

Decision of the FIBAA Accreditation and Certification Committee



11th Meeting on September 20, 2023

PROGRAMME ACCREDITATION

Project Number:	22/040
Higher Education Institution:	Ton-Duc-Thang University
Location:	Ho-Chi-Minh City, Vietnam
Study programme:	Bachelor of Business Administration – Hospitality Management Bachelor of Business Administration – Human Resource Management Bachelor of International Business Bachelor of Marketing
Type of accreditation:	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with conditions.

Conditions:

For all programmes:

- **Condition 1** (see chapter 4.1): The University ensures the qualification of academic staff according to the regulation of the Ministry of Education and Training.
- **Condition 2** (see chapter 5.): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

And for the **Bachelor of Business Administration – Hospitality Management** additionally:

- **Condition 3** (see chapter 3.1): The University incorporates all compulsory internships/ practice periods into the curriculum.

Proof of meeting these conditions is to be supplied by June 19, 2024.

All conditions are fulfilled.
The decision was made by the FIBAA Accreditation and Certification Committee on September 13, 2024

Period of Accreditation: September 20, 2023 until September 19, 2028.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Ton Duc Thang University, Vietnam

Bachelor programme:

1. Bachelor Business Administration – Hospitality Management
2. Bachelor Business Administration – Human Resource Management
3. Bachelor International Business
4. Bachelor Marketing

Qualification awarded on completion:

1. Bachelor of Business Administration – Hospitality Management
2. Bachelor of Business Administration – Human Resource Management
3. Bachelor of International Business
4. Bachelor of Marketing

General information on the study programme

Brief description of the study programme:

The **Bachelor of Business Administration – Hospitality Management (HOSM)** is a four-year study programme that aims to educate graduates with knowledge and skills of natural and social sciences to identify and address issues and problems in hospitality business as well as related branches in terms of tourism properly and systematically.

The **Bachelor of Business Administration – Human Resource Management (HRM)** is a four-year study programme that aims to educate graduates with management knowledge and skills to apply in the field of human resource management to job analysis, management processes and human resource planning.

The **Bachelor of International Business (IB)** is a four-year study programme that aims to educate graduates to design, plan, implement and manage business plans and projects in the international business field by applying knowledge of economics, business administration and international business.

The **Bachelor of Marketing (BM)** is a four-year study programme that aims to educate graduates to understand and apply basic and advanced knowledge to solve problems in marketing, to analyse, evaluate, plan and implement issues related to knowledge and skills of marketing, to meet the needs of customers and stakeholders.

Type of study programme:

For all programmes: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

HOSM: 4 years/ 8 semesters, 131 Vietnamese credits/ 194 ECTS credits

HRM: 4 years/ 8 semesters, 132 Vietnamese credits/ 198 ECTS credits

IB: 4 years/ 8 semesters, 135 Vietnamese credits/ 196 ECTS credits

BM: 4 years/ 8 semesters, 132 Vietnamese credits/ 198 ECTS credits

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

For all programmes: no

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

HOSM: 2-3 classes, maximum of 90 students/ class

HRM: 2 classes, maximum of 90 students/ class

IB: 2-4 classes, maximum of 90 students/ class

BM: 2-4 classes, maximum of 90 students/ class

Programme cycle starts in:

For all programmes: August

Initial start of the programme:

HOSM: 2005

HRM: 2018

IB: 2015

BM: 2019

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Business Administration – Hospitality Management (HOSM), the Bachelor of Business Administration – Human Resource Management (HRM), the Bachelor of International Business (IB) and the Bachelor of Marketing (BM) was made between FIBAA and Ton-Duc-Thang University on November 1, 2022. On November 25, 2022, 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 are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Reinhard Bachmann

University of London, United Kingdom

Professor of International Management

(Business Administration, General Management, International Management, Strategic Management, Business Ethics, Marketing, Human Resource Management, Sustainability, Business Systems, Entrepreneurship, Leadership, Organisational Behaviour, MBA-programmes)

Prof. Dr. Erich Barthel

Frankfurt School of Finance and Management, Frankfurt, Germany

Professor em. for Corporate Culture and Human Resource Management

(Corporate Culture, Human Resource Management, Change Management, Human capital)

Former Director Management Department, former Vice Dean, former Director MBA-Programme

Prof. Dr. Raija Seppälä-Esser

Hochschule Kempten, University of Applied Sciences, Germany

Professor of Tourism Management

(Tourism Management, Marketing, Marketing and Management of Destinations, Customer Relationship Management, Quality Management, Experience Design)

Hüsnü Garibagaoglu

Berlin School of Economics and Law, University of Applied Sciences, Germany

Student International Business Management (B.A.)

General Manager Sebastian Kühn

NH Hotel Group, Cologne, Germany

Director of Operations Control for the Central Europe division of the NH Hotel Group

(Human Resources Management, Personnel Development, Cost and Performance Accounting, Revenue Management, Quality Management)

Cuong Nguyen, Ph.D.

Industrial University of Ho Chi Minh City, Vietnam

Vice Dean of Faculty of Commerce and Tourism,

(Business Administration, Entrepreneurship, Marketing, International Business, Tourism)

¹ The panel is presented in alphabetical order.

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on May 31 and June 1, 2023 at the HEI's premises in Ho-Chi-Minh City, Vietnam. At the end of the on-site visit, the panel has given 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 August 24, 2023. The statement on the report was given up on August 30, 2023. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Business Administration – Hospitality Management (HOSM), the Bachelor of Business Administration – Human Resource Management (HRM), the Bachelor of International Business (IB) and the Bachelor of Marketing (BM) offered by Ton-Duc-Thang University 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 September 20, 2023 and finishing on September 19, 2028 under 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 as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²: Academic qualification of faculty, quality assurance and quality development with respect to contents, processes and outcomes, as well as programme description. For the **Bachelor of Business Administration – Hospitality Management** additionally: Integration of theory and practice, as well as modular structure of the study programme. They recommend the accreditation on condition of meeting the following requirements:

For all programmes:

- **Condition 1** (see chapter 4.1): The University ensures the qualification of academic staff according to the regulation of the Ministry of Education and Training.
- **Condition 2** (see chapter 5.): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

And for the **Bachelor of Business Administration – Hospitality Management** additionally:

- **Condition 3** (see chapter 3.1): The University incorporates all compulsory internships/ practice periods into the curriculum.

Proof of meeting these conditions is to be submitted by June 19, 2024.

Furthermore, the quality requirements that have not been fulfilled –

- Internationality of the student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),

– are not 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.

² These aspects are asterisk criteria which means that they are essential for the study programme.

The panel members also identified several areas where the programme could be further developed:

- reviewing whether recognition can be extended to foreign countries and other HEIs in order to promote international orientation (see chapter 3.2),
- aligning the internationality of the Standard programmes with the vision and mission of the University (see chapter 3.4),
- setting up a system to attract more international staff for the Standard Programme in order to pursue the goal to become a research University (see chapter 3.4),
- putting an emphasis on the academic qualification of staff (see chapter 4.1),
- setting up a strategic approach for international cooperation and foster the respective partner universities (see chapter 4.3),
- reviewing the needs of students with regard to accessibility of literature and aligning the availability accordingly (see chapter 4.4),

And for the Bachelor of **Business Administration – Hospitality Management** additionally:

- diversifying the variety of exam formats (see chapter 3.1),
- emphasising intercultural aspects (see chapter 3.4).

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

There are several criteria in which the programme exceeds the quality requirements:

- Positioning of the study programmes on the job market for graduates (see chapter 1.3),
- Counselling for prospective students (see chapter 2.),
- Internal cooperation (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4),
- Career counselling and placement service (see chapter 4.5),

And for the **Bachelor of Business Administration – Human Resource Management**, the **Bachelor of International Business** and **Bachelor of Marketing** additionally:

- Skills for employment (see chapter 3.6).

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

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Information

Information on the Institution

Ton Duc Thang University (TDTU) was established under the Prime Minister's Decision No. 787 / TTg-QD dated September 24, 1997. TDTU is a public, comprehensive and autonomous University under the Vietnam General Confederation of Labor. The University has set its strategic goal to grow into one of the leading research universities regionally and internationally, with the aim of becoming an elite research University of TOP 200 of the world by 2037. TDTU's teaching philosophy is "for the enlightenment for humanity" and is manifested in the mission "education, research and creativity for sustainable development of humanity."

Currently, the University has 16 faculties, 15 centers for technology applications, three institutes, 21 research groups, two scientific journals, one foundation for science and technology as well as several laboratories. The total academic staff is 1,206 with more than 200 overseas professors and lecturers. As off 2022, there are 26,000 undergraduate students and 1,014 graduate students pursuing their studies at the University.

Through international partnerships and strategic cooperation, the University is dedicated to its sustainable development. The partnerships with 173 academic partners from different parts of the world facilitate student and staff exchange and training collaborations. In addition, 3,939 international students are studying and exchanging culture at TDTU.

As an applied research and multidisciplinary University, TDTU intends play a key role in training, retraining, fostering and enhancing professional knowledge and required skills for the demands of the high quality human resources of in an industrialised and modernised Vietnam. Therefore, it offers 40 undergraduate programmes, 18 Master's programmes and 24 doctoral programmes.

In September 2021 and October 2023, TDTU reached and maintained its position among the Top 500 best universities globally in the THE World University Rankings for the 2022 and 2023 ranking period. Being still a considerably young university, TDTU was ranked 101-150 out of 963 world's best young university in June 2023. The Quacquarelli Symonds Sustainability Rankings (QS Sustainability Rankings) announced in October 2022 that TDTU belonged to the group of 601+ universities with the most sustainable development in the world. With that position, it is one of three representatives of Vietnam participating in this ranking. The QS-Asia University Ranking awarded the 138th rank to TDTU in the 2023 ranking period. In August 2019, TDTU has been the first Vietnamese university ranked 901-1000 by the Academic Ranking of World Universities (ARWU), known as Shanghai Ranking. In the 2022 ARWU ranking, TDTU reached the rank of 601-700 in the world.

The University summarises its rankings in an overview on its website:³

In terms of international accreditation, TDTU has received accreditation by the High Council for Evaluation of Research and Higher Education (HCÉRES) of the French Republic that was

³ See: TDTU Website at <https://www.tdtu.edu.vn/en/about/rankings> (last accessed July 24, 2023).

valid until July 2023 and accreditation by the FIBAA that will be valid until 2026. In addition, as a member of the ASEAN University Network - Quality Assurance (AUN-QA), it also received AUN-QA certificates for eleven study programmes.

The Faculty of Business Administration (FBA) is one of the large teaching and scientific research units of TDTU, the predecessor of FBA is the Faculty of Economics, which was separated in 2006. Previously, the Faculty of Economics was the place to create large and prestigious programmes and activities for the University, such as: study programmes associated with businesses, business forums, student internship programmes, seminars, scientific and applied journals, international business classes taught in English in specialised subjects, periodic faculty scientific activities and annual fieldwork.

Since 2006, the Faculty of Business Administration has started enrolling and training at Master's level. With the goal of training graduates to meet the requirements of businesses in the field of business administration, as well as with good international integration ability and a creative and specialised working spirit, FBA has designed its study programmes.

Currently, FBA has 5,225 students, focusing on three majors: Business Administration, International Business and Marketing. In which, Business Administration has two narrow majors: Hospitality Management and Human Resource Management. All four study programmes are divided into three different tracks: the high-quality programme, which is taught 100 % in English, the 50:50 programme, which is taught 50 % in Vietnamese and 50 % in English and the Standard programme that is taught 100 % in Vietnamese language. Only the Standard programme schemes are taken into account in the FIBAA accreditation procedure.

Further development of the programmes, statistical data and evaluation results

The study programmes are updated and regularly reviewed according to the overall University plan. These processes are subject to annual monitoring, evaluation and improvement according to ISO quality management standards. Any adjustments in the curriculum must follow the process from collecting feedback, consultation of the curriculum development team, suggestions from the Head of department and Dean of faculty, with the consent of members of the faculty and Faculty Scientific Council.

Based on surveys from relevant stakeholders including students, alumni, parents, lecturers, managers and employers, the study programmes are regularly reviewed, updated and adjusted every two or four years according to the University's regulations to ensure completeness and recency of the programme in accordance with the labour market and the needs of stakeholders.

Bachelor of Business Administration – Hospitality Management (HOSM)

The Bachelor of HOSM programme was started in 2005 reviewed four times in 2015, 2017, 2019 and 2021. In 2015, the HOSM programme was improved in the direction of improving professional knowledge for students and higher international integration through reference to the study programmes of the Top 100 Universities according to the standards of QS star or THE. In 2017, the study programme was edited in the GPA, subject records and focusing on quality standardisation according to the AUN-QA accreditation standard. Evaluation criteria for

learners, especially subjects with assessment forms such as presentations, reports and essays, will have to design a rubric with clearly designed assessment criteria and specifically. In 2019, The POs was improved in a more specialised direction, with emphasis on updating the link between the University's vision and mission, the goals of the study programme and the output standards of the subject. In 2021, according to the general development goal of the Faculty of Business Administration, the Department participated in the AACSB accreditation, thereby reducing the number of PLOs and at the same time attaching the PLOs to the standard of the AACSB Accreditation.

Table 1: Statistical data Bachelor of Business Administration - Hospitality Management

Cohort		2016-2020	2017-2021	2018-2022	2019-2023	2020-2024	2021-2025
Admission Quota (Standard Programme)		250	270	350	200	180	120
# Study Places offered by HEI		395	642	973	602	570	349
# Applicants	∑	2026	6087	7539	7713	5523	4059
	f	280	708	1806	1949	2136	1180
	m	1746	5379	5733	5764	3387	2879
Application rate		512,91%	948,13%	774,82%	1281,23%	968,95%	1163,04%
# First-Year Students (accepted applicants)	∑	180	278	360	210	182	116
	f	135	208	261	168	141	82
	m	45	70	99	42	41	34
Rate of female students		75,00%	74,82%	72,50%	80,00%	77,47%	70,69%
# Foreign Students	∑	2	1	0	1	0	0
	f	2	1		1		
	m	0	0		0		
Rate of foreign students		1,11%	0,36%	0,00%	0,48%	0,00%	0,00%
Percentage of occupied study places		72,00%	102,96%	102,86%	105,00%	101,11%	96,67%
# Graduates	∑	119	145	132			
	f	92	119	107			
	m	27	26	25			
Success rate (students who finished their studies)		66,11%	52,16%	36,67%			
Dropout rate (students who dropped their studies)		20,00%	14,75%	10,83%			
Still studying		13,89%	33,09%	52,50%			
Average duration of study		4,54	4,31	4,00			
Average grade of final degree		7,33	7,39	7,79			

Bachelor of Business Administration – Human Resource Management (HRM)

The Bachelor of HRM programme which was established in 2018 and was revised in 2019 and 2021. In 2019, the HRM was reviewed and PLOs were redesigned to be more competency oriented. Graduates are expected to have common management competencies, human resources competencies and HR ethics. Management competencies consist of four PLOs, human resources competencies consist of five PLOs and one PLO for HR Ethics. The recent review happened in 2021 and several opportunities for improvement were pointed out.

Table 2: Statistical data Bachelor of Business Administration - Human Resource Management

Cohort		2018-2022	2019-2023	2020-2024	2021-2025
Admission Quota (Standard Programme)		160	100	130	60
# Study Places offered by HEI		384	343	295	366
# Applicants	∑	5654	6117	4490	6177
	f	1108	1265	1557	1914
	m	4546	4852	2933	4263
Application rate		3533,75%	6117,00%	3453,85%	10295,00%
# First-Year Students (<i>accepted applicants</i>)	∑	156	104	133	62
	f	121	80	93	44
	m	35	24	40	18
Rate of female students		77,56%	76,92%	69,92%	70,97%
# Foreign Students	∑	0	0	2	0
	f			1	
	m			1	
Rate of foreign students		0	0	1,50%	0
Percentage of occupied study places		97,50%	104,00%	102,31%	103,33%
# Graduates	∑	76			
	f	57			
	m	19			
Success rate (<i>students who finished their studies</i>)		48,72%	0,00%	0,00%	0,00%
Dropout rate (<i>students who dropped their studies</i>)		4,49%			
Still studying		46,79%			
Average duration of study		4,00			
Average grade of final degree		7,71			

Bachelor of International Business (IB)

Since 2015 until now, the study programme has been reviewed four times. Each update aims at strengthening the competency of learners and thus increasing the employability of graduates. Relevant stakeholders like employers, alumni and other educational institutions were engaged to explore areas for programme enhancement. Between 2015 to 2017, the objective was to promote more specialised discipline-related knowledge, as well as fundamental soft skills. In 2017, according to the University's orientation, more emphasis was put on completing assessment methods in accordance with internationally recognised standards. Learners are assessed in multiple ways with evaluation criteria matched with programme learning outcomes and graduate attributes. In 2019, the goal of the study programme is revised considering the logic between the University's vision and mission and the programme's goals and standards. In 2021, to accommodate the training and workforce

contexts, the study programme was improved with consideration on social needs and other international accreditation standards.

Table 3: Statistical data Bachelor of International Business

Cohort		2016-2020	2017-2021	2018-2022	2019-2023	2020-2024	2021-2025
Admission Quota (Standard Programme)		220	200	210	170	90	70
# Study Places offered by HEI		363	377	410	678	380	303
# Applicants	Σ	1678	3171	5322	5016	4245	4118
	f	255	475	1814	2210	2188	1854
	m	1423	2696	3508	2806	2057	2264
Application rate		762,73%	1585,50%	2534,29%	2950,59%	4716,67%	5882,86%
# First-Year Students (accepted applicants)	Σ	165	202	224	175	101	69
	f	130	146	163	137	71	58
	m	35	56	61	38	30	11
Rate of female students		78,79%	72,28%	72,77%	78,29%	70,30%	84,06%
# Foreign Students	Σ	18	8	6	5	5	0
	f	11	2	3	1	1	
	m	7	6	3	4	4	
Rate of foreign students		10,91%	3,96%	2,68%	2,86%	4,95%	0,00%
Percentage of occupied study places		75,00%	101,00%	106,67%	102,94%	112,22%	98,57%
# Graduates	Σ	130	142	145			
	f	107	114	115			
	m	23	28	30			
Success rate (students who finished their studies)		78,79%	70,30%	64,73%			
Dropout rate (students who dropped their studies)		12,12%	14,85%	9,38%			
Still studying		9,09%	14,85%	25,89%			
Average duration of study		4,28	4,19	4,26			
Average grade of final degree		7,30	7,46	7,32			

Bachelor of Marketing

Before 2019, the Marketing-focused courses were delivered within the curriculum of the Business Administration programme majoring in Marketing Management. In 2019, Marketing became an independent study programme, in which there were improvements in the last two years: the number of Marketing majors increases to ten subjects. In addition, in semester 8 instead of students taking the final exam, students now have two options: studying three alternative subjects (Change management, Big Data Fundamentals and Entrepreneurship) or doing a graduation thesis.

Table 4: Statistical data Bachelor of Marketing

Cohort		2016-2020	2017-2021	2018-2022	2019-2023	2020-2024	2021-2025
Admission Quota (Standard Programme)		240	290	320	160	180	120
# Study Places offered by HEI		425	558	778	465	568	445
# Applicants	∑	2694	5800	5537	4596	5620	7206
	f	277	579	1582	1627	2536	2513
	m	2417	5221	3955	2969	3084	4693
Application rate		1122,5%	2000,0%	1730,3%	2872,5%	3122,2%	6005,0%
# First-Year Students (accepted applicants)	∑	166	308	361	160	202	122
	f	107	223	269	122	161	100
	m	59	85	92	38	41	22
Rate of female students		64,46%	72,40%	74,52%	76,25%	79,70%	81,97%
# Foreign Students	∑	0	2	0	0	0	0
	f		1				
	m		1				
Rate of foreign students		0,00%	0,65%	0,00%	0,00%	0,00%	0,00%
Percentage of occupied study places		69,17%	106,21%	112,81%	100,00%	112,22%	101,67%
# Graduates	∑	130	143	145			
	f	107	114	115			
	m	23	29	30			
Success rate (students who finished their studies)		78,31%	46,43%	40,17%			
Dropout rate (students who dropped their studies)		14,46%	12,99%	6,93%			
Still studying		7,23%	40,58%	52,91%			
Average duration of study		4,44	4,28	4,00			
Average grade of final degree		7,40	7,43	7,75			

The study programmes are designed in collaboration with enterprises and industry representatives to guarantee a rich exposure to industrial practices (workshops, seminars, academic competitions, career orientations). All graduates from the faculty are employed within twelve months after graduation.

The drop-out rate of the **Marketing, International Business and Human Resource Management** study programme remained stable over years except for **Hospitality Management**. This higher drop-out rate is due to the uncertainty among learners with the recovery state of the Hospitality and Tourism industry since the COVID-19 outbreak.

To ensure the on-time graduation rate, the Faculty and the Departments has developed an action programme for every academic year with different tasks that need to be done, from study planning, English level required to extra-curricular points allocation. This arrangement

includes a Career Orientation, taught in year 1 (Career in Hospitality Management – 705030, Career in Human Resource Management - 707001, Career in International Business – 706020, Careers in Marketing - 704012), to provide students a clear learning roadmap that encourages them to have their personal development plan. With this action plan and support from homeroom teachers, the percentage of students graduating on time has improved year by year.

Appraisal:

All four Bachelor programmes show high application rates, which exceed by far the number of study places offered. Almost all study places are occupied in every year in all programmes, also showing the high requirements and entry restrictions to ensure successful graduation of the students. In some years, TDTU was able to admit more students than initially offered study places to accommodate the high demand of the study programmes.

Considering that the study programmes are relatively young, there is a moderate drop-out rate in all study programmes between 10 % to 15 %, in the **Bachelor of Business Administration – Human Resource Management**, the drop-out rate is 4.5 %.

The average final grade of final degree is stable in **all four programmes**, being around 7.5 on average. The same applies to the average duration of study, which is 4.5 years.

There are a few foreign students in the study programmes, in the **Bachelor of International Business**, the percentage is still comparably low, being between 3 % to 11 % in the cohorts 2016 to 2020.

The rate of female students is very high in **all study programmes**, being higher than 60 %; the average is around 75 %. All variations in the number of applicants, the number of foreign students, drop-outs and changes in duration of study and average grade are thoroughly evaluated by the University. Appropriate measures based on the results of these evaluations are being taken.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

All study programmes are aimed to educate students who can understand and apply basic and in-depth knowledge in their trained professions. Students have the ability to apply theoretical knowledge to practical activities in the country and at international level. In addition, graduates master scientific research methods, have critical thinking, are independent, creative, capable of self-study and higher learning and future career development.

The qualification objectives and learning outcomes of the study programmes are developed in alignment with the TDTU's Mission: "Education, Research and Creativity for Sustainable Development of Humanity" and TDTU's Vision: "For development of humanity in a world of peace and happiness", as well as with TDTU's graduate attributes: discipline, politeness, professionalism, creativity and devotion. Moreover, the study programmes are designed to meet the requirements of the Vietnamese Qualifications Framework and the European Qualifications Framework, as well as be oriented towards survey results of employers' and alumni.

To ensure completeness and updating of the study programme objectives in accordance with the labour market and the needs of stakeholders, the study programme objectives and learning outcomes are regularly reviewed, updated and adjusted according to the University's regulations.

The **Bachelor of Business Administration – Hospitality Management (HOSM)** has the following qualification objectives:

1. PO1: Graduates will become professional staff in hospitality corporations; have creative thinking, analysing, and evaluating skills as well as have professional skills. Able to handle the assigned works flexibly and effectively in the hospitality industry.
2. PO2: Graduates will be able to implement applied sciences to carry out business research independently in hospitality property business activities to achieve positive changes. Enable to follow international level higher education and research with a sense of self-study.
3. PO3: Graduates will demonstrate professionalism, a profound expertise, ethical, social and environmental responsibility, collective spirit, and devotion in serving the national socio-economic development as well as the hospitality industry.

Graduates of the study programme are educated to work in the following fields: Guest Relations, Food and Beverage, Tourism, Event Planning, Entertainment and Leisure.

Therefore, the HOSM includes the following learning outcomes:

- **PLO1:** Apply appropriate knowledge of natural and social sciences and political theory to identify and address issues and problems in hospitality business as well as related branches in terms of tourism properly and systematically.
- **PLO2:** Perform computer skills to use in hospitality operations and identify some common PMS.

- **PLO3:** Perform professional English with minimum IELTS 5.0 for graduation or other equivalent certificates.
- **PLO4:** Apply specialised knowledge and skills, both economics and management, as well as other related sciences to run operation of hospitality properties systematically and effectively.
- **PLO5:** Analyse financial reports, business plans, service quality, competitors, market trends, property practical issues and studies in the hospitality industry.
- **PLO6:** Demonstrate three professional skills, including Housekeeping, Food & Beverage and Front Office.
- **PLO7:** Analyse simple business plans / projects related to the hospitality industry.
- **PLO8:** Perform an effectiveness in communication, teamwork, negotiation as well as time and resources management to tackle all situations in the hospitality industry and related fields.
- **PLO9:** Demonstrate creative thinking to initially participate in the process of planning, organising, evaluating business as well as start-up in the hospitality industry. Enable to follow higher education and research independently.
- **PLO10:** Obey strictly national laws as well as regulations at working places with a sense of professional ethics and responsibility. Willing to serve the community and build up sustainable development with a good manner.

The **Bachelor of Business Administration – Human Resource Management (HRM)** has the following qualification objectives:

1. Graduates will have the ability to apply knowledge in the field of human resource management to job analysis, management processes and human resource planning in the enterprise and make appropriate recommendations to increase work motivation, and labour productivity, meeting organisational goals.
2. Graduates will have extensive professional competence; demonstrate critical, independent and creative thinking; the ability to research and apply research results into practice; capable of learning at a higher level.
3. Graduates will have the ability to effectively apply professional knowledge and skills and uphold ethical, social and collective responsibilities with the aim of optimising labour performance to ensure the sustainable success of the organisation.

Graduates from the HRM are educated to work in every industry at the following positions: training, personnel management and to be promoted to the executive, management level in companies and corporations or consultant in the field of human resources.

Therefore, the HRM includes the following learning outcomes:

- **PLO1:** Solve management issues by integrating management knowledge & skills.
- **PLO2:** Demonstrate oneself through lifelong study and exploratory mindset.
- **PLO3:** Demonstrate effective communication skills in English (minimum IELTS 5.0 or equivalent) and information technology skills (MOS 750).
- **PLO4:** Perform research to recommend changes in the field of human resource management.
- **PLO5:** Solve issues related to HR functions to be consistent with organisational strategy.
- **PLO6:** Integrate legal requirements into all organisation human resources activities.

- **PLO7:** Demonstrate ability to implement organisational changes by using business mindset and HR knowledge to support organisational strategy.
- **PLO8:** Demonstrate leadership skills and communication skills, behavioural skills to bring values to organisation.
- **PLO9:** Design compensation and benefit system through fair performance evaluation to enhance organisational effectiveness.
- **PLO10:** Demonstrate commitment to responsibility and ethics of a human resource executive, responsibility for oneself, family and society.

The **Bachelor of International Business (IB)** has the following qualification objectives:

1. Design, plan, implement and manage business plans and projects in the international business field.
2. Pursue higher education and proceed to life-long learning with the ability to apply in-depth knowledge about scientific research methods, advanced science and technology applications, demonstrate creativity and progressive spirit in learning and working.
3. Have a strong professional knowledge, ability to work independently and collaboratively, highly disciplined, socially responsible and able to adapt well to the dynamic global environment.

Graduates of the Bachelor of International Business can work in companies with business activities in logistics, import-export, e-commerce, marketing, data analysis, trade promotion centres, departments of industry and trade of provinces and cities, as well as related to international marketing, e-commerce, sales management and human resource management.

Therefore, the IB includes the following learning outcomes:

- **PLO1:** Apply appropriately knowledge of political reasoning; natural sciences; social sciences and technology for life-long learning and research.
- **PLO2:** Apply the basic knowledge of economics, business administration and specifically international business related to effectively and quickly adapt and integrate.
- **PLO3:** Analyse the process of organising work performance in the enterprise on the basis of applying fundamental and specialised knowledge to perform international trade, import and export operations.
- **PLO4:** Implement the process of organising work performance in the enterprise on the basis of applying fundamental and specialised knowledge to perform international trade, import and export operations.
- **PLO5:** Demonstrate a combination of soft skills: foreign language competency in English (minimum of IELTS 6.0 or equivalent); Information Technology skill (minimum MOS 750); Interpersonal skills, teamwork, time management, goal management; logical thinking, creative thinking and professional skills to identify and solve business problems with an emphasis on global integration and sustainable development.
- **PLO6:** Display attributes of a global citizen: appreciate cultural diversity; work in accordance with the laws and regulations of the enterprise; value professionalism and dedication; be socially responsible with a collective spirit.

The **Bachelor of Marketing (BM)** has the following qualification objectives:

1. Graduates have the ability to understand and apply basic and advanced knowledge to solve problems in marketing, to analyse, evaluate, plan and implement issues related

to knowledge and skills of marketing, to meet the needs of customers and stakeholders, a customer – centric perspective.

2. Graduates have wide and specialised professional capabilities; mastering scientific research methods, critical, independent and creative thinking, have the ability to self-study, research and organise the effective implementation of research results into practice; able to study at higher levels.
3. Graduates can integrate knowledge into reality, work professionally in the fields of marketing in domestic and foreign economic and social organisations operating in any field devoted to Vietnam's durability, prosperity, stability and human development.

Graduates of the study programme are educated to work as sales specialist, desk manager at domestic and foreign companies, marketing specialist, market researcher, customer analyst; sales management at consumer goods companies, retail companies, large business groups in Vietnam and the region, in event management or as brand specialist and brand manager.

Therefore, the BM includes the following learning outcomes:

- **PL01:** Apply the social-human and social sciences knowledge blocks to solve marketing problems.
- **PL02:** Apply knowledge of economics finance and accounting to solve marketing problems.
- **PL03:** Apply foundation knowledge of academic research methods to solve marketing problems.
- **PL04:** Apply legal knowledge in business and professional ethics rules.
- **PL0 5:** Apply the principles of business to solve Marketing problems.
- **PL06:** Demonstrate in a flexible and creative way to solve Marketing problems.
- **PL07:** Apply professional working skills to solve Marketing problems.
- **PL08:** Make good use of English language to work in business environment: IELTS 5.0 or above (or other equivalent certificates).
- **PL09:** Make good use in computer skills (750-point MOS certification) and writing skills to work in a business environment.
- **PL010:** Display the passion for learning, positive will and attitude in seeking solutions to problems; display scientific working methods and thinking, know how to effectively solve problems arising in working reality; demonstrate high responsibility in work, ethics in business and professional behaviour in modern society.
- **PL011:** Display the collective spirit willingness to participate in social work to serve the community, non-profit organisations, business communities with a spirit of service and sustainable development.

Appraisal:

The qualification objectives of **all four study programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. 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. They take into account the requirements of the national qualification framework.

	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)

For all programmes, all the teaching materials are chosen with respect to internationally recognised and standardised textbooks and complementary readings which offer insights into Vietnamese and ASEAN markets. To ensure the global perspective in teaching and delivery, the faculty has recruited permanent foreign lecturers who have seniority in teaching and are capable of scientific research or inviting professors who teach certain subjects that require more global perspectives such as: Big Data Fundamentals (702072), Global Marketing (704014), Entrepreneurship (702070) and Cross-Cultural Management (706052).

Across all programmes, the entry English level is minimum IELTS 4.5 or equivalent and after four years of training, students are expected to achieve IELTS 5.0 or equivalent. Graduates from the four programmes of the Faculty of Business Administration should be confident working at multinational companies because of TDTU's English requirements. In addition, the learning objectives of the programmes was designed to deliver both the local and global approach for students.⁴

Regarding the international student population across training programmes, the ratio is quite low (Hospitality Management: 0.48 %; International Business: 4.95 %; Human Resource Management: 1.5 % and Marketing: 0 %) and most of them are from neighbouring countries like Laos, Cambodia, Thailand and Myanmar. This means a greater effort in recruitment and promotion activities as well as a stronger collaboration with governmental agencies is necessary. Nevertheless, during their four years of training at the faculty and at TDTU, there are many academic and non-academic activities with international educational institutions and partners offered to every student from first to fourth year. For example, a one-week to one-month short-courses, workshops and seminars led and hosted by either TDTU or partner University are designed every year to enable TDTU students to meet and exchange learning and cultural experiences with foreign students. The faculty opens both online and offline mode with partners such as Dongguk University (South Korea), Sunway University (Malaysia), Nanyang Polytechnic (Singapore), Feng Chia University (Taiwan) and Taylor University (Malaysia).

In addition, with an orientation on becoming a research University, the faculty is also responsible for training and nurturing research capabilities of students and a lot of this effort comes from an exchange, collaboration and experience in research-related activities. One academic activity is that faculty members and students are engaged and demonstrated their research competency through international conference participation and research seminars and workshops with the participation of University partners and professional networks. Every two years, the faculty organises the International Conference on Finance and Economics (ICFE2022), which implements the process of organising seminars according to international

⁴ see: self-evaluation report, p.19

standards including English language, conducting two-blind peer review and publishing with ISSN indexes and databases of Web of Science. Besides, each semester, journal club activities are held for more exchange and learning opportunities.

The **Bachelor of Business Administration – Hospitality Management** was benchmarked with the Hospitality Management programme at Hongkong Polytechnic University (Rank 91 by THE ranking in 2022) and Taylor University (Rank 280 by THE ranking in 2022). In comparison to Hongkong Polytechnic University, TDTU has similar or equivalent core courses. All nine hospitality management specialised courses are similar or equivalent to TDTU's courses

The **Bachelor of Business Administration – Human Resource Management (HRM)** was benchmarked with the HRM programme at Michigan State University (Rank 93 by THE ranking in 2022) and University of Pittsburgh (Rank 140 by THE ranking in 2022). In comparison to Michigan State University, TDTU has similar or equivalent core courses. All six HRM specialised courses are similar or equivalent to TDTU's courses. The matter that TDTU HRM programme have not caught up with other TOP universities is diversity management. TDTU states that this matter has been raised many times, however, due to the lack of good lecturers for this course in Vietnam, the matter has been left unresolved.⁵

The **Bachelor of International Business (IB)** is designed with reference to study programmes of TOP 100 Universities in the world according to QS Star and THE standards for example Monash University (Australia), La Trobe (Australia) Appalachian State (Canada) with a similarity matching rate of nearly 70 %.⁶ Over years, the programme integrates new learning aspects and professional requirements such as clarifying distinctive focus learners can choose from and appreciating the need of introducing multicultural learning perspectives.

The **Bachelor of Marketing** refers to the curriculum of the National University of Singapore Business School and New York University. In particular, the main reference includes ten specialised subjects from National University of Singapore Business School due to the similarities between the training purposes of the two programmes and there are two courses of Social Media and Managing Creative Content Development referred from New York University. Besides, to suit the teaching conditions in Vietnam and use academic materials in Vietnamese, TDTU has consulted the teaching method and built the syllabus from the Vietnam National University.

Appraisal:

The designs of all four Bachelor programmes appropriately take into account the required international aspects, with respect, too, to its graduates' employability. In this case, the standard tracks⁷ of the study programmes are taken into account. There is international outlook, such as textbooks and study materials with international standards that are used, as well as exchange opportunities and international benchmarking.

⁵ see: self-evaluation report, p.18

⁶ see: self-evaluation report, p.18

⁷ All four study programmes are divided into three different tracks: the high-quality programme, which is taught 100 % in English, the 50:50 programme, which is taught 50 % in Vietnamese and 50 % in English and the Standard programme that is taught 100 % in Vietnamese language. Only the Standard programme schemes are taken into account in the FIBAA accreditation procedure.

		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 programme

Before building a brand in the regional market and in the world, TDTU has the aim to confirm the position and reputation of its study programmes on the Vietnamese market. To determine the highlights and differences of the curriculum and specific orientation of the programmes of TDTU, the Faculty of Business Administration has reviewed and analysed the domestic, regional and international educational market. The Bachelor programmes of TDTU have the following features:

- The content of the curriculum has international orientations, thereby a link with other universities around the world. The study programmes focus on training career skills for students.
- Lecturers of the faculty are involved in scientific research and implementation of applied research projects with different regions in the country and overseas universities. The combination of both lecturers' teaching duties and scientific research helps create up-to-date sources of information for the lectures.
- The faculty has foreign lecturers who have seniority in teaching and are capable of scientific research. This is an opportunity for students to access specialised knowledge and international teaching methods, to practice English communication skills and to comprehend intercultural. These skills give students advantages when they enter the labour market in the ASEAN and global economic communities.
- Seminars are regularly organised with the participation of international experts, thereby helping students to learn how to approach social and economic issues and advanced research methods.

Using the high school graduation score each year since 2018 to compare, TDTU has similar requirements for admission as its competitors. According to the statistics of the MOET in 2020, the number of candidates registered to study Business and Management is 822,956 students while the enrolment quota for Business and Management is 126,473 students. Enrolment data across the country shows that candidates taking entrance exams for Business and Management related disciplines are in high demand.

In Vietnam, the **Bachelor of Business Administration – Hospitality Management** is benchmarked with the study programmes of University of Economics Ho Chi Minh City (UEH) and University of Finance – Marketing (UFM). Compared to the two local competitors, there is a similarity in course length, total credits, English and Computer skills graduation standard, as well as the basic subjects (due to the Education Law of Vietnam). However, rather than focus on just one perspective like the competitors, TDTU's programmes provide both operation and management skills.⁸ Moreover, the study programmes provide subjects regarding Laws and Business Ethics for students (with knowledge in more details than the basic subjects).

⁸ see: self-evaluation report, p.20

The **Bachelor of Business Administration - Human Resource Management** is benchmarked with the National Economics University. Due to Vietnam's education law, all basic courses are similar. Eight from 17 HRM courses are similar or equivalent, while other different courses are mostly economics. Three from nine management courses are similar or equivalent.⁹ TDTU's HRM programme is also benchmarked with the University of Economics Ho Chi Minh city. Similarly, all the basic courses and four management courses are the same. Of the 23 HRM courses, 16 are similar or equivalent, other courses are economics or an extended part of these 16 courses.¹⁰

The curriculum of **Bachelor of International Business** is referred to both domestic and international education institutions that offer International Business major. The faculty analyses the domestic education market to have its own orientation and identify how to compete against other local business schools. Currently, most of the prestigious universities in the country offer International Business major. In terms of their history and reputation, the IB programme competes mainly with the IB programme of the University of Economics – Ho Chi Minh city, Open University and University of Finance & Marketing (UFM).¹¹ Compared to the expected learning outcomes, the study programme framework and characteristics of those institutions, the IB programme at TDTU has the following advantages:

Firstly, the programme is referred from the TOP 100 Business school in the world according to QS and THE standards. Most of the teaching materials are used in English. This is a challenge and an opportunity for students to improve their specialised English and practice other soft skills especially self-study and life-long learning spirit to encourage them pursuing higher education. Secondly, the IB programme focuses on offering industrial insights through training cooperation with Saigon New Port & Tan Cang-STC Company to train and co-train the professions related to freight forwarding on the simulation system, practicing customs operations at Cat Lai Port—the port with ranked 25th globally in terms of capacity and scale of loading and unloading as well as in logistics service indexes for global import and export activities. Finally, the programme integrates contemporary knowledge and skills such as data analysis, change management and entrepreneurship to equip learners with more competitive competency.

The **Bachelor of Marketing** is benchmarked with the Vietnam National University, the University of Finance-Marketing, Thuong Mai University and Ho Chi Minh City Open University.

Positioning of the study programme on the job market for graduates (Employability)

All study programmes analyse the domestic and regional labour market to determine the competency requirements for graduates to design and adapt the study programme objectives and learning outcomes accordingly. To increase the employability of students, the faculty creates different opportunities for students to exchange knowledge, experience, sharpen their competencies and widen their network through various extra-curricular activities such as annual academic contests, seminars, workshops, conferences with the participation of enterprises and alumni. Through such events, students can enrich their expertise, widen their networks and gain insights into specific fields with future employment opportunities. Therefore, TDTU guarantees 100 % employment after graduation.¹²

⁹ see: self-evaluation report, p.21

¹⁰ see: self-evaluation report, p.21

¹¹ see: self-evaluation report, p.21

¹² see: self-evaluation report, p.14

According to the survey results of graduates with jobs from 2017 to 2021 of the faculty, the graduates have jobs in the industry related to the fields of study as follows: In 2017, among 395 students conducted the survey, 264 students take jobs in their majors 125 students worked in jobs related to their majors and six students continued their graduate studies. In 2018, there were 355 graduates, 239 students working in the right major, 113 students working in related fields and three students continuing their studies. In 2019, there were 716 graduates, of which 415 students worked in the right major and 300 students worked in companies related to the major. In 2020, the total number of surveyed students is 608, the number of students participating in jobs related to the programme majors and related to the distinguished programme majors is 319 and 289 students.¹³

As well as specific hospitality management skills, the students of the **Bachelor of Business Administration – Hospitality Management** will develop a range of other skills that are valued by many employers. These include: analytical, critical and problem-solving skills - developed through researching, evaluating and presenting arguments and data, verbal communication skills - gained from group work and presentations, written communication skills - gained from report and essay writing, negotiation and teamwork skills - developed through working both independently and on group projects, leadership and delegation skills - gained through group work, IT skills - through the collection, analysis and presentation of information in the form of spreadsheets and databases, the ability to network - developed through discussion and debate with student peers.

Students of the study programme take several courses that focus on a variety of industries. Ranging from Food, Wine and Beverage to Convention Sales and Management, each of these classes expose students to varying industry aspects that will be useful in their future careers in hospitality management. A few of the job opportunities that graduates can pursue in following industries: Guest Relations, Food and Beverage, Tourism, Event Planning, Entertainment and Leisure.

Graduates from the **Bachelor of Business Administration – Human Resource Management** have capability to work in every industry at the following positions: training, personnel management and to be promoted to the executive, management level in companies and corporations or consultant in the field of human resources. Besides, graduates can gradually take over family business, or jointly start a business to implement their own business idea and strategy. Furthermore, the human resource consulting industry is growing rapidly, graduates from HRM programme have opportunities to work as consultants in HRM. In dialogues with employers, TDTU has put a focus on more complex multi-disciplinary course work to improve students' application skills. Some computer graphics skills have also become more demanded for HR positions.

Graduates of the **Bachelor of International Business** have diverse job opportunities. They can apply to companies with business activities in logistics, import-export, e-commerce, marketing, data analysis, trade promotion centres, departments of industry and trade of provinces and cities. In addition, because the study programme is designed with subjects related to international marketing, e-commerce, sales management and human resource management, graduates can join other jobs in the field of business management.

¹³ see: self-evaluation report, p.23

Every year, the Marketing Department organises seminars to collect feedback and recommendations from stakeholders to develop the **Bachelor of Marketing**. Graduates will be welcome to the Marketing industry because the learning outcomes, structure and contents are continuously reviewed by specialists from the industry, leading scholars from the Marketing field and students. Graduates of the study programme have the opportunity to be accepted into job position such as: Sales specialist, desk manager at domestic and foreign companies; Marketing Specialist, Market Researcher, Customer Analyst; Sales management at consumer goods companies, retail companies, large business groups in Vietnam and the region; Managers and organisers of major events in Vietnam; brand specialist, brand manager at leading companies and corporations in Vietnam.

Positioning of the study programme within the HEI's overall strategic concept

All the study programmes adhere to the quality policy, goals, mission and vision of TDTU and are designed to be compatible with the vision, mission, philosophy and development strategy of the University, through equipping students with both specialised knowledge and skills. This includes soft skills, creative and critical thinking, scientific research capacity, lifelong learning spirit and social responsibility for key industries and business sectors. The programmes' objectives and learning outcomes reflect TDTU's mission of focusing on "education, research and creativity for sustainable human development", accompanying the University to achieve the goal of "becoming an elite university".

Regarding the design of curricula, all of them possess the goals and spirit of TDTU and the world higher education. To be eligible for TDTU's degree, students must complete certain subjects and acquire specific skills (IT, sustainable development). Besides, to become a global citizen, the study programmes allow students to keep up with the world with a range of subjects offered.

Appraisal:

The reasons given for the positioning in the educational market of **all four study programmes** are plausible. The biggest competitor of TDTU in the field of the study programmes is the University of Economics Ho-Chi-Minh-City. TDTU positions itself vis-à-vis the competitors with their programme structure, their facilities and a 100 % employability.

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. Moreover, TDTU guarantees their graduates 100 % employment in the first year after graduation, which is shown in the alumni survey results of 2018-2021. This is done based on a thorough analysis of the job market and an adaption of the study programme contents and taught skills to the needs of the market.

The study programmes are convincingly integrated into the HEI's overall strategic concept. For the strategy of the University for further internationalisation, the standard programmes (in Vietnamese language)¹⁴ are not in the focus, compared to the high-quality programmes of each study programme. However, the study programmes' qualification goals are in line with the mission and strategic planning of TDTU.

¹⁴ All four study programmes are divided into three different tracks: the high-quality programme, which is taught 100 % in English, the 50:50 programme, which is taught 50 % in Vietnamese and 50 % in English and the Standard programme that is taught 100 % in Vietnamese language. Only the Standard programme schemes are taken into account in the FIBAA accreditation procedure.

		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

For all Bachelor programmes

Application procedures at TDTU for an undergraduate programme are determined in the University Admission Regulation of the Ministry of Education and Training (MOET). Every year, TDTU designs an enrolment plan and updates its admission regulations.

They can choose between undergraduate programmes that:

- a. are taught in Vietnamese language (39 undergraduate programmes available). Applicants must prove a Vietnamese language proficiency of level B2. If they do not know Vietnamese, they must attend Vietnamese language classes a year prior to the start and afterwards, must pass the Vietnamese language proficiency test.
- b. are taught in English language (12 undergraduate programmes available). Applicants must be citizens from an English native speaking country or having an IELTS certificate with a score of at least 5.0 or equivalent tests.
- c. are taught in both languages (19 undergraduate programmes available). Applicants must prove a Vietnamese language proficiency of level B2. If they do not know Vietnamese, they must attend Vietnamese language classes a year prior to the start and afterwards, must pass the Vietnamese language proficiency test. Moreover, applicants must be citizens from an English native speaking country or having an IELTS certificate with a score of at least 5.0 or equivalent tests.
- d. joint programmes with international universities (nine study programmes available). Applicants must graduate from high school in the period 2021-2023. In addition, they must prove an English language proficiency is B2 or equivalent. If applicants do not have the required level at the time of admission, they must attend a preparatory English language/Vietnamese language course at TDTU. Applicants from a native English-speaking country are not required to have an international English language proficiency certificate.

The **Bachelor of Business Administration – Hospitality Management, Bachelor of Business Administration – Human Resource Management, Bachelor of International Business and Bachelor of Marketing** all offer a Standard programme that is taught in Vietnamese language (see a.).

Therefore, the admission requirements for the **four Bachelor programmes** are:

1. High school diploma or equivalent,
2. GPA of final year of high school is at least 6.5/10.0,
3. Vietnamese language proficiency of B2 CEFR,
4. Additional requirements for selected study programmes.

Counselling for prospective students

Regarding counselling for prospective students and their parents, all information relating to admission criteria is published on the TDTU website.¹⁵ Every year, TDTU organises admission counselling through many different forms.

¹⁵ see: <https://tdtu.edu.vn/en/admission> (last accessed July 26, 2023).

The University and the respective faculties select the appropriate admission counselling method based on the needs of each target group. Specifically:

- 1) The University advises admission through the 4-hour, 8-hour, and 24-hour programme. In each school year, high schools that have signed cooperation agreement with TDTU will bring their students to visit TDTU and receive advice from TDTU on the following contents:
 - Introduction to TDTU.
 - Introduction to the profession, academic programmes of the University.
 - Introduction to the way of TDTU enrolment.
 - Career guidance in the faculties: the faculty directly meet with students to introduce the faculty, job opportunities, scholarship policies, internship programmes, practical as well as extracurricular programmes for students visiting TDTU.

- 2) Direct counselling at high schools
The University organises advisory groups that include representatives from the University and the respective faculties that directly meet the students at their high schools and offer career advice.

- 3) Counselling via phone, Facebook, Livestream etc.
Besides the TDTU website, students can get information about the enrolment procedure on the social media webpages of the faculties, their Facebooks or Zalo accounts and via e-mail.

Selection procedure

The selection procedure is built according to the regulations of the Ministry of Education and Training, the general regulations of TDTU as well as the strategic objectives of the academic programme.

Every year, the MOET issues regulations on university admissions, in which two main types of selection are cited. Each HEI decides the path how to select their students. TDTU has four paths for the selection of students and determines the quota for each pathway.

Path 1: High school results

For students from high schools signing a Memorandum of Understanding (MoU) with TDTU, the admission is based on the results of five high school semesters (except for semester 2, grade 12). The grades of pre-selected subjects of the five semesters are added to calculate the admission score. A student's profile can reach 25 points. For students from high schools that have not signed a MoU with TDTU, the results of six semesters of the pre-selected subjects are added up. The student's profile can reach 26 points.

Path 2: National high school examination results

The MOET defines groups of subjects that are added up to calculate the admission score based on the results of the national high school examinations.

Path 3: Priority admission according to TDTU rules

TDTU defines criteria to select applicants. As of 2022, the following criteria were applicable:

- Candidates from specialised high schools across the country; some key schools in Ho Chi Minh City.
- Candidates who achieved one of the achievements of excellent students at national level in 2021, at provincial/municipal level, at high school level, won the prize in the national science and technology competition and were excellent students for three years in grades 10, 11, 12.
- Candidates with IELTS \geq 5.0 (or equivalent international certificate) valid within two years to October 1, 2021, will be considered for direct admission to the undergraduate programmes in English.
- Candidates graduating from overseas high schools are given priority for direct admission to undergraduate programmes in English.
- Candidates studying international programmes at international schools in Vietnam are given priority for admission to undergraduate programmes in English.
- Candidates with SAT, A-Level, IB, ACT certificates are considered for priority admission to undergraduate programmes in English.

If the number of candidates who register for the priority admission is higher than the announced quota, TDTU will consider the priority for direct admission according to the total average score of five semesters of the subjects according to the selected combination from high to low.

Path 4: Direct admission according to the Admission Regulations of the MOET.¹⁶ This includes applicants that were already admitted but had to do military service, veterans, as well as students with high achievements (e.g., international competitions).

Ensuring foreign language proficiency

To ensure foreign language proficiency, candidates who do not have Vietnamese nationality must take a TDTU Vietnamese proficiency test. For undergraduate programmes taught in Vietnamese language, the students must have a Vietnamese language proficiency certificate B2 CEFR.

There are no English requirements for study programmes in Vietnamese. However, to meet the output standards, the University conducts an English placement test after students are admitted. Depending on the student's English test results, TDTU will arrange suitable English classes for the students. It offers three preparatory English classes and three formal English classes. Students graduating from the standard programme of the University must meet the output standards that the University has announced, namely English skills standards of B2 level, IELTS 5.5, or equivalent international certificate. For undergraduate programmes taught in English language the students must pass an English test, like IELTS 5.0 or above.

Transparency and documentation of admission procedure and decision

The list of successful candidates is announced by TDTU's Department of Undergraduate Studies on the University's website and at the same time, TDTU sends admission notice to each candidate's family. The admission process and timetable for undergraduate programmes are made transparent on TDTU's website.¹⁷

¹⁶ see: Regulation on University Admission of MOET, Art.7, clause 2 and 3

¹⁷ see Application procedure and timetable at: <https://admission.tdtu.edu.vn/en/undergraduate/Admissions-timeline> (last accessed July 26, 2023).

Appraisal:

The admission requirements for undergraduate study programmes are defined and comprehensible by TDTU and on national level by the MOET. There are four pathways for admission offered by the study programmes. They are updated annually and take the respective target groups of students into account.

The panel is impressed by TDTU's commitment to attract its study programmes with high schools with whom they have MoUs. Therefore, TDTU is not only reacting to interested prospective students, but also proactive. They are available on different offline and online channels for prospective students and react quickly to incoming enquiries. The counselling options are based on the target group's needs.

The selection procedure is in accordance with the requirements and published transparently on the website. The criteria are defined to ensure that the most qualified students are admitted.

There are requirements for English language proficiency that students must either submit with their application or prove at a later stage of their studies. The required result in the language test ensures a minimum of English language proficiency. To improve the student's communication skills in English, TDTU offers English classes. The panel thinks that the level is still sufficient so that students are able to complete the study programme successfully.

The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing according to the MOET regulations.

		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 programmes 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

To meet the programme objectives, the programmes set out the expected learning outcomes connected to the programme objectives. The logic and systematic of the programmes are shown through the programme objectives and expected learning outcomes which contribute to form and develop TDTU's graduate attributes and ensure compatibility with its five characteristics of a graduate student: discipline (GA1), politeness (GA2), professionalism (GA3), creativity (GA4) and devotion (GA5). Moreover, all four study programmes include courses that are set by the Ministry of Education and Training (MOET). This refers to courses in Swimming and National Defence and Security.

At TDTU, the courses Essential Skills for Development (L00040) are worth 5 credits (175 practical periods and 150 self-study hours). To accumulate the 5 credits of the courses Essential Skills for Development (L00040), students must complete the 6 compulsory courses and 2 out of 3 elective courses from both groups.

1. Compulsory courses include:

- L00019 - Essential Skills for Sustainable Development - Life Attitude 1
- L00030 - Essential Skills for Sustainable Development - Cultural Integration of TDTU
- L00020 - Essential Skills for Sustainable Development - 5S and Kaizen Skills
- L00026 - Essential Skills for Sustainable Development - Self-study Skills
- L00033 - Essential Skills for Sustainable Development - Life attitude 2
- L00041 - Essential Skills for Sustainable Development - Life Attitude 3

2. Elective courses include:

- Group 1: choose at least 2 courses
 - L00034 - Essential Skills for Sustainable Development - Presentation Skills
 - L00027 - Essential Skills for Sustainable Development - Critical Thinking
 - L00028 - Essential Skills for Sustainable Development - Decision - Making Skills
- Group 2: choose at least 2 courses
 - L00037 - Essential Skills for Sustainable Development - Practice Constructing Emotional Quotient (EQ)
 - L00038 - Essential Skills for Sustainable Development - Team Building and Leadership Skills
 - L00039 - Essential Skills for Sustainable Development - Startup

During the semesters, once students successively complete the courses of the Essential Skills for Development courses, it will be recognised as "completed the course." Therefore, these courses are displayed in the curriculum framework as 0 credits. By the 6th semester, when students have completed all of the courses Essential Skills for Sustainable Development, TDTU will recognise that students have earned 5 credits.

Moreover, all four study programmes are divided into three different tracks: the high-quality programme, which is taught 100 % in English, the 50:50 programme, which is taught 50 % in Vietnamese and 50 % in English and the Standard programme that is taught 100 % in

Vietnamese language. Only the Standard programme tracks are taken into account in the FIBAA accreditation procedure.

Table 5: Curriculum Bachelor of Business Administration - Hospitality Management

Course code	Title of Course Unit	Credit Points per Semester								Workload		
		1	2	3	4	5	6	7	8	Class periods	Exercise/ Practice periods	Hours Self-Study
1st Semester												
302053	Introduction to Laws	2								30	0	60
C01120	Mathematics for Economists	3								45	0	90
705030	Career in Hospitality	2								30	0	60
503021	Fundamentals of Informatics 1	2								15	30	60
001411	English 1	5								75	0	150
L00040	Essential Skills for Sustainable Development	5								0	175	150
D02033 - D02034	National Defense and Security Education	0								15	75	0
D01001	Swimming	0								15	30	0
2nd Semester												
306102	Philosophy of Marxism and Leninism		3							45	0	90
001412	English 2		5							75	0	150
L00026	Essential Skills for Sustainable Development		0							0	30	90
D02031	National Defense and Security Education		0							45	0	0
503022	Fundamentals of Informatics 2		2							15	30	60
705031	Food and Beverage Service Operations		2							15	30	60
701020	Microeconomics		3							45	0	90
3rd Semester												
L00033	Essential Skills for Sustainable Development			0						0	20	0
306103	Political Economics of Marxism and Leninism			2						30	0	60
D02032	National Defense and Security Education			0						30	0	0
701021	Macroeconomics			3						45	0	90
702051	Principles of Management			3						45	0	90
707018	English 3			5						75	0	150
705032	Housekeeping Operations			2						15	30	60
C01136	Statistics for Business and Economics			4						60	0	120
4th Semester												
306104	Scientific Socialism				2					30	0	60
201039	Principles of Accounting				3					45	0	90
704024	Principles of Marketing				3					45	0	90
E01084	Company Law				2					30	0	60
701014	Business Research Methods				3					45	0	90
702060	Human Resources Management in Hospitality Industry				3					45	0	90
5th Semester												
306105	History of Vietnamese Communist Party					2				30	0	60
L00041	Essential Skills for Sustainable Development					0				0	20	0
704003	Consumer Behaviour					3				45	0	90
702055	Office Management					3				45	0	90
705512	Event Organizing Skills (elective)											
704017	Marketing Management (elective)					3				45	0	90

704016	Hospitality Marketing					3				45	0	90	
705033	Front Office Operations					2				15	30	60	
E01022	Contract and Tourism Law					3				45	0	90	
306106	Ho Chi Minh Ideology					2				30	0	60	
6th Semester													
702054	E-Commerce					3				45	0	90	
B02037	Financial Management					3				45	0	90	
705028	Housekeeping Management					3				45	0	90	
705029	Food and Beverage					3				45	0	90	
705035	Service Quality Management in Hospitality Industry					3				45	0	90	
702062	Sales Management (elective)					3				45	0	90	
702063	MICE Management (elective)												
705038	Resort and Recreation Management					3				30	30	90	
7th Semester													
705034	Front Office Management					3				45	0	90	
705036	Current topics in Hospitality Industry					2				30	0	60	
705052	Negotiation in Business					3				45	0	90	
8th Semester													
705CM1	Qualification Exam								2	0	0	60	
705103	Work-Intergrated Education								2	0	60	60	
705104	Graduation Thesis								8	0	120	240	
702070	Entrepreneurship										0		
702071	Change Management									120	0		
702072	Big Data Fundamentals										0		
		19	15	19	16	21	21	8	12	1785	650	4020	
	Total	131							6455				

Table 6: Curriculum Bachelor of Business Administration - Human Resource Management

Course code	Title of Course Unit	Credit Points per Semester								Workload		
		1	2	3	4	5	6	7	8	Class periods	Practical periods	Self-study
1st Semester												
302053	Introduction to Laws	2								30	0	60
C01120	Mathematics for Economists	3								45	0	90
001411	English 1	5								75	0	150
L00019	Essential Skills for Sustainable Development - Life Attitude 1									0	20	0
L00030	Essential Skills for Sustainable Development - Cultural Integration of TDTU									0	25	0
L00040	Essential Skills for Sustainable Development	5								0	175	150
D01001	Swimming									15	30	60
D02030	National Defense and Security Education - 3rd Course									0	90	90
503021	Fundamentals of Informatics 1	2								15	30	60
707001	Careers in HRM	2								30	0	60
2nd Semester												
503021	Fundamentals of Informatics 2		2							15	30	60
306102	Philosophy of Marxism and Leninism		3							45	0	90
701020	Microeconomics		3							45	0	90
C01136	Statistics for Business and Economics		4							60	0	120
001412	English 2		5							75	0	150
E01084	Company Law		2							30	0	60
D02028	National Defense and Security Education - 1st Course									45	0	90
L00020	Essential Skills for Sustainable Development - 5S and Kaizen									0	10	0
L00026	Essential Skills for Sustainable Development - Self-study									0	20	0
3558_19 0707	Physical education 1- Elective subject									15	30	60
3rd Semester												
306103	Political Economics of Marxism and Leninism			2						30	0	60
701021	Macroeconomics			3						45	0	90
702051	Principles of Management			3						45	0	90
201039	Principles of Accounting			3						45	0	90
001413	English 3			5						75	0	150
L00033	Essential Skills for Sustainable Development - Life attitude 2									0	20	0
D02029	National Defense and Security Education - 2nd Course									30	0	60
3559_19 0707	Physical education 2- elective subject									0	60	60
4th Semester												
306104	Scientific Socialism			2						30	0	60
707018	Organizational behavior			3						45	0	90
704024	Principles of Marketing			3						45	0	90
701014	Business Research Methods			3						45	0	90
702050	Human Resource Management			3						45	0	90
B02037	Financial Management			3						45	0	90

5th Semester														
707032	Planning, recruitment and selection							4			60	0	120	
306105	History of Vietnamese Communist Party							2			30	0	60	
L00041	Essential Skills for Sustainable Development - Life Attitude 3										0	20	0	
707028	International human resource management							3			45	0	90	
702055	Office Management							3			45	0	90	
707002	Occupational psychology							3			45	0	90	
707031	Organizational communication							3			45	0	90	
306106	Ho Chi Minh Ideology							2			30	0	60	
3573_19 0707	Essential Skills for Sustainable Development - elective subject										0	10	0	
3574_19 0707	Essential Skills for Sustainable Development - elective subject										0	20	0	
6th Semester														
707026	Occupational health and safety							2			30	0	60	
707024	Training and development							3			45	0	90	
E01154	Employment Laws							4			60	0	120	
707023	Employment and Labor Relations							3			45	0	90	
707027	Performance Management							3			45	0	90	
703007	Project Management							3			45	0	90	
7th Semester														
707022	Organizational development								3		45	0	90	
707007	Compensation and benefits								3		45	0	90	
3571_19 0707	Elective courses (Negotiation and Dispute in Business or Total Quality Management)													
702057	Negotiation in Business								3		45	0	90	
707025	Total quality management													
3568_19 0707	Graduation elective (Choose Graduation thesis or 3 courses (Entrepreneurship, Change management, Big Data))													
707030	Graduation thesis										0	120	240	
702070	Entrepreneurship								8			0		
702071	Change Management										120	0		
702072	Big Data Fundamentals											0		
8th Semester														
707CM1	Professional Skills Exam									4	0	0	120	
707029	Work-Integrated Education									2	0	60	60	
			19	19	16	17	20	18	17	6	1830	710	4380	
	Total		132								6920			

Table 7: Curriculum Bachelor of International Business

Course code	Title of Course Unit	Credit Points per Semester								Workload		
		1	2	3	4	5	6	7	8	Class periods	Practice periods	Self-study
1st Semester												
302053	Introduction to Laws	2								45	0	90
C01120	Mathematics for Economists	3								45	0	90
1411	English 1	5								75	0	150
L00019	Essential Skills for Sustainable Development - Life Attitude 1											
L00030	Essential Skills for Sustainable Development - Cultural Integration of TDTU											
D01001	Swimming											
D02033	National Defense and Security Education - 3rd Course											
D02034	National Defense and Security Education - 4th Course											
503021	Fundamentals of Informatics 1	2								15	30	60
706020	Career in International Business	2								30	0	60
2nd Semester												
503021	Fundamentals of Informatics 2		2							15	30	60
306102	Philosophy of Marxism and Leninism		3							45	0	90
701020	Microeconomics		3							45	0	90
C01136	Statistics for Business and Economics		4							60	0	120
1412	English Community 2		5							75	0	150
17704_210706	P.E- elective subject											
3rd Semester												
306103	Political Economics of Marxism and Leninism			2						30	0	60
701021	Macroeconomics			3						45	0	90
702051	Principles of Management			3						45	0	90
E01084	Company Law			2						30	0	60
1413	English Community 3			5						75	0	150
4th Semester												
306104	Scientific Socialism				2					30	0	60
201039	Principles of Accounting				3					45	0	90
701014	Business Research Methods				3					45	0	90
704024	Principles of Marketing				3					45	0	90
702050	Human Resource Management				3					45	0	90
E01021	International Trade Law				3					45	0	90
706021	Practices of International Trade				3					45	0	90
5th Semester												
306105	History of Vietnamese Communist Party					2				30	0	60
306106	Ho Chi Minh Ideology					2				30	0	60
B02037	Financial Management					3				45	0	90
702053	International Business					3				45	0	90
702055	Office Management					3				45	0	90
706022	International Cargo Transportation and Insurance					3				30	30	90

Table 9: Curriculum Bachelor of Marketing

Course code	Title of Course Unit	Credit Points per Semester								Workload		
		1	2	3	4	5	6	7	8	Class periods	Exercises Practice periods	Hours Self-Study
		1st Semester										
302053	Introduction to Laws	2								30	0	60
C01120	Mathematics for Economists	3								45	0	90
704012	Career in Marketing	2								30	0	60
503021	Fundamentals of Informatics 1	2								15	30	60
001411	English 1	5								75	0	150
L00019	Essential Skills for Sustainable Development - Life Attitude 1	0								0	20	20
L00030	Essential Skills for Sustainable Development - Cultural Integration of TDTU	0								0	25	50
D02033	National Defense and Security Education - 3rd Course	0								15	75	150
D01001	Swimming	0								15	30	60
2nd Semester												
306102	Philosophy of Marxism and Leninism		3							45	0	90
001412	English 2		5							75	0	150
L00026	Essential Skills for Sustainable Development - Self-study skills		0							0	30	90
D02028	National Defense Education - 1st Course		0							45	0	90
503022	Fundamentals of Informatics 2		2							15	30	60
C01136	Statistics for Business and Economics		4							60	0	120
L00020	Essential Skills for Sustainable Development - 5S and Kaizen Skills		0							0	10	20
704013	Practical Skill: Event Management		2							15	30	60
701020	Microeconomics		3							45	0	90
4030_19	Physical education 1 (selective)		0							0	15	0
3rd Semester												
L00033	Essential Skills for Sustainable Development - Life Attitude 2			0						0	20	40
001413	English 3			5						75	0	150
306103	Political Economics of Marxism and Leninism			2						30	0	60
D02029	National Defense and Security Education - 2nd Course			0						30	0	60
701021	Macroeconomics			3						45	0	90
702051	Principles of Management			3						45	0	90
E01084	Company Law			2						30	0	60
4th Semester												
306104	Scientific Socialism				2					30	0	60
201039	Principles of Accounting				3					45	0	90
704024	Principles of Marketing				3					45	0	90
704003	Consumer Behaviour				3					45	0	90
704018	Selling Skills				2					15	30	60
701014	Business Research Methods				3					45	0	90
702054	E-commerce				3					45	0	90
5th Semester												
306105	History of Vietnamese Communist Party					2				30	0	60
704107	Pricing					3				45	0	90
704106	Asian Marketing Management					3				45	0	90
L00041	Essential Skills for Sustainable Development - Life Attitude 3					0				0	20	0
704113	Marketing Channels					3				45	0	90
704004	Marketing Research					3				45	0	90
704032	Service Marketing					3				45	0	90
306106	Ho Chi Minh Ideology					2				30	0	60
6th Semester												
L00040	Essential Skills for Sustainable Development (elective)						5			0	175	150
704022	Digital Marketing						3			45	0	90
704108	Product and Branding Management						3			45	0	90
704109	Advertising & Promotion Management						3			45	0	90
704111	Managing Creative Content Development						3			45	0	90
704014	Global Marketing						3			45	0	90

7th Semester												
704020	Marketing Strategy								3	45	0	90
3486_02_190704	Elective course 1 (Qualitative research, Quantitative research, Marketing research)								3	45	0	90
3486_03_190704	Elective course 2 (Entertainment and Media Industries, Social Media Strategy, Impact of Technology on Entertainment and Media)								3	45	0	90
3486_04_190704	Elective course 3 (B2B Marketing, Retail Marketing, Customer Relationship Management)								3	45	0	90
8th Semester												
705CM1	Qualification Exam								3	0	0	60
705103	Work-Intergrated Education								3	0	60	60
705104	Graduation Thesis									0	120	
702070	Entrepreneurship										0	
702071	Change Management								8	120	0	240
702072	Big Data Fundamentals										0	
	Total	14	19	15	19	19	20	12	14	1800	660	4480
		132									6940	

Rationale for degree and programme name

The study programmes' names are Business Administration - Hospitality Management, Business Administration – Human Resource Management, International Business and Marketing. The degrees awarded are Bachelor of Business Administration – Major in Hospitality Management, Bachelor of Business Administration – Major in Human Resource Management, Bachelor of International Business and Bachelor of Marketing.

The rationale for degrees and programmes' name is established on the basis of the Vietnamese Qualification Framework (level 6), the programmes' educational objectives and expected learning outcomes, the structure and content of the programmes, as well as job market structure and job positions that students will have after graduation.

Integration of theory and practice

Theoretical knowledge and practical application complement each other in **all four study programmes** to develop the amount of knowledge and skills of learners in specialised courses. Aside from theoretical knowledge including general education knowledge and industry related knowledge, each programme is designed with professional internship modules at relevant enterprises. The faculty will coordinate with enterprises to organise assessment and grading at the end of each professional internship.

A variety of teaching methods are applied to help students put their knowledge into action and solve real-world problems. Throughout the curriculum, in order to ensure the interrelation between theory and practice, each and every lecture is designed to have theoretical discourse and practical application complementing each other systematically. During each theory class, students are provided opportunities to practice (or apply) what they have just learned through different methods, including solving case studies or role-playing. In addition, there will be a stimulation class following a theory lecture. Lecturers would not only present the steps / theory of how to process a real situation, but also demonstrate it practically. Students would not only learn how to apply a theory, but also be explained why they need to do so. This will help students to have deep and clear knowledge of theories and procedures, to be able to analyse or even improve the procedures themselves in the future. Besides, in the learning assessment in the courses, there is a presentation assessment method to help students have skills to practice public talk and debate. Workshop activities help students learn and interact with representatives from businesses and learn experiences from them.

In addition, to help learners adapt to a highly competitive environment, the faculty focuses on training and nurturing students to sharpen and explore their potentials. Annually, each training programme collaborates with network enterprises and related associations to organise academic contests: Hospitality Spirit, The Amazing HR Land, Logistics Arena, Chief Marketing Talent. Participating in the competition enables students to synthesise information, knowledge, demonstrate research, analytical, critical thinking skills to implement true business projects.

Throughout the curriculum of the **Bachelor of Business Administration – Hospitality Management**, each lecture is designed to have theoretical discourse and practical application complementing each other systematically. With subjects including Food and Beverage Service Operations (705031, semester 2, 2 credits), Housekeeping Operations (705032, semester 3, 2 credits) and Front Office Operations (705033, semester 5, 2 credits), students are provided opportunities to practice what they have learned through different methods. In addition, there will be a stimulation class following a theory lecture.

Moreover, when they reach semester 6, students will observe and participate in managing a recreation or a resort property in the Resort and Recreation Management subject (705038, 3 credits). Lectures and lecturers would not only present the theory of how to solve a real situation, but also demonstrate it practically. Before graduating, students will have a Work-Integrated Education course (in semester 8, with 2 credits), so they can practice what they have learned in the real-life, under the supervision and support of experts at high-quality relevant enterprises. This course is designed for students to contrast between theories and practice, so they can have deep and clear knowledge of theories and procedures, or even improve the procedures themselves in the future.

In the **Bachelor of Business Administration – Human Resource Management**, graduation internships (707029) are focused on practices. In this course, students will spend three months working at a company that complies with University's requirements. The students are expected to contribute to their chosen company. Students have to observe HR processes carefully and give their evaluation to these processes for further improvement. The courses are defined to focus on practices that HR specialist must deal with: Planning and Selection of HR (707032), Learning and Development (707024), Organisational Communication (707031), Organisational development (707022), Occupational Health and Safety (707026), Labor Relation (707023) and Compensation and Benefits (707007). In these HR courses, besides the contents, that have already determined the necessary skills for each function, HR courses often require students to do project type work to hone their skills. Through these assignments, students will research the theory in a deeper manner and apply them in HR context.

Graduation Internship in the **Bachelor of International Business** (706013, 2 credits) is a work-integrated education module which is compulsory and scheduled in the final semester. The purpose of this allocation is to allow learners to accumulate sufficient and well-rounded knowledge before experiencing industrial workplace. A period of minimum two months internship at major-related enterprises (i.e., freight forwarding, express, e-Commerce, FMCG) is required to enable students explore further the industrial practices, gaps between theoretical and practical practices and most importantly, to contribute themselves to the operational and strategic business activities. A graduation internship report is a means for students, enterprises and supervising lecturers to reflect what students have comprehended from fundamental aspects to more advanced and enterprise-specific practices.

The subject of International Trade Practices (706021) requires students to know how to apply Incoterm conditions to solve situations related to the division of responsibility for risks and costs, in addition when learning about Incoterms of foreign trade contracts, students can practice analysing actual documents of many different types of goods so that students can understand and then apply them to draft a specific contract and implement a project on import and export to get the final report. The work-integrated module of Transportation, Insurance and Customs Operations are designed to be learned at enterprises and implemented on simulation software at enterprises.

Several subjects in the **Bachelor of Marketing** are designed with a combination of theories and practices. Entrepreneurship (702070) and Big Data Fundamentals (702072) are examples. These two subjects require knowledge and skills from planning, organising, managing resources to analysing and suggesting strategies based on data.

Interdisciplinary thinking

Interdisciplinary thinking in **all four study programmes** is developed through interdisciplinary courses, such as the compulsory core knowledge subjects including social sciences and laws before starting the specialised one. Common subjects are Scientific Socialism (306104), Company Law (E01084) and E-commerce (702054). For example, in the **Bachelor of BA-HRM**, graduates have to apply knowledge from psychology, management, economy, human development and human resources. They can learn psychology from Occupational Psychology subject (707002), more practical sides in Organisational Behaviour subject (707018).

The graduation modules include an internship that every student must take before graduation is designed to help consolidate a comprehensive amount of professional knowledge across disciplines into true business cases. This subject helps students develop their observations, analysis and evaluation capabilities based on their previously acquired knowledge. For example, if a Hospitality Management or International Business student joins the Marketing department in a Hotel & Resort Group or a multinational firm, they must understand the fundamental practices of Marketing plus relevant issues or techniques to their industry. Furthermore, three subjects namely Big Data Fundamentals (702072), Entrepreneurship (702070) and Change Management (702071) are included in the curriculum for every study programme to provide learners opportunities to explore a more contemporary group of knowledge and interpersonal skills that nurture their graduate attributes of becoming global citizens.

Second, interdisciplinary thinking is developed through teaching and learning activities. The programmes focus on the flexibility when choosing teaching methods, not only for specialised subjects but also for interdisciplinary subjects. The teaching method that is applied in interdisciplinary subjects combines lectures on background knowledge, discussions on real-life case studies, presentations on relevant topics, applying theory to practical modules or coursework projects and final reports or replicated research. As a result, students are able to build up a way of interdisciplinary thinking to apply knowledge into realistic problems in their major.

In the **Bachelor of BA-HOSM**, Resort and Recreation management offers students both theories and practices from the field trip study. This subject is co-taught by the faculty's lecturer and industrial people and is assessed in multiple methods like presentation and report writing. Knowledge from MICE Management and Sales Management allows learners to plan, organise

and manage resources effectively to utilise vacation facilities and offer market comprehensive products and services.

The **Bachelor of BA-HRM** offers a subject call Salary and Compensation with the prerequisite subject Labor Laws to help students gain foundational knowledge before helping the employers solve any rising issues about benefits and compensation to fulfil their duties as well as for employees to understand their rights as a member of the labour force.

In the **Bachelor of IB**, knowledge of International Finance, Import and Export, International Marketing will support the knowledge of formulating international business strategies. The global supply chain cannot be separated from the digitalisation of the management system, so the project-based teaching method of Business Information Systems will support students to understand and apply the criteria on techniques and procedures for digital transformation and system operation. The case-based and problem-solving method of E-Commerce will help international business students understand how to conduct international commercial transactions through e-commerce channels.

In the **Bachelor of Marketing**, the courses Entrepreneurship and Big Data Fundamentals require interdisciplinary knowledge and skills from planning, organising, managing resources to analysing and recommending strategies based on data. These analytical skills are acquired in mathematical courses such as Mathematics for Economists and Statistics for Business and Economics. Another subject that is highly interdisciplinary is Global marketing. The subject connects Marketing and the knowledge of the import and export industry to help students understand the import and export process of goods, barriers in international business. In this course, students learn cross-cultural business knowledge in a global context.

Ethical aspects

TDTU graduates are expected to have good attitudes and good ethical behaviours by their employers. TDTU has established a thorough programme to educate TDTU student characteristics: Discipline, Politeness, Professionalism, Creativity and Devotion. There are regular activities to educate these characteristics, the homeroom teachers are prepared to educate TDTU students. In the curriculum, all programmes of the faculty offer several courses which communicate ethical issues to the students in a direct or indirect way.

In the **Bachelor of BA-HOSM**, the focus is on assisting students with building professional ethics through learning relevant laws, namely Company Law and Contract and Tourism law. Upon completing these courses, students will be equipped with working principles that respect the law and how to operate a business based on the law. The major focuses on building students' ethical standards such as organisational behaviour and social responsibility and is integrated with other subjects in the study programme.

Especially in third year, students of the **Bachelor of BA-HRM** will learn how ethical issues happen in HRM, what are the consequences of unethical actions and what are the ethical ways to deal with HRM issues. Students will be able to study a big part of Vietnamese regulation in the Labor HR course. Through this course, students will be able to understand HRM ethical issues from a legal point of view. In the last course, Internship, students will be evaluated by many criteria, especially their attitude and their discipline at work. Through this course, lecturers will understand better the degree of ethical understanding that the students have learned.

The **Bachelor of International Business** forms professional ethics and teamwork in learning for students. Specifically, the focus is on building learners' professional ethics through learning relevant laws (General law (A03066), Company law (E01084) and International commercial law (E01021), Cross-Cultural Management (702052), students will be equipped with working principles that respect the law, learn how to operate a business based on the law, know how to operate a business based on the laws. International Management and Cross-Cultural Management subjects integrate the standards of a multinational company, students need to understand cultural aspects to better integrate and adapt in global businesses. Some subjects focus on building students' ethical standards such as organisational behaviour and social responsibility.

As ethical education is a fundamental part of the **Bachelor of Marketing**, each subject is designed with a chapter for ethical issues. For example, in the first semester, freshmen are given lecturers about business ethics in the Career in Marketing course (704012), emphasising that marketers must value delivers so that students have an appropriate lens on what they are going to learn and do in the Marketing field. The Consumer Behaviour course (704003) also focuses on consumerism, how consumption impacts the environment and how people can alleviate these issues with innovative production and products enabled by technology. The Business Research Method course (701014) educates students about research ethics including plagiarism, ghost writing, fabricated data, biases and how they adversely affect the research landscape and business practices.

Methods and scientific practice

The Faculty of Business Administration (FBA) applies an integrated teaching strategy for **all study programmes** to include the best of each method that serves the subject outcomes. Lecture-based classes are useful for subjects related to basic knowledge of economics such as Microeconomics (702010), Macroeconomics (701021); general Business Administration subjects like Principles of Management (702051), Principles of Marketing (704024), Principles of Accounting (201039) and Financial management (B02037); law-related subjects such as Corporate Law (302053), Company Laws (E01084), and International Commercial Laws (E01021). This teaching strategy allows learners to be guided and participative more effectively in group discussions to improve learning quality.

Along with TDTU's research-oriented development, FBA students are equipped with the necessary knowledge and skills to cultivate their research competency. Relevant subjects related to research competency like Research Methods in Business (701014), Statistics in Business (C01136), Mathematical Economics (C01120) are compulsory to give students the right skills for research and data literacy. Understanding about research objectives, research questions, data collection, data analysis and scientific report writing bring numerous competitive advantages to learners. For example, it is critical for Marketing students to be excellent at researching. Thus, the training programme also offers Market research (704125), Qualitative research method (704114) and Quantitative research method (704115). During the final year, students have opportunity to take Big Data Fundamentals subject to explore new methods in working with data especially in the digital era.

In addition, for specialised subjects across the four disciplines, lecturers allow students to participate in projects or research topics and then present in class for constructive feedback and comments; thereby developing learners' critical thinking, analytical skills, problem solving skills, and logical thinking, contributing to improving students' research capacity. Real case

projects are often included as part of the assessment of some subjects such as E-commerce (702054), Consumer Behaviour (704003), International Business Strategy competency (702056), Global Supply Chain Management (704015).

In addition, students are supported with research skills through seminars on launching scientific research, guiding thesis implementation, scientific publication. Under the supervision of faculty members, students form research groups and conduct student scientific research with prestigious domestic professional articles and standards published on SCOPUS and ISI journals and participate in Scientific Research contests such as Eureka.

Examination and final thesis

Based on the course learning outcomes, TDTU determines the test forms that reflect the respective knowledge and skill requirements. From that, the examination and assessment of learning results for students comply with the TDTU's Examination Regulations. The forms of assessment, the components to accumulate points are published to students through many information channels such as detailed outlines (students can extract from the student information system, training diagrams), records course outline provided by the instructor at the beginning of the semester and e-Learning of the course. The programmes have used a variety of assessment methods to measure courses' expected learning outcomes including formative assessments, mid-term assessments and final assessments. The proportion of scores of formative assessments, midterm tests and final tests are regulated as follows: formative assessment (30 %), mid-term test (20 %) and final test (50 %).

To ensure validity and reliability, each subject is based on the position in the training programme to be designed with the learning outcomes standards of the subject to achieve the learning outcomes standards of the study programme as well as classroom activities and assessment methods. For example, in the first year, students mainly have access to basic industry knowledge, the required level of awareness is "low application of subject knowledge", usually the test form is multiple choice test. In the second and third years, the subjects require students to "master the knowledge of the subject's knowledge from highly applied words and above". The subjects in the third and fourth years mainly assess assessment of "the ability to apply in-depth knowledge and professional skills", so the form of examination is mainly essay and report.

For the development of exam questions and mid-term or final test answers, a system of tests that are suitable for the Bloom's Taxonomy has been implemented for courses, with lecturers grading based on a marking scheme or grading guide.

In the teaching process, lecturers often provide feedback/comments on students' learning to help them make further improvement. At the same time, after each exam, students receive feedback about their results. The continuous monitoring of students' progress through tests and assessments will help to detect problems of each student early to have interventions to help students overcome difficulties, and challenges in the learning process.

All assessment activities, tests, exams are graded on a scale of 10 in accordance with TDTU's regulations and MOET' regulations. In case the student disagrees with the test results, the student can make a review of the exam in accordance with the regulations of the University.

The Bachelor programmes have elective branches for the group of graduate subjects, students with research ability and orientation towards research or higher studies do the graduation thesis while the application-oriented students may choose to study graduation courses. The implementation of the group of graduation elective subjects is carried out according to the specific regulations in procedure No. TT/P.ĐH/25.

The elective group of graduation alternative subjects in a study programme must meet equivalent standards to the thesis to ensure that students have sufficient competency and knowledge to graduate. The criteria for determining equivalence may include:

- Complexity: The replacement course must have a complexity level equivalent to that of the thesis, ensuring that students have developed the necessary research, analysis, and evaluation skills required for graduation.
- Content: The replacement course must include the main content of the thesis, ensuring that students understand and apply the necessary knowledge and skills required for graduation. For example, the Big Data course must meet the output standards for data collection and analysis, while the Entrepreneurship course will have a section on analysing the research context, business environment, business ideas, and models. These two courses ensure research, analysis, and problem-solving skills equivalent to the analysis of research context, data collection, and processing in Chapter 2 and Chapter 3 of the thesis structure. Meanwhile, the Change Management course has content related to trend analysis and management solutions to ensure that businesses can adapt to change. This section is also equivalent to the discussion of research results and management implications in the thesis.
- Duration: The replacement course must have a duration equivalent to that of the thesis, ensuring that students have invested enough time and effort to meet the graduation requirements.
- Teaching Method: The replacement course must use effective teaching and learning methods, ensuring that students have developed the necessary learning, thinking, and analysis skills required for graduation.
- Assessment: The replacement course must have an assessment method equivalent to that of the thesis, ensuring that students have met the graduation standards and have sufficient competence to participate in research and development activities after graduation.
- Determining equivalence between the thesis and replacement courses must be done carefully and fairly to ensure that students have fulfilled all graduation requirements and have sufficient competency and knowledge to develop in the future.

Graduation thesis is done to verify that the student has met the learning outcomes of the curriculum. The quality of the Graduation thesis is one of the types of evidence of the achievement of the curriculum's expected learning outcomes. Students who choose to do the graduation thesis will follow the Process Control of the implementation of the final elective courses or graduation thesis. The graduation thesis is also evaluated based on the evaluation process and the evaluation criteria.

During the graduation assessment session, the thesis author will discuss with the reviewer about the scientific views expressed in the thesis. Scientific Council only listens, observes and scores. With this model, students freely express their scientific views and personal bravery in debate, as well as show their argumentative and critical thinking ability.

Appraisal:

The curricula of **all four study programmes** adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The Standard programmes include all relevant and common aspects. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. TDTU also benchmarks with other universities. The degrees and programme names correspond to the contents of the curricula and the programmes' objectives. Theoretical questions are explained by means of practical examples (e.g., through internships). In its statement on the report, the University clarified in case of the **Bachelor of Business Administration – Hospitality Management** that there are four small internships (Front Office Operations, Food & Beverages, Housekeeping, as well as Resort and Recreation Management) and the work-integrated education course. However, this results in a total number of 150 hours of practice hours. During the on-site visit, further practice periods were mentioned which ensure the integration of theory and practice for the practice-oriented field of hospitality management.

Therefore, the panel recommends the following **condition**:

- The University incorporates all compulsory internships/ practice periods into the curriculum.

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 courses, 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 variety of test formats. For the **Bachelor of Business Administration – Hospitality Management**, the panel **recommends** diversifying the variety of exam formats, since there are a lot of multiple-choice exams compared to the other programmes.

The students prove, especially in their thesis or in the graduation courses, their ability to do scientific work and the achievement of the study programme's qualification objectives. The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents				
3.1.1*			X		
3.1.2*			X		
3.1.3*			HR, IB, BM	HOSM condition	
3.1.4			X		
3.1.5			X		
3.1.6*			X		
3.1.7*			X		

3.2 Structure

The Bachelor programmes have a regular duration of four academic years with eight semesters. Each academic year has three semesters, two main semesters and one additional short semester. The programmes are scheduled in main semesters only. Therefore, students have more possibilities to decide on their learning process.

With the aim of helping learners grasp a logical knowledge system, the courses and knowledge blocks in the programmes are also logically and closely built:

1. General knowledge: including Politics, Natural sciences, Social sciences, Informatics, English, Support skills. Physical training and National defence education are educated for separated certificate.
2. Specialised knowledge: including Fundamental knowledge, General specialised knowledge and Professional knowledge.
3. Graduation: including graduation thesis or the final elective courses.

The courses are arranged from general education knowledge to fundamental specialised knowledge and some skills for learners to explore their capabilities and determine career goals. Specialised knowledge courses help learners to apply theoretical knowledge in the fields of social life, deepen their professional knowledge, explore their competencies and challenge themselves through scientific research activities, seminars, academic competitions. From the second semester, students will start studying their first management course. These courses create the basis for development even outside of a career. The most important part of programmes is the specialised knowledge block, which is also the focus of the Bachelor programmes. From semester 2 of the fourth year, learners practice professional skills such as doing graduation thesis/graduation courses and participating in internships. More details of programme structure are listed in following table:

Table 10: Structure of the study programmes

Programme	BA-HOSM	BA-HRM	IB	Marketing
A. Knowledge blocks	40	40	40	40
A1. General Requirements	11	11	11	11
A2. Social Sciences	2	2	2	2
A3. Natural Sciences	3	3	3	3
A4. Foreign Languages	15	15	15	15
A5. Sustainable Development Skills	5	5	5	5
A6. Physical Education (Certificate)	0	0	0	0
A7. National Defence Education (Certificate)	0	0	0	0
A8. Informatics	4	4	4	4
B. Specialised knowledge	94	92	95	90
B1. Foundation knowledge	27	27	27	29
B2. Specialised knowledge	67	65	68	61
B.2.1. General knowledge	29	17	26	19
B.2.2. Specialised knowledge	38	48	42	42
B.2.2.1. Work-integrated Education	2	6	4	4
B.2.2.2. Graduate thesis/the final elective courses	8	8	8	8
Total	134	132	135	130

Each course defines the course learning outcomes (CLOs) that students must meet at the end of the course – and they are linked to the PLOs of the curriculum. Each course is designed as an independent module to deliver its CLO. However, these modules are not totally independent and can be taught as a single module. They have input requirements to ensure learnability. The programmes ensure the percentage of specialised knowledge is no less than 1/3 and no more than 2/3 of the total rate of the study programme. These requirements, the number of credits and CLOs are all described in course syllabus, which are available to the students.

Based on the Regulations of MOET and according to Article 13, Decision No. 2022/QĐ-TĐT of TDTU, credits are used to calculate student workload. One credit is defined by 15 theoretical

periods and 30 hours of homework preparation, 30 periods of practice, experiment or discussion and 30 hours of self-study, researching or internship/ project. Students need to spend a minimum of 30 hours of self-study for one credit of theory, practice and internship.

At TDTU, one period is equivalent to 50 minutes. This is also in accordance with the circular issued by MOET.¹⁸ Thus, the total contact hours for each study programme equals the sum of contact hours for each course. Specifically:

Contact hours for a course = [(theoretical credits of the course x 15) + (practical credits of the course x 30)] x 5/6 hours.

Bachelor of Business Administration – Hospitality Management

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	131 Vietnamese credits, 194 ECTS credits
Workload per credit	45 (15 working hours in class, 30 hours for self-study)
Number of courses	50 courses (including University compulsory courses and 2 out of 4 elective courses) and additionally either graduation thesis or 3 additional graduation courses)
Time required for processing the final thesis/project and awarded credits	3 months, 8 Vietnamese credits
Number of contact hours	1,785 hours

Bachelor of Business Administration – Human Resource Management

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	132 Vietnamese credits, 198 ECTS credits
Workload per credit	45 (15 working hours in class, 30 hours for self-study)
Number of courses	55 courses (including University compulsory courses and 1 out of 2 elective courses) and additionally either graduation thesis or 3 additional graduation courses)
Time required for processing the final thesis/project and awarded credits	3 months, 8 Vietnamese credits
Number of contact hours	1,830 hours

Bachelor of International Business

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	135 Vietnamese credits, 196 ECTS credits
Workload per credit	45 (15 working hours in class, 30 hours for self-study)
Number of courses	49 courses (including University compulsory courses and 3 out of 6 elective

¹⁸ see: circular No.20/2020/TT-BGDDT, clause 1, article 6.

	courses) and additionally either graduation thesis or 3 additional graduation courses)
Time required for processing the final thesis/project and awarded credits	3 months, 8 Vietnamese credits
Number of contact hours	1,785 hours

Bachelor of Marketing

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	132 Vietnamese credits, 198 ECTS credits
Workload per credit	45 (15 working hours in class, 30 hours for self-study)
Number of courses	53 courses (including University compulsory courses and 3 out of 9 elective courses) and additionally either graduation thesis or 3 additional graduation courses)
Time required for processing the final thesis/project and awarded credits	3 months, 8 Vietnamese credits
Number of contact hours	1,800 hours

Study and exam regulations

Study and exam regulations are implemented according to the Academic Regulations and Examination regulation published on the TDTU website. Each subject has its own subject code and the number of credit points is completely determined. Some subjects include prerequisite subjects, advanced subjects, and parallel subjects. Each subject has a syllabus and is updated on the University's portal system. To complete each subject, students must: (1) achieve a minimum of 5/10 points; and (2) meet at least 80 % of the subject requirements. Besides, TDTU has issued regulations on converting national credits to ECTS credits; and there are regulations on recognition of academic results/credits of students from other universities.

Exams are organised as formative assessment, mid-term tests and final tests. The University's plan for the academic year includes test schedules published online at the beginning of each academic year. Mid-term test and end-of-term test schedules are announced on the plan for the academic year. All information related to tests including student list, test time and test location is notified to students via E-learning system on the TDTU website¹⁹ and student email prior to the test date. Syllabuses describe all necessary requirements related to each test. For the development of exam questions and answers for the mid-term or final test and grading, the study programmes comply with TDTU's Examination Regulations No. 1833/2017/TDT-QD.

The Department of Testing and Quality Assessment (DTQA) is responsible for organising and monitoring tests, examinations, point spectrum and developing regulations related to testing. After completing the exam, if students are not satisfied with their scores, students have the right to appeal according to the exam papers appeal procedure and amendment of the test scores of TDTU.

¹⁹ see: <https://elearning.tdtu.edu.vn> (last access August 11, 2023)

Feasibility of study workload

The number of credits of the Bachelor programmes is calculated based on the regulations of MOET and assessed by the professional evaluation board and according to the provisions of the Vietnamese National Qualification Framework. The number of academic credits is allocated each semester ensuring the link between courses from general knowledge, fundamental specialised knowledge, to specialised knowledge; combine theoretical knowledge with development of professional skills and practical ability. The suggested allocation of study plans is designed based on the nature and requirements of the course. In case students do not meet the binding conditions of the course, they are not allowed to participate in the course and must focus on meeting the prerequisites first.

Students can access the study diagram to access the syllabus, subject requirements and conditions for taking the course through the learner portal. They can also access detailed course outlines from this system.

Starting from the second semester, students will register for courses consulted with the homeroom or advisory lecturer. Based on the students' academic results and capability, the homeroom or advisory lecturer will review the study plan that students have registered for in terms of the number of courses, the total number of credits registered to ensure the weak students have enough time to retake the courses and improve learning outcomes. Good and excellent students are encouraged to register for more courses to finish the programme early.

Equality of opportunity

TDTU ensures gender equality and non-discrimination. Students with disabilities are provided with favourable conditions regarding time and formal standards/requirements throughout the learning programme and exams. Students with special circumstances receive special and specific support. All students, regardless of race, gender, class, religion, sexual orientation, disability or other aspects, are admitted to TDTU. The University has a fair and objective enrolment policy with regard to gender equality and non-discrimination. The University also built a private passageway for disabled students. Students who cannot afford to pay tuition are supported by the University to get a student credit loan and/or the University will provide scholarships to support students with difficult circumstances. During the Covid-19 pandemic, TDTU has had many support policies so that students can continue their studies such as reducing tuition fees, extending the tuition fee collection deadline, mobilising and awarding scholarships to support students.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assign credits per course on the basis of the necessary student workload for the study programme related courses. The allocation of credits is comparable to other study programmes in Vietnam, including several courses without credits (such as physical education classes). Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

For **all four study programmes**, there are legally binding study and exam regulations which contain all necessary rules and procedures and take into account 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 periods of practical work is also clearly defined.

The Socialist Republic of Vietnam has not ratified the Lisbon Recognition Convention.²⁰ However, the panel learnt that TDTU stipulates the recognition of periods of study at other HEI as part of its cooperations. In this context, the panel **recommends** reviewing whether recognition can be extended to foreign countries and other HEIs in order to promote international orientation. The final grade is supplied with 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 students are content with the feasibility of the study programmes. However, when reviewing the workload, TDTU does not include students' workload evaluations (see appraisal in chapter 5.).

TDTU ensures gender equality and non-discrimination. Students with special needs 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, e.g., with a lot of scholarships offered to the students.

	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 departments for **all study programmes** require lecturers to apply a learner-centred, knowledge-based and knowledge-centred teaching method. The students are required to have a sense of responsibility when participating in the subject, actively exploiting materials, actively interacting with the teacher in their learning process. Students must also focus on improving the quality of self-study through the output standards of the subject and the published system of exercises distributed for each chapter of the subject. The form of teaching includes face-to-face teaching and a combination of the assignment system, interaction on the forum through the e-learning/classroom system.

²⁰ <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

The teaching approach of the courses across the study programmes is considered through several stages: course design, course implementation and course control. In course design, the teaching approach is suggested for every lesson, stated in the syllabus. Besides, when identifying assessment, the teaching approach is considered. For example, for basic courses, where traditional lecturing is more dominant, the assessment is usually multiple choices. For more advanced courses, where case studies, analysis exercises, flip classroom are major approaches, assessment is usually presentation or report. This is done for better consistency and efficiency of teaching and assessment. In course implementation, all above elements are discussed and agreed between the faculty and the lecturer, so they will understand and will be able to carry out the course in the expected way. The first time the lecturer delivers the course will be observed several times, by the faculty and later by the Department of Testing and Quality Assurance. All these controls are necessary to ensure continual improvement and better delivery of the learning outcomes. At the faculty, the pedagogy of the study programmes is described and oriented with the objectives and output standards of the programme. The teaching methods are also researched in accordance with the goal of training a high-quality workforce with in-depth and interdisciplinary expertise, logical thinking when solving problems, flexible adaptation in new environments. Besides, the graduated students can adapt converging requirements on attitude and spirit such as discipline, team spirit, devotion spirit to meet the increasingly diverse needs of enterprises in a global business environment. Through the application of different teaching methods (combining traditional teaching and active teaching), learners are guided to carry out case exercises and real projects, thereby helping students more confident to solve real-life problems in business.

The pedagogy of the study programmes is demonstrated through the application of diverse teaching methods such as lectures, case studies, projects, group discussions, as well as enhancing the application of technology in teaching to improve the quality of teaching and learning:

In the **Bachelor of Business Administration – Hospitality Management**, project-based teaching in specialised subjects is one of particular interest to the subject. Because in project-based teaching, many modern teaching theories and perspectives can be applied such as constructivist theory (students require ideas and solutions), student-oriented teaching (practical trends in the market to optimise resources and improve business efficiency), cooperative teaching (cooperation between stakeholders inside and outside the enterprise), integrated teaching, discovery teaching, creativity, case-based teaching and action-oriented teaching. Teaching activities require students to self-study, have more practices, create opportunities for students to participate in community activities, as well as students participate in extracurricular activities organised by the University and faculty.

A typical course to demonstrate the didactical concept of the **Bachelor of Business Administration – Human Resource Management** is Occupational Health and Safety. Occupational Health and Safety partly involves HRM and partly involves Safety Technician. This course aims to equip HRM students with the ability to plan safety into daily working tasks and to build a safety culture in the workplace. This means that students must be able to analyse risks at the workplace and be able to implement safety behaviours. These learning outcomes are translated into three main assessments as process 1 (a series of quick assignments embedded in the lecturing process to help students keep track of their learning progress), process 2 (presentation) and final assessment (constructed-response test).

Co-teaching with enterprises is one of the preferred methods the **Bachelor of International Business** applies to utilise the partnership and provide learners hands-on activities while studying. The subject Customs Procedure is an example. The department works with Saigon New Port Corporation to deliver the practice sessions for students using the computer lab at the company to exercise import-export and customs declaration procedures. Students get to handle business' data and documentation and be trained on professional intelligence. The assessment for this subject is a combination between theoretical exams and business applications. Besides, field trip study to port, cold chain warehouse or automatic sortation offers students insights and help orient their career choices. Case-based learning and teaching is also prioritised in every subject to increase the practicality of the learning experience. Case studies from domestic and international corporations are used as part of the assessment activities to encourage students to read, research and contribute ideas and approach to more commercially viable solutions.

The **Bachelor of Marketing** also emphasises interactive and project-based learning and teaching experience. Subjects like Event Management (704013), Digital Marketing (702054) and Managing Creative Content Development (704011) cooperate with industry practice lecturers. Students are involved in doing group projects which are inspired by real business cases. As part of the project marking criteria, the creativeness and viability of the solutions are also assessed.

Course materials

The course materials for **all four study programmes** are created and carefully selected to help students achieve the course learning outcomes. Based on the content of the course, course materials such as textbooks, reading materials and other resources to prepare students for classroom activities and self-study are presented in the course syllabus by lecturers. New materials will always be supplemented and introduced online through the student portal. At the same time, lecturers directly introduce course materials from the first session of the courses and instruct students how to use the course materials through the TDTU library's service system.

The diverse information resources at the INSPIRE Library include the library's collection of documents and electronic information resources, with research articles from scientific journals, e-books and various resources from publishers as well as many other university's open-access digital science information repositories in the world, meeting teaching and learning research needs of lecturers and students as well as self-study and research needs of lecturers and students.

Guest lecturers

In order to increase the employability of students, faculty actively engages industrial experts, visiting lecturers to co-teach and share experiences with students. All departments organise different forms of sharing i.e., career orientation workshops, talk-show with experts in sharing experiences related to the subject's content. All the guest lecturers are experts of the industry and academia. Occasionally, foreign guest lecturers also participate and share on specific topic. They will provide fresh perspectives and valuable insights to the students. The contribution of guest lecturers not only helps to increase the practicality and application of the subject, but also improves the employment opportunities of students.

On a bigger scale, guest lecturing is organised at least once every semester by the faculty for all students. Depending on the density of student activities in that semester, a big or small workshop will be organised. In a small workshop, at least one guest lecturer will coach skills, conduct career guidance or share career experiences. The small workshop is usually for 50 – 100 students. The topic can be similar for a big workshop, but it is for 300 – 600 students.

Inviting and evaluating visiting lecturers is done according to the regulations of the University. The Head of the Departments finds suitable candidates for the subjects according to the criteria in accordance (Teaching experience - more than 200 periods; research experience - work domestic and international scientific research; hands-on experience - have worked in public companies and or institutions). Based on the results of the survey on student satisfaction with lecturers at the end of each semester as a basis for evaluating and deciding to invite guest lecturers for the next semester.

Lecturing tutors

The faculty employs student assistants to manage all students' activities and support lecturers as well as homeroom teachers with other administrative and mentoring and tutoring activities. The criteria are as followed: good academic performance, a high sense of responsibility, enthusiasm and dedication. Besides taking care of class administrative duties, student assistants may organise different study groups and mentoring sessions to support classmates.

To supervise and provide timely support, the faculty schedules class meetings once per month for freshmen and sophomore students, once per semester for junior and final year students. These homeroom meetings are there for information exchanges and updates. Depending on the student population, the number of student assistants varies.

Appraisal:

The didactical concept of the study programmes is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies, practical projects, flipped classroom method. Students are encouraged to take an active role in creating the learning process.

The accompanying course 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 via the learning management system and the library. 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. Practitioners are included to discuss their cases with the students. There are also guest lecturers from other universities, sometimes international guest lecturers.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept				
3.3.1*			X		
3.3.2*			X		
3.3.3			X		
3.3.4			X		

3.4 International outlook

Internationality and intercultural aspects are shown from the system of modules in the curriculum to knowledge, teaching methods, learning materials, activities as well as expected learning outcomes in the course syllabus oriented to attributes of global citizens.

Students of all study programmes can have a lot of opportunities to experience the multicultural aspects throughout the design of the programme.

In the **Bachelor of Business Administration – Hospitality Management**, most of the specialised subjects of the hospitality industry are international, specifically: Service quality management, Resort management related to international knowledge and global working environment. Therefore, the system of textbooks, guidelines, case systems and problem situations reflect the actual environment of the hospitality industry. In the programme, there is a subject called Current Topics in Hospitality Industry which is a general introduction to the issues of the industry such as: human resource issues, start-up environment, training issues. This subject is the common foundation for specialised subjects such as Service Quality Management which will guide students in specific solutions and practical methods to be able to build a global service quality control and management process. On the one hand, with many subjects designed and taught in English including Front Office Management and Service Quality Management in Hospitality Industry, students are introduced with practical examples – not just in Vietnam – from around the world.

In the **Bachelor of Business Administration – Human Resource Management**, most of the courses, especially specialised, are designed to provide both international and local perspectives. For example, the Organizational Behaviour course has two chapters Diversity and Emotion focused on intercultural and international perspectives; the Performance Management course has a dedicated chapter International Performance Management. Among all courses, International Human Resource Management is the most important for international and intercultural aspects. This course provides students with cross cultural knowledge and their application when organisations go global.

In the **Bachelor of International Business**, the selection of courses and cases reflect contemporary knowledge and issues. Subjects like Practices of International Trade, Cross-Cultural management and Global Supply Chain Management highlights up-to-date practices with reference to strategic leading companies in the region and worldwide. Assessment methods like presentations and reports put an emphasis on the creativity, practicality and relevance of the chosen topic or recommended solutions to enable learners to increase their awareness and agility to the globally integrated environment. A specialised subject like

International Business, which introduces general issues of international business such as: international trade, free trade agreements, international market entry strategies, international cultural issues. They serve as the common foundation for specialised subjects such as International Business Strategy which will specifically guide students in the business strategies of multinational corporations or management of information flow, flow of goods, cash flow and management of stakeholders in the subject Global Supply Chain Management. The subject Cross-Cultural Management builds students' skills in cross-cultural management, solving problems in a multi-global environment. In addition, every year, the faculty organises international seminars, conferences, international student exchanges and encourages students to participate in exchanges and discussions. For example, exchange programmes with students from Sunway University (Malaysia), Dongguk University (Korea); Nanyang Polytechnique University (Singapore).

In the **Bachelor of Marketing**, hosting workshops and seminars with contributions from international scholars in practitioners are a primary channel to improve its internationalisation. On average, the department of Marketing organises six international workshops and seminars using both online and offline forms. The topics vary fundamentally include cultural exchange, scholarship and career opportunities, and research skills. In the academic year of 2021-2022, our highlights are the Cultural exchange workshop with students in Sunway University, Malaysia, the Marketing fundamentals serial seminar with Feng Chia University, Taiwan, and the workshop on post-pandemic recovery and Marketing career path with directors in Vietnam and EU countries. These events help provide students a broader view on the social issues they are affected by, from which students can prepare themselves to be adaptive marketers and cosmopolitans.

All Bachelor programmes require both a deep local understanding of legal requirements and practices and international and multicultural practice. Hence, in third years, all case studies and examples used in all the courses are both local and international. The case study teaching method helps students experience the diversity of cultures. Moreover, the teaching materials bring different points of view from around the world, which will help students to understand and get familiar with other cultures, so they can work efficiently as a global citizen. Most of the learning materials and references in the courses are English textbooks and journal articles which encourage students to be more proficient in English and to be more ready to work in a global environment, at the same time, Vietnamese language textbooks are also used.

Besides teaching activities, there are also workshops, seminars, and talk shows with both local and foreign experts from large enterprises in the market, to share their experience. As one of the methods for intercultural connection, the faculty has organised as well as participated in different international conferences and seminars. And the most recent conference that this programme is a part of is The Seventh International Conference on Finance and Economics (ICFE 2022). This conference is held in collaboration with many international universities and organisations, including ones from Czech Republic, Korea, France and United States of America.

Internationality of the student body

Currently, the Faculty of Business Administration (FBA) has two programmes for international students, a full-time programme and a short-term exchange programme. The difference between these two programmes is that students in the full-time programme will study with Vietnamese students, and linguistics is taught in Vietnamese. Besides the full-time programme

for international students, every year, there are short-term exchange students from partner schools such as Ahus (Denmark), Sunway University (Malaysia), Dongguk University (Korea); Nanyang Polytechnic University (Singapore).

Through the international cooperation activities of TDTU and FBA, international students at the departments participate in learning in the following forms:

- Admissions from neighbouring countries such as Laos, Cambodia, Thailand, Nigeria
- Recruiting for international cooperation with UCI's friendly partner universities and schools that have signed cooperation agreements through one-semester courses.

Table 11: Number of international students (2017-2022)

Training programme	Number of international students	Nationality
Bachelor of BA-HOSM	2	Laos, Korea
Bachelor of BA-HRM	3	Cambodia
Bachelor of IB	16	Laos, Cambodia, Korea
Bachelor of Marketing	5	Laos, Myanmar
Total	26	

To ensure an annual flow of international students, FBA regularly maintains relationships with current partners. In addition, the faculty also cooperates with new partners, foreign experts, or professors to design new exchange study programmes for foreign students at TDTU.

Internationality of faculty

In order to attract international lecturers and create conditions for students to access other advanced education, FBA and the departments invite experts and professors from prestigious schools to jointly develop the study programmes and for certain subject co-teach, such as Cross-cultural management, Big Data fundamentals and Marketing research. Faculty members maintain and expand the relationships based on former lecturers and introduce them to recommend other colleagues; participating in international seminars and networks to connect experts and professors. Each year, on average, 1-2 lecturers will participate in international academic activities such as joint research with professors and scholars from Taiwan, France and the Netherlands. With the international experience of foreign lecturers, students have the opportunity to access up-to-date industry knowledge and news in the world, as well as grasp the global situation and trends so that they can develop their own knowledge and skills.

Foreign language contents

All Bachelor programmes of FBA contain three different types of courses for students to select from depending on their language proficiency, including the Standard Programme, High-Quality Programme and 100 % English Programme. In the Standard programme, every subject is taught in Vietnamese, but the materials for professional subjects are 100 % from qualified TOP 100 English-used education programmes.²¹

²¹ see: self-evaluation report, p.65

To improve graduates' English proficiency, TDTU has considered increasing the number of courses taught in English. The first target is 10 %, which is stated in TDTU's five-year strategic plan. Students have three English courses and two pre-English courses for students whose English proficiency is not quite at the entrance standard. Before graduation, students have to submit IELTS 5.0 or equivalent certification to be graduated. Furthermore, most management textbooks are chosen from TOP 100 programmes, hence they are in English. Although not officially stated, many learning activities concern English. Most of the lecture slides are designed in English to help students learn both in English and in Vietnamese, in addition, students are encouraged to present in English.

Appraisal:

International contents are an integral part of the curriculum in all four Bachelor programmes. Students are prepared for the challenges in an international working environment, which aims at the targeted professional fields of graduates. Through frequent practical examples, students are enabled to act in an intercultural environment. For the **Bachelor of Business Administration – Hospitality Management**, the panel **recommends** emphasising intercultural aspects (such as internationality and intercultural aspects of tourism in hospitality management).

It is part of the strategy of TDTU to have international students and faculty, as well as being internationally oriented. However, international students that do join the programmes would rather go into the English tracks of the programmes, which are the High-quality Programme and 50:50 Vietnamese-English Programme. Therefore, an increase of English courses would not aim at the target group of the Standard Programme but merge the different tracks of the programmes. However, the goal of the University to further internationalise its study programmes also refers to the Standard programmes of the University. Therefore, the panel **recommends** aligning the internationality of the Standard programmes with the vision and mission of the University. Regarding the internationality of faculty, the panel **recommends** setting up a system to attract more international staff for the Standard Programme in order to pursue the goal to become a research University.

	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)

Multidisciplinary competencies are integrated in **all four Bachelor programmes** through core requirement subjects such as Statistics for Business and Economics (C01136), Scientific Socialism (306104), Mathematics for Economists (C01120), Principles of Management (C01120), Principles of Management (C01120), 702051, Company Law (E01084),

International Trade Law (E01021), Introduction to Laws (302053), International Financial Management (B02039), Principles of Marketing (704024), Principles of Accounting(201039), Information Systems in Business (706110).

Moreover, undertaking capstone subjects and work-integrated modules such as Negotiation in Business, Graduation Internship, Graduation thesis, Big Data Fundamentals, Change Management and Entrepreneurship which are compulsory for all four programmes also showcases the application of multidisciplinary knowledge and skills of students.

For the Bachelor programmes of FBA, communication, public speaking, cooperation and conflict management are crucial. These skills are stated in the expected learning outcomes of the programmes; hence it is a requirement and it will be built up systematically. Across subjects in the programmes, students are encouraged to discuss, explain and demonstrate their ideas, questions, as well as experience to the lecturer and classmates. The lecturers would not enforce their opinions onto the students, but provide suggestions and recommendations, as well as feedback. This will help students in terms of critical thinking, communicating and presenting, which are necessary skills in all four fields of study. Moreover, while discussing, students can also learn new knowledge from the experience of their mates and lecturers, from different perspectives and social aspects.

Furthermore, subjects in the programmes require students to do a lot of research through assignments. This not only improves their professional skills but also helps in developing other skills including researching and analysing. Through the programme, students are developed with skills that will be necessary, not only for their career but their future life as well. In addition, seminars, field trips, practice sessions at enterprises, and specialized competitions organised by the faculty/department give students the opportunity to exchange ideas and discussions, interdisciplinary thinking and develop multidisciplinary competencies and skills for students.

In the **Bachelor of BA-HOSM**, students acquire appropriate communication, public speaking, collaboration and conflict management skills through studying subjects such as: Negotiation in Hospitality Industry, Business Research Methods and Company Law. The Hospitality programme also has BAC-Hospitality, an after-class club, as a community for the students to organise their preferred events and talk show. These subjects and activities will not only develop students in professional skills, but also social skills including communication, presentation and leadership, as well as problem-solving skills in different situations.

In the **Bachelor of BA-HRM**, communication and public speaking skills are developed both throughout in a focused manner by the Organisational communication course. The Organisational Communication course provides students with the theoretical basis of communication and public speaking and how to apply them in an organisational context. Besides building up communication skills, this course focuses on the ability to plan effective communication in an organisation. In all 23 management courses of the HRM training programme, there is always one assessment in presentation or report type. This type of assessment requires students to do research on assigned topics and then present it to the whole class. Through repetitive practice, graduates' communication and public speaking skills are built firmly.

The Organizational behaviour course provides the students with the theoretical basis of cooperation and conflict management and how to apply it in an organisational context.

Negotiation in the Business course provides the students with more in-depth knowledge and practice of conflict management skills. Another course that focuses on cooperation and conflict management is Employment & Labor Relation course. This course not only focuses on these skills in a general context, but also goes deep into the HRM context. Besides, in all management courses, students are required to work in groups. In these assessments, students must plan, implement and manage their group.

In the **Bachelor of International Business**, multidisciplinary competencies are integrated in subjects such as: Statistics for Business and Economics, Scientific Socialism, Principles of Management, Company Law, International Financial Management. In addition, seminars, field trips, practice sessions at enterprises and specialised competitions organised by the faculty/department give students the opportunity to exchange ideas and discuss interdisciplinary thinking, developing multidisciplinary competencies and skills for students.

Students acquire public speaking and communication skills as well as cooperation and conflict resolution skills through studying subjects such as Business, Multicultural management and Foreign trade techniques. The specialised competition in the Logistics Arena, organised by students of the BAC-IB Club under the industry, helps club members develop integrated management skills such as planning, applying for sponsorship, training candidates and contest rounds.

In the Bachelor of Marketing, several subjects include multidisciplinary skill, such as the Entrepreneurship and Big Data Fundamentals courses that require interdisciplinary knowledge and skills from planning, organising, managing resources to analysing and recommending strategies based on data. Another subject that is highly interdisciplinary is Global marketing. The subject connects Marketing and the knowledge of the import and export industry to help students understand the import and export process of goods, barriers in international business. In this course, students learn cross-cultural business knowledge in a global context. Students are also asked to work in group and present their findings.

Appraisal:

In all four Bachelor programmes, students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures, such as inclusion of presentations and group works, as well as field trips and practice sessions. 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)

All four Bachelor programmes have a focus on the employability of graduates. Most of the subjects apply the case studies teaching method, the lecturers share experiences in solving

real-life situations and directly guide and build skills to solve real problems for students. Throughout the programme, a series of “Necessary skills for sustainable development” subjects are taught in different years of study. From the first year (L00019, L00020) to the third year (L00040, L00041), these subjects will teach students how to distinguish ethical and non-ethical behaviour and how to train in self-development, decision-making, as well as communication. Students are trained with skills to have respect for cultural diversity, a positive way of life, follow the moral code of the society, as well as sustainable development, along with many other social skills. These skills and attitudes will be useful for students in their future life and career since they can work in any environment, with a sense of obeying the laws and rules, respect and understanding others from different cultures, as well as of being an ethical global citizen.

Students have three targets they must achieve to fulfil their passion with TDTU’s support: Their academic records, their extracurricular records and intern experiences. At TDTU, extracurricular activities are highly encouraged. Among these activities, there are many that concern future careers like: CV writing coach, Interview coach, Career talks. Through these activities, students can create networks with potential employers. Activities that students participate in during their studies at TDTU such as seminars, extracurricular practice sessions, workshop, talk show and academic exchanges with different universities from around the world help students build soft skills. The programmes are oriented to meet the expected requirements of the job market.

Right before graduation, all study programmes include a graduation internship. In this internship, most of the students find an internship on their own, because the demand for interns is high. For those who cannot find one, FBA and the departments introduce them to one of the partners for interns. The requirement for the internship is also strict, the company must be quite sizable to be approved. The intern process is also strictly controlled: random company visit, telephone check, monitoring lecturer, weekly report and a highly demanded final report. These are all for the purpose of having a quality experience in the majors before graduation.

Student of the **Bachelor of BA-HOSM** are equipped with professional skills and knowledge, but also social and sustainability skills. This is to contribute to the society and environment a generation who possesses a high sense of ethics and responsibility, willing to serve the community, as well as the manner of building up sustainable development (ELO10). Across the courses of the programme, students are provided with many intern subjects at different large organisations in the Hospitality industry. From the first year, students have the summer internship and other opportunities to go on field trips or do internships to practice or witness their knowledge in the real world. These activities are organised for students at 4-stars-or-above organisations including Moevenpick, Liberty, Marriott, Adora and the Restaurant Association of Vietnam (RAV). The rate of graduates having jobs in the hospitality industry is 100 % within one year after graduation.²²

The Bachelor of BA-HOSM brought students through a short course at Taylor’s University (Malaysia) and Nanyang Polytechnic College (Singapore). In addition, there was an International Business Exchange with Sunway University (Malaysia) or The Seventh International Conference on Finance and Economics (ICFE 2022). The programme also organised webinars with leaders from the industry, including leaders from Accor and WMC

²² see: self-evaluation report, p.71

Group. These all are opportunities, academic exchanges or conferences for students to practice or witness the theories taught in class.

The **Bachelor of BA-HRM** starts to improve employment of students from the first year. In the first semester, every HRM student goes through Career in HRM Course. The students can get useful information about HRM careers. However, students are also requested to evaluate their passion for HRM career, and they formulate a career plan for themselves. This is not only about learning planning and time management skills, but this is also to put an impression into a student's mind to plan in order to achieve their career goals.

Besides course activities, students can take part in the HRM contest organised by TDTU. The contest is organised yearly and is named "The Amazing HR Land". This contest has been carried out for four years since 2018. Besides this main contest, numerous seminars, workshops and cafe talks are conducted to help students improve their knowledge, skills and enthusiasm for future careers.

The **Bachelor of International Business** also includes practical applications into the courses for prepare students for future employment. With the result of equipping students with such job skills, now, the rate of graduates having jobs in International Business is 100 % within one year after graduation.²³

In addition, the programme also has an extra curriculum for physical training for students such as swimming, physical education subjects. Activities that students participate in during their studies at TDTU such as participating in discussions in seminars, seminars, extracurricular practice sessions organised by the faculty to help form job skills for students. The programme is oriented to meet the expected requirements of the job market.

In the **Bachelor of Marketing**, student go through a Career in Marketing Course in the first semester. The students can get useful information about Marketing careers, but also formulate a plan to achieve their career goals. Finishing this course, students have clearer vision of their target and are more confident of their path. The rate of graduates having jobs in the Marketing industry is 100 % within one year after graduation.²⁴

Extracurricular activities for students in the Marketing training programme are also encouraged. TDTU has a system to record and calculate student's disciplinary points. Students must participate in these activities to have good grades. Among these activities, there are many that concern future careers like: CV writing coach, Interview coach, Career talks. Through these activities, students can create networks with potential employers.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread through all courses of the **four Bachelor programmes**. In case of the **Bachelor of Business Administration – Human Resource Management**, the **Bachelor of International Business** and the **Bachelor of Marketing**, students are enabled to actively apply the acquired

²³ see: self-evaluation report, p.69

²⁴ see: self-evaluation report, p.71

skills in new areas of work and to develop them further. The programmes are systematically oriented towards meeting the anticipated requirements of the dynamic job market. For the **Bachelor of Business Administration – Hospitality Management**, the number of practical hours of work is not balanced with the theoretical part (see chapter 3.1).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)		HRM, IB, BM	HOSM		

4. Academic environment and framework conditions

4.1 Faculty

The structure of the quantity, academic title and degrees of the lecturers teaching in the study programmes is shown in the following table:

Table 12: Academic staff

Category	M	F	Total	FTE	Percentage of PhDs
Bachelor of BA-HOSM					
Professors	0	0	0	0	-
Associate/ Assistant Professors	0	0	0	0	-
Full-time lecturer of Departments	3	2	5	5	-
Full-time lecturer from other Departments (of Faculty)	8	9	17	4.57	-
Full-time lecturer from TDTU	25	17	42	11.91	11.9%
Visiting Professors/ Lectures	14	15	29	12.77	6.9%
Total	50	43	93	34	11.8%
Bachelor of BA-HRM					
Professors	0	0	0	0	-
Associate/ Assistant Professors	0	1	1	1.00	-
Full-time lecturer	3	4	7	7.00	14.29%
Full-time lecturer from other Departments/Faculties of TDTU	18	19	37	12.70	18.92%
Visiting Professors/ Lectures	6	10	16	5.82	25.00%
Total	28	33	61	26.52	
Bachelor of IB					
Professors	0	0	0	0	-
Associate/ Assistant Professors	0	0	0	0	-
Full-time lecturer	3	5	8	8.00	25%
Full-time lecturer from other Departments/Faculties of TDTU	26	27	53	13.01	26%
Visiting Professors/ Lectures	14	31	45	20.87	4%

Category	M	F	Total	FTE	Percentage of PhDs
Total	43	63	106	41.88	17%
Bachelor of Marketing					
Professors	0	0	0	-	-
Associate/ Assistant Professors	0	0	0	-	-
Full-time lecturer of Departments	5	6	11	11.0	18.18%
Full-time lecturer from other Departments (of Faculty)	9	8	17	2.75	35.30%
Full-time lecturer from TDTU	50	32	82	8.83	11%
Visiting Professors/ Lectures	19	22	41	23.34	13%
Total	69	54	123	46	19%

For the academic year 2021-2022, the faculty / student ratio at the **HOSM programme** is 1:23, **HRM programme** is 1:16, **IB programme** is 1:17 and **Marketing programme** is 1:24.

These ratios are in line with the mandatory ratio of 1:25 issued by MOET's regulations, on the maximum ratio between students and lecturers in universities for the corresponding programme of teaching Business and Management.

In order to ensure the quality of the legal curriculum and standard of the expected outcome, lecturers are responsible to teach, do research and serve the community. Lecturers with Doctorate degrees, along with teaching tasks, have to do scientific research, the products of which are articles published in international journals rated in ISI or Scopus. FOSTECT, Scientific Research Support Fund of TDTU or valuable applied research, is an effective support site for lecturers to perform their scientific research tasks. With the mission of serving the community, lecturers participate in social criticism activities whenever there is a need. These activities provide lecturers with social practice to make lessons more vivid.

Academic qualification of faculty

The qualifications of the lecturers of **all four Bachelor programmes** meet the requirements and objectives of the training programmes of FBA. They are selected according to the recruitment process and criteria of TDTU which include:

- at least a Master's degree,
- varied methodology (with a certificate of pedagogical skills),
- students' satisfaction rating of 4.5 out of 6 points or higher,
- good command of English (IETLS 5.5 or above or other equivalent English certificates),
- over 5 years of experience,
- capacity of scientific research (provincial/city-level scientific research topic; national and international publications or domestic and international seminars),
- practical experience in the business especially for visiting lecturer.

Lecturers' professional capacity is assessed through research works, articles published in magazines, books and teaching quality. These evaluation results are done according to strict monitoring and evaluation process in separate levels:

- students evaluating lecturers at the end of the course,
- the departments supervising and evaluating the quality and capacity of lecturers monthly,
- self-assessment of lecturers at the end of the year,
- the faculty and the University evaluating the yearly performance through criteria that have been publicised from the beginning of the academic year.

With the goal of becoming a research university, TDTU has created conditions for lecturers to develop their expertise through programmes and activities including sponsorships to study abroad through MOUs with advanced universities and to attend international conferences. This is an opportunity for lecturers to contact as well as disseminate new knowledge in research for the common knowledge treasure, develop a network of colleague relations, through which lecturers' capacity is enhanced, and TDTU is branded through their products.

Furthermore, TDTU has a specific Plan concerning the Development of Human Resources in the Faculty of Business Administration. In the Academic year 2022-2023, the plan foresees to coordinate with the Department for Personnel and Administrative Affairs to recruit at least 24 new lecturers (Master degree or higher) who meet the ability to teach and show interest in pursuing Doctoral studies in the near future. It also includes to coordinate with the Department to recruit at least four new Professors and Doctorates to support the activities of the faculty. What is more, the faculty plans to recruit at least one expert/ Professors to work as frequent visiting lecturer.²⁵

Pedagogical qualification of faculty

Lecturers employed at the Faculty of Business Administration (FBA) must demonstrate their teaching ability through the pedagogical qualifications. All lecturers have obtained a Certificate of Teacher Training in accordance with the regulations of the MOET.

Lecturers also focus on improving their expertise; sharing knowledge and teaching experience through monthly academic activities organised by the faculty. Lecturers also conduct research and share knowledge through Journal club meetings on research topics in the field of business administration, international business, marketing, hospitality, human resources management, economics and other relevant issues held monthly by the faculty.

The University and faculty implement different activities to improve pedagogical operation and teaching skills of the lecturers. The faculty conducts professional meetings and class observation on a monthly basis. Thereby, lecturers can share the difficulties in teaching and accumulate more effective teaching experience. The school regularly organises training courses on teaching method, assessment, quality assurance, participates in socio-economic seminars shared by speakers who are experienced and have specialised knowledge, organises training sessions to improve knowledge and pedagogical skill for lecturers. All full-time lecturers have participated in the training class named "Online training method" on in December 2021, which was taught by an Associate Researcher from Interuniversity Laboratory for Educational and Communication Sciences (LISEC), University of Strasbourg (France).

²⁵ see: FBA HR Recruitment Plan 2022-2026

Practical business experience of faculty

Most lecturers of the departments have practical experience before being recruited. They have practical experience through the implementation of scientific research projects both domestically and internationally. Some full-time lecturers and visiting lecturers have management experience while managing and operating enterprises. Lecturers instruct and share practical experiences with the students during the teaching process through group discussion assignments and small research projects in the courses.

Internal cooperation

All lecturers and administrative staff of the Faculty of Business Administration cooperate with each other in the following areas:

- implementing study programmes,
- organising domestic and international conferences and seminars,
- organising professional training, implementing scientific research,
- instructing students to do scientific research,
- co-publishing articles.
- organise monthly academic and professional meetings,
- conduct class observations to provide professional suggestions to improve teaching methods and content,
- moderate the process of examining and evaluating courses,
- build plan outlines to effectively implement the study programme.

Difficulties in the implementation process are shared, discussed and resolved by lecturers in the faculty's weekly meetings. Thereby, the internal cooperation between lecturers and faculty members contributes to effectively achieve the educational objectives of the training programme.

Every year, the University organises meetings with all lecturers to update the achievements and announce new action plans such as Officials and Employees Conference, University Establishment Anniversary 23/09, Opening Ceremony, End-of-school-year Ceremony, Vietnamese Teacher Day, Summer Camp for Team building and the Annual meeting.

Student support by the faculty

Students can contact lecturers and administrative staff to seek consultation and support through two channels:

- Direct contact during the faculty office time at the faculty office (B.004) and the working room of lecturers (B101 & B103). Lecturers work 32 hours/week, administrative staff work from Monday to Saturday in working hours so they can allocate time for student consultation every day.
- Indirect method via phone of faculty or faculty email: fba@tdtu.edu.vn and email of lecturers provided to students in the first period of each subject.

A faculty academic advisor is assigned to students during the four years of studying at the University. The academic advisor provides students with guidelines related to their courses, study plan, educates them on ethical aspects and instructs them how to balance between their studies and life. The advisor also offers consultancy in case of difficulties during the studies and support the students.

Moreover, TDTU offers an e-Learning system to meet the needs of distance learning for students.²⁶ At the beginning of each semester, the courses will be created by the software staff on the e-Learning system and integrated with the email list of students participating in the course. Lecturers send lecture slides, exercises and learning materials to the system every week so that students can study and do assignments outside class time. All students enrolled in the course can log in to the e-Learning with the email access provided by the University. In the academic year 2021-2022 when Covid-19 pandemic broke out, the University applied online teaching because students had difficulty participating directly in the classroom. Thus, the faculty conducts online teaching mode for all subjects through combining teaching on e-Learning system, Google Classroom software, Google Meet software, Zoom, MS Team, audio and video recording software. The University organised training for lecturers on the effective use of the above software and quality assurance of online teaching to meet the teaching needs in difficult times that students cannot attend the classroom. Online teaching software such as Google Meet, Zoom, MS Team, E-Learning, Google Classroom all support recording lectures so that students can review lectures, do assignments and directly submit to the system.

Appraisal:

The structure and number of the faculty correspond to the requirements of **all four study programmes** and the requirements of the Ministry of Education and Training of Vietnam (MOET). The structure ensures that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and visiting lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

TDTU verifies the qualifications of the faculty members by means of an established procedure and requirements. The faculty also supports its lecturers to increase qualification, especially pursuing a PhD degree. However, the faculty currently does not fulfil the MOET regulation regarding the number of PhD holders required for the study programmes. According to the Ministry, TDTU needs at least 15 PhD holders (five per different study programme, HOSM and HRM are both Business Administration programmes). Currently, there are only eleven PhD holder as lecturers in the programmes, including one Associate Professor.

With regard to the academic qualification of the faculty, the panel recommends the following **condition** for all study programmes:

- The University ensures the qualification of academic staff according to the regulation of the Ministry of Education and Training.

The panel welcomes that the faculty has already reacted and is currently in the process of hiring the required lecturing staff. The faculty staff mentioned during the on-site visit and in its statement on the report in which they referred to the faculty's recruitment plan that they will already fulfil the requirement within the next year.

Moreover, the panel **recommends** putting an emphasis on the academic qualification of staff, e.g., send staff abroad, which would lead to more internationalisation of the study programmes and continue to encourage staff to get a PhD degree, which would also help in further developing the study programmes.

²⁶ see: <https://elearning.tdtu.edu.vn/course/index.php> (last access August 8, 2023)

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by requiring a lecturer certification and experience in lecturing. TDTU also ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field (e.g., online teaching). Specific measures for the further qualification of the faculty members are implemented, such as frequent training sessions and workshops, as well as exchanges of experiences among the faculty members.

The practical business experience of the faculty corresponds to the requirement of the study programmes to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly to discuss the contents of the courses and exchange about didactical approaches. Furthermore, research projects and courses are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. This includes an academic advisor who support the student during the studies, but also consultation for career-related issues. The faculty members are available for the students outside the specified office hours as well (e.g., via email). The student support is offered on a regular basis and serves to help students study successfully. The students are “fully content” with the support they receive.

		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)				condition	
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 programmes)					X

4.2 Programme management

At University level, the curriculum of the departments is managed by the Department of Undergraduate Studies (DUS). DUS is responsible for developing the regulations and orientation on the curriculum development, guiding faculties with the process and procedures in building the curriculum. Moreover, it is responsible for submitting the curriculum for signing and issuing to the President. For the curriculum to be implemented effectively, the Department of Undergraduate Studies manages the following activities:

- developing a teaching plan,

- providing regulations on course registration,
- scheduling of courses for each semester based on the curriculum,
- supervising the implementation of the teaching plan in coordination with the Department of Testing & Quality Assessment.

At the faculty and department level, all decisions related to the content development and management of the curriculum are based on the consensus of the Scientific Council. Members of the Scientific Council include the Dean, Assistant Dean, Head of Department, lecturers and secretary of the Council. The Dean will be responsible for the quality of the curriculum of the entire faculty in general, while the Head of Department is in charge of building curriculum and managing teaching expertise.

Responsibilities of the Head of Department for the curriculum are as follows:

- Adjusting the curriculum (periodically updating) and course syllabus of courses managed by the department.
- Organising and assigning tasks to full-time lecturers, expanding the network of visiting lecturers, organising and implementing schedules.
- Monitoring the teaching progress of lecturers and teaching content of courses managed by the department.
- Organising class observations, contributing professional comments to ensure the teaching quality of visiting lecturers.
- Coordinating with lecturers in the department to implement scientific research topics.
- Actively expanding relationships and developing international cooperation.
- Participating in discussions and exchanging ideas in academic sessions of teachers.
- Coordinating with lecturers to improve teaching methods.

Process organisation and administrative support for faculty and students

TDTU has supporting staff for lecturers and students. There are support staff for International Cooperation, who supports visa procedures, study process and timetable for international students to attend studying at the University and the University's students who take short/long-term courses at partner universities abroad. There is IT and software support staff for all information technology related issues. Moreover, there is support staff for practical activities of students in the practice rooms, support staff for TDTU's dormitories, librarians and psychologists for psychological counselling.

At the Faculty of Business Administration, there are two administrative staffs, homeroom lecturers and academic advisors to support the learning needs of students. Administrative staff and lecturers also actively support students in learning, orienting and timely support when students have difficulty in learning through direct consultancy (one-to-one) or indirect consultancy via email.

Administrative officials are responsible for the paperwork and provide students and lecturers with required information such as teaching timetable, study result, textbook, informing students about registration, timetable, exam schedule, extracurricular activities and guidance on procedures related to internship at enterprises.

The homeroom lecturers will organise monthly homeroom meetings for first- and second-year students to announce learning information from the school, listen to suggestions from students,

and teach soft skills and timely support difficulties of students in the learning process. Third and fourth-year students will be assisted by advisors.

Table 13: Support staff of TDTU

No.	Support Staff	Highest Educational Attainment					Total
		High School	Bachelor	Master	Doctoral	Other	
1	Department for Personnel & Administrative Affairs	1	13	0	0	0	14
2	Department of Undergraduate Studies	0	15	3	0	0	18
3	Department of Testing & Quality Assessment	0	10	3	2	0	15
4	Department for Computing & Computer services	1	4	4	0	0	9
5	Department of Student affairs	0	6	3	0	0	9
6	Department for Finance	0	12	1	0	0	13
7	Department for Inspection, Legislation & Security	69	21	3	0	2	93
8	Department for Facility Management	60	26	11	0	10	107
9	Department for Management of Science & Technology Development	0	1	3	8	0	12
10	Inspire Library	0	7	3	1	1	12
11	Dormitory	5	9	1	0	0	15
12	Center of Enterprise Cooperation and Alumni	0	2	0	0	0	2
	Total	136	126	35	11	13	319

Table 14: Administrative staff of Faculty of Business Administration

Category	Master degree	Total
Faculty Secretary	0	1
Faculty educational officer	1	1

Supporting staff are selected under a suitable process, with clearly defined responsibilities and powers. TDTU facilitates the supporting staff to develop their profession and operations,

deploy training activities to meet the professional development needs of support staff through annual training sessions.

Lecturers and students are asked to contribute opinions about the quality of service and support of the University through the implementation of annual survey forms. Recommendations from lecturers and students are received by the faculty and University to improve the supporting quality.

Appraisal:

The Heads of study programmes coordinate the activities of everyone involved in the programme and ensure that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available for the support that is offered. 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. TDTU 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

All four study programmes have academic cooperation agreements with international academic institutions:

Table 15: List of academic cooperation agreements

Programme	University/ institutions	Country
BA-HOSM	Sunway University	Malaysia
	Nanyang Polytechnic College	Singapore
BA-HRM	Coventry University	UK
International Business	La Trobe Business School	Australia
Marketing	EmLyon Business School	France

Within these cooperations, TDTU offers student exchanges.

Cooperation with business enterprises and other organisations

The Faculty of Business Administration signed cooperation agreements with enterprises, thereby creating conditions for students to go to enterprises for an internship during the four academic years, contributing to the development of soft skills for students, strengthening knowledge and creating conditions for students to work in the real environment at the enterprises. During the internship, the enterprises also comment, assess and score the internship process in terms of knowledge, attitude and behaviour of students shown when working at the enterprises.

The purpose of these collaborative activities is to improve students' professional skills and qualifications as well as to enhance social networks for students, helping them quickly adapt to the labour market after graduation.

Every year, the department plans to invite the HR managers and HR experts to share with students about occupations including recruitment and selection, training and development, salary and welfare for employees.

The department regularly collects feedback from organisations and enterprises about the actual situation of the profession and apprenticeship as well as the working performance of students to make reasonable adjustments to the curriculum to suit the needs of the labour market.

The study programmes have built a network of cooperation with many businesses in several fields:

In order to provide students with opportunities to practice in a realistic environment, **Bachelor of Business Administration – Hospitality Management** has partnerships with many large organisations in the industry including Six Senses, Marriott, Moevenpick, Adora, Liberty and the Restaurant Association of Vietnam (RAV).

In 2021-2022, through the connection between full-time lecturers of the **Bachelor of Business Administration – Human Resource Management**, FBA signed an MOU with Y Chi Vietnam. Accordingly, Y Chi company sponsored scholarships for ten FBA students with good academic achievements and difficult family circumstances, totalling VND 30,000,000 million in May 2022.

Over years, the **Bachelor of International Business** has managed to cooperate with various enterprises at different scales and levels to jointly provide industrial practices and broaden valuable insights for students across cohorts. Furthermore, the network of enterprises also supports student career orientations, internship and employment opportunities, towards the same goal to create high-quality human resources for the logistics industry in Vietnam. Some partnerships are: Tan Cang Human Resources Development Company Limited – STC, Amerasian Shipping Logistics (ASL), Indo Trans Logistics and Transport Joint Stock Company, Delta International Company Limited.

Educational co-operations with professional associations and businesses are an inevitable approach for the **Bachelor of Marketing** to be balanced between theory and practice. The department of Marketing has officially signed an MOU with one association (Ho Chi Minh City Association of Advertising) and three businesses (Emaar Land Ltd. Co., HIMA Ltd. Co., and Nha Dai Phat Ltd. Co.). They are key stakeholders involving in core activities of the study programmes including assessing and improving the educational programme, evaluating the quality of intern and freshly-graduated students, training students through periodical internship, advising students on their career selection, co-organising workshops and seminars on soft skills.

Appraisal:

The scope and nature of cooperation with business enterprises, HEI and other institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented in forms of Memoranda of Understandings. The cooperation is actively pursued and has an impact on the conception and implementation of the study programmes. However, the panel had difficulties to see a strategic approach behind these cooperations. Therefore, the panel **recommends** setting up a strategic approach for international cooperation and foster the respective partner universities.

With regard to the cooperation with business enterprises, the cooperation is actively promoted, the activities significantly contribute to the development of the students' qualification and skills. The company partners are also included into curriculum development and also have an international outlook. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates.

		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 programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 Facilities and equipment

Facilities for teaching are shared among all study programmes at TDTU including the programmes of the Faculty of Business Administration (FBA) in order to meet the learning needs of students and a suitable working environment for all teaching and learning activities. FBA's students study in an academic environment with machine-equipped classrooms, air-conditioning, projector and computer practice room to satisfy the courses' requirements. In particular, TDTU has three large halls. Hall A can accommodate 1,500 people, often used for organising international scientific conferences and major conferences of the University; seven conference rooms and all classrooms are equipped with a projection screen, projector,

speaker-microphone and internet. The computer system consists of 18 servers and 2,350 computers, of which there are 2,100 computers for training activities. These are equipped with the programme-relevant software for Business study programmes. The main campus in Tan Phong is equipped with a Wi-Fi network with 18 FTTH lines and a total traffic of 1,160 Mbps. In addition to the common facilities of TDTU, each functional room of the faculty is equipped with Wi-Fi network to fully meet the needs of lecturers and students.

The common learning space of the library includes nine presentation rooms, eight individual research rooms, three group classrooms, two movie rooms and online seminar rooms. The space for information services includes information counters, new document display areas, computer areas, quick access points, multi-function printing stations and automatic book-borrowing stations. There is also a space for learning exchange including meeting places, coffee area, a reading and entertainment area and an exhibition hall.

Furthermore, there is a space for special products and services including the Traditional Room, the University's scientific products display area, the Studio, the sample material resource and the library workspace.

TDTU has the Department for Facility Management to manage, plan maintenance, repair and purchase new equipment to ensure that all equipment is in good working condition.

Access to literature

TDTU's INSPIRE library has a total floor area of 8,678 m² which can serve about 3,000 users at the same time in functional spaces such as:

Diversified information sources with 210 databases (including subscribed databases, open access databases, trial databases and shared/ linked databases), 426,491 books (items), millions of electronic information resources, inter-library loan service with more than 9,000 libraries around the world. All functions are utilised through the application layer portal of integrating knowledge and common index lookup which is Primo Discovery System in order to unify and meet all the teaching and learning needs of library users.²⁷

The subscribed databases include the following:

- Web of Sciences (ISI)
- Scopus
- ScienceDirect
- PROQUEST CENTRAL
- STD - Vietnam Sciences and Technology Database
- The Sciences and Technology of Vietnam Database
- IG Publishing
- Caselaw
- MathSciNet
- TVPL Pro X

The open access databases include the following sources:

- Taylor & Francis Online

²⁷ see: <https://lib.tdtu.edu.vn/> (last access August 8, 2023)

- Springer Open
- PQDT Open – ProQuest
- DART-Europe E-These Portal
- Project Gutenberg
- Directory of Open Access Journal (DOAJ)
- ERIC, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education
- Science & Technology Information Network – STINET
- Vietnam Journals Online (VJOL)
- Ha Noi University of Science - Ha Noi National University
- University of Social Sciences and Humanities - Ha Noi National University
- University of Economics and Business - Ha Noi National University
- Course material database - Ha Noi National University
- Vietnamese studies database - Ha Noi National University
- The United Nations iLibrary
- ITU iLibrary
- RMIT - Open Educational Resources
- MIT Open Course Ware
- MIT digital repository (DSpace@MIT)
- OpenLearn
- Carnegie Mellon Open Learning Initiative
- Open Yale Courses
- Kyoto University OpenCourseWare

The resources of the library for study and research of FBA are always fully updated. These resources for FBA include textbooks, supplementary readings and graduation thesis.

Appraisal:

During the on-site visit, the panel had the possibility to visit the facilities of TDTU for **all four study programmes**. According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available for the students. Furthermore, the teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g., business games, role-playing game, virtual elements, research in Business-related topics), the HEI possesses appropriate rooms, which possess the specific technical components needed (e.g., the required software).

The opening hours of the INSPIRE library of TDTU 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 programmes is available in the library and also kept up to date. However, the panel learnt during the site visit, that students can only access the digital resources (e-books and articles) from the University campus and not from home. Therefore, the panel **recommends** reviewing the needs of students with regard to accessibility of literature and aligning the availability accordingly.

	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		

4.5 Additional services

The University and Faculty provide additional services such as career consultancy, finding enterprises for students to practice in the learning process and finding jobs upon graduation. At the University, the Centre for Business Cooperation and Alumni carries out many activities to support students such as:

- job consultancy for students,
- introduce jobs, labour supply for units in need,
- coordinate with functional divisions, departments/faculties in the University to build and expand relationships with enterprises and alumni,
- link, create enterprise and alumni resources to participate in thematic reports, share practical experience and orient career for students,
- introduce necessary enterprises and alumni to the faculties in practice, internship, internship sponsorship, part-time jobs and finding jobs after graduation,
- survey employment status of students after graduation,
- monitor and assess feedback from organisational and individual employers on their ability to meet the job requirements of students after graduation to propose for improvements,
- organise seminars for partner companies to introduce internship programmes and jobs of companies to students,
- post recruitment information of companies on the University's website so that students can access job opportunities.

The above activities are regularly and periodically planned and implemented to help graduates access job opportunities and interact with representatives from enterprises at regular events. The staff of the Centre for Business Cooperation and Alumni are available and support the needs of students.

Alumni activities

The University and the Faculty are also interested in connecting alumni to share experience and orienting future careers for students. Every year, alumni are invited to the faculty to share and consult with current students on professional and career selection. Communication with alumni is done via email, phone and Facebook. The faculty uses its website and Facebook page to connect and transmit information to students and alumni. Currently, the faculty's Facebook has more than 3,990 members and is operated by the Communication Committee of the Faculty. This activity is an annual activity planned to strengthen the relationship with alumni and contribute to the development of the faculty and the development of the training programmes. The faculty also allocates adequate personnel to administer this activity.

The alumni of the programmes are members of the School Alumni Club and have had many activities contributing to the development of FBA and the departments. Every year, alumni participate in major occasions such as Freshmen Welcoming, Faculty Anniversary and Teacher’s Day. On such occasions, alumni can meet and share with current students across disciplines their learning experience and career stories to inspire and encourage them to strive for better learning outcomes.

The activities of alumni are planned long-term and carried out by the lecturer-in-charge of the course. Lecturer-in-charge regularly updates the list of graduates of each intake and follow up information about career changes of alumni in the long term. The alumni activities plan is designed at the beginning of each academic year and alumni connections are made for maximum benefits to students. The opinion of alumni is also an important channel for consultation to improve the quality of the curriculum to meet social needs.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. TDTU plans a lot of activities, such as job fairs and a network, as well as trainings and consultancy and provides sufficient resources. In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed regularly and are actively marketed (e.g., via the website and social media). Sufficient staff is available for this purpose. Students have access to the University-wide corporate network. The University brings its graduates in contact with representatives from business enterprises at regular events.

An alumni organisation has also been set up with the aim of developing an alumni network. The network is planning activities that include current students, lecturers and graduates of the study 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 programmes (Asterisk Criterion)

TDTU is financially autonomous under the Vietnam General Confederation. At TDTU, students must pay tuition fees. They are calculated based on the number of registered courses before each semester.

Besides the Government’s student loan policy, TDTU has a policy of granting scholarships to students with good and excellent academic achievements. Especially poor students with good academic achievements can be supported to complete their study programme on schedule.

The following kinds of scholarships are available:

- Entrance valedictorian scholarship,
- Scholarship for new students in provinces with comprehensive cooperation with the University,
- Scholarship for excellent new students from the High School already signing a cooperation with the University,
- Scholarship for new students who won the first prize in the national science and technology contest in 2019 and enrolled at the University,
- Scholarship for encouraging learning and practice,
- Scholarship for students resident in the Dormitory,
- Scholarship for indigent students,
- Scholarship for students who are children, siblings of Trade Union officials (member of Executive Committee or higher),
- Scholarship for siblings (same parents) who are studying the principal major at the University,
- Scholarship for international students.

The scholarship value is calculated at the time of course registration and is paid at the end of each semester, provided that the student does not owe tuition fees.

Appraisal:

The income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the respective study programme.

	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

Internally, quality management at TDTU follows the standards as defined by ISO 9001-2015 and is implemented university-wide according to the Plan-Do-Act-Check cycle. The details are set out in the TDTU Quality Manual.

The Department of Testing and Quality Assessment (DTQA) was established on October 15, 2011 according to the Decision No. 1001/2011/QD-TDT and functions under directions of the Presidential Board to which it reports regularly. It is in charge of testing, quality assessment and quality assurance, ISO, ranking, certificate and qualifications management, and training inspection.

The DTQA associates with the faculties, centres and other campuses to implement testing, to organise assessment and recommendations, quality assurance and accreditation in accordance with ISO standards. The DTQA also collaborates with Departments and Faculties to ensure training quality, the assessment of it as well as developments in research programmes, teaching methods, learning methods and testing.

To guarantee a continuous implementation of quality management, the DTQA has built up an assessment tool and developed final exam guidelines and other handbooks. It coordinates the exam proof check with the faculties and departments to assure a coherent handling of tests and exams. For that matter, it analyses and processes exam results, and handles students' complaints and appeals against assessment results. If any mistakes or discrepancies in the marking process are detected, it informs the relevant Faculties.

Externally, quality shall be assured through international accreditation mechanisms. As highlighted in the introduction, TDTU attempts to improve by following the requirements of University ranking agencies and also by accreditation agencies, such as FIBAA.

Instruments of quality assurance

DTQA has designed student surveys that they disseminate twice a semester for each course. The first evaluation is conducted after the mid-term exam; the second time, it is demanded after the final exam at the end of the semester. Students shall rate the course quality and the performance of the lecturers. The DTQA analyses the results and sends feedback to the Faculties. Lecturers who do not perform well and receive a low evaluation score by the students will have to talk to the Department Head and must take measures like extra training.

Students also evaluate the quality of services at the University, the Faculty and the library. All results are analysed with the aim of improving the teaching quality, the curricula, course contents, and the procedures at the University.

Faculty staff and lecturers are asked to give their feedback regarding the operational quality of the Departments, Faculties and the University at TDTU at the end of every semester. All employees must evaluate at least four functional units at TDTU, and lecturers must evaluate the courses they teach and the training programmes offered to them. The DTQA will send the results to the Dean of the respective Faculty to solve potential problems.

External stakeholders include alumni, professionals and experts and employers. They shall state their opinion on how satisfied they are with the quality of teaching, the knowledge of graduates and the relevance of the courses.

In addition, every two years, the faculties invite experts from the relevant fields to share their opinion regarding future trends and their expectations concerning graduates' knowledge and skills. This talk will be published in the so-called alumni and employers' report.

Programme documentation

At TDTU, the relevant information, like the study programme's contents, student guide and study plans are available in print and online on TDTU's or the library's website; or on the information portal of TDTU lecturers and faculty academic support staff (<https://lecturer.tdtu.edu.vn/>) and on the information portal of TDTU students (<https://stdportal.tdtu.edu.vn/>). Hence, lecturers, students and employers can access from anywhere at any time. All students have access to the student portal system by using their username and password that the University provides. In addition, at the beginning of each course in the first session, lecturers will inform the students about the course, the structure and the examination dates.

The student portal publishes general information about the programme structure, syllabus and academic calendar. At the start of each academic year, the faculties will publish their activities plan that was drafted by the Department and reviewed by the Dean and related Departments before. Information is available on TDTU's Facebook page, website, via email, telephone, direct contact to students and all other internal and external stakeholders.

Appraisal:

At TDTU, a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes and outcomes, has been set up.

However, the panel detected that the assessment of students' actual workload is not systematically analysed and evaluated. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing in students' course evaluation forms.

The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course. For example, an assessment of the actual student workload is appropriately conducted by explicitly asking students to report their actual workload in terms of hours spent on a course in total (for example, self-study time and preparation for examinations, etc.), so that possible discrepancies between the actual workload of the students and the workload (and therefore the allocated credits) set by the University can be identified.

Therefore, the panel recommends the following **condition** for all four study programmes:

- The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure: The survey focuses on the performance of lecturers and the quality of the services provided by all units at TDTU. The outcomes are communicated to the lecturer and Department. Students can receive information on the results if they ask for it. Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure. They give feedback on the operational quality of the units at TDTU and are asked to reflect upon their courses and teaching quality. The outcomes are communicated to the Dean and the Faculty to discuss steps for improvements.

External stakeholders are asked to participate in evaluation on a regular basis and in accordance with a prescribed procedure. They shall state their opinions on the quality and potential deficits of the study programmes. The outcomes are communicated to the Faculties 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 University 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)				condition	
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: Ton-Duc-Thang University, Vietnam

Bachelor / Master programme:

Bachelor Business Administration – Hospitality Management (HOSM)

Bachelor Business Administration – Human Resource Management (HRM)

Bachelor International Business (IB)

Bachelor Marketing (BM)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
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		
2	Admission					
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 programmes 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					
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)			HR, IB, BM	HOSM condition	
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					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*			X		
3.2.2*			X		
3.2.3*			X		
3.2.4			X		
3.3	Didactical concept				
3.3.1*			X		
3.3.2*			X		
3.3.3			X		
3.3.4			X		
3.4	Internationality				
3.4.1*			X		
3.4.2				X	
3.4.3				X	
3.4.4				X	
3.5*			X		
3.6*		HRM, IB, BM	HOSM		
4.	Academic environment and framework conditions				
4.1	Faculty				
4.1.1*			X		
4.1.2*				condition	
4.1.3*			X		
4.1.4			X		
4.1.5*		X			
4.1.6*		X			
4.1.7(*)					X
4.2	Programme management				
4.2.1*			X		
4.2.2			X		
4.3	Cooperation and partnerships				

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		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		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				condition	
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		