

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



**SELF-ASSESSMENT REPORT OF THE
UNIVERSITY-LEVEL SPECIAL EDUCATION PROGRAM**

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

INDEX

Hanoi, October 2024

LIST OF 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
GD DB	Special 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. Problem statement

Self-assessment is an important step in ensuring the quality of education and building a culture of quality within the school. Hanoi Metropolitan University has developed a plan and implemented the work of assessing the quality of the training program of the Social Work major.

1.1 Summary of the CTDT TDG report

1.1.1 Main content of the report

The main contents of the report include: Part I. Overview; Part II. Evaluation according to standards and criteria; Part III. Conclusion; Part IV. Appendix. Specifically as follows:

Part I: Overview

Problem statement: Briefly describe the purpose, process of training program evaluation, evaluation methods and tools, participation of stakeholders (faculty, departments, divisions, teachers, staff, learners, etc.), how to organize these components to participate in training program evaluation activities; Summarize the structure and main content of the training program evaluation report; Explain how to code evidence in the training program evaluation report.

General overview: Brief description of Hanoi Metropolitan University as well as the Faculty of Social Sciences and Humanities, Social Work training program.

Part II: Self-assessment according to standards and criteria

Describe in detail the results of the assessment of the Social Work training program of Hanoi University of Social Sciences and Humanities, and consider each standard for assessing the quality of the training program. In each standard, consider each criterion in turn. For each criterion, perform the following contents in turn:

Description: Describe fully, in detail, honestly and objectively the current status of activities of Hanoi Metropolitan University and the Faculty of Social Sciences and Humanities in implementing the Social Work training program according to each criterion;

Strengths: Assess the quality and effectiveness of activities according to each criterion, pointing out the outstanding strengths of the Social Work training program that meet the requirements of the criteria;

Existing points: Point out the existing problems and difficulties in implementing the activities of the Social Work Training Program to meet the requirements of the criteria;

Action plan: Propose a plan to continue maintaining strengths and solutions to overcome shortcomings of the Social Work Training Program;

Evaluation: Evaluation of the level of achievement of the criteria

according to the 7-level scale. Part III: Conclusion

The Conclusion section of the report includes the following contents:

Summarize the strengths and areas for improvement of the training program

according to each standard;

Summarize the existing problems and issues that need to be improved in the quality of training programs according to each standard;

Plan to improve training quality;

Summary of assessment results;

Unit head signs and stamps. Part IV:

Appendix

Appendix 1. CTDT education quality assessment database: Provides general information on the following contents:

- + General information about Hanoi Metropolitan University and Faculty of Social Sciences and Humanities;
- + General introduction about Hanoi Metropolitan University and Faculty of Social Sciences and Humanities;
- + Indicators on staff, teachers and employees participating in the implementation of the training program;
- + Indicators of learners of the training program;
- + Indicators on scientific research and technology transfer;
- + Indicators on facilities and libraries serving training programs.

Appendix 2. Decisions on establishing the Evaluation Council,

Secretariat, etc. Appendix 3. Evaluation Plan.

List of evidence used in the evaluation process and writing of the evaluation report.

1.1.2 How to encrypt proof

Each criterion will have a system of accompanying evidence. The Evidence Code (MC Code) is denoted by a string of at least 11 characters, including 1 letter, three dots and 7 digits; every 2 digits are separated by a dot (.) according to the following formula: Hn.ab.cd.ef; In which:

H: abbreviation for “Evidence Box” (Evidence for each criterion is collected in 1 box) box)

n: the serial number of the evidence box is numbered from 1 to the end

ab: standard number (standard 1 write 01, standard 10 write 10) cd:

criterion number (criterion 1 write 01, criterion 10 write 10)

ef: the serial number of evidence according to each criterion (the first information and evidence is written as 01, the 15th is written as 15...)

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

1.2 Purpose, self-assessment process, assessment methods and tools

1.2.1 Purpose of self-assessment

Assist the Faculty and the School in self-reviewing, considering and evaluating the current status of the training program; develop and implement action plans to improve and enhance the quality of the training program, thereby adjusting the goals for the next stage more effectively, demonstrating the autonomy and self-responsibility of the Faculty and the School in all training activities, scientific research, and social services according to assigned functions and tasks, in accordance with the identified mission and goals; create necessary conditions for the School to register for external assessment.

1.2.2 Self-assessment process

Step 1: Establish a Council for self-assessment of the quality of the Social Work training program at the university level; secretariat, working group (Specialized group);

Step 2: Make a self-assessment plan, assign specific tasks and responsibilities to each group;

Step 3: Groups collect and analyze information and evidence;

Step 4: Process and analyze the information and evidence

obtained; Step 5: Write a self-assessment report;

Step 6: Complete the overall self-assessment report;

Step 7: Announce the self-assessment report throughout the faculty and school for reading and comments;

Step 8: Implement activities after completing the self-assessment.

1.2.3 Self-assessment method: Using the SWOT method, describe and analyze the current situation, evaluate strengths and weaknesses, and from there develop a suitable and feasible action plan.

1.2.4 Self-assessment tool: The self-assessment tool is the set of standards for assessing the quality of university-level training programs, issued together with Circular No. 04/2016/TT-BGDDT dated March 14, 2016 of the Ministry of Education and Training on promulgating regulations on standards for assessing the quality of training programs at all levels of higher education; Official Dispatch No. 1074/KTKĐCLGD-KĐĐH dated June 28, 2016 of the Department of Testing and Education Quality Assessment - Ministry of Education and Training on general guidance on the use of standards for assessing the quality of training programs at all levels of higher education; Official Dispatch No. 2085/QLCL-KĐCLGD dated December 31, 2020 of the Department of Quality Management - Ministry of Education and Training on guidance on self-assessment and external assessment of training programs; Official Dispatch No. 1669/QLCL-KĐCLGD dated December 31, 2019 of the Department of Quality Management - Ministry of Education and Training on replacing the Document guiding the assessment of the quality of training programs at all levels of higher education issued together with Official Dispatch No. 769/QLCL-KĐCLGD dated April 20, 2018 of the Department of Quality Management - Ministry of Education and Training on the use of documents guiding the assessment according to the standards for assessing the quality of training programs at all levels of higher education.

Hanoi University of Social Work has issued Plan No. 794/KH-DHTĐHN dated May 29, 2024 on reviewing and updating the self-assessment report on the quality of undergraduate training programs in Social Work; Decision No. 31/QD-DHTĐHN dated January 9, 2023 on establishing the Self-Assessment Council for the quality of undergraduate training programs in Social Work and Decision No. 825/QD-DHTĐHN dated May 29, 2024 on perfecting the Self-Assessment Council for the quality of undergraduate training programs in Social Work. The Secretariat of the Self-Assessment Council has been trained and given detailed instructions on the self-assessment process and report writing; working groups are responsible for a number of assigned standards. The Faculty of Social Work has mobilized all resources of lecturers, faculty officers, and students to support the implementation of the steps in the self-assessment process. To implement the evaluation, the Head of the Faculty holds a faculty meeting to

disseminate the detailed plan and progress and clearly assign each area of work such as: surveying stakeholders; collecting, classifying, and coding MC; writing a criteria report; drafting the evaluation report; and arranging MC. In addition, the units of the School provide the necessary MC information data to the faculty.

2. Overview

2.1 Overview of development history, mission, vision, core values and educational philosophy of Hanoi Metropolitan University

2.1.1 Development history

- Hanoi Metropolitan University is a public service unit under the Hanoi People's Committee, upgraded on the basis of Hanoi Pedagogical College, established on January 6, 1959. Hanoi Metropolitan University was established under Decision No. 2402/QĐ-TTg dated December 31, 2014 of the Prime Minister. Vietnamese name: Hanoi Metropolitan University, English name: Hanoi Metropolitan University, Abbreviation: HNMU.
- Hanoi National University is under the administrative management of Hanoi People's Committee and professional management of the Ministry of Education and Training.
- On December 26, 2016, the Hanoi People's Committee issued Decision No. 7106/QĐ-UBND, merging Soc Son Multidisciplinary College of Economics and Technology into Hanoi University of Science and Technology. On May 12, 2023, the Prime Minister signed Decision No. 497/QĐ-TTg Merging Ha Tay Pedagogical College into Hanoi Metropolitan University under the Hanoi People's Committee. The merger has contributed to promoting training and fostering of multidisciplinary and multidisciplinary human resources with college, university and postgraduate degrees, organizing vocational education activities according to social needs and scientific research activities, applying scientific and technological advances, serving the training and development of the School according to defined goals, in accordance with the provisions of law.

Organizational structure

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

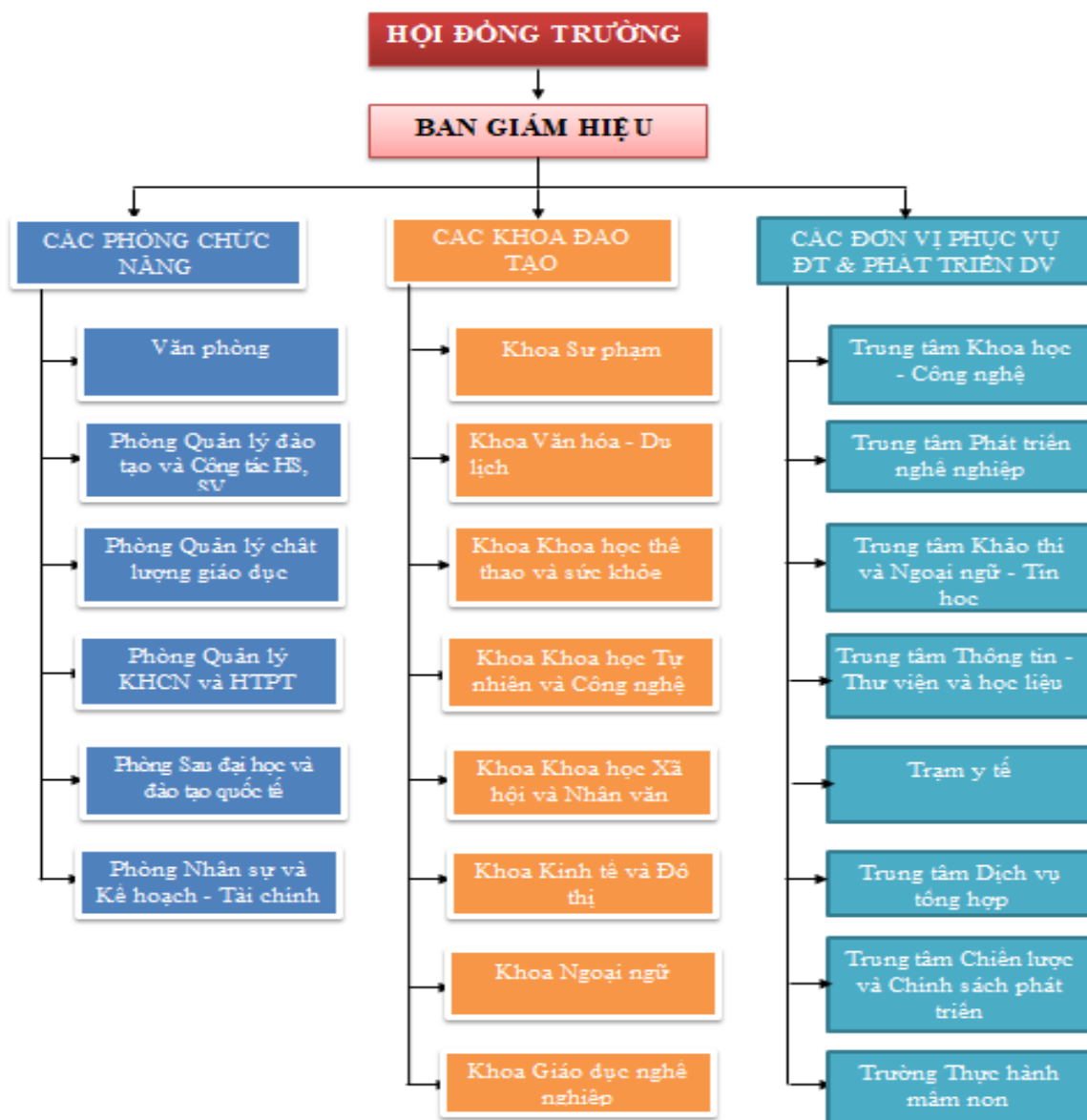


Figure 1 Organizational chart of Hanoi Metropolitan University

About human resources,As of July 2024, Hanoi Metropolitan University has 445 staff, lecturers and employees, including 09 Associate Professors, 81 PhDs, 280 Masters, 53 University, 22 other degrees. The apparatus of Hanoi Metropolitan University includes the University Council, the Board of Directors, the Science and Training Council, 08 faculties, 06 departments, 06 centers and 01 functional unit.

In terms of facilities,Hanoi National University has 01 main campus and 03 campuses with a total area of 22.43 hectares, including:

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

About training, The school is currently training 29 undergraduate programs, 02 master's programs, 01 doctoral program, in the fields of pedagogy, culture and tourism, technology and environment, economics and urban. The total number of students studying at the school is 8,145 (of which the regular college system has a total of 63 students, the regular university system has a total of 6,284 students, the joint training system has 1,798 students); 606 graduate students and 17 doctoral students; the total number of students studying at the pedagogical practice school is 746 students (of which, primary school is 474 students and secondary school is 746 students).

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

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

Mission

Hanoi Metropolitan University develops into a multidisciplinary training institution that continues to attach importance to teacher training, following an application orientation, providing high-quality human resources, scientific research products and technology transfer to meet the socio-economic development needs of Hanoi, the Metropolitan region and the whole country.

Vision

Hanoi Metropolitan University will become a prestigious center of education, culture, science and technology, innovation and international cooperation, worthy of the development of the city.

Hanoi University of Science and Technology is ranked highly in the Vietnamese university system and participates in regional and international university networks.

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

Core Values

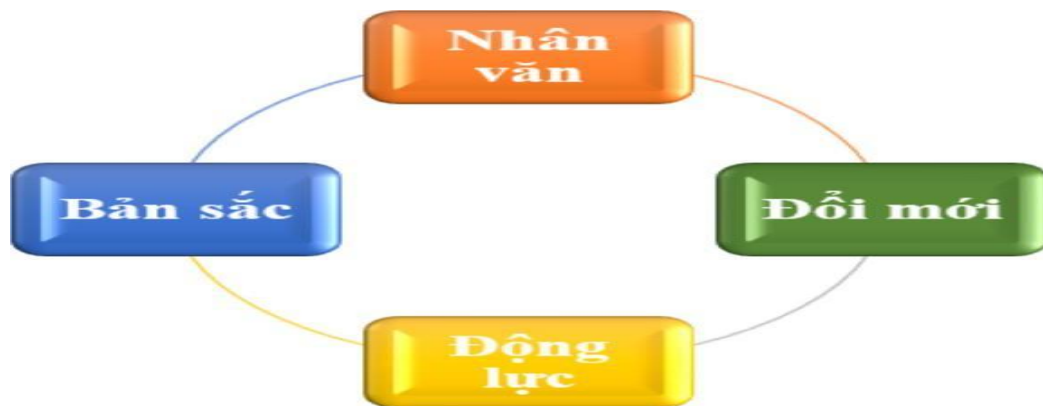


Figure 2. Core values of Hanoi Metropolitan University

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

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

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

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

Philosophy of Education

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

2.1.3 Quality assurance activities

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

Quality policy of Hanoi National University

Principle

- a) Education quality is a key factor, vital to the survival of the School, contributing to the implementation of the School's accountability to society, learners and management agencies;
- b) Educational quality assurance activities must be oriented according to the Vision, Mission, and Core Values announced in the School's Development Strategy;

c) All activities of the School are implemented on the basis of quality culture. The internal education quality assurance system has a reasonable structure, operates effectively, and the responsibilities of the departments are clearly defined.

Content

a) Ensure and continuously improve training quality at all levels and in all training programs, aiming to meet regional and international standards.

b) Ensuring quality in scientific research, international cooperation and service provision for learners and related individuals and organizations.

c) Quality is regularly monitored and evaluated at all levels for continuous improvement. Establish formal mechanisms and processes to periodically review and monitor the quality of programs and degrees, and monitor student progress for quality improvement.

Commit

a) Bringing the highest benefits to learners based on care, respect and understanding of learners' wishes; Learners are the central subjects of training, scientific research and community service activities, and are given all conditions to develop themselves;

b) Maintain and develop a public and transparent working environment, ensuring that all members of the School can maximize their capacity;

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

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

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

At the school level, the unit in charge of quality assurance is the Department of Education Quality Management (Department of Examination - Education Quality Assurance was established in 2015, covering the field of examination and quality assurance. By November 2019, the Department of Education Quality Management had been established.

The Department of Education Quality Management was established on the basis of merging the fields of quality assurance and inspection. The Department of Education Quality Management has the following basic tasks:

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

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

Hanoi University of Technology has 04 assessors, 12 staff with certificates of completion of the assessor training course and 04 staff with certificates of completion of the AUN-QA training program assessment course (Tier 1). According to Decision No. 199/QĐ-DHĐHN dated February 28, 2023 on the establishment of the Hanoi Metropolitan University Education Quality Assurance Network, the staff in charge of QA work in the Hanoi University of Technology Quality Assurance Network consists of 79 members.

Quality assurance tools and processes

Hanoi University of Technology has developed and applied 109 basic procedures according to the functions and tasks of the units as prescribed in Decision No. 88/QĐ-DHĐHN dated February 4, 2020 promulgating the Regulations on the functions, tasks and organizational structure of the units under Hanoi University of Technology and tools (stakeholder surveys, databases and self-assessment) to ensure the quality of training, scientific research and community service activities. According to

Decision No. 882/QĐ-DHTĐHN dated October 11, 2021 on promulgating the Working Process system

Of the 109 procedures of Hanoi National University, 47 remain unchanged, 42 have been revised and 24 new procedures have been developed compared to the 2020-2021 school year.

Quality control

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

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

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

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

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

7. Literature

About organizational structure of the Faculty of Social Sciences and Humanities: Decision No. 204/QĐ-DHTĐHN dated February 26, 2024 of the President of Hanoi Metropolitan University has organized and rearranged the staff and employees at the Faculty of Social Sciences and Humanities, accordingly the faculty has 01 Faculty Office, 01 School Counseling and Early Intervention Center and 07 departments: Department of Language and Literature; Department of Political Theory; Department of Psychology; Department of Social Work; Department of Educational Management; Department of Special Education and Department of Law.

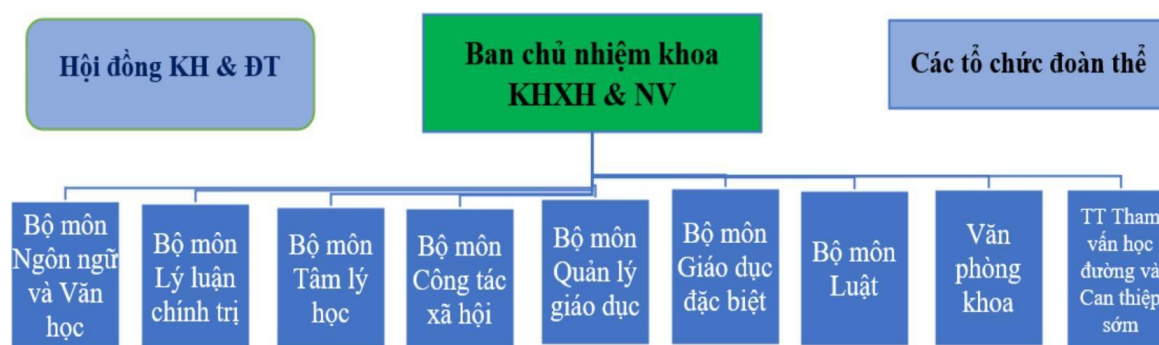


Figure 3. Organizational structure of the Faculty of Social Sciences and Humanities

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

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

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

achievements, contributing to building and affirming the Faculty's brand both inside and outside the school.

For quality assurance: Along with the development orientation of the school, the leaders of the Faculty of Social Sciences and Humanities are very interested in ensuring the quality of education. Internal educational assessment activities are carried out annually with quite high results. The team of lecturers and specialists are trained in archiving and encoding evidence to serve the self-assessment and external assessment of the school. Since the 2019-2020 school year, the Faculty has done a good job of digitizing documents in management and training in all aspects of activities. Training quality is a core issue that the Faculty Board, Departments and each lecturer are interested in. Each lecturer is active in innovating teaching methods, updating advanced domestic and international educational and training content, actively adjusting the training program to meet the development of educational science and professional practice. Survey activities to collect student opinions, customer seminars, etc. are periodically organized to serve as a practical basis for activities to innovate educational programs, methods, and forms of teaching organization in each training major and each lecturer.

For training quality inspection activities, The Board of Directors of the Faculty of Social Sciences and Humanities always attaches importance to and considers accreditation activities as one of the key tasks in the development orientation of the Faculty. The Faculty is responsible for organizing training in 7 undergraduate majors: Political Science; Social Work; Special Education; Law; Educational Management; Psychology and Literature. The Faculty of Educational Management and Political Science has been accredited for the quality of training programs through 2 training program assessment periods according to the training program quality assessment standards of the Ministry of Education and Training in 2020 and 2023. In accordance with the orientation of the School and the Faculty on training program quality assessment, every year, the School and the Faculty coordinate to collect opinions from relevant parties to assess the quality of training programs and activities to support learners. In addition, the Faculty also proactively conducts surveys of relevant parties, such as employers and alumni, on the level of achievement of training program outcomes of learners; or survey to get opinions from lecturers and students about the organization of teaching, learning, testing and evaluation. In addition, the Faculty also organizes dialogues between the Board of Directors and students of the Faculty, political activities weeks at the beginning of the year according to the plan of the School and regular class meetings to disseminate information about the training program, as well as record feedback from learners; thereby building a plan to improve the quality of university training programs.

2.3 Overview of Special Education, Faculty of Social Sciences and Humanities, Hanoi Metropolitan University

The Special Education major has been training bachelor's degrees since 2017. In June 2021, the first class of students majoring in Special Education graduated (D2017) with 17 students. For

By the 2023-2024 school year, the industry has enrolled 7 training courses, of which 4 courses have students graduating in 2021, 2022, 2023, 2024. Lecturers and students of the GDDDB industry actively participate in scientific research, have many scientific research products, creative startups at all levels and have won high awards from the Ministry and the University.

Some general information about the industry:

- Training field: Special education
- Education level: University
- Degree name: Bachelor
- + Vietnamese name: Bachelor of Special Education
- + English name: Bachelor of Special Education
- Training time according to design: 4 years
- Training form: Full-time

The program is designed with 130 credits, including 32 credits of general training content and 90 credits of specialized training content, including 09 internship credits, helping learners meet the CDR requirements in terms of knowledge, skills, autonomy and responsibility. Graduating from the Special Education major, bachelors have comprehensive professional knowledge in assessing needs, building and planning education, organizing activities to care for and educate children with special needs; have the ability to detect, evaluate and intervene, support inclusive education and advise parents of children with special needs; have the capacity and qualities of global citizens, Vietnamese citizens, and citizens of the Metropolitan to meet the requirements of applied career orientation.

The modules in the Special Education training program are structured to ensure coherence, content compatibility, and demonstrate the output standards and contributions of each specific module that need to be achieved.

The Faculty of Social Sciences and Humanities always focuses on creating an environment for students to actively study and practice, creating opportunities to absorb maximum knowledge during the learning process. The Faculty has assistant departments, academic advisors, peer advisors along with Lien Chi

The Union and the Association always accompany and support students throughout their learning and training process to improve both their capacity and moral qualities.

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

Standard 1. Objectives and output standards of the training program

Introduction

The training program (CTDT) of the Bachelor of Education major is built on the basis of regulations and guidelines of the Ministry of Education and Training, Hanoi Metropolitan University. The objectives of the training program are clearly defined, consistent with the mission and vision of the University, consistent with the objectives of higher education stipulated in the Law on Higher Education. In the process of building the training program of the Bachelor of Education, the Faculty surveyed relevant parties to build clear CDRs, covering both general and specific requirements of learners.

must be achieved after completing the bachelor's program.

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

1. Current status description

The objectives of the Special Education (SED) training program are built and clearly defined based on important decisions of Hanoi University, to ensure scientific nature and suitability to social needs. Decisions on training organization, curriculum framework, and output standards are the foundation for the program to develop and meet modern requirements. Specifically, the SED training program is built and implemented based on important documents, including the Decision on permission to train[\[H1.01.01.01\]](#), Decision to issue the program framework[\[H1.01.01.02\]](#), and university level training programs[\[H1.01.01.03\]](#),[\[H1.01.01.04\]](#). These decisions are a solid basis for ensuring the quality and effectiveness of the training program. The detailed training program description provides full information on the general and specific goals of the program.[\[H1.01.01.05\]](#) The objectives include training students with in-depth specialized knowledge of special education, practical skills and the ability to be autonomous and creative in their work. At the same time, the program also emphasizes the role of students in caring for and educating children with developmental disorders, consulting parents, teachers and stakeholders. The content of the training program is publicly announced on the website of the School and Faculty.[\[H1.01.01.06\]](#) In addition, the program is also consistent with the regulations of the national qualifications framework.[\[H1.01.01.07\]](#), ensuring that graduates achieve the necessary professional qualifications and meet the capacity and skill requirements of the labor market.

The objectives of the training program are not only consistent with the mission and vision of Hanoi Metropolitan University but also contribute to building an advanced education, training high-quality human resources, meeting social needs and aiming towards

international integration[\[H1.01.01.08\]](#). The training program is closely linked to the school's mission and vision, and is consistent with the faculty's development strategy.[\[H1.01.01.09\]](#) [\[H1.01.01.10\]](#), through a skill matrix designed to ensure that students not only master professional knowledge but also have the soft skills and professional skills necessary to meet job requirements in the current special education context. The program's objectives are specified in the detailed course outlines (DCP), helping students develop step by step according to the training roadmap.[\[H1.01.01.11\]](#) [\[H1.01.01.12\]](#).

The training program of GDDB is consistent with the goals and regulations of the current Law on Higher Education.[\[H1.01.01.13\]](#), ensuring that graduates have sufficient knowledge, skills, and abilities to work in the field of special education. The training program aims to equip students with comprehensive professional knowledge, basic practical skills, and the ability to work independently, creatively, and solve practical problems related to the education of children with developmental disorders. This is confirmed through the results of surveys of employers' opinions on the level of job satisfaction of graduates with the suitability of the training program.[\[H1.01.01.14\]](#). Results from the labor market demand survey have shown a significant increase in human resource demand in the field of special education.[\[H1.01.01.15\]](#). At the same time, meeting minutes collecting opinions from stakeholders, including employers and experts in the field, also play an important role in ensuring that the training program objectives not only comply with legal regulations but also closely meet the current needs of the labor market, especially when compared with the training program objectives of some prestigious domestic and international universities in special education.[\[H1.01.01.16\]](#).

2. Strengths:

- The objectives of the training program of the GDDB industry are clearly and specifically established, and are consistent with the mission and vision of the school as well as the regulations of the Law on Higher Education.
- The training objectives have been specified in the detailed course outline and skill matrix, helping to ensure comprehensive training of students, from professional knowledge to vocational skills.

3. Exist:

- The consultation with stakeholders has not been carried out in a diverse and regular manner, and has not promptly reflected the increasing demands for the education of children with developmental disorders in the context of social change.

- The program has not had many in-depth surveys from international experts to compare and update the most advanced special education trends in the world.

4. Action Plan

TT	Target	Content	Implementing unit	Time spaceperform
1	Overcome existing problems	- Strengthen surveys and collect feedback from experts, employers and stakeholders to adjust and update training program objectives to suit practical requirements. - Conduct periodic surveys and diversify forms of opinion gathering to update trends. latest direction	Faculty, Department of Education Quality Management	From school year 2024
2	Play leverage strengths	- Continue to maintain and widely publicize the objectives of the training program, ensuring transparency and accessibility for stakeholders. - Promote the promotion of the training program through the school and faculty's communication channels to attract more feedback from the educational community and employers.	Faculty, Department of Training Management and Student Affairs	Annual

5. Self-assessment criteria 1.1: Achieved level 4/7

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

1. Describe the current situation

The training objectives are clearly defined: The output standards (EPS) of the Special Education training program have been clearly and specifically defined, in compliance with the regulations of the Ministry of Education and Training (MOET) and

related guiding documents.[\[H1.01.02.01\]](#)These CDRs are specified through subjects and modules in the curriculum.

program, including requirements for professional knowledge, professional skills and personal qualities that students need to achieve after graduation. The process of building CDR is carried out seriously, with the school's assessment and appraisal steps, from the announcement of official documents[\[H1.01.02.02\]](#) to implementation in specific documents such as detailed course outlines[\[H1.01.02.03\]](#). In addition, the special education sector's curriculum clearly reflects the practical needs of society, ensuring that students have the necessary knowledge and skills to work effectively in the field of special education.[\[H1.01.02.06\]](#).

The CTDT's CDR covers general and specific requirements: The program's output standards include both general educational competency requirements and specific requirements for special education. Specifically, students are trained to develop skills in planning, organizing and implementing educational activities for children with developmental disorders (LDD).[\[H1.01.02.05\]](#). In addition, students are also equipped with consulting skills, using information technology and the ability to coordinate with parents and other teachers in the process of supporting children's education. The CDR also requires students to be able to build individual education programs for children with autism and effectively apply educational intervention and assessment methods. At the same time, the CDR also sets out requirements for personal qualities such as love for children, a sense of responsibility and the ability to work independently and creatively in a special education environment.[\[H1.01.01.11\]](#).

2. Strengths:

- The learning outcomes are clearly defined, making it easy for lecturers and students to track and achieve training goals.
- The CDR covers both general educational requirements and specialized requirements for special education, helping students develop comprehensive knowledge and specialized skills.
- The CDR is feasible, easy to measure and evaluate through subjects and modules.

3. Exist:

- Some criteria in the CDR have complex structures and multiple assessment levels, making it difficult to monitor and evaluate implementation progress.
- CDR has not paid attention to the role of 4.0 technology, especially digital tools in special education.

4. Action Plan:

Target	Content	Unit perform	Time real time presently
Notchrest ore existence	- Simplify some criteria in the CDR for easier monitoring and evaluation - Adding criteria on technology and digital application to improve students' skills in the context of digital transformation	Training Department, Training Management Department	Startin g in 2024
Develop strengths	- Continue to publicize and communicate about CDR to stakeholders, ensuring transparency and accessibility. - Maintain the collection of feedback from students and experts to continuously improve the CDR	Training Department, Training Management Department	Startin g in 2024

5. Self assessment: Achieved level 4/7.

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

1. Describe the current situation

The learning outcomes (EE) of the Special Education (SED) training program are developed based on the collection of opinions from stakeholders, including employers, students, lecturers, and experts in the field of special education. This process is carried out through surveys of labor market needs and professional meetings to receive comments from employers as well as other stakeholders. [\[H1.01.03.01\]](#) This helps ensure that the program's CDR accurately reflects the practical needs of society and the necessary competency requirements that students must meet after graduation. [\[H1.01.03.02\]](#) [\[H1.01.03.03\]](#). These contributions play a role important in adjusting and perfecting the training program, helping the training program to more suitable to the needs of the labor market and contribute to improving quality train.

The curriculum of the vocational education sector is reviewed and adjusted periodically every 2 years to ensure that the program always keeps up with practical requirements and changes in the labor market. [\[H1.01.03.05\]](#). This process is carried out with the participation of active participation of stakeholders, including faculty, education professionals, and employers used to ensure that training standards and program objectives are consistently met. updated and in line with industry development trends [\[H1.01.03.03\]](#). The resources

Data relating to the review process and adjustment reports are fully retained to ensure transparency and compliance with school regulations [\[H1.01.03.04\]](#).

The training program's CDR has been publicly announced on the school's and faculty's websites, creating conditions for relevant parties to easily access information.[\[H1.01.03.06\]](#). In addition, promotional materials about CDR are also available. widely disseminated on the school's official communication channels to ensure transparency and ease of access to information about training programs create [\[H1.01.03.07\]](#). Publicizing the CDR not only helps students and lecturers understand clearly objectives of the training program but also facilitates stakeholder evaluation and Check program quality easily.

2. Strengths:

The training program is built based on the opinions of stakeholders, ensuring it is suitable for social needs and the labor market.

The CDR is reviewed and adjusted periodically, ensuring its updating and adaptability to changes in the industry.

The CDR is widely published, ensuring transparency and making it easy for stakeholders to access and respond.

3. Exist:

Collecting opinions from stakeholders is not diverse and not done regularly, leading to incomplete information collection[

The process of surveying and assessing the level of response of CDR to practical requirements is unclear and inconsistent.

4. Action Plan:

Target	Content	Implementing unit	Time of execution
Notchrestore existence	- Promote the collection of opinions from stakeholders through periodic surveys, ensuring more diversity and comprehensiveness in assessing the level of response of CDR	Department Training Management	Starting in 2024

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

Standard 2. Training program description

Introduction

The training program description is built on the basis of regulations and guidelines issued by the Ministry of Education and Training, based on the regulations on regular university and college training according to the credit system with full information on training objectives, knowledge, skills... on the basis of updating the requirements of the training program, course outlines, and the training program integration matrix of subjects in the training program. During the school years, the subject group has reviewed and adjusted the training program based on reality and needs. The training program description reflects the requirements of relevant parties including learners, teachers, and employers. Information about the description is published publicly on the School's website.

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

1. Current status description

The Special Education (SED) training program description provides comprehensive information related to the objectives, training philosophy, output standards (EPS), program structure and career opportunities after graduation. This information not only helps learners understand the orientation of the program but also supports stakeholders in evaluating and monitoring the learning process. Specifically, the description includes a clear and transparent introduction to the program, training philosophy and training objectives.[\[H2.02.01.01\]](#) [\[H2.02.01.09\]](#) In addition, the description also clarifies the program structure, training framework and how the modules contribute to achieving the CDR, through a detailed matrix system.[\[H2.02.01.02\]](#) In addition, teaching methods, assessment methods, graduation requirements and necessary learning resources are all mentioned, helping learners and stakeholders easily follow and grasp information about the program.[\[H2.02.01.03\]](#).

The Special Education (SED) training program description is periodically updated to comply with the latest regulations from the Ministry of Education and Training (MOET) as well as as well as meeting the requirements from stakeholders. These updates include not only

changes in professional output standards for general teachers and also adjustments to course content to keep up with modern educational trends[\[H2.02.01.04\]](#)[\[H2.02.01.05\]](#)Specifically, promotional materials on training programs and subjects have been adjusted and published in the form of leaflets and documents to ensure wide dissemination.[\[H2.02.01.02\]](#). The educational institution and faculty websites also provide complete program descriptions and course outlines, making it easy for stakeholders to access and track information.[\[H2.02.01.03\]](#). Meeting minutes and feedback from stakeholders such as employers, faculty, and students were used in the review and revision of the program.[\[H2.02.01.05\]](#) [\[H2.02.01.06\]](#)In addition, periodic review, adjustment and comparison of training programs with similar programs at home and abroad are also carried out to ensure continuous updates and meet international standards.[\[H2.02.01.07\]](#)At the same time, the school has approved a plan to adjust and update the program description, to ensure the legality and effectiveness of these activities.[\[H2.02.01.08\]](#)

2. Strengths

- The training program description provides complete important information such as objectives, program structure and output standards (EPS), helping learners and stakeholders easily access.
- The description is updated periodically, reflecting the latest changes in educational regulations and social practices. These adjustments ensure that the program is always relevant to the requirements of the Ministry of Education and Training and the labor market.
- The process of developing and adjusting the description always receives feedback from stakeholders such as employers, lecturers and students, thereby helping to improve the program content.

3. Point of existence

- Although the description provided a lot of details about the program, the learning method was not fully and detailedly described in the description.
- The curriculum description does not include specific documents related to long-term development plans for integrating new trends in modern education.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fix the existing points	Add the Learning Methods section to the training program description	Faculty of Training, Department of Training Management & Student Education	From school year 2024
2	Develop strengths	Continue to review and adjust the training program description.	Faculty of Training, Department of Training Management & Student Education	Annual

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

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

1. Describe the current situation

Full syllabus of subjects/courses in the training program:100% of the syllabuses of the subjects/courses in the training program (CTDT) have ensured that all necessary information is provided. The main contents of the syllabus include training objectives, output standards (EPS), number of credits, course content, teaching methods, assessment methods, reference materials, prerequisites and information about lecturers. All of these detailed syllabuses show clear links with the requirements of the CTDT and ESS, to ensure that students have a comprehensive grasp of the content and requirements of each course [H2.02.02.01] [H2.02.02.02]. The course and module syllabuses have been publicly announced through means such as leaflets, promotional materials, newsletters, and especially on the websites of educational institutions and faculties, creating conditions for stakeholders to easily access and follow information about the program [H2.02.02.03] [H2.02.02.04].

The syllabus of subjects/courses is periodically reviewed, supplemented and adjusted according to the school's plan: In order to ensure continuous improvement and updating to suit social reality, the syllabus of subjects/courses in the training program is periodically reviewed, supplemented and adjusted by the school every 2 years. This review process aims to ensure that the courses not only meet the program's learning outcomes but also are suitable for the development of the education sector and changes in the labor market. The syllabus versions in the past 5 years have been compared to assess their effectiveness and compatibility with reality [H2.02.02.05]. During the review process, meeting minutes and comments from lecturers, employers, and students have been collected and used to adjust and improve the program [H2.02.02.06],[H2.02.02.07]. At the same time, the school also conducts quality comparison between domestic and foreign training programs to ensure that its program is

competitive and meets practical needs [H2.02.02.08],[H2.02.02.09]. The training program implementation plan has been prepared.

thoroughly, with the necessary resources and clear progress, ensuring that the training program takes place effectively and on schedule. [H2.02.02.10].

Compare the versions of the course:

Criteria	DCCT 2017	DCCT 2019	DCCT 2022
Information about study part	Missing information lecturer	Full basic information copy	Full basic information copy
Learning Objectives part	Build by knowledge standards	Not determined Course objectives	Construction according to CDR measurable
Contribution of the course to the curriculum	There is a definition	There is a definition	There is a definition
Detailed content	Incomplete	Full basic information copy	Complete and up to date
Method teaching	Not yet determined	Determine the method teaching method	Clearly define the method law and purpose
Form of testing and evaluation	Unknown	Mainly essay	Various forms of testing and evaluation
References	Not fully updated	Not fully updated	Fully updated for 10 years

2. Strengths:

- The detailed syllabus of the courses in the training program (CTDT) is built with full information, including objectives, content, teaching methods, testing, and reference materials. These syllabuses are updated periodically to ensure their relevance and meet the practical needs of the education sector.
- The process of developing and improving detailed course outlines involves input from stakeholders such as employers, lecturers and students. This ensures that the training program is comprehensively developed, fully reflecting the requirements of the labor market and meeting the correct output standards of the program.

3. Point of existence:

- The current collection of stakeholder opinions is still not really diverse and comprehensive, which affects the comprehensiveness and accuracy of the feedback. In particular, expanding the scale of the survey and the subjects participating in giving feedback is necessary to improve the quality of the program.

4. Action Plan:

TT	Target	Content	Implementing unit	Time of execution
1	Notchres tore existence	Expand the scope of stakeholder input on detailed course outlines	Training Department, Department of Education Quality Management	From school year 2024-2025
2	Develop strengths	Continue to review and adjust detailed course outlines to ensure relevance and effectiveness.	Faculty of Training, Department of Training Management & Student Education	Annual

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

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

1. Describe the current situation

After the training program (CTDT) of Special Education (GDDB) was issued and officially approved by Hanoi Metropolitan University, the training program description and detailed course outlines were made public on many information channels to ensure easy access for relevant parties.[\[H2.02.03.01\]](#). The content of the description includes necessary information about training objectives, output standards, career opportunities, and training process, helping students, employers, and lecturers clearly understand important information.[\[H2.02.03.02\]](#). The training program description is also publicly posted on the school and faculty's electronic information page, ensuring transparency and ease of access.[\[H2.02.03.03\]](#). In addition to electronic platforms, information is also published through formal institutional/faculty documents such as flyers and newsletters, helping to ensure full access.[\[H2.02.03.04\]](#).

100% of the syllabuses of the subjects/courses in the training program are publicly announced in various forms. The detailed syllabuses of the subjects/courses in the training program have been officially approved and are widely publicized on many platforms, helping students and stakeholders easily access information. The syllabuses

include full information on the number of credits, teaching content, assessment methods and reference materials, helping students have enough data to support the learning process. [\[H2.02.03.04\]](#), [\[H2.02.03.05\]](#). The outline is also made public on the educational institution/faculty's website, helping to ensure

transparency and accessibility from anywhere[\[H2.02.03.06\]](#). Syllabus information is also disseminated through formal materials such as flyers, promotional materials and course newsletters.[\[H2.02.03.04\]](#).

Stakeholders such as regulatory agencies, employers, lecturers, and students can easily access the training program description and course outline through official channels. The school and faculty websites provide these documents in full, ensuring that students and stakeholders can access information easily.[\[H2.02.03.07\]](#) In addition, information about the training program description is also announced through other access channels such as the first week of citizen activities, documents of communication with employers, and other mass media, helping to increase opportunities for cooperation and information provision.[\[H2.02.03.08\]](#).

2. Strengths

The training program description and detailed course outline provide full information, ensuring transparency and easy access for stakeholders through various public channels.

Disclosing information on digital platforms and in opening sessions facilitates students and stakeholders to access information proactively and quickly.

Course outlines provide full information on requirements and assessment methods, helping students clearly understand the learning path and objectives.

3. Point of existence

Although information is widely available, access from employers and internship facilities is still limited.

Media channels are not yet developed enough to reach all interested audiences.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Notchres tore existence	Diversify forms of information disclosure about training programs	Faculty, Department of Student Affairs and Training Management	From school year 2024- 2025
2	Develop strengths	Maintain regular and timely updates on training program descriptions and course outlines	Faculty, Department of Student Affairs and Training Management, Department of Education Quality Management	Annual

5. Self-rating: 4/7

Conclusion on standard 2

The training program description and course content are important information channels to convey necessary messages of the training program to relevant parties, especially learners, thereby contributing to ensuring and improving training quality. The descriptions of criteria show that the training program description and course content have fully, clearly, systematically and publicly included information about the training program, thereby helping learners easily access, determine goals, choose a path and plan appropriate learning. The content of the training program description and course content are closely linked and are the result of gathering opinions from different stakeholders. The updating process has also been conducted regularly at different levels, from lecturers/Faculties/Schools. However, there are still some shortcomings that need to be overcome, such as the collection of opinions from relevant parties on the training program description and course content is still not widespread in scale and composition.

Self assessment:

In the 3 criteria of standard 2, the GDDB sector self-assessed that it had achieved 3 criteria with a score of 4/7.

	Rating scale
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Standard 2	Not achieved			Obtain			
	☒	•	Ž	•	•	'	'
Criterion 2.1				4			

Criterion 2.2				4			
Criterion 2.3				4			
Standard score	4.0						

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

Standard 3. Curriculum structure and content

Introduction

The Bachelor of Special Education is designed based on the training program of the Special Education program. Each course in the training program clearly demonstrates the requirements of the training program. The training program is built according to a consistent, reasonable structure, logical sequence, updated content and integration. At the same time, the training program also meets strict requirements on form, objectives, requirements on knowledge standards, skills, autonomy and responsibility, and complies with the regulations on training program development of Hanoi National University and the Ministry of Education and Training.

The contribution of each module to achieving the learning outcomes is clear. The modules in the training program have content compatibility to ensure that students are provided with scientific knowledge appropriate to the content of inclusive and specialized teaching for children with developmental disorders. The modules of the training program have clearly identified a combination of appropriate assessment methods. The content of the modules in the training program has reflected the contribution to achieving the learning outcomes and received positive feedback from stakeholders.

The structure of the modules is designed reasonably, ensuring the balance between the content of the knowledge blocks: basic knowledge block - specialized knowledge block; theoretical knowledge block - pedagogical practice knowledge block; compulsory and elective knowledge block. The structure has ensured the connection and continuity between the modules and the consistency in the whole program. The modules in the training program are arranged reasonably. This balance is to ensure the provision of scientific knowledge

learning, necessary for students as well as helping students develop professional capacity and this knowledge is updated with new knowledge in the world in the field of special education.

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

1. Describe the current situation

The teaching program (CTDH) of the Special Education major is built based on the requirements of the training program for bachelors of Special Education majors in terms of knowledge, skills, autonomy and responsibility.[\[H3.03.01.11\]](#) [\[H3.03.01.12\]](#) [\[H3.03.01.13\]](#). The skill matrix shows the distribution of CTDH CDR into the modules of the training program of the Special Education sector and the level of contribution of each module to the CTDH CDR.[\[H3.03.01.04\]](#) [\[H3.03.01.05\]](#)[\[H3.03.01.06\]](#). The matrix of modules shows the planned learning sequence or the development roadmap of the CDRs. Specifically, to achieve the goals and CDRs analyzed above, learners need to accumulate 132 credits divided into two knowledge blocks: General education (32 credits) and Professional education (100 credits, including internship and graduation thesis). For example, specialized modules are divided into the following basic blocks: The basic knowledge block of the industry includes modules such as Theory of teaching children with developmental disorders, General education of children with developmental disorders, etc. The specialized knowledge block includes modules on Teaching methods for children with developmental disorders; Teaching methods for children with developmental disorders, etc.[\[H3.03.01.01\]](#) [\[H3.03.01.02\]](#) [\[H3.03.01.03\]](#). Each module is designed to convey knowledge, skills, autonomy and responsibility in the CDR or some components of the CDR and is closely linked to improving the capacity to carry out educational and teaching activities at schools/centers for children with developmental disorders. The training program also designs elective modules for students to increase the flexibility of the training program. Appropriate modules that help students achieve the CDR of the training program are selected to be included in the training program framework and are clearly defined in terms of duration and prerequisites. The progress of implementing modules by semester is flexible in the training process, helping students easily plan their studies appropriately.[\[H3.03.01.07\]](#). Detailed outlines of the courses are drafted, clearly defining the objectives of knowledge, skills and capacity for autonomy and responsibility. These objectives are built based on the Objectives and CDR of the training program to ensure compatibility between these factors. During the process of building and editing the training program, the school and the Faculty have collected comments and feedback from relevant parties (employers, teachers, employees, graduates, etc.) on the training program to have timely updates and edits.[\[H3.03.01.17\]](#) [\[H3.03.01.18\]](#) [\[H3.03.01.19\]](#) [\[H3.03.01.21\]](#). Based on reports on KQGD and comparison (referring to training programs of Hanoi Pedagogical University[\[H3.03.01.23\]](#), Ho Chi Minh City University of Education[\[H3.03.01.22\]](#), regulations on comparing the educational quality of Hanoi Metropolitan University and the results of comparing with the training program of the Higher Education Department of Ho Chi Minh City University of Education and Hanoi National University of

Education[\[H3.03.01.24\]](#) to adjust the CTDH appropriately and promptly.

Determining the combination of teaching and learning methods, testing/assessment methods of NH's learning outcomes of 100% of the subjects in the training program is appropriate, contributing to achieving the learning outcomes.

Table 3.1.2. Comparison of the compatibility between the training program's syllabus and the course objectives, teaching methods and assessment methods

CT DT's CDR	PPDH	PP KT/DG
K4. Organize educational assessment activities and consult parents about children with autism;	Observe. Write.	Rubrics, questions, self-assessment reports of the person learn
K5. Building and developing an educational program for children with disabilities according to the individual capacity approach to meet the innovation program education.	Writing, Q&A, Observation, human products learn	Questions, exercises, practice tests, projects, rubrics.

Each course determines teaching methods in the direction of combining traditional teaching methods (presentation; explanation; discussion ...), emphasizing the use of modern teaching methods to promote the activeness of learners such as: Group discussion, situations; problem solving; practice; experience; projects, ... Methods of testing and evaluating learners' learning outcomes are used quite richly and diversely such as final assessment, process assessment in the form of multiple choice, essay, practice, question and answer, essay, large assignment, rubric. Teaching methods and testing and evaluation aim to form necessary qualities and abilities for learners such as: love for the profession, self-study awareness, problem-solving and creativity, ability to orient student development, ability to use general education knowledge and scientific knowledge of the field (or interdisciplinary) into practice. To effectively implement the teaching program, the Faculty and the school have mobilized all resources and have a specific plan.[\[H3.03.01.07\]](#) [\[H3.03.01.14\]](#)At the same time, teachers have fully prepared teaching documents during the teaching process.[\[H3.03.01.16\]](#). Periodically, the departments in charge of the subject ask the lecturers for their opinions on the suitability between the teaching methods and the assessment methods of the subjects they are teaching. In addition, the School also organizes to ask for opinions from relevant parties through seminars and discussions on training cooperation and the contributions of employers are recorded in the meeting minutes or cooperation minutes with partners. According to the survey, graduating students believe that the training program is highly specialized, diverse, equipped with enough knowledge for the career orientation after graduation, many subjects are practical, useful for future work. However, final year students also made the most recommendations about increasing the number of professional subjects and internships.[\[H3.03.01.20\]](#).

2. Strengths

The content of the training program of the Special Education sector clearly shows the contribution of each subject in achieving the objectives and is periodically consulted with relevant parties. The teaching methods and assessment methods of each subject are designed in accordance with the objectives.

3. Point of existence

Most of the course content reflects the contribution to the CDR. However, some courses have a weighted contribution score that is not strong enough for the course position, and the collection of feedback from stakeholders is not sufficient in terms of quantity and quality.

4. Action Plan

TT	Target	Content	Unit, person performing	Time to perform or complete	Note
1	Notch serveexist	- Continue to review the training program to adjust the contribution matrix of some course contents in achieving the learning outcomes. - Regularly contact and consult with stakeholders mandarin	Training Department	Yearly	
2	Play medalStren gths	Continue to review and adjust to meet the requirements of the CTDH. Better response to CDR	All faculty members	Yearly	

5. Self assessment: Score 4/7

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

1. Describe the current situation

100% of the HPs in the curriculum are compatible in content and

demonstrate Specific contribution of each HP to achieve the CDR

All modules in the Special Education Program are compatible in content and have clear objectives, consistent with the 3 groups of learning outcomes of the training program, demonstrating the specific contribution of each module to achieving the learning outcomes of the entire program. This is shown in the matrix of each module's contribution to achieving the learning outcomes of the training program.[\[H3.03.02.05\]](#) [\[H3.03.02.05\]](#) [\[H3.03.02.16\]](#). 100% of detailed course outlines have learning outcomes in terms of knowledge, skills, and attitudes (autonomy and responsibility).[\[H3.03.02.07\]](#) [\[H3.03.02.08\]](#) [\[H3.03.02.09\]](#). 100% of the CDRs are implemented through modules. The curriculum description and curriculum are developed according to the regulations of the Ministry of Education and the school, fully demonstrating the resources and progress in implementing the curriculum.[\[H3.03.02.15\]](#) and is widely announced on the School's website, in admission flyers, in the first-year civic activity and in the Academic Advisor's advisory diary for newly admitted students...[\[H3.03.02.12\]](#) [\[H3.03.02.13\]](#) [\[H3.03.02.14\]](#).

100% of the courses in the curriculum clearly define the combination of teaching and learning methods, appropriate and mutually supportive testing/evaluation methods to ensure the achievement of the CDR.

The modules in the Special Education Program have detailed outlines compiled according to the professional requirements of each module, in accordance with the training program's learning outcomes. 100% of the modules in the training program clearly define the combination of teaching and learning methods, divided into 4 groups of teaching methods: presentation; practice and discussion; essay, large assignment, practical and guided self-study. These groups of methods are allocated specific time for each class session to ensure that the combination of methods achieves the best learning outcomes. Accordingly, the testing methods are discussed and agreed upon by lecturers in the department. The combination of testing and assessment methods is suitable for the characteristics of the modules in each department and is adjusted to suit each specific module. Some modules use the form of oral exams, combined with multiple-choice exams, essay writing, essays, group assignments, presentations... to assess a large amount of knowledge and the ability to apply it in practice.[\[H3.03.02.01\]](#)[\[H3.03.02.02\]](#)[\[H3.03.02.03\]](#)[\[H3.03.02.17\]](#)[\[H3.03.02.18\]](#). School and The unit also regularly develops survey plans, measures learners' satisfaction with the courses and reports comparisons with domestic and foreign educational programs to adjust the curriculum as well as detailed course outlines, assessment methods to achieve the learning outcomes of the training program and meet practical needs.[\[H3.03.02.20\]](#)[\[H3.03.02.21\]](#)

The content of the training programs reflects the achievement of the learning outcomes and is periodically reviewed. Stakeholder feedback

Course syllabuses are revised every two years based on feedback from stakeholders, as well as student satisfaction.[\[H3.03.02.11\]](#) [\[H3.03.02.20\]](#)

2. Strengths

- All modules in the Special Education Program are identified and designed with teaching and learning content to achieve the training objectives and learning outcomes of the training program.
- The teaching and learning content of each course is designed in specific details, emphasizing the appropriate allocation of time for theoretical learning in class, practical exercises in class, at the facility, and group exercises outside of class hours, and guided self-study.
- Teaching methods and assessment of learning outcomes are determined to be appropriate to the teaching and learning content, contributing to achieving the learning outcomes of the subject and training program.

3. Point of existence

Most of the course content reflects the contribution to the CDR. However, some courses have a weighted contribution score that is not strong enough for the subject's position.

4. Action Plan

TT	Target	Content	Unit, person performi ng	Time of execution or completi on wall	Not e
1	Overcome existing problems	Review the training program to adjust the subjects whose weighted points are not strong enough for the subject position, to meet the requirements. CT DT's CDR	Training Departmen t	Yearly	
2	Develop strengths	Continue to review and adjust the training program to better meet the needs of learners and the community.	All faculty members	Yearly	

		society			
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5. Self assessment:Score 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 HPs in the training program are structured to ensure coherence and continuity between the general, basic and specialized HPs, ensuring that the program becomes a unified block:The 2022 Special Education Curriculum consists of 132 credits designed with 02 knowledge blocks, of which the General Education knowledge block consists of 32 credits, the basic knowledge block of the industry and major consists of 100 credits (including 09 credits of pedagogical internship and 08 credits of graduation thesis) [H3.03.03.01]. The sequence of the modules is arranged reasonably, logically and scientifically to ensure that students can acquire systematic and continuous knowledge from the first year to the fourth year. The modules in the teaching program are closely linked together, going from basic to advanced, from theory to practice, from low to high professional level. Students have reasonable time to study in the classroom and time for practical internship, research internship, etc. General education knowledge blocks are taught in the first 2 to 3 semesters (depending on the training plan of the courses), specialized and specialized knowledge blocks are taught from the 3rd semester and specialized modules are taught from the 4th semester. During the entire course, students conduct three pedagogical internships to apply knowledge and skills to the practice of educating children with disabilities in different educational environments [H3.03.03.02]. The structure of the training program is flexible, enough for learners to both delve into a specialized field and update changes and progress. The training program has updated and integrated content.

100% of the subjects in the curriculum are arranged reasonably:The structure of knowledge blocks in the training program is reasonable, meeting the philosophy in training bachelors of special education, serving the increasing needs of society. The design of the modules in the training program is quite strict and scientific, with appropriate choices in the modules to meet the corresponding CDR. Regarding the distribution of modules such as: Compulsory/elective, general/professional/specialized modules are distributed reasonably to help students be proactive in choosing modules according to the plan, linked to the CDR of the training program [H3.03.03.02] [H3.03.03.03]

The training program is periodically reviewed/adjusted, supplemented and updated at least once every 2 years:The modules in the training program are periodically reviewed, supplemented and updated to promptly adjust and change to suit the requirements of society, on the basis of organizing seminars, giving comments on the training program for bachelors in Special Education and collecting feedback from relevant parties [H3.03.03.11] [H3.03.03.12] [H3.03.03.13] [H3.03.03.14]. Periodically, the school also has announcements and guidance documents on adjusting the teaching program so that training faculties can promptly review, adjust and update the objectives, content, and appropriate teaching methods to meet practical needs [H3.03.03.12] [H3.03.03.18]. On that basis, the faculty requires the subject groups to meet and edit the training program. After reviewing

and updating the changed contents of the teaching program, the school also established Acceptance Councils to assess the suitability of the adjusted contents [H3.03.03.13]
[H3.03.03.14]

[H3.03.03.07]. Along with reviewing and updating the content of the training program, the school always focuses on promoting and introducing the training program to learners through the school's website and annual enrollment promotional materials to help individuals, organizations or related units easily learn [H3.03.03.15] [H3.03.03.16]

When adjusted, the training program will refer to advanced domestic or international training programs.ensures flexibility and integration.

The training program of the Special Education sector always refers to the training programs of schools with experience in training Special Education teachers domestically and internationally and has specific comparisons (Comparing with the training programs of Hanoi National University of Education, Ho Chi Minh City University of Education), and also collects opinions from relevant parties, opinions from employers, and feedback from learners [H3.03.03.17] [H3.03.03.07] [H3.03.03.08] [H3.03.03.09] [H3.03.03.10]

2. Strengths

- The modules in the training program are designed to ensure scientific, unified and reasonable connection between general, basic and specialized knowledge blocks.
- All courses are arranged in order, with reasonable study time in terms of prerequisites, duration, and implementation time.
- The training program is periodically reviewed and revised, compared with the training programs of domestic universities, and adjusted and innovated according to comments from relevant parties to enhance practical knowledge and integrate practice into teaching content.

3. Point of existence

CTDH has consulted a number of domestic programs. However, the reference programs have not ensured diversity and have not consulted many regions in the world.

4. Action Plan

Target	Content	Implementing unit	Time perform
Notchrest ore existenc e	Refer to more training programs of countries around the world, especially countries in the region. Southeast Asia	Training Department	From 2024
Develop strengths	Periodically review and revise, compare with training programs of domestic universities, and adjust and innovate according to comments.	Faculty of Training, Department of Training Management &	From 2024

	of the parties concerned	Student Affairs	
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5. **Self assessment:** Passed, Level 4/7

General conclusion on standard 3

The curriculum of the University-level Special Education major is built on the basis of the learning outcomes. Each course in the curriculum contributes to achieving the learning outcomes. The curriculum has a logical structure, sequence, updated content and is integrated.

However, the training program of the Bachelor of Education system needs to be adjusted to properly reflect the contribution of some subjects in achieving the learning outcomes in accordance with the subject position and adjust the assessment methods in some subjects to ensure diversity in assessing learners' capacity, referring to training programs of countries around the world.

Standard 3 Assessment:

Standard 3	Rating scale						
	Not achieved	Obtain					
	CE	•	Ž	•	•	'	'
Criterion 3.1				4			
Criterion 3.2				4			
Criterion 3.3				4			
Focus point standard	4.0						

Standards/criteria	Self assessment
Standard 3	0
Criterion 3.1	0
Criterion 3.2	0
Criterion 3.3	0

Standard 4. Approaches to Teaching and Learning

Introduction

The approach to teaching and learning of the Special Education Program of Hanoi University of Technology is reflected in the educational philosophy that is widely announced and disseminated to stakeholders. The undergraduate training program of Special Education of Hanoi University of Technology, implemented since 2017, has clearly demonstrated that teaching and learning activities are designed appropriately to achieve the objectives. The

activities and teaching methods are diverse, selected according to a learner-centered approach, focusing on teaching methods for children with disabilities as well as internship and practice activities.

In addition, teaching and learning activities in the training program of the Special Education sector also aim to promote the training of soft skills, essential skills, improve lifelong learning capacity of learners, and meet the requirements of professional work according to the career application orientation of Hanoi Metropolitan University in the context of innovation in general education and global integration.

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

1. Describe the current situation

The educational philosophy of Hanoi Metropolitan University was officially declared through Decision No. 1070/QĐ-DHTĐHN dated October 25, 2017, with the content "Training excellent teachers with a beautiful lifestyle, broad knowledge, deep expertise, high skills, and early success"[\[H4.04.01.01\]](#) [\[H4.04.01.02\]](#) [\[H4.04.01.12\]](#) This philosophy reflects the school's mission of inheriting and promoting the long-standing cultural traditions of the Metropolitan Hanoi, while meeting the country's socio-economic development needs. [\[H4.04.01.02\]](#). The core value of "beautiful lifestyle" is considered the premise and orientation for all activities of staff, lecturers and students in the school. The comprehensive educational perspective, "teaching people first, teaching letters later," is the foundation of this philosophy. The school also emphasizes the importance of broad knowledge and deep professional understanding, requiring both teachers and students to constantly strive in teaching and learning, linking theory with practice. This is clearly shown in the two clauses: "Deep expertise - High skills," where learners are not only equipped with theoretical knowledge but also have the opportunity to practice practical skills through projects, practical activities and internships. The school's highest goal is to train high-quality human resources, helping students become proficient in their expertise and skills, and be ready to adapt and integrate into the working environment, becoming useful and successful individuals in society.

The educational philosophy of Hanoi Metropolitan University has been widely and clearly disseminated to all staff, lecturers and students in the school. The staff and lecturers of the school have absorbed this philosophy, thereby building elaborate and scientific training programs, ensuring that they are suitable for practical requirements. Each lecturer constantly improves and cultivates pedagogical skills, harmoniously combining traditional and modern teaching methods. presently grand to lift

High matter quantity

religionsex[\[H4.04.01.01\]](#)[\[H4.04.01.02\]](#)[\[H4.04.01.03\]](#)[\[H4.04.01.11\]](#)[\[H4.04.01.12\]](#) School also regularly organizes reporting and evaluation activities, clearly demonstrating consistency in implementing the educational philosophy through annual summary reports and operational directions, ensuring that this philosophy is implemented throughout and closely linked to the school's development.

The educational philosophy and educational objectives of Hanoi Metropolitan University are widely publicized and disseminated to relevant parties through various forms.

Information on the educational philosophy and training objectives are introduced on the official website of Hanoi Metropolitan University.

School posters placed in lecture halls, as well as on leaflets and websites, help lecturers, learners and stakeholders easily access and implement [\[H4.04.01.03\]](#)[\[H4.04.01.11\]](#)[\[H4.04.01.12\]](#)[\[H4.04.01.13\]](#)[\[H4.04.01.17\]](#). For teaching

The objectives, learning outcomes and learning outcomes (EEAs) are instilled in the process of developing the training program, building the logic between compulsory and elective courses, as well as in the process of developing the course outline. Each lecturer takes time to introduce the objectives, content, learning methods, EAPs of the course and assessment criteria at the beginning of teaching. [\[H4.04.01.14\]](#)[\[H4.04.01.15\]](#)[\[H4.04.01.16\]](#)[\[H4.04.01.05\]](#)[\[H4.04.01.07\]](#)[\[H4.04.01.08\]](#)[\[H](#)

[4.04.01.09\]](#)For students, from the first year, the educational philosophy is disseminated in the first week of civic activities, and information about the learning and training process is also supported through the student handbook. [\[H4.04.01.13\]](#)[\[H4.04.01.17\]](#)The school also organizes activities to collect opinions from employers and education experts, especially special education experts, when participating in the process of building programs and compiling course outlines. The faculty also focuses on collecting feedback to adjust the training program, ensuring its suitability with the country's educational practices. [\[H4.04.01.18\]](#). For the whole society, the educational philosophy and training objectives of the major are made public on the school's website. [\[H4.04.01.12\]](#). The educational objectives of the school, faculty and Special Education sector are built on the basis of comments from lecturers, students, employers and experts. The training objectives and learning outcomes of knowledge, skills and attitudes of learners are specified in each subject outline and training program. In particular, the faculty focuses on scientific research (NCKH) of students as a "channel" to assess receptive capacity. Through the regulations on NCKH, students have the opportunity to participate in research topics with lecturers and achieve many outstanding achievements, including research awards of the school. [\[H4.04.01.20\]](#)[\[H4.04.01.21\]](#).

2. Strengths

The educational philosophy, training objectives of the School and the training objectives of the Special Education Department are clearly stated on the School's website and disseminated to all relevant parties, especially to teachers and students. This objective has been commented on and developed by experts at recruitment agencies (universities, research institutes and consulting centers). All relevant parties can receive, understand and implement the educational philosophy and objectives of the School and the Faculty.

Teaching work of teachers in the Department of Special Education is carried out in accordance with the educational philosophy and educational goals of the school.

3. Point of existence

The School and the Faculty of Social Sciences and Humanities have not fully utilized the media to convey the School's philosophy and educational goals.

4. Action Plan

ST T	Target	Content	Implementing unit	Time perform
1	Fix exist	Take advantage of the spreading power of media and communication channels to convey the school's philosophy and educational goals to the people and subjects. learner	Faculty of Social Sciences and Humanities Department of Quality Management, TT.TT-TV& HL	From 2024
2	Play leverage strengths	Continue to maintain and develop relationships with experts at recruitment agencies (universities, research institutes and consulting centers) to provide feedback and advice. construction	Faculty of Social Sciences and Humanities Department of Quality Management, Information Technology and Communication s	From 2024

5. Self assessment:4/7

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

1. Describe the current situation

The Faculty and Department, together with lecturers, have actively guided learners

to use appropriate learning activities to help them actively acquire and acquire knowledge to achieve output standards (EPS). The school also continuously updates the educational program according to the POHE model, and at the same time directs lecturers to develop online lectures and post them on the learning portal so that learners can easily access them, thereby enhancing students' self-study ability. [\[H4.04.02.04\]](#)[\[H4.04.02.05\]](#). Regarding scientific research activities, students are encouraged to participate right from their first and second years. Scientific research activities such as student scientific research seminars at the faculty and school levels are regularly organized, creating opportunities for students to present and develop topics. In particular, the number of students participating and winning school-level prizes in scientific research topics in the field of Special Education and other social science fields has increased significantly. [\[H4.04.02.17\]](#). Internship and professional practice are a compulsory part of the training program with a total of 9 credits, divided into 3 internship periods. Students must comply with specific criteria on content,

methods and skills, clearly stated in the syllabus of the internship modules. Lecturers make detailed plans, contact internship facilities and supervise the students' internship process. In addition, students also receive support from lecturers in charge of internships and staff at the internship facilities. [\[H4.04.02.09\]](#)[\[H4.04.02.10\]](#) During the learning process, specialized subjects are also combined with affiliated facilities for practical training, helping students practice their skills and connect theory with practice. [\[H4.04.02.18\]](#).

Teachers/staff are satisfied with the teaching and learning activities/teaching and learning methods used in the training program: Students have given positive reviews about the teaching and learning methods applied in the training program (CTĐT). Every year, after the end of the semester, the Department of Education Quality Management conducts a survey to evaluate the teaching quality of the courses, specifically the evaluation of subject lecturers and training majors. At the end of the school year, the Department of Education Quality Management also organizes a survey to collect opinions from lecturers and final year students about the training quality. The results of these surveys are compiled and sent to each faculty, department and lecturer for evaluation, experience drawing and adjustment. [\[H4.04.02.06\]](#)[\[H4.04.02.07\]](#)[\[H4.04.02.08\]](#)[\[H4.04.02.13\]](#). In addition, lecturers who have registered for excellent teaching hours, emulation fighters and innovative teaching method initiatives have all been approved by the Faculty and Department. Based on the results of the assessment of students' satisfaction with teaching activities, especially the active teaching methods applied, the School and the Department have organized seminars on teaching methods for lecturers. At the same time, lecturers are sent to attend training courses to improve their capacity in diverse teaching methods, in order to improve teaching quality. After the training courses, the School continues to collect feedback from lecturers on the effectiveness of teaching methods in practice. These results are the basis for the School to direct and adjust teaching activities to achieve the output standards (CDR) in the training program. [\[H4.04.02.12\]](#).

2. Strengths

Teaching and learning activities are diverse and flexible. The training program has many internship, practice and seminar activities. Teaching and learning activities are regularly adjusted to suit each class, each course, each school year to achieve the learning outcomes in knowledge, skills and attitudes. The teaching and learning environment is friendly, cooperative, supportive and open. Teaching and learning activities are designed to suit the learning outcomes and are regularly evaluated by students to promptly adjust to suit each class, each school year to achieve the learning outcomes in knowledge, skills and attitudes. At the same time, the school and the faculty have stepped up measures to improve pedagogical capacity for students.

3. Point of existence

The duration of practical hours in class and at practice facilities is sufficient and in many different environments; however, it takes a lot of time for students to travel to practice facilities in the faculty's practice network due to geographical distance and depends on the practice facility's operating plan. The application of IT has been promoted by the Faculty in the teaching activities of teachers, but currently the use of software or applications is mainly in free or trial versions (for example: free zoom, Google Meet, Free Call Conference, ...) so there are not many special features like commercial versions. There has been no assessment of the level of participation and learning effectiveness of students as well as the advantages and difficulties of teachers in using IT in direct and online teaching.

4. Action Plan

TT	Target	Content	Single taste perform	Time perform
1	Overcome existing problems	Increase regular practice opportunities for students at the faculty's practice center right on campus so that students can save travel time and proactively arrange their practice plans when the off-campus practice facility cannot accept students for practice. Improve the capacity to use AI digital technology and software in teaching and learning Research for teachers and students	Faculty of Teacher Training in Special Education Room Student Affairs & Training	From school year 2024 - 2024
2		Sign cooperation agreements with internship facilities, especially agreements on internship methods, on-site instructors, and funding, to improve the quality of practical internships.	Hanoi Metropolitan University	From school year 2024 - 2025

		for students		
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	Play leverage strengths	Organize training sessions on new teaching methods and require all teachers to attend.	Department Digcreate, GV GDDDB	From school year 2024 - 2025
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5. Self assessment:4/7

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

1. Describe the current situation

Teaching and learning activities in the training program have promoted the development of learners' skills. According to the innovative perspective in education, learners are the center of training activities, meaning that the teaching and learning process is active. Lecturers play the role of guiding, orienting and suggesting problems, while learners actively learn and practice, not passively absorbing knowledge, creating motivation for lifelong learning. The detailed course outline clearly describes the use of appropriate teaching and learning methods to promote the practice of essential skills, soft skills such as teaching skills, presentation skills, lesson plan development, using IT, teamwork, working with parents and community coordination. The university-level training program in Special Education has modules on teaching methods and teaching skills that take up a large amount of time, with an example in the 2022 training program including 9 credits in modules such as Building a Personal Education Plan, Designing Teaching Aids in Special Education and Organizing Language Development Activities for Children with Disabilities [\[H4.04.03.07\]](#). Courses on teaching methods in specialized fields are given special attention, with 50% of the time spent at school and 50% at practice facilities. Students' practice activities are organized regularly with online research plans, self-study in the library, participation in specialized clubs and research tasks using digital libraries. Thanks to regular practice, students after graduation are able to adapt quickly to reality and meet the requirements of educational innovation, especially in the field of Special Education. [\[H4.04.03.08\]](#).

100% of the detailed syllabuses of subjects/courses emphasize self-study and self-study activities, aiming to enhance learners' lifelong learning ability. Teaching and learning activities are organized in a rich and diverse manner through many forms and methods such as discovery learning, discovery and problem-solving learning, project-based learning, and micro-learning. These forms help students develop teamwork skills, information communication, and problem-solving in new situations, meeting teaching tasks at educational institutions or other related tasks. [\[H4.04.03.03\]](#) [\[H4.04.03.09\]](#) [\[H4.04.03.04\]](#) [\[H4.04.03.02\]](#). The detailed course outline emphasizes the importance of research and

self-study activities, with self-study and research time accounting for a high proportion of the time spent in the classroom. Students are encouraged to participate in essay assignments, project planning, and scientific research topics under the guidance of lecturers. The Faculty also organizes

organize a student scientific research conference where students report their research results and receive awards for high-quality projects. The winning projects will be reported at the school-level student scientific research conference. [\[H4.04.03.05\]](#) [\[H4.04.03.06\]](#).

Teachers skillfully and effectively use a combination of teaching methods to support learners in developing skills and enhancing lifelong learning abilities. Students are involved in scientific research activities, which help improve their self-study and research abilities, creating a solid foundation for lifelong learning. Practice and internship facilities have given positive feedback on students' professional knowledge and skills. Most students can independently perform tasks in their assigned positions. Internship students in the credit-based years are highly appreciated for their abilities such as independent work, self-study, self-research, lifelong learning, use of information technology, and confidence in a highly competitive work environment. [\[H4.04.03.08\]](#). In addition, students are encouraged to participate in community service activities and social organizations, helping to enhance social capacity and connect the school's training brand with society. Students with good achievements in these activities will be rewarded. To facilitate self-study, the Faculty of Pedagogy, the Faculty of Social Sciences and Humanities, and Hanoi Metropolitan University provide self-study spaces and school libraries, where students can actively research their majors. Students are also encouraged to use materials at the School Library, which has many books, reference materials and magazines from home and abroad. [\[H4.04.03.01\]](#).

2. Strengths

Teaching/learning methods in the training program are designed appropriately to promote the training of essential skills and soft skills for learners. The training program demonstrates a variety of teaching methods and has the effect of promoting the training of independent working skills, teamwork, problem solving, and improving basic and advanced practical skills.

The modules in the training program all emphasize self-study/self-study activities to improve learners' lifelong learning ability. Teachers use appropriate teaching/learning activities to support learners in practicing skills and improving their lifelong learning ability.

3. Point of existence

Although teaching methods are diverse and apply many different forms of learning, including self-study, the quality and effectiveness of learners' self-study have not been specifically evaluated.

4. Action Plan

STT	Target	Content	Implementing unit	Time spaceperform
1	Notchrestore existence	Develop criteria to evaluate the quality and effectiveness of learners' self-study.	Faculty of Training, Lecturer of Special Education Room Student Affairs & Training	From school year 2024 - 2025
2	Develop strengths	Organize training sessions on new teaching methods and require all teachers to attend.	Faculty of Training, Lecturer of Special Education	From school year 2024 2025

5. Self assessment:4/7

Conclusion on standard 4

The school's educational philosophy has been clearly announced, understood by all staff, teachers, employees, and students in the school, and has been initially implemented and initially introduced to relevant parties. Teaching and learning activities/teaching methods are diverse and modern to help learners actively acquire knowledge to achieve the desired learning outcomes. Teaching/learning methods in the training program are appropriately designed to promote the training of essential skills and soft skills for learners, emphasizing self-study/self-study activities to improve learners' lifelong learning ability.

However, the school's educational philosophy should continue to be introduced to stakeholders in a variety of accessible forms. Although teaching and learning activities/teaching methods have been applied in a variety of ways, the duration of practice hours in class and at practice facilities has not been implemented periodically on a weekly/monthly basis but only divided into batches. The application of IT as well as the design and implementation of online teaching and learning are still in the initial stages. The quality and effectiveness of learners' self-study activities have not been specifically assessed.

Standard Assessment 4

Standard 4	Rating scale	
	Not achieved	Obtain

	Ė	•	Ž	•	•	'	'
Criterion 4.1				4			
Criterion 4.2				4			
Criterion 4.3				4			
Standard score	4.0						

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

Standard 5. Assessment of learner learning outcomes

Introduction

Assessment of learners' learning outcomes is the final and decisive step of training activities. The assessment results will provide the School, Faculty, and Department with valuable information on teaching effectiveness and learner support services. To assess learners' learning outcomes, the School and Faculty have based on the regulations and rules of the Ministry of Education and Training to establish a system of documents, toolkits, and assessment methods in a complete and clear manner, ensuring objectivity and fairness, helping to accurately measure the learning outcomes of students in the training programs of the School in general and the Education and Training sector in particular. The assessment of learners' learning outcomes is designed to be suitable for the level of achievement of the training objectives of the Education and Training Program, starting right from the initial admission stage and throughout the learning process of students until graduation. Regulations on assessment of learners' learning outcomes according to the Education and Training Program are publicly announced to learners and relevant parties during the process.

implementation of training program.

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

1. Current status description

The process of evaluating the learning outcomes of learners at Hanoi Metropolitan University in general and the Special Education sector in particular is carried out in the following stages: Evaluation of input capacity (admission work, foreign language proficiency survey); Evaluation of the process (evaluation of learning outcomes) courses) and output assessment (graduation consideration, foreign language output proficiency survey).



Diagram 5.1.1: Student performance assessment process in training program

Process of evaluating learning outcomes to achieve CDR:

Admission process: The entrance score for students in the GDDB training program is relatively high compared to other majors at Hanoi National University, specifically the content in the announcement of admission scores to the GDDB training majors at the regular university level [\[H5.05.01.01\]](#). Therefore, this is a good opportunity for the GDDB training program to select students with quality in terms of knowledge acquisition capacity, skill development and awareness training in accordance with the training program. Specifically, students have the ability to acquire good professional knowledge, autonomy and adaptability to the field of education. Hanoi University of Education conducts input assessments for GDDB students according to the University and College Admission Regulations of the Ministry of Education and Training. The process is carried out publicly, transparently and in accordance with regulations from the stage of announcing the enrollment plan, enrollment quotas, and admission to organizing exams, grading exams and recognizing enrollment results. [\[H5.05.01.01\]](#), [\[H5.05.01.02\]](#), [\[H5.05.01.03\]](#), [\[H5.05.01.04\]](#), [\[H5.05.01.05\]](#).

The entire teaching and learning process: The assessment of student learning outcomes is carried out for each teaching and learning activity, each lesson, each module, each semester and throughout the entire training program, as well as throughout the student's learning process, from enrollment to graduation. The teaching and learning assessment process is specifically shown in the Regulations on regular university and college training according to the credit system at Hanoi National University. This assessment activity also shows the specific characteristics corresponding to each specific module, such as mid-term internship modules. [\[H5.05.01.09\]](#), [\[H5.05.01.10\]](#), [\[H5.05.01.11\]](#), [\[H5.05.01.12\]](#).

For compulsory general subjects with specific characteristics such as National Defense and Security Education, Physical Education, and Foreign Languages, the School issues specific regulations on how to evaluate students' learning outcomes to ensure compliance with the output standards established in the detailed outlines of the subjects. [\[H5.05.01.10\]](#), [\[H5.05.01.11\]](#), [\[H5.05.01.12\]](#).

The process of assessing the learning outcomes of students in the Special Education major is carried out according to the regulations on regular university and

college training according to the credit system of the Ministry of Education and Training and of Hanoi University of Education. The activities of assessing the learning outcomes of learners are designed logically and scientifically based on the training program framework, objectives, learning outcomes and course credit of the major.

GDDB, which clearly stipulates the assessment of learners' learning outcomes, is clearly shown in the assessment criteria table of the subjects in the training program.[\[H5.05.01.10\]](#), [\[H5.05.01.11\]](#), [\[H5.05.01.12\]](#), [\[H5.05.01.13\]](#).

End of training program (Graduation): For the graduation stage, the course replacing the graduation thesis will be implemented according to unified and standardized methods and criteria such as 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 the final exam at the University of Natural Resources and Environment.[\[H5.05.01.14\]](#).

Teaching and learning methods that reflect the learning outcomes in the program and methods for assessing student learning outcomes in the training program are capable of measuring the level of achievement of learning outcomes, specifically through many final assessment methods such as written exams, oral exams, assignments, and essays.[\[H5.05.01.14\]](#).

The assessment plan is developed, announced and implemented with the coordination of the Department of Training Management and Student Affairs, Faculty, Department and each lecturer in each study period, semester and school year.[\[H5.05.01.14\]](#).

The assessment process and content are consistently demonstrated during the implementation process from the Department of Training Management and Student Affairs to the Faculty, Department of Literature and lecturers. Specifically, the content is specified in the Course Outline Form of the Department of Training Management, the Assessment Form for mid-term, final and graduation thesis internships, the Course Outline, and the requirements in the lecturer's lectures. These are documents guiding the design of assessment methods and content appropriate to the purposes/objectives and learning outcomes in the training program.[\[H5.05.01.14\]](#), [\[H5.05.01.17\]](#).

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

Table 5.1.1. Procedure for organizing final exams for specialized subjects
GDDB

Steps to follow	Job Description	Responsible unit or individual	Completion time

Step 1	Exam planning	Faculty of Education	Complete step 1 at least 2 weeks before each exam.
	- Make exam schedule, exam room list		
	- Send exam schedule and exam list to academic advisor		
	- Academic affairs department contacts and reports the exam plan to the training department.		
Step 2	Establishment of the examination board	BCN + Education + Training assistant	
	- Chairman of the Examination Council - Commissioner - Secretary		
Step 3	Draw lots, print exam papers	Faculty Board + Exam Activity	
	- Organize a lottery	Exam	1 day before exam
	- Copy exam	Exam	
	- Pack the exam papers according to the exam room	Exam	
	- Give exam papers to exam supervisors	Secretary of the Examination Council	Before each exam
Step 4	Exam organization	Faculty of Education	

Implementation process: Overall assessment content, assessment methods, and assessment tools for student learning outcomes are built to be compatible with the objectives and learning outcomes in the training program. During the implementation

process, comments on the student assessment and testing process are also given and accepted by the training program. [\[H5.05.01.24\]](#).

Assessment and testing forms: The assessment and testing formats are presented in the summary table below.

Table 5.1.2: Summary of learning outcome assessment in each subject in the training program GDDB

	- Assign staff to invigilate and question the exam. Make a list of staff to invigilate and question the exam and send it to the Training Department.	Faculty of Education	2 weeks before the exam
	- Organize exam supervision and exam questions	- Faculty, department, lecturer, staff	According to schedule
	- Collect and submit papers to the examination board secretary.	- Lecturer, Staff	Immediately after the exam
Step 5	Organize beat making and beat management (oral and multiple choice tests on computer skip this step)	Exam	
	- Receive exam papers from CBCT	Exam	Immediately after at the end of the test
	- Marking (putting bags, printing marking tables, marking, reading, saving...), printing marking sheets and putting them in the exam bags	Exam	maximum 2 days after exam
	- Assign assignments to the grading staff – Course assistant	Course Assistant	Maximum 1 day after slit
Step 6	Exam organization (oral and multiple choice tests on computer skip this step)	Faculty of Science	
	- Hand over the test to the examiner	Course Assistant	maximum 2 days after exam
	- Organizing and managing marking exams	Course Assistant	1 day
	- Receive graded test papers and score sheets from the examiner	Course Assistant	Same day receive grade
	- Submit the exam and score sheet to the faculty in charge of the exam.	Course Assistant	Same day received

	- Enter the student's name in the transcript and transfer the transcript (photocopy) to the faculty assistant.	Course Assistant	2 days
	- Save original scorecard	Course Assistant	
Step 7	Processing exam results and managing scores		
	- Check and transfer the score file on Excel into the training software management system. Send 01 original score sheet to the Training Department, 01 copy to the department, 01 copy to the faculty assistant teacher for storage.	Faculty Assistant	Maximum 10 days after exam.

The mid-term examination organization process is also detailed and announced to each lecturer participating in teaching the GDDB major. Based on this process, all lecturers can ensure that the implementation of questions, tests, and grading is public, transparent, and reliable.

Implementation process: Overall assessment content, assessment methods, and assessment tools for student learning outcomes are built to be compatible with the objectives and learning outcomes in the training program. During the implementation process, comments on the student assessment and testing process are also given and accepted by the training program. [\[H5.05.01.14\]](#).

Assessment and testing forms: The assessment and testing formats are presented in the summary table below.

BTable 5.1.3: Summary of learning outcome assessment in each subject in the training programGDDB

TEST FORM	WEIGH TNUMB ER OF COURS ES	NUMBE R OF HEADS POINT	OUTPUT STANDARDS
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1. Regularly check the basic course group and the major course group.	10%	Attend ance points Express your opinion	Knowledge: Understand basic knowledge of Literature
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Specialized course group			Skills: Self-study, self-research; literary analysis Attitude: Practice properly and seriously
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2. C heckper iodic check - G roupbasi c course - G roupmaj or - G roupspec ialized course	30%-40%	- Group participation points: assignments - 15 minute check point - Midterm Exam Score - Presen tation Point Essay	Knowledge: Discovery New knowledge of Literature; analysis of practical problems, application in teaching Literature Skill: Development presentation skills, teamwork; language skills, computer skills, practical adaptation; self-study and research Attitude: Proper and serious training in an international working environment
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3. Check heck summary -Group basic course -Group major -Group specialized course -Learn graduation part	50%-60%	- Final exam: written, oral, essay - Graduation thesis - Graduation internship harvest	Knowledge: Apply basic and specialized knowledge of GDDB Skill: Practice Ability to work independently, communicate, present, think independently, in a changing environment; self-study and lifelong research Attitude: Practice the right and serious attitude and behavior towards the profession, self-responsibility responsibility in the educational environment
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Source: [\[H5.05.01.10\]](#), [\[H5.05.01.11\]](#), [\[H5.05.01.12\]](#), [\[H5.05.01.13\]](#)

Thus, Hanoi National University, Faculty of Education and Department of Literature have unified and specific regulations on the number of points, the proportion of components of the subjects and the form of testing and assessment designed for the subjects of the Literature training program aiming to measure the learning outcomes of the knowledge, skills and attitudes of learners. The above table also reflects the measurement of a certain level of achievement of learning outcomes of the subject at the basic level such as assessing issues related to knowledge, being able to apply skills in practice and gradually creating autonomy in the working environment. Specifically, during the learning process of the subjects in the training program of the Education sector, the learning outcomes of students are assessed through regular assessment by the teachers teaching the subject and assessing the results after the end of that subject. Regular assessment is undertaken by subject teachers on the basis of assessing the diligence and positivity of students and testing and assessment by mid-term exercises/tests. [\[H5.05.01.11\]](#). Organization of final exams for general subjects assigned to the Center for Science and Technology - Education, specialized subjects organized by the Faculty of Education After completing each course, eligible students are allowed to choose the form of assessment. Price: Sign up for Essay/Assignment instead [\[H5.05.01.26\]](#) or take the exam end of course

For specific subjects such as National Defense and Security Education and Physical Education, the School has specific regulations on how to evaluate students' learning outcomes to ensure that they are consistent with the learning outcomes determined in the course syllabus. [\[H5.05.01.26\]](#).

In semester 8, before the end of the course, in addition to accumulating alternative credits, eligible students are organized to register for a Graduation Project/Thesis. [\[H5.05.01.16\]](#). The evaluation of the results of the Graduation Project/Thesis is strictly follow the rules and procedures of the School [\[H5.05.01.17\]](#). Next to Therefore, all students who have accumulated enough credits according to regulations will be arranged for internships. at high schools in Hanoi to practice and acquire skills professional skills before graduation. The evaluation of internship results is carried out strictly. Close coordination between the School and homeroom teachers of public schools information[\[H5.05.01.29\]](#).

2. Strengths

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

3. Point of existence

The assessment of student learning outcomes is currently not organized centrally (general subjects are handled by functional departments, specific subjects are handled by the Faculty), leading to a lack of uniformity in record keeping and organization. Although there is a plan to develop a test assessment process, up to now the School has not issued a document to guide its implementation throughout the School.

4. Action Plan

TT	Tar get	Content	Implementing unit	Tim e of exec utio n
1	Fixexis t	The school needs to implement the assignment of autonomy in testing and evaluating learning outcomes to the training faculties. create.	Board of Directors, Faculty, Center for Science and Technology,	From school year 2023- 2024

		Collect records and evidence related to the work of testing and evaluating students' learning outcomes into a common archive or digitize electronic storage to ensure completeness and safety.	Department, Literature roomSchool, Board of Directors	From school year 2023-2024
		Complete the overall software so that the steps to carry out the work of testing and evaluating students' learning outcomes are organized professionally and synchronously throughout the system.	Department, Department of Training Management and Student Affairs, Board of Directors	School year 2023-2024
2	Develop strengths	Continue to build a set of tools to test and evaluate student results according to the orientation of competency assessment.	Faculty, Center for Science and Technology - TH	2023-2024
		- In the 2022-2023 school year, the Center for Science and Technology will uniformly implement learning outcome assessment processes and implement diverse, regular, and public methods of assessing learner outcomes. - The Center for Quality Assurance and Quality Control shall issue documents guiding the implementation of the exam evaluation process.	Board of Directors, The roomrelated functions	2023-2024

5. Self assessment:5/7

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

1. Describe the current situation

Regulations on assessing learning outcomes of students of the Faculty of Social Sciences and Humanities are clearly defined according to the University Training Regulations of the School in each semester in accordance with the credit-based training method of the regular university system.[\[H5.05.02.01\]](#), [\[H5.05.02.02\]](#). These training regulations are publicly and fully announced on the School's website, as well as as in Student Handbook [\[H5.05.02.06\]](#), [\[H5.05.02.16\]](#). The Center for Science and Technology is a unit deploy, organize testing activities and coordinate with training departments in assessment student's performance evaluation [\[H5.05.02.19\]](#)The school has issued regulations and procedures on organize exams and end-of-term assessments of the School, including documents The guidelines on examination work clearly state the responsibilities of the Faculties for proposing and inform the exam format to learners through the DCCT, as well as the methods Assessing learners' learning outcomes ensures diversity, validity and reliability, and Ensuring fairness (for learners and relevant individuals) is also addressed. [\[H5.05.02.11\]](#), [\[H5.05.02.13\]](#), [\[H5.05.02.18\]](#), [\[H5.05.02.19\]](#).

To seriously and consistently implement the organization of course exams, in 2017, the School issued general regulations on course exams for all training programs.[\[H5.05.02.19\]](#); on the basis of the regulations and rules, the staff unit has established the Regulations course exam organization [\[H5.05.02.15\]](#)ensure responsibility and rights for people and related units. The organization of course exams is strictly organized. strictly according to regulations. Evaluation results are strictly managed and announced promptly. to learners 2 weeks after the exam as prescribed through the training portal of the State. school, ensuring the rights of students and teachers [\[H5.05.02.15\]](#)According to the rules Through the organization of course exams, students of the School have easy access to review and appeal. Review of semester exams. The results of each semester's semester exams are reviewed by the School. The school synthesizes, publicly announces to students and corrects scores on the software. training management according to the correct process [\[H5.05.02.19\]](#).

The design of assessment methods and tools is always focused on by the school. With the goal of measuring the level of achievement of the CDR, each course outline of the training program has clear regulations on the form of testing and assessment. Every year, the Center for Economics and Foreign Languages organizes the compilation of a bank of final exams, a bank of foreign language proficiency exams for use in assessing learning outcomes, ensuring objectivity in student assessment. The compilation of the exam bank by teachers is carried out consistently in accordance with the Regulations.[\[H5.05.02.11\]](#), [\[H5.05.02.18\]](#), [\[H5.05.02.19\]](#). Editorial work The teacher's test bank is implemented consistently in accordance with the Regulations, Procedures and There are instructions for building a question bank for exams and tests. [\[H5.05.02.19\]](#).

All the assessment criteria of each course clearly state the form, time, criteria, and weight of assessment scores (written test, oral test, etc.), with special attention paid to the development of an assessment scale to measure the level of learners' response to the

course's learning outcomes. Information related to assessment of learning outcomes is made public on the school's training portal and is provided to students of the course by the course's teachers during class.

At the beginning of each course, ensure that 100% of students understand and grasp the regulations on testing and evaluating students' learning outcomes.

Assessment of students' learning outcomes is carried out regularly throughout the learning process through forms such as: written essay tests, objective multiple-choice tests, combined written and objective multiple-choice tests, oral tests, practical tests, essay writing, etc. depending on the nature of each subject.[\[H5.05.02.02\]](#).

Periodic assessment (test) is the assessment of students' learning outcomes after completing a part of the course program. The final exam score can also be assessed in the form of essays or assignments when students have satisfactory results and each teacher is only allowed to guide 10 students/01 class. The course score is the weighted average of the process assessment score and the final exam score, rounded to one decimal place (for courses with final exams).[\[H5.05.02.18\]](#).

Regarding time, regular assessment points are determined throughout the teaching process through tests, individual assignments, group assignments, etc. The final exam is conducted 15 weeks after the end of the semester. In which, the final assessment has a weight of 40-60%. Time, method, criteria, weight, feedback mechanism for the content related to the final exam are carried out in accordance with the regulations and instructions of the School.[\[H5.05.02.13\]](#), [\[H5.05.02.14\]](#) Attendance and midterm scores are publicly announced. Declare to students before the end of the course Final grades are updated on the portal SV. The time for the final exam is proposed by the Department of Training Management and Student Affairs and approved by the Principal. The school principal approves and announces to students as well as the exam organizing unit. KT&NN-TH Center at least 2 weeks before the exam starts [\[H5.05.02.15\]](#).

The test preparation work always ensures that it adheres closely to the content of the knowledge learned, and is capable of assessing the level of the learner. The organization of assessment and grading is carried out consistently for all subjects and complies with the regulations on assessment methods and procedures, assessment forms for courses/subjects, topics, and theses of the School.[\[H5.05.02.11\]](#), [\[H5.05.02.17\]](#), [\[H5.05.02.18\]](#).

For the final exam, if the student is not satisfied with the exam results, he/she has the right to submit an application for review of the exam score. The application for review must be submitted directly to the KT & NN-TH Center for general subjects to be resolved according to regulations. For specific subjects, the Center is responsible for transferring the review to the Faculty for processing and updating the exam score if there is a change in the review score.[\[H5.05.02.19\]](#).

The first, second, final and thesis evaluations of students all have specific standards with specific assignments of related members such as: supervisors, general teachers, members of the Evaluation Council, etc.

For graduation theses, the Faculty of Social Sciences and Humanities 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. The thesis scores are made public immediately after the Council reaches a consensus in accordance with the regulations to ensure compliance with the requirements and graduation review process for students.[\[H5.05.02.17\]](#).

In addition, the assessment of foreign language proficiency to meet the requirements of students in general training majors and in the field of special education in particular is also clearly stated in the regulations on organizing foreign language training for regular colleges and universities.[\[H5.05.02.19\]](#).

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

Table 5.2.1. Methods of communicating learner assessment methods in the training program of the Department of Special Education, University of Hanoi

DIRECTION AWAKE	SUBJECT	TEXT/CHANNEL
1. LIVE	The school disseminates regulations during the first civic week of the year.	Student handbook
	Lecturer's announcement on the first day of the course	Course outline
	Instructor's announcement of component scores before final exam, oral exam scores.	Component score sheet, oral exam score sheet Training portal for students
2. COCKROACH NEXT	Announcement via the School's website Hanoi University of Science and Technology	www.hnmu.edu.vn /

	Electronic information portal Page Faculty of Science violation	
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Lecturer notified by email	Slide Course outline; component scores
Lecturers upload the process score results to the Training Portal before the exam.	Course component scores on Student Portal
The faculty sent notices to the class about the situation of weak students.	List of students in warning status of the Faculty in each academic year

Source: [\[H5.05.02.11\]](#), [\[H5.05.02.14\]](#)

2. Strengths

Information on student assessment methods is clear, complete, regular and public through many channels so that students can clearly understand and be proactive in the learning process from admission, the School's regulations on learning and assessment, exam schedules and exam formats, retakes, retention and information on student graduation regulations.

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

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

3. Point of existence

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

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Fix the existing points	Implement well the regulations on testing and evaluating the learning outcomes of NH. In particular, the Faculty will focus on reviewing, updating and collecting opinions from relevant parties in innovating plans and methods of testing and evaluating NH. The professional team promotes changing the exam format from theoretical testing to practical content of professional skills, from written exams to oral exams, major assignments in the form of project products, and teaching practice. learn.	Faculty of Social Sciences and Humanities Stakeholders Center for Science and Technology - TH	From 2023-2024
2	Develop strengths	Review and adjust regulations, rules and procedures related to the assessment of learners' learning outcomes. Publicly announce on the training portal, faculty page, student handbook the forms of process assessment, exam structure, essay structure, and types of large assignments so that students have a direction for studying and researching specialized subjects, especially the subjects that replace graduation theses.	Faculty of Social Sciences and Humanities, Department, Center for Science and Technology Department of Training Management and Student Affairs	2024 - 2025

		end of course		
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5. Self assessment:5/7

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

1. Describe the current situation

Based on training regulations[\[H5.05.03.01\]](#), regulations on testing and examination of courses [\[H5.05.03.08\]](#), Course teachers proactively propose forms of testing and evaluation. Student learning outcomes are diverse, consistent with course objectives and are Specify in the training program the subjects in the training program such as: written tests in class, essays, Interviews, individual exercises, group exercises. The exam format of each subject is determined by the teacher and the Head of the course. The subjects are unified and clearly stated in the Party Central Committee. If there is any change in form, there must be agreement. between the teaching staff and the Head of Department. Every year, the Faculties synthesize proposals forms of testing and evaluating students' learning outcomes sent to functional units (Department) QLDT & CTHSSV and KT & NN-TH Center) submit to the Board of Directors for approval and the Board uniform behavior throughout the school [\[H5.05.03.08\]](#), [\[H5.05.03.09\]](#), [\[H5.05.03.10\]](#), [\[H5.05.03.11\]](#)Accordingly, the assessment of learners' learning outcomes is carried out for the course, by semester and for the entire course.

The review of exam conditions, exam preparation, exam organization and grading are conducted according to a unified process.[\[H5.05.03.08\]](#), [\[H5.05.03.11\]](#)ensure seriousness, objectivity, fairness Equal and accurate. Test bank for all modules with answers and scales The scores are compiled and managed in a unified manner according to the correct procedure. The exam questions can be in essay questions without using documents, essay questions using documents,... The structure is approved by the department before being put into use. Evaluation method The assessment of learning outcomes ensures validity, reliability and fairness. For each course, the set of records The exam includes the exam matrix, question bank and answer key - accompanying score sheet organized by the department. compiled and approved by the Examination Department, closely reviewed and edited by the Examination Department. revised before use to assess the level of knowledge and skills measurement of users learning by DCCT (validity) and consistency of assessment results on the same group learner (reliability) [\[H5.05.03.11\]](#). School/Faculty/Department periodically and monthly Annual meeting to review and summarize the effectiveness of the combination of applied assessment and testing methods used in courses/subjects/training programs [\[H5.05.03.04\]](#), [\[H5.05.03.06\]](#)However, Science The standardized test question bank for the training program's modules has not been completed. Reliability and The validity of the test bank has not been fully verified.

The marking process follows a strict process. The course exams are graded and marked in two independent rounds.[\[H5.05.03.08\]](#)standardized scoring process standardization (scraping, two lecturers marking, scoring,...) to ensure reliability and

fairness fairness to learners. Trust and fairness are also guaranteed in the grading process. Final grade. Each exam requires two instructors to grade it to limit subjectivity. objective when evaluating [\[H5.05.03.08\]](#) Does the school use software to enter scores?

section for lecturers to proactively enter scores. Regulations on methods of evaluating learning outcomes The exercises are announced to students through the course's curriculum and training program. [\[H5.05.03.06\]](#)Component points The courses will be posted on the School's website and students will be informed. announced publicly on personal pages. Exam results are promptly announced to students through School training portal [\[H5.05.03.12\]](#), [\[H5.05.03.13\]](#).

For graduation thesis, the School/Faculty has specific requirements on thesis writing format. Grading of internship/graduation thesis has clear criteria on working attitude, theoretical framework, tools used, practical results, etc. These criteria ensure the validity in evaluating internship/graduation thesis.[\[H5.05.03.16\]](#), [\[H5.05.03.17\]](#). Point The thesis is the average score of the supervisor, reviewer, and evaluation board. (consisting of at least three panel members). If the score of any member (including the instructor) The scores (guide and reviewer) that deviate too much from the first average score will not be counted. The second average score will remove this member's score. School year 2022 - 2023 onwards Go, the instructor's score accounts for 30%, the reviewer and the thesis evaluation council The Faculty's graduation rate is 70% to ensure the reliability of the assessment method and its fairness. equal to SV [\[H5.05.03.17\]](#).

Table 5.3.1. Methods and forms of assessing student learning outcomes

DIRECTION ASSESSMENT LAW	CONTENT	FORM AND RATE OF USE	OUTPUT STANDARDS
PROGRESS	Evaluate diligence and learning process	Attendance (100%) and participation in answering lecturer's questions (41%)	Self-study and research Synthesize and analyze theoretical and practical issues in training social science and humanities Applying knowledge to social science and humanities work.

SUMMARY	Midterm	Tests, group presentations	Self-study and research Teamwork, career development planning Communication, presentation and information transmission. Synthesize and analyze theoretical and practical issues in vocational training activities. Research and development, innovation and creation, establishment of new ideas, models and methods in social sciences and humanities activities
	Conclude learning	Checktranscribe (90%)/ Q&A (10%)	- Work independently or in a team in changing working conditions, take personal responsibility and responsibility for the team Guide and supervise others in performing tasks Self-directed, makes professional decisions and can maintain defend personal views
	Real key set between	Internship Report Check Internship Progress Interview too internship	Plan, coordinate, manage resources, evaluate and improve the effectiveness of operations. Synthesize basic knowledge of methodology, philosophy of life, world view and laws of development of human society for learning,

			research and work, thinking about political theory.
	Graduate - Internship harvest Good career - Graduation thesis	Score the report/thesis round 1 and round 2, or round 3 (if any) through the criteria specified in the Instructor's Comment form	- Synthesize basic knowledge of Literature, teaching methods, and pedagogical skills Apply basic knowledge of pedagogy, literature and pedagogical skills to study, research and work. work; capable of practical application

Source: [\[H5.05.03.04\]](#), [\[H5.05.03.16\]](#), [\[H5.05.03.17\]](#)

The evaluation methods used ensure that the requirements and outcomes that need to be measured (validity) are measured; ensure reliability and have clear evaluation criteria to ensure fairness.

*Table 5.3.2. Statistics on other exam formats for specialized subjects in
Special Education, School year 2022 - 2023*

Exam format	Essay	Test	Major assignment. Essay	Research products/ Project products
Quantity		0	01	01
HP Name	The remaining HP	0	Assessment of children with disabilities and children with disabilities	Specialized research projects

Source: Minutes of the meeting

The reliability and appropriateness of course assessment are demonstrated in the following points:: (1) The assessment method for each subject in the Special Education Training Program is unified in each Department, clearly stated in the approved detailed course outline, specified according to the assessment forms and applied in the Special Education Training Program; (2) The subject assessment score is formed from 3 components: attendance score and mid-term score (assessing the learning process), final score assesses the overall output of students; the proportion of component scores and the final score of the subject is shown in the detailed course outline and approved by the Principal; (3) Lecturers teaching the subject compile the final exam based on the unified regulations of the Department on the final exam and signed by the Head of the Department. The School, Faculty, and Department have implemented changes in the exam format to suit online exams, updated the exam format to suit the practical situation, the meeting minutes show the review of the testing and assessment methods;...[\[H5.05.03.04\]](#), [\[H5.05.03.14\]](#).

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: Evaluating the diligence and positivity of students (accounting for 10% of the total score); Organizing students to do group exercises or take periodic tests with 2 scores (accounting for 30% of the total score) according to the teaching plan of the subject.[\[H5.05.03.04\]](#). During the adjustments of the teaching program, Teachers have added a variety of assessment methods and forms. suitable for each training module, ensuring measurement of requirements and output standards need to measure, ensure reliability and have clear evaluation criteria to ensure fairness equal [\[H5.05.03.04\]](#), [\[H5.05.03.14\]](#).

The criteria for testing and evaluating students' learning outcomes are clearly defined as passing/failing in the training regulations, and are disseminated to each student through the student handbook, specifically: Students with a final score of F will have to retake the course; Students with a score of D/D+ will be allowed to improve their scores; Students with an A will be awarded the Excellent grade, etc.[\[H5.05.03.18\]](#), [\[H5.05.03.19\]](#).

After each exam period (semester), the Faculty of Social Sciences and Humanities and the Center for Economics and Foreign Languages and Literature summarize the final exam situation according to the procedure to promptly correct errors in the implementation process (if any) and handle violations by teachers and students to ensure fairness for learners.[\[H5.05.03.19\]](#) At the end of the school year, the Faculty and functional departments summarize, evaluate the effectiveness of testing methods, evaluate student learning outcomes, On that basis, there are adjustments for the next school year. [\[H5.05.03.14\]](#). To check evidence of training activities, testing methods, and assessment of learning outcomes Students, every year the Faculty and Student

Affairs Department organize to collect students' opinions directly through monthly class meetings, direct student dialogue sessions, to listen to feedback

direct feedback from students, from which adjustments and improvements can be made to improve training quality and evaluation effectiveness. In addition, every year the School organizes surveys to collect opinions. Final student feedback on the quality of training at the school, and student opinions on with the subject, including assessment criteria for assessing learning outcomes. SV. The results show that over 70% of students rate the testing and examination methods as ensuring diversity, reliability, objectivity, fairness to learners [\[H5.05.03.20\]](#). Besides, Interview results of staff, teachers and students of the Faculty during the internal assessment of the School Every year, it also shows that over 90% of the staff, teachers and students of the Faculty of Social Sciences and Humanities who were asked said that that the School's methods of assessing learning outcomes are diverse, flexible, and ensure ensure objectivity and fairness towards learners [\[H5.05.03.20\]](#).

2. Strengths

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

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

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

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

3. Point of existence

The forms of examinations have not been diversified towards practice for final year specialized subjects. The preliminary review, final review, survey and evaluation of the effectiveness of the combination of assessment methods have not been carried out regularly.

4. Action Plan

TT	Tar get	Content	Implement ing unit	Tim e of exec utio n
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1	Fixexit	Complete the question bank for the final year exam of the GDDDB training program in some subjects in the direction of major assignments and project products. For example: GDDDB Professional Practice, Developing the Literature training program.	Faculty of Social Sciences and Humanities Center for Science and Technology - TH	From 2023-2024
		Apply specialized software to evaluate the quality of the test bank; Conduct preliminary and final reviews, surveys, and evaluate the effectiveness of combinations of unplanned assessment methods.	Center for Science and Technology - TH, Faculty, Board of Directors	2023-2024
2	Develop strengths	Continue to innovate testing methods and evaluate students' learning outcomes in the direction of developing students' capacity; Compile, use, and edit the subject test bank in evaluating students' learning outcomes.	Faculty, Center for Science and Technology, Department of Training Management and Student Affairs	Annual

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 this training program are carried out first of all by disseminating to students all the regulations and rules of the Ministry of Education and Training, as well as of Hanoi National University through the Citizen Activity Week, Student Handbook, dialogue sessions between the University and students, through communication channels such as the website and fanpage of the University, Faculty and through students' electronic accounts.[\[H5.05.04.01\]](#).

Regulations on feedback on assessment results are publicly announced and promptly communicated to teachers and learners. Assessment results are promptly communicated to students and become one of the effective ways for students to improve their learning, specifically as a way

The regulations on the examination and testing of the school issued in 2017 have specific regulations on the time to announce learning results (feedback on assessment results) to students (in Article 4), specifically: The process test scores, including the assessment scores of students' diligence and positivity, must be announced directly to students by the teacher at the last class of each semester; The final exam scores of the semester must be announced on the training information portal no later than 2 weeks after the exam date (Article 16).[\[H5.05.04.08\]](#)In addition, the School has established a process for organizing exams. section, which clearly stipulates the time to announce the final exam scores for students on School training portal [\[H5.05.04.02\]](#)and student handbooks. Based on the regulations and procedures have been issued, teachers and related units have promptly announced the results. learning to each student through the school's training portal [\[H5.05.04.08\]](#). Job Early feedback on learning outcomes to students in accordance with the school's regulations has helped students have Plan to re-register, improve grades in time, ensure learning progress, improve improve your learning outcomes [\[H5.05.04.08\]](#).

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 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 system management software helps the School manage students' learning results closely, accurately, and reliably, and supports students in looking up their learning results easily and quickly.[\[H5.05.04.01\]](#). The feedback regulations on the assessment results are publicly announced. on time to each teacher and student to implement and monitor through student handbook, school website [\[H5.05.04.01\]](#). Learners are given feedback on their results. timely assessment, thereby learning from experience and improving one's learning.

The process assessment is carried out according to the regulations on assessing the learners' learning outcomes, which are shown in the approved course syllabus and publicly announced to students. The course instructor is responsible for assessing the process, including attendance points, regular points and periodic test points. After grading, the test scores must be reported and returned to students. Students can question the scores if they feel unsatisfactory.[\[H5.05.04.02\]](#), [\[H5.05.04.08\]](#)Students receive feedback and teachers answer questions right at the test review session. Check, if there is any adjustment or not, the teacher needs to publicly announce and clearly state

reason. Then, the teacher will enter the score according to the list of students of the course provided from the Center. Center for Science and Technology

The training management software system has helped the School manage learners' learning outcomes closely, accurately, and reliably, actively supporting the work of checking, calculating, and processing data. Regulations on feedback on assessment results are publicly announced to teachers and students for implementation and monitoring. Students are informed of the starting points: process assessment points (diligence, regularity, periodicity) before the end of the course to provide feedback.i[H5.05.04.01].

One week before the start of the semester final exam, the lecturer enters the midterm exam scores on the management system and completes the file (original) and sends it to the Department of Training Management and Student Affairs, and a copy to the Training Faculty. Students can view their scores on the portal for each student. After 7 days of the semester final exam, the learner will know the results. If there are any questions about the results, students have the right to submit an application for review of the exam to the Center for Science and Technology - Education. The Center for Science and Technology - Education compiles a list of students who have reviewed the exam and sends the minutes and the re-scored exam to the Training Faculty.[H5.05.04.02]. Head of department makes list Assign staff to review the exam papers according to the school's regulations. If there is any mistake If the exam scores are different, the KT &NN-TH Center will transfer the minutes to the Department of Training Management and Student Affairs. Based on the minutes and the re-graded exam to adjust the score on the management software system. The final review score will be communicated to the student for planning. more suitable study plan. After each semester, the school organizes final exams, Evaluate student's learning outcomes, consider academic performance and publish student's learning outcomes on the website School News [\[H5.05.04.01\]](#). Student's performance data is entered accurately and stored completely. correct procedures at the Center for Science and Technology, Department of Training Management and Student Affairs and training faculties created on paper and on system management software. Transcripts store student's learning results. Each semester is managed and guaranteed by the Department of Training Management and Student Affairs, Faculty of Social Sciences and Humanities. ensure safety according to the defined process, convenient for looking up points when necessary. Regulations on final exams and assessment of students' learning outcomes are publicly announced by the School. announced to teachers and students, to the email of each training department and widely publicized on School website [\[H5.05.04.01\]](#).

The school has clearly recognized the importance of timely feedback on student learning outcomes assessment results, therefore, it has built a strict, scientific, objective, accurate and fair assessment management system and timely feedback to learners to improve training quality, helping students to be proactive throughout their learning process.[H5.05.04.08]. Feedback on KQHT assessment is used by students to improve their Study. Based on the KQHT and training points of each term, based on the warning decision academic affairs every semester after the progress review meeting for students to make appropriate study plans, avoid be subject to forced expulsion after being warned for 3 consecutive terms [\[H5.05.04.01\]](#), [\[H5.05.04.08\]](#). With the method of

announcing exam scores on the system software and students self-checking Checking by personal account should always receive satisfactory feedback from students about the implementation form. Sometimes due to network errors, some software courses do not meet the progress. From the results Survey, subject evaluation and course quality assessment of the School shows that, Most students and alumni are satisfied with the timely announcement of exam scores and the way teachers provide them.

Providing feedback on students' work helps them make timely adjustments to their learning activities. practice to improve quality [\[H5.05.04.10\]](#).

The regulations and procedures on the school's course testing and examination work, immediately after being developed or adjusted, are publicly announced to all teachers and students of the school through channels such as: Posting on the school's electronic administrative page [\[H5.05.04.08\]](#); School website [\[H5.05.04.01\]](#); Print in Book hand and give to students [\[H5.05.04.01\]](#); Forward emails to unit leaders; Forward Printed copies (with stamp) to units; Disseminate to students through the first week of Civic Education [\[H5.05.04.08\]](#), thereby, obtaining inspection and supervision of the implementation process.

To assess the level of student satisfaction with the school's activities in general and with the method and time of feedback on students' learning outcomes, the school has collected student opinions in many forms such as: Academic advisors organize monthly class meetings; the Department of Training Management and Student Affairs organizes direct dialogues between the Board of Directors and class staff.[\[H5.05.04.09\]](#) The results of student feedback are summarized and reported to the Board of Directors. and transfer to relevant units for timely adjustment and handling.

2. Strengths

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

3. Point of existence

Sometimes, some lecturers 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	Targ et	Content	Implementing unit	Tim e of exec utio n

1	Fixexist	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, Room QLDT&CTHSS, CentralCenter for Science and Technology	2023-2024
2	Develop strengths	Continue to disseminate and educate students about regulations and procedures related to testing and evaluating students' learning outcomes.	Faculty, Department of Training Management and Student Affairs, Center for Science and Technology	Annual

5. Self assessment: 4/7

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

1. Describe the current situation

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

Since 2018, Hanoi University of Education has applied a process for handling complaints, including complaints about test and assessment results. In 2018, specific regulations on the process for handling complaints about the results of final exams were issued by Hanoi University of Education.[\[H5.05.05.01\]](#).

The complaint procedure regarding academic performance is disseminated through Citizenship Week, Student Handbook and websites of relevant units at the School.

Second, the student complaint procedure, including complaints about regular assessment, mid-term assessment and graduation, is carried out as follows:

According to the regulations on testing and examination of the semester, in Article 18, the School has specified the time and order of implementation of the review of the final exam of the semester. In addition, the process of organizing the semester exam has described in detail the order, time and responsibility for implementing the review of the final exam of the semester to ensure the rights of the learners.[\[H5.05.05.02\]](#). Students can easily access the exam review process through Publicly disseminate the School's procedures on the website and in the Handbook. SV [\[\]](#) and be instructed and disseminated directly by CVHT, Department of Training Management & Student Affairs and teachers. through opening sessions and monthly meetings [\[H5.05.05.04\]](#) and through the first class of the semester. After the announcement of the exam results, students have 15 days to Make a request to the exam organizing unit (Faculty of Training and Center for Science and Technology - Education) about the results their learning results. The relevant departments and faculties all send staff to receive and process them. Satisfy students' questions about exam results, ensure compliance with regulations and procedures of the State. School and responsibilities, rights of students [\[H5.05.05.05\]](#). The results of the exam review are publicly announced to learners through the school's training portal according to on time [\[H5.05.05.05\]](#), [\[H5.05.05.06\]](#), [\[H5.05.05.07\]](#).

Specifically, the student's QQHT is announced by the teacher in charge of the subject and the score is uploaded to the school's system management software, students can access it to easily view the score of each subject. From the score on this system, if any errors are detected, students can complain about the QQHT.[\[H5.05.05.06\]](#).

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

For the final exam results, after the learner finds that the exam scores announced on the electronic information portal are incorrect, he/she must submit a request for review to the KT&NN-TH Center for review no later than 1 week after the score announcement. The KT&NN-TH Center is responsible for receiving complaints about the exam results of the learner, the request for review is made according to the form at the Center or on the website. The KT&NN-TH Center compiles the list of students whose exams are being reviewed and sends the minutes and the re-scored exam papers to the Training Faculty, the head of the department makes a list of assigned staff to review the exam papers according to the regulations of the School.[\[H5.05.05.05\]](#), [\[H5.05.05.07\]](#). The review will be The Head of Department assigns two lecturers other than the teacher to mark the first time for the evaluation process. The re-evaluation is completely objective. The final result must be signed by the Head of Department. The newly recognized score is the final result of the course. If any In case of discrepancies in exam scores, the KT&NN-TH Center will rely on the minutes and the re-graded

exam papers. Refer to adjust points on system management software [\[H5.05.05.07\]](#).
After update Review score on system management software, KT&NN-TH Center
announced the result

Exam review results on the school's website. Center for Science and Technology - Education Always have a complaint tracking book, respond to complaint results annually [\[H5.05.05.05\]](#).

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

Annual statistics of the Faculty and the Center for Science and Technology show that every year, there are very few students complaining 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. [\[H5.05.05.11\]](#). Results of appeals on learning outcomes (statistics of appeals from TTKT and NN- The annual score correction results of the Department of Training Management are clearly shown in the following statistical table. [\[H5.05.05.12\]](#).

Table 5.5.1. Statistics on the number of GDDB exams requested for review

School year	Number of PK cards	Hold origin	Reform good point	Editing score data on the Mobile Portal
2019 - 2020	02	0	02	02
2020 - 2021	0	0	0	0
2021 - 2022	0	0	0	0
2022 - 2023	0	0	0	0

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

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

Complaints about academic performance are handled and resolved promptly and satisfactorily. Complaint procedures about academic performance and assessment of students are strictly implemented according to regulations. [\[H5.05.05.02\]](#) At the same time, for the GDDB training program, students have Questions and complaints about the results of the process score of each subject can be made by appointment with lecturer to get questions answered and review results [\[H5.05.05.10\]](#).

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

Have not yet sought feedback from students on receiving complaints about learning outcomes.

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

4. Action Plan

TT	Target	Content	Implementing unit	Time spaceperform
1	Notchrestore existence	Get student feedback on receiving complaints about learning outcomes. Diversify information channels to learners about regulations related to complaints about learning outcomes.	Center for Science and Technology - Agriculture, Faculty of Education, Academic Advisor, Youth Union	Year learn2023 - 2024
2	Develop strengths	Continue to ensure regulations on time and complaint results to ensure fairness to learners.	TT KT&TH-NN, faculty, lecturer	At the beginning of the school year and before exams.

5. Self assessment: 4/7

Conclusion on standard 5

The school has developed a complete system of documents, regulations, procedures and guidelines for the implementation of the assessment of learners' learning outcomes. In the training program, the assessment of learners' learning outcomes is designed to be appropriate to the level of achievement of the CDR. The regulations on the assessment of learning outcomes of the school have been specifically and clearly established and publicly announced to learners. The school has applied diverse assessment methods, ensuring value, reliability, objectivity and fairness. With the general assessment content, the school has developed a set of criteria and assessment

forms for consistent use throughout the school. The assessment process is objective, fair and transparent.

Transparent, rigorous examination organization has created a positive teaching and learning routine. Assessment results are promptly responded to students, ensuring both individuality and supporting learners to improve their learning. The complaint process about learning results is fully and promptly disseminated to students each course/semester.

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

Self assessment: In the 5 criteria of standard 5, the GDDB sector self-assessed that 3 criteria were met with a score of 02 criteria reaching 5/7, 03 criteria reaching 4/7.

Standards/criteria	Self assessment
Standard 5	0
Criterion 5.1	0
Criterion 5.2	0
Criterion 5.3	0
Criterion 5.4	0
Criterion 5.5	0

Standard 6. Faculty and researchers

Criterion 6.1. 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. Current status description

The planning of the teaching staff of the former Faculty of Psychology and the current Faculty of Social Sciences is focused on and implemented according to a strict, scientific, and transparent process in accordance with the University Law.[\[H6.06.01.01\]](#); Regulations of Hanoi City People's Committee on decentralization of management of the organization of civil servants, public employees, and contract workers in public service units[\[H6.06.01.02\]](#); [\[H6.06.01.04\]](#). Faculty staff planning work meet the requirements of training, scientific research and community service activities.

Orientation -

The development of the Faculty's staff is always in line with the development strategy of the State.

school and the SPNV industry. This is clearly shown in the School Development Strategy and Faculty development strategy for the period 2015-2025 [\[H6.06.01.05\]](#), [\[H6.06.01.06\]](#). Specifically as follows:

In the period of 2018 - 2022, the School determined: The total number of staff, lecturers and teachers is 450, of which the number of permanent lecturers is 350; 100% of lecturers have a Master's degree or higher; there are at least 10 Professors, Associate Professors; 20 - 25% of teaching and research staff with 15 years of working experience or more have a PhD degree (about 100 - 120 people); the ratio of full-time students, postgraduate students, and doctoral students to teaching staff is 20:1. The team of teachers and staff at the Practice Schools: 30 people. The number of research staff working in laboratories and centers is 50. Reduce the proportion of staff and specialists from over 40% currently to less than 30% of the total number of staff and lecturers by 2020. The Head of Department, Deputy Head of Department, Head of Training Department, Science Management Department, Head of Department must have a PhD degree. [\[H6.06.01.07\]](#). As of month 3/2023, the School has 372 staff members, including 09 Vice Presidents. Professor, 76 PhD, 226 Master, 16 other degrees.

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

As of August 2024, the staff of the Faculty of Social Sciences and Humanities consists of 52 people (50 teachers and 2 specialists) planned into 06 departments, 1 center, 1 faculty office group: Department of Language and Literature; Political Theory; Department of Psychology; Department of Social Work; Department of Educational Management and Special Education; Department of Social Work. The total number of lecturers participating in the implementation of the Special Education training program as of December 2020 is 16 staff members of the Department of Educational Management and Special Education. [\[H6.06.01.18\]](#)

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

School year	Number of students special education	Number of teachers participating in the training program
2018-2019	42	16
2019-2020	33	16
2020-2021	19	16
2021- 2022	56	16

2022- 2023	44	16
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The Faculty and the School have short-term and long-term strategies to plan the development of qualified teaching staff and have appropriate forms of support.[\[H6.06.01.18\]](#)

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

The Faculty's labor arrangement is in accordance with the expertise and capacity of the teachers. Labor utilization is shown through the teaching plan of each school year.[\[H6.06.01.18\]](#). Plan Teaching plans for the subjects are announced to teachers at least 1 month in advance. Teachers are assigned to teach in the right field of specialized research. On the basis of Department of teaching planning of the faculty, the School develops a plan to assign labor norms (including teaching standards, scientific research standards, professional activities and other activities) other) to each staff and lecturer in the department [\[H6.06.01.13\]](#) [\[H6.06.01.14\]](#) [\[H6.06.01.15\]](#) [\[H6.06.01.16\]](#)

In addition, teachers participating in special education training have chaired or been research members of a large number of scientific research topics at the State, City and School levels. Although the number of teachers participating in teaching the major is not large (11 lecturers), on average each year, the number of articles published in domestic and international journals by teachers is quite high. 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. The Faculty always focuses on planning the quality of teachers in the direction of developing the ability to use foreign languages for professional purposes. The majority of the Faculty's teachers are capable of scientific research in English. The Faculty has a strategy to plan the teaching staff into research groups according to the strengths of each

teacher.[\[H6.06.01.13\]](#) [\[H6.06.01.14\]](#)

In addition to professional work at the School, teachers in the department also participate in community service activities such as writing textbooks, training professional title standards for teachers at all levels of Hanoi City, localities and many other training programs of the School as well as the Ministry of Education and Training.[\[H6.06.01.12\]](#)

2. Strengths

The Faculty has developed a plan for training and developing staff in accordance with the Faculty's work requirements and in accordance with the procedures, standards and criteria for recruitment, appointment, contract termination, retirement, etc. of the School. The Faculty's staff and lecturers meet the requirements for training, scientific research and teacher training activities at all levels.

When restructuring the units, the Faculty promptly adjusted the team planning to suit the new situation.

3. Point of existence

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

4. Action Plan

STT	Target	Content	Implementin g unit	Time spaceperfor m
1	Notch serveexist	There is a plan to recruit additional young teachers for the faculty and industry.	Room NSK HTC	From 2024
2	Develop strengths	Continue to review and supplement planning according to organizational structure. new position	Faculty of Science	From 2024

5. Self assessment:4/7

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

1. Describe the current situation

As of September 1, 2023, the staff of the Faculty of Social Sciences and Humanities consists of 55 people (54 teachers and 1 specialist) planned into 06 departments, 1 center, 1 faculty office group: Department of Language and Literature; Political Theory; Department of Psychology; Department of Social Work; Department of Educational Management and Special Education; Department of Social Work. The total number of lecturers participating in the implementation of the Special Education training program as of December 2020 is 16 staff members of the Department of Educational Management and Special Education.[\[H6.06.01.18\]](#) [\[H6.06.01.19\]](#)

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. Teacher/Student ratio for the period 2019 - 2022

School year	Number SV Special Education	Number of specialized teachers participating in the training program	Teacher/Student Ratio
2019-2020	111	33	0.30
2020-2021	150	33	0.23
2021-2022	152	33	0.22
2022-2023	163	33	0.21

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 with Lecturers. [\[H6.06.02.01; H6.06.02.02\]](#). The volume of labor is determined specifically for each The teacher's tasks are measured in detail in many different aspects to ensure Teachers' rights, encourage teachers to be dedicated and responsible for their work. The specific quantification can be used as a basis for monitoring and improving each school year to improve training quality. create.

At the end of each school year, teachers self-declare the standard hours they have performed in the assigned work areas, with each teaching hour having a specific standard hour conversion formula, corresponding to the academic degree and title of the teacher and researcher. Specifically:

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 training, presiding over the development of new programs, developing new subject lectures, participating in cultural, artistic and sports activities; social activities, observing classes... All types of activities according to regulations are converted into standard hours corresponding to each title and degree: Senior Lecturer, Lecturer[\[H6.06.02.03\]](#).

The departments - functional centers of the school are responsible for monitoring and confirming the declarations of teachers and researchers. Then, the heads of the departments of Training Management - Student Affairs, Science and Technology Management - Training, Human Resources - Science and Technology will convert and confirm the level of standard hours or exceeding the standard hours of teachers in all areas: teaching, scientific research and other professional activities. In case teachers do not meet the required number of hours, they will be assessed as not completing their tasks. Depending on the nature of the work undertaken, the School's Trade Union and other organizations have regulations on rewarding individuals with many contributions.[\[H6.06.02.04\]](#) [\[H6.06.02.05\]](#)

At the end of each school year, teachers conduct a self-assessment of their performance in the school year and determine plans for the next school year through a self-assessment of their performance in teaching, scientific research, professional expertise, etc.[\[H6.06.02.04\]](#) [\[H6.06.02.05\]](#). The assessment is carried out according to the process and with the Evaluation of Department leaders and Faculty leaders. Based on functions and tasks according to position Name, based on assigned tasks, individuals self-assess the volume and quality of work and level of completion, subject assessment, faculty leader assessment, and finally the Examination Council Competition - School level awards, evaluation, and ranking of competition. At the same time, every year The Faculty of Social Sciences and Humanities held a conference to review the implementation of the school year's tasks to evaluate The results of the school year's tasks are the basis for improving the quality of training and scientific research. for next school year [\[H6.06.02.04\]](#) [\[H6.06.02.05\]](#).

2. Strengths

The faculty has enough permanent teachers to teach students in the Special Education

major, ensuring a reasonable workload for teachers/students.

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.

3. Point of existence

The team of teachers participating in implementing specialized modules of the Special Education Program is still thin and separate from the school's pedagogical sector, so they have not been updated much in the 2018 education program innovation.

4. Action Plan

STT	Target	Content	Single taste perform	Time spaceperform
1	Overcome existing problems	Increase strong born active Subject of GDDB.	Department Social Sciences & Humanities, Education sector	From 2024
2	Develop strengths	Continuously improve the way to evaluate and measure the quantity and quality of teachers' work.	Faculty of Social Sciences & NV; Department of Education Quality Management	From 2024

5. Self assessment:4/7

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

1. Describe the current situation

Based on the regulations of the Ministry of Education and Training on professional title standards for lecturers at higher education institutions, the School has established clear and specific criteria for recruitment and selection of lecturers (including ethics and

academic capacity) for appointment and transfer, in which the most important criteria are ethics and teaching achievements.

teaching, research, professional qualifications, foreign language proficiency. These criteria are consistently expressed in the school's document system such as: Regulations on receiving civil servants, Job position project, Civil servant recruitment plan, Civil servant recruitment announcement... Recruitment criteria include: 1- Having good qualities, ethics, and ideology; 2- Having a Master's degree or higher, including a university degree of Good or higher and a certificate of professional training for university teachers. Having a doctorate for teachers teaching and guiding topics, theses, and dissertations in master's training programs; 3- Having foreign language and computer skills that meet job requirements; 4- Having good health according to job requirements; 5- Clear personal background... For lecturers in the field of Special Education, they must have a university degree of Good or higher, have a Master's degree, priority is given to candidates with a PhD or who are currently a graduate student.[\[H6.06.03.01\]](#), [\[H6.06.04.03\]](#), [\[H6.06.03.04\]](#)

The criteria for recruiting and selecting lecturers are publicly disseminated in the documents regulating the reception of civil servants, the Job Position Project, the Civil Servant Recruitment Plan, the Civil Servant Recruitment Notice... through meetings, the electronic email system, the website, posted at the School's headquarters and on mass media according to the provisions of law.[\[H6.06.03.02\]](#) [\[H6.06.03.05\]](#). Recruitment criteria are adjusted. adjusted according to each development period of the School, suitable for the requirements of quality improvement. The number of staff is suitable for the general development trend of Hanoi Metropolitan University.

During the recruitment process, the Recruitment Council is established to ensure that the recruitment is accurate and objective. The steps in the recruitment process are strict, fair, transparent and in accordance with current regulations. The recruitment results are announced publicly.[\[H6.06.03.06\]](#)For teacher recruitment, candidates must pass a written test, Teaching exam and direct interview with the Recruitment Council. [\[H6.06.03.07\]](#)After All teachers who are admitted must prepare lesson outlines and pass lectures. of the Department and give a trial lecture at the Department before being officially promoted to the class. During 1 year of practice The School and the Faculty Board will assign a teacher to directly guide the newly appointed teacher. recruitment. After one year of training, the trainee lecturer will have a self-evaluation of the work

assigned, the instructor also comments and evaluates the trainee instructor. On the basis of Based on the results of those assessments, the lecturer will be decided to become an official lecturer.

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

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

2. Strengths

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

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

High recruitment criteria for PhDs in the field of special education are currently very difficult to recruit, but the current salary mechanism is still low, so attracting teachers who meet these criteria to work in the industry is very difficult.

4. Action Plan

STT	Target	Content	Real unit presently	Time space perform
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1	Notch serveexist	Through the	Department of Science and Technology	From 2024
2	Play medal Strengths	Promote strengths of the team in training	Faculty of Social Sciences and Humanities	From 2024

5. Self assessment:4/7

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

1. Describe the current situation

The capacity of the teaching staff is determined by the job description of the teaching position in the school's job position project, in which the professional activities of the teachers are determined to include 9 tasks revolving around 3 groups of work: 1. teaching - developing training programs; 2 - Scientific research - guiding learners in scientific research; 3 - Other activities for professional development and community support.

The teacher's competency description is determined to include 6 groups of standards: Professional qualifications in the training field; work experience; job title; core competencies; professional competencies; skills. In which, the professional qualifications required for teachers are a Master's degree or higher; Core competencies required are political capacity; psychological capacity and social relations; Professional competencies required for teachers are: Planning activities; Managing teaching and learning activities, scientific research and technology; Developing educational environment; Ability to advise students; Building information systems; Testing and evaluation. In addition, teachers must have skills such as: handling situations, communication, persuasion, organization, coordination, using foreign languages, using information technology.[\[H6.06.04.01\]](#).

Right from the recruitment stage, teachers have been strictly checked and evaluated in

terms of professional qualities; professional capacity; professional capacity of teachers; foreign language and information technology capacity. When becoming teachers 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 training courses to improve professional skills of teachers, improve information technology capacity, foreign language capacity, training according to the professional title standards of main teachers, senior teachers, have a capacity assessment test after each course and are granted certificates. Specifically, 100% of teachers of the Faculty have certificates of professional skills of teachers, certificates of information technology, certificates of foreign languages, certificates of national security and defense, certificates of political theory level (suitable for each type of subject) meeting the prescribed standards.[\[H6.06.04.02\]](#).

The school has clear regulations on the teaching and scientific research tasks of teachers; there are specific standard hours for teaching, scientific research and other professional activities for each group of teachers. Specifically: Regarding teaching, teachers must complete 290 standard hours/year. Regarding scientific research

Teachers must perform 570 standard hours/year (for teachers) and 706 standard hours/year (for school staff) and 90 standard hours of professional activities. The above norms are the basis for the Department, Faculty and School to evaluate, classify, award emulation titles, commend or draw experience for teachers every year as well as set out plans for the school year.[\[H6.06.04.01\]](#), [\[H6.06.04.03\]](#).

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

At the end of each course, the School collects feedback from students about the subject through the training management software. Students must evaluate and give feedback to the teacher to see the learning results of that subject. In recent years, the students' learning results have shown that most teaching activities have met the learning needs of students. The evaluation and feedback scores of students are all $> 4/5$. Students highly appreciate the teaching activities of teachers. Regarding scientific research, each teacher must publish at least 01 research article in seminars or journals, scientific research products that are converted into points and converted to standard hours must reach 160 standard hours or more. Teachers who exceed the quota are rewarded according to categories A, B, C, D.[\[H6.06.04.05\]](#),[\[H6.06.04.06\]](#).

At the end of each school year, teachers conduct a self-assessment of the results of the school year's tasks and determine plans for the next school year. The self-assessment is based on the functions and tasks according to the assigned title and tasks. Then, the Department and the Faculty leaders evaluate, and finally the Emulation and Reward Council at the school level evaluates and ranks the emulation. In 5 years (2018-2022), 100% of the faculty's staff and teachers have completed their tasks well, 15% of teachers have achieved the title of basic emulation fighter, 40% of teachers have been classified as excellent in completing their tasks, many teachers have received Certificates of Merit from the Hanoi People's Committee.

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

2. Strengths

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

scientific research.

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

4. Action Plan

STT	Target	Content	Single taste perform	Time space perform	Note
1	Overcome existing problems	Review and amend the ministry of public works teacher evaluation tools to suit practice	Department of Science and Technology	From 2024	
2	Play medalStrenghts	Continue to coordinate with functional departments to monitor implementation. GV's duties	Faculty of Social Sciences and Humanities	From 2024	

5. Self assessment:4/7

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

1. Describe the current situation

The training and development regulations of Hanoi Metropolitan University define the principle that "Training and development must be based on the planning and human resource development needs of the University; based on job positions and professional title standards of staff". The training and development plan must be linked to the planning of the University's leadership and management staff and professional staff"[\[H6.06.05.01\]](#),[\[H6.06.05.03\]](#)Because Therefore, when building the annual training plan, the School always organizes a survey. training needs through proposals from faculties. Faculties develop plans Training plan through proposals of departments, departments determine needs training and development through KQDGGV and professional development needs of teachers. [\[H6.06.05.04\]](#)The Human Resources Department will collect training registration needs of the employees. Faculty, compare with conditions and standards to advise the Board of Directors for approval training plan

The strategy for developing the teaching staff of the School, the Faculty and the SPNV sector is clearly defined in the operational direction of each school year and the entire term. Based on the training and development needs of the department and each individual teacher; through the annual assessment report, the Faculty has identified the training and development needs for each teaching position in each stage and school

year. The annual staff training plan is developed and approved by the school, from which, there are teachers who are able to study for a PhD in the right major (due to the recruitment conditions for teachers who must have a Master's degree or higher, the School does not send teachers to study for a Master's degree). This plan is implemented to meet the long-term plan of the Faculty: to have a full team of high-quality PhD teachers, meeting the training needs of quality students.

High [\[H6.06.05.05\]](#) In the period 2016 - 2021, 02 lecturers of the industry were sent to study and successfully defend PhD thesis [\[H6.06.05.05\]](#).

The activities of training, fostering and developing the teaching staff of the Faculty always closely follow the Regulations on developing qualified teaching staff of the school. [\[H6.06.05.06\]](#), and team standards Teachers according to regulations of the Ministry of Education and Training for university level teachers [\[H6.06.05.07\]](#). Annually, the Faculty will make a list of staff who do not meet the standards according to regulations. Determine and require faculty members to register plans to meet professional title standards. Orientation to develop a team of teachers with professional qualifications and scientific titles, Up to now, 95% of the faculty's teachers have been trained in professional title standards, 29.3% of teachers Participate in training program with PhD degree [\[H6.06.01.05\]](#). The Faculty's teaching staff is always in need. trained, fostered and developed in expertise and profession. Every year, the faculty Report on the situation and needs of faculty staff who wish to study and receive training improve expertise and professionalism. That is the basis for the school to determine specific training fields. This training aims to improve the qualifications, expertise and teaching methods of the teaching staff. throughout the school. From there, the School assigns the Human Resources department to develop a training plan, Improve professional qualifications for faculty and teachers in the whole school. In recent times, training and development activities have been implemented by the school. and attracted the participation of a large number of teachers of the Faculty to participate such as: professional training *Service of teaching for university teachers, training of senior teachers (grade II), training of curriculum development applied career-oriented program (POHE), fostering career autonomy for University teachers, digital learning materials training, online question bank building skills training online, training in test development for POHE program, CVHT training, peer advisor associate, scientific assistant....* In addition, the Faculty's teachers also participate in training courses organized by the Ministry. Education and Training, domestic and foreign scientific agencies organize to cultivate knowledge knowledge, experience and self-improvement [\[H6.06.05.08\]](#)

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 and self-training activities to learn and improve their qualifications to achieve high efficiency in professional activities. [\[H6.06.05.09\]](#). To To speed up the progress of teachers improving their qualifications, the School has many policies such as: 50% reduction in teaching hours (for non-concentrated learning), 100 teaching hours (for learning) and exempt 100% of scientific research hours for teachers going to graduate school. For PhDs defended before The deadline was awarded 15 million by the School, on time was 10 million, successfully defended the thesis PhD thesis awarded 5 million dong [\[H6.06.05.08\]](#)

In addition, the School also requests support from the Hanoi City Talent Fund for lecturers sent to postgraduate study: 100% of the training costs for the entire course,

monthly support of 1.5 months of basic salary and protection support of 30 months of basic salary for Master's study, 80 months of basic salary for PhD study. The total support for Master's training is about 100 million/course; PhD is about more than 300 million/course depending on the field of study. For postgraduate students studying abroad, in addition to scholarships and expenses provided by the Government, the City

Hanoi City supports 100 USD per month for PhD students during the entire time studying abroad. The Faculty of Education has 01 PhD who was awarded for defending his PhD thesis ahead of schedule and 2 lecturers who went to postgraduate training received support from the Hanoi City Talent Fund.[\[H6.06.05.10\]](#);

The school and the Faculty Board publicly announce foreign scholarship programs to create conditions for young teachers to participate in the recruitment and always encourage teachers to seek scholarships from abroad to improve their professional qualifications.[\[H6.06.05.12\]](#).

Most of the teachers in the department meet the professional requirements. During the implementation process, teachers always have full notebooks to monitor the classes, textbooks, lecture notes of the taught courses; lecture reports of the subject and department that meet the requirements of the department, department, and Training Department.

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-study of foreign languages, and self-development of teaching skills.

After each school year, the results of implementing the training, fostering and professional development plan of teachers are monitored and evaluated in order to make appropriate adjustments in the following school years.

2. Strengths

Teachers and researchers have high demand for training and professional development. The Faculty and the School have a mechanism to support and encourage teachers and researchers to participate in master's and doctoral training programs, short-term training courses (reduced teaching hours, support for training costs, etc.)

3. Point of existence

Some training courses according to teachers' needs have not been implemented yet.

4. Action Plan

STT	Target	Content	Implementin g unit	Time of execution
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1	Overcome existing problems	Develop a plan to allocate appropriate training and development funds to organize training courses according to lecturers' needs. It is possible to use the form of socializing a part of the training and development funds.	Department of Science and Technology Faculty of Science	From 2024
2	Develop strengths	The Faculty and the School encourage teachers to study for doctoral degrees; continue to open training courses to improve teachers' capacity: teaching methods, exploiting databases to improve teaching and scientific research capacity. of GV.	Faculty of Science	From 2024

5. Self assessment:4/7

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

1. Describe the current situation

Implementing the human resource management model based on work results, for each job title, the School has specific regulations on teaching and scientific research responsibilities for each type of teaching staff.[\[H6.06.06.01\]](#)At the beginning of each school year, the Head of Department assigns Teaching staff for teachers in the department, ensuring sufficient standards according to regulations. Based on In the teaching assignment table, each teacher makes a personal school year plan in which clearly show the volume, progress, completion time, products (if any)... Besides, GV Also send registration for scientific research tasks, self-improvement plan during the school year to ensure adequate standards according to regulations, in accordance with the Development Plan for the team of lecturers and researchers of the School [\[H6.06.06.02\]](#). [\[H6.06.06.03\]](#)

Every week, the Department of Education Quality Management, the Department of Training Management - Student Affairs, and the academic affairs of the faculties check the teaching discipline of teachers according to the issued timetable and the Teaching Report of teachers. At the end of the first semester, teachers report on the progress of their scientific research and accept the topics in May every year.[\[H6.06.06.04\]](#).

Every month, the Faculty conducts an assessment of the performance of individuals according to levels A, B, C, D; individuals with excellent achievements are considered for A classification; the Faculty compiles a report and sends it to the School's Leadership. [\[H6.06.06.05\]](#). Result Monthly labor classification of teachers and staff will be the basis for paying additional income. monthly and year-end additional income to motivate and encourage staff improve work efficiency, complete assigned tasks well, contribute actively contribute to the overall development of the Faculty and the School [\[H6.06.06.06\]](#).

At the end of the school year, the Faculty will summarize and evaluate the performance of each teacher according to the instructions of the School with specific regulations on workload as well as regulations on rewards and discipline as a basis for emulation evaluation at the end of the school year. Specifically as follows: at the end of the school year, the subject groups will hold a summary meeting to evaluate and classify each cadre and teacher according to the following levels: not completing the task for teachers who only score 60 points or less, completing the task is from 60-69 points, advanced workers are 70-89 points and emulation fighters are 90-100 points. After taking the votes, the subject groups will make a record and send it to the Faculty's Emulation Council for consideration. The Faculty's Emulation Council will meet and vote for the above titles according to the ratio prescribed by the School and send the record to the School for the School's Emulation Council to decide. [\[H6.06.06.07\]](#), [\[H6.06.06.08\]](#). The decision of the School's Emulation and Reward Council is made about the Faculty and publicly announced to all staff in the Faculty. Accordingly, the School has very strict regulations. specific about the teaching and scientific research tasks of teachers according to their titles. Specifically, in 1 During the school year, in addition to teaching enough standard hours according to the norm, teachers must also have the following tasks: scientific research and other professional activities. According to the regulations of the School, each The Faculty will have 15% of the staff achieving the title of emulation fighter out of the total number of staff achieving the title. progressive workers. Thus, every year the Faculty has 5-7 cadres and teachers achieving the title of "warrior". "emulation officer", accounting for 15% of the total number of permanent staff [\[H6.06.06.09\]](#), [\[H6.06.06.10\]](#). Job Considering rewards for staff is to recognize achievements in the work process. Individuals with outstanding performance will be considered for early salary increase. or appointed to a professional or administrative management position. The evaluation of competition with Clear, public, transparent criteria have properly recognized achievements and rewarded timely for teachers and staff, creating motivation for teachers and staff to develop their full potential in teaching and research

The regulations on emulation assessment and classification of civil servants are adjusted annually and widely consulted throughout the school before promulgation. Teachers who complete well their teaching, scientific research and other assigned tasks always receive worthy titles: Advanced workers, Emulation fighters at all levels, Certificates of Merit from the Principal, Certificates of Merit from the Chairman of the Hanoi People's Committee, Certificates of Merit from the Ministry of Education and Training,

etc.[\[H6.06.06.11\]](#).

In addition, the School also has regulations on rewards for collectives and research groups that complete excellently, exceed plans and have scientific and technological products that bring many benefits to the community.

School; Rewarding individuals who are cadres and teachers of the School with outstanding 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 for Professors; Teachers with converted scientific research hours exceeding the norm by 3 times or more[\[H6.06.06.05\]](#)From the 2017-2018 school year up to now, many staff and teachers of the Faculty have been reward for scientific research achievements [\[H6.06.06.12\]](#).

Recognizing achievements and timely rewarding staff will motivate them to maximize their abilities in teaching, scientific research and community service. Achievements in teaching, scientific research and community service are considered for early salary increases. The results of emulation and rewards are made public in the collective and through the school's electronic administrative system. There have been no complaints or feedback on the results of emulation and rewards. Faculty members are satisfied with the results of emulation and rewards. The results of the school's annual evaluation of administrative procedure reform are very high.

All teachers and researchers are involved in the development and contribution of criteria and procedures for evaluating their work performance. Therefore, teachers and researchers are satisfied with the results of the national competition, especially the emulation, rewards and recognition of the school and competent authorities such as the City, Ministry and Government.[\[H6.06.06.13\]](#).

2. Strengths

Management based on the work results of lecturers 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 lecturers and researchers has created motivation and support for training, scientific research and community service activities of the Faculty's lecturers.

Most of the faculty members complete their tasks well during the school year. Every year, 5 to 7 teachers are awarded the title of Emulation Fighter at the grassroots level, receive certificates of merit from the Principal, are rewarded for their scientific research achievements, and receive early salary increases.

3. Point of existence

Currently, work results management is using statistics through university management software applications, but sometimes there are errors and it takes a lot of time.

4. Action Plan

STT	Target	Content	Single taste real presently	Time space perform
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1	Notch serveexist	Building university management software for common use in whole school	Hanoi Metropolitan University	From 2024
2	Play medalStreng ths	Continue to improve governance according to the results of work after restructuring the SP department	Faculty of Social Sciences and Humanities	From 2024

5. Self assessment:5/7

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

1. Describe the current situation

In response to the requirements of improving the quality of training and international cooperation, scientific research has become an extremely important activity for the faculty of the Department. The types and quantity of research activities of the faculty 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, acceptance procedures for scientific research products - technology transfer, norms for converting scientific products, scientific management procedures, rewards in scientific research, etc.[\[H6.06.07.01\]](#).

At the beginning of the school year, each teacher 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.[\[H6.06.07.02\]](#) The Faculty and School leadership based on Plan to monitor, supervise, motivate, promote and support teachers' scientific research activities [\[H6.06.07.03\]](#).

At the end of the school year, the Department, Faculty and School always have

activities to evaluate the quantity and quality of research activities of teachers, converting them into scientific research hours according to the Regulations for each job title.[\[H6.06.07.02\]](#). Research works of the staff The department is always monitored and evaluated for quality by the Faculty's Science and Training Council. School. The Faculty's scientific publications are published in prestigious journals in national and international have a strict review board. From 2015 to now, each year the staff The faculty has a number of articles published in prestigious journals around the world and has at least one textbook. books published [\[H6.06.07.05\]](#), [\[H6.06.07.04\]](#). Number of research hours according to State regulations The school is calculated according to the salary coefficient as shown in the following table:

Table 6.7.1 Number of research hours of teachers

Job title	Standard research hours
GVCC	280
GVC	706
GV	560

100% of the faculty members in the department have completed more than the standard hours of scientific research. Many faculty members have been awarded for exceeding the standard of scientific research or have excellent scientific research achievements. On the other hand, the university-level training program in Civic Education is a major that requires constant close attention to educational practice, so the faculty members and the department have a strong scientific research movement at the school level. The number of topics at all levels and scientific reports published in specialized scientific journals is high. The number and types of research conducted by faculty members in the past 5 school years are listed in the table below:

Every year, the Faculty organizes at least 03 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.[\[H6.06.07.03\]](#)

Another noteworthy point is that teachers and researchers of the Faculty of Pedagogy in particular, including teachers of the Special Education Department and the whole school in general, are involved in the development and contribution of comments in the process of developing criteria and procedures for evaluating work performance. Regulations on the management of scientific research activities of staff, criteria and procedures for evaluating the effectiveness of scientific research are all drafted by the Department of Science and Technology Management - Development Cooperation, consulted by

teachers and researchers of the whole school, adjusted and revised, then issued and applied.

2. Strengths

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

3. Point of existence

The department has no state-level research topics, and the number of lecturers participating in research topics with foreign partners is still very limited.

4. Action Plan

STT	Target	Content	Implementin g unit	Time of execution
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1	Notch serveexist	The Faculty's Science and Technology Council focuses on directing the formation of research groups in the Departments and organizing specialized seminars.	Department Society & Human Resources	From 2024
2	Develop strengths	Encourage teachers to actively participate in scientific research activities	Department Society & Human Resources	From 2024

5. Self assessment: 4/7

Conclusion on standard 6

The teaching staff of the university-level training program in Special Education Pedagogy are properly trained, have increasingly high qualifications, are dynamic, enthusiastic, responsible, and ensure a good volume of training, teaching, scientific research and community service. The planning and development of the Faculty's teaching staff is consistent with the general development strategy of the School,

contributing to the overall development of the School's human resources. The teachers are highly aware of self-improvement in research and training capabilities, many products are recognized. The School's staff assessment system has basically encouraged and motivated staff and is public throughout the Faculty.

However, the ratio of male and female teachers is still unbalanced; staff planning for higher education is not uniform in specific fields and subjects; the number of scientific products published in specialized journals with high indexes such as ISI and Scopus is not much; the participation of young teachers in scientific research topics at all levels is still modest.

Standard 6 Assessment:

Standard 6	Rating scale						
	Not achieved			Obtain			
	CE	•	Ž	•	•	'	'

Criterion 6.1				4			
Criterion 6.2				4			
Criterion 6.3				4			
Criterion 6.4				4			
Criterion 6.5				4			
Criterion 6.6				4			
Criterion 6.7				4			
Standard score	4.0						

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

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

Standard 7. Staff**Introduction**

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

1. Current status description

In addition to the teaching staff directly involved in teaching, professional activities and scientific research, the support staff (working in the library, laboratories, information technology systems and other support services) play an important role in implementing training activities, scientific research and community service activities of the School and Faculty. The School has issued a list of job positions and job descriptions.

and competency framework for job positions at Hanoi Metropolitan University [\[H7.07.01.01\]](#). Team

Staff at the units perform their duties in accordance with the functions and tasks prescribed by the School. [\[H7.07.01.02\]](#). At the same time, comply with the regulations on organization and operation. School activities [\[H7.07.01.03\]](#).

The staff and specialists are distributed in functional departments, faculties and training service units. This staff will serve all training programs of the School. Currently, the number of specialists and staff in the School has not changed much. In particular, regarding the team of specialists, in the 2018-2019 school year there were 20 people; in the 2019-2020 school year there were 20 people; in the 2020-2021 school year there were 22 people; in the 2021-2022 school year there were 23 people and in the 2022-2023 school year there were 23 people. The staff working in the library, laboratory, information technology system, and other support services are sufficient in quantity and ensure quality, meeting the needs of training, scientific research and community service activities of the School. [\[H7.07.01.08\]](#)(industry specific evidence).

The administrative staff at the training faculties are managed by the Faculty Board and are determined and planned based on the number of students. According to regulations, 500 students will be assigned 1 faculty academic officer. The Faculty of Social Sciences and Humanities with a scale of over 600 students and 6 training majors should be assigned 2 staff to do administrative work. In addition, lecturers also participate in concurrent training support work such as CVHT, general assistant, scientific assistant... Lecturers participating in concurrent work are all supported to reduce the number of teaching hours each year according to regulations (CVHT reduced by 15%, general assistant reduced by 15%, scientific assistant reduced by 50% of the scientific research norm...) to ensure the quality of teaching and concurrent work. Therefore, concurrent lecturers all complete their teaching and research tasks well. In addition, the School has developed and implemented a survey process for support specialists and part-time teachers, collecting feedback from relevant parties to promote strengths and overcome limitations; thereby improving the quality of service for learners: [H7.07.01.06](#), [\[H7.07.01.08\]](#)(replace with team data) [08](#), [\[H7.07.01.11\]](#), [\[H7.07.01.12\]](#).

Full-time administrative staff and part-time teachers proactively register for their shift schedules, work according to job requirements and enjoy benefits according to the School's regulations: [\[H7.07.01.13&idGiaiDoan=23" target="_blank"\]](#)>[\[H7.07.01.07](#)

In addition, the staff, lecturers and employees are also focused on development through resolutions of the Party Committee. [\[H7.07.01.13\]](#). Team planning and development The staff is detailed in the unit's development strategy.

taste [\[H7.07.01.14\]](#), [\[H7.07.01.15\]](#), the School's annual plan and to be able to meet the needs of staff to ensure training needs are met create [\[H7.07.01.16a, b, c, d, e\]](#).

2. Strengths

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

3. Point of existence

The current staff distribution among units is not really reasonable.

4. Action Plan

STT	Target	Content	Real unit presently	Time space perform
1	Notch serveexist	Restructuring staff between units	Hanoi Metropolitan University	From 2024
2	Play medalStrengths	Periodically review staff planning to meet practical requirements.	Hanoi Metropolitan University	From 2024

5. Self assessment:4/7

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

1. Describe the current situation

In general human resource policies, policies on standards, recruitment and appointment processes for support staff are specifically regulated by the School in the Organization and Operation Regulations.[\[H7.07.02.01\]](#), Job position project [\[H7.07.02.02\]](#), recruitment plan annual use [\[H7.07.02.03\]](#)Specifically, for the specialist category, the following criteria are included: Have a regular university degree with good or higher, major suitable for the job

Industry, field of work, priority given to those with relevant experience in the job position Job requirements; have a foreign language certificate equivalent to level 2 (A2) according to the Competency Framework 6-level foreign language proficiency for Vietnam according to Circular 01/2014/TT-BGDDT; have a certificate of computer science and meet the standard of basic information technology skills Circular No. 03/2014/TT-BTTTT.

Recruitment criteria for each employee's job position are specifically identified in the job position list. [\[H7.07.02.02\]](#). The recruitment process includes 5 steps: Identify recruitment needs, standards and announcements; receiving, preliminary screening of applications, contacting, and guiding guide candidates; organize exams; review and announce exam results; sign contracts work. The recruitment process is carried out openly and strictly. [\[H7.07.02.04\]](#), Have Recruitment plan, with recruitment notice posted publicly on the website The school's electronic information hnm.edu.vn and on the Electronic Administration portal and the School's internal email system [\[H7.07.02.05\]](#), announcement of recruitment results use [\[H7.07.02.06\]](#).

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

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

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

STT	School year	Number NV new recruit		Number of employees transferred	Number NV Okay supplement Management responsibility (if any)
1	2018 - 2019	3		2	1

2	2019 2020	-	5		8	18
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3	2020 2021	-	0		0	0
4	2021 2022	-	2		14	2
5	2022 2023	-	5		6	0
	Total		15		30	21

The Faculty of 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 - 2022, the School recruited 02 specialists for the Faculty of Social Sciences and Humanities in 2019; in 2022, the Faculty has 1 specialist appointed to the position of Head of the Faculty Office.[\[H7.07.02.10\]](#).

2. Strengths

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

STT	Target	Content	Real unit presently	Time space perform	Note
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1	Notch serveexist	For the position of faculty member, work experience or knowledge in the field of training management is required.	Hanoi Metropolita n University	From 2024	
2	Play medalStren gths	Comply with regulations on management of staff and employees. School and faculty	Faculty of Social Sciences and Humanities	From 2024	

5. Self assessment:4/7

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

1. Describe the current situation

The capacity of the teaching staff is determined by the job description table of the teaching position in the School's Job Position Project. For staff positions, the following are determined: professional qualifications: university degree or higher (except for some special positions such as library or information technology, which have specific regulations on majors); political qualifications, information technology, foreign languages, work experience, title rank, core competencies, professional competencies. The School has 24 job positions for specialists and training service staff, and there will be 24 detailed job description tables for these job positions.[\[H7.07.03.01\]](#).

Right from the recruitment stage, employees are strictly tested and evaluated in terms of professional qualities; professional capacity; foreign language ability, IT skills, and working skills.[\[H7.07.03.02\]](#). When becoming an employee of the School, employees are entitled to participate in IT competency training course, foreign language competency training, training according to professional title standards. Currently, 100% of the School and Faculty staff have certificates. Information Technology certificate, Foreign Language certificate, National Security certificate, Only political theory level (suitable for each type of subject) meets the standard determine [\[H7.07.03.03\]](#)(Separate evidence).

The Faculty of Social Sciences and Humanities currently has 1 staff member with a master's degree and 2 staff members with a university degree suitable for the job.[\[H7.07.03.04\]](#)(Separate evidence).

The school has regulations on staff working hours according to administrative hours (8 hours/day).[\[H7.07.03.05\]](#), specific tasks assigned by the Unit Head and acceptance results fruit [\[H7.07.03.06\]](#)(Separate evidence). This is the basis for the Faculty and

School to evaluate and rank. Classify, award emulation titles, rewards or draw lessons for employees every day. year [\[H7.07.03.07\]](#).

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

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

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

Staff self-evaluate using a personal competition scorecard for administrative staff according to the School's competition criteria.[\[H7.07.03.09\]](#). Then, the Department (Department/Center) center) and the School will evaluate in turn through Emulation Council meetings; give conclusions about scores and rankings. In addition, there are results from the online assessment channel of learner

The faculty encourages staff to participate in advanced training in the field of management and training administration. Currently, 30% of the faculty's staff have a Master's degree, 100% of the staff have professional certificates according to regulations. The evaluation and classification of staff depends on work efficiency and is proposed by the department head to the faculty board. Every year, 100% of the staff achieve the title of Laborer, 1 staff achieves the title of Basic CSTD.[\[H7.07.03.10a, b, c, d, e\]](#).

2. Strengths

The School's team of support specialists is recruited to match the job position and the number of staff allocated to the Faculty of Social Sciences and Humanities, serving the appropriate vocational education sector. The staff are experienced and have long-term ties to the Faculty and the School. Most lecturers and specialists have over 10 years of working experience.

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

qualifications and meets the needs of the activities of the Faculty and the School.

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

3. Point of existence

The criteria for annual capacity assessment and classification of civil servants are not clearly defined, causing confusion in the implementation of the assessment.

4. Action Plan

STT	Target	Content	Implementing unit	Time spaceperform
1	Overcome existing problems	Review the document regulating the assessment of the capacity of lecturers and staff according to the job position project and the document regulating the assessment and classification of civil servants to avoid overlap and provide guidance on the use of assessment results in competition.	Hanoi Metropolitan University	From 2024
2	Develop strengths	Review and supplement employee evaluation criteria to suit reality.	Hanoi Metropolitan University	From 2024

5. Self assessment:4/7

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

1. Describe the current situation

When developing the annual training plan, the School always surveys the training needs of 2 groups: teachers and staff according to the training planning orientation of the School. For the teacher group, priority is given to training to improve qualifications. For

professionals

Employees and staff can develop skills and expertise to support their work. If employees and specialists want to improve their qualifications, they can apply to be allowed to participate in the course.[\[H7.07.04.01\]](#).

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

The staff supporting the training activities of the GDDB sector has the capacity, expertise and enthusiasm to complete the work. The staff is allowed to participate in professional training courses as required by the School. However, to better meet the needs of learners, the School and the Faculty develop a training plan for each professional position of the staff. The areas of advanced training are identified as: political theory, professional training, foreign languages and information technology.[\[H7.07.04.03\]](#).

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

In 2019, 02 staff members of the Faculty participated in a 2-week training course on Basic Information Technology Application and Digital Learning Materials Development. The entire team of CVHT and CVDD, and KH Assistants participated in training conferences organized by the School.[\[H7.07.04.05\]](#). In 2019, 01 employee needed to participate in long-term training to improve qualifications, and was approved by the School to take the entrance exam for the master's course. According to the survey Regarding the need for foreign language training and development, the Faculty proposed to the School in 2019 to send 01 assistant Information Technology Capacity Building [\[H7.07.04.06\]](#),[\[H7.07.04.07\]](#). Outside In addition, functional departments also organize many training courses for specialists and staff. members such as scientific management training, point management training, work training CVHT, training on document digitization...

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

Currently, 100% of the staff of the Faculty of Social Sciences and Humanities have been trained to meet the professional title standards according to regulations.

2. Strengths

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

3. Point of existence

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

4. Action Plan

STT	Target	Content	Implementing unit	Time spaceperform
1	Overcome existing problems	- Conduct a survey of employee training needs as a basis for opening appropriate professional training courses. - Additional training costs for employees for necessary training content according to job position requirements do.	Department Social Sciences & Humanities	From 2024
2	Develop strengths	Encourage staff and employees to self-train according to needs	Department Social Sciences & Humanities	From 2024

5. Self assessment:4/7

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

1. Describe the current situation

The school and the Faculty of Social Sciences and Humanities always pay attention to and closely manage the work results of support staff, ensuring the best working conditions as well as creating motivation for staff in the process of effectively supporting training activities, scientific research and community service activities. The school issues a system of documents regulating the specific workload for staff and regulations on monitoring, supervising and evaluating the work performance of staff through: Regulations on standards, tasks and working regimes for administrative officials and employees of Hanoi National University; Regulations on assessment and classification for units, civil servants, public employees and employees of Hanoi National University and Regulations on emulation and reward work [H7.07.05.01](#) In Contract The labor contract signed between the School and the employee also clearly states the specific work and duties. of staff [H7.07.05.05](#). Unit head based on general capacity and professional capacity each employee's subject to assign specific work to each employee to promote best of each person's strengths and abilities while closely coordinating with the School and functional departments to monitor, supervise and evaluate work performance. of the staff based on the specific workload regulations determined according to The Faculty's plan, which synthesizes the professional training needs as well as as per individual plan, including each employee [H7.07.05](#).

Employees work according to office 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 employees to propose emulation and rewards. For employees registering for the title of Emulation Fighter at the grassroots level, 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 recommended by 2/3 or more of the number of staff in the unit. Every year, the school has 25% of employees working in functional departments achieving the title of Emulation Fighter at the grassroots level, 100% of employees achieving the title of Advanced Laborer., [\[H7.07.05.7\]](#)[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 department are from period 1 (7:00 a.m.) and period 6 (12:30 p.m.), so the academic affairs department is registered to take 1-2 compensatory days off per week to ensure that it does not exceed 40 working hours/week. The academic affairs department is assigned by the Faculty Board, coordinates with the CVHT and faculty assistants to organize activities in the department. [H7.07.05.05](#) [H7.07.05.06](#)

The school and faculty also have specific regulations on monitoring, supervising and evaluating the work performance of staff, including regulations on rewards and recognition of emulation titles according to the school's criteria.[H7.07.05.08](#)
[H7.07.05.07](#) [H7.07.05.10](#). In addition, the School assigns the Quality Management Department to educational quality control of working time performance and related activities with the staff of the School and the Faculties to promptly report to the Board of Directors and the Board of Management. Faculty leaders rectify staff activities to serve training and teaching work. teach with good results

At the end of the school year, staff write a self-assessment of their performance and report to the faculty management board to gain experience.[H7.07.05.09](#) Self-assessment results This price is assessed by the Faculty Board based on the comparison of assigned tasks and achieved results. and the conditions of performance. The annual performance of each employee is Faculty of Management through grading sheets according to school assessment criteria and audit reports individual scores at the end of the school year. Over the years, employees have performed well assigned tasks, improve work efficiency, always be rewarded and recognized Receive work achievements in accordance with the School's emulation and reward regulations. [H7.07.05.04](#)

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 Political Science training sector.

The evaluation of the quality of work of the staff is not done regularly. From the 2017-2018 school year, the evaluation of staff and civil servants will be done monthly according to the requirements of the School.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution	Note
1	Fixexist	Develop specific criteria to evaluate work quality and develop timely reward policies to motivate staff during their work.	Faculty of Social Sciences and Humanities	2023-2024	
2	Develop strengths	Are not stop reform progressappropriate management method	Faculty of Social Sciences and Humanities	Annual	

5. Self assessment:4/7

Conclusion on standard 7

The staff supporting the training program of the GDDDB industry has professional qualifications that meet the requirements of the job. The strengths of the team are dynamism, responsibility, and always being aware of completing the work of serving training, scientific research, and serving the diverse community of the industry and the Faculty. The work of evaluating and rewarding the staff is clearly and specifically regulated, in accordance with the general strategic development plan of the school and the Faculty.

However, there are still some limitations that need to be overcome, such as the lack of initiative and positivity among some staff in improving their professional qualifications; the lack of specific and clearer evaluation criteria to encourage staff to interact more with students to contribute to improving the learning regime; and the unclear role of the support staff system.

Standard 7 Assessment:

Standard 7	Rating scale
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	Not achieved			Obtain			
	Œ	•	Ž	•	•	'	'
Criterion 7.1				4			
Criterion 7.2				4			
Criterion 7.3				4			
Criterion 7.4				4			
Criterion 7.5				4			
Standard score	4.0						

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

Standard 8. Learners and learner support

activities **Introduction**

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

1. Current status description

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 regular university admission regulations of the Ministry of Education and Training.[\[H8.08.01.14\]](#) [\[H8.08.01.15\]](#). Annually, the admission policy includes the form, quota, and process.

Admission and related information are clearly defined in the Admission Plan.

[\[H8.08.01.02\]](#), School admission notice [\[H8.08.01.04\]](#) The school has rules. Regulations on regular university admissions with admission methods based on transcripts and scores High school graduation exam; international language certificate, etc. The inter-system is organized Admission by the school's own entrance exam [\[H8.08.01.02\]](#) [\[H8.08.01.03\]](#).

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. [\[H8.08.01.05\]](#). Early April year, the School has posted the enrollment plan announcements of Thu Hanoi Metropolitan to the official website of the School [\[H8.08.01.06\]](#). 2020, House The school has built a specialized admissions page to provide additional official information channels. knowledge of recruitment activities of training systems <http://tuyensinh.hnmu.edu.vn>. Information Admission is shown in the brochure introducing the Faculty of Social Sciences and Humanities, to guide Students who wish to register to study at the school. Students can go through many Information channels such as newspapers, internet and leaflets, direct consultation to grasp policies Specific admissions for the Special Education sector include admission targets and 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. [\[H8.08.01.12\]](#) [\[H8.08.01.13\]](#) [\[H8.08.01.10\]](#). Home The school has officially announced the results of admission to all majors, including Education. special education [\[H8.08.01.08\]](#) [\[H8.08.01.09\]](#) on media, books and on the school's official 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, to make suggestions for amending the enrollment targets and student selection criteria. After each year, along with the constant changes in the socio-economic situation, the demand for human resources also changes. Based on

the enrollment results of the major codes and the annual entrance scores, the success rate

Annually, based on the annual employment 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 conducts an analysis of specific human resource needs according to the forecasts of universities through the virtual filtering software system, and at the same time updates the number of staff and teachers in the school to propose enrollment quotas in order 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 According to the admission regulations issued by the Ministry of Education and Training, ensuring compliance with regulations current, and also subject to annual amendments and supplements as amended by The Ministry of Education and Training has received comments from relevant parties and is updated annually.

2. Strengths

The admission policy of Hanoi Metropolitan University in general and the Special Education 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, communication activities have not received much attention; costs for admissions communication work are not much, and the set targets are still low compared to actual needs.

4. Action Plan

TT	Target	Content	Implementing unit	Real time present ly
1	Overcome existing problems	- Analyze and forecast human resource needs (in line with the vision and mission of the School, in line with the socio-economic development strategy). - Additional funding for recruitment communications.	Department of Student Affairs and Training; 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 Special Education Department and regularly publicize and update the admission policy of Hanoi Metropolitan University. Inside.	Faculty of Social Sciences and Humanities, Department of Training Management and Student Affairs; P. Quality Management	From 2024

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

1. Describe the current situation

The criteria and methods for selecting NH are determined by the Faculty and the School, clearly stated in the Admissions Plan along with the admissions policy, exam and admission time.

Admission methods include 4 methods: method (1) direct admission and priority admission according to regulations of the Ministry of Education and Training; method (2) admission based on high school exam results; method (3) admission based on 12th grade high school study results; method (4) admission based on international language proficiency certificates level 3 or equivalent or higher. [\[H8.08.02.01\]](#)

Main admission criteria: Consider the total score from high to low according to the quota of each admission registration group and priority points. In case the admission score reaches a certain score level but there are still quotas but the next point, the number of candidates with the same score is higher than the remaining quota, then admission will be conducted according to the secondary criteria: priority subject 1 score and priority subject 2 score specified in the admission subject group. Admission score = Subject 1 score + Subject 2 score + Subject 3 score + Regional priority score + Subject priority score.

Admission methods and criteria are clearly defined in the annual admission plans and annual admission information. Implementing innovation in university and college admissions, the School focuses on organizing admissions according to specific methods and numbers of students issued each year. Admission methods have been updated each year and are specifically shown in the admission plans and projects [\[H8.08.02.02\]](#), [\[H8.08.02.02\]](#), [\[H8.08.02.02\]](#), [\[H8.08.02.02\]](#), [\[H8.08.02.03\]](#), [\[H8.08.02.03\]](#), [\[H8.08.02.03\]](#).

Table 8.1. Admission methods from 2018 to 2024 of Hanoi Metropolitan University

Admission method	2018	2019	2020	2021	2022	2023	2024

Method 1. Direct admission and priority admission according to regulations of the Ministry of Education Education and Training		x	x	x	x	x	x
Method 2. Base selection based on high school exam results	x	x	x	x	x	x	x
Method 3. Admission based on the results of the competency assessment test conducted by Hanoi Metropolitan University in collaboration with Hanoi National University. Internal organization		x		x	x		
Method 4. Admission based on 12th grade academic results high school transcript (abbreviated as school report)	x	x	x	x	x	x	x
Method 5. Admission based on international language proficiency certificate level 3 or equivalent. equivalent or more		x	x	x	x	x	x
Method 6. Separate admission for majors with aptitude tests combined with results. national high school exam results	x	x					

In 2018, the Admission Project has 03 admission methods: admission based on the results of the national high school exam organized by the Ministry of Education and Training in 2018; separate admission for majors with aptitude test subjects combined with the results of the national high school exam; using the results of the national high school exam.

academic results at high school or achievements in national and international exams. By 2019, the school has used 6 admission methods, with 4 admission methods in 2020, 5 admission methods in 2021, and 4 admission methods in 2024. In the Admissions Plan from 2018 to 2024, there have been changes in admission combinations to select learners suitable to the standards and criteria of the training industry.[\[H8.08.02.03.\]](#)

The second method is based on the average score of 3 subjects in the subject group for admission in grade 12. The subject group for admission to Special Education is C00, D78, D14, D01. The admissions department promptly updates the number of application files on the website, after the admission results are available, quickly update the data accurately so that the admissions council can quickly determine the benchmark score, publicly announce and notify the successful candidates, students can look up the admission score on the school's information portal.[\[H8.08.02.06.\]](#)After the admission results are available, the admissions board The student will send a notice to each candidate with instructions on how to complete the admission procedures. After Upon admission, students will have to take a Foreign Language Proficiency Test to ensure they meet the requirements. meet training requirements

Implementing innovation in university and college admissions, the School organizes admissions for the 2024 Special Education program in four ways: Using the results of the National High School Exam organized by the Ministry of Education and Training; Admission based on academic records; Direct admission according to the provisions of Article 8 of the Admissions Regulations and Admission based on international foreign language certificates.

Admission 2024

Total target: 40

1. National High School Graduation Exam	50%
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2. Consider high school transcripts	37.5%
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3. Direct admission and GPA, SAT and IELTS review	12.5%
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Benchmark 2023

National High School Graduation Exam

- Benchmark: 25.5
- Subject combination: C00: 25.5; D01: 25.5; D14: 25.5; D78: 25.5
- Admission based on 2023 high school graduation exam scores according to regulations and instructions of the Ministry of Education and Training.

Consider high school transcripts

- Candidates use their 12th grade high school academic results (based on transcripts) to apply to the School.
- Benchmark: 26.81.

Direct admission

Direct admission and priority admission for candidates according to regulations of the Ministry of Education and Training and school regulations.

Consider GPA, SAT and IELTS

Admission is based on the International Foreign Language Proficiency Certificate level 3 or equivalent or higher according to the 6-level foreign language proficiency framework for Vietnam (at the time of application, still valid according to regulations).

The admissions department promptly updates the number of applications on the website. After the admissions results are available, the data is quickly updated accurately so that the admissions council can quickly determine the benchmark, publicly announce and notify the successful candidates. After the admissions results are available, the admissions council sends a notice to each candidate with instructions on

how to complete the admission procedures. After admission, students will have to take the Foreign Language Proficiency Test to ensure that they meet the correct requirements.

Training requirements. Thus, the criteria and methods for selecting learners for the GDDB major code are clearly defined, specific and publicly announced.

Admission/selection criteria and methods are reviewed and evaluated annually.

After the annual enrollment results are available, the Admissions Council will review the criteria and methods for selecting students to see if they are consistent with the training code's quota and standards, along with the conclusions of the Admissions Council's summary meeting in the Annual Enrollment Summary Report.[\[H8.08.02.07.\]](#)
[\[H8.08.02.08_1; H8.08.02.08_2.; H8.08.02.08_3.; H8.08.02.08_4\]](#).

At the same time, the Faculty and Department also review the admission criteria during the teaching process. students to see if it is suitable for the purpose and training method of the industry code or not. Admission information for the Department of Special Education is posted on the website of the Faculty of Social Sciences. & NV. From there, the Department, Faculty and School have a more comprehensive and specific view of the standards. evaluate learners, and make reasonable amendments to the selection criteria, thereby choose appropriate methods of student selection. Methods of selection The student database is continuously updated every year to select students who meet the criteria. training industry standards and criteria.

After the end of the annual enrollment, along with the conclusions of the summary meeting of the Admissions Council, the Faculty and the Department also held a meeting to give specific opinions on the criteria and methods of selecting students for the GDDB major code in the Minutes of the enrollment summary meeting of the Faculty of Social Sciences and Humanities.[\[H8.08.02.09\]](#). Due to the CTĐT of the code The current vocational education sector is oriented towards vocational application, so the criteria and The school's student selection method also needs to be adjusted accordingly. in line with this new direction.

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 announced throughout the country.

society, ensuring the selection of learners with sufficient capacity and qualifications to meet the training requirements of the major code. The admission benchmark of the major code also increases gradually to ensure a fairly stable input quality. The school always reviews and adjusts appropriately the criteria and methods of selecting learners every year, so the quantity and quality of input increase every year.

3. Point of existence

The annual review and evaluation of student selection criteria and methods has not been specifically planned and has not been carried out in detail and clearly. The review and evaluation is only preliminary. The collection of feedback from relevant parties on student selection criteria and methods has not been specifically planned and has not been widely carried out, and has not achieved the desired results.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution	Note
1	Fix existing	- Have a specific plan and seriously review the criteria and methods for selecting students. - Expand the scope and quality of the survey so that feedback is truly effective, thereby helping the School make appropriate adjustments to student selection criteria.	Department of Planning and Investment, Faculty, Board of Directors	2024-2025	
2	Develop strengths	Continue to do well the annual enrollment work according to the instructions of the Ministry of Education and Training. Activities to summarize and evaluate the enrollment process are carried out.	Faculty, Related functional units	2024-2025	

conducted annually to ensure the quality of university and college admissions.

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

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

1. Current status description

Hanoi Metropolitan University has a system to monitor learners in terms of learning and training, in which the Department of Training Management and Student Affairs is a specialized department assigned to monitor the progress in learning, training, learning outcomes, and learning volume of learners. In addition to the Training Management and Student Management software system on the University's software system, there is also a professional academic advisor system (AAO) with a team of peer AAOs carefully selected to help and support AAOs. Faculties, Departments and AAOs of each administrative class, faculty affairs also contribute to monitoring, closely following and supporting the Department of Training Management and Student Affairs. [\[H8.08.03.01\]](#). School and Faculty level monitoring system Regarding progress in learning and training, learning results are recorded specifically and in detail in rule regime dig create Grand learn belong to Home school [\[H8.08.03.01\]](#), [\[H8.08.03.12\]](#), [\[H8.08.03.14\]](#), [\[H8.08.03.15\]](#).

Hanoi Metropolitan University has a specific process for monitoring the progress in learning and training, learning outcomes, and learning volume of students. The process of monitoring students is a close coordination between the CVHT with the Faculty and the Department of Training Management and Student Affairs. [\[H8.08.03.01\]](#), [\[H8.08.03.14\]](#), [\[H8.08.03.15\]](#). CVHT is the person on duty continue to monitor the progress of students in learning and training. Specifically CVHT is the person who approves students' course registration each semester and is the one who grasps their level of attendance in class. of students, monitor the level of student activity when participating in activities of the Faculty and the House School. Annually or periodically, CVHT organizes class meetings to grasp capture students' thoughts, aspirations, and learning process [\[H8.08.03.08\]](#) then propose to the Board the dean of the department to have the best direction to adjust and support students. In addition, the School has clearly stipulate the reasonable distribution of learners' learning load in the "Handbook". "SV" aims to ensure that people with average academic ability complete the training program on time. limit [\[H8.08.03.09\]](#). For majors with a training period of 4 years, the study volume The minimum course load is 120 credits. The academic year plan shows the main timeline of the courses. Training activities during the school year for all forms, training programs, and school year

schedules are announced. The announcement is made in time to the lecturers and students before the start of the school year. There are three semesters in a school year. main with a minimum total of 30 weeks of classes. At the end of each semester, the School coordinates with

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Faculty and Student Affairs review students' academic performance and warn students with poor academic performance so that students can study plan to improve grades [\[H8.08.03.14\]](#) Through the training score review process At the end of the semester, CVHT and Faculty also grasp the specific training and learning results of students.

To monitor learning progress and manage learners, the School has built a portal. believe dig create <https://daotao.hnmu.edu.vn&idGiaiDoan=23>" target="_blank"><https://daotao.hnmu.edu.vn&idGiaiDoan=23>" target="_blank"><https://daotao.hnmu.edu.vn>], providing accounts for learners to master Actively look up training information and register for courses, issue regulations on training work student [\[H8.08.03.16\]](#), issue regulations on KQHT warnings [\[H8.08.03.12\]](#), forced learn [\[H8.08.03.16\]](#). Thus, students can choose the block based on their own abilities. Reasonable study volume and study time ensure completion of training program on time, Students can register to complete their studies before the deadline depending on their ability. The Faculty has a mechanism to respond to student learning outcomes through notification to the Student Affairs Office. CVHT notifies class officers and students. In addition to going through CVHT, Faculty and Department QLDT&CTHSSV also captures learners' progress through the website system, software. School training management software <https://daotao.hnmu.edu.vn&idGiaiDoan=23>" target="_blank"><https://daotao.hnmu.edu.vn&idGiaiDoan=23>" target="_blank"><https://daotao.hnmu.edu.vn>].

The CVHT system in the School plays an important role in monitoring and supporting the progress in learning and training, learning outcomes, and learning volume of learners. The School's Academic Advisory Board is composed of representatives of the Board of Directors and leaders of training units in charge of CVHT work in the training unit. [\[H8.08.03.06\]](#); The lecturers are paid The training unit leader selects and appoints CVHT as CVHT for administrative classes, in accordance with the Regulations on CVHT. In addition, there are peer CVHTs that support CVHT. [\[H8.08.03.01\]](#). Room The Training Management and Student Affairs Department and the Training Department assign CVHT staff to faculties and academic affairs departments. The faculty monitors the learning and training results of students. The CVHT helps students in choosing subjects, choosing supervisors, orienting scientific research and answering students' questions in learning process. CVHT and faculty members who are granted accounts can view learning status. student's practice to detect students showing signs of learning decline in order to provide timely assistance. The list of homeroom teachers, student support staff and meeting schedule are announced to each student. via email and through class. CVHTs are provided with: forms to work through and complete Improve information, track student information on the school's student management portal, provide Free Student Handbook and CVHT Handbook [\[H8.08.03.09\]](#)

In addition to being paid 15% of the lecturer's labor rate when undertaking CVHT work, lecturers participating in CVHT are evaluated and rewarded annually according to the School's Reward Evaluation and Classification Criteria [\[H8.08.03.01\]](#),

[\[H8.08.03.14\]](#), [\[H8.08.03.15\]](#) This has motivated CVHT to actively enthusiastic in consulting and supporting students. Through the assessment CVHT's commendation and awards were recognized by the faculty leaders and the school's Board of Directors for their achievements.

CVHT's achievements and at the same time have typical examples in CVHT work to spread, learn and celebrate.

Student assessment activities are regularly carried out: Teachers assess the progress of each student through a system of tests; the Department of Training Management and Student Affairs summarizes the learning results of students each semester and monitors the progress of students in their training; the Department of Education Quality Management (organizes general subject assessment exams, monitors the situation of students violating exam regulations. The Training Officer monitors and supervises the learning and training results of the students under his/her charge and builds reports and feedback on the results and progress of students' learning and training. [\[H08.08.03.14\]](#).

The School periodically organizes review of students' academic progress after each semester. [\[information\] progress review report and progress review minutes](#) for SV and this warning is sent to SV, family, homeroom teacher, CVHT to find out the cause and provide appropriate assistance. Students can also improve their academic performance by enrolling in courses. Study is organized during the summer under the advice of academic advisors and student affairs assistants. Difficulties in registering for courses and changing courses are resolved by the Department of Training Management and Student Affairs and CVHT. help. Procedures are available in Forms on the school portal:

<https://hnmu.edu.vn/danh-muc-bieu-mau-kem-theo-he-thong-quy-trinh-lam-viec-cua-Thu-Do-University-of-Hanoi>. The retention of study results or discontinuation of study is prevented. QLDT&CTHSSV advises and supports on necessary procedures according to the procedures of the Department of Training Management and Student Affairs. Supervision of students' final exams is also carried out. by the Department of Education Quality Management. To consider the conditions for the final exam: lecturer data entry, Training Management Department of Training Management Department and Student Affairs Department make a list of scores semester study, progress score (including attendance score) through management software reason dig create and Okay labour declare above gate information believe dig create <https://daotao.hnmu.edu.vn&idGiaiDoan=23>" target="_blank"><https://daotao.hnmu.edu.vn&idGiaiDoan=23>" target="_blank">[\[https://daotao.hnmu.edu.vn\]](https://daotao.hnmu.edu.vn).

Appropriate supervision to monitor the progress in learning and training, learning outcomes, and learning volume of students is assigned by the administrative class officers from the beginning of the school year. Class officers are the team that monitors and closely works with lecturers on the progress in learning and training, learning outcomes, and learning volume of students. Through the process of class activities and union activities, evaluate the training results of students. [\[H8.08.03.18\]](#)

In addition, the School has a system of functional units to serve and support CVHT in monitoring progress in learning and training, learning outcomes, and learning

volume of learners.

The system of monitoring progress in learning and training, learning outcomes, and learning volume of learners has been effective and achieved certain successes for students trained at Hanoi Metropolitan University in recent school years.

2. Strengths

The school has a suitable monitoring system to monitor the progress in learning and training in terms of 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.

The CVHT system is increasingly playing its role in advising students. The CVHT is recognized by the School for its achievements in monitoring and supporting students' progress in learning and training, learning outcomes, and learning volume.

The rate of students graduating on time in 2022 reached 65% on time. In 2023, the rate of students graduating on time reached more than 80%.

3. Point of existence

The training portal can be overloaded at times, especially at the beginning of course registration.

4. Action Plan

STT	Target	Content	Implementing unit	Real time presently
1	Overcome existing problems	Invest in upgrading training management software and website, ensuring operations even with large numbers of students. high traffic	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 needed. set	Faculty, Related functional units	From 2024

		Reward organization for CVHT annually according to evaluation criteria School Awards		Constant year
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5. Self-assessment: 4/7

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

1. Current status description

In order to assist students in their studies, extracurricular activities, competitive activities and other support services, since 2016, the School has issued regulations assigning tasks to the CVHT team to carry out consulting activities.[\[H8.08.04.01\]](#). Annually, the Department QLDT&CTHSSV develops plans and organizes the implementation of activities for The first semester aims to disseminate and guide students about the regulations and rules related to learning and training tasks as well as the rights and obligations of students Have a study plan and method that suits your goals and abilities [\[H8.08.04.02\]](#)At the end of the course, the Department of Training Management and Student Affairs will develop a plan and organize carry out the final activities of the course [\[H8.08.04.03\]](#)Through this activity, students Get advice on post-graduation job opportunities, career skills, and technical skills Job interview skills. Faculty sends list of lecturers concurrently working as CVHT for the Department of Training Management and Student Affairs to synthesize and submit to the Board of Directors for approval [\[H8.08.04.04\]](#)to do Carry out consulting activities according to the regulations on student affairs of the School. In the Monthly class meetings, CVHT advises and guides students in difficulty in choosing and registering for courses, changing courses, suspending studies, and reserving study results or drop out, or overdue training period. After each semester, CVHT receives from the training assistant The faculty lists students whose results have not met requirements for individual consultation and support. these students in class activities.

In scientific research activities, writing graduation thesis, after students register the topic,
The faculty leader assigns lecturers to advise and guide students in conducting research

topics and graduation theses, instructing students in writing research outlines, and how to collect data from practice.

how to write a report[\[H8.08.04.06\]](#)In addition, the School carries out the commendation and granting of scholarship [\[H8.08.04.14\]](#), support for students with good academic performance and scientific research according to regulations Rewards are intended to encourage students to further improve their academic performance and practice. mine [\[H8.08.04.07\]](#). Students actively participate in scientific research topics and seminars. weekly through which research methods can be learned. All scientific research students are Support access and use of the School's research facilities through CVHT or instructor.

In addition to organizing counseling for students on learning activities, the Faculty has coordinated with the Youth Union and Student Association to organize students to participate in clubs and organize the Excellent Professional Competition.[\[H8.08.04.09\]](#)to improve soft skills, professional skills for students. The Youth Union and Student Association, Faculty of Continuing Education regularly organize activities Cultural and sports activities: Talent; Miss contest; Folk dance contest, Women's football contest. In addition, students There are also opportunities to express themselves in student clubs such as professional clubs. Academics, Dance Club, English Club [\[H8.08.04.17\]](#). Furthermore, the house The school also organizes the HNMU Student Color Festival for students to express their ideas. own ideas in learning, literature, poetry, social skills and understanding [\[H8.08.04.10\]](#).

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, focusing on partners who are former students of the School, establishing a School-level alumni liaison committee; proactively working with employers and recruiters who are former students of the School.[\[H8.08.04.23\]](#)Linking the using units labor for student internship [\[H8.08.04.18\]](#), funding sources, scholarships for students have difficult circumstances but have good academic performance [\[H8.08.04.08\]](#)In operation Internship, graduation thesis, after students register for the topic, the Faculty leader assigns/invites Teachers advise and guide students to complete their graduation thesis. [\[H8.08.04.05\]](#) [\[H8.08.04.16\]](#) [\[H8.08.04.18\]](#), provide guidance on organizing internships, preparing internship for students [\[H8.08.04.15\]](#).

Every year, the school organizes the "Startup Innovation - HNMU" contest as an activity for the benefit of the community, supporting and connecting staff, lecturers, and students to start a business, and stimulating creativity. Thereby, spreading the spirit of entrepreneurship, providing knowledge, honoring promising startup ideas, helping staff, lecturers, and students of Hanoi Metropolitan University realize their dream of starting a business successfully. At the same time, exchanging experiences and knowledge with experts; being a bridge with resources from individuals and organizations inside and outside the school, creating conditions for ideas to be implemented in practice. Information on job opportunities during and after the study period for

learners[\[H8.08.04.12\]](#). Hanoi Metropolitan University signed with many partners at the Student Job Fair [\[H8.08.04.19\]](#)Festival

attracted the participation of thousands of students and 29 partner units of the school. through booths, exchange, promote information, recruit and sign cooperation agreements, open Expand career opportunities for students right from their school days.

In addition, the School also has other support services to help improve the learning and employability of learners/Students are guided to get full information about documents, practical internship report samples, graduation theses on the School's website. [\[H8.08.04.13\]](#), get guidance and support on internship work internship and graduation [\[H8.08.04.15\]](#) The School Library has a system of traditional documents. systems and digital documents to provide online databases and open learning materials at the library. Library The School's digital library is connected to the digital libraries of many universities and is Continuously updated to provide maximum support to students in terms of learning materials and scientific research. [\[H8.08.04.13\]](#) Each student is given an email account with a domain name. abc@daihocthudo.edu.vn to receive course registration notifications and view your study results. I also log in to online learning applications and the Digital Library.

Every year, the School conducts many surveys of learners from various units on the effectiveness of service, support and supervision activities; implements activities to monitor the learning progress and learning effectiveness of learners, and conducts annual post-graduation surveys. [\[H8.08.04.20\]](#) [\[H8.08.04.17\]](#). Survey activities to get students' opinions about learning, are continuously implemented through the implementation of the Survey on the effectiveness of CDR and quality Training [\[H8.08.04.11\]](#).

The results of the survey on the quality of training of final year students from 2019 to 2022, which is continuously conducted every year, give the results; The level of satisfaction of students with the quality of training and the ability of teachers to support students in the field of Special Education is 4.56/5 and for students of the Faculty of Social Sciences and Humanities is 73.7%/100% [\[H8.08.04.25\]](#)

The school has conducted surveys on subjects such as managers, alumni and employers from 2018 to present, with the results of surveys on employers' opinions on the quality of post-graduate students reaching 48-74% of opinions satisfied and very satisfied with knowledge, skills and professional capacity, 96% satisfied and very satisfied with the personal qualities and capacity of learners. [\[H8.08.04.26\]](#).

Analyze and report on the quality and effectiveness of academic advising, extracurricular activities, competition activities, job support and other support services. Annual survey results show that over 80% of students and 75% of alumni are satisfied with the quality and effectiveness of academic advising and job support activities. [\[H8.08.04.23\]](#) [\[H8.08.04.27\]](#) [\[H8.08.04.28\]](#), [\[H8.08.04.29\]](#)

Through surveys on the effectiveness of student service, support and monitoring

activities, units have information channels to adjust activities, content and attitudes.

Serving learners every year brings increasingly high training results. Every year, the School and Faculty collect feedback from students and alumni about the level of satisfaction with the quality and effectiveness of academic consulting and job support activities. The feedback results are from satisfactory and above.[\[H8.08.04.23\]](#), [\[H8.08.04.20\]](#) [\[H8.08.04.21\]](#)

2. Strengths

The specialized CVHT team of the School in general and of the School 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, training assistants, scientific research, executive committee of the union, association, teachers, the School, Faculty, and industry has had many extracurricular activities, competition activities, supporting students to learn about jobs after graduation, providing academic support and consulting to help students improve their academic performance and job opportunities after graduation.

3. Point of existence

Surveys to collect feedback from students on extracurricular activities have not been conducted. The quality of some activities needs to be improved. The number of participants is large but only concentrated in a group of students. There is a group of students who are not enthusiastic about participating in common activities.

4. Action Plan

TT	Target	Content	Unit, person performing	Time to perform or complete
1	Fixex ist	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.	Faculty, Department of Education and Training, Board of Directors	School year 2023-2024
2		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	Faculty of Science	From school year 2023-2024

		responsibility of each person when participating in collective activities.		
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	Develop strengths	Continue to organize activities to train and improve students' skills, including soft skills (communication, presentation, teamwork) through club and union activities.	Faculty, related functional departments	From 2024
		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, related functional rooms	From 2024

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

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

1. Describe the current situation

In recent years, Hanoi Metropolitan University has invested in building new and repairing many lecture halls, halls, gymnasiums, and purchasing many modern equipment to best meet the needs of learners. [\[H8.08.05.01\]](#). Library Constantly expanding the usable area, regularly supplemented with modern equipment modern, updated books and documents. Classrooms are equipped with projectors, fans and other equipment. ensure the learning conditions of students. Training facilities for students majoring in Special Education have Quiet, clean campus, with management department, medical services, education, security to ensure safety ensure the health and safety of students on campus. Services such as keeping Vehicles, dining hall, canteen, stationery counter, photocopying are organized by the school for bidding. with reasonable price, good service quality [\[H8.08.05.02\]](#).

Currently, the school campus is divided into the following areas: lecture hall area for training, practice, and experiments; area for teachers' offices and administrative blocks; dormitory area; library area. [\[H8.08.05.03\]](#). Is there a school? airy, clean, convenient space with lots of trees, flower garden, monument, stone benches, Sports training area includes a gymnasium with the function of being used for physical training. sports, large hall. The school's area map is widely published on the website. of the school as well as on signs in the school to help students conveniently get to the classroom. and functional rooms. The school has a workplace culture regulation which emphasizes to the behavioral culture in the school, promulgate classroom regulations, room regulations Experiments, Library Rules and Dormitory Rules [\[H8.08.05.04\]](#). Dormitory area provides accommodation

Students are equipped with Wi-Fi, tap water, and security is ensured. for learners. At the same time, from April 2023, the school will pilot the Mechanism One-stop shop, one-stop shop in handling administrative procedures to facilitate people staff in handling administrative procedures [\[H8.08.05.05\]](#).

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, teachers 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.[\[H8.08.05.06\]](#)Health is an important factor for learners to perform their tasks. its learning and scientific research services. Therefore, the School maintains the organization of discovery activities. Health for new students entering school every year [\[H8.08.05.07\]](#).

Every year, the School collects feedback from teachers and students about the School's facilities through online surveys and annual direct dialogues between students and the Board of Directors. At the same time, the School receives feedback and makes appropriate changes to create the best teaching and learning environment.[\[H8.08.05.08\]](#).

2. Strengths

Students can study and conduct scientific research in an environment that is convenient in terms of location, facilities, and ensures medical safety and security.

3. Point of existence

Extracurricular activities of the Faculty of Social Sciences and Humanities and Hanoi University are diverse and attractive, but specific activities for students majoring in Special Education are still few.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Overcome existing problems	- Propose to renovate and repair the working space of teachers and staff, arrange it appropriately, and equip additional equipment for the working rooms; - The school is arranging more offices for teachers to work.	YouPrincipal Department Training, Literature room	Annual

		favorable working environment, improve operational efficiency. - Propose to build more extracurricular activities typical of the Social Work industry; maintain a green - clean - safe environment on campus for students and staff.		
2	Develop strengths	- The school periodically collects opinions from students and stakeholders about the school's psychological, social and landscape environment.	YouPrin cipal Depart mentTrain ing, Departme nt of Quality Managem ent	Annual

5.Self-rating: 4/7

Conclusion on standard 8

The school's enrollment work is conducted in accordance with the regulations of the Ministry of Education and Training, widely announced to the whole society, ensuring the selection of learners with sufficient capacity and qualifications to meet the training requirements of the major. The post-enrollment summary activities are carried out urgently and responsibly. In addition, Hanoi Metropolitan University in general and the Faculty of Pedagogy in particular have organized many extracurricular cultural, sports and art activities, many competitions, issued many policies to support and advise learners, contributing to improving the effectiveness of learning and training, however, it is necessary to raise the sense of responsibility of learners when participating in common activities. The issuance of detailed regulations, the construction and operation of the training information portal have helped the school to monitor the learning and training results of learners well, however, the system needs to be upgraded to ensure the most effective operation.

Self assessment:In the 5 criteria of standard 8, the Special Education sector assessed that 5 criteria were met, with a score of 4/7 for 5 criteria.

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

Criterion 8.4	0
Criterion 8.5	0

Standard 9. Facilities and equipment

Introduction

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

1. Current status description

The training program (CTĐT) for the Bachelor of Special Education 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 Special Education 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/QĐ-TTg dated January 19, 2007 of the Prime Minister on rearranging and handling state-owned real estate in Decision No. 6621/QĐ-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 hectares. 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/QĐ-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 have not been granted land use right certificates. Facility 3: No. 6 Vinh Phuc Street, Vinh Phuc Ward, Ba Dinh District, Hanoi City with an area of 1.198 ha. The City People's Committee has approved the plan to rearrange and handle houses and land according to Decision No. 09/2007/QĐ-TTg dated January 19, 2007 of the Prime Minister on rearrangement and handling of houses and land owned by the State in Decision No. 6621/QĐ-UBND dated October 31, 2013 in the form of "Continued retention and use". Facility 4 (Ha Tay Pedagogical College): No. 6 Nguyen Phi Khanh Street, Thuong Tin Town, Hanoi City with an area of 13.23 ha. House and land facility (facility 4) at No. 6 Nguyen Phi Khanh Street, Thuong Tin Town, Hanoi City

Hanoi is received and managed according to Decision No. 497/QĐ-TTg dated May 12, 2023.

Merging Ha Tay Pedagogical College into Hanoi Metropolitan University, total area of 13.3 ha has not been granted 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 teaching, learning, and scientific research to meet the requirements of each training sector..[\[H9.09.01.05\]](#). For the Special Education sector, the Special Education department has 01 working room, the faculty has 01 Council room and 01 Faculty Office fully equipped with necessary equipment: smart TV, air conditioner, printer, desk and chair... The school's classrooms and lecture halls have been upgraded, regularly inspected, 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[\[H9.09.01.07\]](#);[\[H9.09.01.08\]](#);[\[H9.09.01.09\]](#); was assigned additional land according to Decision No. 497/QD-TTg dated May 12, 2023 Merging Ha Tay Pedagogical College into Hanoi Metropolitan University; completing construction investment projects and investing in equipment has increased many important indicators on facilities and infrastructure

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.[\[H9.09.01.14\]](#). The implementation of the infrastructure development plan is good, meeting the school's infrastructure requirements and 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, students studying Special Education at the university level are arranged to study in rooms at CS1 of the School; Classrooms for students studying Special Education are fully equipped with modern speaker systems, televisions, and projectors. Classrooms for students studying Special Education at the university level are all 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.[\[H9.09.01.16\]](#); the average laboratory and practice area is 2,157 m²/student. The system of classrooms, laboratories, practice rooms, and professional practice rooms at training facilities is scheduled for use by the Department of Training Management and Student Affairs. In addition, the school also deploys a system of traditional and electronic learning materials to serve training activities inside and outside the school.[\[H9.09.01.17\]](#)

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: 2168 (with an area of 17,143m² including: 01 house Facility 1: 2,372 m², 01 house Facility 2: 2,680 m², 01 house Facility 3: 1,455 m², 04 houses 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	Construction floor area (m²)
1	Auditoriums, lecture halls, classrooms of all kinds, multi-purpose rooms, offices of professors, associate professors, and lecturers of training institutions	318	42,755.7
1.1	Auditorium, large classroom with over 200 seats	04 halls (CS1: 526m ² , CS2: 1,672m ² , CS4: 1,049 m ² and 360 m ²)	3,607 m ²
1.2	Classrooms from 100 - 200 seats	09 classrooms (cs1: 02 rooms) House A4: 214.5 m ² , 01 room Dormitory: 120 m ² ; Facility 2: 03 classrooms, library: 600 m ² ; Facility 3: 02 classrooms, building D: 360 m ² , 01 classroom, dormitory: 200 m ²)	1,494.5 m ²

1.3	Classrooms from 50 - 100 seats	183 rooms (Cs1: 16 classrooms) Building A1: 1,520 m2, 16 classrooms Building A2: 1,453 m2, 7 classrooms Building A3: 726.5 m2; Cs2: 13 rooms Building B: 4,355 m2; 13 rooms Building A: 4,355 m2; Cs3: 15 rooms Building A: 1,566 m2, 15 Room B: 1,566 m2, 03 rooms House E: 268.5 m2; Cs4: 26 rooms House C1: 3,390 m2, 06 Room C2: 1,976 m2, 27 Room C3: 3,390 m2, 06	27,409.7 m2
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		Room B2: 705.7 m2, 20 rooms B5: 2,138 m2)	
1.4	Number of classrooms under 50 seats	07 rooms (06 rooms in house A, Bcs3, 01 room in house D cs3)	190 m2
1.5	Number of multimedia classrooms	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 building: 3,960 m2, Facility 3: 10 rooms F building: 684 m2, Facility 4: 36 rooms A1: 2,192, 11 rooms, house A2: 632 m2)	8,748 m2

2	Library, learning resource center	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 Cs1 house: 460 m2, 01 second house: 1,745 m2, 02 houses CS4: 1,000 + 2,034 m2) And 04 Multi-purpose Gymnasiums: 5,239 m2 (01 house Cs1: 460 m2, 01 house cs2: 1,745 m2, 02 houses CS4: 1,000 + 2,034 m2), 08 Experimental practice area: 11,184.7 m2 (Cs1: 01 house) 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, 4th floor, 1st floor of the Principal's office building 2 - Physics, Chemistry and Biology Laboratory; Facility 4: 01 building D: 2,433 m2, 01 building B1: 1,270.7 m2)	16,423.7 m2

		And 04 Multi-purpose Gymnasiums: 5,239 m2 (01 house Cs1: 460 m2, 01 house cs2: 1,745 m2, 02 houses CS4: 1,000 + 2,034 m2)	
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	Total	334	65,787.4
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(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 Bachelor of Special Education training program at the university level. The results of the survey of feedback from learners about the system of classrooms and equipment serving the training program show that the majority of surveyed learners evaluate the system of classrooms and equipment serving the training program as meeting the training requirements. [\[H9.09.01.19\]](#). Evaluation of the level of meeting requirements (teaching, learning, research, self-study and student activities)

The activities of student clubs, infrastructure facilities and equipment of the school 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, serving teaching and learning to meet the training and scientific research requirements of staff, teachers and students.

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 Special Education students still have poor quality projectors, affecting the teaching and learning process.

4. Action Plan

STT	Target	Content	Implementing unit	Time of execution
1	Overcome existing problems	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 in Special Education	Faculty, Office, Department of Science and Technology, Center for Science and Technology; Board of Directors	From 2025
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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
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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 Center - Library and Learning Resources currently has a usable 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 Center - Library and Learning Materials are supplemented to suit the training requirements of the training majors, in accordance with the regulations of the School. The 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 are 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 smart bookshelf, 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 textbooks is carried out regularly and continuously. The Information - Library and Learning Materials Center has coordinated with the Faculties and teachers to select supplementary materials. The library regularly collects feedback from readers and proposes purchasing materials from the Faculties to create a list of supplementary materials from various sources. From the annual budget, the Information - Library and Learning Materials Center has supplemented 2,000 book titles with

10,000 books; on average, each year the Library adds 350 titles with 2,000 books and 53 specialized newspapers and magazines. Particularly for the Special Education sector, the Faculty also proposes to the Library updated textbooks to serve 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.[\[H9.09.02.09\]](#), 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 library management software (Slib library software).^[H9.09.02.11] Readers can look up documents at the following addresses: <http://thuvienso.daihocthudo.edu.vn/>, [https://hnmu.edu.vn/trung-tam-thong-tin-library and learning materials](https://hnmu.edu.vn/trung-tam-thong-tin-library-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 address <http://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 the field of Management and Quality Assurance alone, there are currently 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 industry; dissertations

and theses of the field of Special Education 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, implementing the project to improve the quality of educational institutions under project 06 of the Party Committee of Hanoi Metropolitan University, the Library is the unit that has invested Metropolitan to build digital learning materials with a Metropolitan of 6 billion VND.[\[H9.09.02.17.1\]](#)

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.[\[H9.09.02.?? add contract MC, access interface\]](#)

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.

school[\[H9.09.02.18\]](#);[\[H9.09.02.19\]](#);[\[H9.09.02.20\]](#). The work of supplementing printed documents and internal digital documents to increase reference sources for learners and purchasing additional textbooks for majors 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.[\[H9.09.02.23\]](#). Learning materials including printed and electronic versions are regularly updated and supplemented from funding sources such as: regular funding, projects, and funding from the Asia Foundation.[\[H9.09.02.24\]](#), deposit copies of theses, dissertations, and dissertations defended at the school, or by school staff and teachers, and donated documents. English reference materials are regularly supplemented through additional purchases and receipt of documents 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 the field of special education 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 CTH 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 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 Information 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 Education 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 special education 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 university-level Special Education major in particular to meet the training program requirements. Specifically as follows:

TT	Target	Content	Real unit presently	Time space perform
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1	Notch serveexist	Proposal to supplement textbooks and materials for teaching and learning for training	Faculty, Department of Science and Technology, Information Technology Department - TV and learning materials; Board of Directors	School year 2024-202 5
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		University level Education; Additional reference materials by English		
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2	Develop strengths	Next custom Standardize and modernize the Information Center - Library to create conditions for readers to exploit information conveniently and quickly. Exactly	Department of Science and Technology, Information Technology and Communications learning materials; school board	School year 2024-2025
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5. **Self assessment:** Rating: 4/7

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

1. Describe the current situation

Hanoi Metropolitan University has established the Center for Experiments, Experiments and Practice [H9.09.03.01], promulgating the 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, improvement[H9.09.03.04]; [H9.09.03.05]. The system of practice and laboratory rooms has been diagrammed and the regulations of practice and laboratory rooms have been specified.[H9.09.03.06].

The school has invested appropriately in the system of practice rooms and laboratories to serve teaching, learning and scientific research to meet the requirements of each training sector.

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

Training Facility	Total area	Number of rooms TN, TH
Facility 1	1,963	9
Facility 2	1,198	12
Facility 3	6,043	7

- Every year, the School establishes and implements a plan for maintenance, upgrading, expanding facilities and infrastructure, and purchasing equipment to meet the needs of training and scientific research [H9.09.03.07], [H9.09.03.08].

Regarding the plan: The strategy for developing facilities for the period 2015-2025 was issued together with the approval decision of the Hanoi People's Committee with the main development orientations being: (i) Ensuring to meet the standards on school area; (ii) Investing in equipment for teaching and learning in a synchronous manner. The school builds a development strategy for Hanoi Metropolitan University for the period 2015-2020, including the strategy for facilities and financial resources [H9.09.03.09].

Hanoi Metropolitan University has data to monitor and evaluate the effectiveness of using facilities and infrastructure for teaching and learning, laboratories, equipment for training, scientific research and community service. There is a logbook, asset book, and asset management software that includes monitoring, updating, and evaluating assets annually. A logbook for periodic inspection of

equipment. Inspection, supervision, and acceptance of projects to renovate and repair, prevent deterioration of facilities, infrastructure, and purchase equipment for training.

create, research through summary reports and task directions[H9.09.03.10]. In classrooms, practice rooms, and laboratories, there are regulations and instructions for using equipment in the rooms [H9.09.03.11]. Based on actual training needs, every year the school invests in increasing and expanding facilities, ensuring that there are enough teaching and learning equipment to support training and scientific research activities, ensuring quality and effective use, meeting the requirements of each training sector.

13. Table 9.3.2 Investment costs for purchasing experimental and practical equipment for the period 2018 - 2022

STT	Year	Investment content, equipment purchase	Cost
1	2018	-Purchase of Physics research equipment, IT equipment	3,800,000,000
2	2019	-Purchase of logistics research equipment; practice equipment for tourism and hotel industries; Kindergarten; Primary school.	12,007,000,000
3	2020	- Purchase equipment for the Faculty of Information Technology, Faculty of Culture - Tourism, Library Center, Common Classroom)	12,300,000,000
4	2021	- Equipment for information technology labs, artificial intelligence labs, and general classroom equipment.	7,856,000,000
5	2022	- Purchase office scanners, document shredders, office photocopiers, sound and lighting systems for large halls.	5,328,000,000
		Total	41,291,000,000

Equipment serving teaching, learning and scientific research are all estimated for investment, repair and maintenance according to the process. At the end of each school year, the Office, Center for Science and Technology, Human Resources and Science and Technology Department coordinate with units using assets and facilities to conduct an inventory and evaluate the quality of each asset and equipment at the school, according to each item to synthesize a report to the Board of Directors, from which there is a plan to invest and supplement equipment along with

Upgrading facilities and infrastructure to meet training and scientific research needs [H9.09.03.12].

In addition, the school has a logbook to track the frequency of equipment usage.

Through the logbook, it shows that the equipment used with a frequency of 10 periods/day is still working well. When there is a problem, the technical maintenance team promptly repairs it. [H9.09.03.13].

Currently, the Office is the unit responsible for overall management of the school's equipment, with the task of developing, supervising the implementation of investment plans, maintaining, evaluating, upgrading the school's facilities and infrastructure. The Science and Technology Center is responsible for equipment serving teaching and learning. The functional unit has assigned specialists in charge of laboratories and practice rooms [H9.09.03.14]. In each classroom, there is information and phone number of the Science and Technology Center's technical team, so when an incident occurs, the technical team will provide timely support, ensuring that the teaching and learning process is continuous. It can be said that the school's equipment is guaranteed in quantity and quality, and is used effectively to meet the requirements for training and scientific research activities.

The school has sufficient teaching and learning equipment to support training activities and scientific research for training undergraduates in Special Education. To support the teaching and learning activities of the Faculty of Social Sciences and Humanities. The school provides, supplements, and repairs networked computer systems, independent speaker systems, projectors, and televisions in some rooms and assigns the Faculty to directly manage and use them. The equipment and learning facilities are equipped to ensure quality, are used effectively, and basically meet the teaching and scientific research requirements for teachers and students of Special Education at the undergraduate level. [H9.09.03.15]. The practice rooms serving the training program are exploited with high frequency of use and are regularly maintained [H9.09.03.16]

The school's facilities and equipment are supplemented and repaired annually to improve the quality of training in general and training of university-level bachelors in Education in particular. Teachers and students are basically satisfied with the level of

facilities and equipment serving training and scientific research of the school.[H9.09.03.17]

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 university-level special education and some other majors, classrooms are likely to be overloaded. Periodic maintenance of equipment is not done regularly, thus affecting the life span and quality of use of the equipment.

4. Action Plan

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

TT	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	School year 2023-2024
		Strengthen regular maintenance of classroom equipment	Faculty, Office, Science and Technology Center	School year 2023-2024
2	Develop strengths	Continue to effectively coordinate the exploitation of networked computers, independent speaker systems, projectors, and televisions in some classrooms.	Faculty, Office; Science and Technology Information Center.	School year 2023-2024

5. Self assessment:4/7

Criterion 9.4. Information technology systems (including infrastructure for online

learning) are appropriate and up-to-date to support training and research activities.

1. Describe the current situation

The IT system (including computer systems, hardware, software, Internet network systems, electronic information pages, etc.) in universities plays a very important role in serving training, scientific research (NCKH) and community service (PVCĐ) activities. This is also clearly shown in the School Development Strategy for the period 2015 - 2025, updating and improving the IT system to support the training and scientific research activities of the School.[\[H9.09.04.01\]](#)

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 is responsible for building, deploying, and managing the School's IT infrastructure and computer network; Managing server systems, transmission lines, and network devices; Ensuring the safety and security of information systems; Ensuring technical requirements for training, scientific research (NCKH) and technology transfer activities.[\[H9.09.04.04\]](#) [\[H9.09.04.05\]](#).

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 University provides laptops to a number of staff and lecturers to serve teaching and research.[\[H9.09.04.06\]](#). The School's Testing and Foreign Language - Information Technology Center is equipped with 80 laptops to serve the activities of the Center and the School. The school library has 43 computers connected to the Internet to meet the requirements of searching, accessing and using online documents for learners. Staff, lecturers and students of the whole school are provided with email addresses with their own domain name...[@daihoGDĐBudo.edu.vn](#) with full features, with the ability to store unlimited information of each email address to ensure the implementation of activities in the online environment synchronously and quickly.[\[H9.09.04.07\]](#)[\[H9.09.04.08\]](#).

The Internet and Wifi network system is distributed throughout the school to serve the training and research activities of lecturers and students. At campus 1, wifi covers the entire working and studying areas in areas A and B. The dormitory area has wifi installed for a fee to serve boarding students. At campus 2, new wifi is installed in the dormitory area and the principal's office. At campus 3, wifi is located in the lecture hall area of classrooms and reading rooms.

14. Table 9.4.1: Server system statistics table

TT	Generic	Content	Managing unit	Location
1	HP DL360E G8	Training Portal	P. Management & GDDBSSV	209A3
2	CMS S1200V3	Student database	P. Management & GDDBSSV	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: hnmv.edu.vn	TT TTTV -HL	Rent

8	Virtual Server	Web: hcdt.hnmu.edu.vn	Office	Rent
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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] Training on exploitation and use of information technology equipment for staff and lecturers is also organized regularly.

In 2018, the University approved the Project to build and deploy the learning materials system of Hanoi Metropolitan University.[H9.09.04.10] To implement the Project, the University has established a Steering Committee for the Project to build

and deploy the learning materials system of Hanoi Metropolitan University.[\[H9.09.04.11\]](#). To synchronously implement the task of building E-learning electronic lectures, the School has organized training for many of the School's lecturers on the techniques of building E-learning electronic lectures [\[H9.09.04.12H9.09.04.12\]](#)

The School's information technology system operates stably and securely 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 departments.

The unit sends to the Department of Human Resources and Science and Technology to fully meet the facilities serving teaching and learning. The Center for Science and Technology 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] Prepare the operation of the practice rooms according to the school-wide schedule; keep an operation logbook to promptly grasp the operating status of the equipment;[H9.09.04.16] [H9.09.04.17] During operation, regularly report to the School on the current status to find ways to fix, repair or adjust to increase operating efficiency; have a maintenance schedule for equipment; a team of specialists is assigned to the computer rooms to promptly support lecturers and students in the learning and research process. The 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, it can be enough to load about 350 computers to use simultaneously.

The information technology infrastructure is regularly enhanced. Every year, theThe school has purchased new and upgraded servers, personal computers, and infrastructure.

[H9.09.04.23], [H9.09.04.13],

H9.09.04.18;H9.09.04.19;H9.09.04.20; H9.09.04.21; H9.09.04.22; H9.09.04.23;]

15. Table 9.4 2 Additional statistical table of information technology equipment from 2018-2020

STT	Year	Device	Quantity
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1	2018	Personal computer	95 sets
2	2019	Personal computer	127 sets

		Laptop	06 pieces
		Server	01 set
3	2020	Personal computer	56 sets
	2021		
	2022		
		Total	285 sets

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

Investment in equipment is not timely and synchronous, so the exploitation and use efficiency is not yet effective.

High.

4. Action Plan

The school plans to upgrade its information technology system and information technology infrastructure to facilitate internet access, thereby

Effectively use the School's Internet services for teaching and scientific research.

TT	Targ et	Content	Implementi ng unit	Tim e of exec utio n
1	Fixexis t	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	Scho ol year 2023- 2024
2	Deve lop stren gths	Continue to coordinate the effective exploitation of networked computers; strengthen the electronic information system and corresponding software to serve teaching, learning and scientific research activities.	Faculty, Office, Science and Technology Center.	Scho ol year 2023- 2024

5. Self assessment:4/7

Criterion 9.5. Environmental, health and safety standards are defined and implemented taking into account the specific needs of persons with disabilities.

1. Describe the current situation

Hanoi 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.[\[H9.09.05.01\]](#) The school has ensured environmental, health and safety regulations/standards through specific actions:

About the environment: The school pays great attention to creating a safe, healthy, and friendly landscape and environment for students at its four campuses. The school develops plans and signs contracts with health agencies 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

environmental sanitation work.

schools during the organization of "Citizenship Week - Students"[\[H9.09.05.03\]](#). Students' 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.[\[H9.09.05.04\]](#) Medical Station Regularly organize periodic health check-ups, launch propaganda campaigns, information, counseling on gender, reproductive health [\[H9.09.05.05\]](#), [\[H9.09.05.06\]](#). Opinion of The School of Health Care's health care learners show that health care health is rated good

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 and relief activities first has been and will be carried out by on-site forces and means. The school is ready with forces quantity, means, plans and conditions to respond promptly to fire and explosion to minimize the consequences to people and property. The school has coordinated with the force function to regularly conduct fire prevention and fighting training for officers and forces School Security [\[H9.09.05.08\]](#) Faculty of Social Sciences and Humanities The school has assigned 01 officer to be in charge of fire prevention and fighting for the areas. area 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 Security force contracted with the school, the school

There are also support forces at times of 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	Targ et	Content	Implementing unit	Tim e of exec utio n
1	Overcom e existing problems	Proposal to continue renovating campuses at all 04 campuses	Department, LiteratureDepart ment; Department of Science and Technology; Center for Science and Technology;	Scho ol year 2024- 2025

			Board of Directors	
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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; Department of Science and Technology; Medical Station economy; Board of Directors	School year 2024-2025
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6. Self-assessment:4/7

Conclusion on standard 9

Hanoi University of 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 Special Education at the University level. However, there are still some classrooms with projectors that are dim and do not effectively serve the teaching of Special Education. The specialized subject is still limited and has 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 special education at university level.

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

Standards/criteria	Self assessment
Standard 9	0.8
Criterion 9.1	4

Criterion 9.2	0
Criterion 9.3	0
Criterion 9.4	0
Criterion 9.5	0

Standard 10. Quality

Improvement **Introduction**

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

1. Current status description

The Special Education curriculum is designed and developed based on feedback and needs of stakeholders, with reference to the curriculum of other universities and adjusted to suit Hanoi Metropolitan University. The collection of feedback and needs of stakeholders as a basis for designing and developing the curriculum is implemented effectively and in accordance with the process by the School, as shown in the following points;

Firstly, the School has a document assigning the task to the functional department in charge of collecting feedback from relevant parties, and at the same time promulgating a process for collecting feedback from relevant parties to build and develop the training program.

Recognizing the role of professional social organizations, experts, managers, employers and alumni... in providing information on training quality and social requirements for the labor resources provided by the School, in 2013, the School established the Examination - Education Quality Assurance Department, now the Department. Management reason matter quantity religion sex

H10.10.01.01&idGiaiDoan=23"
target="_blank">[[H10.10.01.01](#)]H10.10.01.02&idGiaiDoan=23"target="_blank">[[H10.10.01.02](#)] specializes in advising and proposing measures to lift High
matter quantity dig create H10.10.01.03&idGiaiDoan=23"
target="_blank">[[H10.10.01.03](#)]
H10.10.01.04&idGiaiDoan=23"
target="_blank">[[H10.10.01.04](#)], develop a process for conducting surveys to gather opinions.

Feedback from stakeholders serves as a basis for adjusting and improving the training quality of the School H10.10.01.4a&idGiaiDoan=23" target="_blank">[\[H10.10.01.4a\]](#), H10.10.01.4b&idGiaiDoan=23" target="_blank">[\[H10.10.01.4b\]](#).

Second, Stakeholder feedback and needs are collected, processed and used to design and develop training programs.

Feedback and needs from stakeholders, including professional social organizations, experts, managers, employers and alumni... are used as a basis for designing and developing training programs. Surveying information from stakeholders to serve the design and development of training programs often focuses on the following aspects: Human resource recruitment needs H10.10.01.05&idGiaiDoan=23" target="_blank">[\[H10.10.01.05\]](#) H10.10.01.06&idGiaiDoan=23" target="_blank">[\[H10.10.01.06\]](#); Evaluation of the effectiveness of the training program and the quality of the training program in the field of special education: 2019 H10.10.01.07&idGiaiDoan=23" target="_blank">[\[H10.10.01.07\]](#), year 2020 H10,10.01.7a&idGiaiDoan=23" target="_blank">[\[H10.10.01.7a\]](#), year 2021 H10.10.01.08&idGiaiDoan=23" target="_blank">[\[H10.10.01.08\]](#), year 2022 [\[Ask older sister XOAN\]](#), year 2023 H10.10.01.09&idGiaiDoan=23" target="_blank">[\[H10.10.01.09\]](#), H10.10.01.10&idGiaiDoan=23" target="_blank">[\[H10.10.01.10\]](#); Quality assessment training quantity of final year students H10.10.01.11&idGiaiDoan=23" target="_blank">[\[H10.10.01.11\]](#) H10.10.01.12&idGiaiDoan=23" target="_blank">[\[H10.10.01.12\]](#) H10.10.01.13&idGiaiDoan=23" target="_blank">[\[H10.10.01.13\]](#), stakeholder satisfaction with the quality of life graduate student H10.10.01.14&idGiaiDoan=23" target="_blank">[\[H10.10.01.14\]](#) H10.10.01.15&idGiaiDoan=23" target="_blank">[\[H10.10.01.15\]](#) H10.10.01.16&idGiaiDoan=23" target="_blank">[\[H10.10.01.16\]](#).

During the process of designing the training program for the Special Education sector, the School invited prestigious experts from universities and research institutes to evaluate and contribute ideas to adjust the training program to ensure training quality and meet the requirements of society. H10.10.01.17&idGiaiDoan=23" target="_blank">[\[H10.10.01.17\]](#). In 2019 and 2022, the training program will continue to be adjusted based on the assessment of experts and organizations. reputable scientists to suit practical requirements

H10.10.01.18&idGiaiDoan=23" target="_blank">[\[H10.10.01.18\]](#)
H10.10.01.19&idGiaiDoan=23" target="_blank">[\[H10.10.01.19\]](#).

2. Strengths

Consulting with experts and reputable scientists during the design and development of training programs is carried out seriously and in accordance with regulations.

Collecting feedback on the effectiveness of training programs and the quality of human resources in the special education sector, assessing the quality of student training, and surveying the satisfaction of stakeholders on the quality of graduates are carried out consistently according to the process.

3. Exist

Collecting information on human resource needs when designing training programs has not been done effectively.

The number of alumni feedback is not much due to the limited number of graduates.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
1	Overcome existing problems	Promote enrollment to attract students, contributing to increasing the number of graduates.	Department, functional unit	Annual
2	Develop strengths	It is necessary to diversify the methods of collecting feedback from stakeholders.	Department, functional unit	Annual

		to design and develop CTDH.		
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5. Self-assessment: 4/7

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

1. Current status description

To open the Special Education major, the school complied with the regulations of the Ministry of Education and Training and started training the first course in 2017.[\[H10.10.02.01; H10.10.02.02\]](#).

The training program is specifically implemented through the construction and operation of: Course outlines, teaching methods, learning activities, and assessment tools. Assessment and evaluation activities are carried out from the educational institution level, program evaluation, and learner evaluation. Based on the guiding documents of the School, the training program of the Special Education sector is also clearly designed, evaluated, adjusted, and periodically improved to meet the practical needs of society. The training program is designed based on the CDR of the Special Education sector code, periodically adjusted, and evaluated for effectiveness through feedback from relevant parties. There have been 2 revisions in 2019 and 2022 in a 2-year cycle.[\[10.10.01.02; H10.10.01.03\]](#).

The school has issued a plan to build a regular university-level training program according to the training program development and construction process of the Ministry of Education and Training, clearly showing the structure, volume, knowledge and learning outcomes that learners need to achieve. The school assigned the Department of Training Management and Student Affairs to be the focal point to organize and direct the faculties in implementing the construction and development of the training program. This process has been reviewed and commented on by experts (from prestigious universities). Based on the school's process, the Faculty of Social Sciences and Humanities, directly the Department of Special Education, has reviewed and adjusted the training program of Special Education, specifying the training program design process and the training program development process. The training program design process includes the following steps: determining goals, determining learning outcomes, developing a framework program, developing a study plan, and soliciting comments from relevant parties on the training program. appraisal and issuance of training programs[\[H10.10.02.03; H10.10.02.04\]](#).

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 former students of the Faculty of Education in Special Education participate in the process of providing feedback on program development. Therefore, they have a comparison between the Special Education training programs to give constructive comments to the Special Education training program of the Faculty of Education. [\[H10.10.02.12\]](#); [\[H10.10.02.13\]](#).

3. Point of existence

The curriculum system needs to be updated regularly.

4. Quality improvement plan

STT	Target	Content	Single taste, People perform	Time perform complete to or
1	Notch serveexist	Review courses and plan to register to purchase textbooks to meet learners' needs.	TT. TT - TV and HL	From 2024
2	Play medalStren gths	Continue to periodically evaluate and improve the training program as well as update and adjust the training program to improve training quality and meet social requirements.	Department of Training Management and Student Affairs Faculty of Social Sciences and Humanities	From 2024

5. Self assessment:

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

1. Describe the current situation

Based on the training regulations according to the credit system issued by the Ministry of Education and Training[\[H10.10.03.01\]](#), Hanoi Metropolitan University has established training regulations. create [\[H10.10.03.02\]](#), issue documents regulating/guiding the review and evaluation of the process teaching and learning; assessment of learning outcomes such as: Regulations and procedures for organizing final exams part [\[H10.10.03.03; H10.10.03.04\]](#); Process of building, managing and using banks exam [\[H10.10.03.12\]](#); Project and graduation thesis management process [\[H10.10.03.13\]](#); Internship Management Process [\[H10.10.03.15\]](#)... to guide staff and lecturers in practice Teaching and learning activities are currently in accordance with regulations and meet output standards well.

The assessment of learners' learning outcomes is aimed at assessing according to the competency approach, in accordance with the CDR of the subject program and the training program clearly specified in the course outline, specifying the form, time, assessment criteria, grading scale (by week in a semester) and the weight of each type of score for each test and assessment. The tests and assessments in a semester include: class attendance, regular assessment, mid-term assessment and final assessment. To ensure compatibility and conformity with the CDR of the subjects and CDR of the major code, the school annually organizes the registration to build and supplement the Question Bank for the end of the course. The Departments assign teachers and staff to build and supplement the Question Bank in accordance with the regulations of the School.[\[H10.10.03.26\]](#); [\[H10.10.03.27\]](#); [\[H10.10.03.28\]](#); [\[H10.10.03.29\]](#). Forms Rich and diverse assessment of learning outcomes, including: written tests in class, essays, individual exercises, group exercises, essays, multiple choice, questions and answers, etc. Many multi-tests forms (paper, practice, project products, individual, group...) throughout the learning process. Lecturers care about students' learning methods and training methods. Teachers and students are proactive in assessment, encouraging self-assessment and assessment cross-examination of students. The exam format of each subject is determined by the department in charge of that subject. Proposed, clearly stated in the detailed outline.

The assessment of students' learning outcomes is carried out in accordance with regulations. The school has issued regulations on testing and examination of course subjects.[\[H10.10.03.03\]](#), Organization process final exam [\[H10.10.03.04\]](#)to ensure assessment of learning outcomes of learners are objective, comprehensive and effective. In addition to the final exam, The department also has assessment methods to end the course. Information Feedback on KQHT assessments is used by students to improve their learning. Based on KQHT and training points of each semester; based on the decision of academic warning each semester after the exam progress review meetings, students can make appropriate study plans, avoiding the situation of being forced Drop out of school after being warned for 3 consecutive terms.

Every year, the Faculty coordinates with functional departments to regularly evaluate the teaching process of teachers by collecting opinions on the quality of teaching activities of the

subjects through learners in the years.

learn[\[H10.10.03.21\]](#); [\[H10.10.03.23\]](#); [\[H10.10.03.31\]](#); [\[H10.10.03.32\]](#); [\[H10.10.03.33\]](#); [\[H10.10.03.34\]](#); [\[H10.10.03.35\]](#); [\[H10.10.03.36\]](#).

The school annually conducts surveys on the effectiveness of training programs and the quality of training programs in the field of special education.[\[H10.10.03.37\]](#); [\[H10.10.03.38\]](#). The industry organizes meetings at the beginning and end of the school year. to review teaching work and gain experience for the next school year [\[H10.10.03.39\]](#). Teaching and assessment of student learning outcomes are also reviewed through activities. final student survey, including questions about assessment methods (questions) 6, 7, Section I Final Student Assessment Form). Most of the students of the 2017 and 2018 Literature courses Survey participants strongly agree with the statement Learning Outcome Assessment Methods diversity, ensuring value, reliability and fairness and aiming to achieve the highest standards go out [\[H10.10.03.40\]](#).

2. Strengths

The assessment and evaluation process is designed and implemented systematically, synchronously, strictly and seriously. The forms of assessment and evaluation are diverse, flexible, suitable for credit training and general regulations of the Ministry of Education and Training, contributing significantly to improving the quality of training on the basis of assessing the actual quality of teaching and learning while promoting the initiative and creativity of both lecturers and learners.

3. Point of existence

Organizing workshops and seminars on innovation in teaching and learning is not regular.

4. Action Plan

STT	Target	Content	Implementin g unit	Time spaceperfor m
1	Overcome existing problems	- Periodically organize seminars on the teaching and learning process and assessment of learners' learning outcomes at the Department and Faculty to share teaching, testing and assessment experiences.	Department Social Sciences & Humanities;	From 2024

2	Play medalStrenghts	- 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 Social Sciences & Humanities	From 2024
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5. Self assessment: 4/7

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

1. Describe the current situation

From 2018 to present, teachers of the Special Education sector have carried out many topics at all levels related to teaching and learning. Many topics are closely related to the content of the modules, helping to supplement and improve the quality of training, improve the teaching methods of teachers and the learning methods of learners, especially focusing on research on the content related to the characteristics of the Special Education sector.[\[H10.10.04.01, H10.10.04.02\]](#). Stage In the period 2018 - 2022, there are 5 textbooks authored or co-authored by teachers and staff of the industry. fake [\[H10.10.04.03\]](#);

Every school year, the Faculty of Social Sciences and Humanities organizes faculty- and school-level seminars closely related to the faculty's training expertise, helping to supplement and enhance training quality, improve teachers' teaching methods and learners' learning methods, especially focusing on research on contents related to the specific characteristics of the Special Education major.

In addition to the scientific research activities of the teaching staff, the scientific research of students is one of the important contents of scientific and technological activities. Every year, the School and the Faculty of Education have created opportunities and organized many scientific research activities to encourage students to participate. Conferences and seminars on scientific research for students contribute to improving the quality of training high-level human resources, promoting the dynamism, creativity, and independent scientific research ability of students, forming the capacity for self-study for students; contributing to creating new knowledge and products for society. In recent years, the scientific research of students in the Education sector has gradually increased in quantity and quality, and has won many awards from scientific research and student scientific research activities at the faculty and school levels.[\[H10.10.04.05, H10.10.04.06, H10.10.04.07, H10.10.04.08\]](#).

Table 10.4. Statistics on the number of scientific research topics of GDDB students in each school year

Statistical	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Number quantity SV join	5	21	34	16
Number of faculty level topics	5	9	13	6
Number SV Reference familysch ool level	5	8	2	9
Number of topics with school-lev el awards	5	3	1	3

The results of scientific research of teachers and students are applied in teaching. Some history subjects use compulsory textbooks which are products of lecturers in the school and in the industry such as Marxist-Leninist Political Economy; Hanoi Internal Studies, Practical Vietnamese, Basic Han Nom, Han Nom Texts, Reading Literature, etc..[\[H10.10.04.09\]](#)

There are some results of scientific research of students that are widely applied in improving teaching and learning activities in subjects and faculties, creating motivation for students to improve their capacity in scientific research, enhance creativity, and practice research skills to meet the requirements of the training program.

2. Strengths

The Department of Literature has had a strong scientific research movement, mobilizing the participation of lecturers and students. Most of the scientific research topics are closely linked to training tasks and the practical significance is to serve the

community. Therefore, the results

Research of scientific topics are applied to teaching theoretical subjects as well as practical subjects and internships of students.

Teachers and students participating in seminars at all levels create opportunities for teachers and students to exchange experiences and learn academic expertise from other majors.

3. Point of existence

Conferences and Workshops to innovate teaching and learning methods associated with training programs are still few.

4. Action Plan

STT	Target	Content	Single taste perform	Time of execution
1	Notch serve exist	Strengthening the organization of Conferences and Workshops to innovate teaching and learning methods associated with the training program's CDR	Department and functional units	Annual
3	Play medal Strengths	Continue to encourage teachers and students to register to participate in scientific research activities associated with innovation and improvement of teaching and learning activities of the training program.	Department, lecturer	Annual

5. Self assessment: 4/7

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

1. Describe the current situation

In order to have a basis for assessing the quality of support services and facilities for teaching and learning activities, in 2017 the School issued a quality management system, and in 2021 issued Regulations on ensuring educational quality. [\[H10.10.05.01\]](#).

Besides, the School

Issue quality objectives and plans to implement quality objectives in accordance with reality. Conduct and report on the implementation results of the annual quality goals of the whole school and its units. affiliated unit [\[H10.10.05.02\]](#).

Continuously from 2018 to present, the Center for Information and Communication Technology has proactively planned to survey readers' satisfaction with service quality and report the results of the survey on users' opinions on library information activities.[\[H10.10.05.03\]](#). The results showed that, About 90% of students are satisfied with the system of learning resources as well as facilities, School Library facilities (see table 10.1). The survey results were used as a basis for basis to increase investment, meet the needs of learners [\[H10.10.05.04\]](#).

The library model is constantly innovating its service methods: Using open warehouses, self-selected book warehouses upon request; Trends in applying computerization to borrowing and returning library documents and connecting between libraries. The library is networked and linked to exploit documents with other universities and information centers.[\[H10.10.05.05\]](#). Annually, the readership rate to the library, the number of books borrowed and returned to the warehouse increased [\[H10.10.05.06\]](#). Besides, the number of Students are satisfied with the system of learning resources, facilities and equipment of the Library. The school also increased (Table 10.1).

Table 10.5. Statistics on reader satisfaction survey results

School year	Learning resources		Facilities library equipment	
	Not satisfied	Satisfied	Not satisfied	Satisfied
2018 – 2019	135 (8.5%)	1447 (91.5%)	100 (6.3%)	1482 (93.7%)
2019 – 2020	130 (7.4%)	14 58(92.5%)	85(5.2%)	1492 (94.8%)

2020 - 2021	121 (6.2%)	1536 (93.8%)	95 (5.5%)	1545 (94.5%)
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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.[\[H10.10.05.07\]](#) Every year the school plans to invest and maintain resources. Study and summarize the monitoring and evaluation of investment efficiency in equipment use. serving training, scientific research and serving the community copper [\[H10.10.05.08; H10.10.05.09\]](#). Upgrading teaching facilities based on procurement of materials [\[H10.10.05.10\]](#), establish experimental and testing centers practice [\[H10.10.05.11\]](#) The school maintains its facilities by checking Check and replace damaged equipment before each school year. Management and operation computer labs and ensure that the internal network and internet systems are Implement science according to the correct process Infrastructure and equipment management process bag [\[H10.10.05.12\]](#). Annually, the functional unit reports on inventory and status assessment. device operation [\[H10.10.05.13\]](#); [\[H10.10.05.14\]](#). The team of experts is divided into On duty at machine rooms, closely monitor operations to promptly troubleshoot and repair or adjustments to support teachers and students in the learning and research process. rescue [\[H10.10.05.15\]](#).

School hygiene and disease prevention are given importance.[\[H10.10.05.16\]](#).

The school surveyed students' satisfaction with dormitory services.[\[H10.10.05.17\]](#). Conclude Survey results show that over 90% of students are satisfied with the quality of service, security, and dormitory. School. From this result, the School has also increased inspection of facilities. dormitory rooms to promptly detect problems and repair them.

In addition, the School has a system to receive feedback from staff, teachers and students about the quality of support services through forms such as: Organizing direct

dialogues between students and the Board of Directors and related functional units.[\[H10.10.05.18\]](#). Organization Get feedback from final year students on the school's training quality, including Get feedback on learning materials, facilities and quality of support services support [\[H10.10.05.19\]](#)From 2022, the school will survey student satisfaction with the service. public service [\[H10.10.05.20\]](#).

Based on feedback, relevant units are responsible for proposing and implementing improvements and improvements to work processes to ensure better and better training, scientific research and community service needs.[\[H10.10.05.05.21\]](#)The school has changed. Change training management system software from 2022 [\[H10.10.05.22\]](#).

2. Strengths

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

3. Point of existence

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

4. Action Plan

STT	Target	Content	Single taste perform	Time spaceperform
1	Notchrest ore existence	Consult with the school about upgrading internet connection speed in faculty offices and lecture halls.	Department, Functional Department, Information Technology Center.	School year 2023-2024
2		Strengthen inspection and timely handling of equipment failures in classrooms.	Department, Roomfunction	
3	Develop strengths	Continue to assess the current situation and propose improvements to teaching and learning support services	Department, Functional Department, Information and Communication s Center	Annual

5. Self assessment:4/7

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).[\[H10.10.06.01\]](#); [\[H10.10.06.02\]](#) The school assigns tasks to the Department. QLCLGD takes the lead in developing, supervising implementation and coordinating proposals for adjustments to regulations. Process and organize the collection of feedback from stakeholders on quality training, teaching activities of teachers, quality of graduates, employment situation of students after graduation.

To implement uniformly and systematically, in 2016, the School issued regulations on the work of DBCLGD, which clearly stipulate the content, methods and responsibilities for conducting surveys to collect feedback from relevant parties.[\[H10.10.06.03\]](#). The school has issued a procedure for conducting surveys to collect feedback. return [\[H10.10.06.04\]](#). Survey subjects include: staff, teachers, employees, students, former students, employer. Form and content, implementation process when having opinions of the parties relevant for use in quality acquisition and improvement. Survey results, feedback from stakeholders play an important role in the analysis of the Council of Science and Technology The Faculty to improve training programs and teaching methods so that the Faculty's graduates meet best meet the requirements of employers.

Every year, the Department of Education Quality Management takes the lead in organizing surveys such as: Collecting students' opinions on teachers' teaching activities.[\[H10.10.06.05\]](#); Student satisfaction survey end of course on the quality of training of the School [\[H10.10.06.06\]](#); Opinion survey Feedback from Employers and Businesses on the Quality of Graduates career [\[H10.10.06.07\]](#); [\[H10.10.06.08\]](#); [\[H10.10.06.09\]](#); Survey of employment situation of Students after graduation [\[H10.10.06.10\]](#); Survey on output and quality standards effectiveness Training program [\[H10.10.06.11\]](#). Work to collect feedback from stakeholders organized and implemented according to the correct procedures, with close coordination between functional units. Competency and Training Department, feedback is processed by the functional unit, report is written and send to relevant units to adjust and improve education and training activities. Department.

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 vocational education sector. Since April 2018, 100% of survey participants can use many forms of information provision via the information network on Google form, respond directly by phone, fill out a survey or respond online.

The school has conducted a comprehensive survey of student satisfaction with public education services with specific contents: Access to educational services, facilities, environment.

training, training activities, training results[\[H10.10.06.12\]](#). Dialogue conference between the Board of Directors and students of the whole school is one of the forms of direct dialogue to help the Board of Directors, the Board of Management The head of the department grasps the thoughts, wishes, and opinions of students about teaching. staff, facilities, training programs, other support services...[\[H10.10.06.13\]](#).

Every year, the school organizes internal assessments of activities, including collecting feedback from stakeholders. Assessment results are reported and transferred to units for adjustment and improvement.[\[H10.10.06.14\]](#).

Improvement activities after reviewing and evaluating the mechanism for collecting feedback from specific stakeholders: evaluating feedback from employers, learners, educational institutions, functional departments, other units... in direct and indirect forms are the basis for the school to adjust the training program to suit the characteristics of its unit. The results synthesized through surveys to collect opinions from stakeholders are sent to the heads of departments and relevant units for consideration, as a basis for the plan to improve teaching quality and training quality. Based on the results of internal assessment, the functional unit develops and organizes the implementation of a plan to adjust and improve the activities of the School to suit the reality.[\[H10.10.06.15\]](#).

2. Strengths

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

3. Point of existence

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

4. Action Plan

STT	Target	Content	Implementin g unit	Time of execution
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1	Notchrest ore existence	Strengthen coordination with relevant units to develop measures to enhance the objectivity and continuity of information collected from feedback from stakeholders.	Faculty of Social Sciences &NV P. Quality Manageme nt Department , Department of Training and Student Affairs	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 &NV P. Quality Manageme nt Department , Department of Training and Student Affairs	From 2024

5. Self assessment:4/7

Conclusion on standard 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.

- Building a system of facilities to ensure basic requirements in training
- Build a feedback system, provide information 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: 4/7

Standards/criteria	Self assessment
Standard 10	0
Criterion 10.1	0
Criterion 10.2	0
Criterion 10.3	0
Criterion 10.4	0
Criterion 10.5	0
Criterion 10.6	0

Standard 11. Output

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

Introduction

Evaluation of output results plays an important role in the quality assurance system of the University. The evaluation of output results of students of the Faculty of Social Sciences and Humanities is carried out in strict accordance with the regulations of the Ministry of Education and Training and Hanoi National University. The evaluation begins right from the initial admission, throughout the student's learning process until graduation and after graduation through the graduation rate and dropout rate, average graduation time and employment rate of students after graduation are established, monitored and compared to improve quality. In addition, the type and quantity of research activities of students are also established, monitored and compared to improve the training program and develop the quality assurance system.

Criterion 11.1. Dropout and graduation rates are established, monitored and benchmarked to improve quality.

1. Current status description

The school has a specialized department in charge of monitoring and supervising the dropout and graduation rates of students, which is the Training Department; the Faculty also has a specialized department in charge of monitoring and supervising the dropout and graduation rates of students, which is the Academic Affairs and Student Management Department. Based on the assigned functions and tasks, the Training Management and Student Affairs Department is assigned by the school to take charge of monitoring and updating the list, dropout rate of students, and graduation rate of students. [\[H11.11.01.01- 01\]](#),[\[H11.11.01.01-02\]](#). The school has issued procedures for managing teaching and learning activities. study systematically [\[H11.11.01.02-01\]](#), [\[H11.11.01.02-02\]](#). Department of Training Management & Student Affairs also advised the School to build a management process for teaching and learning activities. and regulations on the synthesis and statistics of the number of students, including specific regulations on the process forced to drop out, expelled from school and reserve student's academic results [\[H11.11.01.03- 01\]](#), [\[H11.11.01.03-02\]](#), [\[H11.11.01.04\]](#), [\[H11.11.01.05\]](#) Since then, the School has promulgate Decide on the list of students who drop out of school and students who reserve their study results monthly and annually. year [\[H11.11.01.12\]](#), [\[H11.11.01.13\]](#),

Regarding the annual graduation rate of students: At the beginning of the school year, the School requires the Training Department to base on the school's quality goals to set goals for the graduation rate of each training major managed by the Department and specifically report on the graduation rate of students at the end of the school year, take the lead in preparing information and data to consider and recognize graduation for students according to regulations assigned to the Department of Training Management & Student Affairs in coordination with the Training Department through the use of training software and CVHT system, statistics and monitoring the graduation rate of students in each training major, reporting to the Board of Directors and proposing measures to adjust and improve to increase the annual graduation rate of students. [\[H11.11.01.14\]](#), [\[H11.11.01.15\]](#), [\[H11.11.01.16\]](#), [\[H11.11.01.17\]](#), [\[H11.11.01.17-01\]](#), [\[H11.11.01.17-02\]](#), [\[H11.11.01.17-03\]](#), [\[H11.11.01.17-04\]](#), [\[H11.11.01.17-05\]](#). Ratio Graduation and dropout rates are established and benchmarked annually:

16. Table 11.1.1. Graduation and dropout rates (of the last 3 courses)

Cour se	SV scal e	Year 1 Number of students Dropout (% of Enrollmen t)	Year 2 Number of students dropping out (% of enrollment)	Year 3 Number of students dropping out, (% of enrollment)	Year 4 Number of students dropping out, (% of enrollment)	Total number of students dropped out (% of enrollme nt)
2017	05	0	01	(1) 18 %	1 (4.5%)	(6)27%
2018	14	0%	2 (14.3%)	0%	0%	2 (14.3%)
2019	03	0%	0%	0%	0%	0%

Training at the university level in the field of Special Education started in the 2017-2018 school year, so the first class of students will graduate in 2021. The graduation rate of the first class of students reached 100%. The number of students who

dropped out of school in the school year is mainly concentrated in the first and second years. Through interviews with students who dropped out, the fundamental cause of this phenomenon is that students lack career orientation when registering for admission. This issue poses an urgent requirement in the implementation of the training program, which is to focus on the CDR in terms of knowledge and skills.

In addition to skills, the formation of professional attitudes for students also needs special attention and is clearly shown in the objectives of the courses, especially the basic and specialized courses.

Table 11.1.2. Graduation and dropout rates

Course	SV scale	Total number of students dropped out		Total number of graduates	
		N	%	N	%
2017	17	0	0	17	100
2018	43	2	4.6	41	95
2019	33	0	0	33	100
2020	20	1	5	18	90
2021	57	0	2.6	0	0
2022	54	0	6.8	0	0
2023	47	3	6.3	0	0

Periodically, the Department of Training Management and Student Affairs coordinates with the Training Department to study, analyze and give specific reasons for cases of students dropping out of school and students who are slow to graduate. Every year, the graduation and dropout rates of students in the Special Education sector are established and closely monitored based on the Regulations on graduation conditions, Regulations on graduation exams, and evaluation of graduation exam results.[\[H11.11.01.03\]](#)and through the Council to review and handle students and students only study, drop out of school every year [\[H11.11.01.06\]](#), [\[H11.11.01.07\]](#).

With students who drop out, student managers, training assistants, and CVHT all have exchanges to grasp the situation, thereby understanding the difficulties and problems of students to provide appropriate advice to students, as well as make timely recommendations to the Faculty and the School.

[\[H11.11.01.08\]](#). The decision to withdraw a student is kept in the student management staff's file. [\[H11.11.01.09\]](#), CVHT; Class Executive Committee and Youth Union Executive Committee all grasp the situation image of student dropping out [\[H11.11.01.05\]](#). In addition, graduates and dropouts are updated. on the school's training management system software [\[H.11.11.01.02\]](#) This is convenient. convenient for monitoring student situation during training.

The reason why most students drop out of school is because they determine that they are not suitable for the training profession, so they have other study orientations, or students go to study abroad, or because of lack of foreign language requirements - foreign language certificates (English B1, European framework), not accumulating enough credits, from there, propose measures to reduce the rate of students dropping out of school, students graduating late. [\[H11.11.01.17-01\]](#), [\[H11.11.01.17-02\]](#), [\[H11.11.01.17-03\]](#), [\[H11.11.01.17-04\]](#), [\[H11.11.01.17-05\]](#). Monitoring of dropout rates, Graduation is also carried out through the CVHT system, Faculty assistants, Departments and software systems. Student learning management software. Each student has a separate account, helping students easily track Notifications by the School or the Department of Training Management and Student Affairs for changes and adjustments timely adjustments to meet learning progress. After each semester, the School carries out Review student learning situation and make a list of students who have dropped out of school. [\[H11.11.01.10- 01\]](#), [\[H11.11.01.10-02\]](#), [\[H11.11.01.10--03\]](#), Students who drop out of school are advised and supported by CVHT to Complete the withdrawal procedures to have other study opportunities in the future; Late graduates are advised and supported in making study plans and registering for semester credits. extra to be able to graduate within the prescribed time [\[H11.11.01.18\]](#), [\[H11.11.01.19\]](#).

When students complete the training program and meet the graduation requirements, they register and write an application for graduation. The Faculty will establish a meeting council to consider graduation and send the results to the School. [\[H11.11.01.06\]](#) Based on the results of the review at the Faculty, the School will establish a council. consider graduation and make decision to recognize and grant

graduation certificate with list of students graduate [\[H11.11.01.10\]](#) This decision is publicly announced and sent to the Faculty for review. storage.

To reduce the dropout rate of students, the Faculty of Social Sciences and Humanities has first organized a variety of activities: welcoming new students and career orientation, starting a business to introduce students to the training program's CDR, training program regulations, and job opportunities. From there, students can grasp the overall program they are studying, job opportunities after graduation to orient and have goals in studying and training; In addition, the Faculty has assigned the CVHT team to closely monitor the learning and ideological situations; contact the class cadres, student unions, and associations to regularly grasp the learning and training situation of students to advise and warn students at risk of dropping out; meet and directly discuss to resolve difficulties in students' study and life; combine contact with families to care and encourage to SV lift High conclude fruit learn practice, forgepractice[\[H11.11.01.19\]](#), [\[H11.11.01.20\]](#), [\[H11.11.01.21\]](#)The Department of Education and Training has implemented the Compare the graduation rate and dropout rate of the major with other majors of the school as follows:

Table 11.1.3. Comparison table of graduation rate of students in the field of Special Education with training programs other in school period 2017 - 2022

Branch	Course	Number of students admission	Number of students drop out	Number of students graduate	SV rate graduate (%)	SV rate drop out (%)
Teaching sexKindergarten	2017-2021	111	18	93	83.8%	16.2%
	2018-2022	92	14	78	84.8%	15.2%

Teaching sexCitizen	2017-2021	22	6	14	63.6%	27.2%
	2018-2022	15	2	13	86.6%	13.3%

Language English	2017-2021	96	0	23	23.95	0
	2018-2022	139	2	15	10.79	1.4
GD DB	2017-2021	17	0	17	100%	0%
	2018-2022	41	2	41	95%	5%

Based on the results of comparison as well as the exchange and discussion to find out the reasons for students dropping out and late graduation at the meetings, the Faculty will propose solutions to reduce the rate of students dropping out and increase the rate of students graduating from the Special Education Pedagogy major. Analysis shows that concerns about job opportunities after graduation and hesitation in choosing a school and career are the main reasons leading to students dropping out. To reduce the dropout rate of the Special Education major, the Faculty proposes solutions such as: Strengthening the role of CVHT in understanding students' thoughts and aspirations, helping them stabilize their spirit and feel secure in studying; Direct the Youth Union to organize more extracurricular activities, seminars on learning methods, career opportunities or life skills so that new students can integrate and receive more help from senior students... To increase the graduation rate, the Faculty also proposed solutions such as: The Faculty's Academic Affairs Department coordinates with the Student Affairs Office to regularly monitor the credit accumulation of students to give early warnings as well as advice on study plans for students.

The results are shown in Table 11.1.3, showing that the GDDB major of Hanoi Metropolitan University has a higher graduation rate than some other majors and a much lower dropout rate than some other majors. The rate of students dropping out or reserving their studies is low, mainly due to re-orientation of career choice. There are no reasons related to the training program, university administration or other issues. It

can be seen that, currently, the GDDB major training program is also meeting practical requirements and helping students have a comprehensive view of their future career activities.

2. Strengths

The graduation and dropout rates of students in the Department of Special Education, Hanoi Metropolitan University are monitored and fully recorded every year, helping the Faculty and the University have a basis to adjust and improve activities to enhance the training quality of the Faculty and the University.

For many years, the School's Special Education Department has had a high graduation rate and a low dropout rate.

3. Point of existence

The statistics on the graduation and dropout rates of students participating in the training program have not been presented in detail in the annual summary reports, so monitoring and supervision have not been really close.

4. Action Plan

TT	Target	Content	Implementing unit	Real time presently
1	Fixexit	Improve the content of the year-end report, statistical reports related to monitoring and supervising the graduation and dropout rates of students.	Department, Department of Training Management and Student Affairs	School year 2023-2024
		Propose specific measures to reduce the dropout rate among first-year students.		
2	Develop strengths	Continue to do a good job of monitoring and recording the graduation and dropout rates of students; provide counseling and support to increase the rate of students graduating early and on schedule, and reduce the rate of students dropping out.	Department, Department of Training and Training, Team CVHT Five	School year 2023-2024

5. Self assessment: 4/7

Criterion 11.2. Average graduation time is established, monitored and benchmarked for quality improvement.

1. Current status description

According to the decision on the functions and tasks of the units under the School, the task of monitoring/statistics on the average graduation time of courses in the training programs of the School in general is assigned to the leading unit, the Department of Training Management and Student Affairs, in coordination with the training faculties.[\[H11.11.02.01\]](#) Average graduation time of courses Learning is determined uniformly in the training plan of each training program implementing the regulations. Regular university training by credit H11.11.02.02 Accordingly, training time and The research in the School for each undergraduate training course is 130 credits, average duration is 4 years, maximum duration is 6 years, minimum duration is 3.5 years year[\[H11.11.02.02\]](#).

In addition to monitoring and recording the average graduation time of students, the School is also always interested in monitoring and supervising the rate of students dropping out of school and students graduating later than planned. Specifically, the School has issued regulations on synthesizing and recording the number of students. According to the regulations, the Training Department and the Department of Training Management and Student Affairs coordinate to record the number of students forced to drop out of school, students with retained study results, and report monthly to the Board of Directors to take timely measures to prevent and minimize cases of students dropping out of school.[\[H11.11.02.12\]](#)[&idGiaiDoan=23" target=" blank">](#)[\[H11.11.02.13\]](#)

Every year, the Department of Training Management and Student Affairs and the Training Faculty organize a summary/evaluation of the training and learning outcomes of students to find out, analyze and give specific reasons for cases of students graduating late, from there, propose measures to support students to have appropriate study plans to graduate on time according to the training plan.[\[H11.11.02.03\]](#),[\[H11.11.02.04\]](#), [\[H11.11.02.00\]](#)At the beginning of each school year, classes hold class congress - union - association. In addition, at the beginning of the course, the school organizes Provide advice on academic planning to ensure academic progress and graduation through Civic Education week or first-semester class meetings [\[H11.11.02.05\]](#), [\[H11.11.02.15\]](#), [\[H11.11.02.16\]](#), [\[H11.11.02.17\]](#), [\[H11.11.02.18\]](#)

Table 11.2.1. Average graduation time of students by course

Dif fi c ul t a	Time of admission	Graduation time	Study time (month)	VTN Num ber	Good time med ium ind ustr yh (n (ah)	Not e
201 7	December 2017	June 2021	44	17	(44x49+48x14+50x10+52x4)/77/12=3, 78 years	Before limit
		October 2021	48	0		Corre ct limit
		December 2021	50	0		Over due
		February 2022	52	0		
		June 2022	56	0		
		December 2022	62	0		
201 8	December 2018	June 2021	44	42	(44x42+48x4+50x2)/48/12=3.68 years	
		October 2021	48	0		
		December 2021	50	0		
		June 2022	52	0		Before limit
		October 2022	56	0		Corre ct limit
		December 2022	62	0		Over due

Table 11.2.2. Comparison table of average graduation time of students of Social Sciences and Humanities and Literature with other majors at Hanoi National University

Lock	GDDDB	Social and humanities mathematics	Political Science
D2017	3.76	3.58	3.66
D2018	3.68	3.59	3.66

The results compared with schools with the same major in undergraduate education such as Hanoi University of Social Sciences and Humanities, Hanoi University of Social Sciences and Humanities 2, all have an average graduation time of about 4 years, with training forms following the credit system oriented towards applied careers. [\[H11.11.02.02\]](#), [\[H11.11.02.09\]](#), [\[H11.11.02.10\]](#), [\[H11.11.02.11\]](#) This shows that the design time for each course of the training program of the industry GDDDB is suitable and guaranteed according to the regulations of the Ministry of Education and Training on the national qualifications framework. family.

2. Strengths

The average graduation time of the undergraduate special education program at Hanoi Metropolitan University is 4 years, which is clearly stated in the training program. The actual average graduation time of undergraduate special education students is consistent with the average graduation time established in the training program.

3. Exist

The Department of Special Education of the Faculty of Social Sciences and Humanities has not yet conducted comparison activities with domestic and international universities on the same training program, as well as activities to evaluate and analyze the reasons for dropping out and late graduation of students in the Special Education major every year, thereby proposing solutions to support students to further improve the graduation rate.

4. Action Plan

TT	Target	Content	Implementing unit	Time of execution
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1	Fixex ist	Adjust related regulations and procedures, focusing on enhancing autonomy and self-responsibility for the Training Department in adjusting training programs, monitoring, supervising, making statistics and analyzing, and evaluating the average graduation time of students and the graduation rate of students.	Faculty, Department of Training Management & Student Affairs, Team CVHT Five	From school year 2023- 3024
2	Dev elop stren gths	Continue to do a good job of consulting and supporting to create conditions for graduation according to the designed plan.	Faculty, Department of Training Management & Student Affairs, Team CVHT Five	From school year 2023- 3024

5. Self assessment: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 is an important factor to measure and evaluate the quality of the training program. Recognizing the necessity of this issue, to monitor and contact graduated students, since 2018, the School has assigned the Center for Science and Technology - Vocational Training to conduct a survey on the employment situation of students after graduation.[\[H11.11.03.01\]](#) In 2018, To suit the functions and tasks of the units, the survey of employment situation of students after graduation is assigned to the Center for Agricultural Development to implement [\[H11.11.03.02\]](#). Base Based on the regulations and requirements of the Ministry of Education and Training, in 2016, the School developed regulations Conducting surveys and collecting feedback from stakeholders on quality School training, employment situation of graduates, opinions of

final students course on training quality and students' opinions on lecturers' teaching activities [\[H11.11.03.03\]](#).

Every year, based on assigned functions, tasks and working procedures, the Center for Science and Technology and the Center for Agricultural Development have developed plans. [\[H11.11.03.04\]](#) and organization Conduct a survey on the employment and income situation of students after graduation according to as planned, in which the Faculty of Social Sciences and Humanities coordinated to send staff to directly contact former students. of the Faculty in many different forms such as: Phone calls, email, using the Internet society to collect information on employment and income of alumni [\[H11.11.03.09\]](#). Conclude Survey results are compiled, summarized and reported according to the requirements of the Ministry of Education and Training.

Table 11.3.1: Percentage of students employed 12 months after graduation (statistics for each training program and the whole school)

T T	M th ou sa nd s of dol lar s	Th ou sa nd tra ini ng	SVT Nu mbe r N		Nu m be r of stu de nts feedba ck		Employment situation			Ti ca p ac it or	C I ha ve so m et hi ng to do	SV rat e have a job /da mag eNu mbe r of grad uate s (%)	SV rat e have a job /da mag eNu mbe r of stud ents resp ondi ng (%)	Work area			
							Have a job	Not rel ate d	Rel ate d to the tra ini ng ind ust ry crea te					N w at er	T h u m an	T c r e at in g a jo b is	C fo re ig n el e m ent
1		G D D B	10 9	1 0 7	10 9	4 7	108	1	0	5	0	83.9 %	100 %	6	10 3	0	0

According to the survey results, the rate of students majoring in Special Education having jobs after 1 year every year, the rate of having jobs compared to the total number of graduates is 83.9%, the rate of students having jobs compared to the total number of students responding is 100%.[\[H11.11.03.06\]](#) To support students after graduation To find suitable jobs, every year the Faculty cooperates with partners to send information about job opportunities after graduation to students through the Faculty's internal information page [\[H11.11.03.08\]](#) In this report, we use employment survey data. of students by the end of 2021. For students graduating in 2022 by the time

There is not enough time yet to survey the employment situation so the data is for 2021. used by us to analyze and predict the employment situation of graduates. 2022. The 2021 survey showed that 100% of graduates of the Special Education major have jobs. Of which, 32 students worked in the right profession, accounting for 57.1%, and 5 students continued to study.

Studying and improving qualifications accounts for 8.9%. In general, students graduate and work The right career field accounts for a good rate of 66.0%. The remaining students are participating in Job positions related to professional fields account for 34%. 100%. Graduates are all active in career fields related to their major. training industry [\[H11.11.03.06\]](#), [H11.11.03.07] In particular, of the 47 students who responded, oh 04 students are working for agencies with foreign elements. From here, there are It can be seen that the training program for students in the field of special education has initially met the needs. of agencies with foreign elements. Students can use the knowledge and skills when studying at school to teach, work and meet the requirements of the job. At During the graduation internship, the faculty introduced students to the internship, many students were able to Good professional knowledge and high professional practice skills have been taught by high schools. Many students have made a good impression on high schools. Through internships, after graduation, they are recruited into teaching positions. the school's literature department. Through this, we can not only see the quality of student training Hanoi Metropolitan University not only meets the needs of employers but also sees The school has established very good relationships with practice schools. All schools are key schools and meet national standards to ensure Students practice their profession. Thanks to good training, when students graduate and apply for jobs, they do not have to have many difficulties

Table 11.3.2: Comparison of employment rates of students one year after graduation in university programs with special education programs in the period 2017 - 2022

STT	Branch	Number of graduates	Graduates with jobs after 1 year of graduation (Calculated based on the number of students participating in the survey)	
			N	%
1	GDDB	58	58	100%
2	Society and Human Resources maths	40	35	97.14%
3	Main therapy	3	3	100%

The rate of students having jobs after graduating from the School's Special Education major is compared with other training majors of the School every year. The results show that the rate of students graduating from the Special Education major having jobs suitable for their training major is 100% (including students teaching literature at high schools and students working as teaching assistants at centers operating in the field of literature). The above data shows a relative compatibility with other training majors close to the major. [\[H11.11.03.10\]](#).

2. Strengths

The Faculty of Social Sciences and Humanities of Hanoi Metropolitan University equips students with knowledge, skills, and professional skills that are suitable for the needs of society. In addition, specialized functional units are responsible for conducting surveys and investigations to grasp the situation of students after graduation to advise the faculty on training work. Students are interned and trained in solid professional skills at high schools throughout Hanoi, so the employment rate of graduates of the Faculty of Special Education is quite high.

3. Exist

Due to the modest training scale, the comparison of the rate of students having jobs after graduation with domestic universities with the same training major in GDDB has not been done regularly, and cooperative relationships to receive students after graduation with the general school system have not been established.

4. Action Plan

TT	Targ et	Content	Implementing unit	Tim e of exec utio n

1	Fixex ist	Strengthen cooperation in training with domestic and foreign universities with the same training majors to have a deep comparison of training activities to improve the training quality of the Faculty. It is necessary to expand and develop the cooperation network and develop with affiliated units in training and recruitment.	Faculty, Department of Science and Technology Management - Training and Developmen t, Board of Directors	From school year 2023- 2024
2	Dev elop stren gths	- Continue to maintain contact with students after graduation to support them with post-graduation employment. - Continue to maintain and expand cooperative relationships with high schools to facilitate connecting students with employers after graduation.	Board of Directors, Faculty, Department of Science and Technology Managemen t - HTPT	Annua l

5. Self assessment:4/7

Criterion 11.4. The type and quantity of research activities of the NH are established, monitored and benchmarked for quality improvement.

1. Describe the current situation

Hanoi Metropolitan University always pays attention to building plans and strategies for science and technology development, including scientific research activities for students; has a system to monitor and supervise research types and scientific research activities of students, has regulations on student scientific research as well as funding sources for scientific research of students. The University has specific regulations on finance and rewards to support, motivate and encourage students to participate and have high achievements in scientific research activities. Specifically: In 2016, the University issued Regulations on organizing the implementation of graduation projects/theses for full-time university and college levels, training according to the credit system.[\[H11.11.04.01\]](#). To meet the requirements of improving the quality of training and scientific research, the Department QLDT & CTHSSV have built a good project and thesis implementation guidance process. unified research throughout the school. Students of the Faculty are encouraged to participate in research. scientific research from the first year under the guidance of lecturers in the Faculty. In addition In

addition, the Faculty also assigned 01 teacher to be directly in charge of this work, with the responsibility of managing

Manage and monitor student research records as well as manage and support the research process of others. Every year, eligible students are allowed to apply for an essay instead of an exam score. end of semester [\[H11.11.04.02\]](#), or do a graduation project/thesis within a certain time limit. 08 credits in the School's Special Education Program [\[H11.11.04.03\]](#) This is the opportunity opportunities for students to access scientific research work during their studies at the School. Furthermore, To improve students' capacity, the training program also combines teaching and scientific research. Faculty students Social Sciences and Humanities are allowed to participate in scientific research in various topics related to Civic Education and in many ways. different forms such as: coursework, graduation thesis, participating in scientific research with teachers Instructor on school and city level topicsstreet

Hey H11.11.04.12H11.11.04.12 [\[H11.11.04.12\]](#) Starting from the second year with the support of teachers, Students can participate in scientific research. In addition, qualified final year students will be able to do the course. thesis [\[H11.11.04.05\]](#).

In 2018, the School issued the Regulations on Science and Technology Activities, which specifically stipulate the types of research activities, quantity and quality of scientific research of students.[\[H11.11.04.06\]](#).

Every year, based on relevant regulations and procedures, the Faculty proactively develops a plan to implement student scientific research work.[\[H11.11.04.07\]](#). issue notices inviting Teachers and staff participate in guiding students in writing essays, graduation theses and performing tasks. Research tasks aim to improve professional skills for students before graduation. career [\[H11.11.04.08\]](#). In addition, to create opportunities for students to participate in scientific research, the Faculty and The school has coordinated to organize conferences and seminars for young staff, attracting students. Participate in writing Proceedings articles for students to report the results of their research projects, and Time to discover excellent scientific research students to participate in scientific conferences grant [\[H11.11.04.09\]](#); Organize competitions related to expertise and profession for students participate in demonstrating initiatives, creativity, and enhancing the necessary skills for future career [\[H11.11.04.10\]](#).

The results of students' scientific research tasks are monitored and evaluated according to regulations. At the end of each school year, the Faculty summarizes and evaluates the overall results of students' scientific research and proposes measures to improve the quantity and quality of scientific research work for students [\[H5.05.03.20\]](#),[H5.05.03.20](#). Based on the school year plan, the Faculty has built Develop a budget plan for the Faculty's operations, including funding sources for activities. student research and creativity [\[H11.11.04.13\]](#).

Table H11.11.04.01 Students doing scientific research in the field of Special Education

Science	Number of students	Number of scientific research projects		Number of students participate in scientific research		Number of scientific research projects Students receive awards at all levels (faculty, school, ministry)			Number of published works (published separately and jointly with the instructor guide)		Funding for R&D of training industry (million VND)	
		HNK H SV Report	School level topics	Quantity	% number of students	Department	School	Boh	Shared	Private or standard along name head	Department	School
2018 - 2019	60	01	00	01	1.67	01	01	01	00	00		
2019 - 2020	91	02	00	09	9.8	02	02	00	00	00		
2020 - 2021	111	04	00	15	13,5	03	01	00	00	00		
2021 - 2022	150	03	00	18	12	02	01	00	00	00		
2022 - 2023	163	03	01	16	9.8	02	02	00	01	00		

The results of scientific research of students of the Faculty of Special Education are compared annually with other training majors of the School, showing that the rate of students participating in the Faculty of Special Education is

Scientific research is at a fairly good level compared to other training majors of the School.[\[H11.11.04.12\]](#). In Accordingly, the rate of students participating in scientific research and achieving school-level awards increased by 1.67% per school year. increased by 9.8%. School-level student scientific research conference and had articles published in journals professional journal (shared with lecturers in the Faculty) [\[H11.11.04.11\]](#), [\[H11.11.04.13\]](#). Basically, the Faculty still needs to propose long-term solutions to increase the rate Student scientific research and the quality of student scientific research further.

2. Strengths

The school has specific regulations on scientific research work of students; provides financial support for scientific research work of students and has funds to reward lecturers and students with good scientific research results.

3. Exist

There has been no comparison of the type, volume and quality of students' research with domestic and international universities with the same training major.

4. Action Plan

TT	Target	Content	Implementing unit	Real time presently
1	Fixexist	It is necessary to expand cooperation with domestic and foreign partners who have training in the field of vocational education to conduct comparisons to improve the quantity and quality of products. student research products	Department, Research Department & HTPT	From school year 2023-2024

2	Dev elop stren gths	- Continue to review and issue appropriate policies to develop student research activities. - Through Youth Union and Association activities, strongly implement communication and consulting activities on the role of scientific research in SV.	Departm entResea rch and Develop ment, Group TN,Student Association	Annu al
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5. Self assessment:4/7.

Criterion 11.5. Stakeholder satisfaction is established, monitored and benchmarked for quality improvement.

1. Describe the current situation

The satisfaction level of all stakeholders is an important measure of training quality. Therefore, it is necessary to have a system to collect and measure the satisfaction level of stakeholders. The collected information needs to be analyzed and used for improving training programs, improving the quality implementation system and quality assurance. Therefore, the School/Faculty has a plan to collect opinions from stakeholders to capture feedback and improve training programs in accordance with practical needs. To assess the satisfaction level of stakeholders, including teachers, students, alumni, and employers about training programs and training quality, the School has established the Department of Training and Quality Assurance, now the Department of Education Quality Management, with specific functions and tasks.

related to the management and organization of testing activities and quality assurance in education [H11.11.05.01]. The Department of Education Quality Assurance has developed and the Principal has issued a decision to promulgate regulations on quality assurance work, which specifically stipulates the work of collecting feedback from relevant parties on the School's fields of operation [H11.11.05.02]. Based on regulations, the Department of Education Quality Management develops a process for conducting survey work. Get feedback from stakeholders to unify implementation across the school [H11.11.05.03].

Every year, 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 training program of the GDDB sector in particular, including: Survey of students on the teaching activities of teachers after completing the course; Survey of final-year students on the training quality of the School; Survey of stakeholders on the training program and training program; Survey of employers on the quality of graduates to establish, monitor and compare to improve quality [H11.11.05.04], [H11.11.05.05], [H11.11.05.06], [H11.11.05.07]. Each type All surveys are conducted according to the correct procedure, from building/adjusting the form, Adjust tools and survey forms in a variety of ways such as in-person, online, exchange, etc. implementation methods to data synthesis, writing evaluation reports fruit [H11.11.05.08], [H11.11.05.09].

Every year, the School organizes a Conference of Staff, Civil Servants and Employees of the whole School to collect opinions and contributions to the evaluation of the results of the implementation of tasks for the school year and the plan for the new school year; to contribute ideas to the activities of the School, especially in the organization and management of training [H11.11.05.11]. In addition, the Department

of Education Quality Management conducts a survey of relevant parties [H11.11.05.12]. After the survey, the Department of Education Quality Management handles

data, extract teacher evaluation results and send reports to the School Board of Directors. All results obtained from collecting feedback are compiled by the Department of Education Quality Management, written reports sent to the School Board of Directors and feedback sent to the Faculty, from which the School as well as the Faculty have a mechanism to monitor and use information as a basis for improving the quality of activities related to the training program.

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.[\[H11.11.05.08\]](#).

The Faculty of Social Sciences and Humanities cooperated with the Center for Rural Development and the Department of Education Quality Management to collect feedback from employers and former students. Former students of the Faculty highly appreciated the training quality and professional capacity of students in the Special Education major.[\[H11.11.05.08\]](#) The Faculty has used this information channel as one of its criteria. to improve the training program each year.

Over 85% of the subjects (Employers, experts, former students, teachers, learners) surveyed were satisfied and very satisfied with the draft on training programs and curriculum of the training sector after being developed or adjusted.[\[H11.11.05.09\]](#). Historians' feedback Labor recruitment is very important in adjusting the GDDB training program to suit. appropriate to social needs. Employers value specialized knowledge. and applying professional knowledge into practice of students of Education and Training, over 85% of the students Employers are satisfied and very satisfied with the quality of graduates. currently working or interning at the recruiting unit [\[H11.11.05.08\]](#). In this criterion, What employers are not satisfied with is some of the students' professional skills. This is also a reality that the School and Faculty are increasingly paying attention to in order to adjust and supplement. supplement in CTĐT.

The school's facilities are invested in. The school's information technology system meets the needs of learners. Currently, all computer systems are connected to the Internet, the Internet and Wifi systems are used in the school to serve the training and research activities of teachers and learners. The results of students' evaluation of the material conditions serving learning, although the school and the faculty always pay attention to this item, specifically, about 80% of students at the end of the course are satisfied and very satisfied with the criteria for the school's training quality, in which the criteria for material facilities have not been highly appreciated by students, this result is completely consistent with the actual conditions of the school in the current context.[\[H11.11.05.08\]](#).

Thus, it can be seen that establishing and monitoring the results of the survey on the satisfaction level of stakeholders has scientific and practical significance, helping the School and the Faculty improve the quality of training programs and scientific research.

2. Strengths

The school has fully conducted all types of surveys to assess the satisfaction level of stakeholders on the quality of the teaching staff, the quality of students after graduation, and the training programs of existing majors. Necessary tools have been developed for surveys to collect feedback from stakeholders such as: Implementation process, form templates, supporting software, etc. to help the survey be conducted objectively, accurately assessing the current situation to have a basis for adjustment, improvement and enhancement of the training quality of the school.

3. Point of existence

The school has not yet developed specific regulations on collecting feedback from relevant parties; there is no comparison of satisfaction assessment results with units outside the school; the school's management software still has many limitations, so collecting feedback is still difficult.

4. Action Plan

TT	Target	Content	Implementing unit	Real time presently
1	Fixe xist	- Develop unified regulations on survey work to collect feedback from relevant Parties; - It is necessary to expand cooperation with domestic and foreign partners who have training in the field of special education to conduct comparisons to improve the quality of staff, students and training programs in the field of special education;	Faculty, Department of Education Quality Management, Department of Training Management and Student Affairs	From school year 2023-2024

		- Invest in comprehensive educational software to support school activities.		
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2	Highlight the points strong	Continue to review, adjust and improve tools for survey work to collect feedback from customers. Stakeholders.	Department, Room Quality Management System, Department of Training Management and Student Affairs	Annual
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5. Self assessment:4/7

Conclusion on standard 11

Improving the quality in general and the quality of training programs in particular in each university is an urgent requirement, requiring schools to regularly adjust and improve to suit the requirements of society and quickly integrate with the international community. Recognizing the importance of improving quality, Hanoi Metropolitan University has been regularly carrying out quality assurance activities, focusing on the work of building and developing training programs, reviewing and evaluating the teaching and learning process, evaluating the learning outcomes of learners, and surveying and collecting feedback from relevant parties to serve as a basis for adjusting and improving training activities, research and support services. In the recent period, the improvement of the quality of the University's training programs has achieved the following strengths and needs to address some shortcomings:

About the strengths:

The school has a system of working processes, including processes related to the management of teaching and learning activities and assessment of learners' learning outcomes, especially the internal assessment process of activities to help the school regularly review and adjust to improve the quality of teaching and learning activities and assessment of learners.

The system for collecting feedback from stakeholders is implemented consistently according to the process. Forms of feedback collection are implemented fully and diversely: online surveys, through Conferences, Workshops, Discussions, Departmental Meetings and Faculty Council Meetings during the year.

The process of building, editing, supplementing and developing the curriculum is established, evaluated and improved periodically every year.

The staff and teachers fully participate in scientific research activities in many forms such as: Conducting scientific research topics at all levels; Writing articles published in specialized journals; Participating in scientific seminars, with the aim of contributing useful ideas and supporting, updating new trends, improving the quality of teaching and learning activities; Learners have actively participated in scientific research activities.

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

About the existing points:

The system of textbooks and reference materials used mainly by domestic universities.

The number of high-level topics and projects of the staff and lecturers in the department is still limited. Lecturers of the Department of Pedagogy do not have many presentations at international conferences.

The internet is still weak. Equipment in some classrooms such as projectors, televisions, etc. are still damaged and not repaired promptly.

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

Self-assessment: in 6 criteria of standard 10, the GDDB sector self-assessed that 6 criteria achieved 4/7.

Standards/criteria	Self assessment
Standard 11	0
Criterion 11.1	0
Criterion 11.2	0
Criterion 11.3	0
Criterion 11.4	0
Criterion 11.5	0

PART III. CONCLUSION

- 1. Strengths of the Social Work training program**
- 2. The remaining points of the Social Work training program**
- 3. Improvement Plan**

SUMMARY TABLE OF SELF-ASSESSMENT RESULTS OF SOCIAL WORK TRAINING PROGRAM

PART IV. APPENDIX

I. General information about the educational institution

1. Name of educational institution (according to establishment decision):

1. Name of educational institution (according to establishment decision):

Hanoi Metropolitan University - Campus 1

2. Abbreviation of educational institution:

Vietnamese: Metropolitan

University English: HNMU

3. Previous name (if any): Hanoi Pedagogical College

4. Managing agency/Ministry: Hanoi City People's Committee

5. Address: No. 98 Duong Quang Ham Street, Quan Hoa Ward, Cau Giay District, Hanoi City

6. Contact information Phone: (+84) 24.3833.0708 Number fax: (+84)

24.3833.5426 Email: banbientap@hnmuh.edu.vn Website: https://hnmuh.edu.vn/

7. Year of establishment (according to establishment decision): 2014

8. Start time of course I: 2

9. Time to issue graduation certificate for course I: 2

10. Type of educational institution:

	Have	Are not
Public	X	
Semi-public		X
Private		X
Private		X
11. Types of training of educational institutions		
	Have	Are not
Regular	X	
Non-regular		X
Remote	X	
Foreign training links	X	
Domestic training links	X	

12. List of key leaders of the CSGD (departments, departments, faculties, and centers only list the head level)

Parts	Full name	Title
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13. Training faculties/institutes of CSGD

List of faculties
Faculty of Education
Faculty of Culture and Tourism
Faculty of Sports and Health Sciences
Faculty of Natural Sciences and Technology
Faculty of Social Sciences and Humanities
Faculty of Economics and Urban Affairs
Faculty of Foreign Languages
Career Development Center1
Information technology
Political Education
Preschool Education
Sports Science and Health
Foreign Language
Primary education
Psychology - Education
Natural Science
Social science
Physics
Environmental Science and Technology
History
Culture - Tourism - Services
Industry 2
Economics and Urbanism
General subjects
Faculty of Vocational Education
Postgraduate
Faculty of Education 2
Career Development Center
Center for Testing and Foreign Languages and Information Technology
Faculty of Engineering and Environment

14. List of affiliated units

Unit name

II. General information about the program implementing unit

III. General introduction of the unit implementing the training program

24. Overview of development history, summary of outstanding achievements of the

program implementation unit program

- History of development of the department
- Training and development

- Scientific research
 - International cooperation
 - Branch...
25. Administrative structure of educational institutions and training program implementing units
- Hanoi University of Science and Technology
26. List of CSGD leadership & list of key leaders of the implementing unit current CTD
27. Training majors/specialties of the unit implementing the training program
28. Types of training of the unit implementing the training program
29. Total number of training majors
- IV. Officers, teachers and staff of the unit implementing the training program
- V. Learner
- VI. Scientific research and technology transfer

VII. Facilities, library, finance

39. Land area, construction floor area

TT	Content	Acreage	How to use		
			Department have	Lien conclude	Rent
1	Total area of the school	0			
2	Total floor area of construction for excavation creation, scientific research of the school In which	0			
2.1	Halls, lecture halls, classrooms of all kinds, multi-purpose room, professor's office, Associate Professor, Full-time Lecturer	0			
2.2	Library, learning resource center	0			
2.3	Research center, laboratory, practice practice, practice facility, internship, practice	0			

40. Total number of books in the school library (including textbooks, learning materials, documents, reference books... books, magazines, including e-books, electronic databases)

Industry	Book Title	Book copy

41.Total number of devices

Room/Lecture Name path /lab	Quantity	Target audience	Floor area build

42. Total funding from school revenue sources in the last 5 years:

43. Total tuition fees (full-time only) in the last 5 years:

44. Total expenditure on scientific research, technology transfer and service activities

45. Total revenue from scientific research, technology transfer and community service activities

46. Total expenditure on training activities

47. Total cost of team development

48. Total expenditure on business connection, consulting and job support activities

VIII. Summary of some key metrics

1. Name of educational institution (according to establishment decision):

- Total number of permanent lecturers (people): 5
- Ratio of permanent lecturers to total permanent staff (%): 100
- Percentage of full-time lecturers with doctoral degrees or higher out of total full-time lecturers (%): 60
- Ratio of full-time lecturers with master's degrees to total full-time lecturers (%): 40

2. Students:

- Total number of full-time students (people): 152
- Student to faculty ratio (after conversion): 30.4

<TiLeStudentsGoodCareer>

3. Graduates' assessment of the school's training quality:

- Percentage of students who responded that they had learned the knowledge and skills needed for the job

jobs by major (%): 100

- Percentage of students who responded that they only learned part of the knowledge and skills needed for work in their major (%): 0

4. Students have jobs within the first year after graduation

- The rate of students having jobs in their field of study, including uneducated students employed, further education (%): 74.3

- Percentage of students with jobs outside their field of study (%): 10.2

- Self-employment rate among employed students (%): 10.2

- Average monthly income of employed students (million VND)

5. Employers' assessment of graduates having jobs in their field of study

- Percentage of students who meet job requirements and can be employed immediately (%): 80

- Percentage of students who basically meet job requirements, but need additional training (%): 13.3

6. Scientific research, technology transfer and community service:

- Ratio of scientific research topics, technology transfer and community service copper on permanent staff

- Ratio of revenue from scientific research, technology transfer and community service to permanent staff

- Ratio of published books to permanent staff

- Ratio of journal articles to permanent staff

- Reports per permanent staff ratio

7. Facilities (final year data of assessment period):

- Ratio of building floor area to full-time students

- Dormitory accommodation to full-time student ratio

8. Facilities (final year data of assessment period):

- Basic education level

- Training program level

**APPENDIX 2: DECISION OF THE COUNCIL TO ASSESS THE
SELF-ASSESSMENT OF THE SELF-ASSESSMENT PROGRAM SOCIAL WORK
TRAINING PROGRAM EVALUATION**

UNIVERSITY DEGREE. (List of Council, Secretariat, specialized working groups)

APPENDIX 3: SELF-ASSESSMENT PLAN

APPENDIX 4: DATA TABLES

