

*Hung Yen, December 2nd, 2025*

Number: 58/BC-CĐYT

**SELF-ASSESSMENT REPORT ON QUALITY FOR THE 2024-2025  
SCHOOL YEAR**

**A. GENERAL INFORMATION ABOUT THE VOCATIONAL EDUCATION  
INSTITUTION**

- School name: Thai Binh Medical College
- English Name: Thaibinh Medical College
- Governing body: People's Committee of Hung Yen Province
- School address: 290 Phan Bá Vành Street, Tran Hung Dao Ward, Hung Yen Province

Province

*Headquarters:*

*Branch 1 :* 290 Phan Bá Vành Street, Tran Hung Dao Ward, Hung Yen Province

Phone number: 02273.830.037

Fax number: 02273844966

Website: caodangytb.edu.vn

- Year the school was founded: 1960
- Year of initial establishment: 1960
- Year upgraded to Thai Binh Medical College: 2008

School type: Public ; Private

- Contact information for the head of the vocational education institution responsible for accreditation and quality assurance:

+ Full name: Nguyen Thi Thu Dung

+ Position: Principal

Phone number: 0913291988

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**B. RESULTS OF SELF-ASSESSMENT OF QUALITY**

**I. SELF-ASSESSMENT OF THE QUALITY OF VOCATIONAL EDUCATION  
INSTITUTIONS**

**1. Timeframe for conducting quality self-assessment**

- Timeframe for conducting the quality self-assessment: From April 2025 to November 2025

- Time of publication of the self-assessment report on quality: December 2025

## 2. Results of the self-assessment of quality

2.1. Total self-assessment score for quality: 94

2.2. Self-assessment of quality: Meeting the quality accreditation standards for vocational education institutions.

2.3. Summary table of detailed self-assessment scores for quality according to each criterion and standard:

<b>TT</b>	<b>Criteria, standards,</b>	<b>Cut-off score</b>	<b>Self-assessment of vocational education institutions</b>
	<b>PROPOSED RESULTS</b>		<i>Meets quality standards</i>
	<b>Total score</b>	<b>100</b>	<b>94</b>
<b>1</b>	<b>Criterion 1: Mission, objectives, organization, and management</b>	<b>10</b>	<b>10</b>
	<i>Standard 1.1:</i> The mission and objectives of the school are specifically defined, consistent with the school's functions, tasks, and development orientation, aligned with the human resource requirements in the national and local industry development strategies/socio-economic development strategies, and are publicly announced .	2	2
	<i>Standard 1.2:</i> The school has regulations on organization and operation, which clearly define the functions and responsibilities of the units under and directly affiliated with the school, in	2	2

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	accordance with the school's mission, objectives, industry structure, and training scale .		
	<i>Standard 1.3</i> : The school has established and is operating a quality assurance system .	2	2
	<i>Standard 1.4</i> : Each year, the school's quality assurance system is evaluated and improvements are implemented to enhance its effectiveness and efficiency in management .	2	2
	<i>Standard 1.5</i> : The Board of Directors or School Council (Party Committee, Board of Management for schools belonging to the armed forces), Party organizations, mass organizations, and other advisory councils are established according to regulations; establishing strategic direction consistent with the mission and objectives of the school .	2	2
<b>2</b>	<b>Criterion 2: Training Activities</b>	<b>16</b>	<b>14</b>
	<i>Standard 2.1</i> : The admission regulations and admission plans and policies are developed and implemented in accordance with the training programs for the school's various majors and professions .	2	2
	<i>Standard 2.2:</i> The school's admissions process follows a plan that ensures fairness, objectivity, and aims to improve the quality of incoming students. The admissions process is inspected, monitored, and improved to ensure its appropriateness and effectiveness.	2	0

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	<i>Standard 2.3</i> : The school establishes and promulgates regulations on training, examination, testing, and graduation recognition. The forms, methods, and approaches to training are diverse and appropriate to the objectives and content of each training program.	2	2
	<i>Standard 2.4: The school develops and implements a training plan for each class, course, semester, and academic year.</i> The training plan is detailed down to the module, subject, theoretical and practical class hours, and internship hours, in accordance with the training format, to ensure learners meet the learning outcomes.	2	2
	<i>Standard 2.5:</i> Training activities are conducted according to the objectives and content of the approved training program; there is coordination with the employer or other organizations and individuals in organizing and guiding learners in practical training and internships .	2	2
	<i>Standard 2.6:</i> The school applies information technology in management and training organization, including distance learning (if any).	2	2
	<i>Standard 2.7:</i> Annually, the school plans and organizes the inspection and monitoring of teaching and learning activities in accordance with the plan. It implements timely adjustments to teaching and learning activities based on recommendations from	2	2

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	inspection and monitoring reports to contribute to improving the quality of education.		
	<i>Standard 2.8:</i> The forms, methods, and tools for evaluating learners' learning and training outcomes are designed appropriately; they are reviewed, evaluated, and improved to ensure accuracy, fairness, objectivity, and to guide learners towards achieving the learning outcomes.	2	2
<b>3</b>	<b>Criterion 3:</b> Teachers, administrators, officials, and employees	<b>14</b>	<b>14</b>
	<i>Standard 3.1 :</i> The recruitment, planning, training, and professional development procedures for teachers and school administrators have been issued and implemented; they are reviewed and evaluated annually for improvement .	2	2
	<i>Standard 3.2 :</i> The school fully implements policies and regulations for teachers, administrators, staff, and employees. Annually, the school develops training and professional development plans to standardize and improve the quality of its teaching staff, which are then submitted to the competent authority for approval .	2	2
	<i>Standard 3.3 :</i> The school's teaching staff meets professional and technical standards, as well as other current standards, ensuring sufficient numbers and a balanced structure of disciplines and professions to meet the school's training requirements .	2	2

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	<i>Standard 3.4:</i> Teachers instruct according to the content, objectives, and requirements of the training program and comply with relevant regulations on training organization .	2	2
	<i>Standard 3.5 :</i> The school has policies and measures in place and implements policies and measures to encourage teachers to study, improve their professional skills and expertise, and innovate teaching methods .	2	2
	<i>Standard 3.6 :</i> Teachers regularly participate in training, professional development, and internships to update their knowledge and technology, enhance their professional skills, or meet the specific requirements of their training field.	2	2
	<i>Standard 3.7 :</i> The school's management team meets the standards and fulfills its assigned powers and responsibilities. The staff and employees are sufficient in number and possess the professional competence to meet the requirements of their assigned tasks. Management staff, employees, and workers receive regular training and professional development to enhance their skills and expertise .	2	2
4	<b>Criterion 4:</b> Training programs and curricula	<b>14</b>	<b>12</b>
	<i>Standard 4.1 :</i> The school has issued and implemented a quality assurance process for the development, selection, modification, and supplementation of training programs. The process of	2	2

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	developing and evaluating training programs involves the participation of employers and relevant stakeholders .		
	<i>Standard 4.2</i> : The school fully implements the training programs and learning outcomes for each program for which it has been granted a certificate of registration for vocational education activities .	2	2
	<i>Standard 4.3</i> : The learning outcomes of training programs meet the requirements of the Vietnamese National Qualifications Framework for vocational education qualifications, are consistent with the objectives of vocational education, the requirements of the training sector and occupation, and are publicly announced .	2	2
	<i>Standard 4.4</i> : Training programs are periodically reviewed, evaluated, updated, and improved in quality to meet the requirements of the labor market and the development of the industry and locality .	2	2
	<i>Standard 4.5</i> : The school has issued and implemented a quality assurance process for the development, selection, revision, and supplementation of training curricula. The process of developing and evaluating training curricula involves the participation of experts, experienced management staff in the training sector and profession, and relevant stakeholders .	2	2
	<i>Standard 4.6</i> : The school provides complete syllabi for all modules and subjects of the training program. These syllabi	2	2

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	specify the knowledge and skills requirements for each module and subject in the training program and are consistent with the teaching methods .		
	<i>Standard 4.7</i> : The curricula are periodically reviewed, evaluated, and updated according to regulations, reflecting changes in the training program .	2	0
<b>5</b>	<b>Criterion 5: Training facilities and equipment</b>	<b>16</b>	<b>14</b>
	<i>Standard 5.1</i> : The school issues and applies procedures and tools for managing equipment, workshops, classrooms, and other functional rooms to meet the needs of training, research, student services, and other school activities .	2	2
	<i>Standard 5.2</i> : The overall planning of the school campuses is in line with functional requirements and is environmentally sustainable. The school's technical infrastructure system complies with current regulations and standards, meeting the needs of training, production, services, and daily life .	2	2
	<i>Standard 5.3</i> : The administrative area, theoretical learning area, practical learning area, physical training area, service area, and other facilities serving the daily lives of students and teachers have appropriate infrastructure and training equipment suitable for the profession, scale, and level of training, ensuring technological requirements and environmental protection .	2	2

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	<i>Standard 5.4</i> : The school defines and implements environmental, safety, and occupational health standards, including the needs and essential conditions for people with disabilities (if any) and without discrimination based on gender .	2	2
	<i>Standard 5.5</i> : Training equipment and tools meet the requirements for organizing and implementing training programs and are managed, maintained, and arranged appropriately, ensuring pedagogical requirements, health safety, and environmental hygiene .	2	2
	<i>Standard 5.6</i> : The school has issued and implemented procedures for managing and allocating raw materials, fuel, and supplies. Raw materials, fuel, and supplies are allocated rationally, fully meeting the needs according to the training plan and schedule, and are reused effectively .	2	0
	<i>Standard 5.7</i> : The school has a library including an electronic reading room; a reading room for staff and teachers; a reading room for students; and a book storage area that meets design standards and usage area requirements .	2	2
	<i>Standard 5.8</i> : The library, with its comprehensive and relevant learning resources, is updated and utilizes advancements in information technology in its management and use, ensuring effective support for teaching, learning, and research activities of teachers, administrators, staff, and students .	2	2

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	<b>Criterion 6: Scientific research and international cooperation</b>	<b>8</b>	<b>8</b>
	<i>Standard 6.1:</i> The school issues regulations and implements policies to encourage administrators, teachers, staff, workers, and students to participate in scientific research, innovation initiatives, and technology transfer to improve the effectiveness and quality of training and serve the community.	2	2
	<i>Standard 6.2:</i> Annually, the school organizes and implements scientific research projects and innovative initiatives at the school level and above, which are applied to directly serve the school's training activities and the community.	2	2
	<i>Standard 6.3:</i> Annually, the school has articles by teachers, administrators, staff, and employees published in specialized journals or equivalent publications .	2	2
	<i>Standard 6.4: The institution</i> engages in collaborative activities with foreign schools, organizations, or individuals that contribute to improving the quality of its training.	2	2
<b>7</b>	<b>Criterion 7: Learners and learner support activities</b>	<b>10</b>	<b>10</b>
	<i>Standard 7.1 :</i> Information regarding fields of study, professions, training programs, and the organization and implementation of training regulations, examinations, tests, and graduation recognition; the school's internal rules and regulations; and	2	2

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	policies and benefits for students are clearly, fully, and publicly described .		
	<i>Standard 7.2</i> : Learners are entitled to benefits and policies as prescribed, ensuring their rights and creating opportunities for learners from disadvantaged backgrounds to access vocational training and establish careers. Learners are respected and treated equally, without discrimination based on gender, religion, or origin .	2	2
	<i>Standard 7.3</i> : The school has and implements policies to reward and encourage students who achieve high results in their studies and training; and provides timely support to students during their studies to help them complete their learning tasks .	2	2
	<i>Standard 7.4</i> : Students are given opportunities to participate in cultural, artistic, physical education, sports, scientific research, and other social activities to comprehensively develop their qualities and abilities .	2	2
	<i>Standard 7.5</i> : Activities that serve and support learners, as well as the learning monitoring and management system, are periodically reviewed and improved to meet the needs of learners and stakeholders .	2	2
<b>8</b>	<b>Criterion 8: Quality Monitoring and Evaluation</b>	<b>12</b>	<b>12</b>

TT	Criteria, standards,	Cut-off score	Self-assessment of vocational education institutions
	<i>Standard 8.1</i> : The student graduation rate and dropout rate are established, monitored, and compared (if necessary) for improvement .	2	2
	<i>Standard 8.2</i> : The school implements a survey system to collect feedback from employers and stakeholders on the extent to which graduates meet the needs of production, business, and service practices. This feedback and stakeholder needs are used as a basis for evaluating and improving relevant policies to enhance the quality of the school's services .	2	2
	<i>Standard 8.3</i> : The school issues and applies procedures and tools for surveying teachers and administrators regarding policies related to teaching and learning, recruitment, training, professional development, and appointment of administrators and teachers; using the survey results to evaluate and improve related policies to ensure and enhance the quality of education .	2	2
	<i>Standard 8.4</i> : The school issues and applies procedures and tools to survey students about the quality and effectiveness of training programs, the quality of services and teaching, and the implementation of policies related to students; using the survey results to evaluate and improve related policies to ensure and enhance the quality of training .	2	2
	<i>Standard 8.5</i> : The school conducts self-assessment of its quality, has a plan for school quality accreditation; and has plans and measures to improve and enhance the quality of training	2	2

<b>TT</b>	<b>Criteria, standards,</b>	<b>Cut-off score</b>	<b>Self-assessment of vocational education institutions</b>
	based on the results of self-assessment and external evaluation (if any).		
	<i>Criterion 8.6: Within 12 months of graduation, at least 80% of graduates are employed.</i>	2	2

### C. PROPOSALS AND RECOMMENDATIONS

<b>No.</b>	<b>STANDARDS NOT MET</b>	<b>REASON</b>	<b>PROPOSED RECOMMENDATIONS</b>
1	<i>Standard 2.2:</i> The school's admissions process follows a plan that ensures fairness, objectivity, and aims to improve the quality of incoming students. The admissions process is inspected, monitored, and improved to ensure its appropriateness and effectiveness.	After the Covid-19 pandemic, the public and students did not have a need to enter healthcare professions.	<ul style="list-style-type: none"> <li>- Improve the enrollment plan: Organize early enrollment, combine multiple sources, and conduct enrollment year-round.</li> <li>- Propose support options for students studying health-related fields: tuition fees, job placement guarantees, etc.</li> </ul>

2	<p><b>Standard 4.7 :</b> The curricula are periodically reviewed, evaluated, and updated according to regulations, reflecting changes in the training program .</p>	<p>The curricula for health science subjects need to be continuously updated with international guidelines and knowledge, while the English proficiency of staff remains limited.</p>	<ul style="list-style-type: none"> <li>- Hire translation services to change languages.</li> <li>- Purchase knowledge update accounts.</li> <li>- Organize additional foreign language training for lecturers to improve their ability to read materials.</li> </ul>
3	<p><b>Standard 5.6 :</b> The school has issued and implemented procedures for managing and allocating raw materials, fuel, and supplies. Raw materials, fuel, and supplies are allocated rationally, fully meeting the needs according to the training plan and schedule, and are reused effectively .</p>	<p>The application of the procedure is not yet thorough because the practical sessions involve a large quantity of materials, so instructors are often unable to update the consumption and remaining quantities for reporting purposes.</p>	<ul style="list-style-type: none"> <li>- We need to develop software that integrates with the electronic lesson plan book so that teachers can proactively mark consumption targets. When compiling data, it can be extracted from the software, ensuring synchronization and accuracy for teachers.</li> </ul>

## II. SELF-ASSESSMENT OF TRAINING PROGRAM QUALITY

### 1. Self-assessment of the quality of the College-level Nursing training program.

- Name of field/profession: Nursing
- Level: College
- Level: Nation

#### 1.1. Self-Assessment Time

- Timeframe for conducting the quality self-assessment: From April 2025 to November 2025
- Time of publication of the self-assessment report on quality: December 2025

## 1.2. Results of the quality self-assessment

a) Total self-assessment score: 95

b) Self-assessment of quality: Meets the quality accreditation standards for vocational education institutions.

c) Detailed summary table of self-assessment scores for quality according to each criterion and standard:

No.	Criteria, standards	Cut-off score	Self-assessment
	<b>PROPOSED LEVEL OF ACHIEVEMENT</b>		<i>Meets inspection standards.</i>
	<b>Total score</b>	<b>100</b>	<b>95</b>
<b>1</b>	<b>Criterion 1: Objectives and learning outcomes of the training program</b>	<b>7.5</b>	<b>7.5</b>
	Standard 1.1 : The objectives of the training program are clearly defined, consistent with the school's mission, the goals of vocational education, and the needs of the labor market .	2.5	2.5
	Standard 1.2 : The learning outcomes of the training program are clearly defined, meeting the requirements of the Vietnamese National Qualifications Framework for vocational education qualifications, the requirements of the training industry and occupation, the needs of learners, employers, and other stakeholders, and are publicly announced .	2.5	2.5
	Standard 1.3 : The training program's learning outcomes incorporate digital competencies to meet the requirements of digital transformation in vocational education .	2.5	2.5
<b>2</b>	<b>Criterion 2 : Structure and content of the training program and curriculum.</b>	<b>17.5</b>	<b>15</b>
	Standard 2.1: The training program is comprehensive, logically structured, flexible, and regularly updated, approved, and published.	2.5	2.5
	Standard 2.2: The training program content must meet the changes in science and technology, the requirements in production, business, and services, and	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	the needs of the labor market or of the industry and locality .		
	Standard 2.3: The training program is designed and developed based on the needs and feedback of stakeholders, ensuring that the learning outcomes are achieved. Each subject and module must demonstrate its position, role, and progress towards achieving the program's learning outcomes .	2.5	2.5
	Standard 2.4 : Training programs are periodically reviewed, evaluated, updated, and improved to meet the requirements of the labor market and the development of the industry and locality .	2.5	2.5
	Standard 2.5: The curriculum is compiled or selected, evaluated, and published sufficiently for all modules and subjects of the training program .	2.5	2.5
	Standard 2.6: The curriculum specifies the requirements for knowledge and skills content of each module and subject in the training program, creating conditions for implementing active teaching methods and ensuring that it meets the requirements of the training field and profession .	2.5	0
	Standard 2.7: The curriculum is periodically reviewed, evaluated, and updated according to regulations, meeting the requirements of the training program's innovation .	2.5	2.5
<b>3</b>	<b>Criterion 3 : Training activities</b>	<b>17.5</b>	<b>17.5</b>
	Standard 3.1: The admissions policy is clearly defined, publicly announced, and updated. Admissions counseling activities help students choose the right major and profession, developing their abilities and strengths. Admissions results achieve at least 80% of the target set by the training institution .	2.5	2.5
	Standard 3.2: Training methods that are appropriate to the content and objectives of each module and subject contribute to achieving the goals and learning outcomes of the training program .	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	Standard 3.3: Teaching and learning activities promote active participation, self-reliance, independent work skills, and teamwork among learners, fostering the development of professional skills, self-learning skills, research skills, and lifelong learning .	2.5	2.5
	Standard 3.4: The school collaborates with employers in organizing and guiding students in practical training and internships at the workplace .	2.5	2.5
	Standard 3.5 : The school establishes, promulgates, and organizes the implementation of examinations, tests, and assessments of learning outcomes and training, and the awarding of diplomas to graduates, ensuring fairness and transparency; records are fully and clearly maintained .	2.5	2.5
	Standard 3.6 : Methods for assessing student learning outcomes are diverse and compatible with the program's learning outcomes and teaching and learning objectives .	2.5	2.5
	Standard 3.7: The results of student assessments and evaluations are compiled, analyzed, and feedback is provided promptly to improve teaching and learning .	2.5	2.5
<b>4</b>	<b>Criterion 4 : Teachers, administrators, staff, and employees</b>	<b>15</b>	<b>15</b>
	Standard 4.1: The teaching staff participating in the training program have the professional qualifications and expertise to meet the standards, fulfilling the requirements of the training program and relevant regulations on training organization .	2.5	2.5
	Standard 4.2: The teaching staff is assigned tasks appropriate to their qualifications, abilities, and experience. Ensure that all modules and subjects in the training program have sufficient teaching staff; ensure the student-to-class ratio and the student-to-teacher conversion ratio are maintained .	2.5	2.5
	Standard 4.3: There is a plan to develop the teaching staff, ensuring both quantity and quality to implement the training program. Teachers actively participate in	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	scientific research and competitions related to their professional expertise .		
	Standard 4.4: The training, professional development, and development needs of teachers are systematically identified, planned, and implemented to meet those needs. Teachers regularly participate in training, professional development, and internships to update their knowledge and technology, enhance their professional skills, or meet the specific requirements of the training program .	2.5	2.5
	Standard 4.5: The management staff, officials, and employees of the department or faculty implementing the training program meet the requirements in terms of professional qualifications and effectively perform their duties in developing and organizing the implementation of the training program; they periodically receive training and professional development to improve their professional qualifications .	2.5	2.5
	Standard 4.6: The teaching staff, management staff, officials, and employees of the faculty or department implementing the training program are entitled to the benefits and policies as prescribed. Policies are implemented to encourage teachers and management staff with outstanding achievements to continuously improve the quality of the training program .	2.5	2.5
<b>5</b>	<b>Criterion 5 : Facilities, training equipment, and learning materials</b>	<b>15</b>	<b>12.5</b>
	Standard 5.1: Classrooms, specialized classrooms, and practical/experimental areas must comply with current infrastructure standards and regulations, technological requirements, and environmental sustainability. Environmental, health, and safety standards are defined and implemented, including essential needs and conditions for people with disabilities, and without gender discrimination .	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	Standard 5.2: Training equipment and tools are sufficient in quantity and variety and meet the requirements for organizing and implementing the training program .	2.5	2.5
	Standard 5.3 : Training equipment and tools are managed, maintained, and arranged appropriately, ensuring pedagogical requirements, health safety, and environmental hygiene .	2.5	2.5
	Standard 5.4: The school issues and applies procedures for managing and distributing raw materials, fuel, and supplies. Raw materials, fuel, and supplies are arranged neatly and conveniently; they fully meet the needs according to the training plan and schedule and are reused effectively .	2.5	2.5
	Standard 5.5 : Libraries and learning resources are adequate and appropriate; they are updated and utilize advancements in information technology in management and use, ensuring effective support for teaching, learning, and research activities of teachers, administrators, staff, employees, students, and other activities related to the implementation of the training program .	2.5	2.5
	Standard 5.6 : Training equipment, tools, and online training conditions are appropriate and up-to-date to meet the requirements of the training program .	2.5	0
<b>6</b>	<b>Criterion 6 - Learners and learner support activities</b>	<b>10</b>	<b>10</b>
	Standard 6.1: Information regarding fields of study, professions, training programs, examination and graduation recognition regulations; school rules and regulations; and policies and benefits for students are clearly, fully, and publicly described .	2.5	2.5
	Standard 6.2: Learners are guaranteed to receive benefits and policies as prescribed, including policies to reward and encourage learners who achieve high results in their studies and training. Learners receive	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	timely support during their studies to complete their learning tasks .		
	Standard 6.3: Learners receive academic counseling, opportunities to participate in extracurricular activities, cultural and artistic events, sports, scientific research, entrepreneurship, and advice on the labor market, employment, and career development .	2.5	2.5
	Standard 6.4: Academic counseling, extracurricular activities, student movements, and other support services help improve students' learning and employability after graduation. The educational environment and landscape facilitate learning, training, and personal development for students .	2.5	2.5
<b>7</b>	<b>Criterion 7 : Monitoring and quality assessment</b>	<b>17.5</b>	<b>17.5</b>
	Standard 7.1: Policies, procedures, and quality assurance tools for the development, selection, modification, and promulgation of training programs are developed, operated, evaluated, and improved .	2.5	2.5
	Standard 7.2: The quality of support services and facilities in learning, training, and other service areas is monitored, evaluated, and improved .	2.5	2.5
	Standard 7.3: There is a system for surveying and collecting feedback from employers and stakeholders on the level of graduate performance and the relevance of training programs to production, business, and service practices. Feedback and stakeholder needs are used as a basis for designing and developing training programs .	2.5	2.5
	Standard 7.4 : The school conducts a self-assessment of the quality of its training programs and implements quality improvement measures .	2.5	2.5
	Standard 7.5: Graduation rates, dropout rates, and average time to graduation are established, monitored, and benchmarked (if applicable) to improve quality .	2.5	2.5
	Standard 7.6: Data on the level of achievement of learning outcomes by students in the training program	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	are established and monitored. The level of satisfaction of graduates, employers, and stakeholders is established, monitored, and compared to improve quality .		
	Standard 7.7: The employment rate, entrepreneurship rate, and rate of students continuing their education after graduation are established, monitored, and benchmarked (if applicable) to improve quality. Within 12 months of graduation, at least 80% of graduates are employed .	2.5	2.5

### 1.3. Proposals and Recommendations

No.	STANDARDS NOT MET	REASON	PROPOSED RECOMMENDATIONS
1	<b>Standard 2.6</b> : The curriculum specifies the requirements for knowledge and skills content of each module and subject in the training program, creating conditions for implementing active teaching methods and ensuring that it meets the requirements of the training field and profession.	<ul style="list-style-type: none"> <li>- The curriculum is not regularly updated: Some modules/subjects still use outdated versions, which do not fully reflect new techniques or industry requirements.</li> <li>- Instructors lack the time and support to edit and compile: The large teaching workload leads to delays in reviewing and updating content.</li> </ul>	<ul style="list-style-type: none"> <li>- Regular review and updating: Assign a group of lecturers to compile and update knowledge and skills content according to the current requirements of the industry.</li> <li>- Support instructors in curriculum development: Allocate time, provide training, and expedite the approval of revised versions to ensure the curriculum meets training requirements.</li> </ul>
2	<b>Standard 5.6 : Training equipment, tools, and</b> online training conditions are appropriate and up-to-date to meet the	- Financial difficulties: Limited financial resources have prevented the full investment in equipment, practical tools, and online training	- Develop an investment plan with a roadmap: Prioritize the purchase of essential equipment, phasing it out annually to reduce financial pressure.

	requirements of the training program .	infrastructure required by the program.  - Equipment is not regularly updated: Some equipment is outdated, lacks synchronization, and does not meet the requirements of new technologies.	- Enhance resource mobilization: Seek social funding, coordinate with businesses and hospitals to provide equipment or lend it for practical training.  - Updating online training infrastructure: Adding software, internet connections, and online teaching equipment when funding is allocated.

## 2. Self-assessment of the quality of the college-level Pharmacy training program.

- Name of profession/field: Pharmacist
- Level: College
- Level: Nation

### 2.1. Timeframe for conducting the self-assessment

- Timeframe for conducting the quality self-assessment: From April 2025 to November 2025
- Time of publication of the self-assessment report on quality: December 2025

### 2.2. Self-Assessment Results

- a) Total self-assessment score: 98
- b) Self-assessment of quality: Meeting the quality accreditation standards for the training program.
- c) Detailed summary table of self-assessment scores for quality according to each criterion and standard:

No.	Criteria, standards	Cut-off score	Self-assessment
	<b>PROPOSED LEVEL OF ACHIEVEMENT</b>		<i>Meets inspection standards.</i>
	<b>Total score</b>	<b>100</b>	<b>97.5</b>

No.	Criteria, standards	Cut-off score	Self-assessment
1	<b>Criterion 1: Objectives and learning outcomes of the training program</b>	7.5	7.5
	Standard 1.1 : The objectives of the training program are clearly defined, consistent with the school's mission, the goals of vocational education, and the needs of the labor market .	2.5	2.5
	Standard 1.2 : The learning outcomes of the training program are clearly defined, meeting the requirements of the Vietnamese National Qualifications Framework for vocational education qualifications, the requirements of the training industry and occupation, the needs of learners, employers, and other stakeholders, and are publicly announced .	2.5	2.5
	Standard 1.3 : The training program's learning outcomes incorporate digital competencies to meet the requirements of digital transformation in vocational education .	2.5	2.5
2	<b>Criterion 2 : Structure and content of the training program and curriculum.</b>	17.5	15
	Standard 2.1: The training program is comprehensive, logically structured, flexible, and regularly updated, approved, and published.	2.5	2.5
	Standard 2.2: The training program content must meet the changes in science and technology, the requirements in production, business, and services, and the needs of the labor market or of the industry and locality .	2.5	2.5
	Standard 2.3: The training program is designed and developed based on the needs and feedback of stakeholders, ensuring that the learning outcomes are achieved. Each subject and module must demonstrate its position, role, and progress towards achieving the program's learning outcomes .	2.5	2.5
	Standard 2.4 : Training programs are periodically reviewed, evaluated, updated, and improved to meet the requirements of the labor market and the development of the industry and locality .	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	Standard 2.5: The curriculum is compiled or selected, evaluated, and published sufficiently for all modules and subjects of the training program .	2.5	2.5
	Standard 2.6: The curriculum specifies the requirements for knowledge and skills content of each module and subject in the training program, creating conditions for implementing active teaching methods and ensuring that it meets the requirements of the training field and profession .	2.5	2.5
	Standard 2.7: The curriculum is periodically reviewed, evaluated, and updated according to regulations, meeting the requirements of the training program's innovation .	2.5	2.5
<b>3</b>	<b>Criterion 3 : Training activities</b>	<b>17.5</b>	<b>17.5</b>
	Standard 3.1: The admissions policy is clearly defined, publicly announced, and updated. Admissions counseling activities help students choose the right major and profession, developing their abilities and strengths. Admissions results achieve at least 80% of the target set by the training institution .	2.5	2.5
	Standard 3.2: Training methods that are appropriate to the content and objectives of each module and subject contribute to achieving the goals and learning outcomes of the training program .	2.5	2.5
	Standard 3.3: Teaching and learning activities promote active participation, self-reliance, independent work skills, and teamwork among learners, fostering the development of professional skills, self-learning skills, research skills, and lifelong learning .	2.5	2.5
	Standard 3.4: The school collaborates with employers in organizing and guiding students in practical training and internships at the workplace .	2.5	2.5
	Standard 3.5 : The school establishes, promulgates, and organizes the implementation of examinations, tests, and assessments of learning outcomes and training, and the awarding of diplomas to graduates,	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	ensuring fairness and transparency; records are fully and clearly maintained .		
	Standard 3.6 : Methods for assessing student learning outcomes are diverse and compatible with the program's learning outcomes and teaching and learning objectives .	2.5	2.5
	Standard 3.7: The results of student assessments and evaluations are compiled, analyzed, and feedback is provided promptly to improve teaching and learning .	2.5	2.5
<b>4</b>	<b>Criterion 4 : Teachers, administrators, staff, and employees</b>	<b>15</b>	<b>15</b>
	Standard 4.1: The teaching staff participating in the training program have the professional qualifications and expertise to meet the standards, fulfilling the requirements of the training program and relevant regulations on training organization .	2.5	2.5
	Standard 4.2: The teaching staff is assigned tasks appropriate to their qualifications, abilities, and experience. Ensure that all modules and subjects in the training program have sufficient teaching staff; ensure the student-to-class ratio and the student-to-teacher conversion ratio are maintained .	2.5	2.5
	Standard 4.3: There is a plan to develop the teaching staff, ensuring both quantity and quality to implement the training program. Teachers actively participate in scientific research and competitions related to their professional expertise .	2.5	2.5
	Standard 4.4: The training, professional development, and development needs of teachers are systematically identified, planned, and implemented to meet those needs. Teachers regularly participate in training, professional development, and internships to update their knowledge and technology, enhance their professional skills, or meet the specific requirements of the training program .	2.5	2.5
	Standard 4.5: The management staff, officials, and employees of the department or faculty implementing	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	the training program meet the requirements in terms of professional qualifications and effectively perform their duties in developing and organizing the implementation of the training program; they periodically receive training and professional development to improve their professional qualifications .		
	Standard 4.6: The teaching staff, management staff, officials, and employees of the faculty or department implementing the training program are entitled to the benefits and policies as prescribed. Policies are implemented to encourage teachers and management staff with outstanding achievements to continuously improve the quality of the training program .	2.5	2.5
<b>5</b>	<b>Criterion 5 : Facilities, training equipment, and learning materials</b>	<b>15</b>	<b>12.5</b>
	Standard 5.1: Classrooms, specialized classrooms, and practical/experimental areas must comply with current infrastructure standards and regulations, technological requirements, and environmental sustainability. Environmental, health, and safety standards are defined and implemented, including essential needs and conditions for people with disabilities, and without gender discrimination .	2.5	0
	Standard 5.2: Training equipment and tools are sufficient in quantity and variety and meet the requirements for organizing and implementing the training program .	2.5	2.5
	Standard 5.3 : Training equipment and tools are managed, maintained, and arranged appropriately, ensuring pedagogical requirements, health safety, and environmental hygiene .	2.5	2.5
	Standard 5.4: The school issues and applies procedures for managing and distributing raw materials, fuel, and supplies. Raw materials, fuel, and supplies are arranged neatly and conveniently; they	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	fully meet the needs according to the training plan and schedule and are reused effectively .		
	Standard 5.5 : Libraries and learning resources are adequate and appropriate; they are updated and utilize advancements in information technology in management and use, ensuring effective support for teaching, learning, and research activities of teachers, administrators, staff, employees, students, and other activities related to the implementation of the training program .	2.5	2.5
	Standard 5.6 : Training equipment, tools, and online training conditions are appropriate and up-to-date to meet the requirements of the training program .	2.5	2.5
<b>6</b>	<b>Criterion 6 - Learners and learner support activities</b>	<b>10</b>	<b>10</b>
	Standard 6.1: Information regarding fields of study, professions, training programs, examination and graduation recognition regulations; school rules and regulations; and policies and benefits for students are clearly, fully, and publicly described .	2.5	2.5
	Standard 6.2: Learners are guaranteed to receive benefits and policies as prescribed, including policies to reward and encourage learners who achieve high results in their studies and training. Learners receive timely support during their studies to complete their learning tasks .	2.5	2.5
	Standard 6.3: Learners receive academic counseling, opportunities to participate in extracurricular activities, cultural and artistic events, sports, scientific research, entrepreneurship, and advice on the labor market, employment, and career development .	2.5	2.5
	Standard 6.4: Academic counseling, extracurricular activities, student movements, and other support services help improve students' learning and employability after graduation. The educational environment and landscape facilitate learning, training, and personal development for students .	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
7	<b>Criterion 7 : Monitoring and quality assessment</b>	<b>17.5</b>	<b>17.5</b>
	Standard 7.1: Policies, procedures, and quality assurance tools for the development, selection, modification, and promulgation of training programs are developed, operated, evaluated, and improved .	2.5	2.5
	Standard 7.2: The quality of support services and facilities in learning, training, and other service areas is monitored, evaluated, and improved .	2.5	2.5
	Standard 7.3: There is a system for surveying and collecting feedback from employers and stakeholders on the level of graduate performance and the relevance of training programs to production, business, and service practices. Feedback and stakeholder needs are used as a basis for designing and developing training programs .	2.5	2.5
	Standard 7.4 : The school conducts a self-assessment of the quality of its training programs and implements quality improvement measures .	2.5	2.5
	Standard 7.5: Graduation rates, dropout rates, and average time to graduation are established, monitored, and benchmarked (if applicable) to improve quality .	2.5	2.5
	Standard 7.6: Data on the level of achievement of learning outcomes by students in the training program are established and monitored. The level of satisfaction of graduates, employers, and stakeholders is established, monitored, and compared to improve quality .	2.5	2.5
	Standard 7.7: The employment rate, entrepreneurship rate, and rate of students continuing their education after graduation are established, monitored, and benchmarked (if applicable) to improve quality. Within 12 months of graduation, at least 80% of graduates are employed .	2.5	2.5

### 2.3. Proposals and Recommendations

No.	STANDARDS NOT MET	REASON	PROPOSED RECOMMENDATIONS
1	<p>Standard 5.1: Classrooms, specialized classrooms, and practical/experimental areas must comply with current infrastructure standards and regulations, technological requirements, and environmental sustainability. Environmental, health, and safety standards are defined and implemented, including essential needs and conditions for people with disabilities, and without gender discrimination .</p>	<p>- Many new regulations on safe school design, green and sustainable schools, accessibility for people with disabilities, etc., have been issued, but there are not enough resources to upgrade them in a timely manner.</p> <p>- <b>Lack of overall planning:</b> The facility has not developed a long-term infrastructure development plan, resulting in failure to meet new standards.</p>	<p><b>Develop a 5-10 year master plan for infrastructure development,</b> including: classrooms, specialized laboratories, practical and experimental areas, green spaces, accessible areas for people with disabilities, and technological infrastructure.</p> <p>Solutions for gender equality and support for people with disabilities.</p> <ul style="list-style-type: none"> <li>- Renovate buildings to improve accessibility.</li> <li>+ Ramps, handrails, elevators.</li> <li>+ Accessible toilets and ground-floor classrooms for students with mobility disabilities.</li> <li>- Provide learning support tools</li> <li>+ Software for reading screens, headphones, Braille documents, and hearing aids.</li> <li>- Building a non-discriminatory environment</li> <li>+ Design restrooms without designated boundaries in appropriate areas.</li> <li>+ Training teachers on inclusive education.</li> </ul>

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### 3. Self-assessment of the quality of the Medical Laboratory Technology training program at the college level.

- Name of field/profession: Medical Laboratory Technology
- Level: College
- Level: Nation

#### 3.1. Timeframe for conducting the self-assessment

- Timeframe for conducting the quality self-assessment: From April 2025 to November 2025
- Time of publication of the self-assessment report on quality: December 2025

#### 3.2. Self-Assessment Results

- a) Total self-assessment score: 92.5
- b) Self-assessment of quality: Meeting the quality accreditation standards for the training program.
- c) Detailed summary table of self-assessment scores for quality according to each criterion and standard:

No.	Criteria, standards	Cut-off score	Self-assessment
	<b>PROPOSED LEVEL OF ACHIEVEMENT</b>		<i>Meets inspection standards.</i>
	<b>Total score</b>	<b>100</b>	<b>92.5</b>
<b>1</b>	<b>Criterion 1: Objectives and learning outcomes of the training program</b>	<b>7.5</b>	<b>7.5</b>
	Standard 1.1 : The objectives of the training program are clearly defined, consistent with the school's mission, the goals of vocational education, and the needs of the labor market .	2.5	2.5
	Standard 1.2 : The learning outcomes of the training program are clearly defined, meeting the requirements of the Vietnamese National Qualifications Framework for vocational education qualifications, the requirements of the training industry and occupation,	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	the needs of learners, employers, and other stakeholders, and are publicly announced .		
	Standard 1.3 : The training program's learning outcomes incorporate digital competencies to meet the requirements of digital transformation in vocational education .	2.5	2.5
2	<b>Criterion 2 : Structure and content of the training program and curriculum.</b>	<b>17.5</b>	<b>15</b>
	Standard 2.1: The training program is comprehensive, logically structured, flexible, and regularly updated, approved, and published.	2.5	2.5
	Standard 2.2: The training program content must meet the changes in science and technology, the requirements in production, business, and services, and the needs of the labor market or of the industry and locality .	2.5	2.5
	Standard 2.3: The training program is designed and developed based on the needs and feedback of stakeholders, ensuring that the learning outcomes are achieved. Each subject and module must demonstrate its position, role, and progress towards achieving the program's learning outcomes .	2.5	2.5
	Standard 2.4 : Training programs are periodically reviewed, evaluated, updated, and improved to meet the requirements of the labor market and the development of the industry and locality .	2.5	2.5
	Standard 2.5: The curriculum is compiled or selected, evaluated, and published sufficiently for all modules and subjects of the training program .	2.5	2.5
	Standard 2.6: The curriculum specifies the requirements for knowledge and skills content of each module and subject in the training program, creating conditions for implementing active teaching methods and ensuring that it meets the requirements of the training field and profession .	2.5	0

No.	Criteria, standards	Cut-off score	Self-assessment
	Standard 2.7: The curriculum is periodically reviewed, evaluated, and updated according to regulations, meeting the requirements of the training program's innovation .	2.5	2.5
<b>3</b>	<b>Criterion 3 : Training activities</b>	<b>17.5</b>	<b>17.5</b>
	Standard 3.1: The admissions policy is clearly defined, publicly announced, and updated. Admissions counseling activities help students choose the right major and profession, developing their abilities and strengths. Admissions results achieve at least 80% of the target set by the training institution .	2.5	2.5
	Standard 3.2: Training methods that are appropriate to the content and objectives of each module and subject contribute to achieving the goals and learning outcomes of the training program .	2.5	2.5
	Standard 3.3: Teaching and learning activities promote active participation, self-reliance, independent work skills, and teamwork among learners, fostering the development of professional skills, self-learning skills, research skills, and lifelong learning .	2.5	2.5
	Standard 3.4: The school collaborates with employers in organizing and guiding students in practical training and internships at the workplace .	2.5	2.5
	Standard 3.5 : The school establishes, promulgates, and organizes the implementation of examinations, tests, and assessments of learning outcomes and training, and the awarding of diplomas to graduates, ensuring fairness and transparency; records are fully and clearly maintained .	2.5	2.5
	Standard 3.6 : Methods for assessing student learning outcomes are diverse and compatible with the program's learning outcomes and teaching and learning objectives .	2.5	2.5
	Standard 3.7: The results of student assessments and evaluations are compiled, analyzed, and feedback is provided promptly to improve teaching and learning .	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
4	<b>Criterion 4 : Teachers, administrators, staff, and employees</b>	15	15
	Standard 4.1: The teaching staff participating in the training program have the professional qualifications and expertise to meet the standards, fulfilling the requirements of the training program and relevant regulations on training organization .	2.5	2.5
	Standard 4.2: The teaching staff is assigned tasks appropriate to their qualifications, abilities, and experience. Ensure that all modules and subjects in the training program have sufficient teaching staff; ensure the student-to-class ratio and the student-to-teacher conversion ratio are maintained .	2.5	2.5
	Standard 4.3: There is a plan to develop the teaching staff, ensuring both quantity and quality to implement the training program. Teachers actively participate in scientific research and competitions related to their professional expertise .	2.5	2.5
	Standard 4.4: The training, professional development, and development needs of teachers are systematically identified, planned, and implemented to meet those needs. Teachers regularly participate in training, professional development, and internships to update their knowledge and technology, enhance their professional skills, or meet the specific requirements of the training program .	2.5	2.5
	Standard 4.5: The management staff, officials, and employees of the department or faculty implementing the training program meet the requirements in terms of professional qualifications and effectively perform their duties in developing and organizing the implementation of the training program; they periodically receive training and professional development to improve their professional qualifications .	2.5	2.5
	Standard 4.6: The teaching staff, management staff, officials, and employees of the faculty or department	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	implementing the training program are entitled to the benefits and policies as prescribed. Policies are implemented to encourage teachers and management staff with outstanding achievements to continuously improve the quality of the training program .		
<b>5</b>	<b>Criterion 5 : Facilities, training equipment, and learning materials</b>	<b>15</b>	<b>12.5</b>
	Standard 5.1: Classrooms, specialized classrooms, and practical/experimental areas must comply with current infrastructure standards and regulations, technological requirements, and environmental sustainability. Environmental, health, and safety standards are defined and implemented, including essential needs and conditions for people with disabilities, and without gender discrimination .	2.5	2.5
	Standard 5.2: Training equipment and tools are sufficient in quantity and variety and meet the requirements for organizing and implementing the training program .	2.5	2.5
	Standard 5.3 : Training equipment and tools are managed, maintained, and arranged appropriately, ensuring pedagogical requirements, health safety, and environmental hygiene .	2.5	2.5
	Standard 5.4: The school issues and applies procedures for managing and distributing raw materials, fuel, and supplies. Raw materials, fuel, and supplies are arranged neatly and conveniently; they fully meet the needs according to the training plan and schedule and are reused effectively .	2.5	2.5
	Standard 5.5 : Libraries and learning resources are adequate and appropriate; they are updated and utilize advancements in information technology in management and use, ensuring effective support for teaching, learning, and research activities of teachers, administrators, staff, employees, students, and other activities related to the implementation of the training program .	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	Standard 5.6 : Training equipment, tools, and online training conditions are appropriate and up-to-date to meet the requirements of the training program .	2.5	0
<b>6</b>	<b>Criterion 6 - Learners and learner support activities</b>	<b>10</b>	<b>7.5</b>
	Standard 6.1: Information regarding fields of study, professions, training programs, examination and graduation recognition regulations; school rules and regulations; and policies and benefits for students are clearly, fully, and publicly described .	2.5	2.5
	Standard 6.2: Learners are guaranteed to receive benefits and policies as prescribed, including policies to reward and encourage learners who achieve high results in their studies and training. Learners receive timely support during their studies to complete their learning tasks .	2.5	2.5
	Standard 6.3: Learners receive academic counseling, opportunities to participate in extracurricular activities, cultural and artistic events, sports, scientific research, entrepreneurship, and advice on the labor market, employment, and career development .	2.5	2.5
	Standard 6.4: Academic counseling, extracurricular activities, student movements, and other support services help improve students' learning and employability after graduation. The educational environment and landscape facilitate learning, training, and personal development for students .	2.5	0
<b>7</b>	<b>Criterion 7 : Monitoring and quality assessment</b>	<b>17.5</b>	<b>17.5</b>
	Standard 7.1: Policies, procedures, and quality assurance tools for the development, selection, modification, and promulgation of training programs are developed, operated, evaluated, and improved .	2.5	2.5
	Standard 7.2: The quality of support services and facilities in learning, training, and other service areas is monitored, evaluated, and improved .	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	Standard 7.3: There is a system for surveying and collecting feedback from employers and stakeholders on the level of graduate performance and the relevance of training programs to production, business, and service practices. Feedback and stakeholder needs are used as a basis for designing and developing training programs .	2.5	2.5
	Standard 7.4 : The school conducts a self-assessment of the quality of its training programs and implements quality improvement measures .	2.5	2.5
	Standard 7.5: Graduation rates, dropout rates, and average time to graduation are established, monitored, and benchmarked (if applicable) to improve quality .	2.5	2.5
	Standard 7.6: Data on the level of achievement of learning outcomes by students in the training program are established and monitored. The level of satisfaction of graduates, employers, and stakeholders is established, monitored, and compared to improve quality .	2.5	2.5
	Standard 7.7: The employment rate, entrepreneurship rate, and rate of students continuing their education after graduation are established, monitored, and benchmarked (if applicable) to improve quality. Within 12 months of graduation, at least 80% of graduates are employed .	2.5	2.5

### 3.2. Proposals and Recommendations

No.	STANDARDS NOT MET	REASON	PROPOSED RECOMMENDATIONS
1	<b>Standard 2.6</b> : The curriculum specifies the requirements for knowledge and skills content of each module and subject in the	- The curriculum is not regularly updated: Some modules/subjects still use outdated versions, which do not fully	- Regular review and updating: Assign a group of lecturers to compile and update knowledge and skills content according to

	<p>training program, creating conditions for implementing active teaching methods and ensuring that it meets the requirements of the training field and profession.</p>	<p>reflect new techniques or industry requirements.</p> <ul style="list-style-type: none"> <li>- Instructors lack the time and support to edit and compile: The large teaching workload leads to delays in reviewing and updating content.</li> </ul>	<p>the current requirements of the industry.</p> <ul style="list-style-type: none"> <li>- Support instructors in curriculum development: Allocate time, provide training, and expedite the approval of revised versions to ensure the curriculum meets training requirements.</li> </ul>
2	<p><b>Standard 5.6 : Training equipment, tools, and</b> online training conditions are appropriate and up-to-date to meet the requirements of the training program .</p>	<ul style="list-style-type: none"> <li>- Financial difficulties: Limited financial resources have prevented the full investment in equipment, practical tools, and online training infrastructure required by the program.</li> <li>- Equipment is not regularly updated: Some equipment is outdated, lacks synchronization, and does not meet the requirements of new technologies.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an investment plan with a roadmap: Prioritize the purchase of essential equipment, phasing it out annually to reduce financial pressure.</li> <li>- Enhance resource mobilization: Seek social funding, coordinate with businesses and hospitals to provide equipment or lend it for practical training.</li> <li>- Updating online training infrastructure: Adding software, internet connections, and online teaching equipment when funding is allocated.</li> </ul>
3	<p><b>Standard 6.4:</b> Academic counseling, extracurricular activities, student movements, and other support services help improve students' learning and employability after graduation. The pedagogical environment and</p>	<ul style="list-style-type: none"> <li>- Counseling and extracurricular activities are not diverse or frequent enough: The content of academic and career support is limited, with few soft skills programs and job placement services.</li> <li>- The pedagogical environment and</li> </ul>	<ul style="list-style-type: none"> <li>- Enhance support activities for learners: Develop plans for academic counseling, career guidance, and soft skills training; expand cooperation with employers to increase job opportunities.</li> <li>- Improve the learning environment: Upgrade self-study spaces, common</li> </ul>

	landscape facilitate learning, training, and personal development for students.	landscape are not yet synchronized: Some learning areas, schoolyards, and living spaces have not been improved, failing to create favorable conditions for personal development and training.	areas, and the pedagogical landscape to create a positive environment for learning and training.
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#### **4. Self-assessment of the quality of the Physical Therapy and Rehabilitation Technology training program at the college level.**

- Name of field/profession: Physical Therapy and Rehabilitation Technology
- Level: College
- Level: Nation

##### *4.1. Timeframe for conducting the self-assessment*

- Timeframe for conducting the quality self-assessment: From April 2025 to November 2025
- Time of publication of the self-assessment report on quality: December 2025

##### *4.2. Self-Assessment Results*

- a) Total self-assessment score: 95
- b) Self-assessment of quality: Meeting the quality accreditation standards for the training program.
- c) Detailed summary table of self-assessment scores for quality according to each criterion and standard:

<b>No.</b>	<b>Criteria, standards</b>	<b>Cut-off score</b>	<b>Self-assessment</b>
	<b>PROPOSED LEVEL OF ACHIEVEMENT</b>		<i>Meets inspection standards.</i>
	<b>Total score</b>	<b>100</b>	<b>95</b>
<b>1</b>	<b>Criterion 1: Objectives and learning outcomes of the training program</b>	<b>7.5</b>	<b>7.5</b>

No.	Criteria, standards	Cut-off score	Self-assessment
	Standard 1.1 : The objectives of the training program are clearly defined, consistent with the school's mission, the goals of vocational education, and the needs of the labor market .	2.5	2.5
	Standard 1.2 : The learning outcomes of the training program are clearly defined, meeting the requirements of the Vietnamese National Qualifications Framework for vocational education qualifications, the requirements of the training industry and occupation, the needs of learners, employers, and other stakeholders, and are publicly announced .	2.5	2.5
	Standard 1.3 : The training program's learning outcomes incorporate digital competencies to meet the requirements of digital transformation in vocational education .	2.5	2.5
<b>2</b>	<b>Criterion 2 : Structure and content of the training program and curriculum.</b>	<b>17.5</b>	<b>15</b>
	Standard 2.1: The training program is comprehensive, logically structured, flexible, and regularly updated, approved, and published.	2.5	2.5
	Standard 2.2: The training program content must meet the changes in science and technology, the requirements in production, business, and services, and the needs of the labor market or of the industry and locality .	2.5	2.5
	Standard 2.3: The training program is designed and developed based on the needs and feedback of stakeholders, ensuring that the learning outcomes are achieved. Each subject and module must demonstrate its position, role, and progress towards achieving the program's learning outcomes .	2.5	2.5
	Standard 2.4 : Training programs are periodically reviewed, evaluated, updated, and improved to meet the requirements of the labor market and the development of the industry and locality .	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	Standard 2.5: The curriculum is compiled or selected, evaluated, and published sufficiently for all modules and subjects of the training program .	2.5	2.5
	Standard 2.6: The curriculum specifies the requirements for knowledge and skills content of each module and subject in the training program, creating conditions for implementing active teaching methods and ensuring that it meets the requirements of the training field and profession .	2.5	2.5
	Standard 2.7: The curriculum is periodically reviewed, evaluated, and updated according to regulations, meeting the requirements of the training program's innovation .	2.5	2.5
<b>3</b>	<b>Criterion 3 : Training activities</b>	<b>17.5</b>	<b>17.5</b>
	Standard 3.1: The admissions policy is clearly defined, publicly announced, and updated. Admissions counseling activities help students choose the right major and profession, developing their abilities and strengths. Admissions results achieve at least 80% of the target set by the training institution .	2.5	2.5
	Standard 3.2: Training methods that are appropriate to the content and objectives of each module and subject contribute to achieving the goals and learning outcomes of the training program .	2.5	2.5
	Standard 3.3: Teaching and learning activities promote active participation, self-reliance, independent work skills, and teamwork among learners, fostering the development of professional skills, self-learning skills, research skills, and lifelong learning .	2.5	2.5
	Standard 3.4: The school collaborates with employers in organizing and guiding students in practical training and internships at the workplace .	2.5	2.5
	Standard 3.5 : The school establishes, promulgates, and organizes the implementation of examinations, tests, and assessments of learning outcomes and training, and the awarding of diplomas to graduates,	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	ensuring fairness and transparency; records are fully and clearly maintained .		
	Standard 3.6 : Methods for assessing student learning outcomes are diverse and compatible with the program's learning outcomes and teaching and learning objectives .	2.5	2.5
	Standard 3.7: The results of student assessments and evaluations are compiled, analyzed, and feedback is provided promptly to improve teaching and learning .	2.5	2.5
<b>4</b>	<b>Criterion 4 : Teachers, administrators, staff, and employees</b>	<b>15</b>	<b>15</b>
	Standard 4.1: The teaching staff participating in the training program have the professional qualifications and expertise to meet the standards, fulfilling the requirements of the training program and relevant regulations on training organization .	2.5	2.5
	Standard 4.2: The teaching staff is assigned tasks appropriate to their qualifications, abilities, and experience. Ensure that all modules and subjects in the training program have sufficient teaching staff; ensure the student-to-class ratio and the student-to-teacher conversion ratio are maintained .	2.5	2.5
	Standard 4.3: There is a plan to develop the teaching staff, ensuring both quantity and quality to implement the training program. Teachers actively participate in scientific research and competitions related to their professional expertise .	2.5	2.5
	Standard 4.4: The training, professional development, and development needs of teachers are systematically identified, planned, and implemented to meet those needs. Teachers regularly participate in training, professional development, and internships to update their knowledge and technology, enhance their professional skills, or meet the specific requirements of the training program .	2.5	2.5
	Standard 4.5: The management staff, officials, and employees of the department or faculty implementing	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	the training program meet the requirements in terms of professional qualifications and effectively perform their duties in developing and organizing the implementation of the training program; they periodically receive training and professional development to improve their professional qualifications .		
	Standard 4.6: The teaching staff, management staff, officials, and employees of the faculty or department implementing the training program are entitled to the benefits and policies as prescribed. Policies are implemented to encourage teachers and management staff with outstanding achievements to continuously improve the quality of the training program .	2.5	2.5
<b>5</b>	<b>Criterion 5 : Facilities, training equipment, and learning materials</b>	<b>15</b>	<b>12.5</b>
	Standard 5.1: Classrooms, specialized classrooms, and practical/experimental areas must comply with current infrastructure standards and regulations, technological requirements, and environmental sustainability. Environmental, health, and safety standards are defined and implemented, including essential needs and conditions for people with disabilities, and without gender discrimination .	2.5	0
	Standard 5.2: Training equipment and tools are sufficient in quantity and variety and meet the requirements for organizing and implementing the training program .	2.5	2.5
	Standard 5.3 : Training equipment and tools are managed, maintained, and arranged appropriately, ensuring pedagogical requirements, health safety, and environmental hygiene .	2.5	2.5
	Standard 5.4: The school issues and applies procedures for managing and distributing raw materials, fuel, and supplies. Raw materials, fuel, and supplies are arranged neatly and conveniently; they	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
	fully meet the needs according to the training plan and schedule and are reused effectively .		
	Standard 5.5 : Libraries and learning resources are adequate and appropriate; they are updated and utilize advancements in information technology in management and use, ensuring effective support for teaching, learning, and research activities of teachers, administrators, staff, employees, students, and other activities related to the implementation of the training program .	2.5	2.5
	Standard 5.6 : Training equipment, tools, and online training conditions are appropriate and up-to-date to meet the requirements of the training program .	2.5	2.5
<b>6</b>	<b>Criterion 6 - Learners and learner support activities</b>	<b>10</b>	<b>10</b>
	Standard 6.1: Information regarding fields of study, professions, training programs, examination and graduation recognition regulations; school rules and regulations; and policies and benefits for students are clearly, fully, and publicly described .	2.5	2.5
	Standard 6.2: Learners are guaranteed to receive benefits and policies as prescribed, including policies to reward and encourage learners who achieve high results in their studies and training. Learners receive timely support during their studies to complete their learning tasks .	2.5	2.5
	Standard 6.3: Learners receive academic counseling, opportunities to participate in extracurricular activities, cultural and artistic events, sports, scientific research, entrepreneurship, and advice on the labor market, employment, and career development .	2.5	2.5
	Standard 6.4: Academic counseling, extracurricular activities, student movements, and other support services help improve students' learning and employability after graduation. The educational environment and landscape facilitate learning, training, and personal development for students .	2.5	2.5

No.	Criteria, standards	Cut-off score	Self-assessment
<b>7</b>	<b>Criterion 7 : Monitoring and quality assessment</b>	<b>17.5</b>	<b>17.5</b>
	Standard 7.1: Policies, procedures, and quality assurance tools for the development, selection, modification, and promulgation of training programs are developed, operated, evaluated, and improved .	2.5	2.5
	Standard 7.2: The quality of support services and facilities in learning, training, and other service areas is monitored, evaluated, and improved .	2.5	2.5
	Standard 7.3: There is a system for surveying and collecting feedback from employers and stakeholders on the level of graduate performance and the relevance of training programs to production, business, and service practices. Feedback and stakeholder needs are used as a basis for designing and developing training programs .	2.5	2.5
	Standard 7.4 : The school conducts a self-assessment of the quality of its training programs and implements quality improvement measures .	2.5	2.5
	Standard 7.5: Graduation rates, dropout rates, and average time to graduation are established, monitored, and benchmarked (if applicable) to improve quality .	2.5	2.5
	Standard 7.6: Data on the level of achievement of learning outcomes by students in the training program are established and monitored. The level of satisfaction of graduates, employers, and stakeholders is established, monitored, and compared to improve quality .	2.5	2.5
	Standard 7.7: The employment rate, entrepreneurship rate, and rate of students continuing their education after graduation are established, monitored, and benchmarked (if applicable) to improve quality. Within 12 months of graduation, at least 80% of graduates are employed .	2.5	2.5

#### 4.2. Proposals and Recommendations

<b>No.</b>	<b>STANDARDS NOT MET</b>	<b>REASON</b>	<b>PROPOSED RECOMMENDATIONS</b>
1	Standard 2.7: The curriculum is periodically reviewed, evaluated, and updated according to regulations, meeting the requirements of the training program's innovation.	Although the curriculum is periodically reviewed, evaluated, and updated according to regulations, due to changing disease patterns and the continuous updating of medical knowledge, especially international guidelines and information, while the English proficiency of staff remains limited, the English language skills of the staff are still a challenge.	<ul style="list-style-type: none"> <li>- Purchase knowledge update accounts.</li> <li>- Organize additional foreign language training for lecturers to improve their ability to read materials.</li> </ul>
2	Standard 5.1: Classrooms, specialized classrooms, and practical/experimental areas must comply with current infrastructure standards and regulations, technological requirements, and environmental sustainability. Environmental, health, and safety standards are defined and implemented, including essential needs and conditions for people with disabilities, and	<ul style="list-style-type: none"> <li>- Many new regulations on safe school design, green and sustainable schools, accessibility for people with disabilities, etc., have been issued, but there are not enough resources to upgrade them in a timely manner.</li> <li>- Lack of overall planning: The facility has not developed a long-term infrastructure development plan, resulting in failure to meet new standards.</li> </ul>	<p>Develop a 5-10 year master plan for infrastructure development, including: classrooms, specialized laboratories, practical and experimental areas, green spaces, accessibility areas for people with disabilities, and technological infrastructure.</p> <p>Solutions for gender equality and support for people with disabilities.</p> <ul style="list-style-type: none"> <li>- Renovate buildings to improve accessibility.</li> </ul>

	without gender discrimination .		<ul style="list-style-type: none"> <li>+ Ramps, handrails, elevators.</li> <li>+ Accessible toilets, ground-floor classrooms for students with mobility disabilities.</li> <li>- Provide learning support tools</li> <li>+ Software for reading screens, headphones, Braille documents, and hearing aids.</li> <li>- Building a non-discriminatory environment</li> <li>+ Design restrooms without designated boundaries in appropriate areas.</li> <li>+ Training teachers on inclusive education.</li> </ul>
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**Recipients:**

- Vocational Training and Continuing Education Center;
- Provincial Department of Education and Training;
- File: Department of Training, Inspection and Quality Assurance

**PRINCIPAL**



**Nguyen Thi Thu Dung**