THAI NGUYEN UNIVERSITY OF EDUCATION

TEIDI

SELF-ASSESSMENT REPORT

Thai Nguyen, March 2020

TANBLE OF CONTENT

LIST OF ABBREVIATION

No	FULL NAME	ABBREVIATION
1.	Teacher Training University	TTU
2.	Ministry of Education and Training	MOET
3.	Department of Education Training	DoET
4.	Research & Training Council	RTC
5.	Thai Nguyen University of Education	TUE
6.	Thai Nguyen University	TNU
7.	Department of Planning & Finance	DPF
8.	Department of Academic Affairs	DAA
9.	The Department of Testing and Education Quality Assurance	TEQA
10.	The Department Facility Administrative and Services	FAS
11.	The Department of General Administration and Human Resources	GAHR
12.	Department of Student Affairs	DSA
13.	Department of Inspection & Legislation	DIL
14.	Department of Research Management & International Cooperation	RMIC
15.	Key performance indicator	KPI
16.	Expected learning outcomes	ELO
17.	Center for teaching excellence	CTE
18.	Intelligent University	IU
19.	Center for Information and Library	CIL
20.	Memorandum Of Understanding	MOU
21.	Memorandum Of Agreement	MOA

22.	Vietnamese dongs	VND
23.	Netherlands Profession Oriented Higher Education	POHE

METHOD OF CODING EVIDENCE

Evidence is denoted by a sequence of at least 10 characters, including one letter, three dots and six digits with the following formula: Hn.a.bc.ef.

- H: stands for "evidence box" (evidence of each criterion is gathered in a box or several boxes)

- n: the number of the evidence box from 1 to the end.

- a: the number of the standard (from 1 to 7)

- cd: the number of the criterion (criterion 01 to criterion 20)

- ef: the number of evidence according to each criterion

For example:

H1.1.01.01: the first evidence of criterion 1 of standard 1, placed in the evidence box of number 1.

H18.7.18.12: the 12th evidence of criterion 18 of standard 7, placed in evidence box of number 18.

PART 1. INTRODUCTION

1.1. Brief introduction

Thai Nguyen University of Education - Thai Nguyen University (hereinafter referred to as TUE) was established on July 18, 1966 under Decision No.127/CP of the Government of Democratic Republic of Viet Nam (the former name of the Socialist Republic of Vietnam). The original name was formerly known as Viet Bac Teachers Training College. In 1994, when Thai Nguyen University (TNU) was established as a regional university, TUE became a member higher education institution of TNU and since then been recognized under the name Thai Nguyen University of Education - TNU.

Over the past 53 years of construction and development, TNU- Thai Nguyen University of Education has been consistently committed to the mission: *a top institute for training and retraining high-quality teachers and educational administrators; a center for research and application of science and technology, serving the education and training and socio-economic development of the country, especially in the Northern Midlands and Mountains.*

According to the statistics in August 2019, the total number of staff is 485 people, of which 317 are lecturers (university lecturers, practical teachers and teachers of Thai Nguyen High School). The number of lecturers with doctoral degrees is 165 people (including 1 professors and 39 associate professors), accounting for 53%, 155 people are master degree holders and 2 people are bachelors. The total number of students at all levels and all forms is 9.886 (of which there are 86 PhD students, 958 master students, 4526 full-time undergraduate students, 4316 students in-service training programs). In addition, there are nearly 230 international students in the University.

Up to August 2019, there are 13 doctoral specialties, 23 master specialties, 26 formal bachelor programs, 07 in-service training program and 04 professional development programs for teachers, lecturers and educational administrators.

With regards to research and technology transfer, TUE has made considerable contribution to solving urgent issues in socio-economic and educational development. TUE staff has actively carried out a big number of independent projects, key research projects at the state level and implemented hundreds of research projects at the MOET and TNU levels, published over 1,000 articles in prestigious international magazines. Together with the research activities of the lecturers, students' research activities are always paid special attention; every year, TUE students are awarded as the highest rank in the National Students' Research Competition.

In terms of international cooperation, TUE has established cooperation with a wide range of universities and organizations all over the world including those from Japan, the USA, Germany, the Netherlands, New Zealand, Korea, Belgium, Thailand, China, Taiwan, Laos and Cambodia. TUE has signed a big number of memorandums of understanding and memorandums of agreement. Besides, TUE has delegated more than 100 staff overseas for research, professional and academic exchange. Furthermore, TUE has enrolled hundreds of international students in long-term and short-term courses.

As shown in the statistics of August 2019, in TUE there are 5 lecture halls with 146 classrooms; 6 building blocks for lecturers' research and duties with 272 rooms. The laboratory system has 31 rooms with a total area of 2,826 m2 equipped with modern facilities. The practical rooms system has 33 rooms with a total area of 3,920 m2 meeting the requirements of practice and experiments for teachers and learners. Multi-purpose hall has an area of 3,090 m2 with 1,000 seats; 10 classrooms for foreign language and computer studies; The 7-storey Center for Pedagogy Development with 32 rooms has a total area of 4.400 m2 furnished with modern equipment. TUE has a swimming pool with an area of 1,250 m2, a stadium with an area of 18,375 m2, two tennis courts with an area of 1,780 m2, two basketball courts with an area of 189m2, eight volleyball courts and a pitch area of 3,000 m2 and 1 gymnastic with an area of 3870 m^2. There are 526 dormitory rooms for students with a total of over 4000 beds. The

dining area of 1,500 m2 is sufficient to meet the needs of boarding students and some essential services. The university clinic provides medical examination and treatment for staff, lecturers and students.

With regards to IT infrastructure: The campus has 14 servers and 16 softwares of administrator meeting the requirements of credit-training, and some online training activities such as: registering online, test online using internal network learning, managing the document systems, checking copy and plagiarism online…

The university library is located in a five-storey building of 30 furnished rooms with the total area of 2,934 square meters. There are 19,879 book titles with 289,522 books. The library has 12 reading rooms, rooms for group work with more than 800 seats, an internal network and a free internet search room with 153 modern computers. There is an automatic book return system working 24/7 using modern library software ALEPH. On a yearly basis, the library serves over 41,000 students; the total number of books borrowed is over 17,000 copies.

1.2. The overall context of TUE and the context for ETEP participation

The training and continuous professional development for school managers and teachers in TUE has basically met the demand of human resource development of education sector, especially in the Northern Midlands, ensuring the sufficient supply of school managers and teachers in terms of quantity and structure for each subject as well as standards of training level. Training and FOSTERING   activities are gradually professionalized and modernized (modern implementation in curriculum development with the promotion of pedagogical practice, IT application, scientific research, etc.).

However, in the context of fundamental and comprehensive reform of education and training, TUEs in general and TUE in particular have limitations in some aspects.

Specifically, the enrollment rate declines, especially in the fields of Education, Pedagogical Education, Natural Sciences, and Education

Management. It leads to the narrow of training scale of the University that affects the financial resources of university and life of staff and teachers.

Salaries of officers, teachers, and employees are still lower than the salaries of some current professions. Moreover, the salaries of young staff are still low, so it has not motivated officers and teachers to focus on innovating in teaching, scientific research, consulting and supporting students.

Start-up activities, students' consulting in training and student counseling still face difficulties, due to the poor teaching and supporting capacity of teachers, that leads to students being warned about learning or being forced stop learning.

As the result of low foreign language proficiency of teachers, there are difficulties in the teachers' training program in English.

Scientific research activities and technology transfer with localities are still limited. There cannot create strength and competition. The causes are that the university's high qualified educational science experts are still modest and the University has not attracted a team of high qualified educational experts to work at the University.

Funds for scientific research and technology of the University are low because of declining enrollment and limited regular spending. The University does not have the capacity to invest in scientific research.

The scientific research capacity of some teachers with doctoral degrees is weak. They are limited in foreign language, and don't have much international publication especially in ISI / Scopus journals.

Mechanism to attract foreign teachers and students has not achieved high efficiency. It may be the result of no international joint training program and limited English proficiency of teachers and students.

Curriculum, training materials for teachers & educational management officers have not followed the direction of "learning and practicing" to develop

professional competencies associated with the requirements of teacher standards, and standard of principal / director of the Education and Training Center.

To meet the requirements of the context of fundamental and comprehensive educational reforms and especially to meet the requirements of renewal of general school curriculum in the light of Resolution No.29, TUE has clearly defined and been committed to well implement the following major responsibilities:

a) Renovating the program and promoting the quality of training and FOSTERING for school managers and teachers.

b) Developing the team of core school managers and teachers in performing the task of supporting TUEs' training and FOSTERING activities in the general schools.

c) Developing an IT-based system for information provision, management and support to meet the requirements of self-learning, self-improvement and capacity building for school managers and teachers.

d) Participating in a regular monitoring, assessment and feedback system on the teaching quality of for school managers and teachers on the basis of optimizing the use of IT.

e) Collaborating with other TUEs and DoETs for curriculum development, learning material support, organization of training courses, training and guidance support for core school managers and teachers in enhancement of operational activities at schools.

1.3. Brief Self- Assessment report

Through TEIDI self-assessment, TUE has identified strengths, weaknesses in its activities and proposed a system of action plans to promote the strengths, overcome the weaknesses, gradually improving the capacity of the University.

1.3.1. Standard 1 - Vision, Management and Quality Assurance

Strengths: TUE's Vision and Strategic Plan is in line with Mission and is disclosed to stakeholders in a variety of formats. The system of documents on governance of the University is built in a synchronous and complete manner and is a means to organize effective management of all activities of the University. TUE has completed quality accreditation in 2017. In 2019, the University completed quality accreditation 07 training programs: Bachelor of Mathematics, Chemistry, Biology, Physics, Literature, History and Early Childhood Education. The internal quality assurance system was established and operated effectively. The school has issued documents including regulations on collecting feedback from officers, teachers, students, former students, and employers. The collection, analysis and use of the information obtained through the surveys were conducted standardly with 23 survey questionnaires which is accordant with the objectives of each survey.

Weaknesses: The mechanism for monitoring the implementation of strategic plans is limited. The number of staff in charge of quality assurance in TUE units who have not been offered adequate training and fostering programs on quality assurance remains small. The in-service undergraduate and postgraduate training programs have not undergone self-assessment. The plan for quality improvement of the training program has not been monitored and evaluated regularly and consistently. There is no regulation of the management and use of integrated software for updating and monitoring information of lecturers and students.

Action plan: TUE has decided to supplement the regulations on encouraging research achievements of teaching and non-teaching staff to increase the number of international articles and scientific and technological works transferred to the partners. TUE is determined to revise the Regulation on TUE's Organization and in alignment with the organizational restructuring of the University. TUE plans to develop policies for staff encouragement as well as

regulations to specify the teaching, training and scientific research activities for each job titles of teaching and non-teaching staff. TUE has decided to review the Strategic Plan on quality assurance program for the period 2019-2021 and registers and conduct international evaluation, AUN-QN for the academic programs. TUE is determined to review and finalize the regulations on quality assurance in order to improve its operational efficiency and monitor the quality improvement plans of TUE units after the external evaluation and after the self-assessment of the program. TUE plans to develop a quality assurance database for the school year according to accreditation standards.

Overall opinion: 4.36

1.3.2. Standard 2. Training programs

Strengths: The TUE has issued specific regulations on the development and updating process of the curriculum. The University has organized a number of workshops with stakeholders to integrate educational issues that arise in common practice into the curriculum and fostering programs. The training and fostering programs have clear learning outcome. The training program is periodically reviewed, adjusted and supplemented to meet the practical requirements of education reforms and the students' needs and the human resource needs of the labor market. The training program ensures the connection between the training fields and training form to create favorable conditions for learners who want to have the opportunity to study (studying second diploma, studying 2 programs at the same time, studying postgraduate). TUE students pay regular visits to schools, which is scheduled sooner in the training program and thus the students demonstrate their higher activeness and autonomy in their professional learning and in solving situations that arise in educational practice.

Weaknesses: TUE has not developed a toolkit of procedure of designing, reviewing, adjusting the training and fostering programs as well as an evaluation toolkit of the fostering programs for school managers and teachers. There have been no international joint programs. The management of training with IU

software has not yet been implemented for higher education. The contents of fostering   programs for teachers and educational administrators have not been highly appreciated by localities for their diversity and suitability with realities.

Action plans: TUE plans to develop teacher education programs for specialized subjects in English, implement the management in training with the software IU for the training programs without the mentioned software used (the second degree, in-service training and postgraduate programs). TUE has been determined to develop a process to develop, review and adjust fostering programs for teachers and educational administrators as well improve their contents. TUE has decided to make plans for the addition of elective subjects and develop a flexible elective class for students. The University plans to conduct field surveys and workshops with stakeholders for the update and development of fostering   themes and topics.

Overall opinion: 4.0

1.3.3. *Standard 3. Research, Development and Innovation*

Strengths: TUE has built the scientific database management software to support teachers in implementing scientific research projects. TUE has policies for research, development and innovation and which are strongly implemented to be integrated into the University practice. TUE has updated amendments to internal spending regulations to better support the scientific research activities of teachers and learners. TUE regularly organizes and implements various research activities suitable to different lecturers' conditions. The University has paid special attention to supporting teachers in research, especially in their research implementation. TUE has focused on investing infrastructures and facilities for lecturers' research including laboratories of different kinds. TUE has signed many cooperation agreements with research institutes, universities and localities in training, scientific research and technology transfer.

Weaknesses: TUE is developing regulations to guide teachers and project leaders in the exploitation and use of practical laboratory equipment at the

University. International publication of research groups is small; there are not many articles are published in ISI / Scopus journals, especially in the field of educational science; there is no specific policy to link scientific research with local science. The number of research teams in teaching and applications is limited, and there is no specific evaluation of research results which are integrated in teaching and learning. Annual funding for scientific and technological activities is still not commensurate with the capacity of TUE's high qualified staff.

Action plans: TUE promotes activities of in-depth research groups, whose products are ISI / Scopus articles. TUE identifies the key research directions for the development of international newspapers, especially in the areas of education and social sciences and humanities. TUE increases annual funding sources for the implementation of projects and research ordered by the University. TUE builds experimental management software to promote the introduction to user's plans.

Overall opinion: 4.17

1.3.4. Standard 4. External collaboration

Strengths: TUE has signed many cooperation agreements with localities and universities in the country to organize many educational science events and to coordinate to foster capacity building for teachers, management staff, and teaching staff. TUE regularly organizes educational science conferences, and events to renovate training program, teacher fostering program and educational management. TUE has specific policies to encourage teachers and learners to participate in seminars, projects, research programs and publish articles in the international network. International conferences and seminars with foreigners are held periodically and regularly. TUE has many free training and learning programs which support teachers and students to improve their foreign language skills. TUE actively organizes, and participates in sharing and learning experiences of improving the quality of training, teacher training, scientific

research and technology transfer with the university network. Cooperation with foreign educational institutions which has been strengthened in number and quality is consistent with the University's development goals. TUE has regulations on intellectual property in the school. The school has developed regulations on responsibilities, rights and legitimate interests in intellectual property activities.

Weaknesses: TUE has not developed a toolkit for collecting feedbacks from learners after the completion of fostering programs for school managers and teachers. The effectiveness of collaborative activities with stakeholders has not been periodically evaluated to develop improvement plans. There are no joint training programs and international publications and scientific research with foreign partners in social sciences and educational science are limited. The foreign language proficiency of many teaching and non-teaching staff and students does not meet requirements. The effectiveness and scale of cooperation with organizations and individuals in scientific research and technology transfer is not commensurate with the university's potential and position. Cooperation and sharing activities in the network of TUEs across Vietnam and in ASEAN have still shown low efficiency. TUE has not taken coordinated solutions with the authorities in preventing copyright copying of textbooks compiled and published by teachers.

Action plan: TUE plans to develop and collaborate with localities, research institutes and universities in the country to organize educational science events. TUE plans to sign the cooperation agreements with localities on training and fostering for school managers and teachers. TUE plans develop a set of toolkit for collecting feedbacks from learners after the completion of training and fostering programs. There are plans to develop a joint training program with a university in Taiwan or Philippines as well as to sign cooperation agreements with other research institutes and universities in the country. TUE strengthens the monitoring, checking and promoting the effectiveness of management documents and agreement documents signed with research institutes. TUE has

decided to accommodate the lecturers in publishing international articles in the field social educational science. International conferences, workshops and seminars will be organized regularly.

Overall opinion: 3.79

1.3.5. Standard 5. Educational environment and resources

Strengths: TUE has good scenery, campus and "green, clean and beautiful" natural environment which are designed and built to be suitable for training activities and teachers' professional development. Buildings, lecture halls, and laboratories are planned in a logical and scientific manner, suitable to the requirements of the University. Equipment and learning materials are invested diversely to meet training and research needs. TUE has plans and funds to renovate, repair and upgrade facilities and equipment to ensure the implementation of training program; TUE has carried surveys of satisfaction of students, teachers, administrators on the system of working rooms, classrooms and functional rooms. Regarding IT and library, TUE has a long-term policy and development plan for the IT platform and online environment. There are initial facilities and techniques for deploying the online environment. TUE has a skilled team of specialized technical staff on IT. Planning, financial management and centralized revenue management are implemented appropriately, adequately, accurately and timely. TUE has developed strategic plans, policies for resourcing, training and fostering lecturers suitable to different periods; plans, procedures and criteria for recruitment are clear and transparent.

Weaknesses: Some items of work buildings and lecture halls have been downgraded due to long duration. Some laboratory equipment has been degraded and out-dated, which requires replacement and replenishment. The old server system (from 2009) started to degrade, and unstably operate. Sometimes It causes unexpected problems (power failure, main error, RAM error ...); The transmission line is low. Backbone network, core network are old, too. They need to be replaced and upgraded. The system of network security equipment is

a stub. There is no experience in operation new electronic library. The volume of books in need of reparation is many. The library has not yet connected with the National Library and libraries of universities in the system of pedagogical universities in the country. Revenue from technology transfer is still low, not commensurate with the University's potential and position.

Action plans: TUE has made plans for renovation and upgrading of universities facilities and wastewater treatment system in laboratories. TUE has decided to upgrade IT infrastructure and build electronic information portal, online learning room, electronic learning materials production room and electronic library. TUE has been determined to propose solutions to effectively use of the existing equipment and recruits more IT experts. TUE has been determined to buy and develop of copyrighted softwares. TUE increases revenue from technology transfer (ETEP fostering activities). TUE develops regulations to use revenues from international relations and cooperation to support international publication. TUE plans to diversify legal financial resources in accordance with the mission and strategic plan for the period 2019-2022. TUE plans to promulgate legal documents on regulations of profits, revenue levels. Annually, TUE organizes to analyze and assess the revenue sources.

Overall opinion: 3.48

1.3.6. Standard 6. Teaching support

Strengths: TUE has polices for human resource development which are rationally developed, linked to the mission of the University; many effective measures have been implemented by the University to improve professional skills and capacity of the lecturers. TUE supports and facilitates newly recruited teachers and mentees in their teaching, research, continuous professional development and training in order to improve professional and teaching skills. TUE has mechanisms for newly recruited teachers and mentees to pursue their professional development and long-term commitment to the University. The coordination and association with schools and kindergartens which has been

paid attention by TUE, achieves relatively good results. TUE has a policy of evaluating and recognizing teachers that encourage teachers to participate in teaching and scientific research. TUE has a policy to attract teachers to participate and complete teaching and scientific research.

Weaknesses: Encouraging teachers to perform the role of instructors and using of teaching methods effectively, providing the opportunity to professionalize teachers to meet special needs have not been evaluated in a comprehensive. Lecturers who are involved in fostering programs have not been assessed regularly and timely. TUE has not integrated the survey tools into the feedback system of learners in the fostering program. TUE does not have a system for monitoring the improvement of teachers after evaluation. TUE has not conducted a comprehensive assessment of the impact of supportive and incentive policies on the development of teachers' capacity and performance.

Action plans: TUE plans to develop and employ a toolkit for the assessment of the effectiveness of newly recruited lecturers and mentees' teaching as well as the assessment of the university support for new lecturers. TUE develops regulations and solutions to improve the quality and performance of pedagogical practice of teachers at secondary school. TUE is required to build a key teaching staff and develop a learning community for teachers. TUE need to evaluate the efficiency of investment in facilities and equipment in order to invest facilities to support modern teaching activities. There is a need to build and deploy online connection of teaching activities in school with teaching activities at TUE as well as plans to organize seminars and conferences to introduce new and advanced teaching models. TUE should develop and implement a monitoring toolkit on teachers' assessment in the regular fostering program. TUE has been determined to completing the regulations on sending teachers to do pedagogical practice at high schools and preschools.

Overall opinion: 3.63

1.3.7. Standard 7. Learning support

Strengths: The students' recruitment of TUE has been implemented as in regulations of MOET, and it is transparent and fair. Information of admission is introduced through a variety of channels and forms so that learners can easily grasp information about the University, outcomes and training program. Policies for the students who are entitled under regulations have been implemented fully and timely. Assessment activities are conducted accurately, fairly and transparently. Extracurricular activities are organized diversely, attracting the participation of a large number of students. TUE has established alumni liaison committee. The survey of work of graduates has been carried more efficiently and scientifically. Consulting activities and career guidance for students are organized diversely.

Weaknesses: Transfer and credit recognition policies for transition between TUE training programs and other domestic and foreign TUEs have not been completed. The method of testing and assessing learning results is mainly in the written form; there is no mechanism to control the oral examination activities, other types of testing and evaluating are still limited. Collecting learners' feedback on testing and evaluating has not been organized regularly and has not achieved the expected results.

Action plans: TUE plans to develop a comprehensive support and counseling plan for disadvantaged students, low performers and international students. There is a need to establish networks with DoETs, schools and alumni in order to promote the information channels of student's enrollment, fields of study, training and fostering curriculum. TUE need to develop and complete the policy of credit conversion and recognition in joint training between TUE and foreign universities. TUE is required to establish a scholarship fund to support disadvantaged students, online software for survey of graduates' employment. TUE expects to build a toolkit to assess the competency of learners according to learning outcome. TUE plans to develop counseling services for students and support graduate. TUE is required to review and update new 20% of exam

questions towards standardization and operate effectively question bank software and question mixing software.

Overall opinion: 3.9

PART 2. SELF-ASSESSMENT

Standard 1 – Vision, Management and Quality Assurance

Criterion 1 - Strategic vision

1. Description

Indicator 1.1.1. The vision and its strategic plan are in alignment with the TUE mission.

TUE (TUE) has published the strategic plan for the phase of 2010-2015, the strategic vision until 2020 and then the strategic plan for 2016-2020 together with the vision until 2030 under the light of its missions and in alignment with the local and ministerial strategies. [H1.1.01.01, H1.1.01.02].

Specifically, TUE's vision till 2030 was written in the strategic plan for 2016-2020: "Toward 2030, TUE develops to be a key higher education institution towards research and application orientation in education prioritizing the development of STEM education, multicultural education, teaching - learning according to the Expected Learning Outcome; on par with Southeast Asia's pedagogical universities and the trend of international integration; creating and providing a learning environment; professional scientific research to ensure graduates, especially ethnic minorities to have broad, intensive knowledge, competitive capacity and adapt to the changing context of education in Vietnam and Southeast Asia" [H1.1.01.02].

TUE's mission and strategic plan are consistent with the TUE's stated mission in 2016-2020, was written *"a top institute for training and retraining high-quality teachers and educational administrators; a center for research and application of science and technology, serving the education and training and socio-economic development of the country, especially in the Northern Midlands and Mountains."*.

The vision and strategic plan 2016-2020 took the achievements during 2010-2015 [H1.1.01.03] as inputs and were consulted with all education

managements, lecturers, supporting staff and teacher students and stakeholders. [H1.1.01.04].

In accordance with the new situation, in 2018, TUE summarized 3 years of implementing the strategic plan and organized a consultation workshop with stakeholders (including employers, managers, teachers) to finalize the strategic plan [H1.1.01.10]. Based on the comments and esolutions adopted by TUE Council, the rector has issued an adjusted and supplemented strategic plan for the 2016-2020 period, with a vision to 2030 [H1.1.01 .11].

Indicator 1.1.2. The TUE's vision and mission are publicized and implemented in the school's activities.

TUE's vision is known to its stakeholders and easily available to the public via website (http://dhsptn.edu.vn/index.php?language=vi&nv=gioi-thieu-chi-tiet &op=Su-mang-va-tam-nhin), on bulletin boards in classroom buildings and student dorms [H1.1.01.05], or in official documents as booklets and brochures [H1.1.01.06]. It has been disseminated to all education managements, lecturers, supporting staff and teacher students during annual staff meetings at all levels and regular meeting sessions hosted by students. TUE's vision has also been widely disseminated to stakeholders, such as the publication of TUE's 50-year Anniversary, and introduction materials of TUE [H1.1.01.06].

The vision and strategic plan have implemented in all activities of the University: training activities, scientific research, human resource management, facilities, finance, student affairs, etc. Especially, in reviewing, adjusting learning outcome, training program, training innovation in accordance with TUE's mission and vision in the new period; TUE developed elective modules for ethnic minority students and developed topics to foster teachers and students who are ethnic minorities [H1.1.01.12]. TUE implemented teacher training activities on STEM education, research development and application of STEM education in teacher training and general education [H1.1.01.15]; TUE has issued policies to support ethnic minority students, students with difficult

learning conditions to promote the strength of TUE in training ethnic minority teachers [H1.1.01.13] . TUE has developed and implemented a plan for training core teachers, core managers for 8 northern mountainous provinces; TUE has developed professional teachers and implemented a new general education program [H1.1.01.14].

In order to implement the vision and development strategy in each stage, TUE develops specific annual plans [H1.1.01.07]. These plans included all TUE's activities. In each plan, there was a solution and way to organize the implementation [H1.1.01.08]. Annually at year-end, before and during the annual staff meeting, the current year's plans are reviewed and reflected on achievements as the inputs for the discussion of the next year's [H1.1.01.09].

Nevertheless, a written procedure has not been in place for collecting feedback and comments from stakeholders about the vision.

2. Strengths

TUE's vision and strategic plans are in alignment with its missions and have been communicated to stakeholders via various channels.

3. Weaknesses

- Unwritten procedure for collecting feedback and comments from stakeholders about the vision.

- Ineffective monitoring mechanism on the implementation of the strategic plans.

4. Action plans

| No. | Objectives | Actions | Responsibilities | Duration | |
				Start	End
1	Improvements	Make a medium-term action plan for	- TUE Party Committee provides overall	9/2017	11/2019

		the implementation of the strategic plans.	guidance. - The Department of Testing and Education Quality Assurance coordinates, other departments take specific actions		
2		Formulate a monitoring mechanism on the implementation of the strategic plans.		9/2017	11/2019
1		Make a better plan to advert the vision, missions and strategic plans to the public.		9/2017	11/2019
2	Strengths reinforcement	Gather feedback and comments from stakeholders for the revision of the vision and strategic plans.		9/2017	11/2019

5. Self-assessment

Indicator	Scale						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Indicator 1.1.1				x			
Indicator 1.1.2				x			
Overall opinion 1.1	**4.0**						

Criterion 1.2. Management

1. Description

Indicator 1.2.1. The TUE has adequate policies, processes, procedures, and appropriate instruments to run its mission, to implement its strategic plans, and to encourage teaching and non-teaching staff to improve of their abilities.

In order to motivate staff, teachers, staff and students to promote their individual and group capacity in order to effectively implement TUE's mission and vision in each period, TUE has issued the Regulation on organization TUE's operation. It clearly defined the functions and duties of each department in the school and the head and deputy heads of departments, the relationship between the departments. It is the basis document for TUE and individuals to perform administrative tasks and political duties of TUE and department, and is also a basis for officials to manage. management, supervision and assessment of collectives and individuals during the performance of tasks and public duties [H2.1.02.01].

In addition to the Regulation of TUE's operation, TUE has issued training management documents, scientific research, testing, education quality assurance, documents on personel and employees management . In 2019, TUE has completed a Regulation on the competency framework of teachers, KPIs, which evaluate the performance, and the capacity of officials, teachers and employees.

The regulations are reviewed, supplemented to meet the actual situation of TUE, etc ... as a basis for implementing, monitoring and adjusting TUE's activities[H2.1.02.02].

In 2017 and 2018, TUE reviewed and reassessed of the entire system of management documents. The assessment results showed the documents that need adjusting, those documents that need supplementing and those documents that need to be removed. On that basis, TUE has planed to complete the system of documents to meet the requirements of the new Higher Education Law [H2.1.02.03].

Along with the above mentioned documents, there exist at TUE operation regulation papers for other TUE's organisations [H2.1.02.04]. All the governance and management documents and papers are aligned with Education Law, Higher Education Law, University Regulations, Circular 8 and other regulations by MOET and TNU.

Indicator 1.2.2. Professional competence assigned to personnel match with the functions and roles of those who are recruited at TUE.

Annually, based on the Law on Public Employees (2010); Decree 56/2015, dated June 9, 2015 of the Prime Minister on assessment and classification of officials, civil servants and employees; Circular regulating working regime for teachers of the MOET (2014); Regulations on working regime of teachers by TNU (2015); Regulations on assessment and classification, civil servants, employees of TNU (2016), TUE has issued the following documents: Project on job placement, documents assigning tasks to officers, teachers and labor for each academic year [H2.1.02.05] as a basis for assessing professional competence, classifying employees to receive additional salary of officers and employees.

At the beginning of the school year, TUE signs and assigns official documents on the perpormance assessment for every position, annual assignment agreements between individuals and the managers board, and an on-designing project of job placement scheme[H2.1.02.06]. The evaluation of the individual's

performance is done on the basis of a handover and assignment record for teachers, officials and employees. The evaluation conducted on all sides: the individual self-assessment, evaluation of colleagues, assessment of managers. The individual assessment organization is conducted according to the following process: 1) Employee's assessment during the school year; 2) review the emulation, reward in the school year and evaluate periodically every 6 months [H2.1.02.07]. In the school year 2017-2018, employee's assessment results showed that: there were 157 teachers, officials and employees successfully completing their duty; 303 teachers, officials and employees completing their duty well; 68 individuals completed their duty; 03 individuals did not complete their duty [H2.1.02.08]. Regarding emulation: 78 individuals have achieved the title of "Emulative soldier at the grassroots level"; 438 individuals achieved the title of "advanced labor" and many collectives and individuals were awarded certificates of merit [H2.1.02.09]. In the chool year 2018-2019, the total number of staff, officers and employees assessed was 484 people, of which there were 212 teachers, officials and employees successfully completing their duty; 247 teachers, officials and employees completed their duty well; 22 individuals completed their duty; 03 individuals failed to complete their duty; 08 individuals did not evaluate (unpaid leave), 69 individuals won the title of "Emulative soldier at the grassroots level"; 449 individuals achieved the title of "advanced labor".

In 2018, TUE built a set of KPIs index to evaluate the capacity of staff, teachers and employees throughout the school to serve as a basis for recruiting, working, training .... and recommending emulation titles and rewarding forms in the school year. It also served as a basis for assessing and classifying teachers, officials and employees for additional salaries. The set of standards includes 03 regulations: Regulations on evaluation and scoring for management in 2018 (including 05 standards and 53 criteria); Regulations on assessment and scoring for teachers in 2018 (including 05 criteria and 50 criteria); Regulations on assessing and scoring points for officials employees of departments / centers / offices and technicians in 2018 (including 05 standards and 41 criteria). TUE tried

to use KPIs index and trained staff, teachers and employees in order to officially evaluate in the future [H2.1.02.13].

Indicator 1.2.3. Accountability and responsibility rules are fully observed by TUE personnel on a regular basis.

Complying with the national regulations, TNU's regulations, TUE has developed the Regulation of organization and operation; annual written assignment; register for emulation at the beginning of the school year; documents defining responsibilities for managers, teachers, officials and employees [H2.1.02.11].

Annually, based on the TUE's Regulation on organization and operation, TUE assigns and assigns tasks by specific records, registers for emulation at the beginning of each school year and at the end of the year, TUE summarizes and assesses. In 2012, TUE has developed the Regulation on organization and operation of the university, after 5 years of implementation, the evaluation of the results of fully implementing the regulations on responsibilities of officials, lecturers and employees has not been really good. In 2017, TUE reassessed and improved the Organization and Operation Regulation [H2.1.02.12].

At the end of 2018, with the support of the FCB project, TUE built a set of indicators to evaluate the capacity of oficials, lectuerers, employees; This set of indicators fully assesses the tasks, competencies and responsibilities according to job position in TUE. In 2019, TUE conducted the first trial evaluation and the results showed clearly that all personnel fully implemented the provisions of responsibility [H2.1.02.13].

Individual plans, Departmental plans, Center plans, TUE plans were built annually. The plans must clearly describe the duty which is performed according to the assigned functional duty, the job placement project, deadlines, and products achieved.

Officials, teachers and employees did their duty as the description of the job position and complete the work according to the assigned task. Assessing the

level of completion of the tasks assigned annually (officials assessment, KPIs performance evaluation) is used for extra salary every 6 months.

In order to supervise activities, there were briefing reports and monthly briefing conclusions of the Rector. The Inspector and Legislation Department is responsible for reporting the progress and monitoring the implementation of conclusions. There wwas mid-term review of administrative officers [H2.1.02.14].

2. Strengths

- TUE has well-organised governance and management model being transparent and in compliance with the legal settings.

- Roles and functions of individual job positions in all departments and divisions clearly introduced in the Regulations of Organization and Operation.

- Annual assignment agreements were signed between individuals and the managers board.

3. Weaknesses

- The school's policies, procedures, regulations and management tools are slowly updated and supplemented to meet the new context.

- Carrying out the accountability of the staff, lecturers, emoloyees at TUE has not often been sufficient.

4. Action plan

No	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	**Improve-ments**	Update, adjust and supplement the policies to meet the new context	Department of General Administration and Human	1/2020	12/2020

			Resources		
2		Implement and supervise the accountability of TUE's staff, lecturers and employees more regularly.	Department of General Administration and Human Resources	1/2020	12/2020

5. Self-assessment

Indicator	Scale						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Indicator 1.2.1				X			
Indicator 1.2.2				X			
Indicator 1.2.3					X		
Overall opinion	4.3						

Criterion 3 - Quality assurance

1. Description

Indicator 1.3.1. The TUE has appropriate policies, a quality assurance department and, which is properly, and a professionally qualified staffs to effectively carry out internal quality assurance activities.

To assure educational quality, TUE has issued the Regulations for the Function and Duty of the Department of Testing and Educational Quality Assurance [H3.1.3.01] and a plan for educational quality assurance 2016-2020 [H3.1.03.02].

In June 2017, the Department of Testing and Education Quality Assurance was established as independent from the existing 2006-born Department of

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Inspection, Testing and Educational Quality Assurance [H3.1.03.03, H3.1.03.04]. Its functions are to provide consultancy on testing and education quality assurance for the managements, make plans for quality enhancement at TUE [H3.1.03.05]. In May, 2019 the Department has 8 staff, 3 of whom have completed accredited professional programs on testing and quality assurance [H3.1.03.06], 01 had inspector card. The department staff have joined short training courses related Testing and Education Quality Assurance[H3.1.03.07]. By TUE's regulation, every faculty and division has assigned a staff being in charge of testing and education quality assurance [H3.1.03.08]. In the year 2018,2019 TUE has sent 12 lecturers to take part in the training course of educational quality accreditors[H3.1.03.53].

Annual activities on educational quality assurance are planned and conducted [H3.1.03.09], including collecting learners feedbacks on lecturers' performance [H3.1.03.10], learning outcome based graduation certifying [H3.1.03.11]; self-assessing at programme levels [H3.1.03.12]; building a toolkit to assess students graduating according to expected learning outcome[H3.1.03.46]; collecting feedbacks from alumni and fourth-year students on the program quality, from employers on TUE's graduates' work performance and on the program contents, and from TUE's staff on the teaching supporting conditions [H3.1.03.13], updating on the graduates' employment status [H3.1.03.14], implementing «Three Areas of Publicization» (including education quality commitment, education quality assurance conditions and finance) [H3.1.03.15]; planning and institutional self-assessing[H3.1.03.16]. collecting learners' feedback on service quality, facilities at lecture halls, student cafeteria, garage, campus, environmental sanitation, academic advising [H3.1.03.49]. From these educational quality assurance activities, TUE has made adjustments in programs' learning outcomes, curriculum developments, teaching methods, and testing and assessment tools [H3.1.03.17], [H3.1.03.18], [H3.1.03.19].

TUE has established a Quality Assurance Council to help the Rector with the Quality Assurance activities to achieve higher efficiency [H3.1.03.47]. In addition, TUE has issued regulations on the organization and operation of the Quality Assurance Council and the Regulation on quality assurance activities as a basis for implementing TUE's quality assurance activities [H3.1.03. 50].

However, there were few staff in charge of educational quality assurance at faculties and divisions who have completed official training courses on education quality assurance.

Indicator 1.3.2. TUE has conducted an institutional self-assessment and programme self-assessment to improve educational quality.

In April 2015, TUE conducted the second self-assessment in accordance with MOET's standards (10 standards, 61 criteria) [H3.1.03.20]. The external assessment at institutional level in June 2017 recorded a 85.2% satisfactory (52/61 criteria met) [H3.1.03.21].

At program level, in 2009, a self-assessment was conducted for 10 programs per MOET's standards [H3.1.03.22]. In 2013, two more programs (Chemistry and Geography Educations) underwent another self-assessment per TNU's standards [H3.1.03.23]. The Biology Education program also underwent the external assessment by MOET's experts in 2013 but received no accreditation certificate [H3.1.03.24]. After the assessments, taking into account the findings, a number of action plans for curriculum development and training management have been carried out. In February 2017, 17 self-assessment committees reviewed programs in accordance with MOET's standards as required in Circular 04/2016/TT-BGDĐT dated 14 March 2016 [H3.1.03.25].

Findings from external assessments were used as inputs for action plans for improvements [H3.1.03.26].

In 2019, TUE conducted an external assessment of 07 training curricula according to the MOET's standard set (Circular No. 04/2016/TT-BGDDT)[H3.1.03.48]. Based on the recommendations of the external evaluation

team, TUE has developed a document to guide the departments to develop the quality improvement plan of 7 accredited training programs [H3.1.03.51]. TUE is conducting self-assessment of 02 training programs (Mathematics, Chemistry) according to AUN-QA standards.

However, in-service and post-graduate training programs have not undergone self-assessments. Monitoring of action plans implementation was insufficient.

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.

Integrated information system to collect teachers' and learner's data is carried out synchronously according to the school's year plan and updated regularly. The school has a system of personnel management software (at http://qlns.tnu.edu.vn) and scientific management software (at http://qlkh.tnu.edu.vn/) to manage, keep records, curriculum vitae of all teachers in the whole school [H3.1.03.27, H3.1.03.28].Lecturer users log in their account and input the details to the profiles themselves. The Department of General Administration and Human Resources is able to manage and extract specific data per queries from the database.

The above-mentioned human resource and scientific management software has provided sufficient information to search and process lecturer data. However, these software are built based on common data of TNU, which are not interconnected and difficult to search and extract full information of lecturers. Therefore, in 2019, TUE has built a new software system (at daotao.dhsptn.edu.vn/login) to ensure connectivity and build a common database of science and human resources[H3.1.03.55]. The data on the software is being updated by lecturers according to the roadmap and will be completed in 2020.

Periodically according to the school year, TUE sends a written notice to officials and lecturers to supplement and update data on personnel and science if there is a change [H3.1.03.56].

The school has IU training management software (at http://daotao.dhsptn.edu.vn) to manage all data of students [H3.1.03.29]. Each student is given a separate account to sign up for courses, adjust and reduce the study modules; view the schedule, results and training after each semester. This website also helps teachers track and update information and control student learning results. However, this software only supports full-time training, has not been implemented for postgraduate, and part-time students.

Besides, TUE and the Departments / Divisions have a portal and Fanpage to regularly receive and process information about teachers and learners; collecting feedback from stakeholders about the learning process of students and learners, the teaching of teachers [H3.1.03.54].

For fostering activities, information about the fostering `course is updated on the Learning Management System (LMS) developed by the ETEP Program Management Board for the key pedagogical schools and institutions. Learners participating in the course can online login and give feedback about teachers and the quality of the training courses offered by TUE's teachers. In addition, officers assigned to supervise and evaluate training activities of the University also take surveys and in-depth interviews directly with students at the training courses.

Indicator 1.3.4. TUE has a feedback system to collect feedback from relevant stakeholders about learning experience and improvements; has methods to collect, analyse feedback; and use findings to improve teaching and learning.

At TUE, there currently exist an official document describing clearly the requirements for academic activities per lecturer types [H3.1.03.30]. From 2015 onward, by refering to the descriptions of the requirements, lecturers have made

self-appraisals, which divisions used as inputs for the team's peer-appraisals ensuring that 100% of lectures underwent appraisals [H3.1.03.31].

Learners were instructed to give feedback on lecturers' performance at the end of semesters; graduates were encouraged to give overall assessment of teaching staff's performance before graduation [H3.1.03.32]. A plan to involve 100% learners in an assessment of lectures at the end of courses has been implemented recently [H3.1.03.33],[H3.1.03.34]. 100% fourth-year students were encouraged to give feedback on their learning experience and training quality [H3.1.03.40], [H3.1.03.41]. Comments were also gathered during Students' and Youth Union's meetings [H3.1.03.42]. After collecting feedback data, TUE has analysed and showed the strengths and weaknesses of training quality. The result of students before graduation showed that 90 percentageof graduates' satisfactory with the training programs at TUE [H3.1.03.43].

In addition, TUE also implemented for 100% of learners to participate in the evaluation of academic advisors. The results of the feedback help TUE with an information channel to adjust advisory activities to support students in the learning process of academic advisors [H3.1.03.53].

The procedures adopted and implemented to collect learners' feedback have resulted in the enhancement of training quality, as well as the driving force for the continuous renovation at TUE [H3.1.03.44, H3.1.03.45].

2. Strengths

- TUE had regulations and plans for educational quality assurance during 2016-2020.

- Self-assessments conducted on all pre-service full-time training programs.

- Feedback from relevant stakeholders about teaching, training quality, learning consultation were carried regularly.

- TUE has a software used for collecting and storing data full-time students.

3. Weaknesses

- Few individuals in charge of educational quality assurance at faculties and division formally trained.

- Non- self assessment post graduate training programs and part time programs..

- The plan to improve the quality of training program has not been monitored, evaluated regularly and synchronously.

- There is no regulation on managing and using integrated software for updating and monitoring information of lecturers and students to be deployed periodically.

4. Action plan

No	Objectives	Actions	Responsibilities	Duration	
				Start	**End**
1	**Improve-ments**	Send staffs to formal training on educational quality assurance; conduct trainings on self-assessment.	Department of Educational Testing and Quality Assurance	9/2019	5/2020
2		Self-assessment post- graduate training programs and part-time programs	Department of Educational Testing and Quality Assurance	8/2019	8/2020
3		Review and revise regulations on educational quality assurance.	Department of Educational Testing and Quality	8/2019	8/2020

			Assurance		
4		Make regulations on updating information of lecturers and students periodically on the software.	Department of Administration and Human Resources	1/2020	12/2020
1	**Strength reinforcements**	Monitoring the implementation of post-assessment action plans for improvements	Department of Educational Testing and Quality Assurance	8/2017	5/2020
2		Build educational quality assurance on academic year basis in accordance with accreditation standards	Department of Educational Testing and Quality Assurance	8/2019	5/2020
3		Analyze, compare after evaluation to have solutions of improvement the quality of teaching activities of teachers	Department of Educational Testing and Quality Assurance	8/2019	5/2020
4		Developing regulations of	Department of Educational	8/2019	5/2020

		management and use of integrated software to update and monitor information of lecturers and students periodically.	Testing and Quality Assurance		

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 1.3.1					x		
Indicator 1.3.2					x		
Indicator 1.3.3					x		
Indicator 1.3.4				x			
Overall opinion	**4.8**						

Standard 2 – Training programmes (Curriculum)

Criterion 2.4 - Curriculum Development

1. Description

Indicator 2.4.1. The training and fostering programs' processes of curriculum design, development, appraisal, implementation, monitoring and review are in alignment with government mandate and the TUE's mission, strategic vision and objectives.

TUE's training programs, fostering programs have been developed in compliance with the current legal settings, specifically Higher Education Law, MOET's Circulars (Circular 08/2011/TT- BGDĐT, Circular 38/2010/TT-BGDĐT, Circular 07/2015/TT-BGDĐT, Circular 24/2017/TT- BGDĐT) and TNU's Regulations [H4.2.04.01].

Based on the guidance documents of the MOET, the documents of TNU on the development of training programs, in 2015, TUE issued regulations on building and updating training programs according to the expected learning outcomes. TUE aslo organized, implemented, developed and reviewed training program according to the issued documents. Hhowever, TUEhas not issued documents on the process of developing training programs [H4.2.04.02].

In 2018, in the context of economic, cultural, social and educational innovation requirements, TUE has adjusted the strategical plan, vision and goals to meet the requirements of higher education innovation and innovation. TUE has issued the Regulation on curriculum development and organized the review and adjustment of all training programs for bachelors of pedagogy. TUE aslo compiled a system of topic to foster teachers and managers in order to meet the new career standards and the capacity to implement the high school program in 2018 [H4.2.04.03].

The process of developing, reviewing and adjusting the training program at TUE is based on the mission, vision, strategic goals of the school, based on the professional standards of teachers; based on the requirements on teachers' capacity to implement the general education program in 2018 and assigned duty connect with the feedback of stakeholders such as: Employers (leaders of provincial DoET, leaders of schools communication), experts, teachers, graduates and former students[H4.2.04.04]. In addition, TUE has consulted the programs of the respective majors in Taiwan, Korea, Australia and the programs of some key universities in the country [H4.2.04.05]. The TUE's training

programs have been commented and approved by TUEs Science and Training Council [H4.2.04.06].

Thanks to specific regulations on the training program development process, the activities of designing / developing, evaluating, implementing, monitoring and adjusting the training program of the University are convenient. Annually, the University has a system of guidance documents for the Departments / Divisions to review and update the curriculum according to TUE's mission, strategic vision, goals and duty [H4.2.04.07].

The list of TUE's current full-time training programs and short courses as follows:

- 13 Doctorate programs [H4.2.04.08].

- 23 Master programs [H4.2.04.09].

- 19 Full-time Undergraduate programs[H4.2.04.10].

- 7 part-time training programs [H2.2.04.11].

- 06 fostering short-courses [H4.2.04.12].

In order to improve the quality of training to meet international integration, TUE has implemented 04 training programs in English, increasing the total number of training programs to 23 training programs [H4.2.04 .13].

In 2019, TUE continued to build a project for training master of " Theories and methodologies of teaching English". The project has been completed and submitted to TNU, submitted to the MOET for approval. It was expected to begin recruitment in September 2019 [H4.2.04.14].

Indicator 2.4.2. Teacher training and fostering programmes are developed based on the needs of relevant stakeholders and have indicated the systematic characteristics and consistency.

Every year, TUE develops a plan to survey the needs of training and retraining of local teachers. Since then, TUE has developed a plan to develop

teacher training and retraining programs based on the needs of the stakeholders and in accordance with the regulations of the MOET, and TNU. In recent years, with the new development context of education, the construction and development of training and retraining programs at TUE are associated with TUE's objectives, mission and vision; based on the requirements of teacher recruiters, former learners about the qualifications and qualifications of teachers in the new era; based on teacher professional standards, based on a national qualification framework of 6 levels, based on the reference of international advanced programs and domestic training institutions and the opinions of stakeholders [H4. 2.04.15]. The school has developed a plan to survey the needs of training and retraining of teachers in the northern mountainous provinces [H4.2.04.16] . The labor market survey results are analyzed to determine the teacher's career record, thereby TUE built students' pedagogical competency profiles. Based on the opinions of stakeholders, TUE has rebuilt the objectives of the program, learning outcomes, and identified of minimum knowledge. TUE has hold stakeholder consultation workshop to create consensus, consistency on learning outcomes of training and fostering programs[H4.2.04.17].

To meet the learning needs and career transfer opportunities of graduates, TUE has instructed the Faculties / Departments to develop the training program, fostering program in two directions: Firstly, increasing the number of elective modules and topics so that learners can select according to their needs; Secondly, to increase the outline of vertical and horizontal connectivity between training programs in the University. From the academic year 2015 - 2016, the University has recruited a second training program for TUE's undergraduate students and students of Thainguyen Universities members. This form of training gave students the opportunity to change majors, facilitates students the opportunity to find better jobs after graduation or ease in career transfer [H4.2.04.18].

The University regularly organized conferences, seminars on curriculum innovation, teachers' fostering program to meet the requirements of reforming

general education and Conference on summarizing pedagogical practice and professional practice to receive Stakeholders' feedback on the program's relevance to the learning outcomes and professional standards [H4.2.04.19]. Conference with the leaders of the provincial DoET, continuing educational centers, schools / kindergartens and social organizations on the appropriateness of the content of fostering topics for teachers and administrators. general education theory. Since then, TUE has adjusted, supplemented, updated the content of the training program and fostering training [H4.2.04.20].

The school has set up a group of experts to build the system, including 197 topics for fostering teachers and general education managers. The detailed syllabus of the fostering topics is sent to the provincial DoET, schools / kindergartens for comments and comments on the content of the fostering topics [H4.2.04. 21].

From analyzing the results of the labor market survey, the feedback of stakeholders, the guidance documents of superiors, training program and fostering training have been updated, adjusted and integrated with the real educational issues arising in national and local contexts [H4.2.04.22]. The program is designed in a systematic and consistent manner with knowledge blocks, ensuring logic between modules and learning outcomes with the objectives of knowledge, skills and attitudes shown in the detailed syllabus. [H4.2.04.23]. Many new issues have been included in the training program, in specialized fostering courses at the request of localities and Stakeholders such as: fostering to improve the capacity of developing school programs and subjects cirriculumn; fostering the capacity of designing and organizing experience activities and vocational activities; fostering scientific research capacity and guide students in scientific research; fostering integrated teaching capacity (natural sciences, social sciences ...) [H4.2.04.24].

In addition, TUE also focuses on the development of second degree bachelor's programs, development of career-oriented masters training programs

to create opportunities for learning. training for learners in the localities [H4.2.04.25].

With the mission and mission of training teachers for the northern mountainous provinces, especially teachers serving education for ethnic minority areas, in 2018, TUE has developed training programs which have self-selective , updated and supplemented modules for ethnic minority students and students wishing to serve mountainous education and ethnic minority areas [H4.2.04.26]. In addition, TUE has also developed a system of fostering topics for ethnic minority teachers and education managers. minority [H4.2.04.27].

Since 2018, in order to support and gradually improve the capacity of teaching subjects which have experimental practice content for high school teachers, TUE organized a conference, signed a memorandum with more than 30 educational institutes in Thai Nguyen province on the effective use and exploitation of laboratories and on fostering teachers. The fostering program has been implemented specifically, practically and effectively and highly appreciated by schools. It is contributing to improving the teaching capacity of subjects with experimental practice content for teachers in high school [H4.2.04.28].

Indicator 2.4.3. The training programs and fostering programs are reviewed, assessed, revised and amended regularly with the feedback of relevant stakeholders.

Applied the regulations on the curriculumn development, TUE has a periodic plan to review, evaluate, revise and supplement the training prograsm and the fostering programs with the participation of stakeholders. When designing and reviewing the training program and the fostering programs, the University conducted a survey to ask for the opinions of related stakeholders on the training needs and competencies of students such as employers (leaders of DoETs; leaders of schools / preschools); experts; teachers; graduates and former students [H4.2.04.29]. The detailed programs were compiled, appraised,and

approved by the Rector. They were implemented, stored at departments/ divisions [H4.2.04.30] .

TUE's curriculum is reviewed, revised and supplemented, in particular: TUE has made two adjustments in the full-time program in 2013 (adjusting and promulgating the program of course 47), 2015 (adjusting revise and issue the curriculum of course 50); 01 adjustment of curriculum of part-time program in 2015 based on the full-time curriculum; 01 adjustment in the masters program of in 2015 [H4.2.04.31]. In 2018, TUE continued to review, update and adjust the training program for course 53 [H4.2.04.32]. In the process of supplementing and adjusting the program, TUE consulted the training program of the key pedagogical university in the country and some foreign universities to compare TUE's programs with the training programs of domestic and foreign schools water [H4.2.04.33]. From 2014 to 2016, TUE sent delegations to Japan, South Korea, Taiwan, Germany and Australia to study and research the curriculum, to seek international experts' advice on the curriculum development [H4.2.04.34]. Since 2015, TUE has conducted the surveys to ask employers about the requirements of the graduates' competence, the new requirements of the teachers' capacity and the opinions of former students about the training program and current fostering programs in Ha Giang, Quang Ninh, Tuyen Quang, Cao Bang and Thai Nguyen provinces [H4.2.04.35]. Through the consultation of stakeholders, education experts and labor market survey results, TUE has continuously improved and improved the quality of training program and fostering program. TUE aslo strongly revised and adjusted the curriculum to improve the quality and meet the requirements of education renovation. TUE has established a Council to evaluate the results of the training program innovation [H4.2.04.36].

The curriculum of the University were periodically reviewed and adjusted in the direction of open design, but they were ensured flexibility and updates. At the beginning of each school year, TUE requested the departments to review,

adjust and update the curriculum based on the actual situation, the learning needs of students and the need to renovate teacher training[H4.2.04.37].

In 2018, TUE has updated and adjusted the curriculum for the 53 course. TUE organized a conference to gather opinions of stakeholders on the learning outcomess. The conference took place with the participation of many delegates from stakeholders such as representatives of the MOET, employers who are the leaders of the Department of Education and Training from localities and leaders of kindergarten, secondary schools, centers, educational scientists, education experts, former students ... [H4.2.04.38].

In order to determine the suitability of the training program, TUE self-assessed 100% of the pedagogic training programs to point out the strengths and weaknesses of the programs [H4.2.04.39].

In 2019, based on the results of self-assessment, TUE has conducted external assessments for 07 pedagogic training programs including: Mathematics, Physics, Chemistry, Biology and Literature. , History Education and Early Childhood Education. All 7 Curriculum are accredited by the Center of Education Quality Accreditation - Hanoi National University. The results of the external evaluation helped TUE to clearly recognize the strengths and weaknesses of the training program. Since then, TUE has built an improvement plan to promote strengths and improve the quality [H4. 2.04.40].

In 2019, to meet the trend of international and regional integration in pedagogic training program, TUE has planed and registered two training programs (Mathematics, Mathematics products) which are assessed according to criteria AUN standards. The evaluation plan was approved and implemented in July 2020 [H4.2.04.41].

2. Strengths

- The construction, updating and development of curriculum are implemented in accordance with the guidelines and regulations of the MOET and TNU.

- Regulations and detailed guidlines in place for procedure of program curriculum development;

- feedback from various relevant stakeholders taken during program curriculum development process.

- Newly-born actual topics updated in the institution training as results from numerous conferences hosted by TUE.

- The training and fostering programs are developed based on the needs of stakeholders.

- The training program and fostering programs are periodically reviewed, evaluated, edited and supplemented.

- The review, evaluation, modification and supplementation of training programs and teacher training with the participation of stakeholders.

- 07 training programswere external evaluated.

3. Weaknesses

- The school has no regulations on the process of developing, reviewing and adjusting fostering programs for teachers and educational managers.

- The number of fostering topics which meets the needs of stakeholders is limited.

- The evaluation of postgraduate training programs has not been regularly implemented, and has not built a monitoring system to improve the quality of training programs.

.4. Action plan

No	Objectives	Actions	Responsibilities	Duration	
				Start	**Finish**
1	**Strength reinforcements**	Periodically reviewing and updating bachelors	Department of Academic Affairs	9/2019	12/2020

		and masters training programs to meet the new general education requirements.				42
2		Updating and completing the fostering topics for teachers and general education managers to meet local needs	Center for Pedagogical Skills Development	9/2019	12/2020	
3	**Improvements**	Have regulations on the process of developing, reviewing and adjusting fostering programs and educational managers	Department of Academic Affairs , Center for Pedagogical Skills Development	9/2019	12/2019	
4		Develop new fostering topics to meet the needs of stakeholders	Department of Academic Affairs	9/2019	12/2020	

5. Self-assessment:

Indicator	Scale

	1	2	3	4	5	6	7
Indicator 2.4.1				X			
Indicator 2.4.2					X		
Indicator 2.4.3				X			
Overall opinion	**4.3**						

Criterion 2.5 - Curriculum content and implementation

1. Description

Indicator 2.5.1. The curriculum contents meet the expected learning outcomes, 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.

The content of the curriculum of the University is developed, updated and adjusted on the basis of the issued learning outcomes. From 2014 to now, the University has implemented, reviewed, updated and adjusted the learning outcomes twice in 2015 and 2018. The process of developing, reviewing, updating and the adjustment of learning outcomes complied with the regulations and guidelines of the MOET and TNU. In addition, the University has also developed and issued specific documents to direct and guide the departments to implement, review, update and adjust the learning outcomes[H5.2.05.01].

Based on the learning outcomes and professional standards of teachers, TUE established an expert group to determine the general competencies of students in training majors and corresponding modules [H5.2.05.02].

The content of the program meets the learning outcomes of the training program with from 120 to 135 credits including the knowledge blocks: general education knowledge accounts for 20% to 30%; professional education knowledge (including major basic knowledge and major knowledge) from 50%

to 70%; pedagogical knowledge accounts for 25% to 35%; graduation thesis and the subjects that replace graduation thesis account for 5% to 7%. The ratio between knowledge blocks is properly determined according to each training program, the subjects are arranged in a systematic manner, which is convenient for the accumulation of learners' knowledge [H5.2.05.03]. Each knowledge block has compulsory and elective subjects that show the activeness and flexibility of training program. The response of program content to learning outcomes are clearly shown through matrixes showing the relationship between the objectives of the training program with the curriculum and the matrix showing the relationship between the training program with the subjects [H5.2.05.04].

TUE conducted a survey to stakeholders (scientists, teachers, administrators, representatives of social-professional organizations, employers and graduates) to evaluate the degree of the knowledge and skills standards of training program; in terms of structure, science, system, modernness and up-to-date, integration of educational issues in practice and changes in the local, national and international context of the training program. The survey results show that the training programs evaluated by related parties meet the standards of knowledge, skills and requirements of the labor market; ensure scientific, modern and systematic [H5.2.05.05].

In 2017, TUE carried out the second evaluation of training programs. TUE has founded 14 self-evaluation councils according to Circular 04/2016 / TT-BGDĐT issued by the MOET. The recommendations of the self- evaluation Council helped TUE direct the departments / divisions to improve the learning outcomes and develop curriculum to meet social needs. After the evaluation, TUE instructed the departments / divisions to develop and implement quality improvement plans [H5.2.05.06].

Every year, in conjunction with reviewing, updating and revising the training program's learning outcomes, TUE conducted the assessment of

graduates according to the learning outcomes to get the data that reflects the most accurate results on the quality of curriculum and the quality of the graduate student, since then TUE had an appropriate and timely adjustment plan [H5.2.05.07].

Every year, TUE has also developed plans and sent teachers to secondary and high schools in order to have a close access to the reality of general education. TUE aslo issued new Regulations of on sending teachers to secondary and high schools[H5.2.05.08].

In 2018, TUE has developed a plan of fostering and supporting secondary school's teachers with the goal of supporting teachers of Geography, Physics, Technology, Biology, Chemistry, English in Thai Nguyen province. The fostering programs has improved the capacity of lesson design, effective teaching to meet the requirements of the new high school education program [H5.2.05.09].

TUE has also developed and issued a Regulation on professional learning community at TUE and implemented a plan of professional learning community to create favorable conditions and opportunities for everyone to study and lifelong learning. Especially, the learning community made teachers at high schools/ preschool education/ create connections, share information of teaching, cooperate and build a learning environment for teachers, lectuters, preschool teachers. That helped changes to meet the requirements of renovation of general education and preschool education [H5.2.05.10].

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.

TUE has instructed faculties/departments to develop training programs in the direction of appropriate theory and practice to meet the learning outcomes [H5.2.05.11]. Since 2015, TUE has compilated, evaluated and promulgated of a specific syllabus to ensure the quality of training program [H5.2.05.12]. In order

to fully develop the capacity and quality of learners, TUE has directed the departments / divisions to develop training programs to ensure that 100% of the study modules are designed for homework, practice, discussion. TUE has issued guidelines of syllabus design to implement training program. Course syllabus showed the appropriate rationality between theory and practice, in which increases the duration of practical classes and modules related to general education[H5.2.05.13].

Training program were ensured intensive practical skills (specialized); increased the duration of practice, seminars specialized subjects with the participation of experience teaching staff inside and outside the university [H5.2.05.14]. Pedagogical practice activities and professional practice were organized effectivelyand gave an opportunity for learners to contact and apply the knowledge and skills learned at the University to solve practical pedagogical situations. Thereby, learners are trained pedagogical skills, professional development comprehensively. Since the school year 2014, the University has sent more than 6000 students (from the first year) to practice in high schools and pre-schools in a period of 02 to 03 weeks. This is an activity to help students apply theory to educational practice such as Psychology, Education and subject teaching methods [H5.2.05.15].

Every year, through the summation of pedagogical practice summaries, summaries of practical activities of the subject, TUE has adjusted the rate of theory - practice - professional practice to meet development requirements. full capacity and quality for students to effectively implement teaching activities after graduation [H5.2.05.16].

Indicator 2.5.3. Credits and/or courses in a programme are properly allocated to meet learners' needs and learning plans.

All training programs of the University are designed in accordance with current regulations of the MOET and TNU. Annually, TUE reviews, updates and revises the training program. The ratio between knowledge blocks is

properly determined in training program. The subjects are arranged in a systematic manner, convenient for the accumulation of knowledge of learners. Each knowledge block has compulsory and elective subjects, which show the flexibility and flexibility of training program. In the training programs, there are prerequisites, the previous module is organized scientifically to facilitate the assignment of students, learning registration and learning planning of learners. The elective subjects are arranged from Semester 2 to help learners be active and flexible in choosing knowledge and professional skills to meet the requirements of the real labor market. All subjects are coded according to the regulations of TNU [H5.2.05.17].

The curriculum framework, the entire training plan, the guiding documents, regulations, training regulations and the information needed to provide learners are printed in the Yearbook, Student Handbook .. . and publiced on the University Website or other media [H5.2.05.18].

For the part-time program, since 2016, TUE has changed from traditional training to credit-based training. The curriculum in the part-time system hadthe same content as the regular curriculum, organized in each semester with from 15 to 30 credits. Planning of training were usually on weekends (Saturday, Sunday) or during summer holidays to facilitate learners to work and go to school [H5.2.05.19].

The training programs of the University are designed to ensure the connection between the training program of the same level (horizontal connection) and the connection between the training levels (vertical connection). The connection between the training programs is reflected in the general education knowledge block and vocational education knowledge block (knowledge for groups of majors and pedagogical knowledge)[H5.2.05.20]. The connection of the program has created favorable conditions for students to study two programs or study the second cerfticate at the same time. Students attending the second program do not have to repeat the general education

knowledge block and some pedagogical knowledge. Conditions for students to be able to study two programs at the same time are complied with current regulations of the MOET and TNU. Since 2015, the University has also issued the Regulations of training a second diploma according to Decision No. 4465 / QD-DHSP dated December 8, 2015 which manage and organize the second degree training and second program training at school [H5.2.05.21].

The training programs for teachers and educational management staff of the University are implemented according to the training plan based on the proposal of the study time of the learners through the affiliate centers. The training plan is carried out mainly in summer, or Saturday and Sunday [H5.2.05.22].

Since 2018, TUE has studied and implemented E-learning in combination with traditional teaching in order to promote teachers' initiative and creativity in innovating teaching methods, which created excitement for learners. Learners could choose learning time to achieve the best results. TUE also issued the Elearning Teaching Regulation in combination with traditional teaching to monitor this activity effectively [H5.2.05.23].

Since 2018, TUE has also carried out the adjustment and promulgated a new Regulation on full-time training according to the credit system in the Decision No. 3030 / QD-DHSP dated August 1, 2018 by the Rector. The decision replaced the Regulation on full-time training according to the previous credit system issued in the Decision No. 1838 / QD-DHSP dated June 20, 2013; TUE also organized a 10-year training meeting according to credit system to learn from experience, promote positive aspects, overcome shortcomings in training activities according to the credit system [H5.2.05.24].

Indicator 2.5.4. The implementation the curriculum integrated/covered varied learning situations both at the institutional and school levels.

TUE has issued regulations of professional practice at secondary schools/kindergarten for students to help them have early access to general education / preschool education. The content of professional practice had integrated / covered many learning situations that often occur in pedagogical schools and secondary schools. Every year, TUE has planed professional practice at secondary schools/kindergarten for students [H5.2.05.25]. Professional practice activities are implemented in the subjects related to general education /kindergarten such as: Psychology Education, Teaching methods subjects, ... Professional practical activities helped students experience diverse learning situations that often occur at secondary schools/kindergarten.

In the academic year 2014 - 2015, the University carried out survey in localities (Quang Ninh, Bac Kan, Cao Bang, Tuyen Quang, Ha Giang, Thai Nguyen) to collect opinions from employers, former students on the job satisfaction level of graduates: Mathematics, Physics, History, Education and Physical Education. TUE conducted a survey and interviewed directly 85 managers and 331 former students (including 19 former students working outside the education sector). Survey results showed that graduates of the University are highly appreciated, and meet the job requirements of high schools [H5.2.05.26]. The results from the labor market survey helped TUE adjust the curriculum in the direction of integrating a variety of learning situations at secondary schools/kindergarten. These situations are shown in the detailed syllabus of the subjects and in professional practice regulations [H5.2.05.27].

Since 2014 to the present, TUE has held many conferences and seminars with stakeholders (including the leaders of the Department of Education and Training, the leaders of schools and kindergarten, teachers, scientists, former students, ...) to identify training needs and adjust training activities in association with general education practice [H5.2.05.28]. In addition, annually, TUE organizes a conference to evaluate the effectiveness of pedagogical practice and professional practice. Since then, there are more supplement

learning situations for students in the period of pedagogical practice and professional practice at secondary schools/kindergarten [H5.2.05.29].

Every year, TUE organizes a memorandum of cooperation with secondary schools/kindergarten to send students in the period of pedagogical practice and professional practice[H5.2.05.30]. In addition, TUE also implements activities such as encouraging, promoting teachers to teach in English; inviting high school teachers to report teaching topics or share teaching experiences in high schools with teachers and students. That helps students get used to educational activities at high schools and gradually improve their pedagogical skills[H5.2.05.31].

In 2018, in order to implement of pedagogical practice and professional practice more effectively , TUE made amendments and supplements some points in the Pedagogical Practice Regulation issued with Decision No. 2158 / QD-DHSP dated October 10, 2011 of the Rector [H5.2.05.32].

Indicator 2.5.5. University ensures the appropriateness of resources, program duration, time allocation and timetables for training and fostering activities during program implementation to meet the output standards.

Before the start of an academic year, an academic plan was published for each of the training forms [H5.2.05.33]. TUE issued documents to guide faculties/departments to make instructional plans for each semester ensuring the suitability of resources (facilities, practice rooms, laboratories, teaching staffs, ...). Based on the teaching plan of the faculties/departments and the student's learning registration, the Department of Training Affair sets up a timetable for the semester and sends it back to faculties/departments. The faculties/departments reviews, adjusts accordingly before official issuance. Pedagogical practice and professional practice of students at high schools are organized in groups and ensured conformity with the actual conditions (time, plans, teachers ...) at secondary school [H5.2.05.34].

The fostering plan for lectures, teachers and educational managers is arranged flexibly based on the needs of the learners in order to create the best conditions for training. TUE sended many experts and teachers to participate. refresher training courses in some provinces of Ha Giang, Bac Kan, Hanoi, Bac Giang and many districts of Thai Nguyen province [H5.2.05.35].

Since the academic year 2013-2014, TUE assessment of graduates' quality according to the learning outcomes. The evaluation council of the training programs were experts from the MOET, the Education Management Academy, Hanoi Pedagogical University, Hanoi University of Education 2 and employers [H5.2.05.36]. The recommendations of the evaluation council helped TUE direct the departments / divisions to complete the learning outcomes and develop curriculum to meet social needs. Through the survey results of employers and former students, TUE has analyzed, evaluated, implemented adjustment of training programs and training activities to meet social requirements. Some ideas of employers and former students on training program such as: reducing theory, increasing practice, practicing in schools/ kindergartens; training soft skills for students; improving foreign language and informatics skills; fostering active teaching techniques [H5.2.05.37]. On that basis, TUE has adjusted training activities such as: increasing the actual practice of students in high schools (mainly subjects related to general education); sending teachers to high schools and kindergatens to observe teaching class and to update common practical knowledge in teaching and training pedagogical skills; increasing the number of practice hours in the program [H5.2.05.38]. For teacher fostering programs and education management fostering programs, the learning outcomes are specified in the objective section of the detailed syllabus. In the school year 2018, TUE started training and fostering some subjects in the form of online teaching. [H5.2.05.39].

The results of feedback evaluation of the trainees on the quality of the training program and the fostering program showed that most of the learners were satisfied with the form of credit training, the fostering plan which was

flexible appropriate and favorable for learners to choose the content, time and place of study and fostering [H5.2.05.40].

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

TUE has planned and sent survey teams to different locations to assess the training demand [H5.2.05.41]. Since 2015 – 2016, hundreds of lecturers hace been sent to schools and kindergartens in Thai Nguyen, Bac Kan, Quang Ninh, Tuyen Quang and Cao Bang to discuss with the teachers and the managements on the training needs in terms of contents [H5.2.05.42].

Groups of experts in charge of compiling the materials for short courses ensuring at least 2 lecturers available for each course [H5.2.05.43]. This resulted in the flexibility and effectiveness in meeting the teachers and managements' needs [H5.2.05.44].

Annually, numerous conferences and meetings were organised with participations of representatives from DoET, schools, and kindergartens to collect their comments and feedbacks on the contents, teaching methods, and testing and assessment tools. Improvements on a regular basis were made [H5.2.05.45]. TUE held a conference, signed a memorandum of understanding with more than 30 units and general education institutions in Thai Nguyen province on the effective use and exploitation of laboratories and practice at the same time. develop specific training activities for general teachers to support and gradually improve the teaching capacity of subjects with practical experiments for the teachers of general education [H5.2.05.46].

Since the school year 2017, performing the tasks assigned by the MOET, TUE has fostered and given certification according to professional titles for tens of thousands of preschool teachers, junior high school, high school in many localities in the country. In addition, TUE has also developed a program of fostering the capacity of consulting for school teachers to advise students. The

documents was issued and was approved under Decision No. 1876 / QĐ-BGDĐT by the MOETon May 21, 2018 [H5.2.05.47].

Implementing the project "Development pedagogical university program to improve the capacity of teachers, managers in general education institutions (ETEP) of the MOET", TUE was assigned to build and develop the fostering programs for teachers and education management staff in ethnic minority areas and extremely difficult areas in mountainous areas of Northern Vietnam. The deployment and construction of these fostering courses have basically been completed and expected to be approved in 2019 [H5.2.05.48].

TUE has been implementing a plan for the professional learning community and concurrently formulating and promulgating the Regulation on professional learning community at TUE, in order to create favorable conditions and opportunities for everyone to learn, for lifelong learning, especially to create the influence to teachers on the same majors at schools, preschool education institutions; create connection, sharing, cooperation and create a positive learning environment between pedagogical lecturers and teachers of school and preschool teachers to meet the requirements of renovating general education and preschool education . [H5.2.05.49].

Since the academic year 2018 , TUE has developed a teacher fostering and support plan with the goal of supporting teachers of Geography, Physics, Technology, Biology, Chemistry, English at high schools in Thai Nguyen province. The plan were expected to enhance the capacity of designing lessons, teaching effectively to meet the requirements of the new school education program [H5.2.05.50]. In order to implement flexible fostering programs, TUE has combined the traditional training form with an online training and fostering system which promoted the autonomy, actively creative of teachers and create excitement conditions for learners to achieve the best results [H5.2.05.51].

2. Strengths

- The training programs and fostering programs were designed in accordance with the current regulations of the MOET, and TNU. It had clear learning outcomes and were updated and adjusted periodically.

- The training program were ensured the connection between the training disciplines, the training level to create favorable conditions for learners to have the opportunity to study (studying second diploma, studying at the same time 2 programs, postgraduate study ...).

- The content of training programs which were enrich and tied to practical conditions of localities. Therefore they created a connection, sharing, cooperation and a positive learning environment between pedagogical teachers and school teachers , preschool teachers to meet the requirements of renovation of general education, preschool education.

- TUE organized students to go to school earlier, more active and proactive in professional activities, and deal with situations that arise in real education.

3. Weaknesses

- Limited number of selectives in programs and few classes of selectives.

- Low level of diversity and appropriateness of the FOSTERING contents with local education contexts. Limited online training.

- The organization of fostering in the online form (Elearning) is limited.

- The content of fostering topics for teachers and educational management staff has not been highly appreciated by localities for their diversity and relevance to reality.

4. Action plan

No	Objectives	Actions	Responsibilities	Duration	
				Start	End

		Revise, update and improve programs in terms of increasing integration, articulation, and the number of electives.	Department of Academic Affairs, Departments and divisions	9/2019	12/2020
1	**Reinforcing strengths**				
2		Revise and update plans to improve the weaknesses in credit-based training mode	Department of Academic Affairs	9/2019	12/2020
3	**Improvements**	Continue conduct surveys and fieldtrips to schools and kindergartens to collect comments and feedback on contents and needs for short training courses.	Department of Academic Affairs, Department of General Administration and Human Resources, faculties and divisions	9/2019	12/2020
4		Building plans and implement fostering	Department of Academic Affairs, Center	09/2017	09/2019

		teachers and management staff to meet the needs of the localities	for Library and Information		
5		Building plans and fostering programs for secondary school teachers to meet the requirements of reforming general education	Department of Academic Affairs,	9/2019	12/2020
6		Acceptance and implementation of fostering programs under the ETEP program	Department of Academic Affairs,	9/2019	12/2020

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 2.5.1				X			
Indicator 2.5.2				X			
Indicator 2.5.3			X				
Indicator 2.5.4			X				

Indicator 2.5.5			X			
Indicator 2.5.6					X	
Overall opinion	**3.7**					

Standard 3. Research, development and innovation

Criterion 3.6: Policy on research, development and innovation

1. Description

Indicator 3.6.1. TUE has policies and long-term plans for research, development and innovation that are in alignment with the TUE vision, strategic plan, and government mandate.

TUE has policies and long-term plans for research, development and innovation in the period 2016-2020, which stipulate the principles, rights and responsibilities of individuals and units when carrying out scientific and technological activities and regulations on research management at all levels [H6.3.06.01]; Regulation on TUE's organization and operation [H6.3.06.02]; Plan of science and technology activities for the school year 2017-2018, school year 2018-2019, school year 2019-2020 [H6.3.06.07]. Regulations on management of science and technology activities of TNU, regulations on TUE's management of science and technology activities [H6.3.06.04], [H6.3.06.05]; Regulations the operation of in-depth research groups to identify key research directions of the educational sciences with the task of strengthening international publication in ISI / Scopus journals [H6.3.06 .06]; The above plans and policies were consistent with the goals and solutions in TUE's strategic plan that is developing science and technology in association with training and fostering general education, developing community , promoting coordination, connecting scientific research with locality; increasing the number of international articles in ISI / Scopus journals, etc. In order to improve the capacity of training and

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fostering of general education teachers and education managers, TUE implements science and technology tasks in the ETEP Program Implementation Agreement signed with the MOET [H6.3.06.03]. TUE has specific regulations on scientific research activities of faculty staff [H6.3.06.08], regulations on supporting teachers who had articles in writing international newspapers [H6.3.06.09], attending domestic and foreign conferences and seminars [H6.3.06.10].

TUE has a process of developing teacher research policies [H6.3.06.12] and this process is consistent with TUE's mission, vision and strategic plan and assigned tasks. It was reflected in the operational plan of the ETEP Program Implementation Agreement [H6.3.06.03]. In addition, TUE has issued regulations on the use of revenues from international cooperation activities to enhance international announcements for TUE's staff and teachers [H6.3.06.14]. TUE's research policies reflect the global trend in teacher training research through annual research results.

With the above-mentioned plans for the 2016-2017 school year, TUE's has achieved the following results: managing and deploying one Northwestern research, 03 Nafosted researches, 33 ministerial-level researches, 03 provincial-level researches, 58 Thainguyen University level researches, 36 University level researches, 301 Student Scientific Researches ; organized 05 domestic seminars and 04 seminars with foreign elements; published 162 domestic articles, 22 ISI articles, 8 other international articles; published 21 textbooks; activities supporting the publication of scientific papers, support for rewarding scientific research students took place as planned. In the school year 2017-2018, the University has achieved the following results: Managing 03 independent state-level researchesof Literature, 01 independent state-level researchesof Education Science Program; 06 Nafosted researches(accepted 01 Literature research, 02 transition researches from 2016, 02 new researches approved in 2017, 01 new researches approved in 2018) and 01 Western North Program; 01 FCB researches ; 01 ETEP program (including 10 customized research missions); 26

ministerial level researches ; 21 TNU-level researches (12 University-level researches in 2017, 09 University-level researches in 2018); Develop 03 provincial proposals for Thai Nguyen province for 2018; 01 provincial researches proposal with Lang Son, Lao Cai and Lai Chau provinces, developing proposals of environmental education tasks in 2018, 2019; Organizing the acceptance of 26 textbooks, publishing 05 textbooks, and continuing to complete the acceptance of 33 other textbooks; Developed 38 credits of e-Learning lectures; published 340 scientific papers, of which 35 were in the ISI / Scopus list; Organized 16 conferences, scientific seminars, including 08 conferences, seminars with foreign elements. Received 13 Olympic students prizes (02 first prizes, 04 second prizes, 04 third prizes, 03 consolation prizes in majors Mathematics, Chemistry, Physics). Received 05 ministerial-level scientific research prizes in 2017 (including 01 second prize, 02 third prizes, 02 consolation prizes in the fields of Mathematics, Chemistry, Political Education and Literature). In the school year 2018-2019, TUE supported lecturers, teachers to propose, write explanations and they had just been approved to implement 04 Nafosted researches, 08 ministerial-level researches, 01 provincial-level science and technology research, 11 university-level researches. , 10 researches at the grassroots level in 2019. The University continued to manage and implemented 03 researches at the State level, 10 researches at the ministerial level, 02 researches Nafosted, 12 researches at TNU level, 07 researches at the grassroots level, 167 students' scientific. The total expenditure for the researches of all levels for the 2018-2019 school year was over VND 26 billion. Lectueres and teachers have published 406 articles, including 43 international articles, 32 articles in the list of ISI / Scopus. Especially, with the policy to support educational research, TUE's teachers have published 13 articles in the field of social sciences and education in journals under the list of Scopus [H6.3.06.16].

TUE has a summary report on reviewing the achieved results of science and technology activities of the school year 2016-2017, school year 2017-2018, school year 2018-2019 [H6.3.06.16]. In particular, TUE held a Science and

Technology Conference in 2018 to evaluate the achievements in the period of 2012-2017, made orientation of science and technology activities in the period of 2018-2022 and signed a memorandum of cooperation with the Department of Science and Technology of Thai Nguyen Province, research institutes and universities in training cooperation, scientific research, technology transfer and teacher fostering [H6.3.06.17].

In the school year 2018-2019, TUE has successfully organized about 20 conferences,workshops, seminars on many fields. The workshops have created a forum for scientific and professional activities for teachers and students. In the school year 2018-2019, the University also sent many teachers and students to attend and report at many scientific conferences held at many universities throughout the country such as Japan, Thailand, China, Australia, Hong Kong, Taiwan, Korea, ... [H6.3.06.16]. In the school year 2019-2020, the University has approved the science and technology plan with the target of supporting new approvals from 01-02 State / Nafosted researches, 02-05 Ministry-level researches, 03-07 University-level researches, 10-15 researchesat the grassroots level; support teachers to publish from 200-250 articles (including 20-30 international articles; 10-15 ISI / Scopus articles); support to publish 20 new books and textbooks; implement from 120-150 scientific research topics; seek opportunities and successfully coperate from 01-03 provincial researches; looking for 01-03 international cooperation opportunities on scientific research through the organization of seminars on specialized sciences with foreign experts reporting or attending [H6.3.06.18].

Indicator 3.6.2. TUE has prioritised policies on equipment and budget for research, development and innovation on educational sciences.

TUE had a priority policy on equipment and budget for scientific research, this is clearly reflected in TUE's organizational and operational regulations [H6.3.06.19], the operational plan in the Implementation Agreement of ETEP [H6.3.06.03]. In addition, TUE planed to invest in scientific research

equipment and technology development in the 2016-2020 period and by 2030 achieve the investment target of VND 475,393,000,000 for scientific research equipment. In the 2016-2020 period, TUE built practice center, experiment center, research center, and produced laboratory equipment, teaching equipment, serving innovation in education and creativity in teacher training and retraining, managers' education education [H6.3.06.20]. TUE's internal spending regulations had the non-business development fund (at least 15% of the funding difference due to revenues is greater than expenditures). This fund is used to invest in building material facilities, buying equipment and working facilities; developing non-business operational capability; spending on applying advanced scientific and technological to training teacher and fostering activities [H6.3.06.09], [H6.3.06.21], [H6.3.06.22].

In the school year 2016-2017, TUE built a Center for Pedagogical Skills Development, including 7 floors, with many classrooms teaching, fostering and serving scientific research work [H6 .3.06.23], [H6.3.06.24]. TUE was constructing an additional lecture hall, 01 sports center, and a 05-storey building for teaching and scientific research activities with new equipment, upgraded IT equipment [H6.3.06.25]. In the school year 2017-2018, TUE was facilities, practical equipment and experiments for deep research groups through the project of developing the Physics - Chemistry - Biology Laboratory with funding of nearly 30 billion invested by the MOET [H6.3.06.26]. On that basis, TUE has built a regulation of coordination with schools in Thai Nguyen province to exploit the Physics - Chemistry - Biology laboratory and hold a Conference with the Department of Education and Training and with high schools. Memorandum of cooperation in the exploitation of laboratory equipment for scientific research of teachers [H6.3.06.26]. In addition, with the support of the Phase 2 High School Project, TUE has been provided with additional equipment for pedagogical classrooms and online classrooms at Center for Pedagogical Skills Development [H6. 3.06.24]. In particular, the school was supported the electronic library project with a total investment of

about 80 billion VND with modern equipment to serve the learning needs.[H6.3.06.27]. In addition, every year the University has supported teachers to reseach at high schools and kindergarten with the funding of about 20 million VND / deparment. TUE also formed and developed learning communities; organized conferences and meeting with the provincial DoET to determine the teacher's need for training and promoted the transfer of educational scientific research results for teacher training and fostering processes [H6.3.06.28].

Every year, TUE TAKES feedback on computer equipment, laboratory equipment, library equipment, lecture hall equipment, etc. [H6.3.06.29], [H6.3.06.30]. The innovation of the University was reflected in the achievements of science and technology in recent years [H6.3.06.17], [H6.3.06.31], [H6.3.06.32], [H6. 3.06.33].

In order to improve the equipment investment for development and innovation, TUE continued to improve the operation and exploitation of the Center for Pedagogical Skills Development. TUE has also developed a project to upgrade IT facilities and infrastructure to improve TUE's capacity in training and fostering teachers and education managers of general education. TUE planed to build a new 02-03 Studio rooms to record lectures' videos of and produce learning materials for online training and fostering. In the school year 2018-2019, the University signed a contract with the Learning Resource and Information Technology Center - TNU on compiling and using 36 credits of e-Learning lectures (equivalent to 13 modules) [H6.3.06.31].

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

During the academic year 2016-2017, TUE has focused on integrating research results into teaching and learning activities. Accordingly, TUE is orienting to the fields of natural sciences, socio-humanity sciences and educational sciences to promote scientific research so as to create products for

training, retraining and gradually improve curricula to meet new requirements [H6.3.06.07].

In the academic year 2016-2017, TUE managed 133 scientific research at different levels, 34 of which have been evaluated and approved. During this time, TUE's scientific products consisted of 21 textbooks, which directly serve for teaching and learning at TUE; 192 national and international articles, whose ideas were developed into postgraduate theses. Additionally, TUE also has some products of simulation software/experimental equipment/online software/reference books - products of university-level and provincial-level research in the direction of application into general education [H6.3.06.37], [H6.3.06.38]. In particular, TUE organized many seminars, seminars, seminars with foreign elements in order to apply domestic and foreign research into TUE's teaching activities [H6.3.06.39].

In the final report of the academic year 2016-2017, although TUE had an overview of the achievements of various science and technology activities, there was no specific evaluation of the results of integrating scientific research into teaching and learning [H6.3.06.16].

In the academic year 2017-2018, research products are required to cover applications and technology transfer, to be used in FOSTERING programs in other institutions and produce financial benefits for TUE [H6.3.06.33]. However, the overall plan of scientific activities has not yet fully shown the detailed orientations for each scientific activity. In the 2017-2018 academic year plan, TUE focused on integrating the results of applied science into teaching and learning activities, whereby the University is oriented to the areas of Natural Sciences, Social Sciences - Humanities, and Educational Sciences to promote scientific research in order to create products for training and fostering, gradually perfecting training program to meet new requirements [H6.3.06.40].

In 2017-2018, TUE managed 04 researches at State-level, including 01 the Educational Science Program with the total approved budget of about 20

billion VND [H6.3.06.16]. In addition, the University also managed 54 Nafosted researches at ministry level and TNU level; 13 researches at grassgroot under the ETEP Program in 2018. Many research products of science and technology researches at different levels were used in integration and applied into TUE's teaching activities. In the school year 2018-2019, the University approved the 10 grassroots level researches, including 05 researches of the deep scientific groups. The research products are integrated and applied to innovate TUE's teaching activities of the teachers [H6.3.06.16], [H6.3.06.38].

In the final report of the school year 2017-2018, although TUE had an overview of the results of each scientific and technological activity, there was no specific evaluation section on scientific research results which was integrated into Tue's teaching and learning activities [H6.3.06.16].

In the school year 2018-2019, TUE had more specific orders for the products of researches at the TNU and grassroots level. For the applied products on the educational science, they must be used to foster off-campus and provided revenue [H6.3.06.16]. However, the total funding transferred to localities from scientific and technological activities was still low, not commensurate with TUE's staff resources.

Indicator 3.6.4. TUE research results promotes policy development and plan, innovation in educational sciences and dissemination of research results on a national, regional and international scale.

TUE has collaborated with national research institutes and universities to organize a number of scientific activities, training and fostering (organizing symposia, fostering teachers, organizing scientific seminars on issues of education innovation, innovation of teacher fostering program, ...). Symposia, conferences, seminars shared applied research results in renovating curriculum to meet the requirements of renewing the general education curriculum, innovating teaching methods and evaluating students [H6. 3.06.17]. In particular, TUE collaborated with the Institute of Mathematics to organize a

scientific conference for young students and a Math festival. TUE created a scientific forum for young students to have the opportunity to publish research results of Mathematics and other reforming mathematics curriculum at high schools. The conference had the participation of many teachers of high schools in Thai Nguyen province, creating a lively discussion forum about new research results in developing general education programs and applying in innovation of teachers training program in pedagogical institutes [H6.3.06.43]. Since school year 2016-2017, TUE held an annual scientific conference on renovating teacher training program in the context of industrial revolution 4.0, which innovated teacher training to meet the requirements of program innovation in general education, STEM education development in Vietnam, etc. Workshops had the participation of reporters delegating from many countries such as the United States, Japan, Germany, Korea, Taiwan, Australia , New Zealand, Singapore, Hong Kong, Ireland, Thailand, etc. in which TUE's STEM education research group has collaborated with the research team of Khon Kaen University (Thailand) to organize seminars in Thailand and Vietnam. They published many general scientific articles in prestigious international journals [H6.3.06.45].

Implementing the science and technology development plan for the 2016-2020 period, and the 2017-2018 academic year plan, the scientific research results are associated with promoting the development of educational science [H6.3.06.07].

In the school year 2016-2017, TUE's teachers published 21 textbooks for training, 192 articles [H6.3.06.36] with nearly 70% of them on educational topics, on making policies for renovating educational science, on innovating teaching and learning methods, on understanding the state of education and improving educational practices in subjects, and on applying teaching methods according to capacity-based approach [H6.3.06.46], and most of them became subjects for postgraduate training. It is the spread of TUE's scientific research results to the education community and the region. There were many results on the development of teacher training programs, the scientific research

environment in pedagogical institutes, and education with nationalization of pedagogical students [H6.3.06.46]. In addition, based on scientific research products, TUE signed 07 contracts of training and fostering knowledge for teachers, lecturers of other educational institutions and localities, and also got additional sources of income. The scientific results were reflected in 30 published international articles many of which were reported at national and international conferences and seminars [H6.3.06. 36].

In the school year 2017-2018, the University tested and accepted 26 textbooks and 05 textbooks were published[H6.3.06.42], 340 articles were published in the national magazines in and abroad nearly 70% of which were articles on the educational topic, on policy making educational science innovation, on teaching and learning methods innovation, on understanding the state of education and real improvement. Educational practices in the subjects, on applying the teaching method towards competency-based approach and most of them became the subjects for postgraduate training [H6.3.06.42]. It is the spread of TUE's scientific research results to the education community and the region, including many results on the development of teacher training programs, the scientific research environment in pedagogical institutes, and education with nationalization of pedagogical students. The scientific results were reflected in 30 published international articles many of which were reported at national and international conferences and seminars [H6.3.06. 36].

In particular, TUE has developed regulations to use revenues from international cooperation to develop international publications, encourage staff and teachers to attend and report at domestic and international scientific conferences, and especially research in educational sciences. TUE supported a part of funding for attending international conferences for lecturers, teachers who had reports and articles published in international journals or international conference proceedings under ISI / Scopus list [H6 .3.06.45]. In the school year 2017-2018, TUE sent 13 lecturers and teachers to attend and report at the I AM STEM International Conference at Khon Kaen University in Thailand. The

reports at the Conference focused on discussing experiences in developing STEM education programs in countries in the region and solutions to implement this model at high schools in Vietnam. The articles of TUE's teachers were published by the Conference Organizing Committee in the journal of the list of Scopus [H6.3.06.45]. On that basis, TUE implemented the proposal of science and technology researches on "Developing STEM education programs for high schools" of Thai Nguyen, Lai Chau, Lao Cai, Lang Son and Ha Giang provinces. The proposal was highly appreciated by localities and included in the program of cooperation with TNU to improve the quality of general education for the Northern mountainous provinces [H6.3.06.46].

In the school year 2017-2018 and in the school year 2018-2019, the products of researches at national- level, ministerial-level in the ETEP Program, researches of the Northwest Program contributed to the development of policies and had influences on the national and regional levels, for example, developing pedagogical teacher professional standards (2017). It was transferred to the MOET to draft a Circular on the promulgation of pedagogical teacher professional standards; complete the project on reorganizing the network of pedagogical universities and forming a number of key pedagogical universities; study and assess Vietnamese language ability for foreigners, ... [H6.3.06.46].

2. Strengths

TUE has policies that promote research, development and innovation. TUE implemented strong priority policies to promote research, development and innovation. The scientific research results were applied in the teaching and learning activities. TUE has signed many memorandums with research institutes, universities and localities in training, scientific research and technology transfer.

3. Weaknesses

There were few international publications, and there were not many articles published in ISI / Scopus journals, especially in the field of educational science; there was no specific policy to link scientific research with local needs of science

and technology. There were no policies to promote science and technology research which can transfer. The number of researches and applied researches was limited and there was no specific assessment of scientific research results integrated into teaching and learning. The annual funding source for scientific and technological activities was not commensurate with the capacity of TUE's highly qualified staff.

4. Action Plan

No.	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	Improvements	Promote activities of deeply research groups, whose products are ISI / Scopus articles.	Deeply research groups.	9/2019	12/2020
2		Encourage and order grassroots scientific research and apply them to renovate TUE's training activities.	Department of Research Management & International Cooperation	9/2019	12/2020
3	Strength reinforcements	Increase annual funding sources for the implementation of grassroots scientific and technological researches which was ordered by TUE.	Department of Research Management & International Cooperation	9/2019	12/2020
4		Implement	Department of	9/2019	12/2020

		collaborative activities with research institutes, universities, localities in scientific research and technology transfer.	Research Management & International Cooperation		
5		Promulgating policies to support teachers and learners in scientific research; using revenues from international cooperation activities to develop international publications.	Department of Research Management & International Cooperation	9/2019	12/2020

5. Self-assessment

Indicator	Scale						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Indicator 3.6.1				X			
Indicator 3.6.2				X			
Indicator 3.6.3				X			
Indicator 3.6.4				X			
Overall opinion	4.0						

Criteria 3.7: Support for research, revelopment and innovation

1. Description

Indicator 3.7.1. TUE supports lectures in carrying out research and technology transfer.

TUE's strategic plan determined to improve the system of documents of management, supporting and promoting lecturers' scientific research results[H7.3.07.01]. The document regulating scientific and technological management specified the mechanisms, policies of encouragement, reward and supporting TUE's individual in science and technology activities. Consequently, the implementing scientific research and other science and technology activities of lecturers and learners were prescribed according to the legal framework and process. TUE had preferential treatment for scientific research of lecturers and technology transfer [H7.3.07.02]. TUE had regulations for awarding students with high prizes in scientific research and National Olympiad [H7.3.07.28]. Department of Research Management & International Cooperation helped TUE organize and manage scientific research activities of lecturers and learners.

TUE had plans for annual science and technology activity and regular notices guiding detailedly the implementation of scientific research and other science and technology activities of teachers which suit practical conditions [H7.3.07.03], [H7.3.07.11]. TUE had a regulation on how to exploit the experimental technical facilities for teachers in scientific research and in cooperation with high schools [H7.3.07.04]. TUE had regulations of management and using of equipment and consumables in practice, experiments so that teachers and learners could exploit and use the laboratory practice effectively when performing the scientific research and other science and technology activities [H7.3.07.05]. TUE built a scientific database management software for teachers and learners, so that teachers could update individual research results to the system. These data could be referencess for other lecturers[H7.3.07.24]. TUE issued regulations governing deeply research

groups. Therefore, TUE stipulated standards for establishing deeply research groups; defining the functions and rights of the research groups. At the same time, the contents of supporting the deeply research group were also clearly identified when implementing the assigned scientific research[H7.3.07.07]. TUE signed cooperation documents with 9 research institutes and universities in the country and 3 foreign universities, which were the advantages for Tue's teachers to cooperate with scientific research partners. outside school [H7.3.07.08]. TUE organized many international scientific conferences on educational sciences so that the teachers had conditions to publish new scientific research results [H7.3.07.09].

TUE had a policy of financial support for teachers to implement scientific research and other science and technology activities. Therefore, the researches at the grassroots and TNU levels were funded according to the type of product; Lecturers publishing scientific papers were supported 10 million VND / 1 Scopus article, 15 million VND / 1 ISI article, and an additional 5 million VND if the ISI / Scopus article is about educational science ; Teachers and learners are rewarded for winning high prizes in scientific research; Highly qualified teachers are supported monthly funds; Teachers are supported with a part of funding to attend and report on scientific research results at scientific conferences outside TUE [H7.3.07.29], [H7.3.07.10], [H7.3.07.06]; deeply research groups were provided with funding to implement the researches whicn were approved in plan [H7.3.07.07]; especially lecturers who had scientific research results transfer were rewarded as international articles [H7.3.07.02].

With the role of a functional department, the Department of Research Management & International Cooperation advises and directly manages the Science and Technology activities, and regularly supported teachers to implement their scientific research such as: Providing information to register researches, to register for scientific seminars, to bid for topics, to complete the procedures related documents; to guide and support of administrative procedures related to standardized forms [H7.3.07.11]; support teachers to complete

procedures for attending and reporting seminars in accordance with regulations [H7.3.07.10]; Confirm relevant intellectual property procedures.

	Year 2016-2017	**Year 2017-2018**	**Year 2018-2019**	Ghi chú
National researches	3 **researches** - 2 new Nafosted topics approved in 2016 (Kien, Thuong), - 1 topic under the Northwestern program approved in 2016 (Quarter) 5 topics (11826 million):	**5 researches (11826tr):** - 2 new topics Nafosted approved in 2017 (Dung, Ha) 1300 million, - 3 new projects approved by the State in 2017 (Hang, Nguyen, Ngoc Anh) 10526 million 8 topics (14120 million):	**8 researches (14120tr):** - 1 Vietnam Belgium project was approved in 2018 (Quang) 2000 million, - 1 national program was approved in 2018 (Quang) VND 4750 million, - 1 State-level project approved in 2018 (Mercury) 3428 million, - 1 Nafosted topic approved in 2018 (Mau) 798 million,	List of researches [H7.3.07.13]

			- 4 Nafosted topics approved in 2019 (Kien, Khang, Thuong, Quan) 3144 million	
Ministary researches and equipvalent	**17 researches (2219tr):** - 8 B-level projects 2016 ~ 1500 million, - 9 projects at University level 2016 ~ 719 million 22 topics (3352 million): - 10 B2017 ~ 3040 million ministerial level projects, - 12 university level projects in 2017 ~ 312 million	**22 researches (10749 million):** - 10 B2017 ~ 3040 million ministerial level projects, - 12 university level projects in 2017 ~ 312 million 19 projects (10749 million):	**19 researches (10749tr):** 19 projects (10749 million): - 1 project of ministerial level B2018 ~ 600 million - 5 B2019 ~ 3650 million ministerial level projects, - 9 university level projects in 2018 ~ 400 million VND - 3 university level projects of the University of 2019 ~ 150 million - 1 new	List of researches [H7.3.07.13]

			provincial project approved in 2019 (Phuong) ~ 5949 million	
Đề tài cấp cơ sở	**14 researches (392tr):** - 36 researches CS2015 enede 2016	**36 researches (465tr):** - 36 researches CS2016 ended 2017	**17 researches (963tr):** - 7 researches CS2018 ~ 80 million, - 10 researches CS2019 ~ 883 million	List of researches [H7.3.07.13]
Báo trong nước	**287 articles (52 international)** - 85 articles (12 articles international) in 2016, - 202 articles (40 international) in 2017, (85+202=287 articles) (12+40=52	**355 articles (42 international):** - 145 articles (18 articles international) in 2017, - 210 articles (24 international) in 2018, (145+210=355 articles) (18+24=42 international	**307 articles (45 international):** - 150 articles (16 articles international) 5 in 2018, - 157 articles (39 international) in 2019 (not all), (150+157=307 articles) (16+39=45 international articles)	List of articles [H7.3.07.14]

	international articles)	articles)		

Indicator 3.7.2. TUE determines different research activities for lecturers to complete their research duty.

Based on the lectureres' scientific research duty prescribed in Document No. 2537 of TNU [H7.3.07.12], based on TUE's science and technology activities for the 2016-2020 period[H7.3.07.30], TUE issued and updated the Regulations on TUE's Science and Technology Management [H7.3.07.02]. Accordingly, all types of scientific research activities of teachers and learners are specified and instructed, such as: proposing, implementing and implementing scientific and technological researches at national, ministerial and TNU levels and grassroots levels; organization of scientific conferences at TUE; the guidance of scientific research for students; student startup activities, writing articles and publishing scientific papers ...; At the same time, policies to support teachers in scientific research are also presented there. TUE has regulations for deeply research groups [H7.3.07.07] in order to create a favorable environment for research groups to improve the quality of TUE's scientific research results. In order to create more favorable conditions for teachers, TUE annually promotes science and technology activities at the beginning of school year 2017-2018, 2018-2019, 2019-2020 [H7.3.07.03]. TUE specified a number of prioritized science and technology tasks in the year as well as set targets and manners for teachers to easily select the most suitable scientific research activities, such as: proposing, developing science and technology researches at all levels; guiding studetns do scientific researches; writing articles for seminars organized by TUE; writing scientific papers; composing textbook, ...

As a result of implementing the above plans, in the school year 2017-2018 , 15 new researches were approved with a total budget of 15,178 million (5 national projects, 10 ministerial-level projects, 12 university-level projects) and

in the year 2018-2019, 27 new researches were approved with a budget of 24,869 million (8 researches at national level, 6 at ministerial level, 12 at university level, 1 at provincial level) [H7.3.07.13]; In the last three years of 2017, 2018 and the first half of 2019, TUE's teachers published 862 scientific articles (including 128 international articles, with 79 ISI / Scopus articles) [H7.3.07.14]. In the last three years of 2017, 2018, 2019, TUE's teachers guided 546 students' scientific researches [H3.3.07.15], TUE published 26 textbooks [H7.3.07.16]; TUE sent many lectureres to attend and report at the national science conference[H7.3.07.17]. TUE organized 10 seminars in the country and 10 seminars with foreign elements to create an environment for lectureres to attend and present research results [H7.3.07.09]. TUE connected with a number of institutes through many ways, such as organizing conferences to sign cooperation documents on science and technology activities or organizing seminars between the stakeholders, ... in order to create favorable environment for teachers to connect with experts of the same professional field, to cooperate in scientific research development; at the same time to create a bridge between the University and the high schools so that teachers had conditions to apply the research results of their educational plan [H7.3.07.09].

Summary of the various science and technology activities was fully reported in the year-end conference in 2017, 2018, 2019 [H3.3.07.18]. In July 2017, July 2018 and July 2019, TNU's groups came to examine the results of TUE's science and technology activities and had a diary[H7.3.07.19].

Based on the results of science and technology activities of the previous school years, at the beginning of the next school year 2017-2018, 2018-2019, 2019-2020, TUE has adjusted and supplemented to balance major orientations for different activities of science and technology to suit the conditions and competencies of each teacher for each year [H7.3.07.03].

Indicator 3.7.3. The lists of research projects, facilities and equipments for research are updated and disseminated throughout TUE.

The update and dissemination of the list of topics, facilities and equipment for research has been done annually in accordance with Regulation of 3 dissemination by the MOET and TUE's guiding documents[H7.3.07. 20] (A list of public researches on the University at website: http://dhsptn.edu.vn/uploads / news / 2019_07 / bieu-18.pdf).

The list of researches at all levels and the status of implementation and the list of international scientific articles was updated online so that TUE's lecturers can follow the situation. Consequently, teachers could select suitable research topics with research directions[H7.3.07.21]. (Public on the University website: http://dhsptn.edu.vn/uploads / news / 2019_05 / baoqt_1998-2018.pdf) and [H7.3.07.22]. At the same time, the list of informatics equipment, laboratory equipment, equipment for pedagogical practice rooms, library rooms, etc. was publicized on TUE's website for teachers, learners and scientists to follow and contact [H7.3.07.23] (The list of facilities and equipment is published on the University's website: http://dhsptn.edu.vn/uploads / news / 2018_04 / bacongkhai-bieu22.pdf). TUE built its own scientific database management software to manage the list of researches, the list of scientific articles, the list of textbooks, ... and teachers'scientific CV in order to find and exploit information more convenient [H7.3.07.24] (Website of the scientific database management software of the faculty in the University: http: // daotao. dhsptn.edu .vn / login / Login.aspx).

In the process of using laboratory equipment, teaching and learning facilities, TUE collected feedback from users about the equipment [H7.3.07.25] (integrated in IU software). Every year, TNU has a record of checking and evaluating TUE's activities on equipment for training and scientific research in 2017, 2018, 2019 [H7.3.07.26].

In 2019, TUE developed and issued a regulation of cooperation with schools in using of laboratory equipment [H7.3.7.04]. The project of Physics - Chemistry - Biology Laboratory was deployed with the investment of 30 billion

VND to support modern practical laboratory equipment serving scientific research , and training and fostering [H7.3.7.27]. TUE has not yet finished building the regulations of exploitation and use of laboratory practice equipment.

2. Strengths

- TUE had supporting policies in many aspects (organization, finance, methods and manners) for teachers to do scientific research and other science and technology activities.

- TUE issued regulations on management of science and technology activities to better support teachers and learners in scientific research, especially scientific researches in the field of educational science.

- TUE has built the scientific database management software to support teachers in doing scientific researches.

- TUE issued regulations on management of deeply research groups and regulations on the use of revenues from international cooperation to develop international newspaper publication to encourage and support teachers to do scientific researches.

- TUE updated and changed internal spending regulations to better support the research activities of teachers and learners.

- TUE clearly identified the criteria, conditions, requirements in science and technology activities for teachers to choose (to do researches at all levels, write textbooks, write articles, attend international seminars, guide students to do scientific research, write scientific papers, ...).

- TUE regularly organized and implemented a variety of science and technology activities so that the lecturers had the opportunity to attend (organizing an international scientific conference for teachers of the field of educational science to have the opportunity to publish international articles ...).

- TUE built a database management software to serve teachers and students in scientific research.

- TUE issued a regulation on cooperation with high schools in the exploitation and use of experimental equipment.

- TUE is developing regulations to use laboratory equipment for teachers, topic subjects and learners.

- TUE published a list of equipment researches for scientific research activities of teachers on the website.

3. Weaknesses

- TUE has not finished building the regulations of exploitation and use of practical laboratory equipmento for teachers, project managers, and learners.

- The Database management software has been built but entrying data stage was not completed.

- There were still some contents in the orientation of the different science and technology activities that are not really suitable for many teachers at the moment. Therefore, there are few teachers capable to participate (International conferences had not attracted most of the University's lecturers to write articles, ...).

- There were a few teachers who have not found suitable science and technology activities, so they did not finish their scientific research duty.

- The time of promulgating the plan and the implementation of some science and technology activities was short, so the teachers and interested people could not attend.

- The introduction of equipment and looking up experimental equipment is not easy for teachers.

4. Action Plan

No.	Objectives	Actions	Responsibilities	Duration

				Start	End
1	**Improvements**	Issue regulations on the use of laboratory equipment at the University	Department of Facility Administrative and Services	1/2020	9/2020
2		Carefully selected topics in science and technology activities	Department of Research Management & International Cooperation	1/2020	9/2020
3		Build experimental equipment management software to advise to users	Department of Facility Administrative and Services Faculty of Physics, Faculty of Chemistry, Faculty of Biology	1/2020	12/2021
4	**Strength reinforcements**	Build an earlier plan to better prepare and organize the operation	Department of Research Management & International Cooperation,	1/2020	9/2020

		Instruct teachers to update scientific research data into the software	Department of Research Management & International Cooperation	1/2020	9/2020
5					
6		Update teachers' scientific research data into the software	Department of Research Management & International Cooperation	1/2020	6/2020

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 3.7.1				X			
Indicator 3.7.2					X		
Indicator 3.7.3				X			
Overall opinion	4.3						

Standard 4 - External collaboration

Criterion 4.8 - Regional/local cooperation

1. Description

Indicator 4.8.1. TUE regularly plans and implements professional development programmes for school teachers and managers.

The mission of the University has clearly stated: *TUE is the key educational institution in training and fostering teaching staff and high-quality educational managers; It is a center of scientific and technological research and application in the field of education, serving education training, socio-economic development of the whole country, especially in the Northern Midland and Mountainous area in the North.* By 2030, TUE is the country's leading key university of research and application-oriented education with priority on STEM education and multicultural education, teaching according to learning outcomes; on par with Southeast Asia's pedagogical universities and international integration; create and provide a learning environment, professional scientific research; ensure graduates, especially ethnic minorities with broad, intensive knowledge, with competitive capacity and with capacity of adaptation to changing educational contexts in Vietnam and Southeast Asia [H8.4.08.01]. Therefore, it can be seen that the mission and strategic vision have shown the need to cooperate with local and regional communities in educational activities and transfer of scientific research results.

In order to identify the need for cooperation with localities, the need for regular fostering for teachers and the general education managers, TUE sent cooperative groups to localities; organized meetings and conferences with local leaders, leaders of high schools in Thai Nguyen, Bac Kan, Cao Bang, Bac Giang, Ha Giang, Lang Son ... to identify the need for cooperation. Thereby, the University signed of memorandums, cooperation agreements and training and fostering contracts with continuing education centers and schools in the provinces [H8.4.08. 02].

In 2014, with the support of the POHE 2, TUE has sent experts to Quang Ninh, Tuyen Quang, Cao Bang, Ha Giang, Lang Son, Bac Kan to survey the stakeholders' needs and then develop more than 100 fostering courses [H4.4.08.03]. In addition, TUE has cooperated with localities to carry out a number of research and technology transfer projects relating to life skills and values for students and to improve teachers and managers' competencies. The

research of "Studying the situation and proposing measures to improve the education quality of Bac Kan province" has been transferred to Bac Kan province and contributed to the improvement in the province. The research "Literature Compiling Materials for High School Students in Thai Nguyen Province" has proposed measures to promote students' activeness and to compile reference materials for capacity development of studying Literature for Thai Nguyen students. The topic of researching and deploying regular distance training in Geography for high school teachers in Thai Nguyen has been resulted in a website and a database for the purpose.[H8.4.08.04].

In 2017, in order to meet the demand for school managers in the implementation of the new general education curriculum, TUE invited international experts from the University of Wollongong (Australia) to train more than 300 principals, deputy head teachers, and educational leaders from Thai Nguyen, Quang Ninh, Bac Kan, Lao Cai, Phu Tho, and Hai Duong [H4.4.08.05]. The training provided necessary knowledge and skills to help successful implementation of the general education program renovation.

In the academic years 2015 - 2016 and 2016 - 2017, TUE has sent hundreds of lectures on a one week field trip to schools and kindergartens in Thai Nguyen, Bac Kan , Tuyen Quang, Quang Ninh, and Cao Bang [H4.4.08.06]. The results of the practical studies help teachers to develop topics for teacher training and general education management teachers to meet the needs of localities. In addition, 08 projects have been developed to develop the learning community [H8.4.08.07], deploy plans to foster and support school teachers to meet the requirements of renewing new general education [H8. 4.08.08]. Through these activities, it aims to create opportunities for people to study regularly and learn for life; build capacity for teachers of the school and the capacity of teachers of secondary schools. Besides, TUE also regularly invites experienced teachers to teach, teach pedagogical skills to students before going to practice pedagogy [H8.4.08.09].

Every year, TUE organized many seminars and conferences with stakeholders such as the Department of Education and Training, continuing education centers, schools / kindergartens practicing pedagogy. The objective of the seminars and conferences is to collect comments, advice, and evaluation on the content of the teacher training programs and educational managers of localities and education experts. Based on the analysis of suggestions at conferences and conferences, TUE adjusted the curriculum and fostered teachers and education management staff towards meeting the needs of high schools. Conferences and seminars have been organized periodically such as: summation meeting of pedagogical practice; conference summarizing the actual professional work; Conference of principals of schools and kindergartens; seminar on training curriculum innovation, teacher training and education management staff, ... [H8.4.08.10]. Through the exchange and discussion at conferences and seminars, TUE evaluated the effectiveness of the coordination of training and fostering between TUE and localities, high schools / kindergartens. Thereby TUE proposed solutions to improve the effectiveness of cooperation in developing training program and training.

Since 2018, TUE implemented a fostering program according to professional titles for preschool teachers, junior high school teachers, high school teachers and the fostering program on counseling capacity for thousands of learners who are preschool teachers and general education teachers at many levels across the country [H8.4.08.11]. TUE also held a Conference, signed a memorandum with more than 30 general education institutions in Thai Nguyen province on the effective use and exploitation of laboratories and practice. Tt the same time TUE deployed specific fostering activities for general teachers to support and gradually improve the teaching capacity of subjects with practical experiments for the teachers of general education [H8.4.08.12] .

TUE also developed and implemented the teachers' fostering and supporting plan with the goal of helping teachers of subjects: Geography, Physics, Technology, Biology, Chemistry and English at high schools in Thai

Nguyen province. The plans expected to enhance the capacity of designing lessons, teaching effectively to meet the requirements of the new high school education program [H8.4.08.13].

Currently, TUE had 03 fostering certification programs for lecturers, teachers, and education managers: Fostering education management certification; Fostering pedagogy certificates for teachers of higher education institutions; Fostering certificates according to the standards of professional titles of teachers at all levels [H8.4.08.14].

In order to create favorable conditions and opportunities for everyone to study regularly and be lifelong learning, especially to create teachers' influence on teachers of the same majors at schools; to create connection, sharing, cooperation and learning environment; to develop career continuously, to meet the requirements of renovation of general education and preschool education, TUE built regulations and implemented activities of professional learning community under the control of TUE [H8.4.08.15].

Indicator 4.8.2. TUE regularly cooperates with universities and other stakeholders to collaboratively organize events on educational sciences.

TUE regularly collaborates with universities and other stakeholders to implement activities and organize educational science events.

Every year, TUE often organizes consultancy activities of recruitment to introduce and advise TUE's image and brand; help candidates have the most comprehensive and full view of TUE as well as the enrollment plan in order to attract a large number of candidates registering to learn at TUE [H8.4.08.16].

In order to help students improve their career skills as well as create more job opportunities for the final year students , TUE organized job fair activities for students which created opportunities for students to interact, learn about job opportunities as well as listen to sharing from managers of schools. In the meeting between students and Board of TUE, students were answered questions

about job recruitment information, job opportunities as well as gained valuable pedagogical professional experience [H8.4.08.17].

TUE has cooperated with the Department of Teachers and Education Managers (MOET), Hanoi National University of Education, Hung Yen University of Technical Education, University of Foreign Languages - University Hanoi National University and the Central University of Pedagogy to organize a training course on "Developing training programs for general teachers" for 133 teacher training institutions in country. TUE sent many experts directly to universities and colleges to share experiences on the development teacher training programs such as Hanoi Pedagogical University 2, Hanoi Capital University, and Dong Thap University, Ho Chi Minh City University of Finance and Marketing, Ngo Gia Tu College of Education (Bac Giang), Lang Son College, Dien Bien College, Vinh Phuc College, Ha Giang College, ... [H8 .4.08.18]. TUE cooperated with Dong Kham Xang College in Lao to run fostering courses on educational research methods, teacher training program for teachers of 7 pedagogical colleges in Lao[H8.4.08. 19].

From 2012 to 2015, along with 7 other universities in the country TUE participated in the Project of Applied Career-oriented Higher Education (POHE) Phase 2. With advice, and support of Dutch educational experts, TUE conducted student-oriented training program[H8.4.08.20]. Through the implementation of Project POHE 2, TUE has improved the capacity of program development and run the career-oriented training process. In addition, TUE collaborated with 6 major pedagogical universities throughout the country to organize many conferences on the training programs development, to renovate teacher training programs and to improve the capacity of teaching staff. [H8.4.08.21].

In 2015, the International Workshop on "Teacher Training Curriculum Development: Opportunities and Challenges" with the participation of 14 education experts from Japan, Taiwan, Lao People's Democratic and many lecturers from pedagogical universities nationwide created an academic forum

for TUE's lecturers to exchange experience [H4.4.08.22]. In 2016, TUE successfully organized the international workshop "Teacher Training and Retraining to meet the requirements of comprehensive and fundamental educational reform" with the participation of numerous education experts from Australia, Germany, Taiwan, Thailand, Laos, Vietnam [H4.4.08.23]. In the context of the strong development of the Industrial Revolution 4.0, the context of reforming the general education curriculum and confirming the role of STEM / STEAM education in the new general education program, July 2018 , TUE organized the ICTER International Science Conference with the theme "Teacher training in the context of the Industrial Revolution 4.0" and in September 2019, TUE organized the ICTER International Science Conference with the theme "I AM STEM 2019 "[H8.4.08.24].

In 2018, TUE collaborated with the Institute of Mathematics - Vietnam Academy of Science and Technology to successfully organize the "Young Teachers Scientific Workshop on Mathematics - Specialized Talk and daily course activities with mathematics" . The conference were attended by many scientists and teachers of the Institute of Mathematics, more than 30 TUE's teachers, 250 students, graduate students, graduate students of the Mathematics Department. Especially, the workshop attracted more than 60 teachers who are principals, vice principals, professional leaders and key teachers at high schools, junior high schools and primary schools in Thai Nguyen province to participate [H8.4.08.25].

In order to review the training programs, in November 2018, TUE held a Conference to gather stakeholders' opinions on the training program's learning outcomes in order to update and adjust the training programs, to improve the quality of training programs to meet the requirements of society and employers [H8.4.08.26].

In order to create connection, sharing, cooperation and learning environment among lecturers, teachers and preschool teachers for continuous

professional development to meet the requirements of general education renovation, every year, TUE regularly sends about 25-30 teachers to high schools / kindergarten to deploy professional learning community activities[H8.4.08.27] .

Every year, TUE has implemented the Training program according to professional titles of preschool teachers, junior high school teachers, high school teachers and the fostering program of counseling capacity for thousands of learner who are preschool teachers and general education teachers at many levels[H8.4.08.28]. TUE also organized a conference, signed a cooperation document with more than 30 general education institutions in Thai Nguyen province on the effective use and exploitation of laboratories. At the same time, TUE deployed specific retraining activities for general teachers to support and gradually improve the capacity of teaching subjects with practical experiments [H8.4.08.29] .

2. Strengths

- TUE has signed many MOUs and MOAs with provinces and universities to organize many events in the field of science and education, to coordinate and improve the teachers, lecturers and managers' competences.

- TUE organizes regular seminars, conferences and events on science education in order to collect experts' advice on curriculum development in teacher training programs.

3. Weaknesses

- There were a few number of fostering courses for teachers and general education management staff in localities.

- TIE's capacity fostering activities for teachers and general education managers only focused on Northern mountainous provinces.

- A few research topics; technology transfer activities between the University and localities.

- Consultancy and communication activities to introduce about the educational events, enrollment, and promoting the image of TUE were not abundant and diverse.

- The effectiveness of cooperation activities with stakeholders has not been periodically evaluated to develop an improvement plan.

4. Action Plan

No	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	**Improve-ments**	Make plans and coordinate with localities, research institutes and universities throughout the country to organize educational science events.	Department of Research Management & International Cooperation	1/2020	12/2020
2	**Strength reinforcements**	Develop cooperation programs with localities to deliver more fostering courses.	Department of Training	1/2020	12/2020
3		Promote scientific research activities in the field of education to	Research Management & International Cooperation	1/2020	12/2020

		transfer scientific research of education to localities			
4		Diversified consulting and communication activities to introduce about TUE's educational events, recruitment and promotion of TUE's image	Research Management & International Cooperation	1/2020	12/2020
5		Build a regular plan to evaluate cooperation activities with stakeholders	Research Management & International Cooperation	1/2020	12/2020

5. Self-assessment

Indicator	Scale						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Indicator 4.8.1				X			
Indicator 4.8.2				X			
Overall opinion	**4.0**						

Criterion 4.9: International Collaboration

1. Description

Indicator 4.9.1 TUE has policy to encourage learners and teachers to participate in international networks, conferences, projects and publications within the networks.

The policy of encouragement teachers and learners to participate in international networks, workshops, projects, researches and publication programs was reflected in the TUE's strategic plan for the 2016-2020 periods and vision 2030, regulations on the management of international cooperation activities and internal spending regulations, agreement to implement the ETEP Program [H9.4.9.01, H9.4.9.02, H9.4.9.03], [H6.3.06.05].

TUE appreciated "*creating opportunities and favorable conditions for teachers and trainers to study abroad to improve their professional skills, foreign languages and expand their relationships with international individuals and partners*"; "*Creating conditions for students to study in an educational environment*" [H9.4.9.01]. TUE determined the principle of organizing international cooperation activities as "*encouraging and creating the best conditions for units and individuals to develop international cooperation*" [H9.4.9.02].

TUE provides financial support (tickets, accommodation, meals, travel expenses ...) in accordance with Circular No. 102/2012 / TT-BTC for officials and employees of TUE to work abroad. At the same time, TUE also considers, facilitates time and decision-making procedures, and holds passports and visas, procedures for entry and exit for teachers and trainees on study trips abroad. [H9.4.9.02, H9.4.9.03], [H6.3.06.05].

In the academic year 2016-2017, TUE organized 10 teams of managers and teachers to exchange experiences in management and discussion on the implementation of cooperation activities in training, short-term scientific research, thematic studies and conferences, workshops in Japan, the United

States, China, Thailand [H9.4.9.04]; 05 lecturers study Ph.D. abroad [H9.4.9.08]; 12 students participate in exchange research and cultural exchange in Taiwan [H9.4.09.05].

In the school year 2017-2018, TUE has organized 13 teams of managers, teachers and students on business trips, studying, training, attending international summer camps in Australia, Philippines, Taiwan, Laos, Thailand and China with a total of 54 individuals [H.9.4.09.04]. Since August 2018 , TUE has sent 04 groups of teachers on business trips, attending international training seminars in China, USA, Hungary, Finland with a total of 10 individuals [H.9.4.09.04]; 12 teachers study PhD and 02 teachers study master courses abroad [H.9.4.09.08].

In the academic year 2016-2017, TUE held 1 international conference and 07 seminars with foreign elements with the participation of educational experts from Japan, Australia, the United States, Germany, and Taiwan. Loan, Thailand, Laos [H9.4.09.11].

In the school year 2017-2018, TUE held 1 international conference and 12 seminars and conferences with foreign elements. Since August 2018 , TUE has organized 1 international conference and 02 conferences and seminars with foreign elements [H.9.4.09.11].

Through international cooperation activities, the revenue from international cooperation activities increases [H9.4.09.02]; International students studying at the University increased in number and diverse nationalities [H9.4.09.13]; The number of articles published in prestigious international journals in the school year 2016-2017 has increased by 150% compared to the previous school year and the number of international articles in the school year 2017-2018 has increased by 160% compared to the school year 2016-2017 [H9.4.09.13]; teachers' foreign language competency and teaching manners have been improved; The educational environment is gradually being internationalized;

The University's role and position is also affirmed and enhanced in the region and in the world.

These activities are evaluated annually in the school year-end reports, in which TUE's achievements and shortcomings were identified in policies of international cooperation. On that basis, TUE also set out the solutions for those shortcomings [H9.4.09.13].

During the two academic years 2015-2016 and 2016-2017, TUE signed 05 Memorandums, Cooperation Agreements and Training Contracts with educational institutions of Taiwan, Thailand and Laos [H9.4.09. 07].

In the academic year 2016-2017, TUE welcomed 03 teachers and 14 master's students from University of Wollongong (Australia) to practice internships at high schools in Thai Nguyen province; 18 students majoring in Vietnamese tourism from Udon Thani Rajabhat University (Thailand) attended the Vietnam Language course, Culture and Art Course; 29 students from Fengchia University (Taiwan) participated in Vietnamese courses and experienced Vietnamese culture [H9.4.09.05]; joint training from college to university for dozens of students graduating from pedagogical colleges of the Lao People's Democratic Republic [H9.4.09.09].

In the school year 2016-2017, TUE purchased air tickets, supported transportation, accommodation and paid salary for 32 educational experts from prestigious universities in the world such as Japan, Germany, Australia, Taiwan ... teaching master's students, organizing seminars and participating in international seminars [H9.4.09.07]. 10 teachers were sent to training courses of program development and professional development in developed education countries such as Australia, the United States, Japan, China and Thailand [H9.4.09.04]. 12 students also benefited from the partner schools' support to participate in exchange programs to improve their foreign language skills, cultural understanding and to exchange internationally [H9. 4.09.05].

These cooperative activities continued to be maintained and promoted in the 2018 academic year. TUE developed a mechanism to attract teachers, experts, trainees, foreign students. This mechanism and policy were issued in 2019 [H9.4.09.03]. The University has signed 09 Memorandums with foreign universities [H9.4.09.07].

From July 2017 to December 2018, the University signed 11 memorandums and 05 training contracts with foreign universities. These were important bases for TUE to deploy cooperative activities in training, student exchange, teacher fostering and scientific research cooperation, announcement of common researches.

TUE welcomed 45 international delegations to work and study with 312 people (an increase of 10 delegations and 91 visitors compared with 2017) [H9.4.09.10]. Specifically: welcomed 02 teachers and 11 master's students from University of Wollongong (Australia) practicing in vocational schools at Thai Nguyen province; 09 students majoring in Vietnamese tourism from Udon Thani Rajabhat University and Sipalkorn (Thailand) attended the Advanced Vietnamese Course; 40 students of Fengchia University (Taiwan) participated in Vietnamese courses and experienced Vietnamese culture; 11 teachers, students of Taipei University of Education come to meet and experience local culture [H9.4.09.32]; 40 Japanese teachers, and students, attended the International School of Commutative Algebra; 01 English teaching assistant under the Fulbright Program [H9.4.09.10]; TUE granted Vietnamese training scholarships for 36 students from colleges of the Lao People's Democratic Republic [H9.4.09.09]. TUE mobilized a variety of resources to support tickets, accommodation and to pay salary for 73 teachers and foreign experts from the US, Japan, Germany, Australia, New Zealand, South Korea, and Taiwan, Thailand who came to teach students, organize seminars and participate in international seminars [H9.4.09.11].

In the school year 2018-2019, TUE signed 12 new cooperation contacts with foreign universities and sent 16 groups to work with universities in Taiwan, Hong Kong, Cambodia, Thailand, Australia, USA, Russia, Hungary, Japan, Korea and Lao PDR [H9.4.09.07]. In addition, in the school year 2018-2019, TUE also sent many delegations to attend, report, share research results of science and technology researches at international conferences in Japan, Cambodia, and Thailand and Australia [H9.4.09.11]. TUE issued a policy to attract international experts, volunteers and international students to teach and study at TUE [H9.4.09.03]. These policies supported teachers to participate in international conferences and workshop and to publish articles in prestigious international magazines. It contributes to empowering TUE's position in the region and the world.

Indicator 4.9.2. TUE supports the development of joint training, fostering and researching programmes with foreign universities and institutions; global issues on gender, environment and globalization are integrated into all teacher training and fostering programmes.

The joint training program at all levels with developed countries, or countries using English as the official language is still TUE's shortcoming. TUE aimed to build an international joint training program in 2019 to overcome this limitation [H6.3.06.03]. In the school year 2018-2019, TUE invited 01 Teacher of Math - Informatics from Feng Chia University (Taiwan) to teach students of Bachelor of Pedagogy Mathematics in English [H9.4.09.15]. In addition, TUE was sent a US Teacher to teach English for Foreign Languages Department in the academic year 2019-2020 by the Fulbright Foundation. TUE coordinated with trainees from Thailand, Taiwan, such as Khon Kaen University (Thailand), Wollongong University (Australia) and Sunshine Coast University (Australia) to train and build capacity fostering courses for lecturers, managing STEM education, developing strategic plans, innovating teaching methods, entrepreneurship education, etc. [H9.4.09.11]. TUE collaborated with National Taiwan University to develop an international joint training program for the

Master of Theory and English Teaching Methods, collaborated with the Hebei Foreign Language Academy to develop a Vietnamese-language training program for Chinese students [H9.4.09.16].

TUE annually evaluates the effectiveness and identifies shortcomings in international cooperation activities. Thereby, TUE also made recommendations and suggestions to strengthen and further expand in the cooperative relationship between TUE and international partners [H9.4.09.07].

TUE has integrated global issues on gender, environment and globalization in the curriculum presented through subjects such as Environment and Development, Climate Change, Environmental Treatment Technology, Vietnam in the Globalization Process, Gender and Reproductive Health Education, Gender Psychology, Gender and Employment , Gender Education for Preschool Children, Vietnam Cultural Background [H9.4.09.23] . In order to assess the quality of training programs and implement action plans of improving the quality, in February 2017, TUE conducted self-evaluation of training programs of 14 departments/divisions according to a set of standards issued by the MOET. In the school year 2018-2019, TUE completed the external evaluation of 07 training programs to improve the quality of training, thereby TUE could integrate and update globalization issues into the training programs [H9.4.09.11]. TUE also organized the International Conference, ICTER on "Innovating teacher training in the context of the industrial revolution 4.0" to discuss the issues of program development, STEM education, 4.0 technology, etc. into the training program. In addition, TUE successfully organized 05 seminars with foreign elements which focused on improving the capacity of innovating the curriculum, teaching methods for teachers, students in accordance with TUE's development strategy [H9.4.09.11] , [H6.3.06.36], [H9.4.09.12].

Indicator 4.9.3 TUE has a policy of foreign languages for teachers and learners that is implemented as required.

TUE identified that the fostering foreign language proficiency for managers and teachers is one of the solutions to improve the quality of the teaching staff in "The full-course projects of the Party Committee of TUE period 2015-2020" [H9.4.09.20]. TUE also issued "Foreign Language Education and Foreign Language Strategies for Teachers in 2012-2015 period, towards 2020", stipulated the foreign language skills of teachers and students of Vietnam National University of Education, to improve the foreign language skills for teachers in the school year and assigned the Viet Bac Teachers' Training Language Center to implement the project [H9.4.09.22]. In the school year 2018-2019, in order to help students meet the prescribed foreign language standard, TUE opened fostering courses for students according to the extra English classes [H9.4.09.22].

In order to create a motivation for teachers to obtain the foreign language standard, TUE stipulated the completion of foreign language training duty according to the school year's tasks and the results was used as a basis for annual emulation and additional salary for teachers [H9.4.9.28]. In addition, TUE instructed teachers to teach foreign language to develop the syllabus and organize teaching in English. Being fluent in foreign languages (A2 with specialist, B1 with lecturer) is also a requirement of TUE's lecturers' recruiting [H9.4.9.26]. In the school year 2018-2019, TUE issued a policy to attract international experts, volunteers and international students to teach and learn at TUE in order to create an international academic exchange environment. In addition, TUE completed a foreign language project, regulations on foreign language standards for teachers and policies to support teachers to improve foreign language skills, such as teachers don't have to teach when learning foreign languages. TUE organized English club for teachers with the support of United States teachers under the Fulbright Program [H9.4.9.28].

TUE organizes language proficiency examinations annually to determine the level and assessment of the implementation of the roadmap to improve the foreign language capacity of teachers and to provide solutions to help teachers

meet the requirements [H9.4.09.2o]. At the same time, TUE conducted the placement tests for freshmen [H9.4.09.29]. Through the assessment of learners, TUE made adjustments to the curriculum, teaching methods and standards to meet the practical requirements [H9.4.09.26].

In order to support teachers and learners to meet the foreign language proficiency standards, TUE developed many foreign language learning and fostering programs taught by TUE's lecturers and foreigners [H9.4.09.22]. Through internationalization activities and supportive policies of TUE, many lecturers and students have studied, fostered, exchanged, and attended international conferences, seminars abroad, collaborative research, and joint publication [H9.4.09.36]. Since the school year 2018-2019, TUE has developed 04 teachers training programs in English (Mathematics, Biology, Physics, Chemistry) and a number of subjects teaching in English, in which Math programs teaching in English has been implemented since the school year 2019-2020 with about 50% of the modules taught in English [H9.4.09.23]. In addition, TUE had policies to encourage teachers to publish internationally, policies to encourage teachers to participate and report at international conferences abroad and policies to organize annual international conferences in order to create opportunities for exchanging, sharing experiences between TUE's teachers and scientists from countries around the world [H9.4.09.11].

2. Strengths

The school had many international cooperation activities, through which the professional competencies and foreign language competencies of staff, teachers and learners were improved. International students coming to study at TUE were increasing in number and in nationalities. TUE had specific policies to encourage teachers and participants of seminars, projects, research programs and publish articles in the international network. International conferences and seminars with foreign elements were held periodically and regularly. Cooperation with foreign educational institutions was strengthened in number

and quality in accordance with TUE's development goals. TUE promulgated regulations to promote international publication, especially international publication in the field of humanities and social sciences and educational science.

3. Weaknesses

There were no joint training programs with foreign partners and a few international publications and scientific research with foreign partners in the fields of social sciences and educational sciences. Foreign language competencies of managers, teachers and students have not met the requirements. Cooperation and sharing in the network of pedagogical universities and networks of universities in the ASEAN region were still low effective.

4. Action Plan

Designing a joint training plan with a university in Taiwan or the Philippines. Develop a plan to sign cooperation documents with other research institutes and universities in the country. Building policies to support the University's teachers in the fields of social sciences and educational sciences. Publishing research works in international journals. Building mechanism creating motivation for teachers to obtain foreign language standards as prescribed. Organizing international conferences and seminars with foreign elements. Promulgating policies to support learners to participate in fostering activities, conferences, scientific seminars, and announce scientific research results.

No	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	**Improvements**	Develop a joint training project with a Thai or Taiwanese	Department of Academic Affairs and Foreign	01/2020	12/2020

		university	Languages Department		
2		Issue regulations on foreign language competency standards for teachers	Department of Research Management & International Cooperation	12/2019	12/2020
		Plan and organize extracurricular activities to improve foreign language competency for teachers and students	Department of Academic Affairs and Foreign Languages Department	12/2019	12/2020
1				12/2019	12/2020
2	**Strength reinforcements**	Organized 01 international workshop and 05 seminars with foreign elements	Science, Technology and International Cooperation Department		
3		Issue mechanisms and plans for attracting foreign experts and international trainees to	Department of Research Management & International Cooperation	12/2019	12/2020

		exchange academic studies and teaching foreign languages.			

5. Self-assessment

Indicator	Scale						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Indicator 4.9.1				x			
Indicator 4.9.2			x				
Indicator 4.9.3				x			
Overall opinion	3.7						

Criterion 4.10: Cooperation with other stakeholders

1. Description

Indicator 4.10.1. TUE provides high quality human resources to other pedagogical institutes and universities for purposeful reasons.

TUE defined the mission "to be training and fostering base for teachers and educational administrators of high quality". The provision of high quality human resources for universities, pedagogical colleges and other universities and colleges was done through master's programs, PhD students and short-term training programs. .

In the academic year 2018-2019, TUE continued training PhD students who were teachers, researchers from universities, colleges and high schools such as Bac Ninh Pedagogy College, Hanoi Industrial University, Tan Trao University, Hung Vuong University, TNU and Lao ... [H4.10.01.01].

TUE also trained master's students who were lecturers and teachers at universities and colleges such as Hung Vuong University, Tan Trao University, Bac Giang Agriculture and Forestry University, University of Medicine and Pharmacy, Faculty of Foreign Languages, and, University of Science, University of Agriculture and Forestry, ... and the number of master students from Laos is increasing [H4.10.01.02].

In the academic year 2018-2019, TUE fostered professional standards for teachers at Universities of Forestry, Ho Chi Minh City University of Transport, Dien Bien College of Education, Bac Ninh College of Education, Bac Ninh Statistical College, and Buon Me Thuot Vocational College, Thai Nguyen College of Education, TNU. TUE has supported Capital University, Hai Phong University and Dong Thap University on program development and career title standardization; fostering foreign languages for Viet Tri Preparatory University. In addition, TUE fostered teacher titles and pedagogical certificates for teachers of high schools in large numbers [H4.10.01.03].

In order to improve the quality of human resources provided for higher education institutions, in the year 2018-2019, TUE developed 04 training programs for bachelor of pedagogy in Mathematics, Physics, Chemistry and Biology in English and was developing a master's program in English language [H4.10.01.04].

These training and fostering activities are summarized and experienced at the annual meetings. TUE also regularly conducts surveys of former students, alumni, and employers to adjust training and fostering activities to provide better quality human resources for other universities in the next school year [H4.10.01.05]. However, in order to train human resources of better quality, in the coming time, TUE needs to build more training programs in English, high quality training programs, international affiliate programs.

Indicator 4.10.2. TUE participates in a pedagogical universities network and other universities and organisations networks in order to share practical experience.

Participation in the pedagogical universities network and other universities and organisations networks was identified in TUE strategic plan: "preserve, promote and expand partnerships with universities and organizations, international organizations effectively ". Implementing this plan, TUE has signed a memorandum of cooperation for training and scientific research with pedagogical universities and colleges. In particular, in the school year 2018-2019, TUE held a memorandum of cooperation on training and scientific research with domestic research institutes such as Geography Institute, Institute of Chemistry, Institute of Mathematics, National Ho Chi Minh Polictics Institute, Tu Son University of Sports and Physical Education, Institute of Biotechnology ... [H4.10.02.01]. TUE collaborated with key pedagogical universities, other universities and colleges to train teachers in the construction of projects plan and rearrangement of teacher training institutes.

In 2018, TUE also held 01 international conference, many international seminars, many national seminars and workshops to share experiences in developing training program, fostering teachers, as well as country policies on developing role. The strategy has attracted the participation of many teachers from universities and colleges throughout the country. TUE also invited leading experts in Mathematics from key research institutes and universities , building online lectures to support teachers. In 2109, TUE continued to organize an international seminar with the theme of improving the quality of STEM / STEAM education for staff, lectureres, teachers of universities, colleges and high schools; Conference of Pedagogical Universities Club [H4.10.02.02].

The effectiveness of these collaborative, experience-sharing activities is analyzed, evaluated, summarized, and experienced annually. TUE also proposed solutions to improve the quality of cooperation with universities and colleges

and identify the importance of expanding cooperation in training, fostering and scientific research with universities, DoET, regional and national high schools [H4.10.02.03]. In order to improve the quality of teacher training and fostering, cooperation activities among pedagogical universities needs to deeply strengthen the exchange of learning materials, teacher resources, and student exchange.

Indicator 4.10.3 TUE supports lecturers and learners to contribute to professional activities;

TUE encouraged teachers to participate in professional development activities such as practical experience in high schools and kindergartens. In 2018-2019, TUE built projects to develop the learning community in order to improve the capacity of young teachers, enhance the capacity of teachers under the guidance of the University's key teachers; developed plans and organize training courses for key pedagogical teachers; organized expert groups to compile documents; organized workshops with Thai Nguyen DoET to develop programs of fostering teachers to meet the new high school education program. The number of teachers who were sent to practice in the school increased sharply in number and quality, as well as the efficiency of it. In particular, TUE issued the Regulations on Practicum and financial support for the delegation [H4.10.03.01].

In 2018-2019, TUE issued regulations on management of activities of deeply research groups, regulations on cooperation and scientific research with institutes / universities to promote teachers' research activities. TUE also invested funds and created favorable conditions for staff, teachers and students to participate in research. TUE awarded teachers and students for scientific research to share experiences and promote the position of TUE [H4.10.03.02].

In 2018-2019, TUE's key teachers implemented activities that contribute to the development of education. The topic "Researching policies and solutions to preserve ethnic minority languages at risk" and "Communication activities in ethnic minority languages of Vietnam" had a widespread influence on the whole

country through communication of ethnic minority languages and contribution to the preservation of endangered ethnic minorities. The topic "Studying the plan of rearrangement the network of pedagogical univesities in Vietnam until 2025, with a vision to 2035" contributed to the re-planning of pedagogical universities in Vietnam in the future; This research had a great influence on universities and colleges of teacher training [H4.10.03.03].

Through the implementation of the above researches, many lecturers and staff of TUE have been invited to report at other universities, colleges, administrative career centers of policies[H4.10.03.03].

Results and funding support for teachers, students contributing to the career network is summarized at the annual financial and year-end meeting of TUE. The results show that TUE's support policy had a positive impact on teachers and learners. However, the impact of these support policies on learners was not much. TUE need to implement more effective supportive policies to encourage learners to participate in professional activities.

Indicator 4.10.4. TUE encourages cooperative activities of training, professional development, research and technology transfer.

To encourage teachers to participate in cooperative activities with pedagogical universities and other universities to exchange experiences, contribute to improving teaching and research capacity of teachers, to increase legal income. and to strengthen the links between schools, in 2018-2019, TUE developed and issued many regulations such as: Regulations on cooperation activities between pedagogical universities and high schools in laboratory exploitation and use; Regulations on the use of revenues from international cooperation activities to develop international publications; Regulations on science and technology management in 2019, including mechanisms and policies to encourage science and technology transfer activities; Regulations on managing deeply research groups. Regulations promulgated by TUE contributed

to supporting lecturers, staff and learners in training, research and technology transfer activities [H4.10.04.01]. TUE actively coordinated with Ho Chi Minh University of Technical Education, Pedagogical universities of China, Australia and Taiwan to send lecturers to study, to attend workshops, conferences and to share of experience in university administration, training, fostering, scientific research and publication of scientific articles [4.10.04.02]. TUE actively signed many cooperation agreements with universities, colleges, DoET, Departments of Science and Technology, high schools to create an environment for lecturers and learners to implement cooperative activities in training and scientific research. In particular, TUE cooperated with the Lang Son Department of Education and Training to implement the STEM education project, that contributed to improving the lecturers' capacity for training and scientific research [H4.10.04.03]. TUE encouraged the natural departments in scientific research and technology transfer in order to use effectively the laboratory through investing in machinery and equipment projects for the Department of Physics and Biochemistry with a total of 30 billion[H4.10.04.04].

In the school year 2018-2019, TUE sent many teachers and administrators to participate in training and fostering school teachers at the workshops conducted by the MOET and other organizations. TUE also sent many teachers to attend domestic and international conferences and seminars such as Australia, China, England, Taiwan, etc. Through cooperation with other schools and stakeholders, TUE had opportunities to bring professional issues into training program. TUE developed a document system of scientific management, of international announcement for teachers, learners; During the school year, TUE also invited experts from some universities such as Fenchia University Taiwan, University of Wollong Australia to train and foster teachers of TUE. TUE also cooperated training with Lao Cai Institute - TNU[H4.10.04.05];

The results of these collaborations are analyzed in the 2018-2019 school year summary reports. TUE diversified the content and forms of cooperation with organizations and individuals, and promoted the quality of cooperation in

training and fostering activities. However, the effectiveness of cooperation in scientific research and technology transfer is not commensurate with the potential and position of the University.

2. Strengths

- TUE timely supplemented the regulations on supporting and encouraging staff and teachers related to career development.

- TUE signed many cooperation minutes; carry out many cooperation activities in training and retraining for teachers of universities, colleges and research institutes at home and abroad. Co-organized the Workshop with Thailand, International Publication in the field of education increased. Support universities / colleges with the training of teachers and administrators such as Hung Vuong University, Thai Binh College, Dien Bien College, Yen Bai, Ha Giang, Lao Cai, Lang Son, Cao Bang, Thai Nguyen and Bac Kan. .

- TUE always pays attention to the development of CB staff, fostering and improving the staff to contribute to professional training and scientific research activities.

- TUE actively organized and participates in activities of sharing and learning experiences to improve the quality of training, fostering of teachers, scientific research and transfer of technology to the university network.

3. Weaknesses

- The effectiveness of cooperation with institutes, organizations and individuals in scientific research and technology transfer is not commensurate with the potential and position of the University.

- Cooperation and sharing activities in the network of pedagogical universities need closely relationship.

- Assessment the effectiveness of cooperation with research institutes and domestic and abroad universities has not done.

4. Action Plan

No	Objectives	Actions	Responsibilities	Duration	
				Start	**End**
1		Promulgating policies to support learners in training, fostering, conferences, scientific seminars and public scientific research results.	Department of Research Management & International Cooperation	1/2020	12/2020
2	**Improvements**	Signing the memorandums of cooperation agreement on the exchange of lecturers' resources, exchanging students and learning resources with the pedagogical universities nationwide.	Department of Research Management & International Cooperation	1/2020	08/2022
3		Promoting the operational	Department of Research	1/2020	08/2022

		efficiency of TUE's expert groups in order to enhance the exchange, share expertise, professionalism and cooperate in scientific research.	Management & International Cooperation		
1	**Strength reinforcements**	Strengthen the supervision, inspection and promotion of management documents and agreement documents signed with research institutes.	Department of Research Management & International Cooperation	1/2020	08/2022

5. Self-assessment

Indicator	Scale						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Indicator 4.10.1			x				
Indicator 4.10.2					x		
Indicator 4.10.3				x			
Indicator 4.10.4				x			
Overall opinion	**4.0**						

Criterion 4.11 Information and communication

1. Description

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

TUE provided guidelines for the textbook compilation [H11.4.11.01] (The TUE's regulations on compiling textbook), this regulation is more strictly and more specific than the regulations of the MOET [H11.4.11.02] (The Ministry regulations on compiling textbook). TUE had documents guiding to compile textbooks annually [H11.4.11.03] (Notice of coursebook writing plans for 2017, 2018, 2019) [H11.4.11.06] (decisions of approving the coursebook for 2016, 2017 and 2018). In order to popularize intellectual property activities, TUE consulted the MOET's document on intellectual property [H11.4.11.04] (Ministry of Education's Intellectual Property Regulation 2008) to issue new documents defining the responsibilities, rights and legitimate interests in intellectual property activities, and applied to lecturers, individuals and learners [H11.4.11.05] (TUE's Regulation on intellectual property in 2016).

In the school year 2017-2018 and school year 2018-2019, TUE published 662 domestic and international articles [H7.3.07.14] (List of published scientific papers in 2017, 2018, 2019). These publications complied with national and international intellectual property regulations, so far there is no conflict of intellectual property copyrights. TUE also published 26 textbooks at TNU Publishing House [H7.3.07.16] (List of newly published textbooks 2017, 2018, 2019), built a number of training / fostering programs. These products also complies with the strict regulations of the MOET and the University, so there are no disputes.

Currently, TUE is developing a regulation to evaluate the duplication of documents issued by TUE (doctoral thesis, master thesis, graduation thesis,

coursebook, monographs, etc.). TUE used Turnitin software to check before TUE decided to public[H11.4.11.07] (web address of Turnitin software: https: // www. turnitin.com / login_page .asp? lang = en_us).

For the publication of scientific data on the website, TUE ensured that it follows the three public regulations [H11.4.11.08] (Ministry's regulations of three publicity). Tue also ensured the regulation of speech and information provision for the press [H11.4.11.09] (Regulations on contact, speech, information provision for the press). TUE guaranteed privacy for teachers in accordance with the law, such as Article 38 of the Civil Code 2015. At the same time, TUE complied with the regulations on circulation and copyright of published articles in accordance with the regulations of scientific journals and publishers.

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

In order to carry out the information work, TUE has assigned the relevant units to review, supplement and update the contents as stipulated in the Regulation on publicity for educational institutions in the national education system [H11.4.11.00, H11.4.11.11, H11.4.11.12.]

The Department of Testing and Education Quality Assurance is the focal point responsible for the implementation of the three public disclosures required by The MOET. It is responsible for reviewing the three publicly available units, completing the three publicly available reports of TUE. The relevant units have the task of completing the report on the three publicities' contents in the field of management of the unit or according to the assignment of work of TUE. Every year, the units carry out updating the three-publicity information in March and October [H11.4.11.12].

At present, TUE is using the website at http://dhsptn.edu.vn to post information related to TUE's activities such as enrollment, training activities,

student affairs, research activities, examination activity, 3 publicities [H11.4.11.13]. However, the information on the website is scattered, not systemize and the information searching process on the website is encountered many difficulties.

In order to facilitate student access to information, TUE has issued a Student Handbook to provide students with basic information on student work regulations, training regulations, curriculums [H11.4.11.14].

In addition, learners are provided with information through the following channels: annual political activities, academic advisors - homeroom teachers and through the functional units of TUE ... to ensure students are located about the regulations on training, policies and regimes benefit when studying at TUE [H11.4.11.15].

TUE's information is always checked out and only reliable data is used. The staff of TUE, lecturers and students of TUE are managed by software so the extraction of data such as the ratio of enrolled students, graduated students and teachers ensure fast and accurate [H11.4.11.136].

Public information is always fully and properly updated by TUE on the website [H11.4.11.17]. The results of learners' feedback on instructing the learners to receive the university's regulations show that over 95% of the students are satisfied [H11.4.11.18].

TNU organizes the inspection of the implementation of public works and educational activities of TUE annually [H11.4.11.19]. Based on the findings of the inspection team [H11.4.11.20], TUE has developed a plan to overcome the shortcomings in publicizing educational activities for each school year [H4.4.11.21]

2. Strengths

- TUE had a regulation on teachers' ethics in training and scientific research.

- TUE had regulations on curriculum development in accordance with the Ministry's regulations.

- TUE had regulations on intellectual property.

- The school has not had any dispute about intellectual property copyright.

- TUE had regulations on responsibilities, rights and legitimate intellectual property activities, and applied to TUE's lectureres, individuals and learners.

- The public information was ensured updated and accurate.

3. Weaknesses

- The search for public information on the website is limited.

- TUE has not promulgated regulations on checking documents before evaluation.

- TUE has not taken solutions to coordinate with the authorities in preventing copyrights of textbooks written and published by teachers.

4. Action plan

No	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	**Improvements**	Redesign TUE website to look up information conveniently	Center for Information and Library	8/2017	5/2020
2		Contact the authorities soon to fix the problem of copy books	Department of Science Management	1/2020	12/2022
3		Updating the	Center for	1/2020	11/2020

4	**Strength reinforcements**	Early issuing regulations to check documents with Turnitin before evaluation	Department of Testing and Education Quality Assurance	1/2020	9/2020
		management system of TUE on the website	Information and Library		

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 4.11.1			x				
Indicator 4.11.2				x			
Overall opinion	3.5						

Standard 5: Educational environment and resources

Criterion 12: Educational environment

1. Description

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

In order for the premises, teaching and learning environment to be in alignment with the mission, vision and educational objectives, in each period, TUE has developed The University Development Strategy, Detailed

Construction Planning, Projects to improve the quality of teaching staff and renovate the training programs and teaching methods. [H12.5.12.01, H12.5.12.02, H12.5.12.03, H12.5.12.04].

The premises, teaching and learning environment of the University are designed for learner-centeredness. The purpose of use, the impact of weather, maximization of natural light, anti-noise, etc, are always paid much attention when new buildings are designed and constructed [H12.5.1.05]. At present, the location of the buildings (offices, lecture halls, meeting halls, the library, laboratories, dormitories, etc), garden, parking, canteen, gymnasium has been arranged properly (for example, the sports area is adjacent to the study area and the dormitory) to better serve the training activities for teachers, educational administrators and scientific research and technology transfer [H12.5.1.06]. In addition, the premises, teaching and learning environment of the University also facilitate students to participate in many extracurricular activities, cultural performance, sports events and entertainment, etc. (Youth union activities, volunteer work, charity, dance performances, environment protection activities such as planting trees, taking care of ornamental trees, cleaning the lecture hall), which helps to train the professional pedagogical skills, the sense of self-service for students [H12.5.12.07]. The current teaching environment ensures that the University will achieve the objectives of training high qualified human resources to meet the requirements of the general education reform, and to become a key university which is research and application-oriented.

TUE organizes meeting with students and their association representatives to directly listen to the opinions, aspirations and proposals of students on all activities of the University, including issues related to the premises; collect feedbacks from learners about teaching activities of lecturers to inspect, evaluate, and propose measures for better teaching environment [H12.5.12.08, H12 .5.12.09].

Indicator 5.12.2: TUE's campuses and natural environment are designed and built to be suitable for teachers' training and fostering activities.

In order for TUE's campuses and natural environment to be in alignment with the training and fostering activities, TUE together with TNU drew the overall planning map (1: 500 scale) with functional areas under Vietnam Standard TCVN 3981, approved by Thai Nguyen People's Committee. In 2012, the People's Committee of Thai Nguyen province granted the certificate for land use with the area of 15.8 ha [H12.5.12.03, H12.5.12.10].

According to TCVN:3981, TUE has built a number of modern buildings divided into functional areas: offices (In 2018, using a new 5-floor working building - A5 office); lecture hall area (In 2019, using a new 5-story lecture building – Lecture hall B5); gymnasium and swimming pool (In 2018, using a new multi-purpose exercise building); Center Building for pedagogical skills development; dormitory (In 2018, using a new 5-floor dormitory building) [H12.5.12.11, H12.5.12.15].

The areas are connected by concrete roads or asphalt for convenient travel. The high school practice area with the area of $6028m^2$ has enough playgrounds and training ground for students, the campus area is planted with trees with about 35% of the area, (planted in 0.2% in 2018) [H12.5.12. 16]. There are flower gardens, benches, and lakes, with the martyrs 'symbol and teachers' honor symbol [H12.5.12.12]. To ensure the security and safety of property and people, TUE has built a protective fence system [H12.5.12.14]. However, there are still some deteriorated internal roads on the campus [H12.5.12.13].

In 2018, the University has completed a plan to renovate and upgrade the dormitory campus. In 2019, contractors are undertaking construction and installation works [H12.5.12.17].

2. Strengths

The University campuses and premises are "green, clean, beautiful", and properly planned suitably for training activities and teachers' professional development.

3. Weaknesses

- Some internal routes are downgraded.

4. Action plans

No.	Objectives	Actions	Responsibilities	Duration	
				Start	**End**
1	Improvements	Schedule to improve, upgrade campuses, internal routes arounf the stadium.	Department of Facility Administrative and Services	9/2019	12/2020
1	**Strength reinforcements**	Schedule to plant green trees in TUE's campuses.	Department of Facility Administrative and Services	9/2019	12/2020

5. Self-assessment

Indicator	Scale						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Indicator 5.12.1			X				
Indicator 5.12.2			X				
Overall opinion	3.0						

Criterion 5.13: Facilities/Teaching and Learning resources

1. Description

Indicator 5.13.1: TUE's buildings, lecture halls, classrooms, library, laboratories, and IT system together with equipment, teaching and learning materials, are properly arranged, maintained, and utilized for TUE's educational purposes.

TUE equiped, maintained and used facilities in accordance with specific regulations of the State [H13.5.13.30], had a master plan on the use and development of infrastructure in accordance with TUE's development strategy plan. of for the 2016-2020 period and vision to 2030, the revised development strategy for the 2016-2020 period [H13.5.13.01, H5.5.13.02]. There were plans to exploit the facilities, the projects to supplement the facilities to meet TUE's educational purposes[H13.5.13.03, H13.5.13.29].

TUE selected and implemented : A4 Offices, Multi-purpose Learning House, Library, Center for Pedagogical Skills Development, Multi-physical purpose Houses - Dormitory[H13.5.13 .04]. TUE's buildings were built on an area of 15.8 ha [H13.5.13.05], including: 04 working buildings from 3 floors to 11 floors with a total of 228 offices; 05 lecture buildings and 01 experimental building with 140 classrooms, 58 practice and experiment rooms; 01 practical high school with 16 classrooms, 03 practice rooms; The dormitory consists of 08 buildings including 476 rooms, built independently on an area of 4.3ha. [H13.5.13.06]. The computer system, equipment, materials for training and scientific research are always focused on to meet the requirements of training, curriculum development and online refresher, international cooperation, innovating methods (laboratory equipment systems, online classrooms, projectors, single tables and chairs, smart interactive tables, IT equipment, libraries with more than 270,000 books of 13,000 titles in fields in accordance with the educational purpose of the School ....) [H13.5.13.07, H13.5.13.08, H13.5.13.09, H13.5.13.10].

TUE issued regulations and rules to manage and use TUE's property [H13.5.13.11]. TUE's facilities is included in the academic year training plan to exploit and use for training [H13.5.13.28]. Assets and equipment were used by each department who managed and monitored the frequency of use. They also ensured to promote all potentials for teaching and learning activities, scientific research activities and be suitable with purpose of each training field [H13.5.13.12].

Infrastructure and equipment are regularly maintained and repaired [H13.5.13.13]. Office buildings, lecture halls, library and dormitory are provided with suggestion boxes, information and contact details of the Administration Board which are publicize on the Website.The Department of Facilities Administration and Services with the function of asset managment, helps implement the specific procedures of purchasing and repairing equipment so that lecturers and learners can quickly send feedbacks on the state of the infrastructure and facilities to the University leaders [H13.5.13.14].

The University has also surveyed the degree of satisfaction provided by lecture halls, classrooms, library, laboratories, practice rooms, facilities for the teaching and learning needs H13.5.13.15]. In December each year, the Administration and Services Department and the Planning and Finance Department carry out quantity inventory, quality assessment and asset depreciation in accordance with the state regulations [H13.5.13.16].

Currently, there are still some items of experimentation house, dormitory H4, lecture hall and some experimental equipment that have been exploited for a long time and are currently degraded [H13.5.13.19].

Existing issues of infrastructure and equipment are included in the plan and investment estimates for procurement, replacement, repair and addition of new equipment to meet the needs of training and scientific research. of the School [H13.5.13.17, H13.5.13.18, H13.5.13.27].

Indicator 5.13.2: TUE's 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 suitable with each training and fostering.

In order to ensure that the infrastructure, equipment and learning materials are used flexibly, TUE had a project to renovate the classroom model [H13.5.13.11], the project to upgrade, repair and invest equipment / IT Infrastructure [H13.5.13.27]. TUE promulgated regulations on asset management and use so that teachers and learners could quickly use and exploit smoothly TUE's faciulities system [H13.5.13) .20].

The equipment is diversified and easily converted in function. Classrooms are equipped with interactive boards, object projector, camera, portable teaching aids, multi-layer boards, Wifi, etc, single desks to help students quickly create groups, change the form of teaching and learning. In 2018, the school benefited from the Project of High School 2: 01 online classroom, 01 IT and foreign language room, 04 professional practice rooms. [H13.5.13.21]. Shared computer labs are located right at the B3 lecture hall, providing activities for training foreign languages, examinations, tests, etc. [H13.5.13.22]. In the lecturer's office building and the Center for pedagogical skill development, there are also classrooms, living room, professional meeting room, online classrooms that can be connected with high schools, a studio that helps learners and trainers rapidly implement teaching and learning activities, research activities; save time and increase efficiency [H13.5.13.23]. The library in combination with the TNU Learning Resource Center (LRC) utilizes the digital learning resources of the LRC (the e-library shared among TNU members), with LANs system, ILIB management software and multi-media rooms with 146 computers, which allows the staff, trainers and learners to use computers to access digital documents of dissertations, theses, research topics; find and conduct learning activities, scientific research in the library [H13.5.13.24]. Trainers and learners are

provided maximum convenience when using TUE's facilities to implement pedagogical training activities [H13.5.13.25].

TUE has surveyed the degree of satisfaction provided by lecture halls, classrooms, library, laboratories, computers, equipment and materials for training activities and scientific research [H13.5.13.26].

Indicator 5.13.3: TUE ensures an adequate online environment for high quality online training and virtual teaching practice, applying integrated teaching and learning methods.

From the beginning, the role of IT / online environment has been paid attention by TUE's leaders and has been mentioned in the mission and vision of the University:

- TUE's development strategic plan in the period of 2016-2020 and vision to 2030 (No. 4590 / QD-DHSP, November 28, 2016) [H1.1.01.02].

- Project 07 of the Party Committee on building e-universities. [H13.5.13.71]

- Since then, TUE has surveyed the current status of IT and proposed investment plan [H13.5.13.64].

TUE has invested in developing IT/ online environment and the IT system gradually completed :

- A project to improve TUE's IT infrastructure[H13.5.13.48], a project to build a learning material production room [H13.5.13.49], a project to build a new electronic portal[H13 .5.13.46].

- A roadmap and a plan to build an Elearning lectures [H13.5.13.51].

- There were a series of management documents to maintain, operate, evaluate activities and promote the development of IT / online environment systems: Acceptance minutes of electronic portal structure and integrated software systems [H13.5.13.47], Regulations on management and safety

activities for LAN system and server room [H13.5.13.54], List and acceptance records Elearning lectures [H13.5.13.52].

In 2017, TUE had a system of 14 servers and 16 management software [H13.5.13.32, H13.5.13.33] to meet the demand of credit training and some online activities such as : online learning registration, multiple-choice tests on the intranet, document management on iCloud, defend plagiarism ...

In 2018, TUE was further invested in facilities, implemented a number of online activities:

- Built more 4 online rooms (B3 lecture hall has rooms 402, 403; Thai Nguyen High School had room 201, Center for pedagogical skill development with online meeting room 204) [H13.5.13.67]

- Received facilities and equipment installed for Electronic Library project. The librarian staff was being trained about technology and the library was gradually operated. [H13.5.13.61] [H13.5.13.50].

- Continued the roadmap for implementing TUE's electronic portal [H13.5.13.46]; [H13.5.13.47]

- Developed 132 modules of online lectures [H13.5.13.52]

- Organized online training (100 fostering courses) for 49 students (Dien Bien) to improve foreign language skills. [H13.5.13.66]

- Opened online training at Center for Pedagogical Development for 15 key staff. [H13.5.13.68].

In addition, TUE continued working ETEP Management Board to soon implement IT infrastructure improvement projects [H13.5.13.48] and build materials production room [H13.5.13.49]. .

TUE always has plans and annual state budget estimates; has plans on working plans at the beginning of the school year and year-end summary report on IT activities. That is the mechanism for continuous improvement of IT systems / online environment [H13.5.13.56] [H13.5.13.57].

Online IT system / environment is constantly updated and actively changed to meet the needs:

- Surveying the current situation of proposing IT investment [H13.5.13.69], Repairing and purchasing IT equipment [H13.5.13.62], Enhancing online room equipment [H13.5.13.67]

- Enhancing online activities and coordinating actions with ETEP Management Board [H13.5.13.59], [H13.5.13.60] [H13.5.13.68], [H13.5.13.66].

- Training, fostering for teachers in IT knowledge [H13.5.13.64].

Indicator 5.13.4: TUE's ICT system is regularly maintained, always available for effective use by lecturers and learners.

TUE had mechanisms for the continuous improvement of IT / online environment systems: Regulations on asset and equipment management [H13.5.13.11], Plan for construction, repairment and renovation , procurement of IT equipment [H13.5.13.36]

Information technology / online environment is always updated and changed to meet the needs of learning, teaching and researching:

- Approved plan and state budget (IT part) [H13.5.13.56].

- Orientations, plans at the beginning of the school year and TUE's final summary reports on IT activities[H13.5.13.57].

- Hardware and software development [H13.5.13.62], [H13.5.13.32] [H13.5.13.33], Design, construction, acceptance and technology transfer for Electronic Library [H13.5.13.50], [H13.5.13.61], online room [H13.5.13.67].

- Contracts to renovate, repair, upgrade, maintain services, etc., for the hardware and software systems[H13.5.13.58], Collaborative activities between TUE and the Board ETEP management in consulting the construction of the LMS-TEMIS system [H13.5.13.60].

TUE has a professional technical staff who are ready to complete the work [H13.5.13.63], [H13.5.13.43].

The school has activities to maintain, manage and upgrade the service quality of the system:

- Computer Room Diary, Computer Room Rules [H13.5.13.39], Weekly reports of Computer room [H13.5.13.40].

- Regulations on management activities and safety assurance for LAN systems and server rooms [H13.5.13.54]

The school had activities that meet the requirements of teachers and learners:

- Instruction manuals for software [H13.5.13.38], List of software installed at the teacher's request [H13.5.13.37].

- Training and coaching activities for teachers in IT knowledge [H13.5.13.64].

The University's survey results showed that the system is user-friendly and easy to use, the online survey data assure the quality [H13.5.13.44].

Every year, TUE reports on the quality assurance of online courses:

- Summary report on IT activities for the academic year 2018-2019 [H13.5.13.53]

- Summary report on the compilation of Elearning lectures in 2018-2019 [H13.5.13.65].

- Report on evaluation of the operation of the LAN system and server room in the school year 2018-2019 [H13.5.13.55].

- Report on the results of implementation of the full-course projects of the Party Committee of TNU for the term of 2015-2020 [H13.5.13.70].

In 2018, the University conducted an IT infrastructure survey [H13.5.13.69] and continued to propose IT infrastructure development projects [H13.5.13.48],

builded a learning materials production room [H13. 5.13.49], developed the electronic portal [H13.5.13.46] in order to further develop the University's hardware and software systems.

2. Strengths:

- TUE facilitates and provides appropriate equipment to support training and scientific research activities to meet the operational needs of administrators, teachers and students.

- Annually, based of the departments' proposal of using facilities and equipment, TUE had a plan and budget to renovate, repair and upgrade facilities and equipment timely to ensure training.

- TUE regularly carried out surveys to the learners about training activities, scientific research of teachers and learners.

- Regarding IT and libary, TUE had guidelines and long-term development plans for IT and online environment. TUE had initial facilities and techniques for deploying the online environment. TUE had a specialized technical staff on IT; had a process of managing, operating, repairing equipment, upgrading software ... to ensure technical requirements; TUE had asystem of diaries and technical records; TUE had a process and sample of surveys to collect ideas of teachers and learners to meet the requirements of training and scientific research.

3. Weaknesses:

- A number of items of office buildings and lecture halls such as experimental building, dormitory H4 have been downgraded due to long construction.

- The server system was mostly out of date (mainly since 2009), started to degrade, unstable operation, sometimes caused unexpected problems (power failure, main error, RAM error ...); The transmission line was low. Backbone

network (Backbone), core network (core network) was outdated, needed replacing and upgrading. The system of network security equipment was a stub.

- TUE does not have an electronic portal to meet the requirements of online training; There is no material production. The number of copyrighted software is still small. Many of softwares are buggy and difficult to use.

- Electronic library has just been opened. The staff has no experience in operation. The library has not yet connected with the National Library and libraries of Thai Nguyen universities and system of pedagogical universities in the country.

4. Action Plan

No.	Objectives	Actions	Responsibilities	Duration	
				Start	**End**
1	Improvements	Renovate and repair laboratory, dormitory H4. Purchase equipment that needs replacing and supplementing.	Department of Facility Administrative and Services	1/2019	12/2020
2		Carry out a survey on the flexibility of using facilities in correspondence with the creativity and innovation of lecturers and learners.	Department of Testing and Education Quality Assurance	1/2019	12/2019
3		Upgrade IT	Center for	2019	2020

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		infrustructure Establish web portal Establish online classrooms	Information and Library, Department of Facility Administrative and Services		
4		Establish the E-learning materials laboratory	Center for Information and Library, Department of Facility Administrative and Services	2019	2020
5		Recruitment IT experts	Center for Information and Library, Department of Facility Administrative and Services	2019	2022
6		Develop a plan to organize training of human resources for e-library operation; The plan connects with the National Library and the libraries of universities in the	Center for Information and Library, Department of Facility Administrative and Services	2019	2022

		pedagogical system in the country			
7		Investing in software development, overcoming the disadvantages "There is a few copyrighted softwares. Many of them have errors and are difficult to use".	Center for Information and Library, Department of Facility Administrative and Services	2019	2022
1	Strength reinforcement	Refresher Training, fostering technical staff	Center for Information and Library,	2019	2022
		Develop digitalization and recall books according to electronic library model	Center for Information and Library,	2019	2022
2		Building Elearning lecture system	Center for Information and Library,	2019	2022
3		Improve the treatment process to	Center for Information and	2019	2022

		the lecturers and learners' recommendations	Library, Department of Testing and Education Quality Assurance		

5. Self-assessment

Indicator	Scale						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Indicator 5.13.1			x				
Indicator 5.13.2			x				
Indicator 5.13.3			x				
Indicator 5.13.4				x			
Overall opinion	3.3						

Criterion 5.14. Financial resources

1. Description

Indicator 5.14.1: TUE has various legal income sources from training, fostering, research and technology transfer activities, which are in alignment with TUE mission and strategic plan.

TUE had the Strategic Plan for period 2016-2020 with vision to 2030 which was review, adjust, supplement [H14.5.14.01]. Each year, based on the needs of the each sector and financial balances, TUE has implemented the budget planning process through the following steps: Announce the implementation plan to every sector in TUE, determine the professional needs and tasks, balance the budget for the whole school, organize financial

conference , revise and submit to higher level authorized agency for approval under regulations [H14.5.14.02].

TUE carried out the collection revenue based on the annual budget plan; issued a notice to monitor the revenue sources, publicized the prescribed documents on incomings [H14.5.14.03]. Revenues were in alignment with the mission and strategic plan approved. In 2016-2018 period, TUE had more than 25 regular incomings that were divided into four main groups: [H14.5.14.04].

- Revenue from training period 2016-2018: 347.35 billion VND (67.8%) (2016: 127.038 billionVND ; 2017: 102.395 billionVND , 2018: 117.917 billionVND)

- Revenue from training activities period 2016-2018: 49.46 billion VND (9.7%). (2016: 2,449 billionVND , 2017: 4,984 billionVND , 2018: 42,030 billionVND).

- Income from scientific research and technology transfer in the 2016-2018 period: 33.98 billion (6.6%) VND (2016: 10,779 billionVND , 2017: 9,888 billionVND , 2018: 13,314 billionVND)

- Revenue from service activities, other revenue sources, and investment projects and projects in the period of 2016-2019: 81.30 billion VND (15.9%) (2016: 45,178 billionVND , 2017: 25,099 billion VND , 2018: 11,030 billion VND)

Periodically, the University conducts the self-inspection of revenue sources, review and evaluate the effectiveness of revenue sources according to regulations, review and approve annual settlements from the superior managing agencies and regular and irregular inspections. Revenues are recorded in the annual budget and financial reports of the University, which is assessed by the higher authorized agencies as a legitimate sources of income [H14.5.14.05].

Indicator 5.14.2: TUE's income from international cooperation and collaboration is used to improve its research, teaching and learning capacity.

Revenues from international relations and co-operation are based on the annual budget planning process, as part of the strategic Plan for period 2016-2020 and vision to 2030 [H14.5.14. 01]. Expenditures from this source is used under the internal spending regulation and regulations on the use of revenues from international relations and cooperation to support international publication [H14.5.14.06].

The University implemented revenue collection process from international relations and cooperation activities in the annual estimation plan; promulgates the temporary regulations on expenditures for overseas student; informs and promptly collects the money; compare the revenues from training contracts [H14.5.14.07]. In the 2016 - 2018period , total revenue from international relations and cooperation activities: 54.88 billion VND (2016: 11,149 billionVND , 2017: 14,900 billionVND , 2018: 28,794 billionVND), accounting for 12 , 4% of total revenue. The main revenue structure is budgetary funding for training foreign students under agreements: 36.14 billionVND , training fees under training contracts with foreign countries: 1.42 billionVND , funding from the projects are 16.05 billion VND [H14.5.14.08].

In the period of 2016 - 2018, the total expenditure from this funding source is: 55.25 billion VND [H14.5.14.09] in which: TUE was interested in spending money to ensure the cost of living for international students according to the regime, the cost of initial pages, return tickets: 28.67 billionVND , accounting for 52%. The remaining funding source: 26.58 billionVND , accounting for 48%, focusing on strengthening research, teaching and learning capacity and partly investing in facilities directly for teaching and learning:

- Developing programs, compiling references and textbooks for teacher training and fostering activities: 1.32 billion VND (accounting for 2%)

- Expenses for activities of direct teaching and professional fostering: 3.75 billion dong (accounting for 7%)

- Expenditures for scientific research activities, technology transfer, conferences, seminars, activities to promote international relations and cooperation, Olimpic for studetns: 16,408 billion VND (accounting for 30%)

- Investment in infrastructure, procurement, and direct service for teaching and learning: 5.1 billion VND (accounting for 9%) paying for teaching and learning activities: 0.702 billion VND (8.1%)

Periodically TUE examined and collated revenue sources; accept and liquidated contracts. All activities of revenues and expenditures from relations and international cooperations are recorded in the annual settlement report and evaluated and approved by the higher authorized agencies [H14.5.14.05].

2. Strengths

- TUE has specific strategic plan, financial autonomy, legal revenues, and a mechanism to encourage activities to increase revenue to meet the University's regular expenditures. Planning activitíe, financial management, centralized revenue management are implemented completely, accurately, and timely.

- Revenue sources have been diversified in the years 2017 and 2018. Income increased sharply from teacher training activities, capacity enhancing of pedagogical schools (ETEP), and funding for training foreign students.

- Revenues are allocated, used rationally, effectively, strictly according to regulations to meet assigned political duty.

3. Weaknesses

- The revenue from technology transfer activities is low, not corresponding to the potential of the University.

- Effectiveness of investment from sources of income has not been evaluated yet.

4. Action plans

No.	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	Improvements	Annually draw up the plan of revenue from technology transfer activitiesin the period 2019-2022	Department of Planning & Finance	1/2020	6/2020
2		Evaluate the efficiency of investment from sources of income.	Department of Planning & Finance	1/2020	6/2022
3	Strength reinforcement	Promulgate regulations on the use of revenues from international relations and cooperation to support international publication	Department of Science Management	1/2020	12/2020
4		Complete the project of approaching and	Department of Planning & Finance	1/2020	12/2020

		expanding the market of training, fostering, scientific research and technology transfer			134
5		Promulgating legal documents on revenue sources and levels of income; inform and promptly collect the money; annually inspect, analyze and evaluate the revenue sources.	Department of Planning & Finance	1/2020	12/2020

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 5.14.1				x			
Indicator 5.14.2				x			
Overall	4.0						

Criterion 5.15: Human resources

1. Description

Indicator 5.15.1: Human Resource policy (recruitment, development, reward, and discipline) is aligned with TUE's vision and strategic plan.

TUE has developed and issued policies of recruitment and development human resources such as the Project on human sources, training and fostering teachers for the period of 2010-2015, towards 2020; strategic plan for staff development for the period of 2018 - 2020 and vision to 2030, [H15.5.15.01]. They are the strategic orientation of staff development of the University, which is the basis for the department to draw annual plans. TUE focused on developing staff of teachers to meet the requirements of education innovation. Tue paid special attention to recruitment policies, developing human resources to improve training quality [H15.5.15.02].

TUE actively drew plans of new resources, developed human resources from university students and diversified recruitment sources [H15.5.15.03]. TUE implemented the staff development plan based on the departments' plan of developing and fostering the staff who registered to study domestic and foreign doctoral degree [H15.5.15.04]. Specific objectives by 2020, TUE has over 50% of teachers with PhD or higher degree; 10% of the teachers have the title of Professor and Associate Professor; 100% of teachers gain IT and foreign language standards; 10% of non-English-speaking teachers can teach in English; 1/3 of teachers was sent to study PhD abroad [H15.5.15.05]. Since 2017 to now, deploying the staff development plan, TUE has sent more than 40 teachers to study PhD domestic and abroad; There were 781 times of fostering, training and attending domestic conferences and seminars, 45 times of studying abroad; TUE sent 55 teachers to attend political fostering classes; 06 officers to attend in national defense and security courses; 97 teachers to attend management leadership training [H15.5.15.06].

At the same time, TUE issued policies and plans for rewarding and disciplining associated with TUE development vision and goals [H15.5.15.07], policies to attract high-quality teachers and teachers inside and abroad to work at TUE, the policy of supporting teachers in teaching, scientific research, and self-training activities of TUE (specifically supporting Professor 900,000 VND / month, Associate Professors 600,000 VND / month, Doctor 300,000 VND / month), [H15.5.15 .08, H15.5.15.09]. TUE developed and implemented a support highly qualified teachers, who was approved by TUE's scientific council in the year (every 6 months / year) to review and evaluate the implementation of regulations on their duty. Teachers who did not have enough scientific research hours in the year did not support by TUE's policies [H15.5.15.10]. Based on the workload, duty and results of the assigned work of each officer, teacher and the admission result, TUE implemented supportive policies for teachers. In order to develop human resources, to encourage and inspire common awards, in 2018 TUE adjusted the regulations of Emulation and Commendation [H15.5.15.11];

Besides, TUE completed the capacity system of employees and built a set of teacher and employees evaluation tools, according to their positions to serve as a basis for examining, emulation, self-training, training [H15.5.15.12];

TUE has developed and issued a temporary regulation on new teacher development; Regulations on recruitment, employment, management of officers and employees [H15.5.15. 13]; In 2019, TUE developed and implemented the plan 3469 / KH-DHSP to recruit teachers for new teacher development to meet the requirements of renewing the pedagogical school [H15.5.15.14]. TUE also issued regulations on the learning community of teachers; regulations on collecting learners' feedback to receive information about teaching activities, service activities of employees and regulations on annual feedback plans. [H15.5.15.15];

Indicator 5. 15.2. TUE has effective strategy and plans for staff recruitment, retention and assignment in a transparent and competitive manner to develop excellent educators.

TUE has strategies and plans for recruitment [H15.5.15.16], transparent plan, strategy, and use of staff [H15.5.15.17]. The recruitment was done publicly and objectively according to selection process and regulations of the Law on Civil Servants, Labor Law, TNU and guiding documents of TUE [H15.5.15.18]. TUE has promulgated and well implemented the regulation on recruiting staffs in recent years [H15.5.15.19]. Recruitment regulations, recruitment announcements, recruitment plans are publicly posted on the web portal and sent to departments and individuals in TUE [H15.5.15.20]. TUE has implemented the policy of supporting and encouraging teachers who are Ph.D. candidates: reduce 70% of the standard teaching periods/school year and create favorable conditions for them to complete their study [H15.5.15.21]. TUE also has policies and measures to facilitate the management staffs and teachers to improve their professional qualifications, participate in short-term and long-term training courses inside and outside the country; encourage teachers to participate in national and international conferences and publish in reputable national and international journals [H15.5.15.22]. In order to improve the number and quality of scientific research results, especially in the field of educational science and ethnic minorities, TUE developed regulations and policies to support teachers and learners [H15.5.15 .23] and many other levels of incentive funding for other scientific research activities [H15.5.15.24].

Up to now, TUE has supported, under regulations, for teachers' postgraduate study with a total amount of over 2 billion VND; support teachers in attending domestic and international conferences and seminars with the total amount of more than 4 billion VND [H15.5.15.25]. In 2017, TUE sent 30 teachers to study PhD students domestic and abroad; sent over 800 teachers, staff, staff and managers to study, fostering, attending conferences and seminars domestic and abroad. The number of teacher successfully defending the thesis in

the 2016-2017 academic year was 25. In 2018, TUE continued to send 12 teachers to study PhD students (04 in Vietnam 04 and 08 abroad); 03 teacher to study master degree; 159 turns of teachers go to training courses, conferences and seminars domestic and abroad [H15.5.15.26]. In addition, TUE developed regulations to use revenues from international cooperation to develop international publications, encourage staff and teachers to attend and report at domestic and international scientific conferences. TUE partly supported the budget for attending international seminars for teachers, teachers with reports and articles published in international journals or international conference proceedings under ISI / Scopus list [H15.5.15 .27].

Currently, the University's teaching staff is 346 people, of which there are 167 teacher with doctoral degree (48.26%), Professors and Associate Professors are 42 (12.1%), 194 teachers had Master degree (51.6%), 100% of teachers obtained information technology and foreign language standard to meet requirements in training and scientific research [H15.5.15.28]. The development of TUE's teaching staff has met the requirements of strategic education development goals to reduce the average student / teacher ratio. The above ratio helps TUE ensure the quality of training and participate in teacher training programs to renovate the general education program [H15.5.15.29].

TUE has a mechanism to support teachers who successfully complete the tasks of a school year or those who earn the title Emulation Fighter. Every year, TUE reviews the progress of the staffs and lecturers who are sent to study postgraduate levels to gather information about the development process of the school staff to take timely solutions [H15.5.15.30]. From the beginning of the school year, TUE has signed minutes of assignment to each officer and lecturer [H15.5.15.31]. Based on the volume, tasks and results of assigned work, TUE conducts the assessment and classification of staff and lecturers in the school year.

TUE organizes annual commendation and reward ceremony according to regulations of TNU. Reviewing, evaluating and classifying staffs and lecturers are based on the list submitted by departments and the list of evidence system under regulations [H15.5.15.32].In the school years 2015-2016 and 2016-2017, TUE had 255 people evaluated as Completed excellent task; 134 recognized the title of emulation fighter at grassroots level; 12 recognized as emulation fighter at minister level; 57 were awarded certificates of merit by the Minister of Education and Training; 08 were awarded certificates of merit by the Prime Minister. In the school year 2017-2018, TUE had 157 people who were assessed as Completed successfully duty, 78 people were recognized as the Fighter at the grassroots level; 26 people were awarded certificates of merit by the Minister of Education and Training. [H15.5.15.33].

The results of assessment and ranking are announced to departments and individuals in TUE and are one of the bases for the staffs and lecturers to improve themselves each year from the evaluation as well as feedbacks of learners.[H15.5.15.34].

In 2018, TUE conducted the construction and regulations on new teaching resources, regulations on apprenticeship for apprentices and newly recruited teachers [H15.5.15.35], Regulations on attracting employees academic titles, high degrees of work at TUE of Pedagogy [H15.5.15.36]. To implement the recruitment strategy and plan, using a transparent, competitive and effective team, TUE has developed and finalized the project of job placement to be submitted to TNU and approved [H15.5.15.37]. . TUE has cooperated with research institutes, colleges, universities in the country and abroad, localities to create an environment for teachers to develop through scientific activities, training and retraining. to meet the requirements of renovating the general education curriculum, innovating teaching methods and evaluating students [H15.5.15.38].

Indicator 5.15.3: TUE has quality assurance (QA) plans and policy for the recruitment and assignment of invited lecturers.

The policy on recruiting and using invited lecturers is implemented by TUE in accordance with Circular 44/2011 / TT-BGDĐT dated October 10, 2011, Circular 11/2013 / TT-BGDĐT on March 29, 2011 by the Ministry. Education and Training on Regulation on visiting lectures in higher education institutions, Decision No. 2537 / QD-DHTN dated November 4, 2015 of the President of TNU on the promulgation of Regulations on working regime of Teachers in TNU [H15.5.15.39]. In 2019, on the basis of the legal grounds of the MOET, TNU and the plan to use invited lecturers under the training program, TUE signs contracts for 54 invited lecturers (including invited lectures for 04 undergraduate degrees, 45 masters,and 05 PhD). In the contract, it is clearly stated the requirements that the invited lecturer must fulfill to ensure the quality of TUE's training such as: the invited lecturer is responsible for fully implementing the training regulations and regulations of TUE; having lecture notes before class, submit lecture outline to the Training Department before first lecturing; providing lectures syllabus, learning materials for students before teaching, teaching according to the program, fully implementing the contents of the syllabus [H15.5.15.40], TUE held an opinion feedback of learners on teaching activities of teachers, including visiting lecturers [H15.5.15.41]. The learners' feedback results are summarized, evaluated, analyzed and sent to teachers and faculties of the departments. Based on the feedback results, departments/ divisions have plans to improve the strength and overcome weekneeses. The learners' feedback results also os one of the information channels for TUE to have plans to continue inviting and signing contracts with teachers to participate in teaching or not [H15. 5.15.42].

2. Strengths

- TUE has strategic plans, policies for human resources recruitment, training and fostering teachers in each stage. The plan, procedures and criteria for recruiting are clear and transparent.

- The quality of recruiting human resources has been improved. The teaching staffs have met the requirements of training and scientific research.

3. Weaknesses

- The results of recruitment and retraining activities have not been evaluated according to the vision and strategic plan of TUE.

- Limited financial resources lead to limited recruitment of good staff to work at TUE.

- Planning and implementation of human resource development plan focusing on developing groups of specialists in TUE is limited.

- Plans for using human resources, visiting lecturers from pedagogical universities are not built.

4. Action plan

No.	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	**Improvements**	Review the results of recruitment and retraining activities according to the vision and strategic plan of the University	Department of General Administration and Human Resources	1/2020	12/2020
2		Build regulations for using human resources, visiting	Department of General Administration	1/2020	12/2020

1		lecturers from pedagogical universities	and Human Resources		
1	**Strengths reinforcement**	Develop a plan of staff develop to meet the requirements of the local and regional higher education development trends.	Department of General Administration and Human Resources	8/2020	9/2021

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 5.15.1				x			
Indicator 5.15.2				x			
Indicator 5.15.3			x				
Overall opinion	3.7						

Standard 6. Teaching support

Criterion 6.16: Teachers induction and guidance

1. Description

Indicator 6.16.1. TUE has an effective mentorship system to assist newly recruited teachers and mentees.

Newly recruited teachers are required to work on probation under Decision No. 2010/QĐ-HCTC dated on July 17th 2013 of TUE [H16.6.16.01]. TUE assigns experienced lecturers to guide apprentice teachers. During the apprenticeship, new teachers are instructed to prepare the lecture, observe classes of the experienced lecturers, and conduct the lessons under the observation of the division, department. In addition, the apprentice teachers also work as teacher assistants for professors and associate professors with such activities as doing exercises, organizing seminars, extracurricular activities. These activities ensure that the apprentice teachers will be familiar with teaching activities at university. After the apprenticeship period, they are evaluated and commented by the division, department on their strengths, weaknesses and limitations before the apprenticeship is approved [H16.6.16.02].After signing the employment contract, the apprentice teachers shall enjoy 85% of the salary corresponding to the position employed. Other allowances are paid in accordance with the Law, the Regulations of TNU and the regulations of the University of Education.

Every year, TUE organizes professional training courses for apprentice teachers to familiarize themselves with the teaching environment at university; provide knowledge, methods and forms of modern teaching to help new teachers build up the professional competencies such as the ability to assess the learning outcomes of students, the ability to practice pedagogical skills for students, educational counseling capacity, curriculum development capacity, capacity to cooperate with other partners, etc.

The results show that all recruited teachers completed the apprenticeship on schedule. After the apprenticeship, new teachers all reach the rank of completing tasks and fulfilling excellent tasks in the annual evaluation and classification.

TUE has regulations on supporting young staffs and lecturers who study doctoral degree in the country and abroad; offers financial support for them to

learn foreign languages to meet met the requirements of studying abroad, with the aim to generate high quality human resources for the University [H16.6.16.03]. TUE also supports those who attend regular PhD. courses with preferential allowances [H16.6.16.04]. These regulations are reviewed and adjusted annually based on the feedbacks of the staffs and lecturers through the officials conference, teachers' conference, the meeting of lecturers who are PhD. candidates [H16.6.16. 05, H16.6.16.06].

In 2018, TUE developed a Regulation on new teachers' resources and a probationary regime for newly recruited and newly transferred teachers to TUE. In addition to the content of probation according to professional titles, it also clearly specifies the contents and instructions of professional apprenticeship as professional practice at schools and kindergartens; observe colleagues' classes, prepare teaching materials, etc. [H16.6.16.31]. The system of support for apprentices and newly recruited teachers ensures efficiency including functional departments, specialized faculties and kindergartens and general education institutions. TUE had a plan to implement and evaluate the effectiveness in 2019.

In 2018, TUE built a toolkit to assess the capacity of apprentices, new recruited teachers. This is the basis for assessing the capacity of new teachers from which to plan the use, training and fostering to suit them [H16.6.16.32].

In 2018, TUE developed regulations on the learning community, which specifies the role of key teachers in consulting, supporting and guiding colleagues [H16.6.16.33].

However, the review and feedback from apprentices, newly recruited teachers on the school's support system have not really been focused.

Indicator 6.16.2.Teachers are encouraged and able to fulfil the role of instructors effectively

Beside teaching activities, TUE's lecturers also take on the role of academic advisers for learners. Academic advisers are responsible for informing

learners of current training regulations, advising learners to develop study plans and learning route that best match their abilities. In order to best perform the role of academic advisers for students, since the academic year 2015-2016, TUE has assigned each lecturer to advise a group of 10-15 students. In order for the faculty members to successfully complete the task of academic advising, TUE provides training courses and guideline documents for lecturers. Every year, TUE takes feedbacks from students about the lecturers as advisors, informing the feedbacks to each lecturer to help them improve their duty [H16.6.16.07]. Thanks to the effective consultancy, the number of graduate students within the prescribed time, the number of graduate students as good is always at high proportion [H16.6.16.08].

For pedagogical universities, specific activities are those, which help students become familiar with the environment, actual practice, and professional skill training in schools. Recognizing the importance of activities associated with schools, such modules as Pedagogical practice 1, Pedagogical practice 2 is implemented as scheduled. Lecturers help each student to familiarize themselves with education activities at schools and improve their teaching capacity and professional skills [H16.6.16.9, H16.6.16.10]. In addition, since the school year 2013-2014, each year the school has sent more than 6000 student visits (from the first year) to implement field work at secondary schools, preschools in 02 or 03 weeks. This activity helps students apply their knowledge and theory into the practicalities of education in subjects related to general education, pre-schooling (psychology, pedagogy and teaching methodology); develop group working skills. All courses are accompanied by instructors. TUE has specific regulations on actual pedagogical practice, which clearly state the duty, powers and treatments for lecturers. Every year, TUE organizes conference summarizing pedagogic practice, professional practice activities to review and evaluate the effectiveness of these activities [H16.6.16.11].

To enhance the capacity of scientific research for students, every year the University assigns experienced lecturers to instruct students to do scientific

research. TNU and the University of Education offer financial supports for lecturers and students in scientific research activities [H16.6.16.03]. These regulations have promoted the scientific research activities of students expressed by the quantity and quality of scientific research topics [H16.6.16.12]. Many of those won high prizes in competitions at all levels [H16.6.16.13].

The role of the academic advisors is also demonstrated through the organization of soft skills practice, training courses on integrated teaching, extracurricular for students. These courses always attract a large number of students contributing to the improvement of vocational skills for students before graduation. This also helps secondary and kindergarten teachers improve their own capacity [H16.6.16.14].

In order to enhance the guiding role and strengthen links with high schools, in 2018, TUE organized building a learning community, strengthening the supporting role between lecturers and school teachers [H16.6.16.33].

Especially to serve the implementation of the new high school education program, TUE has coordinated with the GREP and ETEP programs to send hundreds of teachers to fostering of key pedagogical teachers and key education management teachers. Nearly 30 lecturers participated in compiling and appraising textbooks at all levels [H16.6.16.34].

Indicator 6.16.3. TUE leadership is committed to implementation of regular fostering plans to improve teachers' alertness and professional capacity in response to the school realities and context.

The task of fostering and developing the teaching staff is directed by the Party Committee and the Administration Board. The Party Committee has issued Human resource recruitment project, training and fostering teachers in the period 2010-2015, vision to 2020 [H16.6.16.15]; For specific targets to 2015, TUE had over 30% of lecturers with doctoral or higher degree; by 2020, more than 50% of lecturers have doctoral or higher degree. The development of TUE's staff, lecturers is also reflected in the strategic plan for the period 2016-

2020 [H16.6.16.16]. For specific targets to 2020, the University has over 50% of lecturers with doctoral or higher degree; 10% have Professor and Associate Professor Title; 100% gain the IT and foreign language certificates; 10% non-English major teachers can teach their profession in English; 1/3 of the Ph.D. candidates are trained abroad.

In 2018, TUE developed and issued a strategic development plan for the period of 2018-2022 and a vision to 2030 [H16.6.16.35]. TUE issued the capacity framework of officials, teachers, and determined the level of responsiveness for each job position. Based on the capacity framework of individuals and department self-assessing capacity, TUE determined fostering tasks [H16.6.16.36]. TUE also surveyed the needs of training and fostering teachers and developed a system of training materials including 60 credits for teachers to self-train and invited training experts (training courses on testing, assessment, online teaching, digital teaching, STEM education, startup, etc.) [H16.6.16.37]. Since 2017 to now, TUE has held many refresher training courses according to the competency framework for subjects such as: fostering for administrators (courses on strategic planning; state management of education; fostering qualifications politics; exploiting the market for training, fostering, scientific research), teacher training (training courses on assessment, STEM education, startup, digital education, online teaching, etc.) [H16.6.16.43]. The training courses' feedback were collected on many aspects such as general assessment, assessment of duration, content, documents, teachers, logistics, etc., the results showed that over 80% of the teachers all had good assessments on the training courses. The good and bad points of the course were considered, evaluated, learned from the training courses by the University [H16.6.16.46].

TUE always focuses on the training and development of the teaching staffs. In the past five years, the University has sent 45 lecturers to study Master's degree, 70 to study doctoral degree in the country and abroad; more than 1000 teacher, officer, and staff visits have been sent to attend conferences,

seminars, and training courses domestic and abroad. In 2018, TUE sent 12 teachers to study PhD (04 in Vietnam and 08 abroad); 03 teachers to study master degree; 159 turns of teachers attended fostering, conferences and seminars domestic and abroad [H16.6.16.17].

TUE had policies and measures to facilitate lecturers to improve their professional qualifications, participate in short-term and long-term training courses inside and outside the country; to encourage lecturers to participate in national and international conferences and publish their articles on domestic and international reputable journals. In the past five years, TUE supported more than 80 master's degree and 100 PhD candidates with a total amount of over 2 billion VND [H16.6.16.18]; funding 645 staff and lecturer attending to national and international conferences and seminars with the total amount of over 4 billion VND [H16.6.16.19].

TUE had policies to support high quality lecturers when they meet the regulations on teaching, scientific research, self-fostering of the school monthly: professor 900,000 VND/month, associate professor 600,000 VND/month, Ph.D. 300,000 VND/month. TUE also offered financial support for scientific works published on national and international prestigious journal: up to 15 million VND per each international publication, 1 million VND per each national publication. Over the past five years, the University has supported over 700 scientific articles published in the country and abroad with the total amount of nearly 500 million VND; commendable rewards for lecturers and students with achievements in scientific research [H16.6.16.20].

TUE enabled lecturers to participate in professional development activities such as fieldwork in secondary schools, kindergarten schools. Since the school year 2015-2016, TUE has sent 31 teachers to implement one-week fieldwork in secondary schools and kindergartens. During the actual fieldwork, lecturers had to coordinate with teachers at secondary and kindergarten schools to build sample lectures and activities. In addition, in order to create close

relations with secondary and kindergarten schools, TUE signed many cooperation agreements; each Department signed an agreement with a school. Lecturers regularly join activities with schools such as: extracurricular activities, observing teaching periods of apprentice students, helping schools repair the laboratories, joining hands in scientific and technological competitions of students [H16.6.16.21].

TUE does reports on the implementation of supporting policies for lecturers when participating in professional activities at home and abroad at the annual financial conference and official conference. TUE also sent many lecturers to attend workshops associated with actual conditions at secondary schools [H16.6.16.22].

Indicator 6.16.4. TUE supports teachers to effectively deploy appropriate teaching methods, especially the experimentation method in fostering programmes.

TUE supports teachers to effectively deploy appropriate teaching methods via specific regulations on the management and use of lecture halls; properties and equipment management in the University; compiling and using textbooks, syllabus, designing and using electronic lectures, online lectures; sending lecturers to implement field work in secondary and kindergarten schools; get feedback from learners [H16.6.16.23]. In 2018, 2019, the University designed 14 documents and online lectures and conducted online teaching [H16.6.16.39].

In order to improve the quality of teaching, the University has invested in facilities such as projectors, Wi-Fi networks, and visual teaching equipment are equipped in classrooms to support the renovation of teaching methods. The University regularly assesses the depreciation of assets, sets up the purchase, repair, and replacement plans. In the school year 2018-2019 TUE implemented an electronic library project with modern equipment [H16.6.16.40]. Course syllabuses are composed in the direction of capacity development. Especially,

lecturers focus on using integrated teaching methods to help learners to self-study and acquire knowledge. Assessment of the learning outcomes is changed into the competence-approached direction; conducted through individual work, group work, discussions, essays, assignments, periodic tests in association with actual work at secondary schools [H16.6.16.24]. TUE organized training courses, seminars on online teaching; sending lecturers to participate in refresher courses on innovating teaching methods, preparing electronic lectures, using active teaching methods to help lecturers improve their teaching capacity. However, there are not many seminars and workshops like those. TUE had a policy to support lecturers in compiling textbooks, reference materials and monographs after these documents have been accepted [H16.6.16.25]. Since the school year 2015 - 2016, the University has offered financial supports for lecturers to implement fieldwork in schools and kindergartens, through which lecturers have a comprehensive view of general education so that they can suggest solutions to adjust the training activities appropriately, linking theory with practice [H16.6.16.21].

TUE conducted survey on the satisfaction of learners on teaching methods of lecturers, thus helping TUE evaluate the effectiveness of the teaching methods and enable lecturers to adjust their teaching methods more effectively [H16.6.16.26]. In order for lectures to convey their teaching methods more effectively, TUE cooperated with the Labor Union in demanding divisions/departments to conduct classroom' observations regularly. TUE also organizes Excellent Teacher Competition so that lecturers have the opportunity to exchange experience in teaching methods with each other [H16.6.16.27].

Indicator 6.16.5. TUE 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.

TUE had policies of developing teaching staffs in accordance with the vision and mission of the University, the teacher training plan, professional training plan [H16.6.16.28]. The administrators had advocated the policy of establishing groups of specialists, interdisciplinary groups, teaching staff to train highly qualified learners [H16.6.16.29].

In 2018, the University issued a capacity framework, surveyed the training needs of teachers, issued training materials for teachers [H16.6.16.36], [H16.6.16.37]

Since 2017 , TUE has held many fostering courses according to the competency framework for teachers such as: fostering for administrators (courses on strategic planning; state management of education; fostering qualifications politics; exploiting the market for training, retraining, scientific research), teacher fostering (fostering courses on assessment, STEM education, entrepreneurship, digital education, online teaching, etc.) [H16. 6.16.43]

TUE organized many domestic and international conferences to create an environment for teachers to study and share professional experiences such as a workshop on learning outcomes and the minimum amount of knowledge of teacher training program, conferenceof new education program for school and the Training program for educational managers and school teachers, Standard training workshop for preschool teachers, school teachers ICTE International Conference, etc. to meet the requirements of the Education Law[H16.6.16.44].

Contribute to professionalization of TUE's staff, TUE promulgated regulations on improving study abroad and regulations on foreign language competency and informatics standards for teachers and students [H16.6.16.45].

TUE sent many staff to attend postgraduate training courses domestic and abroad and sent delegations to learn experiences in Taiwan, Korea, Thailand, Australia, ... However, due to the limited budget, it was not frequent and there were few the number of teachers to go. TUE only required teachers who attended training, fostering courses to report the results after training to the

University. TUE did not ask them to make plans to apply the results of learning and research into the practice of education and training activities. TUE did not organize the evaluation of the effectiveness of sending staff to participate in training courses. After learning experience in the abroad country, only a few of TUE's teachers can teach majors in English. TUE supports teachers with funding to attend training and conferences on educational issues, educational innovation, and educational socialization issues. In addition, TUE's teachers are facilitated to participate in projects of innovation, of improving the quality of general education, of improving the effectiveness of general education management, to participate in research teams, in fostering classes of professional titles for teachers [H16.6.16.30]. TUE has not yet supported teachers to post-doctoral study, intensive research abroad, short-term and long-term training abroad.

2. Strengths

- TUE has reasonable policies for developing the teaching staffs associated with the University's mission. Many effective measures have been implemented to promote lecturers' professional skills and competencies.

- TUE supports and facilitates new lecturers, apprentice lecturers in the process of teaching, doing research, and self-training; create mechanisms for them to develop professional and to work with TUE all life.

- The coordination with schools and kindergartens are always taken into consideration for better effectiveness.

3. Weaknesses

- The review, collection of feedback from stakeholders about the support system for apprentices and new teachers of the University have not been implemented scientifically and effectively.

- TUE has not provided teaching staff who can teach in English.

- Encouraging lecturers to act as instructors and the effective use teaching methods, providing the opportunity to professionalize lecturers to meet special needs have not been fully assessed for further improvements.

- Lecturers who participate in regular training programs are not permanently evaluated. TUE has not integrated survey tools into survey feedback system of learners of regular training programs.

4. Action plans

No.	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	Improvements	Developing and utilizing survey questionnaires to evaluate the effectiveness of apprentice lecturers; evaluate TUE's supporting activities for apprentice lecturers	Department of Testing and Education Quality Assurance	1/2020	12/2021
2		Fostering professional capacity for supporting staff: officials, service staff, technicians..	Department of General Administration and Human Resources	1/2020	12/2022
3		Improving teachers' and officials' capacity of foreign language	Department of General Administration and Human	1/2020	12/2022

			Resources		
4		Evaluating the effectiveness of investment in facilities and equipment in order to develop investment plans for modern teaching activities.	Department of Facility Administrative and Services; Department of Testing and Education Quality Assurance; Department of General Administration and Human Resources	1/2020	12/2022
5		Develop and deploy online connections of teaching activities in secondary schools with teaching activities at pedagogical universities.	Department of Academic Affairs	1/2020	12/2021
6		Develop toolkits to evaluate lecturers who take part in regular fostering courses.	Department of Testing and Education Quality Assurance	1/2020	12/2021

		Complete regulations and solutions to improve the quality and performance of practicum pedagogy teachers	Department of Academic Affairs	1/2020	12/2021
7					
8		Develop and deploy a plan of organizing workshops and conferences of introducing new and advanced teaching models	Department of Academic Affairs	1/2020	12/2020
9		Update the training program in accordance with the general education program	Department of Academic Affairs	1/2020	12/2022
10	**Strengths reinforcement**	Organize training courses to improve professional capacity for lecturers	Department of Academic Affairs, Department of General Administration and Human Resources	1/2020	12/2022
11		Develop a key teaching staff and		1/2020	12/2022

Indicator							
develop a learning community for teachers							

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 6.16.1				x			
Indicator 6.16.2				x			
Indicator 6.16.3				x			
Indicator 6.16.4				x			
Indicator 6.16.5			x				
Overall opinion	3.8						

Criterion 6.17. Lectueres' assessment and recognition

1. Description

Indicator 6.17.1. TUE has policies that allow accurate, open and transparent assessment of lecturers.

Periodically, TUE evaluates lecturers through the assignment report at the beginning of the school year, regulations of lecturers' duties according to their titles, feedbacks from learners, the registration of emulation, regulations on evaluation and classification of officials, employees for allowances [H17.6.17.1].

TUE conducts the evaluation through a variety of sources: Professional and capacity assessment through lecture observations; collecting feedbacks of students on the effectiveness of the teaching activities; evaluate and rank

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officials and employees annually [H17.6.17.2]. The results collected from students' feedbacks on teaching activities of lecturers have been informed to each lecturer and administrator at all levels to ensure the transparency and publicity of assessment activities [H17.6.17.3].

TUE has established the survey software to collect feedbacks on lecturers, integrating survey tools into the system to ensure that all teaching staff are surveyed and assessed. Through the assessment activities, the assessment results are the bases to help lecturers make adjustments to improve the quality of teaching in particular and the quality of training at the University in general [H17.6.17.4].

For the apprentice lecturers, it is required that 2 years after the date of signing the labour contract, they must earn a master's degree, foreign language and IT certificates to continue the labor contract [H17.6.17.5].

In 2018, TUE issued the probationary regime for newly recruited and newly transferred teachers[H17.6.17.11].

Assessment activities for lecturers: regulations on evaluation, evaluation content, form of assessment are widely publicized throughout the staff; the assessment activities are conducted publicly, ensuring transparency and fairness. The plans and results of the assessment are publicly available to all officials to ensure the transparency and publicity [H17 .6.17.6]. However, TUE has not yet analyzed the results of the evaluation to develop a plan for training and upgrading in an appropriate manner to help lecturers improve their professional skills [H16.6.16.28]. TUE assesses and classifies staff and lecturers annually, depending on the performance of the assigned tasks. Lecturers are rated and classified from "not finished task" to "excellent task". TUE conducts the evaluation and classification of teachers evey six months in order to consider increasing allowance for lecturers [H17.6.17.7].

In 2018, TUE developed a set of KPIs indicators to evaluate performance and completed and assessed in 2019 [H17.6.17.12]

Contents and forms of the assessment have not been regularly reviewed and adjusted in line with reality to help the University to clearly understand the real situation of lecturers' capacity.

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

TUE has clear regulations on the duties of teachers in teaching and research activities [H17.6.17.8].

In the regulations on evaluation for added salary, the results of scientific research are used to calculate the bonus. The teaching volume and scientific research are considered as a mechanism to canculate the added salary. This also encourages lecturers to better complete their tasks. Those who exceed the standard teaching periods are also paid by TUE, from 35,000 VND to 55,000 VND for one period. Those who do not earn enough standard scientific research periods, have to compensate by their exceeding teaching periods [H17. 6.17.9].

TUE has policies to support high quality lecturers every month when they meet the regulations on teaching, scientific research, and self-fostering : professor 900,000 VND/month, associate professor 600,000 VND/month, Ph.D 300,000 VND/month. TUE also has policies to encourage teachers to participate in national and international seminars and publish their articles national and international prestigious journals. TUE also offers financial supports for such articles: up to 15 million VND per each international publication, 1 million VND per each national publication. Over the past five years, TUE supported over 700 scientific articles published in the country and abroad with the total amount of nearly 500 million VND; commendable rewards for lecturers and students with achievements in scientific research. The number of high-quality scientific articles increases each year [H17.6.17.10]. In 2018, TUE conductedthe construction of a reward policy for teachers who have achieved excellent results in scientific research.

In 2018, TUE issued a Regulation on the use of revenues from international cooperation activities to develop the publication of international articles or scientific research products in order to motivate and encourage individuals and departments to develop the number of international announcements. TUE encouraged internationally publishin to increase the number of high quality international publications [H17.6.17.13].

2. Strengths

- TUE evaluates teachers systematically with a variety of information sources.

- TUE has policies to evaluate and acknowledge lecturers who participate in teaching and scientific research activities, attract other lecturers to participate and complete the teaching and research duty.

3. Weaknesses

- Supporting funds for lecturers are limited.

- TUE does not have a monitor system for the improvement of lectures after assessment.

- TUE has not conducted a comprehensive assessment on the impact of supporting policies, incentives for the capacity and effectiveness of lecturers.

4. Action plans

No.	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	**Improvement**s	Evaluate and classify lecturers in the direction of standardization	Administration and Personnel Department	12/2019	12/2021
2		Build a complete	Administration	12/2019	12/2022

		data system of teachers connecting information of teaching activities, scientific research, fostering activities and evaluating work efficiency.	and Personnel Department		
3		Comprehensive assessment of the impact of supportive and motivated policies on the development of teachers' capacity and work efficiency		12/2019	12/2022
4		Complete regulations on evaluation and recognition policy of teachers	Administration and Personnel Department,	12/2019	12/2022

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 6.17.1			x				
Indicator 6.17.2				x			
Overall opinion	3.5						

Standard 7: Learning support

Criterion 7.18: Recruitment and Learner support services

1. Description

Indicator 7.18.1. Policy and procedures of **enrollment** *for teacher training programmes and fostering programmes is publicly announced, transparent and fair.*

Every year, TUE establishes the enrollment plan and enrollment quota in accordance with the MOET regulations on academic disciplines as well as priority mechanism. Based on the plan and guidance of enrollment for university, regular college, postgraduate of TNU, TUE develops a detailed plan assigned to specific tasks for each department / group / team to guarantee implementation of enrollment activities on time [H18.7.18.01]. Enrollment information is publicly available on TUE's website as well as widely disseminated to departments, teachers and students throughout TUE.The enrollment information is updated regularly, constantly helping candidates to know the fastest information [H18. 7.18.02]. On the other hand, TUE promotes information on channels such as local television, social networks or sends enrollment notices to each school [H18.7.18.03]. At the same time, TUE

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organizes advisory groups about high schools to promote, introduce and advise enrollment information directly to candidates [H18.7.18.04]. TUE develops joint training programs in localities in accordance with the MOET's regulations, together with associated organizations to create an effective and public enrollment channel. Beside the regular enrollment as mentioned above, TUE has implemented many activities to access and expand training and fostering market in order to improve the efficiency of enrollment in 2019.

For university enrollment, in 2018, TUE developed and implemented a plan to collect feedback from stakeholders on university enrollment with students in K52, K53, officials and lecturers of the University, and general teachers of some schools in Thai Nguyen province. At the same time, TUE coordinated with the Department of Education and Training to identify the need for teacher training period 2018-2022, organized promotion of enrollment in 2019 at high schools in Son La, Nam Dinh and Lang provinces. Son, Ha Giang, Bac Kan ... For fostering enrollment, TUE coordinated with the Department of Education and Training to hold a 2018 Training - Fostering Conference to survey and approach the fostering needs of each province. At the same time, TUE built a project of fostering preschool, elementary and junior high school teachers in 2019 to submit to TNU for approval. For master's enrollment, in 2018, TUE successfully built 03 joint training programs for master degree training in Dien Bien, Ha Giang and Yen Bai approved by the MOET. In 2019, the University developed a project of master on English theory and teaching method of to submit to TNU for approval. At the beginning of 2019, TUE developed a project to approach and expand the labor market of training, fostering, scientific researching and science and technology transfering in order to improve enrollment quality. [H18.7.18.05]. Enrollment policies are all served TUE's mission and vision.

Since 2018, in order to match the practical situation in enrollment and training, TUE made a new enrollment plan and project to be submitted to TNU and the MOET for approval. In this new enrollment project, TUE fully and

clearly disclosed information about the current training scale, enrollment method and passing scores of the last 2 years as well as enrollment criteria by major / by major groups. This clearly demonstrated the enrollment of the University is highly transparent. At the same time, all information related to the enrollment is public on Tue's website as well as widely available on the mass media. In order to ensure fairness, TUE set up an inspection team to perform the tasks of examining and reviewing each step in the enrollment; From the collection results, the inspection team evaluated and gave comments to TUE to improve the enrollment process. This help enrollment to be more effective and better for the following school year. On the other hand, in order to well implement the fostering duty assigned by the MOET, TUE founded a Center for pedagogical skill development, which organizes pedagogical skills development activities for students, fostering teachers' and managers of educational institutions, trial of new teaching methods ... The center publicizes enrollment information for fostering classes on the website and at the same time sends notice to the DoET and other related organization. Learners can register for the course through docs.google.com of Google [H18.7.18.06].

In order to achieve the effective enrollment, TUE has also set up online Student Support Centers through the University website, and through social networking sites. These centers are always available, active (24/24 hours) to help, answer questions and provide necessary and timely information to students, and learners. [H18.7.18.07].

In 2018, TUE also made comments on the enrollment policy and made a final report to improve the quality. Every year, TUE conducts a review of the enrollment activity [H18.7.18.08].

Annually, TNU has a plan and organize an inspection of TUE's enrollment activities. In addition, TUE also organizes its own inspection of enrollment work. The results of the inspection show that enrollment activities

are conducted publicly, transparently and in accordance with regulations which are reflected though the results of feedback of learners[H18.7.18.09].

Indicator 18.2. Information to learners such as course catalogue, programme description, credit allocation policy is clear, comprehensive and easily accessible.

Information on disciplines, training and retraining courses, programme description is publicized on the University's website (http://www.dhsptn.edu.vn). Annually, TUE develops a detailed plan to assign related department to implement the enrollment and welcoming learners for each training system. At the begining of enrollment, 100% of the learners are fully provided with information on training program through various forms such as TUE's website; disseminate directly in the Week of citizen activities at the beginning of the year and at the beginning of the course; Yearbook, book "What Pedagogical Students Need to Know", Student Handbook; Documents for graduate students, Documents for PhD students. Information about the schedule and training program is fully posted on the website at http://ptknsp.dhsptn.edu.vn/, and also sends notice to the Department of Education or affiliates . [H18.7.18.10].

As soon as a module starts, 100% of the learners are provided with a detailed syllabus [H18.7.18.11] that includes a plan for study, practice, professional practice, self-study, testing and assessment [H18.7.18.12].

Training regulations issued by MOET for different levels are specified by the University into Regulations of Higher Education under the Credit System [H18.7.18.13], Regulations of continuing education [H18.7.18.14], Guiding the Implementation of the Higher Training Regulations [H18.7.18.15], Regulations on fostering[H18.7.18.17], Regulations on Student Affairs [H18.7.18.16]. The above regulations are widely available to learners in various forms [H18.7.18.06], especially on the Unviersity website (http://www.dhsptn.edu.vn). The departments of the University organize meetings with new students at the

beginning of the academic year to introduce the curriculum, implementation of regulations, and regulations on training and student affairs [H18.7.18.18].

Every year, TUE organizes a Conference with students to provide information directly to learners, to receive feedback from students on the training program, on supporting activities. At the same time, TUE organizes collecting learners' opinions on training program, teaching methods, learning resources, teachers, officials, employee ... thereby improving the quality of teaching and serving learners [H18.7.18.19].

In conclusion, TUE provides information about subjects, training programs, fostering programs and subjects to learners through various information channels and methods of implementation to ensure full, clear and accessible.

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

At the beginning of the school year, based on the list of entry points of the first year students [H18.7.18.20], the results of the annual academic processing [H18.7.18.21], through direct dialogue with students to promptly capture the thoughts and aspirations as well as respond to students' feedback [H18.7.18.22], TUE develop plans and programs to support and consult students[H18.7.18.24] who have learning difficulties, slow progress, learners of disadvantaged groups, ethnic minorities, disadvantaged areas and foreigners in particular [H18.7.18.23].

TUE has fully implemented the regimes and policies for students in accordance with the regulations. In the school year 2018-2019, there were 504 students eligible for social assistance, [H18.7.18.26] 243 students who were granted tuition support were ethnic minority students from poor and near-poor households in 2019 (phase 1), 227 students receiving Encouragement Scholarship (Semester I) [H18.7.18.27], the total amount granted to

Encouragement Scholarship & Social Assistance over 3 billion VND [H18.7.18.22]. In the school year 2018-2019, 30 students received gifts from TUE on the occasion of Luna New Year [H18.7.18.28], and 122 students were granted certificates to borrow credit [H18.7.18.29]. Although TUE has implemented many forms of support, there are still many students in difficult circumstances who need further assistance.

For students who are slow to progress in learning, TUE has appointed teachers who are experts in advising and consulting regularly [H18.7.18.30]. In addition, TUE provides information about students' learning outcomes to families [H18.7.18.31], thereby contributing to strengthening the school's and family's cooperation in educating students.

For foreign students, mainly Laos students who have limitations in terms of professional knowledge, the official study program, TUE has appointed teachers to foster and help them so that they can keep up with the common ground of other students [H18.7.18.25], [H18.7.18.32]. Besides, TUE also organizes many cultural and sport activities for Lao students: organizing Tet Bunpimay, greeting the New Year of the Department of Foreign Languages; homestay program, ... [H18.7.18.33] helps overseas students to interact with each other and with Vietnamese students, thereby supporting better learning. TUE also set up a volunteer student club to support foreign students to learn Vietnamese, in order to help international students to integrate and learn Vietnamese more smoothly [H18.7.18.34].

TUE also organizes activities to support students with access to knowledge about entrepreneurship, innovation and creativity, organizes training courses on entrepreneurship, innovation and creativity[H18.7.18.35], [H18.7.18.36], to help students to be proactive in creating jobs for themselves after graduation as well as having the necessary skills to do well in teaching.

In addition, contests about the new high school education program, integrated lecture design competitions, skills training courses for students in the

3rd year before going to the first pedagogical practice ...[H18.7.18.37] were also organized to improve pedagogical knowledge and understanding the new general education program and teaching instruction to competencies as well as improve pedagogical skills for students. .

Every year, TUE collects students' feedback, which can be evaluated for support and counseling activities [H18.7.18.38]. Besides, periodically according to the school year, TUE organizes a conference with students to capture their thoughts, aspirations and feedback from which TUE can promptly adjust activities to be practical and effective [H18 .7.18.22]. In 2018, TUE developed a plan and implemented a program of support and counseling for disadvantaged learners, ethnic minorities and foreigners (03 classes for K50 students) of 491 students. [H18.7.18.23].

Indicator 7.18.4. TUE professed information on learning pathways, transfer and credit recognition policies for transition between course units, major/minors, mandatory/elective; between inside and aboard Universities.

The disclosure of information on learning pathways, transfer policies and credit recognition policies in interdisciplinary training for students is provided in the University's Training Regulations and published widely on the website, social networking sites and in the directory, student handbook. Detailed implementation plans are stipulated in Decision No. 3030 / QD-DHSP dated August 1, 2018 [H18.7.18.35]

The curriculum of the University is designed to ensure the interconnection between the same levels (horizontal interconnection) and between different training levels (vertical interconnection) to create favorable conditions for students to pursue 2 programs or 2 diplomas in the University or other TNU members at the same time. Students enrolled in the second training program do not have to retake the general subjects and some pedagogical knowledge. The conditions for learners to study two programs at the same time are defined in the Training Regulation 1838. In order for students to pursue two degrees, TUE has

issued Decision No. 4465/QĐ-ĐHSP dated on December 8th 2015 on training and granting a second university diploma [H18.7.18.36].

Students who continue from college to university do not have to retake the same courses they attended in the previous program [H18.7.18.37]. TUE has instructed the learners on how to identify the exact disciplines that are suitable to the ones students have already taken in the previous programmes [H18.7.18.38]. The policy of credit transfer and recognition in interdisciplinary training between disciplines of the same level and between the University of Pedagogy and the National University is specified in the Decision No. 3743 / QD-DHSP dated 05 / 11/2014 for master's degree training and Decision No. 3030 / QD-DHSP dated August 1, 2018 for formal university level training [H18.7.18.39].

Every year, TUE sends a notice to students' families who are warned of their learning results after semester 1 and extras emester. At least 01 month after the student has decided to drop out, TUE sends a notice to the locality where the student has permanent residence.

Since the 2008-2009 academic year, TUE has used IU software to manage the university education process under the credit system. Information about the learning pathways such as learning volume registration, learning results, academic results are publicized, timely notified to students via the student's personal account. TUE has a team of teachers as academic advisers to support students. The responsibility of academic advisors is to advise, guide and develop the learning pathways for students [H18.7.18.40].

Indicator 7. 18.5. TUE offers counselling services on educational learning plan, selection of course units and career.

Center for Student Counselling and Support was established in 2007. The Center's experts regularly provide comprehensive counseling and support for students in their study as well as in their life. [H18. 7.18.45].

From the beginning of the course, TUE organized training courses for students on the contents, programs and methods of studying at university [H18.7.18.46]. In addition, students are regularly counseled by the academic advisors to get the most effective learning plan [H18.7.18.47].

Every year, TUE organizes training activities, invites experts to exchange and share skills, profession in order to motivate students in their vocational orientation and entrepreneurship[H18.7.18.48]. In 2018, TUE held a Conference to sign a cooperation agreement with high schools in the effective exploitation and use of laboratories of 03 subjects of Physics, Chemistry, Biology for high school students and implemented creative experienced activities at high schools and supported teachers and students in performing scientific research tasks. TUE held a Conference with the Department of Education and Training, the Principal of Kindergartens and general education schools to understand the needs and requirements of the labor market, thereby creating career orientation for students [H18.7.18.49] .

The demand for recruitment of organizations has been timely informed to students to help them get jobs soon after graduation [H18.7.18.50]. Since 2019, recruitment information of the organizations has been provided on the fanpage of TNUE Advice & Support Students and TUE's website. At the same time, TUE has impoved the officials staffs to consult and support students regularly, to answer all questions of difficulties in emotional feelings, in the lives of students [H18.7.18.51].

In order to enhance professional experience activities for students, TUE has sent students to high schools regularly[H18.7.18.52]. Youth Union sets up volunteers groups to support students at Thai Nguyen High School [H18.7.18.53].

Faculty pioneered the organization of job fairs: Primary Education Department, Faculty of Literature ... [H18.7.18.54] to help students contact with

employers. As the result, many students were recruited immediately after graduation through job fairs.

Activities to increase career skills are also regularly organized: integrated teaching contests, skills training for students before practicum 1, educational program contests about new high school ... [H18.7.18.48] organized annually by the Youth Union and Student Association.

TUE has organized an assessment of students' ability before graduation, which is conducted annually to assess the actual professional competence of students as well as the effectiveness of counseling and career guidance for people. learn [H18.7.18.55].

In order to evaluate advisory and vocational activities, TUE collected students'feedback [H18.7.18.56]. Based on feedback results, TUE developed a plan to improve the quality and effectiveness of counseling and career guidance for students [H18.7.18.57].

For students who have graduated, TUE periodically contacts them to find out about the employment situation, and consult, introduce career for students who have not yet worked. To assess the status of students' job after graduation, TUE developed a plan and implemented a job survey of graduates in 2017 with 2,304 students / 2,583 graduates (according to the decision). In particular, students had jobs is 1355; Unemployed: 118 students; the number of students who are currently learning: 58 students. [H18.7.18.58]. In addition, TUE is conducting a survey of graduates in 2018. [H18.7.18.59]. Survey employers to adjust training program and support student activities effectively.

2. Strengths

- TUE's enrollment is under the MOET regulations.

- Information on programmes, curriculum, syllabus are clearly provided to the students.

- The policies for students who are eligible under the regulations has been fully and timely implemented.

- Activities for counseling, career guidance for students are organized diversely.

- A policy to support students of ethnic minorities, and students with difficult circumstances in learning is provided.

3. Weaknesses

- Transfer policy and credit recognition in interdisciplinary training between the Universities and foreign partners have not been completed.

- There is no comprehensive plan for supporting and counseling disadvantaged students, and oversea students.

- The sources of scholarships and supports for students are still limited.

- Vocational training and job finding for students are limited.

- The contact with students after graduation is not permanent. There is no full report on the status students' job after graduation.

4. Action plan

No.	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	**Improvements**	Establish a comprehensive plan for supporting and counseling the disadvantaged students, oversea students.	Department of Student Affairs	12/2019	12/2020

2		Establish network connecting with DoET, secondary schools and former students; promote the channels for enrollment information; disciplines, curriculum, training programs.	Department of Academic Affairs	12/2019	12/2020
3		To build and complete the policy of transfer and credit recognition in interdisciplinary training between the University and foreign partners.	Department of Academic Affairs	12/2019	12/2020
4		Establishing a scholarship fund to support disadvantaged students	Department of Student Affairs	12/2019	12/2020
5		Establish and promulgate regulations on	Department of Student Affairs; in cooperation	12/2019	12/2020

		former teacher's and academic advisor's activities in regular training programs at the University of Education	with Department of Academic Affairs		
6		Develop a specific activity plan for the Student counseling and support center	Center for student counseling and support	12/2019	12/2020
7		Set up online software connected with students after graduation.	Department of Student Affairs; Department of Testing and Education Quality Assurance; Center for Information and Library	12/2019	12/2020
8		Develop a toolkit to assess the competency of learners according to learning outcomes	Department of Testing and Education Quality Assurance;	12/2019	12/2020
		Develop	Department of	12/2019	12/2020

9		counseling services for students and post-graduate	Student Affairs; Department of Testing and Education Quality Assurance; Center for Information and Library		
1	**Strength reinforcements**	Develop and publish the supporting policies for students.	Department of Student Affairs	12/2019	12/2020
2		Diversify the forms and contents of consultancy and support for students	Department of Student Affairs	12/2019	12/2020

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 7.18.1					x		
Indicator 7.18.2				x			
Indicator 7.18.3				x			

Indicator 7.18.4				x			
Indicator 7.18.5				x			
Overall opinion	4.2						

Criterion 7.19. Learning assessment and Result recognition

1. Description

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

In order to assess learners' achievements, the University has issued specific documents to ensuring accuracy, fairness and transparency in evaluating the learning results, which is consistent with the learning objectives learning outcomess for each training programmes [H19.7.19.01, H19.7.19.02, H19.7.19.03, H19.7.19.04, H19.7.19.05].

At present, TUE evaluates learners' achievement in both forms: formative and summative evaluation. Depending on the characteristics of each department/division, the grade of each module is based on some or all of the component scores, including: attendance assessment; Regular assessment; periodic tests; practice assessment; essays and final test scores.Each module must ensure the following component scores: Process assessment scores (including: Attendance Assessment, Regular Assessment, Periodic Assessment) and Final Test Scores (except for experimental and practical modules). The final test scores are occupy from 50% to 70% of the module grade [H19.7.19.02, H19.7.19.03]. In order to evaluate the level of meeting the learning outcomes of the module, TUE has adjusted the regulations to assess the students' learning results, which clearly specify how to build a question question bank matrix that is compatible with the learning outcomes of the module. TUE specified the

rubric of the assessment forms and adjusting the process grading weight and the final exam score with the weight of 50: 50% [H19.07.19.17].

To ensure the accuracy, fairness and transparency, the University has clearly specified the process of composing exam questions, and implementing examinations for each training program [H19.7.19.02]. Exam questions are selected from the question matrix which is based on content of each module [H19.07.19.06].

Final exams are offered in the form of multiple choice tests. English language modules for non-English major students are tested on computers. Therefore, the results are quick and objective. For the written tests, the upper part of examination bearing examinee's name is cut out before the lecturer give mark [H19.7.19.02]. Students can request to check their examination papers if they have any question to their test scores [H19.7.19.07].

Assessment in form of interview account for nearly 20%; however, TUEhas no mechanism to supervise this activity.

The regulations of the examination are disseminated to the students through various channels: through political meeting at the beginning of the academic year, publicly available on TUE's website [H19.7.19.08], etc. In the first period of each module, lecturers are responsible for informing the students about the assessment method [H19.7.19.06]. As a result, students can clearly understand and strictly follow TUE's regulations.

To ensure accuracy, fairness and transparency in accordance with learning objectives and learning outcomes, TUE inspected the examination activities at the end of each semester. The results of the inspections show that the examination activities have been carried out under regulations, ensuring accuracy and objectivity [H19.7.19.09]. In addition, the University also inspects examines if question bank is consistent with the module contents [H19.7.19.10]. Moreover, TUE collects feedbacks from students on teaching activities, and training programs, including assessment activities. The results show that the

majority of students are satisfied with the assessment, and that the methods and procedures of assessment activities are fair and objective. [H19.7.19.11]

Indicator 19.2. Learning result recognizationf must reflect learners' teaching competences in training and fostering programs, including pedagogical skills and ICT skills.

To recognize the learner's competences, the University has issued regulations on graduation requirements and graduation recognition, learning outcomes for each training program [H19.7.19. 01, H19.7.19.12, H19.7.19.13].

In training program, each subject responds to one or some of the learning outcomes, and students who successfully complete the credits as prescribed will satisfy these learning outcomes. In the training program, the subjects on knowledge and pedagogical skills account for 25 to 35% of the total credits. At present, TUE is helping students have early access to activities at secondary schools through professional practice; students, therefore, are introduced to the teaching environment in the early years [H19.7.19.04].

In addition to assessing the teaching and ICT competences of students through the training modules at University, students are evaluated by school teachers via pedagogical traineeship at secondary schools and pre-schools [H19.7.19.05].

In order to get the graduation recognition, students have to complete enough credits in regulations with the average accumulating score of at least 2.0 for the whole training course. In addition, full-time students have to gain the foreign language certificate level 3 under Vietnamese framework of reference, and the IT certificate [H19.7.19.01, H19.7.19.13]. For the part-time education, learners must complete the modules in the curriculum and meet the requirements of the graduation exams to be recognized for graduation [H19.7.19.14].

For fostering programs, students must complete the prescribed subjects or modules in regulation. At the end of the course, eligible students are given a certificate of completion [H19.7.19.15].

In order to assess the results of learners' traineeship, every year TUE holds a practicum summary conference to review the strengths and limitations in pedagogic traineeship as well as learners' competences [H19.7.19.16].In addition, TUE also collects feedbacks from learners, employers and other partners on the training programs as well as the students' pedagogical competences. However, for fostering programs, TUE has not implemented this kind of activity.

2. Strengths

The evaluation of learners' learning results conducted in many different forms, conducted accurately, fairly and transparently. Information technology has been exploited and applied in testing.

3. Weaknesses

- The methods in the evaluation of learning achievements are mostly in form of written tests. There is no mechanism to supervise the oral examinations. Other types of examination and evaluation are still limited in use.

- Receiving feedbacks from the learners on the testing and assessment activities is not implemented regularly and has not achieved the expected results.

4. Action plan

No.	Objectives	Actions	Responsibilities	Duration	
				Start	End
1	**Improvements**	Review or renew 20% of the exam bank under	Department of Testing and Education Quality	1/2020	12/2020

#				Start	End
		standardized requirements	Assurance		
2		Perform effectively the software to manage the test/question bank	Department of Testing and Education Quality Assurance	1/2020	12/2020
3	**Strength reinforcements**	Improve the efficiency of IT in examination activities	Department of Testing and Education Quality Assurance	1/2020	12/2020

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 7.19.1				x			
Indicator 7.19.2			x	x			
Overall opinion	4.0						

Criterion 7.20: Extra-curricular Activities

1. Description

Indicator 7.20.1. TUE supports learners in professional practice and engagement in social, sport and cultural activities to improve learning quality.

At the beginning of the academic year, TUE, together with the Youth Union, the Student Union prepares and implements cultural, social and sport activities for students[H20.7.20.03]; [H20.7.20.04]. The activities are diverse such as art performance, sports tournaments, soft skills training activities, etc, which contributes to improving professional skills for students. The activities for the majority of students include marathon with the participation of more than 3,000 students; the civil dance competition with the participation of more than 1,000 students, etc; Typically in sports competitions is the annual traditional football tournament which has attracted over 2000 athletes and audiences, etc. [H20.7.20.04]. Through these activities, it has contributed to raising the awareness of solidity activities for students.

In 2018, in addition to regular activities, TUE also organized support and counseling programs for disadvantaged learners, ethnic minorities students and foreigners (for students K50). For foreign students who are studying and researching at TUE, they were supported to participate in arts and sports activities organized by Thai Nguyen province, Laos Embassy in Vietnam and participate in Lao Bunpimay New Year by TUE to welcome new year. TUE also visited and encouraged overseas students who stayed in the hospital, who did not return home on the occasion of Vietnamese traditional New Year, Lao Bunpimay, Vietnam National Day, Laos Independent Day. TUE organized extracurricular activities and cultural exchanges for foreign students: Mongolia, Mozambic, Laos, Thailand, China, ... [H20.7.20.01]

From the school year 2018 - 2019, in order to evaluate the effectiveness of activities for learners, the Youth Union - Student Union had implemented the software system to evaluate the activities of learners. The results of evaluating

activities for students through software have contributed to raising the sense of self-participation in learners' activities. [H20.7.20.05]

TUE also organized seminars with experts in the field of start-up and innovation to help learners have career orientation and employment opportunities in the context of internationalization in the current period [H18.7.18.48].

In addition to extracurricular activities to improve professional training skills for students, TUE organized many meaningful community activities such as: Exam Season Relay, On-site Summer Volunteer and Summer Volunteer in Phu Lac, Dai Tu district, Thai Nguyen province, ... [H20.7.20.02]. In the school year 2018-2019, TUE's students have implemented over 6,000 workdays to participate in the construction of a green, clean and beautiful school [H20.7.20.03] as well as many other volunteer activities and community activities.

TUE is interested in investing in facilities to serve students' activities such as: meeting hall, stadium, sports ground, sports hall, etc. This is an important condition to create a favorable environment for students to participate. join extracurricular activities [H20.7.20.06].

Every year, at the end of the emulation and copetitions, TUE evaluates, commends and awards certificates to the classes and individual students who achieve high achievements in the solidity activities and movements held by TUE, Youth Union and Student Union. In addition, many classes and individuals who participated and achieved many excellent achievements were awarded by the higher authorities such as: Certificate of Merit from the Ho Chi Minh Communist Youth Union Executive Committee of TNU, the Merit of the Central Committee of the Youth Union, Ho Chi Minh Central of Vietnamese Students Union, Certificate of Merit from Ho Chi Minh Communist Youth Union Executive Committee of Thai Nguyen province, ... [H20.7.20.07].

Every year, the university collects feedback from students [H20.7.20.08], summarizes and assesses the organization of cultural, social, and sport activities. Basing the review and assessment of those activities, the university deploys the appropriate and effective actions to fulfil the needs and aspirations of students [H20.7.20.08].

Indicator 20.2. TUE supports the establishment and operation of an alumni representative board, as well as its involvement into teaching & learning activities of the TUE.

Since 2013, TUE has decided to establish a connecting former student committee for each student course [H20.7.20.09]. The University has issued a "Templae Regulation on Organization and Operation of the Connecting Former Student Committee" [H20.7.20.10].

In the school year 2018 - 2019, the University has developed and issued the Regulation on organization and operation of the connecting former committee of TUE [H20.7.20.11]; established a liaison committee for former students of TUE [H20.7.20.12] and of Departments / Divisions [H20.7.20.13].

Connecting former student committee is one of channels in providing information about the status of students' job after graduation; enrollment information for the University.

Connecting former student committee is on of the stakeholders for feedback and evaluation of training program. TUE has deployed to collect feedback from former students. The feedback of former students is an important information channel for TUE's activities. [H20.7.20.14]

2. Strengths

- Extracurricular activities are diverse, attracting a large number of students.

- TUE invited experts, celebrities to talk in the field of entrepreneurship, innovation. This activity was widely attended by participants.

- TUE developed and issued the Regulation on organization and operation of the connecting former student committee .

- TUE has established an alumni representative board for each course.

3. Weaknesses

- There has not yet been a separate survey on degree of satisfaction of students with extracurricular activities offerd by TUE.

- There are no criteria for assessing the level of participation in extracurricular activities as a basis for later classification of students.

- There is no review and assessment on the performance of the alumni representative board.

- There are no specific plans to invite former students to participate in teaching and professional training activities for students.

4. Action plan

No.	Objectives	Actions	Responsibilities	Duration	
				Start	End
1		Survey student's satisfaction on extracurricular activities	Department of Student Affairs	12/2020	12/2020
2	Improvements	Establish criteria for evaluating the level of student's participation in	Department of Student Affairs	12/2020	12/2020

		extracurricular activities			
3		Construct outdoor sports facilities for students in dormitory	Department of Student Affairs	12/2020	12/2020
1		Develop a comprehensive plan for organizing community activities for the students	Department of Student Affairs	12/2020	12/2020
2	**Strength reinforcements**	Develop a plan for the alumni representative board to collect contact information of students after graduation. Invite successful former students to participate in TUE's activities.	Department of Student Affairs	12/2020	12/2020

5. Self-assessment

Indicator	Scale						
	1	2	3	4	5	6	7
Indicator 7.20.1				x			
Indicator 7.20.2			x				
Overall opinion	3.5						

PART 3. SUMMARY ON SELF-ASSESSMENT RESULTS

Based on the self-assessment of the status of TUE's activities through the evaluation of each criteria of the TEIDI indicator set, the results of the evaluation of the TEIDI indicator set are as follows:

Standard/Criterion/Indicator	TĐG
Standard 1 – Vision, Management and Quality Assurance	
Criterion 1 - Strategic vision	
Indicator 1.1.1.	4
Indicator1.1.2.	4
Mean:	**4,0**
Criterion 1.2. Management	
Indicator1.2.1.	4
Indicator1.2.2.	4
Indicator1.2.3.	5
Mean:	**4,3**

Criterion 3 - Quality assurance	
Indicator1.3.1.	5
Indicator1.3.2.	5
Indicator1.3.3.	4
Indicator1.3.4.	5
Mean:	**4,8**
Overal mean:	**4,36**
Standard 2 – Training programmes	
Criterion 2.4 - Curriculum Development	
Indicator2.4.1.	4
Indicator 2.4.2.	5
Indicator 2.4.3.	4
Mean:	**4,3**
Criterion 2.5 - Curriculum content and implementation	
Indicator 2.5.1.	4
Indicator 2.5.2.	4
Indicator 2.5.3.	3
Indicator 2.5.4.	3
Indicator 2.5.5.	3
Indicator 2.5.6.	5
Mean:	**3,7**
Overall mean:	**4,0**
Standard 3. Research, development and innovation	

Criterion 3.6: Policy on research, development and innovation	
Indicator 3.6.1.	4
Indicator 3.6.2.	4
Indicator 3.6.3.	4
Indicator 3.6.4.	4
Mean:	**4,0**
Criteria 3.7: Support for research, revelopment and innovation	
Indicator 3.7.1.	4
Indicator 3.7.2.	5
Indicator 3.7.3.	4
Mean:	**4,3**
Overall mean:	**4,17**
Standard 4 - External collaboration	
Criterion 4.8 - Regional/local cooperation	
Indicator 4.8.1.	4
Indicator 4.8.2.	4
Mean:	**4,0**
Criterion 4.9: International Collaboration	
Indicator 4.9.1.	4
Indicator 4.9.2.	3
Indicator 4.9.3.	4
Mean:	**3,7**
Criterion 4.10: Cooperation with other stakeholders	

Indicator 4.10.1	3
Indicator 4.10.2.	5
Indicator 4.10.3.	4
Indicator 4.10.4.	4
Mean:	**4,0**
Criterion 4.11 Information and communication	
Indicator 4.11.1.	3
Indicator 4.11.2.	4
Mean:	**3,5**
Overall mean:	**3,79**
Standard 5: Educational environment and resources	
Criterion 12: Educational environment	
Indicator 5.12.1.	3
Indicator 5.12.2.	3
Mean:	**3,0**
Criterion 5.13: Facilities/Teaching and Learning resources	
Indicator 5.13.1.	3
Indicator 5.13.2.	3
Indicator 5.13.3.	3
Indicator 5.13.4.	4
Mean:	**3,3**
Criterion 5.14. Financial resources	
Indicator 5.14.1.	4

Indicator 5.14.2.	4
Mean:	**4,0**
Criterion 5.15: Human resources	
Indicator 5.15.1.	4
Indicator 5.15.2.	4
Indicator 5.15.3.	3
Mean:	**3,7**
Overall mean:	**3,48**
Standard 6. Teaching support	
Criterion 6.16: Teachers induction and guidance	
Indicator 6.16.1.	4
Indicator 6.16.2.	4
Indicator 6.16.3.	4
Indicator 6.16.4.	4
Indicator 6.16.5.	3
Mean:	**3,8**
Criterion 6.17. Lectueres' assessment and recognition	
Indicator 6.17.1.	3
Indicator 6.17.2.	4
Mean:	**3,5**
Overall mean:	**3,63**
Standard 7: Learning support	
Criterion 7.18: Recruitment and Learner support services	

Indicator 7.18.1.	5
Indicator 7.18.2.	4
Indicator 7.18.3.	4
Indicator 7.18.4.	4
Indicator 7.18.5.	4
Mean:	**4,2**
Criterion 7.19. Learning assessment and Result recognition	
Indicator 7.19.1.	4
Indicator 7.19.2.	4
Mean:	**4,0**
Criterion 7.20: Extra-curricular Activities	
Indicator 7.20.1.	4
Indicator 7.20.2.	3
Mean:	**3,5**
Overall mean:	**3,90**
Self-assessment Mean:	**3,90**

PART 4. CONCLUSION

Thai Nguyen University of Education - TNU has conducted a comprehensive self-assessment of the school's capacity according to TEIDI, consisting of 7 standards, 20 criteria and 63 indicators in accordance with the instructions of the ETEP Management Board, ensuring that the results of the self-assessment reflect the actual situation of the university's capacity. Through its self-assessment, TUE has fully identified the strengths and weaknesses of each field of work according to TEIDI criteria, on the basis of which the action plan is further developed and improves the quality of the strengths, overcome weaknesses to improve the capacity of the school activities to meet the requirements for training and professional development for school managers and teachers. Through self-assessment, TUE draws some key conclusions as follows:

i) TUE has developed and implemented the strategic plan in alignment with its mission and vision. However, the vision and strategic plan need to be assessed and adapted to the new situation and in accordance with the context of ETEP program. TUE has a document system of management in place. TUE has completed educational quality accreditation. Nevertheless, there are no training programs with accreditation certificate. There is a need to develop a post self-assessment plan for quality improvement of the training programs.

ii) Training and fostering programs have standardized expected learning outcomes. The program is periodically reviewed, adjusted and supplemented to meet the practical requirements of education reform. However, there has not been a process to develop, review and adjust fostering programs for school managers and teachers. The fostering course contents have not been highly appreciated by localities for their diversity and suitability with reality. TUE has developed but has not yet implemented teacher education program for specialized subjects in English.

iii) TUE regularly organizes and deploys a wide range of research and technology activities suitable to different lecturers' conditions. The University has paid special attention to supporting teachers in research, especially in their research implementation. TUE has focused on investing infrastructures and facilities for lecturers' research including laboratories of different kinds. There is a lack in policies which prioritize international publications in the fields of educational sciences, social sciences and humanities. There are no specific policies to link research and the local needs of science and technology as well as no specific policies to promote transferable science and technology applications. The number of teaching and research groups is limited and no specific assessment of the results of teaching and learning is integrated into teaching and learning. The number of research teams in teaching and applications is limited, and there is no specific evaluation of research results which are integrated in teaching and learning.

iv) TUE regularly organizes seminars, conferences and events on educational science for the development of training and fostering programs for school managers and teachers. International conferences, seminars and workshops with foreign experts are held periodically and regularly. There are many free programs available to assist teachers and students to improve their foreign language competency. Nevertheless, the effectiveness of collaborative activities with stakeholders has not been periodically evaluated to develop improvement plans. The foreign language proficiency of many teaching and non-teaching staff and students does not meet requirements. The effectiveness and scale of cooperation with units, organizations and individuals in scientific research and technology transfer is not commensurate with the university's potential and position. Cooperation and sharing activities in the network of TUEs across Vietnam and in ASEAN have still shown low efficiency.

v) TUE has good scenery, campus and "green, clean and beautiful" natural environment which are designed and built to be suitable for training activities and teachers' professional development. Equipment and learning

materials are invested diversely to meet training and research needs. TUE has a server system and training management software to meet the needs of credit training system. Planning, financial management and centralized revenue management are implemented appropriately, adequately, accurately and timely. TUE has developed strategic plans, policies for resourcing, training and fostering lecturers suitable to different periods; plans, procedures and criteria for recruitment are clear and transparent. However, some items of work buildings and lecture halls have been downgraded due to long duration. Some laboratory equipment has been degraded and out-dated, which requires replacement and replenishment. TUE does have a new electronic library, but the digital library of the University has not been connected with the National Library and libraries of other TUEs in the country. The electronic portal does not meet the demand of organizing training and fostering courses. Revenues from fostering programs and technology transfer are still low, and do not fit with the potential of the University.

vi) TUE supports and facilitates newly recruited teachers and mentees in their teaching, research, continuous professional development and training in order to improve professional and teaching skills. However, TUE has not proposed to improve investment in modern teaching equipment to support teaching activities. Funding for recognition of teachers is limited. TUE has not set up mechanisms for appraisal of teachers with excellent research achievements as well as the database for the management and assessment of newly recruited teachers and mentees. Lecturers who are involved in fostering programs have not been assessed regularly and timely. TUE has not developed the monitoring system of teachers' progress after assessment.

vii) Information of students' admission is introduced through a variety of channels and forms so that learners can easily grasp information about the University, outcomes and training program. Policies for the students who are entitled under regulations have been implemented fully and timely. Assessment activities are conducted accurately, fairly and transparently. Extracurricular

activities are organized diversely, attracting the participation of a large number of students. TUE has established alumni liaison committee. However, transfer and credit recognition policies for transition between TUE training programs and other domestic and foreign TUEs have not been completed. TUE does not have an overall support and consultancy plan for disadvantaged students, low performers and international students. There are not many sources of scholarships and grants for students with disadvantageous conditions. Vocational and job search activities for students are limited. Frequent contact with students after graduation is limited and there is no full report on students' employment situation after graduation.

RECTOR

PRESIDENT OF SELF-ASSESSMENT COUNCIL

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