

**THE UNIVERSITY OF DANANG
UNIVERSITY OF SCIENCE AND EDUCATION**



**TEACHER EDUCATION INSTITUTIONAL
DEVELOPMENT INDEX
SELF-ASSESSMENT REPORT**

Danang, February 2020

Contents

Contents	1
LIST OF ABBREVIATIONS	3
Part 1. INTRODUCTION	4
1.1. Overview of the Institution	4
1.1.2. Training and Professional development programs.....	5
1.1.3. Training materials and resources	5
1.1.4. Facilities and IT infrastructure	5
1.1.5. Scientific research and international cooperation	6
1.1.6. Collaboration with other teacher training institutions and schools.....	6
1.2. General context of The university and the context of joining ETEP	7
1.3. Summary of Self-assessment Report	7
Part II. SELF-ASSESSMENT	11
Standard 11. STRATEGIC VISION, MANAGEMENT, QUALITY ASSURANCE	11
Criterion 1. Strategic Vision	11
Criterion 2. Management	14
Criterion 3. Quality Assurance.....	19
Standard 2. TRAINING PROGRAMS	23
Criterion 4. Curriculum Development	23
Criterion 5. Curriculum Content and Delivery	27
Standard 3. RESEARCH, DEVELOPMENT AND INNOVATION	34
Criterion 6. The policy of research, development and innovation.....	34
Criterion 7 Supporting research, development and innovation	40
Standard 4. EXTERNAL COLLABORATION	46
Criterion 8. Regional/local collaboration.....	46
Criterion 9. International Cooperation	50
Criterion 10. Cooperation with stakeholders	55
Criterion 11. Information and Communications	60
STANDARD 5. EDUCATIONAL ENVIRONMENT AND RESOURCES	66
Criterion 12. Educational Enviroment	66
Criterion 13. Physical infrastructure, teaching and learning resources	69
Criterion 14. Financial resources	74

Criterion 15. Human resources	79
Standard 6. TEACHING SUPPORT	85
Criterion 16. Supporting and training lecturers	85
Criterion 17. Evaluating and recognizing lecturers	93
Standard 7. LEARNING SUPPORT	97
Criterion 18. Admission and support for learners.....	97
Criterion 19. Assessment and learning outcome recognition	103
Criterion 20. Extracurricular Activities	107

LIST OF ABBREVIATIONS

ASB	:	Academic and Scientific Boards
BoR	:	Board of Rectors
CPD	:	Continuous professional development
DAA	:	Department of Academic Affairs
DIL	:	Division of Inspection and Legislation
DoET	:	Department of Education and Training
DFM	:	Department of Facilities Management
DFPA	:	Department of Financial Planning Affairs
DPA	:	Department of Personnel and Administration
DSA	:	Department of Student Affairs
DSAIC	:	Department of Scientific Affairs and International Cooperation
DTEQA	:	Department of Testing and Educational Quality Assurance
MoET	:	Ministry of Education and Training
MoU	:	Memorandum of Understanding
PD	:	Professional development
S&T	:	Science and Technology
TTU	:	Teacher Training University
TRT	:	Teaching and Researching Team
UD	:	The university of Danang
UD-UEd	:	The university of Danang - University of Science and Education

Part 1. INTRODUCTION

1.1. Overview of the Institution

The university of Danang - University of Science and Education (UD-UEd) was founded pursuant to Decree No. 32/CP by the Vietnamese Government dated April 4, 1994 upon the rearrangement and reorganization of former institutions such as Quang Nam – Da Nang Teachers Training College, Danang Foreign Languages Teachers Training College, Basics Division of Danang Polytechnic University, Culture Division of Nguyen Van Troi Vocational School. As a member of the university of Danang, UD-UEd offers courses in training teachers of all school levels. UD-UEd also provides Bachelor's and Master's programs in science, courses of fundamental science subjects for member universities and colleges of UD, scientific research and technology transfer serving the socio-economic development of the Central Region and Highlands and the country.

Through 45 years of foundation and development, UD-UEd is currently a multi-disciplinary, multi-level university with seven functional departments, twelve faculties, three centres and three divisions.

During its development, UD-UEd has honourably been awarded many orders, certificates of merit, and emulation flags by the local and central government for its operations in a wide range of areas. In 2016, UD-UEd was awarded First Class Labour Order by the President of Vietnam.

UD-UEd identified its mission: *UD-UEd has the mission of training and developing high quality human resource, the core of which is teacher training, and conducting scientific research and technology transfer in educational science, natural science and social science and humanity in order to actively boost the country development, with the focus on the Central Region and Highlands.*

The Educational Philosophy is: *Comprehensiveness - Liberation - Creativity - Practicality.*

UD-UEd's core value is specifically defined in each of its operations. For science: *Creativeness and academic freedom*; For training and research: *Quality as top priority*; For management: *properness/ accuracy and objectiveness*; For teaching: *knowledge development and career orientation*; For learners: *respect for individual ability and collective spirit*; For colleagues: *Sincerity and solidarity*; For community: *service and contribution.*

1.1.1. Teaching staff

The total number of working staff of UD-UEd as up to October 1st, 2019 is 325. 230 of them are lecturers including fifteen associate professors, 96 doctors and doctors of science (41,73% of the teaching staff), 160 masters, and 69 lecturers taking part in doctoral and master's programs in various local and overseas institutions.

1.1.2. Training and Professional development programs

UD-UEd offers 33 undergraduate programs, 17 Master's programs, 06 doctoral programs and 30 types of certificate training programs. Of 33 undergraduate programs, there are 17 teacher training programs. All the training programs, professional programs and courses mentioned above have been accredited, approved and issued.

For Part-time programs, UD-UEd offers on-campus programs or programs in cooperation with continuing education centres, other educational institutions within the country such as college degree programs, University and college programs, upgrading programs and professional development programs for teachers and principals of all levels. UD-UEd offers 07 programs upgrading college degrees to university degrees, 05 programs admitting the high school level and for the second degree in all the majors at the university.

The short-term training programs for issuing certificates focus on pedagogical skills, professional titles, school principal professional development, professional skills and the reform of general education... These professional development programs are useful for learners, meeting the requirements of the education sector.

UD-UEd's training and professional programs are designed in accordance with the regulations, and are periodically updated, revised and adjusted to meet the demand of learners and employers.

In the academic year 2019 - 2020, there are 6.497 full - time undergraduate students, 758 post-graduate students. The number of part - time students is 3.077. Besides, there are 95 international students doing undergraduate and post-graduate programs at the university. The UD-UEd has so far trained 2.258 doctors and masters.

1.1.3. Training materials and resources

UD-UEd's library is located on a quiet and spacious section with the total area of 955 m² housing a system of book borrowing rooms, reading rooms, professional directory rooms, and book, newspaper and magazine archives. There are 20.240 book titles with 113.844 copies. The number of books serving learning and research needs for the university's certified majors is 100,827. The library has 60 computers with internet connection, and a software system for book and material management.

The professional and managerial procedures are computerized. Access to library resources is made through networked computer system. Book archives are converted into open online resource with book borrowing and returning procedures being done via bar code scanning.

1.1.4. Facilities and IT infrastructure

The total area of the university is 4.67 hectares with construction space of up to 31,132 m². Working buildings cover an area of 2,118 m² and space for recreation

takes up 6,000 m². The total area of learning space (rooms) is 19.526 m², with the ratio of 3,0 m² per student, including 107 classrooms, 10 large lecture halls with the capacity of 100 – 150 seats and 01 hall with the capacity of 600 seats which are all sufficiently equipped with loudspeakers, projectors. UD-UEd has 34 labs which are fully equipped and annually upgraded to meet the needs for study and research of undergraduate and post-graduate students. There are 9 computer rooms with over 500 laptop computers, and 4 professional rooms for teacher training with modern interactive boards, stereo projectors, sound intensifiers and cameras...

The dormitory for domestic and international students has an area of 4,446 m² with beautiful and spacious view, ensuring comfort and security for students' life. The multi-functional building and the gymnastic building provide students and teachers with regular practice to maintain good health and promote sports movements/activities in the university.

The university has developed an advanced online learning system which can be connected to six 1,200- seat auditoriums for simultaneous learning activities, and to other national and international universities and colleges.

The server system and cable LAN, together with modern management software pieces meet the training requirements. UD-UEd has also developed and updated websites effectively to introduce and provide sufficient information about training and management activities.

1.1.5. Scientific research and international cooperation

Scientific research work has so far obtained considerable achievements. Many research results have been applied in the reality of training and education, in life and production such as innovating teaching methodology, transferring technology in plant tissue culture to help localities in the region to boost plant productivity.

International cooperation has continuously developed in accordance the regulations of Vietnamese Law, and brought about significant benefits. There are collaborations with a number of regional and international universities. Many agreements signed with partner institutions have been and continue to be put into implementation.

1.1.6. Collaboration with other teacher training institutions and schools

As one of the seven key teacher training universities in the country, UD-UEd has maintained constant and close collaboration, participation, support and exchange with other teacher training institutions in developing training programs and outcome standards. Conferences and seminars are annually held in turn in different institutions with the aim of sharing training and management experience. This helps to put the university's operation on the right track and ensure a common quality level for teacher training institutions within the country.

UD-UED has been in cooperation with Departments of Education and Training (DOETs) and Centers for Continuing Education in the country, in Central Vietnam and Western Highlands in professional development programs for teachers and principals. UD-UED has trained core teachers in 06 provinces appointed by ETEP

1.2. General context of the university and the context of joining ETEP

In the context that the fourth industrial revolution is taking place dramatically around the world and the requirements for fundamental and comprehensive innovation in education in the country have been defined in the Resolution No. 29-NQ / TW by the Executive Committee, The Party Central Committee requires universities to have a strong innovation, improve the quality of training, scientific research, international cooperation ...

As one of the seven key teacher training universities in the country, UD-UED has been always fully aware of the political mission of teacher and principal professional development for localities in the country, contributing to the implementation of important changes in fundamental and comprehensive innovation in education in the new era

UD-UED has determined that quality is meeting the objective and UD-UED's objective is to continuously improve quality in all 07 areas: Strategic vision, Management and Quality Assurance (QA); training programs; Research, development and innovation; external collaboration; educational environment and resources; teaching support; learning support.

Enhancing Teacher Education Program – ETEP is funded by the World Bank and included in the list of investment programs in Decision No. 956 / QĐ-TTg dated May 30, 2016 approved by the Prime Minister. The program focuses on capacity building for key teacher training institutions, through activities to develop professional competencies for teachers and principals towards the new professional standards for teachers and principals.

The university's objective mentioned above is in line with the objective of ETEP which is enhancing teacher training institutions. Therefore, joining the ETEP program with 06 key teacher training universities and National Academy of Education Management is the advantage and opportunity for UD-UED to enhance the capacity to meet the country's requirements of fundamental and comprehensive innovation in education and training in context of regionalization and globalization which are taking place strongly.

The university commits that after the ETEP Program ends, the university's capacity will be improved, achieving TEIDI score in the PA signed with the ETEP PMU.

1.3. Summary of Self-assessment Report

TEIDI including 7 standards, 20 criteria and 63 indicators is the overall measurement of performance of teacher training institutions with the efficiency/

quality of school teacher training as the key issue. The TEIDI self-assessment enables educational institutions to identify their strengths and weaknesses in training teachers and then make necessary innovations and adjustment for improved training quality.

UD-UEd is responsible for training school teachers to address the educational demand of Central Vietnam and Western Highlands. Besides, UD- UEd provides undergraduate training (Bachelor of Science), post-graduate training, scientific research, and technology transfer to serve the community.

With an aim to identify the current capacity in training school teachers of all levels, UD-UEd has conducted the TEIDI self-assessment, which helps propose/ outline action plans and innovation programs for quality improvement. The self-assessment reveals strengths and weaknesses in teacher training activities from which strategic plans are worked out for capacity enhancement in the coming time.

The self-assessment was carried out scientifically in many stages. The self-assessment board and six task forces consist of staff who are well-informed of educational quality assurance issues and the institutional operations. The self-assessment report was finalized after many drafts had been submitted and the feedback collection had been done with all university's staff.

Self-assessment results:

UD-UEd achieves the performance score of 4,38. One of the positive results of the self-assessment report is that UD-UEd has recognized its strengths and weaknesses in teacher training. Action plans for quality improvement have also been worked out based on the results of the self-assessment report. The specific results are as follows:

- *As for the strategic vision, management and quality assurance:* UD-UEd's mission and vision are clearly defined and in accordance with the responsibilities assigned by the government, contributing to accelerating the development of general education in particular and socio-economic development in general. UD-UEd has taken a lot of measures, focusing on the enhancement of management and quality assurance efficiency as key tools to accomplish its mission and achieve its strategic objectives. However, the university has not developed specific KPIs for each job position, especially the position of technical and support staff.

- *As for the training programs:* As of October 2019, UD-UEd has carried out 14/17 teacher training programs and many short-term professional development courses for elementary and secondary school principals; professional development courses for pre-school principals; professional development courses on IT application capacity in teaching; professional development programs on pedagogic professional skills for university lecturers ... These training programs are scientifically designed with reference to advanced programs of various domestic and international universities. The contents aim to address the needs of learners and employers. The

training programs are made to be highly realistic to ensure learners' competence after graduation. Nevertheless, not many advanced programs and programs in partnership with international institutions are offered, thereby not attracting many foreign students.

- *As for conditions for implementing training programs:* UD-UEd has made sound investment in strategic policies, in human and physical resources to ensure the quality of training activities. All management activities have been computerized with clear allocation of tasks for different managerial levels and individuals, which enables smooth operations.

The staff have appropriate qualifications, are recruited and selected through a standard procedure, and are encouraged to participate in professional development activities annually, ensuring being qualified for task fulfilment.

UD-UEd has paid attention to investments in facilities and infrastructure for its operations. Many classrooms and laboratories are equipped with modern equipment; learning resources are varied and sufficient, meeting the need for study and research of students and lecturers. UD-UEd has also focused on building pedagogic landscape and environment, offering students the best learning conditions. However, investments in facilities are not uniformed and do not keep pace with demands of general education renovation.

- *As for scientific research and technology transfer:* UD- UEd is aware of the significance of scientific research besides training activities and has developed short-term and long-term science and technology plans with focus on educational science. In the past years, the quantity and quality of scientific research works have increased; the results have contributed to teaching method and learning assessment renovation for quality improvement; the university's policies have been pursued to enhance the effectiveness of scientific research. However, the number of major scientific research projects is not large, not in line with the potential of the university.

- *As for external collaboration:* UD- UEd has defined that external *collaboration* is of great importance to raise its academic status and prestige. UD- UEd is now in partnership with various domestic and international institutions in many areas. The university frequently cooperates with localities within the country in training and research through training collaboration contracts, scientific research and technology transfer contracts. UD- UEd also actively joins in the club of teacher training institution rectors and organizes/ co-organizes seminars and conferences in educational science. Nonetheless, international cooperation for the purpose of generating financial and material benefits is limited.

- *As for learning support:* At UD- UEd, learners are considered the centre of learning and teaching activities. On admission, learners are provided with sufficient

information about training program and regulations, favourable conditions to foster political ideology and practice sports. Learners are also benefited from learning assistance activities and given career consultation after graduation. The operation of Alumni Boards at institutional level and faculty level has not been sufficient and realistic.

Orientations for improvement of training and professional development capacity at UD-UEd

In sum, the self-assessment results show many advantages in teacher training and professional development including: highly qualified teaching staff, guaranteed professional quality and structure, diversified training programs designed in accordance with current regulations and learners' needs, well-organized management system for training and related activities leading to high efficiency in management. Strengthening the above advantages helps the university to improve its capacity for teacher training and professional development.

Besides, the self-assessment also reveals some weaknesses in training activities. The facilities of the university are not uniform, equipment for learning and lab experiment is not compatible with the general education context causing confusion to students when they are exposed to real work environment after graduation. Training programs have not been accredited by an independent verification agency, making it hard for UD- UEd to prove its prestige and training quality to society.

One of UD-UEd is.

Orientations:

- Synchronizing physical facilities and upgrading learning equipment to meet the requirements of general education renovation, which is the urgent and necessary task for quality improvement.

- Implementing accreditation of training programs with domestic and international accreditation organizations in order to raise the university's status and prestige.

Part II. SELF-ASSESSMENT

Standard 1

STRATEGIC VISION, MANAGEMENT, QUALITY ASSURANCE

Criterion 1. Strategic Vision

1. Description

Indicator 1.1.1. Strategic vision and plans are corresponding to the university's mission

UD-UEd is a member university of the university of Danang, being founded in pursuance to Decree No 32/CP dated April 4th 1994 by the Prime Minister. All of the operations of the UD-UEd are carried out in accordance with the Law of Education and the Regulations of University. [H1.01.01.01]

UD-UEd has clearly worked out its medium-term and long-term strategic vision. This vision was defined in the Resolution of UD-UEd's Party Executive Committee No34/ NQ-DU, dated on March 9, 2010. UD-UEd's mission and vision are constantly revised and adjusted to be on par with the development of the university and society. In 2016, the mission and vision were adjusted after 5 years of promulgation. In 2019, the UD-UEd continues to adjust its mission focusing on pedagogical training and enhancing the role of international integration in both training and scientific research. Accordingly, the vision is defined: *"By 2030, UD-UEd will become an independent and self-regulated university with full capacity in training and scientific research in some key areas with international quality standards, and with high ranking and prestige in South East Asia and in the world"* [H1.01.01.02]. This vision is in line with the mission of the university: *"The University of Da Nang - University of Science and Education is responsible for training and developing high quality human resource, the core of which is teacher training, and conducting scientific research and technology transfer in educational science, natural science and social science and humanity in order to actively boost the country development, with the focus on the Central Region and Highlands."* [H1.01.01.03]

To carry out the mission and realize the vision, the university has developed a specific strategic plan, which includes all aspects of training, scientific research, international cooperation, facilities, finance, human resources, quality assurance and community service. The goals of the university's development strategy are closely linked to the contents of the Mission and Vision [H1.01.01.04]. In 2018, under the support of Hong Kong Consultants, World Bank and Central ETEP Management

Board, the university also developed its Development Strategy in different fields defined in TEIDI with specific goals, solutions and timelines for each activity [H1.01.01.05].

When the mission and vision have changed, UD-UED has proactively developed a plan to adjust the Strategic Plan for the adjusted objective, to identify appropriate solutions for each activity to achieve the vision and fulfill new mission [H1.01.01.06].

Indicator 1.1.2. The mission and vision are publicized and realized in the university's activities.

UD-Ued makes its mission and vision public. The panels introducing the Mission and Vision are set up in administrative buildings, lecture halls and meeting halls so that all staff, students and stakeholders can easily identify and also create pervasiveness. The mission and vision are also published in ISO 9001: 2015 and made public on the university's website in both Vietnamese and English. All staff and students can deeply understand the content of the mission, vision of the university by many different forms such as official written documents spreading over to the staff, or on the website, leaflets ... [H1.01.01. 07].

The university also collects stakeholder's feedback on the mission and vision. UD-Ued has reviewed and assessed the implementation of the strategic plan and is adjusting the strategic plan to suit the new mission and vision [H1.01.01.08].

On the basis of mission and vision, UD-Ued has developed strategic plans for each operational area, which help to outline medium-term and long-term objectives, analyze strengths, weaknesses, opportunities and challenges, and propose measures for successful accomplishment of the mission and vision. The strategic plans are specified in the objectives and tasks of each academic year. These objectives are checked on a quarterly basis and evaluated by the end of each year [H1.01.01.09].

UD-Ued has substantial resources to undertake its mission and vision. Teaching staff are highly qualified, officially employed, and employed by long-term and short-term contract. Managerial staffs are experienced and skillful. The university's long-renowned status attracts lecturers, students, employers, enterprises as well as domestic and foreign organizations. Physical conditions (learning rooms, lab rooms, computer labs, internet connection ...) basically meet the requirements for training and research [H1.01.01.10].

The results of implementing the university's strategic mission are reviewed and evaluated every 5 years in the university Party Congress [H1.01.01.11].

2. Strengths

- The Mission and Vision are publicized to students and working staff on a variety of media and are revised by collecting feedback from stakeholders.

- The Mission and Vision have a great impact on proposing solutions for the operation and the development of the university.

3. Weaknesses

Some activities in the Strategic Plan have not been regularly reviewed and adjusted.

4. Action Plan

NO.	Objective	Content	Unit in charge	Thời gian	
				Start	End
1	Overcoming weaknesses	Revising the results of the university's operations in comparison with the Strategic Plan to make reasonable adjustments in creating plans for upcoming activities.	All	2019	2021
2	Promoting strengths	Diversifying the forms to collect stakeholders' feedback on the university Mission and Vision.	All	2019	2021
3		Organizing workshops to discuss methods to carry out the Strategic Plan in accordance with the Mission and Vision.	All	2019	2021

5. Self-Assessment

Criterion 1	Scoring						
	1	2	3	4	5	6	7
Indicator 1.1.1					5		
Indicator 1.1.2				4			
Average	4.50						

Criterion 2. Management

1. Description

Indicator 1.2.1. The university has many policies, procedures, regulations and tools to realize its mission, carry out strategic plans and encourage teaching, managerial, technical and support staff to exercise their abilities.

UD-UEd adopts the organizational structure and management based on the Law of Education, the Regulations of the university, defining the function and responsibility of the university of Danang, member universities and other related units [H1.01.02.01]. UD-UEd's organizational structure consists of the university Council, the Board of Rectors, functional departments, faculties and professional divisions, related sections and centers directly under the university's management, Academic and Scientific Boards (ASB), and Advisory Councils [H1.01.02.02]. The university has issued the Mission and Vision as a basis to prepare development strategies in the next stage [H1.01.02.03].

On the basis of the mission, vision and strategic plan for development in the period 2010-2020 and the vision to 2030, UD-UEd has designed and introduced written internal regulations on organization and management which clearly define the function and responsibility of related units, of managerial, teaching and support staff: *regulations on function and responsibility of functional departments, faculties, and sections under the UD-UEd's management; regulations on function, responsibility and authority of units and unit heads (department and faculty heads); regulations on responsibility, right and authority of officials.* On that basis, UD-UEd effectively manages the university's staff and also improving staff's quality as well as encouraging managerial, teaching and technical staff to exercise their competence [H1.01.02.05]. UD-UEd has also built up the *Working Position Project*, specifying the work and responsibility of each individual [H1.01.02.06]. The university has implemented many policies to encourage lecturers to strengthen their scientific research activities and improve professional capacity to meet the job requirements. At the same time, there are policies to request lecturers to improve their professional capacity according to the registered career roadmap [H1.01.02.07, H1.01.02.08, H1.01.02.09]. The university always applies ISO 9001: 2015 to the management of its activities, so the management of the university is carried out more professionally and effectively [H1.01.02.10].

After reviewing, the university has adjusted its mission and vision to meet the development orientation and the needs of society. This is a basis for issuing new

policies and plans to realize the current mission. [H1.01.02.11]. After adjusting the mission and vision, the university has issued the strategic plan for staff development for the period of 2017-2022 to develop the staff community annually [H1.01.02.12, H1.01.02.13]. UD-UEd promulgated regulations on Science and Technology Commendation in 2017 and adjusted in 2019 to increase support and to encourage academic staff to participate in research activities and improve the number of scientific publications on national and international journals [H1.01.02.14]. The university also increases the amount of spending on surplus teaching hours (level 2) from VND 70,000 per hour to VND 80,000 per hour and promulgate regulations to support the staff to attend conferences and seminars to encourage them to improve teaching quality, professional exchange activities, professional capacity to meet the current requirements of education renovation [H1.01.02.15]. The Party Committee of the university has developed and issued a Resolution on human resource development to meet the requirements of its development in the new stage [H1.01.02.16].

Indicator 1.2.2. Professional competence of recruited employees meets the requirements of working positions.

UD-UEd workforce is recruited with required qualification and profession. Every year, UD-UEd builds up plans for recruitment and fostering staff's capacity to respond to the demand for human resource of departments, faculties and units in the university. Vacancies, required candidates or positions are published in written statements and on the website of UD-UEd and UD. The recruited employees first go through preliminary selection at the units which are in need of staff, and then pass the recruitment examination or a test of professional knowledge and skill. [H1.01.02.17], [H1.01.02.18]

Lecturers are recruited to meet the needs and through the approved job placement proposals from the Departments and therefore, promptly compensate for the shortage of personnel. Candidates are prequalified through the application process before being approved by the university Recruitment Council. Lecturers being responsible for laboratory courses are properly and professionally trained and allocated to laboratories of Chemistry, Biology-environment, Informatics, Physics, Geography faculties. [H1.01.02.19]

Technical and support staff of the functional departments and sections are clearly allocated and assigned tasks according to the job placement plan and the individual strengths [H1.01.02.20]. In order to ensure the role and function of each work position is suitable for staff's professional competence, after the recruitment, the university has

required the staff to attend professional classes in accordance with the requirements of the position such as training courses of pedagogical skills for lecturers and courses for state management, administrative and filing skills for administrative staff. UD-UEd also requests the employees to make commitments to fulfill their further education [H1.01.02.21].

The university assesses the degree of task completion of the staff annually. Lecturers are evaluated according to the degree of completion of teaching tasks, scientific research, professional training and other tasks [H1.01.02.22]. Technical and support staff are evaluated based on the completed workload and other tasks as prescribed [H1.01.02.23]. According to the evaluation results over the period 2017 - 2019, all employees have completed their tasks, showing that the professional competence of each individual has met the job requirements [H1.01.02.24]. However, the number of experience-based innovations or technical improvement solutions from support staff and technicians is not high enough and some lecturers have failed in fulfilling their commitments for further education and improve their qualifications.

The university will organize training courses on document filing and drafting for administrative staff; and other training courses for managers and leaders of the university [H1.01.02.25].

Indicator 1.2.3. University's staff fully observe the regulations on function and responsibility.

Annually, based on the Law on Public Officials (2010), Decree 56/2015, June 9, 2015 of the Prime Minister on assessment and classification of workers; Circular prescribing right and authority of lecturers of the Ministry of Education and Training (2014); Regulations on assessment and classification of staff and employees of UD (2019) [H1.01.02.26], the university has assigned the functions and responsibilities of the departments as well as each individual and established assessment forms based on the degree of task accomplishment of each individual [H1.01.02.27, H1.01.02. 28, H1.01.02.29]. The university has applied fingerprint scanner to manage working hours of administrative staff in their registered working hours [H1.01.02.30].

The assessment of work accomplishment level is done in three channels: self-assessment, colleagues' assessment, and leaders' (manager's) assessment. All staffs are responsible for assessing their own work after each academic year, and heads of faculties/ departments are responsible for assessing employees according to their assigned tasks. Based on the assessment of staff, the commendation council of the

university evaluates performance of teaching, managerial, technical and support staff, and requests the Rector to pass final decision on recognizing assessment results and rewarding with additional salary depending on the result of their work [H1.01.02.31]. Assessment results show that the majority of the university's staff have high level of task accomplishment. [H1.01.02.32] Apart from individuals' self-assessment, UD-UEd requires teaching and managerial staff to make transparent asset declaration (for those who are in category of asset declaration), explain work results in office term or before planning and appointment: those in managerial positions or nominated for appointment / re-appointment have to make self-assessment of their work, present it first to their unit/ department/ faculty for feedback, and then to the Board of Rectors (BoRs) or the Standing Party Committee [H1.01.02.33]. In addition, the university also resolves staff's questions at the Annual Staff Meeting [H1.01.02.34].

After 2 years of conducting the evaluation and classification staff; the university organizes workshop to collect feedback about the regulations on staff assessment and classification to evaluate its effectiveness; thereby to adjust and update the classification of managerial, teaching, administrative and support staff [H1.01.02.35]. The university has recognized that in order to be scientific, fair and effective in the assesment process in accordance with the standards, there is a need to improve the assessment criteria and evaluation system. Therefore, from the end of 2018, the university has held training courses to develop KPIs for the university's staff [H1.01.02.36]. In 2019, The university has drafted a set of assesment criteria and expect to apply the set of indicators based on work performance capacity in 2020 [H1.01.02.37].

2. Strengths

- UD-UEd has applied the ISO 9001: 2015 quality management model to enhance the profession and effectiveness in management activity.
- UD-UEd employs staff with suitable professional knowledge and skill meeting the requirement of working positions

3. Weaknesses

- There have not been many experience-based innovations or improvement solutions from support and technical staff.
- Some lecturers have failed to fulfill the commitment to do their further education and improve their qualifications.
- Courses in professional development are not provided frequently for managers and technical/ support staff.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Developing policies to encourage support staff and technicians proposing experience-based innovations and improvement solutions.	DPA	2019	2021
2		Continuing to implement policies to support teaching staff to improve their professional capacity.	DPA	2019	2021
3		Regularly organizing training courses for managers, leaders and support staff/technicians.	DFM & DPA	2019	2021
4	Promoting strengths	Periodically revising and adjusting ISO 9001: 2015 quality management system.	DTEQA	2019	2021
5		Periodically revising and re-arranging the working positions of staff and employees to increase working efficiency.	DPA	2019	2021

5. Self-Assessment

Criterion 2	Scoring						
	1	2	3	4	5	6	7
Indicator 1.2.1					5		
Indicator 1.2.2					5		
Indicator 1.2.3				4			
Average	4.67						

Criterion 3. Quality Assurance

1. Description

Indicator 1.3.1. The university has suitable policies, the unit in charge of quality assurance, professional staff to effectively carry out quality assurance activities at institutional level and training program level

UD-UEd has always given top priority to quality assurance. All of the university's operations are aimed at quality in training, scientific research and serving community.

UD-UEd has built up and implemented ISO 9002:2008 quality management system. Accordingly, all of the activities from admission, training process to output assurance are conducted with well-defined procedures. ISO system of the university has been periodically improved according to the actual situation and has been upgraded from the system of 9001: 2008 to the system of 9001: 2015 [H1.01.03.01]. UD-UEd has also actively participated in quality accreditation activities and developed internal quality assurance system. UD-UEd has produced the Quality Assurance Strategy for the period 2015-2020 and the vision to 2030 [H1.01.03.02]. The university's quality assurance strategy has been put into practice and reviewed.

For realization of this strategy, UD-UEd has established university-level and faculty-level quality assurance councils [H1.01.03.03]. The unit in charge of educational quality assurance is the Department of Testing and Educational Quality Assurance (DTEQA) [H1.01.03.04], which is responsible for advising the BoRs on testing and quality assurance activities, designing plans and performing testing and self-assessment activities within the university. The department's staff number is five including three masters and two bachelors, who have been given opportunity to attend many training courses in quality assurance, self-assessment and external assessment, many professional seminars organized by MOET, UD, and Department of Testing and Educational Quality Accreditation. The department's staff possess high qualification, good experience in education, and capacity in advising, implementing and organizing quality assurance activities. [H1.01.03.05]

Not only the staff of the DTEQA had chance to participate in training courses on QA, other staff members and leaders from different Departments also participated in training courses on QA held by the Ministry of Education and Training or training courses for auditors on education quality auditing. Therefore, the professional capacity of staff on QA activities has improved significantly [H1.01.03.06].

Indicator 1.3.2. The university has carried out self-assessment in order to improve quality at institutional level and training program level

UD-UEd is the first institution in the country to be accredited and recognized for quality standard by the Quality Accreditation Center of Hanoi National University in 2016 [H1.01.03.07].

In addition to quality accreditation at institutional level, UD-UEd has conducted Training Program Self-assessment. All 12 programs in teacher training have been self-assessed according to Quality Assessment Standards for high-school teacher training program at bachelor level; typically, Literature Teacher Training major has received external assessment by the MoET in 2013. From these self-assessment and external assessment activities, UD-UEd has recognized its strengths and weaknesses, and worked out action plans to strive for continuous and sustainable development. [H1.01.03.08]

In 2018, the university conducted an external assessment on the curriculum of Physics Education program based on AUN-QA standard. The Physics Education program was recognized to meet the quality standard towards AUN-QA and certified in 2019 [H1.01.03.09]. In 2019, the university continues to carry out self assessment for the other 3 programs according to the standards of the Ministry of Education and Training [H1.01.03.10].

Through self assesement and external assessment, the university has clearly seen the strengths, weaknesses and therefore implement its action plans to continuously develop the university [H1.01.03.11]. However, there has been still a limitation in the number of training programs accredited by independent verification agencies, especially international verification organizations such as AUN-QA

Indicator 1.3.3. The university has reasonable information system to collect and process data/ information about lecturers and students periodically.

Currently, UD-UEd is managing its operation via website <http://qlht.ued.udn.vn>. The university has integrated software to collect and process data of teaching staff. This software has interoperability among different Departments within the Universty and among different fields of work [H1.01.03.12].

UD-UEd is a member of UD, therefore the university aslo has lecturers and students managing software system connected to that of UD. Information of each lecturer, including qualifications or employee rank, is managed by the software at <http://hrm.udn.vn/>. Any change in staff's information will be updated on the software. The management of scientific research activities is also managed by online software. Lecturers update their scientific background at <http://scv.ued.udn.vn/>. On the basis of updated data on the software system combined with written evidence, the university

calculates scientific research works for teachers annually. The information collected by the software is sent to related staff for checking and comparing to ensure accuracy, objectivity and fairness [H1.01.03.13].

The overall management of students' information at admission stage, during learning process and at graduation time is performed using specialized software at <http://qlht.ued.udn.vn>. Student data are updated on a termly basis and directly connected to student accounts to offer them easy access and check. [H1.01.03.14]

Indicator 1.3.4. The university has a system of collecting feedback from stakeholders on learning progress, experience, and quality improvement; UD-UEd has methods of collecting, processing feedback and using results to improve learning and teaching quality.

UD-UEd has set up a system for collecting feedback from various stakeholders on teaching quality. Every semester, UD-UEd gathers opinions from students about teacher performance; opinions from lecturers and students about work performance of functional departments and the library. The information is sent to people and units involved so that adjustment is made, strengths are promoted and weaknesses are overcome to ensure an increasing quality in all areas of the university. [H1.01.03.15]

UD-UEd gains feedback on learning progress through learner assessment activities including formative and summative assessment. Based on tests and assessment activities, students and academic advisors can see their learning progress, and academic advisors can advise students on effective learning path and methods. Study-related warnings are announced on the software system for those students involved, and they are advised to cut down registered credits in order to accomplish their study in the following semester. [H1.01.03.16]

2. Strengths

- UD-UEd is the first tertiary education institution accredited and recognized to meet quality standards by an independent verification organization and has completed SA for all teacher training programs according to the evaluation criteria of Ministry of Education and Training for teacher training programs.

- UD-UEd has a system for managing official, lecturer and student's information using specialized software ensuring easy access and check.

3. Weaknesses

- The university's Quality assurance system has not reached the completion to the standard of AUN-QA.

- The number of training programs accredited by independent verification agencies, especially international verification organizations, is still low.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Completing internal quality assurance system to the standard of AUN-QA	DTEQA + All faculties	2019	2021
2		Carrying out SA for 30 training programs and EA for 15 training programs	DTEQA All units	2019	2022
3	Promoting strengths	Implementing actions to improve quality recommended by external assessment teams	All	2019	2021
4		Integrating modules for staff and scientific activities into management software.	UD-ED	2020	2021

5. Self-Assessment

Criterion 3	Scoring						
	1	2	3	4	5	6	7
Indicator 1.3.1				4			
Indicator 1.3.2				4			
Indicator 1.3.3					5		
Indicator 1.3.4				4			
Average	4.25						

Standard 2
TRAINING PROGRAMS

Criterion 4. Curriculum Development

1. Description

Indicator 2.4.1. The processes involving the design, development, appraisal, implementation, monitoring and revision of the program curriculum reflect the vision, mission and goals set by university as well as the duties and responsibilities assigned by the Government.

The university is providing 33 Bachelor's programs, 17 Master's programs, 06 Doctoral programs and 15 short-term training courses. Among 33 Undergraduate training programs, there are 17 ones for teacher training [H2.02.04.01].

Identifying training programs is a key factor determining the quality of training. The university has established a procedure for offering a new program; a procedure to develop a training program; a procedure for updating and evaluating a training program. The procedure of offering a new program is based on Circular No. 22/2017 / TT-BGDĐT and Official Letter No. 3566/2017/ĐHĐN-ĐT, ensuring all steps to be completed according to current regulations such as survey on learners' demand, SA on conditions for opening a new program, a decision of the university Council, developing a training program, appraising a training program and developing a proposal to open a new program [H2.02.04.02]. In order to specify the Circular No. 07/2015 / TT-BGDĐT, the university has issued the procedure of developing training programs [H2.02.04.03]; the procedure for updating and evaluating training programs [H2.02.04.04]. The process of designing, evaluating and implementing these programs is always in alignment with the mission, vision, strategic objectives and assigned tasks of the university and of each Department. This is reflected in the promulgation of educational objectives and outcomes in accordance with the current Mission, Vision, and Strategic Goals [H2.02.04.05]. Accordingly, the developing training program team designs program objectives and outcomes associated with the University's educational objectives and outcomes [H2.02.04.06]. Each module has its own outcomes and matrix connecting different modules and the outcomes of the training and enhancing program [H2.02.04.07]. Besides, when developing program's objectives and outcomes, the

university also references teacher career standards and outcomes of some training programs that have been tested for educational quality [H2.02.04.08].

In 2018, the university carried out accreditation of the Physics Teacher training program with AUN - QA standards. As a result, the university has discovered some weaknesses in the process of developing training and professional program, and has reviewed, adjusted and issued a new process [H2.02.04.09].

Indicator 2.4.2. The teacher training and professional development programs are developed based on stakeholders' needs, showing uniformity and systematicity

The process of developing training and PD programs always involves the participation of stakeholders from education experts, teachers, manager, employers to students and alumni. The program development teams have conducted the survey and analyzed the needs of the society and local and regional human resources requirement to submit to the university Council for approval of the program development policy [H2.02.04.10], [H2.02.05.11]. The members of the development Team and the Program Evaluation Council always include representatives of employers [H2.02.04.12], [H2.02.04.13]. The feedback from stakeholders about the objectives, outcomes and program framework of the training and PD programs is always taken into account before being issued [H2.02.04.14].

The process of developing new training program is always systematic and consistent with the guidelines and policies of the Ministry of Education and Training. Specifically, the general education program in 2018 has built some new subjects that were not included in the previous program such as Science, Technology, History - Geography, Informatics – Technology for Primary School and Civic Education. Therefore, with its mission, the university has created a plan to develop 05 new teacher training programs including: Natural Science Education, Technology Education, History - Geography Education, Computer Science – Technology for Primary Education and Civic Education [H2.02.04.15]. The development of the above mentioned programs has been carried out in accordance with the procedure issued by the university and fully met the needs of the stakeholders. In addition, UD-UEd has a project to improve psychological counseling capacity for high school teachers who do counseling for students and a project to improve knowledge on laws for civic education teachers [H2.02.04.16], [H2.02.04.17].

The training programs of the university are connected to each other, ensuring systematicity and consistency. UD-UEd uses the curriculum as the standard to develop the transfer and postgraduate programs. Specifically, the university compares the training program at the vocational school, Associate Bachelor level with the Bachelor's Program to build the transfer program from vocational school, Associate Bachelor level to Bachelor level on the basis of inheritance and development. [H2.02.04.18]. Postgraduate training programs are also developed on the basis of inheriting and expanding the Bachelor's programs of the same major [H2.02.04.19]. For the teaching training programs, the university agreed on 15 general courses of teaching skill knowledge domain. In addition, the university has a Bachelor of Science program with a cross-linking between different disciplines so that students can study a second program [H2.02.04.20].

Indicator 2.4.3. The teacher training and professional development programs are periodically revised, evaluated and modified with the engagement of stakeholders

In order to improve the educational quality, the training and PD programs for teachers are regularly reviewed, evaluated, edited and adjusted with the participation of stakeholders. Since 2006 when the university began to transfer into credit training, the training program has undergone several major adjustments in 2008, 2010, 2013, 2015, 2017 and 2019.

In 2015, the Associations of Rectors of the National Teacher Education Institutions had a meeting discussing a proposed common curriculum. UD-UEd then initiated the reformation of the curriculum comprised of 135 credits (120 core credits and around 15 elective credited selected out of 40-50 optional credits offered). The program is designed with flexible pathways between disciplines, facilitating students in their credit enrolment and accumulation, increasing the optional knowledge domain; geared towards training both upper and lower secondary school teachers in the light of developing learners' quality and competence; consolidating and restructuring courses specific to pedagogy or teaching methodology in preparation for integrated teaching and learning in lower secondary education; increasing the amount of pedagogical practice, renovating the practicum using the model of affiliated pedagogic schools of practice. [H2.02.04.22]

In 2017, according to the provisions of Circular No. 07/2015 / TT-BGDĐT, the university reviewed and adjusted the training curriculum (issued in 2015) [H2.02.04.23]. The review and adjustment process is all based on the results of

feedback from stakeholders through activities such as Conference on Joint Training [H2.02.04.24], Conference on the Review of Internships [H2.02.04.25]. The current PD programs are mostly issued by the Ministry of Education and Training, so the university focuses on the adjustment of teaching materials and teaching methods according to the feedback from the stakeholders. Accordingly, the university has built two LMS online teaching systems (hoctructuyen.ued.udn.vn; hoctructuyen1.ued.udn.vn) and electronic teaching materials, and carried out the training programs online and in person.

In 2019, the university continues to review and adjust the training programs based on the newly issued procedure [H2.02.04.09]. In order to improve the effectiveness of the review and adjustment of training programs, the university organized a training workshop on building internal quality assurance system and implementation activities to continually improve the quality of educational institution, university and training programs [H2.02.04.26]; Training workshop on approaching Vietnam Qualifications Framework and CDIO in establishing and developing university curriculums [H2.02.04.27]. As a result, the review and adjustment of the training program were implemented methodically and effectively [H2.02.04.28].

2. Strengths

- The procedure of offering a new program, developing a training and PD program is implemented in detail, in accordance with the current regulations.
- The training programs of the university ensure the systematicness and consistency with horizontal and vertical linking.

3. Weaknesses

- The survey on stakeholders has been not consistent among different departments in The university
- The survey forms for stakeholders have not been diversified.

4. Action Plan

NO.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Establishing monitoring teams to evaluate the process of developing training programs, to supervise and urge the departments to fully implement	DAA & DTEQA	2019	2021

		different stages in the issued procedure			
2		Diversifying survey forms including in-person and online surveys; increasing the scope of the survey. It is necessary to conduct interviews in person to get reliable information	DAA & DTEQA	2019	2021
3	Promoting strengths	Promulgating procedures to specify the procedure of offering new programs, developing training programs	DAA	2019	2020
4		Expanding the connections among closely related training programs	DAA	2019	2021

5. Self-Assessment

Criterion 4	Scoring						
	1	2	3	4	5	6	7
Indicator 2.4.1				4			
Indicator 2.4.2				4			
Indicator 2.4.3					5		
Average	4,33						

Criterion 5. Curriculum/Course Content and Delivery

1. Description

Indicator 2.5.1. The curriculum is mapped with expected learning outcomes (ELOs), aligned with professional standards, showing level of scientificity, modernity and updatedness, and well integrating areas specific and relevant to the context of change locally, nationally and internationally.

The curriculum of the training program is developed based on the Mission, Vision, Educational Objectives and Outcomes. Therefore, the university has systematically determined the objectives and outcomes of the training and PD programs; ensuring scientificity, modernity and updates associated with professional standards and arising educational issues. The program outcomes have been included in

all training and PD programs since 2010. However, those outcomes are still general, difficult to quantify and mainly focus on low levels in the Bloom's taxonomy.

In 2018, the Ministry of Education and Training issued a general education program and professional standards for teachers at all levels, the university has reviewed and adjusted its own educational objectives and outcomes [H2.02.04.05]. In 2019, the university continues to adjust and update all current training and PD programs in accordance with the issued procedure and the new educational objectives and outcomes [H2.02.04.28]. These outcomes are developed in association with professional standards, ensuring scientificity and modernity, integrating educational issues that arise in reality and changes in the local, national and international contexts. They are quantified and focused on the higher levels of the Bloom's taxonomy.

Once the objectives and outcomes of the program are identified, the development teams will design the program framework and module matrix to determine the contribution of the module to the program outcomes [H2.02.05. 01]. Next step is to develop a roadmap to improve knowledge, skills and teaching strategies; on that basis, determining the training plan [H2.02.05.02]. Finally, lecturers design the course syllabus based on the module matrix, the roadmap to improve knowledge and skills [H2.02.05.03]. The syllabus includes: role of the subject towards the program curriculum, the matrix connecting the course outcomes with the program outcomes; teaching plan (content and teaching activities); evaluation activities to meet the outcomes and other necessary contents [H2.02.05.04].

Indicator 2.5.2. The curriculum reflects the alignment between theory and practice, ensuring a well –rounded education to learners with good knowledge, skills and attitudes for effective instructional performance.

All training and PD programs at UD-UEd have a reasonable practice/theory ratio in accordance with the conditions of facilities and human resources of the university. This ensures that graduates not only have theoretical knowledge but also good practical skills.

In 2018, on the basis of the recommendations of AUN-QA assessors, the university boldly invested in infrastructure and human resources and requested an increase in practical hours for Bachelor of Teacher Training programs from 30 to 40% [H2 .02.05.05]. Therefore, the university has asked the faculties to review and adjust the program in the direction of increasing the practical hours through increasing the experimental and practical courses, increasing practical activities in theoretical modules, increasing the duration of teaching training activities, presentations, discussions, reports ... [H2.02.05.06]. As a result, most programs issued in 2019 have a

practical session of over 30%, ensuring sufficient time for students to apply their knowledge to develop their professional capacity and skills [H2.02.05.07].

In addition, the university arranges open spaces (multi-functional building) for students to participate in team and club activities, contributing to the formation of quality and development of capacity and pedagogical skills for students.

Indicator 2.5.3. The allocation of courses satisfies learners' needs and their study plan

Training plans of training and PD programs are designed and adjusted annually based on the survey of stakeholders to ensure the scientificity, reasonableness, and to meet the needs of the majority of learners.

The roadmap for developing knowledge and skills is the main basis for allocating modules into the training plan. To ensure the roadmap for knowledge development, the university has put prerequisites/learning-in-advance courses for some core roadmaps. In addition, the allocation of modules is based on the total number of credits in each semester fluctuating in the form of bells (because in the first semester, students need time to adapt to the new environment and learning methods, then they will speed up in some next semester so that the final semester can be used for professional activities) [H2.02.05.02].

The training plan is designed to ensure the suitability for the majority of students. However, each student can plan their own learning plan by changing the number of credits registered in each semester. However, the adjustment must ensure that all the prerequisites of the core pathways are included [H2.02.05.08].

Currently, in addition to the standard roadmap, the University has not built a flexible learning roadmap for students, especially for students who have the ability to graduate early and students can not afford to graduate on time.

Indicator 2.5.4. The curriculum integrates diverse learning situations common to teacher training institutions and secondary schools.

In order to implement the training and PD programs that comprehensively cover diverse learning situations, the university has developed teaching and testing plans based on the roadmap for the development of knowledge, attitude and professional responsibilities. The knowledge development roadmap is the core of the program. Every year, the university extracts some roadmaps from the teaching and evaluation plans of the training program to develop an overall training plan [H2.02.05.09].

Real-life pedagogical situations are always lively and useful lessons for students in career development. Being aware of this, the university has included the internship modules along with the courses of teaching methodology for over 20 weeks. This helps the process of support and coordination between teachers and students in dealing with pedagogical situations occurring in the university and high schools timely and continuously [H2.02.05.10].

The university often offers training courses for high school teachers such as: training courses according to professional title standards for teachers; training courses on pedagogical skills about inclusive education; professional training course for educational managers; training courses to improve psychological counseling capacity for high school teachers to do counseling work for students ... [H2.02.05.11]. In those courses, various pedagogical situations in high school have been discussed.

Indicator 2.5.5. The university guarantees appropriate resources, studyload of the curriculum; time arrangement and schedule for academic activities and training during the course to accommodate LOs.

Training programs and plans, teaching strategies, and assessments are just necessary conditions to meet the learning outcomes. To really meet the outcomes, there must be appropriate resources including teaching staff, managerial and technical staff, infrastructure and internship vacancy. In 2017, the Department of Quality Management of The Ministry of Education and Training has examined and concluded that the quality assurance situation of the university meet the requirements [H1.02.05.12].

In order to meet the new outcomes, the university has had a strategy to improve its resources consistently. Since 2017, the number of newly recruited lecturers is 33 people; the percentage of lecturers with doctoral degrees increased from 32.2% to 41.73% [H2.02.05.13]. There are many projects on infrastructure such as: Project on Enhancing practical and scientific research skills for teachers and students of UD - UEd; Project on the investment to strengthen infrastructure capacity and to apply science and technology to improve training capacity for UD - UEd [H2.02.05.14]. The number of high schools for pedagogical practice increases from 10 to 20 [H2.02.05.15]. As a member of UD, UD - UEd benefits from shared resources such as: Lecturers for Political Theories courses from University of Economics; for foreign language courses from the university of Foreign Languages; for Physical Education from The Center for Physical Education; Learning Resource Center; Laboratories.

[H2.02.05.16]. In addition, the university also has policy for visiting lecturers in some specialized courses [H2.02.05.17].

The training plan for the program in 2015 requires students to accumulate 135 credits in 7 semesters. This leads to a drop in the rate of students graduating on schedule [H2.02.05.18]. Recognizing this limitation, The university has proposed a standard plan for the program in 2019 with 130 credits to be accumulated in 8 main semesters [H2.02.05.02]. In addition, the university also offers a summer term according to the demand of students [H2.02.05.19]. In 2017, the university upgraded its training management software so that the allocation of timetable can be optimized based on the university's existing resources to benefit students (<http://qlht.ued.udn.vn/>) [H2.02.05.20].

Indicator 2.5.6. The implementation of PD programs ensures the flexibility and accommodates various needs and concerns from secondary school teachers and principals

The university has been implementing many PD programs for teachers and principals such as skill for educational managers, pedagogical skill for teachers on inclusive education, Youth Union (MSM) and The Ho Chi Minh Pioneers activities, Design of E-learning Lectures and Job position standards for all level. [H2.02.05.21]. Predicting an increase need for training teachers and educational administrators because of the policy on comprehensive innovation in education, The university has conducted a survey to assess the needs of training for teachers and administrators in the assigned area (in the ETEP Program) [H2.02.05.22]; evaluated the continuous training program for teachers from primary school and proposed the training program them according to the new standard [H2.02.05.23]. Based on the results of the survey and the existing resources, The university has developed a PD program on law knowledge for teachers of Civic Education [H2.02.05.24] and developed teaching materials for training courses to improve psychological counseling capacity for high school teachers doing this work [H2.02.05.25].

In order to create conditions for all learners, the university has organized those training courses on weekends and during summer holidays [H2.02.05.26]. Based on the policy of renewing the teacher PD program of the Ministry of Education and Training to ensure flexibility, to meet the needs and concerns of students, The university has developed two LMS systems ([hoctructuyen.ued.udn.vn](http://hoctructuyen.ued.udn.vn;);

hoctructuyen1.ued.udn.vn) which can cope with 300 visits at the same time and have carried out teacher training according to the standard of professional titles on these two systems for about 20,000 teachers of all levels [H2.02.05.27]. In order to improve the training process and to meet the needs of learners, the university has integrated the feedback module and course evaluation into the LMS system. As a result, the LMS system is growing and perfecting [H2.02.05.28].

2. Strengths

- The content of the training program is periodically reviewed and adjusted scientifically to meet the outcomes.
- The ratio of practical sessions in training program is increased, ensuring that learners can apply knowledge to the process of skill formation and capacity development.
- The university has offered training courses based on the survey on the need of students.
- The LMS system helps to collect feedback from learners, thereby promptly adjusting training and enhancing activities.

3. Weaknesses

- The university has not built a flexible learning roadmap for students compared to the standard roadmap.
- The university has not built and organized many training programs on demand.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Building 02 more flexible training roadmaps for students who have the ability to graduate early and not be able to graduate on time	DAA, Faculties	2019	2020
2		Developing a life skills education program and PD program for experiential activities	Faculty of Psychology and Education	2019	2021
3	Promoting strengths	Every 2 years, improving the process of program development based on	DAA & DTEQA	2019	2020

		advanced approaches			
4		Diversifying practical activities to help learners develop their capacity	DAA & Faculties	2019	2021
5		Propagating students to understand the role of survey on the needs for training to collect accurate and reliable data	DAA & Faculties	2019	2021
6		Expanding the LMS system to serve the training and PD activities	DICT	2019	2021

5. Self-Assessment

Criterion 5	Scoring						
	1	2	3	4	5	6	7
Indicator 2.5.1				4			
Indicator 2.5.2					5		
Indicator 2.5.3				4			
Indicator 2.5.4				4			
Indicator 2.5.5				4			
Indicator 2.5.6					5		
Average	4.33						

Standard 3

RESEARCH, DEVELOPMENT AND INNOVATION

Criterion 6. The policy of research, development and innovation

1. Description

Indicator 3.6.1. The university has the policy and a long term plan of research, development and innovation in line with its mission, vision and strategies and responsibilities

The university always determines that scientific research, development and innovation are the core Mission. The policies of research, development and innovation are issued, reviewed and adjusted regularly by the university to match the strategic plan of scientific and technological development, of Mission and vision according to detailed periods and to match the conditions of facilities, human resources at present and in the future [H3.03.06.01], [H3.03.06.02]. Such policies are applied for all activities and yearly plan of the university [H3.03.06.03].

The policies related to scientific and technological activities, innovation are described at university regulations of science and technology in line with the university strength. Such policies are appropriate with different disciplines and lecturers' research interest. The *Regulation on conference attendance (national and international conferences)*, for instance, regulates concretely the process and benefits for lecturers to participate in national and international conferences [H3.03.06.04]; the *Regulation on compiling and authenticating textbooks* regulates typical steps to accept complied textbooks as an official teaching material clearly and concretely that favors faculty members to compile textbooks and teaching materials conveniently [H3.03.06.05]; the *Regulation on scientific research management (using university grant)* that regulates clear requirements to select the applications (*from the announcement to selection and to authentication*). The Appendix is enclosed to instruct faculty members and managers in terms of implementation [H3.03.06.06]; The *Regulation on awarding excellent scientific researches of the university* regulates forms of awarding and the process of applicants/candidates. Such regulation motivates and encourages university staff to participate in research [H3.03.06.07]; The *Regulation on instructing scientific and technological activities at faculty level* orients each faculty at beginning of the academic year to plan its scientific activities and

provides faculties sufficient forms and guidelines to register and implement the plan conveniently [H3.03.06.08]. In recent years, the university has paid relevant attention to increase teaching – researching teams (TRTs). The university supports the establishment of strong TRTs. The process to form a TRT is regulated at *Regulation on TRT activities of the university of Danang and its university members* [H3.03.06.09]. Accordance with the regulations of Ministry of Education and Training; and the university of Danang, University of Science and Education (UD-UEd) issued detailed and suitable regulations to implement scientific and technological activities [H3.03.06.10].

During implementation of policies related to scientific researches, the university has adjusted and added, and renovated regulations to fit in university strategies and staff's conditions. For instance, the regulation on yearly scientific and technological activities commendation issued in 2017 was replaced by new regulation in 2019. The new regulation remains the process of accomendation but updates the forms of awarding, alongside ISI/SCOPUS publications, principals/chef of huge research grants and authors of creativities/patents are also awarded [H3.03.06.11]; the Regulation on compiling textbooks issued in 2017 is also replaced by a new regulation in 2019. The new regulation shortens some unnecessary stages but still ensure the explicitness with concrete requirements. Such modification facilitates university staff to implement and complete their textbooks timely and conveniently [H3.03.06.12]; the university is also collecting ideas from staff to modify the regulation on attending national and international conferences issued in 2017 [H3.03.06.13]. The Regulation on scientific research of students is also being adjusted for the development of science and technology of the university and for ensuring the benefits of supervising lecturers [H3.03.06.14]. The university strictly follows ISO 9001:2015 standard and related regulations of MOET and UD while building and issuing a new regulation, including: constructing a draft, sharing with stakeholders to collect their opinions for revising the draft; organizing a meeting to discuss the collected feedback; analyzing and synthesizing stakeholders' feedback before issuing a new regulation [H3.03.06.15].

The promulgation and implementation of new regulations related to science and technology persistently have resulted in initial achievements for the university, for example, the number of publications and textbooks had increased in accordance with the quality [H3.03.06.16].

No.	Types of results	2017	2018	2019
1	Research topics/grants	32	40	41
2	Publications (ISI/SCOPUS)	13	30	39
3	National publications and others	292	299	291
4	Textbooks/teaching materials	14	11	24

The foundation of TRTs also promotes scientific and technological activities of the university. Some TRTs have been created and worked regularly following the regulations; and registered or applied research grants and projects confidently, suitable for the group capacity [H3.03.06.17].

Such actions have met the university's Development Strategy and are determined at agreement contracts in the field of science and technology: constructing and implementing suitable policies to enable staff in conducting scientific research; Promoting the establishment of TRTs; promoting research in educational science, improving the quality of research via increasing the number of papers/publications (belong to ISI/SCOPUS list).

Indicator 3.6.2. The university has priority policies on finance and facilities to serve research, development and innovation in educational science

Annually, based on the results of the year-end inventory, the university develops a plan and allocates the use of equipment for scientific researchers [H3.03.06.18]. The university always prioritizes budget to provide sufficient facilities and grants for research, development and innovation. Annually, the university plans to allocate budget, invest in equipment procurement, and give priority to a number of branches and faculties [H3.03.06.19]. From 2017 to the present, the university has invested lots of modern analytical equipment for laboratories to serve researches of lecturers and students [H3.03.06.20]. In 2018, the university was invested by MOET Project on *Enhancing practical skills and scientific research for lecturers and students* of UD- UEd, including renovating building A1 (20 billion VND); in 2018, the university was invested by MOET Project on *Strengthening capacity of facilities, applying science and technology to improve the training capacity for UD- UEd* including renovating building B3 (50 billion VND) [H3.03.06.21].

Yearly, the university carries out periodic inspections of equipment to have regular repair and maintenance plans to ensure good service for teaching and research

[H3.03.06.22]. The university also conducted a survey on the response level of facilities, the university's equipment for learning and research activities of lecturers and students. The results indicated that above 80% of the interviewed lecturers and students had been satisfied with the university's facilities [H3.03.06.23].

The university has the websites for the management of science and technology activities at <http://scv.ued.udn.vn>; <http://conf.ued.udn.vn> and <http://jse.ued.udn.vn>. These websites manage the information about the university's CVs, seminars, conferences and journals [H3.03.06.23a].

Indicator 3.6.3. Research results of the university are integrated and applied in teaching and learning activities

The university's science and technology development strategic goal is to integrate science consistent with training, penetrate the training process, and become an integral part of the training process. [H3.03.06.24]. Therefore, the university always concentrates on and prioritizes the implementation of science and technology projects that are applicable in teaching and learning [H3.03.06.25].

Since 2017, the number of research grants (funded by province/city, UD-UEd, UD, MOET, Nafosted...) has significantly increased. The research results of those projects have been utilized by the university to develop and innovate in teaching and learning. Most scientific research projects have involved master's training, bachelor's training, scientific research of students, besides other scientific and applied products [H3.03.06.26]. In 2018, the university requested lecturers to carry out science and technology projects on compiling eBooks for teaching and learning such as: *Compiling e-books of database management system for high school students*; *Designing ebooks to guide teacher students to develop and design STEM educational-oriented teaching topics*; *Developing interactive ebooks on climate change and natural disasters for teacher students at UD-UEd*. These researches will be inspected and accepted at the end of 2019 to be applied and taught at UD-UEd as well as at schools in the city [H3.03.06.27]. In addition, a number of researches in the field of basic sciences and educational sciences are focused on addressing topical issues of the education sector, such as: *Developing teaching topics integrated with the content of industrialization and modernization of the country in the 11th grade Civic Education Program (pilot study at high schools in the city of Da Nang)*; *Designing E-learning courses on professional development for lecturers guiding students in researching and creating*

science in the field of biology and environment; Studying the program of Thought Politics in High School in China and the issues raised in the reform of the curriculum of Vietnamese Civic Education textbooks [H3.03.06.28]. The research projects on the current situation of education at UD-UEd, high schools; and pre-schools in the provinces and cities, especially in Da Nang city, have positive results such as: Improving capacity to learn psychological characteristics of autistic children for preschool teachers in Da Nang city; Danang secondary school teachers' perceptions of students' mental health; Study on stress of preschool teachers in Da Nang; Educating the sense of protecting sovereignty over sea and islands for students at UD-UEd [H3.03.06.29].

Most of the scientific research projects implemented are valuable in applying to teaching and learning at the university as well as schools in the city. Yet the application of those research results requires time and finance to maintain. This problem poses a question for the university in the near future.

Indicator 3.6.4. The university's research results promote the development, policy making, and innovation of education science and are disseminated within the national, regional and international levels.

In the previous year, the fact that very few science and technology researches at all levels implemented by the university staff were published in the prestigious international journal (ISI / SCOPUS), and qualifications of the topic of student scientific researches remained limited. The university issued new regulations to promote the development of scientific activities of the university, especially educational science, to encourage and create the most favorable conditions for lecturers to carry out research [H3.03.06.30]. The university is always looking for local projects/ grants to introduce to its staff [H3.03.06.31].

Thus, recently in addition to meaningful research proposals within the educational scope of the university, the university's staff has participated in the implementation of province/city projects, resulting positive impacts on socio-economic development. The scientific research project at Da Nang city level: *Developing an education program to prevent sexual abuse for elementary school students in Da Nang has been accepted and applied at some primary schools in Da Nang.* The project's products are a list of recommendations on sexual abuse prevention program for Primary students and 01 training document for primary teachers on sexual

abuse prevention for students [H3.03.06.32]. The Science and Technology Project of Quang Nam Province: *Researching to complete the process of synthesizing environmentally friendly wood adhesives and applications in the production of MDF artificial boards* has been recognized and certified by the People's Committee of Quang Nam Province, and transferred technology for Quang Nam Wood Industry Joint Stock Company [H3.03.06.33]. In addition, the university is presiding over the implementation of other provincial and municipal research projects which are expected to serve and apply to the local socio-economic development such as: the Project on *Research and proposal of solutions to training psychological counselling skills for teachers in- charge at secondary schools in Kien Giang province*, and the project on *Investigation and assessment of the status quo and proposal of solutions on community intervention for the elderly's depression in Quang Ngai* [H3.03.06.34] .

Most products of scientific research projects are domestic and international publications. The increasing number of researches at all levels means that the number of publications has increased compared to previous years in both quality and quantity: in the academic year 2016-2017 there were 305 articles; 2017-2018 had 329 articles; 2018-2019 had 330 articles [H3.03.06.35].

2. Strengths

- The university's policies have been issued, reviewed and adjusted, suitable for each group of lecturers, suitable for each stage and in accordance with the Mission and vision of the university; contributing to the good implementation of the strategic plan and the annual plan.

- The university's facilities basically meets the needs of teaching, learning and researching of lecturers and students of the university.

3. Weaknesses

The number of articles published in prestigious domestic and international specialized journals remains limited (ISI / SCOPUS). There is no famous science and technology product known as the university brand.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Establishing strong TRTs under the university and having policies to support	UD-UEd	2020	2022

		these teams to register/apply research grants and increase international publications.			
2		Giving science and technology awards to encourage lecturers to have articles published in prestigious international journals	DSAIC and faculties	2020	2022
3	Promoting strengths	Applying the existing policies and periodically adjusting the policies; strengthening cooperation with domestic and international partners to implement science /technology projects at provincial/municipal/national /international levels.	DSAIC and faculties	2020	2022
4		Planning an appropriate facility procurement plan for scientific research in a number of key and strong fields of The university. Searching for a project to purchase equipment to serve teaching, learning and scientific research activities.	DFM and faculties	2020	2022

5. Self-Assessment

Criterion 5	Scoring						
	1	2	3	4	5	6	7
Indicator 3.6.1				4			
Indicator 3.6.2				4			
Indicator 3.6.3					5		
Indicator 3.6.4				4			
Average	4.25						

Criterion 7 Supporting research, development and innovation

Indicator 3.7.1. The university supports lecturers in terms of organization to conduct research and technology transfer projects

In order to support lecturers in terms of organization to implement science and technology projects and technology transfer, The university has a department in charge of science and technology management, the Department of Scientific Affairs and International Cooperation (DSAIC), performing the task of supporting staff in the process to implement science and technology projects [H3.03.07.01]. The university has policies and regulations related to science and technology in accordance with the Mission and vision to support lecturers in terms of organization, funding, facilities and equipment to implement their research projects and technology transfer. The organization of implementing science and technology projects is based on the regulation on management of science and technology projects by UD-UEd and the regulation on management of science and technology projects by UD. [H3.03.07.02]. The steps to implement a project in accordance with the regulations from the announcement of proposal registration, establishment of a list review council, selection of individuals who preside over the implementation of the research proposal, to the acceptance of the proposals, liquidation of the proposals [H3.03.07.03]. Besides, The university always creates favorable conditions for lecturers to implement projects such as: allowing them to use facilities, laboratory equipment for research [H3.03.07.04]; enabling staff to participate in investigation, survey and research at other areas [H3.03.07.05].

Most of researches organized by the university staff are tested and accepted according to the process, schedule and qualifications [H3.03.07.06]. Some research coordinators due to uncertainties in the implementation process have not been able to complete researches and have asked for permission to extend the implementation time. The university creates conditions for the research coordinators to complete their projects, provided that they can only be adjusted once and renewed once [H3.03.07.07]. The university's science and technology transfer activities have not provided clear results; the number of practical applications remains limited, and there are no valuable technology transfer contracts. There have not been many research projects with the participation of foreign scientists.

Moreover, the university also organizes training courses on science and technology to enhance the research capacity of lecturers, invites leading experts to share research experience and increase international publication capacity, training on intellectual property and technology transfer [H3.03.07.08] [H3.03.07.09]. On that

basis, the staff has bravely written scientific papers, registered proposals on various science and technology topics ... As a result, many works have been published in prestigious domestic and international scientific journals and achieved many Ministry-level awards – UD awards; Many science and technology projects have been approved and some patents have been recognized [H3.03.07.10].

The university has proposed a strategic plan for scientific and technological development from 2017-2021: Promoting the dissemination of scientific research results and technology transfer within the national and international scope [H3.03.07.11].

Indicator 3.7.2. The university identifies various research activities for faculty members to complete their research tasks

To develop scientific research activities, the university has implemented many different research activities in accordance with its context, and in accordance with the capacity and circumstances of lecturers. The university always creates favorable conditions and encourages lecturers to participate in various scientific research activities. The appendix specifies the adequate quota (time) for scientific research of lecturers which indicates a variety of research activities and stipulates the regime of exemption, and reduction of volume of scientific research hours for female lecturers in their maternity regime, studying abroad, and managers ... [H3.03.07.12]. Annually, the university summarizes the different research activities of each lecturer to convert scientific research hours and based on that to classify emulation and commendation [H3.03.07.13].

For university-funded research projects, The university gives priority to selecting individuals to implement projects in groups: Start-up (for young, newly recruited lecturers); Annual (all staff); Significant research projects (preferably international articles published in the ISI/Scopus list) [H3.03.07.14]. In addition to The university granted researches, lecturers, depending on their capacity and research direction, can participate in UD, Province / City, Ministry, Nafosted, etc. Most lecturers have the opportunity to participate and implement researches at all levels. Accordingly, the number of projects increases significantly [H3.03.07.15].

The university has established the research teams to encourage the staff to cooperate with organizations and individuals inside and outside the university for the purpose of being capable of large projects [H4.04.10.27]

The university has also paid attention and provided financial support for faculties to organize scientific and technological activities such as national / international conferences / seminars, faculty conferences / seminars, etc. [H3.03.07.16]. Other Units/Departments of the university regularly organize discussions which result in productive initiatives. These activities are aimed at facilitating the exchange of knowledge, research experience, and professional expertise [H3.03.07.17].

Most of the staff have successfully completed their teaching task combining research through various activities. However, there are still some staff members who are not really interested in the research work due to the intensive teaching. Thus, The university has policies to promote research activities in various ways such as assigning scientific writing quotas, taking criteria to participate in scientific research applied in emulation and commendation policies to motivate staff towards scientific research accomplishment [H3.03.07.18] [H3.03.07.19].

Indicator 3.7.3. The list of research topics/projects, facilities and equipment is updated and publicized throughout the university

From 2017 to September 2019, the university has made outstanding achievements in science and technology. The number and quality of Science and Technology projects of the university increase every year. Many projects at all levels have been implemented, namely: 01 Nafosted project, 22 ministerial-level projects, 01 ministerial-level science and technology task, UD-level projects, 37 annual university-level projects and 22 significant projects and 05 projects at provincial or municipal levels.

The university frequently requires staff to update and popularize their personal scientific curriculum vitae (CV) throughout the university. Most of the staff members have strictly followed to share their research profiles [H3.03.07.20]. The university has issued regulations on supplementing documents and required all accepted scientific research projects, textbooks, and teaching materials to be submitted to the library to use as a database for research and teaching. [H3.03.07.21]. Most of the scientific and technological information is publicly announced by the university with written announcements, emails or information posted on the website of DSAIC [H3.03.07.22]. Yearly, the number of researches and the implementation of those researches are

reported by DSAIC at the university staff meeting, and the year-end meeting, and the science and technology briefings [H3.03.07.23]. High quality scientific publications are commended and rewarded by the university in accordance with regulations [H3.03.07.24].

The university always facilitates and supports facilities, equipment for lecturers to complete their scientific researches. The university always updates the list of equipment, laboratory tools for lecturers to look up and plan to use effectively. The content posted on the website of each faculty includes investment in laboratory equipment for research and training such as: <http://bio-env.ued.udn.vn/gioi-thieu/co-so-vat-chat> ; <http://phy.ued.udn.vn/introduction/laboratories/laboratories-16.html> ; and it is updated in the equipment dairy at the practical room/laboratories [H3.03.07.25, H3.03.07.26].

2. Strengths

- The university has actively supported lecturers in science and technology activities in diverse aspects: organization, funding, facility, priority policies; to encourage staff to implement science and technology projects well.

- The university has organized many different scientific research activities for lecturers to participate in accordance with the circumstances of each group of lecturers.

3. Weaknesses

Lack of research projects in cooperation with foreign scientists

4. Action Plan

NO.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Actively searching for research projects with international cooperation elements and having policies to support and reward lecturers for project implementation	DSAIC and all faculties	2020	2022
2	Promoting strengths	Continuing to apply effective support policies for scientific research activities that have been issued, reviewed and adjusted and supplementing	DSAIC and all faculties	2020	2022

		policies that are no longer suitable for the new trend.			
3		Continuing to support faculties and lecturers in implementing scientific research activities such as deploying science and technology projects, organizing scientific seminars, organizing conferences and publishing scientific articles ...	DSAIC and all faculties	2020	2022

5. Self-Assessment

Criterion 7	Scoring						
	1	2	3	4	5	6	7
Indicator 3.7.1					5		
Indicator 3.7.2					5		
Indicator 3.7.3					5		
Average	5.0						

Standard 4
EXTERNAL COLLABORATION

Criterion 8. Regional/local collaboration

1. Description

Indicator 4.8.1. The university plans and implements continuous professional development programmes for teachers and principals

Receiving great expectations from the society as well as the tasks assigned by the Ministry of Education and Training, UD-UEd has identified teacher and principal training and professional development as the mission and core task in the process of constructing and developing the university [H4.04.08.01].

Over the past years, UD-UEd has always made plans for contents related to teacher and principal training and professional development. The plans are elaborated, specific to each activity: survey on training needs, links with localities (hereinafter referred to as affiliated institutions), training programs, training materials, teaching staff and facilities [H4.04.08.02].

Teacher and principal training and professional development courses are conducted based on practical needs to enable teachers and principals to enhance their knowledge, teaching and management skills to bring students good learning outcomes. Thus, it is necessary to conduct surveys to collect feedback from teachers and principals on the training contents, schedules and forms. This activity is implemented periodically and seriously [H4.04.08.03]. In addition to the training and professional development programs issued by the Ministry of Education and Training, the program contents for other training courses are developed with the reference to the results of surveys on teachers and principals [H4.04.08.04].

Currently, the university is implementing many training and professional development programs at more than 20 affiliated institutions throughout the country [H4.04.08.05]. In order to meet this great demand, UD-UEd has made preparations for the staff to ensure the quantity and quality [H4.04.08.06]. Teaching and technical staff regularly join the academic exchanges, training workshops and courses [H4.04.08.07]. Along with the careful preparation on online learning conditions, UD-UEd has paid a lot of attention to the coordination of affiliated institutions ensuring facilities for operations, which is also a mandatory condition when signing a partnership contract

[H4.04.08.08]. Training and professional development materials are also developed by specialized groups, ensuring the proper content and sufficient time [H4.04.08.09].

The professional development courses are organized by the university in a scientific process, convenient for stakeholders and quality assurance of training. The stages from teaching allocation, online learning monitoring, exam organization to academic outcome recognition and certification are conducted objectively and in accordance with the regulations [H4.04.08.10].

Within the framework of the ETEP Program, in 2019, the university organized the training on Module 1 *"Understanding the general education program"* for 2,465 core teachers from 6 cities and provinces including Da Nang, Gia Lai, Kon Tum and Dak Lak, Dak Nong and Lam Dong. In particular, the number of core teachers completed the training program was 1,975, 1307 of whom are female and 22 are people of ethnic minorities [H4.04.08.10a]

Annually, the university organizes conferences to summarize the training and professional development activities to learn from experience and make improvements for the following year. This activity is held at the university with the participation of stakeholders making an objective assessment of the training and professional development [H4.04.08.11]. Also at these conferences, The university announces the results of the surveys to discuss, propose better solutions and work out plans for the next year.

Indicator 4.8.2. The university regularly often collaborates with other institutions and stakeholders to launch activities and events related to educational science

The close cooperation between teacher training institutions and localities is very important for the development of education as well as socio-economic development. Thus, UD-UEd has had policies to strengthen the partnership with DoETs, Department of Science, Technology and Environment, local and international institutions to seek opportunities for cooperation in education and science and technology, especially educational science [H4.04.08.12].

In the academic year 2017 - 2018, UD-UEd cooperated with local and international institutions or professional institutes and associations to organize a number of national and international conferences. Typically, the International Conference on Linguistics: "Vietnamese Linguistics – Stages of Integration and

Development" was held in cooperation with the Vietnam Institute of Linguistics; The 4th National Conference on Physics Teaching - 2018 was held in cooperation with the Vietnam Physics Teaching Association; the Tenth National Scientific Conference on Geography in 2018 was held in cooperation with the Vietnam Geographic Society [H4.04.08.13]. The results gained from these conferences are the reputation of The university among the community of universities and localities and drawn lessons on the experience, solutions, and recommendations on education presented in the articles at the conferences [H4.04.08.14].

In addition, the university is in charge of implementing a number of provincial and municipal science and technology projects, which have been accepted and applied in practice such as: *Developing an education program on sexual abuse prevention for elementary school students in Danang*, which has been applied to training courses for elementary schools in Danang; *Study on the process of synthesizing environmentally-friendly wood adhesives and the application to the production of MDF artificial boards*, which has been recognized by the People's Committee of Quang Nam province and transferred to Quang Nam Industry wood joint stock company. [H4.04.08.15]. In addition, the university has also proposed and bid for science and technology projects of all levels in localities across the country such as Quang Nam, Quang Ngai, Kien Giang ... The projects that UD-UEd has implemented with cities and provinces have educational value and contribute to the socio-economic development in the localities such as: *Research on the development of natural dyeing technology on silk fabrics and total fabrics and synthetic fabrics replacing the dyeing technology using chemicals* (Quang Nam Provincial projects in 2019); *Investigation and assessment of the status quo and proposal of solutions on community intervention for the elderly's depression in Quang Ngai* (Quang Ngai Provincial projects in 2019); *Research and proposal of solutions to training psychological counselling skills for teachers in-charge at secondary schools in Kien Giang province* (Kien Giang Provincial projects in 2018)... [H4.04.08.16].

Abiding by the project acceptance regulations, the university regularly invited scientists from the Department of Education and Training, the Department of Science and Technology, the agencies outside the university, teachers from high schools to join The university-level acceptance boards to create objectivity in evaluation and contribute to improving the quality of the projects [H4.04.08.17].

Annually, UD-UEd has science and technology projects participated in the consideration of science and technology awards in Danang city in accordance with the regulations [H4.04.08.18].

One of the university's next scientific and technological development solutions in the coming time is to strengthen relationships with local departments and other provinces in order to implement scientific projects and tasks related to education and socio-economic development [H4.04.08.19].

2. Strengths

- UD-UEd always proactively collaborates with universities and localities on training and professional development.

- UD-UEd regularly cooperates with universities, research institutions and localities to organize educational science events.

3. Weaknesses

- The collection of feedback from teachers and principals at affiliated institutions has not been widely conducted.

- Scientific cooperation with universities, research institutions and localities has not been realized with official memoranda, agreements or contracts.

4. Action Plan

No.	Objective	Contents	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Conducting the survey to collect feedback on training and professional development from affiliated institutions widely	Dept. of Academic Affairs	2020	2022
2		Signing memoranda, agreements or contracts on scientific cooperation with universities, research institutions and localities	Dept. of Scientific Affairs and International Cooperation	2020	2022
3	Promoting strengths	Planning activities for joint training and professional development programs conducted with institutions	Dept. of Academic Affairs	2020	2022
4		Diversifying educational science events with institutions	Dept. of Scientific Affairs and	2020	2022

			International Cooperation		
--	--	--	---------------------------	--	--

5. Self-Assessment

Criterion 8	Scoring						
	1	2	3	4	5	6	7
Indicator 4.8.1				4			
Indicator 4.8.2				4			
Average	4.0						

Criterion 9. International Cooperation

1. Description

Indicator 4.9.1. The university has policies to encourage lecturers and learners to join international networks, workshops, projects, research and publication programs in these networks

UD-UEd made long-term plans for international cooperation in the period 2017 – 2021 with the vision to 2030 and short –term international cooperation plans in annual action plans [H4.04.09.01].

UD-UEd developed and issued international cooperation policies on financial support, processes, procedures for international cooperation activities through the regulations of UD and UD-UEd: the *Regulation on foreigners studying at the university of Danang*, the *Regulation on the management of international cooperation activities of the university of Danang* [H4.04.09.02] and the *Regulation on international cooperation activities of the university of Danang – University of Science and Education* [H4.04.09.03]. The policies to encourage lecturers to participate in international conferences are issued in the following regulations: the *Regulation on participation in scientific seminars/ conferences*, the *Regulation on internal expenditure*, the *Regulation on scientific and technological activities commendation*, including rewards for ISI/ Scopus articles, international projects [H4.04.09.04].

On the basis of the clear policies, since 2017, lots of lecturers have actively participated in international and domestic conferences [H4.04.09.05]. Annually, UD-UEd welcomes and works with about 30 international delegations to exchange, seek opportunities for cooperation in training and scientific research, student and staff

exchange [H4.04.09.06]. UD-UEd assigned its delegations including leaders and lecturers to go overseas to work with partner institutions on cooperation in training and scientific research [H4.04.09.07]. UD-UEd signed MOUs/ MOAs with partner institutions to create conditions for lecturers to participate in international research and publication [H4.04.09.08];

UD-UEd has joined international projects such as: Project on Digital Hybrid Text (Ebook) towards STEM in cooperation with the university of Hull (the UK); Project on Training Program in Psychological Rehabilitation for Counselors of children with Developmental Disabilities funded by JICA (Japan); Project on Research-based curriculum development in molecular and materials sciences - Vietnam (MOMA) [H4.04.09.09]. UD-UEd has helped organize the journey and supported students in short-term exchange programs abroad [H4.04.09.10]. UD-UEd regularly organizes academic exchanges with foreign experts and students [H4.04.09.11]. In addition, annually, UD-UEd organizes/ co-organizes 1-2 international seminars and conferences to give lecturers and students the opportunity to interact with scientists and access new research orientations in the world [H4.04.09.12]. UD-UEd's lecturers have accepted and supervised foreign students coming to study, do research and do internship [H4.04.09.13].

UD-UEd has proactively posted news about foreign delegations and announcements on exchange programs on the university's website [H4.04.09.14].

UD-UEd regularly makes reports on international cooperation to the authorities: the university of Danang, Department of Foreign Affairs, Danang Union of Friendship Organizations ... [H4.04.09.15]. Annually, UD-UEd reviews international cooperation activities to have long-term and short-term orientations on international cooperation [H4.04.09.16].

The international cooperation policies have been effective in encouraging lecturers and students to participate in the international network. Lecturers and students have had many opportunities to work, exchange, research and study with foreign experts.

Indicator 4.9.2. The university supports joint programs, training and research programs with international universities and partners; integrates global issues such as gender, environment, globalization in the training and professional development programs

In order to develop multilateral international cooperation, UD-UEd has made long-term and short-term plans for diversifying international cooperation activities and developing cooperative relationships in a more sustainable way [H4.04.09.17]. UD-UEd promotes the signing of MoUs with many research institutes and universities around the world; covering the research areas of natural science, social science and humanity, and educational science. Therefore, the number of MOUs / MOAs in 2018 and 2019 has increased compared to 2017 [H4.04.09.18].

Through the policies and activities to support international cooperation in training and scientific research, UD-UEd has welcomed many international students coming to study as well as experts coming to teach and do research. There are students from National University of Kaohsiung (Taiwan) and Yunnan Normal University (China) coming to do one-year exchange programs [H4.04.09.19], [H4.04.09.20]; UD-UEd have also welcomed students from Institute of Village Studies (USA) coming to join fieldtrip on community-based environment and culture [H4.04.09.21]; students from the university of Calgary coming to do internship at the university and schools in Danang [H4.04.09.22]. UD-UEd has cooperated with foreign experts and partners to carry out research and projects [H4.04.09.23]; invited foreign lecturers to give lectures and conduct academic activities through forums [H4.04.09.24]; actively coordinated with partners in organizing international seminars/conferences [H4.04.09.25]. UD-UEd assigned its delegations to go overseas to work with partner institutions on cooperation in training and scientific research. In 2018, there were 02 delegations to India and Japan [H4.04.09.26]. In 2019, there was 01 delegations to Taiwan [H4.04.09.27].

In addition, the projects have brought lots of practical benefits to the teaching staff and students [H4.04.09.28]. Through the cooperative programs, lecturers have been invited to go abroad to study and exchange cooperative contents in countries such as Japan, Australia, Germany and Belgium [H4.04.09.29]. The university's training programs have integrated global issues such as environment, gender.... [H4.04.09.30], [H4.04.09.31]. UD-UEd has regularly conducted propagation activities related to environment, clean water, gender and development, domestic violence ...with the participation of students ... [H4.04.09.32].

Annually, UD-UEd reviews and assesses international cooperation activities and outlines guidelines, policies, tasks and measures to be implemented in the new

academic year [H4.04.09.33]. The results of the review and assessment show that the students coming to the university mainly take short-term programs or one-year program on Vietnamese language and the number of the students taking specialized majors is small. There have been no foreign lecturers /experts coming to the university to teach or do research for one year or more.

Indicator 4.9.3. The university has issued and implemented policies to enable teaching staff and students to achieve the required level of language proficiency

UD-UEd always focuses on enhancing the staff and students' foreign language competency through its long-term plans and annual policies [H4.04.09.34]. UD-UEd has issued policies to encourage lecturers and students to improve their knowledge to foreign language proficiency. In accordance with UD-UEd's regulations, to be accepted as a lecturer at UD-UEd, a candidate is required to demonstrate his language proficiency of B.1 level or above [H4.04.09.35]. To encourage lecturers to enhance their command of foreign languages, UD has issued its Regulation on UD Staff Training and Development, which stipulates that post-graduates who have their training take place in Vietnam need to obtain the required level of foreign language proficiency. That is Master's and Doctor's degree holders must achieve IELTS 5.0 and 5.5 or above respectively; and lecturers, after recruited, need to present a specific plan to do their post-graduate degrees overseas [H4.04.09.36]. UD-UEd has organized seminars/ conferences with different topics with the participation of foreign experts to enable lecturers and students to enhance their foreign language proficiency and professional knowledge [H4.04.09.37]. Through these seminars/ conferences, lecturers acquire more skills in foreign languages to be applied to their teaching and research. Lecturers teaching specialized modules in English at the university get paid with the the lecture period coefficient of 1.5 [H4.04.09.38].

Additionally, UD-UEd has some policies related to its students' foreign language proficiency, namely Students' Learning Outcomes of English. According to this policy, students need to achieve Level 3 proficiency for English and Level 2 for other foreign languages in accordance with the 6-level foreign language competency framework for Vietnam in order to be eligible for graduation [H4.04.09.39]. Annually, the university's Council of Science and Training organizes a graduation review, and meeting the learning outcome standard on foreign language proficiency is one of the mandatory conditions for graduation consideration for undergraduate and postgraduate

students [H4.04.09.40]. UD-UEd encourages lecturers and students to participate in cultural exchange programs and take short-term programs abroad by providing full or partial financial support [H4.04.09.41]. In addition to English, the university also organizes Japanese classes for students to help them meet future employment requirements [H4.04.09.42]. UD-UEd organizes exchange meetings with foreign students to create opportunities for students to interact with international students [H4.04.09.43]. UD-UEd encourages lecturers to write international articles to enhance their foreign language proficiency and professional skills by rewarding them for international articles published [H4.04.09.44].

UD-UEd reviews international cooperation activities and outlines guidelines, policies, tasks and measures to be implemented in the new academic year [H4.04.09.45].

2. Strengths

- Signing more MOUs and MOAs with international partners and most of them have been carried out effectively.
- The number of student exchanges between UD-UEd and its foreign partners has been increasing.

3. Weaknesses

- The number of international students taking specialized majors is small.
- The number of lecturers going abroad to do research is limited.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Developing the policies to attract foreign lecturers and experts to give lectures or do research and international students to study at the university	Dept. of Scientific Affairs and International Cooperation	2020	2020
2		Developing the policies to support and encourage lecturers to study/ do research abroad	Dept. of Scientific Affairs and International Cooperation	2019	2020
3	Promoting	Implementing cooperative	Dept. of	2020	2022

	Strengths	activities signed with foreign partners	Scientific Affairs and International Cooperation and faculties		
4		Continuing to encourage and support the university's lecturers and students to participate in exchange and study programs abroad	Dept. of Scientific Affairs and International Cooperation and faculties	2020	2022

5. Self-Assessment

Criterion 9	Scoring						
	1	2	3	4	5	6	7
Indicator 4.9.1				4			
Indicator 4.9.2				4			
Indicator 4.9.3				4			
Average	4.00						

Criterion 10. Cooperation with stakeholders

1. Description

Indicator 4.10.1. The university outsources quality human resources to other TTUs and universities for purposeful reasons

UD-UEd's mission is defined as “*training and developing high quality human resource, the core of which is teacher training, and conducting scientific research and technology transfer in educational science, natural science and social science and humanity in order to actively boost the country development, with the focus on the Central Region and Highlands*”. With its existing human and material resources, UD-UEd has been successfully implemented the strategic missions. From 2017 to 2019, UD-UEd trained 2600 Bachelor of Science graduates, 300 masters and 3 doctors, who act as high quality human resources for Central Vietnam – Highlands and the country as a whole [H4.04.10.01]. Graduates have been serving in a wide variety of professions and making a lot of contributions to the social development. Graduates from the university work as teachers at high schools, secondary schools and kindergartens. They also work for companies such as Da Nang FPT, Danang Green Global, Ho Chi Minh City Vietin, Romkasa Hotel, Ngu Hanh Son-Danang Urban

Environment Company... They mostly work in fields that are suitable for their majors. In particular, there are many graduates who are working for teacher training universities and other universities such as Quang Nam University, Pham Van Dong University, Quang Dong Vocational School of Economics and Technology (Quang Nam)... Many of the graduates have been working in different roles, ranging from managers, lecturers to officials in functional departments [H4.04.10.02].

To meet the requirements of society, besides fulltime training, UD-UEd has attached importance to professional development, regularly providing short-term certificate training courses such as: teaching diploma for university lecturers, professional development for education managers; State administration management and education-sector management; school psychology counseling, professional development on Professional Titles for teachers of all levels from kindergarten to high school [H4.04.10.03]. These training courses have attracted the participation of people from different organizations, many of whom are employees of universities and colleges across the country, especially in Central Vietnam and Western Highlands [H4.04.10.04].

In addition, the university always creates favorable conditions for lecturers with high academic titles and degrees to participate in scientific research and projects; join graduation councils for post-graduate programs and work as visiting lecturers at partner institutions for the modules they need [H4.04.10.05].

Indicator 4.10.2. The university participates in a TTU network and other higher education networks in order to share experience and practices

In 2017, The university participated in the Enhancing Teacher Education Program (ETEP) with the network of 07 key teacher training universities. Since then, the university has been actively involved in the activities of ETEP such as: PA development, TEIDI assessment; development, review and assessment of professional development topics ... [H4.04.10.06], [H4.04.10.07]. Under the instruction of the Central ETEP PMU, the key teacher training universities regularly have joint activities to share management experience, inherit, develop and recognize one another's outcomes [H4.04.10.08], [H4.04.10.09]. According to the operation of ETEP, the monitoring and evaluation process is implemented in parallel with the program activities. Thanks to this, the activities are continuously monitored, evaluated and improved, contributing to the initial success of ETEP [H4.04.10.10]. Promoting key

role, UD-UEd, along with the network of 07 key teacher training universities, has been actively involved in the activities of the Renovation of Generation Education Project (RGEP, ETEP) [H4.04.10.11], [H4.04.10.12].

Over the years, UD-UEd has actively cooperated with many universities and colleges in the region to regularly share practical experience on research and training. They include: Quang Nam University, the university of Danang Campus in Kontum; Pham Van Dong University; Quang Binh University; Duc Trong Vocational School of Economics and Technology (Lam Dong); Phuong Nam Vocational School of Economics and Technology (Dak Nong) and Quang Dong Vocational School of Economics and Technology (Quang Nam) [H4.04.10.13]. In recent years, UD-UEd has continued to expand cooperation in new areas such as: Binh Duong University; Binh Duong University Campus in Ca Mau; Dong Nam A College Campus in Can Tho; Ho Chi Minh City Vocational College of Technology and Dak Lak Teacher Training College [H4.04.10.14].

For science and technology activities, UD-UEd has collaborated with member universities, other universities as well as departments and local high schools. UD-UEd has been in charge provincial / municipal scientific research projects such as Da Nang, Quang Nam, Quang Ngai, Kien Giang, ... [H4.04.10.15]. UD-UEd regularly invites experts, scientists from universities, departments, and schools to participate as members of the Check and Acceptance Committee for projects at all levels conducted by UD-UEd. At the same time, many UD-UEd's lecturers are also members participating in the stakeholders' Research Project Check and Acceptance Boards, Council of Master's Theses and Doctoral Dissertations [H4.04.10.16]. In addition, the university has organized/ co-organized conferences, scientific seminars, and training sessions to share and exchange experience in the field of education such as the 4th National Conference on Physics Teaching - 2018; the Tenth National Scientific Conference on Geography in 2018 and seminars at Faculty/Division level with the participation of affiliated institutions [H4.04.10.17].

Indicator 4.10.3. The university supports its lecturers and learners their contribution to professional activities.

UD-UEd always encourages and creates conditions for lecturers and learners to participate in professional activities. UD-UEd has specified the financial support items in the Appendix of the university's Internal Expenditure Regulation, including the

expenditure amount for lecturers participating in professional activities as well as to conferences and seminars locally and abroad to improve their qualifications and meet the requirements of educational renovation better [H4.04.10.18]. At the same time, the Regulation on Participation in Conferences and Seminars has been developed to professionalize management, encouraging lecturers to attend professional activities. [H4.04.10.19]. Over the past years, UD-UEd has assigned lecturers to participate in the development of the test bank for the national entrance exam chaired by the Ministry of Education and Training, give opinions on the development of the overall general education program, train gifted students for international Olympads, join the assessment boards for national science and technology Competitions for high school students, professional conferences...[H4.04.10.20]. In 2019, UD-UEd assigned 50 core pedagogical lecturers to conduct professional development for 2,485 core teachers in 6 provinces appointed by MoET [H4.04.10.21].

UD-UEd's students have joined professional activities such as Olympads ... However, in recent years, the Ministry of Education and Training as well as the university has not regularly organized professional activities such as Contest of Teaching Skill, which makes students have fewer chances to practice and develop their teaching skill.

Indicator 4.10.4. The university encourages cooperative activities through training, professional development, research and technology transfer

Cooperation in training and professional development is an opportunity to share, learn experience, contributing to the university's reputation and effectiveness. Recognizing the above importance, the university always pays attention to and encourages the expansion of this activity. Thanks to that, the number of institutions cooperating with UD-UEd on training and professional development is constantly increasing. Up to now, UD-UEd has been in collaboration with more than 30 institutions/ units nationwide including universities, colleges, vocational schools and Continuing Education Centers in provinces and cities [H4.04.10.22]. UD-UEd has mobilized pedagogical lecturers and the best resources of facilities for the core teacher professional development in appointed provinces under ETEP [H4.04.10.23].

To promote student enrollment, training and professional development activities, and make them more professional, UD-UEd established Division of Information and

Communications Technology, which is in charge of communication and promotion for student enrollment/admission [H4.04.10.24].

UD-UEd always encourages its affiliated units to promote cooperation in training and scientific research activities, especially with higher education institutions in developed countries. Therefore, UD-UEd has actively signed MoU with partners abroad [H4.04.10.25]. The Contents in MoUs have been carried out [H4.04.10.26].

UD-UEd also encourages the staff to participate in cooperative activities with organizations and individuals through scientific research and technology transfer by establishing teaching and researching teams to implement projects outside the university [H4.04.10.27]. In addition, UD-UEd has the policy on funding key projects implemented by teaching and researching teams with a budget of 100-150 million VND /project; start-up projects with a budget of 15 million/ project for young lecturers [H4.04.10.28].

2. Strengths

- UD-UEd has provided high quality human resources for organizations throughout the country and with the focus on the Central Region and Highlands.
- UD-UEd has participated in joint activities with the key teacher training universities and contributed to the renovation of the sector effectively.

3. Weaknesses

- UD-UEd has signed official agreements with departments and agencies in provinces and cities on training, professional development, scientific research and technology transfer.
- Learners' participation of in some professional activities such as Contest of Teaching Skill has been discontinuous.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Negotiating and signing official agreements with departments and agencies nationwide on training, professional development, scientific research and technology transfer	UD-UEd	2020	2021
2		Organizing Contest of Teaching Skill regularly to make students have chances to practice and	DSA and faculties	2019	2021

		develop their teaching skill			
3	Promoting Strengths	Improving the teaching staff's qualifications; attaching importance to development of postgraduate training; offering high quality bachelor's teacher education programs	UD-UEd	2019	2021
4		Collaborating with other teacher training universities to implement joint activities, especially the ETEP and RGEP	UD-UEd	2019	2021

5. Self-Assessment

Criterion 10	Scoring						
	1	2	3	4	5	6	7
Indicator 4.10.1				4			
Indicator 4.10.2				4			
Indicator 4.10.3				4			
Indicator 4.10.4				4			
Average	4.00						

Criterion 11. Information and Communications

1. Description

Indicator 4.11.1. The university ensures publications comply with international and national regulations on copyright, intellectual property, plagiarism and privacy

UD-UEd always conforms to the international and national regulations on professional publications. All the issues related to copyright, intellectual property have always been strictly conformed, and the used information has always been linked to the reference sources. The publication of printed materials, website information, science journals, textbooks, references strictly abide by the laws. UD-UEd has implemented intellectual property towards the Regulations on Administration of Intellectual Property issued by UD [H4.04.11.01].

UD-UEd issued Decision No. 211/ QD-KH, dated March 7, 2017 on “Regulation on the compilation, selection, evaluation, approval and use of undergraduate and post-graduate textbooks”, which strictly stipulates the types of materials, textbooks, lectures, steps in developing, evaluating and putting them into use [H4.04.11.02]. In

early 2019, UD-UEd held a meeting to review the Regulation on Textbook Compilation [H4.04.11.03]. Under the direction of UD-UEd's 7th Party Committee through the 47th Resolution in 2019, UD-UEd issued a draft of "the Regulation on Textbook Compilation and Learning Material Recognition" and sent it to all the staff to get their feedback for the adjustment [H4.04.11.04]. On 05/7/2019, UD-UEd issued Decision No. 844 / QD-DHSP on "Regulation on Textbook Compilation and Learning Material Recognition" to consolidate the provisions of the previous regulation; lecturers who register and have their textbooks approved abide by this Regulation [H4.04.11.05].

UD-UEd Journal of Science and Education came into effect from August, 2011 under the license No. 1282 / GP-BTTT dated August 15, 2011 by the Minister of Information and Communications [H4.04.11.06]. The Journal operates in accordance with the State's laws and regulations on scientific research and publication, publishing 04 issues a year. In order to manage the Journal better, UD-UEd has consulted and collected feedback from the scientists in the university to issue the "Regulation on the Operation of UD-UEd Journal of Science and Education", which stipulates the clear process of receiving, reviewing and publishing articles, ensuring accuracy, science and confidentiality [H4.04.11.07]. In order for the Journal to continue to develop, on June 15, 2017, UD-UEd submitted the Request No. 454 / DHSP to the Ministry of Information and Communications regarding "Change in the Journal's name and formality in the licence for the Journal Operation" [H4.04.11.08]. On December 19, 2017, the Journal was licensed by the Minister of Information and Communications No. 344 / GP-BNTT, approving the amendments to the Licence for Journal Operation. Specifically, the name was changed to Journal of Science the university of Danang - University of Education; and the number of issues was increased to 05 issues/ year, including 01 issue in English [H4.04.11.09]. UD-UEd always has a strict review of the regulations. In 2019, UD-UEd held a meeting to review the Regulation on the Operation of UD-UEd Journal of Science and Education after 2 years of the regulation issue. Then, in August 15, 2019, UD-UEd issued Decision No. 1016 / QD-DHSP, which is "Decision on Amendments and Supplements of Article 12 in Decision No. 234 / QD-DHSP dated February 21, 2018 on promulgating the Regulation on the Operation of Journal of Science the university of Danang - University of Education" [H4.04.11.10]. After 9 years of operation, the journal has been recognized by the State

Council for Professor Title, giving scores to 5 branches (Mathematics, Vietnamese Literature, Linguistics, Education Studies, Physics) [H4.04.11.11]. Currently, the Department of Scientific Affairs and International Cooperation is working on documents to apply for the licence for online publication of the Journal xuất bản online to improve the quality and have better access to scientists [H4.04.11.12].

Indicator 4.11.2. The university publishes evidence – based information, especially information about the lecturers, students, graduates and the proportion of graduates employed

Information and communication are always a matter of great concern of UD-UEd's Board of Rectors. Through the meetings, the Party Committee of the university has always directed the Division of Information and Communications Technology to promote the website-used communication about the university's activities such as enrollment counselling; upgrading programs for teachers, training and professional development programs and new projects, make video clips and promote the information and activities of ETEP [H4.04.11.13].

In 2015, UD-UEd established the Communication Division to professionalize the communication and information work of the university. The Division was headed by a vice rector and included key members who are the lecturers of journalism and information technology [H4.04.11.14]. The Division had the regulation on its operation, which stipulates its functions, tasks and scope of operation. The Division's activities were conducted like a professional online newspaper, where there are people writing, reviewing and publishing articles and they are paid royalties. [H4.04.11.15]. In March 2019, UD-UEd issued Decision No. 248 / QD-DHSP on the establishment and consolidation of the Division of Information and Communications Technology, which is an independent unit of the university with a clear, long-term communications plan under the management of the board of rectors [H4.04.11.16]. UD-UEd cooperates with Central and local television stations to broadcast major events of the university (VTV1, VTV8, DRT...) [H4.04.11.17].

All the published information of the university is carefully censored with trustworthy data. The university's website is: <http://ued.udn.vn> (in Vietnamese), <http://en.ued.udn.vn> (in English). Such data as the proportion of university 's students, graduates and staffs has been controlled through software system, and the published data is extracted from the software to ensure the fast speed and

accuracy, satisfying the periodic or even unscheduled requirement for information and reports [H4.04.11.18]. Besides, such information is published in the section called “three publicities” on the website of the university to assist easier access of other individuals and organizations. In addition, university staffs are assigned to take responsibility in recapitulation, report information and communications to the public which is to ensure the information published by the university has evidence – based creditability. [H4.04.11.19]. Annually, through the announcement of scientific research hour calculation, the university requires the staff to update the scientific curriculum vitae on the website: <http://scv.ued.udn.vn/> to make data on staff more sufficient [H4.04.11.20].

UD-UEd developed promotion and information dissemination programs on the Enhancing Teacher Education Program (ETEP) through channels: the developed website for ETEP at: <http://etep.ued.udn.vn/>; panels and banners installed at the halls of the classroom buildings [H4.04.11.21]. In 2018, UD-UEd assigned staffs to participate in the training course on enhancing communications capacity for teacher training institutions joining ETEP, sharing experience in organizing education communication activities as well as crisis management in the digital era, implementing ETEP effectively, contributing to the success of the program [H4.04.11.22]. For the purpose of helping lecturers, students in the university know and understand ETEP and implement the activities of ETEP at the university, on October 10, 2019 UD-UEd held the “Seminar on Professional Standards for teachers and pedagogical lecturers” to enable lecturers, students to share opinions and understand the standards for pedagogical lecturers [H4.04.11.23]; On October 16, 2018, the university held the conference and forum related to ETEP for students with the participation of more than 300 students; In addition, through the first week of civics education at the beginning of the year, UD-UEd integrated the content on "Introduction to ETEP" as a learning content for more than 3,000 students [H4.04.11.24]; On November 3, 2018, UD-UEd also held a conference and forum related to ETEP for teachers to help the staff understand the significance, content and purpose of the ETEP program [H4.04.11.25].

UD-UEd built a separate website for admission/enrollment at <http://tuyensinh.ued.udn.vn>. The website provides information on undergraduate and

postgraduate enrollment, part-time learning programs, short-term professional development programs and enrollment counselling... Before the enrollment, the learners would be well informed about the courses, modules. When the courses start, the entire information about the courses, modules, policy, etc. would be introduced to the learners in the first week of civics education lesson. In addition, learners are provided with an email address and an account for access to the university administration system. The account for access to the university administration system is used to register subjects, track the learning process, information, announcements, tuition fees... The email address is a means of communication between departments/divisions and learners, as well as a channel for the contact between teachers in charge/ academic advisors and learners. Learners are provided with information through a variety of channels (the first week of civics education, teachers in charge/ academic advisors, departments/ divisions, the university administration system), ensuring that they understand and master the training regulations, policies and benefits when attending the university: <http://qlht.ued.udn.vn/>. UD-UEd has developed Student Handbooks (ctsv.ued.udn.vn/van-ban/so-tay-sinh-vien-86.html) and the Regulation on teachers in charge - academic advisors (ctsv.ued.udn.vn/van-ban-noi-bo/quy-dinh-ve-giang-vien-chu-nhiem-kiem-co-van-hoc-tap-107.html) to update the sufficient information (<http://ctsv.ued.udn.vn/>) [H4.04.11.26].

Division of Information and Communications Technology has given the advice on the university promotion with the creative forms of information and communications; it cooperates with the departments/ faculties in making a video clip on UD-UEd introduction, which helps share and promote accurate information about the university through communication channels: the university's website (ued.udn.vn), Youtube (UED-TV), Facebook (www.facebook.com/ueddn), ... [H4.04.11.27].

2. Strengths

- There is the unit in charge of information and communication activities, so these activities are organized professionally.
- UD-UEd has been equipped with database management software to ensure the information is stored synchronously and uniformly.

3. Weaknesses

- Not many lecturers have been interested in sending articles to The Journal of Science.

- UD-UEd has not installed anti-plagiarism software.

4. Action Plan

NO.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Applying for a license to publish the Journal's articles online.	Division of ICT	2019	2021
2		Assigning quotas of the Journal's articles to faculties, which is the criterion for ranking.	Dept. of Scientific Affairs and International Cooperation	2019	2021
3		Installing anti-plagiarism software.	Dept. of Scientific Affairs and International Cooperation	2019	2021
3	Promoting Strengths	Continuing to post articles on the website, making video clips to promote the university's image.	Division of ICT	2019	2021
4		Completing and upgrading the management software system, and the communication website	Dept. of Scientific Affairs and International Cooperation & Division of ICT	2020	2021

5. Self-Assessment

Criterion 11	Scoring						
	1	2	3	4	5	6	7
Indicator 4.11.1				4			
Indicator 4.11.2					5		
Average	4.5						

STANDARD 5

EDUCATIONAL ENVIRONMENT AND RESOURCES

Criterion 12. Educational Environment

1. Description

Indicator 5.12.1. University landscape, teaching and learning environment are appropriate to the mission, vision, and objectives of the university

According to the development strategy in the period of 2015-2020 and the vision toward 2030, UD-UEd has formulated a master plan with a scale of 1:500, which was approved by Danang People's Committee, and Danang Urban Planning Institute in 2015 [H5.05.12.01]. It is specified with Planning for the development of facilities at UD-UEd to 2025 with the vision to 2030 [H5.05.12.2]. The construction works of the university have been implemented based on the orientations of the 1:500 master plan [H5.05.12.3: UD-UEd Diagram].

UD-UEd's philosophy in building up its master plan is based on learner-centered principles, facilitating the best learning and researching environment. Apart from classrooms, the university maintains its focus on building and renovating laboratories for studying and researching activities of both lecturers and students, dormitory, self-study rooms, and entertainment areas; building multi-functional sport hall, sports playgrounds; enhancing green spaces with grass and tree planting projects; and building the lotus pond, spacious reading area, which creates a quiet study and relaxing space open to all students [H5.05.12.04].

From 2017 to 2019, the university continuously completed many constructions, renovations and upgrades to meet the needs of learners such as: upgrading and renovating the dormitory area for international students, constructing a new multi-functional building, Building A6, Building A6 self-study area [H5.05.12.05].

Annually, through the staff meetings, meetings with learners, the university collects feedback on facilities, landscape, teaching and learning environment. Feedback and questions are dealt with directly at the conferences/ meetings and in written documents sent to stakeholders [H5.05.12.06]

Indicator 5.12.2. Campus landscape and environment are planned and constructed to effectively implement training and professional development activities

Annually, UD-UEd prepares a procurement, renovation and repair plan to be submitted to UD for approval to meet the needs of teacher training and professional development [H5.05.12.07].

Campus landscape, environment and the use of buildings are improved on a regular basis to be appropriate for effectively implementing management, training, and professional development activities. the university has made investments in providing electricity system, drainage system; building solid concrete-built pathways, university grounds, upgrading car and motorbike parks, completing the system of sports playgrounds, multi-functional building for extra-curricula activities, and improving the quality of the cafeteria to meet their needs [H5.05.12.08].

The landscape of green trees is invested and cared for, ensuring good environmental sanitation. At the same time, lecture halls, toilets, meeting halls, which are cleaned daily by the support staff, the staff of the cleaning services companies [H5.05.12.09].

UD-UEd always maintains the university culture; the inspection and evaluation work has been well carried out by the Divisio of Inspection and Legislation and the Youth Union to ensure the pedagogical environment [H5.05.12.10]; take effective measures to protect assets, ensure safety for staff and students on the campus. UD-UEd's staff and students feel safe and calm when studing and working at the universities [H5.05.12.11].

UD-UEd has organized meetings with students to get their feedback on the university's training and student support activities, including the content on the landscape and environment for their learning, cultural, sports and entertaining activities [H5.05.12.12]. In addition, UD-UEd has also conducteds surveys of students on facilties and landscape [H5.05.12.13]. Feedback from students and lecturers has also showed some weaknesses. Specifically, the existing grade 4 buildings no longer ensure the quality assurance of teaching and learning, so they need to be newly built; Soccer fields muddy in the rainy season do not meet the needs of learners. In the meetings of the heads of departments/ divisions and faculty deans, and in the montly Resolution of the Party Committee, the activities related to umgrading facilties for teaching and learning are mentioned and discussed. On that basis, UD-UEd develops a plan and finds funding sources for the repair, upgrade and new construction [H5.05.12.14].

2. Strengths

- The landscape is open, green - clean - beautiful and often embellished; the pedagogical environment is friendly.
- Working conditions and closed cafeteria service ensure a convenient and safe environment for staff and learners.

3. Weaknesses

- The university has not invested in upgrading grade 4 buildings because of limited funding.
- The stadium area has not been upgraded to meet the students' learning needs and extracurricular activities.

4. Action Plan

NO.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Developing a scheme on renovating and upgrading grade 4 building	Dept. of Facilities Management	2019	2022
2		Investing in upgrading the stadium area	Dept. of Facilities Management	2019	2021
3	Promoting strengths	Conducting communication to raise the staff's and learners' awareness of building and preserving a pedagogical environment in the university	Dept. of Facilities Management	2019	2020
4		Signing contracts with well-qualified partners to provide services such as canteens and security	Dept. of Personnel and Administration	2019	2020

5. Self-Assessment

Criterion 12	Scoring						
	1	2	3	4	5	6	7
Indicator 5.12.1				4			
Indicator 5.12.2				4			

Average	4.00
---------	------

Criterion 13. Physical infrastructure, teaching and learning resources

1. Description

Indicator 5.13.1. Buildings, lecture halls, classrooms, libraries, laboratories, computers, learning materials and other infrastructural facilities are well equipped, maintained and appropriately utilized to meet the educational objectives of the university

UD-UEd develops an annual plan for procurement, repair and construction of facilities and signs periodic maintenance contracts for equipment such as: air conditioners, office equipment, the electricity and water system, server system, ... [H5.05.13.01]

UD-UEd regularly performs maintenance and repair for the equipment in lecture halls and labs on a periodic basis; allocates a fixed expenditure budget to labs and gives the faculties autonomy on purchasing consumables, biochemical, ensuring the flexible use in accordance with the needs of learners and research activities [H5.05.13.02, H5.05.13.03].

Priority is given to funding sources in developing infrastructural facilities, facilitating effective training, researching and management activities. Equipment and Facilities are effectively utilized to support teaching and researching activities, in line with the university vision and strategic plans. The university makes great investments in equipment with intensive data analysis in laboratories to support the learning and researching activities of students and lecturers [H5.05.13.04]; upgrades the lecture halls, practice rooms, laboratories to serve training activities, scientific research and to receive new research equipment [H5.05.13.05].

Learners and lecturers give feedback on facilities including conditions for experiment and practice through the surveys on stakeholders' feedback and then based on the feedback, UD-UEd adjusts and improves service quality [H5.05.13.06]

Indicator 5.13.2. Buildings, lecture halls, classrooms, library, laboratories, computers, learning materials and other infrastructural facilities are flexibly utilized to adapt to the creativity and renovations to accommodate training courses, and professional development activities.

Based on the university's annual tasks, and the training plan towards the schedule (<http://qlht.ued.udn.vn/>), Department of Facilities Management prepares physical infrastructure conditions for training and professional development activities with the plan for procurement and repair and the plan service plans corresponding to each specific activity [H5.05.13.07]

The majority of equipment and facilities are shared among units and departments within UD-UEd and UD [H5.05.13.08]. This enhances the frequency and efficiency in utilizing the equipment and facilities. Besides, good management of equipment and facilities contributes to the effective implementation of 100 % projects in educational research and basic science research, meeting the targeted finish date to transfer to other units and departments [H5.05.13.09]. Professional development opportunities are afforded to engineering technicians and teaching staff [H5.05.13.10]. Timetabling and monitoring schedules in laboratories are conducted to evaluate the utilization of equipment [H5.05.13.11]. Open library allows students to get access to learning materials for 100% courses, and a diversified and updated selection of reference books. It works closely with other learning resource centers within and outside UD [H5.05.13.12, H5.05.13.13]. In 2018, UD-UEd finished the renovation and expansion of the self-study at the first floor of Building A6, catering for students' self-study and groupwork. A multi-functional building with the area of 1.200 m² is constructed to accommodate clubs, unions, Association of students and space for learners' skill practice *guòi học* [H5.05.13.14, H5.05.13.15].

The current total area of classrooms is 19,526 square meters which includes 107 rooms for academic training activities. Among them are 10 large lecture halls accommodating 100-150 seats, 1 large lecture hall accommodating 600 seats, 33 laboratories, 1 well-equipped library with the reading room, directory information room, and a storehouse of books and materials. [H5.05.13.16].

The total number of computers available in the university reaches 712, 212 of which are used for management and office work, and 500 are placed in 9 rooms with Internet connection and a server room. The procedures for inspection and evaluation of the conditions and efficiency of the equipment are implemented annually, thereby outlining proposals for the regular upkeep and repairs. The university summary reports on infrastructure investments meets the requirements identified in university planning

and development strategy, which helps to make further appropriate adjustments[H5.05.13.17, H5.05.13.18].

Since 2012, under the approval of MOET and UD, three equipment projects have been put out to tender, including *a project on strengthening capacity in response to climate change; a project on teaching methodology and equipment; and a project aligned with the objectives of all TTUs* which focuses on the use of equipment in the renovation of teaching methodology applied specifically in the Faculties of Physics, Chemistry, Geography, Early Childhood Education, and other types of equipment [H5.05.13.17, H5.05.13.19]. In 2018, UD-UEd was invested by the Ministry of Education and Training with the project on *Strengthening practical skills and scientific research for lecturers and students at UD-UEd* (20 billion VND) including upgrading lecture hall building A1 and in 2019, with the project on *Strengthening the facilities and application of science and technology to improve the training capacity of UD-UEd* including upgrading lecture hall B3 (50 billion VND) [H5.05.13.20].

The university has formulated a master plan with a scale of 1:500, which was approved by Danang People's Committee, and Danang Urban Planning Institute in 2015. The university has received great investments from MoET in different projects in upgrading *the dormitory (Building No.3)*, renovating *building A*, rebuilding a dormitory (*Building No.1 and No.2*), and rebuilding a lecture hall (*Building A6*) [H5.05.13.21].

In 2017, the University works out the planning and adjusting of the appropriate use of all buildings, in order that each building will perform its specific functions. This will promote the effectiveness in investment projects and guarantee the synchronicity in the utilization and management of physical infrastructure.

The server system and Internet-connected system are upgraded on a yearly basis. The procedures for managing staff, inward and outward administrative documents, and social insurance, have been carried out on online management platform established by UD and Danang Social Insurance Department. The management of university students and Union members is done on a management platform developed by the university, which makes it possible to keep track of boarding-school and day-school students, enrollment, health check-up, and scholarship granting [H5.05.13.22, H5.05.13.23, H5.05.13.24]

The equipment of classrooms and practical laboratories are managed through public property management software (<http://qlht.ued.udn.vn/quanly/taisan>) [H5.05.13.25]. The use of lecture halls and computer rooms is managed through the

training management software. Teachers can log in and select classrooms, register or cancel class schedules online [H5.05.13.24].

Annually, UD-UEd makes a report on the quality and efficiency of using facilities towards the management form of the Ministry of Finance and UD [H5.05.13.26]. In addition, the university also conducts the survey of graduates on facility conditions for learning to make an adjustment plan for the coming year [H5.05.13.27].

Indicator 5.13.3. E-learning system is made available to develop high-quality online training courses, and virtual teaching courses with blended teaching methods

Based on UD-UEd's CPD plans at localities, the Department of Facilities Management prepares conditions of physical infrastructure, software and personnel to meet the scale of each activity [H5.05.13.28].

University lecturers are encouraged to develop e-learning system by carrying out university-level scientific research projects. This helps to boost the quality of online courses. Typically, the Department of Biology and Environment offers online experimental learning, testing and assessment, and other online learning courses for both undergraduate and postgraduate programs on its website [H5.05.13.29].

In 2015, the university started to implement the projects on satellite or affiliated practicums from kindergarten to high school education. In these practicum workspaces, a room whose equipment can store information and images of the university is arranged. This helps all interns to gain experience, and helps the university to monitor the students' progress during their practicum period. This model makes it possible for students to graduate from the university 6 months ahead of time. The university is carrying out the plans for developing virtual studios in order to design high-quality online courses comparable to those taught on television.[H5.05.13.30].

UD-UEd is working on a project on the construction of a virtual film studio classroom to create online lectures with the same quality as the programs taught on television.

Library resource management is done by the library management software system with computer-based learning materials and references. Students look up and borrow books on the online management software system. The library has its learning

sources linked with other big libraries and database within and outside UD. [H5.05.13.24, H5.05.13.31].

According to the survey on the availability of infrastructure in learning and researching activities, the majority of lecturers and students give their positive feedback [H5.05.13.32]. However, others give feedback on such weaknesses as grade 4 buildings not ensuring quality assurance, too old equipment items (15 years) that cannot be repaired due to the lack of spare parts on the market.

The university conducts annual surveys on the satisfaction level with library services. The majority of lecturers and students give their positive feedback. However, others give feedback on such weaknesses as small library area and a lack of updated foreign language learning materials [H5.05.13.33].

Indicator 5.13.4. The university's ICT system, including hardware and software is regularly maintained, available and accessible to lecturers and students

UD-UEd annually makes a plan for maintaining and upgrading the ICT system in the university's purchase and repair plan such as network security software, server operating system, hardware upgrade, transmission line upgrade to meet the needs of management, training and professional development [H5.05.13.34].

Regarding the hardware system, every year the university invests in upgrading to meet the needs for utilization with project investment sources from the Ministry of Education and Training, UD and the revenue of the university. In 2017, UD-UEd's plan for upgrading the server room, transmission system, wifi system for online training program was approved [H5.05.13.25] [H5.05.13.35]. As for the Internet network which has been upgraded regularly, due to the too large number of simultaneous access and some old optical cable networks, sometimes the system experiences a disruption in the operation process but is promptly overcome.

The feedback from stakeholders shows that UD-UEd's ICT infrastructure has met the training and professional development needs. On that basis, UD-UEd makes a plan for upgrade and repair and develops projects on ICT infrastructure, contributing to improving the capacity of the system [H5.05.13.36].

2. Strengths

UD-UEd has conducted teacher professional development online through LMS.

3. Weaknesses

The optical cable system and transmission line have been operating for over 10 years, so the stability of the system is low.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Periodically carrying out surveys of learners and lecturers on the response of The university's information technology system to the need for effective use of lecturers and learners	Dept. of Facilities Management	2019	2021
2		Upgrading ICT infrastructure from investment projects of the Ministry of Education and Training and the ETEP Program	Dept. of Facilities Management	2019	2021
3	Promoting strengths	Expanding the LMS system for the university's training activities	Dept. of Facilities Management	2019	2021
4		Investing resources to develop management software effectively	Dept. of Facilities Management	2019	2021

5. Self-Assessment

Criterion 13	Scoring						
	1	2	3	4	5	6	7
Indicator 5.13.1					5		
Indicator 5.13.2				4			
Indicator 5.13.3				4			
Indicator 5.13.4					5		
Average	4.5						

Criterion 14. Financial resources

1. Description:

Indicator 5.14.1. The university has various legal income sources from training, CPD services, scientific research and technology transfer which are in line with the university's plans and strategies

UD-UEd's financial planning of the university has always been attached importance and become a part of the roadmap of the university's development strategy. The university relies on the performance of the previous year's financial targets, regimes, regulations and financial norms issued by the Ministry of Finance and the Regulations on Internal Expenditures by UD and UD-UEd during making the financial plan. Annually, at the beginning of the third quarter and the fourth quarter, the Department of Financial Planning Affairs carries out the work of making financial estimates for the following year and defend the estimates to make the approved by the senior agencies in accordance with regulations.

Financial resources are necessary for maintaining and carrying out the university's operation. UD-UEd's strategic plan for the financial self-management towards the goal of developing sustainable financial activities is developed on the basis of the self-management and self-responsibility scheme for implementing financial tasks for the period of 2020-2022 towards *the university's Development Strategy Plan for the period 2010-2020, the university's Development Strategy Plan for the period 2016-2020, with a vision to 2030, Plan for implementing key tasks for the period 2017-2020, Financial planning tasks for the third period of 2018-2020 and 2019-2021* and annual tasks of the implementation of incomes and expenses. The annual budget is carefully planned and allocated to be able to financially support all the activities [H5.05.14.01].

The university's financial sources are legal and properly used for education, training and researching as well as other activities. The financial activities are based on documents of Ministry of Finance and MOET [H5.05.14.02], *the Regulation on internal expenditure by UD* and *Appendix of the Regulation on internal expenditure by UD-UEd* [H5.05.14.03]. UD-UEd revenues mainly come from the government budget and tuition. Moreover, other activities do partly contribute to the university incomes. The university is financed through:

- The government budget: Budget allocation to the university is conducted and approved by the government through the decision on financially spending estimates for regular expenses and scientific researches [H5.05.14.04].

- The university income: UD-UEd income mainly derives from 3 types of training: full- time, part-time and joint training with other training providers in provinces across the country. The tuition fee does not exceed the regulated level

[H5.05.14.05].

- Other revenues: Other revenues are from providing short training courses, Vietnamese teaching and specialized training to Laotian and Korean students... as well as other activities. Furthermore, the university also benefits from international cooperation through projects such as “*Research-based curriculum development in molecular and materials sciences*” (MOMA) within the Erasmus+ - Capacity Building Higher Education programme, Education, Audiovisual and Culture Executive Agency, under the European Commission (through KU Leuven, Belgium) with the total fund of 177.692,0 euro, improving UD-UEd staff’s professional competence, raising the awareness of the role of the sciences in the socio-economic development among students in remote areas, and purchasing equipment for research and teaching purposes [H5.05.14.06].

The above revenues are legally and properly earned in accordance with the government regulations. These sources are gathered adequately, precisely and match the estimations [H5.05.14.07, H5.05.14.08].

UD-UEd's legal sources of revenue are increasing, meeting the university's activities and serving the reinvestment through training, professional development, research and technology transfer activities [H5.05.14.09]. The total amount of revenues from the government budget, tuition, charges and other incomes increases every year [H5.05.14.10], as shown in the following table:

No.	Type	2016	2017	2018	Total
A	Revenues (I+II+III)	104,543,639,032	100,364,560,133	137,438,592,428	342,346,791,593
I	The government budget	38,114,695,000	34,484,634,000	42,594,000,000	115,193,329,000
II	Tuition, charges	60,295,751,484	56,898,117,942	64,978,994,030	182,172,863,456
III	Other incomes	6,133,192,548	8,981,808,191	29,865,598,398	44,980,599,137
B	The ratio of each type to total revenue				
I	The ratio of the government budget to the total revenue	36%	33%	41%	110%
II	The ratio of the tuition, charges to the total revenue	58%	54%	62%	174%
III	The ratio of the other incomes to the total revenue	6%	9%	29%	43%

Total annual investment capital for scientific research activities, specifically: was 6.95 billion in 2016, 5.31 billion in 2017, was 7.53 billion in 2018 [H5.05.14.10].

The revenues from training and professional development, research and technology transfer are compatible and in line with the mission and strategic plan of the university. the revenues are reviewed and publicized at the annual staff meetings [H5.05.14.11]. In addition, the university's financial activities are also assessed through annual inspection and auditing activities of UD and the State Audit [H5.05.14.12].

Indicator 5.14.2. The university's income from international cooperation is used to strengthen its capacities

UD-UEd revenues are appropriately used and allocated for training, scientific research and international cooperation. The university is always employing different strategies for financial benefits to sufficiently meet the operating needs and to reinvest. The university also maximizes its strengths, improves international cooperation to seek funding from both national and international level.

Apart from budget revenues, non-operating revenue source and services; The university also emphasizes the financial benefits resulting from international cooperation. Revenues coming from this source are shown in three perspectives which are the university's financial status, infrastructure, and grants for lecturers and students.

Offering courses to international students and receiving financial aids from international organizations and individuals also help bring out some revenues for the university [H5.05.14.06].

In addition to revenues from financial activities, the university is also invested regarding infrastructure by some international organizations. Particularly, MOMA Project provides equipment for research and teaching [H5.05.14.06].

Along with the aids in terms of the university infrastructure and financial conditions, students and lecturers also benefit from international cooperation through receiving scholarships from the university's partners, international universities to participate in the exchange program, to study or to do research overseas, and receiving funds for organizing some international conferences [H5.05.14.06].

The proportion of income from international cooperation, scientific research and technology transfer activities is not large compared to the total income of the

university. Thus, the strategies of strengthening financial resources for international cooperation, scientific research and technology transfer play an important role in developing the university. The university revenues are appropriately allocated and effectively used to ensure a stable financial budget for its regular activities which are training quality enhancement, academic training, scientific research, international cooperation, sufficient investment in infrastructure for teaching and studying activities as well as development investment demand [H5.05.14.09, H5.05.14.10, H5.05.14.11, H5.05.14.12, H5.05.14.13, H5.05.14.14].

2. Strengths

- UD-UEd can prepare itself with some strategic plans, be financially self-sustaining and can make legal profits from various sources from training, professional development, research and technology transfer to meet the basic needs of the university's regular operating activities.

- UD-UEd's legal sources of revenue are increasing, meeting the university's activities and serving the reinvestment through training, professional development, international cooperation, research and technology transfer activities.

3. Weaknesses

There are not many incomes from international cooperation, research and technology transfer activities.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Developing policies on strengthen international cooperation, research and technology transfer activities to increase the revenues	Faculties, Dept. of Academic Affairs, Dept. of Scientific Affairs and International Cooperation	2019	2021
2		Collaborating with UD to actively expand international relations and train international students to generate revenue	Faculties, Dept. of Academic Affairs, Dept. of Scientific Affairs and International	2019	2021

			Cooperation		
3		Establishing strong teaching and researching teams under the university to develop research fields to generate revenue for the university	Faculties, Dept. of Scientific Affairs and International Cooperation	2019	2021
4	Promoting strengths	Developing projects on offering advanced programs	Faculties, Dept. of Academic Affairs,	2019	2021
5		Expanding types of certificate training and professional development to attract international students to increase revenue	Faculties, Dept. of Academic Affairs, Dept. of Scientific Affairs and International Cooperation	2019	2021
6		<ul style="list-style-type: none"> - Offering courses on the construction of (core and mass) teacher and principal professional development programs and materials; - Offering courses on the enhancement of education management lecturers and pedagogical lecturers' capacity in 6 provinces in the Central Region and Highlands 	Faculties, Dept. of Academic Affairs,	2019	2021

5. Self- assessment

Indicator	Scoring						
	1	2	3	4	5	6	7
Indicator 14.1			4				
Indicator 14.2			4				
Average	4.0						

Criterion 15. Human resources

1. Description

Indicator 5.15.1. The policies on recruitment, human resources development, rewards and punishments in accordance with the university's visions and strategic goals.

Based on the Vision and Mission, UD-UEd has built up its human resource development strategies in the 2017– 2022 period and annual plan for staff development [H5.05.15.01, H5.05.15.02, H5.05.15.03]. To successfully realize its policy on human resources development, UD-UEd has conducted the project on *work position* with the aim of well defining the demands for the number of support staff and lecturers and how they perform in comparison with the requirements for their positions [H5.05.15.04]. On that basis, UD-UEd implements such policies for personnel development as follows: recruiting qualified young lecturers who have completed post-graduate degrees at prestigious institutions inside and outside the country to prepare for the next generation of management [H5.05.15.05]. Junior lecturing staff are encouraged and well inherited from the previous generations whereas the newly recruited lecturers register their orientation and commitment to the institution to improve professional capacity [H5.05.15.06].

Annually, the university evaluates the staff work performance. The evaluation results serve as the foundation for proposing possible emulation titles and awards and considering the supplementary salary level for the staff [H5.05.15.07]. This policy triggers a healthy competition among the staff and motivates them to strive further. In parallel with the evaluation and classification of personnels, UD-UEd also has its policy on commending and rewarding lecturers with high achievements in doing research or those having finished their Ph.D degrees or are given the Associate Professor title [H5.05.15.08, H5.05.15.09, H5.05.15.10]. At the same time, there is a form of punishing staff who do not fulfill their tasks of learning and scientific research [H5.05.15.11]. The university has applied the Regulation on raising salary early for outstanding lecturers due to making outstanding achievements in the performance of UD's tasks in order to encourage staff to make efforts in carrying out the assigned tasks [H5.05.15.12].

The university reviewed and promulgated the Mission and Vision for 2019 [H5.05.15.13]. The university has reviewed, adjusted and issued the Regulation on annual commendation and reward for science and technology to encourage staff to enhance national and international scientific publications [H5.05.15.14, H5.05.15.15]; the university has promulgated the process of recruitment, signing of employment contracts, apprenticeship and appointment of professional titles [H5.05.15.16]; collected feedback on the regulation on emulation and commendation of UD [H5.05.15.17]; Drafted a set of indicators to evaluate and classify staff in accordance

with the university 's Mission and Vision [H5.05.15.18].

Indicator 5.15.2. The university has its strategy and plan for recruiting and using personnels transparently, competitively and effectively to generate excellent educators.

Based on the UD-UEd's Mission and Vision, the university has built a human resource development strategy for the period of 2017-2022 [H5.05.15.19]. Specifically, by 2020 the university has had 280 lecturers, in which:

- Proportion of Professors, Associate Professors: over 7% of total lecturers (25)
- Proportion of Doctorates reaches over 40% of total lecturers (120)
- Proportion of Masters: 100%
- Lecturers who are under 40 years old must have a qualified foreign language proficiency to study abroad. Newly recruited ones must ensure the B2 foreign language standard or equivalent international certificates.
- 80% of lecturers have Master's, Doctoral degree and are able to use 1 foreign language in communicating and working with international visitors, and apply IT to teaching and managing work.

Based on the strategic development plan, UD-UEd designs its annual plans for recruiting and training staff to satisfy the human resources needs for the faculties. In order to improve the quality of the staff and develop excellent educators, The university prioritizes the recruitment of doctorates and allows faculties to propose the unexpected recruitment of highly qualified individuals [H5.05.15.20]. The positions and eligible applicants are publicized in written documents and posted on the website of UD-UEd, UD and through other communication channels as well. All of the potential candidates must strictly follow the recruitment procedures from sitting the regular staff selection contest to qualification tests. Through the implementation of the recruitment regulations and procedures, the university promptly added staff to the units [H5.05.15.21].

The university has been actively developing and implementing a plan to recruit staff meeting the job requirements of the university. In order to implement the strategic development plan for the staff, especially the excellent ones, the university develops a recruitment plan which includes requirements in recruiting new lecturers as the following basic criteria:

- Having good professional qualifications; capacity for creativity, innovative thinking
- Having good morals and good health
- Having sense of self-management and self-responsibility

- Passion for working

Currently, the UD-UEd is implementing its recruitment policy towards the Regulation on recruitment, signing of employment contracts, apprenticeship and appointment of professional titles pursuant to the Decision No. 1983/QĐ-DHDN by the President of UD prior to 2019 and Decree 161 of the Ministry of Home Affairs since 2019 which include the principles, format and process of recruitment [H5.05.15.22]. In addition, the university has a policy that requires each junior lecturer to sign a commitment to do postgraduate programs when recruited.

Thanks to the fact that UD-UEd always abides by the procedures with transparent recruitment criteria, the university has succeeded in selecting high-quality lecturers, which plays a vital role in training excellent teachers and educators for future.

In addition to the appropriate recruitment policy, UD-UEd also builds up plans for improving the quality of human resources; shows great concerns and offers preferential benefits for its current staff and actively develops the next-generation staff through sending lecturers to training courses in foreign languages, professional skills and qualifications. UD-UEd also submits proposals to the UD and MoET to appoint hundreds of its lecturers to do master's and doctoral programs locally and abroad from different budget sources so as to realize its targets, missions, and functions in accordance with the university's conditions [H5.05.15.23]. Over the years, UD-UEd has helped young lecturers with preferential loans without interest [H5.05.15.24]; given them with 50% of tuition fee for postgraduate programs to encourage them to enhance learning to improve professional qualifications [H5.05.15.25]. UD-UEd's rate of lecturers with Ph.D degree has dramatically increased, from just 32.2% in 2017 to well over 41.73% in 2019 and is expected to reach more than 45% by 2020. These doctoral degree holders have remarkably contributed to innovating textbooks, teaching methodologies and scientific research [H5.05.15.26].

In parallel with the development of human resources, the university has encouraged them to enhance scientific research activities through commendation and reward regulations for those with international publications [H5.05.15.27]; assigned quotas of writing scientific journal articles to departments [H5.05.15.28]; Organized seminars to exchange research and teaching experiences with Professors [H5.05.15.29]. In addition, the university also sends lecturers to participate in the ETEP Program to have conditions to implement capacity building activities for the university's lecturers. This is one of the basis for developing excellent educators. In addition to professional activities at the university, some lecturers are invited to conduct training on international maths, participate in cross-national research projects,

thus they can promote their professional competence and bring credibility for the university [H5.05.15.30, H5.05.15.31].

In 2019, the university has directed the units to review the job position to have a basis to build the Job Position Project in December 2019 [H5.05.15.32].

Indicator 5.15.3. The university has its policies and plans for ensuring the quality of its mechanism for recruiting and using visiting lecturers

Currently, UD-UEd has a detailed policy on recruiting and using visiting lecturers. Specifically, the university has enacted Decision No. 2823/QĐ-DHDN by the President of UD on the promulgation of the Regulation on inviting visiting lecturers and managing visiting lectures. It well stipulates requirements for visiting lecturers' qualifications and procedures of the visiting lecturer management [H5.05.15.33].

At the beginning of each academic year, UD-UEd builds a plan to invite lecturers, signs contracts with those with good competence, in accordance with the requirements, assigns teaching tasks and conducts evaluation in accordance with the process [H5.05.15. 34]. The university assigns the related departments to send invitations to lecturers and sends announcements about the submission of the lecture outline, the exam and etc. In addition to applying the required standards to working with visiting lecturers, to ensure quality, UD-UEd also carries out annual surveys to collect learners' feedback on the teaching activities of lecturers including visiting lecturers. These feedback data the university are identified by the university as a significant information channel to testify visiting lecturers' performance from which The university might decide whether or not to continue to invite those visting lecturers in the future [H5.05.15.35].

Since 2019, UD-UEd has reviewed and promulgated the Regulations on the use and management of visiting lecturers at the university [H5.05.15.36].

2. Strengths

- The policies on recruitment, human resources development, commendation and reward and punishments are in great accordance with the strategic visions and mission of the university.
- The university has a strategy and an effective plan in staff development, which is reflected in the rapidly increasing number of doctorates since 2017-2019.

3. Weaknesses

- UD-UEd still fails to build up its own effective policy on attracting and selecting talented lecturers with Ph.D degrees.
- UD-UEd does not have any special policy to develop strong TRTs in the field

of educational science.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Developing specific policies to attract more excellent educators	DPA	2019	2021
2		Adopting a policy on professional development and establishment of a strong TRT in educational science with international publication	DSAIC	2019	2021
3	Promoting Strengths	Reviewing and adjusting the system of documents, regulations on commendation and reward and punishments	DPA	2019	2021
4		Developing competitive recruitment plans and prioritizing the recruitment of doctorates	DPA	2019	2021

5. Self-Assessment

Criterion 15	Scoring						
	1	2	3	4	5	6	7
Indicator 5.15.1					5		
Indicator 5.15.2				4			
Indicator 5.15.3				4			
Average	4.33						

Standard 6

TEACHING SUPPORT

Criterion 16. Supporting and training lecturers

1. Description

Indicator 6.16.1. The Institution offers an effective system for supporting apprentice lecturers and junior lecturers

Over the years, the university has done well in recruiting and adding a large number of highly qualified lecturers with good competencies [H6.06.16.01]. Newly-recruited lecturers are entitled to the apprentice program as stipulated in the Decision No. 1983/QD-DHDN on recruitment, signing of employment contracts, apprenticeship and appointment of professional titles by UD [H6.06.16.02]. UD-UEd assigns experienced senior lecturers to supervise and guide apprentice lecturers [H6.06.16.03]. During the apprenticeship, the apprentice lecturers are given guidance on how to design lesson plans, attend classes of the experienced lecturers for reference and then conduct their own classes under the presence and observation of representatives from their faculties and specialty groups. This process aims to get apprentice lecturers adapted to and familiar with the teaching activities at higher education level [H6.06.16.04]. After the probationary period, the apprentice lecturers were evaluated and given feedback on their strengths, weaknesses by the Faculty and Division before requested to recognize the full apprentice [H6.06.16.05]. The apprentice lecturers are offered to sign official work contracts and entitled to 85% of the standard salary of the recruitment position. They also enjoy other benefits pursuant to the State law and the regulations by UD and those by UD-UEd [H6.06.16.06].

UD-UEd regularly organizes training courses on university pedagogical skills for apprentice lecturers every year in order to train the lecturers with full pedagogical skills for teaching at university. These courses equip apprentice lecturers with the ability to efficiently utilize pedagogical methodologies and offer them a great deal of hands-on experience in conducting classes, hence ensuring the quality and effectiveness of the teaching process [H6.06.16.07]. In addition, the institution encourages officials and young lecturers to improve their foreign language skills and regularly provides information on postgraduate research programs and scholarships in prestigious foreign countries [H6.06.16.08]. As regarding the junior lecturers who are sent for postgraduate training (master and doctoral degrees); in addition to the general policies of the State Government and UD; the university has been pursuing its own

preferential policies to support them in getting access to interest-free loans from the Labor Union fund so that they feel more motivated to improve their qualifications or to support 50% of tuition when studying in the country [H6.06.16.09, H6.06.16.10]. As a result, the rate of young lecturers having completed postgraduate programs, both domestic and international, is high, which contributes to improving the high-quality human resources for the institution. [H6.06.16.11].

In 2019, the university has designed and organized a variety of new activities to increase support for probationary and newly-recruited lecturers. Specifically, the university has organized seminars to share experiences between long-term and junior lecturers on teaching method, assessment approach and etc [H6.06.16.12]; organized training courses on e-learning for the junior lecturers to enhance their competence on applying IT in teaching [H6.06.16.13]; organized seminars to share experience of professors and to improve scientific research capacity for lecturers [H6.06.16.14]; created conditions for the junior lecturers to participate in publishing papers for the National Conference of Young Scientists of Teacher Training Universities; and assigned start-up projects for young lecturers (15 million dong/ project) [H6.06.16.15]. The policies and activities supporting the apprentice and junior lecturers of the university have brought about positive effects, and as the result all newly-recruited lecturers completed their apprenticeship on time [H6.06.16.16]. They are assessed to fulfill their tasks in the annual staff grading and evaluation [H6.06.16.17].

Through the review process, the university will organize training courses for young staff to grasp the university's culture, guide the use of IT systems [H6.06.16.18], organize training courses on integrated teaching of global issues in December 2019 according to the activity plan approved by the Central ETEP Management Unit [H6.06.16.19].

Indicator 6.16.2. Lecturers are encouraged to fulfill their role as an instructor/a facilitator

The university always encourages lecturers to perform the role of an effective instructor. Every year, the university organizes seminars to share experience between senior and junior lecturers in teaching and doing scientific research [H6.06.16.20]. The university assigns experienced senior lecturers to supervise and guide apprentice lecturers, guide the new ones to access the higher education environment and modern teaching methods [H6.06.16.21]. Besides teaching activities, lecturers also take the role as an academic advisor for their students. Academic advisors have responsibility

to inform learners of current rules and training regulations as well as offer learners consultation on how to set up an appropriate study schedule To be able to best perform the academic advising tasks for students, from the beginning of the course, the Institution has decided to set head teachers as academic advisors [H6.06.16.22]. Practical activities and internships play an important role in the process of forming the so-called skills, including practical skill, verifying knowledge and applying competence. Therefore, every year, the university assigns experienced teachers to guide students in the professional practice and internship [H6.06.16.23]. Especially, with the model of satellite school internship, supervisors have helped students get used to high school education as well as improve their teaching capabilities and professional skills. Much credited to beneficial effects of academic advisory activities, the yearly number of graduates ranked fair and fairly good is high [H6.06.16.24]. The right of academic advisors are also guaranteed and clearly specified in the regulations, specifically: The lecturers who also work as academic advisors are added an equivalent of 45 periods/year/class to their total teaching load [H6.06.16.25]. Guiding students to do scientific research also focused. Since the beginning of the academic year, the university has assigned tasks to guide students to do scientific research projects and graduation theses [H6.06.16.26]. Lecturer gives students advice on choosing the topic and guides them to approach research activities. As a result, the scientific research results of students in recent years have achieved a variety of achievements [H6.06.16.27]. Specifically: in 2019, there were 110 scientific research topics reported at the Conference on Students' Scientific Research; 02 topics were sent to the Ministry of Science and Technology Student Awards; 24 topics related to problems of the city were selected to participate in the Conference on Students' Scientific Research of Danang city.

Over the recent years, the university has held regular meetings of head teachers and academic advisors; Conference on practice and internship summation; Conference on reviewing scientific research activities of students to review and evaluate the achieved results, give feedback and propose solutions to enhance the implementation effectiveness [H6.06.16.28, H6.06.16.29 , H6.06.16.30]. In 2019, the university has issued regulations on rewarding scientific research activities for supervisors whose students achieve ministerial-level awards on scientific research [H6.06.16.31]. These activities have brought about positive effects in encouraging lecturers to perform the role of an effective supervisor.

Indicator 6.16.3. The management board commits to conducting CPD plans for lecturers to raise their awareness of the reality at schools and enhance their qualifications.

Enhancing the competences of lecturers to meet the requirements of education innovation at schools has been focused by the Board of Rectors of UD-UEd throughout the past years. In 2017, implementing the action plan set out in the TEIDI Report, the university developed and issued *the strategy on the staff development for the period of 2017-2022* as a foundation for the staff development [H6.06.16.32].

Since the 2018-2019 academic year, the university has sent 06 groups of lecturers to participate in conferences/ workshops such as the *conference on building capacity for pedagogical lecturers and educational management lecturers; the training workshop / training course on building capacity for core pedagogical lecturers and educational management lecturers; the conference on teacher and principal professional development; the conference on core teacher and principal professional development; Training on STEM Education in secondary education; the conference on developing and using training materials for core teacher and principal professional development* with a total of 111 staff members; Organized for 100 lecturers to learn about the new general education program and the subject-based curriculums reported by the chief-editors of each subject [H6.06.16.33]. The model of satellite internship which is applied by the university encourages lecturers to observe lesson periods of teachers in schools as well as to organize a lesson plan in schools in order to help them learn and exchange professional activities with teachers in schools. This model helps students have more chance to be familiar with the general education environment earlier and to gain hands-on experience in secondary education issues [H6.06.16.34]. At the same time, through this activity, lecturers who are supervisors and instructors in internship 1 and 2 have practical exposure to general education issues. However, the number of lecturers who have access to practical issues in schools is still limited, mainly lecturers in the division of teaching methodology. In addition, lecturers also participate in consulting research and educational activities on the STEM education in high schools [H6.06.16.35]. Furthermore, the activity of enhancing IT application capacity of lecturers in teaching is concerned by the university. UD-UEd has organized e-learning training for the junior lecturers to create a foundation for online teaching activities [H6.06.16.36].

To review and adjust the university's policies and action plans, at the end of every pedagogical internship period, the university convenes a reviewing meeting whereby it can get feedback and collect opinions on secondary education innovations, and then make appropriate adjustments to the design of training programs for lecturers [H6.06.16.37]. The Regulation on lecturers' participation in conferences and workshops is also reviewed and changed by the university in the direction of encouraging lecturers to enhance their professional capacity [H6.06.16.38]. At the same time, the university also has sanctions for individuals who fail to comply with commitments on training and PD [H6.06.16.39].

Indicator 6.16.4. The university assists lecturers in effectively utilizing appropriate teaching methods, especially the experimental methods within CPD programs

The university attaches great importance to the activity of renovating teaching methodologies among lecturers and has put forward solutions to supporting lecturers in diversifying teaching methods and adopting new approaches in order to maximize effectiveness of teaching activities by investing in infrastructure, designing programs, making plans for training to promote lecturers' capacity as well as creating an favorable environment to approach and practice new methods [H6.06.16.40]. In order to improve the effectiveness of teaching and learning innovations, the university has paid attention to the development of the system of facilities and equipment: Classrooms equipped with projectors, television screens, wireless networks, visual teaching equipment to help lecturers teach effectively using experimental methods. In addition, the university conducts regular assessment of the conditions of facilities and equipment, makes estimates of procurement, repairs and replacement regularly [H6.06.16.41].

UD-UEd organized and sent lecturers to participate in training courses on teaching innovation such as e-learning training for the junior lecturers in 2018; Training on STEM Education in secondary education in 2019... Besides, in 2018, the university organized a National Physics Education and Teaching Method Conference to create favorable conditions for lecturers to get exposed to new teaching methods. For training programs, UD-UEd pays special attention to online training, testing and evaluation methods. In 2018, the university organized and upgraded the professional title for more than 15,000 teachers in localities by both direct and online forms. After each course, teachers submit their exams and be evaluated by online system

[H6.06.16.42]. This system allows a larger number of learners to study anywhere with flexible time and cost savings. UD-UEd has been highly appreciated by students for the effectiveness of the online training system. In 2019, UD-UEd conducted PD for 2,485 core teachers in Da Nang and 5 provinces in the Central Highlands. Through the training course, they gave positive feedback on the training program, especially the new methods that lecturers used.

UD-UEd has conducted a survey of the level of learner's satisfaction with the teaching activities, thereby helping evaluate the effectiveness of using teaching methods of lecturers and helping them to adjust teaching methods effectively [H6.06.16.43]. In December 2019, the university will hold a training course on integrated teaching of global issues for the junior lecturers [H6.06.16.44].

Indicator 6.16.5. The Institution offers opportunities to professionalize its teaching staff to meet special requirements and get access to educational issues as well social issues which affect pedagogical activities.

Lecturers are assisted by the university in further developing their profession and are given chance to professionalize their career and get involved in educational and social issues. UD-UEd has a coherent policy of human resources development which is in line with the university's vision and mission [H6.06.16.45, H6.06.16.46]. Every year, the university assigns the staff to training and PD courses to help them become experts in the field of research and teaching [H6.06.16.47].

Since 2017, the university has organized and sent staff to participate in a variety of training courses to improve professional capacity, access to education and social issues that affect pedagogical activities. Specifically, UD-UEd sent managers to participate in training courses on strengthening the capacity for management of fianance, facilities and staff development (in the framework of the FCB project) [H6.06.16.48]; the *conference on building capacity for pedagogical lecturers and educational management lecturers*; the *training workshop / training course on building capacity for core pedagogical lecturers and educational management lecturers*; the *conference on teacher and principal professional development*; the *conference on core teacher and principal professional development*; and sent core pedagogical lecturers to join the *Training on STEM Education in secondary education*; the *conference on developing and using training materials for core teacher and principal professional development*.

In 2018, the university reviewed the conditions to meet the requirements of professionalization of lecturers as well as opportunities to access social issues. Thereby, the university has organized e-learning training courses for young teachers; trained staff to use the management software system; applied online document management software to help staff understand the most effective guidelines, orientations, policies and decisions of the university [H6.06.16.49, H6.06.16.50]. In addition, the university also encourages and creates favorable conditions for staff to participate in training programs on start-up projects; International Mathematical Olympiad; counseling on child sexual abuse prevention; fighting against gender prejudice and gender inequality [H6.06.16.51]. Through these activities, the junior lecturers have more opportunities to experience, train and support localities in addressing social issues. The university also reviewed the policies to encourage scientific research, handing over start-up projects with a budget of 15 million dong per project for new lecturers [H6.06.16.52]. By the end of 2019, the university will train lecturers on integrated teaching methods of global issues (climate change and sustainable development) [H6.06.16.53].

2. Strengths

- The university has introduced the appropriate policies to support the professional activities of lecturers. The university has paid attention to apprentice lecturers, has established a fund to support the junior lecturers, and has had policies to support them in scientific research through start-up projects.

- The university organizes and sends lecturers to participate in PD courses and seminars to enhance professional capacity and scientific research.

3. Weaknesses

The number of lecturers in other academic training programs still have not had chance to experience and be exposed to the secondary education environment.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Collaborating with general education and training institutions and schools to organize activities that help	DPA & DAA	2020	2022

		lecturers have more opportunities to access high schools.			
2		Increasing funds to support apprentice lecturers and the junior lecturers.	DFPA	2020	2022
3	Promoting strengths	Regularly organizing and creating favorable conditions for lecturers to participate in training courses and scientific workshops.	DPA	2020	2022

5. Self-Assessment

Criterion 16	Scoring						
	1	2	3	4	5	6	7
Indicator 6.16.1					5		
Indicator 6.16.2					5		
Indicator 6.16.3					5		
Indicator 6.16.4					5		
Indicator 6.16.5				4			
Average	4,80						

Criterion 17. Evaluating and recognizing lecturers

1. Description

Indicator 6.17.1. The universssity has its policy of evaluating lecturers properly, publicly and transparently

Evaluation of lecturers has been identified as an important tool for the staff development in recent years. Therefore, UD-UEd frequently conducts evaluation of lecturers to generate constructive feedback on their teaching activities and other tasks whereby they can make timely adjustments to teaching and learning activities and make improvements in the teaching and training quality of the university. At the same time, it is the foundation for making a plan of training, PD or staff rotation and appointment, which gradually improving the quality of the staff and the source of managers and leaders [H6 .06.17.01].

UD-UEd conducts evaluation of lecturers via different channels. Lecturers' qualifications and professional skills are assessed through organizing classes under the presence and observation of senior lecturers for apprentice lecturers and junior ones. Also, surveys are carried out to collect opinions and feedback of students on the effectiveness of lecturers' teaching activities. Evaluation and rankings of lecturers are performed every year. The lecturers are directly informed of the evaluation results which are the foundation for them to make appropriate adjustments to improve their quality of teaching in particular and the quality of training of the university in general. The results of surveys to collect students' feedback on lecturers' teaching activities are also reported to every lecturer and managers at all levels to ensure transparency and publicity of the evaluation activity [H6.06.17.02].

The use of different channels results in a precise evaluation of lecturers' competence. The evaluation results, which are highly appreciated by lecturers, truly mirror their performance because it is the foundation for them to make adjustments and thus enhance their qualifications. Evaluation activities are publicized in The university and the planning and results of evaluations are widely reported to all of the staff with the aim of justifying the university and publicity of the evaluation outcome [H6.06.17.03].

For newly recruited lecturers, the university requires a commitment of learning pathways to strengthen staff's quality on outlined schedule in the strategic plan for staff development during period 2017-2022 [H6.06.17.04]. After each academic year, the university reviews the implementation of commitments and penalties for violating lecturers [H6.06.17.05].

Regulations on evaluation, content and form of evaluation are widely made known to all of the staff and activities of evaluation are conducted publicly to ensure transparency and equality. At the beginning of the academic year, lecturers register the emulation titles with publicized evaluation criteria and clear guidance for evaluation which is conducted in June every year [H6.06.17.06]. Those lecturers who take managerial positions are evaluated using special criteria to ensure accuracy of the evaluation results whereas lecturers are evaluated on the main criteria of teaching activities, scientific research and other tasks [H6.06.17.07]. A draft on assessment of the level of lecturers' attainment is sent to each faculty and individual for feedback before the issuance of a decision on recognition and evaluation [H6.06.17.08]. Official evaluating and ranking results are made public for all staff members via email [H6.06.17.09]. On the basis of evaluation, the university is believed to be able to design its most effective plans for professional training programs, motivating lecturers to further enhance their qualifications and professional skills so that they are capable of successfully implementing training programs [H6.06.17.10].

However, the university also found that the system was not comprehensive to monitor the improvement of lecturers after the evaluation and did not fully evaluate the impact of supportive policies on the development of lecturers' capacity and effectiveness.

In the academic year 2018 - 2019, the university has given UD advice to review, update, and issue guidelines for staff evaluation, ranking and emulation and commendation in accordance with the current conditions [H6.06.17.11]. At the same time, the university has reviewed and done research to build a set of indicators for evaluating staff according to work performance capacity to help accurately assess the level of accomplishment of the staff. To be more specific, in 2018, the university held a training course on building a set of indicators to evaluate the level of accomplishment of the staff according to KPIs [H6.06.17.12]; In 2019, the university has drafted a set of indicators and is expected to apply in 2020 [H6.06.17.13]. It is also a premise to develop tools and policies for monitoring quality improvement related to the evaluation results.

Indicator 6.17.2. The university has its mechanism for recognizing and giving preferential treatment to lecturers who make achievements as well as encouraging activities of teaching and doing research

UD-UEd issues concrete regulations on lecturers' tasks in teaching and doing scientific research [H6.06.17.14]. The university conducts evaluation and classification of the staff every year, and depending on the completion level of the assigned tasks,

lecturers will be marked “failing” as the lowest ranking to “excellent” as the highest ranking [H6.06.17.15]. In the regulations guiding the evaluation and classification of lecturers and staff, the volume of lecture hours and scientific research is calculated when considering the increase in salary, encouraging lecturers to fulfill teaching and scientific research responsibilities with high quality [H6.06.17.16].

In order to push lecturers to complete teaching activities, UD-UEd issues regulations on the required number of teaching hours for all lecturers in a semester. If lecturers meet the requirements, they will be entitled to an additional benefits equal to 40% of their salary and the surplus teaching hours will be paid at 70, 000 VND/period by the university [H6.06.17.17]. Since the second semester of the 2017-2018 academic year, the university has reviewed and adjusted to increase the payment rate for lecture hours in excess of the standard time limit from 70,000 VND to 80,000 VND / 01 lecture [H6.06.17.18].

Doing research among lecturers is also an activity encouraged by UD-UEd. The university regulates that lecturers must conduct research with the required quantity equivalent to 600 hours/year. If lecturers complete their required amount of research, they will be given bonus marks for doing research which are taken into account during the annual evaluation and rankings. The university has issued the Regulation on annual commendation and reward for research activities since 2017 which serves as the legal framework for encouraging, commending and rewarding the lecturers with excellent achievements in doing research [H6.06.17.19, H6.06.17.20].

In 2019, the university has reviewed and adjusted the regulations on commendation and reward for research activities. To be more specific, there is an increase in the amount of bonus and unexpected commendation to motivate and timely encourage individuals with outstanding achievements in research [H6.06.17.21]. Annually, the university considers raising salaries for individuals with excellent achievements in fulfilling tasks [H6.06.17.22]; those who successfully defended the dissertations or were conferred the title of Associate Professor or Professor [H6.06.17.23, H6.06.17.24]. Policies on assessing and recognizing lecturers' competencies are regularly reviewed and adjusted [H6.06.17.25]. The assessment of competency not only aims to evaluate lecturers but also recognizes them, so that they will constantly complete the tasks of teaching and scientific research; thereby contributing to improving the quality and position of the university [H6.06.17.26].

2. Strengths

- Regulations on evaluating and ranking lecturers are regularly adjusted and supplemented.

- The policy of evaluating and recognizing lecturers encourages and motivates lecturers to eagerly participate in teaching and research, and fulfilling their assigned missions.

3. Weaknesses

- The university hasn't yet established a system to monitor lecturers' improvements after evaluation.

- The university has not conducted a comprehensive assessment of the impact of supportive and encouraging policies on the development of lecturers' capacity and performance.

4. Action Plan

SN O.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Creating a database for monitoring lecturers' improvements after evaluation.	DPA	2019	2021
2		Conducting a comprehensive assessment of the impact of supportive and encouraging policies on the development of lecturer' capacity and performance	DPA	2019	2021
3	Promoting strengths	Developing new assessment tools in accordance with national standards.	DPA	2019	2021
4		Diversifying rewarding forms for lecturers to actively participate in teaching and scientific research	DPA	2019	2021

5. Self-Assessment

Criterion 17	Scoring						
	1	2	3	4	5	6	7
Indicator 6.17.1					5		
Indicator 6.17.2				4			
Average	4.50						

Standard 7
LEARNING SUPPORT

Criterion 18. Admission and support for learners

1. Description

Indicator 7.18.1. Admission procedures for training and PD programs are made public, equal and transparent.

Each year, UD-UEd builds its admission project as required by the MOET. All of the university's admission policies aim towards its vision and mission. The activity of admission consultation focuses mainly in provinces in Central Vietnam and Central Highlands. UD-UEd builds up, announces, and implements its admission project, strictly abiding by the regulations by MOET on targets, majors as well as preferential policies. In addition, UD-UEd also builds up policies of supporting freshmen such as giving scholarships to those freshmen with high admission scores (27 points and above), free dormitory, and helping them apply for scholarships to study abroad [H7.07.18.01].

UD-UEd has designed its own website reserved only for admission work onto which all of the necessary information about admissions to postgraduate, undergraduate, part-time, and short-term training course is posted so that learners can get easy access to. UD-UEd sent staffs on duty round the clock to provide online or direct call consultations to learners in needs. Annually, the university develops a detailed plan in enrollment and counselling, which each faculty is assigned specific duties clearly and conveniently for deployment. The university sends consultancy delegations to secondary schools in the localities to introduce, promote and advise potential candidates [H7.07.18.02].

The admission results are analyzed and recognized on the basis of the general software created by MOET to ensure equality and transparency. The list of successful candidates is posted onto the official website system of UD (ts.udn.vn) and the websites of the university. In 2018, the university improved the website and other information pages of its faculties, aiming to provide sufficient information on the enrollment, learning outcome standards, training sector [H7.07.18.03].

Since the academic year 2018 - 2019, the university has reviewed and evaluated the effectiveness of enrollment; thereby recognizing and evaluating the positive and negative sides of the enrollment work. This is the foundation for the university to

propose feasible solutions to overcome and improve the enrollment work more effectively in the following years [H7.07.18.04].

Indicator 7.18.2. Information about majors, training programs, PD programs program, curriculums and implementation must be well-organized, sufficient, accurate and easy to access.

Information regarding areas of training, training and PD programs, course syllabus and course design is well informed and made public on the website of the DAA, creating easy access to information for students [H7.07.18.07].

The information regarding areas of training, training PD programs and course design is well informed to students right from the early days of entry through the orientation week organized by the university, the meeting of new student get-together of the faculties, course syllabus and student handbook, thereby providing students an easier, clear way to access information [H7.07.18.05].

For postgraduates and those who are learning and working at the same time, information about the roadmap, programs, content, training forms are provided for learners on the opening day of the course and through the responsible staff. [H7.07.18.06].

For the training programs, information about the content and form of training is clearly announced in the notice of enrollment, class opening and through the joint training units [H7.07.18.08].

Annually, the university collects learners' feedback on the provision of information and notices of the joint training units. The survey results are recognized and used to improve in accordance with the requirements of learners [H7.07.18.09].

Indicator 7.18.3. The university provides supporting and counseling programs for learners with learning disabilities, disadvantaged learners, ethnic minority learners and foreign learners

Learners with learning disabilities, learners of disadvantaged groups, ethnic minorities and learners living in poor areas always receive the attention of the university. UD-UEd has implemented good policies for learners without weaknesses. For students with disabilities attending the university, the class will have the priority to be organized in a way that suits their learning conditions. In addition, students are prioritized to live in dormitory of the university. Foreign students are arranged to live in the dormitory to ensure security and safety while studying; their rooms are also prioritized for more complete and modern equipment, the number of people in the room is smaller [H7.07.18.10]

Learners who have hard living conditions are supported by The university and other mass organizations by introducing part time jobs or scholarships (estimated at 1.6 billion dong in 2017-2018 and 2 billion dong in 2018-2019) to help such students feel secure while studying. UD-UEd also divides the process of collecting tuition fees into several stages during the semester in order to facilitate students to complete tuition payment. In order to support students more in learning conditions, UD-UEd has authorized DSA to be responsible for certifying loans for students, ensuring that 100% of students are eligible for loans and are properly certified at the university [H7.07.18.11].

Students who are behind schedule are taught by the Head Teacher (Academic Advisor) and provided advice on the learning roadmap; facilitated to study and complete the course through the university 's policies such as opening fewer classes, organizing the summer term, considering graduation several times a year. These policies give students the opportunity to complete the course and graduate as soon as possible [H7.07.18.12].

Once per semester, UD-UEd organizes a meeting with representatives of students from different classes and the Youth union branches to listen to the students' opinions, and hence, have appropriate measures to support students better [H7.07.18.13].

Indicator 7.18.4. The university publishes information about learning roadmap, transferring policies and recognition of credits in interdisciplinary training between local and international universities.

In order to support learners who gain favorable conditions in improving the training quality and have chance in studying 02 training programs at the same time, the university has built regulations on the transfer and recognition of credits of the disciplines with interdisciplinary training or the second program. Students in the transfer program are entitled to reduce the number of courses taken at lower levels. Those studying for the 2nd program at the UD-UEd or affiliated members of UD are recognized credits with the same course code or in the list of equivalent modules [H7.18.04.14].

Information about the study, curriculum, interdisciplinary courses, compulsory and optional courses are provided to the students from the first day of entry. Students are regularly consulted by academic advisors and the functional departments in the university. Students can also find this information on the website of DAA. UD-UEd has done a good job on this, which can be seen through the increasing number of students enrolled in the second program at the university. In 2019, there are 20 graduates fulfilling two programs at the same time [H7.18.04.15].

Indicator 7.18.5. The university provides consultancy service on learning plan, module selection, job orientation and follow-up assistance for graduates.

UD-UEd provides clear instructions on learning plan and credit registration for students through not only the university's information system (website of DAA), annual orientation week; meetings with students every semester but also meetings with their advisors. The academic advisors are responsible for consulting, giving instructions and creating the learning roadmap together with students; instructing on students' credit registration, selection of required modules, core modules and optional modules. The university has built and completed the website for students at <http://ctsv.ued.udn.vn> and Student Handbooks so that students can easily access the related information and regulations. Such assistance better facilitate students in credit registration and learning, the proportion of skip learners has increased and the number of late graduates is smaller fewer than that of other universities [H7.07.18.16].

Through civic education lessons at the beginning of every academic year and extra-curricular activities, UD-UEd always invites guest speakers to share, give instructions and inspire students in their orientation or start-up. Students are informed of part-time jobs, practicum so as to improve their working ability after graduation. UD-UEd often establish partnership with many companies which have labor demand to facilitate students' practicum as well as orientation [H7.07.18.17].

Carreer consultancy and vocational guidance have been interested in implementing but the effectiveness is still low. UD-UEd has consolidated the Center for Student Support and Business Relations which connects businesses with students after graduation and established an Office of psychological counseling and vocational guidance for students in order to give advice and orientations to students in the upcoming time [H7.07.18.18].

UD-UEd keeps frequent contact with graduates with the aim to keep track of their working conditions and collect students' feedback. With the unemployed, UD-UEd often sends recruitment email to them. Besides, UD-UEd often receives recruitment information and publishes onto DSA's website and UD-UEd's fanpage which is used for introducing job opportunities [H7.07.18.19].

2. Strengths

- The kinds of student support are suitable for students.
- Promotion for student recruitment is available through many different channels which helps students get information about the university more easily.

3. Weaknesses

- The work of supporting students after graduation has not completely satisfied their needs.
- The work of career orientation has not been as effective as expected

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Creating solutions for cooperation with employers to support employment to meet the needs of students	Center for Student Support and Business Relations	2019	2021
2		Building and operating the Office of Psychological Counselling and Career Orientation for learners.	DPA& Faculty of Psychology and Education	2019	2021
3	Promoting strengths	Seeking additional scholarships apart from the financial budgets to have better support for learners	DSA	2019	2021
4		Completing the information pages which is professional and diverse in connection to serve the learners (Computer, tablet, mobile, automatic messages)	DICT	2019	2021

5. Self-Assessment

Criterion 18	Scoring						
	1	2	3	4	5	6	7
Indicator 18.1					5		
Indicator 18.2					5		
Indicator 18.3				4			
Indicator 18.4				4			

Indicator 18.5				4			
Average	4.40						

Criterion 19. Assessment and learning outcome recognition

1. Description

Indicator 7.19.1. The assessment of learners' learning outcomes guarantees the accuracy, equality and explicitness, which is suitable for the goals of the program and learning outcome standard.

UD-UEd has published some specific documents and regulations to implement training as well as testing and assessment activities to make them appropriate for the UD-UEd's context and each training form. Specifically, UD-UEd has launched *the Regulation on the full-time university and college undergraduate training towards the credit-based system*, *the Regulation on the part-time training program towards the credit-based system*, *the regulation on postgraduate training at UD-UEd*, and *the regulation on the organization of end-of-term examinations for full-time undergraduate program*. The regulations have been reviewed and adjusted. To be more specific, *the Regulation on the full-time university and college undergraduate training towards the credit-based system and the regulation on the organization of end-of-term examinations for full-time undergraduate programs* have been adjusted since 2019. Based on these regulations, UD-UEd carries out the testing and assessment activities strictly following the process and ensures the accuracy, equality and objectiveness [H7.07.19.01, H7.07.19.02].

Currently, UD-UEd evaluates students' learning outcomes by both formative assessment and summative assessment. Depending on the characteristics of each module, the grade of each module is calculated based on a part or all grades of formative assessment which include the grade of frequent assessment throughout the learning process, the grade of the assessment on the students' awareness and participation towards discussion, the grade of hands-on practice assessment, the grade of attendance, the grade of mid-term tests, the grade of essay and the grade of end-of-term tests. Prior to 2019, the weight distribution of final exam grade was 0.6 and of formative grade was 0.4. Since 2019, the university has adjusted the weight distribution of formative grade to 0.5 to improve the efficiency of formative evaluation [H7.07.19.03].

UD-UEd has diversified forms of testing and assessment. These includes practice, essays, multiple choice tests, large-scale assignment, graduation thesis, reports of specialized field trip or combination of other forms of testing and

assessment [H7.07.19.04]. The mode of assessment used by lecturers is mostly written test, other types are used but not much. To ensure the accuracy, equality and the explicitness, UD-UEd has regulated clearly the process of designing tests, organizing examinations for some forms of training at the university. The tests are built on the matrix of tests which was established and approved by each faculty. The establishment of test matrix ensures that the content of tests focuses on the subject area, meeting the learning outcome standard and the aims of each module. The matrix of test is built based on the detailed content of each module and the cognitive level according to Bloom taxonomy from the lowest level to the highest one. All tests are designed according to the regulated format and are approved by each the faculty before the actual test occurs [H7.07.19.05]. The activities of testing are separated from the activities of training by UD-UEd, and all test papers are processed to be anonymous before being delivered to the markers. Those students who have any questions related to their test papers can be remarked. To ensure the objectiveness, UD-UEd requires inspectors to check the examination organization process at the end of each term. The result of checking indicated the organization of examination follows the right process and ensures the accuracy and objectiveness [H7.07.19.07]. In addition, the university has developed test question banks, especially the system of multiple choice questions. However, the number of test question banks assessed and standardized is limited.

The regulations on training and testing and assessment are published to students via different channels such as the first week of civic education at the beginning of each academic year through supervisors. In the first class of each module, lecturers inform students of forms of testing and assessment. The regulations on training, testing and assessment are posted on the website which enables easy access for students [H7.07.19.08]. Therefore, students can know clearly the regulations and strictly conform to those [H7.07.19.09].

Every year, UD-UEd gets feedback on the teaching activities from students and from final year students about their program including issues of testing and assessment. The results indicate that the majority of students (more than 95%) satisfy with testing and assessment activities and claim that the method and process of testing and assessment is fair and objective [H7.07.19.10].

Indicator 7.19.2. The recognition of students' learning outcomes reflects their competence in some training and CPD programs including the capacity for teaching and application of information technology.

UD-UEd's training activities are conducted according to the credit-based system. Full-time training program students at UD-UEd who are eligible for graduation must accumulate 135 credits and complete all compulsory credits as well as gain the outcome standards of the national defence education certificate, Information Technology and Foreign Languages. Students who have completed all required credits will achieve the expected learning outcomes of the training program [H7.07.19.11]. For part-time students who have completed all the courses in the training program must take the graduation thesis or graduation exam to be considered and recognized for graduation [H7.07.19.12].

In teacher training, the teaching capability is the especially important factor. In teacher training programs at the university, the modules of pedagogic knowledge and skills occupy above 30% of all credits. The modules of pedagogic skills combine several forms of testing and assessment of students [H7.07.19.13]. Apart from the evaluation on the students' teaching capability in the modules at university, students are also evaluated by high-school teachers through observation or practicum at high schools [H7.07.19.14].

UD-UEd is applying the satellite practicum model; therefore, students are soon exposed to the teaching environment at high schools (for the third- year students). The evaluation on the teaching capability of students through pedagogic practicum is comprehensive, which includes the evaluation on the teaching capability, the ability to do educational scientific research, to investigate educational objects/ learners, the ability to be a teacher in-charge and all are evaluated from the sixth term of each course. However, the process of implementing this model cannot avoid disadvantages and weaknesses: Overlapping study and practice time, students having not accumulated enough knowledge to experience teaching activities and lack of consistency in implementation among training institutions and schools [H7.07.19.15].

UD-UEd has built the outcome standards on information technology and foreign languages for all majors and apply the information technology and foreign language skills into the training programs. Specifically, the condition for students to graduate is to achieve third-level (3/6) foreign language standard (for English) and the

second level (2/6) (for other foreign languages) or higher according to the Vietnam's framework for competency, which was issued in accordance with Circular 01/2014 / TT-BGDĐT by the Ministry of Education and Training on January 24, 2014. Students are also recognized to have equivalent foreign language proficiency in the following cases: students enrolled with a foreign language university diploma, having a valid national and international foreign language certificate. For informatics competency, graduates need to achieve standards of IT skills issued under Circular 03/2014 / TT-BTTTT dated 11/3/2014 by Ministry of Information and Communications. These outcome standards are also reviewed and adjusted to suit the practical context [H7.07.19.16].

For PD activities, the university assesses students in both face-to-face and online systems. Learners participating in training programs must carry out exercises and answer multiple-choice questions on the online learning system and take multiple choice tests directly. This helps to assess the ability of the learners and is the foundation for issuing certificates on completing the course [H7.07.19.17].

2. Strengths

- The assessment of learners' learning outcomes are carried out continuously in diverse testing forms, ensuring science and objectivity.
- UD-UEd has analyzed the test results as a foundation for evaluating the quality of lecturers's test papers.

3. Weaknesses

- UD-UEd has not built many standardized test banks to serve the testing and assessment activities.
- Satellite internship model reveals the inadequacies and weaknesses in the arrangement between students' study time and field trip time at high school.

4. Action Plan

NO.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Establishing standardized question banks for 10 modules.	All faculties & DTEQA	2019	2021
2		Suspending satellite internship models; Instead, improving the traditional practicum model	All faculties & DAA	2019	2021

3	Promoting strengths	Diversifying forms of testing and assessment to accurately understand the learners' performance	All faculties	2019	2021
4		Using exam questions analysis to adjust, improve the exam questions and improve the exam bank	All faculties & DTEQA	2019	2021

5. Self-Assessment

Criterion 19	Scoring						
	1	2	3	4	5	6	7
Indicator 7.19.1				4			
Indicator 7.19.2				4			
Average	4.0						

Criterion 20. Extracurricular Activities

1. Description

Indicator 7.20.1. The university encourages learners to practice, engage in cultural, social and sports activities in order to improve the education quality

UD-UEd always enables learners to get opportunities to practice, engage in cultural, social and sports activities. As for Student extracurricular activities, UD-UEd is always considered the excellent institution of UD and Danang City. Students at the UD-UEd always achieve high results in cultural, art and sports competitions held by UD and Danang City. [H7.07.20.01].

Students are enabled to participate and hold some activities for skill training, engage in some social and voluntary activities. This helps students be equipped with useful soft-skills for their job and life after graduation [H7.07.20.02]. Students participating in extracurricular activities are recognized, rewarded and given priority by the university upon scholarship consideration [H7.07.20.02].

Some students' clubs, teams and groups are established and work under the control and support of the university Students' Association. Students who participate in some activities are advised and supported the working fee by the university Students' Association. Students who gain good achievements are given the certificate of participation and the offer for rewards by UD-UEd and some unions and organizations [H7.07.20.03].

UD-UEd always cares for and improves the constructions that serve students' training and music and sports activities. The number and the quality of constructions are always advanced each year; up to now, facilities and equipment serving the activities have been quite sufficient and diverse. In 2019, the university constructed a 2-floor multifunctional building with a floor area of 1200 m² and a new basketball court [H7.07.20.04]. By 2020, the university will have had plans to renovate the current soccer field into an artificial grass field to better serve the students' sports and physical training needs. However, the infrastructure for student activities only meets the requirements in terms of the quantity, whereas in terms of the quality of equipment, it is too old and degraded, which reduces the quality of student training. For some pedagogic skill training activities, UD-UEd enables final-year students to use study rooms for practicing teaching outside the classroom.

Each year, the Department of Student Affairs, The Youth Union and The Students' Association hold the final evaluation meeting to gain experience then propose some solutions to improve the students' movements and professional training activities [H7.07.20.05].

Indicator 7.20.2. The university supports the establishment of the alumni liaison association, activities of the association and the participation of alumni in educational activities

Since 2015, UD-UEd has conducted the procedure for the establishment of the Alumni Associations at faculty and university level. However, due to some administrative issues, the establishment has been interrupted [H7.07.20.06].

Being aware of the role and the important impact of alumni on each unit, UD-UEd has directed faculties to set up the alumni liaison committee and has been finalizing the procedure for the establishment of the alumni liaison association at institutional level. In 2019, the university organized a festival of alumni in teacher training programs with the participation of hundreds of graduates from faculties for the purpose of establishing an official alumni liaison committee, at the same time contributing to the faculties' training program development. The university has provided funding for the festival and travel expenses for alumni [H7.07.20.07].

Alumni and the alumni liaison association have made contributions to UD-UEd as well as actively contributed to raising a fund for the faculties, and given ideas for development of UD-UEd, and they are invited to give opinions on the construction and innovation of the training programs. Each year, UD-UEd gets feedback from alumni

who have graduated for 6 months and one year. Based on the feedback, UD-UEd makes some appropriate improvements for the program as well as the facilities and equipment in order to meet the increasing needs of the society [H7.07.20.08]. Activities of the Alumni Liaison Association are increasingly concerned and promoted.

2. Strengths

- Students are facilitated to participate in diverse and widespread non-academic activities.
- UD-UEd's non-academic activities take the leading position in Danang city.
- UD-UEd's non-academic activities and professional skill training are evaluated for experience lessons.

3. Weaknesses

- The activities of Alumni Liaison Association have not been strong and equal enough among faculties.
- Some facilities and equipment for students' extra-curricula activities have not met the students' need.

4. Action Plan

No.	Objective	Content	Unit in charge	Timeline	
				Start	End
1	Overcoming weaknesses	Consolidating the alumni liaison associations at faculty level, building specific operation mechanisms for the associations.	All faculties & DSA	2019	2020
2		Renovating the football field with artificial grass	DMF	2019	2020
3	Promoting strengths	Continuing to support the non-academic activities and students' skill training in different ways with the focus on start-up activities.	Youth Union and DSA	2019	2021
4		Enhancing capacity for union staff to make non-academic activities creative, maintaining the leading position.	All faculties & DSA	2019	2021

5	Regularly creating solutions to improve non-academic activities and students' skill training	All faculties & DSA	2019	2021
---	--	---------------------	------	------

5. Self-Assessment

Criterion 20	Scoring						
	1	2	3	4	5	6	7
Indicator 20.1				4			
Indicator 20.2				4			
Average	4.50						

CONCLUSION

UD-UEd has established its self-evaluation committees, secretariat, and task forces to carry out the tasks. UD-UEd's self-evaluation process has brought together all the members of UD-UEd from leaders, managers to lecturers and staff to participate and contribute their ideas. The self-evaluation process follows the guidance of the ETEP Project Management Unit and the consultants of the World Bank. UD-UEd evaluates the contents and activities according to TEIDI with 7 criteria and 20 criteria. Each sub-criterion is reported in five parts: *Description, Strengths, Weakness, Action Plan and self-evaluation*.

Thanks to the self-evaluation process, UD-UEd has determined the whole picture as well as the specific fields:

As for strategic vision, management and quality assurance, UD-UEd has developed, reviewed and adjusted its mission, vision, and also carried out their strategic plans and management models to accomplish the mission and achieve the objectives within their vision.

As for training programs, UD-UEd has built up and developed training and professional development programs that meet learning outcome standards, the social needs and the professional standards, and guarantee to be scientific, modern and updated. The training and professional development programs are periodically reviewed, adjusted on the basis of the feedback from stakeholders inside and outside the university.

As for research, development and innovation, UD-UEd has organized many activities to carry out the strategy of Science and Technology. UD-UEd's research results have been applied and achieved high effectiveness, contributing to the development and innovation of science and technology. These results have been published in many reputable scientific journals locally and internationally.

As for external collaboration, UD-UEd has a cooperative relationship with many localities, organizations and educational institutions inside and outside the country. UD-UEd has cooperated with localities to conduct training and CPD programs for teachers and principals. UD-UEd has also cooperated with many national and international organizations and universities to carry out many valuable scientific

research projects and co-organized many national and international conferences and seminars. UD-UEd has realized activities in the signed MoUs.

Regarding educational environment and resources, UD-UEd guarantees to create appropriate teaching and learning conditions for the educational environment. UD-UEd has enough classrooms, laboratories to organize effective teaching and learning activities. UD-UEd has arranged many activities aiming to increase the revenue source such as expanding more training types; boosting research, transfer new technology, searching for funding from international and national projects. UD-UEd's financial sources are tightly and sufficiently managed. UD-UEd lays its strong focus on developing high-quality human resources, and the proportion of staffs having PhD degree has increased quickly in the past few years.

In terms of teaching support and learning support, assisting activities has been organized, making teaching and learning highly effective. Lecturers are encouraged to complete the tasks of teaching and doing research. Professional training has been efficiently organized and enhanced staff quality. UD-UEd has clarified specific training aims, training programs and assessment requirements and implemented training regulations. UD-UEd always ensures compliance to social policies for students as well as implements effective support policies and provides grants to help students with other non-academic activities.

Based on the strengths and weaknesses, UD-UEd has built annual specific action plans to promote strengths, overcome weaknesses, which aims to realize the vision and mission and to enhance the position of the university to make it become a prestigious higher education institution in the region and in the world, in line with the mission of "serving the community".

Section 3. A SUMMARY OF FINAL SELF-ASSESSMENT

Standard/Criterion/Indicator	Self-assessment
Standard 1: Strategic vision, management and quality assurance	
<i>Criterion 1.1. Strategic vision</i>	
Indicator 1.1.1.	5
Indicator 1.1.2.	4
<i>Average score:</i>	4.50
<i>Criterion 1.2. Management</i>	
Indicator 1.2.1.	5
Indicator 1.2.2.	5
Indicator 1.2.3.	4
<i>Average score:</i>	4.67
<i>Criterion 1.3. Quality Assurance</i>	
Indicator 1.3.1.	4
Indicator 1.3.2.	4
Indicator 1.3.3.	5
Indicator 1.3.4.	4
<i>Average score:</i>	4.25
<i>Average score of the standard</i>	4.34
Standard 2: Training Programs	
<i>Criterion 2.4. Curriculum development</i>	
Indicator 2.4.1.	4
Indicator 2.4.2.	4
Indicator 2.4.3.	5
<i>Average score:</i>	4.33
<i>Criterion 5. Curriculum content and implementation</i>	
Indicator 2.5.1.	4
Indicator 2.5.2.	5
Indicator 2.5.3.	4
Indicator 2.5.4.	4
Indicator 2.5.5.	4
Indicator 2.5.6.	5

<i>Average score:</i>	4.33
<i>Average score of the standard</i>	4.33
Standard 3: Research, Development, Innovation	
<i>Criterion 3.6. Policy on research, development and innovation</i>	
Indicator 3.6.1.	4
Indicator 3.6.2.	4
Indicator 3.6.3.	5
Indicator 3.6.4.	4
<i>Average score:</i>	4.25
<i>Criterion 3.7. Support for research, development and innovation</i>	
Indicator 3.7.1.	5
Indicator 3.7.2.	5
Indicator 3.7.3.	5
<i>Average score:</i>	4.57
<i>Average score of the standard</i>	4.75
<i>Criterion 4.8. Regional/local collaboration</i>	
Indicator 4.8.1.	4
Indicator 4.8.2.	4
<i>Average score:</i>	4.00
<i>Criterion 4.9. International collaboration</i>	
Indicator 4.9.1.	4
Indicator 4.9.2.	4
Indicator 4.9.3.	4
<i>Average score:</i>	4.0
<i>Criterion 4.10. Cooperation with other stakeholders</i>	
Indicator 4.10.1.	4
Indicator 4.10.2.	4
Indicator 4.10.3.	4
Indicator 4.10.4.	4
<i>Average score:</i>	4.0
<i>Criterion 4.11. Information and communication</i>	
Indicator 4.11.1.	4

Indicator 4.11.2.	5
<i>Average score:</i>	4.50
<i>Average score of the standard</i>	4.55
Tiêu chuẩn 5: Educational environment and resources	
<i>Criterion 5.12. Educational environment</i>	
Indicator 5.12.1.	4
Indicator 5.12.2.	4
<i>Average score:</i>	4.0
<i>Criterion 13. Physical infrastructure, Teaching and Learning resources</i>	
Indicator 5.13.1.	5
Indicator 5.13.2.	4
Indicator 5.13.3.	4
Indicator 5.13.4.	5
<i>Average score:</i>	4.50
<i>Criterion 5.14. Financial resources</i>	
Indicator 5.14.1.	4
Indicator 5.14.2.	4
<i>Average score:</i>	4.00
<i>Criterion 5.15. Human resources</i>	
Indicator 5.15.1.	5
Indicator 5.15.2.	4
Indicator 5.15.3.	4
<i>Average score:</i>	4.33
<i>Average score of the standard</i>	4.27
Standard 6: Teaching support	
<i>Criterion 6.16. Teachers induction and guidance</i>	
Indicator 6.16.1.	5
Indicator 6.16.2.	5
Indicator 6.16.3.	5
Indicator 6.16.4.	5
Indicator 6.16.5.	4
<i>Average score:</i>	4.80

Criterion 6.17. Teachers induction and guidance	
Indicator 6.17.1.	5
Indicator 6.17.2.	4
<i>Average score:</i>	4.50
<i>Average score of the standard</i>	4.71
Standard 7: Learning support	
Criterion 18. Admission and support for learners	
Indicator 7.18.1.	5
Indicator 7.18.2.	5
Indicator 7.18.3.	4
Indicator 7.18.4.	4
Indicator 7.18.5.	4
<i>Average score:</i>	4.40
Criterion 19. Assessment and learning outcome recognition	
Indicator 7.19.1.	4
Indicator 7.19.2.	4
<i>Average score:</i>	4.0
Criterion 20. Extracurricular Activities	
Indicator 7.20.1.	4
Indicator 7.20.2.	4
<i>Average score:</i>	4.0
<i>Average score of the standard</i>	4.22
<i>Average score of 07 standards</i>	4.35

Danang, February 11, 2020

Rector

Chairman of the Council self-assessment



Assoc. Prof. Dr. Luu Trang

APPENDIX

ĐẠI HỌC ĐÀ NẴNG CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
TRƯỜNG ĐẠI HỌC SƯ PHẠM Độc lập – Tự do – Hạnh phúc

Số: 152/QĐ-ĐHSP

Đà Nẵng, ngày 21 tháng 02 năm 2019

QUYẾT ĐỊNH

Về việc thành lập Hội đồng Tự đánh giá Trường Đại học Sư phạm,
Đại học Đà Nẵng theo Bộ chỉ số Phát triển các trường sư phạm TEIDI

HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC SƯ PHẠM

Căn cứ Nghị định số 32/CP, ngày 04 tháng 4 năm 1994 của Chính phủ về việc thành lập Đại học Đà Nẵng;

Căn cứ Quyết định số 05/TC-CB ngày 06 tháng 01 năm 1996 của Giám đốc Đại học Đà Nẵng về cơ cấu tổ chức Trường Đại học Sư phạm;

Căn cứ Quyết định số 6950/QĐ-ĐHĐN ngày 01/12/2014 của Giám đốc Đại học Đà Nẵng ban hành Quy định, nhiệm vụ, quyền hạn của Đại học Đà Nẵng, các cơ sở giáo dục đại học thành viên và các đơn vị trực thuộc;

Căn cứ Thỏa thuận thực hiện Chương trình ETEP số 105/QĐ-ETEP ngày 31 tháng 12 năm 2018 giữa Ban Quản lý Chương trình ETEP và Trường Đại học Sư phạm, Đại học Đà Nẵng;

Căn cứ Công văn số 27/CV-ETEP ngày 31 tháng 01 năm 2019 của Giám đốc Chương trình ETEP về việc xây dựng kế hoạch tự đánh giá TEIDI năm 2019;

Xét đề nghị của Trưởng phòng Tổ chức - Hành chính, Trường phòng Khảo thí và Đảm bảo chất lượng giáo dục,

QUYẾT ĐỊNH:

Điều 1. Nay thành lập Hội đồng Tự đánh giá Trường Đại học Sư phạm, Đại học Đà Nẵng theo Bộ Chỉ số phát triển các trường sư phạm TEIDI gồm các Ông bà có tên trong danh sách kèm theo.

Điều 2. Hội đồng Tự đánh giá có nhiệm vụ tổ chức, triển khai tự đánh giá Trường Đại học Sư phạm, Đại học Đà Nẵng theo Bộ chỉ số phát triển các trường sư phạm TEIDI theo hướng dẫn của Ban Quản lý Chương trình ETEP.

Điều 3. Các Ông (bà) Trưởng các phòng chức năng, Tổ trưởng các Tổ trực thuộc, Thủ trưởng các đơn vị liên quan và các thành viên có tên ở Điều 1 chịu trách nhiệm thi hành Quyết định này. *u*

Nơi nhận:

- Như điều 3;
- BGH (để chỉ đạo);
- Lưu HCTH, KT&ĐBCLGD.

HIỆU TRƯỞNG



PGS.TS. LƯU TRANG

ĐẠI HỌC ĐÀ NẴNG
TRƯỜNG ĐẠI HỌC SƯ PHẠM

Số: 153/QĐ-ĐHSP

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập – Tự do – Hạnh phúc

Đà Nẵng, ngày 21 tháng 02 năm 2019

QUYẾT ĐỊNH

Về việc thành lập Ban Thư ký, Nhóm chuyên trách Trường Đại học Sư phạm,
Đại học Đà Nẵng theo Bộ chỉ số Phát triển các trường sư phạm TEIDI

HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC SƯ PHẠM

Căn cứ Nghị định số 32/CP, ngày 04 tháng 4 năm 1994 của Chính phủ về việc thành lập Đại học Đà Nẵng;

Căn cứ Quyết định số 05/TC-CB ngày 06 tháng 01 năm 1996 của Giám đốc Đại học Đà Nẵng về cơ cấu tổ chức Trường Đại học Sư phạm;

Căn cứ Quyết định số 6950/QĐ-ĐHĐN ngày 01/12/2014 của Giám đốc Đại học Đà Nẵng ban hành Quy định, nhiệm vụ, quyền hạn của Đại học Đà Nẵng, các cơ sở giáo dục đại học thành viên và các đơn vị trực thuộc;

Căn cứ Thỏa thuận thực hiện Chương trình ETEP số 105/QĐ-ETEP ngày 31 tháng 12 năm 2018 giữa Ban Quản lý Chương trình ETEP và Trường Đại học Sư phạm, Đại học Đà Nẵng;

Căn cứ Công văn số 27/CV-ETEP ngày 31 tháng 01 năm 2019 của Giám đốc Chương trình ETEP về việc xây dựng kế hoạch tự đánh giá TEIDI năm 2019;

Xét đề nghị của Trường phòng Tổ chức - Hành chính, Trường phòng Khảo thí và Đảm bảo chất lượng giáo dục,

QUYẾT ĐỊNH:

Điều 1. Nay thành lập Ban thư ký, Nhóm chuyên trách Trường Đại học Sư phạm, Đại học Đà Nẵng theo Bộ Chỉ số phát triển các trường sư phạm TEIDI gồm các Ông bà có tên trong danh sách kèm theo.

Điều 2. Hội đồng Tự đánh giá có nhiệm vụ triển khai công việc tự đánh giá Trường Đại học Sư phạm và tìm kiếm minh chứng theo Bộ chỉ số phát triển các trường sư phạm TEIDI theo hướng dẫn của Ban Quản lý Chương trình ETEP.

Điều 3. Các Ông (bà) Trưởng các phòng chức năng, Tổ trưởng các Tổ trực thuộc, Thủ trưởng các đơn vị liên quan và các thành viên có tên ở Điều 1 chịu trách nhiệm thi hành Quyết định này. /.

Nơi nhận:

- Như điều 3;
- BGH (để chỉ đạo);
- Lưu HCTH, KT&ĐBCLGD.



PGS.TS. LƯU TRANG

**DANH SÁCH THÀNH VIÊN HỘI ĐỒNG TỰ ĐÁNH GIÁ TRƯỜNG ĐẠI
HỌC SƯ PHẠM, ĐẠI HỌC ĐÀ NẴNG THEO BỘ CHỈ SỐ TEIDI**

(Ban hành kèm theo Quyết định số 152 /QĐ-ĐHSP ngày 11 tháng 02 năm 2019 của
Hiệu trưởng trường Đại học Sư phạm, Đại học Đà Nẵng)

- | | |
|---|---------------------|
| 1. PGS.TS. Lưu Trang, Hiệu trưởng | - Chủ tịch Hội đồng |
| 2. PGS.TS. Trần Xuân Bách, Phó Hiệu trưởng | - Phó Chủ tịch TT |
| 3. PGS.TS. Lê Quang Sơn, Phó Hiệu trưởng | - Phó Chủ tịch |
| 4. PGS.TS. Võ Văn Minh, Phó Hiệu trưởng | - Phó Chủ tịch |
| 5. ThS. Trịnh Thế Anh, Trưởng phòng KT&ĐBCLGD | - Ủy viên TT |
| 6. TS. Phan Đức Tuấn, Trưởng phòng Đào tạo | - Ủy viên |
| 7. TS. Phạm Quý Mười, Trưởng phòng KH&HTQT | - Ủy viên |
| 8. ThS. Nguyễn Thị Minh Ngọc, Trưởng phòng TCHC | - Ủy viên |
| 9. ThS. Nguyễn Vinh San, Trưởng phòng CTSV | - Ủy viên |
| 10. ThS. Nguyễn Văn Khánh, Trưởng phòng CSVC | - Ủy viên |
| 11. CN. Nguyễn Thị Hồng Thanh, Trưởng phòng KHTC | - Ủy viên |
| 12. TS. Lương Quốc Tuyển, Trưởng khoa Toán học | - Ủy viên |
| 13. TS. Nguyễn Trần Quốc Vinh, Trưởng khoa Tin học | - Ủy viên |
| 14. PGS.TS. Nguyễn Văn Hiếu, Trưởng khoa Vật lý | - Ủy viên |
| 15. PGS.TS. Lê Tự Hải, Trưởng khoa Hóa học | - Ủy viên |
| 16. TS. Võ Châu Tuấn, Trưởng khoa Sinh – Môi trường | - Ủy viên |
| 17. TS. Nguyễn Duy Phương, Trưởng khoa Lịch sử | - Ủy viên |
| 18. TS. Bùi Bích Hạnh, Trưởng khoa Ngữ văn | - Ủy viên |
| 19. TS. Nguyễn Thị Trâm Anh, Trưởng khoa TLGD | - Ủy viên |
| 20. TS. Đinh Thị Phương, Phó TK phụ trách Khoa GDCT | - Ủy viên |
| 21. TS. Hoàng Nam Hải, Trưởng khoa Giáo dục Tiểu học | - Ủy viên |
| 22. ThS. Tôn Nữ Diệu Hằng, Phó TK phụ trách Khoa GDMN | - Ủy viên |
| 23. ThS. Đinh Xuân Lâm, Tổ trưởng Tổ Thanh tra Pháp chế | - Ủy viên |
| 24. CN. Huỳnh Ngọc Minh Thi, Tổ trưởng Tổ Thư viện | - Ủy viên |
| 25. ThS. Tôn Nữ Duy Hoàng, Phó phòng KT&ĐBCLGD | - UV, Thư ký |

Danh sách trên gồm có 25 người.

ĐẠI HỌC ĐÀ NẴNG
TRƯỜNG ĐẠI HỌC SƯ PHẠM

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập – Tự do – Hạnh phúc

**DANH SÁCH THÀNH VIÊN BAN THƯ KÝ TRƯỜNG ĐẠI HỌC SƯ PHẠM,
ĐẠI HỌC ĐÀ NẴNG THEO BỘ CHỈ SỐ TEIDI**

(Ban hành kèm theo Quyết định số 153/QĐ-ĐHSP ngày 14 tháng 02 năm 2019 của
Hiệu trưởng trường Đại học Sư phạm, Đại học Đà Nẵng)

- | | |
|-----------------------------|--------------|
| 1. ThS. Trịnh Thế Anh | - Trưởng Ban |
| 2. ThS. Tôn Nữ Duy Hoàng | - Phó Ban |
| 3. ThS. Trương Văn Thanh | - Thành viên |
| 4. CN. Đỗ Thế Cường | - Thành viên |
| 5. CN. Trương Minh Tú | - Thành viên |
| 6. CN. Lê Văn Bình | - Thành viên |
| 7. CN. Phan Trương Hoàng My | - Thành viên |
| 8. CN. Lê Trang Tin | - Thành viên |
| 9. CN. Trần Thị Minh Lựu | - Thành viên |
| 10. CN. Hoàng Mạnh Hùng | - Thành viên |
| 11. CN. Nguyễn Thị Lê Na | - Thành viên |
| 12. CN. Tống Thị Quý | - Thành viên |

Danh sách trên gồm có 12 người.



ĐẠI HỌC ĐÀ NẴNG
TRƯỜNG ĐẠI HỌC SƯ PHẠM

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập – Tự do – Hạnh phúc

**DANH SÁCH THÀNH VIÊN NHÓM CHUYÊN TRÁCH TRƯỜNG ĐẠI HỌC
SƯ PHẠM, ĐẠI HỌC ĐÀ NẴNG THEO BỘ CHỈ SỐ TEIDI**

(Ban hành kèm theo Quyết định số 153/QĐ-ĐHSP ngày 11 tháng 02 năm 2019 của
Hiệu trưởng trường Đại học Sư phạm, Đại học Đà Nẵng)

Nhóm 1

1. Phan Đức Tuấn	Nhóm trưởng
2. Lê Thanh Huy	Thành viên
3. Đàm Minh Anh	Thành viên
4. Phạm Bốn	Thành viên
5. Nguyễn Minh Phong	Thành viên
6. Tống Thị Quý	Thành viên
7. Đặng Văn Kiều	Thành viên
8. Huỳnh Minh Tuyên	Thành viên

Nhóm 2

1. Nguyễn Thị Minh Ngọc	Nhóm trưởng
2. Nguyễn Viết Hải Hiệp	Thành viên
3. Lê Văn Bình	Thành viên
4. Tân Ngọc Lan	Thành viên
5. Trương Phương Chi	Thành viên
6. Nguyễn Thị Tùng	Thành viên

Nhóm 3

1. Nguyễn Vinh San	Nhóm trưởng
2. Huỳnh Bọng	Thành viên
3. Nguyễn Phú Nghi	Thành viên
4. Nguyễn Thị Thùy Dung	Thành viên
5. Lê Trang Tin	Thành viên
6. Phạm Thị Kim Chi	Thành viên

Nhóm 4

1. Phạm Quý Mười	Nhóm trưởng
2. Trần Thị Mai An	Thành viên
3. Phan Trương Hoàng My	Thành viên
4. Nguyễn Thị Thu An	Thành viên
5. Phạm Thị Thanh Mai	Thành viên

Nhóm 5

1. Nguyễn Thị Hồng Thanh	Nhóm trưởng
2. Nguyễn Thị Minh Lựu	Thành viên
3. Phạm Thị Giang Thanh	Thành viên
4. Thái Thị Ngọc Vỹ	Thành viên
5. Dương Thị Yến	Thành viên

Nhóm 6

1. Trịnh Thế Anh	Nhóm trưởng
2. Tôn Nữ Duy Hoàng	Thành viên
3. Trương Văn Thanh	Thành viên
4. Trương Minh Tú	Thành viên
5. Đỗ Thế Cường	Thành viên

