

# Decision of the FIBAA Accreditation Committee for Programmes



**113<sup>th</sup> Meeting on 22 November 2019**

<b>Project Number:</b>	18/019
<b>Higher Education Institution:</b>	Tra Vinh University
<b>Location</b>	Tra Vinh, Vietnam
<b>Study Programme:</b>	Accounting (B.A.) Business Administration (B.A.) Economics (B.A.) Finance-Banking (B.A.)
<b>Type of Accreditation</b>	Initial Accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programmes are accredited with one condition.

Period of Accreditation: 22<sup>nd</sup> of November, 2019 until end of winter semester 2024/25.

Condition:

The University provides students with a diploma supplement including a relative grade or an ECTS grading table.

**The condition is fulfilled.**

**The FIBAA Accreditation Committee for Programmes on September 04<sup>th</sup>, 2020.**

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

Tra Vinh University (TVU)

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**Bachelor study programmes:**

Accounting

Business Administration

Economics

Finance-Banking

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**Qualification awarded on completion:**

Bachelor of Arts

# General Information on the study programmes

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## **Brief description of the study programmes:**

Accounting: The Bachelor programme in Accounting is designed to offer students specialised knowledge in accounting meeting the employers' demand. After successfully completing the study programme the students should be able to apply their knowledge to contemporary issues to judge economic phenomena and new thinking associated with the process of state management innovation in accordance with the development requirements of the nation and international integration.

Business Administration: The Bachelor programme in Business administration provides the students with specialised knowledge in the fields related to marketing, manufacturing, finance, human resources and accounting. Meanwhile, the programme also equips students with supplementary, informatics and foreign language skills as well as with management and entrepreneurial skills for their career after graduation.

Economics: The Bachelor programme in Economics is designed to provide basic knowledge in the field of economics. Students should be able to relate legal, math and social science knowledge to international economics and business and apply industry-based knowledge to solve problems in the field of economy and international business.

Finance-Banking: The Bachelor programme in Finance-Banking is designed to offer students general knowledge about economics and specialised knowledge about finance and banking meeting the employers' demand. After successfully completing the study programme students should be able to apply basic knowledge of mathematics, natural sciences and knowledge of economic and financial-banking sectors to solve theoretical and practical issues related to Banking.

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## **Type of study programmes:**

Bachelor programmes

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## **Projected study time and number of ECTS points assigned to the study programmes:**

Accounting: 8 semesters, 127 Vietnamese credit points

Business Administration: 8 semesters, 123 Vietnamese credit points

Economics: 8 semesters, 124 Vietnamese credit points

Finance-Banking: 8 semesters, 122 Vietnamese credit points

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## **Mode of study:**

full-time

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## **Didactic approach:**

Study programme with obligatory class attendance

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## **Double/Joint Degree programmes:**

no

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## **Scope (planned number of parallel classes) and enrolment capacity:**

Once at a time, approximately 100 per programme

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## **Programme cycle starts in:**

winter semester

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**Initial start of the programmes:**

Accounting: Winter Semester 2007

Business Administration: Winter Semester 2007

Economics: Winter Semester 2011

Finance-Banking: Winter Semester 2011

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**Type of accreditation:**

Initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor programmes in Accounting (B.A.), Business Administration (B.A.), Economics (B.A.) and Finance-Banking (B.A.) was made between FIBAA and the Tra Vinh University on 12<sup>th</sup> of April, 2018. On 9<sup>th</sup> of January, 2019, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Andreas Gruener**

University of St. Gallen, St. Gallen, Switzerland

Professor of Finance and Accounting (Corporate Finance, Controlling, Finance and Accounting, Private Equity, Corporate Finance / Valuation, Performance Measurement, Portfolio Management, Entrepreneurship, General Management)

**Prof. Dr. Mechthild Schrooten**

Hochschule Bremen City University of Applied Sciences, Bremen, Germany

Professor of Economics, especially Money and International Integration (International Economics, International Integration and Business, International Management, Money Financial Markets)

**Dr. Ha Nguyen Duy Mong**

Vietnam National University of Ho-Chi-Minh-City

Head of Office of Educational Testing and Quality Assurance, University of Social Sciences and Humanities

Lecturer (Faculty of Education, Faculty of English Linguistics and Literature, Faculty of Vietnamese Studies); (Educational Management and Leadership, Culture studies, cross-cultural communication, Linguistics and Literature)

**Dr. Olaf Neitzsch**

Dr. Olaf Neitzsch Consulting, Berlin, Germany

General Director (Business Strategy, Banking, Automotive Finance (Corporate- & Retail-Finance), Market Entry & Start-up into Emerging Markets, Company- & Bank-Establishment, Business Development, Restructuring, Risk Management & Compliance, HR & Executive Search)

**Bianca Boettcher**

Heilbronn University of Applied Sciences, Heilbronn, Germany

Student International Business & Intercultural Management (M.A.), (completed: Business Administration (B.A.), Pre-Master Programme in International Product Management and Business Development, Robert Bosch GmbH - Bosch Service Solutions GmbH)

FIBAA project manager:

Katharina Bläser

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on 30<sup>th</sup> and 31<sup>st</sup> of May, 2019 at the HEI's premises in Tra Vinh. At the end of the on-site visit, the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 18<sup>th</sup>, 2019. The statement on the report was given up on November 28<sup>th</sup>, 2019. It has been taken into account in the report on hand.

# Summary

The Bachelor programmes in Accounting (B.A.), Business Administration (B.A.), Economics (B.A.) and Finance-Banking (B.A.) offered by TVU fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 22<sup>nd</sup> of November, 2019 until the end of winter semester 2024/25, under two conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the diploma supplement. They recommend the accreditation on condition of meeting the following requirement:

- Condition:  
The University provides students with a diploma supplement including a relative grade or an ECTS grading table.

Proof of meeting these conditions is to be supplied by 21<sup>st</sup> of August, 2020.

Furthermore, the quality requirements that have not been fulfilled – Guest lecturers (see Chapter 3.3.3), Internationality of the student body (see Chapter 3.4.2), Internationality of faculty (see Chapter 3.4.3), Foreign language contents (3.4.4), Practical business experience of faculty (4.1.4), cooperation with HEIs and other academic institutions or networks (4.3.1) – are not an asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members identified an area where the programmes could be further developed:

- The panel recommends the University to build student exchange cooperation with foreign Higher Education Institutions and to find ways to support student exchange financially (see Chapter 4.3).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are criteria in which the programmes exceed the quality requirements:

- The positioning of the study programme in the educational market (see Chapter 1.3)
- The equality of opportunity (see Chapter 3.2)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

# Information

## Information on the Institution

Tra Vinh University (TVU), formerly Tra Vinh Community College, was established in 2001 on the basis of carrying out the Vietnam - Canada Community College Project. Tra Vinh Community College was evaluated by the Vietnamese Ministry of Education and Training as a model of North America community college, according to the context of Vietnam. It was developed into Tra Vinh University in June 2006, a public university, which has flexibly applied the model of Canadian universities and colleges to the Vietnamese context. With the achievements of the Vietnam-Canada Community College project from 2001, TVU has played a central role within education, research and (knowledge-) transfer technologies towards promoting the regional socio-economic development of the local communities and surrounding areas in compliance.

TVU states that they conduct scientific research and technological transfer in line with needs of the regional community, and provide education based on labour market surveys and local economic conditions. The University has established a Programme Advisory Council for each study programme, in which local business and employer representatives, students, alumni and faculty members are involved.

The students are supposed to be the central element of all University policies and activities. TVU's mission is to help students towards employment.

In addition, TVU is promoting a lifelong learning model and offers equal learning opportunities. It has a department of Gender and Community representing the voice of female and ethnic minority students.

Tra Vinh University believes that education and training are the foundation of society, and that the results not only promote personal development, but also the development of the society. The study programmes of TVU are designed and developed on the basis of enhancing students' capacity of necessary knowledge, skills and attitudes, all which are consulted from the involved parties in order to ensure that students are well equipped to enter into the labour market. Tra Vinh University provides skills and training based on the following principles: Development of professional skills coupled with practice at laboratories, experimental fields, camps and practical experience. In addition to professional development, soft skills, professional ethics and social responsibility play an essential role. TVU believes that this is an essential tool to help students to interact with society and thereby apply their professional knowledge and skills in practice.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programmes (Asterisk-Criterion)

The University states that the objectives of the study programmes are based on the following five criteria:

- Mission of Tra Vinh University;
- Stakeholder surveys;
- Programme Advisory Council consisting of business and employer representatives, faculty members, students and alumni;
- Regulations of the Ministry of Education and Training;
- Study programmes of other institutions to ensure the compatibility on the educational market.

Study programmes and their respective objectives are regularly updated in order to match the changes on the labour market and the regulations.

#### Accounting:

The Bachelor programme in Accounting is designed to equip students with good political and ethical qualities; offer them specialised knowledge in accounting meeting the employers' demand; develop their start up initiative with creative thinking; having good sense of discipline, professional ethics and devotion to their profession.

Furthermore, they will be able to apply basic knowledge and contemporary issues to judge economic phenomena and new thinking associated with the process of state management innovation in accordance with the development requirements of the national and international integration; systematise specialised theoretical knowledge in accounting, tax and auditing in combination with practical knowledge.

#### Business Administration:

The Bachelor programme in Business Administration is designed to equip students with good political and ethical qualities; offer them with specialised knowledge in their field related to marketing, manufacturing, finance, human resources and accounting. Meanwhile, the programme also equips students with supplementary, informatics and foreign language skills for their careers after graduation; management skills and entrepreneurial skills which help them do their own business; leadership skills; skills in planning, business strategies, etc.

#### Economics:

The Bachelor programme in Economics is designed to build students with good political and ethical qualities; offer them with basic knowledge in their field including international economics; specialised knowledge in international business; general knowledge about informatics, foreign language and supplementary soft skills for their future careers; equip them with qualified vocational skills in import-export operations basing on demand of employers. Additionally, students are able to conduct research independently in their specialised field.

#### Finance-Banking:

The Bachelor programme in Finance-Banking is designed to build students with good political and ethical qualities; offer them with general knowledge about economics and specialised knowledge about Finance and Banking meeting employers' demand; having good sense of discipline, professional ethics and devotion to their profession. The students



will have acquired basic knowledge of politics, economics, society, law, business, finance, financial sector activities in general and banks in particular. They know how to apply basic knowledge of mathematics, natural sciences and knowledge of economic and financial-banking sectors to solve theoretical and practical issues related to Banking specialisation.

## Appraisal:

The qualification objectives of the four study programmes are well designed, explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They are in line with the National Qualifications Framework and they take into account the requirements of the European Qualifications Framework, too. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programmes design (Asterisk Criterion)

Vietnam is an official member of international economic organisations such as World Trade Organization (WTO), Association of Southeast Asian Nations (ASEAN) and Asia-Pacific Economic Cooperation (APEC). In addition, in 2010, Vietnam joined Foreign Trade Act (FTA), the Vietnam-Japan Economic Partnership Agreement (2008), the Vietnam-Chile Free Trade Agreement; and further officially joined the Trans-Pacific Partnership on Transparency and Comprehensive Partnership (CPTTP) in November 2018.

In the context of Vietnam's increasing international economic integration, the demand for qualified human resources within the international labour market and foreign language proficiency (especially in English), has become important for obtaining employment. With this trend, Tra Vinh University's study programmes have been improved in order to meet these requirements, and are presented through a range of specific activities, and a systematic approach as follows:

An international approach to programme development: The study programmes are supposed to be designed in accordance to those of prestigious universities in the region such as the Economics University Ho Chi Minh City, the National University of Ho Chi Minh City and the Can Tho University. At present, the Tra Vinh University as a whole has established collaboration with more than 100 national and international partner universities and colleges and is receiving project funds from some international educational institutions such as Marine Institute (annual scholarships for TVU students), Saskatchewan Institute of Applied Science and Technology or NAST (annual awards offering to lecturers for compiling excellent teaching materials), World University Service of Canada (volunteer program), Fulbright Foreign Language Teaching Assistantship Program, etc. In addition, the Tra Vinh University is the only Vietnamese member in the Association of North American Community Colleges.

Outcome standards and subjects of the study programmes should reflect international orientation:

**Table 1.3 International standard-based outputs in the cluster**

Major	International standard-based output
<b>Accounting</b>	<ul style="list-style-type: none"> <li>- ELO3.2A: Be able to understand English documents in accounting;</li> <li>- ELO5.2: Have desire for lifelong learning towards benefits of community and international integration;</li> </ul>
<b>Business administration</b>	<ul style="list-style-type: none"> <li>- ELO3.2B: Apply foreign language (English) in negotiation, international business deal;</li> <li>- ELO5.2: Have desire for lifelong learning towards benefits of community and international integration;</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>- ELO2.1E: Systematise environment of finance, law and policy in international integration;</li> <li>- ELO2.2E: Analyse the system of enterprise management in multicultural setting;</li> <li>- ELO3.1E: Apply informatic skills, statistical software and communication to international business activities;</li> <li>- ELO3.2E: Apply foreign language (English) to negotiation, international business deal;</li> <li>- ELO3.3E: Link essential skills to international trade operations;</li> </ul>
	<ul style="list-style-type: none"> <li>- ELO4.1E: Evaluate impact of socio-economic policies, micro-macro variations related to business activities;</li> <li>- ELO4.2E: Predict changes of globalization in enterprises' import-export business activities;</li> <li>- ELO4.3E: Carry out import-export business-related work;</li> <li>- ELO4.4E: Develop business strategy and functions in international setting;</li> <li>- ELO4.5E: Set up ways, business-related projects with enterprises at the domestic and foreign markets;</li> <li>- ELO5.2: Have desire for lifelong learning towards benefits of community and international integration;</li> </ul>
<b>Finance-Banking</b>	<ul style="list-style-type: none"> <li>- ELO3.2F: Apply foreign language skills (English) in banking transaction;</li> <li>- ELO5.2: Have desire for lifelong learning towards benefits of community and international integration;</li> </ul>

Extra-curricular activities for students are based on international orientation. TVU tries to be active in making connection with foreign partners through training sessions for students, which enable students to get to know international culture and working environment. Typically, the collaboration between the Tra Vinh University and the Swinburne University (Australia), within the framework of the Green University Project, has provided practical experience within professional working environments. This project is a student exchange activity between two universities to raise awareness of environment issues. The project lasts for two weeks with many different activities such as conducting a survey on environment around the campus and then in groups the students from both universities designed a proposal on developing green campus in Tra Vinh using the data from the survey. This

activity not only improves their soft skills and research capacity through team work activities but also the language skills.

## Appraisal:

The programmes design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. TVU orients itself toward different countries and makes an effort to connect with different universities. The programmes are internationally oriented, but more towards the Asian countries that are closer in destination and more achievable for students from that region.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			X		

## 1.3 Positioning of the study programmes

The province of Tra Vinh is located in the Mekong Delta, where the labour force is abundant, but the skilled labour force is very low. There are over 11 million labours in the whole region, of which only 35% are skilled. That means the average is by 5% lower than the national average percentage. Moreover, the level of training is diverging within levels, with basic 93%, intermediate 5% and college 2%. There are 12 public and five non-public universities. This shows that the demand for training at academic level in the Mekong Delta is high with a potential perspective. With the motto "Bringing quality learning opportunities to the community", TVU has gradually affirmed its position in the national and international education system. From the application of the community college model of North America to the Vietnamese context, TVU continues to develop application-oriented training in association with the community and the enterprises through provision of standard learning facilities, a positive research environment, and high quality and safe technological products to the community.

During the last years, the results of the employment rate of students after graduation are higher at TVU, compared to the corresponding branches at the regional institutions. The following table shows students' employment rate after 1-year:

University	Business administration	Accounting	Economics	Finance-banking
Tra Vinh University	91.3	92.31	100	93.75
Bac Lieu University	72.3	69.3	N/A	N/A
Cuu Long University	79	79	N/A	79
Long An Economics-Industry University	56	81	N/A	63
Tay Do University	85.2	80.2	N/A	74.3
Tien Giang University	94.6	89.8	N/A	N/A
Can Tho University	97.2	97.1	97.4	96.8
Dong Thap University	97.87	98.04	N/A	100

Based on the surveys of TVU students' professional skills after graduation, the University states that according to relevant stakeholders (employers and alumni), the study programmes are designed and updated with a moderate orientation, ensuring the balance between the training time and students' acquisition of knowledge and necessary skills.

Within the University's strategic plan for 2025 and vision of 2030, TVU sets up the common goal of "training human resources in science and technology with professional competencies, professional ethics and high responsibility". This shall positively contribute to the local, national and international development within the community through labour and production, and enhance professional development and personal growth in order to adapt to the social development in the age of globalisation. For this reason, the objectives of the economic-specialised study programmes are developed on the basis of the University's common strategic objectives. Accordingly, the University's strategic objective of development is to drive learning, teaching and research to application, and thereby meet the needs of socio-economic development in the region and the whole country. This is considered as a guideline in the training and teaching activities of the University. Therefore, the involvement of enterprises in TVU study programmes plays an important role. In addition, the scientific research activities of the study programmes of the economic sector not only integrate into supplementary subjects, which are specifically designed for scientific research, but also integrates into extracurricular activities, training sessions, workshops with the participation of local and foreign scientists.

Students graduating in Bachelor of Accounting ought to be able to hold positions in accounting within companies of manufacture, trading, services in both private and public sectors, and other state-owned entities and foreign investment firms.

Students graduating in Bachelor of Business Administration ought to be able to hold positions in public sector entities, enterprises in manufacture, trading-services within various economic areas in Vietnam or abroad, as well as in management and business for research and teaching.

Students graduating in Bachelor of Economics ought to be able to work in positions in state-owned entities, research and academic institutes, enterprises in import-export, foreign-investment related firms, commercial banks, Vietnamese firms' official representatives abroad, multi-national corporations and other international organisations.

Students graduating in Bachelor of Finance-Banking ought to be able to hold positions as bank tellers, accountants, officers or senior officers, director in credit, in international payment, foreign currency exchange business, as investment capital managers, financial consultants, etc. at banks, at firms and non-banking financial organisations or as researchers or lecturers in finance-banking.

## Appraisal:

The University has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. The University is targeted towards raising the skilled labour force within a region where skilled labour force is generally 5 % lower than the national average percentage. TVU has found its niche and importance in the educational area in Mekong Delta to provide students with knowledge and help them to further develop their education. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		x			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		

## 2. Admission

Student enrolment for the study programmes is expanded nationwide. For specific admission requirements, Tra Vinh University adheres to the enrolment regulations of the Ministry of Education and Training (MOET) on formal enrolment at university and college levels. On the basis of these regulations, the institutions develop their own specific enrolment schemes and publish these on their websites and on the MOET portal website prior to the candidates' registration.

There are two modes by which the requirements can be met:

Mode 1: Entrance to University is determined through the National High School Graduation Examination. The results of the Graduation Examination from High School are looked at least a total score of 15.5 (by Grade 30) in the subject combination required.

Mode 2: Entrance to University is determined through the high school learning outcomes. The candidates should get at least an average 6.0 (by Grade 10) in each subject (a total score of the subject at the class 12 of high school learning outcomes) in the subject combination required.

The subject combinations required for the four study programmes are listed in the table below.

NO	Fields of study	Subject combinations 1		Subject combinations 2		Subject combinations 3		Subject combinations 4	
		(For Entrance Requirements)		(For Entrance Requirements)		(For Entrance Requirements)		(For Entrance Requirements)	
		Subject combinations	Main subject	Subject combinations	Main subject	Subject combinations	Main subject	Subject combinations	Main subject
3	Business Administration	Maths, Physics,  Chemistry	Maths	Maths, Physics, English	Maths	Literature, Maths, Physics	Maths	Literature, Maths, English	Maths

8	Finance-Banking	Maths, Physics, Chemistry	Maths	Maths, Physics, English	Maths	Literature, Maths, Physics	Maths	Literature, Maths, English	Maths
9	Accounting	Maths, Physics, Chemistry	Maths	Maths, Physics, English	Maths	Literature, Maths, Physics	Maths	Literature, Maths, English	Maths
37	Economics	Maths, Physics, Chemistry	Maths	Maths, Physics, English	Maths	Literature, Maths, Physics	Maths	Literature, Maths, English	Maths

Tra Vinh University combines a variety of methods prior to the selection process.

Methods and counselling information include:

- Online exchanging methods consisting of enrolment consultancy via the MOET website, TVU website, TVU School of Economics and Law (hereinafter “school”), Facebook, Zalo, phone contacts, etc. The time for personal online consultancy is from 7am to 5pm on weekdays and weekends.

TVU conducts methods of direct consultancy with appropriate time for each activity consisting of:

- Providing the enrolment information used for the whole University while the School of Economics and Law will add further details related to the specific field and potential employment opportunities after graduation;
- Take part in enrolment consultancy programmes organised by the department of Education and Training in the region;
- Introduce enrolment information at big events co-organised on campus - such as “when I am 18”;
- Invite high schools to TVU for a visit along with publishing enrolment information;
- Sign agreements with high schools in order to provide regular career consultancy for their students;
- Enrolment consultancy and career orientation to high school students within and beyond the province, are also conducted through tours and the green summer voluntary campaign, which is organised by the University.

The admission process of official and additional recruitments is announced open and transparently. In 2016 and 2017, the University operated its own enrolment scheme based on the selection of high school entrance exam results, organised by universities, and the entry review from high school results.

In case that there are too many applicants who register to one major that exceeds the publicised training quota, the University will conduct the selection process based on two criteria:

- Ensure the minimum requirements as presented above;
- Selection to candidates will be prioritised from high to low GPA (including marks of clustered subjects after the addition of priority points), until the university quota is reached.

This score scheme is announced on the website and the admission portal of the Ministry of Education and Training before candidates change their aspirations; In the case that candidates with the same admission score, priority will be given to applicants with higher grade in maths, to ensure that candidates with analytical abilities will be offered the priority in line with the training objectives of these branches.

The instruction of language to the four study programmes is in Vietnamese. Besides, candidates who apply for university-level admission may not compulsorily require English proficiency. However, they must hold a high school diploma or equivalence as a criterion for meeting basic English language proficiency.

Foreign students, prior to joining Vietnamese-instructed courses, must obtain specific requirements of Vietnamese language proficiency. For this issue, TVU provides them with a one-year Vietnamese learning course as part of pre-university programme and as officially admitted at TVU, these students will take part in an additional advanced Vietnamese language course with 10 credits.

All new admitted students have to do an English language test in order to place students with their proper English proficiency and before doing their English professional courses.

## Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn to a student counselling service, or to other helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. The selection procedure is transparent and ensures that qualified students are admitted. The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programmes. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programme that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		



### **3 Contents, structure and didactical concept of the programme**

#### **3.1 Contents**

TVU states that the structure of the study programme must ensure three criteria:

- it must match the regulations issued by MOET regarding study programme building;
- match to the University's strategic orientation;
- match the demands of the labour market.

Study programme contents are developed under scientific process with stakeholders such as members of the Consultancy Board of Study programme, lecturers, students and alumni.

The study programmes of Accounting, Business Administration, Economics and Finance-Banking have total of Vietnamese credits of 127, 123, 124 and 122 respectively (excluding Physical Education and Security & National Defence), which match Circulate No. 07/2015/TT-BGDĐT dated 16 April 4, 2015 by MOET for credit minimum requirements of bachelor degree as 120 credits. Bachelor study programmes are allocated within four academic years, corresponding to eight semesters.

The Study programmes' structure includes two competence blocks:

- a generic block, which is focusing on political theories, humanities and social sciences, mathematics, informatics, natural science and foreign language skills,
- a professional educational block, which is focusing on branch basis, branch specialisation, extra curriculum, graduation internships and thesis writing.

Both provide specialised and professional knowledge, and skills for handling real pragmatic problems relevant to study fields.

The contents and study volumes of the programmes ought to ensure balance, logic and orientation, corresponding to the expected learning outcomes. Each competence block is supposed to address the combination between compulsory and elective subjects. Compulsory subjects contribute to the importance of supporting the expected learning outcomes of the study programmes, and they comprise approximately 80% of the total credit points. The elective subjects comprise approximately 20% of the programmes, which assist the students in achieving supplement knowledge and skills after their graduation. English for Specific Purposes is a compulsory subject, which helps the students to be able to read and apply specialised terminology. Each subject's contents ought to reflect knowledge, skills and attitude, which the students shall achieve.

The curriculum of the Bachelor programme Accounting is the following:

No.	Code	Subject	Number of credits		
			Total	Theory	Practice
		<b>I. Semester 1</b>	<b>17</b>	<b>12</b>	<b>05</b>
1	180000	Basic Principles of Marxism - Leninism	5	5	0
2	191.00	<i>Physical Education 1</i>	1	0	1
3	190014 190018 190019	<i>Security and National Defence Education</i>	165 teaching unit		
4	410291	Non-major English 1	4	2	2
5	220072	Fundamental of Informatics	3	1	2
6	450015	Introduction to Law	2	1	1
7	110007	Advanced Mathematics	4	3	1
		<b>II. Semester 2</b>	<b>16</b>	<b>10</b>	<b>06</b>
		<i>Compulsory subjects</i>	<b>14</b>	<b>09</b>	<b>05</b>
8	192.15	<i>Physical Education 2</i>	1		
9	410292	Non-major English 2	3	2	1
10	180001	Ideologies of Ho Chi Minh	2	2	0
11	470240	Research Methodology in Economics	2	1	1
12	470000	Microeconomics	3	2	1
13	110037	Theory of Probability and Math Statistics	3	2	1
		<i>Elective subjects</i>	<b>02</b>	<b>01</b>	<b>01</b>
14	450006	Fundamental of Psychology	2	1	1
15	470133	Economic Law	2	1	1
16	470236	Ethics in Business and Corporate Culture	2	1	1
		<b>III. Semester 3</b>	<b>17</b>	<b>12</b>	<b>05</b>
		<i>Compulsory subjects</i>	<b>15</b>	<b>11</b>	<b>04</b>

No.	Code	Subject	Number of credits		
			Total	Theory	Practice
17	193.16	<i>Physical Education 3</i>	1	0	0
18	180004	Revolutionary Lines of Vietnamese Communist Party	3	3	0
19	410293	Non-major English 3	3	2	1
20	470023	Principles of Economic Statistics	3	2	1
21	470003	Macroeconomics	3	2	1
22	470006	Accounting Principles	3	2	1
		<b><i>Elective subjects</i></b>	<b>02</b>	<b>01</b>	<b>01</b>
23	470067	Econometrics	2	1	1
24	470004	Customer Care Skills	2	1	1
25	420002	Communication Skills	2	1	1
		<b>IV. Semester 4</b>	<b>20</b>	<b>11</b>	<b>09</b>
		<b><i>Compulsory subjects</i></b>	<b>16</b>	<b>09</b>	<b>07</b>
26	470100	Approach and Professional Development Skills	2	1	1
26 a	410294	Non-major English 4	3	2	1
27	470008	Financial Accounting 1	3	2	1
28	470005	Finance - Monetary	3	2	1
29	470007	Basic Marketing	3	2	1
30	470026	Internship	2	0	2
		<b><i>Elective subjects</i></b>	<b>04</b>	<b>02</b>	<b>02</b>
31	420001	Office Administration Management	2	1	1
32	450024	Labour Law	2	1	1
33	470273	Accounting Information System	2	1	1
34	470068	E-Commerce	2	1	1
		<b>V. Semester 5</b>	<b>16</b>	<b>09</b>	<b>07</b>
		<b><i>Compulsory subjects</i></b>	<b>12</b>	<b>07</b>	<b>05</b>
35	470065	Financial Management 1	2	1	1

No.	Code	Subject	Number of credits		
			Total	Theory	Practice
36	470014	Financial Accounting 2	3	2	1
37	470016	Taxation	2	1	1
38	470002	Management Principles	3	2	1
39	470274	Accounting for Investor Entities and Construction Firms	2	1	1
		<b>Elective subjects</b>	<b>04</b>	<b>02</b>	<b>02</b>
40	470015	Financial Market	2	1	1
41	470017	Foreign Trading Transactions	2	1	1
42	470016	International Payment	2	1	1
43	470002	Commercial Banking Transactions	2	1	1
		<b>VI. Semester 6</b>	<b>16</b>	<b>07</b>	<b>09</b>
		<b>Compulsory subjects</b>	<b>12</b>	<b>05</b>	<b>07</b>
44	470290	Practice on Accounting Book Re- cording	3	1	2
45	470275	Organising Accounting Tasks	3	1	2
46	470206	Practice on Taxation Declaration	2	1	1
47	470276	English for Specific Purposes	2	1	1
48	470289	Accounting Standards Analysis	2	1	1
		<b>Elective subjects</b>	<b>04</b>	<b>02</b>	<b>02</b>
49	470251	State Accounting	2	1	1
50	470081	Commercial Banking Accounting	2	1	1
51	470094	Financial Management 2	2	1	1
52	470277	Accounting in Excel	2	1	1
		<b>VII. Semester 7</b>	<b>15</b>	<b>06</b>	<b>09</b>
		<b>Compulsory subjects</b>	<b>11</b>	<b>04</b>	<b>07</b>
53	470131	Public Sector Accounting	2	1	1
54	470123	Management Accounting	2	1	1
55	470288	Accounting Software Practice	3	0	3
56	470124	Basic Auditing	2	1	1

No.	Code	Subject	Number of credits		
			Total	Theory	Practice
57	470281	Prepare Financial Statement Re- ports	2	1	1
		<b>Elective subjects</b>	<b>04</b>	<b>02</b>	<b>02</b>
58	470287	American Accounting	2	1	1
59	470025	Business Activity Analysis	2	1	1
60	440000	Corporate Governance	2	1	1
61	470061	Negotiation in Business	2	1	1
		<b>VIII. Semester 8</b>	<b>10</b>		
62	470191	Graduation Internship	3	0	3
63	Case 1 000004	Graduation Thesis	7	0	7
	Case 2 470210	Service and Commercial Account- ing	3	3	0
	470211	Advanced Auditing	4	4	0

The curriculum of the Bachelor programme Business Administration is the following:

No.	Code	Subject	Number of credits		
			Total	Theory	Practice
		<b>I. Semester 1</b>	<b>16</b>	<b>11</b>	<b>5</b>
1	180000	Basic Principles of Marxism - Leninism	5	5	0
2	191.00	<i>Physical Education 1</i>	1	0	1
3	190014 190018 190019	<i>Security and National Defence Education</i>	165 teaching unit		
4	410291	Non-major English 1	3	2	1
5	220072	Fundamental of Informatics	3	1	2
6	450015	Introduction to Law	2	1	1
7	420243	Mathematics in Economics	3	2	1
		<b>II. Semester 2</b>	<b>19</b>	<b>12</b>	<b>7</b>
8	192.06	<i>Physical Education 2</i>	1	0	1
9	410292	Non-major English 2	4	2	2
10	180001	Ideologies of Ho Chi Minh	2	2	0
11	450006	Fundamental of Psychology	2	1	1
12	470241	Theories of Probability and Math Statistics	2	1	1
13	470000	Microeconomics	3	2	1
14	470006	Accounting Principles	3	2	1
15	470005	Finance – Monetary	3	2	1
		<b>III. Semester 3</b>	<b>15</b>	<b>11</b>	<b>4</b>
16	193.14	<i>Physical Education 3</i>	1	0	1
17	180004	Revolutionary Lines of Vietnamese Communist Party	3	3	0
18	410293	Non-major English 3	3	2	1
19	470003	Macroeconomics	3	2	1
20	470007	Basic Marketing	3	2	1
21	470244	Applied Statistics in Business	3	2	1

No.	Code	Subject	Number of credits		
			Total	Theory	Practice
		<b>IV. Semester 4</b>	<b>20</b>	<b>11</b>	<b>9</b>
		<b>4.1 Core</b>	<b>12</b>	<b>7</b>	<b>5</b>
22	220020	Approach and Professional Development Skills	2	1	1
23	470240	Research Methodology in Economics	2	1	1
24	470002	Management Principles	3	2	1
25	470056	Consumer Behaviour	2	1	1
26	410294	Non-major English 4	3	2	1
		<b>4.1 Elective</b>	<b>8</b>	<b>4</b>	<b>4</b>
27	640033	Introduction to Logic	2	1	1
28	470061	Negotiation in Business	2	1	1
29	430002	Document Composition	2	1	1
30	420002	Communication Skills	2	1	1
31	420001	Office Administration Management	2	1	1
32	470133	Economic Law	2	1	1
33	470236	Ethics in Business and Corporate Culture	2	1	1
		<b>V. Semester 5</b>	<b>15</b>	<b>7</b>	<b>8</b>
		<b>5.1 Core</b>	<b>9</b>	<b>4</b>	<b>5</b>
34	470128	Financial Management	2	1	1
35	470130	Quality Management	2	1	1
36	470026	Internship	2	1	1
37	470036	Marketing Management	2	1	1
		<b>5.1 Elective</b>	<b>6</b>	<b>3</b>	<b>3</b>
38	470068	E-Commerce	2	1	1
39	470004	Customer Care Skills	2	1	1
40	470016	Taxation	2	1	1
41	470015	Financial Market	2	1	1
42	450025	Labour Law	2	1	1

No.	Code	Subject	Number of credits		
			Total	Theory	Practice
		<b>VI. Semester 6</b>	<b>14</b>	<b>8</b>	<b>6</b>
43	470066	Strategic Management	2	1	1
44	470084	Human Resource Management	3	2	1
45	470123	Management Accounting	3	2	1
46	470034	Manufacture Management	2	1	1
47	470243	Entrepreneurship	2	1	1
48	470085	Marketing Research	2	1	1
		<b>VII. Semester 7</b>	<b>14</b>	<b>7</b>	<b>7</b>
		<b>7.1 Core</b>	<b>8</b>	<b>4</b>	<b>4</b>
49	470102	Change Management	2	1	1
50	470091	Project Management	2	1	1
51	470245	English for Specific Purposes	2	1	1
52	470025	Business Activity Analysis	2	1	1
		<b>7.2 Elective</b>	<b>6</b>	<b>3</b>	<b>3</b>
53	470067	Econometrics	2	1	1
54	470024	International Payment	2	1	1
55	220106	Applied Informatics in Business	2	1	1
56	470121	Development Economics	2	1	1
57	470037	Organisational Behaviour	2	1	1
58	470294	Using SPSS Software in Business	2	1	1
59	470246	Financial Accounting	2	1	1
	420057	Public Relations	2	1	1
		<b>VIII. Semester 8</b>	<b>10</b>		
60	470191	Graduation Internship	3	0	3
61	000004	Graduation Thesis	7	0	7
62	470119	Graduation Report	3	0	3
63	470247	Corporate Governance	2	2	0
64	470248	Brand Management	2	2	0

The curriculum of the Bachelor programme Economics is the following:

No.			Code			Subjects			Number of Credits								
									Total	Theory	Practice						
I. Semester 1						17			12			05					
1			180000			Basic Principles of Marx-ism – Leninism			5			5			0		
2			191.00			Physical Education 1			1			0			1		
3			190014 190018 190019			Security and National De-fence Education			165 teaching units								
4			410291			Non-major English 1			3			2			1		
5			220072			Fundamental of Informat-ics			3			1			2		
6			450015			Introduction to Law			2			1			1		
7			110007			Advanced Mathematics			4			3			1		
II. Semester 2						19			12			07					
8			192.02			Physical Education 2			1			0			1		
9			410292			Non-major English 2			4			2			2		
10			180001			Ideologies of Ho Chi Minh			2			2			0		
11			450006			Fundamental of Psychol-ogy			2			1			1		
12			470241			Theories of Probability and Math Statistics			2			1			1		
13			470000			Microeconomics			3			2			1		
14			470005			Finance - Monetary			3			2			1		
15			470006			Accounting Principles			3			2			1		
III. Semester 3						15			11			04					
16			193.04			Physical Education 3			1			0			1		



No.	Code	Subjects	Number of Credits		
			Total	Theory	Practice
17	180004	Revolutionary Lines of Vietnamese Communist Party	3	3	0
18	410293	Non-major English 3	3	2	1
19	470003	Macroeconomics	3	2	1
20	470007	Basic Marketing	3	2	1
21	470023	Principles of Economic Statistics	3	2	1
<b>IV. Semester 4</b>			<b>20</b>	<b>11</b>	<b>9</b>
<i>Compulsory Subjects</i>			<b>14</b>	<b>8</b>	<b>6</b>
22	410294	Non-major English 4	3	2	1
23	220020	Approach and Professional Development Skills	2	1	1
24	470252	Commercial English 1	2	1	1
25	470002	Management Principles	3	2	1
26	450058	International Commercial Law	2	1	1
27	470240	Research Methodology in Economics	2	1	1
<i>Elective Subjects</i>			<b>6</b>	<b>3</b>	<b>3</b>
28	430002	Document Composition	2	1	1
29	640033	Introduction to Logic	2	1	1
30	470133	Economic Law	2	1	1
31	420002	Communication Skills	2	1	1
32	470110	History of Economic Theories	2	1	1
<b>V. Semester 5</b>			<b>15</b>	<b>7</b>	<b>8</b>
<i>Compulsory Subjects</i>			<b>11</b>	<b>5</b>	<b>6</b>

No.	Code	Subjects	Number of Credits		
			Total	Theory	Practice
33	470254	International Economics	2	1	1
34	470134	Development Economics	3	2	1
35	470253	Commercial English 2	2	1	1
36	470195	Foreign Relation Economics	2	1	1
37	470026	Internship	2	0	2
<i>Elective Subjects</i>			4	2	2
38	200001	Vietnamese Culture Fundamental	2	1	1
39	470061	Negotiation in Business	2	1	1
40	470016	Taxation	2	1	1
41	470067	Econometrics	2	1	1
42	420017	International Culture	2	1	1
<b>VI. Semester 6</b>			<b>14</b>	<b>7</b>	<b>7</b>
<i>Compulsory Subjects</i>			10	5	5
43	470255	Commercial English 3	2	1	1
44	470135	International Business	2	1	1
45	470068	E-Commerce	2	1	1
46	470020	Foreign Trading Transactions	2	1	1
47	470024	International Payment	2	1	1
<i>Elective Subjects</i>			4	2	2
48	470004	Customer Care Skills	2	1	1
49	470243	Entrepreneurship	2	1	1
50	470163	International Finance	2	1	1
51	470162	Stock Market	2	1	1

No. Code Subjects			Number of Credits		
			Total	Theory	Practice
VII. Semester 7			14	7	7
Compulsory Subjects			10	5	5
52	470256	Commercial English 4	2	1	1
53	470257	International Insurance and Logistics	2	1	1
54	470198	International Marketing	2	1	1
55	470258	Supply Chain Management	2	1	1
56	470087	Brand Management	2	1	1
Elective Subjects			4	2	2
57	470102	Change Management	2	1	1
58	470236	Ethics in Business and Corporate Culture	2	1	1
59	470259	Sector Economics	2	1	1
60	470199	Economic Policy Analysis	2	1	1
VII. Semester 7			10		
61	470200	Graduation Internship	3	0	3
62	Case 1 000004	Graduation Thesis	7	0	7
	Case 2 470202	- Graduation Report	3	0	3
	470260	- Foreign Investment	2	1	1
	470261	- Topics on International Integration	2	2	0

The curriculum of the Bachelor programme Finance-Banking is the following:

No.		Code	Subjects	Number of Credits		
				Total	Theory	Practice
I. Semester 1				17	12	5
1	180000	Basic Principles of Marxism – Leninism	5	5	0	
2	191	Physical Education 1	1	0	1	
3	190014-18	Security and National Defence Education	165 teaching unit			
4	410291	Non-major English 1	4	2	2	
5	220072	Fundamental of Informatics	3	1	2	
6	450015	Introduction to Law	2	1	1	
7	110007	Advanced Mathematics	4	3	1	
II. Semester 2				16	10	6
8	192.02	Physical Education 2	1	0	1	
9	410292	Non-major English 2	3	2	1	
10	180001	Ideologies of Ho Chi Minh	2	2	0	
11	470000	Microeconomics	3	2	1	
12	470240	Research Methodology in Economics	2	1	1	
13	470133	Economic Law	2	1	1	
14	110037	Theories of Probability and Math Statistics	3	2	1	
III. Semester 3				18	13	5
15	193.03	Physical Education 3	1	0	1	
16	180004	Revolutionary Lines of Vietnamese Communist Party	3	3	0	
17	410293	Non-major English 3	3	2	1	
18	470003	Macroeconomics	3	2	1	
19	470005	Finance – Monetary	3	2	1	
20	470006	Accounting Principles	3	2	1	

No.	Code	Subjects	Number of Credits		
			Total	Theory	Practice
21	470023	Principles of Economic Statistics	3	2	1
<b>IV. Semester 4</b>			<b>19</b>	<b>9</b>	<b>10</b>
<i>Compulsory subjects</i>			<b>11</b>	<b>5</b>	<b>6</b>
22	410294	Non-major English 4	3	2	1
23	220020	Approach and Professional Development Skills	2	1	1
24	470067	Econometrics	2	1	1
25	470015	Financial Market	2	1	1
26	470026	Internship	2	0	2
<i>Elective subjects</i>			<b>8</b>	<b>4</b>	<b>4</b>
27	470016	Taxation	2	1	1
28	470025	Business Activity Analysis	2	1	1
29	450086	Banking Law	2	1	1
30	470099	Public Sector Accounting	2	1	1
31	470251	State Accounting	2	1	1
<b>V. Semester 5</b>			<b>16</b>	<b>8</b>	<b>8</b>
<i>Compulsory subjects</i>			<b>10</b>	<b>5</b>	<b>5</b>
32	470011	Financial Mathematics	2	1	1
33	470250	Foreign Trading Transactions	4	2	2
34	470038	Financial Management	2	1	1
35	470024	International Payment	2	1	1
<i>Elective subjects</i>			<b>6</b>	<b>3</b>	<b>3</b>
36	470162	Stock Market	2	1	1
37	470262	Financial Behaviour	2	1	1
38	470263	Credit Appraisal	2	1	1
39	470139	Financial Investment	2	1	1
<b>VI. Semester 6</b>			<b>14</b>	<b>8</b>	<b>6</b>
40	470264	English for Specific Purposes	3	2	1

No.	Code	Subjects	Number of Credits		
			Total	Theory	Practice
41	470163	International Finance	2	1	1
42	470107	Corporate Finance	3	2	1
43	470181	Prepare and Appraise Investment Projects	2	1	1
44	470265	Banking Marketing	2	1	1
45	470266	Public Sector Finance	2	1	1
<b>VII. Semester 7</b>			<b>15</b>	<b>8</b>	<b>7</b>
<i>Compulsory subjects</i>			<b>9</b>	<b>5</b>	<b>4</b>
46	470267	Central Bank	2	1	1
47	470216	Banking Accounting	3	2	1
48	470268	Banking Management	2	1	1
49	470269	Financial Statement Analysis	2	1	1
<i>Elective subjects</i>			<b>6</b>	<b>3</b>	<b>3</b>
50	470270	Investment Management	2	1	1
51	470271	Microfinance	2	1	1
52	470174	International Banking Transactions	2	1	1
53	470272	Foreign Currency Exchange Business	2	1	1
<b>VIII. Semester 8</b>			<b>7</b>	<b>0</b>	<b>7</b>
54	470185	Graduation Internship	3	0	3
55	Case 1 000004	Graduation Thesis	7	0	7
	Case 2 470285	- Topics on Risk Management in Commercial Banks	2	1	1
	470286	- Topics on Economic Integration in Banking	2	1	1
	470119	- Graduation Report	3	0	3

TVU states that the names of the programmes are established from three key sources:

- by MOET regulations;
- by study objectives and learning outcomes;
- by career positions.

According to the HEI, the study programmes contain high rates on practical contents in order to ensure students' competences on the application of learned-already theory to real career positions. Students will in addition to practical teaching contents experience the corporate environment through practice during two internships at companies. All together they will be working for 10 weeks, split up in four weeks in semester 4 or 5 and the graduation internship which will be 6 weeks in semester 8. Besides, with special supports from lecturers, students also receive practical knowledge, professional transactions under officers' guidance at internship enterprises, companies or organisations, where the students spend their internship time.

The syllabi are also ought to be designed in balance between theory and practice for each session and each subject/ course/ unit as well, in the assurance of student's skills to apply theory into real practical solutions. A typical example in the case of the subject "Foreign Trading Transactions" (Accounting) , besides learning theoretical content, students will handle compositions, completion of import-export document lists for different types of companies in import-export transaction practice room. Or in the case of the subject "International Marketing" (Economics), students will play in roles in which there are taking

turns into various roles such as CEO or capital investors or marketing officers to solve real situations happening in the companies. In addition, for each subject/ course/ unit, lecturers, before teaching time, must provide syllabi to all classes.

Besides full-time lecturers at the University, there are also part-time lecturers involved in teaching. These part-time lecturers tend to have long time experiences from teaching at other universities in Vietnam or they have long-term working experience in professional fields which provide advantages for students to approach real cases and illustrative examples at work.

In addition, at the moment, the School of Economics and Law invested into the operation of simulation rooms for teaching and learning activities, applicable to some typical subjects at the School. For example, for the course "Taxation" students in Accounting will practice at the Accounting Simulation Room. This entity includes files and documents on accounting and taxation declarations from over 20 enterprises currently operating in and outside Tra Vinh. Students can use actual source documents to perform real case transactions under lecturers' guidelines or business owners' guidelines.

Besides the integration of theory and practice in study programmes and teaching and learning methods as well, Tra Vinh University says to organise extra-curricular activities for enhancement of students' skills in practice such as contests for knowledge discovery, entrepreneurship, talk shows, seminars with special guests/ speakers' attendance, etc. The purpose is to assist students to systematise what they have already learned and to apply the knowledge and skills into real practice.

According to TVU, the study programmes are designed with a structure of interdisciplinary thinking, which ought to be expressed in the expected learning outcomes and the percentage of subjects/ courses/ units in competence blocks for foundation (political theory, science, society – humanity, foreign languages and informatics) and competence blocks for profession (basic branch, specialised branch, extra curriculum, internship and graduation thesis). Competence blocks are supposed to equip students with fundamental knowledge and skills on economics, business and finance, accounting to assist students in analysis of government's policies; scientific research performance and self-research on more special topics in other majors which belong to economic area. TVU states that specialised knowledge and skills for each major are provided to students from basic level to advanced one in request to complicated demands, professional standards and real requirements at enterprises.

Students' ethical aspects and self-competence are supposed to be expressed from study objectives and expected learning outcomes of the study programmes.

Ethic training can be assessed during the study time through the assessment of self-training points at each semester. In addition, during internships at firms, students are also assessed on ethical and attitude aspects through judgment questionnaire for the whole internship time. This assessment ruler expresses objectiveness for study programme results and crucial feedbacks from recruiters which benefits to study programme quality improvement.

According to TVU, the study programmes insert some courses supportive to scientific research activities under both compulsory and elective method such as "Principles of Economic Statistics", "Econometrics", "Research Methodology in Economics" which are examples of compulsory units within the four study programmes, and provide points of view, concepts, methods and essential tools to implement scientific research activities under correct methods and quality. The subject content introduces competence from basic points for research implementation such as: defining research problems, designing a research, building research models, selecting sampling methods, analysis methods, collecting and processing data, writing reports and presenting research results. After the subject

completion, students will be able to prepare a research proposal matching the requirements on their own all of which is also the final assessment method for the subject.

The learning result assessment of courses and the final thesis are implemented objectively, equally and transparently according to the HEI:

- process assessment (account for 50%) with at least two assessments for two marking schemes about students' learning results during the whole process and
- course-completion assessment (account for 50%) with one marking scheme about the students' total learning achievement.

For the assessment of the modules "Internship", "Graduation Internship" and "Graduation", students will spend the final assessment to be marked separately by at least two lecturers.

Assessment contents are properly designed according to learning objectives or expected learning outcome of each course which are mentioned in the syllabus. Upon two weeks before final exam time, lecturers must complete assessment contents which will be double checked and agreed on the base of professional aspects by another independent lecturer for the assurance of objectivity and appropriateness to the course's defined objectives.

Depending on contents of each course and learning outcome, course assessment methods will be in the combination of many diversified ones such as multiple-choice questions, writing, a combination of multiple choice and writing, practice on computers, reports, seminars, etc. From the early session of courses, lecturers inform student on the assessment contents and the expected methods of learning.

Assessment results will be given to the students in class or uploaded at the School's website. Students have the rights to send their appeals or feedbacks reflective to the assessment results within allowance time.

For the graduation thesis or reports and internship reports, marking schemes for each part are also given publicly to students. Each criterion is built up for measurement of equivalent learning results and independently executed by two lecturers currently teaching such majors (particularly for research thesis there will be 3 specialised lecturers giving their separate assessments at the same time). This is also the assessment base to test students' knowledge and skill accumulation through the learning years and compare the results to expected learning outcomes defined in the study programmes.

## Appraisal:

The curricula of the different study programmes adequately reflect the qualification objectives of the study programmes. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. The degree and programmes names correspond to the contents of the curriculum and the programmes objectives. Theoretical questions are, where possible, explained by means of practical examples. There is evidence that the programmes qualify for interdisciplinary thinking. Ethical implications are appropriately communicated. Students acquire methodological competences and are enabled to do scientific work on the required level. All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.



	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

Projected study time	8 semesters
Number of Vietnamese Credit Points (CP)	Accounting: 127 Business Administration: 123 Economics: 124 Finance-Banking: 125
Workload per Vietnamese CP	45 to 60 (1 theory credit = 15 hours in class; 1 practice credit = 30 hours in class; self-study: 1 theory credit = 30 hours, 1 practice credit = 15 hours)
Number of modules	Accounting: 48 (38 mandatory modules and 10/22 selective modules) Business Administration: 48 (38 mandatory modules and 10/20 selective modules) Economics: 49 (40 mandatory modules and 9/18 selective modules) Finance-Banking: 48 (38 mandatory and 10/12 selective modules)
Time required for processing the final thesis and awarded Vietnamese CP	16 weeks, 10 CP
Number of contact hours	Accounting: 2.445 Business Administration: 2.325 Economics: 2.355 Finance-Banking: 2.370

The following table presents how the Vietnamese credit points system can be converted into the European Credit Transfer System.

	Credit in Vietnam's system	Duration (in hours)	Credit in ECTS	Basis
Theory	1	42,5	1,42	Regulation No. 17 and TVU's Academic Regulations
Practice	1	55	1,83	
Field projects and internships	1	90	3,00	According to Section 7 of the Program Issuing Decision
Minor thesis / Thesis	1	60	2,00	

The Structure of the study programmes can be seen in the following tables:

**Table 3.1 Study program structure of Accounting, Business Administration, Economics, Finance - Banking**

No.	Competence	Accounting			Business Administration			Economics			Finance - Banking		
		Credit Total	Theory	Practice	Credit Total	Theory	Practice	Credit Total	Theory	Practice	Credit Total	Theory	Practice
I	Generic Educational Block	43	29	14	51	33	18	52	34	18	51	34	17
1.1	Political theories	10	10	0	10	10	0	10	10	0	10	10	0
1.2	Humanity – Social Science	4	2	2	17	9	8	9	5	4	7	4	3
1.3	Foreign Language	13	8	5	8	4	4	13	8	5	13	8	5
1.4	Natural science – Mathematics - Informatics	10	6	4	13	8	5	12	7	5	13	8	5
1.5	Elective	6	3	3	11	6	5	8	4	4	8	4	4
	Physical education	3	0	3	3	0	3	3	0	3	3	0	3
	Security – National defence	165 teaching units			165 teaching units			165 teaching units			165 teaching units		
II	Professional Educational Block	84	38	46	72	34	38	72	33	39	74	34	40
2.1	Branch Basis	20	13	7	15	10	5	21	13	8	15	9	6
	Compulsory	18	12	6	0	0	0	17	11	6	15	9	6
	Elective	2	1	1	0	0	0	4	2	2	0	0	0
2.2	Branch Specialisation	48	23	25	43	23	20	37	19	18	47	24	23
	Compulsory	36	17	19	31	17	14	31	16	15	35	18	17
	Elective	12	6	6	12	6	6	6	3	3	12	6	6
2.3	Extra curriculum	4	2	2	2	1	1	2	1	1	2	1	1
2.4	Internship in companies	5	0	5	5	0	5	5	0	5	5	0	5
2.5	Graduation thesis or supplement study <sup>59</sup>	7	0	7	7	0	7	7	0	7	7	0	7
Total		127	67	60	123	67	56	124	67	57	125	68	57
Percentage of theory, practice (%)		100	52,8	47,2	100	54,5	45,5	100	54	46	100	54,4	45,9

Under the regulations of MOET, bachelor programmes must have a volume of at least of 120 credits. The four programmes are to be taught within four years. Each course/subject is functioning as a unit for defining knowledge and expected learning outcomes, elements which the students must accumulate during their study time.

Therefore, the study programmes' structure is flexible within the credit point scheme and scattering within four years and equivalent to eight semesters. During each semester, the study schedule is designed scientifically, to ensure that students have enough time for class attendance and independent research. In these semesters, there are compulsory and elective courses/ subjects respectively for students' options regarding their specific preferences.

Almost all courses are designed in length of two to three credits, knowledge, skills and attitude addressed to each course depend on their supportive level to expected learning outcomes. With this foundation, students have the right to follow accumulated credit regulations and having flexibility in their independent study activities. Students will also be able to plan elective courses in order to both satisfy current study requirements and prepare a pathway to upper degrees within the economic sector or shortening of their study time.

Each course's credit quantity is used to measure the students' learning volume measurements. According to the national standard framework, one credit equals minimum 15 theory learning hours and 30 hours of self-study, individual preparation with guidance; or 30

hours in a practice, laboratory, discussion and 15 hours of self-study, individual preparation with guidance; or is equivalent to 45 hours of internship at entities, writing reports, assignments, graduation thesis, essays, dissertations. Also, the total credit numbers for each semester are required to be minimum 15 credits, with exception of the last year.

Assessment procedures are implemented on the basis of Code of Conduct for formal college and tertiary education under the credit system issued by Minister of Education and Training. The Regulation on course assessment is issued by the Rector of Tra Vinh University. It is publicly available at the University's website.

Assessment questions focus on testing students' competences to ensure connection to expected learning outcomes. Each course's assessment procedures are divided into two parts with certain weights:

#### Course assessment

- Process assessment, accounting for 50%: is an assessment based on competences, which students gain through learning processes of each course for the purpose of testing the students' accumulated competencies. They can be one of the following: registration of attendance during learning time; conceptualisation and attitude judgement through discussion involvement; writing tests, group presentations, practical computer skills, in-class attendance, group assignments, case studies or presentations.
- Course completion assessment, accounting for 50%: is an integrated assessment of the whole course's competencies, for the purpose of testing the students' competencies acquired of all course contents, on the basis of each course's expected learning outcomes. The course completion assessment methods may be in completed written (multiple choice or short questions), speaking, reports, assignments or as any combination.

The exam date and venue are announced to all students two weeks prior the exam time at the School's website.

Course assessment results will be announced about four weeks after the final exam date, and students can access their grades by the course semester, through the School's website or the University's online student portals.

Students can access feedback in the cases of any mistake happening during the assessment marking. In case, students achieve the average grade below four, the students have another attempt to repeat the final exam later.

#### Self-training assessment

During every semester, students are still assessed through their self-training through the contents of: conceptualisation and attitude on learning time; participation in academic clubs, extracurricular activities, scientific research activities, supplement study on foreign languages, and so forth.

#### Programme completion assessment

The study programmes' last semester is designed for the coverage of competencies, in which students must have gained through the whole length of study time. Upon this time, students are involved in a graduation internship equivalent to a period of six weeks. The assessment will be based on graduation reports and the thesis.

There will be two cases for programme completion assessment during last semester:

- Case 1: Students prepare a graduation thesis and present it to the graduation assessment council – this case is applicable to the students who achieve the

accumulatively average grades at minimum 'pass' level and without any course shortage upon the assessment time;

- Case 2: This case is applicable to the students who are not in Case 1 – no graduation thesis preparation due to their incompleteness of all required courses or without the accumulatively average grades at minimum 'pass' level. They must complete two other courses in replacement and proceeding graduation report preparation, which does not require a presentation to the graduation assessment council.

However, there are flexibility for both cases in the graduation assessment procedures and quality improvement in the graduation thesis preparation by each batch, departments and advisory lecturers have considered on pushing to a minimum level of the accumulatively average grades for graduation thesis preparation at 'credit' level.

The total average grades by semester are a criterion for a scholarship assessments and award accreditation after the semester ends (only acceptance on the result from the first time of final exam). For cases of students expelled and by graduation ranking judgement, there is a usage of any higher grade from the final exams to be accumulated to the final average of grades.

The study programmes are designed under the credit system, which is supposed to ensure the feasibility of competence volume for each semester and during the entire programmes time, all of which is publicly accessible to students in order to develop any appropriate study plan. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated and the recognition of periods of practical work – insofar intended – is also defined.

The syllabi handed out to the students expresses the length of each chapter, compulsory documents, referent documents, information on prerequisites, learning objectives and outcomes, number of credits and learning and assessment methods matching to each chapter. After the course completion, students will have revision time and the final exam will be held two weeks later. This ensures all course's implementation completed at the right time as regulations.

Study length of time for students is carefully calculated, which should provide enough time for students' studying during all semesters. As mentioned above, students have the total of eight semesters and for each semester; the requirements of minimum 15 credits and maximum 20 credits are to be accomplished. Based on Circulate No. 07/TT-BGDĐT issued by MOET, during four years of study, students need the total length of time as 5,580 hours including in-class time and self-study time (plus the amount of Physical Education). Each semester lasts 20 weeks which is equivalent to the study time budget of 800 hours with except for Saturday and Sunday (five days/week\*eight study hours/day). In which, there are 15 weeks for studying, 1 backup week in the case of public holidays, traditional new year, lecturers' sickness leaves or other unexpected circumstances; 2 weeks for students' self-revision and for organising course completion exam; 1 week for other tasks, such as handling exam papers, marking, registering the results, appealing, and announcing the results, and 1 week for semester break. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations.

Se- mes- ter	Maximum time budget in one semester	Actual time budget (hour/semester)			
		Accounting	Business- administra- tion	Economics	Finance- banking
1	800	330	315	330	330
2		330	390	390	330
3		330	285	285	345
4		375	435	435	315
5		345	285	285	360
6		375	300	315	300
7		360	315	315	330
8		300 (Prac- tice and thesis) or 195 (Practice and extra courses)	300 (Prac- tice and thesis)  Or 255 (Practice and essays)	300 (Prac- tice and the- sis) or 255 (Practice and essays)	300 (Prac- tice and thesis) Or 270 (Practice and essays)

In order to create an advantageous environment for the students, TVU has different policies to assist, encourage, keep equality opportunity among learning activities for students with special physical needs. These policies are applied as follows:

- Student accommodation support: To ensure students who are living far from Tra Vinh town, the University will provide options for accommodation during the students' study time at the University (TVU's dormitory was built and put in operation in 2014, and is providing accommodation for around 4,300).
- Health insurance: All students are required to have check-ups upon starting new academic year. The check-up results describe their health conditions, from which there may be any consultant ideas for health improvement during the remaining time, for achieving the best results. With participation in health insurance coverage, students will benefit of all rights in case of sickness.
- TVU's admission policies include a point plus for students who are from various areas. Students from hindering areas are receiving more points; students from households under preferential treatment policy or minor ethnicity households are too; along with honour application to the students' prize, from a national selection contest or international Olympic tournaments;
- Besides, TVU still applies financial assistance policies, including tuition fee exemption for households under preferential treatment policy, such as ethnic minority households, low-income households, and others under special circumstances. Moreover, disabled students, who are not capable of attending in such courses regarding physical education, there will be other options, such as Chess, Chinese Chess etc.
- For disabled people who are unable to be self-reliant in daily life, as well as study due to toxic chemicals, or who are children of chemical-infected participants, will be considered to do their study with their current health condition in mind.

In order to fulfil all the above-mentioned activities, TVU's other relevant units, such as the Department of Gender and Community are direct units in charge of the delivery of schemes and policies, which contribute as optimizing entities to the students to achieve the best study programme completion at the University.

## Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The panel members were missing a diploma supplement and correlating with that they were also missing a relative grade or an ECTS grading table. The HEI handed in documents with the statement which show Vietnamese Credits and the conversion to the European ECTS system. The diploma supplement, which should also include a relative grade or an ECTS grading table, is still missing. The panel therefore continues to recommend the following **condition**:

The University provides students with a diploma supplement including a relative grade or an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. The measures taken are periodically reviewed and adapted in accordance with the obtained results.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)				X	
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity		X			

### 3.3 Didactical concept

The University states that it implements various topics on training of improved teaching and learning methods for both lecturers and students.

Training topics for lecturers	Training topics for students
<ul style="list-style-type: none"> <li>- Question building skills</li> <li>- Mutual interaction teaching skills</li> <li>- Case-study based learning methods</li> <li>- Problem-solving based learning methods</li> <li>- Special guest interview-based learning methods</li> <li>- Green field visit based learning methods</li> <li>- Effective team working organisation</li> <li>- Methods for students' self-study capacity improvement</li> <li>- Management of students' self-study</li> <li>- Adult teaching principles</li> <li>- Learner-centredness based teaching principles</li> <li>- Learner motivation and learning principles</li> <li>- Positive teaching with BOPPPS model</li> <li>- Teaching plan composition methods for learners' positivity development</li> </ul>	<ul style="list-style-type: none"> <li>- Document record, reading and search skills</li> <li>- Presentation skills</li> <li>- Communication skills</li> <li>- Decision making and problem-solving skills</li> <li>- Negotiation and conflict solving skills</li> <li>- Team working skills</li> <li>- Time management and task organisation skills</li> <li>- Stress and individually financial management skills</li> <li>- Change management skills</li> <li>- Creative and critical thinking skills</li> </ul>

Concerning the didactical approach, there are development and continuous improvement of the following actions:

- Increase in study contents, training for students and lecturers in order to improve students' self-competence. Teaching and Learning Centre is a unit in charge of development of multi-method teaching skills. The implementation of teaching and learning method improvement is practiced each year.
- Assurance on students' self-study time besides official learning time. The learning volume distribution by semester ensures students with much self-study time and contact to lecturers, class head lecturers in case of discussion, professional assistance.
- Learning method diversification including team working and others in encouragement of students' critical thinking and self-competence. Assessment methods are accepted and encouraged including team working or individual assignments in forms of reports and presentation. Before that, students have already been in training for these skills in order to ensure the effective learning method implementation.
- Enhancement in teaching and learning methods with occupation approaches. For all study programmes, the practical internship is obligatory. Enterprises or potential recruiters will be in charge of guidance and evaluation on students' knowledge, skills, attitude matching to real job requirements. Moreover, in order to meet the appropriateness of real occupation requirements, for each study programme, there are diversified teaching methods through real case-based practice allowing students' critical thinking and approaches to the same cases.



- Course materials in study programmes include core materials and reference materials.

According to the University, the students are supplied with a wide range of material sources for the study programmes (in both English and Vietnamese language) which benefit the students' approach to the courses' content more effectively. In the beginning of each class, lecturers will introduce students to these materials which are clearly mentioned in the syllabus and are available at the library or departments' bookshelf (particularly for core materials).

After all key teaching materials are accepted for usage with other essential references for the study programme's teaching and learning activities, they will be uploaded on information channels such as Syllabus, School Website and library. Moreover, periodically, the University library will have actions to cooperate with other schools, departments in order to update and increase materials for students.

Learning materials also include electronic database built by each department (for instance, accounting data for the Accounting Simulation Room) or data from international science source.

With the statement of cooperation between the University, enterprises and education integration with actual society demand, the study programmes focus on guest lecturer invitation. The guest lecturers are working outside the University holding positions as managers, senior officers or full-time lecturers at other institutes or universities. These visit lecturers ought to be long-term experienced in the field relevant to the course contents which they will be teaching. This enables students to get other points of view and to approve their understanding of theory application into practice.

Before teaching, the visit lecturers are in another assessment point by a group of full-time lecturers and after teaching completion, such departments will reassess to make the base for invitation repetition on the following times. Besides, the University often organises seminars, topic discussions with national and international experts from business and science, where students can take part.

Lecturers are in charge of student assistance. Outside class time, the lecturers answer any questions from students in person contact or via email and social chatting.

## Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programmes objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. With the student-centered teaching and learning, the programmes offer a combination of major knowledge and leading professionals' experiences in variety of industries that helps to develop the employability in a real business environment. Students have opportunities to develop strategic thinking, analysis and leadership skills they need for professional growth in the future. Project-based and simulation case studies are used to help apply theory to practice, allowing them to absorb knowledge more quickly and effectively.

Unit materials for each unit are regularly updated to reflect and authenticate contemporary issues in the real business world. The unit materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and



digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X

## 3.4 Internationality

The national framework helps Vietnam's study programmes develop towards unification and improvement on international integration capabilities and targeting on "Relationship creation with other countries' national framework through international and area level reference framework which is a foundation for mutual acknowledgement of degrees, competence improvement and competitive advantage of human resources".

From that, study programmes under the School meet according to the HEI the minimum credit number requirement at 120 Vietnamese credits in order to ensure the unification of local level and national standard framework.

The study programme contents should focus on international integration targets, the equipment for students with knowledge, skills, attitude, languages and cultural understanding corresponding to the integration of Vietnam and area's labour markets.

Beside the establishment of international integration-oriented courses in the study programme, students are encouraged to participate in cultural exchange activities and international cooperation, such:

- Annual exchange with students from the Scot Community College, Canada about development projects;
- Participation into international cultural activities at TVU: Japanese Cultural Day;
- Participation into international student exchange programmes;
- Common activities with volunteers.

Most study programmes in Vietnam mainly use Vietnamese language in teaching and learning activities. This is a basic obstacle to attract more international students come to study in Vietnamese universities. Similarly, study programmes at Tra Vinh University also use Vietnamese as their official language in its programme implementation (exception for English major programme). In the past years, just a few international students from Cambodia took part in the Bachelor programme Finance-Banking.

Following to the general framework approved by the Ministry of Education and Training, the current study programmes are in Vietnamese with Vietnamese faculty members as the main human resource. Meanwhile, in order to strengthen the internationalisation of study

programmes, the following strategies and activities are being focused on according to the University:

Faculty members are encouraged to pursue their study and research abroad. The lecturers of TVU as well as of the School of Economics and Law are given the opportunity to improve their professional qualification abroad, through an annual training plan and policy of admitting highly qualified abroad-trained lecturers. With the pursuit of overseas advanced higher education, not only can faculty members enhance their qualification, but also establish international cooperation with foreign institutions in education and research. Lecturers can participate in training sessions in professional fields and foreign languages. In order to meet the trend of international integration and ensure the achievement of educational goals, TVU offers a policy to the faculty members to improve their foreign language skills, especially English with its vision to 2020 that they will have to acquire a specific English proficiency level.

Additionally, all lecturers holding a master's degree or higher must ensure a language proficiency equivalent to B1 according to European standards or equivalent, prescribed by the MOET. One of the favourable conditions of Tra Vinh University is that since 2014 it has been assigned by the MOET to provide teaching, testing and issuing foreign language certificates up to B2 level. Furthermore, TVU is also accredited by Cambridge of University ESOL Examinations - Cambridge ESOL as a Training Centre for General English and Academic English.

Regarding foreign language contents within TVU development strategy, the school is gradually conducting instructions in English language for its students to some subjects, including general and specialised English. In addition, when participating in workshops, training sessions and classes in soft skills, students have the opportunity to interact directly with foreign experts or volunteers from Canada, France, Australia, Philippines, etc. The total number of credits as well as of class hours, especially practice hours of English modules tends to increase by each time of updating the study programme. Through conference, training sessions and soft skills courses, students also have opportunity for direct approach to foreign experts/volunteers from foreign countries such as Canada, France, Australia, the Philippines, etc.

## Appraisal:

International contents are an integral part of the curricula of the four study programmes. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The student body consists mostly of Vietnamese students, due to the fact that all courses, except for foreign languages classes, are taught in Vietnamese language. At the point of the on-site visit, there was one international student from Cambodia enrolled. Therefore the criteria for internationality of the student body do not meet the quality requirements.

Concerning the internationality of the faculty it can be noted that during the time of the on-site visit, there was one international teacher from the Philippines lecturing at TVU. The HEI is interested in helping their lecturers gain English skills in order to be able to teach in English in the future. Therefore lecturers are being encouraged to improve their English abroad and they will receive financial help to do so. According to the panel members, the University is headed in the right direction by further educating their staff, but the criteria in the current situation do not meet the quality requirements concerning the internationality of the faculty.

Like already mentioned above, lectures are, with the exception of foreign language classes, exclusively held in Vietnamese language. According to TVU, cases which are being used and talked through in class are sometimes used in English in order to get students used to the English language. Apart from some reading material which the student body has access to in the library, the foreign language contents are not implemented sufficiently to meet the quality requirements for the criteria for foreign language contents. Therefore, the panel sees room for a significant increase of lecturers with international experience and for teaching international and intercultural skills and contents. The panel therefore recommends TVU to increase efforts on internationality of the faculty, but at the same time it would like to add that it sees a clear potential for internationalisation in the future.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body				X	
3.4.3 Internationality of faculty				X	
3.4.4 Foreign language contents				X	

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Study programmes are designed aiming at enhancing students' skills in three aspects: knowledge, professional skills (including complementary skills) and professional attitudes and ethics. More specifically, Tra Vinh University states that they are one of the leading institutions when it comes to integrating soft skills into the study programmes, each of which prepares students with different soft skills based on its corresponding subjects. Students must complete at least 5 subjects, including literature search, presentation, teamworking, creative thinking, time management, problem solving, negotiation, change management skills, etc., of soft skills as a criterion for graduation (in which, there are 2 compulsory subjects and 3 optional subjects). In addition, internships offer opportunities for students to experience and apply their professional skills as well as soft skills to practical environment. During this time, they are guided on how to deal with work and office skills (e.g. using equipment, dealing with documents, communication skills, office culture) by experts who are working at the enterprises. After each time of internship, students must complete a report to the work they conducted and receive the evaluation feedbacks on their attitudes and skills by the supervisor of the enterprise.

In addition to specialised knowledge, the formation and development of personal skills is considered as one of the objectives of each study programme. These skills are not only integrated into each subject, but also in extracurricular activities such as rhetoric contests, competition on law, knowledge discovery, etc.

#### Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

According to TVU, the overall goal is developing an application-oriented institution according to regional and international standards, and study programmes which are run associated with the market demands, specifically:

- Prior to the development of a study programme, a survey on the market demand for current and future careers is being done. More specifically, survey forms are delivered to employers and skilled people in their working field at agencies and enterprises within and outside the province, which consist of two main parts:
  - Assessment of the market demand for relevant study programmes;
  - Competencies of knowledge and skills (including professional and complementary skills), and attitudes, ethics and social responsibilities necessary for a job position.
- After the end of a course, on an every-two-year basis, study programmes will be revised and updated in order to meet current requirements, which are carried out based on 3 main aspects:
  - survey results on 3 target groups (employers, skilled people and alumni); in addition to same contents in the initial survey form prior to the study programme design, questionnaires are added with the content of the evaluation to the quality of the study programme for alumni and the employers' evaluation at enterprises / agencies about students' completion of work;
  - feedback of the Programme Advisory Council on the study programmes
  - Constructive ideas from lecturers that are directly involved in teaching.

Besides, courses in career approach and development such as module 470100 (accounting), 220020 (business administration, economics, finance and banking) and internship programmes, are included in TVU compulsory extra-curricular activities in order to prepare students with necessary skills in the recruitment process and in the future. This helps to increase the employment rate of students after graduation. For the final year students, the school seeks and introduces internship placements suitable for their majors, while lecturers provide them with support during their internships and graduation theses.

In addition, TVU regularly organises job-related seminars and talks between employers and students. Annually, it organises a job fair for students in coordination with many different companies/enterprises, where the school has also discussed about its academic results and majors; parallel, enterprises set up criteria for admitting students in job positions. This ought to help the school devise the requirements of output standards in order to improve the study programmes toward meeting the demand of the labour market.

#### Appraisal:

According to the panel, TVU is committed to provide skills for employment of its graduates. The promotion of employability – through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the

study programmes through all its units. While the programmes are utilitarian in this sense, employability is complemented with sound educational principles and objectives.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

## 4 Academic environment and framework conditions

### 4.1 Faculty

TVU's School of Economics and Law was established in 2014, consisting of five departments of accounting, finance-banking, economics, administration and law, and the central office. The school leader board consists of the Dean and four Deputy Deans. At the departmental level, the heads are directly responsible for the study programme management and development within their specialised fields. In addition, a school science board was set up with member representatives to be Dean, Deputy Deans and heads, alumni and students.

Up to August 2018, the school includes a total number of 83 members, out of which 78 faculty members and 5 staff are taking their responsibility for operating the school's study programmes, which are meeting the MOET requirements of education and research.

Among 83 faculty members, 57 are carrying out full-time teaching and 26 are taking their responsibility for professional consultancy as scientists, researchers and business representatives, to conduct graduate and post-graduate study programmes at the school. The faculty members contribute to improvement and continuous update of the study programmes and introduction of initiatives related to teaching.

The school possess qualified faculty members, who, according to the HEI, meet the requirements within higher education. The number of faculty members that holds doctoral degrees for the involvement in teaching is over 15%. In order to motivate the school faculty members, TVU provides an annual policy of financial support to encourage them to research and teach at other institutions to gain experience nationally or abroad, with a special focus on young faculty members. Up to present, there are three faculty members who graduated abroad (Germany, Taiwan, Australia) and three are pursuing their study in Ireland, Germany and New Zealand.

In addition, the school invites guest lecturers who have experience within their own specialised fields, which thereby enable students to learn more about practical environments and increase their potential employment opportunities via direct engagement with these visiting lecturers.

The criteria for recruitment of faculty members are adopted by TVU. The criteria are aimed to ensure a fair competition and to select highly qualified faculty members. The procedure consists of the following main steps:

- public announcements on mass media, like on the TVU website,
- examining applications,
- conducting interviews,
- signing employment contracts,

in which candidates with high specialist qualifications are prioritised, e.g. effective teaching methodology, scientific research methodology.

#### Teaching criteria for full-time faculty members and visiting faculty members

For full-time faculty members: As required to full-time education, faculty members have to meet the following criteria:

- (1) Holding master's degree, equivalent or above;
- (2) having teaching qualifications within their own fields of study;
- (3) hold a certificate of pedagogical qualifications;

(5) have obtained two post-graduate certificates consisting of: Philosophy and Methodology of higher education teaching.

Additionally, faculty members have to use English at level B or above, as their second language, in which they are able to understand technical terms for their professional instruction.

For visiting faculty members: In addition to full-time faculty members, the school also invites visiting lecturers from national and foreign institutions, who are required to meet the following criteria:

- (1) Holding at least master's degree;
- (2) obtaining specialist qualifications;
- (3) gaining at least three years of experiences within a relevant field;

Besides, they should have at least 5-years of experience within their specialist fields, as they will teach in practice-based subjects.

Furthermore, in order to facilitate students' approach to practical knowledge, TVU invites the visiting teachers who come from enterprises and have to meet a number of specific requirements:

- (1) have gained experience within their specific professions;
- (2) having professional qualifications;

Concerning the enhancement of the professional qualification and teaching skills, TVU follows an annual plan of fostering scientific work of faculty members. In particular, TVU regularly organises conferences or seminars, with the purpose of sharing experiences in searching for scholarships or introducing scholarship programmes, while providing partial support of finance based on the regulations.

Furthermore, TVU possess a Teaching and Learning Centre, which is responsible for holding annual training sessions with the purpose of equipping faculty members with pedagogical skills and other soft skills. These training sessions are important since they enhance instructional skills and methods, as well as quality production of lesson planning on the basis of student-centred orientation.

Monthly professional meetings at departmental level are held with the aim of discussing, updating and adjusting the teaching content and methods, and thereby help students to acquire knowledge in the most effective way possible.

At the end of each semester, a meeting for review and lessons learned to each study programme is held with the participation of faculty members within the respective disciplines, through which positive aspects will continue, while limitations will be re-evaluated for improvement within teaching and learning in the next semester. The exchange of professional activities is also reflected in the school's internal regulations in the way that each subject is managed by at least three faculty members, whom regularly share professional activities as well as provide support in teaching and other professional activities.

From the step of admission registration completion, students will attend the first orientation week, which guides the students' academic affair regulations, populating student rules and student supports for accommodation at the dormitory or homestay address introduction. Every new student is provided with student notebooks, on which there is vast information about student support services during their study time, in detail. Besides, the School of Economics and Law still organises another welcome ceremony for new economic students, with the purpose of study programme introduction and learning orientation for the students.

Each class will have one advisory lecturer as home lecturer, who has the same professional competence as the students' registered major, and who the students will go to during their time studying in regards to all relevant activities: self-training assessments, study planning guidance, course registration, course withdrawals, etc. Monthly, the home lecturer will visit the class at least once for giving support to the students, answering any question and orienting learning activities for future periods.

Also, a monitor board must attend a learning activity meeting on a monthly basis, organised by the University's Student Affair Department, through the meetings, the University can immediately capture students' learning situation.

The School's office of Economics and Law takes its responsibility for overall management, which is consisting of five staff who provide support to students and advice in administrative work, such as learning schedules, scores, scholarships, policies, etc. Meanwhile, they also receive students' feedbacks regarding their learning activities. The office working hours is on weekdays (from 7-11am and 1-5pm). In addition, students can access necessary information through website, e-mail, Facebook, Zalo, etc. to ensure timely and effective interaction between lecturers and students.

Every year, the school personnel including faculty members and other staff, will update their knowledge, based on their current positions in work, such as administrative work, teaching, research and student support. As required, the school shall make proposals of the personnel's recruitments in order to bring about the most effective teaching and learning activities. Along with the support from office advisors (school's office staff), class counsellors are responsible for giving students advice on academic aspects, such as academic planning, daily learning, administrative procedures, and providing support of general living conditions. The quality of the student support activities is annually assessed through meetings and student surveys.

## Appraisal:

The structure and number of the faculty correspond to the programmes requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification and the pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. TVU verifies the qualifications of the faculty members by means of an established procedure and ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.

The lecturers teaching in the bachelor programmes are on an academic level well equipped to teach their classes. The panel members found that the business experience of the full time teaching staff doesn't correspond with the goal of integrating theory and practice into the programme and could be worked on by the University. By implementing more practical business experience in the study programme the students would get a better sense of what is needed and expected from them in the labour market. Therefore, the panel suggests that the University tries to implement more full time teaching staff with business experience in the study programmes.



The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty				X	
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programme)					X

## 4.2 Programme management

The head of the departments is mainly responsible for each study programme including:

- (1) managing, adjusting, and updating the study programmes coupled with the syllabus and teaching materials;
- (2) managing each sector/major-based profession;
- (3) managing lecturers and students;
- (4) organising professional activities and arranging lecturers;
- (5) making personnel plans, developing materials and programmes, and making plans for scientific research activities and business cooperation services.

In order to run the study programmes smoothly, the school's departments manage the specific following tasks:

- Providing first-year students with full orientation to the study programmes and course registration;
- Based on the study programme, the department devises plan for lecturers' teaching position;
- Providing its faculty members and visiting teachers with course outlines;
- Making procurement plans and composing of materials and lesson plans;
- Holding meetings as required.

In addition, the management of the study programmes is supported by the functional units, in particular, the Centre for Teaching and Learning and Quality Assurance Office.

The organisational and managerial procedures of the school are operated in accordance with ISO 9001: 2015. In particular, based on TVU goal of quality assurance, the school adopts its own quality objectives and action plan, along with regular monitoring and periodic assessment for a quality improvement of work.

In order to ensure professionalism in teaching and learning activities, the school's office takes its role in supporting administrative procedures for students and faculty members, including trainings, examinations, scientific research, cooperation with enterprises, student internships, ensuring students' rights through preferential policies, and other administrative work. In addition, in order to reduce the administrative work and enhance interactions between instructors - students – school's office head, the School of Economics and Law is equipped with the Bitrix software system, which is contributing to improvement of teaching and research activities, and making optimal use of time.

Every year, training courses related to office skills enhancement are delivered to office staff, consisting of communication skills, financial activities, start-ups, etc. Additionally, the department sets up plans to enhance long-term professional qualifications for the office staff through postgraduate training courses. Currently, 100% of the office staff holds master degrees or above. Based on the regulations of school's regulation, the tasks related to office administrative and student, lecturer support activities, will be assigned in details for office staff. The assignment table of work will be posted at the school's office and the website. Each workflow will be concretised into the respective implementation process, which will help the operation process be fast, clearly and transparently.

In order to create an advantageous environment for the students, TVU has different policies to assist, encourage, keep equality opportunity among learning activities for students

- Financial support and scholarship: For the encouragement of students' spending all their efforts on studying, the University has a scholarship policy for students who have high distinction learning results. The scholarship is granted every semester, with criteria based on the results on learning and self-training.
- Occupation orientation and job introduction: For students in the final year, the School looks for, and nominates the student's internship entity in accordance to their study programme. Lecturers play the role as supervisors and helpers during the graduation internship time. Otherwise, the School and TVU's Centre for Careers often coordinate with companies and enterprises to organise events as a "Career Fair", in connection between students and the labour market.
- Student support services: Besides each class's having a home lecturer working as support and guider for academic affairs, the Office of Student Affairs is an official unit for administrative assistance for the students during their learning time at TVU.

## Appraisal:

The programme director coordinates the activities of everyone involved in the programmes and ensures that the programmes run smoothly. The panel members got the impression during the on-site visit that TVU is highly committed to building up a professional learning and teaching environment. Therefore, faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management				
4.2.1*	Programme Director (Asterisk Criterion)		x		
4.2.2	Process organisation and administrative support for students and faculty		x		

### 4.3 Cooperation and partnerships

Cooperation between Tra Vinh University and partner institutions play an important role in improving the quality of training, providing opportunities for students and promoting academic cooperation. TVU has currently signed agreements with more than 70 international partners in the fields of training and research activities concerning the whole University in general, and the School of Economics and Law in particular. At present, Tra Vinh University is a member of the Vietnam Association of Community Colleges (VACC) and the TVU rector is the president of this association. VACC is a social-professional organisation which represents the common voice of community colleges, universities and other training organisations in Vietnam. In academic collaboration with international partners, the School of Economics and Law is involved in collaborative programmes. The school receives volunteer teachers from foreign partners, e.g. from the Philippines, etc.

Furthermore, annual activities between students of the School of Economics and Law and of the Nova Scotia Community College on Business Start-up Models (2018) and Micro Credit Project (2017) take place. These activities last two-three weeks per year; following that, TVU students in Economics, Accounting, Business Administration, Finance-Banking are engaged in cooperative work with foreign students. These activities not only directly enhance students' professional capacities at both institutions, but also contribute to improving the foreign language skills and soft skills for students of the school of Economics and Law in particular.

Currently, Tra Vinh University, including the School of Economics and Law, undertakes cooperative activities with more than 200 domestic enterprises, ranging from surveys on training needs, curriculum development, teaching, and internships to job support for students. These activities are conducted systematically, and they are linked to each study programme to create a practical approach.

In addition to the above-mentioned COOP (cooperative education) programme, enterprises also regularly provide scholarships and academic support for the students who encounter difficulties in their personal life, but whom obtain good results within their study. Collaboration between the school and the organisations is not only a benefit for students, but also an extension to affect the community. Every year, students of the school of Economics and Law are encouraged to engage in the Green Summer Voluntary Programme and other activities organised by the Provincial Youth Union and the Youth Union towards promoting activities within the community. As a result, students can foster personal growth, enhance soft skills, social awareness and responsibility to the community.

#### Appraisal:

The University showcased during the on-site visit and also in their self-assessment report a variety of cooperation, which were considered as important and interesting by the panel. The panel welcomes the projects and activities, which foster students' soft skills. However, none of them are in direct academic correlation to the four study programmes and have an impact on them. During the on-site visit, the lecturers and students explained to the panel that due to a lack of financial capacities, there are not able to study/ teach abroad for a certain period of

time. In order to foster the international students and faculty exchange and to enable the students to receive intercultural skills, the panel recommends to build exchange cooperation with foreign institutions and to find ways to support students and faculty exchange financially.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programme)				X	
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programme, franchise programme)			X		

## 4.4 Facilities and equipment

At present, the total land area of TVU is 52 hectares, with 21 halls and 108 theoretical classrooms, spread over three campuses, of which, campus one - the main base - consists of 17 halls and 81 classrooms, including the foreign language classes. Technology well-equipped classrooms, libraries, practice rooms, dormitories and canteens are available on TVU campus. All rooms are set up in order to meet the general University standards. More specifically, the halls and classrooms are equipped with a fixed or mobile projector and audio speakers. On the main campus there are 15 computer labs with 474 computers, ensuring support for the students in study and research. Annually, the University implements the plan of procurement, maintenance and upgrading of teaching and learning facilities. It has been built a 4300-seat student dormitory to facilitate many aspects of students' learning, with a multi-functional sports hall with an area of 1430 m<sup>2</sup> and a stadium of 8274m<sup>2</sup>. The quality of teaching and learning activities has been enhancing effective interaction with diverse stakeholders. For example, Edusoft software in teaching has been used from 2005, and it enables administrators and faculty members to keep track of teaching time, a more scientific approach, and accuracy.

Besides, Bitrix software applied in the school of Economics and Law, contributes to the improvement of managing information systems and promoting academic exchange between lecturer-lecturer and lecturer-student.

For the Accounting study programme, the school is providing an "accounting practice room" and a "simulation accounting room" that provides students with the opportunity to do practical work as if they are experiencing it at the enterprises. These two rooms are equipped with high-speed computers, supported with accounting software, in order to help the students to do more pragmatic work within their specialised academic branch, coupled with a set of practical instruction manuals. The core-banking practice room provides solutions to transaction management, which is commonly used in commercial banks.

In addition, the school is equipped with seminar rooms, in order to provide the students with the opportunity for group work, discussions, and practical tasks related to stock market and business management.

Fire protection is taken with special concern on the campus. Accordingly, every year, the school holds training sessions on fire prevention to firefighting officers. In addition, security is always in focus, with a 24-hour available security team, which ensure on-campus security, which creates a safe environment for the students and employees.

The TVU library learning resource centre is located on campus, it has a total area of 5.167 m<sup>2</sup>, and is equipped with about 1,000 seats for readers. In addition, it is covered with 247 Wi-Fi-connected computers serving students, faculty members, and staff every day, in order to meet the need of study and research. The space for archived documents is nearly 2,000 m<sup>2</sup> with 23,224 initial publications, approximately 72,000 copies, nearly 100 types of newspapers and magazines; over 1,000 theses and dissertations, and 10 digital collections.

Furthermore, the library is also equipped with online resources through the library websites at <https://lib.tmedu.vn/>, such as scientific journals, teaching materials, books - syllabi, dissertations, theses, essays, graduation reports and scientific research papers.

## Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

## 4.4 Additional services

In order to promote students' employability, the University has established a Career Support Centre, which is responsible for employment introduction, job placement and other supporting information.

In addition, in order to provide the students with necessary skills for employment, the centre also offers students with training courses such as job application, interview-based problem solving, and effective communication with employers.

In 2017, the university-governed centre was upgraded to a province-governed centre, as one of the two largest employment centres in the region, contributing to the increase in employment. Annually, at the Career Support Centre, the school and quality assurance office conduct surveys and statistics on jobs and assess the demands for human resources associated with TVU study programmes through employers' feedback in regard to educational quality and students' capacity for specific job requirements after graduation.

On a regular basis, the alumni and the faculty members, have conversations with students, with the purpose of answering all relevant questions about curriculum, internships, employment, and to build a bridge between academic exchange and practical experiences among student generations.

Based on the meetings with the alumni, the school/department evaluates the study programmes in order to match actual employment and ensure student's capacities fit the employers' needs. In addition, the school also organises meetings between current students, the alumni and the enterprises' employers, through seminars and workshops, through which students will learn more about practical knowledge and the correlation between theoretical knowledge and practice.

### Appraisal:

TVU takes carefully care about its students and offers additional services like career counselling and placement services, which are offered to the students and graduates to promote their employability. The University provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. The experience of alumni is used to help shape the future of the programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			x		
4.5.2 Alumni Activities			x		

## 4.6 Financing of the study programme (Asterisk Criterion)

TVU is a public Vietnamese HEI. Therefore, this criterion, which refers in particular to private HEIs, the experts judged as fulfilled. The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			x		

## 5 Quality assurance and documentation

TVU's quality assurance is adopted by its quality policy, which is updated and published to all its units and cadres. In terms of organisational structure, a Vice Rector is, on behalf of the Rector, taking charge of quality assurance for the whole campus. In addition, the quality assurance office serves the function as an advisor to the Rector on the orientation of developmental strategies by coordinating with other units to build, maintain and continuously improve the TVU quality assurance system in order to meet national and international quality assurance standards.

The school of Economics and Law designs and develops its own study programmes in the application of TVU's quality assurance model of study programmes. The quality assurance model regarding the study programmes is initiated by identifying stakeholders' needs, such as government, enterprises, employers, experts, teachers, students, alumni and the public, in order to reach their proper output standards. The output standards of the study programmes consist of three parts. The first part (Study Programme) deals with how to translate learning outcomes into the study programmes (Programme Description, Structure and Contents) and how to achieve them through teaching and learning methods, along with assessment on students. This content also takes into account the results of the assessment and data analysis of student learning, their successful rates and employment opportunities, as well as the number of potential students. The second part (Resources) considers the provision of necessary resources for the design, development and implementation of the programmes, including the teaching of personnel, advisors, appropriate facilities, equipment and environment. The third part (Supporting Process) demonstrates support services during the design and implementation of the programmes at TVU. The core nature of the quality assurance model is to evaluate and improve all activities based on various forms, such as surveys on stakeholders' satisfaction, data analysis, review and correction, and preventive actions to inappropriate issues, along with comparisons to find out best practices for continuous improvement of the quality of the study programmes.

The collection of feedback from staff, teachers, students, alumni and employers, is based on a systematic approach, which is evaluated for improvement of quality. In addition, it is carried out in accordance with the University's overall progress, in which questionnaires are designed by the Quality Assurance Office based on constructive ideas of experts within the statistical fields and other relevant units, before the official issuance.



No.	Survey forms	Participants	Method	Frequency of time	Units
1	On annual basis	All students	Have talks with all students	Every one year	Rector Board, department and office
			Have talks with students of the school	Every one year	School, department and office
2	End-of-subject	All students who have just completed a subject	Conduct direct or online survey	Two times/academic year	Quality assurance office, school
3	End-of-term	Final year student	Conduct direct survey on students	At the end of a training program	Quality assurance office, school
4	On alumni	Alumni	Conduct survey via post, email, or telephone	Every one year	Employment support center, school
			Meetings with alumni	Every two year	School

No.	Survey forms	Participants	Method	Frequency of time	Units
5	On employers	Agencies or enterprises where TVU students are working	Conduct survey via post, email, or telephone	Every one year	Employment support center, school
			Conference of training Program Advisory Council	Every two year	School

Stakeholders' feedbacks are reviewed and evaluated regularly, to ensure effectiveness of the surveys. Specifically, survey questionnaires are updated on a regular basis, in order to match each target group's needs and purposes of a survey. Additionally, the survey methodology has also been improved over the years, through different survey forms, such as direct surveys, online surveys, phone surveys, email or popular social networks like Zalo, Facebook, etc. with the purpose of involving students, teachers, and employers to contribute with constructive ideas to the University's and the school's study programmes.

The Collection of student feedback on teaching (end-of-subject survey) is made twice a year in each semester. In particular, 100% of subjects are surveyed by students via a direct or online form on the content of the organisation of teaching activities in class; tests and assessment; learning materials and research; role, responsibility, the attitude of teachers, and facilities for study and research. During the on-site visit the panel members notices that the workload of the students is not included.

Based on the university graduation plan, the quality assurance office coordinates with the school to collect final year students' feedback on the study programmes, including updating of the curricula; appropriateness of the distribution of theoretical knowledge and practice; preparation for students with soft skills; organisation and management of the study



programmes; as well as support services offered during the course. The survey findings will be summarised by the quality assurance office, which then is sent to the school. After that, the school will hold school-level and department-level meetings in order to adjust and improve for the next semester. Finally, feedback after the meetings of the school and departments is conducted through periodic meetings between class advisors and students.

Collecting faculty members' feedback is taking place on a regular basis. Each week, each department holds a meeting, in order to deal with problems about teaching activities (such as professional issues, study programmes, teaching methods, facilities, etc.); through which teachers share their teaching experiences and propose ideas related to department activities. Additionally, lecturers can also make suggestions regarding TVU regulations, such as the procedure of designing a test paper, holding examinations, annual internal regulations, school operational regulations, as well as the development of study programmes. On a monthly basis, faculty members give their constructive ideas during school-level meetings. The opinions are acknowledged through the meeting minutes (for ideas within the scope of the school's responsibility) or constructive ideas, are sent to the relevant units (for ideas out of the school's responsibility). Then, the results of these ideas will be announced to faculty members at the next school-level meeting.

Every year, the school coordinates with the quality assurance office, to organise a workshop with the involvement of alumni and employers on study programmes, students' skills and attitudes as required on the labour market. In addition, the school conducts surveys of alumni and employers, on improvement of study programmes through interviews, online use, email forms, etc., in which the number of participants have to be ensured with 70% of alumni and employers. Then, all of these survey results are discussed at the meetings in order to make any necessary adjustments and improvements. Finally, the constructive ideas of the participants at the meetings are reviewed and will be announced at the next meeting.

The study programmes of the school are officially issued publicly to stakeholders according to the general regulations of MOET. Accordingly, students can get information about the study programmes, facilities, quality policies, faculty members, degrees and certificates through the school's website. In addition, the school's website provides descriptions of each discipline, the type of training, majors, course subjects, along with their purposes and contents, reference materials, student assessment methods, and the faculty members' professional qualifications.

In the first semester of a new academic year, students are offered an orientation session, where they will be informed with all relevant rules and regulations of the courses, will be provided with a student handbook, and will be informed about important aspects of the courses, such as credit system, tuition fees, policy, scholarships, the regulations on study and research, and the way of keeping contacts. Further, the school will deliver an introduction overview about its study programmes, and the way of information sharing between the school and the students, faculty members and students.

Information relevant for the students, is published daily through the student website and the school's website, along with the student's email address, whereas important information will be given to the students personally, from mentors or via telephone communication.

Moreover, the school is equipped with the Bitrix software system, with the function of enhancing information exchange, along with giving the students' access to information about study and research. In addition to the support of other university units and class counsellors, the students may directly contact the school's offices and departments, if there is any inquiry about the specific learning processes during office hours or via email address. On a monthly basis, the student affair office chairs arrange dialogue meetings for the students, with the

purpose of addressing issues about learning processes. In each semester, the school's academic board and the University Advisory Council, where the representatives of the departments' professional faculty members are situated, the school's leaders, the University's leaders and students, meet in order to stay informed about the current learning progress, as well as treating suggestions from students and lecturers towards improvement of teaching and learning activities.

Every year, there are two dialogue meetings between the school, the university leaders, and the students, in order to solve students' problems related to general learning activities, student policies, etc. and to provide them with useful information and necessary support for their study at Tra Vinh University.

### Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results, success rate, and graduate employment as well as the profile of the student population. The panel members found the aspect on feasibility of the workload to be missing within the student surveys during the on-site visit. With the statement the University handed in a survey on student workload. With this survey the panel members find the feasibility of the student workload to be taken into account adequately.

Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				X	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

# Quality profile

**HEI:** Tra Vinh University, Tra Vinh, Vietnam

**Bachelor programme:** Accounting (B.A.), Business Administration (B.A.), Economics (B.A.), Finance-Banking (B.A.)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)			x		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		x			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programme that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x		
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2* Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			x		
3.2.4 Equality of opportunity		x			
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2* Course materials (Asterisk Criterion)			x		
3.3.3 Guest lecturers			x		
3.3.4 Lecturing tutors					x
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2 Internationality of the student body				x	
3.4.3 Internationality of faculty				x	
3.4.4 Foreign language contents				x	
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6* Skills for employment / Employability (Asterisk Criterion)			x		
<b>4. Academic environment and framework conditions</b>					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4 Practical business experience of faculty				x	
4.1.5* Internal cooperation (Asterisk Criterion)			x		
4.1.6* Student support by the faculty (Asterisk Criterion)			x		
4.1.7( *) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programme)					x
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			x		
4.2.2 Process organisation and administrative support for students and faculty			x		
4.3 Cooperation and partnerships					
4.3.1( *) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation)				x	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	programme)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programme, franchise programme)			x		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		
4.6*	Financing of the study programme (Asterisk Criterion)			x		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				x	
5.2	Instruments of quality assurance			X		
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties			x		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			x		
5.3.2	Information on activities during the academic year			x		