

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 5, 2025

PROGRAMME ACCREDITATION

Project Number:	24/037
Higher Education Institution:	Tra Vinh University
Location:	Tra Vinh City, Vietnam
Study Programme:	Bachelor in Accounting Bachelor in Business Administration Bachelor in Economics Bachelor in Finance-Banking
Type of Accreditation:	re-accreditation

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

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from May 1, 2024, the study programmes are re-accredited with conditions.

Period of Accreditation: March 1, 2025 – February 29, 2032.

Conditions:

- **Condition 1:** The University defines the format of examinations (definition and duration) in an official framework document.
- **Condition 2:** The University implements a workload evaluation on the course level into their course evaluations, ensures to maintain it and regularly monitors and reviews the results to ensure that the workload remains appropriate and manageable for students.

Proof of meeting these conditions is to be supplied by March 4, 2026.

The FIBAA Quality Seal is awarded.

Fulfilment of conditions

✓ All conditions have been fulfilled – Decision by the FIBAA Accreditation and Certification Committee on June 19, 2026.

Thus, 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 without any further conditions.

Assessment Report

Higher Education Institution:

Tra Vinh University, Vietnam

Bachelor programme:

1. Bachelor Accounting
2. Bachelor - Business Administration
3. Bachelor - Economics
4. Bachelor - Finance-Banking

Qualification awarded on completion:

1. Bachelor in Accounting
2. Bachelor in Business Administration
3. Bachelor in Economics
4. Bachelor in Finance-Banking

General information on the study programme

Brief description of the study programme:

Bachelor Accounting (BA)

The Bachelor of Accounting equips students with comprehensive knowledge in financial accounting, management accounting, and auditing. The curriculum is designed to develop analytical skills and ethical standards necessary for the accounting profession. Graduates are prepared for careers in various sectors, including corporate finance, public accounting, and government agencies.

Bachelor - Business Administration (BBA)

The Bachelor of Business Administration focuses on developing students' managerial and leadership skills. The curriculum covers key areas such as marketing, finance, human resources, and strategic management. Students are trained to evaluate business environments, develop business strategies, and manage organisational resources effectively. Graduates are well-equipped for roles in diverse business settings.

Bachelor - Economics (BE)

The Bachelor of Economics provides students with a solid foundation in economic theory and its applications. The curriculum includes courses on microeconomics, macroeconomics, econometrics, and international economics. Students learn to analyse economic data, understand market dynamics, and evaluate economic policies. The programme prepares graduates for careers in economic research, policy analysis, and consultancy. Practical experience is gained through research projects and internships.

Bachelor - Finance-Banking (BFB)

The Bachelor of Finance-Banking aims to develop students' expertise in financial management, banking operations, and investment analysis. The curriculum covers topics such as corporate finance, financial markets, risk management, and banking regulations. Graduates are prepared for careers in banking, financial services, investment firms, and corporate finance departments.

Type of study programme:

All programmes: Bachelor programme

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

BA: 7 semesters, 120 national credits¹ / 169 ECTS credits

BBA: 7 semesters, 121 national credits / 170 ECTS credits

BE: 7 semesters, 121 national credits / 170 ECTS credits

BFB: 7 semesters, 122 national credits / 172 ECTS credits

Mode of study:

All programmes: full-time

¹ For all programmes: Excluding Physical Education and National Defence - Security Education.

Didactic approach:

All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

All programmes: no

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

BA: 150

BBA: 150

BE: 50

BFB: 120

Programme cycle starts in:

All programmes: September

Initial start of the programme:

BA: 2007

BBA: 2007

BE: 2011

BFB: 2011

Type of accreditation:

All programmes: re-accreditation

For re-accreditation: last accreditation period: November 22, 2019 until end of winter semester 2024/25

Procedure

A contract for the re-accreditation of the Bachelor Accounting, Bachelor - Business Administration, Bachelor - Economics and Bachelor - Finance-Banking was concluded between FIBAA and Tra Vinh University on May 14, 2024. On November 30, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel². The HEI has agreed with the chosen experts. The panel consisted of:

Dr. Thi Thu Ha Dinh

Thai Binh Duong University

Head of Finance - Banking Division Financial Management, Project Preparation and Appraisal, Financial Analysis, Corporate Finance

Prof. Dr. Stefanie Hehn

Ludwigshafen University of Business and Society

Professor of General Business Administration, in particular Corporate Finance & Capital Market Theory

Dr. Ekkehard Hermsdorf, MBA

Volkswagen Group AutoVision GmbH, Wolfsburg

Head of Quality Management/Qualification Coordination

Prof. Dr. Stefan Veith

University of Applied Sciences Bremen

Professor of Business Administration, in particular Accounting & Controlling

Noah Simeon Volkmar

accadis University Bad Homburg

B.A. Digital Business Management

FIBAA project manager:

Maya Köhler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on March 19 & 20, 2025 at the HEI's premises in Tra Vinh. At the end of the on-site visit, the panel has given 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 April 29, 2025. The statement on the report was given up on May 9, 2025. It has been taken into account in the report at hand.

² The panel is presented in alphabetical order.

Summary

The Bachelor Accounting, Bachelor - Business Administration, Bachelor - Economics and Bachelor - Finance-Banking offered by Tra Vinh University fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on March 1, 2025 and finishing on February 29, 2032, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects: 3.2.2 Study and exam regulations; 5.1 Quality assurance and quality development with respect to contents, processes and outcomes. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2): The University defines the format of examinations (definition and duration) in an official framework document.
- **Condition 2** (see chapter 5.1): The University implements a workload evaluation on the course level into their course evaluations, ensures to maintain it and regularly monitors and reviews the results to ensure that the workload remains appropriate and manageable for students.

Proof of meeting these conditions is to be submitted by March 4, 2026.

Furthermore, the quality requirements that have not been fulfilled – Internationality of the student body (chapter 3.4), Evaluation by students (chapter 5.2), External evaluation by alumni, employers and third parties (chapter 5.2) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

All study programmes:

- Establishing a dedicated counselling section for international students to guide them through the admission process, if the University plans to attract international students in the future (see chapter 2.2).
- Including courses that cover sustainability, such as sustainable finance/accounting/management (see chapter 3.1).
- Incorporating more AI into the course contents and making it clear in the course descriptions what and how it is used. For courses that already use AI, this should also be clearly stated in the course descriptions (see chapter 3.1).
- Implementing marketing strategies to attract a higher number of male students (see chapter 3.2).
- Thinking about including lecturing tutors in the first two semesters of each student cohort to further support students' learning progress and facilitate their transition into University (see chapter 3.3).

- Continuing to support lecturers in gaining international experience to further strengthen the faculty's internationality (see chapter 3.4).
- Introducing elective courses taught entirely in English to enhance students' English proficiency and attract international students (see chapter 3.4).
- Implementing further training for lecturers in creating online content and using AI tools (see chapter 4.1).
- Continuing to form more international partnerships to strengthen its global presence and to give lecturers and students more opportunities for international experiences (see chapter 4.3).
- Granting access to financial and stock market data for lecturers and students (see chapter 4.4).
- Publishing the study programme information fully in English (including information on admission) to attract foreign students (see chapter 5.3).

Additionally for **Bachelor Accounting (BA)**:

- Renaming the course “International Accounting Standards” to “International Financial Accounting Standards 1” and the course “International Financial Accounting Standards” to “International Financial Accounting Standards 2”, whereby the first course is a prerequisite for the second course (see chapter 3.1).
- Distributing national credits more evenly between semesters to ensure a more balanced workload.

Additionally for **Bachelor of Finance-Banking (BFB)**:

- Moving the course “Corporate Finance” to the second semester as it is a fundamental course, while replacing the course “Derivative” in the fourth semester, as it requires knowledge of financial management, analytical skills, and the stock market (see chapter 3.1).

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:

- Counselling for prospective students (see chapter 2.2)
- Ethical aspects (see chapter 3.1)
- Logic and plausibility of the didactical concept (see chapter 3.3)
- Multidisciplinary competences and skills (see chapter 3.5)
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4)

For the overall assessment of the programmes, 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, was established in 2001 on the basis of carrying out the Vietnam - Canada Community College Project. Tra Vinh Community College was evaluated by the Vietnamese Ministry of Education and Training as a model of North America Community College, according to the context of Vietnam. It was developed into Tra Vinh University in June 2006, a public university, which has flexibly applied the model of Canadian universities and colleges to the Vietnamese context. With the achievements of the Vietnam-Canada Community College project from 2001, TVU has played a central role within education, research and (knowledge-) transfer technologies towards promoting the regional socio-economic development of the local communities and surrounding areas in compliance. Currently, TVU consists of 48 units, including 13 academic colleges, schools, and centres that offer various degree programmes, including 53 Bachelor programmes, 19 Master programmes, and ten Doctoral programmes.³ The four study programmes (BA, BBA, BE, and BFB) are situated in the College of Economics and Law (CEL).

TVU designs its study programmes based on market surveys and local economic contexts to meet community needs and become a reliable partner for local businesses. The Programme Advisory Committee, comprising representatives from local agencies, businesses, students, experts, and scientists, supports the University Council in managing TVU's operations. TVU promotes lifelong learning, provides equal opportunities to all students, and supports students in becoming employed or self-employed after graduation. Additionally, TVU addresses gender and community issues through a dedicated unit that represents and meets the needs of female and ethnic minority students.

TVU's vision is to be an advanced university with a focus on application, excellence, uniqueness, and international integration. Its mission is to offer multi-disciplinary and multi-level training to meet learners' diverse needs, advance scientific research, provide technology transfer, and deliver social services to regional stakeholders and communities. This mission aims to enhance employment opportunities, improve community quality of life, and promote socio-economic development. TVU's core values are devotion, transparency, creativity, and friendliness. The motto is: "Bringing quality learning opportunities to the community." The educational philosophy is: "With professional qualification, ethical values, and high responsibility, learners will improve their personal growth and social development."

The University uses a learning-centred approach that creates favourable conditions for students to maximise their potential and develop their sense of responsibility as citizens and lifelong learners.

TVU signed the Talloires Declaration in 2013, committing to the development of a comprehensive green university. In 2024, TVU is projected to be ranked 43 in the top 100 by the WURI Ranking. Additionally, TVU achieved a rank of 139 in the UI GreenMetric Rankings

³ The academic division at TVU is categorised into four types of units: **Colleges**, **Schools**, **Institutes**, and **Centers**. A **College** is larger than a **School** in terms of scale, as it must meet specific criteria regarding the number of students and staff. For instance, the **College of Economics and Law (CEL)** includes smaller academic units known as **Faculties**.

in 2023. TVU is among the top 200 universities globally for sustainable and environmentally friendly development and is one of only two Vietnamese universities included in this ranking.

Further development of the programme, implementation of recommendations from previous accreditation

Table 1 Implementation of conditions and recommendations from the previous accreditation

Conditions and recommendations from the previous accreditation	Improvement actions
The University provides students with a diploma supplement including a relative grade or an ECTS grading table.	The improvement action is completed, which diploma supplement and transcripts are issued with a relative grade as ECTS system. The action was performed some months after the initial accreditation. However, it seems it was not maintained as the same topic occurred at this reaccreditation (see chapter 3.2).
The student body consisted mostly of Vietnamese students, due to the fact that all courses, except for foreign languages classes, are taught in Vietnamese language. At the point of the on-site visit, there was one international student from Cambodia enrolled. Therefore, the criteria for internationality of the student body does not meet the quality requirements.	The study programmes have been improved to attract more international students, including: • Courses are now aligned with foreign programmes, facilitating lecturer and student exchanges. • Lectures are available in both Vietnamese and English, prepared by academic staff. • Students receive materials in foreign languages. • Annual international conferences provide opportunities for academic exchange. • Two Cambodian students have enrolled in the Business Administration programme. • Lecturers and students from Southern Leyte State University (SLSU), Philippines, visit for cultural exchange and discussions with CEL counterparts annually since 2023. • Two students are undertaking short-term independent studies in Thailand and the Philippines. • CEL collaborates with the International Education Institute to develop an internationally oriented Business Administration programme, with courses taught in English and two semesters abroad. The programme is in the implementation stage, with no participants yet. The University will enhance its admission promotion to attract international candidates. Overall, the College has improved the internationality of its four study programmes compared to previous versions. Despite the current limited number of international students, the College will continue to enhance its efforts to attract more in the future.
Quality requirements concerning the internationality of the faculty.	• Nine lecturers improved their qualifications abroad; six graduated, and three are still studying. • A foreign lecturer has been invited to teach in English during the implementation of study programmes. • Policies encouraging lecturers to publish internationally have significantly increased the number of international articles,

	conference presentations, projects, and participation in seminars and conferences. • All courses in the four accredited programmes have bilingual lectures (Vietnamese-English). • Six lecturers participated in exchanges and discussions with those from the University of Liège in 2023 and 2024.
The panel recommended TVU to increase efforts on internationality of the faculty, but at the same time it would like to add that it sees clear potential for internationalisation in the future.	• Policies have been implemented to encourage lecturers to improve their foreign language skills through studying abroad, short-term courses, and studying English literature, resulting in improved English communication capabilities. • The availability of foreign reference materials for lecturers and students has been increased.
The University tried to implement more full-time teaching staff with business experience in the study programmes.	• Ten lecturers from the four study programmes participate in field trips to businesses, integrating practical knowledge into their lectures. • CEL's teaching staff undergo short-term professional training to enhance their expertise and practical knowledge. • Collaboration with experts from agencies and businesses facilitates sharing practical experiences, organising seminars, and discussions between businesses, lecturers, and students. • Teaching staff conduct scientific research to gain real-world insights and scientific evidence, incorporating case studies and problem-solving into teaching activities.
TVU builds exchange cooperation with foreign institutions.	• There are 59 MoUs with international partners to support the training and research activities of the University and the College of Economics and Law. • TVU is a founding member of the Vietnam Community College Association, which had 78 foreign and national members as of August 2024. • CEL has signed 17 cooperative agreements with international universities. • CEL has signed 30 agreements and collaborations with enterprises.
The aspect of feasibility of the workload is missing within the student surveys.	According to the University, the study programmes ensure appropriate and flexible structures to create favourable conditions for students to have enough time to study, research, and experience activities.⁴ This suitability is evaluated by the graduates through the University's survey. However, at this reaccreditation no workload survey was implemented (see chapter 5.1).

Further updates and improvements since the last accreditation are outlined below.

⁴ See self-evaluation report p. 18.

Bachelor Accounting (BA)

Updating learning outcomes, adjusting the number of credits for courses, and revising and adding new courses. Additionally, courses that focus on internationalisation, such as International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS), have been incorporated. Teaching materials for some courses have also been updated. Updates and improvements involved refreshing teaching materials for all courses, revising course outlines, and rescheduling political theory courses to the first semester. The teaching schedules for basic and specialised courses have been rearranged accordingly.

Bachelor - Business Administration (BBA)

Updating and improving learning outcomes, increasing the number of national credits to 121, and adjusting the number of credits for the LLCT knowledge block according to regulations. Soft Skills courses have been added, and some elective and compulsory courses have been converted or added between semesters. Additionally, teaching materials for some courses, such as the Business Startup course, have been updated and supplemented. Updates and improvements have focused on adding assessment methods for some courses, replacing the course Productivity and Quality Management with the course Quality Management, and updating course outlines. Political theory courses have been moved to the first semester, and the teaching schedules for basic and specialised courses have been rearranged accordingly.

Bachelor - Economics (BE)

The course outline for Specialized English Practice has been updated. Additionally, the objectives, learning outcomes, and the programme framework have been revised and improved. The list of core teaching materials and reference materials has also been updated. Course outlines for Econometrics and the final internship have been updated. Updates and improvements have focused on updating course outlines, moving political theory courses to the first semester, and rearranging the teaching schedules for basic and specialised courses accordingly. The *Enterprise Cooperation Training Programme (Co-op programme)* was integrated in 2020. It is a model with a longer internship in direct participation of Enterprises, Schools and Students. Students who successfully complete the Co-op programme earn 24 national credits (twelve months, three to four sessions).

Bachelor - Finance-Banking (BFB)

The programme has been updated with improved learning outcomes. The total credits of the programme are now 122 national credits, including 47 national credits for the generic knowledge block and 75 national credits for the specialised knowledge block. Some courses in the Political Theory Knowledge Block have been changed to comply with new regulations. Additionally, credits for some updated courses have been added, removed, or increased. Course outlines have been updated, political theory courses have been rescheduled, and changes have been made to the courses in the basic and specialised knowledge blocks.

Statistical Data

Bachelor Accounting (BA)

		Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024
# Study Places offered by HEI		150	130	110	140	130	150	150
# Applicants	Σ	191	134	156	196	133	151	144
	f	133	89	87	119	99	110	101
	m	58	45	69	77	34	41	43
Application rate		127.33%	103.08%	141.82%	140.00%	102.31%	100.67%	96.00%
# First-Year Students (accepted applicants)	Σ	91	73	96	90	103	101	107
	f	83	64	86	82	84	86	95
	m	8	9	10	8	19	15	12
Rate of female students		91.21%	87.67%	89.58%	91.11%	81.55%	85.15%	88.79%
# Foreign Students	Σ	0	0	0	0	0	0	0
	f							
	m							
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		60.67%	56.15%	87.27%	64.29%	79.23%	67.33%	71.33%
# Graduates	Σ	82	57	82	-	-	-	-
	f	75	51	73				
	m	7	6	9				
Success rate (students who finished their studies)		90.11%	78.08%	85.42%	-	-	-	-
Dropout rate (students who dropped their studies)		9.89%	21.92%	14.58%	-	-	-	-
Average duration of study		3.52	3.54	3.51	-	-	-	-
Average grade of final degree		2.97	2.85	2.83	-	-	-	-

Bachelor - Business Administration (BBA)

		Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024
# Study Places offered by HEI		120	140	120	180	210	180	150
# Applicants	Σ	239	232	293	319	145	162	154
	f	180	134	186	173	79	89	76
	m	59	98	107	146	66	73	78
Application rate		199.17%	165.71%	244.17%	177.22%	69.05%	90.00%	102.67%
# First-Year Students (accepted applicants)	Σ	97	82	102	164	120	111	104
	f	70	52	73	97	86	73	56
	m	27	30	29	67	34	38	48
Rate of female students		72.16%	63.41%	71.57%	59.15%	71.67%	65.77%	53.85%
# Foreign Students	Σ	0	0	0	0	0	0	0
	f							
	m							
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		80.83%	58.57%	85.00%	91.11%	57.14%	61.67%	69.33%
# Graduates	Σ	81	66	88	-	-	-	-
	f	63	42	65	-	-	-	-
	m	18	24	23	-	-	-	-
Success rate (students who finished their studies)		83.51%	80.49%	86.27%	-	-	-	-
Dropout rate (students who dropped their studies)		16.49%	19.51%	13.73%	-	-	-	-
Average duration of study		3.59	3.58	3.55	-	-	-	-
Average grade of final degree		3.02	2.98	2.99	-	-	-	-

Bachelor - Economics (BE)

		Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024
# Study Places offered by HEI		30	30	50	80	100	100	50
# Applicants	Σ	49	63	90	104	82	44	69
	f	34	45	76	77	53	23	36
	m	15	18	14	27	29	21	33
Application rate		163.33%	210.00%	180.00%	130.00%	82.00%	44.00%	138.00%
# First-Year Students (accepted applicants)	Σ	18	23	44	63	69	33	37
	f	13	17	33	45	51	25	28
	m	5	6	11	18	18	8	9
Rate of female students		72.22%	73.91%	75.00%	71.43%	73.91%	75.76%	75.68%
# Foreign Students	Σ	0	0	0	0	0	0	0
	f							
	m							
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		60.00%	76.67%	88.00%	78.75%	69.00%	33.00%	74.00%
# Graduates	Σ	15	21	20	0	0	0	0
	f	11	16	18				
	m	4	5	2				
Success rate (students who finished their studies)		83.33%	91.30%	45.45%	0.00%	0.00%	0.00%	0.00%
Dropout rate (students who dropped their studies)		16.67%	8.70%	54.55%	100.00%	100.00%	100.00%	100.00%
Average duration of study		3.70	3.52	4.00				
Average grade of final degree		3.11	3.09	3.30				

Bachelor - Finance-Banking (BFB)

		Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024
# Study Places offered by HEI		80	50	50	100	120	100	120
# Applicants	Σ	83	80	110	155	89	90	124
	f	68	53	87	97	50	47	89
	m	15	27	23	58	39	43	35
Application rate		103.75%	160.00%	220.00%	155.00%	74.17%	90.00%	103.33%
# First-Year Students (accepted applicants)	Σ	31	33	43	81	66	59	98
	f	24	21	32	65	42	38	78
	m	7	12	11	16	24	21	20
Rate of female students		77.42%	63.64%	74.42%	80.25%	63.64%	64.41%	79.59%
# Foreign Students	Σ	0	0	0	0	0	0	0
	f							
	m							
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		38.75%	66.00%	86.00%	81.00%	55.00%	59.00%	81.67%
# Graduates	Σ	27	29	35	-	-	-	-
	f	20	18	27	-	-	-	-
	m	7	11	8	-	-	-	-
Success rate (students who finished their studies)		87.10%	87.88%	81.40%	-	-	-	-
Dropout rate (students who dropped their studies)		12.90%	12.12%	18.60%	-	-	-	-
Average duration of study		3.59	3.66	3.54	-	-	-	-
Average grade of final degree		2.98	2.97	3.10	-	-	-	-

Appraisal

Since the last accreditation the University took the conditions and recommendations by the panel into account and developed all programmes further.

Despite an application rate exceeding 100%, some study places remain open according to the statistical data. The University explained during the on-site visit, this is due to personal reasons of the applicants, such as financial constraints, that may prevent students from enrolling. Additionally, students often apply to multiple institutions and may choose another university in the end. To attract students, the University engages alumni, conducts workshops, and

promotes its programmes at high schools. There are no international full-time students in the study programmes.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

All study programmes

The objectives of the study programmes are established based on four key reference sources:

1. Alignment with the Vietnam National Qualifications Framework.
2. Consistency with the vision and mission of Tra Vinh University.
3. Feedback from stakeholders through survey results and lecturer conferences.
4. Comparison and mapping of domestic and international study programmes to ensure compatibility with transfer training.

Study programmes, including their objectives, are updated annually through faculty review and experience-sharing meetings and undergo a comprehensive review every five years to respond to changes in the labour market and regulations through the DACUM Workshop, involving stakeholders.

The learning outcomes of the study programmes encompass both general social and specialised issues, designed to be integrated into courses that include foundation, basic, and specialised blocks. These outcomes are reached through compulsory and elective courses. The foundation knowledge equips students with fundamentals of economics, business and finance, accounting, helping them to be able to analyse state policies, conduct scientific research and in-depth research on other fields in the economic sector. Specialised knowledge equips students with knowledge from basic to advanced levels to meet diverse requirements, professional standards for industries and practical requirements in enterprises.

One of TVU's missions is to provide multidisciplinary, multi-level, and interdisciplinary training to meet the diverse needs of learners. Therefore, the learning content in the study programmes combines balance, logic, and alignment with expected learning outcomes, aiming to help learners:

1. Acquire basic and in-depth knowledge in their field of study.
2. Effectively apply knowledge to real-life and social contexts.
3. Orient career development through lifelong learning.
4. Build and harmoniously develop social relationships.
5. Meet the development requirements of Vietnam in the process of industrialisation, modernisation, and international integration.

Graduates must meet the following standards: (i) professional competence; (ii) personal and career development capacity; (iii) professional qualities through the balanced acquisition of theoretical knowledge and practical skills in the specialised field.

For students, topics encompass document search, reading and memorising skills, presentation skills, communication skills, problem-solving and decision-making skills, negotiation and conflict resolution skills, teamwork skills, time management and work organisation skills, stress management and personal financial management skills, change management skills, and creative and critical thinking skills.

Table 2 Objectives of the Study Programmes⁵

Accountant		Business administration		Economics		Finance - Banking	
CTKD session 1	CTTKD	CTKD session 1	CTTKD	CTKD session 1	CTTKD	CTKD session 1	CTTKD
Students after 2 - 3 years of graduation will be able to:							
The Bachelor of Accounting program is designed to train students who, after graduation, have good political qualities, professional ethics and good health; have general economic knowledge and in-depth knowledge of accounting in particular; have professional accounting capacity to meet the needs of employers; have	PO1. Manage activities related to accounting and auditing at the workplace in a competitive and internationally integrated environment;	The Bachelor of Business Administration program is designed to train students who, after graduation, have good political qualities, professional ethics and good health; have basic knowledge of economics and specialized knowledge in the field of Business Administration. Specialized knowledge is related to marketing, production, finance, human	PO1. Assess the external business environment and internal resources of the organization or enterprise;	The Bachelor of Economics program is designed to train students who, after graduation, have good political qualities, professional ethics and good health; have basic knowledge of economics and international economics; have specialized knowledge in the direction of international trade; have basic skills in information technology, foreign languages	PO1. Evaluate the effectiveness of foreign economic policies for businesses, localities and countries;	The Bachelor of Finance - Banking program is designed to train students who, after graduation, have good political qualities, professional ethics and good health; have general economic knowledge and in-depth knowledge of finance and banking in particular; have professional capacity in Finance - Banking to meet the needs of employers; have a sense of responsibility,	PO1. Manage credit operations, capital mobilization, financial accounting, banking services in a competitive and internationally integrated environment;
	PO2. Provide accounting and auditing services;		PO2. Build brands, promote marketing strategies in production, trade and service activities;		PO2. Take charge of developing economic development investment projects associated with businesses and localities;		PO2. Provide banking and financial services;

⁵ See self-evaluation report pp. 20-21.

the will to start a business with a dynamic and creative mindset, a sense of responsibility, a good sense of organization and discipline, professional ethics and dedication to the profession. In addition, students can continue to study, improve their professional qualifications, and develop their careers to meet the requirements of integration.	PO3. Take charge of scientific research, proactively pursue life-long learning; cooperate, work independently, self-direct; solve problems; lead professionally; adapt to the digital transformation environment and international integration;	resources and accounting. At the same time, the training program also equips students with additional skills, information technology and foreign languages for their careers after graduation; management and entrepreneurship skills are also provided to help learners create their own jobs; leadership skills; skills in planning and building business strategies... In addition, students can continue to study, improve their professional qualifications, and develop their careers to meet integration requirements.	PO3. Take charge of scientific research, proactively pursue life-long learning; cooperate, work independently, self-direct; solve problems; lead professionally; adapt to the integration environment;	and soft skills to support the profession; have professional capacity and skills in implementing and operating import-export activities to meet the needs of employers. In addition, students have the ability to conduct independent research on professional issues, plan strategies and business plans, can continue to study, improve professional qualifications, and develop careers to meet integration requirements.	PO3. Take charge of scientific research, proactively pursue life-long learning; cooperate, work independently, self-direct; solve problems; lead professionally; adapt to the integration environment;	good sense of organization and discipline, professional ethics and dedication to the profession. In addition, students can continue to study, improve their professional qualifications, and develop their careers to meet the requirements of integration.	PO3. Take charge of scientific research, proactively pursue life-long learning; collaborate, work independently, and be self-directed; solve problems; lead professionally; adapt to changes in the financial environment and international integration;
	PO4. Enhance legal compliance, accounting and auditing ethics and social responsibility.		PO4. Enhance legal compliance, professional ethics in business activities and social responsibility.		PO4. Enhance legal compliance, professional ethics in business activities and social responsibility.		PO4. Enhance legal compliance, ethics of bank staff and social responsibility.

Table 3 Learning Outcomes of the Study Programmes⁶

Learning outcomes	Accounting	Business administration	Economics	Finance - Banking
Knowledge	PLO1. Apply knowledge of politics, national defense and security, English, information technology, legal systems, principles, operating rules of the economy and financial rules to accounting work. PLO2. Apply principles, operating cycles and accounting functions according to the Accounting Regime, Tax Law, Accounting Law, Auditing, Vietnamese and international Accounting Standards.	PLO1. Apply knowledge of politics, national defense and security, English, information technology, legal systems, principles, operating rules of the economy and business principles to the business field. PLO2. Apply management knowledge in production, service provision; resource control; marketing and business operations.	PLO1. Apply knowledge of politics, national defense and security, English, information technology, legal systems, principles, operating laws of the economy and financial laws to the economic field. PLO2. Apply knowledge of economics and business in the operations of organizations and enterprises.	PLO1. Apply knowledge of politics, national defense and security, English, information technology, legal system, principles, operating rules of the economy and financial and monetary laws to the field of banking and finance. PLO2. Apply financial and monetary management principles to banking operations.
Skills	PLO3. Implement accounting voucher regime. PLO4. Implement accounting and auditing procedures at the workplace. PLO5. Prepare financial reports, management reports and tax reports of the workplace. PLO6. Analyze accounting information and communication systems. PLO7. Use English in communication, in preparing and reading financial reports with foreign elements. PLO8. Use office informatics and software applications in	PLO3. Propose business strategies and develop markets, customer relationships and business partners. PLO4. Assess the operating environment and feasibility of the business project. PLO5. Decide on solutions to manage risk, change in business and adapt to multicultural environments. PLO6. Implement startup ideas, scientific research, create motivation and jobs for yourself and others. PLO7. Use English in communication, negotiation and business negotiations. PLO8. Use office informatics and statistical software in analyzing and	PLO3. Appraise business, investment and production projects in an enterprise or locality. PLO4. Evaluate the results of implementing economic policies in a business or locality. PLO5. Carry out import and export business operations. PLO6. Analyze national foreign economic policies. PLO7. Assess the level of risk in international business. PLO8. Use office informatics in professional work and scientific research. PLO9. Communication, teamwork, presentation in	PLO3. Analyze characteristics of financial and banking markets. PLO4. Evaluate banking products and services. PLO5. Analyze financial activities at enterprises and credit institutions. PLO6. Perform domestic and international banking operations. PLO7. Use office informatics and banking software in professional work and scientific research. PLO8. Communication, teamwork, presentation in banking and finance, lifelong learning, using English in banking and finance.

⁶ See self-evaluation report pp. 22-23.

	accounting and scientific research. PLO9. Communication, teamwork, critical thinking and accounting data analysis skills, advising unit leaders in decision making.	forecasting socio-economic situations. PLO9. Communication, teamwork, critical thinking and other supporting skills in business operations.	foreign trade activities, lifelong learning, using English in international trade transactions.	
Attitudes	PLO10. Demonstrate a sense of responsibility, discipline, honesty, self-awareness and professional ethics. PLO11. Demonstrate lifelong learning awareness, community service spirit and international integration.	PLO10. Demonstrate a sense of responsibility, discipline, honesty, self-awareness and professional ethics. PLO11. Demonstrate lifelong learning awareness, community service spirit and international integration.	PLO10. Demonstrate a sense of responsibility to serve the community, discipline, honesty, self-awareness and professional ethics. PLO11. Adapt to changes in work and international integration.	PLO9. Demonstrate a sense of responsibility to serve the community, discipline, honesty, self-awareness and professional ethics. PLO10. Adapt to changes in the financial environment and international integration.

Table 4 Compatibility Between the Learning Outcomes of the Study Programmes and Vietnam's National Qualifications Framework⁷

Vietnam's National Qualifications Framework	Compatibility between the learning outcomes and Vietnam's National Qualifications Framework			
	Accounting	Business administration	Economics	Finance - Banking
Knowledge - Solid practical knowledge, deep and broad theoretical knowledge within the scope of the training programs ^(a) . - Basic knowledge of social sciences, political science and law ^(b) . - Knowledge of information technology meeting job requirements ^(c) . - Knowledge of planning, organizing and monitoring processes in a specific area of activity ^(d) . - Basic knowledge of management and operation of professional activities ^(e) .	PLO1: (b), (c) PLO2: (a), (d), (e)	PLO1: (b), (c) PLO2: (a), (d), (e)	PLO1: (b), (c) PLO2: (a), (d), (e)	PLO1: (b), (c) PLO2: (a), (d), (e),
Skills - Skills needed to be able to solve complex problems ^(f) . - Leadership skills, starting a business, creating jobs for themselves and others ^(g) . - Skills to debate, criticize and use alternative solutions in uncertain or changing environmental conditions ^(h) . - Skills to evaluate the quality of work after completion and the performance of team members ⁽ⁱ⁾ . - Skills to communicate problems and solutions to others at work; transfer and disseminate knowledge and skills in performing specific or complex tasks ^(j) . - Have foreign language proficiency level 3/6 of Vietnam's Foreign Language Proficiency Framework ^(k) .	PLO3: (f), (j) PLO4: (f), (j) PLO5: (f), (j) PLO6: (h), (i), (j) PLO7: (h), (j), (k) PLO8: (f), (h) PLO9: (h), (i), (j), (k)	PLO3: (f), (h), (i) PLO4: (h), (i), (j) PLO5: (f), (h), (j) PLO6: (g), (h), (j) PLO7: (h), (j), (k) PLO8: (f), (h) PLO9: (h), (i), (j), (k)	PLO3: (f), (j) PLO4: (h), (i) PLO5: (f), (j) PLO6: (h), (i), (j) PLO7: (g), (h), (j), (k) PLO8: (h), (i), (j), (k) PLO9: (h), (i), (j), (k)	PLO3: (f), (h), (i) PLO4: (h), (i) PLO5: (f), (h), (i) PLO6: (f), (h), (i) PLO7: (f), (j) PLO8: (f), (h) PLO9: ((h), (i), (j), (k)
Levels of autonomy and responsibility: - Work independently or in a team in changing working conditions, take personal responsibility and responsibility for the team ^(m) . - Guide and supervise others in performing specified tasks ⁽ⁿ⁾ . - Self-directed, able to draw professional conclusions and defend personal views ^(o) . - Plan, coordinate, manage resources, evaluate and improve the effectiveness of activities ^(p) .	PLO10: (m), (n), (o) PLO11: (m), (p)	PLO10: (m), (n), (o) PLO11: (m), (p)	PLO10: (m), (n), (o) PLO11: (m), (p)	PLO9: (m), (n), (o) PLO10: (m), (p)

Appraisal:

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

⁷ See self-evaluation report p. 24.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the Vietnam's National Qualifications Framework.

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

1.2 International orientation of the study programme design (Asterisk Criterion)

All study programmes

Lecturers are trained in overseas universities and engage in international cooperation, including participation in international seminars and conferences, signing international agreements, and exchanging lecturers with foreign partners.

Students have opportunities to do internships at foreign companies or in environments with foreign elements. They also participate in international events such as welcoming international delegations, supporting and participating in conferences and exhibitions, and engaging in activities that support their academic interests.

The University accepts foreign interns and exchange students and has agreements with partners from higher education institutions in the Southeast Asian region for the exchange of teachers, lecturers, and students.

The Learning Resource Centre implements international training programmes, providing access to over 100,000 books, including international books, and offering online search tools and internet connectivity for all students, including those in joint study programmes.

Bachelor Accounting (BA)

The programme undergoes capacity analysis through the DACUM Workshop and comparison with foreign universities such as the American Intercontinental University, University of New England, Harvard University, and Buckinghamshire New University. The learning outcomes reflect an international orientation, including the application of accounting knowledge to solve practical problems, understanding Tax Law and Accounting Law, and proficiency in International Financial Reporting Standards (IFRS). Courses include international and intercultural content, as described in chapter 3.4.

Bachelor - Business Administration (BBA)

The programme is analysed through the DACUM Workshop and compared with the American Intercontinental University. The learning outcomes emphasise decision-making in business management within an international context, covering subjects such as Business Management, Marketing, E-commerce, and Logistics. Courses include international and intercultural content, as described in chapter 3.4.

Bachelor - Economics (BE)

The programme is evaluated through the DACUM Workshop and compared with the University of New England. The learning outcomes highlight the ability to conduct economic research using modern methods, with a focus on Economic Theory and Econometrics. Courses include international and intercultural content, as described in chapter 3.4.

Bachelor - Finance-Banking (BFB)

The programme undergoes capacity analysis through the DACUM Workshop and comparison with Buckinghamshire New University. The learning outcomes include enforcing financial regulations within an organisation or institution internationally, with a focus on Banking Operations Management and Financial Markets Analysis. Courses include international and intercultural content, as described in chapter 3.4.

Appraisal:

The design of all study programmes appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. Including international course contents, capacity analysis with international universities and mobility opportunities.

	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

On the educational market

All study programmes

With the motto "Bringing quality learning opportunities to the community," TVU has gradually affirmed its position in the national and international education system. From a unique model applying the community college approach of North American countries to the conditions of Vietnam, Tra Vinh University continues to develop in the direction of application, community engagement, and business cooperation in Vietnam by providing standard learning facilities, an active research environment, quality technology products, and safety for the community.

Competency-Based Approach: The study programmes are designed and updated based on surveys of stakeholders (skilled workers, employers, and alumni through DACUM workshops) and faculty conferences to ensure that learners can adapt to social dynamics.

Application Orientation: With the vision of "Being an advanced university with an orientation of application, excellence, and international integration," the University's study programmes are designed to enhance applicability. Accordingly, the proportion of practical and internship courses in the study programmes is relatively high compared to those of counterparts.

Table 5 Structure of the study programmes at TVU and other universities in the region⁸

⁸ See self-evaluation report p. 29.

Knowledge structure	Accounting				Business administration				Economics				Finance – Banking			
	TVU	UEH	OU	AIU	TVU	CTU	UEH	UNE	TVU	CTU	NO	CUL	TVU	CTU	UEH	BNU
Generic knowledge block	35	48	58	42	47	48	45	42	47	47	42	43	43	44	49	120
Foundation knowledge	10	66	12	87,5	11	38	39	15	14	14	37	12	12	41	44	
Specialized knowledge	61		51		49	55	26	60	45	46	47	41	51	41	15	
Extracurricular/supplementary knowledge	2		7		2	2	5	3	5	4	2	NA	4	2	2	
Internship at enterprises	5	10	4		10	5	2	NA	3	3	2 10	10	5	2	10	
Thesis or supplementary study	7		6			7	10	NA	7	7		21	7	10		
Total	120	124	136	129,5	121	140	125	120	121	121	140	127	122	140	120	120
In which:																
- Theoretical credits:	60	NA	96,5	NA	62	121	NA	NA	59	59	112,8	NA	64	123	NA	NA
- Practical credits:	60		39,5		59	19			62	62	27,2		58	17		

(Excluding Physical Education and Security - National Defense courses)

On the job market for graduates

All study programmes

Development of Study Programmes: TVU considers social needs (e.g. evaluation of banking products) to establish appropriate goals and learning outcomes. Job positions are identified in each study programme, based on surveys of opinions from relevant parties, particularly employers, regarding the skills and jobs that graduates can undertake. Career orientation for students of all majors is continuously updated.

Training Process Linked with Employers: With an application-oriented approach, TVU prioritises training quality that meets business requirements. Study programmes are implemented in two combined forms:

1. Bringing students to businesses through internship programmes, including practical internships (four weeks in the fourth semester) and graduation internships (six weeks in the seventh semester);
2. Bringing businesses to students by inviting business operators to participate in the training process, providing real-life knowledge linked to jobs after graduation, and building realistic simulation models using real business data for practical student training.

Career Orientation and Job Introduction: TVU's relevant departments, such as the Career Service Centre, Student Affairs Department, Faculty, and academic advisors, regularly provide vacancies for both students and graduates. The Career Service Centre actively seeks partners and job opportunities for graduates, organises career guidance activities, and collaborates with businesses to align training orientations with labour market needs.

Support for Entrepreneurship: The establishment of the Centre for Innovation and Entrepreneurship offers students opportunities to start their own businesses, receive support in developing ideas, participate in startup competitions, and obtain startup funding, including capital, facilities, and advice from businesses and experts. Additionally, the Tra Vinh Provincial Business Incubator, located on campus, provides a favourable environment for students' startup ideas to be incubated and transformed into businesses.

Follow-Up and Support After Graduation: To ensure ongoing employment support, TVU has organised and maintained activities such as "Tracking the Traces of Students," formed an Alumni Association, and organised meetings to gather information about graduates' careers. This enables timely support and recruitment information for subsequent cohorts. As a result, the employment rate for students across all programmes has remained high, with over 70% securing jobs within one year of graduation and receiving positive feedback from employers.

Within the HEI's overall strategic concept

All study programmes

The objectives and learning outcomes of the study programmes are all built closely linked to the University's strategic objectives:

Table 6 Comparing PLOs with TVU's strategy

TVU's strategy to 2025, vision to 2030	Programme Learning Outcomes (PLOs) of the Training Programs			
	Accounting	Business administration	Economics	Finance - Banking
Training human resources in science, engineering and technology with professional capacity, ethics and responsibility to master themselves, actively contribute to the labor and production process to serve the local, national and international communities; have the ability to self-study and self-train to develop expertise and personality to adapt to the process of social innovation in the era of globalization.	PLO2. Apply principles, operating cycles and accounting functions according to the Accounting Regime, Tax Law, Accounting Law, Auditing, Vietnamese and international Accounting Standards. PLO7. Use English in communication, in preparing and reading financial reports with foreign elements. PLO8. Use office informatics and software applications in accounting and scientific research. PLO10. Demonstrate a sense of responsibility, discipline, honesty, self-awareness and professional ethics. PLO11. Demonstrate lifelong learning awareness, community service spirit and international integration.	PLO2. Apply management knowledge in production, service provision; resource control; marketing and business operations. PLO7. Use English in communication, negotiation and business negotiations. PLO8. Use office informatics and statistical software in analyzing and forecasting socio-economic situations. PLO10. Demonstrate a sense of responsibility, discipline, honesty, self-awareness and professional ethics. PLO11. Demonstrate lifelong learning awareness, community service spirit and international integration.	PLO2. Apply knowledge of economics and business in the operations of organizations and enterprises. PLO8. Use office informatics in professional work and scientific research. PLO9. Communication, teamwork, presentation in foreign trade activities, lifelong learning, using English in international trade transactions. PLO10. Demonstrate a sense of responsibility to serve the community, discipline, honesty, self-awareness and professional ethics. PLO11. Adapt to changes in work and international integration.	PLO2. Apply financial and monetary management principles to banking operations. PLO7. Use office informatics and banking software in professional work and scientific research. PLO8. Communication, teamwork, presentation in banking and finance, lifelong learning, using English in banking and finance. PLO9. Demonstrate a sense of responsibility to serve the community, discipline, honesty, self-awareness and professional ethics. PLO10. Adapt to changes in the financial environment and international integration.

The University has identified strategic development goals being applied orientations in study, teaching, and scientific research to meet the needs of economic and social development of the community and the whole country. This is considered as a guideline in the training and teaching process of the College.

Appraisal:

The reasons given for the positioning in the educational market of all study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. TVU runs an application-oriented approach in their programmes. The future fields of employment for graduates are plausibly set forth. For all programmes specific graduate profiles are set.

The study programmes are convincingly integrated into TVUs overall strategic concept and a good fit within their faculty. The study programmes' qualification goals are in line with TVUs mission and strategic planning and meet the market demands.

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

2. Admission

Admission requirements

All study programmes

TVU accepts candidates from across the country under the motto: "bringing quality learning opportunities to the community". The enrolment requirements are published and publicly available on the University's portal⁹.

Admission requirements:

1. Candidate qualifications: To apply, applicants should have graduated from high school in Vietnam or hold a recognised equivalent foreign diploma. Additionally, they should possess a secondary vocational diploma in the same field as the programme they are applying for and have completed the high school programme as prescribed by law.
2. Eligibility criteria: Applicants need to meet entrance requirements according to current regulations¹⁰.

The entrance threshold for Accounting, Business Administration, Economics, and Finance-Banking is determined by subject clusters:

- A00 (Math, Physics, Chemistry)
- A01 (Math, Physics, English)
- C01 (Language and Literature, Math, Physics)
- D01 (Language and Literature, Math, English)

Applicants need to be healthy enough to study according to current regulations and provide full personal information and application documents.

Disabled candidates with reduced learning ability will receive necessary support to enrol in suitable programmes.

Admission methods include considering high school graduation exam results and evaluating high school learning results. Candidates must have strengths in social sciences to ensure they can meet the learning outcomes and professional capacity required.

Counselling for prospective students

All study programmes

To facilitate candidates' access to admission information for study programmes, the College of Economics and Law disseminates information through various media channels:

1. Online channels: The admission scheme, announcements, posters, and clips introducing the study programmes are published on the TVU official admission website and the College of Economics and Law website. Admission announcements, posters, newsletters, clips, and online consulting programmes are shared on social media platforms such as TVU Facebook, College of Economics and Law Facebook, School of Economics and Law Facebook, and Faculty of Management Facebook. Additionally, Zalo groups provide admission support.
2. Direct counselling at high schools: An annual enrolment consulting plan is implemented at high schools within and outside the province. Lecturers are sent to directly consult and provide information. Enrolment information is conveyed through handbooks, flyers, and souvenirs with QR codes. Additionally, talk shows like "Who are you in the future?"

⁹ <https://tuyensinh.tvu.edu.vn/de-an-tuyen-sinh-nam-2024/> (last access on April 02, 2025).

¹⁰ Article 9 of the Regulations on University and College Admissions for Preschool Education and Decision No. 1139/QĐ-BGDĐT dated April 15, 2024.

are organised with education experts and businesses to orient careers for high school students in the Mekong Delta region.

3. Direct counselling at Tra Vinh University: High schools are invited to organise campus visits and attend admissions consultations. Students are guided to visit classrooms and practice rooms of study programmes. Immediate answers to students' questions are provided, and consultation support is offered at building A1 and through the office department during office hours.
4. Other channels for contacting and receiving consulting information: Hotline numbers and email addresses are available on the University's website. Lecturers also act as information channels for their relatives and interested students

Admissions consulting includes information based on study programme requirements, such as objectives, programme framework, duration of study, eligible candidates, admission requirements, application process, expected number of accepted candidates, tuition fees, and incentive policies. Additionally, at the request of the learner, advice is provided on the suitability of personal qualities for the field of study, career orientation, job opportunities, promotion opportunities, higher education opportunities, and other related content.

General principles in admissions consulting include basing advice on the student's needs, providing a specific introduction to the study programme, offering clear instructions on admission method requirements, recommending the most suitable options for candidates, ensuring those involved in direct counselling are trained, and making programme documents and admission information available.

After students' visits, faculties will set up Zalo and Facebook groups based on the personal information provided by interested students. These groups will be managed by lecturers to provide more in-depth consultation and ensure quick responses to candidates' questions. For difficult questions, lecturers will contact relevant departments to provide answers within the day.

Selection procedure

All study programmes

Information related to the admission process, such as admission subjects, methods, entrance requirements, study programmes, university codes, programme codes, subject clusters, registration, fees, priority subjects and areas, and admission principles, is detailed in the 2024 admission scheme and announcement No. 2500/TB-DHTV dated 17 June 2024. This is based on the admission regulations issued with circular No. 08/2022/TT-BGDDT dated 6 June 2022 and decision No. 1139/QD-BGDDT dated 15 April 2024.

Admission process:

1. Students complete the application form within specific time frames (regulated annually).
2. The University conducts admission according to regulations of the Ministry of Education and Training (MOET). Admission principles include:
 - Based on the entrance threshold announced by the MOET.
 - Based on available study places.
 - Based on admission scores, from high to low, including subject cluster scores and priority points, until places are filled.
 - Priority given to combined scores of admission subjects, regional priority points, and candidates with higher aspirations.

3. University announces first-round admission results on the website, Facebook, and Zalo.
4. Candidates confirm their enrolment online.
5. Candidates complete enrolment procedures as per the university's notice.
6. Official enrolment.
7. Announcement of additional enrolment (if any).
8. Announcement of successful candidates.
9. Completion of enrolment procedures for the additional intake.

The admission process is announced on the University's website.

Ensuring foreign language proficiency

All study programmes

The programmes do not require candidates to proof English proficiency for admission. However, after admission, an English proficiency test will be conducted to assess students' listening, comprehension, reading, writing, and communication skills.

Transparency and documentation of admission procedure and decision

All study programmes

The University's enrolment information is presented in the following documents:

1. At the national level: Regulations on university and college admissions for preschool education are issued together with circular No. 08/2022/TT-BGDDT dated 6 June 2022 of the MOET and decision No. 1139/QĐ-BGDDT dated 15 April 2024 of the MOET promulgating the plan for implementing university and college admissions for preschool education in 2024.
2. At the University level: Admission scheme (including admission principles and criteria), admission announcement, admission score notice, enrolment notice, and other relevant instructions. These documents have been publicly announced through websites¹¹, Facebook, Zalo, and printed publications for candidates such as flyers and handbooks.

The University's admission results are approved by the rector, publicly announced on the website, and sent to candidates. Specifically, documents on admission results include:

- List of successful candidates.
- Admission announcement (including information such as candidate information, results achieved, instructions on admission procedures).
- Enrolment notice.

In case candidates have any queries about the admission results, the resolution is specifically guided in the University's admission scheme.

Appraisal:

The panel finds the admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

¹¹ such as <https://tuyensinh.tvu.edu.vn/>, <https://sel.tvu.edu.vn/> (last access on April 02, 2025).

Applicants can directly turn to a student counselling service for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail. TVU ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs, including high school visits, Zalo groups and social media presence.

If the University plans to attract international students in the future, the panel **recommends** establishing a dedicated counselling section to guide them through the admission process.

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

The admission requirements ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). While there is no language requirement for admission, afterwards students take an English language test to make sure they will be able to understand English material.

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		

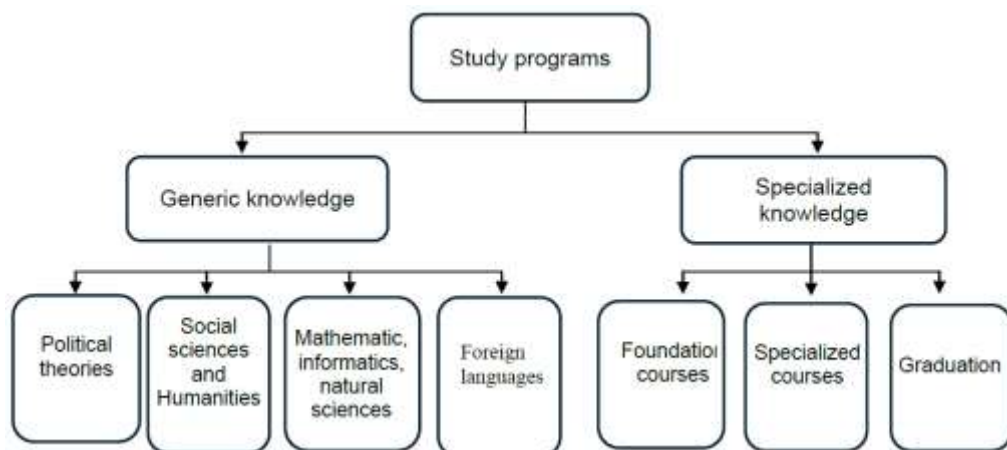
3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence

All study programmes

Figure 1 The structure of courses by generic and specialized knowledge blocks¹²



Each knowledge block in the programmes includes a combination of elective and compulsory courses. Furthermore, the programmes feature a compulsory English course that supports students understanding international documents, interact, and exchange research with international students and teachers.

The programmes are structured with courses at varying levels to support students in achieving the expected learning outcomes, ensuring the development of appropriate competencies to meet job requirements in their field upon graduation:

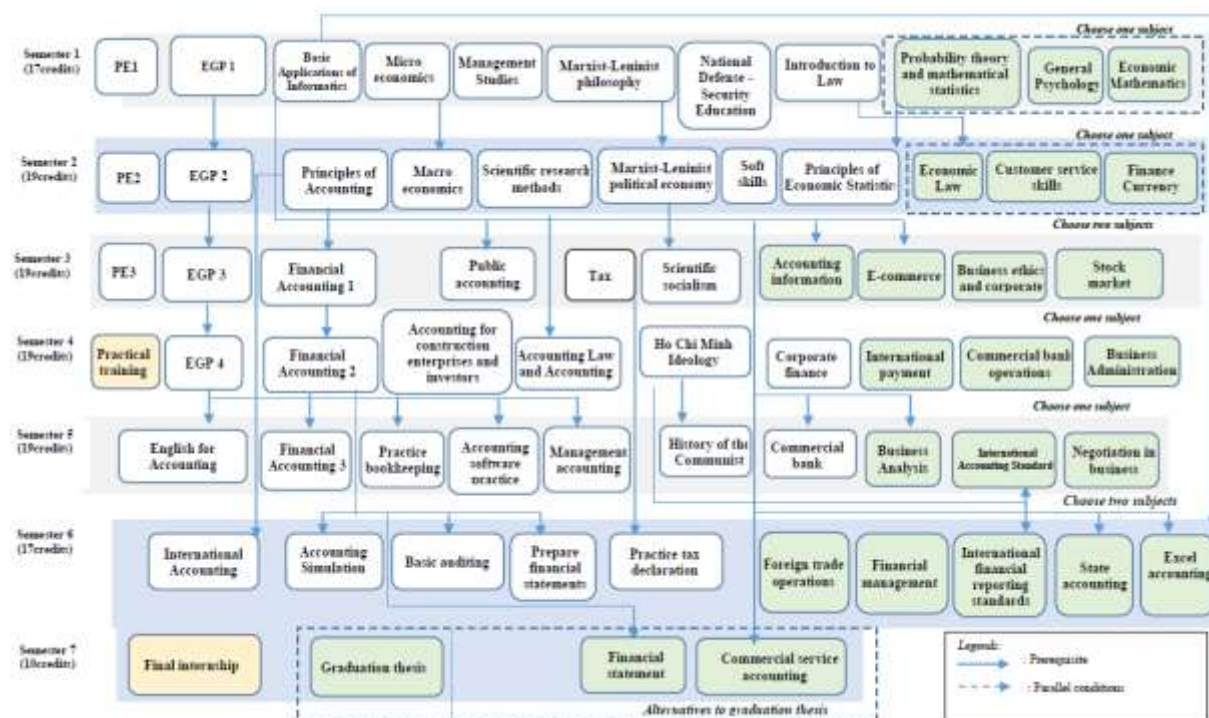
1. Introductory/beginning level.
2. Advanced level. In these courses, learners have many opportunities to practise, experiment, and engage in practical exercises.
3. Mastering or achieving PLO/PI.

Courses are arranged according to prerequisites or parallel conditions and knowledge levels.

¹² See self-evaluation report p. 39.

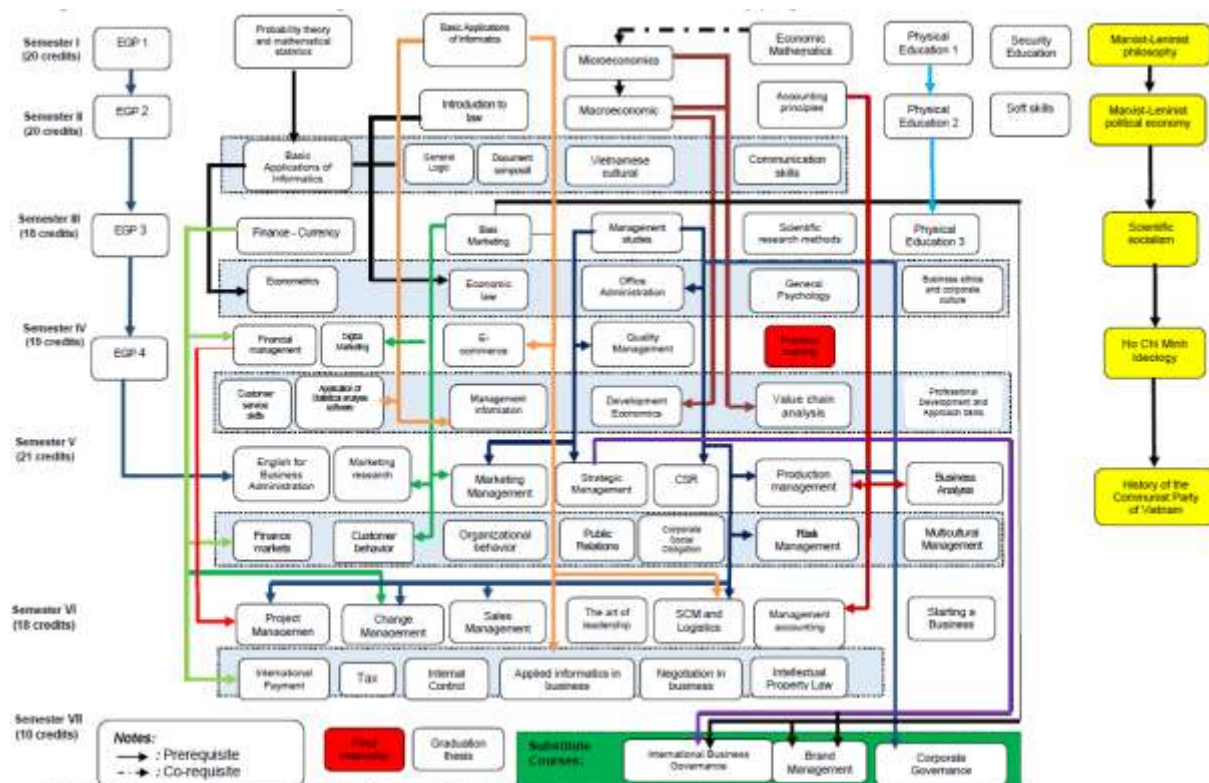
Bachelor Accounting (BA)

Figure 2 The connection between courses in Bachelor Accounting (BA)¹³



Bachelor - Business Administration (BBA)

Figure 3 The connection between courses in Bachelor - Business Administration (BBA)¹⁴

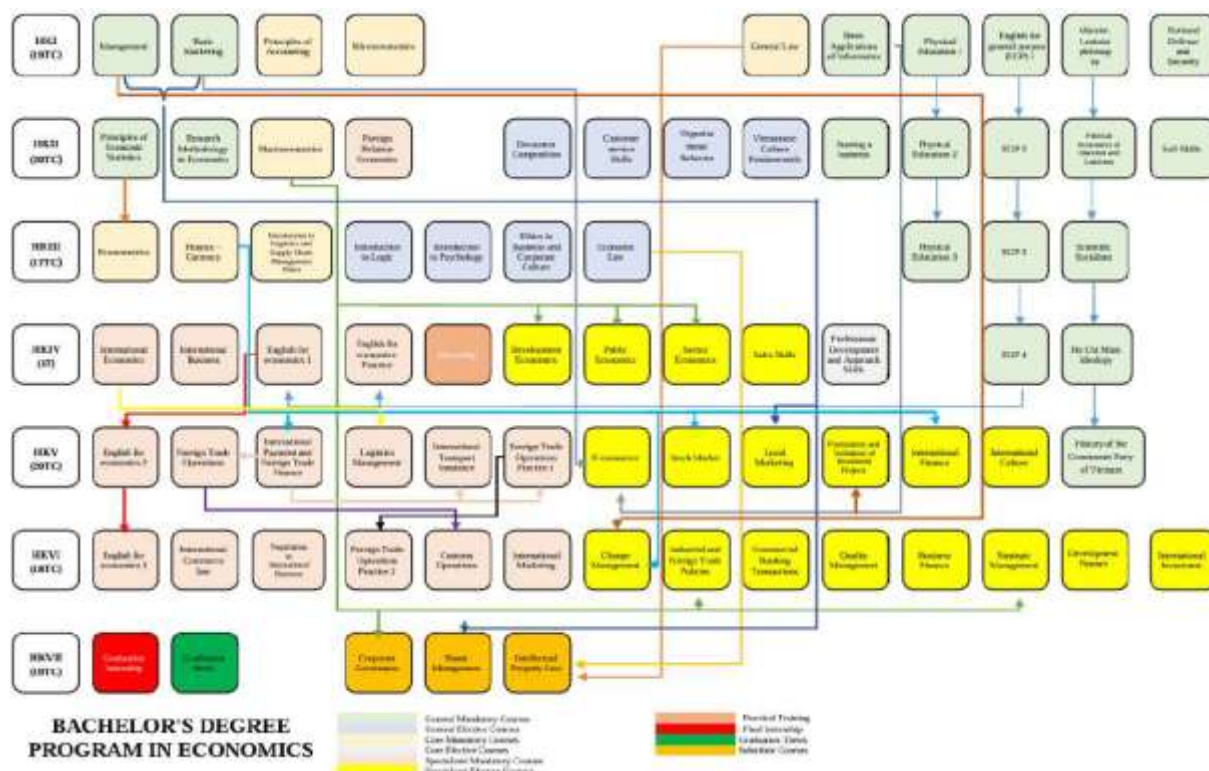


¹³ See self-evaluation report p. 49.

¹⁴ See self-evaluation report p. 50.

Bachelor - Economics (BE)

Figure 4 The connection between courses in Bachelor - Economics (BE)¹⁵

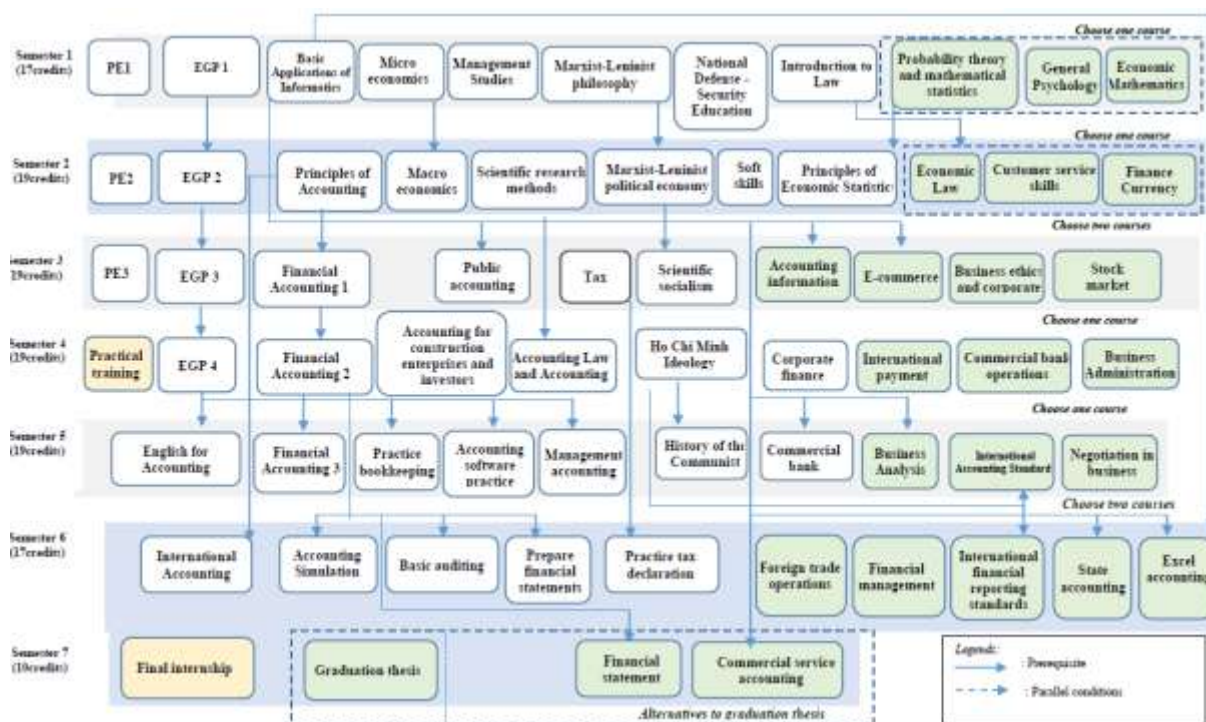


In 2020 the *Enterprise Cooperation Training Programme (Co-op programme)* was integrated. It is a model that includes the standard internship and an additional internship lasting three to four months, involving direct participation from enterprises, schools, and students. With this approach, the University aims to enhance the employability of its students. Students who successfully complete the *Co-op programme* earn 24 credits. The *Co-op programme* is voluntary, allowing students to choose whether to undertake the additional longer internship. In interview sessions, the University reported that approximately 40% of students in the last study cohort opted for the *Co-op programme*.

¹⁵ See self-evaluation report p. 51.

Bachelor - Finance-Banking (BFB)

Figure 5 The connection between courses in Bachelor - Finance-Banking (BFB)¹⁶



Rationale for degree and programme name

All study programmes

A study programme is named based on the professional capacity of learners to perform practical tasks and in accordance with the regulations of the MOET.

Table 7 Rationale for naming study programmes

Rationale	Accounting	Business Administration	Economics	Finance Banking
Regulations of the MOET (Circular No. 24/2017/TT-BGDDT dated October 10, 2017)	Accounting (Programme code 7340301)	Administration (Programme code 7340101)	Economics (Programme code 7310101)	Finance - Banking (Programme code 7340201)
Professional capacity and future career opportunities	- Organise, record, and control accounting-related issues of an organisation/enterprise. - Apply and enforce financial regulations.	Organise, control, and handle production and business management issues related to human resources, marketing, finance in the context of an	- Research and implement economic policies; - Organise economic activities; - Apply economic theories in analysing	- Brokerage, securities trading, and banking services; - Financial consulting and managing financial products;

¹⁶ See self-evaluation report p. 52.

Rationale	Accounting	Business Administration	Economics	Finance Banking
	- Implement and manage accounting information systems. - Analyse and interpret financial data for decision-making purposes within an organisation/enterprise.	- organisation or enterprise. - Apply modern management methods in business operations. - Manage projects related to human resources, marketing, finance.	- international economics; - Work as a consultant on economic matters for organisations or enterprises.	- Analysing and managing investment portfolios; - Managing corporate finances, financial risk management, and insurance operations.

Accordingly, the above capacity and learning outcomes have met the requirements for the undergraduate level as specified in Article 5 of Circular No. 17/2021/TT-BGDDT dated 22 June 2021 of the MOET. The degree name is identical to the programme name and is set by MOET.

Integration of theory and practice

All study programmes

The study programmes are built and updated to achieve a balanced combination of theoretical and practical content.

Table 8 Distribution of theoretical and practical study load¹⁷

Program	Study load (Credits)										Number of courses		
	Theory				Practice				Self-study time		Theory	Prac tice	Theory combined practice
	2015		2022		2015		2022		2015	2022	2022		
	Credits	Proportion	Credits	Proportion	Credits	Proportion	Credits	Proportion					
Accounting	67	53%	60	50%	60	47%	60	50%	3,545	3,300	5/47	6/47	36/47
Business administration	67	54%	62	51%	56	46%	59	48%	3,465	3,310	5/51	6/51	64/51
Economics	65	53.7%	59	48.8%	56	46.3%	62	51.2%	3,255	3,085	7/55	6/55	42/55
Finance Banking	68	54%	64	52%	57	46%	58	47.54%	3,520	3,375	5/52	3/52	44/52

To ensure that students can apply theory to solve practical tasks, the course outline must balance the amount of theory and practice in each lesson. Through experiential learning activities, students accumulate experience and learn how to apply their knowledge and skills in the future workplace. Prior to delivering each course, lecturers must provide a detailed outline of the course, specifying how to allocate the corresponding number of theory and practice hours for each lesson, teaching methods, assessment forms and contents, and learning materials. These contents will be sent to students in advance via the e-learning system.

Students experience the practical business environment and apply the knowledge and skills learned at school during the ten-week internship at placement enterprises. This internship is

¹⁷ See self-evaluation report p. 54.

divided into two periods: practical internship (four weeks) and graduation internship (six weeks). In addition to the professional support of lecturers, students are also taught practical knowledge and guided in professional skills by officers and employees currently working at the enterprises, agencies, and organisations where students are placed.

Both students and teaching staff are encouraged to participate in practical training at agencies and enterprises. This activity helps the teaching staff accumulate experience, contributing to improving the quality of teaching. In addition to the permanent teaching staff, students are also taught by visiting lecturers who have experience at prestigious universities or are skilled professionals currently working in the specialised field. This activity allows students to approach real-life situations in professional work.

TVU has practice rooms for specialised courses (see below). Additionally, students can study independently at the Creative Space Building, which is equipped with modern machinery and materials for projects and courses.

In addition to integrating experiential learning activities in the classroom, TVU periodically organises extracurricular activities to improve students' professional capacity and career skills, such as the "Closing Order Warrior" competition, seminars and dialogues with speakers, scientific seminars, and practical visits to agencies and organisations. At the same time, students also practise their professional skills through activities in the "Scientific Research" club, where they share experiences to help each other progress. The purpose is to help students systematise the knowledge they have learned and apply the knowledge acquired from scientists, professionals, and peers into their future work practices.

Bachelor Accounting (BA)

When studying courses like Bookkeeping Practice, Tax Declaration Practice, Simulation Accounting, and Financial Reporting, students also practise organising accounting documents and preparing financial and tax reports. Lecturers integrate practice on real documents into their lectures, allowing students to practise on documents from various types of businesses. As a result, students can generate accounting and tax reports corresponding to each type of business.

Students study courses like Accounting Practice, Tax Declaration Practice, Simulated Accounting, and Financial Reporting in the Simulated Accounting Room. This room simulates accounting positions at an enterprise, allowing students to practise on actual documents with different accounting roles. It is fully equipped with tools for each accounting operation.

Bachelor - Business Administration (BBA)

Apart from studying theory in courses like Sales Management, Customer Behaviour, E-commerce, and Human Resource Management, students also practise sales scenarios, handle real-life situations, plan e-commerce businesses, and allocate and coordinate human resources in the organisation through various situations.

Courses such as Production Management, Human Resource Management, Quality Management, E-commerce, and Applied Information Technology in Business are taught in the Business Simulation Room with ERP software. This room simulates company positions, enabling students to practise activities as sales staff in a realistic setting.

Bachelor - Economics (BE)

In addition to studying theory in courses like Foreign Trade Practice 1 and Foreign Trade Practice 2, students also practise analysing actual sets of documents from shipments, such as contracts and various types of commercial correspondence. They also practise declaring C/O online, learn about HS codes, and practise applying HS codes to goods, transmitting customs declarations, and using customs declaration software. The courses also aim to train students in necessary skills for the profession, such as using Excel, management skills, tracking import and export goods, group discussion skills, and solving complex situations.

Students study courses like Foreign Trade Practice 1, Foreign Trade Practice 2, and Customs Practice in the Import-Export Practice Room. This room simulates positions such as export and import document staff, customs procedures specialists, transportation managers, shipping and logistics business staff, and commercial bank staff.

Bachelor - Finance-Banking (BFB)

In addition to studying theory in courses like Banking Practice and Financial Report Analysis, students also practise organising financial and banking documents and books and preparing financial and tax reports.

The Banking Practice course is taught in the Core Banking Practice Room, which simulates bank positions. Students practise on actual documents arising at the bank, with the room fully equipped for each financial-banking operation.

Interdisciplinary thinking

Bachelor Accounting (BA)

Table 9 Interdisciplinary factors in the structure of Bachelor Accounting (BA)¹⁸

Learning outcomes	Courses contributing to learning outcomes	Related fields of professionals
Knowledge		
PLO1. Apply knowledge of politics, national defense and security, English, information technology, legal systems, principles, operating rules of the economy and financial rules to accounting work.	- Marxist-Leninist philosophy - Marxist-Leninist political economy - Scientific socialism - Ho Chi Minh Ideology - History of the Communist Party of Vietnam - Economic mathematics - Principles of economic statistics - Microeconomics - Macroeconomics	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business
PLO2. Apply principles, operating cycles and accounting functions according to the Accounting Regime, Tax Law, Accounting Law, Auditing, Vietnamese and international Accounting Standards.	- Public accounting - State accounting - Accounting for construction enterprises and investors - Commercial service accounting	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business
Skills		
PLO3. Implement accounting voucher regime.	- Principles of Accounting - Practice accounting - Simulation accounting	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business

¹⁸ See self-evaluation report pp. 57-59.

Learning outcomes	Courses contributing to learning outcomes	Related fields of professionals
PLO4. Implement accounting and auditing procedures at the workplace.	- Practice accounting - Simulation accounting	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business
PLO5. Prepare financial reports, management reports and tax reports of the workplace.	- Prepare financial statements - Management accounting - Practice tax declaration	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business
PLO6. Analyze accounting information and communication systems.	- Management accounting - Accounting information system - Prepare financial statements - Tax	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business
PLO7. Use English in communication, in preparing and reading financial reports with foreign elements.	- English for general purposes 1,2,3,4 - English for Accounting - International Accounting Standards (IAS) - International Financial Reporting Standards (IFRS) - International Accounting	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business
PLO8. Use office informatics and software applications in accounting and scientific research.	- Basic applications of informatics - Accounting information system - Practice accounting - Practice tax declaration - Simulation accounting - Prepare financial statements - Accounting software practice	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business
PLO9. Communication, teamwork, critical thinking and accounting data analysis skills, advising unit leaders in decision making.	- Soft skills - Basic Auditing - Advanced Auditing - Accounting information system - Simulation accounting - Prepare financial statements - Management studies	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business
Attitudes		
PLO10. Demonstrate a sense of responsibility, discipline, honesty, self-awareness and professional ethics.	- Introduction to law - Economic law - Accounting law and Accounting standards	- Auditing - Banking and finance - Business administration - Economy - Insurance - International business
PLO11. Demonstrate lifelong learning awareness, community service spirit and international integration.	- Scientific research methods - International Accounting - International Accounting Standards (IAS)	- Auditing - Banking and finance - Business administration - Economy
	- International Financial Reporting Standards (IFRS) - Soft skills	- Insurance - International business

Bachelor - Business Administration (BBA)

Table 10 Interdisciplinary factors in the structure of Bachelor - Business Administration (BBA)¹⁹

Learning outcomes	Courses contributing to learning outcomes	Related fields of professionals
Knowledge		
PLO1. Apply knowledge of politics, national defense and security, English, information technology, legal systems, principles, operating rules of the economy and business principles to the business field.	- Marxist-Leninist philosophy - Marxist-Leninist political economy - Scientific socialism - Ho Chi Minh Ideology - History of the Communist Party of Vietnam - Economic mathematics - Principles of economic statistics - Microeconomics - Macroeconomics - Basic Marketing - Management Studies - Finance - currency	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management
PLO2. Apply management knowledge in production, service provision; resource control; marketing and business operations.	- Quality management - Financial management - Business analysis - Production management - Human resource management - Marketing Management - Supply chain management and logistics - Sales management - The art of leadership	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management
Skills		
PLO3. Propose business strategies and develop markets, customer relationships and business partners.	- Digital Marketing - E-commerce - Strategic management - Human resource management - Marketing Management	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management
PLO4. Assess the operating environment and feasibility of the business project.	- Project Management - Starting a business - Marketing Research - Scientific research methods - Management accounting	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management
PLO5. Decide on solutions to manage risk, change in business and adapt to multicultural environments.	- Change management - Risk management - Project Management	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management
PLO6. Implement startup ideas, scientific research, create motivation and jobs for yourself and others.	- Starting a business - Scientific research methods - Econometrics	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management

¹⁹ See self-evaluation report pp. 59-61.

PLO7. Use English in communication, negotiation and business negotiations.	- English for General Purposes 1,2,3,4 - English for Business Administration - Negotiation in business - International Business Administration	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management
PLO8. Use office informatics and statistical software in analyzing and forecasting socio-economic situations.	- Scientific research methods - Statistics for business applications - Applied informatics in business - Basic applications of informatics - Office administration	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management
PLO9. Communication, teamwork, critical thinking and other supporting skills in business operations.	- Communication skills - Soft skills - Customer service skills - Professional Development and Approach Skills	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management
Attitudes		
PLO10. Demonstrate a sense of responsibility, discipline, honesty, self-awareness and professional ethics.	- Business ethics and corporate culture - Corporate social obligations - Intellectual property law - Soft skills - Economic law - General Psychology	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management
PLO11. Demonstrate lifelong learning awareness, community service spirit and international integration.	- Business ethics and corporate culture - Multicultural management - Soft skills - General Psychology	- Auditing - Banking and finance - Accountant - Economy - Insurance - International business - E-commerce - Logistics and supply chain management

Bachelor - Economics (BE)

Table 11 Interdisciplinary factors in the structure of Bachelor - Economics (BE)²⁰

Learning outcomes	Courses contributing to learning outcomes	Related fields of professionals
Knowledge		
PLO1. Apply knowledge of politics, national defense and security, English, information technology, legal systems, principles, operating laws of the economy and financial laws to the economic field.	- Marxist-Leninist philosophy - Marxist-Leninist political economy - Scientific socialism - Ho Chi Minh Ideology - History of the Communist Party of Vietnam - Macroeconomics - Principles of economic statistics - Econometrics - Finance - Currency - Management studies - Stock market - Introduction to Logistics and Supply Chain management	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management
PLO2. Apply knowledge of economics and business in the operations of organizations and enterprises.	- Corporate finance - International Finance - International business - Development economics - Establish and evaluate investment projects - Local Marketing - Strategic management - Economic law - Internship - Final internship - Graduation thesis	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management
Skills		
PLO3. Appraise business, investment and production projects in an enterprise or locality.	- Establish and evaluate investment projects - Quality management - Business Administration - Corporate finance - Strategic management - Starting a business	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management
PLO4. Evaluate the results of implementing economic policies in a business or locality.	- Foreign trade and industrial policy - Development Economics - Public economics - Regional economy - Local Marketing	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management
PLO5. Carry out import and export business operations.	- International payment and foreign trade finance - Foreign trade operation practice 1 - Foreign trade operation practice 2 - Customs operations - International payment and foreign trade finance - International business negotiations - International business - International Marketing - International investment - International transport insurance - Commercial banking operations - Final internship - Graduation thesis	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management

²⁰ See self-evaluation report pp. 61-63.

PLO6. Analyze national foreign economic policies.	- Foreign economics - International business - International economics - Foreign trade and industrial policies	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management
PLO7. Assess the level of risk in international business.	- International culture - E-commerce - International investment - Change management - Graduation thesis	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management
PLO8. Use office informatics in professional work and scientific research.	- Basic applications of informatics - Scientific research methods - General logic - Document Composition	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business
		- Logistics and supply chain management
PLO9. Communication, teamwork, presentation in foreign trade activities, lifelong learning, using English in international trade transactions.	- English for General Purposes 1,2,3,4 - English for Economics: Practice - International Marketing - Sales skills - Professional Development and Approach Skills - Organizational behavior - Internship - Final internship	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management
Attitudes		
PLO10. Demonstrate a sense of responsibility to serve the community, discipline, honesty, self-awareness and professional ethics.	- Introduction to law - Economic law - International commercial law - Intellectual property law - Corporate culture and business ethics - Customer service skills	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management
PLO11. Adapt to changes in work and international integration.	- Soft skills - General Psychology - Professional Development and Approach Skills	- Auditing - Banking and finance - Accountant - Business administration - Economic Management - Insurance - International business - Logistics and supply chain management

Bachelor - Finance-Banking (BFB)

Table 12 Interdisciplinary factors in the structure of Bachelor - Finance-Banking (BFB)²¹

Learning outcomes	Courses contributing to learning outcomes	Related fields of professionals
Knowledge		
PLO1. Apply knowledge of politics, national defense and security, English, information technology, legal system, principles, operating rules of the economy and financial and monetary laws to the field of banking and finance.	- Marxist-Leninist philosophy - Marxist-Leninist political economy - Scientific socialism - Ho Chi Minh Ideology - History of the Communist Party of Vietnam - Economic mathematics - Principles of economic statistics - Microeconomics - Macroeconomics	- Auditing - Business administration - Accountant - Economic Management - Insurance - International business - Logistics and supply chain management
PLO2. Apply financial and monetary management principles to banking operations.	- Finance - currency - Behavioral finance	- Auditing - Banking and finance - Accountant - Economic Management
		- Insurance - International business - Logistics and supply chain management
Skills		
PLO3. Analyze characteristics of financial and banking markets.	- Stock market - Derivative instruments	- Auditing - Business administration - Accountant - Economic Management - Insurance - International business - Logistics and supply chain management
PLO4. Evaluate banking products and services.	- Project appraisal - Credit appraisal - Derivative instruments - Investment management - Financial investment - Microfinance	- Auditing - Business administration - Accountant - Economic Management - Insurance - International business - Logistics and supply chain management
PLO5. Analyze financial activities at enterprises and credit institutions.	- Financial Mathematics - Financial management - Corporate finance - Financial report analysis	- Auditing - Business administration - Accountant - Economic Management - Insurance - International business - Logistics and supply chain management
PLO6. Perform domestic and international banking operations.	- Commercial banking operations - International payment - Bank marketing	- Auditing - Business administration - Accountant - Economic Management - Insurance - International business - Logistics and supply chain management
PLO7. Use office informatics and banking software in professional work and scientific research.	- Practice banking operations - Scientific research methods in finance and banking - Special topic on financial and banking information systems	- Auditing - Business administration - Accountant - Economic Management - Insurance - International business - Logistics and supply chain management
PLO8. Communication, teamwork, presentation in banking and finance, lifelong learning, using English in banking and finance.	- English for General Purposes 1,2,3,4 - English for finance and banking - Professional Development and Approach Skills	- Auditing - Business administration - Accountant - Economic Management - Insurance - International business - Logistics and supply chain management

²¹ See self-evaluation report pp. 63-65.

Attitudes		
PLO9. Demonstrate a sense of responsibility to serve the community, discipline,	- Introduction to law - Economic law - Banking law	- Auditing - Business administration - Accountant
honesty, self-awareness and professional ethics.		- Economic Management - Insurance - International business - Logistics and supply chain management
PLO10. Adapt to changes in the financial environment and international integration.	- International Finance - International payment - International economics - Thematic training: Integration in finance and banking - Soft skills	- Auditing - Business administration - Accountant - Economic Management - Insurance - International business - Logistics and supply chain management

Ethical aspects

All study programmes

TVU upholds the educational philosophy that professional qualifications, ethical values, and high responsibility enable learners to enhance their personal growth and contribute to social development. Education must be intertwined with ethics, which holds a vital position in TVU's philosophy, as the institution believes that education and training form the foundation of society. The outcomes of education and training not only foster individual development towards a better life but also advance societal progress.

The study programmes are designed to develop learners' capacities in knowledge and professional skills, with a strong emphasis on training support skills, professional ethics, and social responsibility. These elements are integrated into the programmes as follows:

1. The ethical and capacity aspects of learners are clearly reflected in the programmes' learning outcomes. Graduates are expected to demonstrate professional qualities such as entrepreneurship, lifelong learning, ethical behaviour, respect for colleagues, customers, and the community, compliance with laws and regulations, and fair and objective problem-solving. Ethics are embedded in the curriculum at various levels, particularly in courses like Ho Chi Minh Ideology, Business Ethics and Corporate Culture, Negotiation in Business, Introduction to Psychology, and Banking Business Ethics.
2. Lecturers are required to combine knowledge transfer with the development of ethics and attitudes. TVU regularly organises training courses for lecturers on teaching methods that integrate skills, ethics, and attitudes to achieve educational goals.
3. Ethical training activities are evaluated throughout the training process according to established standards. Outcome-based evaluations are used to implement scholarship policies for students. During internships at agencies and enterprises, students' attitudes and ethics are assessed alongside their performance, providing objective measures of the training results and valuable feedback from employers to improve the quality of education.
4. TVU encourages students to engage in scientific research. As part of the research process, students must check for duplication in their research reports and products, demonstrating ethics in scientific research. This activity not only enriches students' knowledge but also instils ethical standards for their future careers.

Table 13 Relationship between courses aligning with programme learning outcomes and qualities²²

Program	Learning outcomes on Attitudes	Curriculum	Qualities
Accounting	Demonstrate a sense of responsibility, discipline, honesty, self-awareness and professional ethics	- Introduction to law - Economic law - Accounting law and accounting standards	Demonstrate responsibility to the community and society
	Demonstrate lifelong learning awareness,	- Scientific research methods - International Accounting	Professional manners
	community service spirit and international integration.	- International Accounting Standards (IAS) - International Financial Reporting Standards (IFRS) - Soft skills	
Business administration	Demonstrate a sense of responsibility, discipline, honesty, self-awareness and professional ethics	- Business ethics and corporate culture - Corporate social obligations - Intellectual property law - Soft skills - Economic law - Introduction to Psychology	Demonstrate responsibility to the community and society
	Demonstrate lifelong learning awareness, community service spirit and international integration	- Business ethics and corporate culture - Multicultural management - Soft skills - General Psychology	Professional manners
Economics	Demonstrate a sense of responsibility to serve the community, discipline, honesty, self-awareness and professional ethics;	- General law - Economic law - International commercial law - Intellectual property law - Corporate culture and business ethics - Customer service skills	Demonstrate responsibility to the community and society
	Demonstrate adaptability to changes in work and integration environments	- Soft skills - Introduction to Psychology - Professional Development and Approach Skills - International culture	Professional manners
Finance – Banking	Demonstrate a sense of responsibility to serve the community, discipline, honesty, self-awareness and professional ethics	- General law - Economic law - Banking law	Demonstrate responsibility to the community and society
	Demonstrate adaptability to changes in work and digital transformation environments.	- Scientific research methods in finance and banking - International Finance - International payment - Thematic training: Integration in finance and banking - International economics - Soft skills - Introduction to digital currency - Electronic banking	Professional manners

Methods and scientific practice

All study programmes

The programmes are designed to equip students with scientific research skills, as reflected in the programmes' learning outcomes. To this end, students must participate in the scientific research methodology course and engage in research activities through other courses in the programmes, such as essays, thematic reports, internship reports, and graduation theses. Specifically, the course "Scientific Research Methodology" provides students with the knowledge, methods, and tools necessary to conduct research in practice, including identifying research problems, research design, sampling methods, analysis methods, data collection and processing, report writing, and presentation of research results. After completing this course,

²² See self-evaluation report pp. 65-66.

students are able to conduct and defend a scientific research project with the guidance of a lecturer. The College also supports students in conducting research projects through training sessions on writing research proposals, choosing research methods, surveying to collect data, and using statistical software.

In the final semester, students conduct a research project in their major to complete their graduation thesis. Students choose a topic suitable for their learning ability based on lecturers' suggestions and recommendations. In addition to being recognised for completing the programme, students are encouraged and supported to expand their research into scientific articles published in scientific journals.

To promote scientific research among students, CEL has established a Scientific Research Club to encourage and create a learning and research environment for students. From 2019 to September 2024, Economics students have chaired and accepted approximately 40 college-level research topics, with 14 topics currently in progress. Up to 40 articles by students, either as independent authors or first authors, have been published in scientific research journals with ISSN index and journals recognised by the State Council of Professors, with many students being authors or co-authors. This significant increase compared to the time of the first accreditation demonstrates TVU's commitment to encouraging scientific research activities among students.

Additionally, according to the University, the number of CEL students participating in scientific research competitions and winning awards has increased.²³ The Scientific Research Club of CEL has also organised competitions on scientific research ideas for students, providing opportunities for those passionate about research to develop their ideas in an academic setting. These competitions help students collaborate, promote learning, and build a network of relationships within the future scientific community.

Examination and final thesis

All study programmes

Students are assessed on whether they have achieved the expected learning outcomes through exams and exercises. Lecturers provide feedback through process evaluation.

Each course has two assessment periods: (i) process assessment (accounting for 50%) and (ii) final assessment (accounting for 50%). For practical internships, final internships, and graduation theses, students are assessed through reports and thesis defences, with two or more lecturers participating in the assessment.

Assessment methods are varied to align with the teaching strategy, ensuring learners meet the programme's learning outcomes. The content and form of assessment are two basic factors:

1. The assessment content is designed to be consistent with the course objectives or learning outcomes outlined in the syllabus provided to students. Two weeks before the final exam period, the lecturer completes the assessment content, which is then reviewed by an independent reviewer to ensure objectivity and alignment with course objectives. Both the lecturer and the reviewer must have the same expertise and be assigned by the Department Head.

²³ See self-evaluation report p. 68.

- Depending on the course content and expected learning outcomes, TVU employs various forms of assessment, such as multiple choice, essays, computer practice, direct practice on equipment, organising hypothetical programmes, and oral tests. In the first session, students are informed about the assessment content and methods, which are detailed in the course outline and made public on the e-learning system. Assessment results are announced in class or on the information portals. Students can contest grading errors within the prescribed time.

For assessments like internship reports, essays, and organising hypothetical programmes, the scoring criteria are publicly announced to the students. Each criterion measures the corresponding learning outcomes and is evaluated independently by two lecturers in the specialised field. This process helps re-evaluate the knowledge students have accumulated and compare it with the expected learning outcomes.

In the seventh semester, students have the option to either undertake a final thesis or complete three courses. The University reports that at least 30% of each cohort opts for the final thesis. Students select their own topics, and the faculty assigns a lecturer to supervise their work. The thesis defence is conducted in the presence of three council members.

Table 14 General transcript sample of students at TVU²⁴

Grades used in institution (from highest to lowest passing grade)	4-point scale GPA		Pass/ Fail	Classification
	Grade	Score		
9.0 – 10	A	4.0	Pass	Highly distinctive
8.0 – 8.9	B+	3.5	Pass	Distinctive
7.0 – 7.9	B	3.0	Pass	Good
6.5 – 6.9	C+	2.5	Pass	Good
5.5 – 6.4	C	2.0	Pass	Pass
5.0 – 5.4	D+	1.5	Pass	Pass
4.0 – 4.9	D	1.0	Conditional Pass	Conditional Pass
< 4.0	F	0	Fail	Fail

If a student has an average score of less than four, they have the opportunity to participate in the second end-of-semester assessment. If the average score remains below four, the student must retake the entire course to meet the outcome quality requirements. Additionally, if a student is not satisfied with their score, they can request a review. In this case, the student's exam will be graded by a panel of at least two other lecturers with the same expertise to ensure an objective assessment.

Appraisal:

The curriculum of each study programme adequately reflects the qualification objectives of the respective programme. The contents of the modules/courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. The areas of specialisation enable students to acquire additional competences and skills.

To ensure the curriculum remains forward-thinking, the panel **recommends** including courses that cover sustainability, such as sustainable finance/accounting/management. This will equip students with the knowledge to address contemporary environmental and social challenges.

²⁴ See self-evaluation report p. 71.

Given the increasing importance of technology in all fields, the panel **recommends** incorporating more AI into the course contents and making it clear in the course descriptions what and how it is used. For courses that already use AI, this should also be clearly stated in the course descriptions.

For **Bachelor Accounting (BA)**, the panel **recommends** renaming the “International Accounting Standards” to “International Financial Accounting Standards 1” and the course “International Financial Accounting Standards” to “International Financial Accounting Standards 2”, whereby the first course is a prerequisite for the second course. This change will provide clearer progression and structure for students.

For the **Bachelor of Finance-Banking (BFB)**, the panel **recommends** changing the order of the courses “Corporate Finance” and “Derivative”. Moving the “Corporate Finance” to the second semester as it is a fundamental course, while placing “Derivative” in the fourth semester, as it requires knowledge of financial management, analytical skills, and the stock market. This adjustment will ensure that students have the necessary foundational knowledge before tackling more advanced topics.

The degree and programme names correspond to the contents of each curriculum and the respective programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. Courses balance theory and practice in each lesson. During internship, students immerse themselves in the practical business environment, applying their prior acquired knowledge and skills. In practice rooms students can experience “real-life” scenarios.

There is evidence that the programmes qualify for interdisciplinary thinking. Interdisciplinary thinking is integrated in various PLOs and course contents. The study programmes cover cultural and ethical aspects.

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programmes qualification objectives with a strong emphasis on training support skills, professional ethics, and social responsibility. Ethical aspects are addressed in various courses and are firmly anchored in the curriculum, e.g. Business Ethics or Corporate Culture. This ethical foundation is continuously reinforced through case studies, project work, and interdisciplinary dialogue. They are deeply rooted in the philosophy of the University and the programmes: commitment to others and the community is a fundamental attitude at the University. Graduates are thus equipped to balance economic success with societal impact and long-term sustainability.

Students acquire methodological competences and are enabled to do scientific work on the required level. Especially, the “Scientific Research Methodology” course equips students with practical research skills, covering problem identification, research design, sampling, data analysis, collection, report writing, and presenting results. Students can join the Scientific Research Club and participate in research activities.

All exams, as they are defined for the modules/courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the

desired qualification level. The exams are characterised by a wide variety of test formats (e.g. multiple choice, essays, computer practice and oral tests).

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

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

3.2 Structure

Projected study time	BA: 7 semesters BBA: 7 semesters BE: 7 semesters BFB: 7 semesters
Number of credits (national credits and ECTS credits)	BA: 120 national credits / 169 ECTS credits BBA: 121 national credits / 170 ECTS credits BE: 121 national credits / 170 ECTS credits BFB: 122 national credits / 172 ECTS credits
Workload per credit	ECTS credit = 30 hours Theory credit National credit: 50 periods x 50/60 (minutes) = 41.7 hours 30 hours 41.7 : 30 = 1.39 : 1 Practice credit 50 periods x 50/60 (minutes) = 41.7 hours 41.7 : 30 = 1.39 : 1 Graduation thesis credit 60 periods x 50 /60 = 50 hours

	$50 : 30 = 1.67 : 1$ E.g. BA: - 113 credits of theory and practice in Vietnam are equivalent to: $113 \times 1.39 = 157$ ECTS credits - 7 credits of graduation thesis in Vietnam are equivalent to: $7 \times 1.67 = 11.69$ ECTS credits - 120 credits in Vietnam are equivalent to: 169 ECTS credits.
Number of modules/courses	BA: 62 BBA: 74 BE: 72 BFB: 65
Time required for processing the final thesis/project and awarded credits	10 weeks, 7 national credits

Modular structure of the study programme

All study programmes

The study programmes have a total number of credits of 120, 121, 121, and 122 national credits respectively (excluding Physical Education and National Defence - Security Education). This is in accordance with MOET Circular 17/2021/TT-BGDDT dated June 22, 2021, which stipulates that the minimum number of credits for an undergraduate training programme is 120 national credits, plus physical education and national defence and security education according to current regulations.

The establishment of a National Qualifications Framework aims to unify study programmes in Vietnam and enhance international integration. It seeks to establish relationships with national qualifications frameworks of other countries through international and regional qualifications reference frameworks, serving as a basis for mutual recognition of qualifications and improving the quality and competitiveness of human resources.

Table 15 Credit allocation in the study programmes²⁵

Program	Number of credits			
	Accounting	Business administration	Economics	Finance – Banking
A. Generic knowledge block	37	49	51	47
A1. Compulsory courses	33	39	41	39
I. Political theory knowledge	11	11	11	11
II. Social sciences and humanities	04	06	8	04
III. Foreign languages	13	13	13	13
IV. Mathematics, Informatics, Natural Sciences - Environmental technologies	03	07	5	07
V. Extracurricular skills	02	02	4	04
A2. Elective courses	04	10	10	08
B. Specialized knowledge block	83	72	70	75
1. Foundation knowledge	10	11	14	12
- Compulsory:	08	11	12	10
- Elective:	02	00	2	02
2. Specialized knowledge	63	51	46	53
- Compulsory:	53	39	34	43
- Elective:	10	12	12	10
3. Graduation	10	10	10	10
Total	120	121	121	122

²⁵ See self-evaluation report p. 39.

Study and exam regulations

All study programmes

The assessment process is conducted in accordance with the Regulations on regular university and college study programmes based on the credit system, as stipulated in MOET Decision No. 43/2007/QD-BGD&DT dated 15 August 2007 and the Regulations on course assessment issued under Decision No. 4138/QD-DHTV dated 9 September 2016 by TVU. Additionally, Circular No. 17/2021/TT-BGDDT of the MOET regulates study programmes standards, development, evaluation, and promulgation for all levels of higher education. These regulations are published on school and faculty websites and are communicated to students at the beginning of the academic year.

Feasibility of study workload

All study programmes

According to Circular No. 07/TT-BGDDT of the MOET, the total amount of time that students spend in 3.5 years of study is 6,380; 6,430; 6,290; and 6,480 credit hours (periods), including classroom hours and self-study hours (including Physical Education). Each semester lasts 20 weeks, including

- 15 weeks of teaching,
- one week to cover national holidays, New Year, sick lecturers, or other force majeure cases,
- two weeks for students to review their lessons and organise the final exam,
- one week for other tasks such as processing exams, grading, reviewing, announcing exam scores, and
- one week off between two semesters.

The workload in study programmes, for each element or course, is measured by the number of national credits.

- One credit point is equivalent to 50 hours of learner study, which includes time allocated for observation, guided study, research, practical experience, and participation in tests, examinations, and assessment activities.
- For in-class teaching and learning activities, one credit point corresponds to a minimum of 15 lesson hours of theory, or 30 lesson hours of practice, experiments, or discussions. Each lesson hour in class is equivalent to 50 minutes.

To ensure the timely completion of study programmes and maintain learning quality, there are regulations regarding the minimum study load or workload limit in each main semester, as outlined below:

- The minimum study load or workload must be no less than two-thirds of the average study load or workload of one semester under a standard learning plan.
- The maximum study load or workload must not exceed one and a half times the average study load or workload of one semester under a standard learning plan.
- For the first semester of study programmes or cohorts, students do not need to register for their courses. The University will arrange the courses for this semester.
- Students who are on academic warning are only allowed to register for a study load of no more than 14 national credits per semester.

To improve the quality of the programmes, CEL/TVU surveys student feedback, allowing for reasonable adjustments and improvements. The results of these student surveys on

enhancement activities in the study programmes indicate high student satisfaction, with rates exceeding 80%.

Equality of opportunity

All study programmes

TVU pursues the motto "Bringing quality learning opportunities to the community" along with the college's quality policy "Students are the central subject, always guaranteed the best interests in learning, scientific research, job opportunities, and support services of the school". The school has specific policies to help ethnic students, students with difficult family circumstances, and disadvantaged students (e.g. students with disabilities).

The Gender and Ethnic Committee is a specialised unit with the function of designing gender activities and supporting the faculties to integrate gender issues into the study programmes to ensure gender equity in the school's training activities. Specific support policies include:

- **Admission Policy:** Priority points are given to candidates from different regions (candidates from difficult regions will be given priority points), candidates from policy families, and ethnic minorities. Direct admission is granted if candidates won prizes in national competitions or international Olympics.
- **Equal Opportunities in Learning:**
 - **Fair Treatment:** Students are respected, treated equally, and provided with full information related to learning activities with timely support through departmental specialists on administrative procedures. Before officially starting school, students participate in discussions and dialogues with leaders of the Faculty, College, and TVU departments on issues related to the training programme.
 - **Scholarship Opportunities:** TVU has a policy of granting scholarships to students with excellent academic achievements. The corresponding rate of granting scholarships to encourage learning is 8% per class. Additionally, the University regularly mobilises sponsors such as businesses, entrepreneurs, and scientists at home and abroad to support scholarships for students in difficult circumstances but with good academic achievements.
 - **Job Opportunities After Graduation:** Students receive support in providing information about employers, administrative procedures, and organising job fairs through the TVU Career Service Center.
 - **Start-up Opportunities:** Students are guided on starting a business by the Start-up Club, the Center for Innovation and Start-up of TVU, or by the SME project being implemented in the province.
- **General Support from the College and Faculty:**
 - **Health Care:** Students are given a health check-up right at the time of admission. The school has a medical team responsible for taking care of health and providing psychological counselling for students. While studying physical education, students choose courses suitable for their health conditions.
 - **Financial Support Policy:** Exemption or reduction of tuition fees for ethnic minority students, students from poor households, and students in especially difficult circumstances. TVU has subsidy policies for people with disabilities, families with preferential policies, and orphaned students. TVU bases its policies on socio-economic conditions to update and adjust them to suit the actual situation. For example, TVU adjusted the tuition support level for

students and extended the tuition payment period during the Covid-19 pandemic.

- Accommodation Support Policy: Ensuring that students who live far away have accommodation during their time studying at the school. TVU's student dormitory, built and operational since 2014, accommodates about 4,300 students.

Directly implementing student support activities at TVU are the Gender and Ethnic Affairs Department, Student Affairs Department, Youth Union, Student Association, Center for Innovation and Entrepreneurship, Dormitory, Center for Learning Resources - Teaching and Learning Development, Department of Science - Technology, and specialised faculties.

Appraisal:

The structures of the programmes support the smooth implementation of the curriculum and help students to reach the defined learning outcomes. The programmes consist of modules/courses and assigns credits per module/course on the basis of the necessary student workload. Practical components, such as the internship, are designed and integrated in such a way that credits can be acquired. The module/course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

The recognition of degrees and periods of study at other HEIs is regulated analogous with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. Credit transfer is regulated in Article 11 of the Academic Affairs Regulations. Graduates are provided with a Diploma Supplement²⁶ according to the ECTS User's Guide 2015. The final grade is supplied with an ECTS grading table.

However, the format of examinations (definition and duration) is not regulated in an official framework document. In its statement on the report, the University submitted the Rector's Decision QĐ-ĐHTV from June 2021, that list the examination formats, as well as rules for grading and retaking of exams. However, the definition and duration for each exam format are not explained in detail.

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

- The University defines the format of examinations (definition and duration) in an official framework document.

²⁶ The Diploma Supplement (DS) is a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement also contributes to promoting the transparency and mutual trust in higher education in the EHEA.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. Regulations on workload are to be found in the Academic Affairs Regulations Article 4 and Article 19. The results of the student survey show a high student satisfaction – however the University is not monitoring the student workload on course level (see chapter 5).

To ensure a more balanced workload between semesters in **Bachelor Accounting**, the panel **recommends** distributing the national credits more evenly between semesters. This will help achieve a better balance and reduce the pressure on students during particularly demanding semesters.

TVU ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programmes 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.

As the study programmes are studied by a majority of female students, the panel **recommends** implementing marketing strategies to attract a higher number of male students.

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

3.3 Didactical concept

Logic und plausibility of the didactical concept

All study programmes

Learner-centred methods are reflected through all aspects of teaching and learning. The programmes incorporate various teaching methods that actively and proactively engage learners in all learning and assessment activities. These methods include situation-based teaching, active teaching methods (such as Jigsaw, Brainstorming, Mindmap, Kipling techniques), problem-solving methods, game methods, and more. This helps students practise essential professional skills as well as soft skills. The combination of diverse teaching methods enhances students' learning and thinking processes, enabling them to become self-learners, self-reliant, and self-adjusting.

Learning methods include group work and learning methods that encourage learners' thinking and autonomy. Acceptable and encouraged assessment methods include group or individual work in the form of essays and presentations. Students are equipped with these skills

beforehand to ensure effective implementation of learning methods. In all programmes, practical internship courses are required. Students are guided and evaluated with businesses and potential employers on knowledge, skills, and attitudes as required by actual work. This helps students have more opportunities to experience practical work, consolidate theoretical knowledge, and cultivate practical skills and work attitudes to form professional capacity according to the programme learning outcomes. In addition, to ensure conformity with professional practice, for each industry, the teaching method through practising real-life situations allows learners to think and approach real-life situations.

The following activities are maintained and continuously developed: enhance study and coaching content for teachers and learners to promote learners' autonomy. The Centre for Learning Resources - Teaching and Learning Development is a specialised unit that supports lecturers in developing skills to diversify teaching methods. Introduce students to appropriate learning skills to help them adapt to new teaching and learning methods.

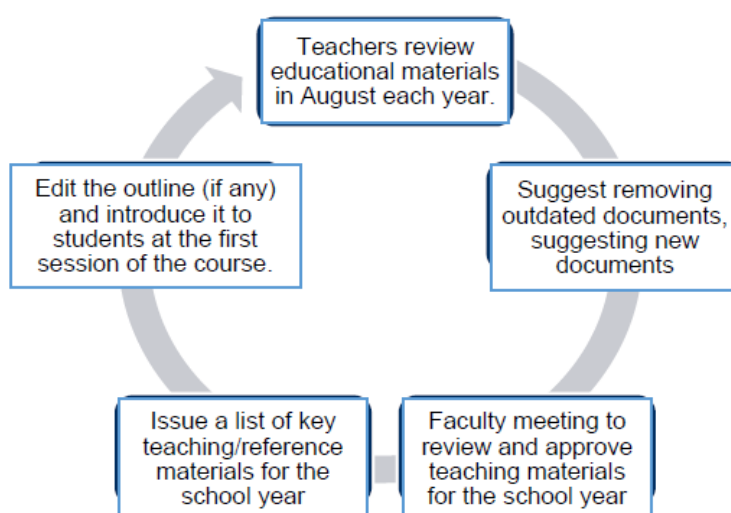
Training topics for instructors and lecturers include questioning skills, reciprocal teaching techniques, learning through case studies, problem-solving, guest interviews, and field trips. Additionally, organising effective group activities and teaching techniques that enhance students' self-learning abilities are covered. Managing students' self-learning, principles of adult teaching, learner-centred teaching, and motivating learners are also integral parts of the training. Active teaching with the BOPPPS model and preparing lesson plans to promote learners' activeness are emphasised.

Course materials

All study programmes

Teaching materials are selected to match learning outcomes according to the following process:

Figure 6 Document review process²⁷



Teaching materials for each course include mandatory and reference materials. These materials are stated in the syllabus and course descriptions and are accessible at the Learning Resources Centre - Teaching and Learning Development. Requirements for teaching materials provided to students must ensure a system of scientific theoretical foundations as

²⁷ See self-evaluation report p. 77.

the basis for learning and research activities. Students can use these materials for reference and citation in their exercises and research.

The primary teaching materials consist of books officially published by reputable domestic and international publishers. These materials are selected to align with the course's expected learning outcomes and are updated annually to ensure that their publication date does not exceed five years. Electronic documents and other teaching aids are posted on Google Drive, on TVU's E-Learning platform, or linked from CELRI's website for students to access during their studies.

According to the ISO 9001 quality management process, the faculties update documents before each semester or at the time of actual changes. Through professional meetings at the end of the school year, lecturers, based on learning outcomes, student feedback, and changes in legal documents, supplement and change the main teaching materials to suit the course objectives. Annually, the college purchases learning resources for all study programmes based on the needs of the faculties.

In addition, learning materials and reference materials include several legal documents posted on the electronic information portals of state agencies. Students are provided with accounts (student codes) to access learning resources at TVU and databases linked outside TVU. The University provides foreign language materials with a foreign language database²⁸. In addition to teaching materials in Vietnamese, foreign language materials (English) are introduced to learners.

Guest lecturers

All study programmes

Guest lecturers are managers, skilled workers, or lecturers from other institutes and universities with extensive experience in teaching. This approach provides students with the opportunity to acquire practical skills, offering them a different perspective and a better understanding of the application of theory to practice.

Guest lecturers enhance opportunities for students to develop their professional skills through practising real-life situations provided by businesses. Additionally, guest lecturers contribute to the seamless integration of theoretical knowledge and practical application in business contexts.

The selection process for guest lecturers is conducted in accordance with the ISO 9001:2015 standard. Lecturers are assessed through certificates to determine their professional suitability, such as having a Master's degree in the relevant teaching field, a pedagogical certificate, and experience working in the teaching field. Before teaching, guest lecturers are evaluated by a group of professional lecturers, and after teaching, they are re-evaluated by the professional faculty to serve as a basis for inviting them to teach in the future.

²⁸ <https://ebook.tvu.edu.vn/giant-ebook> (last access on April 21, 2025).

Lecturing tutors

All study programmes

At TVU, as well as other universities in Vietnam, the role of teaching assistants is not commonly assigned to individual courses. Instead, lecturers act as teaching assistants by directly addressing students' questions outside of class hours.

This support is provided through a weekly duty schedule at the college office, and the detailed outline of each course clearly states the time and place for student consultations. For courses taught by foreign lecturers, the college assigns teaching assistants to support the study process.

Academic advisors play a crucial role throughout the student's study programme by offering advice, support, and guidance. They assist students in developing comprehensive study plans for the full term and each semester, as well as extracurricular plans. Academic advisors also answer questions and provide information about policies and regulations, making them essential in the student support process.

Additionally, various units such as the School office, the Youth Union office, the Student Affairs office, and other functional units support students in necessary cases related to grades, timetables, health insurance, and tuition fees. These units collectively contribute to the overall support system for students during their study programme.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the respective programme objectives. It allows for the application of different teaching and learning methods, such as case studies, practical projects, applied courses, business games, and labs. Students are encouraged to take an active role in creating the learning process. Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each module/course, for instance by regularly using case studies, practical projects, and practical level activities.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students on Google Drive, on the E-Learning platform, or CELRI's website. They are up-to-date, user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. During the on-site visit the panel learned that TVU welcomed international guest lecturers from the Philippines.

The University does not employ lecturing tutors for individual courses. However, students receive ample support from lecturers and various units such as the School office, the Youth Union office, and the Student Affairs office. Lecturers are available outside class hours to answer questions. To further support students' learning progress and facilitate their transition into University, the panel **recommends** considering to include lecturing tutors in the first two semesters of each student cohort.

	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 International outlook

International contents and intercultural aspects

All study programmes

Regarding content, all programmes focus on the goal of international integration, equipping students with the knowledge, skills, attitudes, languages, and cultural understanding necessary for integration into the Vietnamese and regional labour markets. Students are doing internships at foreign companies or environments with foreign elements.

Through these activities, students can enhance their cultural awareness and flexibility in multicultural environments. Additionally, these activities provide students with more opportunities to work abroad or at foreign-invested enterprises and organisations.

Bachelor Accounting (BA)

Learning outcomes reflecting international orientation:

- PLO2. Apply principles, operating cycles, and accounting functions according to the Accounting Regime, Tax Law, Accounting Law, Auditing, Vietnamese and international Accounting Standards.
- PLO7. Use English in communication, in preparing and reading financial reports with foreign elements.
- PLO11. Demonstrate lifelong learning awareness, community service spirit, and international integration.

Courses that approach international economic, scientific and technical issues:

- International Accounting
- International Accounting Standards (IAS)
- International Financial Reporting Standards (IFRS)
- International Payments
- E-Commerce
- Scientific Research Methods
- Foreign Trade Operations
- Accounting Principles
- Stock Market
- Non-specialised English 1, 2, 3, 4 and specialised English

Bachelor - Business Administration (BBA)

Learning outcomes reflecting international orientation:

- PLO5. Decide on solutions to manage risk, change in business, and adapt to multicultural environments.

- PLO7. Use English in communication, negotiation, and business negotiations.
- PLO11. Demonstrate lifelong learning awareness, community service spirit, and international integration.

Courses that approach international economic, scientific and technical issues:

- Digital Marketing
- E-commerce
- Cross-cultural management
- International business management
- Supply chain and logistics management
- Research methods
- Accounting principles
- International payments
- Brand management
- Change management
- Non-specialised English 1, 2, 3, 4 and specialised English

Bachelor - Economics (BE)

Learning outcomes reflecting international orientation:

- PLO5. Carry out import and export business operations.
- PLO9. Communication, teamwork, presentation in foreign trade activities, lifelong learning, using English in international trade transactions.
- PLO11. Adapt to changes in work and international integration.

Courses that approach international economic, scientific and technical issues:

- International economics
- Foreign economics
- Foreign trade practice
- Negotiation in international business
- International trade law
- Scientific Research Methods
- International transport insurance
- International investment
- International marketing
- Foreign trade and industry policies
- International finance
- International business
- Customs operations
- E-commerce
- Logistics management
- Non-specialised English 1, 2, 3, 4 and specialised English

Bachelor - Finance-Banking (BFB)

Learning outcomes reflecting international orientation:

- PLO6. Perform domestic and international banking operations.
- PLO8. Communication, teamwork, presentation in banking and finance, lifelong learning, using English in banking and finance.
- PLO10. Adapt to changes in the financial environment and international integration.

Courses that approach international economic, scientific and technical issues:

- Electronic banking
- International banking operations
- International economics
- Derivative instruments
- International finance
- Foreign exchange trading
- Scientific research methods
- Stock market
- Introduction to digital currency
- Accounting principles
- Non-specialised English 1, 2, 3, 4 and specialised English

Internationality of the student body

All study programmes

International students have engaged in exchange learning experiences at the University. To attract more international students in the future, CEL is promoting exchanges and cooperation with schools in the Southeast Asian region. This includes sending students for practical training, student exchanges, and teacher exchanges to introduce the study programmes to potential students in the region.

During the on-site visit, the panel learned from the students that a few did a student exchange in Norway and others plan to study abroad as well.

According to the statistical data, there are no international full-time students in the study programmes.

Internationality of faculty

All study programmes

Table 16 Internationality of faculty (by October 2024)

TT	Content	Scale
1	Lecturers with foreign degrees	05 lecturers
2	Lecturers who are currently studying to improve their professional qualifications abroad	03 lecturers
3	Foreign lecturers (teaching in English)	01 lecturers
4	Lecturers who participated in writing papers for international seminars and conferences (including reports or not) in the period 2020 - 2024	81 articles/ publications
5	Lecturers who attended international seminars and conferences in the period 2020 - 2024	35 sessions
6	International publications in the period 2020 - 2024	46 publications
7	Participating in international projects in the period 2020 - 2024	6 projects
8	Lecturers who participated in the Editorial Board and Review Board of international journals in the period 2020 - 2024	10 lecturers
9	Proportion of international courses taught with bilingual lectures	100%

Additionally, the teaching staff are encouraged to enhance their English proficiency. This enables them to conduct integrated teaching in both Vietnamese and English, and to effectively introduce and guide students in comprehensively reading foreign materials.

The University aims to attract foreign lecturers with professional and academic experience from countries in the region.

Foreign language contents

All study programmes

After admission, an English proficiency test will be conducted to assess students' listening, comprehension, reading, writing, and communication skills. The test results help to classify students according to their English proficiency, ensuring they are capable of studying specialised subjects taught in English, including International Accounting Standards, International Finance, International Economics, and Business Negotiation. Additionally, students can participate in the assessment according to the 6-level foreign language proficiency framework of Vietnam, as stated in Official Dispatch No. 717/BGDĐT-QLCL dated March 6, 2020 from the MOET.

The curriculum is internationally oriented, with students participating in foreign language courses taught by English lecturers and using reference materials in English. The courses are developed and updated using learning resources, research results, and specialised scientific articles from both domestic and international institutions.

Foreign language learning resources (English) for teaching and reference are ensured by the Centre of Excellence in Learning Resources and Innovation (CELRI), including foreign language books (8,132 titles, 21,533 volumes). Lectures are designed bilingually in the teaching process. Students also can engage in cultural exchange activities and international student exchanges to enhance their foreign language skills.

Appraisal:

International contents are an integral part of the curriculum of all study programmes. International aspects are included in several learning outcomes of the programmes. Each study programme provides courses with international and intercultural contents. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

While international students have been doing exchanges in the past at TVU, there are no international full-time students in the study programmes. Therefore, the panel **recommends** implementing measures to attract international students.

Regarding the international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) the panel acknowledges that the University has taken measures in this regard since the last accreditation and sees clear improvements. However, the panel **recommends** that the University should continue supporting lecturers in gaining international experience to further strengthen the faculty's internationality.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. To enhance students' English proficiency and attract international students, the panel **recommends** introducing elective courses taught entirely in English.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

All study programmes

The study programmes are built based on the requirements of each industry's competency set, and multidisciplinary thinking skills are incorporated into the programme learning outcomes. Based on the PLOs, lecturers develop course outlines that identify requirements to meet PLOs, demonstrating multidisciplinary skills integrated through the courses. Students are trained through classroom activities, practical internships, extracurricular activities, and competitions. Additionally, students participate in learning and practising soft skills according to the regulations in the study programme.

Table 17 Students' learning activities during the study process

Skills	Learning activities
Communicating and Public Speaking	1. Learning activities: Discussion; Presentation; Role-play; Situation handling; Practical internship; Scientific research.
Collaborating and Problem Solving	2. Extracurricular activities: Join clubs; Participate in competitions; Participate in summer volunteer trips; Support exam season.
Working and Personal Development	3. Professional activities: Final internship; Participate in professional competitions; Participate in interviews.
Gathering and Processing Information	4. Learning activities: Discussion; Presentation; Role-play; Situation handling; Practical internship; Scientific research.
Starting a Business for Lifelong Learning and Work	5. Startup activities: Participate in startup competitions; Join startup clubs.

There are methods of combining classroom practice with practical activities at agencies and enterprises, allowing students to practise communication skills and critical thinking in a specific working environment. In the evaluation of the results of the Internship, Graduation Internship, and Graduation Thesis reports, skills such as presentation skills, speaking skills, work attitude, and behavioural skills are structured into a specific scale along with professional assessment content.

Organising soft skills classes, activities such as professional competitions, public speaking competitions, and sessions with experts helps students practise communication skills, public speaking skills, and speaking skills.

Additionally, participating in scientific research clubs, foreign language clubs, environmental clubs, and soft skills clubs is a suitable method to help students further develop their communication and leadership skills.

Appraisal:

Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programmes' profiles. This is supported by means of suitable didactical and methodological measures, including combining classroom practice with practical activities at agencies and enterprises, soft skill classes and participation in competitions. Lecturers develop course outlines that demonstrate multidisciplinary skills integrated through the courses. There are various student clubs, e.g. "English Speaking Club", which promote soft skills and multidisciplinary skills. Furthermore, internships and practice rooms such as the Business Simulation Room strengthen and promote interdisciplinary thinking. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. This holistic development sets a benchmark for educational excellence, equipping students with versatile, high-demand skills that distinguish them in competitive job markets.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

All study programmes

As reflected in the educational philosophy of the University, students are trained to possess professional competence, ethics, and responsibility to meet the requirements of employers. TVU enhances the programmes through feedback from employers, skilled workers (with professional experience of five years or more), and alumni to respond to the actual requirements of employers.

The programmes are designed to ensure the connection between theory and practice by using experiential learning methods, helping students develop multidisciplinary skills and apply their learning in real-life working environments. TVU integrates work skills into the programmes by using feedback from multiple stakeholders during the programme design and evaluation process. TVU's Quality Assurance Department and CEL/Faculty periodically survey and receive opinions from stakeholders to collect feedback on the employability of students after graduation.

Courses in the programmes support students to actively develop professional skills directly. For example, Soft Skills is a compulsory course that helps students become familiar with recruitment and employment processes. In the programmes, students undergo two internships (practical internship and final internship) and can opt for the Co-op model (in the Economics programme) at agencies and enterprises suitable for their professional positions. During the internship, students learn and develop practical work experience with the support of lecturers and instructors at the internship unit. The internship and final internship are also opportunities for students to experience and apply professional skills as well as soft skills in practice. During this time, students are guided by experts who are officers and employees working at the internship unit on how to handle work, office skills, communication skills, office culture, etc.

After each internship, students complete a report recording the work they have learned and receive an evaluation form on their attitudes and skills during the internship, evaluated by the instructors at the internship unit.

Furthermore, TVU's Career Service Centre is a unit that connects, supports, and introduces job opportunities for students before and after graduation. The Centre regularly introduces jobs in various ways such as posting information on websites and sending recruitment information to faculties. Every year, the Centre organises a Job Fair, inviting businesses with recruitment needs to come to TVU to introduce and recruit graduates of TVU.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice within the internships and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all its courses. The study programmes are structured with a high degree of practicability.

		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

All study programmes

Table 18 Structure and quantity of faculty

	Bachelor - Accounting	Bachelor - Business Administration	Bachelor - Economics	Bachelor - Finance-Banking
Full-time teaching staff	51	70	52	51
Part-time teaching staff incl. visiting/adjunct lecturers	28	10	20	27
Total number of teaching staff	79	80	72	78
<i>Among them:</i>				
Teaching staff with professional experience	49	50	45	41
Teaching staff with international experience	17	20	15	18
Number of professors	2	1	0	0
Number of associate professors	8	4	3	10
Number of assistant professors	–	–	–	–
Number of senior lecturers	18	22	17	16
Number of lecturers	48	51	50	52
PhD holders	27	29	26	23
Master degree holders	42	46	43	45
Guest lecturers	28	10	20	27

Academic and pedagogical / didactical qualification of faculty

All study programmes

The teaching staff must meet the required qualifications, including professional qualifications, pedagogical certificates, and in-depth research in their field of work and the courses they teach, according to national requirements. According to the regulations of the Ministry of Education and Training, university lecturers in Vietnam must hold a Master's degree or higher and possess a certificate of pedagogical skills.

TVU's Centre for Teaching and Learning Development supports lecturers through various training courses. This includes training courses, improving professional titles, and promotions to ensure lecturers' rights according to government regulations. During the teaching process, lecturers participate in courses on teaching methods and assessment methods to improve their teaching capacity. The assessment of lecturers' capacity is conducted in a 360-degree format, involving student assessments, self-assessments by lecturers, and evaluations by unit leaders. Learners' feedback on lecturers is collected periodically after each semester, ensuring accuracy and objectivity.

Lecturers attend domestic and international seminars and conferences, practice at external enterprises, conduct scientific research to develop professional capacity, and pursue further education to improve professional qualifications (from master's to doctorate). During the on-site visit the panel learned that lecturers have the opportunity for further qualification training each semester. This includes, for example, academic writing courses, communication skills training and courses on how to apply AI to teaching methods.

Lecturers conduct research and publish scientific papers in specialised fields. Each lecturer in the faculty publishes an average of one article per year, with an increasing number of international publications.²⁹

Practical business experience of faculty

All study programmes

Lecturers participate in practice at external enterprises for one to two weeks. Additionally, short-term professional training courses, seminars, and conferences are conducted annually to update and improve professional knowledge for courses taught in the programme. During the on-site visit, the panel learned that part-time lecturers normally work parallel to their teaching activities in companies or organisations.

Lecturers' experiences in real environments are discussed at faculty meetings at the end of each year. Practical issues are integrated into course content, ensuring a blend of theory and practice. Experts from domestic and foreign agencies and enterprises share practical experiences, participate in teaching some courses, and conduct seminars, discussions, and exchanges between enterprises and students.

Internal cooperation

All study programmes

The organisation of the college and lecturers' activities is governed by operating regulations to ensure consistency and convenience in performing tasks. Teaching plans for each school year are developed with the participation and contribution of lecturers to ensure appropriate assignments. The teaching plan is drafted and presented to lecturers in meetings to assess the suitability of each lecturer for the courses and the number of courses they will handle in a year.

Information exchange and teaching activities are organised through monthly meetings, semester-end summaries, and year-end summaries. Faculty meetings address relevant issues in the teaching process, update and revise course materials or experiential learning activities, and improve student support strategies. These meetings often revolve around professional issues, advantages, and difficulties in teaching.

During the interview with the lecturers of TVU, it was highlighted that interdisciplinary collaborations within the University are a common practice. Faculty meetings often include lecturers from various faculties. Lecturers are frequently invited to review materials from other study programmes and consult on diverse topics, such as the application of AI.

Lecturers use various communication tools to quickly discuss urgent issues or solve necessary problems, including Google Meet, Microsoft Teams, Email, and Zalo.

Student support by the faculty

All study programmes

The CEL Office and TVU's functional units are specifically regulated to support students by providing information on study programmes, timetables, financial support policies, and types of scholarships. They also encourage participation in cultural and sports activities to improve health. The office receives feedback and concerns from students about the programme and

²⁹ See self-evaluation report p. 87.

facilitates exchanges with academic advisors and lecturers when necessary. The office's working hours are weekdays, from 7:00 to 11:00 and from 13:00 to 17:00.

Each class has one academic advisor who supports students in building a study plan for each semester and provides relevant information from the school during the study process. Advisors organise class meetings, introduce relevant content, and consult with students to build personal study plans. They monitor and manage progress, give advice on academics and career goals, solve problems students encounter in the programme, and advise on issues such as finances, living conditions, and administrative responsibilities. The quality of student support is assessed annually in Faculty meetings and student surveys. Faculty meetings also often include lecturers from various faculties, promoting a collaborative environment.

In addition to teaching specialised content in class, lecturers are assigned to be on duty (two sessions/week) to contact and guide students. Students are also supported through information channels such as phone, email, Zalo, and the student information portal to answer questions related to the course.

Appraisal:

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

The academic, pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the respective study programme. The TVU verifies the qualifications of the faculty members by means of an established procedure according to the regulations of the MOET.

The University 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. Examples include academic writing courses, communication skills training, and courses on applying AI to teaching methods. Additionally, lecturers attend domestic and international seminars and conferences, practice at external enterprises, and conduct scientific research to develop their professional capacity. While the panel acknowledged that the University is engaging with AI and includes it in lecturer training, they **recommend** further training for lecturers in creating online content and using AI tools. What is missing so far is the structured use of AI and its firm integration into the programmes. This is crucial as, from today's perspective, AI competence is a competitive advantage in almost every subject area for both lecturers and students.

The practical business experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice. Part-time lecturers are working in companies or organisations, and all lecturers participate in practice at external enterprises.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place through monthly meetings, semester-end summaries, and year-end summaries.

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. Each class has an assigned academic advisor who supports students in various ways (e.g. personal study plans, class meetings). Additionally, the CEL Office and TVU's functional units support students by providing information on study programmes, timetables, finances, etc.

	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 study programmes

The Dean is primarily responsible for the respective programme. The Dean has the following main tasks:

1. Managing, adjusting, and updating the study programme along with the curriculum and teaching materials.
2. Overseeing the professional fields of study.
3. Organising professional activities and assigning lecturers to teach.
4. Developing human resources plans, and creating documents, programmes, scientific research, and scientific and technological activities.

To ensure the programmes operate effectively, the Faculty undertakes specific management tasks:

- The Centre for Educational Leadership and Research Innovation (CELRI) is responsible for reviewing, updating, and developing study programmes. Additionally, CELRI implements and assigns lecturers to participate in activities aimed at improving teaching and skills and develops policies to support learners.
- The Academic Affairs Department is responsible for assigning teaching courses each year. Monitoring the teaching process, tracking lecturers' progress, and recommending

the purchase of teaching equipment and materials are managed by the Office College Office and the Academic Affairs Department.

- Furthermore, the faculty organises meetings to review professional experiences and assign teaching duties, coordinated by advisors and CELRI.

Process organisation and administrative support for students and faculty

All study programmes

The current organisation and management process of the faculty operates according to the ISO 9001:2015 quality management standards. At the beginning of the academic year, the faculty establishes quality objectives and implementation plans, accompanied by regular monitoring and control activities, periodic assessments, and improvements in work quality.

The School Office supports all administrative procedures for students and lecturers related to training, testing, and scientific research. Additionally, the Training Department and the Student Affairs Department advise students on academic issues, administrative procedures, policy matters, and other activities during their studies at TVU.

Students receive various forms of assistance:

- Academic support: Advisors, lecturers directly teaching courses, and the School Office.
- Non-academic support:
 - Health and school psychology: Medical team
 - Skill activities: Participation in Life Skills Clubs, Environmental Clubs, Arts Clubs, etc.
 - Self-study spaces: Arranged at the school library, self-study areas within the faculty, campus, etc.
 - Sports activities: Soccer field, badminton court, basketball court, pickleball court.
 - Accommodation: Dormitory, consultation, and suggestions for external accommodation.
- Financial support: Assistance with student loans according to government policies, and support in finding scholarships from businesses and benefactors.

Every year, TVU organises training courses related to professional and skill development for support staff of the School Office, and officials of relevant functional departments. These courses cover areas such as communication skills, conflict resolution skills, stress management skills, problem-solving skills, SPSS, English language course, and the application of information technology.

Appraisal:

The respective Dean coordinates the activities of everyone involved in their programme and ensures that the programme runs smoothly. The Dean is supported by CELRI, the Academic Affairs Department and the faculty to run the study programmes.

Faculty members and students are supported by the administration (Scholl Office) in the organisation of the study programmes. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development. This includes, for example, trainings on stress management skills, problem-solving skills, SPSS or English language courses.

	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 study programmes

TVU has established partnerships with over 59 international partners. These collaborations support the University's training and research activities, particularly within the School of Economics and Law, through Southeast Asian research networks. These networks facilitate the exchange of lecturers and students, participation in conferences, and involvement in research networks.

TVU is a founding member of the Vietnam Community College Association, with the Chairman of the School Council serving as the current Chairman of the Association. The Association represents the collective interests of community colleges, universities, and other training organisations adhering to the community college model in Vietnam. As of August 2024, the Association comprises 78 domestic and international members.

The School of Economics and Law engages in several notable cooperation programmes, including:

- **Bilateral Cooperation:** Sending lecturers for short-term study at partner universities, integrating scientific research projects, and organising international scientific conferences.
- **Expert Exchange:** Hosting experts from partner institutions in the Philippines to teach university courses and share scientific research with students.
- **Scientific Research Forums:** Organising annual and rotating forums with participation from universities across Southeast Asia, including Malaysia, Indonesia, Thailand, and the Philippines.

Cooperation with business enterprises and other organisations

All study programmes

TVU has established cooperation with over 200 domestic enterprises. These partnerships involve signing the Memoranda of Understanding (MoUs) to facilitate training and provide human resources for employers. The University systematically integrates these activities into all study programmes, from surveying training needs and developing curricula to implementing teaching and practical internships. Students gain hands-on experience with business models through specialised courses.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks as well as with business enterprises and other institutions relevant for the programmes are plausibly presented.

The MoUs 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 programmes (e.g. integrated internships). All such activities contribute to the development of the students' qualification and skills.

In case that other academic institutions or organisations conduct parts of the study programmes, the TVU ensures that the quality standards are met.

The panel acknowledges the progress TVU has made since the last accreditation, particularly in forming new collaborations. To further enhance these efforts, the panel encourages TVU to actively pursue and expand its international cooperation network. The panel **recommends** continuing to form more international partnerships to strengthen its global presence and to give lecturers and students more opportunities for international experiences.

	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 of teaching and group rooms

All study programmes

TVU spans nearly 53 hectares, featuring a comprehensive array of facilities including office blocks, classroom blocks, practice rooms, laboratories, dormitories, libraries, and dining rooms. The college has also ensured accessibility for people with disabilities and students with special needs by incorporating separate entrances and elevators.

The college utilises over 220 classrooms, halls, and lecture halls equipped with projectors, sound systems, air conditioners, fans, writing boards and student desks designed for group activities.

The college has 32 computer rooms with 990 computers for general courses. Additionally, there are specialised rooms such as the Simulation Accounting and Foreign Trade room for

Accounting, Banking and Finance, and Economics majors, and a Business Simulation room for the Business Administration major.

The college employs a diverse range of management software, including Edu-soft and an E-learning system, along with a student information portal to support the management and organisation of the training process. All lecturers, students, and trainees receive email accounts. Additionally, applications such as Google Workspace and Microsoft Office365 are available to support communication and online teaching and learning.

The E-learning system is comprehensively equipped with various resources, including course introductions, syllabi, textbooks/teaching materials, exercises, tests, and forums for lecturers and students to exchange and discuss course-related issues. The Student Information Portal allows students to view the study programme, check prerequisite courses, register for courses, view tuition fees, access timetables, and register for graduation exams. Through the Portal, students can monitor their progress in the programme. If there are incomplete courses or courses with unsatisfactory results, students will be notified to develop a plan to complete them in subsequent semesters. Furthermore, TVU's remote system assists students in submitting requests for learning support and addressing challenges related to their studies and daily life, such as confirming support for learning activities and loans, and providing student email accounts and passwords to access the E-learning and electronic learning materials systems.

The E-learning system enables students to access courses for the current semester, receive information about lectures, exercises, and reference materials. Additionally, the E-learning platform includes a forum for discussions and exchanges about the courses outside of class hours. Should students have any questions or issues related to the course, they can communicate with their lecturers through this remote system.

The internal network (LAN), internet, and WiFi systems cover the entire campus, providing fast access speeds and free WiFi without requiring a password. These systems are centrally managed, periodically checked, and upgraded to ensure stability and efficiency.

The Learning Resource Centre - Teaching and Learning Development (Library) is located in Area 1 and spans five floors with a usable area of 5,167 m². It includes various functional rooms: a hall, three self-study rooms, a reference reading room, an electronic learning resource room, a lecture recording room, a research room, a training room, two national language learning resource rooms, a foreign language learning resource room, an internal resources room, a meeting room, and library offices.

Computer systems include 113 computers with LAN and Internet connection. Support tools such as printers, scanners, photocopiers, Wi-Fi systems, and security systems are available. The library uses Ilib software to manage its activities.

Access to literature

All study programmes

Printed learning resources encompass general learning resources, including foreign language books (8,132 titles / 21,533 copies), Vietnamese books (24,868 titles / 78,467 copies), journals (62 donated titles, 115 purchased titles), and theses/dissertations (5,275).

Electronic learning resources include general and specialised electronic learning resources such as 3,285 eBook titles, 3,248 theses/dissertations, 619 teaching materials, and access to electronic databases, journals, books, and scientific articles through accounts from ScienceDirect, IEEE Xplore Digital Library, Springer Nature, Proquest Central, and Gale eBooks. Online learning resources are shared with Southern Leyte State University (SLSU) in the Philippines, and open learning resources are available from platforms like

- 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

Websites containing open learning resources include the Online Vietnamese Science Journal³⁰ and the Tra Vinh University Science Journal³¹.

The library operates from 7:00 to 21:00, Monday to Sunday (except Sunday evening).

The library staff comprises 27 employees, including two PhDs, eleven with Master's degrees, eleven with university degrees, and three others. They are trained in library services to ensure effective management and operation.

In addition to the resources available at the TVU library, the college has established a "Green Self-Study Area" managed by the Youth Union of the College of Economics and Law. This area features shelves with books, newspapers, and specialised magazines contributed by lecturers and students. It provides a conducive environment for students to borrow books, read, and study, with team-based seating arrangements, audio-visual equipment, and internet access.

Bachelor Accounting (BA)

There are 57 books out of 158 based on the curriculum framework, 1,118 reference books out of 3,580 categorised by course, eight journal copies, 685 theses, and two doctoral dissertations.

Bachelor - Business Administration (BBA)

There are 64 books out of 144 based on the curriculum framework, 253 reference books out of 850 categorised by course, eight journal copies, 544 theses, eleven doctoral dissertations, and 121 graduation theses.

Bachelor - Economics (BE)

³⁰ <https://vjol.info.vn/> (last access on April 07, 2025).

³¹ <https://journal.tvu.edu.vn> (last access on April 07, 2025).

There are 47 books out of 180 based on the curriculum framework, 1,118 reference books out of 3,580 categorised by course, eight journal copies, 77 theses, and 213 graduation theses.

Bachelor - Finance-Banking (BFB)

There are 54 books out of 87 based on the curriculum framework, 1,043 reference books out of 1,890 categorised by course, eight magazine volumes, 180 thesis volumes, and 95 graduation thesis volumes.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms exceed the standards required for the programmes, while 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 via wireless LAN is provided free of charge. A good number of working spaces is available for students. The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. business games, role-playing game, virtual elements), the TVU possesses the Simulation Accounting and Foreign Trade room as well as the Business Simulation room which possess the specific technical components needed. These simulation rooms significantly enhance student preparation for future careers by offering immersive, hands-on experiences that mirror real-world professional environments. These cutting-edge facilities bridge the gap between academic theory and industry practice, equipping students with practical expertise and confidence to excel in competitive job markets. By engaging with these advanced simulation environments, students gain a competitive edge, as they are better prepared to navigate dynamic workplace challenges and contribute effectively to their chosen fields.

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 programmes is available and kept up to date.

At the same time, the panel **recommends** that the University should grant access to financial and stock market data for lecturers and students. This could be achieved through partnerships with enterprises, thereby alleviating the need for the University to purchase the data directly.

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

4.5 Additional services

Career counselling and placement service

All study programmes

TVU has established units with the function and task of consulting and referring jobs for students. The Career Service Centre is a specialised unit responsible for connecting,

contacting, and sourcing job information from agencies, businesses, and professional establishments both domestically and internationally to advise and introduce job opportunities for students across the university. The College of Economics and Law collaborates with agencies, businesses, banks, and professional establishments to organise internships and introduce job opportunities for students in the study programmes managed by the College. Furthermore, students are introduced to job opportunities directly by academic advisors and the student support team.

Job counselling and referral activities for students include periodically organising job fairs by inviting businesses and professional establishments to the University to introduce and directly interview students. Recruitment needs of businesses are announced through postings at the Centre, faculty office, and via the website and social networks. Students seeking job opportunities can visit the Centre office, faculty office, and school office. Additionally, training sessions and seminars on interview skills are organised. Information about businesses that cooperate with the University is provided on the website and social networks.

Alumni Activities

All study programmes

Alumni activities are organised at two levels: (1) Alumni Association comprising all majors of TVU, represented by the Alumni Association Liaison Committee at University level and (2) Alumni Association at the college level, represented by the Executive Committee of the Alumni Association at the member TVU level.

Alumni activities include:

- Annual meetings.
- Participating in activities to contribute ideas for improving the study programme, periodically (every five years) and other improvement activities.
- Supporting students facing difficulties through scholarships.
- Organising events to honour alumni who have made significant contributions to the school.
- Organising seminars and activities with alumni to answer students' questions about the curriculum, internships, jobs, etc., and facilitating academic exchange and practical experience between generations of students.

Additionally, through the alumni association, the faculty's students can provide financial support to students in difficult circumstances through contributions from association members. Final-year university students also have the opportunity to access recruitment information and learn more about job positions suitable for their profession after graduation.

According to an interview with administrative staff, further alumni activities include talk shows where alumni share their success stories with students. TVU maintains contact with alumni through a specialised social network group in Vietnam, mobile numbers, alumni communication meetings at the faculty, and email.

Appraisal:

Career counselling and placement services are offered to the students and graduates by the Career Service Centre to promote their employability. Students have received various support opportunities (for example job fairs or job postings). The TVU provides sufficient resources.

An alumni organisation at the University and College level has been set up with the aim of developing an alumni network. Various alumni activities take place, such as events, talk shows or participating in curriculum development.

	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 study programmes

The financial resources for organising and implementing study programmes are structured to include the TVU budget, student contributions through tuition fees, and other funding sources, if available.

These financial resources are utilised for various activities, including purchasing supplies and tools, paying lecturers' salaries, asset depreciation, organising training, and supporting teaching activities.

According to the University, the financial resources ensure the completion of the course in accordance with TVU's general plan.³² The funding sources dedicated to ensuring the quality of the programme are derived from investment sources aimed at the development and quality improvement of TVU.

Appraisal:

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

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

³² See self-evaluation report p. 96.

5. Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes

All study programmes

TVU employs an internal quality assurance (IQA) system to monitor and enhance the quality of teaching and learning. This system integrates ISO 9001:2015 standards and the ASEAN University Network Quality Assurance (AUN-QA) framework, which guide the design of quality assurance standards and processes at both programme and institutional levels.

The IQA system encourages continuous improvement among TVU members by defining roles and responsibilities and adhering to the *Plan-Do-Check-Act (PDCA)* model. At the college, school, and faculty levels, leaders are responsible for quality assurance within their study programmes, coordinating activities with programme heads, lecturers, and management staff. Each college or school assigns one officer or lecturer to oversee quality assurance, while two lecturers from each faculty or department participate in the University's broader QA network and committees. An Advisory Committee, comprising local government officials, alumni, lecturers, industry representatives, employers, and researchers, participates in planning and reviewing QA systems and policies for continuous improvement.

Various units at TVU, such as the Centre of Excellence in Learning Resources and Innovation (CELRI), Academic Affairs Department, Graduate Studies Department, and Quality Assurance Department, play crucial roles in planning and implementing QA policies and plans. These units support schools, faculties, and departments in developing study programmes, organising professional development activities, and collecting stakeholder feedback to update and improve programmes. The Programme Advisory Committee (PAC) ensures that QA policies and systems align with the goals and needs of different stakeholders.

In addition to the PDCA model, TVU departments use the ADDIE model to evaluate and improve instructional design processes continuously. ADDIE begins with analysing the needs of students and other stakeholders through surveys and meetings with PACs. After defining programme objectives, graduate competencies, expected learning outcomes, and quality standards, ADDIE emphasises continuous evaluation to ensure quality standards are met. This approach aims to ensure that curricula, teaching methods, learning activities, and assessment approaches are valid, constructively aligned, and integrate principles of outcomes-based education and learner-centred instruction.

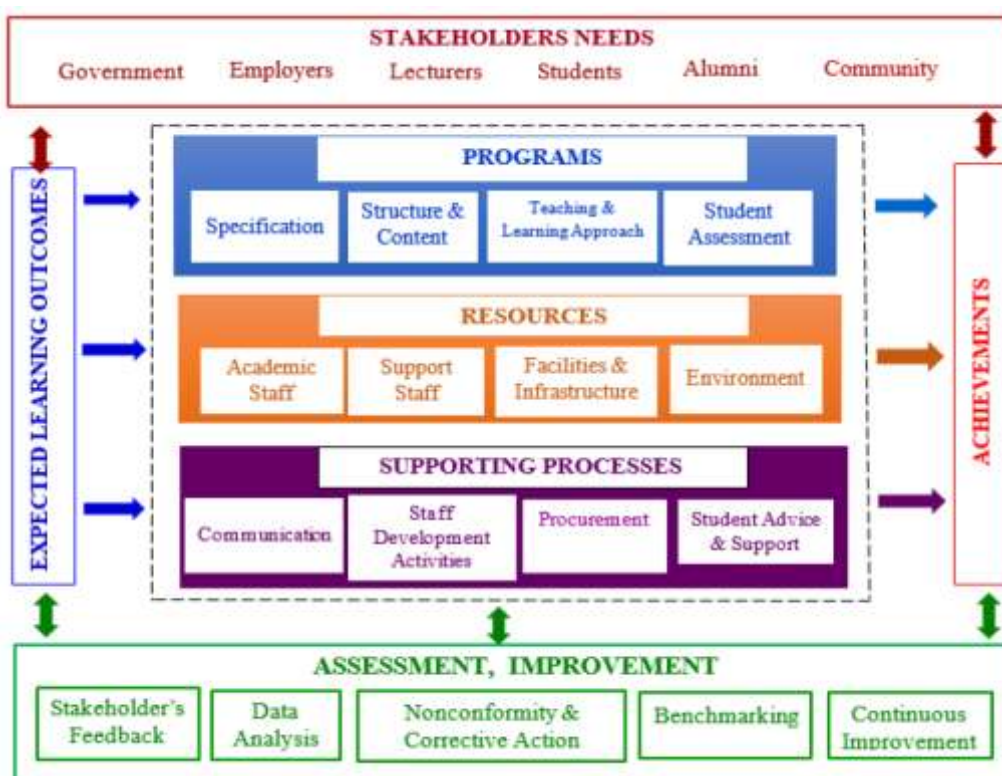
The study programme design and development involve several phases:

1. **Analyse:** Departments, faculties, and schools collaborate with the CELRI to organise seminars and surveys. These activities aim to identify basic and specific competencies that the study programmes should develop. Data is collected and analysed from questionnaires and feedback from various stakeholders, including businesses, industries, employers, alumni, skilled professionals, students, and lecturers.
2. **Design:** Departments, faculties, and schools organise seminars to gather feedback from stakeholders. This feedback is then incorporated into the PLOs of the study programmes. Drafts of the study programmes and curricula are prepared based on this input.

3. Develop: Lecturers plan assessment approaches, teaching and learning activities, and prepare lessons and extracurricular activities such as field trips, Co-op internships, and graduate internships, based on the study programmes and curricula.
4. Implement: The study programmes are approved by the University Rector and implemented according to the academic and supporting processes articulated by the departments, faculties, schools, and other units of the university. This implementation follows the operational procedures outlined in the QA Manual - ISO 9001:2015.
5. Evaluate: Annually, departments, faculties, and schools collaborate with the Quality Assurance (QA) Department to conduct surveys for feedback from students, alumni, and other stakeholders regarding course content, teaching methods, and assessment activities. The QA Department collects, analyses, and stores this data. The results are used to improve course content and delivery, teaching and learning methods, assessment approaches, service support, and consultancy activities, thereby enhancing the efficiency and effectiveness of the study programme design and development.

In addition to using ADDIE for instructional design, TVU uses a broader QA system at the institutional level to continuously evaluate and improve its study programmes, institutional resources and support processes. The QA system includes several major elements including stakeholder needs, programme learning outcomes, programme elements, institutional resources, support processes as well as evaluation and improvement elements.

Figure 7 Programme Quality Assurance Model



TVU's QA processes are externally evaluated and certified annually by Bureau Veritas Vietnam and accredited every five years by the Center for Educational Accreditation using MOET standards.

5.2 Instruments of quality assurance

Evaluation by students

All study programmes

Students provide feedback on learning outcomes, teaching processes, and support services through periodic surveys conducted once a year. End-of-course surveys evaluate the teaching process each semester, while end-of-programme surveys gather feedback on curriculum content and support services in the final year. These surveys are conducted via seminars, meetings, and both offline and online forms.

Students participate in the evaluation of their programmes through formal surveys and informal communication with lecturers and support staff.

End-of-course surveys require students to provide feedback after each course. These surveys, accessed online via the Quality Assurance Department's portal, gather data on teaching methods, lecturer qualities, learning outcomes, assessment tools, study materials, educational technologies, and student workload. The QA Department collects, synthesises, and reports this feedback to deans, department heads, and lecturers promptly.

Exit surveys, conducted via Google Forms, collect data from graduating students on the usefulness of learning outcomes, programme organisation, workload manageability, and support services. The QA Department, in cooperation with faculties and departments, analyses this data and reports it for programme review and improvement.

Annually, students also provide feedback on the quality of support services through questionnaires, either on paper or online. The QA Department compiles these reports, which are then reviewed by deans and department heads. Meetings are being held to discuss survey results and potential corrective actions. Lecturers receiving negative feedback are required to address the issues and propose remedial actions. In severe cases, they may consult with relevant units to improve course designs and teaching methods.

In addition to formal surveys, students regularly provide feedback to support staff, lecturers, and academic advisors. Student leaders act as mediators to communicate collective issues to lecturers and staff. Monthly dialogue meetings are held by the Student Affairs Department with class representatives to address issues arising during the learning process. Additionally, periodic semester meetings are conducted by the academic council, involving lecturers, college leaders, rectors, and students to review programme implementation and gather suggestions for improving teaching and learning activities. Annually, two dialogue sessions are organised with faculty leaders, college members, TVU departments, and students to resolve difficulties related to learning activities, living conditions, and policies, ensuring students have access to necessary support.

Students are informed at the beginning of their programmes about the channels available for voicing their concerns, including in-person discussions, phone, email, and social networks like Facebook or Zalo. Significant issues are escalated to deans or department heads for broader improvements.

Evaluation by faculty

All study programmes

Academic staff evaluate management mechanisms, policies, and support services through annual online surveys.

Monthly meetings chaired by deans or department heads provide a platform for lecturers to discuss and resolve issues related to programme structure, courses, curricula, teaching methods, and other professional or administrative matters. These meetings also facilitate the exchange of teaching experiences, sharing of research and professional development opportunities, and proposal of ideas to enhance departmental activities. These meetings promote inter-unit coordination and collaboration, ensuring lecturers are informed about policy changes and upcoming events.

Lecturers are encouraged to provide regular feedback on testing and assessment regulations, annual expenditures, procurements, activities, support services, and programme development. Significant issues or challenges are escalated to faculty deans or department heads for broader improvements to programmes and support services.

External evaluation by alumni, employers and third parties

All study programmes

Alumni provide feedback on study programmes, curriculum strengths and weaknesses, and future development through annual surveys conducted by post, email, or online. Telephone interviews and seminars are also used to gather feedback one year after graduation. Alumni give feedback about their employment situations, programme effectiveness, and job satisfaction.

Enterprises and employers participate in non-periodic PAC meetings to build and evaluate QA models and systems. They also provide periodic feedback on the competencies and qualities required for students to work effectively, using survey forms, telephone interviews, and seminars conducted one year after graduation. Employers provide feedback on alumni skills, competencies, attitudes, and professional ethics.

Colleges and schools at TVU organise seminars every two years to meet and interview alumni and businesses. These meetings gather feedback on programme structure and design, graduate skills and competencies, and labour market trends.

The QA Department reports this feedback to deans and staff, who then propose and plan adjustments, improvements, and innovations for programmes and support services.

5.3 Programme documentation

Programme description

All study programmes

The study programmes are officially issued and made public according to the Ministry of Education and Training's regulations. Students can access information about the programmes, facilities, quality policies, teaching staff, degrees, and certificates through the University's website. Detailed information about each programme, including training forms, disciplines, curricula, course purposes, and lecturer qualifications, is also available online.

Before the start of the academic year, students attend a first-of-term meeting where they receive a student handbook. This handbook provides information about the learning process, including regulations on the credit system, tuition fees, policies, scholarships, and research guidelines. Students are also given an email address for contact during their studies.

The University organises sessions to introduce the programmes and facilitate communication between students, lecturers, and support staff.

Information on activities during the academic year

All study programmes

Upon application submission, the Student Affairs Department and Communications Department, in collaboration with the Admissions Consulting college, provide information about the programmes, job opportunities, tuition fees, dormitories, and student policies. This information is disseminated through high school visits, consulting books, leaflets, and online platforms such as the University's website, faculty's Facebook page, training department portal, and student information portal.

During the on-site visit, the panel learned that TVU regularly updates its website with important announcements. Additionally, students can access an event calendar to check upcoming events and activities.

Post-graduation, TVU provides graduates with information on postgraduate admissions and major events through personal emails. An alumni network is established and maintained through the Alumni Association to foster ongoing connections.

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 success rate, and graduate employment as well as the profile of the student population. However, the University is not monitoring the student workload on course level (as noted before in the initial accreditation). In its statement on the report, the University submitted a course evaluation survey template that include questions on how students access the time allocated to the course (as appropriate or inappropriate). However, a question to quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing in the course evaluations, which would enable the University to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course). The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course.

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

- The University implements a workload evaluation on the course level into their course evaluations, ensures to maintain it and regularly monitors and reviews the results to ensure that the workload remains appropriate and manageable for students.

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

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated to the respective levels at TVU who provide input for the quality development process. However, the outcomes are not communicated to the students. Therefore, the panel **recommends**, communicating the evaluation results to the survey participants in a formalised process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure. This includes monthly faculty meetings and annual online surveys. The outcomes are communicated and provide input for the quality development process.

An external evaluation with alumni and enterprises/employers is carried out on a regular basis and in accordance with a prescribed procedure. However, outcomes are not communicated. The panel **recommends** communicating the evaluation outcomes in a formalised process to the participants.

The study programme's content, curriculum and examination scheme have been suitably documented and published on the website and the student handbook. While the University website in Vietnamese language provides detailed information, the panel could not find the same for the English website. Therefore, the panel **recommends** publishing the study programmes' information fully in English (including information on admission) if the University wants to attract foreign students.

TVU regularly publishes current news and information – both quantitative and qualitative – about the study programmes on their website.

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

Quality profile

HEI: Tra Vinh University

Bachelor programme:

1. Bachelor Accounting
2. Bachelor - Business Administration
3. Bachelor - Economics
4. Bachelor - Finance-Banking

		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		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		X			
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
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					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

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