TRƯỜNG ĐẠI HỌC XÂY DỰNG HÀ NỘI
Hanoi University of Civil Engineering

ASEAN University Network

ASEAN University Network AUN-QA

SELF- ASSESSMENT REPORT

ARCHITECTURE

The Faculty of Architecture and Urban Planning

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https://huce.edu.vn/

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TERMINOLOGY CONVENTIONS, ABBREVIATIONS

ABBREVIATION	FULL NAME IN ENGLISH	VIETNAMESE
AI	Accountability Index	Accountability Index
STILL	ASEAN University Network	Southeast Asian University Network
AUN-QA	ASEAN University Network – Quality Assurance	Quality assurance of the Southeast Asian University Network
COVER	Corrective and Preventive Actions	Corrective action – prevention
CIDM	Center for Information Technology and Data Management	TT CNTT & CSDL
CLO	Course Learning Outcomes	Module output standards
Dashboard QA	Quality Dashboard System	Quality Control Panel
eBank	Electronic Question Bank	Electronic Exam Bank
EQMS	Educational Quality Management System	Educational Quality Management System
FIN–QA	Financial Resources for Quality Assurance	Mekong Delta Finance
GP	Good Practice / Best Practice	Good Practice
HELLO	Higher Education Institution	Higher education institutions
LOUD	Hanoi University of Civil Engineering	Hanoi University of Civil Engineering
ILC	Information and Library Center	TT TT–TV
IMS	Information Management System	Mekong Delta Information Management System

IQA	Internal Quality Assurance	Internal Mekong Delta system
IS	Information Security	Information Security
IS–QA	Information Security for Quality Assurance	Mekong Delta Security
KPI	Key Performance Indicator	Performance Evaluation Index
KPI–QA	Key Performance Indicators for QA	Mekong Delta Index Set
OTEQA	Office of Testing and Educational Quality Assurance	Department of Economics and Economics
PDCA	Plan–Do–Check–Act Cycle	Continuous Improvement Cycle
PLO	Program Learning Outcomes	Training Output Standards
QA	Quality Assurance	Quality Assurance
QA Hub	Quality Assurance Knowledge Hub	Mekong Delta Knowledge Repository
QAC	Quality Assurance Council	Mekong Delta Council
QATU	Quality Assurance Task Unit	Mekong Delta Team
QCI	Quality Culture Index	Quality Culture Index
QPI	Quality Performance Index	Quality Efficiency Index
RCA	Root Cause Analysis	Root Cause Analysis
RPO	Recovery Point Objective	Maximum data loss
RTO	Recovery Time Objective	Maximum recovery time
SAR	Self-Assessment Report	Self-Assessment Report
SOPs	Standard Operating Procedure	Standard Operating Procedures

SSI	Student Satisfaction Index	Student Satisfaction Index

PART 1 - OVERVIEW

1.1. Executive Summary Of The Sar

This Self-Assessment Report (SAR) has been developed to conduct a comprehensive review and evaluation of the Engineer Programme in Architecture, offered by the Faculty of Architecture and Urban Planning, Hanoi University of Civil Engineering (HUCE), in alignment with the AUN-QA Programme Criteria (Version 4.0) and based on the ADRI/PDCA approach.

The report demonstrates the alignment between the Programme Objectives and Programme Learning Outcomes (PLOs) with the University's mission, vision, strategic development orientation, graduate attributes, University Learning Outcomes (ULOs), and educational philosophy. It also provides evidence of resource capacity, stakeholder engagement, and the effectiveness of the Internal Quality Assurance (IQA) system in assuring the programme's output quality.

In the context of globalisation, international integration, and increasing national demands for high-quality human resources, conducting a thorough programme evaluation using regional and international standards is essential to enhance the quality of education and research. The University and the Faculty regard this as an important opportunity to systematically and objectively assess the programme, identify areas for improvement, ensure quality enhancement, and strengthen alignment with regional and international academic standards.

The SAR is structured into four main parts as follows:

- Part I: General introduction to the Architecture discipline, the Faculty of Architecture and Urban Planning, and the Engineer Programme in Architecture. This section also provides an overview of the University's Internal Quality Assurance (IQA) system.
- Part II: Self-assessment of the Programme based on the eight AUN-QA Criteria (Version 4.0), following the ADRI (Approach–Deployment–Results–Improvement) framework.
- Part III: Analysis of programme strengths, weaknesses, improvement plans, and the Self-Assessment Form.
- Part IV: Compilation of evidence and supporting documents corresponding to each AUN-QA Criterion.

1.2. Organisation Of The Self-Assessment

Based on Decision No. 712/QĐ-ĐHXDHN dated 28 April 2025 issued by the President of HUCE, the Self-Assessment Council for the Undergraduate Programme was established to organise and implement the self-assessment process in accordance with the AUN-QA Programme Assessment Criteria (Version 4.0). Following the AUN-QA Guidelines for Programme Assessment, the development of the Self-Assessment Report (SAR) was carried out using the Plan–Do–Check–Act (PDCA) cycle, specifically as follows:

- Planning the entire self-assessment process and establishing the Self-Assessment Council.

- Reviewing and collecting evidence based on the AUN-QA Checklist and relevant institutional and programme-level evidence.
- Evaluating the effectiveness of training activities, scientific research, and community engagement.
- Identifying strengths and weaknesses; proposing improvement measures to achieve the Programme's objectives.

The Self-Assessment Council comprises 21 members, including the University's leadership, Faculty leaders, academic group heads, and experienced lecturers. All members received training on the AUN-QA Criteria (Version 4.0) through workshops delivered by senior experts in programme quality assessment in collaboration with the University. In addition, a Secretariat of 4 members and specialised working groups with 15 members were formed. Members of the Secretariat and working groups include Faculty leaders, academic group heads, and experienced lecturers.

The scope of the self-assessment covers the five-year period from Academic Year 2021–2022 to Academic Year 2024–2025. Each SAR team member was assigned to one of five working groups and responsible for writing one to two criteria, depending on their area of expertise and assigned tasks. A total of 8 criteria and 53 sub-criteria were reviewed, reported, and supported with evidence. Some members were additionally tasked with collecting evidence relevant to each criterion.

The SAR team developed a structured working plan, dedicating 5–6 hours of weekly workshops for discussion, individual work, and group collaboration to complete the report. The SAR underwent four rounds of review and revision by the University's Quality Assurance experts and was subsequently appraised by the University's Self-Assessment Council before being officially submitted to AUN-QA.

1.3. Brief Description Of The University, Faculty And Department

1.3.1. Hanoi University of Civil Engineering (HUCE)

a) History of Development and Key Milestones

Hanoi University of Civil Engineering (HUCE), formerly the Faculty of Civil Engineering under Hanoi University of Science and Technology, was founded in March 1956 with three majors: Road and Bridge Engineering, Civil and Industrial Construction, and Port–Hydraulic Construction. The Architecture major was established in 1961 together with additional departments such as ventilation, water supply and drainage, urban planning, construction machinery, and several others. On 8 August 1966, the Council of Ministers issued Decision No. 144/CP to establish the University of Civil Engineering as an independent institution separated from Hanoi University of Science and Technology. On 13 August 2021, the Prime Minister approved Decision No. 1396/QĐ-TTg renaming the University of Civil Engineering to Hanoi University of Civil Engineering, headquartered at 55 Giai Phong Street, Bach Mai Ward, Hanoi.

During the period 1966–1975, amid wartime conditions, HUCE simultaneously maintained teaching and research activities, contributed to technical innovations supporting the frontline, and participated in developing essential infrastructure for production and civilian life in the hinterlands. In 1991, HUCE officially consolidated activities at its main campus in central Hanoi.

Since 1991, HUCE has rapidly expanded, solidifying its role as a key institution supplying high-quality human resources in construction, architecture, and related fields. In 2014, HUCE established a second campus of 22 hectares. In 2025, the University received an investment of VND 1,100 billion to upgrade facilities and laboratories to support future strategic development.

In response to national demands for large-scale and highly complex infrastructure projects - such as the North–South high-speed railway, nuclear power plants, and mega-structures - HUCE has been designated by the Government as one of five national key technical universities, and the only national key university in Construction and Architecture, according to Decision No. 452/QĐ-TTg dated 27 February 2025. HUCE has also been tasked with co-leading a national centre of excellence in Advanced Materials and Construction Technology. Additionally, HUCE is orienting its academic development toward sustainable development management, circular economy, digital transformation, and deep global integration.

Currently, HUCE serves approximately 18,000 students annually across 58 undergraduate programmes, 38 postgraduate programmes, and 4 international joint programmes (with NUT–Taiwan; Mississippi–USA; HAW Leipzig–Germany), and trains hundreds of engineers for Laos and Cambodia. Over 500 international student exchanges have been conducted.

As of June 2025, HUCE has produced over 80,000 bachelor's graduates, engineers, and architects; nearly 8,900 master's graduates; and 286 PhD graduates. HUCE ranks 23rd among 184 Vietnamese higher education institutions in Google Scholar Citations (July 2024).

b) Vision, Mission, Core Values, and Strategic Development

Mission: To educate high-quality human resources; conduct research, technological innovation, and knowledge transfer; and co-create for the sustainable development of society and the nation.

Vision: To become a leading research-oriented university in the region, driven by engineering and technology excellence, contributing significantly to building a peaceful and prosperous Vietnam.

Core Values: Responsibility – Creativity – Quality – Efficiency.

HUCE officially established its educational philosophy: Identity – Holistic – Liberal Education, built upon nearly 70 years of academic tradition and aligned with the University's mission, vision, and international standards. The philosophy is grounded in UNESCO's four pillars of learning (Learning to Know, to Do, to Be, to Live Together), shaping HUCE's educational identity of Engineering – Humanities – Creativity – Liberalism.

The philosophy is operationalised through the University Graduate Attributes (UGA) and University Learning Outcomes (ULO).
The UGA framework includes:

- Ethics & Social Responsibility;
- Critical Thinking & Innovation;
- Lifelong Learning & Personal Development;
- Digital Competence & Global Integration;
- Resilience & Adaptability.

The ULO framework consists of eight core competencies, ranging from advanced disciplinary knowledge and technological skills to digital transformation, entrepreneurship, and sustainable development.

c) Organisational Structure and Human Resources

HUCE comprises 13 Faculties and one High-Quality Engineering Division. The University operates across two main campuses with modern academic and support facilities: 144 classrooms, 52 laboratories, 15 practice rooms, 2 training workshops, 8 auditoriums (approximately 1,400 seats), 2 libraries, 2 dormitories, 3 canteens, an IT & Data Management Centre, a Student Support Centre, a Technology Transfer Company, and a Construction Consultancy Company.

HUCE attracts and develops a highly qualified academic workforce, including 6 Professors (7.89%), 70 Associate Professors (9.21%), 290 PhDs (46.25%), 335 Master's degree holders (53.43%), and 11 bachelor-level staff (0.32%). The proportion of PhD-holding lecturers exceeds 40%, and the proportion of senior/main lecturers exceeds 30%.

Human resource development at HUCE follows the principles of Holistic–Liberal education, fostering a scholarly, creative environment while enhancing digital competence, global integration, and adaptability—core attributes defined in the UGA/ULO framework.

d) Educational Philosophy on Quality and International Standards

All academic programmes at HUCE are developed based on the principles of Outcome-Based Education (OBE). Programme Objectives are aligned with the University's mission, vision, and stakeholder needs. HUCE achieved international institutional accreditation by HCERES (2nd cycle) in 2023. Four PFIEV programmes also achieved CTI accreditation (4th cycle, 2022–2028). HUCE programmes are designed and improved following the CDIO framework and aligned with international QA standards such as ABET, ASIIN, QAA, AUN-QA, and NAAB.

The University's UGA/ULO framework serves as the reference for developing the PLO–CLO Matrix, course syllabus design, teaching and learning delivery, assessment, and quality assurance following the ADRI/PDCA model, ensuring consistency from mission and philosophy to learning outcomes.

The programme structure emphasises comprehensiveness and future-oriented training, including general education, foundational engineering, major-specific courses,

elective/enrichment components, internships, and graduation projects. Most core/discipline courses include project-based assignments to ensure progressive competency development. The curriculum places strong emphasis on internships and the capstone project.

The University's educational philosophy is reflected as follows:

- Identity: Affirming the reputation of a national key university, aligned with UGA/ULO on ethics and social responsibility.
- Holistic: Ensuring comprehensive education, aligned with UGA/ULO on critical thinking and lifelong learning.
- Liberal: Promoting liberal education, aligned with UGA/ULO on creativity and entrepreneurship.

e) Scientific Research, Innovation, and Sustainable Development

HUCE is a trusted partner of major research funding organisations such as NAFOSTED, the World Bank, JICA, and the British Council; and provides strategic consultancy to various ministries. The University has achieved significant growth in international publications, major research projects, and citation impact (Google Scholar ranking 23/184, July 2024). HUCE's Liberal Education philosophy and the UGA/ULO framework foster innovation, digital transformation, global integration, and entrepreneurship—core components of HUCE's strategic research mission.

f) National and International Collaboration with Government, Industry, and Universities

HUCE maintains extensive collaboration in training and research with organisations, networks, and international universities such as ERASMUS+, JSPS Core-to-Core, Institutional Links, and joint programmes with NUT (Taiwan), University of Mississippi (USA), and HAW Leipzig (Germany). Annually, over 50 lecturers participate in academic exchanges in 15 countries, and more than 100 students engage in international learning experiences. HUCE also trains engineers for Laos and Cambodia.

These activities strongly support the development of UGA attributes such as Digital Competence & Global Integration and Resilience & Adaptability, while fostering ULOs related to international professional skills, self-directed career development, and digital transformation.

g) Quality Assurance System at University and Sub-unit Levels

HUCE identifies quality assurance as a core principle in all institutional activities. The Internal Quality Assurance (IQA) system operates according to the PDCA cycle and is institutionalised through the University's Quality Management Regulations, with the following objectives:
(1) to achieve strategic goals aligned with the mission, vision, and core values;
(2) to ensure accountability and compliance with national and international accreditation requirements; and
(3) to foster a culture of quality and promote Continuous Improvement.

The Testing and Quality Assurance Office serves as the central specialised QA unit, working in coordination with a network of 14 QA teams comprising 78 staff members across Faculties and academic groups to implement QA activities effectively.

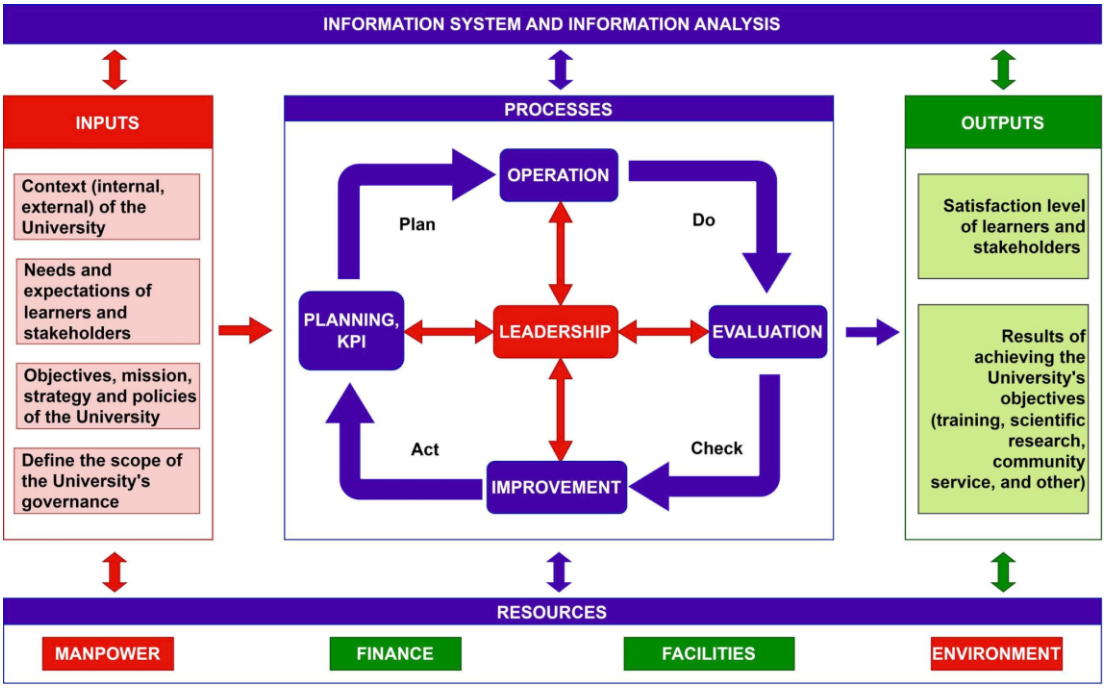

Figure 1. HUCE Quality Management Model

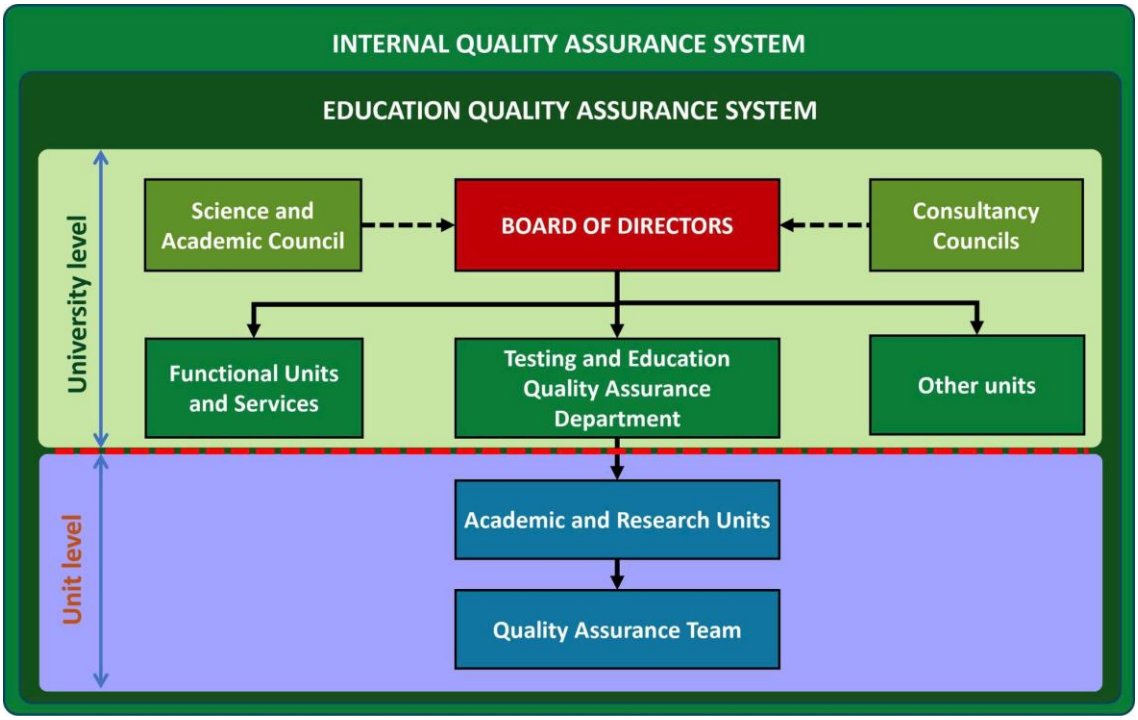

Figure 2. Internal Quality Assurance System of Hanoi University of Civil Engineering (HUCE)

HUCE is a national key university with a long-standing tradition, a highly qualified academic workforce, strong research capacity, and extensive international cooperation. Building on these

foundations, the University has formalised its educational philosophy "Identity – Holistic – Liberal Education" together with the UGA/ULO framework. This enables HUCE to translate its mission and vision into measurable, outcome-based results; strengthen its QA system; and advance digital transformation, innovation, and sustainable development. These foundations position HUCE to affirm its role as a leading research-oriented university in the region within the fields of construction and architecture.

1.3.2 Introduction to the Faculty of Architecture and Urban Planning

a) History and Development

The Faculty of Architecture and Urban Planning, originally named the Faculty of Architecture–Urban Studies, was established in 1967 with four academic departments: Civil Architecture, Industrial Architecture, Urban Planning, and Architectural Physics. In 1969, the Faculty established an additional department in Fundamental Arts.

In 1971, the Faculty was renamed the Faculty of Architecture. By 1976, the Faculty expanded with the establishment of the Technical Drawing and Descriptive Geometry Department.

In response to new training demands and development trends, the Faculty was renamed the Faculty of Architecture and Urban Planning in 2005, a title retained to the present day. Over its 58 years of development, the Faculty has continually strengthened its capacity in education, scientific research, and collaboration. Two additional departments—Landscape Architecture and Urban Technical Infrastructure Planning—were established in 2009, followed by the Interior Architecture Department in 2015.

To reflect emerging disciplinary trends and international integration, the Architectural Physics Department was renamed Environmental Architecture in 2014, and the Industrial Architecture Department was renamed Technological Architecture in 2016.

By 2025, the Faculty's 10 departments were restructured into 10 academic groups in accordance with national regulations.

Currently, the Faculty manages nine undergraduate programmes, two master's programmes, and two doctoral programmes.

b) Mission, Vision, and Development Strategy

b.1. Mission

To educate high-quality human resources in the fields of architecture and planning nationwide, and to serve as a centre for scientific research and knowledge transfer in architecture and planning.

b.2. Vision

By 2030, the Faculty aims to become a nationally recognised high-quality higher education institution with strong academic standing in architecture and planning; to obtain at least two internationally accredited programmes; to develop a staff body with 10–12 Professors and Associate Professors; to achieve over 20 international scientific publications annually; to strengthen its arts and applied arts disciplines; to attract partnerships with leading organisations, individuals, and enterprises; and to fully integrate regionally and internationally.

b.3. Development Strategy

To establish a strong and distinctive brand for the Faculty of Architecture and Urban Planning based on three core pillars:

Uniqueness – Innovation – Leadership.

c) Organisational Structure

The organisational structure of the Faculty follows the Regulations of Hanoi University of Civil Engineering and consists of the Faculty Management Board, the Faculty Scientific Committee, the Quality Assurance Unit, the Faculty Office, seven academic groups, and two laboratories, as illustrated in Figure 3.

The Faculty of Architecture and Urban Planning has the following organisational structure:

- Faculty Management Board: 01 Dean and 02 Vice Deans.
- Faculty Scientific and Training Council: chaired by the Dean, comprising 16 members.
- Faculty Office: 02 administrative staff members.
- Academic Groups: 10 academic groups with a total of 120 academic staff.
- Faculty-level Quality Assurance Unit: led by a Vice Dean and consisting of 10 members from the academic groups.

d) Functions

The Faculty of Architecture and Urban Planning performs the following core functions and responsibilities:

Personnel and student management: Managing academic staff, support staff, and students in accordance with the University's decentralisation. The Faculty currently has 120 lecturers and 02 administrative officers; and manages training activities for 3,533 undergraduate students, 69 master's students, and 36 doctoral candidates.

Academic planning and programme delivery: Developing and organising training activities following the University's overall academic plan. The Faculty currently delivers nine undergraduate programmes (Architecture, Landscape Architecture, Technological Architecture, Interior Architecture, Regional and Urban Planning, Urban Arts, Graphic Design, Industrial Design, Fashion Design); two master's programmes (Architecture; Urban Space Management and Development); and two doctoral programmes (Architecture; Regional and Urban Planning).

Scientific research, technology, and international cooperation: Planning and implementing scientific research, technological development, and international cooperation activities; collaborating with scientific organisations, enterprises, and professional partners; and mobilising industry engagement in training. Through the University, the Faculty has established partnerships with numerous domestic and international institutions in Thailand, Laos, Malaysia, Singapore, Indonesia, South Korea, Japan, China, the United Kingdom, Italy, France, Germany, Belgium, Canada, and Australia. The Faculty also operates 2+2 joint training programmes with the

University of Huddersfield (UK, since 2022) and Swinburne University of Technology (Australia, since 2025) for the Architecture, Technological Architecture, and Interior Architecture programmes.

Human resource and programme development: Planning the development of academic staff, support staff, training disciplines, and facilities to enhance educational quality. Since 2019, the Faculty has launched six new undergraduate majors (Landscape Architecture, Technological Architecture, Urban Arts, Graphic Design, Industrial Design, Fashion Design) while maintaining staff quantity but significantly improving staff quality (an increase of 03 Associate Professors and 22 PhD holders). The Faculty shares all central facilities managed by the University (classrooms, computer rooms, meeting rooms, etc.).

Political, ethical, and professional education: Organising activities related to political education, ethics, and professional identity for staff and students; and planning staff development through training programmes offered by the University or through self-initiated professional enhancement (especially in foreign languages, information technology, and digital tools for teaching and research).

Staff performance evaluation: Conducting staff appraisal and participating in the evaluation of managerial staff as required by the University.

Other responsibilities: Executing additional tasks assigned by the University President.

e) Human Resources and Infrastructure

As of September 2025, the Faculty has 122 staff members, including 120 academic staff and 02 administrative officers.

Academic Staff:

- The teaching staff possesses strong academic qualifications, including 05 Associate Professors, 29 PhD holders, and 85 Master's degree holders.
- The proportion of lecturers holding a PhD or higher is 28.3%.
- A total of 28 lecturers completed postgraduate training abroad (23.3%), in countries such as France, Germany, Belgium, the Netherlands, Japan, China, the United States, Russia, Canada, and Australia.
- The ratio of students per lecturer is 30 students per academic staff member.
- Among the 120 lecturers, there are 05 senior lecturers and 33 principal lecturers (31.7%).
- In 2025, the Faculty has:
    - 14 lecturers applying for promotion to principal lecturer,
    - 01 principal lecturer applying for senior lecturer,
    - 03 PhD holders applying for Associate Professor qualification,
    - 04 lecturers currently pursuing postgraduate studies abroad.

Support Staff:

The Faculty has 02 administrative officers in the Faculty Office (one Faculty Secretary and one Learning Support Assistant).
The Academic Advisor (AA) system is being strengthened, increasing from 18 advisors (2024) to 21 advisors (2025).

University-level support staff also provide comprehensive academic and non-academic services:

- Academic support: enrolment services, scheduling, library resources (with 16 staff), etc.
- Laboratory and facility support: 39 laboratory assistants and 9 IT staff.
- Student support services: medical services, career counselling, scholarship processing, dormitory services, and online administrative services.

f) Physical Facilities

In addition to utilising the University's shared facilities (classrooms, meeting rooms, library, student community spaces, etc.), the Faculty manages its own specialised facilities, including one Architectural Physics Laboratory and one Model-Making Workshop.

In 2025, the Faculty mobilised external sponsorship (over USD 100,000) together with institutional support from the University (approximately 600 million VND) to renovate the C4 academic building (total area 1,250 m²) into a Creative Learning Space dedicated to innovation-oriented learning activities in both art and technology, extracurricular engagement, and education for sustainability and green building. This area includes:

- 07 specialised classrooms and design studios, ranging in size from 25 m² to 105 m²;
- 01 multipurpose covered space, with an area of 130 m²;
- A garden and outdoor interaction space for student activities, covering 470 m²;
- Other auxiliary facilities, including storage areas, restrooms, and staff rooms, totalling 50 m².

g) Human Resources and Infrastructure

The University has established a Faculty-level Internal Quality Assurance (IQA) Unit, operating under the supervision of the Faculty Management Board. The unit is chaired by the Vice Dean in charge of Training and Scientific Research and consists of 10 members representing the academic groups.

To enhance training quality and develop high-quality human resources aligned with labour market needs, the Faculty has actively implemented a wide range of QA activities. Academic staff regularly participate in professional workshops, seminars, and training sessions on academic expertise, quality assurance, and educational accreditation.

In addition, the Faculty conducts annual stakeholder surveys covering the Teaching and Learning System (CTDH), Programme (CTĐT), teaching and learning activities, and physical

facilities. Feedback is analysed and used to inform Continuous Improvement of programme design, delivery, and support services.

1.3.3 Introduction to program

a) History and development

Since its establishment in 1967, the Architecture Programme has been continuously developed and delivered. As of September 2025, the Faculty has offered 58 cohorts, including 53 cohorts already graduated and five cohorts currently enrolled, with more than 6,200 graduates.

Graduates of the Architecture Programme are working across the country in the fields of architecture and construction. Many alumni hold key leadership and professional positions in government agencies and national institutions, such as:

+ Dr Arch. Nguyen Thanh Hung (Course 36) – Director, Hải Phòng Department of Construction;
+ M.Arch. Tran Viet Quy (Course 42) – Director, Yên Bái Department of Construction;
+ Assoc. Prof. Dr Arch. Luu Duc Cuong (Course 36) – Director, National Institute of Urban and Rural Planning;
+ Dr Arch. Luu Duc Minh (Course 39) – Deputy Director, Academy for Managers in Construction and Cities;
+ Dr Arch. Phan Dang Son (PhD 2012) – President, Vietnam Association of Architects.

In professional practice, graduates have also received numerous national and international awards. For example, M.Arch. Hoang Thuc Hao has been honoured with multiple prestigious architectural awards both in Vietnam and internationally.

b) Program Objective and Program Learning Outcomes

The Architecture Programme has been periodically reviewed and updated in 2019, 2022, and 2024. Major enhancements to the Programme Educational Objectives (PEOs), Programme Learning Outcomes (PLOs), and curriculum content were implemented in 2019, 2022, and 2025 to respond to societal needs.

In particular, the Expected Learning Outcomes (ELOs) of the 2025 V2 version were developed based on the Higher Education Law, the Vietnam National Qualifications Framework (2016), and HUCE's vision and mission, while also referencing standards of NAAB (National Architectural Accrediting Board, USA) and NCARB (National Council of Architectural Registration Boards, USA).

The Programme aims to develop graduates holistically through three key objectives:

- Professional Knowledge and Practice Competence: Equip learners with solid disciplinary knowledge and comprehensive professional competencies in architecture, enabling them to respond effectively to multidisciplinary, multicultural, and internationally integrated working environments.

- Lifelong Learning and Research Capacity: Develop lifelong learning capabilities, research-oriented thinking, and the ability to apply advanced technologies in architectural design and problem-solving.
- Critical Thinking, Broad Vision, and Professional Ethics: Cultivate critical thinking, a broad professional perspective, collaborative spirit, and ethical responsibility to contribute to solving architectural challenges at community, national, and global scales—toward sustainable, aesthetic, and humanistic development.

The Programme Learning Outcomes (PLOs) are constructed based on Bloom's taxonomy, benchmarked against the University Graduate Attributes (UGAs) and University Learning Outcomes (ULOs). The 2025 PLOs have been enhanced compared to previous versions, employing measurable action verbs and a detailed Performance Indicator (PI) rubric system.

c) Curriculum Overview

The Architecture Programme is designed following the principles of Outcome-Based Education (OBE) and referenced against the CDIO approach (implemented since 2019). The following provides a detailed description of the programme structure and content.

Logical Structure and Progression

The Teaching and Learning System (CTDH) is organised with a clear logical structure, a coherent sequence, and a high degree of integration. Courses are arranged progressively from general education to foundational discipline courses and specialised professional courses.

This structure ensures the gradual development of competencies across ten semesters:

- The contribution levels of the Course Learning Outcomes (CLOs) to the Programme Learning Outcomes (PLOs) are designed to progress from lower levels in the early semesters to higher levels in later semesters.
- Achievement levels are clearly tiered following the I–R–E model: Introductory (I) – introduction of knowledge; Reinforcing (R) – consolidation of knowledge and skills; Emphasizing (E) – advanced application and mastery.

Main Knowledge Components

- General Education Courses: Shared university-wide courses. Under the 2010 regulation, this component accounts for 33% of the total programme.
- Disciplinary Foundation Courses: Courses that provide essential foundational knowledge for architectural studies.
- Specialised Professional Courses: Core discipline courses; under the 2010 regulation, this component accounts for 67% of the programme.
- Internship and Graduation Thesis/Project: Practical training and capstone design project demonstrating achievement of PLOs.

Integration and Flexibility

The Teaching and Learning System is designed to ensure flexibility, coherence, and integration across knowledge domains.

Integration of Theory and Practice: All courses are structured to ensure interconnectedness between general education, foundational knowledge, and specialised professional content. Notably, the Design Studio courses are designed to integrate theoretical concepts with practical application through architectural design projects.

Flexibility through Elective Courses: To enhance flexibility and personalise learning pathways, the V2 revised curriculum includes an expanded set of elective courses. Electives are primarily offered in semesters 8 and 9, allowing learners to select supporting components aligned with their intended career paths.

Supplementary Competency Development: The V2 curriculum revision also introduced or strengthened courses related to:

- leadership skills,
- entrepreneurship,
- digital technology application in architectural practice,
- adaptive skills for global integration trends.

d) Human Resources and Infrastructure

The human resources supporting the Architecture Programme are managed by the Faculty of Architecture and Urban Planning and include a highly qualified team of academic staff and a functionally diverse support staff.

Academic Staff

As of September 2025, the Faculty has 122 staff members, including 120 academic staff.

- Qualifications: The academic staff possess strong academic credentials, including 05 Associate Professors, 29 PhD holders, and 85 Master's degree holders. The proportion of lecturers holding a doctoral degree or higher is 28.3%.
- Work allocation: The assignment of teaching, research, and administrative tasks is based on qualifications, experience, and professional competence. For example, tasks such as contributing to programme development or leading textbook compilation require doctoral-level qualifications.

Support Staff

Support staff are planned both short-term and long-term to meet training and research needs.

- At Faculty level: The Faculty Office includes 02 administrative officers (one Faculty Secretary and one Learning Support Assistant). The Faculty also maintains an Academic Advisor (AA) system, expected to expand from 18 advisors (2024) to 21 advisors (2025).

- At University level: University-wide units provide a broad range of academic and non-academic services:
    - Academic support: course registration, scheduling, and learning materials (the Library employs 16 staff members).
    - Facility support: 39 laboratory assistants and 9 IT staff.
    - Student support services: medical services, career counselling, scholarship processing, dormitory management, and online administrative services.

Physical Facilities

The Architecture Programme uses both University-wide modern infrastructure and specialised facilities managed by the Faculty, which are continuously updated and improved.

University-wide Teaching and Research Facilities

- Campus scale: The main campus in Hanoi covers approximately 3.9 hectares, alongside a specialised experimental campus in Hà Nam of more than 24 hectares.
- Classrooms: The University has 99 classrooms with capacities ranging from 50 to 150 seats. The average ratio of 45 students per theory classroom complies with MOET standards.
- Laboratories and Workshops: The University operates 16 specialised laboratories and practical workshops supporting various engineering disciplines. These laboratories and equipment are regularly updated, with utilisation rates above 80% of capacity.

Faculty-specific Facilities

The Faculty manages two specialised facilities:

- 01 Architectural Physics Laboratory
- 01 Model-Making Workshop

Creative Learning Space – C4 Building

In 2025, the Faculty obtained external sponsorship (over USD 100,000) and additional support from the University (approximately 600 million VND) to renovate the C4 Building (total area 1,250 m²) into a Creative Learning Space dedicated to innovation-oriented learning in art and technology, extracurricular activities, and sustainable/green building education.

The renovated space includes:

+ 07 specialised classrooms and design studios (25–105 m²)
+ 01 multipurpose covered area (130 m²)
+ Landscape and student interaction space (470 m²)
+ Auxiliary facilities: storage room, restrooms, and staff room (50 m²)

Library and ICT System

- Library: The Central Library spans over 7,100 m², housing more than 118,000 book titles and approximately 177,672 learning resources in total.
- E-Library: Continuously updated with digital materials and providing access to national and international scientific databases, though international architecture-specific databases still need further expansion.
- ICT System: The University operates a comprehensive ICT system, including campus-wide wireless Internet (Wi-Fi), fully equipped computer rooms, and licensed professional software such as AutoCAD, Revit, SketchUp, SPSS, enabling efficient integration of digital technology into teaching and research.
- Planned future improvement: The University intends to invest in and develop a Virtual Design Laboratory (virtual practice studio) by late 2025 or 2026.

e) Networks and Partners

The Architecture Programme at Hanoi University of Civil Engineering maintains an extensive network of external relations, including international cooperation and strong linkages with domestic organisations, enterprises, and professional associations.

International Cooperation

The Programme aims to prepare graduates for multicultural and internationally integrated working environments. The Faculty of Architecture and Urban Planning has established numerous academic partnerships both domestically and internationally.

- Geographical Coverage of Partners: International partners are located across Thailand, Laos, Malaysia, Singapore, Indonesia, South Korea, Japan, China, the United Kingdom, Italy, France, Germany, Belgium, Canada, and Australia.
- Joint Training Programmes: The Faculty has implemented several bilateral collaborative training programmes, including:
    - A 2+2 Joint Programme with the University of Huddersfield (UK) since 2022.
    - A joint programme with Swinburne University of Technology (Australia) since 2025. These collaborative programmes apply to the majors in Architecture, Technological Architecture, and Interior Architecture.
- Reference Standards: The Architecture Programme has benchmarked its Expected Learning Outcomes (ELOs) against standards and procedures of internationally recognised bodies such as:
    - NAAB – National Architectural Accrediting Board (USA)
    - NCARB – National Council of Architectural Registration Boards (USA)

These references help ensure alignment with global architectural education frameworks.

Professional and Industry Networks

This network plays a crucial role in ensuring the relevance and responsiveness of the Programme to labour market needs.

- Industry Engagement: The Faculty actively collaborates with scientific and technological organisations, production units, and businesses in fields related to architectural practice. Enterprises are regularly engaged in programme delivery activities.
- Stakeholder Feedback: Feedback from employers, alumni, and professional bodies is systematically collected and used as essential evidence for the design and development of the Teaching and Learning System (CTDH) and curriculum improvement.
- Career Support and Academic Exchange: The Faculty organises various activities to enhance graduate employability and academic development:
    - Employer meetups and annual job fairs
    - Career orientation sessions for students across cohorts
    - Academic events, seminars, and guest lectures (e.g., Talkshow with Prof. Casamonti, Talkshow with Prof. Shin Takamatsu)
    - Student competitions in architecture and design

f) Graduates and Job status

Overview of Graduates and Learning Outcomes
As of September 2025, the Faculty of Architecture and Urban Planning has delivered 58 cohorts in the Architecture Programme, with a total of more than 6,200 graduates.

Graduation Rates

- Cohort 2019–2020: 50% (154 / 308 students)
- Cohort 2020–2021 (Bachelor track): 28.5% (75 / 263 students)

Average Time to Graduation

- Architect degree (5-year programme): 4.88 years
- Bachelor programme (4-year track): 4.04 years

Dropout Rate: Dropout rates have shown a decreasing trend over time. For example: 3rd-year dropout rate dropped from 7.4% (Cohort 2019–2020) to 1.9% (Cohort 2021–2022).

Employment Positions of Alumni: Graduates work across the country in the architecture and construction sectors. Many hold key leadership and technical roles in government agencies and professional bodies, such as:

- Director of Hai Phong Department of Construction
- Director of the National Institute of Urban and Rural Planning
- President of the Vietnam Association of Architects

Employment Status and Entrepreneurship

The University and Faculty conduct annual graduate tracer studies to assess employment outcomes and ensure the relevance of the Programme.

Employment Rate: According to the 2022–2023 graduate survey: Among 207 respondents, 97.58% were employed.

Employment Quality (within 12 months after graduation): Analysis of previous cohorts highlights several strengths compared to the University-wide average:

- High rate of employment in-field:
    - 70.39% (2019–2020 cohort) compared to 58.82% University-wide
    - 84.89% (2020–2021 cohort) compared to 71.04% University-wide This indicates strong programme relevance to labour market needs.
- Stable rate of self-employment/entrepreneurship: Always above 7%, peaking at 12.56% in 2021–2022—higher than the University average of 9.22%.
- Low rate of employment outside the discipline: Ranging between 4.34% and 8.63%, significantly lower than the University average (13.20–23.47%).

Areas for Improvement: Despite strong employment outcomes, the Programme shows a notable limitation: The proportion of graduates pursuing further studies remains low, at only 0.48–2.63%, significantly below the University-wide average of 22.3% in 2022–2023.

SECTION 2 - AUN-QA CRITERIA

2.1. CRITERION 1: Expected Learning Outcomes

2.1.1. The output standards of the training program shall be formulated based on the level of thinking, in accordance with the mission, vision and strategic objectives of the training institution and disseminated to relevant parties.

In 2016, VNU issued the Regulation on Output Standards for undergraduate training majors, including Architecture[1]. According to this document, the training program of the Architecture major (V0) is updated according to the output standards.

In 2019, based on the existing V0 Training Program, the Faculty of Architecture and Planning (Faculty of Architecture and Planning) developed a new training program according to the CDIO approach (V1 Training Program) for Architecture, which was approved by the University of Architecture. Based on the "Regulations on the development of objectives and output standards for undergraduate training programs" issued by VNU in 2017, the V1 training program has output standards designed according to the CDIO Outline, including:

- Level 1 output standards: Concretize training training objectives according to the topic of knowledge and industry arguments; personal and professional skills and qualities; teamwork and communication skills and professional practice capacity.

- Level 2 output standards: Concretize level 1 training standards, showing the correspondence of training output standards with the National Qualification Framework and relevant professional association standards.

- Level 3 output standards: Concretize level 2 training and learning capacity level for each topic, used to assign teaching assignments for the modules of the training program.

- Level 4 Output Standard: Concretize the topics of level 3 and the verb Bloom for each topic, used for teaching and assessment in the modules of the training program.

Thus, since 2019, the Architecture major has 2 training programs in Architecture. V0 training program (training program that existed before 2018) is still taught. Training V1 (a new training program according to the CDIO approach) is applied to high-quality classes (starting from the 64th English Architecture class, then expanding to the Francophone Architecture class from the 68th course).

In 2022, the V0 training program will be updated by adding objectives, output standards, and detailed assessment methods for modules.

By 2024, only one V1 training program will be applied to train all Architecture students of the University of Humanities.

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[1] https://huce.edu.vn/quyet-dinh-ve-viec-ban-hanh-quy-dinh-chuan-dau-ra-cac-nganh-dao-tao-trinh-do-dai-hoc

In 2025, the V1 training program will be revised and updated to the V2 training program. The expected learning outcomes of the V2 Architecture Program are based on the Law on Higher Education, the Vietnam National Qualifications Framework, and the vision and mission of the University of Architecture (HUCE). In addition, the Architecture Training Program is also built on the basis of referring to a number of similar training programs at home and abroad, especially referring to the appropriate standards and processes for the training of architects of NAAB[2] and NCARB[3] organizations.

The process of building PLO for Architecture at VNU ensures:

- Suitable for UGA:[4]

  UGA1. Ethics and Social Responsibility

  UGA2. Critical thinking and innovation

  UGA3. Lifelong learning and personal development

  UGA4. Digital Competency and Global Integration

  UGA5. Courage and adaptation in change

- HUCE's[5] ULO fit

  ULO1. Background and in-depth knowledge

  ULO 2. Practical skills and technology application

  ULO 3. Research and knowledge development capacity

  ULO 4. Professional skills and professional manners

  ULO 5. Sustainability and Social Responsibility

  ULO 6. Autonomy and career development

  ULO 7. Digital transformation and data mining capabilities

  ULO 8. Entrepreneurship and innovation capacity

- Compatible with NAAB (US):

  - Program Criteria (PC):

  PC.1. Career Paths

  PC.2. Design

  PC.3. Ecological Literacy and Responsibility

[2] National Architectural Accrediting Board - National Architectural Accrediting Board of the United States.

[3] National Council of Architectural Registration Boards - Hội đồng Đăng ký Kiến trúc Quốc gia Hoa Kỳ.

[4] UGA - University Graduate Attributes

[5] ULO - University Learning Outcomes:

PC.4. History and Theory

PC.5. Innovation

PC.6. Leadership and Collaboration

PC.7. Learning and Teaching Culture

PC.8. Social Equity and Inclusive Environments

- Student Criteria (SC)

SC.1. Health, Safety, and Welfare in the Built Environment

SC.2. Professional Practice

SC.3. Regulatory Context

SC.4. Technical Knowledge

SC.5. Design Synthesis

SC.6. Building Integration

- Aligned with NCARB Education Standard

ES.1. Architectural Design

ES.2. History & Theory

ES.3. Building Systems

ES.4. Environmental Systems

ES.5. Construction & Materials

ES.6. Professional Practice

ES.7. Codes & Regulations

ES.8. Digital Technology

ES.9. Research & Innovation

The comparison results show that the Architecture V2 Training Program has many similarities with domestic and international training programs. This will create favorable conditions for students after graduation to participate in learning to improve their qualifications easily. The design steps of PLOs of the Architecture industry are developed according to the process that shows the following diagram:

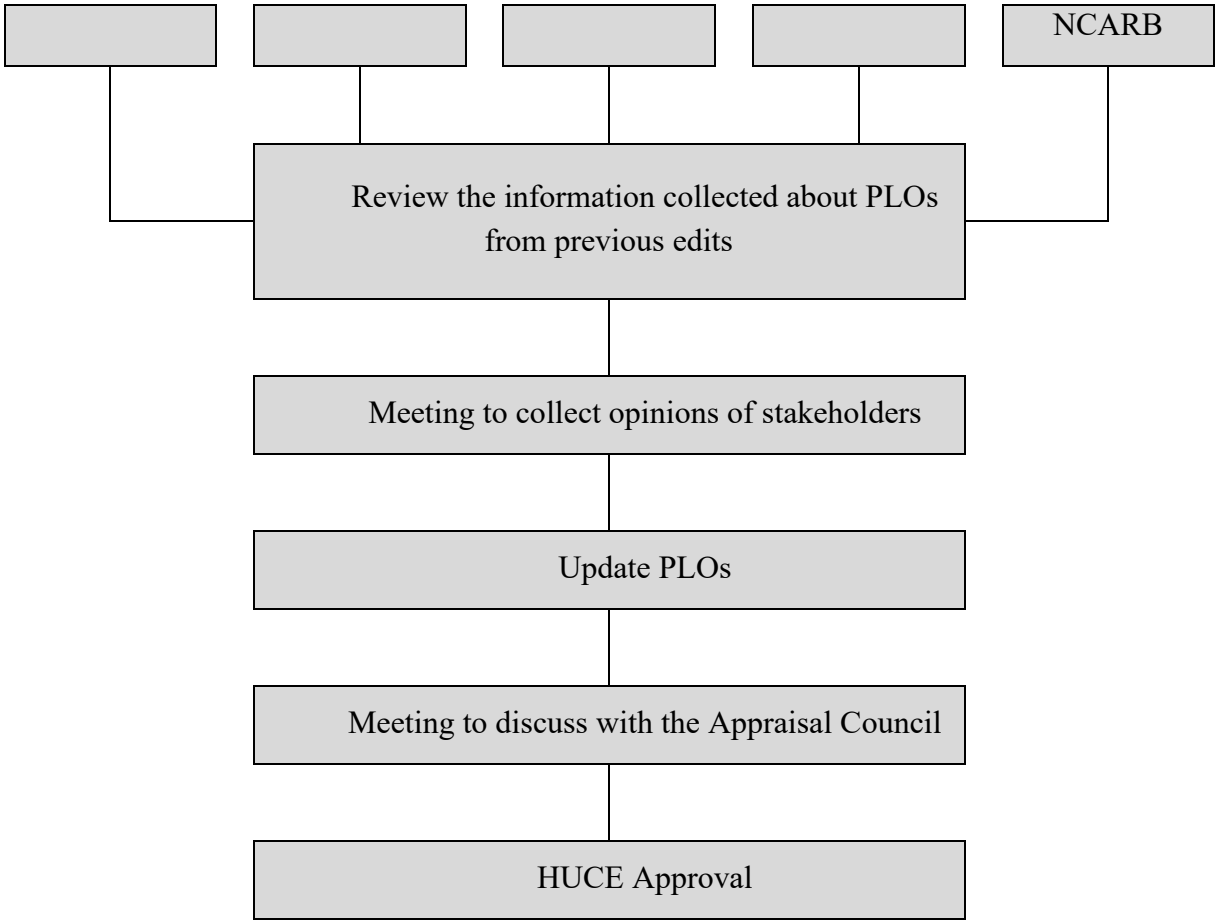

Figure 1. The process of building PLOs of the Architecture Training Program of the University of Humanities

Table 1. PLOs of the Architecture training program according to the Bloom thinking scale and compatibility with the vision and mission of the Architecture Training Center and related professional association standards

Groups	***PLOs***	***Thang Bloom***	***HUCE - UGA***	***HUCE - ULO***	***NAAB (PC)***	***NAAB (SC)***	***NCARB (ES)***
1. Group of professional knowledge and design capacity	PLO1. Learners have the ability to apply comprehensive knowledge of architectural theory, engineering, technology and the environment to effectively analyze and solve practical problems in architectural design	4 - Settlement	UGA1, UGA4	ULO1, ULO5	PC.2, PC.3	SC.1, SC.4	ES1, ES3, ES4, ES5

Groups	*PLOs*	*Thang Bloom*	*HUCE - UGA*	*HUCE - ULO*	*NAAB (PC)*	*NAAB (SC)*	*NCARB (ES)*
	and development.						
	PLO2. Learners have the ability to design architectural works that simultaneously meet the requirements of aesthetics, functionality, techniques and socio-cultural in accordance with specific practical contexts.	6 - Creativity	UGA1	ULO5	PC.5, PC.7	SC.3, SC.5	ES3, ES4, ES6, ES7
2. Professional ethics and social responsibility group	PLO3. Learners demonstrate professional ethics and social responsibility in architectural practice, and effectively integrate humanistic, safety, public health, and legal factors into architectural design in accordance with practical contexts	5 - Show	UGA1	ULO5	PC.3, PC.7, PC.8	SC.5	ES2, ES6, ES7
3. Critical thinking, creativity and innovation	PLO4. Learners develop critical and creative thinking to analyze, evaluate, and make design decisions in accordance with multidimensional practical contexts in architecture.	5 - Evaluation	UGA2	ULO3, ULO8	PC.2, PC.4	SC.1	ES1, ES2, ES9
	PLO5. Learners apply systems thinking and	6 - Creati	UGA2	ULO3,	PC.2,	SC.1	ES1, ES2,

Groups	*PLOs*	*Thang Bloom*	*HUCE - UGA*	*HUCE - ULO*	*NAAB (PC)*	*NAAB (SC)*	*NCARB (ES)*
	innovation capacity to propose architectural design solutions that are advanced, sustainable and have a positive impact on society	vity		ULO8	PC.4		ES9
4. Technical - technology - digital transformation skills group	PLO6. Learners are proficient in using design software, digital technology, and artificial intelligence to improve efficiency in architectural project design and management	3 - Application	UGA4	ULO2, ULO7	PC.5	SC.2, SC.4	ES6, ES8
5. Architectural Research and Concept Development Team	PLO7. Learners are able to independently conduct architectural research and propose creative design options based on the results of scientific research and the practical needs of users	6 - Creativity	UGA2	ULO3	PC.2, PC.4	SC.1, SC.4	ES1, ES2, ES9
6. Communication - communication - cooperation	PLO8. Learners are able to communicate design ideas clearly in graphic languages, digital tools, and models, and communicate effectively with the community, clients, and multidisciplinary	3 - Application	UGA4	ULO2, ULO4	PC.1, PC.6, PC.8	SC.1, SC.5	ES6, ES8

Groups	*PLOs*	*Thang Bloom*	*HUCE - UGA*	*HUCE - ULO*	*NAAB (PC)*	*NAAB (SC)*	*NCARB (ES)*
team	design teams						
7. Personal and professional development teams	PLO9. Learners have the ability to be autonomous in learning and long-term professional development, and effectively adapt to technological, social, and professional changes in the digital age and globalization	6 - Creativity	UGA3, UGA5	ULO6, ULO8	PC.6, PC.7	SC.5	ES6, ES9

The expected learning outcomes of the Architecture Training Program are widely disseminated to stakeholders through many methods. The school communicates its goals and output standards widely at enrollment counseling sessions directly or via the Enrollment fanpage. In addition, the Faculty also communicates on the Faculty's website, Facebook channel and through a survey of stakeholders.

Table 2. Methods of dissemination and communication of training program output standards to stakeholders

Stakeholders		***Popular methods***
Exterior	Students who have just graduated	- Website and fanpage of the University/Faculty - Survey to collect the opinions of graduates about training
	Employers	- Website and fanpage of the University/Faculty - Employer's opinion poll form on training
	Alumni	- Website and fanpage of the University/Faculty - Poll of alumni on training
	High school students and parents	- Website and fanpage of the University/Faculty - Admissions Counseling
Inside	SV	- Website and fanpage of the University/Faculty

		- Publication of module outlines in the program
	Teacher	- Website and fanpage of the University/Faculty - Minutes of the meeting to collect teachers' opinions on training

The Department of Planning and Training Management and the Faculty of Economics and Economics are the main responsible units for reviewing, evaluating, comparing and developing the Planning and Planning to ensure compatibility with the vision, mission and strategic objectives of the University. The Communication and Admissions Department is mainly responsible for the Faculty to carry out communication work.

Every year, the University issues a document guiding the communication of PLOs to stakeholders and assigns functional units to implement them.

However, before 2024, activities to disseminate and communicate training program output standards to stakeholders will be organized and specifically guided in each activity but the general implementation process has not been demonstrated.

When there are clear processes, PLOs 2025 has improved compared to the previous version, which is compatible with the vision, mission, educational philosophy, goals, and output standards of the University. PLOs have used verbs that can be measured according to the scale with a specific PI rubics system. Information related to the output standards of the training program is also widely disseminated to stakeholders according to the channels mentioned above.

To achieve the above results, since 2017, the University has made many changes such as promulgating the Mission of the University of Humanities[6] (in 2016); Regulations on the development of objectives and output standards of university-level training programs according to CDIO (2017); Promulgating the Architecture Training Program according to the CDIO approach (2019), the Development Strategy of the University of Humanities for the period of 2021 - 2030 and the vision to 2045[7] (in 2021), the promulgation of the action program to implement the Development Strategy of the Hanoi University of Civil Engineering for the period of 2021-2030 and the vision to 2045[8] (in 2021); Promulgating the Declaration on Mission, Vision and Core Values of Hanoi University of Civil Engineering[9] (2021); the Ministry of Graduate Qualities (UGAs) and Educational Institutional Output Standards (ULOs) (2025), and more specifically promulgate the process of guiding the development of goals and training programs in accordance with the vision, mission and strategic goals in the period of 2019-2025. The Faculty also

[6] https://huce.edu.vn/quyet-dinh-ve-viec-ban-hanh-su-mang-truong-dai-hoc-xay-dung-so-1403-qd-dhxd

[7] https://huce.edu.vn/ban-hanh-chien-luoc-phat-trien-truong-dai-hoc-xay-dung-ha-noi-giai-doan-2021-2030-va-tam-nhin-den-nam-2045

[8] https://huce.edu.vn/ban-hanh-chuong-trinh-hanh-dong-thuc-hien-chien-luoc-phat-trien-truong-dai-hoc-xay-dung-ha-noi-giai-doan-2021-2030-va-tam-nhin-den-nam-2045

[9] https://huce.edu.vn/ban-hanh-tuyen-ngon-ve-su-mang-tam-nhin-va-cac-gia-tri-cot-loi-truong-dai-hoc-xay-dung-ha-noi

demonstrates the vision and mission of the Faculty in the Perspective and Development Strategy of the Faculty of Economics and Economics in the period of 2019-2024 (2020).

2.1.2. The output standards of all modules shall be formulated in accordance with and compatible with the output standards of the training program.

The Planning Plan is designed to achieve the objectives of the Training Program. The objectives of the module are to ensure the achievement of at least one of the training programs. Next, the AC of the modules is determined in order to achieve the AC and the objectives of the module through the lessons in each module. Through lesson structures, teaching methods, assessment methods, and measurement tools in accordance with the lesson structure to achieve the Learning Goals of the module.

Process	Content of the steps	Implementing subjects
Step 1	Program Output Standards (PLOs)	Faculty of Economics and Economics Council
Step 2	Determine the objectives of the modules based on the contribution of the modules to the achievement of the PLOs	Leaders of the Faculty of Economics and Economics and Heads of Departments
Step 3	Determination of Module Output Standards (CLOs)	Leaders of the Faculty of Economics and Economics and Heads of Departments
Step 4	Develop content for each lesson/lesson	Subjects assigned to be in charge of modules
Step 5	Defining teaching methods	Subjects assigned to be in charge of modules
Step 6	Defining the Assessment Methodology	Subjects assigned to be in

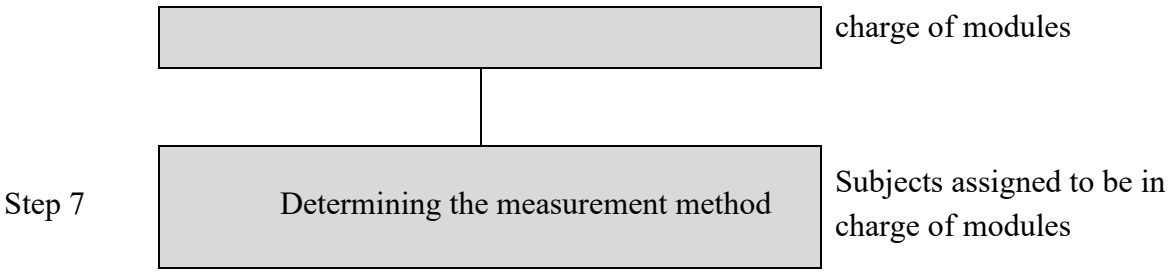

Figure 2. The process of building output standards for modules

In the process of developing or adapting the training program, subject output standards (CLOs) are designed in step 3, based on the PLOs, the program structure, and the contribution of each subject to the achievement of the PLOs. CLOs are built on the Bloom classification and are suitable for PLOs. The content of each lesson/session in a subject is formulated to meet the CLOs and contribute to the achievement of the PLOs. CLOs are reflected in the lessons/sessions of the subject when designing the content in step 4 and are the basis for defining teaching, assessment and measurement methods in steps 5, 6 and 7.

Thus, according to the process, the leaders of the Faculty of Economics and Economics together with the Heads of Departments in the Faculty discuss to determine the output standards for each module in the training program based on the contribution of the modules to the achievement of PLOs, then assign each Department in the Faculty to be in charge of developing the course outline to concretize the output standards, content for each lesson/lesson, teaching methods, evaluation and measurement of output standards of modules. The department assigns lecturers to develop CLOs according to the PLOs response levels determined in the matrix of contribution of each module to the training output standards. Next, the CLOs will be consulted by a discussion meeting between a group of faculty members with experience in teaching and developing the program selected in that Department.

Considering that PLOs are built in the 2019 training program, one module meets too many PLOs, which is impossible. In addition, the contribution of CLOs to the achievement of PLOs has not been sequenced from low in the early semesters, to higher levels in later semesters.

Therefore, with a rigorous process, the Faculty of Economics and Economics has made improvements to the training program in 2025, including the improvement of CLOs to ensure conformity and compatibility with PLOs and the contribution of CLOs to the achievement of PLOs has been designed sequentially from the low level in the early semesters. to a higher level in the following semesters.

2.1.3. Output standards include general output standards (related to oral and written communication skills, problem solving, IT use, teamwork, etc.) and specialized output standards (related to knowledge and skills required by the discipline or specialty)

The Faculty of Economics and Economics has developed and promulgated training institutions including 2 groups of general and specialized students. In particular, the general college includes soft skills such as: communication skills, teamwork skills, skills in using

technology and digital transformation, ethics and professional responsibility. Specialized training includes knowledge related to specialized knowledge and skills.

Table 3. Table of division of PLOs into 2 groups of general standards and specialized standards

Groups	***PLOs***	***PIs***	***General Standards***	***Specialized Standards***
1. Group of professional knowledge and design capacity	PLO1. Learners have the ability to apply comprehensive knowledge of architectural theory, engineering, technology and the environment to effectively analyze and solve practical problems in architectural design and development.	PI1.1: Demonstrate basic knowledge of architectural theory, architectural history, construction techniques, materials, technology and environment related to architectural design.		x
		PI1.2: Analyze the relationship between technical, technological and environmental factors in the architectural design process.		x
		PI1.3: Applying interdisciplinary knowledge to propose architectural design solutions that are feasible and suitable to specific practical conditions.		x
	PLO2. Learners have the ability to design architectural works that simultaneously meet the requirements of aesthetics, functionality, techniques and socio-cultural in	PI2.1: Develop architectural ideas that are suitable for cultural, social and environmental contexts.		x
		PI2.2: Architectural spatial organization to ensure rationality in terms of functionality, technique, energy efficiency and feasibility.		x
		PI2.3: Demonstrate		x

Groups	*PLOs*	*PIs*	*General Standards*	*Specialized Standards*
	accordance with specific practical contexts.	architectural designs that are aesthetically pleasing and integrated with the place.		
2. Professional ethics and social responsibility group	PLO3. Learners demonstrate professional ethics and social responsibility in architectural practice, and effectively integrate humanistic, safety, public health, and legal factors into architectural design in accordance with practical contexts	PI3.1: Identify issues of professional ethics and social responsibility in architectural practice.	x	
		PI3.2: Integrate safety, public health, fairness, and legal elements into architectural design.	x	
		PI3.3: Integrate humanity and sustainability into proposed architectural design solutions.	x	
3. Critical thinking, creativity and innovation	PLO4. Learners develop critical and creative thinking to analyze, evaluate, and make design decisions in accordance with multidimensional practical contexts in architecture.	PI4.1: Analyze factors and problems in architectural design.		x
		PI4.2: Evaluate design options based on specific criteria of aesthetics, functionality and technique.		x
		PI4.3: Make well-founded and practical design decisions.		x
	PLO5. Learners apply systems thinking and innovation capacity to propose architectural design solutions that are	PI5.1: Applying systems thinking to orient architectural design problems.		x
		PI5.2: Propose innovative and creative architectural design solutions.		x

Groups	*PLOs*	*PIs*	*General Standards*	*Specialized Standards*
	advanced, sustainable and have a positive impact on society	PI5.3: Economic, social and environmental impact assessment of architectural design solutions.		x
4. Technical - technology - digital transformation skills group	PLO6. Learners are proficient in using design software, digital technology, and artificial intelligence to improve efficiency in architectural project design and management	PI6.1: Proficient in using design and simulation software to develop and test architectural designs.	x	
		PI6.2: Applying digital technology and artificial intelligence in analyzing, designing and presenting architectural ideas.	x	
		PI6.3: Applying digital tools (BIM) in the organization and management of architectural project information.	x	
5. Architectural Research and Concept Development Team	PLO7. Learners are able to independently conduct architectural research and propose creative design options based on the results of scientific research and the practical needs of users	PI7.1: Identify the problem of architectural research in a specific context.		x
		PI7.2: Apply appropriate research methods to collect, analyze data and provide research results to meet the socio-cultural context and practical needs.		x
		PI7.3: Propose architectural design solutions based on science and research results.		x
6. Communication -	PLO8. Learners are able to communicate	PI8.1: Clear presentation of design ideas using drawings, models, digital tools, and	x	

Groups	*PLOs*	*PIs*	*General Standards*	*Specialized Standards*
communication - cooperation team	design ideas clearly in graphic languages, digital tools, and models, and communicate effectively with the community, clients, and multidisciplinary design teams	specialized languages.		
		PI8.2: Communicate effectively with the professional team and the client during the design process.	x	
		PI8.3: Actively and effectively participate in teamwork, demonstrating the ability to collaborate interdisciplinarily, multiculturally, and internationally.	x	
7. Personal and professional development teams	PLO9. Learners have the ability to be autonomous in learning and long-term professional development, and effectively adapt to technological, social, and professional changes in the digital age and globalization	PI9.1: Develop a personal study and career development plan.	x	
		PI9.2: Demonstrate the ability to adapt to new technologies and trends.	x	
		PI9.3: Participating in start-up or innovation activities in architecture.	x	

In the process of building, improving and developing the training program, the Council of the Faculty of Economics and Economics together with the departments in the Faculty evaluates the training program according to a strict process. After the training program is developed, the Faculty Council conducts an appraisal and approves the training program. In particular, the contribution level of general output standards and specialized output standards is also reviewed and evaluated.

Table 4. Comparison table of PLOs of Training Program V1 (2024) and V2 (2025, improved from Training Program V1))

Training Course V1 (2024)	*Training Course V2 (2025, improved from Training Training V1)*
PLO1. Ability to apply professional knowledge and skills to solve practical problems in the field of architecture	PLO1. Learners have the ability to apply general knowledge of architectural theory, engineering, technology and the environment to effectively analyze and solve practical problems in architectural design and development
	PLO2. Learners have the ability to design architectural works that simultaneously meet the requirements of aesthetics, functionality, techniques and socio-cultural in accordance with specific practical contexts.
PLO2. Ability to judge architecture on the basis of ethics, professional responsibility and have an interest in environmental, safety and public health issues as well as cultural and social contexts	PLO3. Learners demonstrate professional ethics and social responsibility in architectural practice, and effectively integrate humanistic, safety, public health, and legal factors into architectural design in accordance with practical contexts
PLO4. Ability to analyze, evaluate and criticize architecture to make decisions on architectural plans in a scientific manner	PLO4. Learners develop critical and creative thinking to analyze, evaluate, and make design decisions in accordance with multidimensional practical contexts in architecture
PLO3. Ability to think creatively to propose architectural options and solutions for many different types of architectural works.	PLO5. Learners apply systems thinking and innovation capacity to propose architectural design solutions that are advanced, sustainable and have a positive impact on society
PLO5. Ability to use digital tools to improve work efficiency and support architectural creativity	PLO6. Learners are proficient in using design software, digital technology, and artificial intelligence to improve efficiency in architectural project design and management
	PLO7. Learners are able to independently conduct architectural research and propose creative design options based on the results of scientific research and the practical needs of

Training Course V1 (2024)	*Training Course V2 (2025, improved from Training Training V1)*
	users
PLO6. Skills in communicating architectural ideas and plans with peers and others	PLO8. Learners are able to communicate design ideas clearly in graphic languages, digital tools, and models, and communicate effectively with the community, clients, and multidisciplinary design teams
PLO7. Have the ability to be autonomous and self-responsible for the development of personal and professional capacity in the field of architecture	PLO9. Learners have the ability to be autonomous in learning and long-term professional development, and effectively adapt to technological, social, and professional changes in the digital age and globalization

In the V1 training program in 2024, there are 07 trainers. During the improvement process, the trainers were described more specifically and in detail by the Faculty of Economics and Economics for easier quantitative assessment. PLO1 in the 2024 training program is related to the group of professional knowledge and design capacity that is specifically separated into 02 colleges (PLO1 and PLO2) in the 2025 training program, and at the same time adds a college in architectural research (PLO7 in the 2025 training program) to clarify the orientation of the University of Society to become a leading research university in construction and architecture.

In the process of improving and developing the Architecture training program in the later stage, the University of Science and Technology and the Faculty of Economics and Economics have planned and implemented to adjust the level of response of the faculty in accordance with the new requirements of architect training in Vietnam as well as the new development orientations of the University of Architecture. especially the VNU area has become a higher education institution oriented to key development in Architecture and Construction[10].

2.1.4. The requirements and needs of stakeholders, especially external stakeholders, are collected and conveyed into the output standards of the training program and modules.

The improvements in PLOs are matched by the Faculty of Economics and Economics with domestic and international training programs, especially those that have been accredited by NAAB.

After the improvements in PLOs, the Faculty of Economics and Economics has made plans to disseminate them to internal stakeholders (teachers, students) through the University/Faculty's

[10] According to the Prime Minister's Decision No. 452/QD-TTg dated 27/02/2025 approving the planning of the network of higher education and pedagogical institutions for the period 2021-2030, with a vision to 2050.

websites, fanpages, dialogues between students and schools, meetings between homeroom teachers and classes.

The University of Science and Technology has set up working groups, mainly based on the human resources of the Department of Testing and Education Quality Assurance and other related departments in conjunction with the Faculty of Economics and Economics to carry out survey work.

Since 2017, the University of Social Sciences and the Faculty of Economics and Economics have also regularly surveyed the employment situation of graduates after each academic year[11][12]. This is considered an indirect way of collecting information from external stakeholders (former students) to convey to the Planning Plan when carrying out training improvement activities.

The University of Science and Technology and the Faculty of Economics and Economics are working on more effective traditional plans on PLOs for stakeholders, especially external stakeholders by establishing an Alumni Network, strengthening relationships with professional organizations to get feedback on PLOs.

2.1.5. The output standards of the training program shall be measured and evaluated at the time of graduation.

Based on the Consolidated Documents No. 17/VBHN-BGDDT promulgating the Regulation on full-time university and college training according to the credit system (Article 19) and the requirements from the practice of the University's training activities, each semester the school has plans to organize surveys and assessments of learners related to the modules in the training program.

The school has collected the opinions of learners at the time of graduation by the Department of Economics and Education. However, these surveys have not been conducted to survey the level of achievement of PLOs of students at the time of graduation. At the same time, the assessment of modules according to the CDR has not been carried out.

Since 2017, the University has assigned the Department of Economics and Education in collaboration with the Faculties and Boards to collect students' feedback before graduation on the quality of training accompanied by Guidance on conducting a survey of students' feedback before graduation on the training program[13].

In the period of 2018-2025, the Faculty has conducted and collected the results of a survey of graduates about the training program.

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[11] https://huce.edu.vn/ktdb-thong-bao-v-v-trien-khai-khao-sat-tinh-hinh-viec-lam-cua-sinh-vien-tot-nghiep-nam-hoc-2015-2016

[12] https://huce.edu.vn/ktdb-quyet-dinh-trien-khai-khao-sat-tinh-hinh-viec-lam-cua-sinh-vien-tot-nghiep-nam-hoc-2015-2016

[13] https://huce.edu.vn/tb-trien-khai-cong-tac-lay-y-kien-phan-hoi-cua-sinh-vien-truoc-khi-tot-nghiep-ve-chuong-trinh-dao-tao-cua-truong-dai-hoc-xay-dung-dot-thang-8-nam-2017

In the coming time, the University and the Faculty will continue to implement activities to assess the level of achievement of PLOs and CLOs of learners according to the newly issued documents from an objective and subjective perspective.

2.2. CRITERION 2: Programme Structure and Content

2.2.1. The description of the training program and the outline of the modules are sufficiently informative, updated, approved and publicly available for easy access by stakeholders

The University of Construction has issued a Notice on the Framework of the Formal Training Program (Framework CT_HUCE) including the Architecture training program (Framework of Architecture T_KT). In which, general knowledge accounts for 33% and specialized knowledge accounts for 67% of the program. The University has also issued Decision No. 974QD-ĐHXD dated 22/9/2010 of the Rector of Hanoi University of Civil Engineering on Regulation of output standards for training disciplines, including Architecture (Architecture R_Kiến Architecture). However, these documents on e-commerce have not been updated according to the new training program. This information page also does not mention the curriculum update and approval cycle.

The teaching program for Architecture students has been developed many times by the Faculty in recent years, specifically in 2023 the Bachelor of Architecture (Level 6_Kiến Architecture) and Architect (Level 7-Architect) program

Currently, the Faculty of Architecture and Planning is developing a teaching program according to AUN-QR. The process carried out includes the following steps: 1) Demand analysis; 2) Determine the output standard; 3) Program structure design; 4) Module design + mapping PLOs; 5) Collect opinions from stakeholders; 6) Internal due diligence; 7) Promulgate; 8) Implementation; 9) Continuous evaluation and improvement. Currently, with the improved training program in 2025, it is being implemented in step 5.

The University of Construction has provided forms to guide the development of the Detailed Outline of the Module (Form D CHP_HUCE), the evaluation of the Module Outline (Form D C_HUCE), the minutes of discussion on the Department-level detailed outline (BB_DCHP), the explanation for the reception and revision of the Outline (GT-DCHP), and the Faculty Council for Appraisal of the Module Outline (HDD_DCHP).

The Faculty of Economics and Economics also follows these guidelines to develop all detailed outlines of the teaching modules in the Architecture program. The implementation process includes the following steps: 1) The lecturer is in charge of developing or updating the module outline; 2) Discussion and suggestions at the Department level; 3) Approval at the Faculty level/Faculty Scientific Council; 3) Submit to the leader of the Training Department for official approval; 4) Notify/post to students and lecturers before the new semester; 5) Update the records to the management system. Currently, with the improved training program in 2025, it is being implemented in step 3.

Currently, in addition to the framework of the training program has been posted on the

school website so that the parties can find out information [CTD Framework T_HUCE] , the Faculty has no evidence of the dissemination of the curriculum and module outline to stakeholders such as high school students, parents, learners, businesses, professional organizations, etc.

In the Faculty, there is no specific assignment for disseminating the curriculum and module outline to stakeholders such as high school students, parents, learners, businesses, professional organizations, etc.

Currently, stakeholders (high school students, parents, businesses, professional organizations) can access the Training Framework of the Faculty of Economics and Economics on the University's website [KHD T_KTS]. CTDH can also partly learn through the admission page, clips introducing the Architecture major of the University [TS_KT], through the teaching and learning activities of Architecture students on the FB page of the Faculty of Economics and Economics [FB_KTQH]. However, the weakness is that the information is not clearly and systematically organized, there is a lack of specific information about the CTDH, and the lack of information about the detailed outline of the HP.

When completing the improved training program in 2025, the Faculty of Economics and Economics will publicly announce the training program description and module outline with full and updated information, so that stakeholders can easily access it.

2.2.2. The structure and learning content of the training program are designed and developed in such a way as to ensure that learners achieve output standards.

Training according to the college is mentioned from Decision No. 974QD-ĐHXD dated 22/9/2010 of the Rector of Hanoi University of Civil Engineering on Regulation of output standards for training disciplines. [CD R_CT D T_HUCE]. By 2017, Hanoi University of Construction developed a project to build a training program according to CDIO [CDR-CDIO], and organized many training sessions to build a higher education program according to CDIO [High School R_CDIO]. On January 5, 2021, the University issued Decision No. 18/QD-ĐHXD on Regulations on the compilation of lectures according to the CDIO, which mentions the CDIO [BG_CDIO]. In 2022, the University has a decision to establish the Evaluation Council for Training Programs [Council-CTA] In 2025, the University has Notice No. 316/TB-ĐHXDHN on the implementation of assessment according to the Auditor of training programs prepared for accreditation according to AUN-QA standards. [TB_CT D T_K D]

The Faculty of Economics and Economics follows the general regulations of the University, there are no separate regulatory documents/processes/guidelines. The implementation of AUN-QA accreditation standards is mentioned in the draft orientation and development plan of the Faculty for the term 2024-2029 [University 24-29]

Describe the training program with a balance of the number of modules that contribute to the achievement of PLOs and the level of contribution to the achievement of PLOs of the modules in the direction of increasing from HK1 to HK10. In addition, the curriculum also includes a brief

summary of all the courses for the convenience of learning, so that learners can find out information about the courses. [CTDT-KT]

The detailed outline of the module has met the requirements of the training program. The testing and teaching activities, the test plans and the organization of teaching and learning of the modules are all designed according to the curriculum. [ĐCHP].

The University has established a Faculty-level Quality Assurance Team [Mekong Delta Team] , a Self-Assessment Council and a Training Program Improvement Council. [Council]. The quality assurance team at the Faculty level deploys and assigns lecturers in the Faculty to participate in the development of the content of the curriculum to ensure the quality of education for learners.

Results achieved:

- The description of the Bachelor of Architecture training program in 2023 that has been implemented by the Faculty includes information: name of the school; training level; training discipline; industry code; English name; type of training; form of training; training duration; general and specific objectives; enrollment criteria, College, training program framework. [CTDT_Kiến Truc]

- Performed Curriculum Map and Blackbox matching for the current V1 Training Program [CM_V1]

- The outline of the modules is also designed in accordance with the regulations of the University, fully describing the necessary contents of an outline such as general information, module descriptions, module output standards, assessment tests according to output standards, teaching and learning plans according to output standards and learning materials. [ĐCHP].

Limitations:

- The description of the 2023 version of the training program still lacks information about matching, about the level of response to PLOs according to the sequence of modules, about testing activities and teaching activities according to the training program, about rubrics, etc. In addition, there is a lack of market survey information in determining training needs.

- The Curriculum Map and Blackbox matchmaker for Curriculum V1 lacks the PIs of PLOs, so it is difficult to assess the suitability of CM in the detailed implementation.

The structure and learning content of the 2025 Construction Improvement Curriculum are designed and developed in a way that ensures that learners achieve ELO, stipulating how many PLOs each module will meet at the level directly (X), or indirectly (Y) and the level of contribution of each module to the achievement of PLOs at the level from low (I) to level higher (R, E). At the same time, the CTDH also stipulates that the contribution of CLOs to the achievement of PLOs is sequentially from low in the first semesters to higher levels in the following semesters. This is shown through the Improved Training Program table [CM-CTDT V2]

2.2.3. Feedback from stakeholders, especially external stakeholders, is used as a basis for designing and developing the structure and learning content of the training program.

The description of the 2023 Training Program [CT-KT] has not yet matched the PLOs with the Law on Higher Education, the National Qualifications Framework, the mission, vision, educational philosophy, core values of the University, the mission and vision of the Faculty, UEOs, industry strategies, professional standards, job position competencies, etc Training programs of domestic and international schools.

The university conducts an annual alumni survey [PHVL-HUCE]. However, there is currently no evidence of collecting opinions and other stakeholders such as businesses and professional organizations as a basis for designing the structure and content of the CTDH.

The university conducts an annual survey of feedback on the employment situation of graduates, including students of the Faculty of Economics and Economics. Online survey on the website: http://sinhvien.huce.edu.vn combined with staff of the Faculties/Departments of CSV interviews by phone and face-to-face interviews according to the questions designed in the survey form. [PHVL-HUCE].

According to the Architecture Alumni Survey, there are 355 graduates in 2022-2023, of which 207 CSV responded, the number of employed CSVs accounted for 97.58%.[PHVL-HUCE].

However, this survey opinion only focuses on whether CSV has a job, whether he is doing the right job, the reason for not having a job, the unit of work, and the time to find a job. These answers partly show the actual suitability of the CTD, which can be used as a basis for the design of CTDH, but it is difficult to make specific improvements in the structure and content of CTDH.

In parallel with the collection of feedback from the CSV carried out by the University, every year, the Faculty of Economics and Economics will plan to collect feedback from stakeholders, especially external subjects, to use as a basis for the design and development of the University.

2.2.4. The contribution of each module to achieving the output standards of the training program is clearly defined.

The description of the training program of the Faculty of Economics and Economics and the outlines of the training program give the level of contribution of each module in achieving the training program.

Lecturers of the Faculty of Economics and Economics are assigned to design the module outline according to the template (Form D CHP_HUCE), next, the module outline will be checked and evaluated by other teachers with the same expertise and evaluate the contribution of the module to meet the output standards of the training program (Form D C_HUCE). After that, the department in charge of the module will meet to approve the minutes of discussion on the detailed outline at the department level (BB_ĐCHP), the explanation for the reception and revision of the outline (GT-ĐCHP), and the Faculty council to appraise the outline of the module (HDTD_ĐCHP).

Results achieved:

- The outline of the modules is also designed in accordance with the regulations of the University, fully describing the necessary contents of an outline such as general information, module descriptions, module output standards, assessment tests according to output standards, teaching and learning plans according to output standards and learning materials. [ĐCHP].

Limitations:

- There is a lack of HP related to leadership skills, entrepreneurship, and digital technology application skills in the professional field.

- Modules that lack coherence, especially project HPs and theoretical HPs that directly support those projects. This problem will significantly limit the quality of teaching and learning subject projects, thereby making it difficult to improve the quality of graduation projects.

- Currently, only some core HP (10 HP) have full content: outline, exam questions, answers, assessments. Other HPs have only stopped at the outline, so the level of achievement of the subject has not been assessed.

The Faculty has reviewed, amended and supplemented HP related to leadership skills, entrepreneurship, skills to apply digital technology in the field of careers, development skills to adapt to the trend of integration in the world to supplement the curriculum. HP Design Studios are designed to demonstrate the integration of both theory and practice (projects), suitable for Architecture training. [CM-CTDT V2]

2.2.5. The training program has a logical structure, a reasonable sequence (the modules are arranged from basic knowledge to the basis of the discipline and specialization), flexible and integrated

The description of the training program of the Faculty of Economics and Economics shows the logical structure and logical sequence when divided into knowledge blocks: General education knowledge block; Basic knowledge of the sector; Specialized knowledge; Internship and Graduation Project. Some HP syllabuses have demonstrated integration and interconnectedness in knowledge and skills.

The Faculty of Economics and Economics is the unit that develops the structure and sequence of the teaching program in Architecture. The evaluation is carried out by the collective leadership team and the Faculty Scientific Council.

Basically, the description of the training program of the Faculty of Economics and Economics shows a logical structure and a reasonable sequence. All modules in the Architecture training program are structured to ensure the linkage and connection between general, basic and specialized knowledge areas, forming a unified block. In which, it includes general modules for the whole school (general education knowledge), general modules for economics (basic knowledge, industry knowledge).

However, the Program has not shown flexibility in the lack of elective HPs. The design of the HPs also does not show the gradual increase from level I to E, from HK1 to HK10.

With the improved version in 2025, the Faculty will review, amend and supplement the system of PLOs to meet the goals of the training program. Modules with CLOs that are suitable and compatible with PLOs, and the contribution of CLOs to the achievement of PLOs has been designed in sequence from low levels in the early semesters, to higher levels in later semesters [CM-CTDT V2]

2.2.6. The training program allows learners to choose their majors and/or additional components according to their career orientation

With the existing training program [CT-KT] , there is no opportunity for learners to choose a minor. The program also does not have elective subjects.

In the improved training program in 2025, the specialized knowledge block has designed elective modules (mainly for HK 8 and 9 of the training program) to help learners choose additional components according to their career orientation. [CM-V2]

2.2.7. The structure and content of the training program shall be reviewed, evaluated and improved in accordance with the process and regulations in order to ensure the up-to-date and meet the requirements of the labor market.

The school has issued Decision No. 496/QD-DHXD dated May 10, 2021 on the establishment of quality assurance teams at training units.

The university conducts consultations with lecturers and managers on analysis, assessment of the current situation, quality assurance and accreditation of higher education; Evaluation of learners who have achieved HP Vocational College [Teacher-Teacher-Teacher HP]

The University surveys students through a survey of feedback from learners on the teaching activities of lecturers; Students' feedback on the level of achievement of HP [SV_C_DPR]; Students' feedback before graduation [SV-TN]

The university conducts an annual survey on the employment of alumni. [PHVL-HUCE]. This is an indirect way to find out how responsive the training program is to the labor market.

According to Decision No. 496/QD-DHXD dated 10/5/2021 on the establishment of quality assurance teams at training units: 1) The Board of Directors is responsible for approving the plan to improve the quality of teaching and learning; organizing the implementation and supervision; 2) The Department of Testing and Education Quality Assurance plays a focal role in the work (developing and reviewing the implementation process and attached forms; developing, submitting for approval, implementing the plan for evaluation and improvement of teaching-learning quality; evaluating the effectiveness of implementation; granting access to the database of surveys of teaching activities of lecturers); 3) The Inspection and Legal Divisions shall supervise the organization and implementation of approved quality improvement plans; 4) The Training Management Department provides data related to the modules, the evaluation scores of the modules; 5) Faculties of training shall organize the implementation and preparation of faculty-level self-assessment reports on quality improvement activities; 6) The Quality Assurance Team advises leaders and guides the Departments to implement the plan to improve the quality of teaching and learning; 7). Departments shall organize the implementation of the quality

improvement plan as directed; 8) Lecturers perform tasks on improving the quality of teaching and learning as assigned by the Department.

Some of the results compiled from student surveys on HP and training compiled by the University have not been separated from each training program.

In order to ensure the up-to-date and timely adjustment to meet the requirements of the labor market, the Faculty of Economics and Economics has a plan to collect opinions from stakeholders, organize regular self-assessments for each HP, prepare periodic self-assessment reports, and develop improvement plans to ensure quality.

2.3. CRITERION 3: Teaching and Learning Approach

2.3.1. The educational philosophy of the training institution (and the Faculty/Institute, if any) is clearly stated, disseminated to stakeholders and transmitted into teaching and learning activities.

The University has clearly announced the educational philosophy in Decision No. 33/NQ-HDTĐHXDHN dated 28/12/2021 of the Rector of the University with the content "Responsibility – Creativity – Quality and Efficiency" [1.1]. This educational philosophy is publicly announced by the University and widely disseminated on the website.

Regulations/processes/instructions/notices (if any) conveying the educational philosophy into teaching and learning activities are implemented through Decision No. 33/NQ-HDTĐHXDHN dated 28/12/2021 of the Rector of the University with the content "MISSION – VISION – CORE VALUES".

The implementation and dissemination of the University's educational philosophy to stakeholders and the transfer of educational philosophy into teaching and learning activities are assigned to units, mass organizations and individuals throughout the University.

The Center for Information and Communication is the focal point for publishing the educational philosophy on the University's website [https://huce.edu.vn/su-mang-tam-nhin-gia-tri-cot-loi]. The Principal, units, mass organizations, the Party Committee of the school, members of the Board of Trustees, the Board of Directors, and the Archives are archived and are the places to receive notifications. Perform internal or external audit reports related to vision, mission, core values [1.4], review minutes of vision, mission, core values [1.3]

The process of building, reviewing and updating the TLGD, the comparison of the Educational Philosophy and the vision and mission have been built on the basis of implementation [1.3]

2.3.2. Teaching and learning activities are implemented in the direction of creating conditions for learners to participate in the learning process in a responsible manner.

The teaching and learning activities and the teaching plan of the modules designed in the training program and the detailed outline of the modules have created conditions for learners to participate in the learning process responsibly. Diverse teaching methods include direct teaching, indirect teaching, experiential teaching and self-learning to help learners control learning. In

addition, the training program and the detailed outline of the module have shown the teaching plan, the requirements for learners in terms of knowledge, skills and the level of autonomy and self-responsibility to help learners understand the learning plan, learning methods and form a sense of responsible learning in order to accumulate the prescribed number of credits and achieve output standards of knowledge, skills, autonomy and responsibility of the program [MC1.3]

The Faculty of Architecture and Planning is the unit in charge of developing and implementing teaching and learning activities of Architecture through directly compiling and updating training programs and detailed outlines of modules of the Architecture Training Program [b], [c1].

When teaching modules, teachers organize many different activities including listening to lectures, doing assignments, group discussions, group work and self-study for each specific module and learners are responsible for completing activities as required by teachers. At the same time, teachers often give vivid practical contacts, suggesting research situations and topics for learners to discuss; combining assignment of classwork and homework. These activities are evaluated by teachers and summarized with appropriate assessment methods to help learners be conscious, responsible and fully implement the teacher's requirements.

The development, implementation and supervision of teaching and learning activities are assigned to units including the Faculty, Training, Inspection and Legal Department, Testing and Quality Assurance Department [MC].

The Faculty is the main unit in charge of the development and implementation of teaching and learning activities of the Architecture major through directly developing, modifying and updating teaching methods, learning plans in the training program and detailed outlines of the modules of the training program [a1].

The Inspection and Legal Department supervises and inspects teaching activities and the class time of teachers [lack of evidence]. The Department of Testing and Quality Assurance will collect opinions on teachers' teaching activities from learners in each semester as well as the whole school year through the credit training website [k3: no evidence].

Teaching and learning activities and learning plans in the training program help learners participate in learning activities responsibly [6.33; 6.35: no evidence]. Demonstration of the detailed outline of the designed, updated and supplemented modules will be provided during the training program [d1]:

The rules, regulations and learning methods are guided in detail in the Student Handbook or support activities to help learners understand the learning plan and have a high sense of responsibility and actively participate in learning activities [6.3].

The percentage of learners who are satisfied with the teaching activities and teaching methods of teachers [9.23, 10.11, J1.2 has not been proven].

The University and the Faculty regularly review and update the objectives and output standards of the training program, design appropriate teaching and learning activities to improve the knowledge, skills and adaptability of learners to the ever-changing working environment. In

2025, start implementing training programs according to AUN-QA standards [K3,K4,K10 lack of evidence]

2.3.3. Teaching and learning activities are implemented in the direction of creating conditions for learners to learn actively.

With the goal of training learners with innovation capacity, digital competency and entrepreneurial thinking, self-learning and lifelong self-learning capacity, the training program has designed practical, internship and practical modules at units and businesses. Specifically, the Technical Internship module is carried out in the 10th semester for fifth-year students: [MC].

Students actively choose locations and internship units based on their interests and abilities. Through these activities, students will be able to visit and learn about the activities of units, departments, departments or enterprises with actual professional activities. At the end of the internship, students are required to write a cognitive internship report and a graduation internship report [MC]. At the end of each internship, the University and the Faculty ask the internship unit to evaluate the student's internship process. On the basis of the suggestions of the internship units, the content of the internship modules will be improved and continuously improved.

Students are encouraged to participate in start-up project activities, scientific research [k9- lack of evidence]. Through these activities, students are confident, actively research and discover new knowledge and skills and apply the knowledge they have learned to solve problems in practice. Students' participation in learning, experiential and assessment activities will promote effective communication and understanding between students and the program. This approach helps students actively and actively participate in learning activities and increase students' interest and eagerness to learn.

Based on the University's regulations on the management of science and technology activities [11.2, k9- lack of evidence], the Faculty encourages student groups to propose scientific research topics and conduct research with the support of teachers or independent research. This has helped students to actively explore, research and discover new knowledge in the field of economics as well as improve the ability to research and apply knowledge in practice. The number and quality of students' scientific research topics are increasing and are highly appreciated for their scientific and applied value [11.2, k9, 13.1- lack of evidence].

Every year, the Faculty will issue an internship plan and guidance for students and assign instructors to groups of students [d1]. Based on the plan and guidance of the Faculty, teachers will directly implement, monitor and evaluate the effectiveness of students' active learning activities. In addition, at units and enterprises receiving students for internships, there will be instructors to monitor and evaluate the level of completion of assigned tasks during the internship of students.

The teaching and learning activities designed by the University and the Faculty create favorable conditions for students to participate in active learning. Teaching methods and learning activities are designed to encourage students to be proactive in learning to build more knowledge and skills for themselves according to CLOs and PLOs. Student clubs for illustration, furniture,

workshop events, student competitions, opportunities for short-term course exchanges with affiliated schools [6.26; h, lack of evidence].

The training programs of the University in general and of the Faculty of Architecture in particular have been implementing a number of models of credit conversion and standardization of training to ensure AUN-QA quality. The application of these models not only helps to improve transparency, consistency and quality assurance in the design and implementation of training programs, but also creates conditions for students to learn in a standard, learner-oriented environment. Students have access to an internationally integrated training program, enhancing practical experience, thereby developing self-learning capacity, critical thinking and the ability to adapt to the changing professional context. These advantages help students improve their competitiveness and job opportunities after graduation, compared to programs that have not been accredited according to regional standards [6.29; 11.2: lack of evidence].

Although there have been innovations in teaching and learning methods, the number of training programs that have promptly applied the AUN-QA program standards is still limited. Therefore, in the next academic year, the University and the Faculty will develop a specific plan to complete the core training programs and invest in the development of learning materials to expand the application of active and modern teaching and learning methods in more modules, in line with the quality assurance orientation according to AUN-QA.

2.3.4. Teaching and learning activities are implemented in the direction of encouraging learners, helping learners form and develop learning methods and lifelong learning abilities (e.g., critical thinking, information processing skills, dare to experiment with new ideas and ways of doing things).

Promulgating academic regulations, processes and policies related to the design and approval of programs that meet the requirements of lifelong learning, developing, evaluating, promulgating and improving training programs [6.5:].

On that basis, the Faculty has developed and updated the training program. In the training program, there is a specific explanation of teaching methods and lifelong learning skills, including: Direct teaching, indirect teaching, experiential learning, interactive teaching, self-study [a2]. In all the detailed syllabus of the subjects, it is also clearly described which teaching and learning methods are used to promote students' lifelong learning skills [d1].

Based on the approved training program and detailed outlines of the subjects, the Faculty assigns teachers to perform the tasks of learning advisors and teaching teachers. Teachers will be responsible for instructing students on learning methods as well as learning skills in class activities or in the lessons they are in charge of [no proof].

In addition, socio-political organizations such as the Youth Union, the Student Association of the University and the Faculty all support students in scientific research activities [no evidence].

Survey reports of students, alumni, employers, and teachers on the effectiveness of teaching methods, learning activities to help improve the lifelong learning capacity of graduates have a fairly high approval rate, which shows that the teaching and learning methods that the Faculty has

applied have encouraged learners to learn, learning learning methods and instilling the requirement of lifelong learning [no evidence].

2.3.5. Teaching and learning activities are implemented in the direction of promoting learners to come up with new ideas, initiatives, innovations and entrepreneurship.

The teaching and learning activities mentioned in the Architecture training program are aimed at helping learners come up with initiatives, creative thinking, innovation and entrepreneurial spirit [k8, k9, unproven].

Every year, the University will launch student scientific research activities [13.1], start-up idea contests [unproven]. Based on the announcement from the University, the Faculty will assign teachers to directly guide, support and share experiences for students on scientific research.

Every year, the Faculty organizes career guidance activities for students from the first year to the final year, with all forms from face-to-face to online [k8: lack of evidence]. Thanks to the guidance from the Faculty as well as the teaching staff, the number of students participating in career guidance activities and innovation contests is increasing, and the quality of ideas and projects has also been improved. Start-up activities of graduates have also increased in quantity and quality [K8: lack of evidence].

Thus, teaching and learning activities with awareness internships, graduation internships, scientific research activities, and start-up idea contests help learners initially realize the importance of coming up with initiatives, creative thinking, innovation and entrepreneurial spirit [K8: lack of evidence].

However, project-based learning activities and entrepreneurial activities are still quite limited. Therefore, next academic year, the Faculty will survey stakeholders and analyze benefits to consider adding project-based learning activities and start-up activities.

2.3.6. Teaching and learning activities are regularly improved to meet the requirements of the labor market and promote learning, meeting the output standards of the training program.

[K11- lack of evidence] no data available.

Currently, the University is conducting a review and improvement of teaching activities that are compatible and aim to achieve ELO [MC].

At the end of each semester, the Department of Testing and Quality Assurance will conduct a survey of students' opinions on teaching and learning activities in each subject [4.16]. Through the survey results, teachers will adjust their teaching activities. In addition, the Faculty also regularly organizes seminars and exchanges with experts [MC], employers [lack of evidence], former students and representatives of internship units to help the Faculty improve teaching methods. In the coming time, the Faculty or Department will periodically organize meetings and seminars between teachers on issues related to professional activities, in order to improve the quality of teaching.

The teaching and learning process of the Faculty has basically met the needs of the labor market and is compatible with PLOs [a1]. The training program and the quality of training products of the Faculty in recent years have responded well to the market demand [K11: lack of evidence].

With a development orientation to 2030, Hanoi University of Civil Engineering has been identified by the Ministry of Education and Training as one of 13 key higher education institutions leading excellent training in 9 fields of technology, with special strengths in construction technology and architecture. Based on the Strategic Plan/Development Strategy of the University [2.3: lack of evidence] and the Faculty [2.4: lack of evidence], the Faculty of Architecture is well aware of the need to strongly innovate the content, methods and training environment in order to improve the quality of architects' human resources in the direction of international integration. One of the core solutions is to standardize the training program according to AUN-QA standards, moving towards the comprehensive internationalization of teaching and learning activities. This solution not only overcomes the limitations of practicality, interdisciplinary and professional updates, but also creates a premise for learners to easily adapt to career requirements in the context of digital transformation and sustainable development of the architecture and construction industry.

2.4. CRITERION 4: Student Assessment

2.4.1. Methods for assessing learners' learning outcomes are diverse, compatible with the output standards of the training program/module and teaching objectives.

Every year, the Enrollment Scheme/Enrollment Regulations of the University of Science and Technology are developed and updated to clearly show information related to the entrance assessment test method

https://tuyensinh.huce.edu.vn/quy-che-tuyen-sinh-dai-hoc-2025-5

https://tuyensinh.huce.edu.vn/quy-che-thi-mon-nang-khieu-13

https://tuyensinh.huce.edu.vn/de-an-to-chuc-thi-mon-ve-my-thuat-nam-2025-13

https://tuyensinh.huce.edu.vn/huong-dan-thi-mon-nang-khieu-ky-tuyen-sinh-dai-hoc-nam-2025-3

https://drive.google.com/file/d/1yewOZsLrKknj-1sZ3kNEHQUx-C3RyNmN/view

Accordingly, the Architecture major has 05 methods of admission assessment (Enrollment method) including: High School + NK; XTKH; UTXT; TT; TT(DAT) according to V00 admission combinations; V02; V10; X06; X07

This information is widely disclosed in many different channels and media

https://vnexpress.net/dai-hoc-xay-dung-ha-noi-xet-tuyen-21-to-hop-quy-doi-ielts-tu-5-5-4886560-p2.html

https://tuyensinh.huce.edu.vn/thong-tin-tuyen-sinh-dai-hoc-chinh-quy-nam-2025-4

https://baotintuc.vn/giao-duc/diem-moi-trong-tuyen-sinh-2025-cua-dai-hoc-xay-dung-ha-noi-20250126123311395.htm

https://vietnamnet.vn/truong-dh-xay-dung-ha-noi-cong-bo-phuong-thuc-tuyen-sinh-nam-2025-2368348.html

https://xaydungchinhsach.chinhphu.vn/tuyen-sinh-2025-du-kien-phuong-thuc-chi-tieu-tuyen-sinh-truong-dai-hoc-xay-dung-ha-noi-119250125144528071.htm

https://svvn.tienphong.vn/truong-dai-hoc-xay-dung-ha-noi-du-kien-tuyen-sinh-4700-chi-tieu-voi-4-phuong-thuc-trong-nam-2025-post1713160.tpo

https://daibieunhandan.vn/truong-dai-hoc-xay-dung-ha-noi-du-kien-tuyen-4-700-chi-tieu-nam-2025-mo-nhieu-nganh-moi-10358144.html

The methods of testing and evaluating learners' learning outcomes capable of measuring the level of achievement of the Graduate School are clearly specified in the general documents of the University [**6.39**]

- Decision No. 704/DHXDHN dated 8/5/2024 - Promulgating the Regulation on Student Affairs for full-time undergraduate training programs.

- Decision No. 1053/QD-DHXDHN dated 8/5/2024 – on the promulgation of the Regulation on undergraduate training of Hanoi University of Civil Engineering.

The methods of evaluating learning outcomes are informed to students by teachers in the first lesson and are also shown in the detailed outline of the modules. Learners' learning outcomes are assessed by both types of Process Testing and Summative Testing.

The detailed outline of the modules in the training program clearly states the goals and requirements for achievement in terms of knowledge, skills, autonomy and responsibility. These objectives and requirements are discussed and agreed upon by the Departments based on the levels of response to the Curator. These requirements are the standard to test the process of acquiring knowledge and training of learners according to the scales (knowing, understanding, applying, analyzing, synthesizing, evaluating). [d1]:

Assessment methods in the entire learning process are used in a variety of ways: essays, large assignments, presentations, demonstrations, experiments, etc. for process evaluation; essays, multiple-choice tests, drawing records... for the final assessment and specified in the detailed outlines of the modules. From the objectives of the module, the teacher determines the contents to be examined and evaluated, the methods of testing and evaluation and the specific requirements for the examination and assessment in accordance with the curriculum of the module. The table of assessment criteria, mid-term tests, and final final tests are clearly shown in the detailed outline of the modules.

https://drive.google.com/drive/u/1/folders/1VtIeLATiRx0_O_4SI-fUdF0gg6EWXtEW

The testing room ensures the quality of education.

The Faculty also has specific regulations and guidelines for cognitive internship modules and graduation internships [h:].

For the Graduation Project, the Faculty implements the grading process of the Graduation Project according to the grading forms of the GVHD and the Graduation Council [g1, g2: no evidence].

The assignment of guidance, implementation and review of methods of assessing learners' learning outcomes is guided by the Database [6.39; G1, G2: No evidence].

Each semester, the Faculty conducts a survey of theoretical teaching activities and practical and experimental guidance of teachers, for the theoretical module [6.35: no evidence; I1: No evidence] through the synthesis and analysis of feedback and suggestions on the assessment of learners' learning outcomes [K4: No evidence]. At the same time, the University also conducts an annual survey of students who are about to graduate about the training program [12.3:; K2: No evidence].

The University and the Faculty have a system of documents, guiding documents, regulations, and clear plans on the assessment of learners' learning outcomes from the training process, exams to grading of graduation theses, which are designed in a variety of ways, in accordance with the objectives and measured by the training program [6.39; g1; g2: there is no evidence]. In addition, the assessment of learners' learning outcomes closely follows the requirements of the institution in terms of knowledge, skills and the level of autonomy and responsibility. The University and the Faculty have processes to guide the design and use of testing and evaluation methods and tools to measure and check the conformity with the level of achievement of the Civil Service [6.39; g1; g2: no evidence].

Currently, there is still no alumni survey on the suitability of the methods of examining and evaluating graduation internships and graduation projects.

2.4.2. Regulations on assessment of learning results and review shall be clearly stated, disseminated to learners and implemented consistently.

The University has developed and promulgated regulations and procedures on the assessment of learning outcomes and reviews of learners according to Notice No. 395/TB-ĐHXDHN dated May 23, 2025 on the issuance of guidelines for evaluating modules according to the Output Standards of Hanoi University of Civil Engineering [MC].

The regulations on assessment of learning results and reviews of learners are also implemented by the Faculty and the University, publicly announced to learners right from the moment of admission through the first week of civic activities. The regulations on the method of examination and evaluation of modules, corresponding score and weight components, and the time of examination are also clearly stipulated in the detailed outline of the modules of the Architecture Training Program. Particularly for the University Graduation Project, there is also a process for marking the Graduation Project, the Graduation Project marking sheet [there is no scanned copy to prove the Architect Graduation Marking Council's dossier], the comment sheet of the teacher instructing the Architecture section [there is no scanned copy to prove the comment card of the

teacher instructing the Architecture section], The teacher instructs the Technical section [there is no scanned copy of the Teacher's Comment Sheet instructing the Technical section].

For process grades, students complain directly to the teacher teaching that module when the teacher announces the grades in class.

For end-of-semester exam scores: Students' learning results are promptly and publicly notified by the University through students' accounts on the online system so that learners can give feedback and complain about learning results. When there are exam scores at the end of the module, if students find that the exam results are not commensurate with their work, students are entitled to review according to regulations [there is no scanned proof of the student's review application]. All complaints about students' academic results are received, recorded in the book [there is no scanned copy to prove the code of the student's application for review] and are handled promptly and satisfactorily. The results of the review of the exam [there is no scanned to prove the code of the student's application for review] after each term are included in the summary table for each period for archiving and are the final results of the module. For the overall academic GPA of the academic year, after each semester, students are sent semester transcripts by the Dean Assistant [there is no scanned proof of the student's semester transcript on the system] for comparison and have the right to complain when there are errors.

At the beginning of the year, the Department of Higher Education made a plan and was approved by the University, then announced to students at the beginning of the academic year the Full-time university training plan [C4.2.11].

Every year, the University will issue a document on the Plan to Organize "Citizen Activity Week – Students" in all courses.

https://xaydung.huce.edu.vn/thong-bao-ke-hoach-tuan-sinh-hoat-cong-dan-sinh-vien-danh-cho-k69-1

After that, when new students enroll, they will be provided with a Student Handbook

https://huce.edu.vn/so-tay-chao-don-sinh-vien-k69

https://huce.edu.vn/so-tay-sinh-vien-k67-dhxdhn

And activities related to students are coordinated by the Student Management Department and other faculties and departments. In addition, the faculties in general and the Faculty in particular assign academic advisors to each class. And at the end of each month, the Student Management Office will send the Class Activity Content Guide to the Faculty office, then the academic advisor will receive the notification and send it to the class and conduct class activities according to the instructions. In addition, prior to the semester exam, the academic advisor will inform and remind the class of the rules in the exam room and the review process.

The regulations on assessment of learning results and reviews of the University in general and the Economics sector in particular are clearly stated, disseminated to learners and implemented consistently through different forms such as: Student Handbook [https://huce.edu.vn/so-tay-chao-don-sinh-vien-k69

https://huce.edu.vn/so-tay-sinh-vien-k67-dhxdhn], Academic Advisor, Exam Plan of the Testing and Quality Assurance Department [4.16:], via personal account, website of the University, Faculty. Students' learning outcomes are fed back to each student's personal account [4.12:]. The Faculty has a specific and clear assignment of work to the staff to support learners throughout the process of resolving complaints about learning results [i.2; J.3: No evidence].

The timeline for responding to process assessment results has not been specified in the regulations on inspection and assessment.

2.4.3. Standards and procedures for assessing learners' learning progress during the learning process and consideration for graduation recognition upon completion of the program are clearly stated, disseminated to learners and implemented consistently.

The university has issued specific documents on standards and procedures for assessing learners' learning progress during the study process and considering graduation recognition upon completion of the program [6.3; 10.8].

Accordingly, when being recognized as a full-time undergraduate graduate, students majoring in Architecture must pass the College in accordance with the University's regulations [6.3: no evidence]. In addition, the Faculty also issued regulations on examining and evaluating students' learning results [a1; j1; j2]. These regulations and procedures are disseminated to students during the first week of civic activities, through the Student Handbook [https://huce.edu.vn/so-tay-chao-don-sinh-vien-k69; https://huce.edu.vn/so-tay-sinh-vien-k67-dhxdhn] through the University's website.

Teachers teaching Architecture all announce assessment standards and evaluation criteria (rubrics) to students right in the first lesson [h; j1; j2: no evidence]. Based on the General Teaching Plan and the actual situation of the class, the teacher in charge of the module will organize a mid-term exam. Each semester, the University has a plan to organize the final exam of the full-time university level training module [MC]. The exam schedule of each student is updated in the student's personal account [6.24; 6.39]. For the modules of Cognitive Internship, Graduation Internship and Graduation Thesis, the Faculty Assistant will send a notice to the class leader about the Graduation Internship Plan and the Graduation Thesis Course [lack of proof] and will also be publicly announced through the Faculty website [lack of proof].

Every year, the Faculty, including the Department of Architecture, has a summary report on the effectiveness of learner testing and assessment methods [k10: lack of evidence].

Units/individuals assigned to develop, disseminate and apply the standards and criteria for assessment of learning outcomes described in paragraphs 5 and 6 of *Criterion 4.2*.

Students' learning results are graded on a 4-point scale and classified according to the convention table of students' learning results (see 395/TB-ĐHXDHN, Article 7) [MC]. The results of the assessment of the learner's learning progress during the learning process are notified by the assistant faculty and sent to the academic advisor and the class leader to notify the class through the general transcript for each semester [6.43: lack of evidence], the results of graduation

recognition upon completion of the program for final-year students are shown in the Comprehensive transcript of the whole course [6.31: lack of evidence].

Thanks to clear and specific regulations on standards and procedures for assessing learners' learning progress during the study process and considering graduation recognition upon completion of the program and disseminating it to students in many ways, it is possible to help students be proactive with their study plans. Pay off your course debt for graduation recognition or get everything ready for the appropriate job application.

2.4.4. Methods for assessing learners' learning outcomes include rubrics, scales, assessment plans and specific regulations used to ensure the validity, reliability and fairness of assessment activities.

The university has issued documents specifically regulating the evaluation of learners' learning outcomes to ensure the value, reliability, and fairness in line with the objectives and curriculum of the training program [https://drive.google.com/file/d/1OMMji_KqAfaA4qXsmAwO6A1ssfdtXMCU/view] [https://drive.google.com/file/d/1cAkQAbj39753oh1x4T4bLeAiH4AIuryh/view] [https://drive.google.com/file/d/1wvMplyc7aeUxvu_fHAn1l_0mKnr8RZR2/view] [https://drive.google.com/file/d/13tbr-IMOFUfEQRqkwx15dvOY56lzI0OX/view]. At the beginning of the semester, information about the list of modules, registration time, time to adjust module registration and study time, module outline is widely announced to students and teachers on the University's website [https://sinhvien.huce.edu.vn/sinh-vien/dm-tin-tuc/dao-tao.html]. The university provides guidelines for faculties to evaluate and analyze exam results and methods of testing and evaluation [unproven]. Learners are disseminated specifically and in detail the forms and contents of the exam for each module specified in the detailed outline of the module [https://drive.google.com/file/d/1ZCy_Gn_3BRDtfpx2r2wcl8SmIfXMbDER/view] [https://drive.google.com/file/d/1pSStKnO9_mHOQZ_Ia5LKA8Lrf2uN1cPS/view].

Course evaluation is done by combining different forms of assessment to ensure reliability and fairness. Depending on the content of each module, assessment methods are selected in accordance with the content

[https://drive.google.com/file/d/1OMMji_KqAfaA4qXsmAwO6A1ssfdtXMCU/view].

3. What are the results? Analyze the strengths, limitations and causes?

For internship modules and graduation thesis, the implementation plan and related forms are notified to students by the instructor and posted on the Faculty's website [https://www.facebook.com/p/Khoa-Ki%E1%BA%BFn-tr%C3%BAc-v%C3%A0-Quy-ho%E1%BA%A1ch-Th%C3%B4ng-tin-sinh-vi%C3%AAn-100057086154589/]. The University and Faculty issued decisions to guide the implementation of internship assessment methods and tools and graduation projects [https://drive.google.com/file/d/1SitRmhs2aEDczUSQIFIvlBi2TKYG5wEp/view] [https://drive.google.com/file/d/13tbr-IMOFUfEQRqkwx15dvOY56lzI0OX/view] [https://drive.google.com/drive/folders/1RWHFMkwzTJQK2Y_j6AxbRga08WmLMY6m].

However, at present, the University has not specified the timeline for notifying the results of the process assessment to students in the regulations on examination and assessment. Therefore, in the 2025-2026 school year, the content of regulations on the time to respond to process assessment results will be added in the regulations on inspection and assessment.

2.4.5. Methods of evaluating learning outcomes must ensure the measurement of the level of achievement of the output standards of the training program and the output standards of each module

The teacher in charge of the subject chooses the appropriate assessment method and form to accurately assess the achievement of CLO as well as PLO. These forms and scales are shown in the Course Detail Outline and are disseminated directly in the first lesson [https://drive.google.com/drive/folders/1kgox00O0c9GZohwG8d2K4rF6bm9AbZ7k]. The modules in the training program all clearly state the goals and requirements for achievement in terms of knowledge, skills, autonomy and responsibility. These objectives and requirements are discussed and agreed upon by the Departments based on the levels of response to the Curator. Exam questions and assessment methods are closely related to measuring students' understanding of module content and are consistent with the regulations of the Faculty and the University [Unproven]. For the graduation thesis, the University also has specific regulations on topic assignment and evaluation criteria, the Faculty based on the correct implementation of the process to ensure accurate and objective assessment [https://drive.google.com/drive/folders/1xW9CzwpOHigLM2l1VYkP91mSN1VDq_rR].

Methods of testing and evaluating learners' learning outcomes capable of measuring the level of achievement of internship are clearly specified in the Regulation on organization and management of internships [6.43: no proof]. These regulations are updated and publicly announced to learners on the website of the University and the Faculty.

The Faculty issued a decision guiding the implementation of methods and tools for assessing learning outcomes in university-level disciplines, which stipulates that subjects and lecturers participating in teaching modules in the training program of university-level disciplines are responsible for implementing assessment methods [6.40: there is no proof].

The assessment of the Learning Objectives is governed by MOET for all higher education institutions [C4.5.1] so in previous academic years, the University has not yet issued documents on ELO assessments.

In the 2023-2024 school year, the University and the Faculty have not yet issued a process to survey the ELO level of learners .

2.4.6. Assessment results are promptly fed to learners so that learners can improve their learning methods and learning outcomes.

In the University's training system, there are a number of important regulations on assessment and notification of learning results. First, the assessment regulations and the deadline for announcing grades require teachers to carry out student assessments and announce grades in a

timely manner, especially after important tests or training activities. Next, the regulation on the evaluation of training results clarifies the criteria and methods to assess the progress and capacity of students in the learning process [https://drive.google.com/drive/folders/1kgox00O0c9GZohwG8d2K4rF6bm9AbZ7k].

In addition, there is a specific business process for processing the exam, including managing and storing the paper, verifying the identity of the student, and monitoring the exam process [https://drive.google.com/drive/folders/1_firccJOJTa0erbAjKOi1mp2_WNvoMWP].

[https://drive.google.com/drive/folders/1tTaJ3Tl9Qhjuyu3GFdhBB0FE7ZfAPVF5]

The list of students who are warned to study and published and archived in accordance with the University's regulations. Every year, the Department of Testing and Quality Assurance is assigned this task according to the veat the school's assignment [https://drive.google.com/drive/folders/1GxnYnuUClLvIh-rNEZCDb4qYSPxHoJU7]

[https://drive.google.com/drive/folders/1tTaJ3Tl9Qhjuyu3GFdhBB0FE7ZfAPVF5].

Accordingly, feedback on the results of the assessment of learning outcomes is promptly sent to students through the student's account after the end of the final assessment process [https://drive.google.com/drive/folders/1tTaJ3Tl9Qhjuyu3GFdhBB0FE7ZfAPVF5].

However, the timeline for responding to the results of the process assessment has not been specified in the regulations on inspection and assessment. Therefore, in the 2024-2025 school year, the content of regulations on the time to respond to process assessment results will be added in the regulations on inspection and assessment.

2.4.7. The assessment of learning outcomes and regulations on assessment of learning outcomes shall be periodically reviewed and improved to ensure the measurement of the level of achievement of the output standards of the module and the output standards of the training program, meeting the needs of stakeholders.

The University and the Faculty regularly issue plans to adjust and ensure that the process of teaching and learning, the assessment of learners' learning results are regularly reviewed and evaluated in accordance with the regulations on organizing examinations, exams, and evaluation of university-level training module results [https://drive.google.com/drive/folders/1bKXJ4bmsaUzYl2W9TLdO5i4Ac84UpnVI]. After the workshops and meetings, the minutes of the review meeting to improve the evaluation methodology are prepared to document the decisions and recommendations [https://drive.google.com/drive/folders/1D1Ue91Uo6IMB_DgyrTyoflupeOIApVGR].

The conclusions from this meeting provide guidance and direction for future testing and evaluation. This reflects the Faculty's efforts and commitment to improving the quality of education and ensuring the best development for students.

The student satisfaction rate with the course evaluation method is very high, indicating that the design of the course evaluation method is appropriate. In addition, in the survey results and comments of stakeholders, on the basis of the opinions of employers, teachers can consider and

propose improvements to the assessment method to meet the requirements of employers and the labor market. [https://drive.google.com/drive/folders/1KetEr7pWcs4h8J90x3mr_tfvPf7nc7Aw] .

Although there have been many improvements, currently the survey of former students on the suitability of the methods of testing and evaluating graduation internships and graduation theses has not been carried out. Therefore, the promulgation of regulations and the implementation of a survey of alumni on the suitability of methods of testing and evaluating graduation internships and graduation thesis courses will be one of the concerns in the next review and improvement.

2.5. CRITERION 5: Academic Staff

2.5.1. The plan on development of the contingent of lecturers and researchers for the training program (including appointment, promotion/promotion, rearrangement, termination of contract and retirement) shall be implemented in order to ensure the quantity and quality of meeting the training requirements. scientific research and community service

The program shows that academic personnel planning (including succession, promotion, transfer, termination, and retirement planning) is implemented to ensure the quality and quantity of academic personnel meet the needs of education, research, and community service.

Based on the circular regulating the operation of regional universities issued by the Ministry of Education and Training [5.1.01] and the operating regulations of member universities [5.1.02], the Hanoi University of Civil Engineering (HUCE) has announced its vision, mission, educational philosophy and core values [5.1.03], at the same time, develop an overall development strategy to 2035 [5.1.04].

On that basis, the Faculty of Architecture and Planning has developed a long-term development strategy for lecturers in a 5-year cycle to meet the requirements of training, scientific research and community service [5.1.05].

The Department of Organization and Administration has the function of advising the Rector in proposing and guiding the implementation of personnel activities such as succession, promotion, transfer, appointment, termination of contracts and retirement. Every year, the Faculty's personnel recruitment plan is integrated into the Job Placement Scheme, which is developed every two years to identify recruitment needs and submit it to the Board of Directors for approval [5.1.06].

The University promulgates recruitment processes and criteria that are open and transparent to all lecturers and stakeholders. The recruitment information of the Faculty is posted on the official website (link), fanpage (link) and sent directly to the lecturers [5.1.07].

Documents related to appointment, reappointment, renewal of leadership positions [5.1.08], termination of contracts and retirement [5.1.09] were also published and sent to relevant parties. In case of termination due to unilateral or disciplinary resignation, the school applies the current regulations to handle [5.1.10].

The university collects opinions from managers and lecturers on the planning and implementation of succession, promotion, transfer, termination and retirement activities through draft regulations [5.1.14], and then issues a formal plan [5.1.11].

The Faculty also regularly invites visiting lecturers, especially foreign lecturers, to participate in teaching [5.1.12]. Periodic meetings are held to evaluate the quality and performance of the teaching staff, thereby adjusting and ensuring the recruitment plan for the next academic year [5.1.13].

Table: Lecturer planning data

Criteria	Year 2024	Year 2025
Visiting Lecturer	5	5
Advanced Learning	3	0
Stepping up	29	0
Promotion	0	2
Termination	0	0
Retirement	1	0
Professor	0	0
Associate Professor	3	3
Doctor	36	40
Master's	78	74
Undergraduate	1	1
Gender: Male	63	63
Gender: Female	52	52

2.5.2. The workload of lecturers and researchers shall be measured and supervised in order to improve the quality of training, scientific research and community service.

Faculty/learner FTE ratio and faculty workload measurement

The Architecture training program at Hanoi University of Civil Engineering measures and monitors the workload of lecturers to improve the quality of education, scientific research and community service. The university promulgates regulations on the standard number of teaching hours and the workload converted for lecturers according to the regulations of the Ministry of Education and Training. The workload of lecturers including teaching, scientific research and community service is measured and monitored through the University's executive management

system and performance management system. The quality of lecturers' work is shown through subject surveys assessed by students, quarterly self-assessment of individual work, total scientific research hours converted and annual summary reports of the Faculty.

The plan to adjust the student/lecturer FTE ratio and workload to improve scientific research capacity and serve the community is reflected in the annual report and teaching assignment for the new academic year. The student/lecturer ratio is reported annually and in stages, ensuring that the enrollment conditions of the Ministry of Education and Training are less than 20. Below is a table of the FTE ratio of lecturers/learners of the Architecture training program for the period 2019–2024:

Academic year	Total FTE Faculty	Total FTE Learners	Teacher/learner FTE ratio
2019–2020	—	1481.83	—
2020–2021	—	1428.01	—
2021–2022	—	1482.18	—
2022–2023	—	1260.21	—
2023–2024	—	1235.15	—

2.5.3. Teachers' competencies are determined, evaluated and disseminated information

The capacity of the lecturers of the Architecture training program is clearly defined, evaluated and communicated through current legal and regulatory documents such as:

- **Law on Higher Education** – Evidence 5.3.01
- **Regulations on Teacher Ethics** – Evidence 5.3.02
- **Standards for the professional title of lecturer** – Evidence 5.3.03
- **Public Recruitment Information** – Evidence 5.3.04

Hanoi University of Civil Engineering (HUCE) conducts an annual assessment of lecturer capacity according to the Government's regulations, classifying the level of task completion according to the following levels: **excellent completion, good completion, completion and incompletion** – Evidence 5.3.05. In addition, the Faculty of Architecture and Planning organizes quarterly evaluations through the Emulation and Reward Council – Evidence 5.3.06.

The competency requirements for assigning tasks to lecturers are specified for each type of work – Evidence 5.3.07. For example:

- **Teaching**: requires a Master's degree, majoring in Architecture/Construction, with >1 year of experience.

- **Graduation project instructions**: required Master's degree, appropriate major, experience >1 year – Evidence 5.3.08.
- **Participating in the development of training programs, compiling books**: required for doctoral degrees, appropriate majors, >1 year of experience.
- **Conducting scientific research, technology transfer**: Master's or Doctoral degree is required depending on the level of the topic – Evidence 5.3.10

The workload of lecturers is summarized according to each academic year. In the academic year **2023–2024**, the total conversion teaching hours of faculty lecturers is **57,017.2 hours**, scientific research work is **4,935.6 hours**, and administrative management work is **2,106 hours** – Evidence 5.3.09.

Lecturers are assessed on their teaching ability through student surveys after each module. The survey results are managed and responded to by the Center for Testing and Education Quality Assurance through the School's operating system – Evidence 5.3.11.

The University and the Faculty organize an annual survey of lecturers' opinions on the quality of the team, the level of consensus in the implementation of tasks – Evidence 5.3.12. At the same time, lecturers are encouraged to participate in domestic and foreign training courses to improve their professional capacity – Evidence 5.3.13.

2.5.4. Teachers are assigned tasks suitable to their qualifications, experience and abilities

The assignment of tasks to lecturers in the Architecture training program is carried out based on the professional qualifications, experience and professional capacity of each person. These principles are clearly stipulated in **the Regulation on the working regime of lecturers** issued by the Ministry of Education and Training and Hanoi University of Civil Engineering – Evidence 5.4.01.

Every year, the Faculty of Architecture and Planning organizes a meeting to assign teaching and scientific research to lecturers. The assignment is based on the training major, teaching experience and research capacity of each lecturer. Tasks are recorded and managed through the University's internal operating system – Evidence 5.4.02.

In the academic year **2023–2024**, the total workload of lecturers of the Faculty of Architecture is statistically as follows:

- **Teaching**: 57,017.2 hours
- **Scientific research**: 4,935.6 hours
- **Management and administration**: 2,106.0 hours. Proof 5.4.03, Proof 5.4.04

Scientific research is one of the three core tasks of lecturers. The university has clear regulations on the type and number of research activities to be carried out, with the appropriate conversion rate of research hours according to the title and working position. Research activities are managed through the University's scientific research management system – Evidence 5.4.05.

In addition to teaching and research, lecturers are encouraged to participate in community service activities such as career guidance, academic advising, professional seminars, etc. These activities are assigned based on the lecturer's strengths and aspirations, and are recognized in the process of quarterly and annual performance evaluations.

In the academic years from 2019 to 2024, the University has conducted a survey on the satisfaction of lecturers with the assigned tasks. The survey results show that the percentage of lecturers who agree and completely agree always accounts for a high percentage, especially at levels 4 and 5. Specifically:

- Academic year 2019–2020: 75% of faculty fully agree, 25% agree.
- 2020–2021 school year: the approval rate increased to 79.22%, however the full approval rate decreased to 16.88%.
- 2021–2022 and 2023–2024 school years: the approval rate remained at 72.5%, with a slight increase to 25%.

None of the lecturers chose level 1 or 2 (disagreed), indicating a high consensus in assigning tasks.

The chart below illustrates the change in faculty satisfaction over the years:

2.5.5. The appointment/promotion of lecturers and researchers is based on the system of assessing capacity, teaching results, performing scientific research tasks and serving the community

Hanoi University of Civil Engineering has issued regulations on the appointment of professional titles of lecturers such as lecturers, main lecturers and senior lecturers. Based on the criteria of professional capacity, professional ethics and task performance results, the school organizes promotion exams for full-time lecturers to improve the quality of the team [Evidence 5.5.01].

The appointment and promotion in the course of work are carried out in accordance with the regulations and procedures of the school [Evidence 5.5.02]. The Faculty of Architecture and Planning develops an annual implementation plan on proposing leadership positions and appointing lecturers to management positions in accordance with actual capacity and needs [Evidence 5.5.03].

The faculty performance evaluation system includes teaching, scientific research, and community service activities. Every quarter, lecturers self-evaluate their work results on the online system according to the school's criteria. After that, the Faculty's Emulation and Commendation Council meets to review, evaluate and classify based on the lecturer's declaration [Evidence 5.5.04].

The evaluation results are used as a basis for collecting opinions, appointing positions in accordance with their abilities, or considering promotion from lecturers to main lecturers/senior lecturers [Evidence 5.5.05]. Lecturers can contribute ideas to update the criteria, evaluation and reward process. The faculty summarized and sent it to the school [Evidence 5.5.06].

Every year, the university issues guidelines for converting the volume of scientific research into specific research hours, depending on the type and quality of the work [Evidence 5.5.07]. Strong

research groups are formed to support training, scientific research and community service [Evidence 5.5.08].

Adjustments to evaluation criteria and implementation plans are implemented as necessary to ensure comprehensive work outcomes, including teaching, scientific research, and community service [Evidence 5.5.09].

2.5.6. The rights, obligations, interests, roles, relationships and accountability of lecturers and researchers shall be clearly defined and disseminated for all lecturers and researchers to understand and implement, including consideration of academic freedom and professional ethics.

The responsibilities, rights, roles and working relationships of lecturers, including professional ethics and professional standards, are clearly stipulated in the Government's documents. [5.6.01]. Hanoi University of Civil Engineering promulgates more specific regulations on the obligations and interests of lecturers in the university. [5.6.02]. There are regulations of the National Assembly on academic freedom and professional ethics. Lecturers understand their rights and responsibilities through suggesting opinions and performing assigned tasks. All teaching and scientific research activities must comply with the regulations on academic integrity issued by the National Assembly. [5.6.03]. The University organized a contest related to Labor Law and the Faculty participated and won the consolation prize. [5.6.04]. Lecturers report annually on their roles, responsibilities, academic freedom and professional ethics to the Faculty and the University. [5.6.05]. According to the survey results, more than 90% of lecturers are satisfied with their responsibilities and benefits, assigned appropriate tasks, evaluation and reward. [5.6.06]. The university plans to adjust internal spending regulations for science and technology activities to ensure benefits and promote education, scientific research and community service. [5.6.07]. The University has a plan and schedule for receiving feedback directly from lecturers through the Board of Directors and a weekly meeting schedule of the Dean to answer questions.

2.5.7. The demand for training, fostering and professional development of lecturers and researchers is determined systematically and implemented to meet the needs.

The training and professional development for lecturers of the Architecture training program is carried out in a systematic manner, in accordance with the development orientation of the Faculty of Architecture and Planning as well as of the Hanoi University of Civil Engineering. These activities include:

- **Identifying training and professional development needs**: Every year, the Faculty organizes surveys and assesses the capacity and professional development needs of lecturers through personal reports, work performance evaluations and proposals from departments. 📎 *Proof*: Content demonstration link 5.7
- **Implementing training and training activities in the country**: In the period of 2020-2024, the Faculty has organized and sent lecturers to participate in many training courses, professional seminars, pedagogical training classes, innovating teaching methods, applying

information technology in teaching, etc start-up and innovation. 📎 *Proof*: Link to demonstrate training activities in the country

- **Implementation of training activities abroad**: Some lecturers are sent to participate in academic exchange programs, international seminars, or short-term courses abroad through the University's international cooperation programs. 📎 *Proof*: Link to demonstrate international cooperation activities
- **Evaluate the effectiveness of training and training activities**: After each course, lecturers are required to write harvest reports and share knowledge with colleagues in professional activities. The results are stored and used as a basis for evaluating the effectiveness of professional development. 📎 *Proof*: Link to evaluate training effectiveness
- **Methods and tools to support implementation**: The University and Faculty use internal training management systems, online learning platforms such as Google Workspace, Office365, LMS system (cms.nuce.edu.vn), and specialized software such as AutoCAD, SketchUp, Revit, etc. to support lecturers in their learning and professional development. 📎 *Proof*: Link to demonstrate the IT system to support lecturers

The above activities are carried out with the coordination between the following units: Department of Organization and Personnel, Department of International Cooperation, Center for Information Technology, and Faculty of Architecture and Planning. The officer in charge is MSc. Nguyen Cao Lanh – Dean.

Below is a chart illustrating the number of trainers participating in training and professional development activities in 2024 and 2025 according to section **5.7**:

The chart clearly shows the change in the number of lecturers participating in the activities:

- **Advanced learning**: reduced from 22 people (2024) to 9 people (2025).
- **Upgrade**: sharply reduced from 278 people (2024) to 0 people (2025).
- **Promotion**: increased from 1 person (2024) to 38 people (2025).

2.5.8. Management work to evaluate the quality of teaching, scientific research and community service of lecturers and researchers, including commendation and recognition, is implemented.

Hanoi University of Civil Engineering and the Faculty of Architecture and Planning have built a system to evaluate lecturers' work performance in a clear, transparent manner and closely linked to the regimes of remuneration, commendation, appointment and transfer.

- **Evaluation criteria** include teaching volume (number of lessons, number of classes), results of scientific research, level of participation in community service and management

activities. These criteria are specified in the guiding documents of the University and the Faculty. 📎 *Proof*: Regulations on the working regime of lecturers

- **The audit process** is carried out on a quarterly and annual basis. Lecturers self-evaluate according to the form, then the Dean synthesizes, reviews and classifies the results. 📎 *Demonstration*: Quarterly Faculty Evaluation Form
- **The evaluation results** are the basis for considering salary increases, promotions, commendations and appointments. Lecturers with good achievements are considered for salary increases ahead of time, appointment to management positions or proposed emulation titles. 📎 *Proof*: List of lecturers with salary increase and appointment
- **Scientific research activities** are managed through an online system and are periodically evaluated. Lecturers register research plans, write books, articles, participate in seminars, etc. and the progress and results are monitored by the Department of Science and Technology and International Cooperation. 📎 *Proof*: List of scientific research topics and scientific publications
- **Lecturer satisfaction surveys** on reward and recognition policies are conducted annually. The survey results are used to improve policies and improve fairness and transparency in evaluation. 📎 *Proof*: Lecturer satisfaction survey results

Below is a chart illustrating the **results of evaluating lecturers** according to activities in 2024 and 2025, serving the content of section **5.8**:

The chart shows the number of lecturers participating or considered by each activity:

- **Advanced Learning**: reduced from 22 (2024) to 9 (2025)
- **Upgrade**: plummeted from 278 (2024) to 0 (2025)
- **Promotion**: increased from 1 (2024) to 38 (2025)
- **Termination of contract**: unchanged at 1 person
- **Retirement**: reduced from 9 (2024) to 2 (2025)

2.6. STANDARD 6: Student Support Services

2.6.1. The enrollment policy, selection criteria and process of admitting learners into the program are clearly defined, promulgated, widely disseminated and updated

Hanoi University of Civil Engineering (HUCE) annually issues an enrollment policy [6.1.01] based on the regulations of the Ministry of Education and Training (MOET) [6.1.02] and the strategic orientation of the University. Admissions activities are managed and monitored by the Communications and Admissions Department [6.1.03]. Every year, HUCE disseminates and guides the implementation of the Ministry of Education and Training's enrollment policy to units throughout the school [6.1.04]. On the basis of the mission and vision of HUCE and the Faculty of Architecture & Planning, the Faculty established the Admission Council, developed the

enrollment plan, method, determined the criteria and selection form for the Architecture training program [6.1.05].

In order to improve the quality and quantity of enrollment, HUCE implements many forms of online and in-person communication, including websites, fanpages, leaflets, posters, and enrollment counseling at high schools [6.1.06], [6.1.07]. Enrollment announcements and policies are publicly announced on the University's website, the Faculty and official media channels [6.1.08], [6.1.09]. The Architecture training program applies priority policies to attract good students, including candidates with high test scores, winning prizes in provincial/city excellent student exams or having international foreign language certificates [6.1.10]. HUCE organizes many enrollment rounds throughout the year, creating conditions for candidates to register flexibly or adjust their aspirations [6.1.11]. The Admissions Council promotes communication activities, promotion, organizes enrollment counseling days and goes directly to high schools [6.1.12]. Admission results and benchmarks are published on the HUCE website and other communication channels [Admission Notice - email]. Students receive a letter of admission and confirmation of admission online or send their application by post, according to HUCE guidelines [6.1.14]. Table 2.6.1 below shows the annual enrollment statistics. The admission rate has fluctuated slightly but has been on the rise again in recent years.

Table 2.6.1. Enrollment of first-year students – Architecture Training Program

Academic year	Enrollment Criteria	Number of Subscriptions	Number of Successful Admissions	Entry benchmarks
2020–2021	300	759	252	21.04
2021–2022	300	997	249	22.11
2022–2023	300	601	272	23.05
2023–2024	300	836	325	24.00
2024–2025	300	999	305	24.50

In order to improve admissions, the Faculty of Architecture and Planning holds periodic professional meetings to analyze enrollment [photos], collect feedback from lecturers, students and alumni [6.1.16], and establish admissions advisory teams to support communication and direct counseling [6.1.17]. The program continuously improves the training content to meet the needs of international human resources and promote the Architecture training program more broadly [6.1.18], [6.1.19]. After each enrollment season, HUCE and the Faculty conduct a review, evaluation, learn from experience and propose improvement plans for the next enrollment period [6.1.20]. The increase in entrance benchmarks over the years shows that the quality of enrollment is increasingly improved, as evidenced in Table 2.6.1.

2.6.2. Short-term and long-term plans for learner support services (academic and non-academic) shall be formulated and implemented to ensure the adequate quantity and quality of services supporting training, scientific research and community service

In order to enhance the effectiveness of student service, the support staff must not only be sufficient in number but also professionally meet [statistics table of the number of support staff]. The University always enhances the effectiveness of activities to support learners through short-term and long-term planning of lecturers and support staff at the University [Employment Scheme].

In terms of academic services, resources for the Architecture project are regularly supplemented by the Faculty [https://ktqh.huce.edu.vn/], the library system is always open for students to study. In addition to the in-person library system, the University also has an online library system with rich materials [http://ebooklib.huce.edu.vn/]. The lecture hall system is regularly open for students to study, especially near exams, wifi is covered almost throughout the school to serve the learning needs of students.

At the Faculty, the academic and non-academic support staff consists of 1 general support faculty secretary and 1 academic assistant [the statistics table of the number of staff of the training program includes 2 specialists]. The Faculty's database is instrumental in improving the quality of education and services in the following academic years [https://ktqh.huce.edu.vn/]. The general documentation system is managed by the Library [https://thuvien.huce.edu.vn/].

Table 6.2.1. *Statistics of units responsible for academic and non-academic support at the University*

Support for academic services	**Responsible Unit**
Register for study, timetable, learning results, learn about training regulations...	https://huce.edu.vn/ https://sinhvien.huce.edu.vn/sinh-vien-dang-nhap.html
IT Support	https://ttcntt.huce.edu.vn/
Learning materials	https://thuvien.huce.edu.vn/ http://ebooklib.huce.edu.vn/ https://ktqh.huce.edu.vn/
Internships, Jobs	

- CV writing and interview advice when recruiting	
Scientific research	https://khcn.huce.edu.vn/ https://ktqh.huce.edu.vn/
Support for training in informatics and foreign language certificates	https://rdsic.edu.vn/ https://xaydungso.vn/ www.facebook.com/rdsic
Tuition fee exemption Assistance with study expenses, Scholarship Consideration Insurance Sports and recreation ...	https://ctsv.huce.edu.vn/
Medical Care Organizing incoming health check-ups - Examination and dispensing of medicines (Free distribution: First aid and emergency medicines on the spot)	https://ctsv.huce.edu.vn/ https://yt.huce.edu.vn/
Online student administrative procedure registration system	http://sv.huce.edu.vn/Login https://motcua.huce.edu.vn/login
Student dormitories	https://ktx.huce.edu.vn/

At the University, the learner support staff is scientifically arranged and planned, and the learner support services are diverse and deeply cared for. At the same time, solutions are regularly discussed to strengthen learner support through briefings [Briefing Documents].

However, in-depth psychological and physiological support and counseling activities for students are still limited. Therefore, from the academic year 2025-2026, the University will plan and organize psychological and physiological counseling for students.

2.6.3. Having an appropriate system to monitor and record the progress, learning results and learning volume of learners; Learner feedback and corrective activities are implemented in a timely manner and help learners improve learning

Hanoi University of Civil Engineering

Hanoi University of Civil Engineering (HUCE) has a software system, website to manage and announce progress, scientific and effective learning load (C6.3.1). On this system, the learning process of students is systematically recorded and monitored, subject lecturers update learning progress, documents, and attendance regularly on the system so that students can easily monitor and grasp it. Students who have questions about the learning results of the modules can make a review application to the training department and be marked transparently. The review score will be updated on the system (C6.3.2). At the end of each semester or academic year, students receive full and detailed emulation and training assessment results (C6.3.3). After the main learning periods, students violate or do not ensure the regulations on learning volume, the school and faculty will have timely notices to remind and warn students (C6.3.6, C6.3.7, C6.3.8).

The Training Department, Student Management and Student Management Department, Faculty Administrative Officer in combination with subject lecturers and class teachers will be in charge of monitoring the progress, results, and learning volume of students and posting assessment data on the website system (C3.6.9). The assessment and training will be publicly carried out by homeroom teachers and class officials on the system. More special feedback and warnings to learners will be sent by faculty staff, training departments and student management in charge (C3.6.10)

Thanks to the website system, students can easily grasp and update their learning and periodic training situation. Individual requests such as grade review, other questions will be answered through the team: homeroom teachers, faculty administrative officers, student management department and training department. The review and evaluation of students' learning results are carried out regularly according to the academic year (C6.3.11). Students' personal achievements are publicized, recognized and honored on the university's website, creating motivation for students to strive (C6.3.12).

In summary, the management and monitoring of learning progress, learning results and learning load of learners in previous years have been replaced by a grade management system and monitoring of learners' learning results through a system of websites, online forums, digital technology applications that allow decentralization of authority for relevant departments to monitor, supervision in a more systematic, scientific, fast and transparent way, bringing benefits and positive monitoring effects to students and lecturers throughout the university.

2.6.4. Academic advising, extracurricular activities, competitions and other support services are implemented to help improve learners' learning and employability

Hanoi University of Civil Engineering (HUCE) has an integrated system that includes the participation of many officials and lecturers from many departments to coordinate to develop many

academic counseling activities, extracurricular activities, emulation and other support services to help improve the quality of learning and the ability to find jobs for learners. Students from the first year have been instructed to use the university's web portal (C6.4.1, C6.4.2). Along with that, with the one-stop administration website (C6.4.3), students can ask questions and answer all questions about training, administrative procedures and receive other support services for students at the university from finding dormitory rooms, hostels to booking bus tickets. During the study process, students are provided with a full range of support services from medical (C6.4.4), books and libraries (C6.4.5) to a variety of extracurricular activities such as: International student exchange activities, short-term courses abroad, participation in international workshops, student competitions, etc … (C6.4.6, C6.4.7). In addition, job information is also updated on the job portal website (C6.4.8) as well as on the university's official forums, supporting students to find suitable jobs during their studies as well as after graduation.

In terms of extracurricular activities, the Department of Academic Affairs and Student Management, the Faculty Management Board, lecturers in charge of clubs and Youth Union of the Faculty, play an important role when regularly organizing extracurricular activities for students including cultural exchanges, sports, social activities and academic activities and these activities are part of the Youth Union work plan and the youth movement. The activities of units/individuals assigned to academic counseling, extracurricular activities, emulation activities and other support services to improve learners' learning, and learners' employability are publicized and directly through the system of websites. Related performances such as:

- Department of Political Affairs and Student Management [C6.4.9] https://ctsv.huce.edu.vn/
- Faculty of Architecture and Planning, Hanoi University of Civil Engineering [C.6.4.10, C6.4.11]
    - + https://www.facebook.com/kientrucquyhoachnuce/?locale=vi_VN
    - + https://ktqh.huce.edu.vn

The administration and management department will work directly to advise on learning activities, extracurricular activities, emulation as well as other support for learners

Academic counseling activities, extracurricular activities, emulation and other support services have been implemented to help improve the quality of learning and the ability to find a job for learners at Hanoi University of Civil Engineering have taken place regularly and continuously and have contributed very well to the learning process. of the school's students. Taking the lead in traditional activities of the faculty such as exam season relay [C6.4.12] and organizing cross-border field trips for students of the Faculty of Architecture and Planning [C6.4.13]. In addition, the medical department and the Student Management Department often have student health care activities [C6.4.14], the University's youth union and student association also have many summer volunteer activities that are organized regularly [C6.4.15]. Contests for good students and talented students are also organized regularly and widely to help students

become more active, confident, love and develop their personal professional capacity and talents. Information about extracurricular activities is widely announced on the Faculty website.

The Student Political Affairs Department and the Enrollment Counseling and Business Relations Center support students in all aspects. Academic advisors, youth unions, student associations and functional departments accompany students throughout the course. The university's students are strong in community service activities. Professional activities are also of interest to the Faculty and the University. The university regularly organises meetings with employers and job fairs every year to connect students with employers [C6.4.16] [C.6.4.17]

Academic counseling activities, extracurricular activities, emulation and other support services through traditional forms, directly to students, in the past few years, these activities have been significantly improved by the university and the faculty in the direction of applying digital technology. Through the one-stop administrative website system, students can easily access, view news as well as ask questions, ask for advice and support in a simple, fast and convenient way. Student forums and the official website of Hanoi University of Civil Engineering also regularly update and post information related to all extracurricular activities and emulations to help students of the whole university to quickly grasp learning and activity news quickly and completely.

2.6.5. The capacity of the support service provider team is clearly defined in the recruitment criteria, in the assignment of tasks and evaluated to ensure that it is suitable for the needs of stakeholders. Roles and relationships are clearly defined to ensure services are deployed smoothly.

The School's Regulations on Recruitment, Employment and Training of Public Employees [Regulations on Recruitment, Use and Training of Civil Servants] are generally applicable to both teachers and the School's support team.

The recruitment of public employees must be based on the University's Job Position Scheme. Every year, the Rector develops a plan to recruit public employees and reports it to the University Council for approval as a basis for recruitment. The content of the recruitment plan will clearly state the job position, the number and standards and conditions of the position registered for recruitment. The university will also issue a written recruitment notice [2024 Recruitment Notice] and post recruitment information on the mass media.

The specific tasks of faculties, departments, institutes, and centers in supporting students are clearly stated in the documents promulgated on Regulations on the functions and tasks of units [Statistics by functions and tasks of units]and published on the school's website [https://huce.edu.vn/]. In order to improve the capacity of support staff, the University has carried out activities such as sending officials to participate in training to improve professional capacity [Decision on sending experts for professional training].

Table 6.5.1. *Capacity of support staff at the University*

Support Staff	**Highest level of education**	**Total**

	High school and below	Beginner	Intermediate and College	Bachelor's degree	Master's	Doctor	
Library Staff							
IT staff							
Consulting Center for Doctors and QHDN							
Department of Education-Student							
Administrative Staff							
Total							

The support staff at the University meets the requirements of serving and supporting the learning of students and the teaching work of teachers in the University in both quantity and quality. However, at present, annual reports with matching of the capacity of support staff in accordance with the needs of stakeholders have not been demonstrated. The addition of this activity in 2025 will have more grounds for the University to come up with appropriate shortcomings and improvement plans to improve the quality of support services.

2.6.6. Learner support services are periodically evaluated, matched and improved

Students can give feedback through the class activity record [Class Meeting Minutes]and annual school-student dialogue meetings[Demonstration of the dialogue between students and the school]. The Student Affairs Office is responsible for responding to students' comments to the University.

Every year, the University also conducts dialogues between lecturers and the university about the support activities of officials of faculties, departments, institutes, and centers. This is the basis for improving the quality of support services of stakeholders in the process of performing assigned tasks. Through the results of the meetings, the school will work with relevant departments and departments to improve support services with teachers [Staff Meeting Minutes].

2.7. STANDARD 7: Facilities and Infrastructure

2.7.1. Having sufficient resources and facilities including equipment, learning resources and IT systems to operate the training program

In order to ensure the facilities to operate the training program, the University has issued a facility operation process including the asset procurement process [7.1.1], the payment process

[7.1.2], the warehouse storage and management process [7.1.3], the asset maintenance and maintenance process [7.1.4], promulgating standards and norms for the use of special-use machinery and equipment in the field of education and training [7.1.5]. During the operation, teachers, support staff and students must comply with the regulations on management and use of public assets issued by the University [7.1.6].

The procurement, repair, maintenance and upgrading of facilities annually are specifically assigned to the Equipment Management Department (QTTB), Finance Department (TV) and related departments using actual assets [7.1.7]. Periodically, the University establishes an Inventory Council, assigns specific tasks to conduct asset inventory activities, properly assess the current situation and property value of the University [7.1.5] [7.1.6].

Hanoi University of Civil Engineering (HUCE) owns a system of modern facilities, effectively serving the training, research and living activities of students. The main campus of the university is located in Hai Ba Trung district, Hanoi, with an area of about 3.9 hectares, with lecture hall buildings, classrooms and administrative areas planned synchronously. In addition, the university is developing an experimental facility in Nam Cao University Urban Area (Phu Ly, Ha Nam) with a scale of more than 24 hectares to expand the space for training and applied research. The lecture hall system at the main campus includes blocks H1, H2, H3, C4 and a 10-storey laboratory, with a total usable area of nearly 45,800 m² with 99 classrooms with a capacity of 50 to 150 seats. The university also has 16 laboratories and workshops for intensive engineering disciplines. The university's central library covers an area of over 7,100 m², offers more than 118,000 titles and serves approximately 705 seats for students and faculty simultaneously. In addition, the university also has a sports center of more than 1,400 m², a large G3 hall with a capacity of about 900 people, a dormitory system with an area of more than 8,000 m², meeting the accommodation for about 1,000 students. With synchronous facilities and constantly being invested and developed, Hanoi University of Civil Engineering has gradually affirmed its role as a leading training and research center in the field of construction and architecture in Vietnam [7.1.8].

In addition, students can also access more online learning materials from the library's website [7.1.9].

The school is equipped with a wireless network system (Wifi), has detailed instructions for using wifi and has staff to monitor and monitor the operation of the network system [7.1.10].

The university often organizes surveys and evaluations for lecturers and students about facilities [7.1.11], and plans to invest in future facilities [7.1.7].

2.7.2. Laboratories and equipment are up-to-date, available and effectively used

The procurement process for the use of laboratory and laboratory equipment complies with the general regulations on the University's facilities [7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6], and promulgates internal regulations governing the use of laboratories and equipment [7.1.8].

To ensure safety, the University promulgates its own rules when using laboratories and laboratories and appoints staff in charge of management and has a book to monitor the use of laboratories [7.1.8].

The procurement, repair, maintenance and updating of equipment shall be assigned specifically to the Equipment Management Department, Finance Department and units using practice, laboratory and machine rooms [7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6].

The system of laboratories and practical workshops of Hanoi University of Civil Engineering (HUCE) is one of the important platforms for technical training and scientific research in the fields of construction, architecture and infrastructure engineering. With the goal of linking theory with practice, the university has invested in building a system of 16 laboratories and intensive practice workshops, arranged in functional buildings such as H3, C4 and a 10-storey laboratory building. The laboratories are designed according to each specialty such as: Building Materials, Soil Mechanics, Material Durability, Hydraulics, Building Structures, Geoengineering, Construction Chemistry, Environment, Physics – Electricity – Water, Technical Infrastructure, Traffic Experiments, etc. This system not only serves practical subjects but also meets the needs of scientific research, material testing and technology transfer cooperation with domestic and foreign partners [7.2.1].

In addition to the indoor laboratories, HUCE also has a number of outdoor practice workshops and practical construction simulation areas, especially at the Ha Nam laboratory facility. The equipment at the laboratories is updated periodically, including state-of-the-art materials testing machines, load testing equipment, geotechnical simulations, hydraulic models, structural simulation software and digital sensor systems. Thanks to a diverse system of experiments and practices, HUCE students have the opportunity to practice professional skills, approach the reality of the profession right in the learning process, thereby improving their professional capacity and ability to adapt to the domestic and international labor market.

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Every year, the University organizes statistics and inspections of laboratory and practical equipment along with an inventory of facilities, thereby adding more equipment for laboratory practice activities [7.2.2]. In addition, the University conducts surveys on the equipment, service quality of the laboratory, practices and combines with the proposals of the faculties when there is a need, thereby making a plan for the maintenance of laboratory and laboratory equipment and proposing new investment plans [7.1.7].

2.7.3. Have a regularly updated electronic library to keep up with advances in ICT

The library of Hanoi University of Civil Engineering is medium-sized in the system of technical university libraries in Vietnam. With a usable area of over 7100 m², the system is divided into many functional spaces with a total of about 700-750 seats. The library stores about 118,878 books in repositories of textbooks and professional documents. In addition, open reading rooms circulated 20,390 Vietnamese books and 38,404 foreign language books. The total number of documents is estimated to amount to about 177,672 titles [7.3.1].

Regarding services and support platforms: Barcode system for managing borrowing/returning documents, accessed via OPAC portal [7.3.2]. Providing digital documents, supporting the search of domestic and international scientific databases. The computer system is arranged for online document lookup and access [7.3.1]. At the same time, the process of reviewing and assessing the level of responsiveness and demand of e-libraries for teachers and learners is standardized for regular implementation, in order to ensure the quality of e-libraries at the school [7.3.3, 7.3.4].

The assignment of tasks related to electronic libraries is specifically defined [7.3.5]. In addition, the Library also proposes annual plans and investment projects, improvement projects to innovate operations and improve the Library's service performance. The electronic library instruction system, library regulations, the system to track the use of library materials as well as the rules for using the library and functional rooms are clearly defined [7.3.2, 7.3.3, 7.3.4]. The establishment decision and the Regulation on organization and operation of the University Library are stipulated from the beginning of establishment, [7.3.6, 7.3.7].

The library has cooperated with many off-campus e-library units on the right to exploit electronic databases [7.3.8]. The digital library has also been put into use with a rich number of books [C7.3.2]. In the period of 2021-2023, the Library has invested in 5 database packages, with a total contract value of 698,210,000 VND. The packages mainly serve the purpose of maintaining library management software and accessing digital learning materials. In 2024, the number of investment packages will be 4 packages, with a total budget of 394,800,000 VND. In particular, it is worth noting the expansion of the connection to the electronic publication system and international academic databases [7.3.4].

The library regularly coordinates with units in the university to organize workshops on library skills, document lookup, and academic writing techniques for undergraduate and postgraduate students. The Internet network in the library is regularly upgraded, in order to meet the requirements of learners and researchers [7.3.9, 7.3.10].

In recent years, the Library's electronic learning resources have been constantly supplemented and diversified [7.3.11]. Every year, the Faculty also reviews the materials at the Library for additional registration to meet the training needs of the Architecture major [7.3.12]. The learning management system at the school is computerized to respond to advances in information and communication technology [7.3.2].

Every year, the Library conducts an assessment of the Library's responsiveness, including an electronic library of materials and facilities for training needs, through a survey to assess the satisfaction level of readers [7.3.13]. In general, the survey results show that teachers and students all agree that books, newspapers and documents on the e-library basically meet the learning and reference needs of learners, the process of borrowing and returning books and documents is quite clear and reasonable, readers evaluate that the library has enough space for learning and the e-library is easy in the document lookup.

However, the database to access some specialized books and newspapers in prestigious international journals is still not diverse. To overcome this, the University will continue to look for electronic libraries from major universities to conduct linkages, promoting the number of in-depth electronic materials for learners for research work.

2.7.4. Having an information technology system to meet the needs of learners, lecturers, researchers, management teams and employees

Hanoi University of Civil Engineering has a relatively complete Information Technology system [7.4.1], including an intranet, a digital search and learning material system (OPAC) [7.3.2], digital transformation with a digital model (Digital Model), and training in modern IT and related techniques such as BIM, Cloud, IoT, security and data mining [7.4.2]. This system basically effectively meets the learning, teaching and research needs of lecturers and learners. Online IT system to support students [7.4.3].

The university has a specialized unit called the IT and Communications Department, which is responsible for managing the entire intranet system, training management software [7.4.4], staff email [7.4.5], information security and technical support. Core IT services such as internal email system, module registration portal, student portal, quality survey, lecturer evaluation and grade management are operated stably.

Hanoi University of Civil Engineering currently has a relatively complete information technology system, basically meeting the needs of teaching, learning, research and management. The technical infrastructure has covered Wi-Fi throughout the campus, with a server system, and a computer room for learning and research. The university effectively deploys software platforms such as the e-training portal [7.4.4], digital library [7.4.5], science and technology portal [7.4.6], online learning systems and academic tools, and regularly invests in digital databases, with a total

budget of nearly VND 700 million in the period of 2021-2023 and nearly VND 400 million in 2024. The strengths of the system are wide coverage, stable operation of software, methodical investment and focused IT skills of learners.

However, there are still limitations such as lack of synchronization between systems, lack of a unified LMS platform, some tools are externally dependent, and uneven IT capacity among users. The reason comes from both limited resources and a lack of an overall digitalization strategy. The university is oriented to upgrade the digital ecosystem, strengthen digital skills training and invest in infrastructure in a synchronous and modern direction.

The limitations of the information technology system at the school are that sometimes the quality of the connection is not stable, access to the credit registration website or network congestion at peak times. However, this problem is improving year by year thanks to the continuous upgrading of network infrastructure and facilities for information technology at the school.

The University is also planning to build an IT development strategy for the period of 2025-2030 in association with the University's digital development strategy. Integrate platforms (training, surveys, libraries, LMS, emails, etc.) into a synchronous ecosystem. Promote digital skills training for lecturers and students, especially in the use of specialized tools. Strengthen internal communication, build an IT Helpdesk. Balancing the budget for investment in copyrighted software systems, international digital learning materials, etc.

2.7.5. Staff, teachers and learners have easy access to the network and computer systems on the campus of the school to be able to make the most of IT for teaching, research, community service and administrative management activities.

The University has come up with a specific IT application and digital transformation plan. In order to ensure the maintenance as well as monitor the use of the computer room, users must comply with the general regulations on the use of public computers of the University and Faculty [7.5.1].

Procedures in monitoring the operation of the IT system [7.5.2], regulations on operators [7.5.3], proposals, reports, reports for maintenance, supplementation and upgrading of the IT system at the University [7.1.11], thereby signing contracts for upgrading the IT system at the University are carried out regularly [7.5.4]. In addition, the review and assessment of the level of responsiveness and use of the IT system to learners and teachers in the school is also very concerned, with a specific process [7.5.5].

Hanoi University of Civil Engineering maintains a relatively complete process in operating, monitoring and upgrading IT systems to ensure that digital infrastructure always meets the needs of training, research and management. The process of monitoring the operation of the IT system is assigned to the Department of Information and Communication Technology, in coordination with relevant functional units such as the Administration – Administration Department, the Training Department and the Information Center – Library [7.5.2]. The engineering department regularly monitors the operating status of the internal network system, servers, workstations,

projection equipment, and network transmissions, with periodic maintenance logs and internal trouble reports stored. The regulations on the assignment of operators are reflected in the regulations on organization and operation of the IT Department, which clearly distinguishes the duties of technicians, network administrators, technical support staff, and officers in charge of software/systems [7.5.3]. When there is a problem or need for expansion, the reports, proposals for repair, supplementation of equipment, upgrade of transmission lines and software updates are sent by the units to the IT Department, then summarized into a report to be submitted to the Board of Directors. Based on the report, the university will sign contracts for maintenance and upgrade of IT systems through an annual financial plan [7.1.7].

The number of computers at the Faculty fully meets the needs of learners [7.5.6]. Every year, the Faculty and the University organize a survey of stakeholders on the University's information technology system. The results show that teachers, experts and learners are basically satisfied with the University's information technology system and evaluate that the information technology system basically meets learning and research activities as well as other activities in the School [7.1.5].

All the Demonstrations of Improvement and Efficiency

However, sometimes the quality of the connection is not stable, access to the credit registration website or network congestion at peak times. However, this problem is improving year by year thanks to the continuous upgrading of network infrastructure and facilities for information technology at the school [7.1.7].

2.7.6. Environmental, health and safety standards are determined and implemented; with consideration for individuals with special needs

The University has issued documents for the purpose of building the University to ensure safety, security, order and civilization such as the decision on the convention on building a safe school in terms of security and order [7.6.1]; the decision to promulgate the internal rules of fire prevention and fighting [7.6.2]; the decision to promulgate the code of conduct in the University [7.6.3]; the decision to promulgate the internal rules, entering the school; decide to promulgate regulations on the implementation of a cultural and civilized lifestyle in students.

The school promulgates a system of documents regulating fire prevention and fighting, operation of electrical equipment, safety rules at laboratories and practice workshops. Specifically assign units to manage and operate safety equipment in each building and functional area, and at the same time coordinate to rehearse emergency response measures, make propaganda plans within the University, install fire protection equipment in lecture halls and offices[7.6.4].

The school conducts medical activities in the school such as checking the food hygiene of the canteens, cafeterias at the school, organizing the school medical team [7.6.5, 7.6.6], conducting periodic health checks for learners [7.6.7], investing in a filtered water system in the lecture hall area, etc libraries and dormitories, when there is an abnormal epidemic, the school has a plan to respond and proactively produce tools to support epidemic prevention and control. To ensure a green, clean and safe landscape environment, the University has planted many trees, signed

contracts with businesses to treat garbage and hazardous waste in the experimental areas [7.6.8]. Universities in Hanoi generally carry out periodic spraying of disinfectant and insecticidal chemicals in dormitories and laboratories. This is urgent to prevent pathogens and ensure a clean environment for learners and boarding students. Conducting environmental monitoring in the school area. For security and order work, the University organizes a security team on duty 24 hours a day, coordinating with the Bach Mai Ward Police and mass organizations to maintain security and order. These activities aim to ensure property and safety for staff and students during and after office hours.

Hanoi University of Civil Engineering has established a fairly comprehensive system of environment, school health, occupational safety and living conditions for learners as well as officials. Many activities such as periodic health checks, food safety monitoring, epidemic prevention, feedback surveys and internal security are seriously implemented, demonstrating the commitment to providing a safe and healthy learning and working environment.

The university conducts safety, environmental and health surveys for students and faculty through online forms and internal information. The survey results are synthesized and sent to leaders and included in the plan to improve facilities and healthcare.

2.7.7. Educational institutions provide a favorable psychological, social and landscape environment for training and research activities and create comfort for learners

Hanoi University of Civil Engineering has issued and implemented school psychological support processes for learners, in order to ensure a positive spiritual environment in training and research. Through psychological counseling activities, periodic student satisfaction surveys, tuition support policies and boarding and outpatient life, the university creates conditions for social learners to feel safe, comfortable and cared for. These support activities are organized by the Department of Vocational Education, in collaboration with the Health Station, Youth Union and specialized units, ensuring regularity, confidentiality and systematicness [7.7.1].

Hanoi University of Civil Engineering has clearly assigned responsibilities to units in creating a favorable school environment both psychologically, socially and landscapely. The Student Affairs Office is the focal point for supporting the psychology and life of learners; The Health Station coordinates to handle issues related to mental health; The Library Center, General Administration Department is responsible for ensuring a friendly, clean, beautiful and quiet learning environment. In addition, mass organizations such as the Youth Union – Student Union, the Academic Advisor team and class leaders also contribute to maintaining a positive school environment, detecting and promptly supporting cases of students with psychological problems [7.7.2].

Hanoi University of Civil Engineering has synchronously implemented many solutions to ensure a favorable psychological environment for training, research activities and comfort for learners. Establish the Student Affairs Office (CTSV) as a focal point for psychological and life support, school counseling, receiving student feedback and feedback. There is a team of academic

advisors at the faculties, acting as a bridge for professional support and psychology of learning. Implement extracurricular activities, exchanges, clubs, seminars to develop skills, reduce learning pressure. Invest in common living spaces, group learning, quiet libraries, and modern self-study areas. Periodically organize surveys to collect learners' opinions on the school environment, social psychology and learning conditions. Actively coordinate with the Health Station and the Youth Union to organize mental health care activities.

Hanoi University of Civil Engineering and the Faculty of Architecture and Planning have implemented many solutions to ensure a favorable psychological and social environment for training and research activities. The school has established a school psychology counseling team, cooperated with psychologists, and organized emotional support activities such as "Listening Lessons", "Exam Season Counseling", and "School Psychology Week". The online learning system is integrated with an emotional feedback function, helping academic advisors detect and support students in a timely manner. In addition, the school focuses on internal communication and invests in tree-friendly learning spaces, rest areas, creating both physical and mental comfort for learners.

2.7.8. The capacity of support staff to participate in services related to facilities and equipment is clearly defined and evaluated to ensure that the skills meet the needs of stakeholders

According to the Department of Equipment Management – of Hanoi University of Civil Engineering, this unit is assigned to be in charge of all:

Managing the operation, maintenance, upgrading and maintenance of works, facilities, assets and equipment for training, research and management [7.8.1].

Assume the prime responsibility for formulating internal rules and regulations on the use and preservation of equipment, decentralize and inspect the implementation of proposals for procurement, operation and maintenance, and assessment of the quality of use of equipment [7.8.2].

Make plans for addition, replacement, repair and maintenance of assets and report to the School Board for approval and implementation according to the clear assignment of individuals and functions of each position [7.1.7].

These contents show that the university has created a process that clearly defines the roles, responsibilities and professional capacity of the facilities management and operation team, along with a mechanism for evaluating, receiving requirements and quality control from faculties, departments and users.

Support staff participating in facilities and equipment services in the facilities department, administrative department, Information and Communication Technology Center and secretaries and assistants at the Faculty. The support officer of the Physical Facilities Division is responsible for the process of procurement of goods, renovation and repair of material foundations and assets handed over, handling of assets at the end of programs and projects, and liquidation of assets. The duties of the Support Officer belong to the Center for Information and Communication Technology

related to computer networks and websites. The task of the Support Officer of the administrative department unit is to operate the facilities at the school. The task of the Faculty Support Officer is to support learners when they encounter problems with facilities and equipment. In addition, the Faculty also supports stakeholders on academic-related issues.

Every year, the university conducts a stakeholder survey on the quality of support activities that are also conducted to ensure a higher level of evaluation and improvement of support activities and services. Supporting stakeholders in terms of facilities and equipment has been relatively effective at the University over the years. The missing positions were filled in time.

The university has planned to renew its organizational structure, plan to train and develop a support team to strengthen staff support for facilities and equipment for stakeholders.

However, the human resources are lacking, so sometimes they do not respond in time to the support requests of stakeholders. Therefore, VNU has promoted the recruitment of personnel to support services, operation of facilities and equipment at the university in recent years.

2.7.9. The quality of facilities (such as libraries, laboratories, laboratories, IT and services for learners) is evaluated and improved

The quality of facilities makes an important contribution to the quality of teaching, learning, research activities and technology transfer. The school operates an asset management cycle, including: Receiving requests for repairs, upgrades or equipment procurement from units. Technical staff handles, checks the facts and makes a report on proposals. The report is sent to the leader for consideration, approval of investment or maintenance. The department re-checks and evaluates the effectiveness after implementation. This process ensures feedback from users and timely system improvement updates [7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7]. This activity helps the University to evaluate and promptly propose measures to handle, maintain and liquidate facilities and have a plan to supplement and upgrade facilities to ensure the quality of training and scientific research activities.

According to the Regulation on Organization and Operation (issued together with Resolution No. 108/NQ-HDTĐHXDHN dated 11/7/2024) [7.9.1], the Equipment Management Department is a specialized unit in charge of managing, maintaining, operating, assessing the quality and improving works, classrooms, equipment and facilities of the whole school [7.9.2]. This unit is responsible for receiving proposals from faculties, departments, establish maintenance plans, propose investments, and perform periodic inspections.

For the laboratory and library system, the university regularly reviews the quality through user feedback and high-level training cooperation projects such as the PFIEV program with modern reading rooms and laboratories according to international standards [7.2.2, 7.3.9, 7.3.13]. The SATREPS project (2023–2028) represents the investment and upgrading of the adaptive water supply laboratory, which was inaugurated and put into use, accompanied by a process of monitoring and evaluating the efficiency of equipment use in testing and research [7.9.3].

The IT Center and Digital Library are organized according to the operating regulations, with a dedicated team in charge of managing IT infrastructure – library – academic database. The University promulgates a mechanism for standardization, cooperation in sharing and integrating the system of learning materials and digital libraries, combining the evaluation of the effectiveness of use with the needs of learners, lecturers and researchers [7.9.1].

The survey results show that the quality of facilities at Hanoi University of Civil Engineering has generally met the teaching, learning and research needs of stakeholders. Procurement, repair, inventory of assets and tools are carried out periodically in accordance with the process and bring remarkable efficiency in operation and exploitation.

However, through internal assessment and feedback from learners, some limitations still exist such as: some classrooms degrade over time, equipment in some laboratories has not been updated synchronously, or the capacity to exploit digital libraries is not uniform among training units.

To overcome this, the University and the Faculty have implemented a number of key solutions, including: developing a plan to renovate and upgrade classroom and lecture hall infrastructure; increasing investment in modern equipment for laboratories serving key industries such as: Model workshop [7.9.4], establish a process for monitoring the operation of equipment and periodically evaluate the efficiency of use; organize training on skills to exploit digital library resources and LMS system for students and teaching staff [7.3.2, 7.4.3, 7.4.4].

The above solutions have initially brought positive effects such as improving learner satisfaction (reflected in the survey results of the 2024-2025 academic year), strengthening the ability to connect and exploit learning materials, and contributing to improving working and teaching conditions for lecturers.

2.8. STANDARD 8: OUTPUT AND OUTCOMES

2.8.1. The graduation rate, dropout rate and average graduation time shall be established, monitored and compared to improve the quality

2.8.2 The employment situation as well as data on self-employment, entrepreneurship and further education of learners are established, monitored and matched to improve quality.

2.8.3. Scientific research activities and innovative products, inventions and useful solutions of learners, lecturers and researchers shall be established, supervised and matched in order to improve quality.

- *Scientific and technological activities of lecturers and learners are generally stipulated in the Regulation on organization of the university's activities, issued under Resolution 108/NQ-HDTĐHXDHN dated July 11, 2024 of the University Council (together with Document 1105/QD-ĐHXĐ in 2020 on the working regime of lecturers)*

- *The university has a system of documents on scientific and technological activities of lecturers published on khcn.huce.edu.vn/quan-ly-khcn/*
- *The university has issued a system of documents and forms on students' scientific research activities at khcn.huce.edu.vn/ cac-bieu-mau-de-tai-science-technology-sinh-vien/*
- *The university provides a system of documents regulating the calculation of scientific research hours, project registration forms, and scientific research declarations on the website: khcn.huce.edu/category/van-ban-bieu-mau.*
- *The University has a document on rewarding and adding points for students' science and technology activities (including rewarding and adding points for students who win awards, commendation, calculating the volume of scientific activities for instructors)*
- *The University has a statistical tool for scientific research activities for lecturers on the following system: eoffice.huce.edu.vn.*
- *Students' scientific and technological activities are monitored annually by the Department of Science and Technology.*
- *The Science and Technology Department of the University is assigned to monitor, analyze and evaluate scientific research activities, innovative products, inventions, and useful solutions of learners and lecturers.*
- *Regulation on organization and operation of Hanoi University of Civil Engineering, promulgated together with Resolution 108/NQ-HDTĐHXDHN.*
- *The Faculty has statistics, data and reports on the situation of scientific and technological activities of learners and lecturers in the annual summary reports, with comments on the level of completion and orientation for the next academic year.*

The main solutions proposed are:

+ *Support and encourage lecturers to register for ministerial, provincial, municipal and state projects*
+ *Encourage, support and reward groups and individuals with international publications with both material and titles*
+ *Establish regulations on scientific topics at the school level, key schools of grades 1 and 2 to support the encouragement of scientific research of lecturers and learners, especially learners at the doctoral level (encouraged to be supported by key university-level topics of type 1)*
+ *Encourage students to do scientific research by adding points and awards.*
+ *Establishing and supporting the operation of strong research groups and research groups*
+ *Improve the quality of science and technology journals of the university.*

The effect achieved is very positive, the number of international publications of the university has increased year by year and is in the group of schools with many international

publications in Vietnam. The university's science and technology journal scored high in the list of scientific journals recognized by the state council for professor title, for Architecture, the university's journal is 1 of the 2 journals with the highest score in the industry (0.75 points)

2.8.4. Data on the level of output standards of the training program shall be established and monitored

2.8.5. Stakeholder satisfaction levels are established, monitored and matched to improve quality

PART 3 - STRENGTHS AND SURVIVAL ANALYSIS

3.1. STRENGTHS AND EXISTENCE OF EACH CRITERION

Criteria Criteria	Strength Strengths	Weakness Survival
1		
1.1		
1.2		
1.3		
1.4		
1.5		
2		
2.1		
2.2		
2.3		
2.4		
2.5		
2.6		
2.7		
3		
3.1		
3.2		
3.3		
3.4		

3.5		
3.6		
4		
4.1		
4.2		
4.3		
4.4		
4.5		
4.6		
4.7		
5		
5.1		
5.2		
5.3		
5.4		
5.5		
5.6		
5.7		
5.8		
6		
6.1		
6.2		
6.3		

6.4		
6.5		
6.6		
7		
7.1		
7.2		
7.3		
7.4		
7.5		
7.6		
7.7		
7.8		
7.9		
8		
8.1		
8.2		
8.3		
8.4		
8.5		

3.2. PROPOSING IMPROVEMENT PLANS FOR EACH CRITERION

Criteria **Criteria**	**Improvement Issues** **Enhancements**	**Plan and Resources** **Implementation plans and resources**

1		
1.1		
1.2		
1.3		
1.4		
1.5		
2		
2.1		
2.2		
2.3		
2.4		
2.5		
2.6		
2.7		
3		
3.1		
3.2		
3.3		
3.4		
3.5		
3.6		
4		
4.1		

4.2		
4.3		
4.4		
4.5		
4.6		
4.7		
5		
5.1		
5.2		
5.3		
5.4		
5.5		
5.6		
5.7		
5.8		
6		
6.1		
6.2		
6.3		
6.4		
6.5		
6.6		
7		

7.1		
7.2		
7.3		
7.4		
7.5		
7.6		
7.7		
7.8		
7.9		
8		
8.1		
8.2		
8.3		
8.4		
8.5		

3.3. SUMMARY OF STRENGTHS, STRENGTHS AND IMPROVEMENT PLANS ACCORDING TO EACH STANDARD

Standard 1: Expected Learning Outcomes	

Standard 2: Structure and content of the teaching program	
Standard 3: Teaching and learning methods	
Standard 4: Assessment of learning outcomes	
Standard 5: Teaching staff	
Standard 6: Learner Support Services	
Standard 7: Infrastructu	

re and equipment	
Standard 8: Outputs and Results Achieved	

3.4. SELF-ASSESSMENT OF THE LEVEL OF ACHIEVEMENT ACCORDING TO A 7-LEVEL SCALE

Score	1	2	3	4	5	6	7
1							
1.1				x			
1.2				x			
1.3				x			
1.4				x			
1.5				x			
Standard 1				x			
2							
2.1				x			
2.2				x			
2.3				x			
2.4				x			
2.5				x			

2.6				x			
2.7				x			
Standard 2				x			
3							
3.1				x			
3.2				x			
3.3				x			
3.4				x			
3.5				x			
3.6				x			
Standard 3				x			
4							
4.1				x			
4.2				x			
4.3				x			
4.4				x			
4.5					x		
4.6				x			
4.7				x			
Standard 4				x			
5							
5.1				x			
5.2				x			

5.3				x			
5.4					x		
5.5				x			
5.6					x		
5.7					x		
5.8				x			
Standard 5				x			
6							
6.1				x			
6.2				x			
6.3					x		
6.4					x		
6.5				x			
6.6				x			
Standard 6				x			
7							
7.1				x			
7.2				x			
7.3				x			
7.4					x		
7.5					x		
7.6				x			
7.7				x			

7.8					x		
7.9				x			
Standard 7				x			
8							
8.1				x			
8.2				x			
8.3				x			
8.4					x		
8.5					x		
Standard 8				x			

SECTION 4 – APPENDIX