

Decision of the FIBAA Accreditation and Certification Committee



17^h Meeting on March 12, 2025

PROGRAMME ACCREDITATION

Project Number:	23/030
Higher Education Institution:	Trà Vinh University, Vietnam
Location:	Trà Vinh, Vietnam
Study programme:	- Bachelor programme Office Administration - Bachelor programme Sport Management - Master programme Education Management - Master programme Health Management
Type of accreditation:	initial accreditation

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

Accreditation

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 two conditions.

Conditions:

Condition 1 (see chapter 3.2.1): The HEI updates the curricula and ensures a uniform calculation method for workload and credit points across all programmes, ensuring coherence within individual programmes and the ECTS system.

Condition 2 (see chapter 5.3.1): The HEI revises its documentation to ensure coherence and clarity across the overall documentation, especially curricula, module catalogues, and course descriptions. This includes clearly outlining the structure of the programmes, the teaching methods, examination formats, and their alignment with the respective curricula.

Proof of meeting these conditions is to be supplied by December 11, 2025.

Period of Accreditation: March 12, 2025 - March 11, 2030

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Tra Vinh University, Vietnam

Bachelor programmes:

Office Administration (**BOA**)

Sport Management (**BSM**)

Master programmes:

Education Management (**EMM**)

Health Management (**MHM**)

Qualification awarded on completion:

Bachelor

Bachelor

Master

Master

General information on the study programme

Brief description of the study programme:

Education Management Master's (EMM)

The EMM programme focuses on equipping students with expertise in educational leadership, resource management, and strategic planning within the education sector. The 60-credit curriculum is regularly updated every three years based on stakeholder input and benchmarks against national frameworks. It prepares graduates for high-level roles in educational institutions and aligns with Vietnam's rising demand for educational managers. However, it faces challenges maintaining enrolment due to competitive programmes and increased language requirements.

Health Management Master's (MHM)

Introduced in 2019, the MHM programme is pioneering in the Mekong Delta region, offering 60 credits tailored to meet healthcare management demands. With options for thesis or project-based graduation, it incorporates insights from stakeholders and benchmarks with international standards. However, its enrolment fluctuates, partly due to strict foreign language requirements and competition from similar programmes. Graduates are well-prepared for roles in healthcare facilities, NGOs, and academic institutions.

Bachelor of Office Administration (BOA)

The BOA programme is structured to meet market demands, focusing on skills like event organisation and multicultural communication. It draws from feedback through DACUM seminars and aligns with national frameworks while integrating international standards. With a consistent majority of female students, the programme has a strong employability rate, producing graduates for administrative roles in agencies and businesses across Vietnam and neighbouring countries.

Bachelor of Sports Management (BSM)

The BSM programme, established in 2017, is designed to prepare students for careers in sports event management, grassroots sports, and educational sports institutions. While maintaining alignment with national and international standards, it faces challenges like low female enrolment and specific learning outcome refinement needs. Despite these hurdles, the programme strongly emphasises equipping students with practical skills for a competitive job market.

Type of study programme:

EMM: Master programme

MHM: Master programme

BOA: Undergraduate programme

BSM: Undergraduate programme

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

EMM: 2 years; 60 Credit Points, 75 ECTS

MHM: 2 years, 60 Credit Points, (Graduation mode by dissertation: 92, 92/95,11 ECTS; Graduation mode by projects 95,05 ECTS)

BOA: 3,5 years, 126 Credit Points

BSM: 3,5 years, 126 Credit Points

Mode of study:

EMM: part-time

MHM: full-time

BOA: full-time

BSM: full-time

Didactic approach:

All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

All programmes: no

Scope and enrolment capacity:

EMM: 40 study places per cohort

MHM: 45 study places per cohort

BOA: 80 study places per cohort

BSM: 50 study places per cohort

Programme cycle starts in:

EMM: February, June and October

MHM: April, August and December

BOA: September

BSM September

Initial start of the programme:

EMM: 2017

MHM: 2020

BOA: 2012

BSM: 2017

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programme Office Administration (BOA), Bachelor programme Sport Management (BSM), Master programme Education Management (EMM), and master programme Health Management (MHM) made between FIBAA and Tra Vinh University on April 6, 2024. On March 18, 2024, 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:

Dr. Nhat Vo Dai

Ho Chi Minh City University of Technology (HCMUT), Vietnam
Acting Vice Head of Testing and Quality Assurance Office
(Chief Manager and Implementer in Strategic Plan, ISO Quality Management System, Internal and External Quality Assurance System, Chief Evaluator of Evaluation Team in Internal Quality Accreditation)

Ass. Prof. Dr. Ayman Fouda

MCI | The Entrepreneurial School
Assistant Professor & Scientific Director of the Certificate Course "Health Management"
(Health Economics, Healthcare Regulation, Health Policy, Green Healthcare, Green and Digital Transformation of Healthcare, Regulation of AI in Healthcare)

Prof. Dr. Karin Halbritter

IU International University of Applied Sciences, Germany
Professor for Business Education, especially Competence Development and Aptitude Diagnostics
(Consulting Sciences, Advice/Consulting, Coaching/Business Coaching, Business Education, Education Management, Personnel Development, Human Resource Management, Leadership, Organisational/Company Management, Change Management, Network Management, Entrepreneurship)

Jan-Hendrik Kappelhoff

Rhine Main University of Applied Sciences
Student Health Economics (B.Sc.)

Prof. Dr. Gabriele Mielke

Heinrich Böll Foundation
Chief Digital Officer (Sports Management, Sports Economics, Event Management, Digital Media, Digital Marketing, Digital Business, Brand Management/Branding, Sales Management, Human Resource Management, Business Administration, Business Management & Development, International)

Prof. Dr. Pierre Tulowitzki

University of Applied Sciences Northwestern Switzerland
Professor, Head of the Chair of Educational Management and School Development

¹ The panel is presented in alphabetical order.

(Leadership, Educational Management, School Development, School Pedagogy, Personnel Development, especially in the Educational Context, Digital Transformation, especially in the Educational Context)

Prof. Dr. Torsten Wojciechowski

European University for Innovation and Perspective

Dean of the Faculty of Health, Sport & Nutrition Professor of Sport and Health Management (Sport Development, Sport Management, Sport Policy, Media Economics, Communication Management in Sport, Marketing Management in Sport, Sport Sociology and Society, Sport Tourism and Destination Management, Digital Teaching, Blended Learning)

FIBAA project manager:

Priv.-Doz. Dr. Marco Haid

FIBAA

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on September 4 – 6, 2024 via the video conferencing tool *MS Teams*. At the end of the online conference, 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 February 20, 2025. The statement on the report was given up on February 25, 2025. It has been taken into account in the report at hand.

Summary

Bachelor programme Office Administration (BOA), Bachelor programme Sport Management (BSM), Master programme Education Management (EMM), and master programme Health Management (MHM) offered by Tra Vinh University fulfils 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 March 12, 2025 and finishing on March 11, 2030 under conditions. The programme is 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 and they recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2.1): The HEI updates the curricula and ensures a uniform calculation method for workload and credit points across all programmes, ensuring coherence within individual programmes and the ECTS system.
- **Condition 2** (see chapter 5.3.1): The HEI revises its documentation to ensure coherence and clarity across the overall documentation, especially curricula, module catalogues, and course descriptions. This includes clearly outlining the structure of the programmes, the teaching methods, examination formats, and their alignment with the respective curricula.

Proof of meeting these conditions is to be submitted by December 11, 2025.

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

Bachelor programme Sport Management (BSM)

- The HEI develops a revised curriculum plan that is more specifically tailored to Sports Management, ensuring a better balance and a stronger alignment with the PLOs (see chapter 3.1.1).
- The HEI revises and focuses PLOs to be more specific to Sports Management, rather than broadly encompassing sports (see chapter 1.1).

Master programme Education Management (EMM)

- The HEI enhances the curriculum's international orientation by: (1) specifying it more clearly and incorporating it into course descriptions, (2) diversifying the literature with sources offering a broader international perspective, and (3) expanding international collaborations or better documenting existing collaborations (see chapter 1.2).

All Programmes

- The HEI provides a clear explanation for including the good health condition requirement, detailing its relevance and necessity (see chapter 2.1).
- The HEI raises the required level of English proficiency for admission and offers more preparatory courses to enhance students' language skills (see chapter 2.5).

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

- The HEI offers more language courses and increase the proportion of English-language content to better support internationalisation efforts and enhances accessibility for non-native speakers (see chapter 3.4.4).

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 criteria in which the programme exceeds the quality requirements:

- Equality of opportunity (see chapter 3.2.4)
- Process organisation and administrative support for students and faculty (4.2.2)

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

Tra Vinh University (TVU), formerly Tra Vinh Community College (TVCC), was established in 2001 under the framework of an international development project titled the Vietnam-Canada Community College Project (VCCCP). As an outcome of this project, TVCC successfully applied a North American model for community colleges in Vietnam, and on June 19, 2006, TVCC was upgraded to become a full university. Since its inception, TVU has been an education and research institution that strives to promote the province of Tra Vinh's social and economic development³.

TVU has three primary goals: to always be a community-based university, always to value the success of learners, and to always value and uplift female and ethnic minority students. First, regarding being community-based, TVU's programmes are designed from market surveys and analysis of local economic contexts to meet the needs of local communities and become a reliable partner of local businesses. The University's Programme Advisory Committee is made up of representatives of local agencies, businesses, students, experts and scientists, all of whom support the School Council to manage TVU's operation jointly.

Second, TVU strives to support learners' success by promoting lifelong learning, providing equal opportunities to all students, and helping students become employed or self-employed after graduation. And third, TVU strives to support the needs of minorities. The University is unique in Vietnam with its functional unit, which works full-time for gender and community issues, to represent and meet the needs of female and ethnic students. Tra Vinh University has a vision, mission, values, motto and educational philosophy, all of which are used to guide university decision-making up to 2030 officially.

- Vision: Being an advanced university with an orientation of application, excellent and unique example and international integration.
- Mission: TVU offers multi-disciplinary and multi-level training to meet its learners' diverse needs, to advance and apply scientific research, and to provide technology transfer and social services to its regional stakeholders and communities. With this mission, the University strives to increase learners' future employment opportunities, to improve the quality of life of communities and to promote local and national socio-economic development.

Tra Vinh University believes that education and training are the foundation of society, not only helping students achieve personal development and better lives but also helping them improve the society as a whole.

In consultation with stakeholders, including employers, skilled workers, scientists, lecturers and students, TVU designs its training programmes to enhance learners' knowledge, skills and attitudes and ensure that learners are well equipped to enter the labour force. The University uses a learning-centered approach that creates favourable conditions for students to maximise their potential, to develop their sense of responsibility as citizens and lifelong learners.

³ See self-evaluation report, p. 1

To achieve this learning-centered approach, TVU focuses on several principles when designing its programs: Practical experience to develop students' professional skills within practical learning environments like laboratories, camps, practicums, and co-op placements. Experiential learning to promote experiential learning that helps learners complete personally and professionally meaningful projects and scientific research. Social responsibility to increase their awareness and capacity to act to improve social issues and contemporary challenges and engage in community activities.

Professional development to support students' professional development by helping them improve their soft skills, professional ethics and social responsibility. Regarding TVU's organisational structure, by January 2023, the University has 48 units, 13 of which are academic schools and centres that offer various degree programs.

Further development of the programme, statistical data and evaluation results

EMM

The Education Management Master Programme had its first cohort in 2017 and comprises of 60 credits, in four semesters. Annually, there are often programme improvements and modifications such as changes in teaching and learning methods, testing and assessment methods for both more suitable to practical conditions, and programme quality enhancement and meeting learners' needs.

The review, updating and improvement of study programme, particularly about programme learning outcomes are proceeded every three years (one year after one graduate cohort), which is based on the procedure of collecting feedbacks from stakeholders (employers, skillful people, scientists, alumni) through surveys, and seminars in order to ensure the study programme addressing reality, social need refection and the Government's requirements.

The number of candidates applying for a master's degree in Educational Management at Tra Vinh University from 2017 to 2022 tends to fluctuate because the Education School has been providing more master's degree programmes in certain disciplines (such as Primary education and Early childhood education from 2020), which brings more choices in the pedagogical area to learners.

Since 2020, under the influence of the COVID epidemic, the number of enrollments in the programme has decreased. After the COVID epidemic, enrollment increased again, but admission conditions have higher requirements for foreign language ability according to Government regulations therefore the number of people applying for admission is also decreased.

Table 1: Statistical Data - Master of Education Management programme

		Cohort 2017	Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022
# Study Places offered by HEI		30	30	40	40	40	40
# Applicants	Σ	28	26	14	9	14	21
	f	15	6	5	3	5	9
	m	13	20	9	6	9	12
Applicatio n rate		93,33%	86,67%	35,00%	22,50%	35,00%	52,50%
# First- Year Students (<i>accepted applicants</i>)	Σ	28	26	14	9	14	21
	f	15	6	5	3	5	9
	m	13	20	9	6	9	12
Rate of female students		53,57%	23,08%	35,71%	33,33%	35,71%	42,86%
# Foreign Students	Σ	-	-	-	-	-	-
	f						
	m						
Rate of foreign students		-	-	-	-	-	-
Percentag e of occupied study places		93,33%	86,67%	35,00%	22,50%	35,00%	52,50%
# Graduates	Σ	28	26	14	9	-	-
	f	15	6	5	3		
	m	13	20	9	6		
Success rate (<i>students who finished their studies</i>)		100,00%	100,00%	100,00%	100,00%		
Dropout rate (<i>students who dropped their studies</i>)		-	-	-	-		
Average duration of study		2 years	2 years	2 years	2 years		

Average grade of final degree		7,8	7,9	8,2	7,7		
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MHM

The Master of Health Management programme has its first admission in 2019, during the education and training period, the study programme has been often updated on the basis of references on Vietnamese national qualification framework and governmental regulations (Decision No. 1986/2016/QĐ-TTg, Circular No. 17/2021/TT-BGDĐT, Circular No. 23/2021/TT-BGDĐT, Circular No. 15/2014/TT-BGDĐT and Circular No. 25/2017/TT-BGDĐT) and the major's actual demands.

Table 2: Statistical Data - Master of Health Management programme

		2019-2021	2020-2022	2021-2023	2022-2024
# Study Places offered by HEI		45	45	45	45
# Applicants	Σ	0	13	13	4
	f		5	5	2
	m		8	8	2
Application rate		0,00%	28,89%	28,89%	8,89%
# First-Year Students (<i>accepted applicants</i>)	Σ	0	13	13	4
	f		5	5	2
	m		8	8	2
Rate of female students		0	38,46%	38,46%	50,00%
# Foreign Students	Σ	-	-	-	-
	f				
	m				
Rate of foreign students		0	-	-	-
Percentage of occupied study places		0,00%	28,89%	28,89%	8,89%
# Graduates	Σ	0	8	-	-
	f		2		
	m		6		
Success rate (<i>students who finished their studies</i>)		0	62%		
Dropout rate (<i>students who dropped their studies</i>)		0	7,69%		
Average duration of study			2 years		
Average grade of final degree			8,1		

BOA

The Bachelor of Office Administration programme is formulated and has its first admission in 2012 on the basis of demands of labour market, national qualification framework, stakeholders' feedback such as enterprises, employers and skilled people. During the study programme delivery, the Bachelor of Office Administration has been improved and updated on the periodical basis of the feedback collection mechanism such as ideas contributed from experts, employers, alumni, skilled people and academic staff. The Faculty holds a review meeting once a year and organises DACUM seminars every five years to promptly update the study programme according to the requirements of stakeholders.

Table 3: Statistical Data - Bachelor of Office Administration programme

		2018	2019	2020	2021	2022	2023
# Study Places offered by HEI		100	80	80	80	80	80
# Applicants	Σ	70	40	48	48	40	34
	f	56	33	35	39	33	27
	m	14	7	13	9	7	7
Application rate		70,00%	50,00%	60,00%	60,00%	50,00%	42,50%
# First-Year Students (accepted applicants)	Σ	51	25	38	34	40	33
	f	43	22	29	28	33	26
	m	8	3	9	6	7	7
Rate of female students		84,31%	88,00%	76,32%	82,35%	82,50%	78,79%
# Foreign Students	Σ	-	-	-	-	-	-
	f	-	-	-	-	-	-
	m	-	-	-	-	-	-
Rate of foreign students		-	-	-	-	-	-
Percentage of occupied study places		51,00%	31,25%	47,50%	42,50%	50,00%	41,25%
# Graduates	Σ	49	25	-	-	-	-
	f	41	22	-	-	-	-
	m	8	3	-	-	-	-
Success rate (students who finished their studies)		96,08%	100%				
Dropout rate (students who dropped their studies)		3,92%	0,00%				
Average duration of study		3.5 years	3.5 years				
Average grade of final degree		2,32	3,01				

BSM

The Bachelor of Sport Management programme is formulated in 2017 as per Decision No. 6006/QD-DHTV, dated December 21, 2017, regarding the approval on the Sport Management programme at bachelor degree under regular mode and for the admission in 2018, including 128 credits allocated in 7 semesters. During the programme improvement, the Department always collects feedback from stakeholders such as: employers, skilled people, and lecturers.

There are professional meeting sessions after the academic year completion for capturing any difficulty that students still encounter.

Based on these points, the Department promptly notes and makes adjustments to suit the students' abilities and interests. To keep pace with changing needs and trends in the workforce, the study programme has been spending some improvements since its beginning point.

Table 4: Statistical Data - Bachelor of Sports Management programme

		2018	2019	2020	2021	2022	2023
# Study Places offered by HEI		50	50	20	20	20	35
# Applicants	Σ	13	9	10	25	32	43
	f	6	4	2	4	7	11
	m	7	5	8	21	25	32
Application rate		26,00%	18,00%	50,00%	125,00%	160,00%	122,86%
# First-Year Students (accepted applicants)	Σ	13	9	10	25	32	43
	f	6	4	2	4	7	11
	m	7	5	8	21	25	32
Rate of female students		46,15%	44,44%	20,00%	16,00%	21,88%	25,58%
# Foreign Students	Σ	-	-	-	-	-	-
	f						
	m						
Rate of foreign students		-	-	-	-	-	-
Percentage of occupied study places		26,00%	18,00%	50,00%	125,00%	160,00%	122,86%
# Graduates	Σ	12	5	-	-	-	-
	f	4	2				
	m	8	3				
Success rate (students who finished their studies)		92,31%	55,56%				
Dropout rate (students who dropped their studies)		7,69%	22,22%				
Average duration of study		3.5 years	3.5 years				
Average grade of final degree		3,07	2,77				

Appraisal

The data for the EMM, MHM and Bachelor Degrees (BOA and BSM) show dynamic enrolment trends influenced by multiple factors such as programme diversification, regulatory changes and external disruptions such as the COVID-19 pandemic. For EMM, fluctuating enrolment rates (from 93.33% in 2017 to 22.5% in 2020) highlight challenges in maintaining a stable

applicant pool, despite consistent programme updates to align with stakeholder feedback and market needs. Similar trends can be seen in the MHM programme, where application rates dropped significantly to 8.89% in 2022 after an initial launch in 2019.

Gender distribution is a notable observation across all programmes. In the EMM programme, the percentage of female students slightly increased from 33.33% in 2020 to 42.86% in 2022, suggesting a gradual trend towards gender balance. The BSM programme, on the other hand, has a consistently low proportion of female students, ranging from 16% to 25.58% between 2021 and 2023. This indicates potential barriers for female applicants in this field. The BOA programme, on the other hand, has a dominant presence of female students (78.79% in 2023).

Efficiency metrics such as success and dropout rates usually show positive outcomes. For example, the EMM programme boasts a consistent 100% success rate for its first four cohorts, with no recorded dropouts, underscoring its strong support system and curriculum relevance. Likewise, the BOA scheme has high completion rates, with minimum attrition rates of 3.92 per cent and 0 per cent in 2018 and 2019, respectively. However, the BSM programme faces challenges with a dropout rate of 22.22% and a pass rate of 55.56% in 2019.

Overall, the panel members are satisfied with the statistical data.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

EMM

The study programme's qualification objectives are designed and formulated based on four information sources:

- The alignment with Vietnam's National Qualification Framework
- The alignment with Tra Vinh University's vision and mission
- Professional competences are defined and based on collecting feedback of stakeholders: employers, skilled people and alumni
- The benchmark with other universities' study programmes for alignment assurance in case of further education

The study programme's learning outcomes are reviewed, updated on the basis of every 3-year cycle (one year after one graduate cohort) through DACUM seminars with the participation of stakeholders.

From the above-mentioned reference sources, Education School develops qualification objectives or programme learning outcomes (PLOs) for the Education Management Master, in details as follows:

- PLO 1 – Apply knowledge of philosophy, educational management science and interdisciplinary knowledge to serve educational management.
- PLO 2 – Systemise management models and principles in educational activities and educational institutions.
- PLO 3 – Evaluate educational situations and policies.
- PLO 4 – Formulate strategic plans of educational institution development.
- PLO 5 – Perform problem solving in management and operation in educational institutions.
- PLO 6 – Manage educational projects by evaluating educational management reality.
- PLO 7 – Use information technology tools and foreign language in educational institution management.
- PLO 8 – Design scientific research in educational management.
- PLO 9 – Work independently and well together as a team and think critically.
- PLO 10 – Demonstrate self-study and lifelong learning.
- PLO 11 – Demonstrate adaptability to different working environments; professional ethics, citizenship responsibility, lawful respect and compliance.

The study programme shows that its learning outcomes are not only appropriately formulated in accordance with the established learning taxonomy but also are aligned of the National qualification framework.

The study programme's structure ensures the alignment of programme learning outcomes under the graduation forms of both thesis and project graduation. The total of 60 credits meets the governmental requirements on master's level education and training.

The study programme is also regularly updated and improved on average every three years according to the needs of the labour market and regulations. This is executed with the participation of the programme advisory committee (PAC) which includes stakeholders such as leaders of state departments, agencies, divisions, managers from companies, lecturers from other educational institutions and so on. With the PAC's contribution, qualification objectives are concretised into programme learning outcomes by using the Bloom 6-level scale. Each PLO is in the references to the national requirements and based on the PAC members' feedback contribution.

MHM

- The study programme's qualification objectives are designed and formulated on the basis of:
- the alignment with Vietnam's National Qualification Framework,
- the alignment with Tra Vinh University's vision and mission, meeting requirements of developing human resources with graduate degrees in Tra Vinh and nearby provinces.
- The benchmark with other universities' study programmes for alignment assurance in case of further education
- The alignment of professional competences which are defined and based on collecting feedback of stakeholders through DACUM seminars, and Lecturer conferences.

All contents relevant to the study programmes (objectives, programme learning outcomes, syllabus and so on) are detailed and documented under decisions which are published on Website of Tra Vinh University and School of Education and Pharmacy. Moreover, the study programme are reviewed, updated under the procedure on the frequent basis by year through experience sharing meetings at the end of academic years and on the periodical basis (three-year cycle): one year after one graduate cohort, through DACUM seminars, Lecturer conferences.

For the achievement of formulated POs and PLOs, the study programme's curriculum are designed with two main parts:

- For graduation form by graduation thesis (research orientation): Compulsory courses – which learners must complete and optional courses – which learners choose with their suitable needs; Graduation thesis, done after the completion of all courses and topics.
- For graduation form by projects (application orientation): Compulsory courses – which learners must complete and optional courses – which learners choose with their suitable needs; Graduation projects, done after the completion of courses and practical internship.

Curriculum areas are arranged in various groups, which supports learners to have the most logical and effective approaches for an assurance of the programme learning outcome achievement.

The study programme's total credits meet the Ministry of Education and Training (MOET)'s requirements for the education and training at master level and the minimum credit allocation.

Objectives and structure of the study programme has been updating frequently, which ensures the alignment of regulations by MOET and the orientation of tasks for the development and improvement of local human resources.

The study programme's learning outcomes is an integral part and always detailed in the first part of the Study programme documents. After the development, approval and completion, all study programmes are signed by Rector for their validity. Then, they are publicly announced to all lecturers, students and relevant parties through the School's website, admission notices and other forms of promotion.

BOA

The study programme's qualification objectives are designed and formulated on the basis of below information reference sources:

- The alignment with Vietnam's National Qualification Framework
- The alignment with Tra Vinh University's vision and mission
- Stakeholders' feedback collected from DACUM seminar, and academic staff conferences
- The benchmark with other foreign and national universities' study programmes for alignment assurance in case of further education.

All contents relevant to the study programmes are detailed and documented under decisions which are published on Website of School of Economics and Law and other admission promotional publication of Tra Vinh University. The study programme's qualification objectives or learning outcomes are reviewed, updated on the basis of every 5-year cycle (one year after one graduate cohort) through DACUM seminars with the participation of stakeholders. Moreover, there are more activities on the update and improvement of the programme through annual review meetings of Administration School.

From the above-mentioned reference sources, TVU has developed qualification objectives or programme learning outcomes (PLOs) for the Bachelor of Office Administration programme, in details as follows:

Table 5: PLO of the Bachelor of Business Administration programme

	Programme Learning Outcomes (PLOs) of 2012 version programme	Programme Learning Outcomes (PLOs) of 2018 version programme
Knowledge	PLO 1. Apply basic knowledge of natural science, social science, political science, and theories of administration and relevant organisational science for office problem solving. PLO 2. Analyse clerical - archive activities and information source organisations to serve management activities. PLO 3. Evaluate human resources management tasks in offices of agencies and businesses.	- PLO 1. Apply basic knowledge of natural science, social science, political science, and theories of administration and relevant organisational science for office problem solving. - PLO 2. Point out knowledge of human resources, clerical - archive management to serve office administration tasks. - PLO 3. Combine knowledge of organisational culture, management of facilities, human resources, finance,

		reception and ceremony to serve the event organisation field.
Skills	PLO 4. Operate and improve clerical - archive activities, administrative procedure system at entities and businesses. PLO 5. Formulate human resources management system at agencies, and businesses. PLO 6. Perform research for professional tasks. PLO 7. Apply information technology and foreign languages in professional practice and scientific research to serve work and personal development.	- PLO 4. Evaluate models for the office administration implementation at entities, businesses. - PLO 5. Organise events in with a diverse and multicultural scale. - PLO 6. Perform research for the office administration tasks. - PLO 7. Apply information technology to respond on the demands of office administration tasks. - PLO 8. Collect and process information; use English; work independently, work in groups; and perform multicultural communication for job requirements.
Attitude	PLO 8. Demonstrate conformity on law and regulations of agencies, organisations and responsibilities with community and society. PLO 9. Demonstrate professional working style, and ethics, respect, objectivity, and fairness in dealing with colleagues and customers. PLO 10. Take actions, demonstrate responsibilities in assigned work, adapt to a changing and pressurised working environment.	- PLO 9. Demonstrate the spirit of entrepreneurship and lifelong learning. - PLO 10. Conform to laws and regulations of agencies and organisations. - PLO 11. Demonstrate professional working style, ethics, responsibilities and adaptation to diverse working environments.

The comparison shows some changes and modifications to programme learning outcome sets between two versions of 2012 and 2018. The adjustments are based on feedback from stakeholders such as businesses, skilled people and alumni through the DACUM seminar. Among the changed contents, there are also two important aspects: Event organisation, Entrepreneurship, and lifelong learning. In addition, the programme 2018 is formulated in more refinement statements by using verbs from Bloom's taxonomy – it helps to standardise the programme learning outcome statements of the 2018 programme.

BSM

The study programme's qualification objectives are designed and formulated on the basis of the following information reference sources:

- The alignment with Tra Vinh University's vision and mission,
- The alignment with Vietnam's National Qualification Framework. Stakeholders' feedback collected from DACUM seminar, and academic staff conferences.

- The benchmark with other foreign and national universities' study programmes for alignment assurance in case of further education.

All contents relevant to the study programmes (the programme's objectives, programme learning outcomes, curriculum, and course syllabus) are detailed and documented under decisions that are published on the School Website.

The study programme is reviewed and updated annually under ISO standards and every five years through DACUM seminars with stakeholders, starting one year after the first graduate cohort.

The Bachelor of Sport Management programme's current qualification objectives or programme learning outcomes (PLOs) comprise knowledge, skills and attitude.

- PLO 1: Apply basic knowledge of political science, national defense education, social science, natural science for sports activity organisation.
- PLO 2: Combine knowledge of management science, sports management, marketing principles to serve the organisation of sports activities and events.
- PLO 3: Systemise school sports theories and methods for physical education and sports training.
- PLO 4: Consult sports and fitness training for pupils, students and people in need.
- PLO 5: Analyse conditions and changing trends of grassroots physical training and sports activities.
- PLO 6: Design communication and marketing plans and grassroots sports activity development.
- PLO 7: Perform physical education and sports training programmes in educational entities and sports and fitness facilities.
- PLO 8: Use information technology to serve professional work.
- PLO 9: Communicate, work in groups, work independently, perform critical thinking, research, and use English for work and lifelong learning.
- PLO 10: Conform to laws and regulations of the discipline.
- PLO 11: Demonstrate responsibilities and willingness to cooperate and actively participate in professional activities and services in sports and fitness.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, the targeted professional field, and the societal context of the discipline. They embrace academic proficiency, comprehensive employability, and the individual student's personality development.

The subject-specific and extra-curricular objectives of the qualification and the skills to be acquired correspond to the level to be attained at the end of studies. They take into account the requirements of the National Qualifications Framework.

However, for **BSM**, the panel criticises that the Programme Learning Outcomes (PLOs), such as PLO 7, are defined too broadly and lack specificity. This general approach does not sufficiently address the unique aspects of Sports Management. Hence, the panel **recommends** that the HEI revises and focuses their PLOs to be more specific to Sports Management rather than broadly encompassing sports.

		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 programme design (Asterisk Criterion)

EMM

In the programme development, enterprises who play a crucial role in their contribution on the formulation of programme learning outcomes are from international working places such as: Ischools⁴, Viet Anh School, and IGC. The programme's curriculum is similar to courses from foreign educational institutions, such as the University of Southampton or the University of Melbourne. Examples of Courses with international orientation are: Research methodology in education science, School culture management, Change management in education, Development of modern educational perspectives and comparative education, Application of information technology and media in Education Management, Marketing in Education Management, Education management in reality and Foreign languages.

It is ensured for international orientation requirements such as competencies on international project management, international promotion. The programme learning outcomes are formulated with the basis of competence set, which is contributed by stakeholders and approached to professional competence level in Asian area and developed countries. The programme learning outcomes show the internationality by using information technology tools, foreign languages in management and operation of education management and adapting to various working environments.

Course contents are updated in the appropriateness of the international environment's common development by matching requirements for foreign language competency framework according to national standards, information technology, and scientific research.

There is also a coordination with foreign educational institutions to exchange students and conduct practical sessions abroad to get a benchmark between Vietnam and international management models. Furthermore, the students have English capability requirements. At the admission step (B1) and in graduation (B2), according to the National foreign language competency framework.

With the international orientation, the study programme ensures its appropriateness to national trends and supports learners in gaining more career opportunities at international

⁴ iSchool International Integration School System, founded in 2008, offers education from Kindergarten to High School and operates in 14 provinces and cities across Vietnam. Its goal is to nurture well-rounded students with strong knowledge, creativity, and essential life skills, preparing them for lifelong learning and social contribution. The curriculum combines Vietnam's Ministry of Education program with Cambridge-standard English, alongside diverse extracurricular activities to foster global citizenship.

organisations and enterprises in Vietnam and abroad. Previously, graduates from the study programme had found jobs at international education entities such as nhv Ischool, IGC, and Apollo.

MHM

The Master of Health Management (MHM) programme at TVU is internationally oriented, benchmarking its curriculum against global standards, particularly programmes at Columbia Public Health and the University of Lethbridge. Key features include:

Curriculum and Benchmarking: The programme mirrors courses like health economics, healthcare finance, leadership, quality management, and medical ethics from international institutions. It emphasises management, healthcare quality, policies, and IT systems competencies.

- Learning Outcomes: Designed with input from stakeholders, the programme prepares graduates for global challenges, including proficiency in English and IT (e.g., managing medical entities).
- Teaching and Materials: Courses are updated to reflect international trends, taught bilingually, and use globally sourced reference materials.
- Academic Staff: Faculty includes foreign lecturers, graduates from international universities, and researchers with global publications.
- Global Exposure: Students participate in international exchanges and internships (e.g., the Philippines), gaining experience in multicultural healthcare environments.
- English Proficiency: Admission and graduation requirements ensure strong English skills, enabling graduates to work globally.

BOA

The Bachelor of Office Administration program, based on a competence analysis through DACUM seminars and benchmarking with foreign institutions such as Zikura International College (Maldives) and Eastern Visayas State University, focuses on international orientation and alignment with global standards. The programme aims to equip students with knowledge and skills, particularly in organising events on a multicultural scale and in multicultural communication for job requirements. Key learning outcomes include the ability to organise events with international elements and enhance skills in intercultural communication.

Course contents support these outcomes by incorporating international elements such as foreign language courses, culture, diplomatic events, and business negotiation. Specific courses related to international expertise include intercultural communication, diplomatic reception, and electronic commerce. A total of 15 credit points (315 learning hours) are dedicated to English-related courses.

Lecturers in the programme hold degrees from foreign institutions and deliver courses in English. The faculty participates in international seminars and conferences, and the school organises annual international seminars. The programme also includes collaboration with

foreign institutions for student exchanges, with cooperative agreements with Southeast Asian universities like the Philippine University. Additionally, students and staff engage in international events, such as delegations, conferences, cultural exchanges, and volunteer activities.

With this internationality, the study programme addresses its alignment to international trends, which support the learners more opportunities on job approaches at international entities, and enterprises in Vietnam and abroad. During the history of study programme development, after their graduation, there are many students who have been finding their jobs at international companies⁵.

BSM

Table 6: International orientation of the BSM programme

No.	Contents	Explanation
1	International benchmark	- Curriculum benchmark with foreign education institutions such as: University of Malaysia Sports, Thammasat University
2	The programme learning outcomes reflect international orientation	One of prominent learning outcomes focus on English usage for professional work.
3	The programme's courses reflect the internationality	- The updated course contents align with the common international development. - Course materials and references: international resource usage (English)
4	Academic staff for the programme implementation [	- Lecturers graduate from foreign education institutions. - Academic staff participate into international seminars, conferences and international referees. - International experts and referees engage in teaching activities and deliver talk shows.
5	Student exchange and foreign internship	- Implementation of international student exchange programs; Organising field trips abroad. - Encouragement for students from Sport Management who can really participate into international sports events organised in Vietnam.
6	English capability requirements towards learners	Achievement of basic English competencies through Non-major English 1, 2, 3, 4 and reaching level B1 (3/6) according to the National foreign language competency framework

⁵ See self-evaluation report, p. 21

Appraisal:

The programme design appropriately takes into account the required international aspects with respect, too, to its graduates' employability. However, for EMM, the panel criticises the fact that the international orientation is not sufficiently explicit. Additionally, the course descriptions lack detail regarding international aspects, and the literature used should incorporate a broader international perspective. Furthermore, there is insufficient evidence of international cooperation in the programme. Hence, the panel **recommends** that the HEI enhances the curriculum's international orientation by (1) specifying it more clearly and incorporating it into course descriptions, (2) diversifying the literature by including sources with a broader international perspective, and (3) expanding international collaborations or better documenting existing collaborations.

	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

Positioning of the study programme on the educational market

EMM

In the current context, the Education Management Master programme is very necessary for the social needs of Vietnam in general and Tra Vinh province. In particular, by 2020, the nation needs 134,000 educational managers at all school levels, education and training management units, and education and training departments. It is an essential requirement of training and qualification improvement for officers in education and training management in Tra Vinh.

In 2016, most universities in the Mekong Delta have not yet offered a major of Education management, except Dong Thap University. Therefore, the Educational Management major is being opened to train an MSc team. Educational management meets Tra Vinh University's development strategy and satisfies the country's general educational development requirements.

TVU's Education Management Master Programme is designed with the main goals which are to train educational management experts capable of responding to specific challenges of the education sector, while serving the community and improving the quality of educational services in the region, specifically.

Therefore, students are equipped with management skills in human resources, quality, change, teaching and educational processes, facilities and equipment, finance, effective communication, leadership and problem-solving. It also helps students have the ability to work in a multicultural environment and face diverse management challenges.

Moreover, the study programme is designed with a methodology for the building stage of competency sets based on synthesising stakeholders' opinions (employers, skilled workers, and alumni). The competency set comprises: Research in educational management, Educational activity development, Management of educational facilities and organisations, Independent working and collaboration, Adaptability to diverse environments, changes and lifelong learning, Compliance with laws in professional practice, Professional ethics and social responsibility.

The Master of Education Management study programme is formulated with the basis of seeking stakeholders' consultancy (fully experienced experts, lecturers from famous universities in the region, skilled people and employers) and the benchmark of other universities' similar study programmes in the Vietnamese educational system. Therefore, the study programme's courses, in terms of design, ensure their features as follows: Compulsory courses satisfy the national requirements; the alignment with study programmes of other universities in the national education system and meeting the demands of knowledge, skills and attitude essential for an educational managerial officer.

MHM

The Master of Health Management (MHM) programme at Tra Vinh University aims to prepare managerial officers capable of addressing health sector challenges, improving regional health service quality, and serving diverse community needs. Key aspects include:

Programme Objectives:

- **Skill Development:** Focus on human resource management, leadership, effective communication, problem-solving, and adaptability to diverse environments and complex challenges.
- **Competence Framework:** Developed through stakeholder feedback (employers, experts) using DACUM workshops.

Core competencies include health management research, health organisation management, adaptability to change, lifelong learning, legal compliance, and professional ethics.

Unique Features:

- **Comprehensive Scope:** Unlike traditional Master of Hospital Management programmes focused solely on hospital staff, this programme extends to candidates from diverse fields within the health sector.
- **Pioneering Role:** It is the first programme in the Mekong Delta and Southern Vietnam to introduce a broader Master of Health Management framework, aligning with regional needs and future demands.
- **Curriculum Design:** Developed through stakeholder consultation and benchmarking with similar programmes in Vietnam's education system.

Includes:

- **Mandatory Courses:** Comply with national regulations.
- **Alignment with Other Universities:** Ensures consistency across the national educational system.
- **Relevance to Professional Needs:** Equips graduates with the knowledge, skills, and attitudes required for health management roles.

This programme positions Tra Vinh University as a leader in health management education in the region, addressing a broader range of candidates and preparing them for diverse roles in the evolving healthcare sector.

BOA

TVU's Bachelor of Office Administration programme focuses on responding to learners' needs and relevant stakeholders, ensuring learners can gain competence appropriate to reality demands. In the benchmark between TVU's study programme with other international and national universities', besides having several courses that are compatible with other study programmes in Vietnam, TVU's Bachelor of Office Administration has its own characteristics. Particularly, to meet society's demands, the study programme concentrates on providing event organisation skills to students.

BSM

TVU's Bachelor of Sport Management programme focuses on responding to learners' needs and relevant stakeholders, ensuring learners can gain competence appropriate to reality demands. In the benchmark between TVU's study programmes and other international and national universities' one: TVU's Sport Management programme has been allocated with curricular areas aligned with other study programmes in Vietnam.

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

EMM

The Education Management Master programme assists learners to achieve qualities, have a strong political-ideological spirit, to gain research capabilities and practical knowledge of educational science and educational management, a high level of professional practice in educational management, and capabilities of independent working, creativity, defining and solving problems in the field of educational management. The programme provides learners with qualifications to satisfy job requirements at a higher position. The programme learning outcomes are designed to enable learners after their graduation from the programme to fit with the job positions.

According to the direction of human resource development in the education sector in 2020, the need for educational managers at all levels annually increases by 1,685 people/year. To ensure employment support as well as update learners' current employment status, the School has organised and maintained "Tracing learners' tracks" activities, established the Alumni association, and periodically has meetings to obtain information about students' job positions after graduation for prompt support and recruitment information sharing to students in the following cohorts.

Through the above-mentioned job support methods, the percentage of learners who gain a career promotion after graduation always remains high within many years and positive from learners' feedback.

MHM

The study programme is designed on the basis of actual needs at medical entities. Through DACUM seminars for feedback collections from employers, skilled people in the labour market of Health management. Most experts believe that the educational and training major promptly responds to the health sector's development strategy in terms of attracting resources for job positions related to the field of health management. Also, based on the DACUM seminars, it plays a key foundation for competence standard development of the study programme to become suitable with learners' job positions after graduation.

From that, the programme learning outcomes are designed to align competence standards of profession, career, and individual development, as well as qualities in health management. Therefore, the study programme will have two graduation modes, including thesis and project, to provide specialised knowledge and skills in health management to meet the diverse needs of employers and related parties.

After their graduation, learners are qualified for the assignment to management positions at medical facilities, educational institutions, institutes or research units and working for projects in domestic and international non-governmental organisations in the health sector. Future prospects can become leaders, analysts, researchers at facilities, units, organisations, and research institutes in the domestically and internationally medical field.

BOA

TVU always pays attention to social needs when developing study programmes to formulate appropriate qualification objectives. This ensures that graduates will respond to society's demands, resulting in the enhancement of job employability. During the development and formulation of Bachelor of Office Administration programme, it is always interested in employers' knowledge, skills and attitude needs of graduates. TVU has executed some surveys focusing on employers' demands. From this, employers' requirements for knowledge, skills, and attitude are collected, which will be used to orient suitable qualification objectives.

Based on cohorts, students graduated from the Bachelor of Office Administration programme have a high employment rate. After their graduation, the students can work at many entities, enterprises in diverse job positions; they work for not only many agencies and businesses in the Mekong Delta region but also nationwide and in some neighbouring countries.

TVU is always interested in the issue of "tracing students' tracks". This means they always care about their students, even after graduation. TVU's Career Service Centre is a subordinate functional unit that often tracks students' employment situations. Even for students who graduated two or three years ago, TVU still sends a survey link about their employment situations. This helps the TVU follow up on students' employability and have suitable assistance.

BSM

When developing the study programmes, TVU always pays attention to social needs through stakeholder feedback collection from DACUM seminar and more surveys (employers, skilled

people and other stakeholders), which aims at more appropriate formulation of qualification objectives.

During the development and formulation of Bachelor of Sport Management programme, it is always interested in employers' knowledge, skills and attitude needs of graduates. TVU has executed some surveys focusing on employers' demands. From this, employers' requirements for knowledge, skills, and attitude are collected, which will be used for the orientation of suitable qualification objectives. Demands on the sport management field (for surveys on sport management job demands): training, fostering talents, grassroots sports development, school sports for the foundation of human resources to high-performance sports.

With the programme learning outcome achievement, graduates from the Sport Management programme will be able to hold job positions such as: Working for sports and fitness centres, gifted schools, cultural centres, culture and information offices, teaching sports at universities, colleges, intermediate schools, vocational schools and high schools and secondary schools.

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

EMM

The Education Management Master programme is formulated with reference to Tra Vinh University's overall strategy which promote its objective to educate and train learners who become practical, ethical, and responsible, and will develop better themselves and society. Tra Vinh University's mission is detailed in development strategic plans up to 2025 with the vision to 2030. Therefore, the study programme's educational objectives should be tightly aligned to the University's mission and educational philosophy.

Tra Vinh University offers a multi-level, multi-disciplinary, multi-training method model for people of all ages with special demands

- scientific researching
- developing application and transfers technology
- serving society (iii);
- contributing on employment opportunities, the community's life quality enhancement and promoting the social and economic development of Tra Vinh province and Vietnam.

The Education Management Master Programme's qualification objectives of Tra Vinh University are built based on legislation, practice, benchmark with many domestic and foreign universities and contributions from stakeholders, all of which make the study programme increasingly relevant to reality.

MHM

The Master of Health Management programme responds to objectives on education and training of management science human resources. The programme's general qualification objectives are formulated with key content that is tightly aligned with the University's overall objective.

The University has identified its strategic development objectives for learning, teaching, and research, with the orientation for meeting the economic and social development needs of localities and countries and international integration. This is considered a guideline in the University's training and teaching process. Therefore, when building study programmes and teaching and learning activities, it is always focused on the participation by employers, surveys and result usage of skilled people's opinions in the process of updating and improving study programmes to meet actual needs at medical facilities and organisations.

The Master of Health Management programme is one of key programmes for the School in particular, and for the University in general. This is an educational and training service provided by recruitment demands of employers from the labour market with stakeholders' participation, in responding needs of health entities. It is proved by the percentage of enrolments into the Master of Health Management programme candidates by years.

BOA

The Bachelor of Office Administration programme is a key programme of Administration Faculty under School of Economics and Law. The study programme has been built and had the first admission at bachelor degree since 2012. The number of learners during the first cohorts is quite large, which proves to meet society's needs for the field of study well. The study programme has been providing human resources in office administration for many agencies, enterprises; which leads to the important contribution to enhance human resource quality at the locality and the region as well.

BSM

TVU's top strategic development goal is to provide scientific learning, teaching and practical research services to meet the socio-economic development needs of the local community and the country in general. TVU has developed its strategic plan up to 2025, with the vision for 2030. Therefore, in designing the Bachelor of Sport Management's qualification objectives or programme learning outcomes, it is important to reference the strategic goals.

Table 7: The alignment of TVU's vision and mission and the Sport Management Bachelor programme's learning outcomes

Overall objective from TVU's strategy up to 2025 with the vision for 2030	The Sport Management Bachelor programme's learning outcomes	Leaners' competences
Training scientific, technical and technological human resources with professional capacity, ethics and responsibility to master themselves, actively contribute to the process of labour and	PLO 1: Apply basic knowledge of political science, national defense education, social science, natural science for sports activity organisation. PLO 2: Combine knowledge of management science, sports management, marketing principles to serve the organisation of sports activities and events.	Professional competence A. Sports event organisation management B. Sports Marketing – communication management

production to serve the local community, national and international; have the ability to self-study and self-forge to continue developing their expertise and personality to adapt to the innovation process of society in the era of globalisation.	PLO 3: Systemise theories and methods of school sports for physical education and sports training. PLO 4: Consult sports and fitness training for pupils, students and people in need. PLO 5: Analyse conditions and changing trends of grassroots physical training and sports activities. PLO 6: Design communication and marketing plans and grassroots sports activity development. PLO 7: Perform physical education and sports training programmes in educational entities and sports and fitness facilities. PLO 8: Use information technology to serve professional work. PLO 9: Communicate, work in groups, work independently, perform critical thinking, research, and use English for work and lifelong learning. PLO 10: Conform to laws and regulations of the discipline. PLO 11: Demonstrate responsibilities, and willingness to cooperate and actively participate in professional activities and services in the field of sports and fitness.	C. Management of sports and fitness facilities D. Management of grassroots sports and sports clubs E. Activity consultancy in sports area F. Teaching and training sports and fitness ➤ Competence on individual and career development G. Working between people H. Adaptation to diverse career environments and lifelong learning ➤ Qualities I. Professional and ethical practice K. Responsibility demonstration to community and society
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Appraisal:

The reasons given for the positioning of the study programmes in the educational market are plausible. However, in the view of the panel, the programmes are very generic and, hence, they note that the HEI should reflect more on specialisations

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The panel notes that the description of future jobs should be more realistic.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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 EMM and MHM

Regarding Circular No. 23/2021/TT-BGDDT and other relevant legal documents, Tra Vinh University has issued in its Regulations on education and training at master's level (including admission tasks). This regulation is documented under Decision No. 5765/QD-DHTV dated October 25th, 2021 as Tra Vinh University's current requirements for Admission and education and training at master's level.

BOA and BSM

As per Ministry of Education and Training (MOET)'s current regulations, contents and procedures of bachelor degree admission are fully mentioned in regulations on education and training at bachelor admission and college admission in early childhood education, issued with Circular No. 08/2022/TT-BGDDT dated June 06, 2022 by Minister of Education and Training. With reference to Circular No. 08/2022/TT-BGDDT and other relevantly legal documents, Tra Vinh University has issued some documents for guiding the admissions such as: Admission project 2023; Notice No. 2835/TB-DHTV dated June 28, 2023 regarding Regular university admission in 2023. [Exh. 2.1. Admission project in 2023; Notice No. 2835/TB-DHTV dated 28/6/2023]

Admission requirements

EMM and MHM

The Health Management Master programme's admission requirements are developed with the basis of 02 criteria: (1) Professional requirements of the study programme and (2) The government's general requirements are detailed in TVU's Decision No. 5765/QD-DHTV.

Applicants must

- have graduated from university or have qualified for recognition of university graduation (or equivalent or higher level) in a field appropriate to the discipline or major registered for master's degree education and training under regulations of each study program;
- have graduated from university or have qualified for recognition of university graduation (or equivalent or higher level) in the closely suitable field or different fields in comparison to the discipline or major registered for master's degree education and training and learned for supplement competences under regulations of each study programme
- meet all health-relevant conditions
- have a foreign language proficiency at Level 3 or higher according to the 6-level Foreign Language Competency Framework for Vietnam.

Candidates into the study programme for research orientation are required with a graduation grade of good or higher or a scientific publication related to the discipline of study and research.

Bachelor's diplomas issued by foreign educational institutions must be carried out for recognition procedures under current regulations; admission methods are carried out via exams or reviews as admission requirements of the University.

BOA

Tra Vinh University offers nationwide recruitment for its Bachelor of Office Administration program, guided by its motto, "Bringing quality learning opportunities to the community." The University's admission requirements are published on its official portal. Applicants must have either a Vietnamese high school diploma or an equivalent foreign qualification. Those with a vocational secondary school diploma in the same field, meeting the required high school knowledge standards, are also eligible.

Applicants must meet the entrance threshold defined by current regulations, ensuring they have the necessary learning competences. This threshold includes minimum scores from exams and assessments. The required subject combinations for the Bachelor of Office Administration programme are:

- C00 (Literature, History, Geography)
- C04 (Literature, Mathematics, Geography)
- D01 (Literature, Mathematics, English)
- D14 (Literature, History, English)

Applicants must be in good health per regulations and meet the necessary admission records. Special measures are taken for candidates with disabilities to ensure they can study suitable programs.

BSM

Tra Vinh University can carry out its potential learner recruitment nationwide with its motto: "Bringing quality learning opportunities to the community". The University's admission requirements are released in writing and published on the electronic information portal⁶. The requirements are detailed as follows.

Table 8: Admission requirements - BSM

No.	Requirements	Notes
1	<i>For candidates defined before admission review (before the announcement of official admission results), including:</i>	
	- People who have been recognised as their graduation from Vietnamese high schools or people with foreign diplomas recognising equivalent qualifications;	
	- People who already have a vocational secondary school diploma in the same study discipline and have completed the required amount of subject knowledge at the high school level according to the provisions of law;	
2	<i>For admission conditions:</i>	

⁶ <https://tuyensinh.tvu.edu.vn/de-an-tuyen-sinh/>.

	- Meeting the entrance threshold as per current regulations (Article 9 – Regulations on University admission, College admission in Early Childhood Education). Accordingly, the entrance threshold (or input quality assurance threshold) is the minimum requirement for learning competences expressed in learning results, exam results, and assessments so that candidates will be able to study and complete their programme. The entrance threshold for the Bachelor of Sport Management programme is defined under various subject combinations as follows: - C00 (Literature, History, Geography); - C14 (Literature, Mathematics, Citizenship Education); - C19 (Literature, History, Citizenship Education); - D78 (Literature, Social Science, English)	
	- Being in good health conditions for learning as per current regulations;	
	- Having enough personal information and admission records as per current regulations;	
Admission methods: Admission review (with two methods): Review the results of the high school graduation exam; Consider high school academic results.		

The admission requirements for the Bachelor of Sport Management programme are defined according to the appropriateness of national regulations (admission regulations). Specifically, the subject combination groups for admission reviews also require candidates' strengths at social science discipline.

Counselling for prospective students

For EMM and MHM

Information on admission requirements is published on the website⁷. There are some counselling activities for candidates in the Education Management Master programme, which take place face to face via the post-graduate Studies Department or the Education School Office, via telephone, via e-mail or even via social networks.

General principles in counselling activities for prospective students:

- References to prospective learners' needs
- Detailed introduction of the study programme
- Clear guideline on admission method requirements
- Proposals of an optimal choice for candidates
- People who are responsible for counselling should be trained about admission-counselling relevant tasks.
- Materials about the study programme and admission information are always available.

BOA and BSM

⁷ <https://tuyensinhdsd.tvu.edu.vn>

To create the most favourable conditions for candidates to access, explore, and receive admission information for Tra Vinh University's majors in general and for the Office Administration in particular, there are various channels for widely publishing information on admission requirements.

Admission proposals, announcements, posters, and video clips are posted on the University's official websites and social media platforms such as Facebook and Zalo.

Applicants can access Q&A, text message assistance, and online consultation programmes through these channels. Counsellors visit high schools to provide information about the University, introduce programs, and answer questions. Admission materials like notebooks and flyers are also distributed.

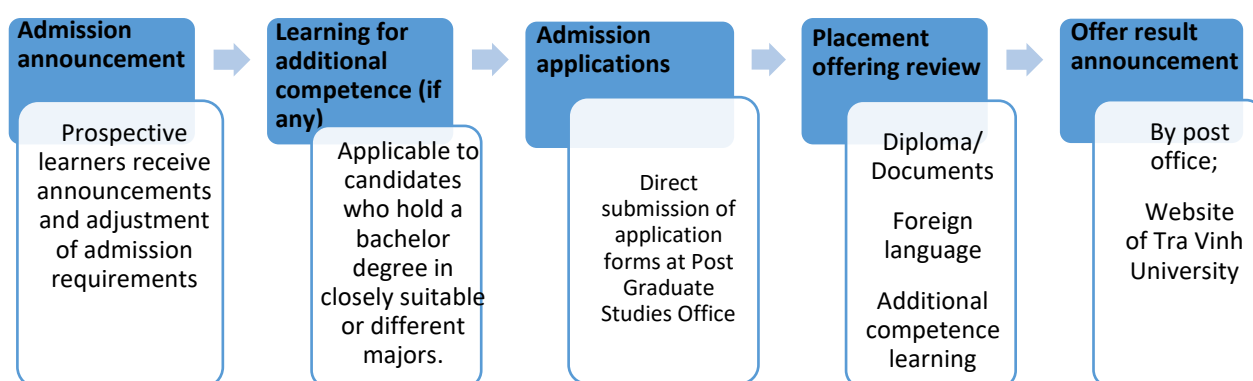
High school students are invited to visit the University for experience days and counselling sessions. Admission advice is provided at face-to-face counselling desks at the University. Additional support is available via hotlines and email for any admission inquiries. Counsellors should address prospective students' needs, provide clear and detailed programme information, and offer personalised guidance on the best choices for the candidates. Proper training for counsellors and ready access to informational materials is also emphasised.

Selection procedure

EMM and MHM

Admission procedures are organised, implemented and based on Decision No. 5765/QD-DHTV. Admission includes nine articles (from Article 5 to Article 13) addressing all admission-relevant information about master's study programmes. The admission organisation in once or many times within one year depends on the University's consideration of required conditions to ensure the study programme's quality fully. Admission methods are clearly and publicly informed about the entrance exams, admission condition reviews or a combination of both methods, ensuring transparent, fair, objective and honest assessment of candidates' knowledge and abilities. The University may organise online admission if this addresses quality assurance conditions for assessment results to be reliable and fair as for the direct admission.

Figure 1: Admission procedure



BOA and BSM

The admission procedure at Tra Vinh University (TVU) follows a clear process.⁸ Key aspects of the process include:

The Admission Information includes candidate eligibility, admission methods, threshold levels, subject combinations, registration details, and fees, all regulated by national standards⁹.

Admission Steps:

Step 1: Candidates complete their application within the provided timeline.

Step 2: The University conducts admission based on Ministry of Education and Training (MOET) regulations, including review principles:

Admissions are based on the national threshold and study place availability.

Candidates are ranked by scores, prioritising subject combinations and specific criteria such as higher Literature scores.

Step 3: The University publishes initial admission scores on its website and social media.

Step 4: Candidates confirm their enrollment online.

Step 5: Candidates complete enrollment procedures as per TVU's instructions.

Step 6: Official enrollment occurs.

Step 7: If needed, additional admissions are announced.

Step 8: Additional admission results are published.

Step 9: Candidates complete enrollment for additional admissions.

The entire admission process is publicly accessible on TVU's website and social media platforms for transparency and guidance.

For **BSM** candidates are considered for direct admission. Criteria for the direct admission are as follows:

Candidates who participate in national teams for the completion in official international tournaments confirmed by the Ministry of Culture, Sports and Tourism must complete their mission. The tournaments may be such as: World Championship, World Cup, Olympic Games, Asian Games (ASIAD), Asian Championship, Asian Cup, Southeast Asian Championship, Southeast Asian Games (SEA Games), and Southeast Asian Cup; while the time of winning the award must not exceed 4 years up to the point of direct admission into the Sport Management Bachelor programme.

Professional experience

EMM and MHM

The requirements of candidates' professional experience are not included in the admission requirements for the Master of Education Management study programme but are classified as a priority subject. For people who have continuously worked for two years or more (up to the deadline for submitting application documents) in localities designated as Region 1 in the University and College Admission Regulations under current official system, they must have a decision to accept or transfer or assign to their current job position from a competent agency or holding organisation.

⁸ outlined in the Admission Proposal 2023 and Notice No. 2835/TB-DHTV (June 28, 2023), based on national regulations.

⁹ Circular No. 08/2022/TT-BGDDT

BOA and BSM

The Bachelor of Office Administration programme enrolls candidates who meet the requirements, and it does not require professional experience. No priority will be given to any candidate with work experience during the admission process. This is demonstrated in the Admission Proposal of TVU, which is already published to the public.

Ensuring foreign language proficiency

EMM and MHM

Concerning Article 5¹⁰ and admission requirements applicable to entrance exam or admission condition review for the Master of Education Management programme, is required admission such as Basic philosophy, Education studies, and an achievement of a level equivalent to level 3/6 of the Vietnamese Foreign Language Competency Framework (or foreign language courses).

Foreign language conditions:

- Higher education degree or higher in foreign languages; or a higher education-level diploma or higher where the study programme is conducted primarily in a foreign language
- A diploma of higher education level or higher issued by educational institutions within no more than two years, and the programme learning outcomes have met the foreign language requirements of level three or higher according to the Foreign Competency Framework six-level language used for Vietnam.
- One of the foreign language diplomas or certificates equivalent to level three or higher according to the six-level Foreign Language Competency Framework for Vietnam or other equivalent certificates allowed by the Ministry of Education and Training, and with validity until the date of registration
- For candidates who do not have proof of foreign language proficiency following the above conditions, candidates must take the language competency assessment test at level three or higher according to the six-level foreign language competency framework used for Vietnam which the University organises before the admission implementation.

For candidates who provide sufficient evidence of foreign language proficiency and a request for an exemption from the foreign language exam, the University will organise an application review and recognise a variety of different equivalent certificates; the results of the application review will be notified to candidates within the time mentioned above.

BOA and BSM

The language to be used in education and training delivery of the study programme delivery is Vietnamese. Moreover, there is no special requirement of English language competencies toward candidates before the admission. However, with international orientation of the study programme, learners are encouraged to participate in foreign language courses delivered by foreign lecturers, make references to materials in English and involve in movement activities

¹⁰ Circular No. 23/2021/TT-BGDDT

on student exchanges, cultural exchange and so on. These aim at the learners' programme learning outcome achievement.

For a better plan in their study, students will undergo an English proficiency assessment at the beginning of the programme, which is the foundation for registering in English courses appropriate to their abilities.

Transparency and documentation of admission procedure and decision

EMM and MHM

Tra Vinh University (TVU), guided by its motto of "Bringing quality learning opportunities to the community," adheres to two key principles in its admission process:

- Proper Implementation: TVU ensures compliance with national regulations.
- Transparency, Timeliness, and Equality: TVU provides prospective students with clear, timely, and equal access to admission information.

For Candidates and Prospective Learners, transparent admission notifications include programme descriptions, entrance requirements, timelines, fees, and exemptions. Admission information (university and postgraduate websites) is published online at least three months before enrollment. Notices for exam attendance, eligibility lists, and results are sent to candidates and shared on the University's website and social media platforms. Successful candidates receive a letter of acceptance and instructions on enrollment at least 15 days before the start date, with additional documentation required for specific candidate groups.

For the Ministry of Education and Relevant Agencies, admission and training regulations are codified in university decisions and made available for inspections or reviews.¹¹

BOA and BSM

Relevant documents are published via the websites¹², social media like Facebook, Zalo and other publication handed to candidates such as flyers, notebooks. The University's admission results are also approved by the Rector, publicly announced on the website and sent to candidates. The documents may be a list of admission results, letters of Admission notice (including information such as candidates' personal information, score results, and information on guiding enrolment procedures) and enrolment notices; in case candidates have questions about the admission results, the resolution is specifically guided in the University's Admissions Proposal.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. The panel's criticism of the description is that the

¹¹ See self-evaluation report, p. 26

¹² <https://tuyensinh.tvu.edu.vn/>; <https://sel.tvu.edu.vn/>

requirement for a good state of health is mentioned without sufficient explanation. It remains unclear why this criterion is necessary and how it relates to the programme's objectives. Hence, the panel **recommends** that the HEI provides a clear explanation for including the good health condition requirement, detailing its relevance and necessity.

Applicants can directly turn to a student counselling service or to whatever other helpdesk at the University to clarify specific questions, personal aptitude, career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, telephone, and e-mail.

The selection procedure is transparent and ensures that qualified students are admitted.

The required professional experience must correspond to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students can successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The panel criticises that the required level of English proficiency for the programme is not high enough to ensure students can fully engage with the academic content and international standards. Additionally, there is a lack of sufficient preparatory courses to help students improve their language skills before or during the programme. Hence, the panel **recommends** that the HEI raises the required level of English proficiency for admission and offers more preparatory courses to enhance students' language skills.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master 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

Logic and conceptual coherence

For EMM and MHM

The study programmes provide detailed information on courses, fundamental competence, professional competence and length of training time. Lecturers, learners, employers, and the community can access the study programme online¹³. The study programmes are periodically reviewed and continuously improved on the basis of collecting stakeholders' feedback.

EMM

For the reflection of stakeholders' views (based on surveys) and the alignment of labour market's demands, the programme structure is allocated into three areas: General knowledge; Fundamental and professional curriculum area; and Thesis. The programme's length will last two years, divided into four semesters. The alignment of the programme is achieved through building knowledge, skills, competencies and experiences throughout four semesters. In the first two semesters, learners must accumulate the compulsory curriculum areas, while in the other, they synthesise what they have learned with practical experience to write a final thesis appropriate to their major individually.

Each course is designed with certain credit points, workload, other and self-study hours, assessment and teaching and learning methods, examination form and duration to ensure logic and suitable coherence of courses by semester.

Moreover, the relationship between courses in logic and coherent allocation will address admission requirements for appropriate majors, closely majors, other majors and additional learning activities.

The Master of Education Management programme equips learners with advanced knowledge on education science deeply professional knowledge of education management such as: school administration, activity management in schools, human resource management, financial management, facility and equipment management, education quality management, change management, school culture management.

¹³ <https://slaska.tvu.edu.vn/>

Table 9: Curriculum – Master of Education Management programme (graduation form by projects)

No.	Course code		Course name	Workload (credits)			Hours in self-study and others	Method of teaching	Form and duration of examinations
	In letter	In No.		Total	Theory	Practice, lab, discussion			
I. General knowledge				4	4	0	140		
1.	PNTH	801	Philosophy	4	4	0	140	D/N/L	Exam paper (90-120 minutes)/ Presentation / Individual essay
II. Fundamental and professional curriculum areas									
2.1. Compulsory courses				30	15	15	825		
2.	QGLQ	507	Education management theory	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
3.	KHGD	802	Research methodology in education science	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
4.	QGTL	804	Management psychology and application in education management	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
5.	QGCC	805	Strategic policy management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
6.	QGVH	807	School culture management	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay

No.	Course code		Course name	Workload (credits)			Hours in self-study and others	Method of teaching	Form and duration of examinations
	In letter	In No.		Total	Theory	Practice, lab, discussion			
7.	QGNL	808	Human resources management	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
8.	QGCL	510	Quality management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
9.	QGTĐ	512	Change management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
10.	QGTC	504	Financial management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
11.	QGDL	513	Assessment measurement management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
12.	QGDG	518	Management of teaching and learning process and education in schools	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
13.	QGVC	519	Equipment and facility management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
14.	QGKQ	815	School and education management science	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation

No.	Course code		Course name	Workload (credits)			Hours in self-study and others	Method of teaching	Form and duration of examinations
	In letter	In No.		Total	Theory	Practice, lab, discussion			
									/ Individual essay
15.	QGKN	521	Managing activities of living skill education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
16.	QGCT	517	Application of information technology and media in education management	2	1	1	55	D/N/L/T/TH	Exam paper (90-120 minutes)/ Presentation / Individual essay
2.2. Elective courses (<i>A choice of 4/6 courses</i>)				8					
17.	QGPT	810	Development of modern educational perspectives and comparative education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
18.	QGPB	511	Social differentiation and equality in education	2	2	0	70	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
19.	QGSM	817	Mission building and organisational strategy management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
20.	QGXD	523	Formulation and management of educational projects	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
21.	QGMK	524	Marketing in education management	2	2	0	70	D/N/L/T	Exam paper (90-120 minutes)/ Presentation

No.	Course code		Course name	Workload (credits)			Hours in self-study and others	Method of teaching	Form and duration of examinations
	In letter	In No.		Total	Theory	Practice, lab, discussion			
									/ Individual essay
22.	QGTQ	528	Education management in reality	1	0	1	20	N/L/T	Reports
III. Internship				9					
23.	QGQL	527	Education management internship	9	0	9		N/L/T	Reports
IV. Graduation (Projects)				9	0	9			
24.	QGDA	820	Projects	9	0	9		N/H/T	Reports
Total				60	19	33	965		
					Exclusive elective credits				

Table 10: Curriculum – Master of Education Management programme (graduation form by dissertation)

No.	Course code		Course name	Workload (credits)			Hours in self-study and others	Method of teaching	Form and duration of examinations
	In letter	In No.		Total	Theory	Practice, lab, discussion			
I. General knowledge				4	4	0	140		
1.	PNTH	801	Philosophy	4	4	0	140	D/N/L	Exam paper (90-120 minutes)/ Presentation / Individual essay
II. Fundamental and professional curriculum areas				29					
2.1. Compulsory courses				20	10	10	585		
2.	QGLQ	507	Education management theory	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation

No.	Course code		Course name	Workload (credits)			Hours in self-study and others	Method of teaching	Form and duration of examinations
	In letter	In No.		Total	Theory	Practice, lab, discussion			
									/ Individual essay
3.	KHGD	802	Research methodology in education science	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
4.	QGTL	804	Management psychology and application in education management	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
5.	QGC C	805	Strategic policy management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
6.	QGVH	807	School culture management	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
7.	QGNL	808	Human resources management	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
8.	QGCL	510	Quality management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
9.	QGTĐ	512	Change management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay

No.	Course code		Course name	Workload (credits)			Hours in self-study and others	Method of teaching	Form and duration of examinations
	In letter	In No.		Total	Theory	Practice, lab, discussion			
10.	QGDG	518	Management of teaching and learning process and education in schools	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
11.	QGVC	519	Equipment and facility management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
2.2. Elective courses (A choice of 5/10 courses)				9					
12.	QGKQ	815	School and education management science	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
13.	QGKN	521	Managing activities of living skill education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
14.	QGCT	517	Application of information technology and media in education management	2	1	1	55	D/N/L/T/TH	Exam paper (90-120 minutes)/ Presentation / Individual essay
15.	QGTC	504	Financial management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
16.	QGPT	810	Development of modern educational perspectives and comparative education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay

No.	Course code		Course name	Workload (credits)			Hours in self-study and others	Method of teaching	Form and duration of examinations
	In letter	In No.		Total	Theory	Practice, lab, discussion			
17.	QGPB	511	Social differentiation and equality in education	2	2	0	70	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
18.	QGS M	817	Mission building and organisational strategy management in education	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
19.	QGXD	523	Formulation and management of educational projects	2	1	1	55	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
20.	QGTQ	528	Education management in reality	1	0	1	20	N/L/T	Reports
21.	QGM K	524	Marketing in education management	2	2	0	70	D/N/L/T	Exam paper (90-120 minutes)/ Presentation / Individual essay
III. Research				27	0	27			
3.1. Topics in research				12	0	12			
22.	QGLT	806	Research topic 1	6	0	6		N/L/T	Reports
23.	QGC D	526	Research topic 2	3	0	3		N/L/T	Reports
24.	QGXD	523	Research topic 3	3	0	3		N/L/T	Reports
3.2. Dissertation				15	0	15			
25.	QGLV	820	Dissertation	15	0	15		N/H/T	Reports
Total				60	15	37	725		
				Exclusive elective credits					

MHM

As illustrated before, the Master of Health Management programme provides education and training service to the learners in the managerial positions. For the Health Management, the study programme is aimed at people working in medical facilities and organisations. Especially there is spending more credits on two groups of management curricular areas.

Furthermore, logic coherence and science of the Master of Health Management programme are demonstrated in the diagramme of the relationship between competency standards and courses based on instructors' contributions. In addition, the courses designed in the study programme meet the programme learning outcomes, which help learners perform tasks that demonstrate their working capacity at their current work unit or in the future.

The Master of Health Management (MHM) programme at Tra Vinh University is designed to align with stakeholders' needs, emphasising knowledge, skills, and responsibilities to meet programme learning outcomes (PLOs). Key highlights include:

- Curriculum Coherence: Courses are mapped to PLOs at three levels: Introduced (I), Reinforced (R), and Mastery (M) to ensure progressive learning. Practical components like labs and internships support advanced learning and mastery.
- Learner-Centric Approach: Emphasis on learners leveraging prior experience through practical assignments and essay reports.
- Programme Logic and Competency Standards: Courses are systematically designed to meet competency standards, as illustrated in competency diagrams.

Table 11: Curriculum – Master of Health Management programme (Application orientation)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
S1	1st Semester	26.41								
	Compulsory courses	13.9								
S 1.1	Philosophy	4.17				45	105	L, G, P	Group assignments, Presentation, Essay, Exam paper	QT (40%) KT (60%)
S 1.2	Medical Ethics-Sociology	2.78				30	70	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
S 1.3	Research Methodology in Health Science	4.17				60	90	L,G	Individual assignments, Presentation, Essay, Group assignments	QT (30-50%) KT (50-70%)
S 1.4	Management – Health Policy	2.78				30	70	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
	Elective courses	12.51								
S 1.5	Leadership skills in health sector	4.17				60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 1.6	Health Economic Assessment	4.17				60	90	L,G	Exam paper, Multiple choice test, Essay, Group assignments	QT (30-50%) KT (50-70%)
S 1.7	Health Policy and Legislation	4.17				60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 1.8	Hospital Management	4.17				60	90	L,G	Exam paper, Individual Assignments, Group assignments, Seminar paper	QT (30-50%) KT (50-70%)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
S 1.9	Management of Equipment and Infrastructure in Hospitals	4.17				60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
S 1.10	Hospitals Coping with Urgent Situations	4.17				60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
S 1.11	Social Work in Hospital	4.17				60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S2	2nd Semester		25.29							
	Compulsory courses		8.61							
S 2.1	Statistics on Biological Medicine Practice 1		4.17			60	90	L,G, Pr	Assignments (analyse data by software), Multiple choice test	QT (30-50%) KT (50-70%)
S 2.2	Management Practice of Non-Infectious Diseases and Prevention and Control of Infectious and Emerging Diseases at Grassroots Health Facilities		4.44			160	0	L,G, T	Presentation, Report	KT (100%)
	Elective courses		16.68							

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
S 2.3	One Health and Ecological Health		4.17			60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
S 2.4	Health Education and Enhancement		4.17			60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 2.5	Health Management Information System		4.17			60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
S 2.6	Nutrition – Food Safety		4.17			60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 2.7	Quality Management of Health Facilities		4.17			60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 2.8	Medical Waste Management		4.17			60	90	L,G	Exam paper, Individual Assignments, Group assignments, Seminar paper, Multiple choice test	QT (30-50%) KT (50-70%)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
S 2.9	Health Project Management		4.17			60	90	L,G	Exam paper, Multiple choice test, Essay, Group assignments	QT (30-50%) KT (50-70%)
S3	3rd Semester			28.32						
	Compulsory courses			19.98						
S 3.1	Hospital Evaluation and Management Practice			8.88		0	320	I	Presentation, Report	KT (100%)
S 3.2	Practice on Community and Preventive Medicine			11.1		0	400	I	Presentation, Report	
	Elective courses			8.34						
S 3.3	Applicable Epidemiology			4.17		60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
S 3.4	Statistics on Biological Medicine Practice 2			4.17		60	90	L,G, Pr	Assignments (analyse data by software), Multiple choice test,	QT (30-50%) KT (50-70%)
S 3.5	Evidence-based Medicine			4.17		60	90	L, So	Exam paper, Multiple choice test, Seminar paper	QT (30%) KT (70%)
S 3.6	Labour Hygiene Safety and Occupational Diseases Prevention			4.17		60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
S 3.7	Rehabilitation			4.17		60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 3.7	Safety Management for Patients			4.17		60	90	L,G	Exam paper, Multiple choice test, Essay, Group assignments	QT (30-50%) KT (50-70%)
S4	4th Semester				15.03					
S4.1	Graduation projects				15.03	540	0	C, P	Project defense	KT (100%)
Total		26.41	25.29	28.32	15.03					

Table 12: Curriculum – Master of Health Management programme (Research orientation)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
S1	1st Semester	26.41								
	Compulsory courses	18.07								
S 1.1	Philosophy	4.17				45	105	L, G, P	Group assignments, Presentation, Essay, Exam paper	QT (40%) KT (60%)
S 1.2	Medical Ethics-Sociology	2.78				30	70	L,G	Group assignments, Presentation	QT (30-50%) KT (50-70%)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
									n, Essay, Multiple choice test	
S 1.3	Research Methodology in Health Science	4.17				60	90	L,G	Individual assignments, Presentation, Essay, Group assignments	QT (30-50%) KT (50-70%)
S 1.4	Statistics on Biological Medicine Practice 1	4.17				60	90	L,G, Pr	Assignments (analyse data by software), Multiple choice test,	QT (30-50%) KT (50-70%)
S 1.5	Management – Health Policy	2.78				30	70	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
	Elective courses	8.34								
S 1.6	Hospital Management	4.17				60	90	L,G	Exam paper, Individual Assignments, Group assignments, Seminar paper	QT (30-50%) KT (50-70%)
S 1.7	Safety Management for Patients	4.17				60	90	L,G	Exam paper, Multiple choice test, Essay, Group assignments	QT (30-50%) KT (50-70%)
S 1.8	Management of Equipment and Infrastructure in Hospitals	4.17				60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
S 1.9	Leadership Skills in Health Sector	4.17				60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 1.10	Health Policy and Legislation	4.17				60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 1.11	Health Economic Assessment	4.17				60	90	L,G	Exam paper, Multiple choice test, Essay, Group assignments	QT (30-50%) KT (50-70%)
S2	2nd Semester		22.8							
	Compulsory courses		14.46							
S 2.1	Topic on managing human resources, finance, medical equipment facilities, and projects		10.02			60	300	L,G	Report, Thematic	QT (30-50%) KT (50-70%)
S 2.2	Management Practice of Non-Infectious Diseases and Prevention and Control of Infectious and Emerging Diseases at Grassroots		4.44			160	0	L,G, T	Presentation, Report	KT (100%)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
	Health Facilities									
	Elective courses		8.34							
S 2.3	Health Project Management		4.17			60	90	L,G	Exam paper, Multiple choice test, Essay, Group assignments	QT (30-50%) KT (50-70%)
S 2.4	Medical Waste Management		4.17			60	90	L,G	Exam paper, Individual Assignments, Group assignments, Seminar paper, Multiple choice test	QT (30-50%) KT (50-70%)
S 2.5	Quality Management of Health Facilities		4.17			60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 2.6	Health Education and Enhancement		4.17			60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 2.7	Rehabilitation		4.17			60	90	L, G	Individual Assignments, Group assignments, Multiple choice test, Exam	QT (30-50%) KT (50-70%)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
									paper, Essay	
S 2.8	Nutrition – Food safety		4.17			60	90	L, G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 2.9	One Health and Ecological Health		4.17			60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
S 2.10	Labour Hygiene Safety and Occupational Diseases Prevention		4.17			60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
S3	3rd Semester			18.36						18.36/20.83
	Compulsory courses			10.02						
S 3.1	Topic on Grassroots and Public Health Management			10.02		60	300	L,G	Report, Thematic	QT (30-50%) KT (50-70%)
	Elective courses			8.34						8.34/10.83
S 3.2	Hospital Evaluation and Management Practice			6.66		240	0	I	Presentation, Report	KT (100%)
S 3.3	Hospitals Coping with Urgent Situations			4.17		60	90	L,G	Group assignments, Presentation, Essay,	QT (30-50%) KT (50-70%)

No.	Title of Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours in Self-Study	i.e., lecture course, seminar		
									Multiple choice test	
S 3.4	Health Management Information System			4.17		60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
S 3.5	Social Work in Hospitals			4.17		60	90	L,G	Individual Assignments, Group assignments, Multiple choice test, Exam paper, Essay	QT (30-50%) KT (50-70%)
S 3.6	Applicable Epidemiology			4.17		60	90	L,G	Group assignments, Presentation, Essay, Multiple choice test	QT (30-50%) KT (50-70%)
S 3.7	Statistics on Biological Medicine Practice 2			4.17		60	90	L,G, Pr	Assignments (analyse data by software), Multiple choice test,	QT (30-50%) KT (50-70%)
S 3.8	Evidence-based Medicine			4.17		60	90	L, So	Exam paper, Multiple choice test, Seminar paper	QT (30%) KT (70%)
S4	4th Semester				25.05					
	Compulsory subjects				25.05					
S 3.1	Thesis/ Dissertation				25.05	900	0	C, P	Thesis/ Dissertation defense	KT (100%)
Total		26.41	22.8	18.36	25.05					20.83

BOA and BSM

The Bachelor of Office Administration and Bachelor of Sport Management programmes are designed on the basis of TVU's educational philosophy, which focuses on training learners suitable to reality, ethical, consulted by stakeholders (including enterprises, employers, skilled people, scientists, academic staff, students and so on) will allow the learners to gain the career and personal development and contribute to the society. The study programmes' concepts are formulated to ensure the coherence between courses. Moreover, they create opportunities for students who can gain practice skills in coordination with practical teaching methods and form work experiences, and handle situations and problems through practice situations and real-life experiences.

The programmes are periodically reviewed, updated, and improved based on stakeholders' feedback. There is also the participation of learners and employers in the programme revision and improvement process, ensuring the study programme align with modern education objectives and current societal demands. With this approach in TVU's study programme development, as mentioned, it should ensure the alignment of aligning to national requirements standards under documents issued by the Government, suit the strategic orientation of the University (vision, mission, educational philosophy), and respond to labour market demands through employers, skilled people and alumni.

BOA

The design, evaluation, and improvement of the Office Administration programme are carried out by addressing employers' needs, benchmarking against similar programmes at other educational institutions, and considering the unique demands of each region. The Office Administration programme includes 126 credit points, exclusive of Physical Education and National Defense – Security Education courses. This credit weight is suitable to the minimum credit requirements for undergraduate degree programmes at 120 credit points. With the credit point allocation, students should take 3.5 years to complete the whole study programme, equivalent to seven semesters.

The Office Administration programme is designed with two curricular areas of general foundation, deeply-specialisation and essential professional skills for handling problems relevant to the study discipline. Moreover, one of TVU's missions is to provide education and training of multidiscipline, multilevel, inter-level, responding to learners' diverse needs. Therefore, the curriculum content aims to equip learners to be able to gain basic and specialised competences in office administration, effective utilisation of social-life knowledge, orientation of professional development through life-long learning, harmonised building and development of social relationships and meeting Vietnam's development requirements in the process of industrialisation, modernisation and international integration. In addition, each curricular area in the study programme has a combination of compulsory and elective courses. Also, the study programme has one compulsory course of English.

To ensure that the courses are fully and appropriately built to form the programme learning outcomes determined by alumni, skilled people, and employers, the study programme's design focuses on a combination of course numbers at various support levels.

Table 13: Curriculum – Bachelor of Office Administration

No.	Curricular areas	Credit points (Theory/ Practice/ Self-study)			
		Total	Theory	Practice	Self-study and other hours
A	GENERAL EDUCATION	48	31	17	1415
A1	<i>Compulsory courses</i>	40	27	13	1195
I	Political theory	11	11	0	385
II	Science, society and humanity	09	06	03	260
III	Foreign language	13	08	05	380
IV	Mathematics - Informatics – Natural sciences	05	01	04	115
V	Extra-curricular skills	02	01	01	55
A2	<i>Elective courses</i>	08	04	04	220
B	PROFESSIONAL EDUCATION	78	33	45	2115
I	Major fundamental area	23	12	11	640
	<i>Compulsory</i>	17	09	08	475
	<i>Elective</i>	06	03	03	165
II	Specialised area	45	21	24	1215
	<i>Compulsory</i>	37	17	20	995
	<i>Elective</i>	8	04	04	220
III	Graduation	10	0	10	260
TOTAL		126	64	62	3530

BSM

The Bachelor of Sport Management study programme includes 126 credit points. This credit weight is suitable to the minimum credit requirements for undergraduate degree programmes at 120 credit points. With the credit point allocation, students should take 3.5 years to complete the whole study programme, which is equivalent to seven semesters.

The study programme's curriculum contents shall ensure balance, logic and be oriented towards expected learning outcomes for the achievement on which learners can gain basic and specialised knowledge of sport management, effectively apply for life – society, orient their career development via the demonstration of life-long learning, know how to build and develop harmonious social relationships, meet Vietnam's development requirements in the process of industrialisation, modernisation and international integration.

Furthermore, in each curricular area in the study programme, there is a combination of compulsory and elective courses. Also, the Specialised English which is a compulsory course will help students access learning resources for international materials. The programme learning outcomes have been determined by alumni, skilled people, and employers to ensure

that the courses are fully and appropriately built to form a sufficient curriculum. The curriculum is designed with a number of courses with various contribution levels for students to achieve PLOs and ensure the formation of appropriate competencies to meet job requirements in the sports field upon graduation.

Table 14: Curriculum - Bachelor of Sport Management programme

No.	Curriculum structure	Credits	Theory	Practice
I	General education	53	40	13
1.1	Political theory	11	11	0
1.2	Society – humanity, science	16	14	2
1.3	Foreign language	13	8	5
1.4	Mathematics – Informatics – Natural science	5	2	3
1.5	Soft skills	2	1	1
1.5	Elective courses	6	4	2
II	Professional education	73	43	34
2.1	Fundamental curricular area	16	15	1
2.2	Specialised curricular area	36	18	18
2.2.1	<i>Compulsory courses</i>	24	9	15
2.2.2	<i>Elective courses</i>	12		
2.3	Specialised management	10	10	0
2.4	Graduation	11	0	11
Total		126	73	53

Rationale for degrees and programme name

EMM

The degree and programme name correspond to the contents of the curriculum, the programme objectives, and learning outcomes. The study programme's name is established for three main reasons:

- References to the level four major codes by Ministry of Education and Training;
- Alignment to the study programme's objectives and learning outcomes;
- Career opportunities after graduation;

MHM

The degree and programme name correspond to the contents of the curriculum, the programme objectives, and learning outcomes. The study programme's name is established for four main reasons:

- References to the level 4 major codes by Ministry of Education and Training;
- Alignment to the study programme's objectives and learning outcomes;
- Career opportunities after graduation;
- The national qualification network

BOA

The Bachelor of Office Administration programme is named based on career competencies, which aims to perform tasks in reality and as required by law.

These programme outcomes align with Vietnam's higher education standards, ensuring that the curriculum meets the national qualification framework for university-level education, which requires at least 120 credit points. Upon completion, students will be awarded a Bachelor of Office Administration degree.

BSM

The Bachelor of Sport Management programme is named based on its career competencies in performing tasks in reality and as required by law.

Also, there is a qualification regulations, including eight levels, of which the University level is level six, requiring learners to complete a minimum number of curricular areas of 120 credits. As discussed, in Vietnam, after the Sport Management study programme, students at Tra Vinh University will be awarded a Bachelor of Sport Management according to current legalisation.

Integration of theory and practice

EMM

The study programme is developed and improved with approaches of the integration between theory and practice. From the competencies, there are defining courses and detailed programme learning outcomes of knowledge, skills and attitude. Courses in the curriculum are also designed and updated under the integration of theory and practice balance, as demonstrated in the table below.

Table 15: Courses' structures of theory, practice and essays - EMM

Curriculum structure		Vietnam		
		Theory	Practice, Labs, Essays	Total
Curriculum in the graduation form by projects	Credits	24	36	60
	Percentage	40.00	60.00	100

Curriculum in the graduation form by thesis	Credits	29	31	60
	Percentage	48.33	51.67	100

The course syllabus is also designed to balance the allocation of theory, practice and essays in each course, appropriate content, the development of specific activities, assessment methods and learning materials, ensuring students' theoretical application on solving practical problems. The study programme's effectiveness is demonstrated by an appropriate curriculum design.

During the teaching implementation, the lecturers will approach the integration of theory and practice through discussion questions, case study, presentations, essays and assignments. Learners who can be requested to research practical situations at their entities for the relationship associated with the theory just learned, have more opportunities on presentation, group reports, in-class practice and sharing their opinions in each course. Moreover, the learners also improve their practicality and experience in reality-relevant courses: practical internship, thesis, projects. In some courses, there is the teaching participation by guest lecturers who are managers from enterprises, institutes, national and foreign schools.

All of the students in Master of Education Management programme are currently working for educational institutions and education management agencies, therefore, they have been having practical experience from their position. In addition, the University brings more chances to them on the approaches of educational models through field trips, which are applicable for courses with an essay-based assessment. The learners still receive the instructions, practical knowledge sharing, professional transaction and task guidelines from officers, employees, experts, and others working for the entities during their field trips.

Most of the academic staff have been working in agencies and units related to teaching. Therefore, their enough reality experience will benefit for sharing to learners. The lecturers are involved in seminars and conferences in the country or abroad, which enhances the teaching and learning quality and provides knowledge intensively integrated into their lectures.

MHM

The study programme is developed and improved with approaches of the integration between theory and practice, which is demonstrated through the study programme design, teaching and learning organisations and other activities.

The study programme's contents are formulated based on integrating theory and practice/ discussions, essays/ assignments. The time allocated for each course in the study programme is enough for learners' self-study. There is a balanced percentage for practice to ensure the learners can apply theory to the actual work.

Table 16: Courses' structures of theory, practice and essays - MHM

Curriculum structure		Vietnam			ECTS		
		Theory	Practice	Total	Theory	Practice	Total
Curriculum in the	Credits	29.00	31.00	60	40.31	54.74	95.05

graduation form by projects (Application orientation)	Percentage	48.33	51.67	100	42.41	57.59	100
Curriculum in the graduation form by thesis (Research orientation)	Credits*	23.00-21.00	37.00-39.00	60	31.97-29.19	60.65-65.92	92.62-95.11
	Percentage	38.33-35.00	61.67-65.00	100	34.52-30.69	65.48-69.31	100

The course syllabus is also designed to balance the allocation of theory, practice and essays in each course, appropriate content, the development of specific activities, assessment methods and learning materials, ensuring students' theoretical application on solving practical problems.

During the teaching implementation, the lecturers will approach the integration of theory and practice through the usage of discussion questions, case study, presentation, essays and assignments. Learners who can be requested to research practical situations at their entities for the relationship associated with the theory just learned, have more opportunities on presentation, group reports, in-class practice and sharing their opinions in each course.

Most learners in Master of Health Management programme are currently working for medical organisations and entities, therefore, they have been having practical experience from their position. With these special features, academic staff always create advantages for the learners to connect the reality from their workplace. In addition, the University brings more chances to them on the approaches of management activity models at the entities through field trips. Besides lecturers' professional assistance, they still receive the instructions, practical management knowledge sharing, and situations arising from officers, employees, experts and others working for the medical entities.

Most of the academic staff have been working in agencies and units related to the field of teaching, health management, therefore their enough reality experience will benefit for sharing to learners. Furthermore, the lecturers are often involved in professional seminars, which enhances the teaching and learning quality and provides knowledge intensively integrated into their lectures.

BOA

The Bachelor of Office Administration programme is developed and improved with approaches of the integration between theory and practice, which ensures students to be able to gain knowledge, skills and attitude clearly defined in the programme learning outcomes. The balance of theory and practice is also demonstrated through carefully designing and allocating courses, lectures, learning activities and reality-relevant experience via practice, field trips and internship.

Competence Development:

Professional Competencies:

- Skills in document-archive management
- Office operational procedures
- Administrative governance
- Human resources management

Career and Personal Development:

- Research capabilities
- Adaptability in work environments
- Lifelong learning

Qualities:

- Professional ethics
- Social responsibility
- Adaptability in diverse work environments

Practical Learning:

- Two internships:
 - Four-week internship in semester four
 - Six-week graduation internship in semester seven
- Integration of real-life experiences into courses

Courses are designed to balance theory and practice. For example, in "Clerical Work," students practice document registration and stamp usage. Students are taught by both full-time faculty and visiting lecturers with practical experience in the field. TVU organises competitions, scientific seminars, and practical visits to enhance students' professional skills. The "Office Work Skill" club allows students to share experiences and improve their skills.

The University has invested in practice rooms for specialised courses, such as "Clerical Work," "Office Reception," and "Office Equipment Usage," equipped with tools for realistic simulations. Academic staff are encouraged to engage in practical activities at agencies and businesses to enhance their teaching quality and improve curriculum development. These components ensure students are well-prepared for the workplace, integrating theory with real-world application, while faculty development enhances the quality of education.

Table 17: Theory and practice - BOA

Total credits	Course volume (Credits)		
	Theory	Practice	Self-study and other hours
126	64	62	3530

BSM

The Sport Management programme at Tra Vinh University is designed with a integration of theory and practice to equip students with the knowledge, skills, and attitudes necessary for

professional success. The curriculum combines theoretical courses, practical lessons, and hands-on experiences, including field trips and internships, to ensure students can apply what they learn in real-world settings. This integration is evident in the programme's structure, which includes practical-based courses alongside theory, and ensures students gain professional competence in sport management, career development, and personal growth.

The programme includes two internship periods: a four-week internship in semester 4 and a six-week end-of-programme internship in semester seven, with students also participating in a longer graduation internship. These internships and professional guidance from instructors and industry experts provide students with valuable insights into the sports industry and help them develop the skills required for their future careers. The curriculum is designed to balance theoretical and practical learning in each course, with teaching methods that enable students to apply their knowledge, such as organising simulated events in "Event Organisation" and hosting game shows in "Sports Entertainment."

Faculty members are provided with training on effective teaching methods, assessment techniques, and group activities to enhance their ability to deliver high-quality education and meet the evolving needs of the sport management field.

Interdisciplinary thinking

EMM

The programme's educational objectives and learning outcomes are designed with the references to different majors to reflect learners' interdisciplinary thinking. From these statements, courses built in the curriculum can be elective or compulsory courses of other curriculum (please see details in the study programme; for example: Philosophy, Human Resource Management).

Learners have the ability to adapt or change/transfer career opportunities from educational management agencies to different types of educational institutions.

Due to diverse job requirements, even after their graduation from a master's degree, some learners who have participated in taking the second master's degree in Educational Management are considered by the University to exempt and reduce accumulated credits appropriately.

The Master of Education Management programme's strengths in interdisciplinary thinking are detailed as follows: Firstly, the strength of the Education Management Master programme is about learners who graduate from a bachelor in various disciplines also can enroll into the programme. Secondly, learners of the Education Management Master programme can learn other majors for their second master's degree. (It is allowed that learners are considered for recognition and transfer of not over 30 credits). Thirdly, in case of further study for a doctoral degree, learners from Master of Education Management can participate into other majors or vice versa.

MHM

The study programme's curriculum: the programme's educational objectives and learning outcomes are designed to reference different majors to reflect interdisciplinary thinking aspects for learners. From these statements, courses built in the curriculum can be elective or compulsory courses of another curriculum. For example, specific courses are: Philosophy, Health policies - legislation, Medical ethics – Sociology.

Job positions: learners have their ability to adapt or change/transfer career opportunities from educational management agencies to different types of medical entities. Furthermore, interdisciplinary aspects are illustrated through the study programme design for applicants from suitable/ proper majors; closely suitable and different disciplines.

BOA

Interdisciplinary thinking can be understood under two aspects: multidiscipline in curriculum structure and possible capacities of inter-levels and interdisciplinary. Firstly, multidiscipline in curriculum structure.

Table 18: Multidisciplinary aspect in the curriculum structure - BOA

Programme learning outcomes	Courses in contribution to the programme learning outcomes	Relevant disciplines
Knowledge		
Apply basic knowledge of natural science, social science, political science, and theories of administration and relevant organisational science for office problem solving.	- Philosophy of Marxism and Leninism - Political Economics of Marxism and Leninism - Scientific Socialism - Ho Chi Minh's Thought - History of Vietnamese Communist Party - Management Science - State Administrative Theory	- State Management - Business Administration - Laws - Administrative studies - Social Work - Politics - Building the Party and state government
Point out knowledge of human resources, clerical - archive management to serve office administration tasks.	- Introduction to Archive - Document Composition Techniques - Clerical Work - Document Composition Practice - Archive Work Activities	- Public Management - State Management - Laws - Administrative studies - Archival studies,...
Combine knowledge of organisational culture, management of facilities, human resources, finance, reception and ceremony to serve the event organisation field.	- Office Administration Overview - Office Culture and Public Service Ethics - Office Equipment Usage - Office Reception - Event Organisation - Customer Care Skill - Accounting for Office Work - Secretarial Profession	- Public Management - State Management - Human Resource Management - Management Science - Culture Studies - Business Administration
Skills		
Evaluate models for the office administration implementation at entities, businesses.	- Office Administration Overview - Office Work - 5S Application in Office Work - Administrative Procedures - State Administrative Theory - Human Resources Management - Organisation of the State Administrative Apparatus - Office Operational and Organisational Techniques	- Public Management - State Management - Human Resource Management - Business Administration - Management Science - Hospital Administration - Economics

Organise events in with a diverse and multicultural scale.	- Event Organisation - Practical Diplomatic Reception - Basic Design Application at Office - Public Relation - Electronic Commerce - Flower Arrangements at Office	- Management of tourism and travel services - Tourism - Graphic Design - Electronic Commerce
Perform research for the office administration tasks.	- Research Methodology - Graduation Thesis	- Economics - Public Management
Apply information technology to respond on the demands of office administration tasks.	- Informatics in Basic Application - Computer Network Usage - Fast Typing Technique Application in Office Work - Microsoft Word Application for Office Work - Microsoft Excel Application for Office Work	- Information Technology - Human Resource Management - Public Management - State Management
Collect and process information; use English; work independently, work in groups; and perform multicultural communication for job requirements.	- Non-major English 1 - Non-major English 2 - Non-major English 3 - Non-major English 4 - Specialised English - Career Approach and Development Skill - Intercultural Communication	- English Linguistics - Business Administration - Human Resource Management - Public Management - State Management
Attitude		
Demonstrate the spirit of entrepreneurship and lifelong learning.	- Human Behaviours and Society Environment - Public Relation - Fundamental of Vietnamese Culture	- Culture Studies - Public Relation
Conform to laws and regulations of agencies and organisations.	- Introduction to Laws - Labour Law - Administrative Law	- Laws - Administrative studies
Demonstrate professional working style, ethics, responsibilities and adaptation to diverse working environments.	- Organisational Behaviours - Office Culture and Public Service Ethics - Communicational Behaviour Psychology at Office - Intercultural Communication - Career Approach and Development Skill - Management Psychology	- Culture Studies - Psychology - Sociology

Tra Vinh University (TVU) offers opportunities for interdisciplinary and inter-level education through various pathways:

- Second Degree or Dual Degree: Students can pursue a second degree by converting credits from their first major and completing additional courses. This is in line with the Education and Training Regulation¹⁴. Students from the Bachelor of Office Administration programme can pursue a second major in Business Administration, State Management, or Law.
- Graduates from the Bachelor of Office Administration programme can continue their studies by enrolling in Master's programs, either at TVU or other universities. Available options include Master's degrees in Public Management, Public Policies, Human Resource Management, Economic Management, Business Administration, and Law.

¹⁴ Circular No. 08/2021/TT-BGDDT

- Inter-level Education: Students from vocational secondary schools or colleges in related fields can transfer to the Bachelor of Office Administration program. TVU has a history of recruiting students from diverse educational backgrounds to meet their learning needs.
- Collaboration with Educational Institutions: TVU's involvement in the Vietnam Community College Association, where its Rector is a key figure, underscores the University's commitment to designing and organising interdisciplinary programmes that connect TVU's curriculum with other institutions across the country.

BSM

Learners will be able to convert the credits they have accumulated in major one and study a certain number of additional credits to obtain the second degree according to requirements¹⁵.

At TVU, students from the Sport Management programme can study a second major in parallel, or after their graduation, they will be able to choose a second university degree in several other majors. Moreover, the possibilities of inter-level and interdisciplinary are addressed so that graduates can further study for a higher degree in other majors. Particularly, graduates from the Sport Management programme can enroll for a master degree at other universities. Students may register into short-term training courses such as: referees, and trainers organised by the federations.

Ethical aspects

For EMM and MHM

The University's educational philosophy already states, "By obtaining professional qualifications, ethical values and greater responsibility, our learners will grow personally and professionally to support broader social development." The University believes that education and training are the foundation of society, the results of education and training which not only leads to personal development towards a better life but also promotes the development of the entire society.

Supportive skills, professional ethics and social responsibilities are designed into the curriculum, while ethical aspects are addressed at the programme learning outcome: PLO 11 – Demonstrate adaptability to different working environments; professional ethics, citizenship responsibility, lawful respect and compliance. Ethical aspects are transferred into teaching and learning activities in the curriculum's courses at different alignment levels and strongly emphasised in some courses namely Philosophy, and Research methodology in education science. Lecturers integrate ethical activity training and students' attitudes in teaching such courses. The ethical aspects still reflect through activities such as the compliance of Regulations on course assessments, the assurance on regulation of citation and references to relevant documents, no plagiarism and copying of documents in any form, compliance with the provisions of law on intellectual property.

¹⁵ as at Article 18, and Article 19 of Education and Training Regulation attached to Circular No. 08/2021/TT-BGDDT dated 18/3/2021 by Minister of Education and Training

BOA

The study programme aims to develop professional knowledge and skills, supportive skills, career ethics, and social responsibility. Key points include:

- **Ethical Integration in Learning Objectives:** Ethical aspects and responsibilities are embedded in the program's learning outcomes. Graduates are expected to demonstrate qualities like community responsibility, respect for laws and regulations, fairness, and professional ethics.
- **Ethics in Curriculum Design:** Courses such as Ho Chi Minh's Thought, Office Culture and Public Service Ethics explicitly include ethics-related content in their syllabi. Academic staff are trained to incorporate ethics and attitudes into teaching.
- **Ethics Assessment Mechanisms:** Students' ethical behaviours are evaluated through self-training scores each semester, based on criteria like self-discipline and community respect. These scores, combined with academic performance, influence scholarship decisions. Internship evaluations also include assessments of ethics and attitude.
- **Scientific Research and Ethical Practice:** Students conducting research are required to comply with plagiarism regulations to ensure ethical standards, fostering integrity in their future careers.
- **Continuous Feedback and Improvement:** Employer feedback during internships helps refine the training quality, ensuring the alignment of graduates' ethical and professional standards with industry expectations.

BSM

Ethical aspects and personal responsibility are integral to the learning outcomes. Graduates are expected to demonstrate professionalism, respect for colleagues and the community, and a commitment to ethical practices in their professional work.

Each course in the programme outlines learning outcomes related to knowledge, skills, and attitudes, focusing on embedding ethical behaviour alongside academic content. Academic staff are trained to integrate ethics and professional attitudes into their teaching, ensuring that students develop the necessary values for their careers. The University also evaluates students' ethical development through self-training scores, which are considered alongside academic performance for scholarship awards. Additionally, students' ethics are assessed during internships, where employers provide feedback on students' professional behaviour, offering valuable insights for continuous improvement in the programme's training quality.

Methods and scientific practice

EMM

Scientific research methods is a compulsory course that provides the perspectives, perceptions, methods and tools necessary to conduct scientific research in a correct and scientific manner. Moreover, for the assistance on learners' research, the study programme is

also designed with some courses that are assessed in the process and at the end through an essay.

Learners can approach to research reality through lecturers' projects related to data survey, data entry, coding, and processing of research data, and so on. Moreover, learners who have more chances to participate in specialised topic reports, presentations, and acceptance of school-level topics are encouraged to be involved in school-level scientific research projects as a project leader.

In addition to completing the master's thesis as an independent scientific work, the learners are encouraged to publish scientific articles in international scientific journals in the nation and abroad, and this way is considered as additional points to the assessment activity of thesis.

MHM

Scientific research or graduation internships, projects are required contents in the Master of Health Management programme. Among these, the course – Research methodology in health science is a compulsory course which provides perception, awareness, essential approach and tools for the implementation of scientific research properly methodically and scientifically. The Statistics on Biological Medicine Practice courses help students improve their ability to exploit and process data in research. Moreover, for the assistance on learners' research, the study programme is also designed with some courses that are assessed in the process and at the end through essays, reports.

In addition, the lecturers participating in teaching these courses are those with experience in scientific research activities, with many scientific research works published domestically and internationally. Learners can approach to research reality through lecturers' projects related to, for instance, data survey, data entry, coding, and processing of research data. Moreover, learners who have more chances to participate in specialised topic reports, presentations, and acceptance of school-level topics are encouraged to be involved in school-level scientific research projects as a project leader. At that time, learners will have opportunities to apply scientific theories of management into practice through research projects, helping them practice research skills from a very early point of their learning life. In order to push learners' research, the University has a Research Club to encourage and create a learning and scientific research environment among students.

In addition to completing the master's thesis as an independent scientific work, the learners are encouraged to publish scientific articles in international scientific journals in the nation and abroad.

BOA

The Bachelor of Office Administration programme emphasises developing students' scientific research competencies, aligning with the Programme Learning Outcome (PLO 7) on applying information technology to office administration tasks. Students participate in research-related courses such as Research Methodology, which covers identifying research problems, designing studies, sampling, data analysis, and presenting findings. Graduates can independently conduct and defend research projects. Assessment forms include essays, reports, internships, and a graduation thesis, ensuring practical application of research skills.

Students engage in institutional-level projects as leaders or team members, applying theoretical knowledge to practice. Recent examples include studies on reading culture and the status of online learning among students. Support includes training in research proposal writing, approaches to research, and involvement in faculty-led projects. Students benefit from seminars, training sessions, and experience-sharing events featuring experts in scientific research, both domestic and international, to enhance their skills and knowledge.

In their final semester, students complete a specialised research project under faculty guidance. They may choose topics aligned with their interests and capabilities. The University encourages students to publish their research findings in its Science Magazine, promoting academic contribution and recognition. This integrated approach ensures students acquire research competencies and practical experience, preparing them for professional and academic success.

BSM

The Bachelor of Sport Management programme is designed for learners able to gain competences of scientific research (as clearly stated in the PLO 9. Communicate, work in groups, work independently, perform critical thinking, research, and use English for work and lifelong learning). For the PLO achievement, learners should participate into scientific research relevant courses and research activities addressed at various courses of the study programme (under assessment forms of essays, topic reports, internship reports, graduation thesis).

Moreover, the University still has more advantageous policies for students who conduct their institutional-level research project in the role of a topic leader or member. Therefore, students will have opportunities to apply theory into practice through research activities, which will help students practice their research skills while still studying. There are some forms of support for students participating in scientific research such as: training in writing explanations of scientific research topics; training on "Approaches to scientific research among students"; Students can be involved in surveying data and processing data for lecturers' scientific research projects.

Through the methods mentioned-above, students will have many opportunities to exchange and learn from each other's experiences and combine together to implement research projects. Moreover, they can be involved in extra-curricular activities for their research skill improvement such as seminars, training courses, and research experience sharing talk shows from speakers with experience in scientific research at home and abroad. On the other hand, in the last semester of the study programme, students must carry out a research project on a specialised topic to complete their graduation thesis.

The students may choose appropriate contents to their own capabilities based on lecturers' proposal or consultancy. Students will apply the knowledge they have acquired to carry out research topics under the guidance of instructors. In addition to being recognised for completing the study program, TVU also encourages students to expand their research results into scientific articles published in the University's Science Magazine.

Examination and final thesis

For EMM and MHM

The learning result assessments of courses and graduation theses are carried out objectively, fairly and transparently under an assessment procedure approved by Rector of Tra Vinh University and publicly disclosed on the website of Postgraduate Studies Department.

The assessment methods used in courses are appropriate to teaching and learning methods, learning outcomes and contents which are clearly mentioned in course syllabus or specifications such as questions in examinations comprehensively reflect the knowledge and skills which students have accumulated throughout their learning process. At the same time, they are intended to assess the knowledge students have gained during the learning and research process. Exam results will address whether learning activities are delivered well or not.

The learners freely choose between the two graduation forms, thesis and projects.

EMM

The Master of Education Management programme's course assessment forms are flexible, such as: writing, presentation, essays (by individual, in-group), assignments (by individual, in-group), and dissertation. There are two assessment activities in each course: formative assessment (accounting for between 30% and 50%) and summative assessment (accounting for between 50% and 70%) by diversified assessment forms such as: writing-based tests, presentations, individual essays, group essays, individual exercises, group exercises, topic reports, and essays. Each assessment activity in courses is clearly designed to align certain teaching and learning approaches, all of which focus on learners' achievement of the programme learning outcomes.

Learners perform a research topic following their training disciplines. The projects/ dissertation aims to help the learners systemise knowledge and skills learned from fundamental, professional courses and previously accumulated experience. Also, the task will assist them to exploit skills accumulated from their learning and working process (research skill, organisational/managerial skills, action plan development skill, technology application skill, presentation skill, effective working skill).

Teaching and learning approaches and assessment methods of courses are aligned to the programme learning outcomes toward the competence fulfilment for the learners.

MHM

Courses have formative assessments (30-50%) and summative assessments (50-70%) conducted through diverse forms such as tests, essays, presentations, group projects, and reports. Each course uses at least three assessment forms, and students are informed about requirements and methods at the start of the course through syllabi or school websites.

Students design and execute a project proposal in their discipline, synthesising knowledge, skills, and prior experiences. Projects aim to develop practical skills like research, management, and technology application. The project spans at least three months and is evaluated by a Scientific Council of at least three members. A score of 5.5 or higher is required for passing.

Students research a topic in their discipline to consolidate their knowledge and skills.

A Scientific Council provides initial guidance and approves the proposal. Research and dissertation writing must be completed within six months, with a possible extension but within a total limit of two years.

BOA and BSM

Each course will have two assessment periods. Formative assessment (accounting for 50%) and summative assessment (accounting for 50%). It is exempted for practical internship, graduation internship and graduation thesis, in which students will be assessed through methods of reports and defending before a council (with two or more lecturers participating in the assessment activities).

BOA

Assessments are crafted to align with each course's objectives and learning outcomes, as outlined in the syllabus shared with students before the course begins. Two weeks before final exams, assessment content undergoes review by an independent expert to ensure objectivity and relevance, with both the assessor and reviewer sharing expertise and being appointed by the Faculty's Dean.

Diverse methods are employed, including multiple-choice, essays, computer-based practices, direct equipment practices, organisational simulations, and oral exams. The methods correspond to the learning outcomes and course content. Students are informed about these methods and criteria during the course's first session, with details available on the e-learning system.

BSM

Assessment methods vary to align with each course's teaching and learning strategies. The assessment content is designed to match the course objectives, which are shared with students in the syllabus at the start of the course. Instructors complete the assessment content two weeks before the final exam and ensure objectivity by having it reviewed by an independent expert. Depending on the course, assessments include multiple choice, essays, practical exercises, oral tests, and event organisation tasks.

Appraisal:

The curricula 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 areas of specialisation enable students to acquire additional competencies and skills. The panel notes that there is a lack of coherence in the documentation of Programme Learning Outcomes (PLOs). The documentation does not clearly demonstrate how the coherence of the programmes is ensured, nor does it sufficiently show how the achievement of PLOs is measured. Hence, the panel suggests that the HEI improve the matrix documentation to reflect programme coherence better and provide clear

evidence of how the achievement of PLOs is assessed and documented. Especially regarding **BSM**, the panel criticises that the curriculum is not well balanced and lacks a clear orientation towards the Programme Learning Outcomes (PLOs). The current structure appears too generic and does not sufficiently focus on the specific aspects of Sports Management. Hence, the panel recommends the following strong **recommendation for the BSM**:

The HEI develops and, as soon as possible, implements a revised curriculum plan that is more specifically tailored to Sports Management, ensuring a better balance and a stronger alignment with the PLOs.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. However, for **BSM**, the panel notes that the name of the Sports Management programme is currently too generic and may not accurately reflect the specific focus of the curriculum. If the programme remains as it is, the panel suggests considering a renaming (for example "Sports Science").

Theoretical questions are, where possible, explained. In the view of the panel more practical examples should be integrated.

There is evidence that the programme qualifies for interdisciplinary thinking. The panel positively highlights that courses fostering interdisciplinary thinking are sufficient and well done.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. Nevertheless, the panel suggests that the HEI should clarify and document in more detail how it supports students in terms of methodological competences and academic work

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. A wide variety of test formats characterises the exams.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The panel notes that it would be helpful for the HEI to ensure that programme and course planning and examination formats adhere to the principle of constructive alignment. This would ensure that Intended Learning Outcomes (ILOs), teaching methods, and examination formats are closely aligned and support each other effectively.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Projected study time	EMM: 4 semesters/24 months MHM: 4 semesters/24 months BOA: 7 semesters/3.5 years BSM : 7 semesters/3.5 years
Number of Credit Points (CP)	EMM: In the graduation form by dissertation (Research orientation): 60 CP (96,8 ECTS credits) In the graduation form by projects (Application orientation): 60 CP (88,44 ECTS credits) MHM: Graduation form by dissertation/thesis (Research orientation): 60 CP (92,92-95,11 ECTS credits) Graduation form by projects (Application orientation): 60 (95,05 ECTS credits) BOA: 126 CP/155 ECTS credits BSM: 126 CP/157,5 ECTS credits
Workload per CP	EMM: 50 credit hours MHM: 50 credit hours BOA: 45 credit hours BSM: 45 credit hours
Number of courses	EMM: In the graduation form by dissertation: 25 courses In the graduation form by projects: 24 courses MHM: Graduation form by dissertation/thesis (Research orientation): 15 courses Graduation form by projects (Application orientation): 18 courses BOA: 57-59

Time required for processing the final thesis and awarded CP	EMM: In the graduation form by dissertation – at least 6 months (900 hours) In the graduation form by projects – at least 3 months (540 hours) MHM: In the graduation form by dissertation – at least 6 months (900 hours) In the graduation form by projects – at least 3 months (540 hours) BOA: 10 weeks; 07 CP (exclusive of graduation internship) BSM: not mentioned
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	Not mentioned

Modular structure of the study programme

For EMM and MHM

Under the national qualification framework, it is required that master's degree programmes must comply with a minimum knowledge load of 60 credits and each course is designed based on the programme' objectives and learning outcomes. The entire duration of the study programme is two years. During the first year of study programme, students accumulate philosophical knowledge, basic and specialised knowledge as a foundation for completing their graduation thesis in the second year. The structure of study programme is divided into compulsory courses and elective courses.

Compulsory courses are the courses with fundamental and deeply specialised curriculum areas in education management, in which the fundamental one will play a supportive role for the professional one. Elective courses will provide necessary competence and interdisciplinary support competence from which learners can select by their preferences and annual learning plans.

Number of credits for each course is used to measure learners' workload. The learning process, learning content, and assessment methods are clearly shown in the course syllabus. Course syllabus are as a specification for the course's important information such as responsible lecturers, professional unit of management, course overview, course expected learning outcomes, contents, teaching and learning approaches, assessment methods and course and referential materials. Particularly, the course expected learning outcomes are

designed using Bloom taxonomy which intends to evaluate necessary achievement levels of each learning outcome and the alignment to the study programme's learning outcomes.

One credit point equals 50 normative learning hours of learners, including lecture participation in class, learning with guides, self-study, research, experience and taking tests and assessments. For in-class activities, one credit point requires at least 15 teaching hours or 30 hours in practice, experiment and discussion. For entities in charge of internship, projects, graduation thesis, one credit point requires the implementation with a minimum of 45 hours (~ 1 week) for course projects, 40-60 hours (~1-1.5 week) in internship, practice at experimental camps, production centres, Tra Vinh University hospital. 60 hours (~ 1.5 weeks) for the completion of projects, topic research and thesis or dissertation. 80 hours (~ 2 weeks) in internship at outside entities.

One learning/ teaching hour equals 50 minutes. Through number of credits, design in theory and practice courses based on the programme learning outcomes, it is shown that the study programme ensures an appropriate structure which creates advantages to learners and confirms the feasibility of exit survey results. Clearly, it is proved that the survey results address the satisfaction level with theory, practice workload, and thesis/ dissertation fulfilment of the study programme at over 50%, or an increase to 86.5% in some years. Moreover, the study programme's structure in the current design ensures the enough time allocation for learners spending on in-class learning and self-study activities.

BOA

As regulations at the national qualification framework, the Bachelor of Office Administration programme is designed with the total credits of 126 and delivered within seven semesters (3.5 years). The number of credits per semester ranges from 14-22 credits with the first semester designed with the minimum number of credits (14 credits) for students to approach and become familiar with the University environment. Since the second semester, there will be increasing in credit total and with a maximum of 22 credits for one semester (approximately 480 study hours in class, practice room; or 32 study hours per week). This is an appropriate workload for students to be able to carry out learning activities to achieve the courses' learning outcomes.

In each semester, there are the balance between compulsory and elective courses for learners' decisions on what course in their preferences. Compulsory courses are courses in curricular areas of general education, fundamental and specialised profession in study discipline and basic competence group as a foundation to support specialised competences of the study programme. Elective courses provide essential curriculum areas for the purpose of interdisciplinary or multi-discipline supports providing the additional help for future work. Students can choose courses based on their study plan at the beginning of each semester.

The number of credits for courses ranges from two to three credits. This is an appropriate amount for learners to participate in the courses. The knowledge, skill and attitude requirements in each course depend on its contribution level to the achievement of the programme learning outcomes to be defined at the development step.

Moreover, learning contents and assessment methods are clearly mentioned in course syllabus or specifications which are given to students at the beginning session of each course.

With the provided information, students can be active in their learning planning in each course. Furthermore, the learners can plan to study elective courses to meet the requirements of the main major while they also prepare to study other majors (if needed) or extra courses to shorten the length of education and training time.

BSM

The Bachelor of Office Administration programme's modular structure is designed with the total credits of 126 and delivered within seven semesters (3.5 years). Compulsory courses are courses in curricular areas of general education, fundamental and specialised profession in study discipline and basic competence group as a foundation to support specialised competences of the study programme. Elective courses provide essential curriculum areas for the purpose of inter-disciplinary or multi-discipline supports providing the additional help for future work. Students can choose courses based on their study plan at the beginning of each semester. The number of credits for courses ranges from two to three credits. This is an appropriate amount for learners to participate in the courses.

Study and exam regulations

EMM and MHM

The courses testing and assessment tasks aims to ensure objectivity, openness and transparency and the alignment of programme learning outcomes; The assessment contents are consistent with the course objectives, assessment form and method as specified in the course syllabus. Assessment procedures in the study programme include course assessments and thesis/ dissertation.

Formative assessments account for a weight between 30% and 50% depending on each course's features. The formative assessment forms may include assignments, essays, practice performance, topic reports, writing, and oral speaking tests. The assessments are graded by instructors, who should notify students of the results before end-of-course assessments. Accordingly, the instructors will mention points where students still have errors in the learning process to help students comprehend the courses' knowledge and skills best.

Summative assessments account for a weight between 50% and 70%. The summative assessment forms may include writing exams, oral speaking tests, topic reports or a combination of the above-mentioned forms. Learners are notified of the end-of-course exam time prior two weeks from the end of courses on the website: <https://slaska.tvu.edu.vn/>.

The final score of one course is a summary of formative and summative assessment results in that course, which is released on the University's general management system - Edusoft or the student portal page. Students can retrieve scores and provide feedback upon request. Students which are exempted from courses in foreign languages and Philosophy; are considered to reserve results or transfer scores of courses if the courses were delivered in the same training level, the same course name, and accounting for a number of credits greater than or equal to those of courses in the current master's study programme of the University.

Graduation thesis are publicly evaluated at the council meeting, which focuses on assessments of the content and quality of the thesis; ensure correct assessment of students' knowledge and ability for their application on solving the problems posed by the thesis. Thesis score is an average of the members' scores and meets the requirements if the average score is 5.5 points or higher. Learners may receive a bonus point with the maximum of 1 point if applicable to their research activities which may be articles published on professional journals.

Each learner will be allowed to defend their graduation thesis or dissertation at least twice. In case of failure, the Rector will decide to assign a new topic if the learners wishes.

BOA and BSM

National and institutional regulations govern the student assessment procedures at Tra Vinh University to ensure objectivity, transparency, and alignment with course and programme learning outcomes.

Formative Assessments contribute 50% of the total grade, assessing students' progress during the learning process and include various methods like writing tests, group assignments, presentations, and case studies based on course learning outcomes. Results are shared with students to guide improvement and inform teaching adjustments.

Summative Assessments account for the remaining 50%, comprehensively evaluating course learning outcomes. Methods include written tests, multiple-choice exams, oral presentations, and case studies. Exam schedules are announced two weeks in advance, and final results are posted within four weeks on the University portal, with an appeal process available.

Students can request credit recognition for courses completed at other universities per TVU's regulations. Graduation assessment requires 117 accumulated credits, evaluated through either a thesis or specialised courses/topics, each worth seven credits. Graduation requirements and regulations are detailed online. Students' attitudes and soft skills are assessed each semester as part of self-training evaluations, per government criteria, contributing to their overall development. This structured approach ensures comprehensive and fair evaluation, supporting students in achieving academic and professional competencies.

BSM

Students who accumulate 119 credits from courses of the study programme will be evaluated for graduation through the following forms: Graduation thesis (seven credits) and Graduation courses/ topics (seven credits).

The graduation assessments are detailed in the University's general requirements and are noticed by students during the learning process. Furthermore, to support the learners' achievements of the learning outcomes on attitudes and soft skills, as per governmental regulations, they are also evaluated on their training process according to specific criteria and carried out each semester.

Feasibility of study workload

For EMM and MHM

The study programme is designed according to the credit system and focuses on feasibility in terms of curriculum areas study time and, which is publicly disclosed so that students can make appropriate study plans. Postgraduate Studies Department provides learners information on general learning plans during the opening sessions at the beginning of the study programmes, important milestones, and online learning materials. Upon completing admission application documents, the learners are guided about academic regulations, university living regulations, information on the library system, and self-study rooms so they can research.

The students are also provided with information on support units when needed for remote students. These types of information are delivered in the form of student handbooks, which are sent to students upon enrollment and published online.

Each course is delivered as the contents mentioned in the course syllabus, which is publicly uploaded online. The class schedule will be organised in each specific session, and each learner will be notified directly via their personal email and published on the website of the Postgraduate Studies Department. Because the majority of learners in the Education Management Master programme are working at educational institutions and agencies, for the purpose of creating conditions for learners the University often design to offer weekend schedules.

The feasibility of study workload in the study programme is ensured by suitable teaching and learning plans, properly calculated in terms of workload, appropriately balanced by number and frequency of testing and exams, supported with services as well as general academic and student counselling.

BOA

The Bachelor of Office Administration programme at Tra Vinh University is designed to ensure a balanced workload, feasible study plan, and comprehensive student support, fostering effective teaching and learning.

Each class has a dedicated academic counsellor to assist with study planning, course registration, self-training evaluation, and addressing concerns. Regular monthly meetings with students ensure timely feedback and guidance. Monthly meetings between class leaders and the Student Affairs Office help monitor and address academic and well-being issues.

Course syllabi, publicly available online, provide detailed information on time allocation, materials, methods, and assessments. Students receive sufficient time for self-study and revisions after the completion of the instructional period.

BSM

The study programme which is designed with the basis of credit system and ensures feasibility in terms of amount of knowledge, study time and is publicly disclosed so that students can make appropriate study plans.

For example, in the third semester, the number of credits is at 21, ranked as the second highest among seven semesters, including self-study and in-class hours of 1050 hours, accounting for 80.21% of the total time fund. With an accumulation of seven semesters in the study

programme, students involve in 5600 in-class and self-study hours, accounting 61.11% out of the maximum 9,163 hours that students can allocate to their study. With this amount of time, students have enough time to complete the study programme, including part-time work, extracurricular activities, and social interaction and life responsibilities.

At the beginning of each course, learners will be informed with course syllabus or specifications which clearly mention period, contents of each lesson, essential course materials, teaching and learning approaches and assessment methods. After completing the learning schedule within 15 weeks for courses with 60 credit hours or 12 weeks for courses with 45 credit hours, students still have two weeks for their revisions and testing fulfilment before the end-of-course assessments.

After completing the admission application, students attend a week of introductory activities. From this they are informed of learning regulations, duties and responsibilities of students, accommodation recommendation, the study programme and student support service system as well. Each newcomer is handed student notebooks which brief support services possible for their usage. Moreover, School of Foundation Science organises a meeting at the University with new students to introduce the curriculum to help students orient and form effective study habits.

Equality of opportunity

For all programmes

In order to create favourable conditions for students' learning participation throughout the curriculum, Tra Vinh University has transparent policies to support, encourage, and create fairness in the learning environment for all groups of learners. Candidates from different regions receive priority points as per Tra Vinh University's policies; Students are respected, treated equally and provided with full learning-relevant information with timely support from experts and managers of the Postgraduate Studies Department in terms of administrative procedures, personal account for accessing and looking up information related to learner rights such as scores, class schedules, exam schedules and so on.

For candidates with a bachelor degree in a field close to or different from the discipline registered for the admission, they will attend classes to supplement their competences of basic courses in educational management before taking the entrance exam. Learners may also receive accommodation supports which ensure they can live far away and have accommodation conditions throughout their study time at the University (Tra Vinh University's dormitory was built and put into the operation since 2014, providing approximately 4,300 placements for students and learners).

For meeting learners' needs, the University aims to arrange master class schedules on weekends to create favourable conditions for students and balance their time between work and study. During their study and research time, the learners can reserve their enrolment acceptance, academic results as per requirements and request the University for its consideration of exemption or reduction of equivalent courses in the study programme according to current master's education and training regulations. In case they are not active in their study time and examination attendance, the learners can decide to postpone exams by

sending their postponement requests and relevant proofs to the Postgraduate Studies Department five days before starting the class or exam date.

Moreover, during the graduation thesis/ dissertation performance, learners may request to change their instructors one month from the date of topic decision receipt. The learners still give their feedback to authoritative people in the University on the programme, academic staff's teaching activities and other relevant activities of admission, organisation and management in the study programme. For some special situations, based on current social and economic conditions, the University also releases some policies with adjustments and improvements for more suitable to the current reality. For example, every year, the University adjusts the level of tuition support for learners or issues support policies in the context of the Covid-19 pandemic, and reduces tuition fees and extends tuition payment time.

Appraisal:

Each programme's structure supports the curriculum's smooth implementation and helps students reach the defined learning outcomes. The panel criticises that the calculation of workload and credit points (CP) across all programmes does not consistently adhere to the ECTS system. The methods for calculating workload are unbalanced and lack clarity, and there is insufficient alignment with national requirements. Hence, the panel recommends the following **condition**:

The HEI updates the curricula and ensures a uniform calculation method for workload and credit points across all programmes, ensuring coherence within individual programmes and the ECTS system.

There are legally binding study and exam regulations which contain all necessary rules and procedures and consider, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The final grade is supplied with either a relative grade or an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, a plausible calculation of workload, an adequate number and frequency of examinations, appropriate support services, and academic and general student counselling. When reviewing the workload, the HEI also considers evaluation findings, including student feedback and the programme's success rate. The panel notes that the overall workload for both formats is perceived as too high, which may negatively impact student performance and satisfaction.

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

	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

Logic and plausibility of the didactical concept

EMM and MHM

In approaches of teaching and learning, the learner-centred methods are reflective throughout all teaching and learning aspects instead of the tradition as the teacher-centred one including:

- Strengthening training and coaching contents for lecturers and learners to promote learners' autonomy. Centre of Excellence in Learning Resources and Innovation (CELRI) is the responsible functional unit for supporting the academic staff's skill development in teaching method diversification. While still Tra Vinh Community College (TVCC), under a joint project between the Canadian and Vietnamese Community College Associations and Malaspina University-College, Canada, TVU signed memorandum of understanding for the implementation of professional development programmes and activities to develop academic staff resources in learning-centered teaching methods.
- Ensuring self-study time for learners besides their official study time. Workload in each semester ensures learners balance their self-study time and contact with academic staff to exchange or seek any help for professional issues.
- Diverse learning modes including teamwork and others to encourage critical thinking and learners' autonomy. The usage of assessment forms including essays and presentation by teamwork or individual is widely accepted and encouraged. Learners are already equipped with the skills from the bachelor level so that the implementation is effective.
- Increasing teaching and learning methods with the really professional approach. In all study programme, to ensure compatibility with practice for each major, the real case based learning method which is used to allow learners' thinking and approach of real-life situations.
- In terms of teaching and learning methods, it is organised in diversification, systematic, and consistent with learning outcomes of each course and toward the achievement of study programme objectives. These teaching and learning methods are applied in detail such as: lectures, case study analysis, seminars, teamwork, presentations, and practice on computers. More details of teaching and learning approaches for each course are mentioned on the Curriculum Overview.

BOA

With the learner-centred approach, the Office Administration programme combines many teaching and learning methods for learners to be active, positive in their participation into all learning, assessment activities via methods such as: situation-based teaching and learning method, active teaching methods (Techniques of Jigsaw, Brainstorming, Mindmap, and Kipling), problem-solving method, game-playing method. A diverse combination of teaching methods helps students improve their learning and thinking processes to become capable of self-study, autonomy and self-regulation; from that, raising awareness about lifelong learning is necessary for students after their graduation.

Table 19: Teaching and learning methods used in the Courses - BOA

Programme Learning Outcomes (PLOs)	Courses to contribute to the PLO achievement	Teaching and learning methods
Knowledge		
Apply basic knowledge of natural science, social science, political science, and theories of administration and relevant organisational science for office problem solving.	- Philosophy of Marxism and Leninism - Political economics of Marxism and Leninism - Scientific socialism - Ho Chi Minh's thought - History of Vietnamese communist party - Management science - General theory of state	- Lecture method - Positive teaching method - Situation-based teaching method
Point out knowledge of human resources, clerical - archive management to serve office administration tasks.	- Introduction to archive - Document composition techniques - Clerical work - Document composition practice - Archive work activities - Human resources management - Management science - Office operational and organisational techniques	- Lecture method - Experience - practice method - Simulation method - Team working method
Combine knowledge of organisational culture, management of facilities, human resources, finance, reception and ceremony to serve the event organisation field.	- Office administration overview - Office culture and public service ethics - Office equipment usage - Office reception - Event organisation - Customer care skill - Accounting for office work - Secretarial profession - Public relation - Office operational and organisational techniques	- Lecture method - Positive teaching method - Situation-based teaching method - Experience - practice method
Skills		
Evaluate models for the office administration implementation at entities, businesses.	- Office administration overview - Office work - Organisation of the state administrative apparatus - Office operational and organisational techniques - 5S application in office work - Administrative procedures - State administrative theory - Human resources management	- Lecture method - Positive teaching method - Situation-based teaching method - Experience - practice method - Team working method

Programme Learning Outcomes (PLOs)	Courses to contribute to the PLO achievement	Teaching and learning methods
Organise events in with a diverse and multicultural scale.	- Even organisation - Practical diplomatic reception - Basic design application at office - Public relation - Electronic commerce - Flower arrangements at office	- Lecture method - Practical method
Perform research for the office administration tasks.	- Research methodology - Graduation thesis	- Lecture method - Positive teaching method - Situation-based teaching method
Apply information technology to respond on the demands of office administration tasks.	- Informatics in basic application - Microsoft Word application for office work - Microsoft Excel application for office work - Computer network usage - Fast typing technique application in office work	- Lecture method - Experience - practice method
Collect and process information; use English; work independently, work in groups; and perform multicultural communication for job requirements.	- Career approach and development skill - Intercultural communication - Non-major English 1 - Non-major English 2 - Non-major English 3 - Non-major English 4 - Specialised English	- Lecture method - Experience - practice method
Attitude		
Demonstrate the spirit of entrepreneurship and lifelong learning.	- Human behaviours and society environment - Public relation - Fundamental of Vietnamese culture	- Lecture method - Positive teaching method - Situation-based teaching method
Conform to laws and regulations of agencies and organisations.	- Introduction to laws - Labour law - Administrative law	- Lecture method - Positive teaching method - Situation-based teaching method
Demonstrate professional working style, ethics, responsibilities and adaptation to diverse working environments.	- Organisational behaviour - Office culture and public service ethics - Communicational behaviour psychology at office - Intercultural communication - Career approach and development skill - Management psychology - Research methodology	- Lecture method - Positive teaching method - Situation-based teaching method

BSM

To ensure the Bachelor of Sport Management programme integrated to the learner-centred approach, the study programme combines teaching and learning methods to address learners-centred. This method makes learners as active as possible in all learning and assessment

activities. This replaces the teacher-centred one, which is primarily traditional in Vietnam, making the teacher the main actor, decision maker and centre of attention in the classroom.

Moreover, with the learner-centred approach, all academic staff in TVU is encouraged to combine the programme with other additional lessons to teach students integrated learning and cognitive change, or how to improve their learning and thinking processes to become a person able to self-learn, self-control and self-regulate.

Table 20: Teaching and learning methods used in courses to contribute to the achievement of the Sport Management programme's learning outcomes

Programme Learning Outcomes (PLOs)	Courses to contribute to the PLO achievement	Teaching and learning methods
Knowledge		
Apply basic knowledge of political science, national defense education, social science, and natural science for sports activity organisation.	- Philosophy of Marxism and Leninism - Political economics of Marxism and Leninism - Scientific socialism - History of Vietnamese communist party - Ho Chi Minh's thought - State administrative management	- Lecture method - Positive teaching method - Situation-based teaching method
Combine knowledge of management science, sports management, marketing principles to serve the organisation of sports activities and events.	- Management science - Sports management - Sports marketing - Sports event organisation	- Lecture method - Positive teaching method - Situation-based teaching method
Systemise theories and methods of school sports for physical education and sports training.	- Theory and methods of school sports - Talent selection science in sports - Sports measurement	- Lecture method - Positive teaching method - Situation-based teaching method
Skills		
Consult sports and fitness training for pupils, students and people in need.	- Psychology for sports - Sports physiology - Hygiene in sports - Sports law - Sports entertainment	- Lecture method - Positive teaching method - Situation-based teaching method
Analyse conditions and changing trends of grassroots physical training and sports activities.	- Sports planning - Introduction to sociology - Public sports management - Sports education - Sports sociology	- Lecture method - Positive teaching method - Situation-based teaching method
Design communication and marketing plans and grassroots sports activity development.	- Career approach and development skill - Introduction to economics - Sports economics - Sports finance - Press and media management in sports	- Lecture method - Positive teaching method - Situation-based teaching method

Perform physical education and sports training programmes in educational entities and sports and fitness facilities.	- Sport history - Medicine – Sports - Sports facility management - Sports club management - Career internship 1, 2 - Human resources management - Athletics - Physical education - Football - Volleyball - Taekwondo - Table tennis - Tennis - Badminton - Basketball - Movement games - Swimming - Chess	- Lecture method - Positive teaching method - Situation-based teaching method
Use information technology to serve professional work.	Informatics in basic application	- Lecture method - Positive teaching method - Situation-based teaching method
Communicate, work in groups, work independently, perform critical thinking, research, and use English for work and lifelong learning.	- Management psychology - Scientific socialism - Non-major English 1, 2, 3, 4 - Specialised English - Statistical mathematics - Practical Vietnamese - Communication skill	- Lecture method - Positive teaching method - Situation-based teaching method
Attitude		
Conform to laws and regulations of the discipline.	- Introduction to laws - Archived document - administration	- Lecture method - Positive teaching method - Situation-based teaching method
Demonstrate responsibilities, and willingness to cooperate and actively participate in professional activities and services in the field of sports and fitness.	- Fundamental of Vietnamese culture - Soft skills	- Lecture method - Positive teaching method - Situation-based teaching method

Course materials

For EMM and MHM

Materials used in the study programme's courses comprise two material groups: key course materials and references. The course materials, which the School also agrees upon based on ensuring compatibility with the course learning outcome will be used in teaching and learning and shown in course specifications compiled by the lecturer in charge and approved by schools/ faculties. The study programme's material sources are diversified (including in English

and in Vietnamese) and provided to learners via different channels, such as E-learning accounts and the University School library.

Electronic resource accounts are managed by CELRI, and there are many publishers (including 10 accounts for multiple users). With the electronic account assignment, learners may access to currently large full-text database such as: ProQuest, ScienceDirect, IEEE Xplore, Digital Library, ACS, ISI web of knowledge, Springer Link, Proquest Central, IG Publishing, Scopus. Moreover, Tra Vinh University also has the accession to resources for specialised books, theses, dissertations and research works of lecturers and learners .

Furthermore, in the beginning of each academic year, CELRI will periodically coordinate with professional schools to update and modify more materials for learners.

BOA

Teaching materials for each course, including mandatory documents, and reference materials are introduced by lecturers to students in the first lesson of the course. Furthermore, the course materials are clearly mentioned in syllabus or course specifications and stored in Centre of Excellence in Learning Resources and Innovation (CELRI). Requirements for course materials provided to learners must ensure a scientifically based theoretical system as the foundation for learning and research activities. Students can use the database for their references, and citation in their assignments and research as well.

The main teaching textbooks are books officially published at reputable publishers at home and abroad, with content consistent with the courses' expected learning outcomes and updated periodically every year. Electronic documents and other teaching materials are uploaded to Google Drive, in the TVU e-Learning system or links from CELRI website for which students can access during their learning process.

To ensure compliance with the study programme's goals and learning outcomes, course materials are regularly updated in many forms. As requirements under ISO quality standards, schools/ faculties proceed material updating before each new semester or at any time of actual changes. In some cases, academic staff can request to modify or change any key course material based on the alignment of the course's expected learning outcomes and keeping updated. Periodically, CELRI either sends a written request for academic staff to update course materials to suit reality or coordinates with Faculties and Schools to update and supplement materials to best serve students.

In addition, course materials and references also include a number of legal documents posted on the electronic information portals of state agencies. Students are provided with these resources through teaching activities or are guided by instructors to search on websites with specific sources of citation, scientific value and appropriate content, which helps the learners achieve the courses' expected learning outcomes. In addition to the materials in Vietnamese, those in English are also introduced to learners who may access information and knowledge related to course in the study programme that are updated and international coverage.

During the survey of learners after the course completion and at the end of the study programme, course materials and textbooks are one of the contents surveyed to get learners' opinions, which is considered a basis for study programme review and improvement process.

BSM

Teaching materials for all courses are carefully selected based on suitable alignment to the programme learning outcomes and courses' expected learning outcomes. The materials for each course often include mandatory one and references, which will be introduced by lecturers to all students on the first day of the course and is clearly mentioned in the course syllabus or specifications. The teaching materials are stored in the University's library or the Department's bookshelves. Electronic learning resources and other media for teaching the courses are also uploaded to TVU's eLearning foundation or linked to the library website for students' easily accessing during their learning process.

To ensure compliance with the study programme's goals and learning outcomes, course materials are regularly updated in many forms. As requirements under ISO quality standards, schools/ faculties proceed material updating before each new semester or at any time of actual changes. In some cases, academic staff can request to modify or change any key course material based on the alignment of the course's expected learning outcomes and keeping updated. Periodically, CELRI either sends a written request for academic staff to update course materials to suit reality or coordinates with Faculties and Schools to update and supplement materials to best serve students.

Guest lecturers

EMM and MHM

The Education Management Master programme involves into the teaching participation of people who are working at educational entities with appropriate professional qualifications, experience, and pedagogical skills. The procedure of guest lecturer choice is applied under ISO 9001:2015 standard which the University has been implementing for many years. The lecturers will evaluate the competences through their diplomas and certificates to consider the appropriate level of expertise.

Before the teaching implementation, guest lecturers will be evaluated by a group of specialised lecturers and then after teaching completion, there should be also re-evaluation done by the professional department to serve as a basis for repeating invitation of those lecturers in the following times. Besides participation into teaching courses of the study programme, guest lecturers are still invited to instruct learners during the latter's thesis/ project completion, attend to councils for evaluating thesis outlines and thesis/ projects.

Based on the students' research direction and field of expertise as well as the visiting lecturers' practical experience, the Science and Academic Council will have corresponding assignments to ensure favourable conditions for the learners to complete successfully their dissertation.

In EMM guest lecturers participate in teaching among others in Management of Teaching and Learning Process and Education in Schools or School and Education Management Science. In MHM for example in Practical biomedical statistics.

BOA and BSM

Academic staff participate into the programmes, in addition to a team of regular lecturers, the University also invites others who are experts from agencies and businesses to equip students with knowledge and practical work skills and improving job opportunities for students. There are some requirements which the guest lecturers should meet, like holding a Master's degree in the relevant teaching field, having a pedagogical certificate and having experience in the office administration.

In BOA guest lecturers participate in teaching for example in Organizational Behavior, Human Behavior, and Social Environment. In BSM among others in Sports marketing.

Lecturing tutors

All programmes

Due to the specific characteristics of Vietnam's education system, up to now, there have been no forms of teaching assistants, but lecturers are mainly responsible for teaching in class and assisting and supporting students, outside of class teaching hours through forms such as phone calls, emails and social network interface channels (Facebook, Zalo), or face-to-face discussions with students at the School Office according to the lecturers' duty schedule.

For EMM and MHM

In each course, lecturers who directly deliver their teaching activities will use appropriate support methods for each class; there will be organising group-learning activities through group exercises to increase interaction between students with students or between lecturers with students.

BOA and BSM

Academic counsellors express their roles during academic and training process to students via consultancy, support, orientation during learning process, question answers, and communication of information about scheme, policies for students as well. SEL's office and functional units support students in necessary cases relevant to scores, timetable, health insurance coverage, tuition fees, and so on.

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible, user-friendly and encourage students to engage in further independent studies. However, the panel notes that

the international and national resources in the programme are outdated. The panel suggests that the HEI review and update the literature to include more recent and relevant sources.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The panel notes that the documentation provided is very vague and lacks sufficient detail. The panel suggests that the HEI improve and further enhance the quality of the documentation to ensure clarity and comprehensiveness.

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

3.4 Internationality

International contents and intercultural aspects

EMM

The contents of study programme are designed with internationality, having programme learning outcomes in alignment to those under European Quality - EQUAL, as previously prescribed. A benchmark between Tra Vinh University's Education Management Master Programme with other universities, as mentioned before. In the references to other study programmes offered by prestigious universities in the world: the study programme's contents are formulated with the basis of references to programmes for master's degree from well-known universities in the worlds such as University of Southampton (Australia), The University of Melbourne Handbook (Korea), The Royal University of Phnom Penh (Cambodia), The University of Sydney (Australia).

There are some courses in the curriculum which reflect international orientation. In addition to the formulation of internationally oriented courses in the study programme, learners are encouraged to participate or write papers at international scientific conferences. Moreover, along with the University's strategic goals in international economic integration, it is recommended that lecturers provide learning/reference materials in English for courses' content in the study programme.

MHM

The study programme emphasises internationality, aligning its learning outcomes with those of developed countries like the USA, Canada, and Australia. The programme is benchmarked against global standards, referencing master's programmes in health management under the

European Quality (EQUAL) framework. Certain courses reflect an international focus. Learning materials are recommended to be in English, supporting the University's strategic goal of international integration. Faculty and students are encouraged to engage in international scientific conferences and publish research, enhancing the programme's global reach and academic rigor. This structure ensures the programme meets international educational and professional standards.

BOA

Regarding international content and cultural integration, the programme is designed with course focusing on the international integration, with the relationship to programme learning outcomes and percentage of the programme's total workload. Besides learning international integration-related courses, students in the Office Administration can be involved in cultural exchange activities and international events organised by the University or outside agencies.

This leads to improved professional skills, particularly in relevant skills for international event organisation, aligning with the programme learning outcomes. Through the above activities, students can increase their awareness of cultural diversity and flexibility when working in different cultural environments. These activities also help students have more opportunities to work abroad or at foreign-invested businesses and organisations.

BSM

Regarding international content and cultural integration, the programme is designed with a course focusing on the international integration, with the relationship to programme learning outcomes and percentage of the programme's total workload. Sports courses have international common rules, which will create approaches to a multicultural environment to be demonstrated through courses designed on a common basis with elements of nations, ensuring general principles in physical education and sports.

Within some courses, students can participate in analysing aspects of international tournaments and competitions such as football, volleyball, and badminton. Besides learning international integration-related courses, students in Sport Management can be involved in cultural exchange activities and international events organised by the University and outside agencies. This leads to improved professional skills, particularly in relevant skills for international event organisation, aligning with the programme learning outcomes.

International of the student body

EMM

The Education Management Master programme is mainly taught in Vietnamese, in the combination with international elements such as courses, materials, academic staff's lectures, student exchange activities, international conferences and seminars, student supports. In the current context, if international students demand participation in the study programme, they should learn Vietnamese in 12 months to ensure their Vietnamese competence for their involvement in learning activities. With the current programme design, the study programme can accept international students, but it has not currently attracted any international students.

In the future, to attract international students for their enrolment, the School has promoted and discussed with functional units in Southeast Asia about students' taking field trips and student exchanges; thereby, it aims to introduce the study programme to potential students in the area.

MHM

The Health Management Master programme is mainly taught in Vietnamese, in combination with international elements such as courses, materials, academic staff lectures, student exchange activities, international conferences and seminars, and student support. In the current context, if international students demand their participation in the study program, they should learn Vietnamese to ensure their Vietnamese competence for their involvement in learning activities.

With the current programme design, the study programme can accept international students, but it has not currently attracted any international students. In the future, to attract international students for their enrolment, the School has promoted and discussed with functional units in Southeast Asia about students taking field trips and student exchanges; thereby it aims to introduce the study programme to potential students in the area.

BOA

The Bachelor of Office Administration programme is taught in the key language as Vietnamese with a combination of international elements, such as teaching materials, lectures, international conferences and seminars. In the current context, if international learners demand to enroll in the programme, they should learn Vietnamese for four skills that are enough to their Vietnamese competence for their involvement in learning activities.

With the current programme design, the study programme can accept international students, but it has not attracted any international students. In the future, to attract international students for their enrolment, the School has promoted and discussed with functional units in Southeast Asia about students taking field trips and student exchanges; thereby, it aims to introduce the study programme to potential students in the area.

BSM

With the current programme design, the study programme can accept international students, but it has not currently attracted any international students. In the future, to attract international students for their enrolment, the University has promoted and discussed with functional units in Southeast Asia about students' taking field trips and student exchanges; thereby, it aims to introduce the study programme to potential students in the area.

Internationality of faculty

EMM and MHM

According to the programme designs approved by the Ministry of Education and Training, all current study programmes are taught in Vietnamese, so the academic staff are mainly Vietnamese. The School, therefore, uses several strategies to help internationalise its faculty.

Lecturers with doctoral degrees who have experience working in foreign companies or training abroad are given priority to give lectures for graduate classes. Because lecturers who experience working for international or study abroad will transfer knowledge and skills learned from new cultural environments, which enhances training quality for learners, contributing to international integration improvement in the learning environment.

Firstly, students can access advanced teaching methods from developed countries. Secondly, students learn international perspectives indirectly through the lecturer's access data sources, learning materials, and journal articles published in international publications. For example, while teaching the Marketing in Education Management course, lecturers will provide English-written case studies from top universities like Harvard for students to analyse.

As another example, in the course - Scientific Research Methodology, students are provided with data sources and international journal articles to use with their theses. Thirdly, lecturers with international experience and training help students gain more knowledge and skills to work in multicultural environments by sharing their experiences learning and working abroad.

The study programme's home and guest lecturers regularly attend international conferences and training courses and conduct international research and projects. Therefore, the lecturers are able to improve their research capacity and access high-quality and up-to-date research methods and international databases so they can indirectly share research with students. Lecturers are also often connected to networks of scientific researchers that help strengthen research activities and projects in the region and worldwide.

Drawing on TVU's international relationships discussed earlier, many foreign volunteers and lecturers directly participate in educational and training and other learning activities for students: Such guests not only help students to develop more international and intercultural awareness, but they also provide training and support to TVU officials faculty for their professional development, including sharing advanced teaching skills and methods from their home countries.

To help TVU lecturers further develop international qualifications, they are also encouraged to participate in studying and conducting research abroad. Lecturers in Tra Vinh University in general and at the Slaska School in particular are always encouraged to participate in training courses to improve their qualifications, especially by studying abroad. The School has an annual training plan and incentive policies to attract highly qualified lecturers and help them improve their competencies by training abroad. By participating in training in countries with advanced educational systems, faculty members at the School can not only improve their qualifications but also broaden the School's international cooperation activities in training and research.

All lecturers are encouraged to improve their foreign language skills for their teaching tasks. The faculty with a doctorate degree or higher must ensure a foreign language level in English equivalent to B2 according to European standards or equivalent, which the Ministry of Education and Training regulates. To support TVU's goals for international integration and to achieve staff training goals, the University always has a policy to encourage teachers to improve their foreign language skills, especially in English, at a level equivalent to IELTS 5.0.

In addition to the above strategies to internationalise academic staff, lecturers are encouraged to publish internationally. TVU has a policy to financially reward lecturers who publish articles in English and/or articles in international journals. In addition, the University also encourages lecturers to increase bilingual teaching at all levels.

BOA

Attracting foreign lecturers with professional and academic experience from regional and developed countries is an emphasised policy during the implementation of international aspects in the study programme.

Table 21: Internationality of the faculty - BOA

No.	Contents	Scale
1	Faculty study abroad	02 people
2	Faculty are foreigners (with teaching delivery in English)	01 person
3	Faculty attend international seminars, and conferences with reporting activities	Average per year: 08 people
4	Faculty attend international seminars, and conferences	Average per year: 20 people
5	International publication	In 2020-2023: 23 articles
6	Bilingual lectures (international and specialised courses)	22 / 62 courses

BSM

The study programme with an international oriented design, as mentioned, addresses the internationality of faculty involving in teaching as follows:

- Faculty study abroad
- Lecturers attend international arbitration and international conferences
- Faculty have international publication
- Lecturers use bilingual lectures in teaching
- Attracting foreign lecturers with professional and academic experience from regional and developed countries is an emphasised policy while implementing international aspects in the study programme.

Foreign language contents

EMM and MHM

As mentioned in previous sections, TVU's graduate programmes are taught in Vietnamese. However, from the defined programme objectives and foreign language competence, students are expected to understand English at a basic level. Students admitted to graduate programmes must achieve an English level of at least 3/6 according to the six-level Foreign Language Competency Framework for Vietnam or equivalent. Regarding the study programme's contents, students are required to enrol in an English language course (4 credit points) unless they already have an English certificate equivalent to B1 according to European standards. Furthermore, before defending their thesis/ dissertation, students must achieve an English level of equivalent to B2 according to European standards or equivalent. With the above foreign language requirements, students should be able to read and understand English-written learning materials during their studies.

In addition, English-written reference materials are compulsory in all master's programs courses. In some courses in the programs, students have to regularly access English-written documents, such as Scientific Research Methods. Particularly, graduation thesis requires the learners to research and review many foreign materials and documents.

Following TVU's development strategy, the School is gradually increasing teaching activities for bilingual or in English students with a roadmap to gradually increase the levels from teaching/reference materials in English, these in bilingual to entirely in English. Also, by participating in seminars and training courses, students have more opportunities to directly interact with international experts and volunteers who visit the University and support the programme from Canada, France, Australia, the Philippines and other countries.

BOA

Although the Office Administration programme is taught in Vietnamese, there are still some courses that help improve students' English skills. Details of the curriculum's English courses are listed in the following table.

Table 22: Foreign language contents - BOA

No.	Contents	Explanation
1	Courses in the curriculum	- Courses – Non-major English (15 credits), Research Methodology (2 credits), Intercultural Communication (2 credits), Practical Diplomatic Reception (3 credits), Negotiation in Business (2 credits), Corporate Culture and Ethics in Business (2 credits), Event Organisation (2 credits), Electronic Commerce (2 credits), Public Relations (2 credits). - The courses' contents are built and updated from learning resources, research results, and scientific articles specialised in office administration from scientists and educational institutions domestically, regionally and around the world.
2	Course material sources serving teaching and learning activities and references	CELRI ensure learning resources for teaching, learning and references including: + Foreign language textbooks/ books (8,132 titles/ 21,533 books) + National language textbooks/ books (24,868 titles/ 78,467 books) + Magazines: 62 titles (free) + Magazines: 115 titles (in purchase) + Thesis/ Dissertation: 5,275 Electronic learning resources for common use and specialisation: + E-book with 3,285 titles + Thesis/ Dissertation: 3,248 + Course materials: 619 + Database, magazine, books, scientific articles: database accounts from Science Direct, IEEE Xplore Digital Library, Springer Nature, Proquest Central + Account user: Gale eBooks + Sharing links to online learning resources of University of Southern Leyte State – the Philippines + Open sources: SpringerOpen, Digital Commons Network™, Sage Open Access, Directory of Open Access Journals, Open Education at BCcampus, Directory of Open Access Books, MIT OpenCourseWare, The Public Knowledge Project, IGI Global's Open Access, Open Access books on JSTOR, ScienceDirect Open Access, IntechOpen,...
3	Lectures	In bilingual version during the teaching and learning process

BSM

Although the Sport Management programme is taught in Vietnamese, some courses still help improve students' English skills. Details of the curriculum's English courses are listed in the following table:

Table 23: Foreign language contents in the Sport Management programme

No.	Contents	Explanation
1	Courses in the curriculum	- Courses – Non-major English (14 credits), Sport law (2), Athletics (2), Physical education (2), Football (2), Volleyball (2), Taekwondo (2), Table tennis (2), Tennis (2), Badminton (2), Basketball (2), Swimming (2), Chess (2), Sports event organisation 1, 2 (5), Club management (2) - The courses' contents are built and updated from learning resources, research results, and scientific articles specialised in office administration from scientists and educational institutions domestically, regionally and around the world.
2	Course material sources serving teaching and learning activities and references	CELRI ensure learning resources for teaching, learning and references including: + Foreign language textbooks/ books (8,132 titles/ 21,533 books) + National language textbooks/ books (24,868 titles/ 78,467 books) + Magazines: 62 titles (free) + Magazines: 115 titles (in purchase) + Thesis/ Dissertation: 5,275 Electronic learning resources for common use and specialisation: + E-book with 3,285 titles + Thesis/ Dissertation: 3,248 + Course materials: 619 + Database, magazine, books, scientific articles: database accounts from ScienceDirect, IEEE Xplore Digital Library, Springer Nature, Proquest Central + Account user: Gale eBooks + Sharing links to online learning resources of University of Southern Leyte State – the Philippines + Open sources: SpringerOpen, Digital Commons Network™, Sage Open Access, Directory of Open Access Journals, Open Education at BCcampus, Directory of Open Access Books, MIT OpenCourseWare, The Public Knowledge Project, IGI Globals Open Access, Open Access books on JSTOR, ScienceDirect Open Access, IntechOpen,..
3	Lectures	In bilingual version during the teaching and learning process

Appraisal:

International contents are a part of the curriculum, but, according to panel members outdated. Students are prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The panel notes that the current activities aimed at attracting international students could be further enhanced. The panel suggests that the HEI considers implementing additional measures, such as preparatory language courses and tailored preparation programmes, to better support and attract international students.

The international composition of the faculty (teachers with international academic and professional experience) promotes the acquisition of international competencies and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials correspond with the qualification objectives of the study programme. The panel criticises that the current range of language courses and the amount of English-language content in the programme are insufficient to meet the needs of an increasingly international student body. Hence, the panel **recommends** that the HEI offer more language courses and increase the proportion of English-language content within the programme to better support internationalisation efforts and enhance accessibility for non-native speakers. Furthermore, the panel suggests that the HEI offers more language courses in other languages that are not mandatory. For BSM, the panel suggests focusing more on international perspectives.

	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 competencies and skills (Asterisk Criterion)

EMM

Most learners in the study programme are people working for governmental agencies or educational entities, so skills of leadership, persuasion, communication, presentation, team and cooperation are priority ones in the design orientation.

There is an identification of multidisciplinary skills addressed in the programme learning outcomes which learners must achieve after the graduation. Specifically, it is mentioned in one of programme objectives that PO3 clearly state “Work independently and well together as a team in changeable working environment, take personal responsibility and accountability for groups; guide and supervise others in defined task performance”.

The study programme is designed with learning outcomes including professional skills, which are acknowledged from actual competencies, aligned to the programme learning outcomes, such as skills of analysis, summary, information and data evaluation, research-based knowledge transfer, management, organisation, R&D and usage of technology tools and Soft-skills, which are working skills comprise of skills of critical thinking, guiding other people, cooperation and individual development skills such as creativity, positive thinking, team-working.

Equipping students with advanced skills to support learners after their graduation is identified as one of the two main pillars of the study programme's objectives (knowledge and skill

aspects). Therefore, courses considered for inclusion in the study programme, must ensure the achievement of programme objectives (notably leadership skills and problem solution skills).

MHM

The study programme is designed to equip learners with advanced, multidisciplinary skills tailored to their current and future careers. Based on employer needs, educational objectives, and the national qualification framework for a master's degree, the programme emphasises analytical, research, and problem-solving skills, knowledge transfer and professional discussion skills, advanced organisational, managerial, and technological creativity and foreign language proficiency equivalent to level 4/6 under Vietnam's competency framework.

Skill Categories are:

- Common Skills: Scientific understanding in philosophy and language skills.
- Professional Skills: Data analysis, communication, and management in various sectors.
- Working Skills: Critical thinking, independent work, and collaboration.
- Soft Skills: Personal development, conflict resolution, teamwork, and presentation.

Courses integrate learner-centred approaches, such as case studies, group discussions, and practical applications. Real-world organisational issues are incorporated into coursework, as seen in the "Management – Health Policies" course, where students develop strategic solutions for their workplaces. Internships are designed for hands-on experience at domestic and international medical facilities. Students engage with medical management models and practice multidisciplinary skills under expert guidance. This comprehensive approach ensures students develop the knowledge, professional abilities, and practical skills needed for career success.

BOA

Multidisciplinary competencies and skills in the Office Administration Programme are integrated through courses.

Table 24: Multidisciplinary courses and skills - BOA

Skills	Course Group	Activities	
		In teaching	In assessment
Communication and public speaking	- Negotiation in Business - Public Relations - Event Organisation - Practical Diplomatic Reception - Topic on the Art of Public Speaking	- Discussion - Presentation	- Practice - Team working - Individual
Cooperation and problem solving	- Research Methodology - Event Organisation - Practical Diplomatic Reception - Document Composition Techniques - Clerical Work - Document Composition Practice - Archive Work Activities	- Discussion - Case study - Role playing - Presentation - Reality	- Practice - Team working - Individual

Working and personal development	- Research Methodology - Intercultural Communication - Communicational Behaviour Psychology at Office - Management Psychology	Discussion Presentation	Practice Team working Individual
Information collection and processing	- Computer Network Usage - Fast Typing Technique Application in Office Work	Discussion Case study Role playing Presentation Reality	Practice Team working Individual
Start-up for work needs and life-long learning	- Electronic Commerce - Research Methodology - Career Approach and Development Skill - Intercultural Communication	Discussion Case study Role playing Presentation Reality	Practice Team working Individual

The Tra Vinh University Bachelor of Office Administration programme integrates teaching disciplinary and professional skills with practical experiences to enhance students' abilities. Classroom instruction is paired with real-world activities at agencies and businesses, enabling students to apply communication and critical thinking skills in specific work environments. Courses like Event Organisation require students to organise simulation events and receiving feedback from lecturers to refine skills such as teamwork, communication, and event management.

Specialised competitions, debating events, and expert-led talk shows allow students to practice multidisciplinary skills. Students can join various university-organised clubs for additional skill development, including scientific research, foreign language, environmental, and soft skills clubs.

Students participate in internships at organisations where they apply professional and soft skills like communication, office culture, and task handling under the guidance of on-site staff. Post-internship, students submit reports and receive evaluations on their attitudes and skills from internship supervisors, ensuring they reflect on their experiences and areas for improvement.

BSM

TVU's CELRI assists lecturers in combining the learner-centred approach with learning methods. The Centre also provides intensive courses about soft skills for students. The table below lists the types of soft skills classes that students in the Bachelor of Sports Management must participate in to achieve 5/13 skills before graduation. The Bachelor of Sport Management programme also has facilities to support experiential learning activities. Particularly, students can self-study and join into actual activities at sports centres, culture and sports departments, gym clubs and sports complexes. The practical experience helps students develop career skills and intensively comprehend the field of physical training and sports.

Table 25: Soft skill training courses for students of the BSM

No.	Contents	Assessment activities	Certificates
1	E-Portfolio building skill	+ Formative assessment +E-portfolio evaluation	Certificate of soft skills courses
2	Negotiation skill		

3	Problem solving skill	+ Exercises before, during and after courses	
4	Communication skill		
5	Control skill		
6	Team working skill		
7	Change management skill		
8	Personal finance management skill		
9	Skill of time management and task organisation		
10	Presentation skill		
11	Document search, reading comprehension and memorisation skills		
12	Critical thinking skill		
13	Creative thinking skill		

Appraisal:

The 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.

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)

EMM

In the master's degree programme, learners are mainly working people, its goals are to provide opportunities for career development or job advancement for them in the future. Therefore, the programme's courses are designed with the assurance of full knowledge skill equipment in the educational management area. By their approaches, learning, research and application of new models suitable for the locality and region, in fact, during recent times, the opportunities and career advancement of alumni are shown in the table below.

Table 26: Career advancement opportunities and job positions - Master of Education Management programme

Criteria	2020	2021	2022
	Percentage (%)		
I-Promotion in career after the master's degree completion			
- Position promotion	23.1	4.5	14.3
- Salary increase	30.8	27.3	0
II-Job positions before and after the master's degree completion			
Before the master's degree completion			

- Managers	65.4	63.6	64.3
- Employees	34.6	36.4	35.7
After the master's degree completion			
- Managers	76.9	72.7	85.7
- Employees	23.1	27.3	14.3

According to the alumni survey results, over 30% of learners achieve the promotion in their careers and recognise more job performance effectiveness after their master's programme. Moreover, from the employer survey results, the study programme still receives positive feedback from the recruiters about the learners from Master of Education Management programme.

MHM

In the master's degree programme, learners are mainly working people, its goals are to provide opportunities for career development or job advancement for them in the future. Therefore, the programme's courses are designed with the assurance of full knowledge skill equipment in the health management area. By their approaches, learning, research and application of new models suitable for the locality and region, in fact, during recent times, the opportunities and career advancement of alumni are shown in the table below.

Table 27: Career advancement opportunities and job positions - Master of Health Management programme

Criteria	2022	2023
	Percentage (%)	
I- Promotion in career after the master's degree completion		
- Position promotion	27.3	30.0
- Better working competency	72.7	70.0
II- Job positions before and after the master's degree completion		
Before the master's degree completion		
- Managers	36.4	50.0
- Employees	63.6	50.0
After the master's degree completion		
- Managers	63.6	60.0
- Employees	36.4	40.0

BOA

Experience-based learning is central to the program, allowing students to develop practical skills and apply their knowledge in real-world scenarios.

TVU organises events such as career orientation seminars, job fairs, and corporate recruitment sessions to support career development, providing students with opportunities to interact with industry professionals, learn about job trends, and explore employment prospects. Courses like Career Approach and Development Skill further enhance students' readiness by teaching them about recruitment and labour market procedures.

Practical learning is emphasised through two internships—awareness and graduation internships—where students gain hands-on experience under the guidance of both university faculty and workplace supervisors. Additionally, TVU’s Career Service Centre plays a vital role in connecting students with job opportunities, sourcing recruitment information, and sharing it through university channels. These initiatives ensure that TVU graduates are well-prepared to meet the demands of the job market and successfully transition into their careers.

BSM

The study programme ensures the theory and practice integration through the approaches on experience-based learning which helps students develop their disciplinary skills and apply the competences for their tasks in really working environment. For example, annually, the University organises career orientation seminars, job fairs and corporate recruitment events. Recruiters, officials with many experiences are invited to TVU for sharing students about job opportunities, trends in occupational areas. During these events, students can ask questions to employers, discuss issues related to job positions, helping students have chances to find a suitable job after their graduation.

TVU also ensures that employment skills are integrated into the Sport Management programme by collecting stakeholders’ feedback during the design and improvement of the study programme. TVU’s Quality Assurance Department and the School periodically proceed with the survey and feedback collections from stakeholders about students’ employment capabilities after graduation.

Moreover, some courses in the curriculum support students actively in establishing career skills directly. For example, ‘Career Approach and Development Skill’ is a compulsory course for students to get familiar with recruitment and labour employment procedures. Another example is in internship periods that there are three internships in the study programme (awareness and graduation internships) at agencies, businesses in suitably professional positions. During the internships, students will learn and develop practical work experience with the support of lecturers and instructors at the internship unit.

Appraisal:

The promotion of employability runs as a common thread of the study programme through all its courses.

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements

EMM

As requirements, academic staff who participate into teaching courses must ensure competence requirements by the government. Lecturers involving in the Master of Education Management programme with satisfied qualifications comprise of 19 people (including 15 lecturers with PhD degrees and four lecturers with Associate Professor titles; 18 full-time lecturers and one visiting lecturer). Based on their major of the academic title or degree, lecturers are assigned for teaching following the major. In addition to teaching participation, 100% of lecturers still do scientific research and guide learners in scientific research.

MHM

In terms of faculty for the study programme implementation, the academic staff in charge of teaching are divided into full time and guest groups as follows:

- two full time professors
- two full time associate professors
- six full time lecturers with PhD. degrees
- four associate professors (guest lecturers)
- ten guest lecturers with PhD. degrees
- seven Doctor specialists (guest lecturers)
- one Pharmacist specialist (guest lecturer)

BOA

There are 43 faculties who are involved in the delivery of Office Administration programme. The faculty team participating in teaching ensures competency requirements such as professional qualifications, pedagogical certificates, in-depth research in the field of work, and courses responsible for teaching according to the nation's requirements.

Table 28: Statistics of the faculty

	Quantity	Regular lecturers	Guest lecturers	For general education curricular area	For professional curricular area
Professors	0	0	0	0	0
Associate Professors	02	02	0	0	02
Philosophy Doctors	09	09	0	01	08
Masters	32	29	03	10	22

Total	43	40	03	11	32
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BSM

There are 45 Faculty members who are involved in the delivery of Sport Management programme.

Table 29: Statistics of faculty involving in the teaching delivery in the Bachelor of Sport Management programme

Degree, academic title	Quantity	Regular lecturers	Guest lecturers
Professors	0	0	0
Associate Professors	1	0	1
Philosophy Doctors	7	5	2
Masters	37	31	6
Bachelors	0	0	0
Total	45	36	9

Annually, Department of Physical Education forecast and plan carefully enrollment and staffing to ensure the ratio of lecturers to students as regulated by MOET at every 25 students with one lecture and to most effectively meet the learning needs of students in each course.

Academic qualification of faculty

EMM

The faculty selection of teaching and guiding the study programme in Education Management at master's level is carried out under general regulations of the government. As the regulations, faculty who involve in teaching courses of the study programme must ensure as follows:

- Holding doctoral degrees;
- At least five doctorates in a suitable major field are full-time lecturers, including a professor or associate professor who presides over the development and implementation of the study programme;
- Full-time faculty with appropriate profession mainly deliver their teaching in each course of the study programme;
- There should be enough instructors to ensure a maximum ratio of 5 students per instructor.

Furthermore, faculty members with appropriate qualification levels meet the requirements for programme learning outcomes. Based on the results of the human resources situation and training needs review, the University has developed a recruitment plan. The HR recruitment is implemented under an employee recruitment process which has clear and transparent criteria and is published on the website of the University. Currently, academic staff in the Master of

Education Management programme are planned toward the orientation of research and application.

The University has a policy to attract and recruit lecturers with doctoral degrees and Associate Professor Titles for teaching the study programme.

MHM

As national requirements of education and training at master's degree, academic staff in charge of teaching all have not only a doctorate or equivalent to a doctorate or higher but also experience in teaching and research in professional and management fields. Lecturers will have their capacity assessed through diplomas and certificates to consider the appropriate level of expertise. The national regulations with detailed requirements are basis for the design of programme learning outcomes.

BOA and BSM

Tra Vinh University (TVU) follows a structured recruitment process for full-time lecturers, which includes public announcements, profile evaluation, interviews, and labour contract signing. Priority is given to candidates with the highest degrees in the required specialised fields, alongside teaching experience, qualifications, and scientific research contributions. Faculty can only begin teaching after meeting these professional and experience-based requirements.

BOA

Once recruited, academic staff participate in training courses on teaching and assessment methods conducted by CELRI and attend international seminars and conferences to enhance their expertise. National regulations for study programmes mandate that faculty must hold at least a master's degree, with at least one doctorate holder leading programme development and five doctorate holders guiding teaching. TVU exceeds these standards, with 25% of its faculty holding doctoral degrees, including two associate professors. Additionally, the student-to-lecturer ratio complies with the national limit of 25:1.

BSM

Faculty can participate in teaching only when they are accepted from the recruitment process by meeting professional and experience requirements. During the teaching process, the academic staff join training courses on teaching methods and assessment methods organised by CELRI to improve their qualifications or international seminars and conferences to improve professional knowledge in teaching disciplines. As the national requirement, for the study programme implementation, there should be faculty with a master's degree qualification. Currently, 100% of academic staff for the study programme hold a master's degree or higher; among these there is 17.77% hold a PhD or Associate Professor title that exceeds the national requirements.

To support the academic staff in research and publication, TVU normally organises domestic and international scientific conferences and allows lecturers to participate in these activities

held at other universities. The number of scientific research works of the School's members from 2018 to present has increasingly improved in quantity and quality.

Pedagogical/ didactical qualification of faculty

EMM

All lecturers participating in the programme hold a university-level pedagogical certificate and have teaching methods to build learners' competency. At the end of each academic semester, Quality Assurance Department coordinates with the School to collect learners' course feedback through anonymous survey forms. Over past years, learner survey results show that most teaching and learning activities respond to learners' learning needs. It has also shown that students highly appreciate the lecturer's teaching activities.

The University supports lecturers to improve their professional qualifications to match the teaching requirements of the study programme through the organisations of training activities on teaching methods and techniques: Artificial intelligence, Elearning training courses, teaching techniques, action research in education, creative-thinking-skill teaching methods, building video materials, project-based teaching methods.

Lecturers are encouraged to coordinate and cooperate for joint-research with their counterparts from famous universities in foreign countries to improve their research and teaching qualifications. To speed up the progress of lecturers' doctorate degree completion, the University has many policies such as: 100% reduction in standard teaching hours for lecturers who are studying their doctorate on the full-time basis; 50% reduction in standard teaching hours for those on the part-time basis; allowance on 100% tuition fees during their doctorate programme.

MHM

Most of the lecturers participating in teaching the study programme have a certificate of pedagogical skills, a certificate of medical pedagogical skills, practical experience in management, and teaching methods with orientation on building capacity for learners.

Guest lecturers also hold a doctorate degree or higher from two main groups: Lecturers/experts have many years of teaching and management experience at other Institutes and universities; and Leaders/ managers at medical entities. The invitation procedures create advantages for learners on their enhancement of leadership, management skills and research skill as well through practicing real-life situations given by the leaders and managers.

Over past years, learner survey results show that most teaching and learning activities respond to learners' learning needs. It has also shown that students highly appreciate the lecturer's teaching activities. The University always pays attention and actively supports lecturers to improve their professional qualifications to match the teaching requirements of the study programme through the organisations of training activities on teaching methods and techniques.

BOA and BSM

According to regulations of the Ministry of Education and Training, lecturers in Vietnam must have a Master's degree or higher and have a pedagogical certificate. TVU's CELRI also supports lecturers through various training courses. TVU has policies and activities to support the faculty in their development of professional qualifications and teaching capacity through training courses, the improvement of their professional titles, and promotion to ensure lecturers' rights as per the government's general regulations.

Practical business experience of faculty

EMM

The study programme's academic staff are also managerial officers in educational entities inside and outside the province. During the teaching delivery, the faculty always connect, integrate lesson contents with the education-relevant reality to increase applicability and create conditions for learners' experience: handling real or simulated situations, practicing the development of their unit's strategic plan, researching educational reality, and the current state of Vietnamese education.

Besides class hours, to increase practicality in education and training, the School also organises seminars and workshops, with the participation of experts for their delivery of speeches on topics and invites officials with experience in management from the Division, Department, and Ministry levels to convey practical experience to the learners.

MHM

Lecturers who guide students to practice as per teaching criteria of those at practice facilities must have diplomas, qualification and professional experience in at least 12 consecutive months up to the month in which they perform their instruction in suitable with qualification, field/specialisation of practical teaching; the level of practice instructors must not be lower than the level which the practice learners are being trained.

Chairing and participating in scientific topics at provincial and grassroots levels are annually carried out, while presentations published in domestic and foreign scientific proceedings and scientific articles in specialised journals are conducted every year (with an emphasis on article publications for ISI/Scopus journals). Seminars and thematic activities are organised to create conditions for lecturers and postgraduate students to participate in research experience exchanges in relevant fields of study discipline.

For reality enhancement during teaching and learning process, the School also invites experts, lecturers working at medical facilities, health management facilities and others with experience in medical facilities at all levels of Departments, Centers, Institutes, Schools, who all guide topics, share practical experiences, participate in teaching a number of specialised courses in the study programme for increase in lecturer-student communication exchange, and improvement of learners' practical knowledge.

BOA and BSM

The Faculty's academic staff regularly updates practical experience and knowledge through many activities. Short-term professional training courses, seminars, and conferences are conducted annually to update and improve professional knowledge in the courses taught in the programme. Lecturers often promote their expertise and experience in many ways, such as joining into practice at agencies and businesses, participating in scientific conferences at TVU and other universities, and organising conferences, and discussions with reputable speakers specialising in topics related to office work.

In addition to developing their practical experience, lecturers undertake scientific research to develop their practical understanding of office specialist areas continuously. They annually publish scientific articles, presentations, reports, scientific research topics and applying research results to teaching activities. Furthermore, SEL actively coordinates with experts from domestic and foreign businesses and firms to share their reality experience, joining some classes to teach relevant courses in the study programmes, combining with talk shows and discussion between enterprises and students.

Internal cooperation

EMM

With each job title description, the University has defined specific job positions for academic staff, which stipulates in details of workload (research, teaching) for each group of faculty, the assignment of specific tasks to lecturers from the beginning of the year. The school has summarised the evaluation results of lecturers' task performance annually under the University's detailed workload regulations and an annual appraisal system at various levels.

Lecturers who complete their task performance on teaching, scientific research and other assigned tasks always receive recognition for titles: Academic of the year, Staff of the year, and so on and are recommended for Certificates. Consideration of rewards for officials is the recognition of achievements during the individual's work process. Individuals with high and outstanding achievements will receive a salary increase ahead of schedule or be appointed to a professional or administrative management position.

Correct recognition of achievements and timely rewards for lecturers will motivate lecturers to maximise their abilities in teaching and research. The HEI regulates the roles and responsibilities of teaching and researching lectures by titles. Within one working year, besides teaching enough standard hours according to the norm, the lecturers must also have a scientific research project. From this basis, the University also has its regulations to reward any publication in foreign languages in specialised scientific journals with high citation indexes, such as ISI and Scopus. During periodical school meetings, in addition to task-relevant discussions, faculty also share their real experience, research results, and so on with each other.

MHM

The coordination of lecturers in teaching is demonstrated through the Department, the School meetings. In addition, through annual profession meetings and in every semester meetings for

teaching activity summary, there will be review and improvement of education and training quality.

Whenever reviewing and updating the study programme, the School in charge of programme management will contact TVU's functional units to make plans for improvements and conduct surveys of stakeholders to update the programme learning outcomes and determine the necessary courses in curriculum, while for some interdisciplinary courses, the management department will contact others in charge of that expertise to update course syllabus or specifications and course materials.

Moreover, departments periodically meet for professional activities, to discuss study programmes, teaching, learning contents and methods, from which can decide to update any content and rearrange class schedules to help students acquire the most effective knowledge. At the end of each semester, meetings for summary and learned lessons of each study programmes are conducted, with the participation of lecturers in various relevant departments, the School leaders, Quality Assurance Department, and Postgraduate Studies Department to seek solutions to study programme improvement and organise education and training activities more effectively. There is also the supportive interaction between faculty in the University in performing scientific research projects.

BOA and BSM

Professional coordination is reinforced through monthly meetings, semester-end reviews, and annual summaries, where teaching challenges, successes, and solutions are addressed. Research activities involve collaboration between lecturers and students, with students supporting lecturers' projects to gain hands-on experience in scientific research. In student-led research, lecturers guide and orient students on methodologies and objectives, enabling independent, unbiased work.

The delivery of teaching activities emphasises consistency and alignment with programme learning outcomes. Course syllabi, teaching methods, and assessments are uniformly designed, ensuring coherence even when multiple lecturers teach the same course. Exam questions undergo professional group reviews to maintain accuracy and relevance. Monthly professional meetings focus on refining teaching practices, improving materials, and enhancing experiential learning activities.

Additionally, academic staff use communication tools such as Google Meet, Microsoft Teams, Email, and Zalo to discuss urgent issues and resolve problems efficiently, fostering smooth coordination and continuous improvement.

Student support by the faculty

EMM

In addition to teaching, lecturers also actively support learners in all learning and scientific research activities. The faculty informs to the learners of the weekly schedule which are published on the website of <https://slaska.tvu.edu.vn/>, providing telephone number, email for

them easily to contact if necessary, guiding them during self-study and research time, and providing psychology supports.

MHM

With the learner-centred orientation, Tra Vinh University pushes its effort to provide the best support service for students and post graduate learners. Units directly support learners of Master of Health Management programme.

Department of Public Health with roles of consultancy and supports to learners about academic fields through academic counsellors: face-to-face communication, telephone, social network to answer any question from learners on study programmes, courses in curriculum, teaching and learning contents, competences and the programme learning outcomes.

The Postgraduate Education Team is the administrative unit of the school, which functions as administrative support and consultancy. Learners may approach information channels via email, Facebook, Zalo, for ensuring interaction between the School and learners, supporting consultancy and communication to learners on a timely and effective way.

Supportive team from Postgraduate Studies Unit will assist learners for steps in academic and training organisation process such as exam schedule, scoring, tuition fee relevant problems, policies and graduation thesis. At the beginning of cohorts, the Unit informs learners the entire study programme, course syllabus or specification; study plans; plans for tests, exams, re-exams; timeline time to organise thesis defense and re-defense; instructions and providing student handbooks to ensure them clearly understand the University's regulations related to the study programme.

In addition to administrative work, teaching, research and support service, support staff from the School and the Postgraduate Studies Unit are also trained in knowledge and skills in using anti-plagiarism software. If necessary, the School or the Unit will propose recruitment or internal job rotation to ensure the best support for lecturers and learners' teaching and learning tasks.

Centre of Excellence in Learning Resources and Innovation is a unit in charge of supporting teaching and learning activities, developing Elearning systems for learners able to interact with lecturers via online discussion forum among others. The learners are provided with their library account name and code for login into reference resources of additional materials related to courses. Furthermore, learners can interact with their classmates and with teachers via various communication channels.

The learning resources building is equipped with modern facilities, rich source of documents, research room for students and trainees to serve self-study activities, discussions, and group work.

BOA and BSM

Tra Vinh University (TVU) has developed a comprehensive system involving various units, staff, and lecturers to support students. The School of English Language (SEL) Office and other functional units provide essential services, such as information on study programmes,

timetables, financial support, scholarships, and health-promoting activities like cultural and sports events. The office also acts as a channel for student feedback and facilitates communication between academic counsellors and academic staff.

Each class is assigned an academic counsellor who supports students in creating their semester study plans, offers relevant university information, and manages class-related matters. Counsellors hold meetings with students to address concerns, provide academic and career guidance, and assist with financial, living, or administrative issues. The effectiveness of student support is evaluated through faculty meetings and student surveys. Additionally, lecturers teach course content and engage with students directly to address academic queries. Besides in-person support, students can also access distance learning assistance when needed.

Student support in distance learning

EMM and MHM

In some special cases (for example, during the Covid-19 epidemic), the teaching process may be delivered via various applications. Course resources are also provided through learning management system (E-learning courses). Therefore, learners can interact with academic staff through multimedia channels. Learner support can be done for research performance: Consultancy to learners in writing articles, thesis, projects.

BOA and BSM

To meet the demand for continuous education and training, TVU has implemented an E-learning system to ensure uninterrupted teaching and learning. The system includes comprehensive resources such as course introductions, syllabi, textbooks, assignments, exercises, tests, and discussion forums for students. TVU also supports distance learners through online platforms, including the Student Information Portal, Student Affairs Office, E-Learning system, and Email.

The Student Information Portal allows learners to access details about their study programs, course registrations, tuition fees, timetables, and graduation procedures. Students can track their course progress and are notified if any courses need to be completed or improved in future semesters. Additionally, the system provides support for study-related requests and services like loan confirmation, email account access, and the electronic learning resource system.

The E-Learning system offers semester-based access to course content, assignments, references, and a forum for discussion and interaction outside class hours. Students can communicate with lecturers through this system for any questions or issues. Remote support is also available via phone, email, and course chat groups.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are considered, the faculty's structure and number correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and professional practice requirements are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

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

The faculty's practical business experience corresponds to the programme's requirement to integrate theory and practice.

The faculty members cooperate to tune the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. The panel members suggest that the meetings and activities should be documented.

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

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

4.2 Programme management

Programme Director

All programmes

The School's Dean takes the main responsibility for the programmes by performing several main duties, including managing, adjusting and updating the programme's study programmes, curricula and teaching materials. To execute professional management of each major. To organise professional activities, assign lecturers to each course and orient and plan personnel, documents, programs, scientific research and technological science activities.

The School's study programme management includes some tasks such as developing study programme based on stakeholders' feedback contributions and coordinating with functional units in the University to organise admission and education and training implementation. Particularly, in teaching and learning tasks, there will be:

- Building teaching planning development for all academic staff.
- Providing course syllabus or specification to the academic staff.
- Proposing facility and equipment purchases and composition of course materials and textbooks in order to serve the teaching and learning activities.
- Proceeding professional meetings, or seminars of study programme improvement.
- Coordinating, cooperating with functional units such as: Post-graduate Studies Department, Centre of Excellence in Learning Resources and Innovation and Quality Assurance Development to ensure education and training procedures in the alignment to the study programme's learning outcomes.

In addition, Vice Dean plays a role of ensuring the coordination with relevantly functional units in the study programme management in order to perform activities on academic and professional development in the University; support academic staff in teaching and learning approaches and IT application for teaching, quality assurance; ensure academic and training quality; organise surveys, feedback collections from learners and other stakeholders about teaching and learning activities.

Process organisation and administrative support for students and faculty

All programmes

The School's organisational and administrative procedures follow a quality management system¹⁶. Following this quality management system, at the beginning of each academic year, the School develops quality assurance objectives and its own action plan with regular monitoring and control activities, periodically work quality improvement and evaluation.

The learner support service is systematically organised with the participation of the University's functional units. The graduate programme management and operation is implemented under the coordination between the School and Post-Graduate Studies Office from admission up to graduation. Student reception schedules and work assignments of the School and related functional units are posted at the office and on the units' website system, which creates advantages for individuals and organisations to contact for any transaction appropriate to the responsibilities of professional field. Each task is detailed as steps under an implementation

¹⁶ based on ISO 9001: 2015 standards

procedure that helps the operational tasks are fast and timely with clear time determination to return results clearly and transparently.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes in their areas of work.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The panel positively highlights that administrative staff acts as a service provider for students and faculty supports the students dealing with a variety of problems.

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

All programmes

The cooperation between Tra Vinh University and other academic institutions is important to advance education and training quality, learning opportunities, research and publications for learners and promote academic cooperation activities. Up to now, TVU has signed agreements with more than 80 international partners, one of which is with Southern Leyte State University, focusing on Education management.

Regarding cooperation with domestic training institutions, TVU is currently a founder member of the Vietnam Association of Community Colleges (VACC). From that, VACC is a social-professional organisation representing the general voice of community colleges, universities, and other training organisations under the community college model across Vietnam.

For academic cooperation with international partners, the School of Education is directly involved in several typical cooperation programmes, such as with Southern Leyte State University for learners' practical internships; with other universities like Samar State University, University of Eastern Philippine, Southern Leyte State University, Central Philippine University Southern Leyte State University for library relevant fields.

Cooperation with business enterprises and other organisation

All programmes

The University has been implementing cooperative activities with domestic enterprises to carry out education and training service for all programmes in general and for Master's degrees in particular (with Departments of Education and Training in Tra Vinh, Ca Mau, Vinh Long, Kien Giang).

The cooperative activities with the enterprises focus on some aspects as follows:

- Education and training need identification: enterprises provide information about labour market demands on in the education and training majors career development trends.
- Study programme development participation: There is involvement in seminars to define occupation competencies needed by learners.
- Education and training delivery participation: it is addressed on direct teaching, learner receipts for internship, graduate recruitments
- Scientific research: Performance of research projects, scientific research topics.

Appraisal:

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation 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

Quantity, quality, media and IT equipment for teaching and group rooms

For all programmes

With a total area of nearly 53 hectares, TVU has facilities built and arranged, including works such as an office building for administration, classrooms, laboratories and computer labs, a dormitory, a library, and so on, which fully match the University's education and training needs. It has also created favourable conditions for people with disabilities and students with special needs by building special facilities such as private walkways and elevators. The organisation of the Education Management Master programme is ensured in terms of physical facilities in alignment with learners' demands, offering them a quality and comfortable environment for research and learning.

The details of facilities are as follows:

- Lecture rooms: These are commonly used and shared for TVU's programmes, with over 220 classrooms, lecture halls, and modern theatres. The lecture halls and classrooms are equipped with projectors and audio speakers and/or large-screen TVs, air conditioners, fans, whiteboards and desks (in the design suitable for group discussions) and a lighting system. This ensures that the teaching and learning process occurs effectively and qualitatively at the University.
- Computer labs: It is widely shared with the University's computer room system (including a total of 32 computer rooms with 990 modern computer sets).
- Practical entities: TVU has one subordinate unit – Laborator School which is a place to train pedagogical students, in addition, there are more entities under the cooperations including the system of kindergartens, elementary schools, secondary schools, and high schools such as International school system of Ischool, IGC Inter-level high school system, Viet Anh School system and soon. These ensure learning activities, internship and practice taken place as the requirements of study programmes.

Information and communication equipment include:

- Management software: For efforts of supporting learners' study process, it is equipped with diversified management systems. Edusoft and E-learning system, and student portal assist the management and organisational tasks of education and training procedure.
- Internal network system (LAN), Internet, and Wifi: it is ensured for fast access speed, coverage of the entire campus, free Wi-Fi without a password to serve learners.
- Website and email
- The University Website¹⁷, posts information of management, execution, other relevant information for learners.

Access to literature

All programmes

¹⁷ <https://www.tvu.edu.vn/>

The Centre of Excellence in Learning Resources and Innovation (including library) of TVU is located in Campus 1 with a scale of 05-floor building in the usage area of 5,167 m², and the design of functional rooms such as: one Theatre hall, three Self-study room, one Reference reading room, one Elearning resource room, one Lecture recording room, one Research room, one fast-track training room, two National literature learning resource room, one Internal resources room, one Meeting room and other working rooms.

Equipment, supporting software and learning resources are provided in the library. Library space is designed with the model of Learning Common within service time from 7am to 9pm during a week (except Sunday evening). With the model of Learning Common, the library responds learners' diversified needs, such as: Self-study, teamwork, multimedia use, presentation practice, entertainment and so on.

There is a managerial and supportive team with trained capabilities of library transactions, which ensures to serve the needs of library management and operation well. Library staff currently include 27 people, comprising two PhDs, eleven masters, eleven Bachelors and three others.

Appraisal:

Since an online conference was conducted, the panel could not visit the University on-site. Therefore, the panel was provided with descriptions of the University's premises and facilities, and their assessment was based on this evidence. According to that information, the provided teaching rooms and the learning facilities' equipment seem to align with the study programmes' needs.

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

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

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

4.4 Additional services

Career counselling and placement service

All programmes

The University recognises that ensuring employment opportunities for students after graduation is an important task. Career counselling tasks to learners are systematically designed as follows:

- Organisational aspect: The University establishes functional units with their responsibilities of career counselling for learners:
- Career centre: coordinates, contacts for job position information from entities, enterprises and provide career-counselling service to learners and students in the whole institution.
- Schools: cooperate with enterprises, entities for organising internship periods and looking for opportunities on job positions suitable to the study programmes under their management.
- Career counselling activities and placement service for learners:
- Organisations of career fair days: in which there are enterprises, agencies, departments, employers coming to the University and directly interviewing and recruiting labourers.
- Notices about enterprises' recruitment needs via methods: on the Notice board at Career Centre, Schools' Office, and website.
- At the Career Center, receiving students who would like to find jobs
- Organisations of fast-track training courses such Guideline on answer skill in job interviews
- Posting on website, social media about information of enterprises...
- Support staff are trained in skills and have enough information resources to counsel learners
- Annually, the Career Center, Schools and Quality Assurance Department conduct both surveys and employment statistics combined with assessment of human resource needs for the fields and occupations that the University has provided and employers' feedback about the quality and ability to meet the employment requirements of learners after graduation.

Alumni Activities

All programmes

The alumni activities are organised under two levels:

At the University level, where the University establishes alumni associates, including learners from all study programmes of TVU. At the School level, School-level alumni associates are established by Dean and including students and learners graduated from study programmes under the School's management. Representatives of the School-level alumni associate are Contact Board.

The alumni activities are organised as follows:

- On the basis of an annual meeting once a year
- Focusing on-topic discussion in every meeting time
- Participating in study programmes' improvement activities

- Creating a scholarship fund to support students in difficult circumstances

In 2023, on the 20th anniversary of the University's establishment, TVU organises events to honour alumni, ex-learners who have been contributing much their support to the University.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. //e.g. job fare

An alumni organisation has been set up to develop an alumni network.

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

4.6 Financing of the study programme (Asterisk Criterion)

All programmes

Tuition fees are based on the number of credits in the study programs, which are divided into four semesters where the fourth semester is for learners to complete their graduation thesis which takes a minimum of six months. Moreover, in case learners may delay the process of thesis completion due to their various reasons, the University will extend the thesis completion time and requires them to pay the extension fee for each six months. Tuition fees are paid by the student themselves or supported by their holding organisation.

Financing for the study programme implementation has come from the University's funding allocation, tuition fees and other funding. The programme's financial resources are used to pay for activities: purchases of supplies and tools, education and training, payroll to lecturers, and support on teaching activities. The financial sources are stable for TVU's common study programme completion; while another funding source is used for the implementation of study programme accreditation, which is from other reserves to serve TVU's development and quality improvement.

Appraisal:

The study programme is funded for the entire accreditation period so that students can definitely complete their studies (through respective agreements, if necessary, at another HEI).

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

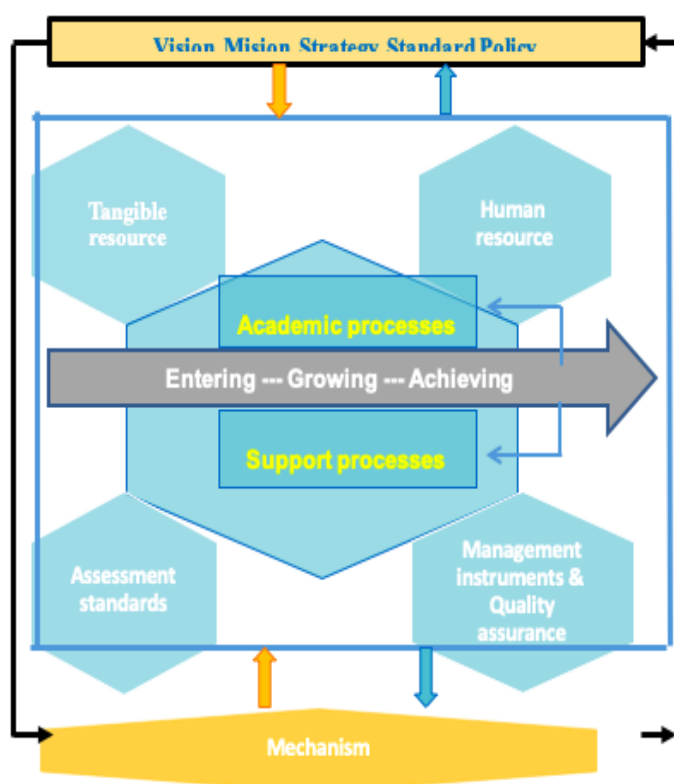
5. Quality assurance and documentation

5.1 Quality assurance and quality development concerning contents, processes and outcomes

All programmes

TVU uses an internal quality assurance (IQA) system to monitor and improve all of the University's units to ensure that the overall quality of teaching and learning meets national and international standards. This system is based on the combination of ISO 9001 standards and the ASEAN University Network Quality Assurance (AUN-QA) framework, each of which helps to design QA standards and processes at both programme and institutional levels.

Figure 2: Internal quality assurance system of the TVU



Centre process: demonstrating the student's "transformational journey" through the process of professional competence accumulation, comprising of three stages: Entering (ensuring the submission and selection in compliance with MOET and the University regulations); Growing (ensuring appropriate environment, learning load, research, and other activities as to timely support students to achieve programme expected learning outcomes (PLOs)) and achieving (ensuring that graduates meet the programmes' learning outcomes, provision of suitable employment opportunities and necessary support services).

The University's internal QA system encourages every TVU member to continuously improve their work activities, processes, products and services by having clear roles and responsibilities and by following the Plan-Do-Check-Act (PDCA) model. At the school level, Dean is ultimately responsible for quality assurance within the study programmes and

coordinates QA activities with the programme's head, lecturers and management staff. There will be a common assignment of one officer/ lecturer in charge of the school's QA while two lecturers from each department participate in the University's broader QA network and committees. Particularly, there is an Advisory Committee of stakeholders, including local government officials, alumni, lecturers, businesses/ industries, employers, skilled people and researchers. These representatives plan and review QA systems and policies to ensure the University's continuous improvement requirements.

As previously discussed, many other units at TVU play an important role in planning and implementing QA policies and plans, including the Centre of Excellence in Learning Resources and Innovation (CELRI), Academic Affair Department, Post-graduate Studies Department, Quality Assurance Department and so on. These units coordinate with and support the school/ department in preparing and developing the study programme, organising professional development activities, and collecting stakeholder feedback to update and improve the program.

While the PDCA model helps all TVU staff continuously improve their work activities, TVU departments use the ADDIE model to continuously evaluate and improve their instructional design processes. ADDIE begins with analysing the needs of students and other stakeholders by surveying and meeting with the programmes' PACs. After the PAC helps to define the programs' objectives, graduate competencies, expected learning outcomes and quality standards, ADDIE emphasises continuous evaluation as a core component that ensures quality standards are met. Using ADDIE when designing and updating the programmes ensures that curricula, teaching methods, learning activities and assessment approaches are valid and constructively aligned and integrate outcomes-based education and learning-centred instruction principles.

- First, as previously discussed, stakeholders are integral in maintaining and improving TVU's programme and service quality. TVU units and departments have multiple advisory committees and external partners who provide feedback that supports programme design and evaluation, share professional perspectives and real-life experiences with students and lecturers, and provide students with internships, practicums, and employment opportunities.
- Second, in addition to centralising stakeholders, the QA system prioritises the expected learning outcomes of each programme to ensure that all of TVU's programmes, institutional resources and support services are outcome-based. Based on the principle of backwards design, prioritising outcomes helps TVU lecturers achieve constructive alignment between curriculum, teaching methods, learning activities and assessments at the program, course and lesson level.
- Third, TVU's QA system includes elements that directly affect the products and services the University delivers to its students, including study programmes, institutional resources, and support services. For study programme implementation, the QA system stresses the importance of evaluating and improving such programme elements as programme objectives, missions, descriptions, graduates' competencies, course structures, teaching and learning methods, assessments, student workloads and graduate employment rates. As for evaluating and improving institutional resources, the QA system highlights the need to systematically review academic and support staff, facilities and general learning and working environments. And for evaluating support services, the QA system emphasises communication systems, staff development, procurement processes and student advising and support.

- Finally, the QA system highlights the importance of assessment and improvement. With the support of TVU's Quality Assurance Department, many functional and academic units follow this QA system to collect data that will help them continuously evaluate and improve the quality of teaching and learning activities. By surveying stakeholders, meeting with PACs and holding events with alumni, skilled people and guest lecturers, the data are collected to measure such evaluation criteria as employer and graduate satisfaction with the programmes, desired graduate competencies, student workload, graduation rates, employment rates, graduate job satisfaction, student support service quality and infrastructure gaps and needs.

The University's internal QA system and processes are reviewed periodically to ensure QA is implemented effectively, efficiently and in a timely manner. QA processes are reviewed during monthly briefings to the Rector Board, the Heads of administrative and support units, school Deans and department Heads. Lecturers must meet at least once a year to review internal accreditation for ISO 9001:2015, which is also reviewed by management. In addition, TVU's QA processes and documents are also externally evaluated and certified by Bureau Veritas Vietnam once a year and externally accredited at the institutional level by the Center for Educational Accreditation using MOET standards every five years.

Student workload is assessed as part of quality assurance measures. Various approaches are applied to evaluate the workload of both undergraduate and postgraduate students.

5.2. Instruments of quality assurance

All programmes

Stakeholders regularly gather data through different means, but the main QA instruments used are stakeholder satisfaction surveys. The survey process and instruments are systematically reviewed and improved regularly to suit the participants, survey needs and purposes, and QA reporting requirements. QA processes and instruments are also externally audited annually according to ISO 9001:2015 standards by Bureau Veritas Vietnam.

TVU's survey processes and instruments are managed by the Quality Assurance Department, which communicates to various units how to implement steps for data gathering and analysis, how to use the survey instruments, and how responsibilities should be assigned to relevant units and staff. Although the units and faculties/ schools being reviewed are involved, the QA Department is ultimately responsible for designing the surveys, conducting the surveys, and synthesising, validating and reporting the results to the Rector Board, school Deans and Heads of departments. The school, the QA department, and other relevant units mutually agree on the survey processes and instruments. The surveys designed by the QA Department are publicly reviewed and commented on by statistics experts and by all lecturers at the school or unit. They are being reviewed before being issued for official use.

Survey methods and instruments have also been improved over the years. The survey contents is also revised on the basis of reviewing feedback from the stakeholders. Furthermore, various delivery modes are deployed, for example, by using paper-based questionnaires, online survey forms among others. By diversifying survey modes, the QA

Department has engaged more students, lecturers and employers to improve response rates and reduce response times.

Evaluation by students

All programmes

While stakeholder satisfaction surveys are used for all stakeholders, TVU also regularly uses different QA instruments to gather data directly from students. Students participate in evaluating their programmes at different levels and at different times through formal surveys and informal communication between students, lecturers and support staff. The primary survey instruments used to formally gather data from students include post-course surveys and post-programme surveys.

For end-of-course surveys, students must provide feedback after each course is completed. During certain semesters, all delivered courses are also under the evaluation surveys, which are distributed in class if paper-based or accessed online through the Quality Assurance Department's student survey portal. The course evaluation channel gathers data on teaching methods and activities, lecturer qualities, the courses' expected learning outcomes, assessment and examination tools and methods, study and research materials and resources, educational technologies and equipment, and student workload. The QA Department collects, synthesises and reports this feedback to the Dean, the Department Head and the lecturer being reviewed as quickly as possible.

For exit surveys, the QA Department also gathers data from graduates on the usefulness of the program's expected learning outcomes, the program's organisation and sequencing of knowledge and practice contents, the manageability of the program's workload and the quality of student support services. Like the course surveys, the QA Department, in cooperation with the Department, performs collection, synthesis, analysis and sends reports to the Dean, the Department Head and the lecturers for any programme review or improvement activity.

After receiving reports from the QA Department, the Dean and Department Heads hold meetings at the school and department levels to discuss survey results and potential corrective actions that may be required. Lecturers who receive negative feedback from students are asked to explain the potential causes and propose appropriate remedial actions to improve their performance in future classes. In more severe cases, lecturers are also encouraged to consult with relevant units like the CELRI to develop and implement plans to improve their course designs and/or teaching methods and strategies.

In addition to participating in formal surveys, students regularly give feedback to support staff, lecturers and academic advisors. Classes often elect student leaders as main mediators to communicate collective issues or needs to lecturers and staff. Students are informed at the beginning of the programme that they can voice their needs and concerns through such channels as discussing them in person with lecturers or staff at the School Office or the Department or via phone and other communication channels. When students communicate issues or challenges that are more severe or systemic, they are brought to the attention of Department Heads who may choose to implement broader improvements to the programme or support services.

Evaluation by faculty

All programmes

Department Heads periodically collect feedback from academic staff about the programme. Monthly, the School's Department Heads chair a meeting with lecturers to discuss and resolve problems they may have. These meetings also allow lecturers to exchange their teaching experiences with each other, share research and professional development opportunities, and propose constructive ideas to improve their department's activities.

Also, monthly, the Dean hosts an official meeting with teaching staff to discuss issues related to general academic and professional affairs within the University. These meetings help lecturers learn about and discuss broader issues related to other units within TVU so they can participate in interdepartmental coordination and collaboration if required. The meetings are integral to information sharing and coordination within and between departments, as they notify lecturers about important information and updates.

In addition to these meetings, lecturers are also encouraged to regularly provide feedback about testing and assessment regulations, internal annual expenditures and procurements, the School's activities and support services, as well as the study programme's development. Like the informal exchanges and feedback from students, when lectures communicate issues or challenges that are more severe or systemic, they are brought to the attention of Department Heads, who may raise them in formal meetings to implement broader improvements to the programme or support services.

External evaluation by alumni, employers and third parties

All programmes

The School organises seminars to meet and interview alumni and businesses/ entities every two years. During these meetings, the School gathers feedback on the program's structure and design, desired and achieved graduate skills and competencies, and labour market trends. In addition to these panel interviews, as previously discussed, other means of data collection are used, including online and email surveys. These methods gather additional information and improve representation and response rates.

Also discussed previously, the school cooperates with the QA Department to conduct annual surveys with alumni about their employment situations, the programme's effectiveness in preparing them for their jobs, and their satisfaction with their current employment. At the same time, the School also collects feedback from employers to assess their satisfaction alumni's skills, competencies, attitudes and professional ethics. The QA Department then reports this feedback from alumni and employers to the School's Dean and staff during meetings, where they then propose and plan adjustments, improvements and innovations for the programme and the School's support services.

5.3. Programme documentation

Programme description

All programmes

The study programmes are officially and publicly issued to relevant parties according to MOET regulations. From that, learners can find relevant information about the study programme including its facilities, quality assurance policies, academic staff, and awarded certifications on the University's website.

At the beginning of each academic year, new graduate students are encouraged to join an orientation event to better understand the University's regulations and rules during their study time, such as academic regulations, tuition fees and study and research rules. They are also given students' contact information, like email addresses and websites, in case they have further questions. Besides orientation events, the Post-graduate Studies Department will notify students with class schedules and lecturer name lists each semester.

Post-graduate Studies Department hands out a Graduate Students' Handbook to learners at the beginning of each academic year, which would like to provide essential information of post-graduate programmes of TVU and assist them to have study plans and the study activity organisation on the most suitable way. Detailed information in the handbook includes: major codes, websites of academic schools/ departments and relevant functional offices so that students can easily contact and exchange information throughout the study process; curriculum; education and training plan; regulations on academics and course assessments, thesis defense, and graduation recognition. Learners may discover more details on current regulations and requirements on the department's website.

Moreover, School of Education's and School of Health's websites have publicly uploaded curriculum, course syllabus and reference materials for each course and so on. These will help learners have a general perspective what they will learn and how can do to achieve the expected learning outcomes.

Information on activities during the academic year

All programmes

Information about the study programme's activities is publicly available and communicated to students through various information channels, ensuring continuity and timely updating of information from admission to graduation.

Before enrolment: upon candidates submit applications to the study programme, the Post-graduate Studies Department records their contact information to send relevant notices about supplementary knowledge courses if the candidates has unrelated or closely related majors. The Department will also send all students a study schedule for entrance exams and admission information via phone, email, or Zalo. This information is also publicly available on the website of the Post-graduate Studies Department.

Enrolment: Results after admission, in addition to admission acceptance information, are made public on the website of the Post-graduate Studies Department. Learners can be directly informed via their personal contact channel, which they provided before. Moreover, as previously described, upon admission, students are then provided with a Graduate Students' Handbook, also published on the website. This handbook provides necessary information about TVU's postgraduate education and training for graduate students to plan and organise their study and work on the most suitable way.

The handbook includes all information students require to navigate their responsibilities in their study programme such as: Contact information of TVU's functional units for the coordination during the study programme implementation, mode of delivery and length of study time, education and training organisation, post-graduate academic affair management, students' responsibilities, exception for Philosophy course and learning result reservation, temporarily study pending and study result reservation, thesis proposal design, organisation of proposal review, topic assignments and thesis completion follow-up, changes in thesis completion, thesis defence, documents at post thesis defence, graduation recognition and Master's degree-awarding.

During the study programme, information related to academic schedules, venues, tentative supervisor lists and other academic affairs are posted online. Students are encouraged to attend seminars to help them prepare to present their proposal and final master's thesis defense. Students can also check their grades, look up the thesis and graduation information and review all notices online.

After students finish their studies, TVU also pays attention to keeping its supportive activities under its objectives and mission. Postgraduate admission information as well as TVU's major activities/ events (for example, University founding anniversary, Academic-year opening ceremony, alumni association,...) are all notified directly via personal email of alumni. The names and emails of alumni are added to a communication network that is maintained by TVU's Alumni Association.

In addition, information of study programmes and TVU's activities/ events are promoted through multimedia such as newspapers, television and social networks (Facebook, Youtube, TikTok,..) to communicate to the community. Mainly, TVU-Morning Coffee Programme and Student-School-Enterprise Programme regularly provide information to various communities, for example to alumni and to businesses and organisations connected to TVU. Also, TVU's annual reports are publicised on the website.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to

plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

The students' evaluation is carried out regularly and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

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

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

The panel criticises the significant incoherence and lack of clarity in the self-evaluation report and supporting documentation. Specifically, discrepancies are noted in the curricula, and in the module catalogue and course descriptions, particularly regarding forms and types of teaching methods and examinations. Hence, the panel recommends the following **condition**:

The HEI revises its documentation to ensure coherence and clarity across the overall documentation, especially curricula, module catalogues, and course descriptions. This includes clearly outlining the structure of the programmes, the teaching methods, examination formats, and their alignment with the respective curricula.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

Quality profile

HEI: Tra Vinh University, Vietnam

Bachelor / Master programme

- Office Administration
- Sport Management
- Education Management
- Health Management

		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)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

		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)				Condition	
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					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents				X	
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)			X		
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					

		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)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)				Condition	
5.3.2	Information on activities during the academic year			X		