporting the department. QLDT&CTHSSV. School and Faculty level monitoring system on academic progress and training, the results are specifically and detailed in the University training regulations of the State. school[H8.08.03.03] [H8.08.03.04] [H8.08.03.01]

In addition, the school has also developed and implemented procedures/regulations on monitoring progress in learning and training, learning outcomes, and learning volume of learners. The process of monitoring learners is a close coordination between CVHT with the Faculty and the Department of Training Management and Student Affairs.[H10.10.03.18]. CVHT is the person directly supervising the progress. department in student learning and training. Specifically, CVHT is the person who approves registration. semester credits of students, is the person who grasps the level of attendance of students students, monitor the level of student activity in participating in Faculty activities, of the School [H8.08.03.04]. Annually or periodically, CVHT organizes Classroom study and activity counseling sessions to grasp thoughts, aspirations, and learning process of students [H8.08.03.05] [H8.08.03.06] then propose to the Faculty Board to have the best direction to adjust and support students. At the end of each semester, the School coordinates Coordinate with the Faculty and Student Affairs Office to review student performance and warn students with poor performance. poor so that students can have a study plan to improve their grades. Student evaluation each semester based on a database system (tool) that tracks learners' progress in learning practice and training; monitor the rate of slow progress and dropout. Specifically on the portal system information, students can proactively track their accumulated credits and grades throughout the learning process. At the end of each semester, the faculty and the Department of Training Management and Student Affairs will issue a transcript. A3 for students based on the above database, to be able to control the situation student learning. In addition, through the final training score review process, CVHT and Faculty also grasp the specific training and learning outcomes of students. [H8.08.03.07] [H8.08.03.08], thereby providing appropriate treatment options for those students.

Students with poor academic performance, as well as students themselves, can perceive and be self-controlled.

The amount of study for each individual should be appropriate to their ability and ensure according to the training program [H8.08.03.04] [H10.10.03.18] [H8.08.03.12]

The Department of Training Management and Student Affairs and the Training Faculty assign staff from faculties and academic departments to monitor students' learning and training results.[H8.08.03.10]. The CVHT helps students in choosing subjects, orienting scientific research and answering questions. students' questions during the learning process. The CVHT and faculty staff are Account holders can view student learning status to detect students with Signs of learning decline for timely assistance [H8.08.03.11] [H8.08.03.03].

Every year, the School has many activities to monitor the learning progress and learning effectiveness of students such as: Notification of learning to improve grades[H8.08.03.13]In addition, the school also actively creates conditions for students. complete the study load ahead of the training program schedule, through through graduation examinations in different phases, according to the needs of students and school situation [H8.08.03.14]

Monitoring the final exam process of students is also carried out by the Inspection Department of the Department of Education Quality Management. To consider the conditions for the final exam: lecturers enter data, the Training Management Department of the Department of Training Management and Student Affairs makes a list of each semester's learning scores, process scores (including attendance scores) through the training management software and is made public on the training information portal.[H8.08.03.15].

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 CVHT team works closely with the Faculty, Training Management and Student Affairs Department to evaluate and reward students who study and train well, and promptly remind 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 portal is sometimes overloaded, especially at the beginning of course registration. Information on the portal needs to be updated more accurately and promptly. In addition, the review of student learning progress, as well as graduation, requires closer coordination between departments and faculties in the school to support students in the most optimal way.

4. Action Plan

TT	Tar get	Content	Implementing unit	Time of execution

1	Fixexist	Invest in upgrading training management software and website to ensure good operation even when there are many visitors.	Faculty, Related functional units	From 2024

2	Develop strengths	Continue to promote monitoring and tracking of students' learning and training process, and provide advice and support to students when necessary.	Faculty, Related functional units	From 2024

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

***Criterion 8.4.*There are academic advising, extracurricular activities, competitive activities and other support services to help improve NH's learning and employability.**

1. Describe the current situation

The school has a unit/department responsible for academic counseling, extracurricular activities, competitive activities and other support services to improve students' learning. Specifically, the school has issued regulations assigning tasks to the CVHT team to carry out counseling activities to help students in their studies, extracurricular activities, competitive activities and other support services.[H8.08.03.03]Every year, the Faculty sends a list Lecturer in charge of CVHT work for the Department of Training Management and Student Affairs to synthesize Submit to the Board of Directors for approval to carry out consulting activities according to regulations on work. Students of the School [H8.08.03.10]In addition, the Department of Training Management and Student Affairs is Assign the task of organizing the Civic Activity Week for first-year students [H8.08.03.10], [H10.10.03.18] to disseminate and guide students about relevant regulations and rules regarding learning and training tasks as well as the rights and obligations of learners so that students have a plan and study method suitable to their goals and personal ability. Every year the school organizes the first and last civic week. course. In the civic week program, there are always representatives of the Faculty's leaders, CVHT, training assistant to answer questions and advise students [H8.08.04.01].

During the learning process, students with good academic performance or those subject to social security policy adjustments are given the utmost attention and support by the school to encourage their learning spirit through scholarship policies.[H8.08.03.17] [H8.08.04.11]Besides training, the School also builds many plans and implementing academic consulting activities, extracurricular activities, competition activities and other support services to help improve learners' learning, such as activities Scientific research, students always actively participate in scientific research topics, weekly seminars through which research methods can be learned.

All scientific research students are supported. access and use of the School's research facilities through CVHT or instructor [H10.10.04.07]During their studies at school, students Get complete information on practical internship report templates and thesis graduate on the school's website, receive guidance and support on work practical internship and graduation internship [H8.08.03.04].

In addition to professional training and vocational training, the School also pays great attention to organizing activities to support job search for learners, expanding the network of partners, proactively working with employers, and

The employer is an alumni of the school.[H8.08.04.02] [H8.08.04.03] [H10.10.06.10]. At the same time, the school also established a Student Support Center and cooperated with the unit. employers of the Department of Training Management and Student Affairs to provide advice and support on employment for students [H8.08.04.04]

In addition to providing advice to students on study and job search activities, the Faculty has coordinated with the Youth Union and Student Association to organize students to participate in clubs and organize extracurricular activities.[H8.08.04.05], competitions [H8.08.04.06] to improve soft skills and professional skills for students In addition, every year, during internships, the School also supports students. Employees contact employers to obtain practical training, as well as internships. Currently conducting student exchange activities at universities in and outside the country.In addition, students also have the opportunity to express themselves in student clubs such as professional clubs such as: Event Organization Club, Art Club, WAH Club.[H8.08.04.07] [H8.08.04.08] [H8.08.04.09]. Furthermore, the Group The Youth and Student Union has the school's HNMU Confession page as a forum. for students to express their own ideas in learning, skills and social understanding [H8.08.04.10].

Every year, the School conducts many surveys of learners from various units on the effectiveness of service, support and supervision activities; and implements activities to monitor the learning progress and learning effectiveness of learners.[H10.10.05.10] [H10.10.05.13]. Analyze and report on the quality and effectiveness of consulting activities. academic counseling, extracurricular activities, competitive activities, job support and services other support. Annual survey results show. Over 80% of first-year students by the third year and 75% of final year students were satisfied with the quality and effectiveness of the activities. study counseling, job support [H10.10.06.06].

2. Strengths

The team of specialized CVHT of the School in general and of the law department in particular are enthusiastic and experienced in their work, always ready to support and advise students promptly when necessary. Approaching and effectively using the support of CVHT, the executive committee of the union, the union, the lecturers, the School, the Faculty, the industry has had many extracurricular activities, competition activities, supporting students to learn about jobs after graduation, providing academic support and advice to help students improve their academic performance and job opportunities after graduation.

3. Point of existence

Not many students actively participate in scientific research activities or extracurricular activities such as competitions or clubs, or students participate but are not really proactive. The quality of some activities needs to be improved. The number of participants is large but only concentrated in a group of students.

Surveys to collect students' opinions on studying, extracurricular activities, competition activities and other student support services have not been carried out continuously.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fixexist	The School and Faculty continue to coordinate with the CVHT team to maintain and encourage scientific research activities among students; collect student feedback on activities more continuously. Strengthening education 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 collective activities.	Faculty, Department of Training Management & Student Affairs, Board of Directors	From 2024
2	Develop strengths	Continue to organize training activities to improve students' skills, including soft skills (communication, presentation, teamwork) through club and union activities. Continue to organize exchange and career orientation programs with partners and employers to provide timely information on careers and career development trends in the era of Industry 4.0.	Board of Directors, Faculty, related functional departments	From 2024

5. Self-rating: 5/7

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

1. Describe the current situation

Over the years, Hanoi Metropolitan University has been building a friendly psychological, social and working environment, creating a comfortable atmosphere for teaching, learning and research activities. The school has invested in building new and repairing many lecture halls, auditoriums, gymnasiums, and purchasing many modern equipment to best meet the needs of learners.[H8.08.05.01]. Classrooms are equipped with projectors, fans and other equipment to ensure safety. ensure students' learning conditions. The training facility has a quiet, clean campus, with management department, health care, education, protection to ensure health and safety for students students, faculty and staff on campus. Services such as Parking, dining room, canteen, stationery counter, photocopying are deployed by the school. Ensure reasonable prices and good service quality [H8.08.05.03] [H8.08.05.05] [H8.08.05.07] [H10.10.05.07]

Currently, the campus of the School is divided into the following areas: lecture hall area for training, practice, and experiments; area for offices of lecturers, researchers,

and administrative block; dormitory area; library area.[H8.08.05.02] [H8.08.05.03] [H8.08.05.07]The school has a clean, airy space. will be convenient with lots of trees, flower garden, monument, stone bench, sports training area

including a gymnasium for sports practice and a large hall. The school has a code of conduct for the workplace that emphasizes behavioral culture. In the School, promulgate classroom regulations, laboratory regulations, and Library rules and dormitory regulations [H8.08.05.04]. The dormitory provides accommodation for students. Equipped with Wi-Fi, tap water supply, ensuring good security and safety for learner [H8.08.05.07] [H10.10.05.05].

In the process of building the School into an application-oriented university, the Party Committee and the Board of Directors of the School emphasize the liberal philosophy in education, creating new motivation and comfort in the thinking of all staff, lecturers and students. The Faculty and the School regularly organize physical activities, sports, clubs as well as extracurricular activities, useful competitions to create a healthy playground, train students' physical strength, enhance the spirit of exchange and solidarity in the student community in the school.[H8.08.05.08] [H8.08.05.09] [H8.08.04.07] [H8.08.04.08] [H8.08.04.09]Health is an important factor for people. students to fulfill their learning and scientific research tasks. Therefore, the School Maintain annual health check-up activities for new students [H8.08.05.06] [H10.10.05.07].

Every year, the School conducts surveys/collects opinions from students and stakeholders about the psychological, social and landscape environment in the School through online surveys and direct methods, through dialogues between students and the Board of Directors held annually, and at the same time, receives opinions and makes appropriate amendments to create the best teaching and learning environment.[H10.10.05.10] [H10.10.06.09] [H10.10.06.06]

2. Strengths

Students can study and conduct scientific research in a favorable environment in terms of location, facilities and safety such as health and security.

3. Point of existence

Extracurricular activities and school amenities are not really diverse, and there are few activities specifically for Law students.

4. Action Plan

STT	Target	Content	Real unit presently	Time perform
1	Notch serveexist	Proposal to build more industry-specific extracurricular activities.	Department	From 2024
2	Play medalStrengths	Maintain a green - clean - safe environment on campus for students and staff.	Faculty, Related functional units mandarin	From 2024

5. Self-rating: 5/7

Standard Rating 8

The goal of improving training quality is an urgent requirement of university training institutions in general and HNMU in particular. To achieve this goal, the Faculty of Training and the School have regularly carried out activities to support learners in the most optimal way, specifically consulting work, activities of academic advisors, support from departments in the school... All are aimed at helping learners exercise their maximum rights and benefits when studying at the school.

*** Strengths**

- Carry out many activities to support learners every year, such as: scholarships, assessments, surveys...
- Always closely follow the learning and training process of the learner

*** Point of existence**

Stakeholder feedback activities are limited.

Standards/criteria	Self assessment
Standard 8	**5**
Criterion 8.1	5
Criterion 8.2	4.5
Criterion 8.3	5
Criterion 8.4	5
Criterion 8.5	5

Standard 9. Facilities and equipment

Introduction

Facilities and equipment are fundamental factors that contribute significantly to the quality of training, especially for specialized fields of study such as Law. Hanoi Metropolitan University has built and maintained a modern, spacious learning environment with a scale of 4 campuses with a total land use area of 22.43 hectares to meet the learning needs of thousands of students. Law students of the University are currently arranged to study at campus 1 - 98 Duong Quang Ham. The school has invested in modern equipment such as televisions, projectors, air conditioners, wifi systems, etc. and is regularly maintained to serve the learning process of students. In addition, the library system (Information Center - Library and Learning Resources) is also regularly updated with specialized documents by the School, the digital library system is also invested in to ensure that learners and teachers have access to document repositories of a number of other law training institutions in Hanoi. In particular, with the approval of the Project to establish a Law Consulting and Practice Center under Decision No. 430/QD-DHTĐHN dated April 11, 2018, it has met the urgent needs of students and teachers of Law, creating a professional environment, approaching the labor market, thereby meeting the training requirements and improving the learning experience of students of Law, increasing the quality and brand of Hanoi Metropolitan University.

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

1. Describe the current situation

The undergraduate training program (CTĐT) for Law at the university level is built according to current regulations issued by the Ministry of Education and Training. To build the training program for all levels and majors, the School has a system of specific regulations and instructions.[H9.09.01.01]. The Law training program, after being developed, is evaluated and accepted at the faculty and school levels and is publicly announced on the school's website.[H9.09.01.02].The school has a strategy to build facilities with the aim of improving the quality of facilities serving teaching and learning by 2030, with a vision to 2050. 2045[H9.09.01.03].

Along with the expansion of training scale, Hanoi Metropolitan University was allowed by Hanoi People's Committee to use a land area of 22.43 hectares with 01 main office and 03 training facilities with a large enough campus to organize teaching for thousands of students. Head office: No. 98 Duong Quang Ham Street, Quan Hoa Ward, Cau Giay District, Hanoi City with an area of 1.934 hectares. The City People's Committee approved the plan to rearrange and handle real estate according to Decision No. 09/2007/QD-TTg dated January 19, 2007 of the Prime Minister on rearranging and handling state-owned real estate in Decision No. 6621/QD-UBND dated October 31, 2013 in the form of "Continued retention and use". Facility 2: Dac Tai village, Mai Dinh commune, Soc Son district, Hanoi city has an area of 6.0048 ha. The house and land facility (facility 2) at No. 131, Dac Tai village, Mai Dinh commune, Soc Son district, Hanoi city is received and managed according to Decision 7106/QD-UBND dated December 26, 2016 of the City People's Committee on merging Soc Son Multidisciplinary Technical and Economic College (under the Department of Education and Training) into Hanoi Metropolitan University, with a total area of 60,043 m2 and has not been granted a certificate of land use rights. Facility 3: No. 6 Vinh Phuc street, Vinh Phuc ward, Ba Dinh district, Hanoi city has an area of 1.198 ha. The City People's Committee has approved the plan to rearrange and handle real estate according to Decision No. 09/2007/QD-TTg dated January 19, 2007 of the Prime Minister on rearrangement and handling of state-owned real estate in Decision No. 6621/QD-UBND dated October 31, 2013 in the form of "Continued retention and use". Campus 4 (Ha Tay Pedagogical College): No. 6 Nguyen Phi Khanh Street, Thuong Tin Town, Hanoi City with an area of 13.23 hectares. The real estate (campus 4) at No. 6 Nguyen Phi Khanh Street, Thuong Tin Town, Hanoi City is received and managed according to Decision No. 497/QD-TTg dated May 12, 2023 on merging Ha Tay Pedagogical College into Hanoi Metropolitan University, with a total area of 13.3 hectares that has not been granted a land use right certificate. (Land allocation decision: 2188/QD-UBND dated May 13, 2011 (133,825m2) Hanoi City; Land recovery decision: 3334B/QD-UBND dated September 7, 2021 Thuong Tin district (825m2))[H9.09.01.04].

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 the needs of

Teaching, learning and scientific research meet the requirements of each training sector[H9.09.01.05]. Particularly with Law Department, Law Department has 01 office, Faculty has 01 Council room and 01 The department office is fully equipped with necessary equipment: smart TV, air conditioner Air conditioners, printers, desks and chairs... The school's classrooms and lecture halls have been Upgraded, regularly checked, reviewed and repaired by specialized departments.

The school focuses on strengthening planning, implementation, evaluation and improvement of the work of facilities and infrastructure on the basis of organizing the management system and investing budget from Metropolitan sources. The departments in charge of implementing the work of facilities and infrastructure assigned by the school are: Office and Center for Science and Technology according to the regulations on organization and operation of Hanoi Metropolitan University with the process of managing infrastructure and equipment.[H9.09.01.06].

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

The Hanoi People's Committee issued Decision No. 497/QD-TTg dated May 12, 2023 to merge Ha Tay Pedagogical College into Hanoi Metropolitan University. The system of lecture halls, classrooms, laboratories, practice rooms, offices, etc. of the School has been supplemented. Results of implementing the medium-term strategy on developing material facilities, in the period of 2019 - 2024, the school implemented: Investment projects to build and renovate material facilities[H9.09.01.07].; [H9.09.01.08]; [H9.09.01.09]; more land is given According to Decision No. 497/QD-TTg dated May 12, 2023 Merging Pedagogical College Ha Tay into Hanoi Metropolitan University; complete construction investment projects and investment in equipment has made many important indicators of facilities and infrastructure The number of floors is increased to meet the requirements of training facilities. [H9.09.01.10]; [H9.09.01.11]; [H9.09.01.12];

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.[H9.09.01.13].

The inspection and evaluation of the results of investment projects are carried out closely along with the inspection and evaluation process by superior agencies.[H9.09.01.14]. Job Implement the plan to develop material facilities well, meeting the material facilities requirements of the school. in accordance with the law.

The school has a centralized administrative area; offices for professors and associate professors; seminar rooms and department activities. Hanoi Metropolitan University has enough classrooms and large lecture halls to meet the needs of training and scientific research.[H9.09.01.15].

Currently, undergraduate students majoring in Law are arranged to study in rooms at CS1 of the School; Classrooms for students majoring in Law are fully equipped with modern speaker systems, televisions, and projectors. Classrooms for students majoring in Law are

All undergraduate Law programs are connected to the internet. By the 2023-2024 school year, the school will have 7,615 students studying at the school, with an average classroom area of 8.64 m2/student.[H9.09.01.16]; average laboratory and practice area reached 2,157 m2/student. System of classrooms, laboratories, practice rooms, practice at training facilities managed by the Department of Training Management and Academic Affairs students arrange their usage schedule. In addition, the school also deploys the system Traditional and electronic learning materials for internal and external training school [H9.09.01.17].

The Faculty of Social Sciences and Humanities currently has 02 offices at H2 building, 01 school counseling and early intervention center, 01 law practice center at CS1, No. 98, Duong Quang Ham Street, Quan Hoa Ward, Cau Giay District, Hanoi.

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

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

- Total land area of the school: 22.43 hectares.
- Number of dormitories: 2,168 (with an area of 17,143m2, including: 01 house at Facility 1: 2,372 m2, 01 house at Facility 2: 2,680 m2, 01 house at Facility 3: 1,455 m2, 04 houses at Facility 4:
1,592 m2, 2,094 m2, 3,225 m2, 3,725 m2).
- Floor area of the building directly serving training owned by the school calculated per full-time student: 8.64 m2/student.

TT	Room type	Quantity	Floor area construction (m2)
1	Auditoriums, lecture halls, classrooms of all kinds, multi-purpose rooms, offices of professors, associate professors, lecturers training facility staff	318	42,755.7
1.1	Auditorium, large classroom with over 200 seats	04 halls (CS1: 526m2, CS2: 1,672m2, CS4: 1,049 m2 and 360 m2)	3,607 m2

1.2	Classrooms from 100 - 200 seats	09 classrooms (facility 1: 02 rooms in building A4: 214.5 m2, 01 room in dormitory: 120 m2; facility 2: 03 classrooms in building A4: 214.5 m2, 01 room in dormitory: 120 m2) Library: 600 m2; Facility 3: 02 classrooms in building D: 360 m2, 01 classroom in dormitory: 200 m2)	1,494.5 m2

1.3	Classrooms from 50 - 100 seats	183 rooms (Cs1: 16 classrooms in building A1: 1,520 m2, 16 classrooms in building A2: 1,453 m2, 7 classrooms in building A3: 726.5 m2; Cs2: 13 rooms in building B: 4,355 m2; 13 rooms in building A: 4,355 m2; Cs3: 15 rooms, building A: 1,566 m2, 15 rooms in house B: 1,566 m2, 03 rooms in house E: 268.5 m2; Cs4: 26 rooms in house C1: 3,390 m2, 06 rooms in house C2: 1,976 m2, 27 rooms in house C3: 3,390 m2, 06 rooms in house B2: 705.7 m2, 20 rooms in house B5: 2,138 m2)	27,409.7 m2
1.4	Number of classrooms under 50 place	07 rooms (06 rooms in house A, Bcs3, 01 room house D cs3)	190 m2
1.5	Number room learn Multivehicle	12 classrooms (05 computer rooms in Building A3: 454 m2, 02 computer rooms in Building E cs3: 268.5 m2, 05 computer rooms on the 5th floor of Building A1 cs4: 584 m2)	1,306.5 m2

1.6	Office of professors, associate professors, lecturers of the training institution	103 rooms (Facility 1: 16 rooms KLF building: 1,280 m2, Facility 2: 30 rooms Headquarters: 3,960 m2, Facility 3: 10 Room F: 684 m2, Facility 4: 36 Room A1: 2,192, 11 rooms A2: 632 m2)	8,748 m2
2	Library, learning center whether	04 houses	6,608 m2
3	Research center, laboratory, experiment, practice facility, internship, training	12 houses and 04 multi-purpose gymnasiums: 5,239 m2 (01 house Cs1: 460 m2, 01 CS2 house: 1,745 m2, 02 CS4 houses: 1,000 + 2,034 m2) Experimental practice area: 11,184.7 m2 (Cs1: 01 early intervention center: 916 m2, cs2: Practice workshop: 3,423 m2; livestock barn:798 m2; greenhouse for practicing growing flowers and vegetables: 504 m2; 1,840 m2 floor 4.1 Headquarters building cs2-Physics and Chemistry Laboratory,	16,423.7 m2
		Campus 4: 01 building D: 2,433 m2, 01 house B1: 1,270.7 m2)	
	Total	**334**	**65,787.4**

(According to actual statistics of office administration department)

Currently, the School has enough classrooms, large lecture halls, practice rooms, and laboratories to serve teaching, learning, and scientific research to meet the requirements of each training sector. Every year, the School focuses on investing in and upgrading equipment and infrastructure. From 2019-2024, the School has

invested more than 90 billion VND in supplementing equipment for teaching, learning, and scientific research and renovating and repairing infrastructure for teaching.[H9.09.01.18].

Table 9.1.2 Investment costs for equipment and infrastructure at Hanoi National University in the period 2019 to 2024

STT	Year	Investment content in equipment and infrastructure	Cost
1	**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
2	**2020**	- Equipment of Information Technology Department, Culture - Tourism Department, Library Center, Common Classroom. - Shop for computers, printers, scanners, projectors, screens	12,300,000,000
		Installing fire protection system at campus 1, campus 2, campus 3 of Hanoi Metropolitan University	
3	**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

4	**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
5	**2023**	Purchase computers, projectors, screens, student desks and chairs, monitoring systems, cooling systems, servers, switches, scanners, printers, document shredders, etc.	7,422,268,000
6	**2024**	Repairing items at facility 2 - Hanoi Metropolitan University	11,692,415,038
		Total	**90,753,683,038**

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

Lecturers and learners are basically satisfied with the level of response of the system of classrooms, practice rooms, and professional practice rooms of the School. The School has implemented the collection of feedback from learners about the system of classrooms, large lecture halls and equipment systems serving the undergraduate Law training program. The results of the survey of feedback from learners about the system of classrooms and equipment serving the training program show that the majority of learners surveyed assessed that the system of classrooms and equipment serving the training program met the training requirements.[H9.09.01.19]. Assessment of the level of satisfaction of requirements (teaching, learning, research, self-study activities and student club activities) of the infrastructure facilities The school's facilities and equipment all achieved high satisfaction levels. [H9.09.01.20].

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.

industry, serving teaching and learning to meet the training and scientific research requirements of staff, teachers and learners.

3. Point of existence

Although the lecture halls and classrooms are fully guaranteed for students in both quantity and quality; however, the Faculty's offices are not yet synchronized, there is no separate office for office staff; the Faculty Council room is not really modern.

Some classrooms arranged for university-level Law students still have projectors of poor quality, affecting the teaching and learning process.

4. Action Plan

STT	Target	Content	Implementing unit	Time of execution
1	Fixexist	Proposal to support additional equipment for the practice room	Faculty, Office, Department of Science and Technology, Center for Science and Technology; Board of Directors	From 2025
		Proposal to provide adequate professional activity rooms to serve training and scientific research activities for undergraduate training University degree law	Faculty, Office, Department of Science and Technology, Center for Science and Technology; Board of Directors	From 2025
2	Develop strengths	Continue to exploit resources, periodically maintain equipment to ensure good operation.	Faculty, Office, Department of Science and Technology, Center for Science and Technology.	From 2025

5. *Self assessment:*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 - Library and Learning Resources Center currently has an area of 6,608 m2, with a system of rooms with full functions suitable for

organizing and storing to serve library users. The resources of the Information - Library and Learning Resources Center are supplemented to suit the training requirements of the training majors, in accordance with the regulations of the School. The resources have more than 21,000 document titles. The total number of documents (textbooks, reference books) currently has 103,066 volumes, including 850 text book titles with 32,829 volumes, 13,305 reference books with 58,977 volumes, of which 1,552 books have been digitized and put into service on the library information portal; 4,000 foreign language books and textbooks, 53 types of newspapers and magazines, 4,839 graduation theses and dissertations. The library has a networked computer system (73 computers), 01 security gate system and a modern surveillance camera system; 02 self-borrowing and returning document systems, 01 bookshelf.

smart, 05 barcode readers, 02 document scanners and full office equipment serving the activities of the Information Center - Library and Learning Materials[H9.09.02.01]

The work of supplementing teaching materials is carried out regularly and continuously. The Information - Library and Learning Materials Center has coordinated with the Faculties and lecturers to select supplementary materials. The Library regularly collects feedback from readers and proposes purchasing materials from the Faculties to create a list of supplementary materials from various sources. From the annual budget, the Information - Library and Learning Materials Center has supplemented 2,000 book titles with 10,000 copies of books; on average, each year the Library supplements 350 book titles with 2,000 copies of books and 53 specialized newspapers and magazines. Particularly for the Law major, the Faculty also proposed to the Library updated textbooks to serve the training work.[H9.09.02.02]

To serve users effectively, the Information Center - Library and Learning Materials has established regulations on functions, tasks, organizational structure, regulations on borrowing and returning documents, regulations on penalties, regulations on use and opening hours. The library has library regulations that are publicly available at the library and in the student handbook. Data sources are announced in many forms, clearly organized, easy to find, easy to see on the library information page, Library User Guide.[H9.09.02.03], [H9.09.02.04], [H9.09.02.05], [H9.09.02.06][H9.09.02.07]

To manage and serve the document resources, the Information Center - Library and Learning Materials has used professional standards including: Using the 19-class DDC classification table of the National Library; MARC21 cataloging format; ISBD description rules; Since 2023, the Library has converted the ILIB electronic library management software of CMC Company to the Slib library management software of Nam Viet Company. The Slib library management software is a part of the university management software of the School.[H9.09.02.04] [H9.09.02.08].

The Information - Library and Learning Resources Center has organized activities according to the model of specialized scientific library, traditional library combined with digital library. The Center is built and developed according to the trend of standardization, modernization, automation based on the new service perspective: towards users, creating conditions for readers to exploit information conveniently, quickly, accurately. The Information - Library and Learning Resources Center has a Website and Fanpage of Hanoi Metropolitan University Library to provide information and interact with library users.[H9.09.02.09], Quantity The number of people coming to the library to study and borrow books increases every year. [H9.09.02.10]

In recent years, the Information Center - Library and Learning Resources has been interested in supplementing valuable sources of documents to ensure that they meet the training requirements of university training codes. Documents are supplemented not only from traditional purchasing sources but also directly ordered

from other countries, through study and work trips abroad of school staff and teachers, and have been supplemented from domestic and foreign sponsored projects.

In addition to developing traditional library services, the Information Center - Library and Learning Materials focuses resources on implementing modern library services. The resources of the Information Center - Library and Learning Materials are managed by management software.

Library (Slib library software)[H9.09.02.11]Readers can look up documents by Addresses: http://thuvienso.daihocthudo.edu.vn/ , https://hnmu.edu.vn/trung-tam-Library information and learning materials, https://hnmu.edu.vn/

In addition, the Information Center - Library and Learning Materials has coordinated and shared information resources to improve the capacity of the tool. In 5 years, from 2020-2024, the number of students and teachers borrowing documents reached nearly 37,146 documents, an average of 7,429 times / year, not including the number of document downloads. The total number of readings and downloading documents on the Digital Library from June 1, 2023 to June 1, 2024: is 5,462 times. Since 2018, teachers and students of Hanoi Metropolitan University have the right to exploit digital documents on the Hanoi Metropolitan University Digital Library page at the addresshttp://thuvienso.daihocthudo.edu.vn/ (Hanoi Metropolitan University Digital Library)

Information work, introducing books and documents are always of regular concern to the Center. The number of books, documents, theses and dissertations serving the training of some majors at university level is more than 20,000 documents. In particular, the QLC major currently has more than 1,000 textbooks and many reference documents. Every year, textbooks and reference documents are regularly updated to serve the training work of the major; theses and dissertations in the QLC major are continuously updated on the school library system.[H9.09.02.12], [H9.09.02.13]

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.[H9.09.02.14], [H9.09.02.15]

Based on the plan, the School has invested in new equipment to automate library operations in a 3-year cycle from 2017-2020 to ensure modern library operations and provide convenient document borrowing and returning services for users.[H9.09.02.16]. From 2023, implement the project to improve the quality of educational institutions under project 06. of the Party Committee of Hanoi Metropolitan University, the Library is a unit with funding sources. invest in building digital learning materials with Metropolitan of 6 billion [H9.09.02.17.1]

Every year, the School has a plan for new investment and maintenance of learning resources such as library learning resources, teaching support equipment, online databases to meet the needs of training, scientific research and community service. The plan to purchase additional learning resources has been included in the annual budget planning of the units.[H9.09.02.17]

Since 2023, the Library has been granted the right to exploit 02 electronic information databases ProQuest Central and the database provision system for Benito organization.[H9.09.02.17.2 add contract MC, access interface]

The textbooks used in Hanoi Metropolitan University are newly written and printed with regular funding. At the beginning of each school year, the Department of Training Management and Student Affairs, the training faculties in conjunction with the Information Center - Library and Learning Materials organize the printing and distribution of textbooks and documents to each student, meeting the

requirements of each school year's documents trained at the school.

The results of the work of innovating the curriculum and creating a complete source of learning materials for learners are always included in the school year summary and annual operating direction of the School.[H9.09.02.18]; [H9.09.02.19]; [H9.09.02.20]. Additional work Printed materials, internal digital materials to increase reference resources for learners, purchase supplements supplementary curriculum for all subjects is guaranteed [H9.09.02.21]; [H9.09.02.22]

The school has assigned the Information - Library and Learning Materials Center to implement the electronic learning materials project to serve teaching and learning in the school.[H9.09.02.23]. The documents Learning materials include printed and electronic versions that are regularly updated and supplemented from Funding sources such as: regular funding, projects, funding from the European Fund Ah [H9.09.02.24], submit copies of theses, dissertations, and dissertations defended at the school, or of school staff, donated documents. Reference source English is supplemented regularly through the purchase of supplements and receipt of materials from organizations such as the Asia Foundation and foreign organizations [H9.09.02.25]

The library uses software to track updates, statistics and periodically reports on users' document usage data. The data on borrowing, returning, accessing and exploiting data of the Digital Library and the traditional library have shown the level of response of documents to teaching, learning and scientific research in Law at the university level.[H9.09.02.26]; [H9.09.02.27]

Teachers and learners are basically satisfied with the level of response of the School's Library Information and Learning Materials. The survey results on the level of response of the Center to users show that teachers and students of Law are satisfied with the level of response of the Library. The rate of readers visiting the Library increases every year, the frequency of downloading and searching for information and documents via the Library's Website also increases. Every year, the School conducts a survey of students' opinions on whether the learning resources in the library meet the needs of searching, studying and scientific research as well as the Library's operating schedule. Over 90% of users evaluate the library's resources to meet the requirements, showing that the learning resources system. Over 80% of users are satisfied with the level of response of the Library's facilities and equipment. 70% of learners evaluate the level of response of the library's information products and services to the needs[H9.09.02.28]; [H9.09.02.29]

2. Strengths

The School's Library and Learning Resources 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 Bachelor of Law training program at university level in particular. The School's electronic learning resources 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 textbooks and documents serving teaching and learning for the task

of training bachelors of law at university level have been updated regularly, the quantity is still limited; the source of documents serving research work is still not much.

4. Action Plan

From 2021 to 2024, with many mobilized Metropolitan sources, the School assigned the Information - Library and Learning Resources Center to continue investing in purchasing more documents and books for all training majors and majors of the School in general and the Law major at the university level in particular to meet the training program requirements. Specifically as follows:

TT	Target	Content	Real unit presently	Time perform
1	Notch serveexist	Proposing to supplement textbooks and documents for teaching and learning in university-level Law training; Supplementing reference documents in English. Older brother	Faculty, Department of Science and Technology, Information Technology Department - TV and learning materials; Board of Directors	School year 2024-2025
2	Play medalStrengths	Continue to standardize and modernize the Information Center - Library to create favorable conditions for readers to exploit information. fast, accurate	Department of Science and Technology, Information Technology and Communications learning materials; Board of Directors	School year 2024-2025

5. Self-rating: 4/7

***Criterion 9.3.*Laboratory, practice and equipment are adequate and up to date to support training and research activities.**

1. Describe the current situation

Hanoi Metropolitan University has established the Center for Experiments, Experiments and Practice [H9.09.03.01] and issued regulations on organization, operation and coordination of the Center with units in the whole school [H9.09.03.02]. On August 21, 2019, the University decided to establish the Center for Science and Technology on the basis of merging the Practice and Experimental

Department of the Center for Experiments, Experiments and Practice into the Center for Science and Technology.[H9.09.03.03]The school has also made decisions regarding planning. system of practice rooms, laboratories, regulations on management of basic construction investment, [H9.09.03.04]The system of practice rooms and laboratories has been diagrammed and planned. regulations of practice and laboratory rooms [H9.09.03.05] and was first school appropriate advice to serve teaching, learning and scientific research to meet the requirements of each training sector. create.

Table 9.3.1. Statistics on the number of laboratories and practice rooms in the whole school

Training Facility	**Total acreage**	**Number of rooms TN, TH**
Facility 1	1,395	14 (01 early intervention center practice building: 916 m2; 05 computer rooms in Building A3: 454 m2; 01 biotechnology laboratory: 25 m2)
Facility 2	6.565	25 (Practice workshop: 3,423 m2; Livestock barn: 798 m2; Practical greenhouse for growing flowers and vegetables: 504 m2; 1,840 m2 of practice room for logistics, kindergarten, travel, hotel, 4th floor, 1st floor of Department of Science 2 - Physics Laboratory Chemistry, Biology)
Facility 3	608.5	03 (02 computer rooms in house E cs3: 268.5m2; 01 piano room in house D 40m2)
Facility 4	3,703.7	15 [Practice house (01 house D: 2,433 m2, 01 house B1: 1,270.7 m2) and 05 machine rooms on the 5th floor of building A1, cs4: 584 m2]

The School's Campus 1 includes laboratories and practice rooms serving the teaching and learning of general subjects. The School's Campus 2 has a large area, with laboratories (for students majoring in Physics, Mathematics, Chemistry, Biology, Logistics, Travel and Tourism Services, Hotel Management, etc.) and serves the teaching and learning of National Defense and Security Education. The School's Campus 3 includes 2 faculties: Pedagogy and Culture - Tourism with computer and music practice rooms. The School's Campus 4 has IT practice rooms, Thang Long Primary and Secondary School practice school. 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 [H9.09.03.06].

Regarding the plan: The strategy for developing facilities for the period 2015-2025 was issued together with Decision No. 6743/QD-UBND dated December 31, 2023 of the Hanoi People's Committee on promulgating the Project for developing Hanoi Metropolitan University to 2030, with a vision to 2045, with the main development orientation being: (i) Ensuring to meet the standards on school area; (ii) Investing in equipment for teaching and learning in a synchronous manner.[H9.09.03.15]

Hanoi Metropolitan University has monitoring data, periodic assessment logs and effective use of facilities and infrastructure for teaching and learning facilities, laboratories, equipment for training, scientific research and community service.[H9.09.03.09], [H9.09.03.11] to inspect, supervise and accept the implementation of improvement projects create repairs, prevent degradation of facilities, infrastructure and purchase equipment to serve training and scientific research services through summary reports and task directions [H9.09.03.13], [H9.09.03.07]

Table 9.3.2 Investment costs for purchasing experimental and practical equipment for the period 2019 - 2023

STT	Year	Investment content, shopping page device	Cost
1	**2019**	-Purchase of logistics research equipment; practice equipment for tourism and hotel industries; Kindergarten; Primary school.	12,007,000,000
2	**2020**	- Purchase equipment for the Faculty of Information Technology, Faculty of Culture - Tourism, Library Center, Room study together)	12,300,000,000
3	**2021**	- Equipment for information technology labs, artificial intelligence labs, classroom equipment shared.	7,856,000,000
4	**2022**	- Purchase office scanners, document shredders, office photocopiers, sound and lighting systems big hall	5,328,000,000
5	**2023**	Purchase computers, projectors, projection screens, student desks and chairs, monitoring systems, cooling systems, servers, switches, scanners, printers, shredders document,..	7,422,268,000

		Total	**44,913,268,000**

Currently, the Office is the unit responsible for overall management of the school's equipment, responsible for developing, supervising the implementation of investment plans, maintaining, evaluating, upgrading the school's facilities and infrastructure. The Science and Technology Center is responsible for equipment serving teaching and learning. The functional unit has assigned specialists in charge of laboratories and practices.[H9.09.03.08], [H9.09.03.10]. In Each class has information and phone number of the technical team of the Science and Technology Center, Office So when an incident occurs, the technical team will provide timely support to ensure the teaching process. and learning takes place continuously. It can be said that the school's facilities are guaranteed. ensure quantity and quality, used effectively to meet requirements for training and research activities

The school has sufficient teaching and learning equipment to support training and scientific research activities to serve the training of bachelors of law at university level. To support the teaching and learning activities of the Faculty of Social Sciences and Humanities, the school provides, supplements and repairs networked computer systems.[H9.09.03.14], independent speaker system, projector Projectors and televisions are available in some rooms and are directly managed and used by the Faculty. The practice room serving the training program is exploited with high frequency of use, often regularly maintained [H9.09.03.11] as a service computer lab The course "Common administrative document drafting skills" creates conditions for students Law students practice typing administrative documents according to the Decree. 30/2020/ND-CP On Government document work. In addition, the Consulting and Law practice was established under Decision No. 430 of the School. [H9.09.03.16] aims to provide conditions for law practice for students. law students at Hanoi Metropolitan University, thereby improving the quality of training. create, ensure output standards for students and access to the labor market. Activities

The center's activities contribute to brand development, communication about the school and training industry, associated with promoting the effectiveness of training activities, contributing to the implementation The goal of autonomy in the activities of the school in general and of the Faculty of Social Sciences in particular and Humanities and Law in particular.

Equipment and learning facilities are provided to ensure quality, effective use, and basically meet the teaching and scientific research requirements for teachers and students of university-level Law.[H9.09.03.07] [H9.09.03.12]. Teachers, students basically satisfied with the level of facilities and equipment serving training and scientific research School [H9.09.03.12].

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 number of students enrolling in Social Work at the university level and some other majors, the classrooms are likely to be overloaded. The periodic maintenance of equipment is not done regularly, thus affecting the life and quality of use of the equipment.

4. Action Plan

From the 2024-2025 school year, the School will continue to supplement and periodically maintain existing equipment to ensure good operation and meet usage needs.

STT	Target	Content	Implementing unit	Time of execution
1	Notchrestore existence	Proposal to support additional equipment for classrooms to meet specific professional requirements	Faculty, Office, Department of Science and Technology, Center for Science and Technology; Board of Directors	Year school year 2024-2025
		Increase regular maintenance classroom equipment	Department, Office, Science and Technology Center	Year learn 2024-2025
2	Develop strengths	Continue to coordinate the effective exploitation of networked computers, independent speaker systems, projectors, and televisions at some locations. classroom	Faculty, Office; Science and Technology Information Center.	Year school year 2024-2025

5. *Self assessment:*4/7

***Criterion 9.4.*Appropriate and up-to-date information technology systems (including e-learning infrastructure) 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 (NCKH) and community service (PVCĐ). This is also clearly shown in the Development Strategy.

The School in the period 2015 - 2025, updates and improves the IT system to support the training and scientific research activities of the School.[H9.09.04.01]; [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 Metropolitan University.[H9.09.04.02]; [H9.09.04.03]. The Center for Science and Technology has the task of Build, deploy and manage the School's IT infrastructure and computer network; Managing server systems, transmission lines and network devices; Ensuring safety and Information system security; Ensure technical requirements for training and research activities scientific research (NCKH) and technology transfer [H9.09.04.03]; [H9.09.04.04].

Hanoi Metropolitan University is equipped with basic and full IT equipment to effectively support teaching and scientific research activities. Currently, the University has 712 desktop computers, of which 457 are for teaching and learning, 215 are for management and operation, all computer systems are connected to the Internet. The office of the Faculty of Economics and Urban Affairs is equipped with 01 desktop computer and 02 printers. The University provides laptops to a number of staff and lecturers to serve teaching and research.[H9.09.04.06]. Center The School's Examination and Foreign Language - Information Technology Department is equipped with 80 laptops. serving the activities of the Center and the School. The school library has 43 computers. Internet connection to meet the requirements of searching, accessing and using online documents learners. Staff, lecturers and students of the whole school are provided with email addresses. own domain name…@daihocthudo.edu.vn with full features, with the ability Unlimited information storage of each email address ensures the implementation of operate in a synchronous and fast online environment [H9.09.04.07]; [H9.09.04.08]; [H9.09.04.27]; [H9.09.04.28].

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 installed to serve boarding students. At campus 2, new wifi is installed in the dormitory area and the principal office. At campus 3, wifi is located in the lecture hall area of classrooms and reading rooms. At campus 4, new wifi is installed in the principal office area.

Table 9.4.1: Server system statistics table

TT	Generic	Content	Managing unit	Location

1	HP DL360E G8	Training Portal	Department of Training Management & Student Affairs	209A3

2	CMS S1200V3	Student database	Department of Training Management & Student Affairs	209A3
3	HP DL360E G8	IT certification exam	TT. Testing	209A3
4	Dell PowerEdge T640	Course exam	TT. Testing	209A3
5	Dell PowerEdge T640	Library Gate	TT TTTV - HL	Library
6	Acer P1000	Library Database	TT TTTV - HL	Library
7	Virtual Server	Web: hnmu.edu.vn	TT TTTV - HL	Rent
8	Virtual Server	Web: hcdt.hnmu.edu.vn	Office	Rent
9	Acer	Misa	Department of Science and Technology	Department of Science and Technology
10	FPT Server	Course exam	TT. Testing	CS2
11	FPT Server	Course exam	TT. Testing	CS3
12	HP Server	Expected to run University Management Software	Center for Science and Technology	CS1

The school pays great attention to computerization in all activities, especially in training and management. The school has put into use software for managing human resources, training, scientific research, accounts, assets, points, scholarships, tuition fees and other sources of income. The school has planned to build a

university management software system. In the 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.[H9.09.04.09]. Practice Training on exploitation and use of information technology equipment for staff and teachers is also organized. regular function

In 2018, the University approved the Project to build and deploy the learning materials system of Hanoi Metropolitan University.[H9.09.04.10]To implement the Project, the School has Establishment of the Steering Committee for the Project to build and deploy the learning materials system of Thu Duc University. Hanoi Metropolitani[H9.09.04.11]. To synchronously deploy the task of building electronic lectures

E-learning, the School has organized training for many of its lecturers on technology. E-learning course development[H9.09.04.12]; [H9.09.04.29].

The School's information technology system operates stably and safely to support training and research activities. Every year and every month, the Office and the Science and Technology Center make plans for the provision of facilities and equipment based on the requests of the units sent to the Human Resources and Science and Technology Department to fully meet the facilities and equipment serving teaching and learning. The Science and Technology Center develops medium-term plans to invest, manage, and operate IT infrastructure and IT services including: Server systems and network equipment, computer practice rooms, network infrastructure and internet lines, backup systems, security systems and access rights, application and operating software, to serve the work of information exchange, operations, training, and NKCH.[H9.09.04.13].

The management and operation of computer labs and ensuring the internal network and Internet systems are carried out scientifically, with an asset book for each room; there is an annual inventory report and assessment of the operating status of the equipment.[H9.09.04.14]; assigned team of experts [H9.09.04.15] do the job Prepare the operation of the practice rooms according to the school-wide schedule; Operation logbook to promptly grasp the operating status of the equipment bag; [H9.09.04.16]; [H9.09.04.17] During operation, regularly report The school returns to the current situation to find ways to overcome, repair or adjust to increase performance; scheduled maintenance of equipment; assigned team of specialists On duty in computer rooms to promptly support teachers and students in the learning and research process. Total bandwidth when running load balancing for 3 Viettel lines and 1 FPT line is 400 Mbps + 100 Mbps + 100 Mbps + 10 Mbps = 610Mbps. With this amount of bandwidth, can support about 350 machines at the same time.

The information technology infrastructure is regularly enhanced. Every year, the school purchases new and upgrades servers, personal computers, and network infrastructure.[H9.09.04.06]; [H9.09.04.13]; [H9.09.04.18]; [H9.09.04.19]; [H9.09.04.21]; [H9.09.04.22]; [H9.09.04.23].

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

STT	Year	Device	Quantity
1	**2018**	Personal computer	95 sets
2	**2019**	Personal computer	127 sets
		Laptop	06 pieces
		Server	01 set
3	**2020**	Personal computer	56 sets
		Total	**285 sets**

Every year, the School conducts a survey on the satisfaction of teachers, students, and alumni about the IT system and Internet connection... Basically, lecturers and students are satisfied with the level of response of the School's information technology system.[H9.09.04.24]; [H9.09.04.25].

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. Equipment investment is not timely synchronized, so the efficiency of exploitation and use is not high.

4. Action Plan

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

TT	Target	Content	Implementing unit	Time of execution
1	Fixexist	Propose to upgrade the information technology equipment system in a timely manner.	Faculty, Office, Department of Science and Technology; Center for Science and Technology; Board of Directors	From 2025
2	Develop strengths	Continue to coordinate the effective exploitation of networked computers; strengthen the electronic information system and corresponding software serving teaching activities. study, research	Faculty, Office, Science and Technology Center.	From 2025

5. *Self assessment:*5/7

***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 Metropolitan University has regulations on safe, healthy, friendly environment, prevention of school violence based on regulations of the Government, relevant Ministries, Branches and Hanoi City People's Committee.[H9.09.05.01]. Home The school has ensured environmental, health and safety regulations/standards by Specific actions:

*About the environment:*The school pays great attention to creating a safe, healthy and friendly landscape and environment for students at its four campuses. The school builds

Plan and sign contracts with health authorities to implement seasonal disease prevention measures[H9.09.05.02].

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 during the organization of "Citizenship Activity Week - Students and Pupils"[H9.09.05.03]. Learners' opinions on environmental sanitation work of the School The school is rated quite well. [H5.05.03.22].

*Regarding health protection for staff and students:*The school has its own Medical Station, with a total of 04 rooms with an area of over 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. [H9.09.05.04]. The Health Station regularly organizes periodic health check-ups and opens propaganda campaigns. communication, sex and reproductive health counseling product [H9.09.05.05]., [H9.09.05.06]. Learners' opinions on health care The School's health report shows that health care is well rated.

*Flood and storm prevention, fire prevention and fighting:*This work is always ensured and thoroughly implemented by the school throughout the campus. The school has established a standing unit for storm, flood and fire prevention; mobilized students to participate in storm, flood and fire prevention. All buildings are equipped with fire prevention and fighting systems. In 2020, the school invested 2,994,737,000 VND for the installation of additional fire prevention and fighting systems at campuses 1, 2 and 3 of Hanoi Metropolitan University.[H9.09.05.07]All fire prevention, fire fighting, rescue activities, Rescue has been and will be carried out first by on-site forces and means. The school is ready with forces, means, plans and conditions to respond promptly. in case of fire or explosion to minimize the consequences to people and property. School has coordinated with the authorities to regularly conduct training on prevention. Fire and explosion protection for staff and security forces of the School [H9.09.05.08]. Faculty of Science The School of Social Sciences and Humanities has assigned one officer to be in charge of the prevention work. Firefighting for areas with students of the Faculty of Science.

*Ensuring security, social order and safety in schools:*The school regularly coordinates with the police force of the ward, district... to coordinate to ensure order, safety and security for the school. The school signs a contract with a professional and specialized security company 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. The specialized security team works in accordance with the regulations and requirements of the school, is on duty 24/24 hours a day, and is equipped with means and uniforms to meet the requirements of the job. In addition to the legal Security

force

Along with the School, the School also has support forces during mass activities such as the Self-Defense Platoon and the Youth Shock Team.

In addition, the School also installed security camera systems at key locations on and inside the School. The work of protecting order, safety and security is clearly planned. Teachers and students are basically satisfied with the level of meeting the environmental, health, security and safety standards of the School. Students' opinions on the security and order work of the School show that students appreciate the security and order work of the School.[H5.05.03.22].

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, teachers, students and pupils; has a professional and specialized security force to protect order, safety and security for the school.

3. Point of existence

The area of green trees and common areas of the school is still modest; at facility 1 there is no convenient utility system to facilitate people with disabilities.

4. Action Plan

TT	**Target**	**Content**	**Implementing unit**	**Time spaceperform**
1	Fixexist	Proposal to continue renovating campuses at all 04 campuses	Faculty, Office; Department of Science and Technology; Center for Science and Technology; Board of Directors	Year school year 2024-2025
2	Develop strengths	The medical department continues to do a good job of supporting health care for staff, teachers, and students; Maintain a professional and specialized security force.	Office; HR Department and KH-TC; Medical Station; Board of Directors	Year school year 2024-2025

5. *Self assessment:*4/7

Conclusion Standard 9

Hanoi University of Science and Technology has a system of offices, classrooms and functional rooms, suitable teaching equipment and ensures support for general training and research activities, including training and research to serve the training of Bachelor of Law at the university level. However, currently there are still some classrooms that are not fully equipped with network systems and projectors for teaching.

TTTT&TV-HL has gathered appropriate and updated learning resources to

support training and research activities for the industries; however, for the industry

Laws and documents serving specialized subjects are still limited and have not been updated with new versions regularly.

Laboratories and practice rooms are modernly equipped to support training and research activities; however, there are still not enough truly modern specialized classrooms. The information technology system has been and is being effective in supporting training and research activities of the faculty and the School. Conditions of environment, health, security and safety of the school also need more attention.

The school has determined the direction, developed a plan and assigned responsibilities to overcome the shortcomings in the foreign language classroom system, facilities, textbooks, documents, etc. to serve the teaching and scientific research tasks of the whole school as well as the specific requirements of training bachelors of law at university level.

Self-assessment: With 5 criteria of standard 9, the Law industry self-assessed that it met all criteria, achieving 4/7.

Standards/criteria	Self assessment
Standard 9	**4**
Criterion 9.1	4
Criterion 9.2	4
Criterion 9.3	5
Criterion 9.4	4
Criterion 9.5	4

Standard 10. Quality Improvement

Introduction

Training quality is a fundamental content that demonstrates the prestige and determines the existence and development of the education of a training institution. The Faculty of Law has the role of training and fostering a team of legal human resources working in state agencies, enterprises, organizations and developing to improve the efficiency and role of the rule of law state... Therefore, the Faculty and the industry pay great attention to improving the quality of training, especially the quality of training programs. Realizing that, the Faculty has regularly reviewed, updated and developed training programs; Using research results to improve teaching and learning... Quality improvement work is carried out closely and systematically, from self-assessment of the quality of activities to collecting feedback and needs from stakeholders (lecturers, learners, alumni, employers) to design and develop teaching programs to quality assurance in testing, evaluation, applying research results to improve teaching and learning as well as meeting support services and utilities, building a unified feedback mechanism for stakeholders throughout the school. Improving quality in higher education is associated with improving the following factors:

- Knowledge, skills and attitudes or competencies of learners
- Environment and learning opportunities
- Quality of CSGD or CTDT

The school, together with the Faculty of Social Sciences and Humanities and the Faculty of Law, has carried out activities to ensure and improve program quality, namely:

- Building CDR according to the instructions of the Ministry of Education and Training
- Training programs are periodically evaluated and improved in quality to meet the needs of the labor market and human resources.
- Teaching and learning methods and regulations for assessing learners' learning outcomes are regularly reviewed and evaluated to ensure compatibility and conformity with the CDR.
- Facilities, equipment and support services are regularly evaluated and improved for quality.
- Research results are used to improve teaching and learning.
- Maintain a feedback mechanism from learners as well as other stakeholders with the training program of the school, faculty, and industry, to help design the program well as to ensure its updating and relevance.

***Criterion 10.1.*Stakeholder feedback and needs are used as a basis for designing and developing the training program.**

1. Describe the current situation

Recognizing the important role of training programs and teaching programs in training activities, Hanoi Metropolitan University always pays special attention to the design and development of training programs and teaching programs. The process of building and adjusting training programs and teaching programs is carried out in accordance with the regulations on building and evaluating programs in documents of the Ministry of Education and Training.[H10.10.01.17] [H10.10.01.18]. In which, feedback from the Stakeholders are always focused on and identified by the School and Faculty as a very important foundation. important to design, develop and improve the quality of training programs, programs teach.

Recognizing the role of professional social organizations, experts, managers, recruiters and employers, former students... in providing useful information about 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 Education Quality Management Department.[H10.10.01.01] [H10.10.01.02]This is the room.
specialized function in advising, proposing the construction and operation of the collection system Collect information on human resource needs when designing training programs and feedback from stakeholders related to the School's quality management system, including consulting on building establish regulations in the work of ensuring educational quality [H10.10.01.03], rules conduct surveys to solicit feedback from stakeholders [H10.10.01.06] as a basis for adjusting, improving and enhancing the training quality of the State. school [H10.10.01.05] [H10.10.01.04].

The Department of Education Quality Management is assigned to take the lead in collecting opinions from relevant parties, so every year, the School issues a plan to organize surveys of opinions from relevant parties, including experts, managers,

lecturers, etc.

members, researchers, employees, learners, representatives of socio-professional organizations, employers and graduates[H10.10.01.07]. The meetings Surveys have been and are being conducted at Hanoi National University such as: effectiveness survey CDR results and training quality [H10.10.01.08] [H10.10.01.09]; feedback from NH on teaching activities of lecturers [H10.10.01.10] [H10.10.01.11]; survey final year students on training quality [H10.10.01.12] [H10.10.01.13]; survey Get feedback from employers, managers and alumni on quality Graduates [H10.10.01.14]; Any feedback from relevant parties
collected will be used in activities to evaluate the quality of CTDT education. University degree in Law and as a basis for developing and adjusting training programs to meet needs practical needs of society.

The Law curriculum is designed based on feedback and needs of stakeholders collected, processed and used to design/develop the curriculum, reference to law training programs at training institutions and practical training needs.[H10.10.01.19] [H10.10.01.22], as well as consulting with stakeholders, expert opinions on output standards [H10.10.01.23] [H10.10.01.24]. Periodic review and adjustment of the CDR and CTDH [H10.10.01.21] [H10.10.01.20] In 2019 and 2022, a survey of the opinions of the parties was also conducted. related, including: employers, alumni, lecturers, managers,... [H10.10.01.09] [H10.10.01.11] [H10.10.01.13] used as a basis for design and develop training programs. According to the comments of lecturers, students and employers, The 2019 program compared to 2022 Law program has changed in output standards and The specific training program content is: The 2019 training program determines the CDR (product standards). Quality: 4 indicators; competency standards (of which general competency: 4 indicators, specialized competency: Industry: 8 indicators) [H10.10.01.26]; The 2022 training program determines the CDR (knowledge standards: 6 indicators; skill standards: 6 indicators; quality standards, autonomy and responsibility: 4 indicators). The content of the training program in 2019 and 2022, although the total number of credits It is still only 130 credits, but the total number of credits for common subjects of the 2022 training program expanded in many areas. The content of many courses has been reorganized, Update new knowledge, change many flexible assessment forms with learners. In addition, the training program has 2 internship periods with an internship duration of 7 weeks and
9 weeks for students to have many opportunities to study and practice at the actual facility practice [H10.10.01.20].

The results of the two revisions in 2019 and 2022 of the Law industry are the output standards and training programs issued and used in actual training.[H10.10.01.25].

2. Strengths

The consultation of stakeholders is conducted according to the guiding process, scientific and reliable consultation method; the coordination to provide information of stakeholders is quite positive and effective for the design of training programs.

The system for collecting feedback from stakeholders is implemented consistently according to regulations. Forms of feedback collection are fully and diversely

implemented.

3. Point of existence

The use of feedback from stakeholders on the curriculum has not been carried out in a synchronous manner with adjustments and improvements because feedback is limited in quantity and quality because there are no methods or incentive mechanisms for this activity.

4. Action Plan

TT	Tar get	Content	Unit, person performing	Time of execution or complete
1	Fix the pointe xist	Use the results of stakeholder feedback to adjust the teaching program; course instructors encourage learners to provide more feedback on the content. CTDH	Department, Department of Training Management and Student Affairs; Lecturer	From 2024
2	Highli ght the points strong	Continue to diversify the methods of obtaining feedback from stakeholders on quality Training program	Department, Department of Training Management and Student Affairs	Annual

5. Self-rating: 5/7

Criterion 10.2.**The design and development of the curriculum is established, evaluated and improved.**

1.Describe the current situation

In 2016, Hanoi University of Science and Technology established a process for designing and developing the Law training program, carried out procedures according to the regulations of the Ministry of Education and Training on opening the Law training program at the university level and started training the first course in 2017. Based on the school's guiding documents, the Law training program has been clearly established and periodically evaluated, adjusted and improved to meet the practical needs of society.[H10.10.02.05] [H10.10.02.06] [H10.10.02.07] [H10.10.02.08]. The training program is designed based on the defined code of the Law major. Periodically adjust and evaluate effectiveness by obtaining feedback from stakeholders. relate to [H10.10.01.07] [H10.10.02.11]: from the learner [H10.10.02.12]
[H10.10.02.13] [H10.10.02.14]; employers, managers, alumni pill [H10.10.02.14] [H10.10.02.15] The instructors who teach in the program [H10.10.02.14]Since 2019, the Department's lecturers have coordinated with the Department The Department of Student Affairs and the Department of Student Affairs organize surveys to collect opinions from all parties. relate to [H10.10.01.07] and there have been 2 revisions to the training program in 2019 and 2022 according to 2 year cycle [H10.10.02.17]

[H10.10.02.18].

The school has issued a plan to build a regular university training program.[H10.10.02.04] [H10.10.02.05] [H10.10.02.08] according to the construction and development process The training program of the Ministry of Education and Training clearly shows the structure, volume, knowledge and required learning outcomes. learner's [H10.10.02.01]. The school assigns the Department of Training Management and Student Affairs to Focal point for organizing and directing faculties in implementing the construction and development of training programs. This activity was carried out according to the standard procedures of Hanoi Metropolitan University. Internal [H10.10.02.03]. Based on the school's process, the Faculty of Social Sciences and Humanities, directly The Department has reviewed and adjusted the industry's training program. The design and adjustment process The training program has also been changed and revised many times due to Circular No. 07/2015/TT-BGDĐT dated April 16, 2016 [H10.10.02.01] replaced by Circular No. 17/2021/TT-BGDDT dated June 22, 2021 on promulgating regulations on training program standards; building develop, evaluate and promulgate training programs for all levels of higher education [H10.10.02.02]Currently, the process includes the following steps: (1) Notification of adjustment of training program;
(2) Plan to adjust the training program; (3) Survey of stakeholders on the training program; (4) Establishment Establishing a contract for the construction of the training program; (5) Appraisal and acceptance; (6) Issuing the training program [H10.10.02.03].

Compared to the 2019 program, the Law major has adjusted, improved and developed the training program and teaching program in 2022 with some changes to suit learners and training practices.[H10.10.02.17] [H10.10.02.18] such as: The content of the specialized internship is still guaranteed The duration of the 09 credits is guaranteed, but the 2019 training program is divided into 03 internship periods. The 2022 training program has been adjusted into 02 internships; Some subject names have been changed. credits,... In addition, in the 2022 program, the number of compulsory credits will be reduced, the number of credits elective increase; add some new courses in general knowledge,... according to the idea Feedback from faculty, students and employers [H10.10.02.16].

Every year, the Law Department has a plan to review and revise the course outline.[H10.10.02.09] [H10.10.02.10] to suit teaching practice, adjustments mainly focus on teaching plan, assessment methods with the purpose of taking Learner-centered approaches focus on measuring the level of achievement of learning outcomes. learner's practice [H10.10.02.17] [H10.10.02.18]

2. Strengths

The process of building, editing, supplementing and developing the training program is established, evaluated and improved periodically in 2019 and 2022. The training program is updated and adjusted to improve the quality of training, meeting the requirements of society. Many lecturers and alumni of the Law Department participate in the process of providing feedback on the program development and give constructive suggestions to the Law training program of the Faculty of Social Sciences and Humanities.[H10.10.02.03] [H10.10.02.17] [H10.10.02.18].

3. Point of existence

The curriculum system needs to be updated regularly.

4. Quality improvement plan

STT	Target	Content	Unit, performer	Real time present or complete
1	Notch serveexist	Review the courses and plan to register to buy textbooks to serve the needs of the students. learner	TT. TT - TV and HL	From 2024
2	Play medalStrengths	Continue to periodically evaluate and improve the training program as well as update and adjust the training program to improve training quality and meet requirements. meet the needs of society.	Department of Training Management and Student Affairs Faculty of Social Sciences and Humanities	From 2024

5. Self-assessment: Level 5/7

Criterion 10.3.**The teaching and learning process and assessment of learning outcomes are regularly reviewed and evaluated to ensure compatibility and appropriateness with the CDR.**

1. Describe the current situation

Based on the training regulations of the Ministry of Education and Training[H10.10.03.01], [H10.10.03.02]Hanoi Metropolitan University has established training regulations. [H10.10.03.14], issue documents regulating/guiding the review and evaluation of the process teaching and learning; assessment of learning outcomes, teaching and learning methods, assessment methods Evaluate student learning outcomes in the training program to ensure compatibility with the CDR such as: Teaching volume management process [H10.10.03.03] [H10.10.03.05], Procedure Manage teaching activities of lecturers and learning of students [H10.10.03.06] [H10.10.03.07] [H11.11.01.16], Student learning outcomes management process [H10.10.03.09] [H10.10.03.10] [H10.10.03.11] [H10.10.03.12] [H10.10.03.13]
[H10.10.03.15] [H10.10.03.16] to guide staff and lecturers in implementing activities Teaching and learning activities follow regulations and meet output standards well..[H1.01.01.16] [H1.01.02.17]

The assessment of learners' learning outcomes is aimed at assessing based on the competency approach, in accordance with the learning outcomes of the subject

program and 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.[H10.10.03.14], Tests and assessments in a course The term includes: class attendance, regular assessment, mid-term assessment and final assessment. end of semester. The subjects required by the School have built a set of exam questions and a budget. Rich and diverse test questions. Rich and diverse forms of assessment of learning outcomes. forms, including: written tests in class, essays, individual assignments, group assignments, essays, Multiple choice, oral, etc. Lecturers and students are proactive in evaluation and encouragement. encourage self-assessment and peer assessment of students. The examination format of each subject is The responsible department has proposed, clearly stated in the detailed outline and approved by the functional department. synthesize, issue and notify learners right from the beginning of the semester, ensuring that learners Study with direction and study plan for each subject.[H10.10.03.19].

Feedback on KQHT assessment is used by students to improve learning[H10.10.03.08] [H10.10.03.15] [H10.10.06.21] [H10.10.06.22] [H10.10.06.24]
[H10.10.03.20]Based on the training results and points of each period; based on the decision After the progress review meeting, students can make a study plan. Practice properly to avoid being forced to drop out of school after being warned for 3 consecutive terms. [H10.10.03.18]

To ensure compatibility and conformity with the CDR of the subjects and the CDR of the major code, every year the school organizes the registration to build and supplement the End of Course Exam Bank. The Department assigns teachers and staff to build and supplement the Exam Bank in accordance with the school's regulations.[H10.10.03.06], [H10.10.03.04], [H10.10.03.11], [H10.10.03.13] [H10.10.03.17].

Every year, the Faculty and Department coordinate with the functional departments to regularly evaluate the teaching process of lecturers by collecting opinions on the quality of teaching activities and the quality of the training process before the end of the course through learners in each school year. During the teaching process, the Faculty and Department organize meetings on teaching and evaluating students' learning outcomes to review the level of achievement of the students' course objectives, evaluate the suitability between teaching and testing methods with the course objectives and the training program, and draw lessons for each course.[H10.10.03.21] [H4.04.03.07]

Every year, the Faculty and Department coordinate with functional departments to evaluate the compatibility between student quality and training program's CDR by organizing workshops to collect CDR's opinions, with the participation and comments from experts and employers, in order to have a more objective assessment of professional training at the school.[H10.10.03.22].

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; at the same time promoting the initiative and creativity of both lecturers and learners.

3. Point of existence

Workshops, discussions, and seminars on innovation in teaching, learning, testing, and assessment are not yet regularly organized.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution

1	Overcome existing problems	Periodically (each semester of the school year), organize seminars on the teaching and learning process and evaluate students' learning outcomes at the Department and Faculty to share experiences. teaching and testing experience, assessment.	Faculty of Social Sciences and Humanities; Room function	Annual

2	Develop strengths	- Continue to review and evaluate teaching and learning activities and assess learners according to issued procedures. - Maintain synchronous coordination and diversity of forms of testing and evaluation of lecturers in the Faculty.	Department; The room function	Annual

5. Self-rating: 5/7

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

1. Describe the current situation

The Faculty of Social Sciences and Humanities is one of the faculties with a strong scientific research movement in the school. The number of topics and scientific articles published in domestic and foreign journals by lecturers in the Faculty and Department has continuously increased in recent years.[H10.10.04.06]; [H10.10.04.05]; [H10.10.04.12]; [H10.10.04.08]; [H10.10.04.11]; [H10.10.04.14]. Implementation of activities The Faculty's scientific research activities are always closely linked to the school's orientation, as well as the school guidelines on scientific and technological activities turmeric [H10.10.04.01]; [H10.10.04.02]; [H10.10.04.03]; [H10.10.04.04]. From year

From 2019 to now, Law lecturers have carried out many school-level topics. related to teaching and learning, helping to supplement and enhance the quality of training, improve teaching methods of lecturers and learning methods of learners, especially Focus on research on content related to the specifics of the legal profession [H10.10.04.05]; [H10.10.04.12]; Scientific research works have been carried out by the team Staff and lecturers in the Faculty and Department summarize in reference documents and textbooks learned, conveyed, integrated into lecture content or integrated into activities lectures, contributing significantly to improving and gradually enhancing the quality of teaching and learning. [H10.10.04.09] [H10.10.04.10].

The number of scientific articles published in domestic and foreign journals by lecturers in the Department has continuously increased in recent years.[H10.10.04.11] [H10.10.04.06]. Lecturers in the Law department are always

proactive in updating Update research results on innovative teaching methods in schools to organize seminars and academic activities for lecturers to know and discuss together Apply to improve teaching and learning activities of lecturers and students of Law [H10.10.04.13] [H10.10.04.08].

In addition to the scientific research activities of the teaching staff, the scientific research of students is one of the important contents of scientific and technological activities. The Faculty of Social Sciences and Humanities attaches great importance to training scientific research skills for students, therefore, in all the scientific research topics mentioned above, there is very active participation of students. Every year, the School and the Faculty have created opportunities and organized many scientific research activities to encourage students to participate. This activity contributes to improving the quality of training high-quality human resources, discovering and fostering

Nurturing talents for the country; promoting dynamism, creativity, and independent scientific research ability of students, forming self-study capacity for students; contributing to creating new knowledge and products for society[H10.10.04.07]In recent years, student research The number and quality of members of the Law profession have gradually increased, and have achieved many Awards from student scientific research activities at school level. The school and faculty organize conferences Annual student scientific research conference. Although the results of student scientific research have not been applied widely in improving teaching and learning activities in schools but has created motivate students to improve their capacity in scientific research work, enhance their ability creativity, practice research skills to meet the training program's requirements.

2. Strengths

The Faculty has a strong scientific research movement, mobilizing the participation of lecturers and students in the Faculty. The number of scientific research works published in domestic and foreign journals is quite large. Most scientific research topics are closely linked to training tasks and the practical significance is to serve the community. Therefore, the research results of scientific topics are applied to teaching theoretical subjects as well as practical subjects and internships of students. The Faculty has organized many conferences and seminars at all levels, creating opportunities for lecturers and students to participate in exchanging experiences and learning academic expertise with domestic experts.

3. Point of existence

The number of high-level topics and projects of the faculty and lecturers is still limited. There are not many major topics (city and state level topics) that are constructive or provide policy advice to the city and state to mobilize the participation of many lecturers and students in the faculty. Lecturers in the faculty do not have many presentations at international conferences.

4. Action Plan

TT	Target	Content	Real unit presently	Time perform
1	Overcome existing problems	Promote the search for funding resources for faculty and students participate in high-level topics and projects.	Department and functional units	2024-2025
		Strengthening the organization of conferences and seminars to innovate teaching methods and learning associated with the training program	Department and functional units	Annual
2	Play leverage strengths	Continue to encourage lecturers and students to register to participate in activities. Scientific research is closely linked to innovation and improvement of teaching and learning activities of training programs.	Departmen t,lecturer	Annual

5. *Self assessment:*5/7

Criterion 10.5.**The quality of support services and facilities (in libraries, laboratories, IT systems and other support services) is assessed and improved.**

1. Describe the current situation

In order to have a basis for assessing the quality of support services and facilities for teaching and learning activities, the School has issued a quality management system, as well as a system of documents regulating the assessment of the quality of support services of libraries, laboratories, information technology systems and other support services, such as the Regulations on ensuring educational quality.[H10.10.05.01] [H10.10.05.01]. Besides, the House The school issues quality objectives and plans to implement appropriate quality objectives. consistent with practice and reporting on the results of implementing the annual quality goals of the whole School and its affiliated units [H10.10.05.03].

Every year, the TV&HL center proactively plans to survey readers' satisfaction with service quality and reports the results of the survey on users' opinions on library information activities.[H10.10.05.04]. The results showed that about 90% of students satisfaction shows the system of learning resources as well as facilities and equipment of School library. Survey results are used as a basis for increased investment and response. meet the needs of learners [H10.10.05.04]. The library model is constantly changing. Service method: Use open warehouse, self-selected book warehouse upon request; Application trend Computerization of library document lending and returning activities and interlibrary connection [H10.10.05.15]. Library network and link to exploit documents with universities other learning, information centers [H10.10.05.14]. Besides, the number of students satisfied with the system of learning resources, facilities and equipment of the School Library also increased (Table 10.5.1).

Table 10.5.1 Statistics on reader satisfaction survey results

School year	Learning resources		Library facilities and equipment	
	Not satisfied	Satisfied	Not satisfied	Satisfied
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 2020, the School will conduct inspections, renovations, repairs, and prevent degradation of facilities 1, 2, and 3.[H10.10.05.05]Every year the school plans to invest in and maintain facilities. learning resources and summary of monitoring and evaluating investment efficiency in use equipment for training, scientific research and community service copper[H10.10.05.05]. From there, in order to promptly repair and upgrade public service equipment teaching and learning at school. Management and operation of practice rooms computers and ensure that the internal network and internet systems are performed scientifically. Learn according to the process of Infrastructure and Equipment Management Process

[H10.10.05.02].Upgrading teaching facilities based on purchasing materials, establishment of experimental centers, experimentation and practice [H10.10.05.06].

School hygiene and disease prevention are given importance, especially ensuring health insurance benefits for students.[H10.10.05.07].

The school surveyed students' satisfaction with dormitory services.[H10.10.05.08]. Survey results show that over 90% of students rate the word relatively satisfied to very satisfied with the quality of service, security, and school dormitory.

In addition, the School has a system to receive feedback from staff, lecturers and students about the quality of support services through forms such as: Organizing direct dialogues between students and the Board of Directors and related functional units.[H10.10.05.09]. Organize to collect feedback from final year students about the quality of the course. The School's training quality, including consulting on learning materials and facilities and quality of support services [H10.10.05.10] [H10.10.05.13]. In particular, to serve To make students learn better, the school has built a one-stop administrative service system, to provide maximum support to students in administrative work at school [H10.10.05.11]

Based on feedback, relevant units are responsible for proposing and implementing improvements and improvements to the working process to ensure better and better training, scientific research and community service needs. The School has changed the training management system software since 2022.[H10.10.05.12].

2. Strengths

The quality of the school's support services and facilities has been regularly evaluated and improved, basically meeting the needs of learners.

3. Point of existence

The internet is still weak and the coverage is not good, so it does not serve well for students' research and information access.

4. Action Plan

STT	Item peppe r	Content	Real unit presently	Time perform
1	Notchres tore existence	Consult with the school about upgrading internet connection speed in faculty offices and lecture halls. Strengthen inspection and timely handling equipment failures in classrooms	Department, Functional Department, Information Technology Center.	From 2024
2	Develop Stren gths	Continue to assess the current situation and propose Propose improvements in teaching and learning support services	Department function, TT TT-TV	From 2024

5. Self-rating: 4.5/7

***Criterion 10.6.*Stakeholder feedback mechanisms are systematic, evaluated and improved.**

1. Describe the current situation

In 2015, the School established the Examination Department - Education Quality Assurance Department (now the Education Quality Assurance Department).[H10.10.06.01]The school assigns the Department of Education Quality Management as the head. construction, implementation supervision and coordination of proposed process and organizational adjustments collect feedback from stakeholders on training quality, teaching activities of lecturers, quality of graduates, situation Graduate employment.

To implement consistently and systematically, the School has issued a procedure for conducting surveys to collect feedback.[H10.10.06.02], the issuance of procedures Conduct surveys based on legal regulations and regulations of the Ministry of Education and Training. create [H10.10.06.03] [H10.10.06.04]. Survey subjects include: staff, lecturers, employees students, learners, alumni, employers. Form and content, process implemented with the input of stakeholders for use in absorbing and improving quality. Survey results and feedback from stakeholders play an important role in the analysis of the Faculty's Scientific and Training Council to improve the training program and teaching methods to help graduates of the Faculty best meet the requirements demand of employers.

Every year, the Department of Education Quality Management organizes surveys such as: Collecting students' opinions on lecturers' teaching activities[H10.10.06.05] [H10.10.06.11]; Survey of final year student satisfaction with training quality of the School [H10.10.06.06]; Survey to get feedback from Employers, businesses on the quality of graduates [H10.10.06.07]; Situation survey employment of students after graduation [H10.10.06.10]; Survey on standard efficiency output and quality of training program [H10.10.06.08] [H10.10.06.12]. Work Stakeholder feedback is organized and carried out in accordance with the correct procedures. There is close coordination between the functional unit and the Training Department, the feedback information The response is processed by the functional unit, a report is written and sent to relevant units for investigation. Adjust and improve the Faculty's educational and training activities [H10.10.06.13] [H10.10.06.15].

Thus, the mechanism for collecting feedback from relevant parties has been conducted regularly, with improvements to make it more convenient for information providers and to diversify information sources to improve the quality of training for the legal profession. 100% of survey participants can use many forms of information provision via the information network on Google form, respond directly by phone, fill out a survey or respond online.

The school has conducted a comprehensive survey of student satisfaction with public services with specific contents: Access to educational services, facilities, training environment, training activities, training results.[H10.10.05.05]. Dialogue conference between The school's Board of Directors and students are one of the forms of direct dialogue that helps The Board of Directors and the Faculty Board grasp the thoughts, wishes and opinions of the people. learn about lecturers, facilities, training programs, and support services other…[H10.10.05.09] [H10.10.05.04] [H10.10.05.10].

Improvement activities after reviewing and evaluating the mechanism for collecting feedback from specific stakeholders: evaluating feedback from employers, learners, and

educational institutions, functional departments, other units... in direct and indirect forms are the basis for schools to adjust training programs to suit the characteristics of their units. The results synthesized through surveys to collect opinions from relevant parties are sent to the heads of departments and relevant units for consideration, as a basis for plans to improve teaching quality and training quality.[H10.10.06.09].

2. Strengths

The work of collecting feedback from stakeholders has been given attention and systematically implemented by the School, from assigning tasks to developing implementation procedures, ensuring completeness and consistency. Every year, the implementation procedures are reviewed and adjusted to suit the reality.

3. Point of existence

Coordination between the school's units in the process of collecting feedback from stakeholders is sometimes not good.

4. Action Plan

STT	Tar get	Content	Implementing unit	Time of execution
1	Notchres tore existence	Strengthen coordination with relevant units to develop measures to enhance the objectivity and continuity of information collected from feedback. of the parties concerned.	Faculty of Social Sciences and Humanities P. Quality Management Department, P. Management and CTHSSV	From 2024
2	Develop strengths	Regularly maintain the consultation of relevant parties to have a basis for adjusting, improving and enhancing the training quality of the School.	Faculty of Social Sciences and Humanities Pedagogical flower P. Quality Management Department, P. Management and CTHSSV	From 2024

5. *Self-rating: 5*/7

Standard Rating 10

The goal of improving training quality is an urgent requirement of universities in general and HNMU in particular. To achieve this goal, the Faculty of Training and the University have regularly carried out training quality improvement activities, based on the needs of learners as well as employers and society for the quality of human resources.

*** Strengths:**

Carry out many comprehensive development activities for learners, not only stopping at professional knowledge but also many social activities to develop soft skills for learners; build a system of facilities to ensure basic requirements in training; build a system of feedback and information contribution for the teaching process.

*** Point of existence:**

- Stakeholder feedback activities are limited.

- Facilities, specifically the internet, are still limited, and the system of service types is not yet diverse.

Self-assessment criteria: 5/7

Standards/criteria	Self assessment
Standard 10	**5**
Criterion 10.1	5
Criterion 10.2	5
Criterion 10.3	5
Criterion 10.4	5
Criterion 10.5	4.5
Criterion 10.6	5

Standard 11. Output

Introduction

The evaluation of the output results of the Law major plays an important role and significance in ensuring the training quality of the Faculty of Social Sciences and Humanities in particular and Hanoi Metropolitan University (HNMU) in general. The output results are specified by factors such as: Student dropout rate, student graduation rate, average graduation time of students, student employment rate after graduation, scientific research activities (NCKH) of students and feedback from stakeholders on the Training Program (CTDT), Training Quality (CLDT), Facilities (CSVC) and the system serving learning and research... The data collected from the evaluation is an important basis for planners to adjust the Law major training program to meet the Output Standards (CDR) according to the application orientation. Every year, HNMU conducts activities such as: Establishing, monitoring, and comparing the student dropout rate, the student graduation rate, the average graduation time of students, the rate of students having jobs after graduation in the Law major... Student scientific research activities are given attention and implemented in a direction consistent with the industry's CDR, the industry's priority research directions are always clearly stated and students are encouraged to carry out.

To improve the satisfaction of Law students during their study and research at the school, every year, the Faculty and the School build a system to collect and analyze the satisfaction of stakeholders because this is an important basis for improving the training program to enhance the effectiveness of the quality assurance system with activities such as: Strengthening monitoring and consulting activities; Editing the Law training program to suit reality; Expanding cooperation with units that use law bachelors' labor resources; Encouraging Law students to participate in legal research... The synchronous implementation of the above solutions has contributed to reducing the rate of students dropping out of school, reducing the average graduation time of students, increasing the rate of Law students graduating on schedule and especially having jobs after graduation, contributing to improving the quality of the training program.

High quality training, basically meeting the training requirements of the Law major.

Criterion 11.1.**Dropout and graduation rates are established, monitored and benchmarked for improvement.**

quality progress

1. Describe the current situation

HNMU always pays attention to and closely monitors the output results of students majoring in Law in order to promptly adjust and improve the training program to improve the quality of training students majoring in Law in particular and other training majors in general. HNMU assigns the Department of Training Management and Student Affairs to monitor and update the list of student dropout rates and student graduation rates. Based on the assigned functions and tasks, the Department of Training Management and Student Affairs advises HNMU in developing specific regulations related to statistics and summarizing the number of students dropping out and graduating as well as regulations on forcing students to drop out, expelling them from school and preserving their learning results... From there, HNMU issues decisions related to forcing students to drop out, expelling them from school and preserving their learning results. SV according to cycle period row month, rowyear[H11.11.01.01],[H11.11.01.02], [H11.11.01.03], [H11.11.01.11].

Regarding the annual graduation rate of Law students. At the beginning of the school year, HNMU requires the Training Department to base on the goals and quality of the School to set the target for the graduation rate of each training major managed by the Department and to report specifically on the graduation rate of students at the end of the school year.[H11.11.01.04], host Preparing information and data to consider and recognize graduation for students according to regulations assigned to the Department of Training Management and Student Affairs to coordinate with the Training Faculty through the use of training software and learning advisory system, training faculty assistant and specialist Room QLDT&CTHSSV H11.11.01.05&idGiaiDoan=24" target="_blank">[H11.11.01.05], H11.11.01.06&idGiaiDoan=24" target="_blank">H11.11.01.06&idGiaiDoan=24" target="_blank">H11.11.01.06&idGiaiDoan=24" target="_blank">[H11.11.01.06], H11.11.01.07&idGiaiDoan=24" target="_blank">H11.11.01.07&idGiaiDoan=24" target="_blank">H11.11.01.07&idGiaiDoan=24" target="_blank">[H11.11.01.07],Statistics and monitoring of graduation rates of students each year training industry, report to the Board of Directors to propose solutions for adjustment and improvement. progress to increase the annual graduation rate H11.11.01.08&idGiaiDoan=24" target="_blank">[H11.11.01.08], [H11.11.01.09].

HNMU's undergraduate training in Law began in the 2017-2018 academic year. Therefore, it was not until 2021 that the first batch of students graduated. The graduation rate of the first batch was high. The number of students dropping out of school was mainly concentrated in the first and second years. Preliminary research showed that the cases of students dropping out of school were mainly due to lack of career orientation information when registering for admission to the Law major. This situation poses an urgent requirement that in the process of implementing the training program, in addition to focusing on the CDR related to knowledge, skills, and experience, the School and the Training Faculty need to support students to form

awareness and career orientation. This content needs to be given due attention and must be clearly stated in the objectives that the courses aim for, especially in the basic and specialized courses.

Table 11.1.1. Graduation rate

on time, student dropout rate in 2017-2020 period by course

Course	Number of students	Number of students graduating on time and before the deadline (percentage compared to admission) *learn)*	Number of overdue graduates (percentage compared to admission) *learn)*	Number of students dropout (% of enrollment) *learn)*	Rate of students who have not/did not graduate
Course 1 (2017)	86	80 (93%)	3(3.5%)	3(3.5%)	0 (0%)
Course 2 (2018)	89	80 (89.9%)	4 (4.5%)	4(4.5%)	1(1.1%)
Course 3 (2019)	48	48 (100%)	0 (12.8%)	0(0%)	0 (0%)
Course 4 (2020)	51	50 (98%)	1 (2%)	0	0

Periodically, the Department of Training Management and Student Affairs coordinates with the Training Department to study and analyze the causes leading to cases of students dropping out of school (voluntarily dropping out and being forced to drop out), students graduating late (not accumulating enough credits, lacking foreign language requirements - English B1 certificate, European framework) to propose effective measures to reduce the rate of students dropping out of school and students graduating late. Moreover, students who drop out of school will be advised by academic advisors and supported on issues related to the withdrawal procedures so that they can easily find other study opportunities; Students graduating late will be advised by lecturers and academic advisors on making study plans and registering for additional semester credits so that they can graduate within the prescribed time.[H11.11.01.09].

The annual dropout rate of students in the Law Department is determined and monitored through the CVHT system, Faculty and Department assistants, and the student learning management software system. Each student has a separate account, which helps students easily follow notifications from the School or the Student Affairs and Training Department to make timely changes and adjustments to meet the student's learning progress. After each semester, the School reviews the student's learning situation and makes a list of students who have dropped out.

On the side of the Training Department, measures to reduce the rate of students dropping out of school are proposed such as organizing a welcome for new

students and career orientation, starting a business to introduce students to the training program's objectives, training regulations, and job opportunities.[H11.11.01.07]On that basis, students grasp the overall program they are following. study, job opportunities after graduation to orient and build goals for learning and training activities. In addition, the Training Department has assigned The task of the academic advisor team is to closely monitor the learning and training situation. of students; Regularly contact the class cadres, student unions and associations to promptly advise Counsel and warn students at risk of dropping out; Meet and discuss directly to resolve problems difficulties in studying and living of students; Combine contact with family, care for motivation students to improve their learning and training results[H11.11.01.09].

Survey results show that the employment rate of Law students after graduation is quite high, in which, over 80% of students have jobs suitable for their major 3-6 months after graduation.[H11.11.01.10].

2. Strengths

Hanoi Metropolitan University always monitors and fully records the rate of Law students dropping out and graduating every year. This helps the Faculty and the University promptly adjust and improve the activities of the Faculty and the University to improve the quality of training. The Law Department of the University has always had a high graduation rate for many years.

3. Point of existence

The number of first-year students dropping out is still quite high. Up to now, the school has not had an annual assessment report that provides predictions regarding the dropout trend and graduation rate of students participating in the training program. The lack of such scientific predictions will significantly limit the implementation of measures to improve the quality of training in accordance with reality.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fixexist	- Improve the content of the year-end report, including statistical reports related to monitoring and supervising the rate of student dropouts and the rate of student graduation. - Provide specific solutions to reduce the dropout rate among first-year students.	Faculty of Training, Department of Training Management and Student Affairs	2024-2025
2	Develop strengths	- Continue to do a good job of monitoring and keeping statistics on the rate of students dropping out of school and the rate of students graduating. - Strengthen student counseling and support to reduce the rate of students dropping out of school; increase the rate of students graduating early, graduate on schedule	Faculty of Training, Department of Training Management and Student Affairs, CVHT Team	Annual

5. *Self assessment:*Score 4/7

***Criterion 11.2.*Average graduation times are established, monitored and benchmarked for quality improvement.**

1. Describe the current situation

Based on the Decision on the functions and tasks of the units under HNMU,

the monitoring/statistics of the average graduation time of the courses in the training program of the School in general is assigned to the responsible unit, the Training Management and Student Affairs Department, but in coordination with the training faculties.[H11.11.02.01], [H11.11.02.10]. As a rule, the average graduation time of courses is

establish consistency in the training plan of each training program to implement regulations full-time university training by credit [H11.11.02.02], [H11.11.02.03]Specifically, time The training and research time in the School for each course at the undergraduate level is 130 credits, average duration 4 years, maximum duration 6 years, minimum duration 3.5 years [H11.11.02.11], [H11.11.02.12].

Every year, the Department of Training Management and Student Affairs and the Training Faculty organize a summary/evaluation of students' learning and training results to learn, analyze, and specifically identify the causes leading to late graduation cases, thereby proposing effective measures to support students in making appropriate learning and training plans to catch up with the graduation progress according to the proposed training plan.[H11.11.02.04], [H11.11.02.05].

In addition to monitoring and recording the average graduation time of students, the School is always interested in monitoring and supervising the rate of students dropping out of school and the rate of students graduating later than planned. Specifically, the School has issued regulations on synthesizing and recording the number of students.[H11.11.02.06]According to the regulations of the School, the Faculty of Training The Department of Training Management and Student Affairs is responsible for coordinating with faculties to compile statistics on the number of students. number of students dropping out (voluntarily dropping out and forced to drop out), students withholding their study results, monthly report to the Board of Directors to take effective measures to promptly prevent, reduce student dropout cases [H11.11.02.07].

At the beginning of each school year, all classes hold class congresses - youth union - association congresses. Moreover, at the beginning of the course, students are advised by the school's functional departments on how to plan their studies to ensure their progress and graduation through the Civic Education Week or the first class meetings of the semester.[H11.11.02.08], [H11.11.02.09],[H11.11.02.13].

Table 11.2.1. Average graduation time of students by course

Lock	Time of admission	Timegraduation score	Timestudy (month)	Number of SVTN	Average time to graduation (years)	Note
2017	October 2016	June 2021	44	6	(44x6+50x1)/7/12= 3.73 years	Before the due date
		October 2021	48	0		On time
		December 2021	50	01		Overdue
		February 2022	52	0		
2018	October 2017	June 2022	44	13	(44x13+50x1)/14/12= 3.7 years	Before the due date
		October 2022	48	0		On time
		December 2022	50	1		Overdue
		February 2023	52	0		
2019	October 2018	June 2023	44	11	(44x11+48x2)/13/12= 3.72 years	Before the due date
		October 2023	48	2		On time
		December 2023	50	0		Overdue
		February 2024	52	0		

The comparison results with other training majors of the School such as: Civic Education, Preschool Education, English Language show that the above majors all have an average graduation time of 3.7-3.9 years in the form of credit training. This shows that the design time for each course of the Law training

program is basically suitable and ensures compliance with the regulations of the Ministry of Education and Training on the national qualification framework.

Through the monitoring and supervision process from departments including Faculty Assistant, Faculty Academic Affairs, and Student Affairs, it can be seen that, in addition to cases of students graduating ahead of schedule or on time, the reasons leading to students graduating late are mainly due to personal reasons leading to temporary suspension of study or due to unsatisfactory academic results of the semester, forcing them to

have to retake courses to pay off course debt, leading to delayed graduation progress. Therefore, the graduation time of that student is extended, leading to an increase in the average graduation time of students. Based on the correct and complete awareness of the above causes, the Training Department has coordinated with the Department of Training Management and Student Affairs to propose specific solutions to overcome this situation such as: Requiring the CVHT team to closely follow the data provided by the Department of Training Management and Student Affairs to advise and support students to study effectively, avoiding being handled for issues related to learning outcomes.

2. Strengths

The average graduation time of undergraduate Law students is 4 years and is clearly stated in the training program of the School. The actual average graduation time of undergraduate Law students is consistent with the average graduation time established in the training program. Training practice shows that some students have graduated early after completing the required credits.

3. Point of existence

Monitoring, supervision, statistics, analysis and evaluation of the average graduation time of students in training courses, including law bachelor training, although being implemented, are not closely followed. Therefore, this activity needs to be carried out more closely, especially advising and supporting students during the learning process to minimize the number of students being handled for issues related to learning outcomes.

4. Action Plan

TT	Tar get	Content	Implementing unit	Time of execution
1	Fixex ist	- Amend and supplement regulations related to the average graduation time of Law majors to suit reality and ensure feasibility. - Strengthening autonomy and self-responsibility for the Training Department in adjusting the training program. - Monitor, supervise, compile statistics and analyze, evaluate the average graduation time of students to find appropriate solutions.	Department dig Create, Department of Training Management and Student Affairs, CVHT Team	From yearstudy 2024-2025
2	Deve lop stren gths	Continue to do a good job of advising and supporting students, especially those who often skip classes, drop out or fail exams so that they can graduate on schedule.	Department, Department of Training Management and Student Affairs, CVHT Team	Annual

5. *Self assessment:*Score 4/7

***Criterion 11.3.*Graduate employment rates are established, monitored and benchmarked for quality improvement.**

1. Describe the current situation

The rate of students having jobs after graduation is an important factor to measure and evaluate the quality and effectiveness of the training program. Recognizing the importance of this issue, since 2016, the University has assigned the Center for Science and Technology to conduct a survey on the employment situation of students after graduation.[H11.11.03.01], [H11.11.03.09]. In 2017, to suit the functions and tasks of the units, the The survey on the employment situation of students after graduation was assigned to the Center. PTNN implementation[H11.11.03.02]Based on the requirements and regulations of the Ministry of Education and Training, Since 2016, the School has established a process for conducting surveys. Get feedback from stakeholders on the quality of training at the School, on employment situation of graduates, opinions of final year students on training quality Students' opinions and feedback on teachers' teaching activities [H11.11.03.03].

Annually, based on assigned functions, tasks and working procedures, the Center for Economic and Agricultural Sciences and the Center for Agricultural Development have developed a plan and organized the implementation of a survey on the employment situation and income of graduates according to the plan.[H11.11.03.04], in which the Training Department coordinates to send staff, Teachers contact directly with former students of the Faculty in many different ways such as: Call phone, email, use social media to gather information about jobs and alumni income [H11.11.03.05]. Survey results are compiled, summarized and reported. report according to the requirements of the Ministry of Education and Training, according to the survey results, the annual rate of students Law students who have jobs within 3-6 months of graduation are all over 80%. The remaining students Unemployed mainly due to personal circumstances or waiting to find a suitable job with the training profession. In general, employers are satisfied with the knowledge and skills The ability, initiative and responsibility that students achieve after completing the training program [H11.11.03.06].

To support students to have more opportunities to find suitable jobs after graduation, the Training Faculty has signed a Memorandum of Cooperation with businesses, agencies and organizations recruiting labor in Hanoi City.[H11.11.03.07]Every year, the Faculty trains Coordinate with businesses, agencies and organizations in sending recruitment information. to students through the Faculty's internal information page to increase job opportunities for them. Students after graduation [H11.11.03.08]Before graduation internship, the Faculty's teachers always Introduce students to internships at reputable businesses, agencies and organizations, thereby helping Students have the opportunity to accumulate professional knowledge, especially skills and experience. work experience. Some students have good professional knowledge and practical skills. highly professional, eager to learn and have spirit and responsibility in work Some businesses, agencies, and organizations accept jobs after graduation.

The rate of Law graduates with jobs after graduation is compared with other training majors of the School every year. The results show that the rate of Law graduates with jobs suitable for their training major is quite high.

Table 11.3.1. Comparison of employment rates of students one year after graduation in university majors and Law majors in the period 2016-2022

STT	Branch	Number of graduates			Percentage of graduates employed within 1 year of graduation (%)	
		2020	2021	2022	2020	2021
1	Civic Education	7	13	11	85.7%	83.3%
2	Preschool Education	99	93	69	94.7%	90.3%
3	VNH	20	31	39	86.6%	84.8%
4	NNA	2	10	18	100%	100%

2. Strengths

The School regularly implements support programs for students to find jobs after graduation and these activities are of special interest to the Faculty of Training and the School. The Faculty of Training has proactively signed Memorandums of Cooperation with prestigious and potential enterprises, agencies and organizations in recruiting labor from law graduates, thereby creating conditions for graduates to have the opportunity to find jobs as soon as possible. Moreover, a number of lecturers of the Law Department (including permanent lecturers and guest lecturers) have been and are working at prestigious enterprises, agencies and organizations. Therefore, in addition to sharing knowledge, skills and experience with students through teaching activities, those lecturers are also a bridge between students and employers.

3. Point of existence

Because the training of bachelor of law of the School has only been implemented in recent years and the training scale is still quite modest. Therefore, the comparison of the employment rate of students and the average income after graduation of the School with domestic universities with the same training major in Law has not been done regularly; there are no reports evaluating the employment situation of students after graduation in each period and the prediction of future employment trends is still open.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Overcome existing problems	- Strengthen cooperation in training with domestic and foreign universities with the same training majors to have extensive comparisons to improve and enhance the quality of Law training of the School. - Strengthen cooperation in the field of recruitment with employers who need to recruit law graduates.	Training Department, Department of Science and Technology Management -HTPT, BGH	2024-2025
		- Every 5 years, there should be a report summarizing the training work, comparing the results achieved during the training process, from which there should be strategic orientation and planning for the next stage. The report should include a prediction of the employment trends of Law students after graduation.	Department digCreate, Department of Training Management and Student Affairs, Board of Directors	Year school year 2024-2025
2	Develop strengths	Continue to maintain and establish more cooperative relationships with potential and reputable recruitment units to thereby increase employment opportunities for students after graduation.	Training Department, Department of Science and Technology Management - Training and Development, Board of Directors	Annual

5. *Self assessment:*Score 4/7

Criterion 11.4.**The type and quantity of NH research activities are established, monitored and benchmarked for quality improvement.**

1. Describe the current situation

Scientific and technological activities, including scientific research activities for students, have always been of interest and investment to HNMU. The School has established a management system to promote, support, monitor and supervise the types of research and scientific research activities of students, including specific regulations on students doing scientific research, funding sources for students' scientific research... Furthermore, the School has issued specific financial regulations to promptly reward, support, motivate and encourage students to participate in scientific research, especially those with high achievements in scientific research activities. Specifically: In 2016, the School issued Regulations on the organization of graduation projects/theses for full-time undergraduate and college students, trained according to the credit system[H11.11.04.01]. In order to meet the requirements of improving the quality of training and Research and Development Department and Student Affairs Department have developed a process to guide the implementation of the chart. The graduation thesis/coursework is unified throughout the school. Students of the Faculty are trained encourage participation in research activities from the first year under the guidance of guidance of lecturers of the Faculty.

Furthermore, the Training Department also assigns 01 lecturer of the Faculty to be directly in charge of scientific research work. That lecturer is responsible for managing and monitoring students' scientific research records as well as

Manage, support, and monitor student research activities. Every year, students who meet the requirements will be registered to do an essay instead of the final exam score.[H11.11.04.02] or do a graduation project/thesis with a duration of 04 credits in the Law Program of the School [H11.11.04.03]. Such provisions has created opportunities for students to access scientific research activities during their study time at School. In addition, to improve students' capacity, the training program also combines teaching and scientific research. Law students trained by the Faculty are allowed to participate in scientific research according to Law topics with many different ways such as: Course exercises, *graduation thesis, participate in scientific research with supervisors on school-level topics, city level* [H11.11.04.09]. Starting from the second year, with the active support of the Faculty members and students can participate in scientific research activities. Moreover, Final year students who meet the requirements will be allowed to do their graduation thesis. [H11.11.04.04].

In 2018, the School issued the Regulations on Science and Technology Activities, which specifically and in detail stipulate the types of research activities, quantity and quality of scientific research of students.[H11.11.04.05].

Based on regulations related to the field of scientific research and assigned tasks, every year, the Training Faculty proactively develops a plan to implement scientific research work of students.[H11.11.04.06], notice inviting staff and teachers to participate in the plan and guide students write graduation essays/theses and carry out other scientific research tasks to improve Improve knowledge and professional skills for students before graduation [H11.11.04.07]. Than Furthermore, to create opportunities for students to participate in scientific research, the Faculty of Training coordinates with the School. Organize conferences and seminars for young teachers, attract students to participate in writing articles for publication weak, creating conditions for students to report the results of research projects, thereby discovering Students with scientific research ability and excellent scientific research works, from which students are recommended to participate Participate in scientific conferences at all levels [H11.11.04.08]. The results obtained from the implementation Student research tasks are always monitored, recorded and evaluated according to regulations. Every year, the Training Department conducts a synthesis of the registration of the activity plan. Science and Technology of the Faculty and at the end of each school year, the Faculty conducts summary and evaluation activities. General assessment of the scientific research results of students that have been achieved and what has not been achieved, from That proposes legal solutions to improve the quantity and quality of scientific research activities. of the learner [H11.11.04.12]Based on the school year plan, the Training Department has Develop financial plans for the Faculty's activities, including financial plans Mainly for student research activities [H11.11.04.10].

When comparing the results of scientific research of Law students conducted annually with other training majors of the School, it shows that the rate of Law students participating in scientific research activities is not high.[H11.11.04.11]. Regarding scientific research achievements, The training faculty had 01 student win first prize, 02 students win third prize and 7 students win consolation prize. when

conducting school-level scientific research [H11.11.04.08]. The above practice requires that Science Training needs to consider and propose medium and long-term solutions to improve The rate of Law students doing scientific research combined with improving the quality of scientific research of students.

2. Strengths

Up to now, the School has issued specific and detailed regulations on types of research activities, quantity and quality of scientific research works. Furthermore, the School has financial regulations to support funding for scientific research work of students, including funds for rewarding staff, instructors and students when achieving good scientific research results.

3. Point of existence

The Faculty and the School have not yet compared the type, volume and quality of scientific research works of students in the School with those of domestic and international universities with the same training majors.

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 Law to conduct comparisons, thereby having a basis to improve and enhance the quantity and quality of students' scientific research works.	Training Department, Department of Scientific Research and Development	From yearstudy 2024-2025
2	Develop strengths	- Continue to review and promptly issue appropriate policies (especially financial policies) to encourage the development of student research activities. - Through the activities of the Youth Union - Association - Class to communicate and advise on the role and benefits of scientific research among students, thereby promoting the development of scientific research activities of students.	Department dig Create, Department of Science and Technology, Youth Union, Student Association	Annual

5. *Self assessment:*Score 4/7.

***Criterion 11.5.*Stakeholder satisfaction levels are established, monitored and benchmarked for quality improvement.**

1. Describe the current situation

The level of satisfaction of stakeholders is a measure of the quality and effectiveness of training activities. Therefore, it is an inevitable and objective requirement for university training institutions to have a system to collect and measure the level of satisfaction of stakeholders. Information collected from stakeholders will be analyzed and processed scientifically, then used to improve training programs, improve the quality implementation system and ensure the quality of training programs. To implement this content, the Training Faculty and the School

have developed a plan to collect opinions from stakeholders and implement it to grasp feedback information, thereby improving training programs to suit the needs.

practical needs. To assess the satisfaction level of stakeholders, including: Employers, staff, teachers, students, alumni about training programs, training quality... The School has established the Department of Testing and Quality Assurance of Education, now the Department of Education Quality Management, with functions and tasks related to management and organization of testing and quality assurance activities.[H11.11.05.10], [H11.11.05.01]. To perform the assigned functions and tasks, the Department of Education Quality Management has built regulations on DBCL work, including specific regulations on work Get feedback from stakeholders on the School's areas of operation and these regulations have been issued by decision of the Principal. [H11.11.05.02]. Above Based on that regulation, the Department of Education Quality Management has developed a process for conducting survey work. Closely collect feedback from stakeholders to unify implementation throughout the school. [H11.11.05.03].

Every year, the School organizes a conference for staff and employees, through which they solicit opinions and contributions from staff and teachers on the evaluation of the results of the school year's tasks and the new school year's plan, and on the School's activities, especially on issues related to training organization and management.[H11.11.05.08]. Beside In addition, the Department of Quality Management also carries out activities of issuance and collection. survey form of the stakeholders. After the survey, the Department of Quality Management will carry out Data processing, extracting teacher evaluation results and sending reports to the Board of Directors School. Furthermore, the results obtained from collecting feedback from the The relevant parties are compiled by the Department of Education Quality Management, a report is written and sent to the Board of Directors. School and Training Department so that School and Training Department can monitor and supervise and use the results as a basis for improving the quality of training programs.

Annually, the School develops a plan to conduct 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 Law training program in particular. These activities include: Surveying stakeholders on the training program and training results; Surveying students on the teaching activities of lecturers after completing the course; Surveying final-year students on the training quality of the School; Surveying recruiting units on the quality of students after graduation to establish, monitor and compare in order to improve the quality of the training program.[H11.11.05.04], [H11.11.05.05], [H11.11.05.06]Types of surveys conducted are all carried out according to the correct procedure, from building the form; using the Various survey tools and forms such as: Direct, online, exchange...; Method from implementation to data collection, survey results evaluation and paper writing fox [H11.11.05.07]In addition, the School also conducts survey activities. to get student feedback on course performance and then prepare a report to From there, we can adjust the training program to suit reality. [H11.11.05.11].

Specifically, over 85% of surveyed students rated themselves as satisfied or very satisfied with the criteria for evaluating teachers' teaching activities after

completing the course.[H11.11.05.07]. Feedback from recruiting agencies is very important. important in helping the School and the Training Faculty adjust the training program of the Law major. to suit the needs of society. However, the recruiting unit also said that students After graduation, there are still some lack of professional skills leading to difficulty in catching up with the work.

Slow work, this is a reality not only in schools but also in many training institutions. other in general. Therefore, the School and the Training Department are reviewing, adjusting, and supplementing supplemented in the training program to limit this gap.

The Faculty of Training has been closely coordinating with the Center for Foreign Language Development and the Department of Education Quality Management to implement the collection of feedback from subjects capable of providing highly objective opinions such as: Recruitment units, former students of the School. Former students of the Faculty of Training highly appreciate the training quality and professional capacity of students majoring in Law.[H11.11.05.07]. Training department used This information channel is one of the important bases from which to improve training programs. annual.

The School and the Faculty of Training pay great attention to investing in facilities and information technology systems to meet the needs of students' learning and scientific research. Currently, all of the School's computer systems are connected to the Internet to serve the training and scientific research activities of teachers and students. The evaluation results show that about 80% of students at the end of the course are satisfied and very satisfied with the criteria for the training quality of the School. However, the criteria for facilities serving learning and scientific research have not been highly appreciated by students. This result is basically consistent with the actual conditions of the School today.[H11.11.05.07], [H11.11.05.09].

Thus, it can be seen that establishing and monitoring survey results and investigating the satisfaction level of stakeholders is very important from both theoretical and practical perspectives. This activity helps the School and the Training Faculty have a scientific basis to improve the quality of training programs and scientific research.

2. Strengths

Up to now, the School has conducted many types of surveys to assess the satisfaction level of stakeholders on issues such as: Quality of teaching staff, quality of students after graduation, training programs in Law... Moreover, the School has used sociological methods to survey and collect feedback from stakeholders and build necessary tools for the survey such as: Implementation process, types of forms, supporting software... These tools help the survey to be conducted objectively and comprehensively to correctly assess the current situation of related issues so that there is a scientific basis for adjusting, improving and enhancing the quality of student training.

3. Point of existence

Up to now, the School has not been able to compare the results of the satisfaction assessment of stakeholders with other training institutions; The School's management software is still limited, so getting feedback is still difficult; In many cases, the School's survey responses were not careful, with the mentality of just finishing the job, leading to low survey results received by the School.

4. Action Plan

TT	Item pepper	Content	Implementing unit	Time perform
1	Overcome existing problems	- Review to amend and supplement existing regulations or develop new regulations to unify the survey work to collect feedback from relevant parties. - It is necessary to expand cooperation with domestic and foreign partners who have training in Law to conduct comparisons to improve the quality of teachers, students and training programs in Law. - It is necessary to soon invest in comprehensive educational software to support school activities, moving towards digitizing school activities, including scientific research activities. - It is necessary to budget for paying survey respondents to motivate them to take responsibility. responsibility for conducting the survey.	Department dig create,Department of Education Quality Management, Department of Training Management and Student Affairs	2024-2025
2	Develop strengths	Continue to review to adjust, improve and supplement tools and means to facilitate the survey work to collect feedback from customers. stakeholders	Department dig create,Department of Education Quality Management, Department of Training Management and Student Affairs	Annual

5. *Self assessment:*Score 5/7

Conclusion Standard 11

The goal of improving the quality of training programs is an urgent requirement for universities in general and Hanoi Metropolitan University in particular. To achieve this goal, the University needs to regularly adjust and improve training programs to suit practical requirements and gradually integrate into the international community. Recognizing the importance of improving the quality of

training programs, the University has been implementing quality assurance activities, in which special attention is paid to the construction and development of training programs through activities of reviewing and evaluating the teaching and learning process, student learning outcomes, and surveying and collecting feedback from relevant parties to serve as a basis for adjusting and improving training and research activities. In recent times, the improvement of the quality of training programs of the University has achieved undeniable achievements, but there have also been some shortcomings and inadequacies that need to be analyzed and explained in order to find solutions.

Strengths:

+ The School has established a scientific working process system related to the management of teaching activities and assessment of students' learning outcomes, especially the internal assessment process. This helps the School regularly review and adjust to improve the quality of teaching activities and student assessment.
+ The system for collecting feedback from stakeholders is deployed and implemented consistently according to the process. Forms of feedback are implemented fully and diversely, through methods such as: Online surveys, conferences, seminars, discussions, department meetings and Faculty meetings. The process of building, amending, supplementing and developing the teaching program is established, evaluated and improved periodically every year.
+ Staff, teachers and students fully and actively participate in the School's scientific research activities in many different forms such as: Conducting research topics at all levels; Writing articles for specialized journals; Writing textbooks; Writing books; Participating in scientific seminars...

+ The school's facilities and quality of support services have been gradually improved, basically meeting the teaching and learning needs of teachers and students.

Existing points:

+ The activities of collecting feedback from stakeholders have been carried out regularly. However, the results obtained are not high because some survey subjects answered objectively and answered just to finish. The main reason is that the School and Faculty do not have an effective financial mechanism to encourage them to be enthusiastic and responsible in answering the survey.

+ The number of scientific research works of staff and lecturers in the Training Department is not much, the quality of published scientific research works is not high. The number of scientific research topics related to innovation in teaching and learning methods associated with CDR is still small.

+ The facilities of the School and the Training Department basically meet the requirements of teaching and learning, but need to be considered and invested in to be more modern and convenient. The Internet is still weak and the coverage is not wide, so it has significantly affected the access to information of teachers and students. Equipment in some classrooms such as projectors, televisions, etc. are still damaged and have not been repaired promptly; The walls of some classrooms are peeling; The tables and chairs in some classrooms are not uniform...

Self-assessment: In the 5 criteria of Standard 11, the Law Department self-assessed that 5 criteria were met with a score of 4/7 for 4 criteria and 1 criterion was 5/7 for 1 criterion.

Standards/criteria	Self assessment
Standard 11	**4**
Criterion 11.1	4
Criterion 11.2	4
Criterion 11.3	4

Criterion 11.4	4
Criterion 11.5	5

PART III. CONCLUSION

Self-assessment of training programs is the process by which educational institutions, based on the training program quality assessment standards issued by the Ministry of Education and Training, self-review and report on the status of quality, effectiveness of training activities, scientific research, human resources, facilities and other related issues of training programs, as a basis for educational institutions to adjust resources and implementation processes to improve training quality and meet educational quality standards. Therefore, the Law training program has promoted some strengths and has some limitations through each assessment standard as follows:

1. **Strengths of the Law program**

- **Standard 1. Objectives and output standards of the training program:**

- Objectives of the Law Training Program at HNMU - The contents related to the training program's CDR reflect the requirements and contributions of experts, former students, lecturers inside and outside the school as well as employers. Moreover, the CDR of the Law Training Program is also periodically reviewed, adjusted and publicly announced.

- Many contents related to the training program of Law major are clearly and specifically defined, so they have received high consensus and agreement from teachers, students, employers and scientists.

- **Standard 2. Training program description:**The Law training program description provides necessary and updated information about the training program; thereby helping learners, employers and other relevant parties understand clearly and fully about the training program.

- **Standard 3. Curriculum structure and content**

- The Law Curriculum is designed based on the Output Standards (OUTPs); it has a logical and scientific structure and sequence. Each subject in the Curriculum makes a clear contribution to achieving the Outcome Standards. The structure and content of the Curriculum help students achieve the general Outcome Standards of the Training Program and the specific Outcome Standards of each subject, flexibly meeting the human resource needs of the labor market.

- The training program demonstrates the requirements or results to be achieved in terms of the capacity of the graduating students. The faculty members are always aware of updating and adjusting the training content of each module, in order to better assist students in achieving the output results. The modules are designed to emphasize the professional application characteristics of the Law industry.

- **Standard 4. Approaches to teaching and learning**

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

Learning activities are diverse such as scientific research, self-study, discussion, presentation, internship, practice, courses

Improving soft skills also helps students have the ability and spirit of lifelong learning. There is supportive interaction between teachers and students. The learning environment is open and friendly, respecting and supporting students.

- **Standard 5. Assessment of learner learning outcomes**

- Assessment of learners' learning outcomes is one of the important and core activities of training programs in general and Law in particular, to ensure that assessment not only accurately reflects the level of knowledge acquisition and skill development of learners, but also helps learners to be aware of their learning process to improve.

- The Law Department has been proactive in innovating testing methods and evaluating the learning process of learners flexibly, in accordance with the characteristics of each subject and course, with the participation and coordination with recruitment units to improve the capacity of learners. The school has built a test bank system to serve the course testing work, ensuring objectivity in the assessment of students' learning results. The organization of course testing is carried out seriously, accurately and fairly in accordance with the school's regulations and procedures.

- **Standard 6. Faculty and researchers**

- The faculty members 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 results according to student opinion surveys.

- **Standard 7. Staff**

- The staff supporting the Law training program has basic professional qualifications to meet the needs of the job. 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 is specific, meeting the needs of the industry and in line with the University's research-oriented university development strategy.

- **Standard 8. Learners and learner support activities**

- Carry out many activities to support learners every year, such as: scholarships, assessments, surveys

- Always closely follow the learning and training process of the learner

- **Standard 9. Facilities and equipment**

- 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 bachelor training.

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

- The Center for Information and Communication Technology has gathered appropriate and updated learning resources to support training and research activities for all sectors; however, for the Law sector, documents serving specialized subjects are still limited and have not been updated with new versions regularly.
- Modernly equipped laboratories and practices to support training and research activities

● **Standard 10. Quality Improvement**

- Carry out many comprehensive development activities for learners, not only stopping at professional knowledge but also many social activities to develop soft skills for learners; build a system of facilities to ensure basic requirements in training; build a system of feedback and information contribution for the teaching process.

● **Standard 11. Output**

- The School has established a scientific working process system related to the management of teaching activities and assessment of students' learning outcomes, especially the internal assessment process, which helps the School regularly review and adjust to improve the quality of teaching activities and student assessment.
- The system for collecting feedback from stakeholders is deployed and implemented consistently according to the process. Forms of feedback are implemented fully and diversely, through methods such as: Online surveys, conferences, seminars, discussions, department meetings and Faculty meetings. The process of building, amending, supplementing and developing the teaching program is established, evaluated and improved periodically every year.
- Staff, teachers and students fully and actively participate in the School's scientific research activities in many different forms such as: Conducting research topics at all levels; Writing articles for specialized journals; Writing textbooks; Writing books; Participating in scientific seminars...
- The school's facilities and quality of support services have been gradually improved, basically meeting the teaching and learning needs of teachers and students.

2. The remaining points of the Law training program

● **Standard 1. Objectives and output standards of the training program: have some limitations:**

- The activities of collecting feedback from stakeholders on CDR have not been widespread in scale, and the quality of the survey results is not high because some respondents are not objective and only answer for the sake of it. The main reason is that the School and Faculty do not have an effective financial mechanism to encourage them to be enthusiastic and responsible in answering the survey.

- Some of the design costs are still quite high, not close to reality, so the feasibility is low...

- **Standard 2. Training program description**

- The consultation of stakeholders on the training program description and course content has not yet diversified information channels.

- **Standard 3. Structure and content of teaching program:**

- Getting feedback from stakeholders is not really effective, so the content of the training program is not really updated regularly and promptly according to the needs of society.

- **Standard 4. Approaches to teaching and learning**

- There are still some shortcomings that need to be addressed, including increasing the participation of businesses in teaching and learning activities of the industry, while encouraging students to participate in scientific research and student start-up initiatives.

- **Standard 5. Assessment of learner learning outcomes**

- The current assessment of student results is not organized centrally, leading to a lack of uniformity in record keeping and organization; The school's training management software still has many limitations, which sometimes affects the late announcement of exam results and student exam review results;

- In the school's regulations, there are no regulations on the learner feedback mechanism on the methods and procedures for testing and evaluating learning outcomes, and the process for complaining about learner learning outcomes;

- The reliability and validity of the test bank have not been fully verified, the level of student satisfaction with the testing method and assessment of student learning outcomes is not high; the test review process is part of the exam organization process, so some contents are unclear and not rigorous.

- **Standard 6. Faculty and researchers**

- The Faculty has no state-level research topics, and the number of lecturers and researchers participating in research topics 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.

- **Standard 7. Staff**

Need to improve the quality of teachers and staff

- **Standard 8. Learners and learner support activities**

- Stakeholder feedback activities are limited.

- **Standard 9. Facilities and equipment**

- There are still not enough truly modern specialized classrooms. The information technology system has been and is being used effectively to support the training and research activities of the faculty and the School. Conditions of environment, health, security and safety of the school also need more attention.

- **Standard 10. Quality Improvement**

- Stakeholder feedback activities are limited.

- Facilities, specifically the internet, are still limited, and the system of service types is not yet diverse.

- **Standard 11. Output**

- The activities of collecting feedback from stakeholders have been carried out regularly. However, the results have not been high because some survey subjects have not answered objectively and answered just to finish. The main reason is that the School and Faculty do not have an effective financial mechanism to encourage them to be enthusiastic and responsible in answering the survey.

- The number of scientific research works of staff and lecturers in the Training Department is not much, the quality of published scientific research works is not high. The number of scientific research topics related to innovation in teaching and learning methods associated with CDR is still small.

3. Plan to improve the training program of Law major

- Continue to review, adjust, improve and supplement tools and means to facilitate the survey work to collect feedback from relevant parties.

- Review to amend and supplement existing regulations or develop new regulations to unify the survey work to collect feedback from relevant parties.

- It is necessary to expand cooperation with domestic and foreign partners who have training in Law to conduct comparisons to improve the quality of teachers, students and training programs in Law.

- It is necessary to soon invest in comprehensive educational software to support school activities, moving towards digitizing school activities, including scientific research activities.

- It is necessary to budget for paying survey respondents to motivate them to take responsibility for conducting the survey.

Proposal to supplement textbooks and materials for teaching and learning in university-level Law training; Supplement reference materials in English

Continue to standardize and modernize the Information Center - Library to create conditions for readers to exploit information conveniently, quickly and accurately.

Continue to organize training activities to improve students' skills, including soft skills (communication, presentation, teamwork) through club and union activities.

Continue to organize exchange and career orientation programs with partners and employers to provide timely information on careers and career development trends in the era of Industry 4.0.

The School and Faculty continue to coordinate with the CVHT team to maintain and encourage scientific research activities among students; collect student feedback on activities more continuously.

Strengthening education 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 collective activities.

SUMMARY TABLE OF SELF-ASSESSMENT RESULTS OF TRAINING PROGRAM

(According to Circular No. 04/2016/TT-BGDDT, Circular No. 02/2020/TT-BGDDT, Circular No. 39/2020/TT-BGDDT)

Name of educational institution: Hanoi Metropolitan

University Code: …….

Training program name: Law Training

program code:

……..

Standards, criteria	**Rating scale**							**Synthesis by standard**		
	Not achieved			Obtain				Average level	Number of criteria met	Percentage of criteria met (%)
	❶	❷	❸	❹	❺	❻	❼			
Standard 1					**5**			5	3	100%
Criterion 1.1					5					
Criterion 1.2					5					
Criterion 1.3					5					
Standard 2					**5**			5	3	100%
Criterion 2.1					5					
Criterion 2.2					5					
Criterion 2.3				4						
Standard 3				**4**				4	3	100%
Criterion 3.1				4						
Criterion 3.2				4						
Criterion 3.3				4						
Standard 4					**5**			5	3	100%
Criterion 4.1					5					
Criterion 4.2					5					
Criterion 4.3					5					

Standard 5				4				4.2	5	100%
Criterion 5.1					5					
Criterion 5.2				4						
Criterion 5.3				4						
Criterion 5.4				4						
Criterion 5.5				4						
Standard 6				**4**				4.7	7	100%
Criterion 6.1				4						
Criterion 6.2				4						
Criterion 6.3					5					
Criterion 6.4				4						
Criterion 6.5				4						
Criterion 6.6				4						
Criterion 6.7				4						
Standard 7				**4**				4		
Criterion 7.1				4						
Criterion 7.2				4						
Criterion 7.3				4						
Criterion 7.4				4						
Criterion 7.5				4					5	100%
Standard 8					**5**			4.9		
Criterion 8.1					5					
Criterion 8.2				4						
Criterion 8.3					5					
Criterion 8.4					5					
Criterion 8.5					5				5	100%
Standard 9				**4**				4.2		
Criterion 9.1				4						
Criterion 9.2				4						

Criterion 9.3					5					
Criterion 9.4				4					5	100%
Criterion 9.5				4						
Standard 10					**5**			4.9	6	100%

Criterion 10.1					5					
Criterion 10.2					5					
Criterion 10.3					5					
Criterion 10.4					5					
Criterion 10.5				4						
Criterion 10.6					5					
Standard 11				**4**				4.2		
Criterion 11.1				4						
Criterion 11.2				4						
Criterion 11.3				4						
Criterion 11.4				4						
Criterion 11.5					5				5	100%
Overall assessment of the training program								**4.55**	**47**	**100**

....., date..... month..... year 20...

Head of Education Institution

(Sign, print full name and stamp)

PART IV. APPENDIX