



MINISTRY OF EDUCATION AND TRAINING

HO CHI MINH CITY UNIVERSITY OF EDUCATION



**SELF-EVALUATION REPORT
BASING ON TEACHER EDUCATION INSTITUTION
DEVELOPMENT INDEX (TEIDI)**

2017-2019

HO CHI MINH CITY, 2020

PART I. INTRODUCTION

1.1. Introduction to the university

Vietnamese name: Trường Đại học Sư phạm Thành phố Hồ Chí Minh;

English name: Ho Chi Minh City University of Education;

Website: <https://hcmue.edu.vn/vi/>;

Address: 280 An Duong Vuong street, Ward 4, District 5, Ho Chi Minh City

Foundation Date: October 27, 1976 under Decision No. 426-TTg of the Prime Minister

Striking achievements:

Ho Chi Minh City University of Education (HCMUE) is one of 22 key universities in Vietnam and one of two key teacher training universities nationwide, playing a leading role in the systems of teacher training institutions and schools in Southern area. The university has been awarded The Third Class Labor Medal in 1986, The First Class Labor Medal in 1996, The Third Class Independence Order in 2007. It received the merit awards from The MOET, Ho Chi Minh City People's Committee and other provinces for its training, scientific research and other activities.

For the organizational structure, the university has:

– 22 departments and belonging units: Mathematics- Information Technology, Physics, Chemistry, Biology, Literature, History, Geography, Political Science, Psychology, Educational Studies, Primary Education, Early Childhood Education, Special Education, Military Defense, Physical Education, Information Technology, English, Chinese, French, Russian, Japanese, Korean and Domestic Science Division;

– 17 centers and 01 institute: Institute for Educational Research, Thuan An Educational Center for Disabled Children, Pacific Asia French Language Center, Foreign Languages Center, Computer Science Center, Knowledge Enhancing and Examination Preparation Center, Korean Studies Center, Testing Center, Stem Center, Student Support and Entrepreneurship Development Center, Center for Teaching Aids Research and

Development, Public Health Office, The Library, the Dormitory, and the Publishing House;

- 01 affiliated high school: Practical High School
- 11 offices and other administration units: Personnel-Administrative Office, Undergraduate Affairs Office, Postgraduate Affairs Office, Educational Testing & Quality Assurance Office, Scientific Technology and Environment- Journal of Science Office, International Cooperation Office, Student and Political Affairs Office, Facilities and Equipment Management Office, Finance and Accounting Office, Information Technology Office, Academic Inspection Office.

For human resources, to September 2019, the university 807 staff members including 496 lecturers (02 Professors, 30 Associate Professors, 280 masters and 42 bachelors) and 311 administration staff. Over half of the lecturers are at the age of under 35.

For training, during 2017-2019, the university has trained 16.311 mainstream students, 956 postgraduate students, 161 doctoral students, about 300 international students, organizing approximately 100 seminars with the attendance of about 11804 school teachers. The university now has:

- 26 disciplines for master education, 10 for PhD education;
- 36 disciplines for bachelor education; 19 among these are pedagogical programs; 16 are non-pedagogical programs, and one discipline is for training the foreign learners.

For facilities and supporting conditions for training, scientific research, teaching and learning, the university has:

- 06 campuses with the total area of 60, 839.2m²;
- 01 library with 2 reading rooms, 40 computers accessible to Proquest, Sage, Springer, over 221000 book copies, 34 computer rooms and 30 labs for experiments and professional development.

For scientific research, the university focuses on these following main activities:

- Scientific research in education aims at meeting the requirements of teaching career and enhancing the quality of training, management and teaching methodology innovation.
- Basic research in natural sciences - technology, social sciences and humanities

The university collaborates with other local provinces, the economic – social organizations and communities in scientific application and technology transfer. From 2017 to 2019, there have been 04 projects of Nafosted fund, 23 projects and missions at ministerial level, 05 projects in cooperation with localities and 117 projects at university level. The university has also set up 02 strong research teams on physics and educational sciences, psychology.

The university has held 18 conferences at all levels to assert its prestige in regions and the whole nation. The outstanding conferences are as follows: “Training school teachers and principal advisors and educational lecturers” (2017), “Viet TESOL- the fourth time” (2018), “East Asia: literature research and education” (2019),

Over the past five years, the university has had the collaboration with 41 institutions, companies, communities all round the world. They come from the countries like France, The United Kingdom, Russia, China, Japan, Korea, Australia, The United States, New Zealand, Taiwan. Besides, the university has built up bond and strong relationship with international organizations like Fullbright, AUF, People to People, AEON 1% Club , AMA, and Koica as well as the embassy and consulates of various countries in Ha Noi and Ho Chi Minh City. The university is now the member of two international networks which are AUF (The Francophone University Agency) and RIFEFF (Organization of World Pedagogical Universities, Francophone Community) .

The university receives more than 46 volunteer teachers, lecturers from different countries and experts to teach and do research at the university. 56 turns of the staff members and the learners have been sent to foreign countries to take part in international conferences or short training courses.

The number of the learners chosen to join the academic training and cultural exchange programs has been on an increase with approximately from 25 to 40 students per year on average. The university also receives international students form Japan,

Korea, Taiwan and France to join in Vietnamese language and other classes at the university. Between 2017 and 2019, the university has attracted the sponsor from individuals and organizations on grants and teaching and learning materials.

1.2. The background for participating under ETEP

1.2.1. The university background:

As one of the two key teacher training universities in the country and the largest teacher training university in the South of Vietnam, HCMUE currently faces enormous difficulties and finds ample opportunity. To fulfill its role, in the current and upcoming time, the university defines the objective and specific strategic programs as follows:

- ***The objective:*** Building HCMUE to be the applied science and key teacher training university with highly qualified human resources training, scientific research at advanced level to meet the industrialization, modernization career requirements and regional as well as international integration.

- ***The strategic programs are as follows:***

- + ***Program 1: Building the capacity of the lecturers, supporting staff and education managers.***

The objectives of the program are to build the capacity of human resources, lecturers, supporting staff and education managers to meet the professional quality standards, quantity requirements, structure synchronization to have the competency to carry out all the duties effectively in the new stage.

- + ***Program 2: Building the facilities and increasing the teaching and scientific research equipment.***

The objectives are to build classrooms, offices, labs, the library,... towards the standardization, solidification requirements and step-by-step modernization of the equipment for teaching, scientific research and management.

- + ***Program 3: Having basic and comprehensive higher education innovation towards the standardization, modernization and international integration.***

The objectives of the program are to study and conduct the innovative ways in training methods, objectives, content, curricula, teaching approaches, testing and assessment methods to improve the quality of training to meet the requirements of basic and comprehensive reform in Vietnam according to the Resolution of the XI Congress of Vietnamese Communist Party.

- + ***Program 4: Creating a healthy, friendly, stable educational environment.***

The objectives of the program are to support the democracy at the institution to obtain mutual consent among the lecturers, supporting staff and the learners in combination with strengthening the quality of state management in compliance with the law in all aspects of the university.

1.2.2. The background under ETEP program participation:

The fact that the university has been chosen to take part in ETEP brings it considerable opportunity to be invested in capacity building in order to achieve significant breakthrough in the training and retraining of teachers, education managers to meet the requirements of professional development for basic and comprehensive reforms in the national educational system.

To be chosen as one of seven teacher training universities in the country to take part in ETEP project, HCMUE is fully aware of the political duties to provide the training for teachers, lecturers, and education managers locally and nationwide, specifically the provinces in the South to meet the important requirements of basic and comprehensive reform of Vietnamese educational system.

For the upcoming time, the university will actively participate in building and implementing the projects in teacher training, re-training innovation according to the action plan of the Prime Minister issued under Resolution 44 and other plans of the MOET. Specifically, the university identifies the duties under ETEP as follows:

- Stimulating the innovations in curricula design and development, materials, and learning resources to serve the training and re-training of teachers and education managers

according to career standards, criteria for being teachers in connection with renovations of general education;

- Promoting the innovations in teaching methods, assessment, evaluation towards activating and increasing learning and learners' capacity;
- Providing the training and re-training for teachers and education managers to meet the training and re-training needs of pre-school and other school level teachers in the new era for international integration; placing special emphasis on the experts, leading teachers who are qualified to take part in re-training activities;
- Carrying out scientific research and applied educational studies in the practical way, effectively and reinforcing international trend;
- Focusing on improving the facilities in the university towards technological applications;
- Promoting the networks with other teacher training universities under ETEP, building up the new networks for teacher training institutions for mutual sharing of resources and close connection between education institutions of all levels and schools.

The advantages of the University in performing tasks:

- The unified direction and support from The MOET;
- The solidarity, agreement, and absolute determination of the staff in school;
- The cooperation and support from Southern provinces and the whole country;
- The experience in training and re-training teachers at all levels;
- The facilities and the staff meeting the training requirements;
- The connection between the management systems in the school through the support software.

Participating in the program, HCMC University of Education is committing to:

- Strictly follow the instructions, programs of action plans by The MOET;
- Mobilize all resources of the university and actively participate in the project with the highest sense of responsibility in performing the tasks;

- Constantly improving, enhancing the quality and the efficiency in the field of training and retraining;
- Coordinating with other teacher training institutions in the implementation of common responsibilities.

1.3. Summary of the university self-evaluation on TEIDI

The result of the university self-evaluation on TEIDI is expressed in 07 areas of vision, governance, management and quality assurance, training programs, research, development, innovation, external collaboration and relationships, educational environment and resources, educational environment and resources, teaching support and learning support from the year 2017 to September, 2019 has been fully described and analyzed.

The results demonstrate that the average score of 2019 of the university is 4.29 which is 115% higher than that of 2017. Referring to the strengths and weaknesses of the report, the university build specific plans to improve the strengths and minimize the cons on each area.

PART II. SELF-EVALUATION

STANDARD 1: Vision, governance, management and quality assurance

Criterion 1.1: Strategic vision

1. Description

Indicator 1.1.1: HCMUE's vision and its strategic plan are in alignment with the HCMUE's mission

HCMUE first identified its mission and vision in 1999 in the strategic plan of the period 1999-2004. The university has reviewed its mission and vision for three times to meet the development requirements of the society and university [H1.1.01.1.01-03]. The university identifies its mission, “HCMUE is the key national Teacher Training University providing undergraduate and graduate training and applied research in education and other sciences to fulfil the needs of high quality teachers’ training, of advanced research for the cause of developments in education, society and economy of the provinces in Southern Vietnam and in the whole country”. In 2017, it holds the core values of “Quality- Creativity- Humanity” as the operation motto.

The vision of the university has changed. The vision is as follows:

“Until 2030, HCMUE:

- will have become one of the key teacher training universities nationwide as a highly nationally prestigious university on par with South East Asian training institutions and universities of education;*
- will have been an educational institution to exert influence on and contribute to the development of teacher training institutions in the South of Vietnam as well as in the whole country;*
- will have been a place where scholars, teachers, lecturers of high quality converge;*
- will have assured to provide the facilities of professional training and highly qualified scientific applied research and the graduates having the ability to work, to adapt, to create and continuously develop.”*

This vision is in alignment with the mission of the university stated and reviewed through the past years. In its development process, the university has designed the strategic plans which are also in alignment with its mission to achieve its short-term

and long-term aims. Specifically, the university builds the strategic development plan to 2020, 2025 and 2030. [H1.1.01.1.04].

In order to review and modify the vision and strategic plans, the university has drawn up review plans, the draft process of reviewing and modifying the vision and strategic plans were issued in August, 2018. From 2018 to now, this act is annually conducted according to the university and ETEP plan. It has proved its efficiency by carrying out the following activities: Consulting the delegates from all units of the university in the meeting conference of the staff, meetings of key officials, meeting the previous leaders and managers, getting perspectives from the related attendees in scientific seminars or courses on teaching career development with the presence of Deputy Prime Minister Vu Duc Dam, by the meetings of university leaders and managers to implement the directives from the MOET [H1.1.01.1.05].

An evaluation of the University's spread and ability to identify visions and missions has also been increasingly implemented in August 2018. The University issued an evaluation report, which proposed solutions to improve the effectiveness of publicizing the university's vision and mission [H1.1.01.1.06]. The review of the University's mission, vision and implementation of strategic plans ensures consistency. The activities carried out in the strategic plan meet the established mission and vision of the University [H1.1.01.1.07].

Indicator 1.2.2. HCMUE's vision is known by the stakeholders and permeates the university activities, specifically for learners and teaching staff development.

The university mission, vision is disseminated [H1.1.01.2.01] to all education managements, lecturers and supporting staff in the annual staff meetings and the teacher learners. They are also introduced to the stakeholders in panels, bulletin boards, electric boards in every campus of the university, in its website <https://hcmue.edu.vn>, face book account as www.facebook.com/HCMUE.VN and other printed and online publications [H1.1.01.2.02] as well as the university introduction in English, French and Russian [H1.1.01.2.03]. Besides, the university also has the plan to publicize the mission and vision, core values to Departments of Training and Education [H1.1.01.2.04], has the recruitment projects publicized, has its

brand identity [H1.1.01.2.05; H1.1.01.2.06] and communication to students in the civic meetings at the beginning of the school years [H1.1.01.2.07].

The public disclosure of vision and mission is an important basis in creating consensus in developing the university strategic development plan and annual school year operation directions, in building short-term and long-term plans of each area [H1.1.01.1.04], in establishment and development projects of new units of the university [H1.1.01.2.08].

The university mission, vision and strategic plans are expressed in all activities of the university such as training, retraining, scientific research, international cooperation and others [H1.1.01.2.09-15].

2. Strengths

- The university mission, vision, core values and strategic development plans are appropriately identified and are in alignment with its functions, duties, resources and development orientation of the university, closely linked with the development of teaching career, of economy, society of the regions and the whole country.
- The university vision and strategic development plan are in line with the mission and implemented in all activities of the university
- In the past two years, the university has reviewed and adjusted the vision of the annual strategic plan in accordance with the actual situation of the industry, the university and of the society. This annual review will be conducted for the next three years (according to its plan with the ETEP program) in line with the country's current development stage, new developments of education sectors. The University has made certain modifications and improvements from the analysis of the strategic plan after two recent reviews.

3. Weaknesses

- The public disclosure of the university vision and strategic plan has not achieved the expected results, especially with external stakeholders. This stems from objective and subjective causes such as stakeholders' ill interest in this issue because of psychological habits and uncreative propaganda forms.

- The implementation of the university mission and vision dissemination has been implemented but key measures need to be put forward to improve the effective spread of vision and mission communication with stakeholders.
- The adjustment of the university mission and vision is done continuously in 2017, 2018, which makes the vision and strategic plan still not as expected. This is a problem that shows that adjustments are needed but additional remedies are needed if there are adjacent adjustments.

4. Action Plan

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
1		Planning and implementing information systems to support the feedback collection on many aspects from diverse stakeholders	Personnel - Administrative Office	8/2019	8/2021
2	Overcoming weaknesses	Developing a regular monitoring plan for the implementation of the strategic development plan	Personnel - Administrative Office	December annually	June of the following year
3		Developing plans and conducting communication activities to introduce the university's goals and mission in more modern forms	Personnel - Administrative Office	April annually	August of the following year
1	Promoting strengths	Implementing activities in accordance with the mission and vision from the point of view of promoting the university training strengths	The units	Annually	Annually

5. Self-evaluation

<i>Indicators</i>	Rating Scale						
	1	2	3	4	5	6	7
Indicator 1.1.1: The university's mission and its strategic plan are in alignment with the university's mission					x		
Indicator 1.1.2: The vision is known by stakeholders and permeates the university's activities, specifically for learners and teaching staff development.					x		
Criterion Scale	5.0						

Criterion 1.2: Governance arrangement and Management

1. Description

Indicator 1.2.1: The university has adequate policies, processes, procedures, and instruments to realize its mission, to implement its strategic plans, and to encourage the management of personnel, teaching and non-teaching staff and the improvement of their abilities.

In order to implement the mission and strategic development plan as well as encourage the staff to build their capacity, HCMUE has the recruitment procedures and professional development and exploiting, promoting and encouraging the capacity of the staff [H1.1.02.1.01-03]. The university units has specific working procedure so as to fulfill their duties and carry out their mission, strategic development of the university [H1.1.02.1.04-05]. The university documents are widely disseminated to all officials and employees in various forms such as briefings between the school leaders and the heads of units, email (sps@hcmue.edu.vn) and the website of the school (www.hcmue.edu.vn). All the university's work (Weekly Work Schedule) is planned and published on the University's web portal (<https://hcmue.edu.vn/en/lich-cong-tac-tuan>).

In order to encourage the staff to enhance their capacity, HCMUE has issued policies to carry out their mission, strategic development of the university such as those for public officials in professional activities such as policies for key lecturers;

Plan for developing teaching staff, Plan for improving the quality of the staff, Plan for developing managerial competencies [H1.1.02.1.06-08]. A lot of the university's policies have been built to enhance the staff in scientific capacity. The policy of publishing international articles was issued in 2018; deploying the Plan of Strong Research Group investment with the regime of reducing teaching hours, ordering scientific topics, creating conditions for facilities to organize research; Plan for considering Scientific Research awards from the University's Science and Technology Promotion Fund was implemented the first time with a total prize of 220 million of the total fund of 800 million.

The university also has a support regime for a number of international experts working at the university and a airplane ticket regime for some experts attending international seminars invited to the University [H1.1.02.1.09-13].

The Party Committee and the university's socio-political organizations also developed the organizational operation regulations such as the Organization regulation of the university Party Committee, the working regulations of the executive committee of Ho Chi Minh Communist Youth Union, the Regulations, and those concerning activities of Executive Board of Vietnam Association of Students. Besides, the university has also developed the mechanism of cooperation between the authorities at all levels and the Union [H1.1.02.1.14].

The system of documents regarding organization, training, scientific research, international cooperation, students' affairs, inspection, educational testing and quality assurance, finance and facilities has been issued in time, appropriately and subject to current regulations. The organizations and units in the university have the strategic development plan and school-year mission in line with the law and regulations [H1.1.02.1.15].

HCMUE has appropriate IT applications, particularly management software such as staff management software, training program management software, student management software, exam management software, and gift students' enrollment software, graduate admission software, teaching time management software, accounting software, book management software and library books [H1.1.02.1.16]. The software is exploited and used effectively, contributing to good management of

the units' activities. The tool of reviewing overtime work of experts, lecturers to encourage labor ... has been deployed by HCMUE for many consecutive years [H1.1.02.1.09-10, H1.1.02.1.17].

In order to carry out the mission, implement a strategic plan and encourage the team to promote their capacity, HCMUE implements a general staff review plan and a detailed review of the staff in each discipline in order to obtain the overall assessment of the staff and the overall assessment of the staff situation for each discipline. On that basis, the staff development plan in 2018 was implemented on a large scale with specific analysis and task proposals [H1.1.02.1.18].

HCMUE also plans to evaluate and review a number of factors affecting working motivation of the staff through scientific ordering tasks and evaluation reports are carried out with fairly clear results [H1.1.02.1.19]. Working regulations of lecturers, internal expenditure regulations and a number of regulations on scientific research of the university were updated in 2018 with the content encouraging teachers to improve scientific research achievements [H1.1.02.1.06; H1.1.02.1.09; H1.1.02.1.11-13; H1.1.02.1.17]. The school's 2018 plan of assessing experience initiatives has also been improved after many years of application [H1.1.02.1.20]. The university has also conducted an evaluation of the performance of the university's science and technology promotion fund and has proposed to revise the operation regulations and issues to consider this award in order to stimulate the teaching staff [H1.1.02.1.13].

The teacher assessment plans for the readiness and control over general education programs implemented between 2018 and 2019 analyzed initial experience, understanding, readiness to implement the new general education program in training to propose a specialized training plan to encourage team confidence in their careers [H1.1.02.1.06, H1.1.02.1.08].

Indicator 1.2.2: The roles and functions assigned to personnel match with the qualifications of those who are recruited at HCMUE.

To September 2019, the university has 807 staff members including 496 lecturers (02 Professors, 30 Associate Professors, 142 PhD holders, 280 masters and 42 bachelors) [H1.1.02.2.01], . The lecturers aged under 35 occupy more than 50%. There are 331 supporting staff to serve in the tasks concerning training, scientific

research. They are now working at the offices, departments, labs, the library, the dormitory and the affiliated high school and Thuan An Educational Center for Disabled Children according to the approved job placement scheme project **[H1.1.02.2.02]**.

HCMUE has issued appropriate documents as a basis for assessing the professional competence of the staff **[H1.1.02.2.03-04]** and periodically evaluating each school year and according to the regulations on the assessment of the employees. **[H1.1.02.2.05-06]**. Based on the assessment of the staff's professional competence, HCMUE annually organizes commendation and rewarding, develops training and retraining plans for officials **[H1.1.02.1.03, H1.1.02.1.18]**. In the past 5 years (2014-2019), the University has sent 73 trainees, 43 masters, 597 turns with the following contents: educational management, administration management, security and national defense and profession, political theory, professional training. The university also has specific financial support policies for the improvement in their qualifications **[H1.1.02.1.09; H1.1.02.2.07]**.

The school also plans to review its staff according to the functions and duties of each job position and perform it through detailed reports in a number of specific units. Job assignment KPIs, assignment records, self-assessment, etc. are used to ensure the requirements of functions and tasks of each job position **[H1.1.02.2.02, H1.1.02.2.08-09]**.

In the period of 2014 – 2019, HCMUE periodically plans, reviews, adjusts and replenishes the management staff for the university and affiliated units **[H1.1.02.2.08-12]**.

Indicator 1.2.3: Accountability and responsibility rules are fully observed by the university on a regular basis.

The University's organizational structure illustrates the functions, responsibilities of its departments **[H1.1.02.3.01]**. All staff of the university implement the regulations issued by the university, other legal documents and regulations on professional activities of each department. The responsibility process is updated in 2018 with the following basic steps: The individual's annual plan is summarized; registration of emulation, registration of experience initiatives ...; preliminary and final work reports,

self-assessment and recommendations according to general regulations [H1.1.02.2.05-06].

Each individual's accountability is stated by the working regulations for the lecturers [H1.1.02.1.17]. The leader of each unit base on the job description and professional schedule of each lecturer to evaluate the responsibilities of individuals and request each individual to explain periodically according to the activities.

All the university staff are required to self-assess and do their periodical accountability, once a year through work summary, job summary with specific requirements related to the job description, workload in KPI [H1.1.02.2.05]. In addition, the staff are responsible for receiving learners' feedback and opinions through the Union, Student Union, and forums to meet the university's leaders directly and indirectly, propose measures to improve work effectively [H1.1.02.3.02].

The university reports personnel transfer, leave and reviews and recommendations for increasing or transferring staff. The university recruits the appropriate personnel based on their capacity to work and to replace the transferred personnel [H1.1.02.3.03]

2. Strengths The university has the clear and transparent organizational structure and the governance model which is in accordance with the legal regulations.

- The documents on regulations and policies of the university organization and management are officially and publicly shared among the staff members in various ways; clearly defining the roles and functions of the belonging units and each personnel and increasing the autonomy of those who are assigned.
- Policies, regulations and appropriate management tools have been used to implement the School development strategy plan, to encourage the staff to promote their capacity.
- The university has annually reviewed and remedied the regulations with appropriate route, time and orientation.

3. Weaknesses

- The staff development plan has not been implemented in a synchronized manner from the university level to the unit level; Fostering in terms of political theory,

administrative profession and public management after the planning of managerial staff has not been carried out synchronously.

- Incentive policies for staff are not satisfactory due to the rapid development of society and the investment of non-public corporations and universities which more or less affect the attractiveness of this policy.
- The process of periodic accountability has not been implemented evenly between units in terms of quality despite the implementation of all personnel. Periodical accountability is not guaranteed.

4. Action plan

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
1.	Overcoming weaknesses	Adding personnel the Recto's Board	Personnel - Administrative Office	1/2020	Until completed
2.		Adjusting and supplementing the regulation on organization and operation of the university in accordance with the amended Higher Education Law 2018	Personnel - Administrative Office	12/2019	3/2020
3.		Adjusting Job Placement Project	Personnel - Administrative Office	12/2019	3/2020
4.		Reviewing and evaluating the work of the management staff to foster rotation as regulated	Personnel - Administrative Office & Information Technology Office	12/2019	3/2020

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
5.		Implementing the School Restructuring Project for the period 2020-2030	Personnel - Administrative Office	12/2019	6/2022
1.		Continuing to build Strong Research groups	Scientific Research Office and units	8/2019	8/2020
2.	Promoting strengths	Periodically reviewing the system of management documents according to regulations and updating documents of the Government and the teaching career	The whole university	Annually	Annually

5. Self-evaluation

<i>Indicators</i>	Rating Scale						
	1	2	3	4	5	6	7
Indicator 1: The university has adequate policies, processes, procedures, and instruments to realize its mission, to implement its strategic plans, and to encourage the management of personnel, teaching and non-teaching staff and the improvement of their abilities.					x		
Indicator 2: The roles and functions assigned to personnel match with the qualifications of those who are recruited at the university.					x		

<i>Indicators</i>	Rating Scale						
	1	2	3	4	5	6	7
Indicator 3: Accountability and responsibility rules are fully observed by TTU personnel on a regular basis					x		
Criterion Scale	5.0						

Criterion 1.3: Quality assurance system

1. Description

Indicator 1.3.1: The TTU has appropriate policies, a quality assurance unit which is properly staffed and a professionally qualified personnel to effectively carry out internal quality assurance activities at institutional and programme levels.

The university has appropriate policies, the Educational Testing and Quality Assurance Office and qualified personnel to effectively carry out internal quality assurance activities. This is a clear development advantage of the university under the development road map.

In terms of the policies, the university set up the Educational Testing and Quality Assurance Office [H1.1.03.1.01-02], builds the quality assurance plans for the school year [H1.1.03.1.03], set up the staff on quality assurance at units [H1.1.03.1.04], assessing the work of the school year and developing new directions of the school year to improve the quality of school activities [H1.1.03.1.05]; establish councils, plan and train specialized groups to periodically assess educational institutions according to the Ministry's evaluation criteria and pedagogical development indicators set. In order to build a team of qualified personnel, the university has a policy of sending staff and funding support to attend the training of assessors: inspectors for higher education quality of the Ministry of Education and Training, accreditation of AUN's training program [H1.1.03.1.06].

The university has set up the Educational Testing and Quality Assurance Office to build and manage the university's quality assurance system [H1.1.03.1.07]. Quality assurance system is directed by the president. The Educational Testing and Quality Assurance Office advises and organizes the individuals responsible for the quality of

implementing units [H1.1.02.2.21; H1.1.03.1.08-09]. After the review of the staff, the university prepares a dossier for recruiting a doctorate and a specialized master to ensure the quality of education, evaluating education to strengthen the capacity of the office.

The university pays attention to fostering professional staff to carry out quality assurance tasks. The number of those who have completed the program of training assessors for tertiary education and vocational training has increased from 02 in 2017 to 06 in September 2019 [H1.1.03.1.06]. Every year, the university also makes a plan to train the staff [H1.1.03.1.10], send officials to participate in training courses, seminars related to quality assurance [H1. 1.03.1.11].

The university collects students' feedback on the lecturers' teaching and implements the opinions of teachers and students about the service quality of the functional office and libraries quite regularly [H1.1.03.1.12]. Self-assessment reports on the factors that affect the quality of the university training are carried out to ensure the review and recommendations to improve internal quality assurance. The information collected from the surveys, evaluation reports [H1.1.03.1.13] is transferred to relevant subjects and the school leaders to make adjustments and promote strengths, overcome existing points to constantly improve quality. In order to enhance the efficiency of consultation activities, the university assessed the situation after 3 years of implementation and ordered the Educational Research Institute to develop a survey tool of teaching activities of lecturers in the direction of ensuring quality [H1. 1.03.1.14-15].

The university has also conducted the self-evaluation [H1.1.03.1.16] as well as the evaluation of the training programs, training on skills to implement the training program evaluation, the internal quality assurance [H1 .1.03.1.17].

Indicator 1.3.2: The university has conducted a self-assessment for improvement purposes at institutional or programme levels.

In 2016, the university planned and implemented the self-assessment and achieved an institution-level quality accreditation certificate in 2018 [H1.1.03.1.16]. Results of school-level self-assessment: the number of criteria assessed as "satisfactory" is 59 out of 61 criteria, accounting for 96.72%, of which all standards

have at least 01 criterion to be evaluated "satisfactory". Results of assessing the quality of educational institutions of the external expert delegation of the Center for Quality Accreditation - Vietnam Association of Universities and Colleges: the number of criteria assessed as "satisfactory" is 51 out of 61 criteria, accounting for 83.61%, of which all standards have at least 01 criterion rated "satisfactory". Through the results of self-assessment and external evaluation, the university has identified strengths and weaknesses and proposed measures, action plans to continuously develop the university [H1.1.03.2.01-03].

The school has developed a self-evaluation plan of training program according to national accreditation standards in December 2018 and plans to conduct evaluation of 04 training programs by 2020, 06 training programs by 2021 and by 2023 to complete the accreditation of the remaining training programs [H1.1.03.2.04-05]. In addition, in 2019, the university has been accepted to be a member of AUN [H1.1.03.2.06], conducting evaluation of training programs in Chemistry, Primary Education and Psychology according to AUN- QA criteria [H1.1.03.2.07].

Indicator 1.3.3: There is a functioning integrated information system that is used for collecting and processing data of lecturers and learners on a regular basis.

At present, the university has a system of personnel and students management software [H1.1.02.1.16]. For the staff, the university has personnel management software which is managed by the Personnel- Administration Office to manage the status and qualifications of employees of the whole university. In addition, the school has software for managing teaching hours and salaries calculated by the Finance Office to calculate salaries and allowances for employees of the university. Office of Science and Technology, Environmental Studies- Journal of Science has information system for managing scientific calendars and scientific works, articles of the whole school. Library manages and enables book titles lookup with Libol library management software. For students, the university has student management software to support the Office of Students' Affairs which is in charge of managing student information; support the Undergraduate Studies Office to implement the training plan and schedule; allowed the Educational Testing and Quality Assurance Office to manage exam schedules and exam results. Academic results, assessment results are

also managed by the software to conduct review of academic warnings as well as awards and scholarships at the end of each semester [H1.1.03.3.01]. Moreover, the university has a survey system to collect learners' feedback on teaching activities of lecturers, online information system for registration of classes, search for schedule, exam schedule, study marks, and notification message to support learners in managing information and tracking individual learning results [H1.1.03.3.02].

For effective quality assurance system, in November 2018, the university implemented the plan of developing an integrated information system and assigned it to the Information Technology Office to assess the status of the university's information system and evaluate the effectiveness of integration as well as propose ways to link data from functional departments to build a shared database, provide tools to periodically collect and process data about lecturers and learners on demand [H1.1.03.3.03]. After the review, the university has initially integrated some existing information systems [H1.1.03.3.04-05].

Indicator 1.3.4: The university has a feedback system in place to collect feedback from relevant stakeholders about learning experience and improvements; has methods to collect, analyse feedback; and use findings from analysis to improve teaching and learning.

Since the establishment of the Educational Testing and Quality Assurance Office, the university has promoted the internal quality assurance activities within the university, starting with the evaluation of lecturers' teaching activities [H1.1.03.1.03]. From the second semester of the academic year 2014 - 2015, the university has organized regular students to participate in the assessment and conduct periodic student feedback at the end of each main semester [H1.1.03.4.01] and until the 2017-2018 school year, the university has collected feedback from in-service teachers. The results of the learner's feedback are summarized by semester and sent to each lecturer and faculty [H1.1.03.4.02], which is the basis for each teacher and faculty to make adjustments on teaching method as well as content.

In the university's training activities, teaching practicum and teaching skills are regularly held and are important activities in the process of teacher training. After each internship, the university held a review of pedagogical practice activities from all

levels to analyze the limitations and propose solutions to improve the teaching practicum work: internships at the internship school, the groups in charge of internship at the the faculties, the internship council at the school level with diverse participants including school leaders, leaders of the relevant departments, the the dean and the lecturers in charge of the teaching practicum , the principal of the internship school, the instructors, the students [H1.1.03.4.03].

Currently, the university has assigned the Information Technology Office to survey and build an integrated information system, which requires more effective information collection and comments from the stakeholders on the university activities [H1.1.03.3.03-04].

In addition, the university plans to improve the activity of collecting feedback from stakeholders through the task of implementing ordering topics on these topics, such as the construction of survey tools on teaching activities of teachers [H1.1.03.1.14], evaluating the actual situation of equipment and facilities to serve the teaching and learning toward quality assurance [H1.1.03.4.05]. On the basis of the implementation of these assignment projects, the university's research groups have issued revised toolkit after review to ensure more effective data collection of lecturers and learners, making a positive contribution to improving the quality of related activities of the university.

2. Strengths

- The university has completed educational institution quality accreditation and plans to improve the quality of educational institutions.
- The university has sufficient information systems to serve the data management of lecturers and learners.
- The survey to collect learner feedback are conducted through the online system which is conducted periodically

3. Weaknesses

- The recruitment of professional personnel in measurement, education evaluation in accordance with the job placement project is limited due to rare personnel.
- The document system on quality assurance has not been reviewed regularly.
- Data on lecturers and students are abundant but not yet systematic.

- The use of feedback from learners to improve teaching activities has not brought specific, clear results.

4. Action plans

No	Objectives	Tasks	Implementing Agency	Execution Time	
				Start time	End time
1.	Overcoming weaknesses	Training and improving professional skills for officials in the Educational Testing and Quality Assurance Office	Personnel - Administration Office	12/2019	3/2020
2.		Developing qualified human resources on quality assurance to serve the university	Personnel - Administration Office	12/2019	3/2020
3.		Enhancing the internal quality of the university via - Examining and supervising the organization of implementation according to documents, processes and plans in order to improve the quality at the university and units - Assessing and improving the work done according to the documents, planning process built - Making summary reports, organizing conferences on quality assurance activities according to the school year	Educational Testing & Quality Assurance Office	The whole year	The whole year
4.		Strengthening links and sharing information data between the university's management information systems to collect and process lecturers and learners data effectively.	Information Technology Office	12/2018	4/2020

No	Objectives	Tasks	Implementing Agency	Execution Time	
				Start time	End time
1.	Promoting strengths	Continuing to conduct training program evaluation	Undergraduate Studies Office	3/2019	3/2023
2.		Continuing to implement quality assurance activities	Educational Testing & Quality Assurance Office	The whole year	The whole year
3.		Enhancing the activities of collecting learners' and lecturers' feedback about the program and the service work of the departments in the university; consulting with the employer about the training program	Educational Testing & Quality Assurance Office	The whole year	The whole year

5. Self-evaluation

Indicators	Rating scale						
	1	2	3	4	5	6	7
Indicator 1.3.1: The university has appropriate policies, a quality assurance unit which is properly staffed and a professionally qualified personal to effectively carry out internal quality assurance activities at institutional and programme levels.				x			
Indicator 1.3.2: The university has conducted a self-assessment for improvement purposes at institutional or programme levels.				x			
Indicator 1.3.3: There is a functioning integrated information system that is used for collecting and processing data of lecturers and learners on a regular basis.				x			

<i>Indicators</i>	Rating scale						
	1	2	3	4	5	6	7
Indicator 1.3.4: The university has a feedback system in place to collect feedback from relevant stakeholders about learning experience and improvements; has methods to collect, analyse feedback; and use findings from analysis to improve teaching and learning.			x				
Criterion Scale	3.8						

STANDARD 2: Training programs (curriculum)

Criterion 2.4. Curriculum development

1. Descriptions

Indicator 2.4.1: The processes of CDP and curriculum design/development, appraisal, implementation, monitoring and review processes are in alignment with the task mandated and the TTU's mission, strategic vision and objectives.

In confronting educational problems that have arisen in reality and changes in national and local contexts such as blended teaching, experiential learning, the demands for the implementation of the new high school curricular and new textbook series, and relevant issues related to training disciplines, the university actively reviewed and renovated the formal curriculum in 2016 for the mission and vision of a national key pedagogical university [H2.2.04.1.01]. The university issued a number of documents instructing curriculum development, curriculum appraisal and issuing process [H2.2.04.1.06]. These instructive documents were built based on current regulations including The Law on Higher Education; MOET's circulars (Circular No. 08/2011/TTBGDDT, No. 38/2010/TT-BGDDT, No. 07/2015/TT-BGDDT) [H2.2.04.2.12], with reference to relevant professional occupational standards [H2.2.04.2.11].

In 2018, the University reviewed, evaluated, and amended the curriculum as a revising activity once every two years. Prior to the revising activity, the University developed a set of processes to review, evaluate, and amend the curriculum and the attached forms [H2.2.04.1.06] in order to better perform the mission to meet the mission, strategic vision, objectives of the University as well as the responsibility of a

key pedagogical university assigned by the government. The review records of the curriculum have shown that the curriculum reviewing met this process. The reviewed and amended curriculum were issued in 2018 and applied for training from the 2018-2019 school year [H2.2.04.1.07]. At the end of 2018, To improve the process of designing, developing, evaluating, implementing, monitoring and adjusting the curriculum, at the end of 2018, the University held a review Conference to get feedback of stakeholders on the issued process as a basis for further process improvement. In addition, the University has invited international experts from AUF to train and discuss, comment on the process of reviewing, evaluating, amending and updating the University's curriculum to ensure the process in accordance with the university's mission, vision and task, it can also become a model process for other universities in the region for reference [H2.2.04.1.25].

From the results of the curriculum review in 2019. the University has also planned to improve the curriculum for the next period in order to improve the entire curriculum of the University, improve the training quality at a higher level, meet national and international accreditation standards, and commensurate with the mission of a key Southern pedagogical university [H2.2.04.1.08]. Currently, the University has also finished drafting a new version of the process of reviewing, evaluating, amending and updating the curriculum [H2.2.04.1.27, H2.2.04.1.29] to prepare for putting into use.

Regarding the training, in the period of 2018-2019, the University issued a plan of program development and training organizing together with procedures, forms of construction, reviewing and evaluating training programs [H2.2.04.3.22, H2.2.04.1.26].

The university has set up working groups including members of the faculties and invited experts to report, train the working group and key lecturers to implement the development of the training program [H2.2.04 .1.26].

After the training period, the teams of curriculum development conducted meetings to analyze the needs of the localities and new situations, thereby building a system of appropriate training themes. As a result, the University has built a system of themes and a road map for training teachers and managers of general educational

institutions quite methodically. Therefore, most of the themes have met the needs and are selected by many localities to training teachers and educational managers [H2.2.04.1.10].

To prepare for the improvement of training programs, the University prepared an evaluation report on the implementation of the review, evaluation process and training program development based on the analysis of feedback of stakeholders [H2.2.04.1.28]. Based on this report, the University had a Plan to develop the process of reviewing, evaluating and developing training programs [H2.2.04.1.27] and is drafting a plan to develop programs, organize training for teachers, managers of general educational institutions and provide the process and adjustment forms [H2.2.04.1.29].

Indicator: 2.4.2. The curriculum and teacher training programs have been developed to meet the needs of the stakeholders, showing systematic and consistent characteristics.

To ensure the curriculum and teacher training programs indicate the systematic characteristics and consistency, the University based on the issued regulations and framework program of the Ministry of Education and Training [H2.2.04.2.11 – H2.2.04.2.12]. In addition, the University has issued guiding documents on the process of developing curriculum, expected outcome standards, forms and regulations on the amount of knowledge in each curriculum when amending, supplementing and rebuilding the curricula in 2016 and 2018 [H2.2.04.1.06]. Systematic and consistent characteristics in the University curriculum are also shown from defining the objectives, expected outcome standards of the curriculum standards, matrix of modules to the objective, expected outcome standards of each module in order to help ensure a coherent and logical connection between the elements of curriculum [H2.2.04.1.04]. In order for the curriculum to be developed, amended and supplemented to meet the requirements of the related stakeholders, the University has always consulted with relevant stakeholders such as lecturers, scientists, students, learners, alumni, employment agency representatives, and professionals [H2.2.04.1.02, H2.2.04.1.06, H2.2.04.1.07, H2.2.04.2.13]. The comments from relevant stakeholders have been received by faculties and Office of Undergraduate Studies and based on that, the

program framework, expected outcome standards, program content and module outlines are amended [H2.2.04.1.04, H2.2.04.1.05]. Collating and comparing the university curriculum with prestigious and quality curricula in the country and in the world in the process of developing, amending and updating also help the university curriculum be updated and responsive [H2.2.04.1.07]. The university has also initially surveyed, developed and implemented training by e Learning [H2.2.04.2.14].

Indicator 2.4.3: The curriculum and teacher training programs are reviewed, assessed, revised and amended continuously and on a regular basis with inputs of relevant stakeholders.

Periodical reviewing, evaluating and amending the curriculum and training programs with the participation of stakeholders, the University has issued regulations on periodic review, evaluation, amendment and supplementation of the curriculum and training programs with the participation of stakeholders, specific plans and processes, forms [H2.2.04.1.06, H2.2.04.3.22, H2.2.04.2.31, H2.2.04.3.17]. In 2018, the University carried out periodic review, evaluation, amendment and supplementation of undergraduate and postgraduate curricular with the opinions of relevant stakeholders [H2.2.04.1.07, H2.2.04.3.18]. The university has also conducted research and evaluation of the curricular and surveys to assess the training program [H2.2.04.3.20-21, H2.2.04.3.24]. As a result, the University issued the curricular after being reviewed, evaluated and updated [H2.2.04.1.03], with a new set of training programs and training themes [H2.2.04.1.10]. This set of products has met quite well the needs of learners so that many localities have chosen and implemented training [H2.2.04.3.23].

After the process of reviewing, evaluating and updating the curriculum, the University also organized a review conference with the participation of stakeholders to re-evaluate the review, evaluation and updating of the curriculum and propose the content needs to be further improved in the coming time [H2.2.04.3.19]. In addition, the University has conducted research projects related to the evaluation and adjustment of the curriculum and training programs to propose activities that need further improvement in the future [H2.2.04.2.15, H2.2.04.3.23, H2.2.05.1.03]. Based on this review results and changes in practice, in 2019, the University has issued plans for reviewing, evaluating, improving and accrediting the curriculum according to national

and international accreditation standards and expected to be completed in 2020, according to the schedule of periodic review, evaluation and revision every 2 years [H2.2.04.1.08]. Based on the opinions of stakeholders, the University has also drafted a plan to develop programs and organize training for teachers and administrators of general education institutions in 2020, including the necessary regulations on reviewing the existing programs and topics with the comments of stakeholders [H2.2.04.1.29].

Since 2019, the University has also adjusted the content of student surveys, supplemented the evaluation of the curriculum through the implementation of a number of ordering projects that were accepted in 2019 to have a database of assessment and improvement progress of the curriculum in the following years [H2.2.04.3.20, H2.2.05.1.03].

For graduate program, the 2016 program is a product of the adjustment and supplement of the Program issued in 2014. The 2016 Program has been appraised by an external evaluation committee, in accordance with the Circular 07. / 2015. [H2.2.04.1.06 - H2.2.04.1.07, H2.2.04.3.18]. In 2018, the University has developed a plan and implemented the evaluation and adjustment of the curriculum to meet the expected outcome standards in accordance with CDIO design techniques with a fairly strict system of processes and tools to attract stakeholders to participate. process of evaluating and adjusting the curriculum [H2.2.04.1.06].

2. Strengths:

- The process of designing, developing, evaluating, implementing, monitoring and amending the curriculum is compliant and closely linked to the University's mission, vision, strategic objectives and the assigned mission.
- The curriculum and teacher training programs are developed based on the needs of stakeholders, showing systematic and consistent characteristics. Training has been conducted in the form of e Learning.
- The curriculum has been periodically reviewed, evaluated, revised and supplemented with the participation of stakeholders. The teacher training program has been initially reviewed.

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3. Weaknesses:

- Periodical survey and consultation with stakeholders have just been carried out periodically.
- There are not any processes to monitor and amend teacher training programs.

4. Action plans:

No.	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
1	Overcoming the weaknesses	Conducting surveys and consulting stakeholders about the curriculum and the training programs on a regular and full range of relevant objects. Ensuring at least 60% of the training programs are well responded by learners, employers, educational experts. - 60% of teachers and managers attend regular training programs to meet the new general education program, achieving teacher standards.	Office of Undergraduate Studies	10/2019	1/2020
3	Promoting strengths	Continuing the periodical process of reviewing, evaluating, revising and supplementing the curriculum with the participation of stakeholders. Ensuring 100% of the pedagogical curriculum updated and amended according to the evaluation and feedback from learners and stakeholders with the consultancy of domestic and international consultants.	Office of Undergraduate Studies Office of Educational Testing and Quality Assurance Departments	9/2019	12/2020
4		Continuing to develop the curriculum and teacher training programs based on analyzing the needs of stakeholders,	Rector and Vice-Rector Office of	10/2019	12/2020

No.	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
		<p>demonstrating systematic and consistent characteristic:</p> <ul style="list-style-type: none"> - Developing a master's program on subject teaching methods - Developing 01 Vietnamese-English bilingual teacher training program (with the consultancy of national and international consultants) - Developing 01 new pedagogical / bachelor training program to meet the new overall education program innovations - Continuing to implement 05 programs of fostering elementary / high school teachers to meet the new overall education program innovations. - Developing 02 new joint training programs for undergraduate and postgraduate training themes the standards in water3434343434with consultation of national and international consultants 	Undergraduate Studies Office of Graduate Studies Departments		
5		In the process of designing, developing, evaluating, implementing, monitoring and amending the program, continue to adhere to and being closely linked to the University's mission, vision, strategic objectives and the assigned mission.	Office of Undergraduate Studies Office of Graduate Studies	10/2019	12/2020

No.	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
6		Adjusting and supplementing the process of reviewing, evaluating and updating the curriculum so that the process is evaluated, issued, recognized and geared up to be consulted by other universities in the region and in the world	Office of Undergraduate Studies Office of Graduate Studies	12/2019	12/2020
7		Having at least 01 strategic cooperation program with regional or international universities specializing in education in the field of training and training program development.	Office of Undergraduate Studies Office of Graduate Studies	11/2019	12/2020
8		- Deploying the system of lectures and resources for online training to meet the training requirements. - At least 5 lessons were filmed and received positive feedback from reputable experts at home and abroad.	Office of Undergraduate Studies Office of Graduate Studies Departments	11/2019	12/2020

5. Self-evaluation

Indicator	Rating scale						
	1	2	3	4	5	6	7
Criterion 2.4: Program development							
Indicator 2.4.1: The process of designing, developing, appraisal, implementing, monitoring and amending the program are in alignment with the University's mission, strategic vision, objectives and the government mandate.					X		
Indicator 2.4.2: The curriculum and teacher training programs are developed based on the needs of stakeholders,				X			

Indicator	Rating scale						
	1	2	3	4	5	6	7
demonstrating systematic and consistent characteristic.							
Indicator 2.4.3: The curriculum and teacher training programs are periodically reviewed, evaluated, revised and supplemented with the participation of stakeholders.				x			
Indicator Scale	4.3						

Criterion 2.5: Curriculum content and implementation

1. Descriptions

Indicator 2.5.1: The curriculum contents meet the expected outcome standards, are aligned with the professional standards, and are scientifically designed to ensure modernity, adequateness, update and responsiveness to unexpected educational issues and changes of the local, national and international contexts.

To carry out the above , the University issued plans of curriculum review and provided guidance, review process, tools, and accompanying forms. These processes and forms are aimed at ensuring that the program content meets the outcome standards, aligns with professional standards, ensures science, modernity and updates, integrating practical educational issues and changes in local, national and international contexts [H2.2.04.1.06].

During the review of the undergraduate curriculum, the University has also amended the expected outcome standards, updated a number of integrating contents arising in practical educational issues and national and international changes into the curriculum such as experience activities, STEM education, requiring learner’s quality and competency development [H2.2.04.1.04-05].

Indicator 2.5.2: The curriculum is properly structured in terms of theoretical and practical elements, ensuring that learners have comprehensive understanding, qualities and skills to be effective in their teaching profession.

In order to have a basis for improving the curriculum in the next review cycles, the University held a Review meeting to implement the process of reviewing,

evaluating and amending the curriculum [H2.2.04.3.19]. Through the conference, the University also issued the Rector's conclusions to both summarize what has been done, and to set out directions for improvement in the future [H2.2.04.3.19]. In addition, based on research results, trend analysis, international and national requirements, the University has issued a plan to review, evaluate and improve the curriculum according to the national and international standards of the curriculum quality evaluation [H2.2.04.1.08], which will be implemented from the end of 2019 and expected to be completed by 2020, in which the orientation of the University's curriculum must be updated and meet not only the national standards, but also the rigorous international testing standards. The 2011 curriculum builds on the rationality of theory and practice. When adjusting and supplementing the curriculum in 2016, the faculties were guided through building the curriculum based on the general format and structure of the university showing the rationality between theory and practice, ensuring the learners have comprehensive knowledge, have full capabilities including general competence, professional competence and occupational competence together with political qualities and civic responsibilities, professional ethics to effectively implement teaching activities [H2.2.04.1.06, H2.2.04.2.11 – H2.2.04.2.12]. Detailed module outlines have theoretical and practical allocations, focusing on the formation and development of professional skills for learners through spending a large amount of time on the modules on internships and practical activities such as the modules "*Regular practice of pedagogical skills*"; "*Teaching practicum 1*"; "*Teaching practicum 2*". To improve the curriculum development which shows rationality between theory and practice, ensuring learners have all the capabilities and qualities to effectively implement teaching activities, the University held a Review conference on the process of reviewing, evaluating, amending the curriculum [H2.2.04.3.19]. In addition, the University also conducts the evaluation of the stakeholders on the rationality of theoretical and practical ratios through the topic: Building a road map for accrediting three training programs: Primary Education , Psychology and Chemistry at HCMUE according to AUN-QA standards [H2.2.05.2.06]. The opinions exchanged at the summation of pedagogical internships at the faculty, university [H2.2.05.2.04] or

the survey of learners [H2.2.04.2.13] were also collected as the basis for analysis to improve.

From the above results, the University has issued a plan to review, evaluate and improve the undergraduate curriculum in accordance with the standards of evaluating the quality of curriculum nationally and internationally, in order to further improve the quality of curriculum [H2.2.04.1.08]. In addition, the University is developing guidelines and improving the forms to help the completed curriculum ensure a reasonable ratio between theory and practice, ensure that learners have full capacities and qualities to effectively implement teaching activities [H2.2.05.2.32].

Indicator 2.5.3: Credits and/or courses in a programme are properly allocated for programme achievers to meet their individual needs and learning plans.

In the curricula, the modules are arranged in a systematic way, which facilitates the accumulation of knowledge among learners [H2.2.04.1.04]. In addition to core modules, optional elective modules and free electives demonstrate the flexible nature of the curriculum [H2.2.04.1.04]. Scientific arrangement and organization of requisite and prerequisites modules facilitate the student's academic enrollment and personal study planning [H2.2.04.1.04].

Each curriculum is designed to ensure the interconnection within the same level (horizontal communication) and between the levels (vertical communication). Transition between different programs in the university is reflected in specific regulations allowing students to do the study of double degrees [H2.2.05.3.07]. In 2018, the University issued specific regulations to guide learners about the equivalent conversion of modules to facilitate learners to convert their curriculum [H2.2.05.3.08]. Currently, the organization of training also enables learners to be proactive in order to meet individual needs and individual study plans: at the beginning of each semester, the university will survey and estimate the number of learners' needs for each module to plan the opening of appropriate classes; giving learners the freedom to register the modules. In cases there is difficulty in registering the modules, students can submit their report application, the university will consider opening an unplanned class [H2.2.05.3.09]. The university also had early graduates, ahead of schedule.

With regards to in-service training programs, from the 2017 intake, the university has developed a stringent credit based system [H2.2.04.1.03 – H2.2.04.1.06]. The in-service training programs have the content similar to the formal curriculum but organizing the training activities on weekends (Saturdays and/or Sundays), at night or during summer holidays to facilitate the learners with work at other times [H2.2.05.4.16].

The graduate curricula of the University are also flexibly designed, with general modules, core major modules and elective major modules; meet the individual learning needs and learning plan of learners [H2.2.04.1.04]. The organization of graduate curricula at weekends facilitates participation of learners [H2.2.05.3.11]. The University also collected feedback from learners about the sequential arrangement of modules in the graduate curricula, study plan and dissertation. The survey results show that more than 80% of learners responded positively to the organization of postgraduate training activities [H2.2.05.3.12].

Until now, all training programs for teachers and educational managers of the University are also flexibly deployed in accordance with the time schedule appropriate for the trainees selected by the trainees or the affiliates [H2.2.04.2.15]. The training schedule is done mainly in summer school breaks, Saturdays and Sundays so as to facilitate the learning of students while still at work [H2.2.05.3.13].

Indicator 2.5.4: The curriculum has ample scope for varied learning situations both at the institutional and school/field levels.

The university promulgated regulations on teaching practice with guidelines, detailed organization plans to help students gain easy access to handle a variety of learning situations at high schools and pedagogical schools. [H2.2.05.4.14].

In addition, professional practices also take place through the professional modules such as Introduction to Education, Organization of educational activities at schools, Teaching methodologies, Pedagogical communication, Educational Psychology [H2.2.04.1.04].

The university had a plan to organize the implementation of the program to cover and integrate the diverse learning situations that often occur in pedagogical schools and high schools. This is shown in the curriculum [H2.2.04.1.04] and the detailed

modules outline. Each module has clearly defined methods of organizing teaching for each specific part. There are provisions on the form of examination and evaluation. In particular, the program has regulations that the vocational modules must account for a high proportion. The modules such as Regular pedagogic training, Pedagogical practice and many vocational modules such as Introduction to Education, Organization of educational activities at schools, Teaching methodologies, Pedagogical communication, Educational Psychology are focused on covering and integrating the diverse learning situations that often occur in pedagogical schools and high schools [H2.2.04.2.05, H2.2.05.4.22].

In order to prepare for the plan of organizing pedagogical practice, the University has sent documentary to the provincial Departments of Education and Training organizing internships to ask for coordination opinions and all of the Departments of Education and Training have agreed and issued the Official Letter providing general guidance to the internship institutions.

There are a variety of activities such as schools visits for observation, inviting high school teachers to teach in the field or share professional experiences, ...[H2.2.05.4.15]. Every year, the University regularly organizes pedagogical competitions such as Green chalk, Future teachers, ... to create more training opportunities for students with diverse situations that often occur in reality [H2.2.05.4.18].H2.2.05.4.23]

Besides, the University also has a strategy to prioritize the implementation of themes of thesis and dissertations carried out demonstrated a variety of situations, urgent practical issues need to be solved of education [H2.2.05.4.23]. That Graduate Studies Office and Departments of Training annually organize scientific conferences and seminars facilitates research work publications and academic experience exchange of graduate students. Seminar sessions and discussion on situations arising from education are regularly organized [H2.2.05.4.24 – H2.2.05.4.25]. Diversifying learning situations facilitated the enhancement of major's knowledge, application of theoretical knowledge to solve practical problems and the development of research capacity of learners. To improve the development of broader curriculum content, to integrate the diverse learning situations that often occur in pedagogical schools and

high schools, pedagogical review summaries are held at the Faculty, university, at the same time, collecting survey data is also performed [H2.2.05.2.04, H2.2.04.2.13, H2.2.05.4.17]. In addition, the University held a Review meeting on the process of reviewing, evaluating, and amending the curriculum. The conclusion on the review, evaluation, revision and updating of the curriculum in 2018 and the presentation report of the faculties mentioned the need to continue adjusting the curriculum to cover and integrate the situations of diversity learning in pedagogical schools and high schools [H2.2.04.3.19].

From the above results, the University has issued a plan to review, evaluate and improve the undergraduate curriculum in accordance with the standards of evaluating the quality of curriculum nationally and internationally, in order to further improve the quality of curriculum [H2.2.04.1.08]. In addition, the University is developing guidelines and improving the forms to help the completed curriculum ensure a reasonable ratio between theory and practice, ensure that learners have full capacities and qualities to effectively implement teaching activities [H2.2.05.2.32].

Indicator 2.5.5: The expected learning outcomes, match with the institutional resources, the envisaged duration, time allocation and scheduling for training activities and CPD through a process of deliberation of the programme.

To implement annual undergraduate and graduate curricula and CPD, the university scientifically scheduled in detail the academic year plan, time allocation and timetables appropriate to the university activities, institutional resources and learner study plans [H2.2.05.5.26 – H2.2.05.5.27, H2.2.05.3.11 – H2.2.05.3.12]. Teaching practicum sessions and other practical activities of students at kindergartens and general schools are planned and organized in groups or individually (with flexible practice) in a flexible way, ensuring that they are customized to students' needs and plans of the local schools [H2.2.05.4.14]. For the graduate curricula, that plans related conducting and upholding a thesis are deployed at the beginning of each academic year helps learners have a lot of time for theme selection and doing research [H2.2.05.5.28]. All these activities are implemented according to the planned process of Undergraduate and Graduate Studies Offices on the general plan, detailed plans, timetables and based on lecturers allocation and suggested support resources from

faculties/departments. Office of Undergraduate Studies and Office of Graduate Studies coordinated with relevant units to ensure that the training activities are conducted on schedule [H2.2.05.5.27]. To ensure the quality of undergraduate and graduate training activities, the University has ensured sufficient quantity and quality of the University's current academic staff, lecturers and service staff [H2.2.05.5.29].

However, the teaching staff for graduate training in a number of majors is limited. The University has only a plan to survey learners' opinions about the allocation of modules and study plans for undergraduate training [H2.2.04.3.20].

In order to improve the professional capacity to meet the requirements of education innovation, updates and adjustments of the curriculum, the requirements of professional practice, annually, the University regularly organizes CDP and training activities for lecturers and support staff [H2.2.05.5.30 - H2.2.05.5.31]. The facilities including classrooms, lecture halls, laboratories, library system with full textbooks, monographs, magazines serving the specific characteristics of each discipline are also well provided by the University [H2.2.05.5.29].

Indicator 2.5.6: The curriculum of CPD programs allows flexibility of implementation and is adapted to the concerns and needs of school managers and teachers.

In implementing the training programs, the University always ensures flexibility and meets the needs and concerns of teachers and administrators of general education. Right from the development of the training program, the University has paid attention to the needs of the Offices and Departments of Education and Training [H2.2.04.2.15, H2.2.04.3.21]. As a key pedagogical University, the University has actively researched and developed a training program to help teachers in the localities meet the teaching under the new general school curriculum [H2.2.04 .1.10]. The University has also proactively designed a training route to help teachers at all levels meet the progress of implementing the new general school curriculum [H2.2.04.1.10]. During the implementation process, the University always discussed and agreed on the duration and organizing method to meet the requirements of the localities, creating the best conditions for participants [H2. 2.04.2.15, H2.2.04.3.23]. In addition, the University also organizes training according to the orders of the localities [H2.2.04.2.15].

Besides, from 2018 up to now, to ensure the flexibility to meet the needs of learners, the University has researched to develop an e Learning system for training and fostering. The University also initially organized a number of training courses in the form of e Learning in order to create conditions for teachers who are far away and have difficulties in arranging study time [H2.2.04.2.14]. The University has conducted feedback of learners on the training themes [H2.2.04.3.24].

2. Strengths

- The contents of the curricula, especially the renewed ones in 2016, 2018 present a close connection and sufficiently demonstrate the expected learning outcomes, link to the teacher career standards, developed in the direction of connection for each curriculum. The contents were built in the direction of modernity, ensuring the scientific characteristic and updating changes in the local, national and international contexts.
- The curricula shows the rationality between theory and practice, facilitating among learners a comprehensive understanding, relevant competences and qualities for effective implementation of teaching activities.
- The allocation of modules ensures the appropriateness of the learners' individual needs and study plan.
- The implementation of the program has been planned and implemented, covering a wide variety of learning situations that often occur in both university and local schools where students go for teaching practices.
- The training programs are designed based on local needs and are updated with innovative changes in education. The implementation process ensures flexibility and meets the needs and concerns of teachers and administrators of general education.
- The University initially developed and implemented training and fostering through e Learning.

3. Weaknesses

- The University has implemented but there are not any detailed regulations on the theoretical / practical ratio and has not surveyed learners about this issue.
- Teaching staff for Graduate training in a number of majors is limited.

4. Action plans

No.	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
1	Overcoming weaknesses	Developing specific regulations on theoretical and practical ratios, and consult opinions of stakeholders.	Office of Undergraduate Studies	11/2019	4/2020
2		Recruiting the teaching staff in some majors for graduate training to supplement the current lecturer shortage.	- Office of Personnel and Administration - Office of Graduate Studies	10/2019	12/2020
3	Promoting strengths	Reviewing, evaluating and improving all the curricula in the direction of meeting the domestic or international curriculum evaluation standards.	Office of Undergraduate Studies Departments.	9/2019	10/2020
4		At least 4 curricula are registered for evaluation according to international standards (AUN-QA) and 3 curricula are evaluated according to domestic standards.	Office of Educational Testing and Quality Assurance Office of Undergraduate Studies Departments	4/2019	12/2020
5		Holding customer conferences in various forms to promote the university's programs while exploring the needs of localities.	Office of Undergraduate Studies	11/2019	12/2020
6		Continuing to actively develop training programs to meet new needs and promote to localities	Office of Undergraduate Studies Departments.	10/2019	12/2020

No.	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
7		Promoting the development of training programs in the form of carrying out online learning and traditional classroom learning. There are at least 5 training programs built in this direction.	Office of Undergraduate Studies Departments.	11/2019	12/2020

5. Self-evaluation

Indicator	Rating scale						
	1	2	3	4	5	6	7
<i>Criterion 2.5: The curriculum contents and implementation organization</i>							
Indicator 2.5.1: The curriculum contents meet the expected learning outcomes, is aligned with the professional standards, and is scientifically designed to ensure modernity, adequateness, update and responsiveness to unexpected educational issues and changes of the local, national and international contexts.					x		
Indicator 2.5.2: The curriculum is properly structured in terms of theoretical and practical elements, ensuring that learners have comprehensive understanding, qualities and skills to be effective in their teaching profession.				x			
Indicator 2.5.3: Credits and/or courses in a programme are properly allocated for programme achievers to meet their individual needs and learning plans.				x			
Indicator 2.5.4: The curriculum has ample scope for varied learning situations both at the institutional and school/field levels.					x		
Indicator 2.5.5: The expected learning outcomes, match with the institutional resources, the envisaged duration, time allocation and scheduling for training activities and CPD through a process of deliberation of the programme.				x			

Indicator	Rating scale						
	1	2	3	4	5	6	7
Indicator 2.5.6: The curriculum of CPD programs allows flexibility of implementation and is adapted to the concerns and needs of school managers and teachers.				x			
Criterion Scale	4.3						

STANDARD 3: Research, Development, Innovation

Criterion 3.6: Policy on Research, Development and Innovation.

1. Description

Indicator 3.6.1: HCMUE has policies and long-term plans for research, development and innovation that are in alignment with the vision, strategic plan, and given tasks.

In order to carry out the task of promoting Ho Chi Minh City University of Education into a prestigious national training and research institution, on par with universities in the ASEAN in 2030, based on the Resolution of the Congress Party Committee of Ho Chi Minh City University of Education [H3.3.06.1.01], together with Regulation on investment in developing potentials and encouraging scientific and technological activities in Ho Chi Minh City University of Education [H3.3.06.1.02], HCMUE issued the policy on Scientific and technological of Ho Chi Minh City University of Education in the period from 2018 to 2023 [H3.3.06.1.03]. Scientific and technological development policy of HCMUE has guided research activities of lecturers, researchers and learners in order to achieve the goals of research and development and innovation.

Planning on scientific research and technology development is considered as an important part of the development plan of a key university of education [H3.3.06.1.04]. From this general plan, every year, HCMUE has developed a scientific and technological activity plan in accordance with HCMUE's duties [H3.3.06.1.05]. The annual scientific and technological activity plan of HCMUE is disseminated to all units in HCMUE, facilitating the units to plan and participate in scientific and technological activities, and at the same time help the activities such as consulting to determine the list [H3.3.06.1.06], approving [H3.3.06.1.07], allocating funding for

implementation [H3.3.06.1.08], accepting [H3.3.06.1.09] research projects. University and ministry level [H3.3.06.1.10], [H3.3.06.1.11]; students' scientific research activities [H3.3.06.1.12], [H3.3.06.1.13]; organizing conferences - scientific seminars [H3.3.06.1.14] took place smoothly and on schedule. Annual reports on scientific and technological activities and directions for the next school year are publicly reported at HCMUE's staff meeting [H3.3.06.1.15].

In order to solve the large-scale and in-depth professional issues, on the basis of the plan to build and develop strong research groups, HCMUE has established two strong research groups, one in the field of physics and one in the field of educational science - psychology [H3.3.06.1.16], [H3.3.06.1.17] and investment in facilities, assigning scientific tasks, facilitating the development of this strong team.

Adhering to the requirements of educational innovation with a focus on developing learners' competence, HCMUE established STEM Research and Application Center [H3.3.06.1.18], specializing in integrated teaching, especially integrated subjects of natural sciences. HCMUE also established the Center for Student Support and Career Development [H3.3.06.1.19] with the website address: <http://csaed.hcmue.edu.vn/index.php/category/start-up/>. These are the first steps of HCMUE in applying research results to the development of innovative and innovative solutions in the field of education.

HCMUE has established the Scientific and Technological Activity Reward Fund [H3.3.06.1.20], which has raised 736,000,000 from the donors' contributions to the development of scientific research [H3.3.06.1.21]. The reward fund is a tool that contributes to encourage and motivate organizations and individuals [H3.3.06.1.22], to improve the quality of scientific research, towards world scientific standards and products. Innovative research.

HCMUE's Journal of science is interested in investing and is considered one of the prestigious domestic journals of science, especially in the field of educational science written in the Journal by the State Council of Professors Calculate the construction score of 0.75 [H3.3.06.1.23]. To meet the development needs, the Journal continues to be invested to become an international journal, included in the list of Asean Citation Index (ACI) [H3.3.06.1.24]. Based on ACI's criteria, the Editorial

Board of the Journal has reviewed and developed the operation regulations to comply with the requirements of ACI (there is a draft of the Journal's operation regulations [H3.3.06.1.25]) and at the same time, they also use online journal management software based on OJS software to manage the procedure: receiving, reviewing, editing and publishing articles, at the website of Journal of science: <http://journal.hcmue.edu.vn>.

Through the implementation of research, development and innovation policies and plans, including increasing investment fund in ISI articles and reward fund for ISI articles (from around 3.4 million previously to 15 million since November 2019), the result on the University's ISI publication shows the fact that in 2017, the number of articles on ISI list was 26 articles [H3.3.06.1.26], and by 2018 this number increased to 51 articles [H3.3.06.1.27].

In parallel with this activity, review and evaluation of activities of the Science and Technology Support Fund and activities [H3.3.06.1.21] of STEM Center in 2018 [H1.1.01.2.13] were also conducted, which is as a basis for developing these activities in the following years; in which the fields of educational science and social sciences and humanities are more strongly supported [H3.3.06.1.28] as well as the investment plan for STEM Center to constantly improve the quality and efficiency of its activities.

Indicator 3.6.2: HCMUE has prioritized policies on equipment and budget for research, development and innovation on educational sciences.

Investment in research, development and innovation of education science, meeting the requirements of fundamental and comprehensive renovation of education is prioritized in the policy of potential development investment and encouragement of scientific and technological activities of HCMUE [H3.3.06.1.2]. Since then, HCMUE has given priority to invest in equipment for research, development and innovation of educational science.

The equipment is added every year to improve the training quality of the systems (including pedagogy, Especially facility for teacher education training programs), HCMUE also invests in new construction and equips with advanced equipment for Building B to serve. effectively renovating teaching in the direction of increasing the use of information technology [H3.3.06.2.29]. Currently, HCMUE Library has 5,715

books, digitizing 6,272 documents for research and learning [H3.3.06.2.30]. HCMUE invests in building a Library and a Dormitory for foreign experts [H3.3.06.2.31] to create conditions for highly qualified and prestigious lecturers and researchers to have working spaces, meetings and team-work professional scientific research activities.

With the priority of educational science development linked to the University's mission, research and specialized application centers for educational science have been established such as Center for Pedagogical Skill Development [H3.3.06.2.32], STEM Education Research and Application Center [H3.3.06.1.18] and Center for Educational Research and Development [H3.3.06.2.36]. These centers are facilitated with classrooms and equipment [H3.3.06.2.33], and initially invested to be carried out. Along with the increasingly effective support for innovating teaching methods of lecturers and pedagogical students, the centers have so far gained initial results such as 06 documents on STEM [H3.3.06.2.37], some learning kits [H3.3.06.2.38], organizing 16 training courses on STEM in some provinces [H3.3.06.2.39]. Scientific conferences and seminars of HCMUE serving in the renovation of education in the past have also been given priority to organize. For example, in the academic years 2017-2018 and 2018-2019, out of 9 national and international conferences held by HCMUE, there are 08 conferences in the field of educational science with a total cost of 1,556,300,000 VND [H3.3.06.2.34].

The number of university-level scientific research projects in the field of educational science in the 2017-2019 period is 99/195, accounting for 50.76% of the total number of approved research projects. Meanwhile, the number of lecturers who directly teach the methods of teaching only accounts for less than 20% of the total lecturers of HCMUE. Thereby, it can be seen that HCMUE has really paid attention to the development of educational science - a strength of HCMUE [H3.3.06.2.35].

In order to promote research at an international level on educational science, HCMUE has set up a strong research group on psychology - educational science [H3.3.06.1.17] and prioritize investment in developing this research group. through research projects of the group (with products published internationally) and support for private offices to facilitate the working groups [H3.3.06.2.40]. From this interest, the members of the group were selected to carry out two research projects under the

National Science and Technology Program for the period of 2016-2020 "Research and develop educational science to meet the requirements of radical innovation. Vietnam Education Sector [H3.3.06.4.49] and published 04 articles in the list of ISI, Scopus [H3.3.06.4.54] and 08 articles in the conference proceedings international scientific conference [H3.3.06.4.55] since 2018 up to now.

Through reports summarizing the activities of the Center for Pedagogical Skills Development and STEM Education Research and Application Center, the Centers have made effective contributions to capacity development, especially students' integrated teaching competence [H1.1.01.2.13].

Through the investigation in equipment, facilities [H3.3.07.3.23] and supporting policies in international publication [H3.3.07.1.12], initially, the University has made some innovations. It is also important for high-level scientific research in order to improve the quantity and quality of scientific publications of the University, especially in the field of educational science [H3.3.06.1.28]

Indicator 3.6.3: Research results are integrated and applied in teaching and learning.

With a characteristic of a university of education, its scientific and technological research activities involve both basic sciences and educational sciences. Scientific and technological activities of HCMUE are always closely linked to the teaching and training. "Having training products" is one of the priority criteria when selecting annual research projects [H3.3.06.3.41], [H3.3.06.3.42]. In addition, HCMUE has also proactively planned to select individual research projects in the field of educational science in order to accurately assess the applicability of these research projects [H3.3.06.1.06]. Not only does research address issues directly related to teaching activities in schools such as innovating teaching methods; innovating evaluation and evaluation methods; Applying objective tests in the construction of sample questions ... [H3.3.06.3.43], HCMUE's lecturers have also conducted researches that contribute to solving current industry issues, notably are research projects: Developing the capacity to organize creative experience activities for students of HCMUE, code CS2017.19.10, learn and build some integrated research projects from the Ministry of Education and Training's point of view for Physics 10 and 11 High School Physics

program, code CS2017.19.46, Application of Mapinfo software in the development of thematic map systems for teaching Tourism Geography of Vietnam, code CS2017.19.62, Building "Escaping room" to support STEM education for grade 4 students , code CS2018.19.17, Applying the 6E teaching process to STEM-oriented teaching in general education, code CS2018.19.56 ... **[H3.3.06.3.44]**. Products of scientific research projects at all levels are always accompanied by student training products through graduation thesis or master thesis **[H3.3.06.3.45]**.

Scientific research results of lecturers have been included in the content of new textbooks, reference materials, and translated into teaching content and methods to better meet the quality improvement. teaching and learning in schools **[H3.3.06.3.46]**. Through the implementation of scientific research projects, from 2017 to now, HCMUE has had 105 more published books and 5 open learning resources used as thematic training materials for teachers and staff. management unit **[H3.3.06.3.47]**. Not only published 6 STEM teaching and learning materials **[H3.3.06.2.37]**, HCMUE also organized 16 training courses for teachers in the localities on this research project **[H3.3.06.2.39]**, effective support for renewing the content and method of teaching in high school.

Promote research and development of teaching aids and learning materials, HCMUE has established a Center for Research and Development of Educational Materials **[H3.3.06.2.36]**. The center is developing research results on teaching aids into commercial products that can be produced on a large scale to be used in practical teaching activities at schools. **[H3.3.06.2.38]**

Indicator 3.6.4: HCMUE's research results promote policy development and planning, innovation in educational science and dissemination of research results on a national, regional and international scale.

Not only contributing to improving the quality of HCMUE's training, the results of research projects of lecturers also contribute to solving problems of renovating teaching and learning methods; innovating evaluation and evaluation methods; information technology application in education; measures to improve the quality of education at university and high school **[H3.3.06.2.35]**. In the period of 2017-2019, there were 06 ministry-level research projects and 99 university-level research projects

associated with the development of educational science innovation, which contributed positively to the implementation of fundamental innovation. and comprehensive national education [H3.3.06.1.11]. In 2017, HCMUE was assigned by the Ministry of Education and Training to carry out 1 research project [H3.3.06.4.48], by 2018, continue to implement one more research project under the National Scientific and technological Program for the period of 2016-2020 "Research develop educational science to meet the requirements of comprehensive renovation of Vietnamese education" [H3.3.06.4.49]

In addition, from 2015 to 2019, HCMUE also carried out 15 research projects to serve for policy making and education renovation of some provinces and cities in the southern region: Ho Chi Minh City, Binh Duong, Can Tho, ... [H3.3.06.4.50]

A number of research results have brought about educational effects at regional and national levels, typically the book series of authors authored by Assoc. Prof. Dr. Huynh Van Son has been introduced by the Ministry of Education and Training accessing to university across the country [H3.3.06.4.51] or STEM education booklet has received wide acceptance from teachers and students in secondary schools [H3.3.06.2.37]. HCMUE has also taken an active part in developing policies for developing kindergartens in industrial zones [H3.3.06.4.52]; make an important contribution to the proposal of the Ministry of Education and Training in issuing school counseling certificates to teachers in high schools throughout the country [H3.3.06.4.53]

Research results on educational issues in Vietnam of HCMUE's staff and lecturers have been published in foreign journal of science, including 04 on ISI and Scopus journals [H3.3.06.4.54], or proceedings of an international scientific conference (30 articles) [H3.3.06.4.55] along with hundreds of articles in domestic journal of science [H3.3.06.4.56-57] as well as in HCMUE's Science Journal (address: <http://www.vjol.info/index.php/sphcm> or <http://journal.hcmue.edu.vn>).

Based on the contributions of HCMUE's teaching staff in the field of education, there have been 5 lecturers of HCMUE invited to participate in the development of general education programs, regular fostering programs for primary and secondary teachers. junior high school students, high school teachers, developing course

programs and awarded by the Ministry [H3.3.06.4.58]. HCMUE's Publishing House is one of the publishers in the country with the permission of the Ministry of Education and Training to participate in the compilation and publication of textbooks [H3.3.06.4.59]. This is an important basis for the Publishing House of Ho Chi Minh City University of Education and its lecturers to compile grade 1 textbooks and submit them to the Ministry for evaluation for publication and distribution in the near future.

In 2017, HCMUE also collaborated with the ETEP Program to successfully organize the International Workshop on training and retraining of secondary teachers, general education managers and pedagogical teachers contributing to develop a plan and content of this refresher training [H3.3.06.4.60], in 2018, in collaboration with the Department of Education and Training of Vinh Long, organized a seminar "The management of high school meets the requirements. Bridge to renovate general education program in the Mekong Delta region ". [H3.3.06.4.61]

2. Strengths

- HCMUE has developed scientific research policies that closely follow its mission and mission; On that basis, HCMUE has increased investment in educational research and has achieved certain achievements.
- In each period, year by year, work plans have been developed to meet the task requirements. Scientific and technological activities are always carried out in accordance with procedures and processes, ensuring effective quality.
- HCMUE has actively invested in scientific and technological research activities in the direction of increasing the quality of research projects. In particular, there is a policy of prioritizing equipment and budget for research, development and innovation of educational science, for renovation of general education, confirming the role of a key university of education.
- Along with improving the quality of research shown by increasing the number of international publications, HCMUE's research results have contributed effectively to the renovation of national education, effectively serving improving the training quality of HCMUE.
- HCMUE has scientific research projects specialized in education that are applied effectively in renovating teaching methods, contributing to improving the quality

of education and training throughout HCMUE as well as contributing to educational innovation of the country.

3. Weaknesses

- The number of research projects in the field of science and education on an international scale, although having increased, is still not commensurate with HCMUE's potential.
- Priority support policy for international scientific publication in the field of educational science is still slow to be implemented.
- Investment in laboratory equipment in recent years mainly for basic research. STEM Center's teaching facilities and equipment, teaching methods and laboratories needing to be further invested in order to meet the current requirements of researching and renovating general education.
- The number of integrated and applied research projects for direct teaching is still limited; The curriculum developed by lecturers for studying and research of HCMUE students is incomplete and incomplete.

4. Action Plan

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	Start time
1	Overcoming weaknesses	Early promulgating regulations on supporting scientific publication, with priority in education science.	- Office of Science, Technology and Environmental Studies-Journal of Science	10/2019	10/2019
2		Investing in equipment for STEM education center and teaching laboratories with teaching methods in the departments of Physics, Chemistry and Biology.	- Office of Facilities and Equipment Management	1/2020	12/2021

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	Start time
3		Enhancing the publishing of textbooks and reference materials for training activities of HCMUE.	- Office of Science, Technology and Environmental Studies - Journal of Science Departments	10/2019	9/2021
4		Developing a plan in the direction of prioritizing investment for research projects in the direction of application	- Office of Science, Technology and Environmental Studies - Journal of Science	10/2019	10/2021
5	Promoting strengths	Reviewing, developing and promulgating effective policies, processes and procedures for innovation research and development	- Office of Science, Technology, Environmental Studies - Journal of Science	10/2019	10/2021
6		Continuing to organize the implementation of the plan to develop Science Magazine into ACI journal by 2021	Office of Science, Technology, Environmental Studies - Journal of Science	10/2019	4/2021
7		Completing construction of Library building and professor's office	Office of Facilities and Equipment Management	10/2019	12/2020
8		Investing in Research and manufacture teaching equipment and improve laboratory equipment	Center for Research and Development of educational materials.	10/2019	9/2021

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	Start time
9		Participating actively in the compilation of school textbooks at all levels	Departments	10/2019	12/2021

5. Self-evaluation

<i>Indicators</i>	Rating Scale						
	1	2	3	4	5	6	7
<i>Criterion 3.6: Policy on Research, Development and Innovation</i>							
Indicator 3.6.1: HCMUE has policies and long-term plans for research, development and innovation that are in alignment with the vision, strategic plan, and given tasks.					x		
Indicator 3.6.2: HCMUE has prioritized policies on equipment and budget for research, development and innovation on educational sciences.				x			
Indicator 3.6.3: Research results are integrated and applied in teaching and learning.				x			
Indicator 3.6.4: HCMUE's research results promote policy development and planning, innovation in educational science and dissemination of research results on a national, regional and international scale.				x			
Criterion Scale	4.3						

Criterion 3.7: Support for Research, Development and Innovation

1. Description

Indicator 3.7.1: HCMUE supports lecturers in terms of organization to carry out research and technology transfer projects.

Currently, the process of managing scientific and technological activities at Ho Chi Minh City University of Education for both lecturers and learners and accompanying forms for scientific research from task proposals, explanatory notes finance, summary reports, and payment of funds... [H3.3.07.1.01] are widely available at <http://phongkhcn.hcmue.edu.vn/>. In addition, the Office of Science, Technology,

Environmental Studies - Journal of Science regularly informs legal documents related to the implementation of scientific tasks, research plans, research orientations, and deadline for registration of research projects at all levels; information about conferences, seminars at home and abroad... in writing or updated on the Division's website at the above address to create favorable conditions for lecturers to participate in research.

The head of the scientific research project and the participants were met with questions and advice from the Office of Science, Technology, Environmental Studies - Journal of Science and its experts on the procedures and processes from registration, estimation... to finalization and settlement, and the acceptance of the subject when requested. During the implementation of the research project, lecturers and students are free to use the laboratory and function rooms of HCMUE. In case of necessity, HCMUE sends a dispatch to the educational institutions for assistance in investigating, collecting data for constructing project explanations or conducting pedagogical experiments **[H3.3.07.1.02]**...

HCMUE also constantly invests, repairs rooms, constructs more multimedia classrooms, purchases new machines, best serves the research needs of lecturers and students of the whole school **[H3.3.07.1.03]**, in which separate investment in building the Library - Professor's Building has a total budget of VND 121,967,000,000.

In order to enhance the development of key research directions, especially in educational sciences, HCMUE has set up strong research groups, and at the same time assigned strong research groups to order projects with quality requirements. High product **[H3.3.06.1.16]**. Along with providing a working room for a strong research group in Psychology - Education Science, HCMUE has also invested in laboratories to serve scientific and technological activities of the Department of Physics and the research team. strong in Physics with a total budget of VND 5,727,000,000. **[H3.3.07.1.04]**.

The standards, competencies and ethics in scientific research for staff, lecturers and students of HCMUE are fully complied with the Code of Ethics in Scientific Research and Teaching of Ho Chi Minh City University of Education **[H3.3.07.1.05]**. HCMUE's intellectual property assurance activities are implemented in accordance

with the Provisional Regulation on the management of HCMUE's intellectual property activities [H3.3.07.1.06]. The University has also published this regulation as well as the Process of copy-right protection registration, on the website: phongkhcn.hcmue.edu.vn; At the same time, at the end of 2018, a training session on intellectual property for lecturers was organized [H3.3.07.3.24] to support facilitating technology transfer to lecturers in convenient ways.

Department lecturers are supported in exchanging research issues as well as announcing research results through policies to support staff participating in domestic and international conferences, rewarding scientific research projects, or through conferences and seminars at various levels held by the College [H3.3.06.1.14]; Besides, HCMUE has also invested in building and developing the Journal of science of Ho Chi Minh City University of Education (ISSN issue 1859-3100, published monthly) becoming one of the prestigious journal of science, credits, for the scientific publication of scientists inside and outside HCMUE (address: <http://www.vjol.info/index.php/sphcm> or <http://journal.hcmue.edu.vn>). From these policies, during January 2015 to August 2019, 124 staff members were supported to attend international scientific conferences and seminars [H3.3.07.1.07]; 269 times of HCMUE's officials and employees were supported to attend domestic seminars [H3.3.07.1.08] and 130 times the authors were commended by HCMUE for having good quality scientific publications [H3. 3.07.1.09]; From January 2017 to September 2019, Journal of science has published 36 issues and published 549 scientific articles (address: <http://www.vjol.info/index.php/sphcm> or <http://journal.hcmue.edu.vn>)

To improve the scientific research capacity of lecturers, a number of training courses on intellectual property, data processing methods in scientific research, writing skills of international scientific research projects, etc. were also organized by HCMUE. [H3.3.07.1.10]. HCMUE also conducted the provision of accounts and training for lecturers on anti-plagiarism software to support the process of publishing scientific works in prestigious international magazines, especially in the field of science. education [H3.3.07.1.11].

HCMUE has conducted surveys of staff and lecturers on a number of issues related to the academic research support of lecturers for the development of support

policies to increase international publication. of cadres, lecturers and learners [H3.3.07.1.12].

In 2019, through cooperation with IEG Company, the lecturers of HCMUE received a support package "J Gate Research Database" from prestigious publishers in the world [H3.3.07.1.13]. Also in 2019, HCMUE signed a cooperation agreement with the Ho Chi Minh City Department of Scientific and technological on sharing resources, giving lecturers the opportunity to access research projects, theses, and theses of HCMUE. other universities, enabling lecturers to have more scientific databases for research [H3.3.07.3.22].

New achievements in teaching technology of current lecturers are mainly transmitted to general teachers through conferences and seminars organized by HCMUE [H3.3.06.1.14] as well as through textbooks and reference materials published and distributed by the University. The University has established Publishing House - Ho Chi Minh City University of Education to facilitate the publication of textbooks and reference materials [H3.3.06.4.59]. Through the support of the University (paying evaluation fees of the Evaluation Council, paying remuneration to writers, paying editorial and printing fees [H1.1.02.1.09], in the academic year 2017-2018 and 2018-2019, there were 105 textbooks and reference materials compiled by lecturers to be published by Publishing House - Ho Chi Minh City University of Education [H3.3.06.3.46].

Indicator 3.7.2: HCMUE identifies alternatives to research in order to accommodate every lecturer in fulfilling their research duties.

Scientific research activities are mandatory for lecturers [H3.3.07.2.14]; accordingly, in 1 year lecturers must complete at least 600 hours of scientific research. The implementation of scientific research tasks may be carried out through the implementation of scientific research projects at all levels (in the position of being the head or a member of a research project); publish scientific articles in journal of science or conference proceedings; writing syllabus, reference materials, guide masters students to do thesis and dissertation; guide students to do graduation thesis or scientific research projects to participate in seminars and scientific reports at the unit. Annually, HCMUE conducts an evaluation of the scientific research hours of lecturers

as a basis for the evaluation and classification of civil servants and officials and reviews for emulation and commendation. [H3.3.07.2.15].

In terms of scale, research projects were conducted at HCMUE, Ministry or National level (from the Nafosted Foundation) [H3.3.07.2.16]. There are also research projects associated with the Department of Scientific and technological of provinces and cities nationwide, research projects from the Incubator Program of HCMC Youth Union for young cadres [H3.3.06.4.50]. Scientific and technological tasks of Ho Chi Minh City University of Education are built on the proposal of the units and individuals in HCMUE; It was then implemented in the form of scientific research projects and was selected in three independent fields: natural sciences and technology; social sciences and humanities and educational sciences with the aim of enabling lecturers to participate in research relevant to their specialization [H3.3.06.1.06]. In addition, HCMUE also builds scientific tasks in the form of "ordering" for units and individuals to participate in solving problems existing at HCMUE [H3.3.06.1.07].

HCMUE has a policy of encouraging lecturers to do scientific research by reducing the standard teaching time to 180 hours / year (instead of 270 hours / year) for members of strong research groups [H3.3.06.1.17] At the same time, prioritizing the implementation of the thesis associated with the research tasks of members of the strong research groups [H3.3.06.1.08].

From scientific research activities of lecturers, in the period 2017-2019, there were 645 scientific research projects published [H3.3.06.1.27], [H3.3.06.4.56], [H3.3.06.4.57]; 398 scientific research projects of students are implemented [H3.3.06.1.13]; 105 reference textbooks have been published [H3.3.06.3.46].

Indicator 3.7.3: The inventory of research projects, facilities and equipment is updated and known internally at HCMUE

Over the past years, HCMUE has tried to invest in facilities, equipment for teaching and scientific research in accordance with HCMUE's vision. To date, HCMUE has a system of facilities and equipment to meet the needs of training and scientific research. The annual list of equipment for scientific research is disseminated to all lecturers in each unit; At the same time, it is stored in the Office of Facilities and

Equipment Management. Teachers can register to borrow and use functional rooms or equipment, laboratory equipment to serve their teaching and research needs. **[H3.3.07.3.17]**.

The list of research projects that are implemented and accepted is publicly available on the website of Office of Science, Technology, Environmental Studies - Journal of Science at: <http://phongkhcn.hcmue.edu.vn/> also such as written notice to units **[H3.3.07.3.18-19]**. HCMUE has made public the department, facilities, research projects, curriculum, references... at the address: <https://hcmue.edu.vn/index.php/en/about-show/show-case> not only improving HCMUE's website, HCMUE has also asked users to update and supplement it in order to transmit information to lecturers and learners in a convenient and effective manner **[H3 .3.07.3.20]**.

In 2019, HCMUE has invested in building an online scientific database management software **[H3.3.07.3.21]**, which helps to look up and manage scientific data including: course information (teaching researcher), a list of published scientific articles, published scientific research projects, books and textbooks. Currently, the software is being put into trial operation at <http://scidatabase.hcmue.edu.vn/Account/SignUp>.

Library of Ho Chi Minh City University of Education arranged a new book directory on the website: <http://lib.hcmue.edu.vn/> to quickly introduce new library materials to readers. In addition, research projects, theses, theses and students' dissertations are updated regularly in the Library's catalogs **[H3.3.06.2.30]**.

HCMUE has improved the activities of the Journal of Science based on the use of online management software (address of Journal of science: <http://journal.hcmue.edu.vn>) to meet the requirements of ASEAN. Citation Index (ACI), geared towards ACI accredited registration in 2021.

In 2019, HCMUE carried out an assessment of the status of equipment and facilities for teaching and learning in the direction of quality assurance **[H3.3.07.3.23]** as a basis for the investment plan in the coming years.

2. Strengths

- HCMUE has had effective supportive activities for lecturers in scientific research and technology transfer.
- HCMUE has identified various research activities, creating favorable conditions for lecturers to participate in scientific research appropriate to each person's situation. The evaluation and statistics of scientific research hours shall be conducted publicly and transparently, effectively supporting the assessment of officials and employees and emulation and commendation work.
- HCMUE has invested equipment, facilities to effectively serve the research and training of lecturers. In 2019, reviewing and evaluating facilities and equipment as the basis for investment in the following years.
- Facilities, equipment, research projects, research projects and theses for research are widely announced in accordance with the three public regulations. HCMUE has also cooperated with Office of Science, Technology, Environmental Studies - Journal of Science to share resources, disseminate HCMUE's research results and access research results from other units.

3. Weaknesses

- Intellectual property related documents and forms are inadequate.
- The statistics of scientific research hours are still done manually, which wastes time and effort.
- The list of equipment, tools, etc. for researching is mostly in hard copy, not convenient for searching, especially online.
- Website to support search and management of scientific and technological is still incomplete.

4. Action plan

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	Start time
1	Overcoming weaknesses	Widely disseminating forms related to intellectual property activities.	- Office of Science, Technology and Environmental Studies-Journal of Science	10/2019	6/2020
2		Completing the website to support searching data on science and technology.	- Office of Science, Technology and Environmental Studies-Journal of Science	05/2019	3/2020
3	Promoting strengths	Developing Journal of Science to become ACI journal by 2021	- Office of Science, Technology and Environmental Studies-Journal of Science	10/2019	4/2021
4		Completing construction of Library building and professor's office	-Office of Facilities and Equipment Management	10/2019	12/2020
5		Strengthening links to share information resources for research	- Office of Science, Technology and Environmental Studies-Journal of Science	10/2019	12/2021
6		Performing well three publicity annually	- Office of Science, Technology and Environmental Studies-Journal of Science, -Office of Facilities and Equipment Management, -Library	10/2019	12/2021

5. Self-Evaluation

<i>Indicators</i>	Rating Scale						
	1	2	3	4	5	6	7
<i>Criterion 3.7: Policy on Research, Development and Innovation</i>							
Indicator 3.7.1: HCMUE supports lecturers in terms of organization to carry out research and technology transfer projects.				X			
Indicator 3.7.2: HCMUE identifies alternatives to research in order to accommodate every lecturer in fulfilling their research duties.				X			
Indicator 3.7.3: The inventory of research projects, facilities and equipment is updated and known internally at HCMUE					X		
Criterion Scale	4.3						

STANDARD 4: External collaboration and relationships

Criterion 4.8: Local collaboration

1. Description

Indicator 4.8.1: The University plans and implements training courses and regular foster program for high school teachers and managers

Training and fostering teachers is one of the key task stated in the mission, strategic vision and task [H4.4.08.1.01, H4.4.08.1.02] of the University. In the year 2017-2018, and 2018-2019, this task is thoroughly demonstrated in the strategic plans, key plans and missions of the University [H1.1.01.1.04, H4.4.08.1.03] and in the function and task of the recently established centers. [H4.4.08.1.01, H1.1.01.2.11]. By surveying the local needs, negotiating and exchanging through email, phone, direct visit and scientific researches, in 2018, the University develop plans for training and fostering courses for high school teachers and managers in various levels [H2.2.04.3.22]. The Office of Undergraduate Studies is the unit that directly develop plans, communicate, implement, manage and monitor the regular training and fostering courses for high school teachers and managers. Annually, the University establish 167 training theme in a variety of fields [H4.4.08.1.04, H4.4.08.1.05]. HCMUE is the forefront in organizing professional development program for teachers in public education institutions

[H4.4.08.1.06]. In 2018 and 2019, HCMUE implement the Implementation Agreement with the Educational Institutions Development program, the Manager of ETEP program and implement the activities in the framework of RGEP project to deploy the course plans for training, fostering teachers and managers in the implementation of the High school Education program in 2018 [H4.4.08.1.09]. As a result, from 2017 to September of 2019, HCMUE implemented 21 contracts and trained 6151 students as high school teachers and managers, accordingly to the theme as well as issuing 38 Decisions on admitting certified students [H4.4.08.1.04]. With the professional development program for high school teachers and managers in 2017, 2018, 2019, HCMUE has deployed 21 contracts, trained 4.411 students, excluding the number of training according to actual acceptance situation when the contract ended [H4.4.08.1.06]. HCMUE has signed 05 contracts on prepping and issuing English certificates for high school teachers and managers, fostering and training, training according to the demand, targets of the 2020 English Projects for 1.242 high school teaches and managers [H4.4.08.1.10, H4.4.08.1.11]. From October 2019, HCMUE started to implement the plan of training and fostering high school teachers and managers in the implementation of High school Education program 2018. HCMUE has conducted a review and evaluation of this work. In 2018, HCMUE organized a workshop on joint training, fostering, scientific research with southern provinces and cities with the speech and report reading for ideas contribution of many high school managers and representatives of Universities, Colleges, Vocational School of southern provinces and cities [H4.4.08.1.12] as well as other workshops to evaluate and gain experience for other activities[H4.4.08.1.13, H4.4.08.1.14].

Currently, after the training and fostering courses, HCMUE conducted a survey on feedback of the participants. [H4.4.08.1.15].

Indicator 4.8.2: HCMUE regularly cooperate with Universities and stakeholders to implement activities and organize events in educational science.

According to the strategic plan of the University, HCMUE regularly cooperate with many universities and stakeholders to organize activities and educational science events and meet the needs for training and developing teachers for Ho Chi Minh City area, southern provinces and other localities. This is demonstrated by the MOUs,

contracts with other universities and stakeholders [**H4.4.08.2.01, H4.4.08.1.10, H4.4.08.2.02, H4.4.08.2.03, H4.4.08.2.04, H4.4.08.2.05**].

HCMUE develop annual plan to implement training activities, fostering in terms of educational science with domestic and foreign partners.[**H2.2.04.3.22, H6.6.16.5.41**]. From 2017-2019, HCMUE signed 42 contracts with institutions, the Office of Education and Training, including the Department of Education and Training of Binh Thuan, Binh Duong, and An Giang province for comprehensive cooperation, including training according to local needs[**H4.4.08.1.04, H4.4.08.1.05, H4.4.08.2.06**]. The activities of scientific research and technological transfer, scientific and technology project the State, Ministry, and Nafosted level have also been actively implemented according to the plans in the framework of these contracts [**H3.3.06.4.50, H3.3.07.2.16, H4.4.08.2.08**]. In 2018, HCMUE cooperate with 19 provinces and cities to survey and collect data to serve the planning of teachers for the new high school education program [**H2.2.04.3.21**].

HCMUE is a forefront in training and fostering lecturers, teachers in various levels to become the judges in Speaking and Writing and composing exam questions for the exam to get the English certificate according to the 6-level competence framework in Vietnam [**H4.4.08.1.10, H4.4.08.1.11**]. In 2018, HCMUE fostered 122 speaking and writing examiners and exam-making officials including 50 lecturers were granted officials training certificates in marking Speaking and Writing test; 26 lecturers were granted officials training certificates in exam-making. Training, fostering courses in different skills and topics have been organized by HCMUE with the collaboration of non-governmental organizations, universities and other stakeholders. This include training classes to improve the capacity of lecturers and teachers, life skills courses, writing articles and publish scientific articles in prestigious magazines, STEM education, educational science in primary education, teaching French in the Asia-Pacific region [**H4.4.08.2.09, H6.6.16.4.35, H2.2.04.1.10**]. Moreover, in 2017, 2018 and 2019, HCMUE collaborated with domestic and foreign universities and organizations to participate and implement 09 foreign projects in general high school education, post-graduate education, pre-school education, develop undergraduate training program. [**H4.4.08.1.09, H4.4.08.2.10**]. HCMUE cooperate

with partners in publishing books, curriculum, reference materials for teaching and research [H3.3.06.3.46].

Each year, HCMUE is the unit that organizes many educational events, attracting many scholars, teachers, students to participate and share the experience. HCMUE organizes 07 conferences, seminars, to create prestige for the University [H4.4.08.2.12, H4.4.08.2.13] From July, 2017 to September, 2019, HCMUE organized 50 training sessions, seminars and thematic reports in educational science were collaboratively implemented at the university to create a quality academic environment [H4.4.08.2.09]. In the last 2.5 years, HCMUE has organized 11 cultural, academic and internship exchange program at high schools at all levels [H4.4.08.2.14, H4.4.08.2.15]. Through the aforementioned collaborative activities, HCMUE also receive 36 scholarships as well as other grants from other universities and stakeholders [H4.4.08.2.16].

The cooperation with other universities and stakeholders in implementing the activities and organizing events about educational science is evaluated and experience will be drawn on from the evaluation. The Office of Undergraduate Studies, Office of International Cooperation, and Office of Science, Technology and Environmental Studies-Journal of Science review the activities and propose activities to improve and overcome the drawbacks of the activities [H4.4.08.2.17, H4.4.08.2.18, H4.4.08.2.19, H4.4.08.2.20, H4.4.08.2.21, H4.4.08.2.22, H4.4.08.2.23, H4.4.08.2.24]. The first most notable improvement, HCMUE has organized an International Cooperation Conference nation-wide to share the experience in deploying the work at educational institutions [H4.4.08.2.13].

2. Strengths

- The University has implemented various activities in cooperating educational science with localities
- The University maintains the organization of educational events, creating a high reputation

3. Weaknesses

- Not so many activities are reviewed, evaluated and improved in the work of cooperating with other universities and stakeholders to implement activities and organize educational science events.

4. Action plan

No	Objectives	Tasks	Implementing agency	Execution Time	
				Start time	End time
1	Overcoming weaknesses	Planning and implementing the plan of reviewing, evaluating, improving the work of training and fostering teachers and managers. The student's satisfactory level of the training and fostering courses must achieve over 75%	- Office of Undergraduate Studies - Office of Science, Technology and Environmental Studies-Journal of Science	9/2019	9/2021
2		Planning and implementing the plan of reviewing, evaluating and improving the work of cooperation with other universities and stakeholders in implementing activities and organizing educational science events participated by domestic and foreign experts.	- Office of Undergraduate Studies - Office of Science, Technology and Environmental Studies-Journal of Science - Office of International Cooperation - Office of Personnel and Administration	9/2019	9/2021
1	Promoting Strengths	Developing, improving the contents of CPD for high school teachers and managers.	- Faculties - Office of Undergraduate Studies Center for Pedagogical	9/2019	9/2022

No	Objectives	Tasks	Implementing agency	Execution Time	
				Start time	End time
			Skills Development - Institute for Educational Research		
2		Developing the teaching staffs to meet the demand of CPD for high school teachers and managers and reforming the education.	- Faculties - Office of Personnel and Administration	9/2019	9/2022

5. Self evaluation

Indicators	Rating scale						
	1	2	3	4	5	6	7
<i>Criterion 4.8: Local Cooperation</i>							
Indicator 4.8.1: HCMUE regularly plans and implements professional development programs for high school teachers and managers.				x			
Indicator 4.8.2: HCMUE regularly cooperates with universities and other stakeholders to collaboratively organize events on educational sciences..				x			
Criterion scale	4.0						

Criterion 4.9: International Collaboration

1. Description

Indicator 4.9.1: HCMUE has policy to encourage learners and lecturers to participate in international networks, conferences, projects, researches and papers/publications with the networks.

The university encourages its students and teachers to participate in international exchange and cooperation activities in networks, seminars... through the policies set forth in the university's regulations, plans and documents, such as financial support for lecturers presenting at international scientific conferences which is stated in the internal spending regulations, counseling and support of papers and procedures when lecturers and students participate in international cooperative activities...

[**H1.1.02.1.09, H1.1.02.1.16, H6.6.16.1.01, H1.1.02.2.22, H1.1.01.1.02**]. The university supports employees and learners in finance, time and procedures during their working trips and exchange in foreign countries in order to enhance their qualifications according to their professional fields and positions, contributing to raising training, scientific research and international cooperation quality [**H1.1.02.1.09, H1.1.02.1.16, H6.6.16.1.01, H1.1.02.2.22**]. As the result, the number of officials participated and have a report in international conferences, seminars; partake in training and fostering classes, exchange domestically and internationally, partake in joint projects, researches and publish textbooks with educational institutions in the world is maintained and tends to increase gradually throughout the years [**H4.4.09.1.01, H4.4.09.1.02, H4.4.09.1.03**]. From July 2017 to September 2019, HCMUE sent 41 officials to study Master's Degree, 70 officials to study PhDs in the country or abroad with scholarships from the government, projects, organizations or self-seeking [**H4.4.09.1.01, H4.4.09.1.04, H6.6.16.3.29**]. This is a crucial resource that helps improve the training and international connection quality. From July 2017 to September 2019, HCMUE organized 50 training sessions, short-term courses, 7 international conferences, seminars, deploy 9 projects, participated in activities within the framework of the projects to create opportunities for officials and students of the University to attend, report, get themselves exposed to the international relations [**H4.4.08.2.09, H4.08.02.12, H4.08.02.13, H4.4.08.2.10**]. In the year 2017, 2018, 2019, HCMUE has 120 articles that published internationally the results of scientific research [**H3. 3.06.1.27**]. HCMUE has assessments on the work of sending officials, learners to participate in networks, seminars, projects, exchange program and international exchange [**H4.4.08.2.18, H4.4.08.2.19, H4.4.08.2.20, H4.4.08.2.23**]. HCMUE regularly reviews, self-evaluate this work in the international cooperation summation reports, reports on science technology [**H4.4.08.2.17, H4.4.08.2.18, H4.4.08.2.19, H4.4.08.2.20, H4.4.08.2.21, H4.4.08.2.22, H4.4.08.2.23, H4.4.08.2.24**]. HCMUE organizes 01 conference, seminar about the work of international cooperation in the network of educational universities with the goal of developing more policies to encourage lecturers and learners to participate in international cooperation activities as well as international networks [**H4.4.08.2.13**].

Indicator 4.9.2: HCMUE supports the development of joint programs for training, CPD and scientific research with foreign universities and institutions; global issues on gender, environment and globalization are integrated into all teacher training and CPD programs.

The University has a policy and plan to support the development of joint training programs, CPD and research with universities and foreign partners. This is reflected in the resolutions of the Party Executive Committee, annual review reports and annual directions for international cooperation [H1.1.01.1.02, H4.4.08.2.18]. To support and enhance the above activities, from 7/2017- 9/2019, the university has signed cooperation agreements and memoranda with 41 partners from many regions of the world: America, Europe, Australia and Asia [H4.4.08.2.10]. This is also the legal basis for the conduct and promotion of joint training programs and other collaborative training and CPD programs [H4.4.09.2.01, H4.4.09.2.02, H4.4.09.2.03, H4.4.09.2.04]. As a result, in 2017-2019, the University developed and establish 04 programs of associate postgraduate training in science and education, linguistics, fostering of professional capacity and cooperation in scientific research with universities in fields of foreign language teaching, science education and teacher training [H4.4.09.2.01] In 2019, the University is in the process of establishing a joint undergraduate training program, prepping all the documents to ask for a permission of MOET. The University has already developed curriculum taught in English and is in the process of preparing to deploy these programs. The university has established traditional and potential partners and has many effective annual activities such as Grenoble University (France), Kaist Institute (Korea), Mie University (Japan), Victoria Wellington University (New Zealand). [H4.4.08.2.04, H4.4.08.2.05, H4.4.08.2.10]. Training activities with Victoria Wellington University-New Zealand, Kaist Institute of Technology-Korea were implemented. From 7/2017 to 9/2019, The university received 335 foreign experts, lecturers, volunteers to teach, research at the university [H4.4.09.2.02]. The university has also appointed officials to teach in exchange-based programs with educational institutions. The university organizes 11 cultural exchanges [H4.4.08.2.15], welcome 266 international students, trainees to study, exchange and send learners to participate in the aforementioned activities [H4.4.09.2.03] and send 117

students to participate in academic as well as cultural exchange program with foreign partners [H4.4.09.2.03]. Especially, the year of 2018 and 2019 has experienced a rise of 20% in the inbound international students comparing to the year 2016, 2017 [H4.4.08.2.15]. The university supports the development of scientific research program and takes part in international projects with foreign countries through the implementation of activities plan [H3.3.06.1.27, H4.4.08.2.11]. The university encourages its staff to participate in science and technology projects in collaboration with foreign partners such as AUF, VVOB, Glasgow University and Birmingham University. The university encourages its staff to submit papers and present at international seminars held domestically or internationally [H1.1.02.1.09, H1.1.02.1.16, H1.1.02.2.22]. The university support the joint training program, promote the work in international cooperation through introducing about the university in various language [H4.4.09.2.05], identify the English name of the university and units [H4.4.09.2.06] and establish an English website of the university [H4.4.09.2.07].

The global issues of gender, environment, globalization have been integrated into the curriculum by many faculties, especially in the fields of educational sciences and social sciences [H4.4.09.2.08] as well as scientific projects at all levels [H3.3.06.4.50, H3.3.07.2.16]. Moreover, these issues are also actively integrated into thematic fostering program [H4.4.08.1.04, H4.4.09.2.09], enhancing the sex education activities, environmental preservation, contributing to solving global problems, serving the community and society

Indicator 4.9.3: The university has a policy of foreign languages for lecturers and learners that is implemented as required

The university develops guidelines and then develops and implements policies to help faculty and learners achieve proficiency in foreign languages as prescribed. Specifically, in the recruitment criteria, the university has specific and detailed information on qualifications and incentives to improve foreign language proficiency [H1.1.02.1.09, H6.6.16.1.01]. Besides, lecturers and students of the university are exempted tuition fees at the branches of the university foreign languages center, and supported with funding for the certification of foreign language according to standards of officers, and the standard of training output [H4.4.08.1.10, H4.4.09.3.01]. As a unit

assigned to implement the foreign language project 2020, the university plans and organizes many foreign language training courses for teachers [H4.4.09.1.02], encourages club activities and academic exchanges, organizes training and fostering English language proficiency courses for lecturers, officials, high school. For students, the University exempt the exam fees for the Vstep certificate of competency exam according to the 6-level foreign proficiency framework for Vietnam [H4.4.09.3.01, H4.4.09.3.02]. The University develop foreign language study program for lecturers and learners at the Foreign Language Center of Ho Chi Minh city University of Education [H4.4.09.3.02].

The university regularly evaluates foreign language proficiency for teachers and learners through annual self-assessment reports with the Foreign Language Project 2020 [H4.4.08.1.11].

2. Strengths

- The university enhance the strengths of the foreign language departments and many of which take the lead in developing international cooperation programs
- The university implements a variety of international cooperation programs.
- The university maintains and develops the collaboration and signing collaborative memoranda with other universities in the world

3. Weaknesses

- The university has not developed advanced undergraduate programs which are taught in English
- The university has not had resolutions to improve and increase the participation in academic projects and international research program.

4. Action plan

No	Objectives	Tasks	Implementing agency	Execution Time	
				Start time	End time
1	Overcoming weaknesses	Developing plans for the advanced graduate programs or teaching some subjects in English.	All departments Office of undergraduate studies	9/2019	8/2020
2		Developing joint training programs for undergraduate level	All departments Office of undergraduate studies Office of international cooperation	9/2019	8/2020
3		Developing a plan for the establishment of an international training institute	-President and Vice-President -International Cooperation Office	9/2019	8/2021
4		Improving the efficiency of policies in terms of encouraging teachers and learners to achieve a certain foreign language proficiency	Office of Personnel and Administration	9/2019	8/2020
1	Promoting strengths	Developing and improving the role of foreign language departments in being the starting point and development of international cooperation activities.	All foreign languages departments	9/2017	9/2022
2		Implementing and diversifying international cooperation programs on the basis of mutual benefits and development	-President and Vice-President -The whole university	9/2017	9/2022

No	Objectives	Tasks	Implementing agency	Execution Time	
				Start time	End time
3		Promoting successful international cooperation models to new cooperation with universities in the world in training, research, organization of international conferences and seminars	-International Cooperation Office -The whole of university	9/2017	9/2022

5. Self evaluation

Indicators	Rating scale						
	1	2	3	4	5	6	7
<i>Criterion 4.9: International Cooperation</i>							
Indicator 4.9.1: HCMUE has policy to encourage learners and lecturers to participate in international networks, conferences, projects, researches and papers/publications with the networks.				x			
Indicator 4.9.2: HCMUE supports the development of joint programs for training, CPD and scientific research with foreign universities and institutions; global issues on gender, environment and globalization are integrated into all teacher training				x			
Indicator 4.9.3: HCMUE has a policy of foreign languages for lecturers and learners that is implemented				x			
Criterion scale	4.0						

Criterion 4.10: Cooperation with other stakeholders

1. Description

Indicator 4.10.1: HCMUE outsources quality human resources to other teacher training universities and universities for purposeful reasons.

The supplication of high quality human resources is determined in the vision, mission and strategic plan of the university, in Resolution of School Party, in the annually summation reports and reports of units [H4.4.08.1.02, H1.1.01.1.02, H6.6.17.1.07].

In the Southern area, HCMUE is the high-quality human resources training center in scientific and educational field with 26 master degree and 10 doctoral degree. In the year 2017-2018, 2018-2019, HCMUE has trained 03 masters, 21 doctors who are officers of educational universities and higher education institutions[H4.4.10.1.01, H4.4.10.1.02]. The goal is to broaden the scale of post-graduate training especially PhD training in natural sciences, education sciences and social sciences is part of the plan to provide high quality human resources to pedagogical universities and other universities through establishing high-quality human resources training program [H4.4.10.1.03].

With the supplication of training services, from 7/2017-9/2019, HCMUE implemented 48 contracts to organize training courses, CPD in various fields to receive many officials from universities, colleges to study in natural sciences, social sciences and educational science [H4.4.08.1.10, H4.4.08.2.01]. In 2019, HCMUE launches the “Reformed high school education program” training courses that contribute to providing human resources in this field for educational training institutions [H2.2.04.3.22, H4.4.08.1.04]. Through participating conferences, seminars inside and outside Vietnam as well as competitions, HCMUE contributes the human resources, scholars to share experience, create a quality academic forum.[H4.4.10.1.01, H4.4.10.1.02, H4.4.08.1.12, H4.4.08.1.13, H4.4.08.2.09, H6.6.16.4.35, H4.4.09.1.03, H3.3.06.4.58, H3.3.06.2.34].

Many alumni of HCMUE contribute for educational universities, other universities as well as holding important position in the educational field [H4.4.10.1.05]. Some officials of the university can fit in well and quickly make contributions as soon as they receive their new position while also connecting their new unit and HCMUE.[H4.4.10.1.02, H4.4.10.1.05].

As for the field of scientific research and technology transfer, the university has signed contracts in providing human resources to participate in the defending council for scientific research at all levels, implement domestic and foreign topics and projects. [H3.3.06.1.18].

Indicator 4.10.2: HCMUE participates in a TTU network and other higher education networks in order to share experience and practices

The university is a member of the club of pedagogical universities. The university regularly assigns leaders and managers to participate in the meetings of the Club and conferences of pedagogical universities on coordination mechanisms, sharing of resources, agreement on the curriculum framework, discussing the output standards, sharing experiences and realities in training and management under the credit system, the self-evaluation and evaluation, the development of the scientific research movement in young lecturers and students, etc [H4.4.10.2.01]. In addition, the university joins the Council of University Rectors in Ho Chi Minh City, the Association of Viet Nam Universities and Colleges and is a member of the Francophone University Association (AUF) [H4.4.10.2.02, H4.4.10.2.06]. AUF and the French Consulate have attended and sponsored the university in organizing conferences and seminars in the Francophone community and are currently preparing to organize training courses on quality assurance, scientific research, postgraduate training and university development strategy, with registration from many managers of the university (registered since May 2017).[H4.4.08.2.09, H4.4.10.2.03].

The university sends officials to participate in the activities of the university network to share actual experience [H4.4.09.1.03]. To implement the strategic plan of the university from 2016 to 2020 and vision to 2030 and the specific goal of the evaluation of the university's field as well as training programs in a national and international level, on August 2019, the university has registered to join AUN and send officials to participate in training sessions of this organization [H4.4.10.2.04].

In 2018 and early 2019, the university completed the documents at the Europa gate to establish international cooperation projects in the European community network [H4.4.10.2.05]. As a result, HCMUE developed a project to promote the training of French in tourism training program AUF, Paris and Wallonie- Bruxelles, Belgium [H4.4.10.2.06].

By implementing international projects in the British University network, HCMUE is one of 15 educational institutions in Vietnam to join this network [H4.4.08.2.10]. HCMUE also deliver papers, reports at a seminar about training

international human resources in Ho Chi Minh City – 2020-2030 period [H4.4.10.2.07].

In the year 2018, 2019, HCMUE have been gradually growing in terms of activities within the network of universities, teacher training universities, and international organizations.

Indicator 4.10.3: HCMUE supports its lecturers and learners to contribute to professional organisations' activities

Scientific research for the training and professional development is a task of the lecturer prescribed in the documents of the university [H1.1.02.1.16, H1.1.02.2.22]. The university transfers information and encourages lecturers to register, participate in scientific research projects at all levels, be it of provincial departments of technology and science or Nafosted in the field that is the strength of lecturers or serves the needs of the locality [H3.3.07.1.01]. The university support the publish in prestigious domestic and international magazines, up to 15 million/article for international publication and 1 million/article for domestic publication [H3.3.06.1.26]. In the last 5 years, the university has supported for more than 700 domestic and international scientific papers with the total amount of 500 millions Vietnam Dong. Promptly reward lecturers and students who have achievements in scientific research [H6.6.16.3.31-33]. The university form a strong research group to promote, encourage the work of research and contribute in the field of scientific research [H4.4.10.3.03]. The university shall set up councils for selection, approval, acceptance, liquidation of subjects and assign the Science, Technology, Environment and Environment Sections to archive and manage scientific research projects and projects. The mechanism for evaluating and evaluating emulation and rewarding lecturers with their subjects and scientific works shall be posted and the policies of supporting lecturers attending and presenting at specialized seminars is prescribed in the regulation on emulation and commendation and the internal spending regulations [H1.1.02.1.16, H1.1.02.2.22]. Specifically The university encourages and provides financial support for students participating in and presenting on domestic and international conferences, seminars; participating in developing general education program, allow officials, lecturers to take part in training, retraining and have the opportunity to contribute their expertise as an

officials of the key educational university [**H3.3.06.1.26, H4.4.10.3.01, H4.4.10.3.02, H3.3.06.1.02, H3.3.06.1.16, H3.3.06.1.20**]. From 7/ 2017- 9/2019, the university has organized 50 training, CPD, 07 conferences, seminars to create opportunities, forums to socialize, exchange teaching, researching experience for officials, learners at the university. [**H4.4.08.2.09, H4.4.08.2.12**]. Teachers and learners can participate in activities at the university to expand their knowledge and save their travel, entrance fee expenses at the same time. The university supports lecturers, officials in the work of writing books, curricula, lectures related to their teaching and researching expertise [**H3.3.06.3.46**].

Lecturers of the university are given the opportunity to participate in projects on innovation, improve the quality of general education, improve the managing efficiency of the work in general education, specialized research, compose and take part in CPD class for a certificate in upgrading the professional title for lecturers and teachers [**H6.6.16.5.43, H6.6.16.5.44, H6.6.16.5.45**].

The university encourage and provide financial support for students to take part and present their scientific research results [**H3.3.06.1.13**], participate in competitions about scientific and creative research, pedagogical competitions, Olympic competitions [**H4.4.10.3.04**]. The university annually organizes awards for students who achieve scientific research student prizes [**H6.6.16.2.23**]. The university support teachers and learners to search for scholarships, funding by inform the units, learners through online channels, email and websites [**H4.08.2.16**]. In the meantime, the university implement 11 cultural events to create an environment for students, especially students who major in language, as well as international studies students, students who excel in language to participate, learn, contribute and utilize what they have amassed and practice in actual situation [**H4.4.09.2.03**]. The university regularly evaluate, review this work to propose improvements such as changing the distribution of

The university regularly reviews and summarizes this work to make improvements such as modifying the allocation of funds for student research activities [**H3.3.06.1.15**], regulating internal spending regulations in the direction of encouraging lecturers to participate in research, seeking long-term and short-term scholarships for lecturers and students.

Indicator 4.10.4: HCMUE encourages cooperative activities with other institutions and individuals through training, professional development, research and technology transfer

For cooperative activities with organizations and individuals, the university plans and implements regular programs for joint training, CPD and cooperation in scientific research and technology transfer with many organizations and individuals. From the report results of focal unit, actual situation and development needs, the university has established regulations in order to create legal corridor as well as coordinate mechanism, support utterly the development of activities in the field of work of the university [H4.4.10.4.01, H3.3.07.1.01, H3.3.06.1.20]. For the work of training, CPD, scientific research, technology transfer with foreign partners, the university create every possible condition to welcome, discuss, exchange and advance to cooperative activities through international projects and joint training program. Specifically, in the year 2017, 2018, 2019, the university has signed 41 memorandum with organizations, educational institution, implement 09 projects in CPD, organize training related to establishing, developing scientific research program, developing documents to promote joint training for undergraduate level, generate revenue from joint training system [H4.4.08.2.02, H4.4.08.2.10]. In the regulations on evaluation for additional salaries, scientific research results, including research cooperation with partners, are used to calculate bonus points, lecture hours and scientific research scores are calculated when considering the increased salary is a mechanism to encourage teachers to fulfill their responsibilities of teaching and scientific research with high quality [H6.6.17.2.07, H6.6.17.2.08]. The University also built a high reward policy for teachers who have achieved excellent results in scientific research. This regulation has really stimulated lecturers to participate in scientific research and achieved many good results [H6.6.16.3.33]. The University encourages and supports all or part of the funding, sends cadres and lecturers to participate in international conferences and seminars to enhance the exchange and cooperation on academic expertise and other activities. Many scientific and educational experts from many national and international universities or educational institutions have come to the University to train, train and foster teachers and students [H4.4.08.2.07, H4.4.09.2.02]. The

university supports visa procedures, funding for travel, accommodation in the University dormitories, business reports and many other tasks. In 2017, 2018, 2019, the University supported 248 student visa applications and 158 visa procedures and 13 work permit applications for foreign experts and volunteers. [H4.4.10.3.01, H4.4.10.3.02].

The university supports 435 translations and certifications for the University's officials, lecturers and students, facilitating the fee reduction when preparing visa applications, registration for conferences and international seminars, participating in graduate programs, exchange programs [H4.4.10.4.02, H4.4.10.4.03].

In order to encourage and support research and technology transfer activities with localities, the University established the Science and Technology Support Fund for Ho Chi Minh City University of Education. [H3.3.06.1.20] aims to strengthen scientific research and technology transfer activities with domestic and foreign partners. On April 8, 2019, the Ministry of Education and Training approved the investment policy for the Ho Chi Minh City University of Education's Strengthening Training, Research, Physics, Chemistry, and Biology Program [H4.4.10.4.04]. The University is constructing a working house for professors and its library [H4.4.10.4.05].

The university regularly informs units and individuals of registration of scientific research projects by provincial departments of science and technology, of Nafosted Fund of the Ministry of Science and Technology on the website of the university and of the Scientific Technology and Environment – Journal of Science Office. Scientific Technology and Environment - Journal of Science Office is a unit which has the function of assisting lecturers and managing scientific research topics in cooperation with localities and Nafosted funds. As a result, the university has many lecturers who are responsible for science projects of the provincial departments of science and technology and Nafosted Fund [H3.3.06.1.17, H3.3.06.1.18]. The university has formed 02 strong research group to enhance the scientific research and technology transfer activity [H4.4.10.3.03]. Most scientific research projects with the local science and technology departments follow the research-transfer model through research contracts.

2. Strengths

- The university has many postgraduate training programs and CPD training, supplying the high quality human resources and develop profession for staff of other universities and colleges.
- Lecturers and learners receive many supports from the university in scientific research activities
- Many lecturers of the university have the capacity of being head of research projects of all levels in science and education.

3. Weaknesses

- The university has not evaluated and improved the participation in the network of pedagogical universities and other universities.
- The university is lack of innovations in encouraging cooperative activities with organizations and individuals, especially in technology transfer.

4. Action plan

No	Objectives	Tasks	Implementing agency	Execution Time	
				Start time	End time
1	Overcoming weaknesses	Developing research plans, transferring the result of the scientific and technology research to organizations, individuals to ensure that there are 05 strong research group that match the vision, mission of the university as well as 10 research projects and transfer the research result to localities	Office of Science, Technology and Environmental Studies – Journal of Science	9/2017	8/2018
2		Formulating regulations on encouraging lecturers	Office of Science, Technology and Environmental	9/2019	8/2020

		to participate in cooperative training, CPD, research and technology transfer activities	Studies – Journal of Science Office of Personnel and Administration Office of Planning and Finance		
1	Promoting strengths	Forming and building strong research teams to carry out major scientific and educational projects	-President and Vice-President -The whole university	9/2019	12/2021
2		Supporting lecturers and students in accessing science and technology funds	Office of Science, Technology and Environmental Studies – Journal of Science	9/2017	9/2021
3		Organizing additional graduate programs and CPD training	Office of Graduate Studies Faculties	9/2019	12/2021

5. Self-evaluation

Indicators	Rating scale						
	1	2	3	4	5	6	7
Criterion 4.10: Cooperate with other organizations							
Indicator 4.10.1: HCMUE outsources quality human resources to other TTUs and universities for purposeful reasons.				x			
Indicator 4.10.2: HCMUE participates in a TTU network and other higher education networks in order to share experience and				x			
Indicator 4.10.3: HCMUE supports its lecturers and learners to contribute to professional organisations' activities.				x			
Indicator 4.10.4: HCMUE encourages cooperative activities with other institutions and individuals through training, professional development, research and technology transfer.				x			
Criterion scale	4.0						

Criterion 4.11: Information and communication

1. Description

Indicator 4.11.1: HCMUE ensures that publication complies with national and international regulations on public disclosure regarding copyright, intellectual property, prevention of plagiarism, and respect for the privacy.

HCMUE has issued a system of regulations of the university about publishing professional publications including: Regulations on management of initiative activities; Regulations on the compilation, selection, evaluation, approval and use of textbooks and reference materials; Regulations on ethics in teaching and scientific research; Regulations on intellectual property management; Regulations on management of Science and Technology activities; Regulations on organizing scientific research activities of students; Regulations on the activities of Science Journal [H1.1.02.2.22, H3.3.07.1.05, H3.3.07.1.06, H4.4.11.1.02, H4.4.11.1.03, H3.3.06.1.25].

The university orientate the publish of professional publications on the areas of capacity development teaching, CPD for high school teachers and lecturers [H4.4.08.2.07]. Annually, HCMUE issue plans to publish publications to serve the demands of training, CPD, scientific research and learning of students inside and outside of the university [H4.4.08.2.07].

The university assigns three main units, according to the functions and missions, to be responsible for the review and ensure that the professional publications are published in accordance with the regulations. These units are the Office of Science, Technology and Environmental Studies – Journal of Science, Office of Graduate Studies, and Ho Chi Minh City University of Education

Publishing House [H1.1.02.1.04, H4.4.11.1.05]. Hence, the domestically published professional publications such as books, scientific journal, textbooks, reference materials, before publishing, are all reviewed in a strict process with the participation of prestigious scientists and comply with Vietnam’s Intellectual Property Law as well as the process of compilation, selection, evaluation, approval, and promulgation of the university [H3.3.06.1.13].

One of the iconic professional publications of the university is the Journal of Science, which always ensure that the publish are in accordance with regulations and

current law of Vietnam and operates under the Press Operation License No. 130 / Gp-BTTTT. reissued on April 15, 2014 by Ministry of Information and Communications [H3.3.06.3.46, H4.4.11.1.04, H4.4.11.1.05].

The publication abiding by the University and the nation's processes and regulations contribute to the scientific reputation of the University's Scientific Journal and other specialized publications such as books, textbooks and reference materials. assess in the educational science community and get points for national scientific works [H4.4.11.1.01]. Scientific books, textbooks and journals published at the University have published indexes and deposited according to regulations..

Internationally, the publication of the university's professional publications ensures compliance with the general provisions of the Copyright Law, intellectual property, anti-plagiarism and respect for the privacy of authors and publications. The professional publications published at the University such as books, proceedings of international conferences, teaching materials and references serving the needs of training, scientific research and providing educational services to society follow strictly comply with the review and editing process with a highly respected professional and academic team [H4.4.11.1.01, H4.4.11.1.07].

As a result, the publication of the University's professional publications complies with national and international regulations on copyright law, intellectual property and no infringement. Faculty have spread the code of academic ethics to students and students have gradually formed an academic culture of integrity. [H3.3.07.1.05, H3.3.07.1.06].

In 2019, the University bought the copyright and granted the right to use Turnitin / iThenticate plagiarism detection software to administrators and lecturers and researchers in charge of scientific research to conduct anti-plagiarism activities more professionally. [H4.4.11.1.08].

Annually, the university reviews and evaluate the publication of professional publications and making improvements to publishing activities. [H4.4.11.1.11]. As a result, the publication index experience an increase in score and there are more books, articles are published and widely used inside and outside of Vietnam [H4.04.11.1.12].

Indicator 4.11.2: Evidence-based information is publicly available, especially information on the teaching staff, student enrolment, graduates and graduate employment.

The university has regulations and plans to update and disclose its data based on Circular No. 36/2017/TT-BGDĐT of December 28, 2017 issued by the Ministry of Education on public implementation for with educational and training establishments belonging to the national education system [H4.04.11.2.01]. The disclosed data, especially the information about the teaching staffs, enrolled students, graduates and the rate of employment after graduation are collected seriously, precisely and ensured in terms of scientific basis, up-to-date, complete and compliant with the current disclosure requirements [H4.4.11.2.02]. The most commonly used public channels of the University include the University's website; publicly posting on operation information boards at each functional unit; disseminate in student meetings, conferences or handing out materials such as student handbook, learning advisory handbook [H4.4.11.2.02, H4.04.11.2.03, H4.04.11.2.04].

Every year, the University publishes information about the faculty staff arranged in different majors and disciplines, distinguished by their titles, training levels, detailed list of lecturers by discipline, percentage of students. / lecturers converted to each industry according to Form 20 [H4.4.11.2.02]. The curriculum vitae of the lecturers is also published on the website of the University, including finished and on-going professional activities of the lecturers, the number of lecturers, managers and staff trained and fostered, form, content, qualifications and duration of training and fostering in the school year and the next 2 years [H4.4.11.2.02]. The public information is checked by the Office of Personnel and Administration in comparison with the lecturer records kept at the office and certified by the Dean of the faculty about the lecturer's professional activities. The number of students enrolling and graduating at all levels is widely informed through press releases at the opening ceremony, the annual graduation ceremony and published on the website of the university. [H4.4.11.2.02]. Information on admission before being made public must be reviewed by the Admissions Council (depending on the level of training) and the Principal's approval [H4.4.11.2.02].

Graduation rate of employed students is periodically published on the the university's website. Survey results of the proportion of graduates having jobs organized by the university, collected by questionnaires, interviews, online or through the network of contacts at departments, education and training centers at localities throughout the country. The collected results are processed statistically and aggregated into data for each year to report to the Ministry of Education and Training and publicized according to the form in Circular 36/2017/TT-BGDĐT of December 28, 2017 issued by the MOET and the provisions of Coresspondence No. 2919 / BGDĐT-GDDH dated July 10, 2017 of the Ministry of Education and Training on surveying the employment situation of graduates. [H4.04.11.2.02].

In addition, the University also implements other public content such as learning outcomes and curriculum, annual training plans, training regulations, and the University's quality commitment made public on its website. [H4.4.11.2.02]. On the occasion of the 40th anniversary, the University released DVD, the yearbook of the university, about the important activities and achievements the university has achieved in 5 years (2012 - 2017). DVD content was actively shared on students' social networks, websites of some newspapers. The university has summarized and assessed the information disclosure [H4.4.11.2.02], After that, there were improvements such as application of social networking for information and communication activities, using of communication channels on Youtube, information disclosure via video. [H4.04.11.2.05].

The university also publishes information about activities such as conferences, scientific seminars, training and retraining of teachers, decisions on appointing officials, organizing job fairs, and a list of candidates. graduate students, doctoral students, international cooperation activities and the selection of scientific topics [H4.4.11.2.02].

In addition, the University has introductory materials, information about faculties, subjects, centers, and affiliated units on contents related to the operational functions and tasks of the unit, ready to serve the needs of research for students, faculty and interested individuals. The materials are regularly updated, ready to serve during the time departments, centers and working units.

The disclosure of school information is ensured in a clear, accurate, complete and up-to-date manner in accordance with current regulations, meeting the information needs of stakeholders. [H4.04.11.2.01]

Currently, the school's information disclosure regulations are being reviewed, adjusted and supplemented to ensure the disclosure of information about the school's activities is in accordance with the current regulations of the Ministry of Education and Training and the Ministry of Information and Communications [H4.04.11.2.01].

2. Strengths

- The publications are published in accordance with the national and international process and regulations
- The university established a system of regulations on publishing professional publications to ensure the work of publishing comply with the national and international regulations
- The disclosure of information is implemented thoroughly and comply with the regulations of the training and education field as well as the law of the country
- The university has a website system to provide support for the needs of disclosing the information and data of the organization, staff, training activities, scientific research and service provision.

3. Weaknesses

- The university hasn't got strategic plans about publishing professional publications.
- The university still has no regular feedback/information about the publication assessments for stakeholders.
- There are interests in improving the disclosure of information but they are not implemented systematically and periodically clear.
- The university has yet to disclose the information about the activities fully in English

4. Action plan

No	Objectives	Tasks	Implementing Agency	Execution Time	
				Start time	End time
1	Overcoming weaknesses	Establishing a strategic plan to publish professional publications	- Office of Science, Technology and Environmental Studies – Journal of Science - Office of Graduate Studies - Ho Chi Minh City University of Education Publishing House	9/2019	3/2020
2		Collecting feedback about the publish of professional publications	- Department of Information Technology - Other Departments	9/2019	8/2020
3		Disclosing the information in English	- Office of Personnel and Administration - Office of International Cooperation	10/2019	10/2020
4		Establishing Editorial Board to publicize information and establish an information network at units in the University	- Office of Personnel and Administration	12/2019	2/2020
5	Promoting strengths	Paying attention to standardize the regulations on the publication of professional publications	- President and Vice-President Subordinate units	11/2019	10/2020
6		Reviewing and re-issuing regulations on information disclosure on website	- Office of Personnel and Administration - Office of Information Technology	10/ 2019	4/2020

5. Self-evaluation

Indicators	Rating scale						
	1	2	3	4	5	6	7
<i>Criterion 4.11: Information and communication</i>							
Indicator 4.11.1: The university ensure the publish of professional publications comply with national and international regulations on copyrights and intellectual law, plagiarism and respect the privacy				x			
Indicator 4.11.2: The school publishes well-grounded information, especially data on faculty members, admissions students, graduates and the proportion of employed graduates.				x			
Criterion scale:	4.0						

STANDARD 5: Educational environment and resources

Criterion 5.12: Educational environment

1. Description

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

The University has a master plan for the general development of a key Pedagogical University up to 2020 which was approved by the Ministry of Education and Training in 2007 **[H5.5.12.1.01]**.

In 2017, the University set up a plan to zone the units at the main campus, No. 280 An Duong Vuong, Ward 4, District 5, Ho Chi Minh City; up to now, there are more than 200 accepted bidding packages **[H5.5.12.1.02]** of repairing, checking and taking over putting into operation, mainly serving the teaching and research activities of the University. The University always gives priority to the expansion, renovation and putting into use of works directly serving the activities of graduate, undergraduate, high school and scientific research **[H5.5.12.1.03]** in order to meet the mission of being a key pedagogical university, with its duty to well serve the needs of training high-quality teachers and advanced-level research.

The university's view point of building houses, landscapes, teaching and learning environment is based on the learner-centered philosophy so that related designs are

implemented in the most appropriate and convenient way for learners [H5.5.12.1.02; H5.5.12.1.04].

Results of the implementation of the university's current facilities planning for teaching and learning show that the studying and working houses are built on the basis of implementing the approved plan [H5.5.12.1.05]. According to the Resolution of the University Party Committee period 2015-2020 [H5.5.12.1.06], when implementing the planning, investment, renovation and repair of facilities, specialized units always follow the University's vision and mission in the embellishment of landscapes, teaching and learning environments. Specifically, the zoning of the University's facilities always aims to best serve the students such as the area of clean cafeteria to ensure food safety and hygiene [H5.5.12.1.07]; smart friendly parking lots with sufficient capacity [H5.5.12.1.08]; versatile gymnasiums with the basic needs of practice and competition in indoor sports for students [H5.5.12.1.09]; Conference Hall B with 900 seats equipped with sound system, lighting, modern LED screen [H5.5.12.1.10] for large conference space; Airy, environmentally friendly Self-study area for undergraduate and graduate students with full of free utilities such as wireless network, water and electricity.

The new buildings are all designed with ventilation and maximum exploitation of the natural light to meet the university design standards TCVN 3981:1985 in order to most effectively serve students, as well as teaching and research in general [H5.5.12.1.11].

The process of review and evaluation thus making improvements in the landscapes, teaching and learning environment is also of great interest to the University. Survey results showed that over 50% of students agreed with the assumption that the University had solutions to ensure the landscape, teaching and learning environment in accordance with the mission, vision and educational objectives [H5.5.12.1.12]. The University has developed a website to manage and use public properties and initially have solved basically the main contents: asset publicity, collecting user feedback [H5.5.12. 1.13]. Besides, every year the University organizes a meeting between the University's leaders and student representatives at the beginning of the academic year to acknowledge and respond to the opinions about facilities

service [H5.5.12.1.14]. Annual Officials Conferences, Conferences, and Union Congress of the University also received comments from officials and lecturers contributing to the University's landscape environment [H5.5.12.1.15]. These are the bases for the University to always improve the quality of the pedagogical environment such as repairing classrooms, bathrooms, walkways with special attention to the disabled ...; improving the green areas in order to well achieve the University's objectives.

Indicator 5.12.2: The campuses, premises and the school's natural environment are designed and built to be suitable for training activities and teachers' professional development.

The campus and the natural environment are constructed in accordance with the standards stipulated by the state administrative body of ministry of construction (construction density, land-use coefficient, stillness, tree density, environmental impact assessment report ...) [H5.5.12.1.11]. The zoning work of the flower garden on sidewalks, campus trees are properly cared for to create pleasant scenery for students and lecturers [H5.5.12.2.01]. In the period 2017-2019, the University has focused on strengthening the green area, which is reflected in the University's result report and direction of operation through the academic years 2017-2018, 2018-2019 [H5.5.12.2.02]. The typical works in this period are garden area and green area in front of building A, plant growing area and climbing platform on ground of building B, C [H5.5.12.2.01]. The integrated climbing system has the effect of strengthening the green space, not only as a resting place for students but also dividing the internal traffic flow [H5.5.12.2.01]. The University has also invested in an automatic watering system to save manpower and flow of water. The strengthening of the University's green area, especially in front of offices and hallways of the departments, has also been implemented since 2017 through the emulation movements launched by the University Union [H5.5.12. 2.03].

In general, lecturers and students feel safe and comfortable on campus. The natural environment of the University is planned and built in accordance with the training and fostering activities of the University, receiving high appreciation of the community [H5.5.12.2.04]. Since 2018, the University has also paid great attention to

assessing the suitability and effectiveness of the university's planning, construction of campus and natural environment in service of training and fostering activities for teachers. The survey results showed that over 50% of students agreed with the assumption that the University has solutions to ensure the pedagogical environment landscape [H5.5.12.1.12]. This is also a strong point of the University in proactively surveying and collecting opinions of objects in the University to review and reassess the appropriateness in the planning, construction of campus and the natural environment of the University.

2. Strengths

- Premises, teaching and learning environment are in alignment with HCMUE's mission, vision and educational objectives.
- Landscape quality, teaching and learning environment are constantly improved.
- The system of service works meets the needs of learners (cafeteria, parking ...) available for effective use by lecturers and learners.
- The University applies information technology in managing the facilities and collects user feedback.
- HCMUE proactively reviews the appropriateness in planning, building campus and natural environment of the University through ordering scientific research projects.

3. Weaknesses

- The renovation and repair of facilities sometimes make noise, which affects the training of the University.

4. Action plan

No	Objectives	Tasks	Implementing agency	Execution time	
				Start time	End time
1	Overcoming weaknesses	Coordinating with the contractor to plan a better construction	Office of Facilities and Equipment Management	2019	2020

No	Objectives	Tasks	Implementing agency	Execution time	
				Start time	End time
2	Promoting Strengths	Enhancing the effectiveness of the application of information technology in managing the facilities and collect feedback from learners, officials and lecturers to further improve the landscape, teaching environment, campus as well as the natural environment of the University	- Office of Facilities and Equipment Management -Office of Information Technology - Office of Educational Testing and Quality Assurance	2019	2020

5. Self-assessment

Indicators	Rating Scale						
	1	2	3	4	5	6	7
Criterion 5.12: Educational environment							
Indicator 5.12.1: Premises, teaching and learning environment are in alignment with TTU's mission, vision and educational objectives.				x			
Indicator 5.12.2: TTU's campuses and premises are designed and built to be suitable for training activities and teachers' professional development.				x			
Criterion scale:	4.0						

Criterion 5.13: Physical/Teaching and Learning resources

1. Description

Indicator 5.13.1: Premises including buildings, lecture halls, classrooms, library, laboratories, together with equipment, teaching and learning materials, are properly arranged, maintained, and utilized for educational purposes.

Currently, the University has 167 theoretical classrooms, 08 lecture halls, 30 laboratories, 35 computer labs, 02 smart classrooms, 02 piano rooms, 01 dancing room, 01 gymnasium. All classrooms are equipped with teaching facilities and used

for educational purposes such as projection equipment system, audio system, Internet [H5.5.13.1.01] [H5 .5.12.1.13].

Annually, the University plans to invest in construction and repair; procurement of goods and services. The plan is prepared based on actual needs, based on the approved technical norms and training and fostering programs [H5.5.13.1.02].

In 2018, the University received equipment and furniture systems from Phase 2 of the General Education Project, including 1 online classroom, 04 pedagogical practice rooms, 01 computer and foreign language practice room [H5.5.13.1.03]; received and put into use of an English testing software system on the computer together with 01 master computer room and 450 workstations from the Ministry of Education and Training [H5.5.13.1.04]. The University has organized 9 English examinations on computers with 5,547 candidates taking the exams for levels 2, 3, 4, 5 according to the 6-level foreign language competency framework for Vietnam [H5.5.13.1.05]. The University has received and put into operation two smart classrooms from Ewha University, Korea [H5.5.13.1.06] and from the Consulate General of the People's Republic of China in Ho Chi Minh City [H5.5.13] .1.07]. The University has arranged for foreign language departments to effectively exploit the above classrooms, creating excitement and attracting learners. The University has received server system, equipment and online teaching system with virtual learning environment; electronic library management system, digital library and digital system for digitalization and document identification operations; equipment for recording studio, video processing support, producing materials for electronic lectures; tools for checking and evaluating the originality of a research project; image display system for managing and serving training and fostering, online conferences [H5.5.13.1.08]. These devices have been put into effective use, greatly supporting the management and digitization of documents at the Library as well as supporting the Office of Science, Technology and Environmental Studies-Journal of Science to check and evaluate the originality of the research work before acceptance [H5.5.13.1.09].

The University's library has all kinds of functional rooms such as reading room, business room, and group classroom. Also, there is a computer room with 40 computers connected to databases such as Proquest, Sage, Springer, ... to meet the

needs of searching documents of learners [H5.5.13.1.10]. To manage more than 211,000 books and magazines, the Library uses Libol management software. The University has signed cooperation agreements with a number of domestic universities such as Viet Nam National University, Ho Chi Minh City, Hanoi Pedagogical University 2 and libraries of Science and Technology Departments' information centers on connection, providing access and use of electronic libraries, shared databases in order to meet the needs and serve the learners well.

The University pays great attention to the review of equipment, maintenance and use of buildings, lecture halls, libraries, laboratories, practices, information technology systems, equipment, learning materials in accordance with the University's educational purposes. Survey results showed that more than 50% of students agreed with the assumption that the University has solutions to ensure buildings, lecture halls, libraries, laboratories, practices, information technology systems, equipment, learning materials are furnished, maintained and used in accordance with the School's educational purposes [H5.5.12.1.12].

Indicator 5.13.2: Premises including buildings, lecture halls, classrooms, library, laboratories, together with equipment, teaching and learning materials are used with flexibility to facilitate creativity and innovation in teaching and learning, and are catered to accommodate every single training and professional development activity.

When designing plans for the design of buildings, lecture halls, classrooms, libraries, as well as laboratories, practical laboratories, computers, equipment, furniture and learning materials, functional units of the University always pay attention to the effectiveness and optimal deployment of the facilities to help teachers and learners use the aforementioned with flexibility to facilitate creativity and innovation in teaching and learning suitable for training and fostering courses [H5.5.12.1.04].

The University plans to renovate a number of theoretical classrooms into a multitasking room, both teaching theory and teaching methods, and at the same time, practical practice and experiments can be taught online. Theoretical classrooms and computer labs are designed with many different capacities: 20, 30, 40, 50, 60 ... for flexibly appropriate arrangement, saving space and incurred costs [H5.5.13.2.01].

In order to facilitate the departments with laboratories and practice, the University assigns scheduling experiments proactively and flexibly for subjects with experimental components. Laboratory equipment is always used flexibly between training, fostering and scientific research to improve the efficiency of investment.

The list of theoretical classrooms, method rooms, and shared computer labs is provided for the Office of Undergraduate Studies to schedule, in accordance with the needs of lecturers. Also, coordinating with the suppliers to introduce new products and how to use them is conducted. Every year, it is required that units report the frequency of using laboratory equipment; checking the appropriate use of the facilities based on the content and the curricula **[H5.5.13.2.01]**.

In 2018, the University focused on the evaluation of buildings, lecture halls, libraries, laboratories, IT systems, equipment and learning materials are flexibly used to meet creativity and innovation of lecturers and learners, suitable for each training and fostering course. More than 50% of students agreed that the University has solutions to ensure buildings, lecture halls, libraries, laboratories, information technology systems, equipment and learning materials to be equipped, maintained and used in accordance with the University's educational purposes **[H5.5.12.1.12]**.

Indicator 5.13.3: An adequate online environment for online training, CPD courses and virtual teaching practices to be implemented with quality and suitable teaching and learning method.

The online environment of the university ensures that online training, CPD courses and virtual teaching practices are delivered quality and suitable teaching and learning method. The application of information technology in teaching and management has been invested in terms of facilities and exploitation capacity for the university's staff. The university's IT infrastructure and internet connection are suitable for the online training courses, webinar and online conferences, enrollment support. In 2018 and the first months of 2019, the University has focused its resources on upgrading the existing transmission system, signing additional contracts with internet transmission providers to enhance the ability of serving the Internet accession for officials and students **[H5.5.13.3.01]**.

In 2018, the University received the Project "Strengthening capacity to improve the quality of education and training of Ho Chi Minh City University of Education", including server systems, equipment and online teaching systems with virtual learning environment; the existing transmission system and the film studio system. This is a solid basis for the University to take the next step to produce online materials for learners and teachers [H5. 5.13.1.08].

The University has also received and invested many different video conferencing systems: Cisco, sony, polycom so that it is ready to connect with many video conference points with a lot of different systems [H5.5.13.1.03].

In 2018, to enhance the online environment, the University also cooperated with service providers such as SCTV, SPT to deploy free wifi packages for students [H5.5.13.3.02].

Utilizing the transmission infrastructure, the University has also deployed a centralized sound management system facilitating listening tests of foreign languages when there is a need to test the same content for multiple rooms at the same time [H5.5.13.3.03].

Indicator 5.13.4: ICT system, including both hardware and software, is regularly maintained, always available for effective use by lecturers and learners

Hardware and software systems are maintained regularly. That computer system connected to the network and wifi cover the campus facilitates the learners [H5.5.13.3.04]. With IT personnel with basic training from Department of Information Technology, Office of Information Technology, Computer Science Center and Office of Facilities and Equipment Management, the University is always active in ensuring the availability of hardware and software for effective use of teachers and learners.

The University has implemented the application of network access control system under the model of single access (Single Sign On) to ensure devices only need to confirm once for wifi connection in all meeting rooms and Conference Halls.

For a large number of students accessing the University's server system at a time to look up grades, register for courses, the University has also invested in a Load Balancing system to distribute the load on multiple computers for optimal utilization

of resources, maximizing throughput, reducing response time and avoiding server overloading [H5.5.13.3.05].

In 2018, the University received equipment and furniture systems from Phase 2 of the General Education Project, including 1 online classroom, 04 pedagogical practice rooms, 01 computer and foreign language practice room [H5.5.13.1.03]; received and put into use of an English testing software system on the computer together with 01 master computer room and 450 workstations from the Ministry of Education and Training [H5.5.13.1.04]. The University has organized 9 English examinations on computers with 5,547 candidates taking the exams for levels 2, 3, 4, 5 according to the 6-level foreign language competency framework for Vietnam [H5.5.13.1.05]. The University has received and put into operation two smart classrooms from Ewha University, Korea [H5.5.13.1.06] and from the Consulate General of the People's Republic of China in Ho Chi Minh City [H5.5.13.1.07]. The University has arranged for foreign language departments to effectively exploit the above classrooms, creating excitement and attracting learners. The University has received server system, equipment and online teaching system with virtual learning environment; electronic library management system, digital library and digital system for digitalization and document identification operations; equipment for recording studio, video processing support, producing materials for electronic lectures; tools for checking and evaluating the originality of a research project; image display system for managing and serving training and fostering, online conferences [H5.5.13.1.08]. These devices have been put into effective use, greatly supporting the management and digitization of documents at the Library as well as supporting the Office of Science, Technology and Environmental Studies-Journal of Science to check and evaluate the originality of the research work before acceptance [H5.5.13.1.09].

2. Strengths

- The modern system of equipment and facilities is maintained and used appropriately in accordance with the educational objectives and suitable for various methods of teaching and learning activities.
- IT infrastructure is maintained regularly and always ready to meet the demand of teaching online and virtual teaching with appropriate teaching methods.

- The university proactively surveyed and collected the opinions of the objectives to review and re-evaluate the flexible use of equipment and facilities to meet the creativity and innovation of lecturers and learners, suit each training and fostering course.

3. Weaknesses

- The overall database connection is not synchronized.

4. Action plan

No	Objectives	Tasks	Implementing agency	Execution time	
				Start time	End time
1	Overcoming Weaknesses	The University needs to build a synchronized overall database connection system	- Office of Undergraduate Studies - Department of Information Technology - Office of Information Technology - Computer Science Center	2019	2020
1	Promoting strengths	The modern system of equipment and facilities is maintained and used appropriately in accordance with the educational objectives and suitable for various methods of teaching and learning activities	- Office of Facilities and Equipment Management - The whole units	2019	2022

No	Objectives	Tasks	Implementing agency	Execution time	
				Start time	End time
2		IT infrastructure is maintained regularly and always ready to meet the demand of teaching online and practice of teaching online	- Office of Undergraduate Studies - Departments	2018	2022
3		The University researched to apply advanced teaching methods aiming to e-Campus model.	The units	2018	2023

5. Self-assessment

Indicators	Rating Scale						
	1	2	3	4	5	6	7
Criterion 5.13: Physical/Teaching and Learning resources							
Indicator 13.1: Premises including buildings, lecture theatres/halls, classrooms, library, laboratories, together with equipment, teaching and learning materials, are properly arranged, maintained, and utilized for educational purposes.					x		
Indicator 13.2: Premises including buildings, lecture theatres/halls, classrooms, library, laboratories, together with equipment, teaching and learning materials are used with flexibility to facilitate creativity and innovation in teaching and learning, and are catered to accommodate every single training and professional development activity.					x		
Indicator 13.3: An adequate online environment for online training and CPD courses to be implemented with quality and suitable teaching and learning method.				x			
Indicator 13.4: ICT system, including both hardware and				x			

<i>Indicators</i>	Rating Scale						
	1	2	3	4	5	6	7
software, is regularly maintained, always available for effective use by lecturers and learners.							
Criterion Scale	4,5						

Criterion 5.14: Financial resources

1. Descriptions

Indicator 5.14.1: HCMUE has a healthy financial situation with revenues coming from multiple legal income sources from training, CPD services, research and technology transfer activities which are in alignment with its mission and strategic plan.

Report on the status and orientations for development planning for the period 2016- 2020 and vision 2030 has pointed out solutions and plans for financial autonomy: generate legal revenues including annual state funding, revenues from tuition and fees, revenues from scientific research, other services and projects. [H5.5.14.1.01]. Implementing the financial autonomy mechanism [H5.5.14.1.02], the university has developed the Internal Expenditure Regulation in 2017 [H5.5.14.1.03] in accordance with current circular [H5.5.14.1.04]. Accordingly, the university has made remarkable efforts to create legal financial resources to support training activities, scientific research and other duties. Tuition fees and fees for the training systems according to the assigned targets account for 45-62% of the total expenditure of regular revenues and expenditures, the amount of revenue increases accordingly compared to the annual state budget [H5.5.14.1.05]. This revenue corresponds to over 70% of the state budget and has been increasing every year. Service revenues such as short-term seminars, foreign languages, information technology and other services have contributed to stabilize the university's general operation funding [H5.5.14.1.06]. Asserting the role of a Southern key teachers training school, HCMUE has strengthened its capacity in developing customized training programs and courses for local teachers [H5.5.14.1.07]. Revenues from these training programs and courses make a significant contribution to the university's total career revenue.

In pursuit of the strategic objectives of upgrading modern facilities to meet the requirements of education reform, the university has invested in building new schools and facilities, equipment and teaching aids [H5.5.12.1.02]. Priority is given to building the expected outcome standards and the renewal of curriculum [H5.5.14.1.08], allocating funds for scientific research activities of lecturers and students equivalently and higher than prescribed [H5.5.14.1.06]. In addition, the university also allocates reasonable funds for syllabus and curriculum development and publication [H5.5.14.1.09]; allocates budgets to encourages academic staff to improve their skills and participate in conferences and seminars in and outside of the country [H5.5.14.1.10].

The revenue from scientific research activities comes mainly from the implementation of research projects serving the needs of localities conducted by the Institute for Educational Research, from funding for research cooperation with partners through scientific workshops and parts from the application training program, research results. In the coming time, the Institute for Educational Research must implement the autonomy mechanism which will be a big challenge in generating legal revenue to carry out the mission of the Institute and the University.

In 2018, the University always strives to find and diversify sources of science and technology revenues such as establishing Science and Technology Support Fund [H5.5.14.1.11], presiding over the implementation of 02 state-level scientific projects [H5.5.14.1.12].

Indicator 5.14.2: Income from international cooperation and collaboration is used to improve research, teaching and learning capacity.

Integrating and enhancing the effectiveness of international cooperation is an opportunity to improve the quality of training and research for faculty and students. Specifically, the University has one joint training program that students have to pay tuition fees in Vietnam including Master of Teaching Methodology in English with the University of Victoria - Wellington [H5.5.14.2.01].

The university receives funding from a number of organizations and businesses from Japan, Singapore, Korea ... which are sponsoring scholarships for students, funds to pay the experts working and teaching at the university [H5.5.14.2.02].

Besides, other international cooperation activities do not refer to financial data, but they help enhance the research capacity, the quality of teaching and learning such as training and exchanging lecturers and students with Japan, Korea, China, Russia, France, Taiwan, ...

The University also receives volunteers, international students; organizes seminars, conferences, training workshops; develops joint training and organizes cultural exchange activities with interesting highlights.

2. Strengths

- HCMUE has various legal income sources from training, CPD services, research and technology transfer activities which are in alignment with its mission and strategic plan.
- HCMUE has taken initiative in developing international relations and cooperation in order to strengthen the capacity and improve the quality of education, and at the same time generate more revenue for the school's general operation funds.
- Funds are allocated with targeted goals for each stage of the University's development.

3. Weaknesses

- Sources of revenue from science and technology research and international cooperation are still limited.

4. Action plan

No	Objectives	Tasks	Implementing agency	Execution time	
				Start time	End time
1	Overcoming weaknesses	Developing a plan to exploit the scientific research funding sources so that the lecturers can improve their research capacity	Office of Scientific Technology and Environment - Journal of Science	Fourth quarter of 2019	Second quarter of 2020

No	Objectives	Tasks	Implementing agency	Execution time	
				Start time	End time
2		Prioritizing research activities in the direction of application to generate revenue from transferring research results.	- Office of Scientific Technology and Environment - Journal of Science - Office of Undergraduate Studies	2018	2023
3		Surveying, evaluating the efficiency of revenues in the period of 2017-2019 and proposing solutions to increase the efficiency of revenue use in the period of 2020-2022	- Office of Planning and Finance - Office of Personnel and Administration - Units that contribute revenues	2019	2020
4		Changing the Institute for Educational Research model to autonomy mechanism	- Institute for Educational Research - Office of Planning and Finance - Office of Personnel and Administration	2018	2020

No	Objectives	Tasks	Implementing agency	Execution time	
				Start time	End time
5	Promoting strengths	Redefining objectives and strategies for revenue extraction in parallel with the implementation of training and retraining teachers in the new situation.	- Office of Undergraduate Studies - Office of Graduate Studies - All departments	2018	2023
6		Developing revenues with collaborative programs, international joint training and projects funded from abroad	- Office International Cooperation Office, - Office of Undergraduate Studies - Office of Graduate Studies - All departments	2018	2023
7		Having a plan to exploit support and funding resources to improve the conditions for teaching and research	- Office of Undergraduate Studies - Office of Graduate Studies - All departments	2018	2023

4. Self-assessment

Indicators	Rating scales						
	1	2	3	4	5	6	7
<i>Criterion 5.14: Financial resources</i>							
Indicator 5.14.1: Various legal income sources from training, CPD services, research and technology transfer activities which are in alignment with its mission and strategic plan.				x			

Indicators	Rating scales						
	1	2	3	4	5	6	7
Indicator 5.14.2: Income from international cooperation and collaboration is used to improve its research, teaching and learning capacity.				x			
Criterion Scale	4.0						

Criterion 5.15: Human resources

1. Description:

Indicator 5.15.1: Human Resource policy (recruitment, development and reward) is aligned with the school's vision and strategic objectives.

Based on the vision to the year 2030 becoming a national key pedagogical university, with high prestige throughout the country, on par with Southeast Asian academic institutions and the mission of undergraduate and graduate training, developing research on education and other sciences to better serve the needs of training high quality teachers, the need for advanced research, the University has set up policies of recruitment, developing human resources in accordance with the University's strategic plan as well as the University's vision and mission as follows:

- The University innovates recruitment, focuses on recruiting highly qualified human resources for improving the quality of the staff, increase the proportion of lecturers with doctorates to over 35% by 2020 [H5.5.12.1.06]. Up to now, after 4 years of implementation, this rate has exceeded the target [H5.5.15.1.01].
- There is a special recruitment policy, those who have experience suitable for their professional positions, have a master's degree, doctorates; those who have good results in the learning process are prioritized when recruiting [H5.5.15.1.02].
- In 2018 and 2019, the University sent 56 officials for master and doctoral training and sent 524 academic staff and lecturers to attend training courses on National Defense - Security, office managers, state management, specialist rank, fostering career titles, pedagogical skills, the University supports the funding according to the Regulation on the Internal Expense.

- The emulation and commendation policy is always updated with guidance documents from the superiors **[H5.5.15.1.03]**.

Indicator 5.15.2: HCMUE has effective strategy and plans for staff recruitment, retention and assignment in a transparent and competitive manner to develop excellent educators.

The University always ensures and promotes transparency and competition in recruitment and staffing plans. Specifically, the recruitment plan is methodically and consistently structured from the affiliated units to the functional offices and is announced and publicly informed to ensure fairness and enhance competitiveness in order to recruit the best personnel to develop the University **[H5.5.15.2.01]**.

Regarding the use of staff, based on the functions and tasks, working plans of each unit, the University develops regulations and payroll targets allocation to meet the needs of human resources for units in each specific period **[H5.5.15.2.02]**. Faculty members are assigned by their majors and training areas, creating favorable conditions for lecturers to promote their full potential in teaching, scientific research and professional practice **[H5.5.15.2.03]**. The university pays attention to young lecturers and encourage them to improve their professional skills and participate in community education activities. Many lecturers of the University have won the title of "Young Typical Teacher" praised by Ho Chi Minh City Youth Union **[H5.5.15.2.04]**.

The University's staffing strategy and plan also shows transparency through public announcement to all lecturers of the criteria to submit application for a strong research group in the year. The transparency and competition are also shown through the approval of group establishment applications **[H5.5.15.2.05]**. As a result, the University has established two strong research groups in Physics and Educational Science - Psychology, contributing to the development of excellent researchers in these fields **[H5.5.15.2.06]**. The two groups have achieved many positive and convincing results **[H5.5.15.2.07]**.

In 2019, the University also planned and sent 28 officials to participate in 02 main training contents which are fostering core lecturers and fostering core academic management lecturers for renewing the new general education program under the ETEP Program, the Ministry of Education and Training **[H5.5.15.2.08]**. This is also a

team of lecturers who play a key role in developing materials for the training courses of the Ministry of Education and Training, from which to implement training programs for teachers and key managers nationwide.

In July, 2019, the University also sent 03 officials to attend a training course of AUN-QA in Thailand [H5.5.15.2.09].

In addition, the University also facilitates lecturers to participate in off-campus activities as experts such as developing the new general education program [H5.5.15.2.10], mathematical research at Institute of Advanced Mathematics [H5.5.15.2.11], joining the State Council of Professors [H5.5.15.2.12].

At the beginning of the academic year, in order to ensure transparency and competition, the University organizes the Conference of University Officials, where the officials and employees exchange ideas and receive the contributions for the University's activities. [H5.5.15.2.13].

Indicator 5.15.3: Quality assurance plans and policy for the recruitment and assignment of invited lecturers.

Regarding policies and plans to ensure quality in inviting and using visiting lecturers, the University always clearly defines the criteria and standards of visiting lecturers in the disciplines, accordingly, giving priority to visiting lecturers who have academic titles, degrees and high prestige in the field of expertise. The invitation and arrangement of visiting lecturers always ensure the administrative regulations, on the other hand, are regularly monitored and evaluated from the managing departments to ensure the quality of teaching [H5.5.15.3.01].

2. Strengths

- The university has clear regulations on recruitment standards. This process demonstrates planning, publicity, transparency, democracy, and compliance with the University's conditions.
- The quality of human resources recruited and the staff has been remarkably improved. That the university officials are used effectively helps to promote their capacity to contribute to the university's overall development.

3. Weaknesses

- Due to limited financial resources, the budgets allocated for staff’s professional training is still low.
- The work of emulation and commendation is still heavy about traditional and spreading rewards, not really stimulating officials’ breakthroughs, capacity improvement and working motivation.
- There is a lack of feedback channels on lecturers and managers. The university has not comprehensively assessed the quality of visiting lectures at all units.

4. Action plan

No	Objectives	Tasks	Implementing agency	Execution Time	
				Start time	End time
1	Overcoming weaknesses	Adjusting and completing the job placement scheme.	Office of Personnel and Administration	09/2019	11/2020
2		Updating some rules and regulations to better demonstrate the University's policies on recruitment, management and employment of staff.	Office of Personnel and Administration	09/2019	03/2020
1	Promoting strengths	Promoting transparency, efficiency and quality in the recruitment process to improve the quality of the team according to the University development strategy.	Office of Personnel and Administration	09/2019	08/2020
2		Keeping encouraging the University staff to participate in further training to improve their professional capabilities.	Office of Personnel and Administration	09/2019	08/2020

5. Self-assessment

<i>Indicators</i>	Rating scales						
	1	2	3	4	5	6	7
<i>Criterion 5.15: Human resources</i>							
Indicator 5.15.1: Human Resource policy (recruitment, development and reward) is aligned with the TTU's vision and strategic objectives.				x			
Indicator 5.15.2: Effective strategy and plans for staff recruitment, retention and assignment in a transparent and competitive manner to develop excellent educators.				x			
Indicator 5.15.3: Quality Assurance plans and policy for the recruitment and assignment of invited lecturers.				x			
Criterion Scale	4.0						

STANDARD 6: Teaching support

Criterion 6.16: Teachers induction and guidance

1. Description

Indicator 6.16.1 HCMUE has an effective mentorship system to assist newly recruited lecturers and mentees

The university has a system to effectively support apprentice lecturers and new lecturers. Specifically, newly recruited lecturers will undergo a training regime [H6.6.16.1.01]. The school issue Decisions to appoint experienced lecturers to train new lecturers. During the apprenticeship, the apprentice lecturers are instructed to prepare lectures, to reserve the teaching hours of experienced teachers, to perform the scheduled lectures of the faculties and subjects. In addition, the probationary lecturer also participates in teaching assistants for experienced lecturers with activities such as teaching homework hours, organizing seminars, extra-curricular activities. [H6.6.16.1.02-05]. This activity ensures apprentice lecturers get familiar with teaching activities at university. The mentee signs working contract and receives 85% of the salary for the job title equivalent to the position recruited for. Other allowances are in accordance with the laws and regulations of the University [H6.6.16.1.06].

Each year, the University organizes pedagogical training classes for some trainee lecturers, new lecturers who do not have pedagogic professional certificates to ensure adaptation to the university teaching environment, providing knowledge, methods, and modern and advanced teaching arrangement to help new lecturers, apprentices form professional competencies such as the ability to assess learning results, ability to train pedagogical skills for students, education and educational advisory capacity, training program development capacity, cooperation capacity with stakeholders [H6.6.16.1.07].

The results showed that the recruited lecturers all completed their apprenticeship on time. The lecturers, after being apprentices, all achieved a level of classification to complete the task and successfully complete the task when undergo the annual officials assessment and classification [H6.6.16.1.08-09].

For officials, young lecturers looking for enhancing their capacity, the university has regulations for officials, young lecturers to study PhD at home country or foreign country, has regulations to support fees for lecturers to study foreign language to match with the language requirements of the M.A and PhD program when study abroad, adding high quality human resources for the university [H6.6.16.1.06; H6.6.16.1.10]. The university support the officials who are concentrated PhD students participating in teaching with preferential rate [H6.6.16.1.11]. These regulations are reviewed and adjusted annually based on the feedback of officials and lecturers of the university through the Officials Conference, the Lecturer Conference. [H6.6.16.1.12].

Indicator 6.16.2: Lecturers are encouraged and able to fulfil the role of instructors effectively

The first and most important instructor role for lecturers is the teaching role. Lecturers of the University are encouraged to innovate teaching methods in order to promote the best teaching effectiveness and implement the guiding role for learners. [H6.6.16.1.12; H6.6.16.2.13].

The performance of teachers in this role is reflected in the quality of the University's training and the graduation results of students are increasingly improved [H6.6.16.2.14]. This effect is also expressed through the results of the evaluation of learners to the lecturer [H6.6.16.2.15].

Besides teaching activities, the university's lecturers also take on the role of guiding learners through academic counseling activities [H6.6.16.2.16]. The academic advisor is responsible for informing the learners of the current training rules and regulations, advising the learner to create a study plan and learning path that best suits the learner's competence. [H6.6.16.2.17]. Academic advisors are guaranteed working conditions and are exempted from standard hours according to internal spending rules [H6.6.16.1.06]. Thanks to effective consulting activities, the number of graduates, graduate students and graduate students on time, the number of good and excellent graduates is always high.[H6.6.16.2.14].

Guiding role of teachers is also demonstrated through guiding students in the preparation and implementation of practice. Recognizing the importance of activities associated with high schools, modules such as: Pedagogical practice 1, Pedagogic practice 2 are implemented as planned, lecturers support each student to get acquainted with the general education activities and teaching capacity improvement, vocational skills improvement for learners [H6.6.16.2.18]. With the full and timely guidance of lecturers, students have actively applied theories to practical education in subjects related to general education and preschool (Psychology, Education; Theory and teaching methodology of the subject) and develop teamwork skills during the internship. The students' internship results reflected the effectiveness of the support and training in a quite thoughtful and effective way for lecturers. [H6.6.16.2.19].

In order to improve scientific research capacity for students, the university annually assigns the task of guiding scientific research students to experienced lecturers [H6.6.16.2.20-21]. The university has regulations on funding support for teachers and students in scientific research activities of students [H6.6.16.2.22]. These regulations have promoted students' scientific research activities reflected in the quantity and quality of scientific research topics [H6.6.16.2.23]. There are many scientific research topics that students get high prizes in competitions at all levels [H6.6.16.2.24].

In addition, the University's teachers also excelled in the task of guiding and fostering excellent students and students participating in Olympic competitions. For many years, students and teachers of the school have achieved high prizes in Olympic

competitions, national and regional excellent student contests. [**H6.6.16.2.21; H6.6.16.2.24**].

Guiding role of lecturers for learners, students are also expressed through the organization of union classes, teams, soft skills training, training courses on integrated teaching, creative experiences for students. These courses have always attracted a large number of students and participants, contributing to improving career skills for students before graduation and helping general and preschool teachers to improve their capacity. [**H6.6.16.2.25**].

Through feedback, the university also regularly makes improvements to the conditions to support lecturers more effectively in fulfilling their guiding role. [**H6.6.16.2.15; H6.6.16.2.19; H6.6.16.2.23; H6.6.16.2.26**].

Indicator 6.16.3: HCMUE's leadership is committed to the implementation of professional development plans to improve lecturers' alertness and professional capacity in response to high school realities and context.

Retraining and developing teachers is interested by the Party Committee and Board of Directors. The Party Committee has issued a project on creating resources, training and fostering lecturers for the period of 2015-2020, with a view to 2030 [**H6.6.16.3.27**], School development strategy plan for the 2016-2020 period [**H6.6.16.3.28**]. By 2020, the school aims to have over 35% of teachers with PhD or higher degree; 10% of teachers have titles of Professor, Associate Professor; 100% of teachers will reach IT and foreign language standards; 10% of non-English-speaking teachers can teach in English; 1/3 of teachers send to study abroad for doctorate training, striving to 2030, the percentage of lecturers with doctorate degree is over 45%. [**H6.6.16.3.28**].

The school always pays attention to the work of fostering and developing the teachers. In the past 2 years, the university has sent 20 officials to study Master Degree, 41 officers to be PhD students at home and abroad; sent over 844 teachers, officials, staff, managers to study, retraining, conferences and seminars at home and abroad [**H6.6.16.3.29**]. Besides, the university also supports lecturers through the procedures of scientific conferences, translation of related documents, review of reports on business trips abroad. [**H6.6.16.3.30**].

The school has policies and measures to create conditions for teachers to study to improve their professional qualifications, participate in short-term and long-term training courses at home and abroad, especially in the field of educational science and teacher training [H6.6.16.1.06; H6.6.16.1.11; H6.6.16.3.29]; encourage teachers to participate in domestic and international conferences and publish newspapers in prestigious domestic and international magazines. In the past 5 years, the University has provided support for over 80 teachers to study for master's degrees and 100 teachers for doctoral studies with a total amount of over 2 billion VND, supporting 645 teachers to attend domestic and international conferences, workshops with a total amount of over 4 billion VND [H6.6.16.1.12; H6.6.16.3.31].

The university supports works published in prestigious domestic and international magazines: international publication of up to 15 million / article (from November, 2019), domestic publication of up to 1 million / article. Over the past five years, the school has supported more than 700 domestic and international scientific articles with the total amount of nearly VND 500 million, giving prompt rewards to lecturers and students with scientific research achievements. [H6.6.16.3.32-34].

The school creates conditions for teachers to participate in professional development activities such as practical experience at schools and kindergartens. From the 2016-2017 school year to now, the University has sent 31 teachers to conduct a 1-week field study at schools and kindergartens. [H6.6.16.3.35]. Lecturers must coordinate with general and preschool teachers to build model lectures and sample activities.

For the deployment and implementation of a new school education program, the University has conducted teacher training in 19 southern provinces to help high school teachers capture and be ready to implement the new program. At the same time, this activity also helps lecturers grasp the reality of general education and create strong relationships with general teachers to meet professional and professional requirements in the new period. [H6.6.16.3.36].

The school reports on the implementation of supporting policies for lecturers to participate in professional activities at home and abroad through reports at the annual financial and staff conference. [H6.6.16.1.12; H6.6.16.3.31].

Indicator 6.16.4: HCMUE supports teachers to effectively deploy appropriate teaching methods, especially the experimentation method in continuous professional development programs

For CPD programs, if teaching at the University, the School will support lecturers to effectively use appropriate teaching methods by strengthening facilities. [H6.6.16.4.37], promote document compilation and use of syllabus, lecture outline, subject outline, design and use of electronic lectures and online lectures. [H6.6.16.4.38]; appoint teachers to participate in international cooperation projects related to teaching, training programs and practical work at schools and kindergartens [H6.6.16.3.35; H6.6.16.4.39]; collect feedback from learners [H6.6.16.2.15; H6.6.16.4.40].

To improve the teaching quality, the university invest in facility such as: equip classrooms with projectors, wifi, visual equipment to serve the reform of the lecturer's teaching methods, periodically the university conducts inventory and evaluation of asset depreciation, make plans to procurement, repair and replacement [H6.6.16.4.37; H6.6.16.4.41]. Outlines of the CPD course are regularly compiled in the direction of capacity development. During the CPD course, lecturers focus on using appropriate teaching methods to help learners learn and gain knowledge, the evaluation of learners' learning results is changed, according to the approach to competence. The school organizes training courses, seminars on online teaching, sends teachers to attend CPD courses on innovative teaching methods, composes electronic lessons, and makes effective use of positive teaching methods to help lecturers improve teaching capacity, but the number of training courses and seminars is not much [H6.6.16.4.42]. The school has a support regime for teachers to prepare textbooks, reference materials, monographs after these documents are accepted and put into use. [H6.6.16.4.43-44]. For many years, the University sent and provided funding for teachers to conduct practical research in high schools and pre-schools, ensuring the training and fostering activities in theory with practice.

CPD training is regularly evaluated periodically and always improved to meet the requirements in the new situation, especially the period of meeting the innovations of the current general education program. [H6.6.16.4.45].

Indicator 6.16.5: HCMUE supports teachers with opportunities to specialize so as to meet special needs; opportunities to be exposed to emerging educational and social issues that might impact pedagogical activities

The school has a reasonable staff development policy, consistent with the University's vision and mission, a plan for teacher training, a plan for professional training for staff. University leaders have a policy of building a team of experts, building a specialized research group, interdisciplinary team of teachers to meet the needs of teaching and training of highly qualified learners. [H6.6.16.5.46].

The university sends many staff to participate in postgraduate training courses at home and abroad. Effectively send delegations to short-term study in Taiwan, Korea, Thailand, Australia. The university supports teachers with funding to attend training and conferences on educational issues, educational innovation, and educational socialization issues. In addition, the University's teachers are facilitated to participate in projects and projects on innovation, improving the quality of general education, improving the effectiveness of general education management, specialized research teams, compiling and participating in teaching refresher classes to upgrade professional titles for lecturers and teachers [H6.6.16.5.47-49].

2. Strengths

- The university has a proper policy of staff development in line with the mission of the university. Many effective measures have been implemented by the university to improve professional skills and capacity of lecturers. This policy is open, transparent and properly support apprentice lecturers, new lecturers, and lecturers to fulfill their duties well.
- The school is always interested in supporting, encouraging lecturers and intern lecturers in teaching and research, facilitating them to develop their expertise and promulgate regime for intern lecturers and lecturers who recently develop professionalism to have
- long-term commitment to the university

3. Weaknesses

- The school has no proposal on improving modern teaching equipment to support the teaching activities of lecturers

- The school has not integrated the survey results tools into the system of feedback of learners of continuing education programs as expected.
- Due to limited funding, the activities of short-term study delegations have not been implemented regularly and the number of teachers who are allowed to travel is limited.
- The school does not have the regime to support teachers for post-doctoral study, intensive research abroad, short-term and long-term training abroad..

4. Action plan

No	Objectives	Tasks	Implementing Agency	Execution Time		
				Start time	End time	
1	Overcoming weaknesses	- Developing and introducing survey forms to evaluate teaching of apprentice lecturers and new lecturers; evaluate support of university for new lecturers.	Office of Educational Testing and Quality Assurance	12/2019	6/2020	
2		Increasing the implementation of the plan to professionalize the teaching staffs to meet the special requirements; support regime for lectures to study doctorate degree, intensive research abroad, short-term and long-term training abroad	Office of Personnel and Administration	12/2019	6/2020	
3		Developing and deploying a periodic inspection plan to assess the status of facilities, teaching equipment to develop investment plans to support teaching activities in CPD programs	Office of Facilities and Equipment Management	10/2019	8/2020	
4		Promoting strengths	Developing and deploying online connections for teaching activities at high school with teaching activities at educational universities	Center for pedagogical skills development	12/2019	6/2020
5			Developing and deploying a plan	Office of	3/2019	12/2020

No	Objectives	Tasks	Implementing Agency	Execution Time	
				Start time	End time
		to organize seminars and conferences to introduce new and advanced teaching models	Undergraduate Studies		
6		Strengthening the organization of field research at high schools and kindergartens for lecturers.	Office of Undergraduate Studies	10/2019	6/2020

5. Self-evaluation

Indicators	Rating scale						
	1	2	3	4	5	6	7
Criterion 6.16: Support and foster lecturers.							
Indicator 6.16.1: HCMUE has an effective mentorship system to assist newly recruited lecturers and mentees.				x			
Indicator 6.16.2: Lecturers are encouraged and able to fulfil the role of instructors effectively					x		
Indicator 6.16.3: The HCMUE leadership is committed to implementation of professional development plans to improve teachers' alertness and professional capacity in response to the high school realities and context				x			
Indicator 6.16.4: HCMUE supports lecturers to effectively deploy appropriate teaching methods, especially the experimentation method in CPD programs				x			
Indicator 6.16.5: HCMUE supports lecturers with opportunities to specialize so as to meet special needs; opportunities to be exposed to emerging educational and social issues that might impact pedagogical activities				x			
Criterion scale:	4.2						

Criterion 6.17: Assessment and recognition

1. Description

Indicator 6.17.1 HCMUE has and implements policies that allow accurate, open and transparent assessment of its faculty.

The school periodically evaluates teachers through the mission assignment at the beginning of the school year, stipulates the duties of teachers based on titles, collects feedback from learners about lecturers, registration form for emulation in school year, provisions on evaluation and classification of cadres, officials and employees to increase salaries [H6.6.17.1.01].

The school conducts teacher assessments through many different sources of information: Assessing professional and professional competence through the organization of teaching sessions with the attendance of experts [H6.6.16.1.05]; surveying students 'feedback on the effectiveness of lecturers' teaching activities; evaluate and classify officials and employees annually. Results of the survey among students of lecturers' teaching activities are informed to each lecturer and administrators at all levels to ensure the openness and transparency of assessment activities. [H6.6.17.1.02].

The school has built a software for surveying learners' feedback on lecturers, integrating survey results tools into the system to ensure that all lecturers participating in teaching are getting feedback from students [H6.6.17.1.03]. Through evaluation activities, the evaluation results are the basis for teachers to make adjustments to improve the quality of teaching in particular and the quality of training at the school in general. [H6.6.16.2.15].

For teachers who create sources, the University requires that, within 2 years from the date of signing the working contract, a master's degree, a foreign language certificate, an computer proficiency certificate is required to continue to sign a labor contract. [H6.6.16.1.01].

Teacher evaluation activities: regulations on assessment, assessment content, teacher evaluation form are widely publicized among all officials and employees, the assessment activities are conducted publicly and ensure the transparency and fairness are conducted publicly throughout the university, the plans and results of the grading

of public officials' officials are widely communicated to all officers, ensuring the transparency and publicity of the results [H6.6.17.1.04-05]. However, the University has not analyzed the evaluation results to develop a plan of professional training appropriately, helping teachers improve their professional skills to undertake the implementation of training and CPD programs. The school conducts an annual evaluation and grading of cadres and, depending on the performance of the assigned teachers, is assessed and graded from "not completing the task" to "completing successfully the task", per 3 months. The university evaluates and classifies teachers according to the regulations to consider increasing salaries for teachers in the University.

Indicator 6.17.2. HCMUE has mechanisms to recognize lecturers' achievements and encourage teachers to improve their competencies in teaching and research through a rewarding system.

The university has clearly defined the duties and rights of lecturers in teaching and research activities. [H6.6.16.1.06; H6.6.16.1.10; H6.6.16.3.32], [H6.6.17.2.06-07]. Specifically, in the regulations on evaluation for additional salaries, scientific research results are used to calculate bonus points, lecture hours and scientific research are calculated when considering the increase in salary as a mechanism to encourage teachers to fulfill their responsibilities in high quality teaching and scientific research [H6.6.17.2.08-09].

Lecturers who successfully complete their tasks will be given priority to attend domestic and international conferences and publish papers in prestigious domestic and international magazines. The school supports works published in prestigious domestic and international magazines: international publication of up to 10 million / article, domestic publication of up to 1 million / article. In the past five years, the school has supported more than 700 national and international scientific articles with the total amount of nearly VND 500 million. Promptly reward for the teachers who have achievements in scientific research. The University also built a high reward policy for teachers who have achieved excellent results in scientific research. This regulation has really stimulated lecturers to participate in scientific research and achieved many good results [H6.6.16.3.34].

After many years of implementation, in 2018, the university carried out the evaluation of supporting policies, accrediting lecturers and updating, promulgating new regulations on emulation and commendation, setting up a Scientific Research Support Fund for lecturers. [H6.6.16.1.12; H6.6.16.3.33] and honor teachers with outstanding achievements on the university's media channels: electronic boards, websites and major ceremonies of the year. [H6.6.17.2.10].

2. Strength

- The university evaluates lecturers' capacity systematically using various sources of information.
- The university has policies on encouraging lecturers to take part in teaching and scientific research, attracting lecturers in participating and completing the tasks of teaching and scientific research.

3. Weaknesses

- The university funding source to encourage lecturers is still limited.
- The content, form of evaluation for lecturer is not regularly reviewed and adjusted to suit the actual situation to help the university evaluate the capacity of the teaching staff.
- The school does not have a system to monitor teachers' improvement after quantitative assessment.

4. Action plan

No	Objectives	Tasks	Implementing Agency	Execution Time	
				Start time	End time
1		Continuing to improve the lecturer's evaluation and classification criteria	Office of Personnel and Administration	6/2019	9/2020
2	Overcoming weaknesses	Establishing and deploying plan to track the lecturer's improvement post evaluation and developing a fostering plan.	Office of Personnel and Administration	10/2019	12/2020

		Increasing professional training, help lecturers refine and improve their professional skills.	Office of Personnel and Administration	12/2019	6/2020
1	Promoting strengths	Improving perks and salary policies to promote inner resources and attract more high-quality lecturers to work at the university.	Office of Finance and Planning	12/2019	6/2020

5. Self-evaluation

Indicators	Rating scale						
	1	2	3	4	5	6	7
<i>Criterion 6.17: Assessment and recognition</i>							
Indicator 6.17.1: HCMUE has and implements policies that allow accurate, open and transparent assessment of its faculty				x			
Indicator 6.17.2: HCMUE has mechanisms to recognize lecturers' achievements and encourage teachers to improve their competencies in teaching and research through a rewarding system.					x		
Criterion scale:	4.5						

STANDARD 7: Learning support

Criterion 7.18: Admission and Learner support services

1. Description

Indicator 7.18.1. The selection process for pre-service teacher training programs and CPD programs for in-service teachers is publicly announced, transparent and fair.

In 2018 and 2019, the Ministry of Education and Training has made many innovations in university and college admissions. From the Ministry's innovations, Ho Chi Minh City University of Education developed an enrollment plan which has many policies and procedures for HCMUE's training and retraining programs such as: direct admission Admissions based on high school performance, admission according to the

combination of scores according to the results of the National High School Exam ... These policies and procedures are published in HCMUE's enrollment project which is publicly announced through many Forms such as: HCMUE's website (hcmue.edu.vn), the enrollment page (tuyensinh.hcmue.edu.vn), <https://www.facebook.com/HCMUE.VN/> [H7.7.18.1.01]. In addition, the enrollment scheme is also published on the web portal of the Ministry of Education and Training [H7.7.18.1.02]. In addition, in order to introduce the enrollment policy and process, HCMUE also strengthens the communication work for admissions in many different forms such as: building introductory videos at HCMUE (youtube.com), from online enrollment admissions on social networking sites, direct advice at high schools inside and outside the City, Departments of Education and Training in provinces and cities in the Mekong Delta region, region South East, South Central and Central Highlands [H7.7.18.1.01-03].

In order to implement the enrollment policy and process, HCMUE develops and implements all the steps and publicity to ensure fairness and transparency so that the subjects will not be disadvantaged and lose opportunities when choosing Schools to study.

Admissions activities for training and retraining programs of HCMUE also strictly follow the enrollment scheme and enrollment regulations of the Ministry of Education and Training [H7.7.18.1.02-03]. In addition, to ensure fairness for candidates with high performance in the national high school exams, the excellent student contests at the provincial, city and national levels, the Olympic exams ... There are priority enrollment policies for these subjects [H7.07.18.1.02-03].

In addition, to ensure the transparency of the admission process, HCMUE established a hotline, email box, a social networking site to answer questions of candidates. HCMUE fully publishes the admission methods, the points for admission of majors, the threshold of ensuring the quality of input on the web portal (hcmue.edu.vn) and the admission page of HCMUE (tuyensinh.hcmue.edu.vn) [H7.7.18.1.02, H7.7.18.1.04].

Since 2018, HCMUE has focused on improving and applying the new admissions process into practice, such as building and deploying the system of direct

admission registration, the online enrollment information search system [H7.7.18.1.06].

After completing the admission work, HCMUE held a meeting to draw experience, issue a plan and carry out the review of admission policies, procedures, analysis based on the scores in each combination in order to improve the Admissions process towards more appropriate. As a result, the enrollment work of HCMUE is always stable and shortens time. [H7.7.18.1.05].

Indicator 7.18.2. Information to learners such as course catalogue, programme description, credit allocation policy is clear, comprehensive and easily accessible

Annually, HCMUE issues training and retraining plans to help learners access information about their majors, training programs, retraining programs and subject programs [H2.2.04.1.04-05, H7.7.18.2.01-02].

Information about majors, training programs, retraining programs and subject programs is easily accessible through extensive notification to lecturers and learners with various information channels such as: manuals students, training programs, framework programs are posted on the student's personal information page (online.hcmue.edu.vn), the student citizen meeting at the beginning of HCMUE year [H2.2.04.1.05, H7.7.18.1.02-03]. On the other hand, the subject curriculum is communicated by the instructor to the student at the first session of the module [H2.2.04.1.05].

In addition, HCMUE also enhances information on training courses for managers, general teachers, and training contracts in the locality. Information on enrollment of postgraduate and undergraduate students, the plan to organize training classes is publicly announced on the electronic portal of the Department and School; be sent to the local Department of Education and Training so that learners can easily access information when needed [H2.2.04.1.10, H2.2.04.2.14, H2.2.04.2.16].

Thanks to the information about majors, training programs, retraining programs, subject programs and the organization of implementation are clear, complete and easily accessible, so the number of learners, participating in training courses more and more showing the increasing influence of HCMUE's quality on society.

Indicator 7.18.3. HCMUE provides remedial programs or mentoring system for low-performers, learners from different ethnic groups, difficult areas and disabilities and for foreign learners.

Annually, HCMUE issues plans and announces decisions on supporting learners in disadvantaged groups, ethnic minorities and disadvantaged areas in various forms such as: exemption, reduction of tuition, support. study costs, social benefits, sponsorship scholarships such as Agribank, AMA, ... **[H7.7.18.3.01]**.

HCMUE focuses on supporting students with disabilities with many activities such as organizing exchanges between staff and students with disabilities, introducing scholarships, consulting about policy regimes, consulting on registration of modules. , priority for students with disabilities in dormitories ... **[H7.7.18.3.02]**.

HCMUE has a support policy for foreign students such as: support for immigration procedures, accommodation, dormitories, meeting with Vietnamese students. In addition, to support foreign students, HCMUE also assigns a person in charge, assisting in various ways such as: support for student ID cards, information about academic results **[H7. 7.18.3.03]**.

In 2018, HCMUE conducted a review of activities to support students with disabilities, students with learning difficulties such as facilities supporting students with disabilities, scholarships for students with disabilities. disabilities, introducing centers, shelters for students with disabilities, supporting software for visually impaired students **[H7.7.18.3.04]**. In 2019, HCMUE conducts a plan to support students with delayed progress, students with disabilities and foreign learners **[H7.7.18.3.05]**.

In addition, HCMUE implements a study advisory handbook on the web portal to improve the counseling and support ability of academic advisors for students, HCMUE also assigns a team of academic advisors to find. solutions to alert students to academic warnings to help students improve their academic performance for the following academic years. **[H7.7.18.3.06]**.

Indicator 7.18.4. HCMUE ensures that relevant information on learning pathways, transfer and credit recognition policies for transition between course units,

major/minors, mandatory/elective; between domestic and international universities of education are available to learners.

To publicize information about the study pathway, HCMUE annually promulgates a regular student training plan, a plan to organize student registration, a plan to organize an end-of-term exam to help students take the initiative. in study. Information about the study path is informed to learners through various channels such as student portal (online.hcmue.edu.vn), training plans of HCMUE [H7.7.18.2.01-04].

HCMUE promulgates policies on credit recognition in inter-disciplinary training among disciplines such as: Decision on issuing Regulations on the exemption from examinations, exemption from examinations and recognition of points of study in the training program University degree. The transfer and recognition of credits in continuing education are carried out annually to create maximum conditions for learners during their studies at HCMUE. However, the transition policy has not implemented as widely as expected [H7.7.18.4.01].

Annually, HCMUE conducts a review of activities to disclose information about the study path, the transfer policy and the credit recognition in inter-disciplinary training between the disciplines and between universities to from There, there are appropriate improvements to help students access information better [H7.7.18.4.03].

Indicator 7.18.5. HCMUE offers opportunities for counselling on educational learning plan, selection of course units and career counselling

In order to provide advisory services, study options for students, HCMUE has issued instructional documents related to study plans and module registration through the information system of School (online.hcmue.edu.vn) [H7.7.18.2.01-02]. On the other hand, students of HCMUE are also consulted about the study plan, registration for the module during the first-term citizen / student-life week [H7.7.18.5.01]. In addition, HCMUE's academic adviser also provides counseling, guidance and joint study pathways for students, guides students to register for the course and select the required modules and modules. prerequisites and elective modules [H7.7.18.5.02]. Although the work of academic advising and post-graduate support has been more focused in recent years, it has not been implemented in all departments. All faculties have implemented and assigned to carry out this work, but there has not been a

comprehensive inspection, review and evaluation, so academic counseling is still a challenge for HCMUE in the following years.

HCMUE plans to organize career activities for students from HCMUE to the department level such as: Job Fair 2019, Job Fair of Primary Education Department, Department of Chinese. From 2018, HCMUE plans to coordinate with the Department of Education and Training of Ho Chi Minh City to organize a staff recruitment counseling day to guide students in the processes and procedures to enroll staff at Ho Chi Minh City [H7.7.18.5.03-05].

The organization of vocational activities receives the attention of students and employers, thereby showing that career development and entrepreneurship are developed. In 2018, the Center for Student Support and Start-up Development was established [H7.7.18.5.06] to introduce, advise and create jobs for students through various information channels (<http://csaed.hcmue.edu.vn/>; <https://www.facebook.com/CSAED.HCMUE/>). On the other hand, HCMUE also assists students in developing a startup project that is suitable for their chosen career through the HCMUE student competition with the idea of starting a business [H7.7.18.5.07].

In addition, HCMUE also supports graduate students by sending information about professional skills training classes, notices of graduate training programs on HCMUE's web portal ([hcmue](http://hcmue.edu.vn)) .edu.vn) so that learners can improve their professional skills after graduating from university [H2.2.04.1.10, H2.2.04.2.14].

In 2019, HCMUE reviews and reports on the implementation of activities to support vocational students, start-ups so that they can offer solutions to improve the quality of counseling services for students [H7.7.18 .5.08].

2. Strengths

- Since 2018, HCMUE has improved the admissions process, conducted fair and transparent admission in accordance with the regulations of the Ministry of Education and Training, analyzing and evaluating the quality of enrollment sources annually. Therefore, the enrollment source of HCMUE in 2018, 2019 is stable and shortening the duration.

- Initial information on training programs, training programs and training plans, policies and regulations recognizing learners' competencies, transferring and exempting the modules of HCMUE are clearly, completely and publicly available. accessible. HCMUE also makes it easy for learners to access enrollment information.
- HCMUE has well supported and advised many subjects such as foreign students, students with disabilities, etc. and ensured a full range of policies on training and retraining for students currently studying at HCMUE, like financial policy regimes. However, the support and advice for learners who are slow to make progress are initially punished by the academic warning measure, there are no specific solutions to help learners who are slow to progress to keep up with the learning fostering program.

3. Weaknesses

- Academic counseling and post-graduate support has been implemented but not synchronized across all departments. Faculties have not conducted any examination, review and evaluation of this work.
- Counseling support programs, counseling services for learners in general, including learners who have learning difficulties, slow progress, do not meet the needs of learners.

4. Action plan

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
1	Overcoming weaknesses	Strengthening the implementation of academic advising and post-graduate support for learners in all faculties of the University	Office of Political Education and Student Affairs	10/2019	9/2020

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
2		HCMUE enhances the disclosure of information on academic pathways, transfer policies and credit recognition in inter-disciplinary training between disciplines and between domestic and foreign universities of education	Office of Undergraduate Studies		
3		Implementing support and counseling activities for planned slow-moving learners	Office of Undergraduate Studies	10/2019	9/2020
1	Promoting strengths	Continuing to improve the admissions process on the basis of the following year better than the previous year, ensuring admission criteria	Departments, Learning Advisors, Office of Undergraduate Studies	10/2019	9/2020
2		Designing info-graphic describing programs and plans for training disciplines to increasingly diversify forms of publicizing information to students so that students can choose modules, career guidance and support	Office of Undergraduate Studies	10/2019	9/2020
3		Continuing to search for scholarships and financial support for learners with economic difficulties	Office of Undergraduate Studies, Departments	10/2019	9/2022

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
4		<p>Enhancing the effectiveness of career counseling, start-up services through job fairs, job placement, etc.</p> <p>Carrying out start-up activities for students associated with technology 4.0 and teacher education</p>	<p>- Office of Political Education and Student Affairs</p> <p>- Center for Student Support and Start-up Development</p> <p>- Departments</p>	10/2019	9/2022

5. Self-Evaluation

<i>Indicators</i>	Rating Scale						
	1	2	3	4	5	6	7
<i>Criterion 7.18: Admission and Learner support services</i>							
Indicator 7.18.1. The selection process for pre- service teacher training programs and CPD programs for in-service teachers is publicly announced, transparent and fair.					X		
Indicator 7.18.2. Information to learners such as course catalogue, programme description, credit allocation policy is clear, comprehensive and easily accessible				X			
Indicator 7.18.3. HCMUE provides remedial programs or mentoring system for low-performers, learners from different ethnic groups, difficult areas and disabilities and for foreign learners.					X		
Indicator 7.18.4. HCMUE ensures that relevant information on learning pathways, transfer and credit recognition policies for transition between course units, major/minors, mandatory/elective; between domestic and international universities of education are available to learners.				X			
Indicator 7.18.5. HCMUE offers opportunities for counselling on educational learning plan, selection of course units and career counselling					X		
Criterion Scale	4.6						

Criterion 7.19: Assessment and recognition of learning outcomes

1. Description

Indicator 7.19.1: The assessment of learning outcomes for learners is accurate, fair, transparent and in line with the learning objectives and outcomes.

To ensure accuracy, fairness, transparency, in accordance with training objectives and output standards, HCMUE has issued documents regulating the evaluation of learners' learning results such as: training, detailed outlines, documents on tests, midterms, modules for the learner to know and cooperate and share with each other ... **[H2.2.04.1.05, H7.7.18.2.03, H7.7.19 .1.01]**

Therefore, the evaluation of learners' learning results ensures the accuracy reflected by the variety of assessment methods in the subjects including: essay, objective test, essay, thesis subjects, major exercises, graduation thesis, practical and specialized reports **[H2.2.04.1.05; H7.7.19.1.04]**. Besides, the accuracy is also reflected in the review rate after each test is very low **[H7.7.19.1.05-06]**.

The fairness in assessing learners' learning results is also clearly shown through the Criteria, the grading scale is clearly shown through the form of assessment tests in the subjects **[H2.2.04.1.05.]**. In addition, the fairness in evaluating learners' results is also shown in the examination process. Specifically, the test is made according to the prescribed form and is approved by the Head / Deputy Head of the subject, selected from the exam **[H7.7.19.1.05]**. The questions are printed by the official in a separate room and sealed. Each test is cut and beat, assigned to two lecturers to judge and Head of the Department to sign **[H7.7.19.1.07]**. The organization of examinations was performed thoughtfully, absolutely safe and ensured the regulations **[H7.7.19.1.01, H7.7.19.1.07]**.

To ensure transparency, all of the above tests and assessments are specifically described in the detailed outline of each module / subject and disseminated to the learner right from the start of participation. subjects. In addition, the requirements of assessment and evaluation in subjects are also specifically communicated to students in the subjects. Results of the student's opinion survey on whether the lecturer has specifically disseminated to the assessment and assessment requirements for students in the subjects from the second semester of the 2016-2017 school year to the first

semester of the 2018 academic year- 2019 shows that students appreciate this content and student satisfaction tends to increase steadily in the last 5 years [H7.7.19.1.02].

Through the test results and student survey results show that the evaluation of learners' learning results is consistent with the training goals and output standards in the modules [H7.7.19.1.03]. Every year, from the second semester of the 2016-2017 school year to now, HCMUE has conducted surveys of students' opinions on teaching activities of lecturers, including content evaluating to ensure accuracy and publicity. degree, transparency, in accordance with learning objectives and learning outcomes in assessing students' academic results in regular training programs and analyzing and reviewing this content [H7.7.19.1.02]. The survey results also show that the students' opinions on these contents are relatively high with the average score corresponding to the good level and tend to improve over each semester [H7.7.19.1.01.]

Indicator 7.19.2: Certification recognizes teaching competences of learners, including IT skills and ensures alignment with assessment results.

In order to reflect the capacity of the learners, HCMUE has issued documents regulating the recognition of academic results [H2.2.04.1.05, H7.7.18.2.03]. On the other hand, training programs and retraining programs have detailed outlines including specific and clear regulations on Criterion, methods of recognizing learners' learning results according to output standards [H2 .2.04.1.05]. Besides, many faculties have built question banks for final exams in order to contribute to reflect more and more accurately the ability of students to show through the final exams, but this activity has not been conducted in all faculties in HCMUE [H7.7.19.1.04].

In HCMUE year 2017-2018 and school year 2018-2019, HCMUE constantly reviews, issues and adjusts the pedagogical training plans and regulations to improve learners' capacity under training and refresher programs. [H7.7.19.2.01, H7.7.19.2.02]. On the other hand, to evaluate the learners' ability to use information technology, from the 2018-2019 school year, HCMUE has decided to promulgate the Regulations on information technology skills applicable to students. university level so that learners are capable of using information technology in the future. [H7.7.19.1.03].

Besides, the faculties organize contests on pedagogical activities with many contents such as teaching skills, skills to use information technology in teaching ...

[H7.7.19.2.04]. In addition, in many modules on teaching methods, lecturers organize practice examinations and oral quizzes for students to show their teaching ability, and at the same time, lecturers also give encouragement points for students in the courses. This section demonstrates the requirements for good practice. In some other modules, students are allowed to record videos of teaching excerpts themselves to take the final module [H7.7.19.2.05]. To assess the ability of students in teaching, HCMUE conducted a summary of the results and evaluation of partners inside and outside HCMUE such as high schools, primary schools, real-life units. practice to gain experience for the following years to achieve better results [H7.7.19.2.06].

In order to review and improve the recognition of academic results and to improve the capacity of learners, HCMUE held a review meeting on Pedagogical practice to collect ideas from stakeholders to adjust the program. training and retraining programs to suit the needs of society [H7.07.19.2.07].

In 2019, HCMUE implemented many regular training programs for key teachers in the southern provinces in order to meet requirements of the general education program in 2018. During the implementation process, although there was a limit of time, it still satisfied the progress and achieved good results and it highly evaluated by the Departments of Education and Training and learners.

2. Strengths

- The regulations on unit assessment are clearly described in the detailed outline, open to the students at the beginning of the module.
- Methods of assessing learners' results used in the curriculum ensure accuracy, fairness and transparency, in accordance with training objectives and learning outcomes.
- The recognition of learners' results reflects the learner's competence, including the capacity to teach and use information technology.

3. Weaknesses

- The exam questions of specialized subjects are not yet consistent among departments.
- Some departments have not paid enough attention to pedagogy.

- Analysis and using the learners' survey results have not been conducted to improve related factors such as training programs, training organizations and assessments.

4. Action plan

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
1	Overcoming weaknesses	Strengthening the construction of a uniform bank of exam questions for subjects, especially specialized subjects in all faculties in the University	- Office of Educational Testing and Quality Assurance - Departments	10/2019	9/2020
2		Increasing the professional skills for students in Teacher Education courses	- Departments	Every year	academic year
3		Enhancing the organization of practice exams for teaching methods and pedagogical skills to develop teaching capacity of students	- Office of Educational Testing and Quality Assurance - Departments	10/2019	9/2022
4	Promoting strengths	Continuing to conduct student feedback surveys about subject teachers including content evaluation on ensuring accuracy, fairness, transparency, consistent with learning goals and standards. output in assessing student achievement in formal training programs	- Office of Educational Testing and Quality Assurance - Departments	10/2019	9/2022

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
5		Improving the quality of the exam questions in the direction of increasing creative questions and solving practical problems	- Office of Educational Testing and Quality Assurance - Departments	10/2019	9/2022
6		Continuing conducting regular training programs	- Office of Educational Testing and Quality Assurance - Departments	6/2020	6/2020

5. Self-Evaluation

<i>Indicators</i>	Rating Scale						
	1	2	3	4	5	6	7
Indicator 7.19.1: The assessment of learning outcomes for learners is accurate, fair, transparent and in line with the learning objectives and outcomes.					x		
Indicator 7.19.2: Certification recognizes teaching competences of learners, including IT skills and ensures alignment with assessment results.				x			
Criterion Scale	4.5						

Criterion 7.20: Extra-curricular activities

1. Description

Indicator 7.20.1. HCMUE supports learners' practice and engagement in social, sport and cultural activities meant to improve teaching quality and development

Every year, HCMUE has a plan to support learners to practice, go on field trips, participate in cultural, social and physical training activities such as: Training plan for Youth Union officials, Association, Travel plans field and field activities of faculties; Plan to host the Student Singing Contest 2018, Green Summer Volunteer Campaign,

Dormitory Activities. In addition, HCMUE also organizes many other activities to stimulate the love of the career, experience at high schools for students such as: Academic clubs, cultural and art activities organized by the Union - Conference Hall organization **[H7.7.20.1.01]**.

HCMUE has many policies to support extracurricular activities of students. Extracurricular activities for students are organized in a variety of ways, attracting many students to participate, thereby, helping learners gain a relaxed spirit, raise awareness, practice political skills and dignity. good ethics, towards the community, raising the sense of learning and self-training. HCMUE also commends and awards students with good achievements in extra-curricular activities **[H7.7.20.1.03]**. From 2017 to the present, the student movement in HCMUE has always been highly appreciated by the City and all levels, contributing to the construction and defense of the Fatherland **[H7.7.20.1.04]**. There are a number of students from HCMUE's physical education major who win high prizes in physical training activities domestically and abroad **[H7.7.20.1.05]**.

In order to honor and reward learners, HCMUE flexibly applies the internal spending regulations on rewards such as: granting certificates, certificates of merit with gifts, cash; images honoring students to be publicized in time for everyone to know.

The voluntary activities organized by the Youth Union and the Vietnam Students Union of HCMUE achieved good results, received positive feedback from all levels inside and outside the City as well as the whole society **[H7.7.20. 1.02, H7.7.20.1.04]**.

On the other hand, HCMUE is always interested in improving facilities to serve students to practice cultural, social and physical training activities such as multi-purpose gymnasiums, badminton courts. , mini football, table tennis practice, etc. **[H7.7.20.1.06]**.

Indicator 7.20.2. HCMUE supports the establishment and operation of an alumni representative board, as well as its involvement into teaching & learning activities of the HCMUE.

Recognizing the role and importance of Alumni, HCMUE issued a Decision on the establishment of HCMUE Alumni Liaison Committee **[H7.7.20.2.01]**. In addition,

HCMUE has encouraged departments to establish an Alumni Liaison Committee / Alumni Association [H7.7.20.2.02]. The Alumni Liaison Committee in various faculties has made many positive contributions to HCMUE such as contributing to the construction of scholarship funds in faculties [H7.07.20.08]. In addition, HCMUE has encouraged departments to establish an Alumni Liaison Committee / Alumni Association [H7.7.20.2.02]. HCMUE implements and maintains the Alumni database and notices on its website [H7.7.20.2.03]. In addition, a number of alumni are also facilitated by HCMUE and the Department to participate in a number of activities at HCMUE such as: lecturing a number of modules on professional practice, general education practice, participating in student guidance pedagogical practice or participate in reporting some educational subjects in specialized subjects [H7.7.20.2.03].

On the other hand, in order to manage and direct the activities of the Alumni Liaison Committee/Alumni Association regularly organize regular meetings to collect opinions of the Association members about future activities, contributing to construction and development of HCMUE [H7.7.20.2.04]. However, the review, assessment as well as improvement of the content related to the support for the activities of the alumni liaison committee and the alumni's participation in HCMUE's educational activities from the Department level have not been systematically implemented.

2. Strengths

- Activities to support and encourage learners to participate in extracurricular activities are held regularly, playing an important role in improving the learning quality of learners.
- HCMUE has a lot of support for establishing an Alumni Liaison Committee to strengthen the connection between HCMUE and its graduates.
- HCMUE facilitates and provides financial support for alumni to participate in some of HCMUE's educational activities.

3. Weaknesses

- Alumni activities, though developed, are still uneven in the faculties.

- Review, evaluate and improve the content related to supporting the activities of the Alumni Liaison Committee and the alumni participation in HCMUE's educational activities from the department level It has not been systematically and strictly implemented.

4. Action plan

No	Objectives	Tasks	Implementing Agency	Execution time	
				Start time	End time
1	Overcoming weaknesses	Strengthening activities of reviewing, evaluating and improving contents related to supporting the activities of the Alumni Liaison Committee and the participation of Alumni Association in HCMUE educational activities from the Department to ensure systematic and stricter features.	- Alumni Liaison Committee - Alumni Association	10/2019	8/2020
2		Organizing activities to enhance the connection between faculties and alumni	- Alumni Liaison Committee - Alumni Association	10/2019	8/2020
4	Promoting strengths	Continuing to create conditions for learners to participate in Vietnamese literary activities, sport and other social activities to improve the quality of learning	- Youth Union and Student Association - Office of Political Education and Student Affairs	Every year	

5. Self-Evaluation

Indicators	Rating Scale						
	1	2	3	4	5	6	7

<i>Indicators</i>	Rating Scale						
	1	2	3	4	5	6	7
Indicator 7.20.1. HCMUE supports learners' practice and engagement in social, sport and cultural activities meant to improve teaching quality and development				x			
Indicator 7.20.2. HCMUE supports the establishment and operation of an alumni representative board, as well as its involvement into teaching & learning activities of the HCMUE.				x			
Criterion Scale	4.0						

GENERAL RATING TABLE

CHECKLIST FOR TEIDI ASSESSMENT AT INSTITUTIONAL LEVEL

No.	Indicators	Grade
1.	<i>Vision, governance, management and quality assurance</i>	
<i>1.1</i>	<i>Strategic vision</i>	
1.1.1	HCMUE's vision and its strategic plan are in alignment with the HCMUE's mission	5
1.1.2	HCMUE's vision is known by the stakeholders and permeates the university activities, specifically for learners and teaching staff development.	5
	<i>Criterion Scale</i>	<i>5.0</i>
<i>1.2</i>	<i>Governance arrangement and Management</i>	
1.2.1	The university has adequate policies, processes, procedures, and instruments to realize its mission, to implement its strategic plans, and to encourage the management of personnel, teaching and non-teaching staff and the improvement of their abilities	5
1.2.2	The roles and functions assigned to personnel match with the qualifications of those who are recruited at HCMUE	5
1.2.3	Accountability and responsibility rules are fully observed by the university on a regular basis	5
	<i>Criterion Scale</i>	<i>5.0</i>
<i>1.3</i>	<i>Quality assurance system</i>	
1.3.1	The TTU has appropriate policies, a quality assurance unit which is properly staffed and a professionally qualified personnel to effectively carry out internal quality assurance activities at institutional and programme levels	4
1.3.2	The university has conducted a self-assessment for improvement purposes at institutional or programme levels	4
1.3.3	There is a functioning integrated information system that is used for collecting and processing data of lecturers and learners on a regular basis	4
1.3.4	The university has a feedback system in place to collect feedback from relevant stakeholders about learning experience and improvements; has methods to collect, analyse feedback; and use findings from analysis to improve teaching and learning	3
	<i>Criterion Scale</i>	<i>3.8</i>
	<i>Standard Scale</i>	<i>4.57</i>

No.	Indicators	Grade
2.	<i>Training programs (curriculum)</i>	
2.4	<i>Curriculum design</i>	
2.4.1	The curriculum design, development, appraisal, implementation, monitoring and review processes are in alignment with government mandate and the TTU's mission, strategic vision and objectives	5
2.4.2	Teacher training and CPD programs are developed based on the needs of relevant stakeholders and have indicated the systematic characteristics and consistency with these needs	4
2.4.3	The training programs and CDP are reviewed, assessed, revised and amended continuously and on a regular basis with inputs of relevant stakeholders	4
	<i>Criterion Scale</i>	4.3
2.5	<i>Curriculum content and implementation</i>	
2.5.1	The curriculum contents meet the expected learning outcomes, is aligned with the professional standards, and is scientifically designed to ensure modernity, adequateness, update and responsiveness to unexpected educational issues and changes of the local, national and international contexts	5
2.5.2	The curriculum is properly structured in terms of theoretical and practical elements, ensuring that learners have comprehensive understanding, qualities and skills to be effective in their teaching profession	4
2.5.3	Credits and/or courses in a programme are properly allocated for programme achievers to meet their individual needs and learning plans	4
2.5.4	The curriculum has ample scope for varied learning situations both at the institutional and school/field levels	5
2.5.5	The expected learning outcomes, match with the institutional resources, the envisaged duration, time allocation and scheduling for training activities and CPD through a process of deliberation of the programme	4
2.5.6	The curriculum of CPD programs allows flexibility of implementation and is adapted to the concerns and needs of school managers and teachers	4
	<i>Criterion Scale</i>	4.3
	Standard Scale	4.3

No.	Indicators	Grade
3	<i>Research, Development, Innovation</i>	
3.6	<i>Policy on research, development and innovation</i>	
3.6.1	TTU has policies and long-term plans for research, development and innovation that are in alignment with the TTU vision, strategic plan, and government mandate	5
3.6.2	TTU has prioritized policies on equipment and budget for research, development and innovation on educational sciences	4
3.6.3	Research results are integrated and applied in teaching and learning	4
3.6.4.	TTU capitalizes research results to promote policy development and planning, innovation in educational sciences and dissemination of research results on a national, regional and international scale	4
	<i>Criterion Scale</i>	4.3
3.7	<i>Support for Research, Development and Innovation</i>	
3.7.1	TTU supports lecturers in terms of organization to carry out research and technology transfer projects	4
3.7.2	TTU identifies alternatives to research in order to accommodate every lecturer in fulfilling their research duties	4
3.7.3	The inventory of research projects, facilities and equipment is updated and known internally at TTU	5
	<i>Criterion Scale</i>	4.3
	<i>Standard Scale</i>	4.30
4	<i>External collaboration and relationships</i>	
4.8	<i>Regional/Local cooperation</i>	
4.8.1	TTU regularly plans and implements professional development programs for high school teachers and managers	4
4.8.2	TTU regularly cooperates with universities and other stakeholders to collaboratively organize events on educational sciences	4
	<i>Criterion Scale</i>	4.0
4.9	<i>International collaboration</i>	
4.9.1	TTU has policy to encourage learners and lecturers to participate in international networks, conferences, projects, researches and papers/publications with the networks	4
4.9.2	TTU supports the development of joint programs for training, CPD and scientific research with foreign universities and institutions; global issues on gender, environment and globalization are integrated into all teacher training and CPD programs	4

No.	Indicators	Grade
4.9.4	TTU has a policy of foreign languages for lecturers and learners that is implemented as required	4
	Criterion Scale	4.0
4.10	<i>Cooperation with other stakeholders</i>	
4.10.1	TTU outsources quality human resources to other TTUs and universities for purposeful reasons	4
4.10.2	TTU participates in a TTU network and other higher education networks in order to share experience and practices	4
4.10.3	TTU supports its lecturers and learners to contribute to professional organisations' activities	4
4.10.4	TTU encourages cooperative activities with other institutions and individuals through training, professional development, research and technology transfer	4
	Criterion Scale	4.0
4.11	<i>Information and communication</i>	
4.11.1	TTU ensures that publication complies with national and international regulations on public disclosure regarding copyright, intellectual property, prevention of plagiarism, and respect for the privacy	4
4.11.2	Evidence-based information is publicly available, especially information on the teaching staff, student enrolment, graduates and graduate employment	4
	Criterion Scale	4.0
	Standard Scale	4.00
5	<i>Educational Environment and Resources</i>	
5.12	<i>Educational environment</i>	
5.12.1	Premises, teaching and learning environment are in alignment with HCMUE's mission, vision and educational objectives	4
5.12.2	The campuses, premises and the school's natural environment are designed and built to be suitable for training activities and teachers' professional development	4
	Criterion Scale	4.0

No.	Indicators	Grade
5.13	<i>Physical/Teaching and Learning resources</i>	
5.13.1	Premises including buildings, lecture halls, classrooms, library, laboratories, together with equipment, teaching and learning materials, are properly arranged, maintained, and utilized for educational purposes	5
5.13.2	Premises including buildings, lecture halls, classrooms, library, laboratories, together with equipment, teaching and learning materials are used with flexibility to facilitate creativity and innovation in teaching and learning, and are catered to accommodate every single training and professional development activity	5
5.13.3	An adequate online environment for online training and CPD courses to be implemented with quality and suitable teaching and learning method	4
5.13.4	ICT system, including both hardware and software, is regularly maintained, always available for effective use by lecturers and learners	4
	Criterion Scale	4.5
5.14	<i>Financial resources</i>	
5.14.1	HCMUE has a healthy financial situation with revenues coming from multiple legal income sources from training, CPD services, research and technology transfer activities which are in alignment with its mission and strategic plan	4
5.14.2	Income from international cooperation and collaboration is used to improve research, teaching and learning capacity	4
	Criterion Scale	4.0
5.15	<i>Human resources</i>	
5.15.1	Human Resource policy (recruitment, development and reward) is aligned with the school's vision and strategic objectives	4
5.15.2	HCMUE has effective strategy and plans for staff recruitment, retention and assignment in a transparent and competitive manner to develop excellent educators	4
5.15.3	Quality assurance plans and policy for the recruitment and assignment of invited lecturers	4
	Criterion Scale	4.0
	Standard Scale	4.13

No.	Indicators	Grade
6	Teaching support	
<i>6.16</i>	<i>Teachers induction and guidance</i>	
6.16.1	TTU has an effective mentorship system to assist newly recruited lecturers and mentees	4
6.16.2	Lecturers are encouraged and able to fulfil the role of instructors effectively	5
6.16.3	The TTU leadership is committed to implementation of professional development plans to improve lecturers' alertness and professional capacity in response to high school realities and context	4
6.16.4	TTU supports teachers to effectively deploy appropriate teaching methods, especially the experimentation method in continuous professional development programs	4
6.16.5	TTU supports teachers with opportunities to specialize so as to meet special needs; opportunities to be exposed to emerging educational and social issues that might impact pedagogical activities	4
	<i>Criterion Scale</i>	<i>4.2</i>
<i>6.17</i>	<i>Assessment and recognition</i>	
6.17.1	TTU has and implements policies that allow accurate, open and transparent assessment of its faculty	4
6.17.2	TTU has mechanisms to recognize lecturers' achievements and encourage teachers to improve their competencies in teaching and research through a rewarding system	5
	<i>Criterion Scale</i>	<i>4.5</i>
	<i>Standard Scale</i>	<i>4.35</i>
7	Learning support	
<i>7.18</i>	<i>Admission and learner support services</i>	
7.18.1	The selection process for pre- service teacher training programs and CPD programs for in-service teachers is publicly announced, transparent and fair	5
7.18.2	Information to learners such as course catalogue, programme description, credit allocation policy is clear, comprehensive and easily accessible	4
7.18.3	HCMUE provides remedial programs or mentoring system for low-performers, learners from different ethnic groups, difficult areas and disabilities and for foreign learners	5

No.	Indicators	Grade
7.18.4	HCMUE ensures that relevant information on learning pathways, transfer and recognition policies for transition between course units, major/minors, mandatory/elective; between HMCUE and programs are available to learners	4
7.18.5	HCMUE offers opportunities for counselling on educational learning plan, selection of course units and career counselling	5
	Criterion Scale	4.6
7.19	<i>Assessment and recognition</i>	
7.19.1	The assessment of learning achievements for learners is accurate, fair, transparent and in line with the learning objectives and outcomes	5
7.19.2	Certification recognizes teaching competences of learners, including ICT skills and ensures alignment with assessment results	4
	Criterion Scale	4.5
7.20	<i>Extra-curricular activities</i>	
7.20.1	HCMUE supports learners' practice and engagement in social, sport and cultural activities meant to improve teaching quality and development	4
7.20.2	HCMUE supports the establishment and operation of an alumni representative board, as well as its involvement into teaching & learning activities of the HCMUE	4
	Criterion Scale	4.0
	Standard Scale	4.37
	OVERALL SCORE	4.29

PART 4. CONCLUSION

TEIDI indicator set is the necessary assessment tool for HCMUE to evaluate the capacity and development rate of the university. The evaluation on TEIDI is the important basis for the university to promote and improve its areas of operation such as training, collaboration with stakeholders, among teacher training institutions in the country and the schools of general education. It also supports the university in developing experts to contribute to training programs for teachers and principal advisors to meet the requirements of fundamental and comprehensive innovation in education.

In 2017, HCMUE was one of the first university to sign the Performance Agreement to ensure the implementation of activities under ETEP program. HCMUE has made its hardest effort to conduct and complete the activities stated in the strategic development plan, built the plans to overcome the weaknesses and made a lot of accomplishments in all areas. Implementing the TEIDI assessment road-map, HCMUE has developed the plan, prepared and finalized the self- assessment report for the period of 2017 - 2019. With the main methods including document research, survey and interview, the task group has completed the self- assessment report of performance in seven areas of the period from 2017 to September 2019. The structure of the report consists of 4 main parts: (1) Introduction; (2) Self-assessment; (3) Summary of self-assessment results and (4) Conclusion.

The results of the self-assessment show that HCMUE has affirmed that the objectives and tasks were determined completely in alignment with the announced mission. The university's training program has been reviewed, adjusted and updated to meet the social development requirements. The university staff are sufficient in quantity and good in quality to fulfill their duties. Learners are guaranteed the rights to promote their capacity in the learning and training process. Scientific research activities are increasingly developing. Currently, the university is also actively promoting international cooperation relationships with many other universities across the globe. Facilities, landscape and environment have been increasingly improved to be appropriate for the training, self-study and training of students. Financial planning and financial management are standardized, open and transparent.

In the process of self-assessment, HCMUE has conducted a serious and objective review. The conclusions and scores stated in the self-assessment process are drawn on specific evidence. The result of the school self-assessment in 2019 is 4.29. This result reflects the current quality status of the university.

Through self-assessment activities on TEIDI indicators, HCMUE has drawn many strengths and existing weaknesses on which the university base to build action plans in accordance with the university's development strategy and objectives to meet all the tasks signed under the ETEP program and as required in the university mission declared to society.

Ho Chi Minh City, January 10th, 2020

PRESIDENT



Thị Minh Hồng
Nguyen Thi Minh Hong