

Decision of the FIBAA Accreditation and Certification Committee



16th Meeting on November 27, 2024

Project Number:	23/032 Cluster 2
Higher Education Institution:	University of Economics Ho Chi Minh City (UEH)
Location:	Ho Chi Minh City, Vietnam
Study Programme:	1. Bachelor of Arts in English Language - Business English 2. Bachelor of Arts in Travel and Tourism Management 3. Bachelor of Arts in Hospitality Management - Hospitality Management 4. Bachelor of Arts in Hospitality Management - Events and Leisure Management
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: November 27, 2024 until November 26, 2029

Conditions:

For all study programmes

- **Condition 1** (see chapter 3.2): The HEI introduces a system for tracking student workload, with regular recording and reporting of students' workload.

For the Bachelor of Business English

- **Condition 2** (see chapter 3.1): The HEI ensures that students are able to conduct scientific work in the form of written assignments or a final thesis.

For the Bachelor of Management of Travel and Tourism Management, Hospitality Management, and Events and Leisure Management:

- **Condition 3** (see chapter 3.5):
 - a) The HEI introduces more practical exercises, workshops, and communication/public-speaking skills through cross-cultural communication courses or new speaking techniques to enhance transferable skills for these programmes.
 - b) The HEI integrates cross-cultural communication courses into these three management programmes.

✅ All conditions have been fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on November 26, 2025.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

UEH, University of Economics, Ho Chi Minh City, Vietnam

Bachelor programmes:

1. Bachelor of Arts in English Language - **Business English** (undergraduate, full time, blended learning, face to face)
2. Bachelor of Arts in **Travel and Tourism Management** (undergraduate, full time, blended learning)
3. Bachelor of Arts in Hospitality Management - **Hospitality Management** (undergraduate, full time, blended learning, face to face)
4. Bachelor of Arts in Hospitality Management - **Events and Leisure Management** (undergraduate, full time, blended learning, face to face)

Degree awarding institution (if relevant):

University of Economics Ho Chi Minh City (UEH)

Qualification awarded on completion:

1. Bachelor of Arts in English language
2. Bachelor of Arts in Management of Tourism Services and Travel
3. Bachelor of Arts in Hospitality Management
4. Bachelor of Arts in Events and Leisure Management

General information on the study programme

Brief description of the Bachelor of Arts study programmes:

The UEH College of Business includes the School of Foreign Languages (**SFL**) and the School of Tourism (**SoT**), have their missions of training high-quality human resources, promoting international relations, in the fields of management and business. The Business English programme of SFL and three out of four programmes of SoT applied for initial FIBAA accreditation in 2023:

1. Bachelor of Arts in English Language / Business English (undergraduate, full time, blended learning, face to face) of the School of Foreign Languages (SFL)
2. Bachelor of Arts in Travel and Tourism Management (undergraduate, full time, blended learning), of the School of Tourism (SoT)
3. Bachelor of Arts in Hospitality Management - Hospitality Management (undergraduate, full time, blended learning, face to face) of SoT
4. Bachelor of Arts in Hospitality Management / Events and Leisure Management (undergraduate, full time, blended learning, face to face) of SoT

(1) **Bachelor of Arts in English Language / Business English** study programme, (SFL) has the qualification objectives to prepare students for careers across various business sectors by developing their language skills, professional competencies, and ethical attitudes. Designed for individuals aiming to use English in multinational corporations or domestic firms with international connections, the programme prepares graduates for the following jobs: sales representatives, HR staff, media professionals, interpreters, and managers; English teachers

(2) **Bachelor of Arts in Travel and Tourism Management**, (SoT) – qualification objectives of this programme blend of theoretical knowledge of economics, management principles, and relevant laws and practical experience of the tourism and travel sectors ensuring graduates are equipped to address the dynamic challenges of the travel and hospitality industries.

The typical career of TM are: travel manager, tour operator, travel consultant/agent, tour planner, operations manager, or destination specialist.

(3) **Bachelor of Arts in Hospitality Management - Hospitality Management** (SoT) - qualification objectives of this programme include analysis and evaluation, organisation and management, supply chain management, technology and management, control and response. Graduates of the Hospitality Management programme typically find the jobs of hotel managers, guest relations managers, event coordinators, food and beverage managers, and tourism consultants, focusing on managing operations, enhancing guest experiences, and overseeing hospitality services in diverse settings.

(4) **Bachelor of Arts in Hospitality Management / Events and Leisure Management** (SoT) - qualification objectives of this programme including planning and organisation, resource allocation, teamwork, time management, problem anticipation, and stress tolerance. Graduates of the Events and Leisure Management programme typically pursue roles as event planners, venue managers, corporate event coordinators, marketing specialists, and production managers, focusing on planning, coordinating, and promoting events across various industries.

On 5 September 2014, the Department of Foreign Languages was upgraded to the School of Foreign Languages (SFL). Initially focused on teaching general English, the Business English programme was introduced in 2015.

In 1990, UEH established the Department of Tourism within the Faculty of Foreign Trade, Tourism, and Marketing. Due to increasing student numbers and industry demand, the

department was upgraded to the Institute of Tourism on 9 July 2015. UEH subsequently launched a project to define competencies and skills within the institution, which was approved in 2017 by the UEH Council through a Resolution. The School of Tourism (SoT) formally established its faculty in 2017, consisting of 14 full-time lecturers: three with Ph.D. degrees, eleven with Master's degrees, and nine pursuing Master's degrees while holding Ph.D. qualifications in progress.

Type of study programme:

BE, TM, HM, EM – Bachelor of Arts (BA) programmes

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

BA of English language (**BE**) – 3,5 years; 125 VN credit points (225 ECTS)

BA in Travel Management (**TM**) - 3,5 years with 125 credit points (approx. 225 ECTS)

BA in Hospitality Management (**HM**) - 3,5 years with 125 credit points (approx. 225 ECTS)

BA in Events and Leisure Management (**EM**) in 3,5 years with 125 credit points (225 ECTS)

Didactic approach:

study programme with obligatory class attendance and blended-learning study programme

Double/Joint Degree programme:

no

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

1. BA in English-Business English (**BE**) - 165 students/year
2. BA in Travel and Tourism Management (**TM**) - 100 students/year
3. BA in Hospitality Management (**HM**) - 100 students/year
4. BA in Hospitality Management, Events and Leisure Management (**EM**) - 50 students/year

Programme cycle starts in:

winter semester / summer semester / both winter and summer semester / other start date:

2. BA in English language-Business English – in September
3. BA in Travel and Tourism Management – in July
4. BA in Hospitality Management – in September
5. BA in Hospitality Management (Events & Leisure) – in July

Initial start of the programme:

BA in English Language / Business English - 2015

BA in Travel and Tourism Management – 2015

BA in Hospitality Management - 2017

BA in Hospitality Management / Events and Leisure Management – 2017

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Arts in English language, the Bachelor of Arts in Travel Management, the Bachelor of Arts in Hospitality Management, the Bachelor of Arts in Events and Leisure Management was made between FIBAA and UEH (University of Economics Ho Chi Minh City) on March 29, 2023. On January 26, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Doris Feldmann

Friedrich-Alexander University Erlangen-Nuremberg
Chair of English Literature and Culture
(English Literature, Cultural Studies, English Studies, American Studies)

Elisa Knief

Leibniz University Hanover
Student English Language Cultures & Hispanic Studies (M.A.)

Denisa Koch

Erich Kästner Comprehensive School Homberg
Teacher, Conference Chair & Coordinator of Language Support
(Subject Teaching German / English (Didactics, Methodology, Internal Differentiation, Scaffolding), Creation/Reflection of Language-Sensitive Teaching Material)

Dr. Cuong Nguyen

Industrial University of Ho Chi Minh City
Dean of Faculty of Commerce and Tourism
(Tourism, International Business, Business Administration, Entrepreneurship, Marketing)

Prof. Dr. Ludwig Schweers

European Distance Learning University Hamburg
Professor of Marketing and Tourism and Sales
(Tourism Management, Event Management, Sales and Marketing, International Business Administration)

Prof. Dr. Peter Thuy

IU International University of Applied Sciences GmbH
Professor Service Management and Economics
(Tourism, Event Management, Service Management, Economics)

FIBAA project manager:

Yelena Istileulova, PhD

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit with hybrid procedures. One member of the expert

¹ The panel is presented in alphabetical order.

team participated via the video conferencing tool Zoom. The on-site visit took place on the 11-13 July, 2024 at the HEI's premises in Ho Chi Minh City.

The assessment report based on this was delivered to the HEI for comment on November 20, 2024. The statement on the report was given up on November 21, 2024. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Arts in Business English (BE), and the Bachelor of Management of Travel and Tourism Management (TM), the Bachelor of Hospitality Management (HM), and Events and Leisure Management (EM) programmes offered by the University of Economics - Ho Chi Minh City (UEH) fulfil, with few exceptions, the FIBAA quality requirements for bachelor programmes. These programmes can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years, starting on **November 27, 2024**, and finishing on **November 26, 2029**, under specific conditions. The programmes are in accordance with the national and European Qualification Frameworks, the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects² of **all programmes** (BE, TM, HM, EM):

- Regarding the feasibility of study workload, because there is currently no formal system at UEH for recording student workload.

Therefore, they recommend accreditation on the **condition** of meeting the following requirements:

- **Condition 1** (see chapter 3.2): The HEI introduces a system for tracking student workload, with regular recording and reporting of students' workload.

The panel members identified need for improvement regarding the following aspects of the **Business English** programme:

- Regarding scientific work through written assignments or a final thesis.
- **Condition 1** (see chapter 3.1): The HEI ensures that students are able to conduct scientific work in the form of written assignments or a final thesis.

The panel also identified need for improvement regarding the following aspects of **three** programmes (Bachelors of Management of Travel and Tourism Management, Hospitality Management, and Events and Leisure Management):

- Regarding the multidisciplinary competences and skills
- **Condition 1** (see chapter 3.5):
 - a) The HEI introduces more practical exercises, workshops, and communication/public-speaking skills through cross-cultural communication courses or new speaking techniques to enhance transferable skills for these programmes.
 - b) The HEI integrates cross-cultural communication courses into these three management programmes.

Proof of meeting these conditions is to be submitted by **August 26, 2025**.

Furthermore, the quality requirement(s) that have not been fulfilled:

- Guest lecturers for three programmes (TM, HM, EM) (see chapter 3.3)

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

- Internationality of the student body for all programmes (BE, TM, HM, EM) (see chapter 3.4)
- Internationality of faculty for all programmes (BE, TM, HM, EM) (see chapter 3.4)
- Evaluation by students for all programmes (see chapter 5.2)

are *not an asterisk criteria* and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel also identified several areas where the programme could be further developed and for all study programmes **recommends**:

- motivating and encouraging students to be engaged into scientific work and scientific activities (see chapter 3.1);
- developing a strategic plan to attract more foreign students (see chapter 3.4);
- establishing a stipend programme to support students and lecturers in pursuing opportunities abroad (see chapter 3.4);
- developing additional measures to attract foreign lecturers and allocating more resources toward these programmes (see chapter 3.4);
- introducing an evaluation system that is clear, rigorous and sets up clear consequences based on the evaluations (see chapter 5).

For three programmes (TM, HM, EM) panel **recommends**:

- inviting more online guest lecturers, international experts, and speakers for virtual talks, and allocate funds for local guest lecturers (see chapter 3.3).

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

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

- Practical business experience of faculty - for TM, HM, EM programmes (see chapter 4.1)
- External evaluation by alumni, employers and third parties - for all programmes (see chapter 5.2)
- Information on activities during the academic year – for all programmes (see chapter 5.3)

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

Information

Information on the Institution

The University of Economics - Ho Chi Minh City (UEH) was established on 27 October 1976 as a higher education institution specialising in Economics.

The University's journey has been shaped by several key decisions. UEH initially operated under the Ministry of Higher and Secondary Vocational Education, which was later renamed the Ministry of Education and Training (MoET). In 1996, UEH merged with the University of Finance - Accounting and the Faculty of Economics at Ho Chi Minh City University to form the University of Economics under the Vietnam National University – Ho Chi Minh (VNU-HCM). However, in 2000, the University was again separated from VNU-HCM and returned to the administration of the Ministry of Education and Training. On 4th December 2019, Vinh Long Campus became part of UEH University as a result of the merger. This campus has become a center for academic training, research, and consultation, focusing on improving human resources in the Mekong Delta.

Over time, UEH has gradually expanded its focus to become a multidisciplinary university, offering degree programmes in business administration, management, and public administration, among others. Since 2021, UEH has aimed to align its academic offerings with the needs of the labour market in an increasingly internationalized context. A key element of this transformation is the University's strategic shift towards sustainable development in a range of fields, including economics, business, management, law, design, and technology. These developments reflect UEH's goal of becoming a fully multidisciplinary institution.

The rising demand in the labour market has driven the convergence of various disciplines, prompting UEH to evolve into a multidisciplinary and sustainable university. Currently, UEH supports approximately 38,000 students across different educational levels. In terms of internationalisation, UEH has more than 100 international partners and 26 international joint programmes.

UEH produced a Draft Development Strategy for the period 2020-2025 and formulated its mission with a vision for 2030.

Mission: Improving knowledge, training high-quality human resources, integrating and transferring globally; pioneering innovation, creativity, and serving the community.

Vision: By 2030, UEH will become a sustainable and multidisciplinary university with an academic reputation in Asia.

Compared to other Vietnamese universities - 244 higher education institutions (HEIs), which include 172 public and 67 non-public (including five foreign universities) - UEH is placed among the top ten universities, demonstrating its sixth ranking position out of 190 HEIs in 2024, as included in the Webometrics ranking³).

Ranking of UEH among other Vietnamese Universities) is provided as an example of its visibility (in its web-contents impact), transparency and excellence of scholars (number of papers cited).

³ The Webometrics Ranking of World Universities, or Ranking Web of Universities, a European agency (located in Spain).

The ranking of UEH among other Vietnamese universities is an example of its visibility (in terms of web content impact), transparency, and the excellence of its scholars (number of papers cited).

In fact, UEH is using several international positioning in its rankings in 2024:

- QS Asia 2024 – Top 301-350 Best Universities
- QS Subject 2024 – Top 301-350 in Economics and Econometrics
- QS Sustainability Ranking 2024 – Top 841-860
- THE Impact Rankings 2024 – Top 401-600

Currently, UEH University has three colleges and one branch in Vinh Long:

- UEH College of Business
- UEH College of Technology and Design
- UEH College of Economics, Law and Government
- UEH Vinh Long *Branch*

The UEH College of Business comprises

- **the School of Foreign Languages (SFL)**

with a mission to train high-quality professionals, promote international relations, and advance research and knowledge transfer in management and business.

- **The School of Tourism (SoT)**

Established in 1990 as the Department of Tourism within UEH's Faculty of Foreign Trade, Tourism, and Marketing, it became the Institute of Tourism in 2015 and was renamed the School of Tourism in 2021. School is offering *four* specialisations in *two* fields of study:

1. Hospitality Management

- Events and Leisure Management
- Hotel Management

2. Tourism Services and Travel Management (or Tourism and Travel Management*)

- Travel Management
- Cruise Operations Management

(*Note: We use here "Tourism and Travel Management" in English as the preferred and more concise name, avoiding redundancy since 'Tourism' and 'Services' are often implied within the broader context of travel management).

The SoT is proud of its educational programmes, the professionalism of its staff, its business network, and the enthusiasm of its students, and the School also conducts applied research and advises on tourism development while maintaining strong international internship partnerships. The school's vision is to become an excellent centre of education and research in the tourism and hospitality field.

- The School of Foreign Languages (SFL)

The School of Foreign Languages (SFL) was founded in 2014, evolving from the Department of Foreign Languages. It was renamed in 2021 and has since offered Business English programmes.

SFL aims to expand by 2030, introducing majors in Chinese and Japanese. With 30 full-time lecturers and 20 visiting lecturers, SFL provides language training and research in English studies. It collaborates with global institutions for academic exchanges, research, and internships, aiming to contribute to national economic development and education.

Further development of the programmes

Bachelor of Arts (BA) in 4 programmes:

1. English Language - **BE**
2. Tourism and Travel Management - **TM**
3. Hospitality Management - **HM**
4. Events and Leisure Management – **LM**

Table 01. Statistics of the English language programme, bachelor degree

<u>Year</u>	<u>Cohort</u>	<u>Enrolment Quota</u>	<u>Number of Applicants</u>	<u>Application rate (%)</u>	<u>Number of Admission</u>	<u>Admission Number (%)</u>	<u>Rate of Female Students</u>	<u>Foreign Students</u>	<u>Number of Graduates</u>	<u>Graduation rate (%)</u>	<u>Average duration of study</u>	<u>Number of dropouts</u>	<u>Dropout rate (%)</u>
2023	49	165	1270	769.7	152	152/165=92.12%	118/152=77.63%	0	NA	NA	3.5 years	NA	NA
2022	48	165	1187	719.4	159	159/165=96.36%	124/159=77.99%	0	NA	NA	3.5 years	NA	NA
2021	47	165	3250	2,166.7	200	200/165=121.21%	157/200=78.50%	0	NA	NA	3.5 years	NA	NA
2020	46	150	1562	1,041.3	139	139/150=92.67%	114/139=82.01%	0	81	58.27%	4.0 years	6	4.32%
2019	45	150	2328	1,552.0	143	143/150=95.33%	118/143=82.52%	0	117	81.82%	4.0 years	6	4.20%
2018	44	150	2132	1,421.3	153	153/150=102.00%	120/156=78.43%	0	119	77.78%	4.0 years	15	9.8%
2017	43	100	912	912.0	120	120/100=120.00%	94/120=78.33%	0	88	73.33%	4.0 years	12	10.00%

Table 01 provides data for the English language programme. The **graduation rate** for the English language programme had been steadily increasing from 2017 (Cohort 43) to 2019 (Cohort 45), rising from 73.3% to 81.8%, indicating an improvement in student performance. This could be attributed to the introduction of both academic support programmes and curriculum enhancements, which encouraged undergraduates to complete their studies on time. However, the statistics for the graduation rate in 2020 (Cohort 46) dropped significantly due to the COVID-19 pandemic, showing a stark contrast to previous years. The sharp decline for the 2020 cohort could be attributed to challenges posed by COVID-19, such as the transition to online education, increased mental health issues, and financial difficulties. These factors made it difficult for students to complete their studies during that period. Data for the cohorts from 2021 to 2023 are not available, as these students have not yet completed their studies.

Regarding the **average duration of study**, it was four years for the 2017–2019 cohorts (Cohorts 43 to 45). Since 2020 (Cohorts 46 to 49), the duration of study has decreased to 3.5 years. The shorter duration for recent cohorts could be the result of curriculum revisions aimed at reducing time and costs for students.

The decrease in **dropout rates**, from 9.8% (Cohort 44) to 4.2% (Cohort 45) between 2017 and 2019, was explained as a result of improved academic support and enhanced student welfare programmes. Despite the challenges posed by the pandemic, the dropout rate remained low at 4.32%, which might be attributed to the UEH's strong institutional support during the crisis.

Data on dropout rates for the 2021–2023 cohorts are not yet available.

Table 02 shows that due to changes in student recruitment and training policies, the 2017 number of applicants refers only to second-year UEH students who selected the Travel Management Programme from among UEH's optional programmes after completing general education. None of the students from Cohort 46 have dropped out of the programme since then (i.e., six of them are still studying).

The number of **applicants** in the following years (2018–2023) generally refers to candidates (i.e., K12 students) who applied to UEH's Travel Management Programme. To compete successfully, potential applicants (i.e., K12 students) typically consider the ratio of applicants to the enrolment quota before deciding whether to apply to a programme. Therefore, when this ratio was too high, such as 1430% (or 14:1) in 2022 or 2694% (or 27:1) in 2019, significantly fewer applicants applied to the programme the following year.

The **dropout rates** for the Travel Management Programme are roughly equivalent to other programmes at UEH, such as the Business English Programme (around 10%), or slightly higher than other programmes.

Table 02. Statistics of Tourism and Travel Management (MT), bachelor degree.

Year	Cohort	Enrolment Quota	Number of Applicants	Application/enrolment quota (%)	Number of enrolments ⁴	Enrolment/quota rate (%) ⁵	Rate of Female Students	Foreign Students	Number of Graduates (2023)	Graduation rate (%)	Average duration of study	Number of dropouts ⁶	Dropout rate (%)
2023	49	165	811	492%	129	78%	70%	0	N/A	N/A	N/A	N/A	N/A
2022	48	165	2360	1430%	103	62%	81%	0	N/A	N/A	N/A	N/A	N/A
2021	47	165	1771	1073%	128	78%	77%	0	N/A	N/A	N/A	N/A	N/A
2020	46	100	1143	1143%	111	111%	76%	0	67 ⁷	60%	3.5 years	8	7%
2019	45	50	1347	2694%	57	114%	77%	0	48	84%	3.5 years	6	11%
2018	44	50	1139	2278%	59	118%	70%	0	53	90%	3.5 years	6	10%
2017	43	50	53	106%	53	106%	64%	0	48 ⁸	90%	3.5 years	0	0%

Table 03: Statistics of Hospitality Management, bachelor degree

Year	Cohort	Enrolment Quota	Number of Applicants	Application rate (%)	Number of Admission	Admission Number (%)	Rate of Female Students	Foreign Students	Number of Graduates	Graduation rate (%)	Average duration of study	Number of dropouts	Dropout rate (%)
2023	49	85	794	934,12	63	63/85=74.1%	55/63=87.30%	0	0	0	3.5 years	3	3/63=7.76%

⁴ Number of enrolments = 1st-semester student count in Travel Management only.

⁵ - Enrolment quotas since 2021 have been collectively approved for Travel Management Programme and Cruise Management Programme (a new programme).

⁶ - Dropouts = number of students who leave the programme and UEH within 3.5 years (from 1st-semester enrolment to year-4 graduation), including students who withdrew or were expelled from the programme but excluding those who studying the fifth (5), the sixth (6), or seventh (7) year

⁷ Cohort 46 will have the 3rd graduation ceremony in October, 2024.

⁸ Students are allowed to complete the programme within seven years max.

2022	48	100	100	100	100	100/100=100%	81/100=81.0 0%	0	0	0	3.5 years	2	2/100=2.00 %
2021	47	110	114	103,63	114	114/110=103.6 4%	78/114=68.4 2%	0	0	0	3.5 years	1	1/114=0.88 %
2020	46	100	101	101	101	101/100=101%	75/101=74.2 6%	0	74	74/101=73.2 7%	4.0 years	3	3/101=2.97 %
2019	45	50	56	112	56	56/50=112%	51/50=102.0 0%	0	54	54/56=96.43 %	4.0 years	0	0
2018	44	50	3064	6128	59	59/50=118%	43/59=72.88 %	0	49	49/59=83.05 %	4.0 years	5	5/59=8.47%
2017	43	50	52	104	52	51/50=102%	42/52=80.77 %	0	39	39/52=75.00 %	4.0 years	0	0

Table 03 shows a reduction in **study duration**: the shorter duration for more recent cohorts could be the result of curriculum revisions which aim to reduce time and costs for the students. The dropout rate of SoT is very low. On average, from 2017 to now, there is an average of one to three students dropping out of school per year. This is the result of the efforts of Sot as well as UEH in the process of supporting students. Especially during the Covid 2019 period, the dropout rate did not increase.

Enrolment Quota: From 2017 to 2020, enrolment was stable at 50 students annually. In 2020, the quota doubled due to departmental expansion. During post-COVID-19, the 2023 quota slightly decreased by 15%.

Number of Applicants: Initially, students chose their specialization after 1.5 years, but from 2021 onward, they did so after one year due to a curriculum shift to 3.5 years. In 2018 and 2023, applicants applied directly via MOET, reflecting a strong interest in the Hotel Management programme despite a reduced appeal for the hospitality industry. Since 2017, the Hotel Management Programme has consistently met enrolment targets, underscoring SoT's commitment to quality education. The programme has maintained a dropout rate below 10% and an average graduation rate above 80%, signalling its success in student support. SoT aims to further reduce dropout rates and boost on-time graduation rates.

Table 04: Statistics of Hospitality Management - Events & Leisure Services, Bachelor degree

Year	Cohort	Enrollment Quota	Number of Applicants	Application rate (%)	Number of Admission	Admission Number (%)	Rate of Female Students	Foreign Students	Number of Graduates	Graduation rate (%)	Average duration of study	Number of dropouts	Dropout rate (%)	Notes
2023	49	80	776		83	83/80=103.75%	70/83=84.34%	0	NA	NA	3.5 years	2	2/83=3.61%	Enrollment according to the major of Event and Leisure Service Management. Candidates register their aspirations for admission on the admission portal of the Ministry of Education and Training
2022	48	50	50		50	50/50=100.00%	34/50=68.00%	0	NA	NA	3.5 years	0	0	Enrollment by Hospitality Management major, therefore: + The number of registered candidates is the number of candidates when considering majors after 1.0 years of study at UEH. + Entrance score by Major in Hotel Management
2021	47	90	90		90	90/90=100.00%	71/90=78.89%	0	NA	NA	3.5 years	2	2/90=2.22%	Enrollment is based on the Hospitality Management major (majoring in Hospitality Management and Hospitality Management), therefore: + The number of registered candidates is the number of candidates when considering majors after 1.0 years of study at UEH. + Entrance scores, targets by major : Hotel Management.
2020	46	80	79		79	79/80=98.75%	60/79=75.95%	0	51	51/79=64.56%	4.0 years	4	4/79=5.06%	Enrollment is based on the Hospitality Management major (majoring in Hospitality Management and Hospitality Management), therefore: + The number of registered candidates is the number of candidates when considering majors after 1.5 years of study at UEH. + Entrance scores, targets by major : Hotel Management.

Year	Cohort	Enrollment Quota	Number of Applicants	Application rate (%)	Number of Admission	Admission Number (%)	Rate of Female Students	Foreign Students	Number of Graduates	Graduation rate (%)	Average duration of study	Number of dropouts	Dropout rate (%)	Notes
2019	45	50	51		51	51/50=102.00%	38/50=76.00%	0	36	36/51=70.59%	4.0 years	0	0	Enrollment is based on the Hospitality Management major (including 2 majors: Hospitality Management, Hospitality & Hospitality), therefore: + The number of registered candidates is the number of candidates when considering majors after 1.5 years of study at UEH. + Entrance scores, indicators by Hotel Management major
2018	44	50	1004		57	57/50=114.00%	51/57=89.47%	0	48	48/57=84.21%	4.0 years	5	5/57=8.77	Enrollment according to the major of Event Management and Entertainment Services. Candidates register their aspirations for admission on the admission portal of the Ministry of Education and Training
2017	43	50	54		50	54/50=108.00%	50/54=92.59%	0	44	44/54=81.48%	4.0 years	2	2/54=3.70%	Admission is based on Tourism and Travel Service Management, therefore: + The number of registered candidates is the number of candidates when considering majors after 1.5 years of study at UEH. + Entrance scores and targets by the discipline of management and education.

The School of Tourism (SoT) has consistently maintained a dropout rate below 10% for all cohorts specializing in Events and Leisure Management. Despite the challenges posed by COVID-19, the dropout rate for cohorts starting with Cohort 46 (2020) has shown a declining trend. This success is largely due to the robust student support system at UEH, which has helped keep students engaged and supported throughout their studies, allowing SoT to maintain an average graduation rate above 80%. However, graduation rates have declined since 2019 due to the following factors:

First, in 2017, the Ministry of Education and Training (MoET) revised its "*English Language Teaching and Learning 2008–2020*" initiative to address growing workforce demands for language proficiency. This revision raised English language standards for students admitted from 2019 onwards. Consequently, SoT adapted its curriculum by adding more English-language materials and encouraging faculty participation in "*English as a Medium of Instruction*" (EMI) training". The sudden increase in graduation requirements imposed extra pressure on students, leading some to delay their internships or graduation to meet the new English certification standards. Nonetheless, the dropout rate remained low as students from 2019 and 2020 extended their study period to fulfill these requirements [Evidence: <https://vnexpress.net/bo-giao-duc-sua-de-an-ngoai-ngu-2020-3631023.html>]. The COVID-19 pandemic also impacted student motivation, especially given the reduced demand in the events and leisure services industry. Many students who began in 2019 and 2020 completed their first two years entirely online while facing concerns about career prospects, as well as challenges affecting their families and daily lives. Despite these obstacles, the dropout rate remained minimal, underscoring the strong support provided by SoT to help students stay committed to completing their programme.

Appraisal:

English Language Programme (BE): From 2017 to 2019, the graduation rate for this programme increased steadily, peaking at 81.8%, reflecting successful implementation of academic support and curriculum enhancements. However, the 2020 cohort experienced a notable decline in graduation rates due to the challenges posed by COVID-19, including online learning adaptation and increased mental health concerns. Average study duration has been reduced from four years (2017–2019) to three and a half (3.5) years (2020–2023) due to curriculum revisions. Dropout rates fell, due to significant support measures in place to sustain student engagement.

Tourism and Travel Management Programme (MT): This programme witnessed fluctuations in applicant numbers influenced by changes in enrolment policies and the post-COVID job market outlook. Although the dropout rate aligns with other programmes, MT shows a strong appeal, as evidenced by a high applicant-to-enrolment ratio, particularly in years where this ratio exceeded 14:1. Enhanced student support during the pandemic helped maintain low dropout rates, showing resilience despite industry-specific challenges.

Hospitality Management Programme (HM): The programme consistently met its enrolment targets, reflecting steady interest. From 2017 to 2020, enrolment was limited to 50 students annually, doubling in 2020 due to increased capacity. Dropout rates were kept low due to proactive support efforts. Following a curriculum shift to a 3.5-year programme in 2021, students now choose their specialization earlier, which has contributed to better retention and on-time graduation rates.

Hospitality Management – Events & Leisure Services Programme (EM):

This programme maintained a dropout rate below 10% across all cohorts, even amidst the disruptions of COVID-19. Despite challenges, including online learning and industry downturns, students benefited from a comprehensive support system. Graduation rates remained above 80% on average, reflecting the programme's commitment to helping students navigate increased language requirements and economic shifts due to the pandemic.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme *

The Vietnam National Qualifications Framework (VQF) for undergraduates has five requirements for knowledge, six requirements for skills and four requirements for autonomy and responsibility. The objectives for each study programme and their learning outcomes are reflected in the following four programmes below. In addition to the study programmes and their objectives, it should be noted that graduates are also required to obtain two additional certificates: one in Physical Education and one in National Defence.

Business English (BE)

The objectives and learning outcomes of the Bachelor of Arts in English language - Business English (hereafter the BE programme) were revised by Decision No. 1806/QĐ-DHKT-ĐBCLP, issued on 14th June 2023 by the UEH President. The current Bachelor's programme strengthens students' Business English proficiency and deepens their understanding of English linguistics, while providing specialised knowledge in economics, trade, and management.

Its objectives are to prepare students for careers across various business sectors by developing their language skills, professional competencies, and ethical attitudes. Designed for individuals aiming to use English in multinational corporations or domestic firms with international connections, the programme prepares graduates for the following target groups and roles:

- Sales representatives, HR staff, Media professionals, Interpreters, and Managers;
- English teachers (additional teaching methodology certificate will be needed).

The BE programme will provide graduates with:

PO1: General knowledge of social sciences, linguistics, cultures, and politics

PO2: Foundation knowledge of economics and business management

PO3: Translation and interpretation skills

PO4: General knowledge of informatics in business

PO5: Professional skills, research skills and adaptability

PO6: Second foreign language ability

PO7: Professional ethics and responsibility for work

The BE programme also identifies specific competencies corresponding to each level of knowledge (A), skills (B) as well as the level of autonomy and responsibility (C) that graduates will be able to gain. The BE programme outlines its programme outcomes below, in Table 1.1A.

Table 1.1 A. The BE Programme learning outcomes (A-B-C parts)

Table 1.1. A Programme Learning Outcomes (Knowledge)		
PO	PLO	Description
	PLO1.1	Apply general knowledge of social sciences for learning and researching the English language

PO1	PLO1.2	Apply advanced knowledge of English language skills, linguistics and intercultural business communication in business activities or international contexts
PO2	PLO1.3	Adapt knowledge of economics, business, and management for personal and professional development
PO3	PLO1.4	Select theories of translation and interpretation for professional development
PO4	PLO1.5	Apply knowledge of information technology to effectively exploit the Internet and data for personal learning and professional development
PO5	PLO1.6	Effectively adapt knowledge in the field of expertise in the Enterprise Semester training or internship duration
	PLO1.7	Plan professional, consultancy, and business activities
	PLO1.8	Utilize knowledge of the major in managing professional activities
Table 1.1 B. Programme Learning Outcomes (Skills)		
PO5	PLO2.1	Demonstrate English language competency at C1 Level proficiency
	PLO2.2	Apply critical thinking, innovation, creativity, and life-long learning skills in doing research, or in business activities
	PLO2.3	Enhance presentation skills, problem-solving skills, and critical thinking skills
	PLO2.4	Demonstrate organisational and teamwork skills
	PLO2.5	Improve debating ability and creativity
PO6	PLO2.6	Communicate in a second foreign language equivalent to level 3 over 6 of Vietnamese Foreign Language Competency Framework
Table 1.1 C. Programme Learning Outcomes (Autonomy and Responsibility)		
PO7	PLO 3.1	Work independently or effectively in a team as a member of team leader by supporting, guiding and supervising the work of colleagues to continuously improve the quality of work
	PLO 3.2	Take personal responsibility and accountability of the team while performing assigned tasks
	PLO3.3	Demonstrate an ability to encourage and direct others to perform their duties
	PLO3.4	Make expert decisions on issues related to the English language, especially in the field for business: take responsibility for the accuracy, honesty and logic of the professional conclusions
	PLO3.5	Plan, coordinate and manage resources when doing research
	PLO3.6	Evaluate and propose solutions for the improvement of professional activities

Travel and Tourism Management (TM)

The objectives and learning outcomes of the Travel Management programme (TM) are outlined in Decision No. 1795/QĐ-ĐHKT-ĐBCLPTCT dated 24th June, 2021. These objectives were developed from previous programmes, aligned with the Vietnamese Qualification Framework, MOET regulations, UEH missions, and industry surveys. The programme also make references for the top universities' programmes, such as the University of Melbourne. Given increasing competition, the programme aims to equip students with both general and professional knowledge, enhancing their employability. In a TM programme, graduates are typically prepared for a variety of target groups and roles within the tourism, hospitality, and related industries. Here are some common roles and target groups:

- Travel Managers and Tour Operators, travel Consultant or Travel Agent, Tour Planner, Operations Manager in travel companies, Destination Specialist;

- Hotel Manager or Front Office Manager, Guest Relations Manager, Event Coordinator for hotels or resorts.

The key POs are:

PO1: General knowledge of economics, management, and laws

PO2: Foundational knowledge of tourism and travel

PO3: Travel management knowledge and professional competencies

PO4: Practical industry insights

PO5: Individualised education

Table 1.1 B Bachelor of Arts of TM

Category	Code	Description
Knowledge	PLO1	
PLO 1	PLO1.1	Broad and general knowledge of economics, management, and laws. Graduates are prepared to integrate and apply such knowledge into their jobs.
	PLO1.2	Thorough understanding of the tourism and travel industry, including critical sectors of the industry and how these sectors are managed and operated to provide products to domestic and international customers. Graduates are prepared to apply such understanding to manage their work and their businesses.
	PLO1.3	Insights of the key aspects of travel management, both nationally and internationally. Graduates are prepared to transform the insights into their practices and experiences, such as to establish a business to compete effectively.
	PLO1.4	Theoretical and practical knowledge of how the travel sector operates. The knowledge can be achieved via synthesising foundational knowledge and applying interdisciplinary knowledge to solve business operational issues and make sound decisions. Graduates are able to adopt the knowledge to do their daily tasks, such as apply information technology to manage, operate and organise sales, understand customer experiences, design competitive products, and constantly innovate, be proficient in exploiting and selling on online distribution channels, and skilfully exploit niche markets
Skills	(PLO2)	Hard Skills and Soft Skills
PLO2	PLO2.1	Analysing, planning and organising skills. Typically, graduates should know how to - Estimate the scopes and difficulty of tasks and projects, - Set clear goals and measures and develop coherent and effective work plans - Navigate problems and obstacles, - Develop travel operational processes and acquire resources to get work done, - Establish and apply effective work practices, - Organise people and activities, and combine tasks to get things done with minimal resources.

Category	Code	Description
	PLO2.2	Decision-making skills: - Identify and understand problems and opportunities; - Compare data from different sources to draw conclusions; - Use effective approaches to choose actions or develop appropriate solutions; Negotiation and persuasiveness skills: - Know how to reach alternatives to achieve results with the support and acceptance of all stakeholders.
	PLO2.3	Follow-up skills: - Keep track of work, tasks, or projects; review and ensure the assigned individuals have appropriate skills, knowledge, and experience.
	PLO2.4	Professional problem-solving skills: - Know how to recognise problems, predict the roadmap before taking action, and when embarking on it, solve problems thoroughly and satisfactorily.
Attitude and Code of Ethics	(PLO3)	Autonomy and responsibility
PLO3	PLO3.1	Analytical and critical thinking: (know systems thinking, identify strengths and weaknesses, break down problems, set priorities, analyse key business and environmental factors to build strategies and convert them into action plans) Reasoning: Argue reasonably and criticise solidly and ethically.
	PLO3.2	Courageous: be courageous and innovative in confronting difficulties and challenges.
	PLO3.3	Convictional: Hold a firm will and beliefs and act with a sense of purpose and commitment.
	PLO3.4	Decisive: Make clear, prompt decisions with confidence and determination in difficult and unexpected situations.

In addition to the above PLOs, graduates must meet the PLOs in foreign language competency (*TOEIC 550 Vietnam's foreign language competency framework*), and information technology (*IC3- Internet and Computing Core Certification*).

Hospitality Management (HM)

The objectives and learning outcomes of the Hotel Management Programme are detailed in Decision No. 1795/QĐ-ĐHKT-ĐBCLPTCT dated 24 June 2021 and are available on the UEH website. These objectives and outcomes were developed from previous Hotel Management programmes and are aligned with the Vietnamese Qualification Framework, MOET regulations, UEH's mission, and industry survey results. The programme also draws from leading international standards, including reference to Cornell University's (US) Hotel Management curriculum.

The general POs focus on personal qualities, knowledge, and competencies SOT aims to impart:

PO1: Recognise the high value of the profession, offering peace to customers after a challenging journey.

PO2: Execute responsibilities with passion, expertise, and discipline to enhance customer experience and serve the hotel's interests.

Qualifications objectives include analysis and evaluation, organisation and management, supply chain management, technology and management, control and response.

Graduates of the Hospitality Management programme typically pursue roles as hotel managers, guest relations managers, event coordinators, food and beverage managers, and tourism consultants, focusing on managing operations, enhancing guest experiences, and overseeing hospitality services in diverse settings.

The knowledge, skills, and competencies for Hospitality Management are outlined in Table 1.1.C.

Table 1.1 C. Hospitality Management - HM

Category	Code	Description
Knowledge	(PLO1)	
PLO1	PLO1.1	Analytical and Critical Thinking: Develop systematic thinking, analyze and identify advantages and disadvantages, allocate resources effectively, and establish priorities. Analyze to construct a strategic plan in line with the organisation's goals and assess various activities.
	PLO1.2	Building Partnerships: Identify opportunities to establish partnerships, create action plans to leverage relationships with strategic partners, teams, and stakeholders. Contribute to achieving business objectives within the organisational framework.
	PLO1.3	Planning and Organising: Understand the core functions of departments and individuals, set clear goals, and devise effective solutions. Develop work plans, coordinate resources and schedules, adjust resources and positions, and manage deadlines and performance. Discover regulations and methods that have been successful in completing tasks efficiently, structure work processes, and utilise resources more effectively.
	PLO1.4	Effective Operation: Establish and maintain operations in the most efficient manner; adhere to standards and improve job performance by defining the roles and functions of key personnel in line with the organisation's operational model.
Skills	(PLO2)	Hard Skills and Soft Skills
PLO2	PLO2.1	Negotiation and Persuasiveness: Know how to find options that are beneficial and can achieve good results through effective negotiation and persuasion, considering the interests of all parties involved.
	PLO2.2	Professional Problem-Solving: Skilfully identify and define problems, apply technological solutions, utilise available resources, and

Category	Code	Description
	PLO2.3	develop sustainable strategies to address current and future challenges, fostering innovation in both business and society.
		Anticipation: Possess the ability to foresee and analyse various situations, drawing conclusions and transforming them into beautiful and effective solutions quickly.
		Adaptation: Actively adapt to changes in the environment, take positive actions in response to human and organisational transformations, consistently pursue continuous improvement, and achieve good results promptly.
Attitude & Code of Ethics	(PLO3)	Professional and Adaptable (hospitality manner, cultural diversity, sustainability practices)
PLO3	PLO3.1	Critical Thinking/Reasoning: Develop solid and certain logical reasoning skills.
	PLO3.2	Courageous: Be brave and face challenges with determination and enthusiasm.
	PLO3.3	Convictional: Hold firm beliefs and act with a sense of purpose and commitment.
	PLO3.4	Decisive: Make clear and prompt decisions, showing self-confidence and determination.

Events and Leisure Management – EM

Graduates of the Events and Leisure Management programme typically pursue roles as event planners, venue managers, corporate event coordinators, marketing specialists, and production managers, focusing on planning, coordinating, and promoting events across various industries.

The knowledge, skills, and competencies for Events and Leisure Management are outlined in Table 1.1.D.

Table 1.1.D Events and Leisure Management

Category	Code	Description
Knowledge	(PLO1)	Knowledge-Based Proficiencies (Knowledge Acquisition):
PLO 1	PLO1.1	Planning and Organizing: Demonstrate proficiency in setting objectives, leveraging available resources, developing comprehensive plans, employing strategic frameworks, and orchestrating actionable roadmaps to achieve predetermined goals effectively
	PLO1.2	Resource Allocation: Demonstrate proficiency in judicious resource utilization within allocated budgetary constraints while prioritizing requisites effectively.
	PLO1.3:	Teamwork & Collaboration: Display expertise in assembling and nurturing intercultural teams, establishing objectives, steering, evaluating performance, and incentivizing accomplishments while aligning resources and processes to reinforce primary activities.

Category	Code	Description
	PLO1.4	Innovation & Creativity: Illustrate the ability to source diverse inspiration, establish connections, foster creativity, explore multifaceted perspectives, and discerningly evaluate selected options and objectives based on the significance and impact of innovative approaches.
Skills-based output	(PLO2)	Skills-Based Output Standards (Skills Attainment)
	PLO2.1	Time Management: Demonstrate proficiency in efficiently allocating time and resources in a prioritized manner to ensure effective task completion.
	PLO2.2	Proactivity: Exhibit proactive engagement in understanding and embracing change positively, willingly seeking potential solutions and innovative ideas to address challenges.
	PLO2.3	Stress Tolerance: Maintain consistent performance levels under high-pressure circumstances or conflicting situations, professionally and effectively managing stress.
	PLO2.4	Problem Anticipation: Display the ability to identify and interrelate problems, drawing conclusions and swiftly converting them into actionable solutions to address situations or resolve issues within tight timeframes.
Output Standards	(PLO3)	Output Standards in Autonomy and Responsibility (Autonomy and Responsibility Level)
	PLO3.1	Resilience: Demonstrate the determination to overcome adversity and drive personal improvement.
	PLO3.2	Venturesomeness (adventurous): Exhibit a willingness to embrace and navigate risks
	PLO3.3	Adaptability: Showcase the capability to effortlessly adjust or adapt across various situations and diverse subject matters.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

		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*

As outlined in UEH's vision, by 2030, UEH aims to become a multidisciplinary university with sustainable development and significant academic influence in Asia. To achieve this, the University actively pursues quality assurance for internationalisation, respecting national differences across areas of institutional management, facilities, international cooperation, curriculum development, and academic staff. This ensures that UEH graduates are recognised and well-prepared for both domestic and international job markets.

Business English (BE)

The international orientation of BE programme is evident in the following aspects: global focus, academic exchanges, courses taught in English and academic staff.

- Global focus. The programme's learning outcomes (PLO 1.2, PLO 2.1, PLO 2.2) emphasise its global focus. Graduates can pursue careers in multinational corporations or international firms.
- Academic exchanges. The programme promotes student and academic exchanges with universities worldwide, such as: Humber, Sunway University, Bangor University, STID Al-Hadid, and the National University of the Philippines. These partnerships ensure the BE programme is internationally recognised.
- Courses in English. Most courses (39 out of 46) are taught in English, enhancing the programme's global recognition. Teaching materials are selected from renowned publishers: Cambridge University Press, Oxford University Press, and University of Michigan Press, providing students with content that meets international standards. This focus on English instruction also opens up opportunities for graduates to pursue further education abroad.
- Academic staff. The majority of academic staff hold Master's or PhD degrees from international institutions, bringing global expertise to their teaching. As a result, many students at the SFL secure internships and employment at multinational and international companies.

Travel and Tourism Management (TM)

UEH aims to establish itself as a leading, sustainable, and academically influential university in Asia by 2030, aligning with international quality standards in management, curriculum, and faculty to produce graduates prepared for global careers. The Travel and Tourism Management has been internationalised in key areas:

- Curriculum: Developed with reference to international programmes, including the Pearson BTEC⁹ Higher National in International Travel and Tourism Management. The curriculum has also incorporated new competencies from the Harvard University Competency Dictionary, such as resource allocation, to align with global standards.
- Learning Resources: Course syllabuses integrate international textbooks, cases, and readings, primarily in English, helping students build a global outlook. Students participate in seminars, workshops, and field trips with international lecturers and students, fostering cultural understanding and international communication skills.
- Faculty: The programme prioritises lecturers with international experience, education from top global universities (top 500), and strong language proficiency. Current lecturers bring international insights through their use of global learning materials and regularly invite guest speakers from international hotels and tourism businesses.

⁹ Business and Technology Education Council, a provider of vocational qualifications in the United Kingdom.

- Internships and Field Trips: Students are encouraged to intern at globally recognised travel firms such as Agoda and Booking.com. The SoT has also organised exchange programmes with visits to schools and businesses abroad. Field trips to destinations like Phnom Penh and Siem Reap in Cambodia enable students to apply their knowledge practically by guiding tours and conducting interviews with foreign tourists, fostering cross-cultural communication skills.
- International Internship Programmes: Internships in the Netherlands, facilitated by the UEH School of Commerce and NHL Stenden University of Applied Sciences, occurred annually. These programmes, paused during the COVID-19 pandemic, are discussed to be resumed in 2024, offering students professional experience abroad.

Hospitality Management (HM)

The Hospitality Management programme at the UEH is internationally oriented and aims to produce high-quality graduates who can work confidently in Vietnam, Asia, or globally.

Key aspects of the programme's international orientation include:

- Vision and Strategic Goals. UEH strives to be a top multidisciplinary university in Asia by 2030, focusing on sustainable development and adherence to international quality standards to produce globally competitive graduates.
- Curriculum Development. The Hospitality Management programme's development is based on references from leading global institutions in hotel management, such as Cornell University, Virginia Tech University, and the University of Massachusetts Amherst, ensuring that the curriculum aligns with international standards.
- Global Partnerships and Exchange Opportunities. Through agreements with universities in the Netherlands (before COVID) and Singapore, students engage in exchange programmes and internships. Partnerships with major brands, such as Marriott, Accor, and IHG, provide industry exposure.
- Language and International Learning Resources. To meet international job market demands, the programme emphasises English proficiency - TOEIC 550. An increasing number of courses use English textbooks and materials from leading universities, to practise English through extra-curriculars and exchange programmes.
- Practical Industry Skills. Students gain hands-on knowledge of online travel agencies - OTAs (e.g., Booking.com and Traveloka (Note: Indonesian technology company focused on travel), channel management, and dynamic pricing in hotels, preparing them for modern hospitality operations. The programme also supports students pursuing further study at international institutions by aligning learning outcomes with global standards.

These features ensure that graduates are well-prepared for international careers and further academic opportunities abroad.

Events and Leisure Management (EM)

The international orientation (IO) of this programme is designed to equip graduates for the globalized events and entertainment industry. Programme prepares it through the listed nine international orientations - IOs (IO1 to IO9), which include:

- IO1: Global Event Trends - The programme introduces students to global event trends and market dynamics through case studies of successful international events, like music festivals and business conferences, equipping them with key insights on strategy and innovation.
- IO2: Cultural Competence and Cross-Cultural Communication - Students develop cultural competence and cross-cultural communication skills essential for tailoring events to

diverse audiences, learning to navigate cultural nuances and etiquette for effective event management.

- IO3: Global Networking and Partnerships - The programme encourages global networking through internships, study abroad, and participation in international events, expanding students' career prospects and perspectives.
- IO4: Crisis Management and Contingency Planning - Students are trained in crisis management for international settings, assessing risks from political instability to natural disasters, and developing contingency plans to safeguard events.
- IO5: Sustainability and Responsible Event Management - Emphasising sustainable practices, the programme equips students to reduce environmental impact and align with global standards in responsible event planning.
- IO6: Language Proficiency - Language courses support proficiency in key languages like English, Spanish, and Mandarin, enhancing graduates' competitiveness in the international market.
- IO7: Adaptability and Cultural Sensitivity - Students develop adaptability and cultural sensitivity, preparing them to work effectively in diverse teams and to meet the expectations of global audiences.
- IO8: Global Perspectives in Curriculum - The curriculum integrates global perspectives, featuring international case studies, guest lectures, and research projects on event trends and challenges (example: it aligns with Singapore University of Social Sciences and the University of Queensland, incorporating international case studies, events, and competencies).
- IO9: International Internships and Experiential Learning - International internships provide practical experience, allowing students to apply skills in real-world settings and build confidence in global event management.

The faculty hosts and co-hosts at least one International Conference every year (latest examples: in November 2022 and in June 2023). The MoUs have been signed with Lyon III Jean Moulin (France); NHL Stenden University of Applied Sciences (Netherlands), with Republic Polytechnic (Singapore); Western Washington University (US).

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. All programmes have a standard curriculum with six modules reserved for political subjects.

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

1.3 Positioning of the study programme

Positioning of the study programme on the educational market

In 2023, at the institutional level, UEH was ranked on the educational market as follows:

- seventh among Vietnamese universities and first in Economics, Management, Business, and Law (Webometrics);

- in the 301-400 range in the Times Higher Education University Impact Rankings, reflecting its commitment to the UN SDGs;
- within the 401+ tier in the QS Asia Rankings, highlighting its strong regional reputation.

This academic prominence supports all programmes as leaders in Vietnam's management education.

Business English (BE)

The BE programme at UEH is positioned as a leader in the national market for Business English studies. Its consistently high admission scores, exceeding those of most similar programmes in Vietnam, demonstrate its strong appeal among top students, especially from prestigious high schools. The programme targets good students from prestigious high schools with good English abilities.

In 2023, the enrolment score of UEH's Business English programme was higher than other universities in the region with the programme of Business English, and candidates admitted to the programme must score at least 8/10 points for each subject on average.

The programme's popularity has grown, with application rates increasing significantly, reaching as high as 4,700% between 2018 and 2022. Furthermore, UEH's overall ranking in the Top 301+ Best Universities in Asia (QS Asia University Rankings 2024) enhances the university's reputation, both nationally and regionally, making the BE programme highly respected in the Vietnamese educational market. Many BE graduates have successfully pursued postgraduate studies at renowned universities in Asia and the USA.

Travel and Tourism Management (TM)

UEH's SoT was one of the first in Vietnam (1990), meeting the rising demand for tourism management professionals as the country's tourism sector expanded. UEH was also a pioneer in teaching essential economic theories, which helped graduates secure top roles in international tourism businesses.

To maintain its reputation, SoT limits enrolment to 300 students, ensuring highly competitive admission, with each candidate competing against 20 others. The curriculum, benchmarked against other Vietnamese universities, offers unique courses like Customer Relationship Management in Tourism, Travel Marketing, and Special Interest Tourism, tailored to industry needs.

Hospitality Management (HM)

The HM programme at UEH is a leading offering in Vietnam's educational sector. The programme distinguishes itself through its comprehensive knowledge base and multidisciplinary skill set, making it highly competitive, also thanks to the advanced position of UEH among Vietnamese universities. It consistently ranks at the top in admission scores for Hospitality majors in Vietnam:

Table 1 Comparison: top Southern universities in Hospitality Management's major

University	2021	2022	2023
University of Economics Ho Chi Minh City	25.3	25.4	25.2
University of Finance - Marketing	24.5	22	23.4
Ho Chi Minh City University of Industry and Trade	22.5	22.5	18
Industrial University of Ho Chi Minh City	24	19	24

Source: Based on the listed universities' official websites

Events and Leisure Management (EM)

The programme benefits from the university's academic prestige and HM programme. The SoT positions this programme to empower Vietnamese undergraduate students for success in the dynamic event and entertainment job market of Vietnam. The curriculum is prepared to align with the industry's demands and prepare students to excel in various facets of event management, focusing on the PLOs that embody the core competencies.

As far as the programme's Industry demands, Vietnam's events and entertainment sector experiences rapid growth, with the booming economy and increased demand for event management services. Only 8.3% of jobs filled domestically ("The Saigon Times", 2020, SER, p. 12). This gap highlights the need for skilled professionals in the following areas: event planning, resource management, and innovation, which this programme aims to fill.

Students gain strategic planning, resource allocation, and innovative thinking skills – core competencies that are embedded in the programme's PLOs and tailored to industry needs. The Event Management programme, aligned with the UN Sustainable Development Goals (SDGs), ensures that sustainability, social responsibility, and ethical practices are integral to the curriculum.

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

At the university level, UEH yearly surveys recruiters/managers hosting student internships to understand their requirements, expectations, and evaluations of UEH students. The survey asks them to (i) evaluate UEH students in terms of professional competencies and (ii) compare UEH students with students from other universities. The results would help UEH understand how these potential employers feel about UEH students and the likelihood that UEH students perform better than students from other universities.

At the school and programme levels, SoT often consults with managers of travel and tourism companies by inviting them to join seminars, workshops, guest speakers, and small talks discussing tourism and travel's new trends, good practices, key issues, hot topics (COVID-19), and the implications for travel management training and education. Their relevant recommendations, such as new courses or "live business stories", can be used as examples or cases for teaching.

Students have been encouraged to attend these events to understand current business operations and activities; they can also have contacts with these professionals and, as a result, be more confident when sitting face-to-face with them in future job interviews. The part of MoUs have been signed between SoT and travel/tourism companies, making these companies a part of the educational journey for SoT students.

At the course level, lecturers are required to teach and enhance new competencies and knowledge for students in the related courses. Guest speakers and extra-curriculars are adopted to help further students connect with businesses and their potential employers. Courses such as human resources management also help students understand Vietnamese labour law and the job market better, and they can learn job-related skills such as how to prepare a CV, a cover letter and be prepared for the interview.

In addition, several surveys analysing the job market have been conducted to inform SoT of employment trends. During programme orientations, SoT lecturers have consistently informed students of future trends in tourism products and services: culinary tourism, nature retreat tours, or blended travel. Many SoT graduates now hold managerial roles in businesses, universities, and governmental offices. They are of valuable sources of job market signals that SoT makes use of to inform the students of the trends and demand of the market.

Business English (BE)

The Business English programme equips graduates with the knowledge and skills to work in multinational and international companies, language centres, and translation agencies. It focuses on preparing a workforce for positions in firms where English is essential. Regular feedback from the scientific advisory board, lecturers, and alumni has led to updates in the curriculum, including courses in research methodology and British-American Literature. Graduates have expressed satisfaction with the programme, though recent adjustments were made to address their feedback on research skills. Results from the survey of the BE programme shows the following results of employability of its graduates.

Table 1.3.2 Employability of the Business English programme

Organisations	Job positions	Job description
International businesses	Office staff (sales, HR manager)	Do transactions related to English and management
Domestic businesses	HR executive, office staff, project management executive	Do transactions related to English and management
English language centres	EFL teachers/Tutors, IELTS trainers	Deliver English lessons
Translation offices	Translators	Do translation or interpretation tasks
Educational agencies	Consultants	Consult students when choosing educational institutions to study abroad; Do communication with educational partners of agency
Media companies	Content creators, Story writing collaborators	Write, review, edit, and update English content for company websites, writing and editing marketing materials, and similar platforms

Source: the survey with graduates of the Business English programme

Travel and Tourism Management (TM)

Overall, the TM programme objectives (POs) are to provide students with the required knowledge, competencies, and behaviors (i.e., learning outcomes in specific) and facilitate their employability. Graduates are prepared for roles in diverse travel businesses - through traditional and online agencies or related industries like transportation.

At the course level, lecturers introduce new competencies and organise extra-curricular activities, including guest speaker sessions. Career-focused courses, such as Human Resource Management, teach labour law, CV writing, and interview skills, helping students prepare for the job market.

Regular surveys of employment trends guide SoT's efforts to keep the curriculum relevant. During orientations, students are briefed on evolving tourism products and services, such as culinary tourism and nature retreats. Most students and industry managers report satisfaction with the programme's outcomes, with many graduates excelling in managerial roles across businesses, academia, and government. With nearly 2,000 alumni working in the tourism sector, SoT benefits from their insights into market trends and job demand, ensuring the programme remains aligned with industry needs.

Hospitality Management (HM)

Compared to other Hospitality Management programmes in Vietnam, the HM programme offered by the SoT at UEH maintains the highest position in its admission scores for Hospitality majors linked to National Baccalaureate Exam for admission. The Hospitality Management (HM) programme at the School of Tourism, UEH is strategically positioned to meet the growing demands of Vietnam's rapidly expanding tourism sector, which experienced a 22.7% annual growth rate between 2015 and 2019. Despite this growth, the industry faces a significant talent gap, with an annual need for 40,000 employees but only 15,000 graduates, of which only a fraction possess university degrees. This shortage creates strong demand for well-trained professionals, positioning graduates of this programme favourably in the job market.

The programme boasts a 98% employment rate for graduates within one year of graduation. Graduates from the Hospitality Management programme have consistently been recruited at the highest rates, as highlighted in surveys from 2019 to 2022.

Employers highly regard UEH students for their excellent qualities and long-term career potential, noting that graduates tend to excel once they gain practical experience.

The programme equips students with operational knowledge across all hotel departments - front desk, housekeeping, food and beverage, sales and marketing, and human resources - preparing them for entry-level to supervisory roles. The programme addresses critical gaps in the industry, particularly in soft skills, foreign languages, and practical experience, areas where many graduates from other institutions fall short.

With its long-standing reputation since 1976 and alignment with industry needs, the Hospitality Management programme is trusted by both students and employers, making its graduates highly competitive in the job market.

Events and Leisure Management (EM)

The EM programme is uniquely positioned to prepare graduates for success in Vietnam's rapidly growing event and entertainment industry, with a focus on global employability.

The programme focuses on developing core professional competencies, such as strategic planning, resource allocation, teamwork, and innovation (PLO1.1-PLO1.4), which are highly valued by industry employers. Additionally, the curriculum emphasizes holistic development in

adaptability, stress management, resilience, and problem-solving (PLO2.1-PLO3.3), ensuring graduates are well-prepared professionals.

The programme bridges academic knowledge with practical experience through internships, hands-on projects, and industry collaborations. Regular engagement with event agencies and media companies ensures the curriculum is aligned with industry needs, providing students with real-world insights and networking opportunities.

Graduates are prepared for various roles, including event management, cultural tourism event planning, entertainment service organisation, and sale of events, with a strong foundation in practical skills, experience creation, ensuring they are competitive in both domestic and global job markets for the positions of employees up to supervisor's position (Executive or Leader/Supervisor). This approach ensures that graduates are equipped with both industry-relevant skills and a global perspective, positioning them for successful careers in the event and entertainment sector.

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

Business English (BE)

Aligned with this vision, the SFL focuses on training graduates with expertise in English applied linguistics, translation, marketing, and management. The BE programme is one of Vietnam's most renowned English studies programmes, highly regarded by high school leavers. Its graduates have pursued master's degrees at prestigious regional and international universities.

To fulfil UEH's mission of fostering knowledge, nurturing talent, and driving innovation, the BE programme is regularly updated to align with global trends. It prioritises recruiting lecturers from top international universities and encourages research by faculty and students. The programme also fosters collaboration among stakeholders, including employers, professional associations, and government agencies, to enhance foreign language education in Vietnam.

Travel and Tourism Management (TM)

The programme curriculum has been designed and frequently updated with the latest knowledge and international travel trends. Among these trends, responsible and sustainable tourism has been key themes in several courses, such as tourism management and sustainable tourism development.

Lecturers of the programme must own degrees from good universities. Lecturers are thus able to use English textbooks and materials for teaching, and this is a crucially competitive factor that helps improve the programme quality, given that many new courses, such as crowd management or tourist psychology, seem not to have adequate Vietnamese textbooks and materials. Moreover, lecturers are required to do research and publish their works in prestigious journals, including the UEH Journal of Asian Business and Economics Studies (Scopus Q1). These requirements are to ensure academic reputation and the quality of the programme.

UEH has been recognised as the pioneering provider of funds and academic support to their lecturers to encourage them to self-improve their teaching and research competencies and careers. As a result, UEH has been reported to be a leading university in Vietnam in terms of scholarly publication in economics and management. In addition, students are required to explore research opportunities that are available to them, such as UEH 500 or Youth Economists. Such research activities have helped students deeply understand tourism/travel themes and their lecturers sharpen their research and supervisory capacities.

Attracting qualified domestic and international students and researchers to participate in programmes as a way to maintain the competitiveness of training, research capacity, and services. Encouraging lecturers to participate in teaching and research at other universities for at least one semester every five years. Lecturers are also funded to attend international conferences to exchange their research and network with other researchers in their fields.

Hospitality Management (HM)

The UEH is strategically transforming into a multi-disciplinary and multi-major university, following the recent Decision 1146/QĐ-TTg signed by the Prime Minister on October 4th, 2023. The transformation marks a major milestone in UEH's nearly five-decade-long development, built on internal capacity and collaborations with domestic and international partners.

Key Strategic Objectives are following:

- **Global Alignment:** UEH's shift towards a comprehensive university model reflects global educational standards, ensuring it meets both local and international demands for higher education.
- **Mission-Driven:** The university follows its mission to advance knowledge, nurture young talent, and foster innovation in public service delivery. This is achieved through leveraging internal resources and strengthening partnerships.
- **Integration with Industry:** The HM programme aligns seamlessly with the broader mission of UEH, as it prepares students for global hospitality industry trends with input from academics and professionals to ensure relevance in the global market.

UEH's focus on building an international-standard educational model demonstrates its commitment to advancing education, research, and talent development in a collaborative environment that connects educational institutions, businesses, and government authorities.

Events and Leisure Management (EM)

The endorsement of Decision 1146/QĐ-TTg by the Prime Minister on October 4th, 2023, marks a pivotal moment for the UEH transforming it to the rank "of a multidisciplinary and multi-major university", aligned with global standards (SER, p. 16). This strategic shift builds on nearly five decades of internal growth, emphasizing the integration of national and international partnerships to meet Vietnam's evolving educational and practical needs. The EM programme exemplifies this strategic alignment, mirroring UEH's mission of global knowledge expansion and talent development. It reflects the university's commitment to fostering real-world learning opportunities by bridging academia, industry, and government, with a clear focus on preparing students for the global job market through practical, industry-informed courses and programmes.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. UEH, although is not a tourism university, specializing in tourism and hospitality, but it makes use of its reputation to educate management talent for the tourism and hospitality industry. The reasons given for the positioning in the educational market of these study programmes are plausible. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. For the **Event and Leisure Management**

study programme panel **suggests** benefiting from the potential inclusion of practical courses with additional qualifications to enhance employment opportunities for graduates.

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

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

UEH clearly defines and revises its admission requirements and student recruitment policy on an annual basis to ensure compliance with the MOET regulations and adaptability to recent changes in the labour market. The University's admissions process applies to all majors and study programmes offered by the University. Each year, the University issues its Admission Regulation at the beginning of the year, which serves as the basis for enrolment in that academic year. The enrolment regulation is developed in accordance with MOET regulations and tailored to meet the desired number of selected candidates while ensuring the qualifications of the admitted students.

In the past two years, students applying for Bachelor's programmes have to meet the UEH entrance requirements through one of six methods. There are following options:

1. Direct admission, based on the MOET regulations.
2. Candidates holding a foreign high school diploma.
3. Exceptional candidates with a high GPA from grades 10 to 12.
4. Candidates with a GPA of Block A00 (Maths, Physics, Chemistry), A01 (Maths, Physics, English), D01 (Literature, Maths, English), or D07 (Maths, Chemistry, English) of 6.5 or above in grades 10 to 12.
5. Candidates who take the competency assessment examination, organised by the Vietnam National University - Ho Chi Minh City, and achieve the required score or higher (e.g., 870 points for 2021).
6. Candidates who meet the minimum score set by UEH for each programme in the National High School Graduation Exam (2021).

The University's admission policy is officially posted on the University website. Detailed admissions information is also available not only on the UEH website, but through other public sources as well. The posted information includes details about intake policies as well as updates on candidates' status (e.g., their likelihood of being admitted).

The UEH often employs two main approaches for admission of the listed four programmes' candidates:

Method 1: Targeting 25-30% of enrolment, this method focuses on high-achieving students, including participants in prestigious academic competitions, provincial and city award recipients, and those with strong academic records. Applicants with high scores on English proficiency exams (e.g., IELTS 6.0 or above) are also prioritised.

Method 2: Accounting for 70-75% of enrolment, this approach uses National Baccalaureate Exam results. Entry scores vary by programme, influenced by competition levels. Programmes with more applicants typically require scores of 24 points or higher, while less competitive ones require 22-24 points.

With the high admission standards, UEH is consistently ranked among the top universities for selecting highly qualified students. This range of admission scores places UEH among the top 10% of the National High School Graduation Exam results. The programme accepts applications from candidates in one of the four following subject blocks:

- A00 (Maths, Physics, Chemistry)
- A01 (Maths, Physics, English)

- D01 (Maths, Literature, English)
- D07 (Maths, Chemistry, English)

The admission scores have remained consistently high over the years. The set of these subject blocks are chosen to identify candidates who demonstrate strong logical and critical thinking skills, as well as proficiency in English. These qualifications enable students to excel in the economics programme and work towards achieving its goals.

Business English (BE)

The UEH aligns its admission criteria with MOET standards. BE applicants may choose from six methods. In the BE programme, English proficiency carries additional weight, with candidates achieving higher IELTS scores benefiting from enhanced admission chances.

Table 2.1 A. Admission score for English programme, Bachelor (Methods 3, 4, 5 & 6)

	Method 3	Method 4	Method 5	Method 6
Admission score	≥ 62 (100-point scale)	≥ 63 (100-point scale)	≥ 84.5 (1200-point scale)	≥ 26.30 (30-point scale)

The university admission policy is published on the UEH website. Information includes all changes in candidates' status (e.g. their probability of being admitted).

Travel and Tourism Management (TM)

Similar to BE, the TM programme offers a range of admission methods including MOET-based direct admission, high GPA, and competency exams. Since English is fundamental to the programme, candidates must demonstrate an IELTS score of 4.5 or equivalent. Admission quotas for TM are reviewed annually to match industry needs.

Hospitality Management (HM)

In recent years, entry scores for the HM study programme have remained consistently stable at approximately 25.00, demonstrated in Table 2.1 B Entry score for HM programme below. This evidence supports the claim that the programme is structured to identify and prioritise applicants who demonstrate exceptional critical and logical thinking skills.

Table 2.1 B. Entry score for HM programme

Batch – Year	Entry score
K45 – 2019	24.40
K46 – 2020	25.80
K47 – 2021	25.30
K48 - 2022	25.20
K49 - 2023	25.20

Events and Leisure Management (EM)

In the field of event management, a marginal increase was observed in the benchmark score for the period - from 2020 to 2023. This achievement highlights the industry's effectiveness in meeting societal labour demands. In 2023, both in-person and virtual admissions consultancy sessions saw a notable increase in student interest in event management compared to the

other two majors offered by the school. The educational programme provided by the sector has attracted substantial market interest due to its rigorous competency requirements, which equip learners with the essential skills to succeed and advance in their prospective careers.

Counselling for prospective students

The UEH follows a transparent and well-structured admissions policy, updated annually based on the MOET guidelines. This policy, which includes student quotas and priority considerations, is publicly available through various channels such as the UEH website and leaflets. UEH offers comprehensive admissions counselling throughout the year, starting early and continuing until students are officially enrolled. To ensure prospective students receive prompt responses to their queries, UEH offers several channels for counselling support, including:

- Direct inquiries to the UEH Office during business hours
- Online consultations via the UEH website, where experts address topics of enrollment plans, programme goals, tuition, and career opportunities
- Visits to the UEH Office
- Inquiries through the UEH Facebook¹⁰ page

At the programme level, the Department of Student Affairs (DSA) collaborates with school consulting teams to provide comprehensive counselling. Programme directors and the SoT's admissions staff are readily available to answer questions and provide guidance via email, hotlines, and other channels, ensuring prospective students have a full understanding of the programmes they wish to pursue.

Business English (BE)

It focuses on an extended counselling process and unique virtual events. SFL actively provides extensive guidance through on-site and online channels, reaching out to high schools, educational fairs, and maintaining ongoing support via open days, live sessions, hotlines, and social media.

Key points of the admissions process include:

- Extensive Counselling: UEH conducts counselling sessions in Vietnam, visits schools, and participates in educational fairs, providing information on programmes, courses, and career pathways.
- Online Support: UEH hosts virtual open days, live broadcasts, and offers online support through social media platforms and the website.
- Continuous Interaction: Counselling support is available through hotlines, email, and in-person consultations throughout the admissions period.
- Student Integration: Following admissions results, UEH organises orientation programmes and welcome activities, supporting students from the moment they receive their admission notification.

Travel and Tourism Management (TM)

It provides a detailed look at school tours and a longer history of digital counselling. Students with in-depth counselling services across online platforms, printed brochures, and educational

¹⁰ <https://www.facebook.com/tvts.ueh/>.

fairs. This includes tailored guidance on programme requirements, career prospects, and course content.

Hospitality Management (HM)

The Hospitality Programme includes additional policy-related information, an open-day event focus, and more documentation references. It is characterised by an open-day approach and transparent, documented admissions policies.

Event and Leisure Management (EM)

It places emphasis on traditional outreach methods and the support of the School of Tourism's admissions team. The Event and Leisure Management section highlights specific staffing for the School of Tourism, which may be particularly relevant for that programme's admissions.

Selection procedure

UEH follows six enrolment methods, but very often prefers to use two out of them as described above. A prerequisite is that results must exceed the national standard set by MOET.

In any case, the total number of admitted candidates shall not exceed the "quota" registered and confirmed in advance by MOET. After the Admission Committee has approved the outcome of admissions, the Department of Undergraduate Training publishes a list of students who are admitted to particular majors on the website: <https://tuyensinhdaihoc.ueh.edu.vn/>.

Business English (BE)

The selection process follows strict, transparent criteria aligned with MOET and UEH guidelines, periodically reviewed for improvements. Candidates' final acceptance is based on exam scores, with English subject scores often weighted double. Priority is given to candidates with higher academic standing or specific achievements.

Prospective students navigate UEH's admission procedures accessible through the official university page¹¹.

In 2023, UEH follows a clear and transparent policy covering selection criteria and procedures set by the MOET. This process is periodically reviewed and adjusted through meetings that evaluate enrolment activities and determine quotas. The selection procedures and implementation plans are publicly announced through the admissions plan and published on the UEH website.

In cases that candidates have similar scores, the additional criteria such as high school GPA and social priority are considered. However, the total number of admitted candidates cannot exceed the MOET-approved quota.

Once the Admission Committee approves the final results, the Department of Undergraduate Training publishes the list of accepted students on the UEH website, where students can proceed with the admission process.

Travel and Tourism Management (TM)

The TM selection process is similar, involving transparent criteria and evaluation rounds. Candidates are chosen based on academic scores and must meet the English language requirement. Selection thresholds may vary based on the number of applicants per intake.

Hospitality Management (HM)

¹¹ <https://nhaphoc.ueh.edu.vn/tu-van-truoc-nhap-hoc/daihoc-chinh-quy/quy-trinh-va-ho-so-nhap-hoc/>.

The entrance score required for admission into the Hospitality Management programme for the intake in 2023 is 25.20.

Events and Leisure Management (EM)

The minimum required score for admission into the Event and Leisure Management programme 2023 was 25.51.

Ensuring foreign language proficiency*

To promote internationalisation and support integration into the global university community, English proficiency has become an essential requirement. This emphasis reflects the recognised importance of English in today's global economy, largely driven by demands from the business sector. In recent years, approximately 50% of students admitted to UEH have achieved an IELTS score of 6.0 or higher, demonstrating the high level of English proficiency among UEH students and their commitment to learning, cultivated from their high school years. Beginning in 2023, the English proficiency requirement for students enrolling in standard programmes at UEH will be set at level 3 on Vietnam's 6-level Foreign Language Competency Framework.

Table 2.6 English requirements for entrants

	Standard programmes	High-quality, Vietnamese programmes	High-quality, English programmes
English result (from National High School Graduation Exam)	≥ 5.0	≥ 7.0 marks	Not applicable
English GPA for grade 12	≥ 5.0	≥ 7.0 marks	Not applicable
English placement test from UEH	Not required	Meet minimum requirement	Meet minimum requirement
International English certificate	Not required	Not required	Equivalent to IELTS 5.0

Business English (BE)

For students enrolling in partial or fully English-taught programmes, the proficiency requirement is level 4. English proficiency is pivotal, with BE students expected to attain C1 level or IELTS 7.0 upon graduation. The BE curriculum supports this with core courses entirely in English and mandatory proficiency in a second foreign language at B1 level. Students also complete intensive modules focusing on all language skills, ensuring comprehensive English competence for the global workplace.

Travel and Tourism Management (TM)

Given TM's international orientation, students should meet a minimum English proficiency level, equivalent to TOEIC 550. Language learning is reinforced through courses in which students practice English in tourism-related scenarios, such as tour guiding and customer service exercises.

Hospitality Management (HM)

Students need to reach an overall English score of at least 7.0 from the high school graduation exam or TOEIC 550, IELTS 5.0 to achieve the minimum requirements for their studies in the Hospitality Management programme.

Students are required to complete 16 credits in English over the first four semesters, distributed across four courses. Both the Vietnamese and English high-quality programmes mandate 16 English credits. The Vietnamese version offers six courses taught in English, whereas the English version delivers all courses in English. Events and Leisure Management (EM)

Due to English being key for international integration, applicants need an English score above 5.0, and international certifications are encouraged. Since 2018, UEH has accepted international English credentials which can earn bonus points. Business English courses are divided into four parts, and students are encouraged to participate in international webinars and complete projects in English. TOEIC graduation requirements were raised to 500 to align with UEH's goals.

Transparency and documentation of admission procedure and decision*

As some specialised courses are delivered in English and most textbooks are in English, candidates must demonstrate an IELTS score of 4.5 or equivalent to meet the entrance requirements. To advance internationalisation and integrate into the global university network, English proficiency has become a crucial criterion. During the selection process, academic and English language requirements are considered simultaneously. Applicants who meet the criteria outlined in section 2.1 will be selected, with English forming one of the components in the entrance selection blocks. Since 2018, UEH has implemented various enrolment methods and expanded its admissions policy to include applicants from Block A01 (Mathematics, Physics, and English) and Block D01 (Mathematics, Literature, and English) backgrounds.

The admission procedures and decisions are fully transparent and comply with MOET standards. Information is accessible through UEH's website, social media, and published materials. Successful applicants are informed through online postings, letters, and email. UEH's online portal and printed materials keep applicants updated throughout the admissions cycle. All programmes are transparent and communicated, and also follow to the national regulations. All programmes are relevant for English proficiency. Website also has all information in Vietnamese language.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

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

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extra-curricular activities). Website has all information in Vietnamese language. The admission procedures for programmes are described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. English proficiency is required for all programmes.

		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)					n.r.
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 *

The listed four programmes are structured around the programme objectives and learning outcomes and follows the MOET curriculum guidelines.

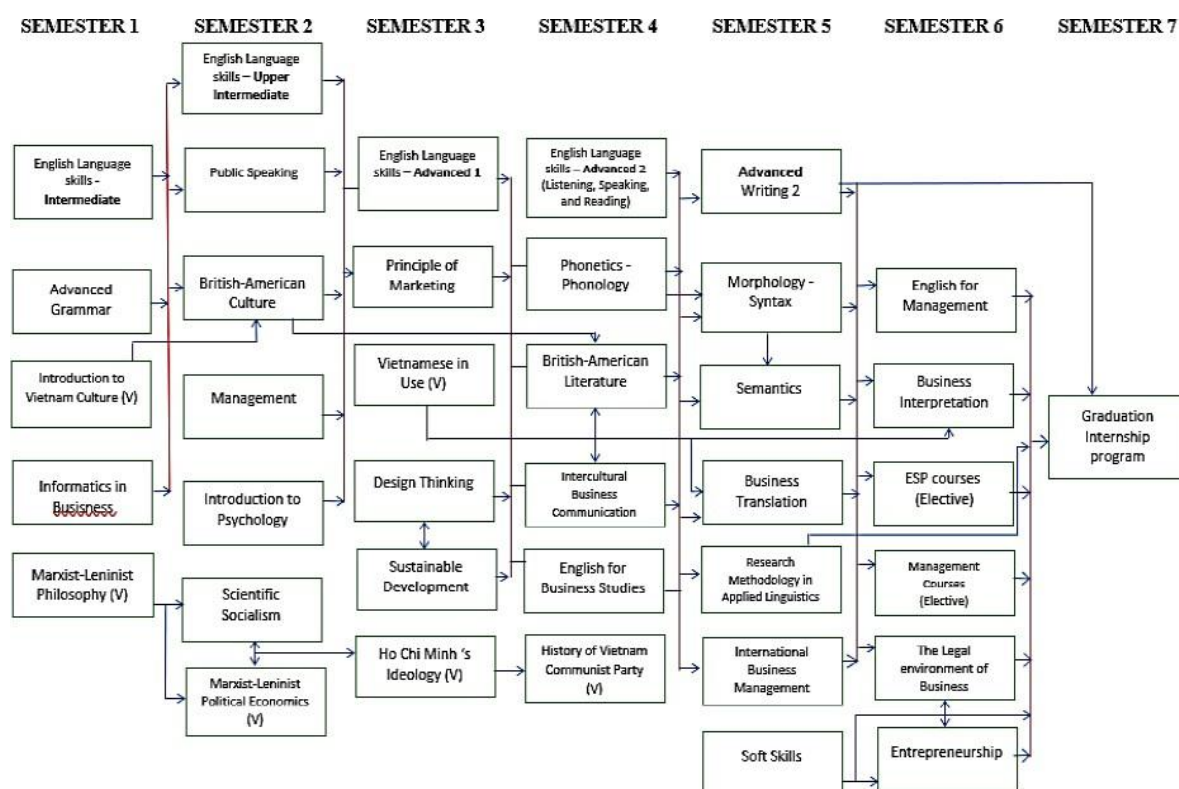
Business English (BE)

The BE study programme continues seven semesters (3.5 years) with a total of 125 national credits, structured to meet the perspectives of key stakeholders (e.g., lecturers, students, employers) and align with the academic standards set by the MOET and the University's vision.

The contents of the courses are closely linked to the programme's learning outcomes which involve not only in-depth knowledge transfer but also practical use of knowledge. The programme is designed for seven semesters (see Figure 3.1.1).

The BE study programme is specifically designed to meet the demands of the job market. It focuses on aligning with industry trends, fostering core skills, providing practical experience, offering tailored electives, and emphasizing adaptability and lifelong learning. All courses and learning outcomes are developed in consultation with employers to ensure they meet real-world job market needs.

Figure 3.1.1 BE Programme for 3.5 years



The curriculum consists of six core blocks of essential knowledge:

- **Block 1:** General Knowledge (50 national credits): Covers foundational subjects like economics, history, language, culture, and includes essential English language skills and advanced grammar. It also develops soft skills, entrepreneurship, and informatics relevant to business.
- **Block 2:** English Language Major Knowledge (27 national credits): Provides a deep dive into English linguistics, language skills, and cultural understanding. Courses include Public Speaking, Research Methodology in Applied Linguistics, and studies in British-American Culture or Literature.
- **Block 3:** Supplementary Specialised Knowledge (12 national credits): Prepares students for the Business English minor with courses in marketing, global business, legal frameworks, and options in Human Resource Management or Import-Export Management.
- **Block 4:** Compulsory Specialised Knowledge (17 national credits): Builds core competencies in business English, intercultural communication, and organisational management, with recent additions like Introduction to Psychology, Sustainable Development, and Design Thinking.
- **Block 5:** Elective Specialised Knowledge (9 national credits): Offers specialised courses, including English for Business Studies and English for Management. Students choose an additional focus: either English for Logistics or English for Tourism and Hospitality.
- **Block 6:** Internship Report/Graduation Paper/Enterprise Semester (10 national credits): In the final year, students may choose between an internship, a graduation paper, or an Enterprise Semester, all requiring English-written reports.

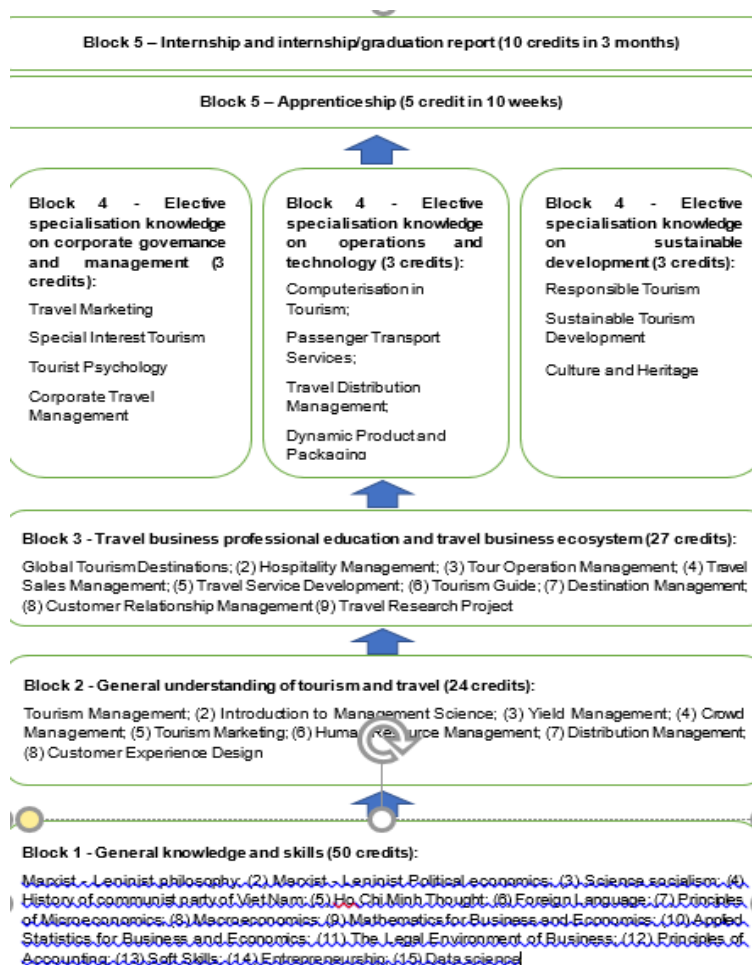
Travel and Tourism Management (TM)

The programme comprises 36 compulsory courses, three electives, one internship, and a final internship with a graduation project, totalling 125 national credits over 3.5 years or seven semesters. Courses are grouped into five key blocks:

- **Block 1:** General Knowledge and Skills in Economics, Management, and Law (50 national credits) — Provides foundational insights into the Vietnamese socio-political system, economics, law, accounting, business mathematics, statistics, and foreign language skills (English). This block supports objectives PO1 and PO2, establishing a comprehensive understanding of business operations within the Vietnamese context.
- **Block 2:** General Understanding of Tourism and Travel (24 national credits) — Equips students with the essential knowledge and skills needed in tourism and travel management, covering areas like management science, human resources, customer experience, and distribution. This block focuses on achieving objective PO2.
- **Block 3:** Travel Business Professional Education (27 national credits) — Develops industry-specific competencies through courses on tour operation management, travel sales, and service development, enabling students to excel in the travel sector. This block addresses objective PO3.
- **Block 4:** Elective Education (9 national credits) — Allows students to tailor their studies, with options in travel marketing, corporate travel management, and sustainable tourism. Emphasising sustainability and responsibility, this block meets objective PO5 and enhances employability.
- **Block 5:** Internship and Graduation Project (15 national credits) — Facilitates a practical transition to employment. The 8-week internship starts annually on January 5, and the 12-week graduation internship on September 1. Students produce a report addressing a management challenge observed during their placement, gaining insights into workplace dynamics and practical business knowledge. This block fulfils objectives PO4 and PO5.

The TM programme structure (similar to other programmes) ensures graduates are well-prepared for the tourism and travel industry, with a strong emphasis on practical experience and industry relevance. These courses allocated into five blocks are also listed in Figure 3.1.2:

Figure 3.1.2 TM programme: block of knowledge



The fields of PLO are explained from the programme's objectives with competency's levels in Figure 3.1.3 (similar to other programmes as well).

Figure 3.1.3 Matrix of Programme Learning Outcomes and VQF's Competency level

Field of PLO	TMP programme's PLOs	TMP programme's Competency level					VQF's Competence level					
Establish a business ecosystem for effective competition	PLO1.1: Planning and organising	1	2	3	4	5	K1	K2	K3	K4	K5	
	PLO2.2: Decision Making	1	2	3	4	5	S1	S2	S3	S4	S5	S6
	PLO3.2: Courageous	1	2	3	4	5	C1	C2	C3	C4	C5	
Apply information technology for management, operation, and sales organisation.	PLO1.4: Interdisciplinary	1	2	3	4	5	K1	K2	K3	K4	K5	
	PLO2.3: Follow up	1	2	3	4	5	S1	S2	S3	S4	S5	S6
	PLO3.3: Convictional	1	2	3	4	5	C1	C2	C3	C4	C5	
Understand customer experiences, design competitive products, and innovate regularly.	PLO1.2: Client service orientation.	1	2	3	4	5	K1	K2	K3	K4	K5	
	PLO2.4: Professional problem solving.	1	2	3	4	5	S1	S2	S3	S4	S5	S6
	PLO3.1: Reasoning.	1	2	3	4	5	C1	C2	C3	C4	C5	
Proficiency in selling through online distribution channels.	PLO1.4: Interdisciplinary	1	2	3	4	5	K1	K2	K3	K4	K5	
	PLO2.3: Follow up	1	2	3	4	5	S1	S2	S3	S4	S5	S6
	PLO3.4: Decisive	1	2	3	4	5	C1	C2	C3	C4	C5	
Efficiently exploit niche markets.	PLO1.3: Analytical and critical thinking	1	2	3	4	5	K1	K2	K3	K4	K5	
	PLO2.1: Negotiation and persuasiveness	1	2	3	4	5	S1	S2	S3	S4	S5	S6
	PLO3.3: Convictional	1	2	3	4	5	C1	C2	C3	C4	C5	

Notes: Level of competency: 1=understand, 2=apply, 3=analyse, 4=evaluate, 5=create (Bloom's Taxonomy).

Hospitality Management (HM)

The Hospitality Management Programme comprises 36 compulsory courses, three electives, an internship, and a graduation project, totalling 125 national credits over 3.5 years or seven semesters. Courses are organised into five blocks here, and include also courses:

- Block 1: General Knowledge and Skills in Economics, Management, and Law (50 national credits) — Provides foundational understanding of the Vietnamese socio-political system, economics, law, accounting, mathematics, business statistics, and English language. This block establishes a base in business operations within the Vietnamese socio-economic environment.
- Block 2: General Understanding of the Tourism and Hospitality Industry (24 national credits) — Equips students with essential skills for future roles in hospitality, covering hotel operations, management science, tourism management, human resource management, tourism marketing, and customer experience design.
- Block 3: Professional Hospitality Education (27 national credits) — Develops industry-specific competencies for hospitality careers, with courses in accommodation services, front office management, housekeeping, restaurant management, business strategy, relationship management, and hospitality information systems.
- Block 4: Elective Education (9 national credits) — Allows students to tailor their learning with courses in hotel operations (e.g., bar management, hotel safety and security, service recovery) or financial specialisations (e.g., hospitality investment analysis, timeshare management).
- Block 5: Internship and Graduation Project (15 national credits) — Prepares students for hospitality careers through an 8-week internship starting in January and a 12-week graduation internship beginning in August. During these internships, students address a management issue observed in the hotel, gaining practical experience and workplace insights. This block meets objectives PO1 and PO2 by fostering real-world skills in analysis, problem-solving, and industry understanding.

This structure ensures graduates are well-equipped with the knowledge and skills to succeed in the hospitality industry.

Events and Leisure Management (EM)

The Event and Leisure Service Management programme lasts for 3.5 years (7 semesters), totalling 125 national credits (equivalent to 225 ECTS credits) and is structured to meet specific qualification objectives. The curriculum comprises 60 credits of general business knowledge and 65 national credits of specialised content of Event and Leisure Service Management, progressing from foundational industry knowledge to advanced expertise.

In the final semester, students complete a 10-credit internship and a thesis, either through a corporate semester or a graduate thesis. The course content is balanced, interconnected, and aligned with targeted learning outcomes, ensuring comprehensive preparation for careers in event and leisure management.

The curriculum (see Table 3.1.1) reflects the qualification objectives of the study programme, the areas of specialisation (compulsory / electives) with the courses oriented towards the learning outcomes.

Table 3.1.1. The EM Curriculum with compulsory and electives

Order	Term	Requirement		Credits	Title of Courses
		Compulsory	Elective		
Semester 1				17	
1		C		3	Marxist-Leninist philosophy
2		C		2	Statistics for Business and Economics
3		C		3	Business Law
4		C		4	Foreign Language
5		C		3	Microeconomics
6		C		2	Professional Competency Development
Semester 2				19	
7		C		2	History of communist party of Vietnam
8		C		2	Ho Chi Minh Ideology
9		C		2	Science Socialism
10		C		4	Foreign Language
11		C		3	Macroeconomics
12		C		3	Marxist-Leninist Political economics
13		C		3	Mathematics for Business and Economics
Semester 3				19	
14		C		2	Data Science
15		C		1	Business Startup
16		C		3	Tourism Management
17		C		3	Introduction to Management Science
18		C		4	Foreign Language
19		C		3	Principles of Accounting
20		C		3	Tourism Marketing
Semester 4				19	
21		C		4	Foreign Language

22		C		3	Yield Management
23		C		3	Human Resource Management in Tourism
24		C		3	Distribution Management
25		C		3	Customer Experience Design
26		C		3	Crowd Management
Semester 5				21	
27		C		3	Events and Leisure Services Research Project
28		C		3	Introduction to Events
29		C		3	Introduction to Leisure Service
30		C		3	Customer Relationship Managements
31		C		3	Event & leisure Marketing
32		C		3	Event Planning
33			Select 1 subject	3	Customers Behavior in Events and Leisure
34					Queuing Management
35					Club Management
Semester 6				20	
36		C		5	Apprenticeship
37		C		3	Event Sales Management
38		C		3	Event Risk Management
39		C		3	Project Management
40			Select 1 subject	3	Services Recovery
41					Leisure Services Management
42					Special Events Management
43					Multicultural Management
44			Select 1 subject	3	Event Purchasing Management
45					Information Technology in Events and Leisure Services
46					Facilities Management
Semester 7				10	
47		C		10	Internship
TOTAL				125	

Rationale for degree and programme name*

English language (BE)

The programme is titled "Business English," and the awarded degree is a bachelor's in English language, in line with MOET's Circular No. 24/2017/TT-BGDĐT for undergraduate study regulations. The curriculum aligns closely with the programme and degree names, focusing on Business English within the broader English Language major, meeting VQF standards.

Core courses cover English literature, linguistics, grammar, language skills, and communication, including public speaking. The specialised content includes British-American Cultures and Applied Linguistics Research. Practical elements involve language proficiency, translation, and interpretation, while the Business English minor integrates language and business courses, such as advanced grammar, business communication, international business practices, and intercultural communication. Electives in fields like logistics, tourism,

and management further reinforce business foundations, preparing students with both language and professional skills for international business contexts.

Travel and Tourism Management (TM)

Travel is a central industry within tourism, requiring extensive knowledge for effective management. A bachelor's degree is an ideal way to develop the essential skills and understanding for travel management roles. This programme equips students to competently operate, develop, and organise travel businesses and experiences, with a strong emphasis on practical skills. It also prepares students to address challenges from self-organized travel and technological innovations like virtual reality.

The programme name reflects its focus on training future managers for the travel industry. Under the 2017 Vietnam Tourism Law, international travel business managers must hold at least a college degree in travel management, making this degree both relevant and aligned with legal requirements. This curriculum is comprising 120 credit hours and structured under the Management of Tourism Services and Travel major.

Hospitality Management (HM)

A bachelor's degree provides the comprehensive training needed for future managers in the hotel industry. This programme equips students with the essential skills to navigate industry challenges, including adapting to technological advances in hotel operations. The degree name reflects its focus on preparing students for managerial roles in hospitality.

It is requiring a minimum of 120 national credits and alignment with the major of Hospitality Management (7810201) under the field of Hotel and Restaurant (78102). The programme aims to provide students with the competencies needed to thrive in the hotel industry.

Events and Leisure Management (EM)

The programme, titled Event and Leisure Management, reflects its aim to prepare students for the modern events industry, which spans sport, entertainment, exhibitions, and music. Today's events integrate multiple services, with entertainment playing a significant role, sometimes independently, as in health and retreat services. This degree goes beyond ticket sales to encompass the art of selling experiences and leisure.

This programme provides specialised training in event and entertainment services, both domestically and internationally, with courses in event planning, leisure management, multicultural management, and customer experience design. Courses are designed to meet employer demands based on industry surveys, ensuring students develop skills in event marketing, customer relations, and more. A key feature is hands-on experience through faculty-sponsored event programmes, allowing students to engage with industry partners and demonstrate their skills. In essence, the degree title aligns closely with the programme's practical and comprehensive approach to the event and leisure industry.

Integration of theory and practice*

Business English (BE)

The programme prioritises the integration of theoretical and practical content, ensuring students receive a well-rounded education applicable in both academic and professional settings. Approximately:

- 30-40% of the curriculum covers theoretical courses in linguistics,
- 30-40% focuses on practical courses, and the remaining

- 20-40% includes integrated projects, internships, and electives.

This balanced approach equips students with essential knowledge and skills for the dynamic field of Business English. Students start with foundational linguistics courses, building a solid theoretical base in areas like syntax, phonetics, and semantics, while practical language skills courses allow immediate application. Monthly workshops with industry experts provide practice opportunities. Courses in English for Specific Purposes (e.g., Accounting, Management, Tourism, Logistics) blend business theory with practical case studies, simulations, and role-play activities. Students complete a ten-week Enterprise Semester to apply their knowledge in a real work environment.

The research methodology course prepares students to conduct academic research, offering hands-on experience in data collection, analysis, and cultural studies under faculty mentorship. Students are encouraged to participate in research competitions, such as the Student Research Festival (SFL) and UEH 500, further enhancing their research skills.

Internships in fields like publishing, translation, and communication allow students to connect their experiences back to theory, strengthening their practical understanding. This comprehensive approach enables graduates to bridge the gap between theory and practice, making them well-prepared for diverse careers.

Travel and Tourism Management (TM)

To this end, the programme balances theory and practice across courses, including soft skills, yield management, tourism marketing, and travel service management. These courses use a range of teaching methods, from lectures and seminars to field trips and guest speakers. Up to 30% of teaching time involves expert presentations and field visits, with practical assignments like case studies, group projects, and simulations fostering hands-on experience.

Key practical courses, including Management Science, Designing Customer Experiences, and Tourist Guide, are complemented by internships and a final project, which together form 11% of the programme. Surveys with host companies evaluate students' applied knowledge and help refine the curriculum. Many students secure job offers following their graduation internship. Extra-curricular activities, such as the Travel Group club, support practical learning. Students participate in real-world exercises, such as observing crowd management or using yield management software, bridging the gap between theoretical and practical knowledge.

Hospitality Management (HM)

Students of both programmes (HM and EM) complete two internships (20 weeks): an 8-week initial internship and a 12-week graduation internship, guided by both an enterprise supervisor and a faculty mentor.

Aligned with Official Dispatch 4929 from the MOET to enhance practical tourism training, this programme ensures that 50% of learning time is dedicated to practical experience. Where possible, courses incorporate seminars with guest speakers from the hotel industry, such as Tourism Management visits to Equatorial Hotel or Housekeeping practice sessions at Alma Resort, with certification from the resort. Students participate in competitions like the "Square Equator" event for hospitality.

Extra-curricular activities, including hotel tours, career talks, and job fairs, are organised in collaboration with industry partners.

Events and Leisure Management (EM)

This programme is built on a foundation that integrates theoretical principles with practical application. Half of the curriculum is dedicated to academic courses, with the other half focused on hands-on skills. Students begin with 13 general subjects, including English, politics, and economics, to establish a solid foundation, followed by 27 core and specialised courses (including electives) that align with students' progression. Key practical courses, such as Event Planning and Project Management, address industry-relevant skills. The pedagogical approach incorporates case studies, application software, and expert presentations, with 30% of teaching time allocated to guest speakers and field visits. Practical exercises, group projects, and discussions reinforce theoretical learning. Webinars with industry experts provide additional real-world insights. During these internships, students explore management topics, develop solutions for identified issues, and submit reports evaluated by enterprise supervisors.

Interdisciplinary thinking

Interdisciplinary thinking is a key aspect of the programmes, equipping students to draw on diverse knowledge areas to solve complex problems (PLO1.2, PLO1.3), and essential for effective decision-making and problem-solving. Courses in intercultural business communication further prepare students to navigate cross-cultural challenges, analysing case studies of international negotiations and evaluating the rhetorical effectiveness of business documents. Class and group discussions, along with collaborative problem-solving encourage students to view problems from different angles and work together on solutions. Students gain soft skills in leadership, problem-solving, and communication and develop strong interdisciplinary thinking skills. Through the general knowledge block, students gain foundational skills in management, psychology, IT, and marketing, alongside entrepreneurship and 21st-century skills. Elective courses support the development of interdisciplinary skills.

Visiting lecturers and industry experts enrich learning through workshops on professional communication, mock negotiations, and client presentations, offering real-world insights into international business. Multidisciplinary thinking is reinforced across the curriculum through scenarios that require applying knowledge from various fields to solve problems. Participation in extra-curricular activities, volunteer opportunities, and UEH clubs further enhances these lifelong learning skills.

Business English (BE)

Interdisciplinary courses explore intersections of English language, culture, and business. In English for Specific Purposes (e.g., Banking, Management, Tourism), students learn how language shapes business negotiations and communication across cultures. Real-world applications, such as analysing reports or creating marketing materials, encourage practical language use in business settings. By focusing on Business English within an interdisciplinary framework, the programme prepares students for critical roles in business, where effective communication across linguistic and cultural contexts is highly valued.

Travel and Tourism Management (TM)

According to PLO 1.4, students gain practical knowledge of the travel sector by synthesising foundational knowledge across disciplines to address business challenges. To support this outcome, the programme includes courses from economics, law, accounting, and management, enabling students to interpret issues from multiple perspectives. Students also benefit from the diverse backgrounds of their classmates and lecturers from various fields, fostering a broad exchange of ideas.

Hospitality Management (HM)

The hotel industry's diverse professions require interdisciplinary thinking throughout the learning process. In foundational courses on tourism and hospitality, students learn that customer satisfaction relies on the collective effort of hotel staff. Specialised courses in departments like Front Office, Housekeeping, F&B, and Sales and Marketing further deepen students' understanding of how each department collaborates within the hotel. Field trips, including those to Cam Ranh or Mui Ne, give students insight into how factors like transportation and infrastructure contribute to a hotel's success.

Events and Leisure Management (EM)

To achieve PLO 1.1 and 1.3, interdisciplinary thinking is a key focus. General knowledge blocks equip students with foundational skills in mathematics, economics, law, and accounting through courses like Mathematics for Business and Economics, Microeconomics, and the Legal Environment of Business. Entrepreneurship courses provide essential knowledge for starting and managing business ventures. Students also study Marketing, Yield Management, Human Resources, and Services Management, fostering an interdisciplinary perspective and openness to new ideas.

Ethical aspects

At UEH, students are expected to uphold integrity, professionalism, and respect throughout their studies, both in and outside the classroom. Ethical awareness is fostered across disciplines, covering research ethics, plagiarism and professional conduct. Guest speakers provide real-world ethical perspectives. UEH's Code of Conduct and Turnitin policy reinforce honesty in assignments and exams, and ethical behaviours are evaluated annually. Key elements include:

- **Ethics and Integrity:** The Department of Student Affairs hosts an annual Political Education Week to inform students on ethical and professional expectations. Each programme integrates ethical guidelines with an emphasis on academic honesty, respect for intellectual property, and responsible communication.
- **Research and Practical Training:** Students are introduced to research methodologies, data analysis, and real-world problem-solving skills through courses and research projects. Additional guidelines cover appropriate use of technology, respect for shared spaces, and commitment to academic honesty in research.
- **Assessment and Academic Standards:** The Department of Scheduling Testing (DST) ensures that assessments are conducted fairly. Course syllabuses outline expectations, and assessment methods include quizzes, debates, group projects, and presentations to measure students' academic and practical skills.
- **Student Conduct:** The Student Handbook and UEH's ethical standards outline expected behaviour, including self-directed learning, respectful participation, and academic integrity.

Business English (BE)

Courses in professional communication and business English explore ethical communication, and cultural respect in business. In addition, students receive training in research ethics, including informed consent and privacy protection, particularly in cross-cultural settings.

Travel and Tourism Management (TM)

Courses on sustainable and responsible tourism discuss ethical aspects of the industry, including responsible tourism practices. TM students complete a 10-credit travel research project. Internships and projects also require students to demonstrate ethical conduct.

Hospitality Management (HM)

Courses in hotel security, restaurant management, and housekeeping emphasise ethical behaviour and safety for guests and staff. Apprenticeships and Internships: Ethical conduct is assessed by on-site supervisors during practical placements, with evaluations focusing on professionalism.

Events and Leisure Management (EM)

Courses like Business Law, Event Risk Management, and the Events and Leisure Services Research Project address ethical concerns specific to the events industry. Students are encouraged to embody UEH's core values, as outlined in the Student Handbook, which promotes respect, responsibility, and academic integrity. Orientation Week on Civic Activities fosters moral and ethical development, aligning students with UEH's standards for behaviour and respect in academic and professional settings.

Methods and scientific practice*

All programmes prioritise research skills and methodological competence. Students are trained in academic writing, data analysis, and ethical research practices using tools like SPSS or NVivo. Participation in conferences and competitions such as UEH500 and Eureka promotes a culture of academic exploration and innovation.

English language (BE)

Academic Writing and Research Methodology equip students with skills in structured academic writing, data analysis, and research, preparing them to present arguments and findings in a scholarly context. Faculty mentors support students in research projects, offering opportunities to present findings at academic events. For the following three programmes – TM, HE; EM, the table 3.1.6 is identical.

Travel and Tourism Management (TM)

Courses such as Travel Research Project and Data Sciences build essential research skills, with a graduation thesis on practical tourism topics. With 22 credit hours in applied research, students complete a 15,000-word report. Participation in competitions like UEH500 enhances research skills.

Table 3.1.6 Research projects for each programme

1st session	Introducing Scientific Research Understanding Research Process/Developing a Research Proposal Searching good papers and referencing
2nd session	Reviewing Literature Quantitative Research Methods
3rd session	Quantitative Research Methods (Cont.) Data collection methods
4th session	Using SPSS in data analysis
5th session	Qualitative Research Methods
6th session	Qualitative Research Methods (Cont.)
7th session	Writing a research report

Source: SoT

Hospitality Management (HM)

Courses in Hospitality Project and Applied Statistics prepare students for real-world research in hospitality. Competitions like UEH500 and Young Economist encourage collaborative research, with top projects recognised by UEH.

Events and Leisure Management (EM)

Core courses in Travel Research Project, Statistics, and Data Sciences build analytical and research skills. Students complete a graduation thesis on a practical event management topic, engaging in 22 credit hours of research training. EM students participate in UEH500, Eureka, and MOET research prizes, which allow them to collaborate on research projects and present their findings.

Examination and final thesis *

Each programme at UEH follows rigorous standards for examinations and final projects to ensure students meet their learning outcomes and qualification levels. Assessments are designed to cover a range of test formats, including multiple-choice, essays, presentations, and practical assessments, structured to measure knowledge, skills, and competencies relevant to each course. The Department of Assessment and Accreditation oversees examination administration, applying standardised guidelines for objective assessment. Exam formats, expectations, and evaluation criteria are communicated to students at the start of each course, and students can refer to the syllabus for detailed assessment methods. In their final semester, students undertake a major internship or research project. Students submit either a thesis or an internship report assessed by faculty and, where applicable, on-site supervisors. Evaluation criteria emphasise research quality, methodology, and practical application of knowledge.

Business English (BE)

Includes multiple-choice, essays, and oral exams, each aligned with learning objectives. Students can choose between a thesis, an internship, or an Enterprise Semester, each evaluated on research quality, originality, and ethical adherence.

Travel and Tourism Management (TM)

Midterms and finals are designed to progressively challenge students, covering practical and theoretical knowledge. Students complete a thesis or internship report that addresses a practical issue in tourism, with processual assessment accounting for 20% and the final report for 80%.

Hospitality Management (HM)

Utilises quizzes, debates, and group presentations to foster skills in critical thinking, problem-solving, and communication. A structured internship and final report assessed by both on-site supervisors and faculty, focusing on practical skills and professional conduct.

Events and Leisure Management (EM)

Includes LMS-based discussions, project presentations, and oral exams to test students' understanding and practical skills. Students complete a thesis or project under faculty guidance, evaluated on research content, structure, and presentation.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. The curriculum also follows international standards for these types of programmes.

The degree and programmes' names correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. Employers have indicated a preference for longer placements to provide students with more in-depth, hands-on experience. There is evidence that the programme qualifies for interdisciplinary thinking. Ethical implications (for example, those of economical or juridical ways of thinking and acting) are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. Nonetheless, there is a room for improvement, and the experts **suggest** motivating and encouraging students to be engaged into scientific work and scientific 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.

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. However, for the **Business English** study programme the panel recommends accreditation under the following **condition**: HEI ensures that students are able to conduct scientific work in the form of written assignments or a final thesis.

		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)		TM, HM, EM	BE	

3.2 Structure

Modular structure of the study programme*

Projected study time	All: 3.5 academic years (7 semesters)
Number of credits (national credits and ECTS credits) (1 Vietnamese credit = 1.8 ECTS credits)	All: 125 CP (225 ECTS credits)
Workload per credit	All: 50 hours of study (15 hours in class, plus 35 hours for self-study)
Number of modules/courses	All courses, including electives:

	BE: 44 courses; TM: 38 courses; HP: 39 courses and EM: 44 courses
Time required for processing the final thesis/project and awarded credits	All: 3 months Awarded CP: 10 CP
Number of contact hours	BE: 1.875 hours (125 CP x 15 hours) TM: 1.650 hours (110 CP x 15 hours) HM: 1.875 hours (125 CP x 15 hours) EM: 1.875 hours (125 CP x 15 hours)

Each programme lasts 3.5 years (seven semesters) and requires the completion of 125 national credits, comprising a mix of general, specialised, and practical courses. Programmes are logically sequenced to advance students' knowledge progressively, concluding with an internship and final project or thesis. Course credit points align with workload standards prescribed by the MOET, with each credit representing 50 learning hours, including in-class and self-study time. Internships and practical projects provide essential hands-on experience to support career readiness.

English language (BE)

In the curriculum six knowledge blocks focus on language, cultural understanding, and business skills. Courses build progressively, supporting lifelong learning. There is a regular curriculum update.

Travel and Tourism Management (TM)

39 courses, including three electives, with a three-month internship and 10-credit project. General knowledge in the initial semesters, followed by tourism-focused subjects and practical placements to ensure well-rounded competency.

Hospitality Management (HM)

39 courses, including core and elective subjects, are completed alongside internships in the 6th and 7th semesters. Applied learning includes hospitality internships and a final thesis/project, designed to integrate classroom learning with industry experience.

Events and Leisure Management (EM)

Strong focus on event and leisure management, supported by courses in customer experience, project management, and yield management. The curriculum is shaped by employer feedback, focusing on skills in creativity, adaptability, and operational organisation. International subjects and field trips support global readiness.

Study and exam regulations*

All programmes adhere to the university's credit-based guidelines, ensuring compliance with UEH and MOET regulations. Key areas covered include programme objectives, study duration, learning outcomes assessment, graduation criteria, and student rights. These regulations are provided to students upon admission and published on the Department of Undergraduate Training Management (DUTM) website.

English language (BE)

Students may take up to 25% of credits at other institutions through approved credit recognition agreements. Courses involve a mix of midterm and final evaluations, with clear grading criteria outlined in course syllabi. A cumulative GPA is calculated per semester and annually.

Travel and Tourism Management (TM)

Students may pursue a dual degree or transfer credits with approval, allowing for flexible study paths. Both processual and final assessments are used, with GPAs tracked on a 10-point scale and converted to letter grades.

Hospitality Management (HM)

Coverage includes training organisation, academic conduct, grade transfer, and graduation recognition. Courses are graded through both continuous assessment and final exams, with GPA calculations following MOET standards.

Events and Leisure Management (EM)

Options for dual degree programmes and institutional transfers are available, ensuring students can tailor their academic journey. Continuous and final assessments are implemented, with cumulative GPAs provided to students each semester.

Feasibility of study workload*

The feasibility of each programme's workload is supported by flexible structures, regular curriculum updates, and careful credit allocation to ensure students are able to complete their studies within a standard timeframe of 3.5 years (seven semesters). All programmes require 125 national credits, with each credit representing 50 hours of combined classroom instruction and independent study. Students can adjust their workload according to UEH and MOET guidelines, with assistance available from academic advisors and support services.

English language (BE)

Students typically take 19–20 national credits per semester, decreasing to 16 national credits in the final semester, allowing time for job-seeking. Students can increase their course load in summer semesters or reduce it as needed, with UEH guidelines ensuring a balanced workload.

Travel and Tourism Management (TM)

Students start with 17 national credits per semester, increasing to 20–21 national credits in later years, with the final semester dedicated to 10 credits for internships and thesis work. The programme was streamlined from 130 to 125 national credits based on feedback, ensuring alignment with MOET requirements.

Hospitality Management (HM)

Students complete 35–40 national credits annually, with a gradual increase in the second and third years to support adjustment to higher education. Only 10 national credits are allocated to the final semester for internships, allowing time to complete any missed courses.

Events and Leisure Management (EM)

Credits are evenly spread across seven semesters, with each semester averaging 16 national credits. The last semester's 10 credits are dedicated to an internship and report writing, supporting practical experience and skill application.

Equality of opportunity

UEH and all programmes are committed to ensuring equality of opportunity through adherence to MOET regulations, offering equal access to admissions, scholarships, and support services. The DSA and other relevant departments provide ongoing assistance to students from diverse backgrounds, including those with disabilities, ethnic minorities, and economically

disadvantaged backgrounds. Scholarships, student loans, and other forms of financial support are available, and reasonable adjustments are made for students with special needs, such as modified assessments and accessibility facilities.

English language (BE)

Scholarships and support are prioritised for students with disabilities and those from ethnic minority backgrounds. Scholarships for academic excellence and financial hardship are provided, with up to 100% tuition support for eligible students.

Travel and Tourism Management (TM)

A collaborative loan programme with Orient Commercial Joint Stock Bank (OCB) offers low-interest loans to support tuition fees. Scholarships are available based on academic merit and financial need, with additional external scholarships awarded through academic competitions.

Hospitality Management (HM)

UEH functional departments annually assess students' needs, particularly for those with disabilities, to ensure tailored support. Full and partial scholarships are awarded based on performance, with flexible loan options and external scholarships available.

Events and Leisure Management (EM)

The programme promotes equal opportunity through a balanced student demographic and adherence to the UEH Code of Conduct on gender equality. Additional Vietnamese lessons and support sessions help international students integrate and succeed academically.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules/courses and assigns credits per course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide.

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 programme is 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 feasibility of the study programme's workload is ensured by suitable curriculum design, number and frequency of examinations, by appropriate support services as well as academic and general student counselling. At the same time, there is currently no formal system at UEH for recording student workload, and students may lack a clear understanding of this concept. Although the programme workload does not appear to be overly demanding, it may fall short of the hours needed for ECTS equivalency rather than exceeding them. The panel recommends the accreditation of **all study programmes** under the fulfillment of the following **condition**:

HEI introduces a system for tracking student workload to be introduced, with regular recording and reporting of students' workload.

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

UEH offers a stipend system to support students, particularly high-achieving students, while the government provides assistance for students facing financial problems.

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

3.3 Didactical concept

Logic und plausibility of the didactical concept *

Business English (BE)

This programme is operated on a blended basis with approximately two thirds delivered in person and the rest via Learning Management System (LMS). The BE programme combines a range of teaching and learning modalities, accommodating various learning styles that reflect the different ways individuals prefer to receive and process information. In traditional classroom settings, students typically receive face-to-face instruction from their teachers. The school's Moodle site is used to host course materials and quizzes, supplementing the in-person courses with online resources. The programme encourages students to explore and develop their creative potential through activities such as pair work, group work, case studies, presentations, projects, essays, reports, and theses. Teaching approaches like case studies and presentations align with communicative goals to promote critical thinking and problem-solving skills.

Travel and Tourism Management (TM)

SoT lecturers employ various teaching methods and techniques across the three listed programmes (TM, HM, and EM) to encourage students' self-study and active learning. These include assignments (e.g., essays), presentations, seminars, group discussions, projects, debates, case studies, problem-solving activities, simulations, and games.

The TM programme uses a multimodal approach that includes lectures, group projects, case studies, and simulations. The curriculum is structured to enhance self-study and practical skills, with frequent updates based on student feedback. The LMS provides digital materials, and MS Teams supports virtual sessions, particularly for group projects and remote discussions. Almost all courses use the online LMS platform to deliver learning materials such as the syllabus, textbooks or chapters, handouts, reading materials, videos, websites, topics for discussion, and assignments.

Hospitality Management (HM)

In addition to the above, the HM programme adopts practical exposure provided through activities like hotel tours and industry competitions.

Events and Leisure Management (EM)

The EM programme follows an experiential and problem-based learning approach. Courses progress from foundational to advanced levels, using case studies, projects, and business simulations.

Course materials*

Business English (BE)

The BE programme uses reputable textbooks from Oxford, Pearson, and Cambridge, supplemented by custom materials for skill-specific needs. Digital resources on LMS provide continuous learning support. Materials include task-based activities that foster practical skills and language application.

Travel and Tourism Management (TM)

Core textbooks, case studies, and resources in English are used to meet international standards and are available on LMS. Additional resources are uploaded to LMS, with printing facilities accessible on campus for convenience. English textbooks are prioritised to ensure up-to-date content and global relevance.

Hospitality Management (HM)

The HM programme provides updated English textbooks and resources on LMS. Materials are available in digital and print formats, with instructors offering support to access necessary resources. The course syllabus specifies the materials needed, and lecturers ensure essential textbooks are stocked in the library.

Events and Leisure Management (EM)

EM course materials include case studies, textbooks from McGraw-Hill and Pearson, and resources on LMS. Materials are regularly reviewed for relevance, and the SoT works with the library to ensure availability. Resources are tailored to course objectives, supporting both self-study and in-class learning.

Guest lecturers

Business English (BE)

Visiting lecturers are the professionals from nearby universities with expertise in linguistics, translation, and business English. Guest lecturers are selected according to UEH policies on qualifications and professional relationships, with about 20 visiting lecturers each semester, who contribute to teaching quality and cultural enrichment. They are coming from the regions: New Zealand, the Philippines, and the USA.

Travel and Tourism Management (TM)

Guest lecturers in TM are invited based on experience and academic credentials, and they are mainly master's degree holders. Following recent MOET updates, industry experts without master's degrees can now teach, allowing a broader range of guest lecturers from tourism and travel businesses to enhance practical learning.

Hospitality Management (HM)

While HM courses are primarily taught by UEH faculty, the programme regularly hosts guest speakers from well-known hotels. These guests provide insights into hotel operations and career opportunities, with hotels like Park Hyatt Saigon and Intercontinental Asiana Saigon offering hands-on learning experiences through tours and talks.

Events and Leisure Management (EM)

In EM, guest lecturers bring industry experience in hospitality, event, and leisure management, bridging academic knowledge with real-world practices. Seminars by entrepreneurs and managers encourage engagement with industry-specific insights, enhancing students' employability and industry awareness.

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. For **Travel and Tourism Management (TM)**, **Hospitality Management (HM)**, and **Events and Leisure Management (EM)** the panel **recommends** inviting more online guest lecturers, international experts, and speakers for virtual talks, and allocate funds for local guest lecturers.

		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			BE	TM, HM, EM	
3.3.4	Lecturing tutors					n/r

3.4 International outlook

International contents and intercultural aspects*

International and intercultural elements are integral to the programme, equipping students with global perspectives, cross-cultural communication skills, and an understanding of international contexts. Courses on cultural studies address themes of multiculturalism, globalisation, and the impact of culture on daily life, sometimes incorporating international history and politics to contextualise global issues.

Business English (BE)

A diverse faculty fluent in multiple languages enriches students' linguistic and cultural exposure, with language courses exploring accents, dialects, and variations. Cross-cultural communication courses teach students to navigate intercultural interactions building competencies to communicate, collaborate, and adapt in multicultural settings with cultural sensitivity.

Guest speakers, including scholars and diplomats, lead seminars and workshops on global topics like climate change and human rights, encouraging students to engage critically from an international viewpoint. Cultural events and festivals further support intercultural understanding and engagement with international communities.

Travel and Tourism Management (TM)

The TM programme integrates international and intercultural content through courses such as Tourist Guide, Tourist Psychology, and Service Selling, with practical activities like creating websites for selling tours on platforms like Booking.com. Students participate in international trips to Cambodia. They have access to updated English textbooks and other related resources (United Nations World Tourism Organisation, UNWTO) resources. A dedicated course in Culture and Heritage and globally developed case studies enhance students' intercultural competence.

Hospitality Management (HM)

The HM programme aligns its curriculum with leading global institutions like Cornell University. Students engage with major hotel brands (e.g., Marriott, Accor) and use current English textbooks and UNWTO materials, preparing them for cross-cultural environments.

Events and Leisure Management (EM)

The EM programme aims to align with international standards by fostering collaboration between the educational and corporate sectors and developing innovative professionals prepared for global environments. As cross-cultural understanding becomes increasingly vital for corporate success in the event industry, the programme places significant emphasis on the importance of intercultural competencies in its learning outcomes.

Internationality of the student body

Business English (BE)

The programme attracts a diverse student body, fostering intercultural understanding and preparation for global careers. Cultural events and language exchanges support intercultural awareness and belonging, while visiting scholars and experts broaden students' exposure to global academic perspectives.

Travel and Tourism Management (TM)

Although SoT students are primarily Vietnamese, the programme promotes international exposure through field trips, international student interactions, and internships at well-known hotel chains. Plans are underway to facilitate study exchanges and summer camps abroad.

Hospitality Management (HM)

Students are encouraged to gain field experience at renowned hotels and resorts, such as Six Senses and Amanoi, which builds their confidence in intercultural settings. Extra-curricular activities also support adaptation to global environments, with plans to introduce study exchanges in the near future.

Events and Leisure Management (EM)

Students engage in exchange programmes, working with international peers (e.g., from Malaysia) to develop intercultural communication skills. UEH's policies encourage international student enrolment, with details available on the university's website.

Internationality of faculty

Business English (BE)

Faculty members collaborate on international research, participate in global conferences, and engage in joint projects, enhancing their expertise in international contexts. Language proficiency beyond English is valued, reflecting the programme's commitment to a multilingual, internationally-informed educational experience.

Travel and Tourism Management (TM)

Faculty members hold degrees from international universities, such as University of Toulouse-Mirail (France), University of Oklahoma (United States), Sunway University (Malaysia), University of Central Florida (United States), with over 30% holding doctorates. Many have international experience, enriching the learning environment with global insights. English proficiency is required for faculty to enhance collaboration and teaching in a global context.

Hospitality Management (HM)

Faculty members hold qualifications from international universities (listed above University of Toulouse-Mirail (France), University of Oklahoma (United States), Sunway University (Malaysia), University of Central Florida (United States)), with many having lived and worked internationally. This experience contributes valuable insights to classroom discussions, supported by an English proficiency requirement.

Events and Leisure Management (EM)

Faculty members possess international academic and professional experience (for instance, in Australia, Malaysia), attending global conferences and collaborating on international research projects. Visiting lecturers with foreign backgrounds enhance the programme's international perspective.

Foreign language contents

Business English (BE)

80% of courses are taught in English. Graduates must also demonstrate proficiency in an additional language (Russian, French, German, Chinese, Japanese, or Korean) at a B1 level of the CEFR¹², either by certification or 12 national course credits.

Travel and Tourism Management (TM), and Hospitality Management (HM)

Students of TM and HM are required to enrol in a minimum of 16 national credits - four English courses (16 national credits, or 13 % of the programme workload). English language competence is a core part of the curriculum, thus the students must achieve a minimum TOEIC score of 550 for graduation, supporting their readiness for international careers.

Events and Leisure Management (EM)

Students are expected to achieve a minimum score of TOEIC 500, TOEFL iBT 60, or IELTS 5.0. Textbooks are from North America, with an English-based curriculum to prepare students

¹² Common European Framework of Reference for Languages.

for an English-speaking environment. Since 2018, the graduation requirement for English proficiency has been raised to a TOEIC score of 500 for both Vietnamese and English high-quality programme versions to align with UEH's goal. In 2023, the school introduced a partial English programme. To enrol in this programme, students must have a grade 12 English score of at least 7.0 in the English section of the 2023 high school exam.

Appraisal:

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

The international composition of the student body currently falls short of the programme's goals, despite targeted measures to promote internationalisation. Since programmes, or parts of them, are taught in Vietnamese, inbound student exchange is limited. Therefore, for all study programmes the panel **recommends** developing a strategic plan to attract more foreign students. This decision should be made at the managerial level to ensure that some courses are taught in English by instructors proficient in the language.

There is some cooperation with foreign universities, but the exchange of students and teachers is asymmetric. Foreigners rarely come to Vietnam, and Vietnamese students and lecturers do not go abroad, predominantly because of financial constraints. Therefore, the panel **recommends** establishing a stipend programme to support students and lecturers in pursuing opportunities abroad.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal oriented.

The use of Vietnamese language presents a natural limitation. While UEH plans to expand the English components of its programmes, financial constraints limit its ability to engage lecturers from abroad. The panel **recommends** developing additional measures to attract foreign lecturers and allocating more resources toward these programmes.

	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*

Business English (BE)

The BE programme equips students with both advanced English language skills and specialised knowledge in areas like Marketing, Legal Environment of Business, International Business, and Human Resource Management. To further cater to students' career interests, elective courses in English for business studies, management, logistics, and tourism are

offered. In addition to hard skills, the programme emphasises transferable skills such as problem-solving, critical thinking, and project management.

Travel and Tourism Management (TM)

Tourism and travel are inherently multidisciplinary fields. The TM programme includes courses on global tourism destinations, culture, heritage, philosophy, psychology, economics, law, and management. This diverse knowledge base helps students communicate with professionals across fields and handle complex issues. Leadership skills are also developed through courses like Management Science and Entrepreneurship. Interactive activities, including discussions, presentations, and debates.

Hospitality Management (HM)

Hotel Management is a multidisciplinary field, requiring knowledge in guest services, culture, gastronomy, hygiene, economics, and law. The curriculum includes diverse courses such as Managing Accommodation Services, Event Management, Relationship Management in Hospitality, and Hospitality Investment Analysis. This broad foundation aids students in understanding various perspectives and working effectively with different professionals.

Events and Leisure Management (EM)

The curriculum equips students with multidisciplinary skills like problem-solving, communication, teamwork, leadership, and foreign language proficiency, integrating these through debates, presentations, workshops, and seminars. Key skills are developed through group projects, where students analyse issues and propose solutions, enhancing communication, critical thinking, and strategic planning. Soft skills courses are mandatory, with many conducted in English to boost language proficiency. Extra-curricular activities, corporate negotiations, and conferences allow students to engage with industry professionals, enhancing practical business etiquette, research skills, and presentation abilities. Programme outcomes emphasise leadership and lifelong learning.

Appraisal:

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

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. However, for **Travel and Tourism Management, Hospitality Management, Events and Leisure Management** the panel recommends accreditation under the fulfilment on the following **condition**:

- a) The HEI introduces more practical exercises, workshops, and communication/public-speaking skills through cross-cultural communication courses or new speaking techniques to enhance transferable skills for these programmes.
- b) The HEI integrates cross-cultural communication courses into these three management programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			BE	TM, HM, EM	

3.6 Skills for employment / Employability *

English language (BE)

The BE programme stands out from other English language studies by integrating practical skills to enhance employability in both local and international companies, reflecting the value of their skills in the job market. Feedback from internships and enterprise partnerships confirms that BE students are well-regarded for their strong English proficiency and professional work style, making them highly employable across multiple sectors. Unlike typical English language studies, the BE programme focuses on practical skills to enhance employability. Unlike typical English language studies, the BE programme focuses on practical skills to enhance employability. Alumni occupy a variety of roles in both local and international enterprises.

Travel and Tourism Management (TM)

The MOET mandates curriculum development based on labour market feedback. Internship requirements include reporting on practical problem-solving applications, and workshops are offered to enhance job application skills. TM graduates are highly regarded by employers for competencies such as English, teamwork, communication, critical thinking, and time management.

Hospitality Management (HM)

Employability is a key focus, with regular curriculum updates based on feedback from alumni and hotel industry professionals. HM students participate in workshops, competitions, and internships from their first year to orient them towards career goals. Employers highly value HM graduates for their English skills, time management, critical thinking, and data analysis capabilities.

Events and Leisure Management (EM)

The programme is designed to boost graduates' employability by developing essential skills, helping them stand out in the job market. Many alumni secure key positions in both private and state-owned organisations, with some starting their own businesses or pursuing further studies. The curriculum covers management and business fundamentals alongside practical workshops that build project management, problem-solving, and career readiness skills. Students gain hands-on experience through internships in their final year, where they submit reports demonstrating real-world application of theories. Business visits, career talks, and workshops on job applications enhance students' professional skills, while regular surveys with companies and alumni ensure alignment with market demands.

Appraisal:

The programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

		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*

The SFL with its Business English study programme has 30 full-time lecturers, 20 visiting lecturers, and one administrative staff member. With a lecturer-student ratio of 1:13, SFL meets the national standard, which limits one lecturer to a maximum of 25 students.

Table 4.1 A. Structure and quantity of SFL faculty: curricular requirements

Structure of school	Bachelor	Master	Doctorate	A/Professor	Total
Full-time lectures					
From SFL		21	7	1	29
Visiting lecturers					
From other schools in UEH			1		1
Outside UEH		18	2		20
Administrative Staff		1			1

The SoT with its TM, HM and EM study programmes has a team of 31 full-time and 20 part-time lecturers delivering the programme. Many courses (e.g., philosophy, economics, English, and law) are taught by the teaching staff from other schools. Teaching SoT members with Doctoral degrees are 10 out of 51 lecturers (or 20%), and the rest are actively pursuing PhDs, reflecting a strong commitment to professional growth. Faculty composition is designed to meet programme needs, with CVs showcasing academic and practical expertise. Many instructors have substantial teaching experience, and courses in philosophy, economics, English, and law are taught by faculty from other schools.

Table 4.1 B. Structure and quantity of SoT faculty: curricular requirements

Structure of school	Bachelor	Master	Doctorate	A/Professor	Total
Full-time lecturers:		11	3	0	29
• From <u>SoT</u>		11	3	0	14
• From other Schools in UEH		6	9	0	15
Part-time lecturers		1	2	0	3
Administrative staff		1			1

To manage workloads, SFL regularly updates staffing needs and recruits annually to fill vacancies. Among the faculty members, 17 out of 62 hold doctoral degrees (or 27,4%), including one Associate Professor. UEH sets clear standards for lecturers, requiring 270 teaching hours, 586 administrative hours, and contributions to scientific research and community service per academic year.

Academic qualification of faculty *

SFI with Business English language (BE)

SFL faculty members have graduated from prestigious universities in Vietnam, the US, UK, Australia, and New Zealand, meeting UEH's criteria and curriculum goals. UEH offers three academic positions: Senior Lecturer, Principal Lecturer, and Lecturer. The human resource system tracks qualifications and professional development, with lecturers required to earn a PhD within five years if they hold only a Master's degree. SFL staff must meet English proficiency levels (B2 for academic staff, C2 for lecturers).

UEH supports staff development through higher study opportunities, academic events, and regular performance assessments. Annual evaluations determine salary and merit awards, with outstanding research recognised through awards and grants. In 2022, SFL achieved 41 international publications, up from 27 in 2021.

Table 4.2 The number of publications and projects at SFL

Academic Year	Type of Publications			Projects		
	National	International (conferences & journals)	Total	University-level	National & ministerial-levels	Total
2020	38	8	46	N/A	N/A	N/A
2021	36	27	63	2	1	3
2022	16	41	57	1	0	1
2023	6	32	38	5	3	8

SoT with TM, HM, EM

UEH has a rigorous recruitment process, standardised from 2016 to 2022, requiring SoT lecturers to hold or pursue a Ph.D. A human resource system monitors faculty qualifications, expecting those with Master's degrees to earn Ph.D.s within five years. UEH's job placement project, approved by the UEH Council in 2017, defines competencies for roles such as Senior Lecturer and Principal Lecturer.

SoT has 14 full-time lecturers, with three holding Ph.D.s and 11 holding Master's degrees, many of whom are working towards Ph.D.s. Faculty members meet criteria in research, corporate experience, and teaching skills, with many bringing consulting experience to enrich learning. High student ratings (averaging 6/7) from 2020 to 2022 highlight the faculty's effectiveness.

Pedagogical / didactical qualification of faculty*

SFL faculty members meet UEH's standards, with positions ranging from Senior Lecturer to Teaching Assistant. Requirements include ten years of experience, pedagogical certificates, and B2-C2 English proficiency. UEH supports continuous improvement through regular training and workshops, with awards for top-performing lecturers. SFL hosts international conferences to enhance teaching methods.

SoT lecturers are required to have at least ten years of experience, with 630 faculty members currently meeting these criteria. The recruitment and training process includes a one-year probationary period and evaluations by a professional board. UEH ensures that the pedagogical qualifications of its teaching staff meet government standards, with roles such as Senior Lecturer, Principal Lecturer, Lecturer, and Teaching Assistant. At SoT, 36% of lecturers have over a decade of experience, and all have nationally certified teaching qualifications. SoT faculty use diverse teaching methods, including LMS and online tools like Moodle, especially since 2020 for online and hybrid learning. Ongoing workshops at UEH improve teaching methods, including blended learning and case-led learning. SoT also provides a teaching guide to support faculty in their instructional approach.

Practical business experience of faculty

SFL helps students understand the real-world applications of linguistic skills, supported by SFL's Youth Union talk shows due to its industry experience.

SoT prioritises hiring lecturers with extensive business experience, including backgrounds in local and multinational corporations, government, NGOs, and personal ventures in marketing, consulting, travel, hospitality, and F&B. Many faculty members serve on business management boards or as advisors, bringing practical industry knowledge to students. Beyond lectures, SoT hosts talk shows, seminars, and workshops with industry experts to provide real-world insights. Event details are regularly shared on SoT's fan page and Youth Union page, reflecting SoT's commitment to practical, business-focused education.

Internal cooperation*

The Board of SFL holds monthly meetings to address issues and plan activities, while biannual school meetings allow board, academic, and administrative staff to discuss improvements to the Business English programme. These meetings ensure staff are engaged and aware of their roles in programme enhancement. At the HEI level, UEH hosts annual gatherings, including events like Vietnamese Teachers' Day, Lunar New Year, and the academic year opening, fostering connections and support among staff.

SoT promotes a collaborative culture between lecturers and students, supporting excellence through joint research, teaching workshops, and shared experiences. Lecturers hold monthly and quarterly meetings to discuss teaching techniques, research, and curriculum updates, with student feedback integrated to enhance teaching quality. Weekly discussions on Zalo allow lecturers to address programme and subject issues effectively. Faculty also form research groups, develop course materials, and create exam question banks, working closely under the Dean and Programme Director's guidance. This collaborative approach strengthens SoT's academic community and contributes to its success.

Student support by the faculty*

Student support at SFL is provided by lecturers, academic advisors, and an administrative staff member to help students succeed. Students can consult academic and administrative staff on

weekdays. The Department of Student Affairs assigns an academic advisor to each class, holding two sessions per semester for academic, research, and career guidance. Advisors are available via email, Zalo, or phone, while additional support is accessible through the school's office, email, and SFL's Facebook page, ensuring students can easily connect with support services at any time.

The SoT provides a comprehensive support system for students, enhancing academic success and well-being. The programme director is available for inquiries, and students have access to course information, advisors, and consultants for guidance on career planning. Each class has a dedicated academic advisor for all semesters, ensuring consistent support of individual progress. Lecturers assist students by acting as advisors, guiding clubs, judging competitions, and supporting research. Students can reach lecturers via direct contact, phone, or email, ensuring 24/7 accessibility. Student services from the Division of Student Affairs, library, and SoT are well-regarded. SoT hosts student clubs: TRAVEL GROUP and SoT's Youth Union, which organise events with industry leaders, fostering a dynamic learning environment and networking with alumni for career opportunities.

Appraisal:

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

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. BE programme with its practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. The faculty members of the other three TM, HM, EM programmes have above-average business experience and use them in their teaching activities.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		

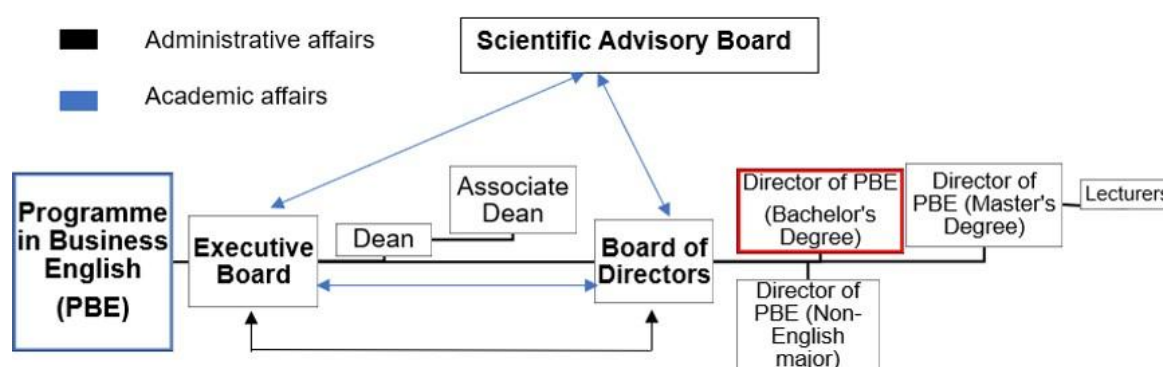
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.4	Practical business experience of faculty		TM, HM, EM	BE		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					n.r.

4.2 Programme management

Programme Director*

The programme director (in Figure 4.2) is responsible for maintaining academic quality, managing curriculum changes, conducting reviews, organising professional activities, and fostering professional growth. The director leads the programme's systematic development, engaging all relevant sub-groups in the process. The SFL Board of Directors plays a key role in the Business English Programme, adhering to UEH's 2020 regulation for programme directors, which requires a PhD and five years of relevant experience.

Figure 4.2 The structure of the BE programme



The SoT Dean also serves as the Programme Director, combining two essential leadership roles to advance the programme inclusively and comprehensively. As per regulation 912/QYĐ - ĐHKT – ĐBCLPTCT, Programme Directors must hold a PhD in a relevant field, with at least five years of teaching experience. Key duties include curriculum evaluation, programme development, and ensuring alignment with national and international standards.

In addition to overseeing the programme, the Director reports to UEH leadership and fosters connections with academic and professional organisations, social entities, and international partners, enhancing programme quality. The SoT Scientific Council, composed of experts in Tourism Management and Hospitality, collaborates with the Director to ensure academic excellence and relevance.

Process organisation and administrative support for students and faculty

SFL and UEH provide support through a dedicated team for training, research, teaching, and community service. SFL's full-time administrative staff manage academic operations, research

events, student services, and partnership agreements, offering essential resources like schedules, unit guides, and textbooks. They also advise students on enrolment, timetables, and exams, and provide ongoing online support as needed. UEH regularly trains staff to enhance service quality, and annual surveys allow lecturers and students to give feedback on support services. During the COVID-19, UEH and SFL expanded online services for enrolment, scheduling, e-learning, and career support to ensure assistance for students and faculty.

SoT has guidelines and procedures for faculty and student services,. The SoT coordinator manages operations, schedules, and communication for students and staff, centralised via email and hotline. Key updates, resources, and schedules are available on the university website and support portal. At UEH, structured support departments enhance academic and operational efficiency:

- Department of Student Affairs (DSA): integrates customer service principles to provide student support.
- Department of Scheduling & Testing: in schedules, facilities, and test administration.
- Department of Research Administration & International Relations: promotes faculty research and international collaboration.
- Department of Information Technology: manages IT infrastructure, supporting research, teaching, and online services.

Students may also provide feedback to the DSA or meet with SoT leaders. Annual evaluations of support services influence staff income, motivating excellence in service.

Appraisal:

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

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

SFL signed Memorandum of Understanding (MoUs) with Humber College (Canada, 2019), Sunway University (Malaysia, 2023), Bangor University (UK, 2023), STID Al-Hadid University (Malaysia, 2022), and National University Philippines (Philippines, 2022). These partnerships include support programmes for 3rd and 4th-year students, awards and scholarships for top performers, keynote speakers at conferences, and sponsorships for academic clubs. SFL co-

hosted the 1st International Virtual Conference of Language Education (2021) and the 2nd ICALLE (2022), with plans to host the VietTESOL International Conference in 2024 with the VietTESOL Association. SoT offers unique international opportunities through partnerships like Stenden University (Netherlands) and Jean Moulin University Lyon 3 (France), enabling students to study abroad at reduced costs via programmes such as 2+2 exchanges. Plans with Lyon 3 include a joint Bachelor's in Business and Administration, providing French instruction at UEH. Regular international seminars and workshops enrich student experiences, such as a sustainable tourism workshop with Western Washington University and a seminar on EU-Vietnam trade challenges with the Mayor of Emmen and NHL Stenden University. These initiatives showcase UEH's commitment to global engagement and practical learning for students.

Cooperation with business enterprises and other organisations

The SFL has established partnerships with several enterprises to mentor Business English students as part of the Enterprise Semester. These partners provide on-the-job training, assign tasks, and evaluate students' performance, knowledge, and skills based on internal criteria. Additionally, they offer internship scholarships to outstanding students.

The SoT collaborates with tourism executives and entrepreneurs who act as advisors, sharing industry insights and co-teaching courses in the TMP. This partnership fosters strong academia-industry connections, enhancing student employability through internships, mentorship, and skill-building workshops. SoT has partnerships with over 100 organisations for industrial visits, internships, and employment opportunities. Additionally, SoT's alumni form a supportive network, actively participating in social and educational events organised by SoT.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme 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. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The MoUs forming the basis of the cooperation are documented. The cooperation (both national and international one is in place) is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

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

4.4 Facilities and equipment

Quantity, quality, media and IT equipment of teaching and group rooms*

Since 2015 UEH has been focusing on developing of the short-term, medium-term, and long-term infrastructure's development strategies "Master plan for UEH facilities up to 2020"; "UEH Development strategy from 2015 to 2020, with a vision to 2025", and the latest "UEH Development strategy for the period of 2020 – 2025, with a vision to 2030". In the context of these strategies, physical infrastructure is one of the most specifically planned foundations with clear and focused activities to meet the criteria and standards of the land area entirely, area for study, cultural and sports activities, dormitory, and library.

UEH ensures three factors of the planning and development of facilities which include: (1) construction planning; (2) function, functional area standards; and (3) the correlation between architectural space and modern teaching equipment.

UEH campuses are equipped with modern and professional teaching and learning equipment. In detail, all classrooms and working rooms have projectors, air conditioners, and smart podiums; innovative control equipment for building management (smart magnetic lock); replace working equipment in all schools' offices (e.g. All-in-one computers, internet and Wi-Fi systems, air conditioners, working furniture).

A new complex at Campus 232/6 - Vo Thi Sau was renovated, consisting of the 3-star UEH Boutique Hotel, Institute of Innovation, and Smart City and Management Institute. The dormitory at 135 Tran Hung Dao and at 43-45 Nguyen Chi Thanh was renovated with a modern and high-class standards and full facilities: student reception room, canteen, laundry room, and multi-purpose medical room, ATM booth, and exercise room. There are also elevators, fire protection systems, an automatic fire alarm and exit system, and a bright basement for parking. The Office of UEH Campus in Vinh Long was completed and used with a spacious and attractive appearance and multi-functions. The online meeting room was completed; the working rooms and classrooms were repaired and upgraded.

The conference halls have a capacity of 166 to 922 seats at Campus A and B. The Smart Light Hall at Campus B is especially suitable for organising modern and luxurious events on an international level. Formal and professional meeting rooms, conference rooms have capacities from 16 to 166 seats.

The utility services such as: sound system, projector, air conditioner, LED screen, TV, teaching and working facility systems, security surveillance cameras, elevators. UEH internet network system is operated by a server system, transmission line system, and Wi-Fi system with 481 hotspots across ten campuses. UEH aims to develop a centralised study, research space, limiting the separation of campuses, teaching, learning, research, and working spaces (See: Table 4.4.1) with a functional space (Table 4.4.2)

Table 4.4.1 Facilities of the campus in UEH

Location	Campus	Area (m ²)
Campus A, the Headquarter – Dist.1	A	4,287.4
Campus B, the complex of teaching and learning activities – Dist.10	B	5,441.9
Construction area	B1	22,602.7
Construction area	B2	10,362.9
Campus D, International School of Business – Dist.1	D	800.5
Campus E – Dist.1	E	485.7
Campus H – VNP and VUW Programme & EEPSEA	H	520.3
Dormitory Tran Hung Dao – Dist.1	KTX	661.7
Dormitory Nguyen Chi Thanh – Dist. 5	KTX	881.8
Campus Vo Thi Sau, UEH Boutique Hotel, UEH Institute of Innovation, UEH Institute of Smart City and Management – Dist. 3	V	1,749.9
Campus Duong Dinh Hoi, Centre for Physical Training – Dist. 8	TDTT	11,773.2
Campus N – the new complex of teaching and learning activities – Dist. Binh Chanh	N	111,340.0
Campus Vinh Long, Province Vinh Long, Mekong Delta	PHVL	29,454.2

Table 4.4.2 Functional space, UEH

Dormitory Tran Hung Dao – Dist.1	KTX	661.7	Functional space	Rooms, Total capacity
Dormitory Nguyen Chi Thanh – Dist. 5	KTX	881.8	Working room	251 rooms
Campus Vo Thi Sau, UEH Boutique Hotel, UEH Institute of Innovation, UEH Institute of Smart City and Management – Dist. 3	V	1,749.9	Classroom	193 rooms, 18,234 seats
Campus Duong Dinh Hoi, Centre for Physical Training – Dist. 8	TDTT	11,773.2	Halls, meeting rooms	27 rooms, 2,020 seats
Campus N – the new complex of teaching and learning activities – Dist. Binh Chanh	N	111,340.0	Language, computer room	23 rooms, 1,023 seats
Campus Vinh Long, Province Vinh Long, Mekong Delta	PHVL	29,454.2	Library	17 rooms, 1,701 seats
			Tran Hung Dao Dormitory	90 rooms, 765 vacancies

The total number of rooms and total capacity in UEH (including all campuses) - in Table 4.4.2.

Campus Nguyen Van Linh (to the South of HCMC): a total area of 11.34 hectares has been completed, and the central working building and modern classrooms are in use. UEH is still investing in constructing a dormitory, multi-purpose gymnasium, football field, and new classrooms. Campus 279 Nguyen Tri Phuong has a new modern, multi-functional 15-storey building, providing offices for faculties and lecturers with modern classrooms, online meeting rooms, library, and conference halls. It was rebuilt on half of the total area of 0.54 hectares located in the centre of District 10. The old offices and classrooms were renovated in 2021.

Access to literature*

UEH has the library and learning materials center with number of seats at 1,701, number of computers used for searching of 38 and the area of 3,424 m².

The opening hours of the library are:

- Campus B's library from 8am to 6pm every day (except weekends)
- South City Campus's library from 8am to 4pm every day, because the South City Campus is currently used for teaching activities during office hours.

During the semester exam period, these libraries are open on Saturday and Sunday. The library connects the database with more than 90 publishers of prestigious American and European universities such as Cambridge University, Harvard University, Oxford University, etc. Students can register for self-study rooms, look up documents online on the website and receive enthusiastic support from library staff.

UEH library also has abundant resources such as textbooks, monographs, references, study materials, research topics, journals, including Vietnamese and English for students' learning and researching as follows:

- E-library (including databases from sources: self-construction, paid, open source, shared electronic TV project): 183
- Open-source databases: 181 and the Data sets for research: 02
- Printed materials: 65,907 documents (including books, textbooks, dissertations, dissertations, scientific research topics, journals and other documents)
- Endogenous documents: 17,308 documents including international publications, dissertations, scientific research topics, conference documents and articles in UEH's
- JABES (Journal of Asian Business and Economic Studies)
- Number of books and electronic textbooks: 306,471
- Number of electronic journals: 132,774
- Number of books, magazines, e-books, databases in libraries: 483,698.

There are about 1,900 and 650 respondents satisfied and very satisfied with documents provided by the library accounting for a total rate of 73% of the total survey respondents.

Appraisal:

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

Services for adequate support of the participants are documented. The requirements for students' work-station at home are listed (e.g. technical IT-equipment).

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

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

4.4 Additional services

Career counselling and placement service

Career counselling and placement services are provided by the Department of Student Affairs (DSA). SFL arranged 17 field trips for 472 students, from 2018 to 2023, and introduced internships through 623 programmes for 565 students, and organised seven career days with over 40 companies each. Additionally, 275 placement programmes supported students and graduates individually. Students can access job listings via <https://vieclam.ueh.edu.vn> or find opportunities through academic competitions like the annual UEH_SFL Debate and Translation & Interpretation Competition. The DSA offers extensive career counselling and placement services, including field trips, internships, and career day events to support employability. Between 2016 and 2021, DSA arranged 73 field trips for 3,567 students, 753 internship introduction sessions for 676 students, and organised five career days with 45 firms participating each.

Students receive recruitment updates via the DSA website, phone, and email, and the department regularly organises workshops on job skills, such as resume writing and interview techniques. Professors with industry ties also connect students to companies, and job listings are available on <https://vieclam.ueh.edu.vn>.

Alumni Activities

UEH Alumni supports connections among graduates, promoting networking and career development while aiding UEH's growth. Key alumni initiatives include:

- **UEH Mentoring Club:** Established in 2016 with 284 mentors and 1,519 mentees, offering training, company visits, and awarding 90 scholarships.
- **UEH Golf Club:** Formed in 2017, facilitating 69 students' training in Europe and supporting students during COVID-19.
- **Enterprise Partnerships:** Alumni aid in coordinating industry mentorship for full-time students.

SoT maintains strong alumni ties through website updates, fan pages, and social networks. Annual alumni events offer opportunities for networking, internships, scholarships, and feedback on programmes.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. An active alumni network has been established, with ongoing communication maintained through newsletters, face-to-face meetings, and other direct channels. UEH also collaborates closely with its alumni association, building a robust network with a wide array of business partners.

	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		

4.5 Financing of the study programme*

Programme Financing

Each year, UEH and the schools develop financial strategies, plans, and reports to ensure smooth programme operation, and financial management is governed by Internal Expenditure Regulations, ensuring transparency and accountability. Regular audits by the Board of Education further enforce compliance with educational and regulatory standards.

SoT's operational costs are covered by UEH's financial plan, with options for bank loans and scholarships for students in financial need. Project 2,317, launched in partnership with Orient Commercial Joint Stock Bank (OCB), provides low-interest student loans. UEH and SoT develop annual financial plans and reports to ensure stable programme funding for training and research activities. UEH's financial plan and annual action plan cover the school's operating costs, and students facing financial constraints can access support through bank loans or scholarships. Project 2,317 (2018-2020) in collaboration with Orient Commercial Joint Stock Bank (OCB) offers low-interest student loans, with UEH acting as a loan guarantor based on specific criteria, including a minimum GPA and family consent. UEH offers two types of scholarships:

- to encourage Study for high-performing students and new students with high entrance scores;
- to support Study for students in financial need who meet academic standards.

Each scholarship can cover either 100% or 50% of tuition fees for a semester. Additional external scholarships are awarded via competitions (for example: with FTMS Global (VN) and ACCENTURE, with scholarships valued at 1.65 billion VND and 0.254 billion VND, respectively). Financial operations adhere to strict standards of transparency and compliance. Annual audits by the Board of Education ensure adherence to educational and regulatory standards. The programmes' operating costs are covered through UEH's financial and annual action plans.

For students in financial need, UEH EM programme offered support via project with OCB), to help students pay tuition fees when they cannot afford them (during 2018-2020 years). Scholarships are also provided, including merit-based awards for high-achieving students and need-based awards for those facing economic hardship. Scholarships may cover up to 100% or 50% of a semester's tuition fee, with additional scholarships funded by external organisations through competitions.

Appraisal:

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

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

5. Quality assurance and documentation

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

The quality assurance concept applied at UEH follows the PDCA (Plan-Do-Check-Act) cycle, a four-step model aimed at implementing continuous improvement. This approach is applied to processes that seek to improve continuously, with planning, standardization, documentation, and accurate measurements being essential practices. Internal quality assurance at UEH is regulated by Decision No. 1494/2021 on quality assurance activities.

In line with this decision, UEH has established a Quality Assurance Council, a Department of Quality Assurance – Curriculum Development, and a Quality Assurance Team within each School and Institute. The university's quality assurance process and policies are publicly available. UEH implements various measures to systematically monitor and improve the quality of its programmes in terms of content, processes, and outcomes. All survey data is stored by the Department of Quality Assurance – Curriculum Development for five years, and all reports are retained for two quality accreditation cycles. Recently, UEH adjusted the structure of its Quality Assurance system in line with its model as a multi-disciplinary university.

The **BE** programme, related to SFL, and the survey of its programme results are shared with the Dean and lecturers to support continuous improvement in both the curriculum and teaching practices. **TM**, **HM**, **EM** study programmes with their contents and processes of the listed programmes are related to the SoT.

Business English (BE)

At the end of each academic year, students are required to evaluate the effectiveness of their academic advisors based on the following criteria:

- Regular Class Meetings at the beginning and end of each semester.
- Public Assessments of Training Points providing transparent assessments of students' training points.
- Support in Various Student Issues assisting the Department of Student Affairs (DSA) with a range of student matters. It includes academic progress, examinations, record retention, health concerns, involvement in Student Union activities, participation in student clubs, engagement in scientific research, study planning, and liaising with functional departments.

Travel and Tourism Management (TM)

Evaluation Process with student feedback is systematically collected for each course at the end of each semester. Continuous Improvement Meetings discuss and update the programme, integrating feedback received. Alumni Engagement programme benefits from an alumni network, regularly connecting with graduates through newsletters and face-to-face meetings.

Public Documentation with the roles and responsibilities of each quality assurance component.

Hospitality Management (HM)

This programme leverages strong connections with an alumni network and a wide array of business contacts to gather insights for continuous improvement.

Quality Assurance Reporting for the HM programme provides comprehensive reporting, including: Course Quality Surveys, Service Quality Reports, Alumni Employment Surveys, Programme Review Reports, Student Workload Surveys, Annual Performance Reports for

SoT, Annual Action Plans and Targets, Graduation Statistics Reports, Alumni Network and Enterprise Relationships.

Events and Leisure Management (EM)

Similar to other programmes, EM collects student feedback for all courses at the end of each semester, managed by the Department of Quality Assurance and Curriculum Development (QACD). Regular measures for programme evaluation include:

- Student Evaluation of Courses: QACD conducts evaluations for all courses annually.
- Programme Feedback Meetings: The SoT holds meetings to review feedback and make updates to the programme as needed.

Additionally, the programme receives regular feedback and input from enterprises and alumni.

Instruments of quality assurance

Instruments of Quality Assurance are demonstrated in the Table 5.2 with the types of survey that take place for programmes.

Table 5.2 Quality instruments, type of survey, and objects

Quality instruments	Frequency/ Type of survey	Survey objects	Quantity
Course quality survey (since 2020) by QACD	Semester Summative online survey	Bachelor students (98% replied) Master student (25% replied)	# 100-120 thousand online questionnaires per semester
Student workload survey (since 2023) by QACD	Semester Online survey	Bachelor students (98% replied) Master student (25% replied)	# 100-120 thousand online questionnaires per semester
Service quality by QACD	Yearly Online survey	Bachelor students, master students and staff	5.000-10.000 replied
Employment of within one-year graduates by QACD	Each cohort (twice a year) Online & telephone surveys	Bachelor student (20-30% replied)	4.000-5.000 graduates a year
Employer survey by QACD	5-year term - Interviews and online survey	Employers that recruit UEH graduates	200-300 respondents
Employer survey by Schools (informal)	One-to-two-year term Interviews and online survey	Employers, to understand employers' recruitment norms, to adjust programme learning outcomes	20-50 respondents per school
Alumni survey by Schools (informal)	One-to-two-year term/ Interviews and online survey	Alumni, to understand employers' recruitment norms, labour market situation, to adjust programme learning outcomes	20-50 respondents per school

Evaluation by students

Business English (BE)

At the end of each semester, students in the BE programme complete two types of surveys:

- assessment of the effectiveness of lecturers' teaching and
- self-evaluation of their participation in academic activities.

The survey results are shared with the Dean and lecturers, informing improvements in both curriculum and teaching practices. Each academic year, students also evaluate their academic advisors on:

- Regular Class Meetings at the start and end of each semester.
- Public Assessment of Training for transparency.
- Comprehensive Student Support: Advisors assist students with academic, health, and extra-curricular issues, including participation in Student Union activities, scientific research, and liaison with university departments as needed.

These results are reviewed annually by QACD, which provides significant feedback highlights to UEH leadership and staff. Feedback on lecturers' preparedness, engagement, and rapport is valued as a basis for continuous enhancement of teaching practices and programme quality.

Travel and Tourism Management (TM)

UEH views student feedback as essential for programme enhancement. The TM programme conducts online surveys, developed by the QACD and the Department of IT, at the end of each course and after test scores are released. Students evaluate course content, teaching quality, support, testing quality, and their academic performance. These results are compiled by department and lecturer, forming a basis for adjustments.

QACD also conducts an annual review, presenting key highlights at the year-end meeting. SoT regards student feedback on lecturers' performance as crucial for continuous improvement, encouraging evaluations on teaching preparedness, engagement, and respect, which guide enhancements in teaching practices for the following semesters.

Hospitality Management (HM)

The HM programme also relies on student feedback as a critical resource for improvement. Using an online system, students complete end-of-course evaluations covering programme structure, teaching quality, support services, and academic performance. Results are compiled by department and lecturer and provided to relevant faculty for improvements.

Events and Leisure Management (EM)

In the EM programme, student feedback is essential for refining curriculum content and pedagogic methods. By the end of each semester students complete surveys managed by QACD to evaluate course content, lecturer approach, and their own academic performance. Survey results are summarised into reports, indicators, and scales, which are distributed to lecturers and SoT leaders for targeted adjustments.

Events and Leisure Management (EM)

In the first semester of 2022, SoT's average score was 6.22, with a top lecturer score of 6.43, underscoring strong student satisfaction. The QACD presents these findings in an annual review to the UEH leadership and the broader faculty. SoT prioritises student feedback on teaching effectiveness, with evaluations focusing on preparedness, engagement, and respect.

This structured feedback enables lecturers to make informed adjustments, supporting SoT's commitment to improving the overall quality of education.

Faculty Evaluation

Across all study programmes there are:

- **Structured Feedback Collection:** Student feedback is gathered each semester to assess course content, teaching quality, and academic support, facilitated by the QACD department. Results are shared with lecturers, department heads, and school leaders to guide improvements for the next cohort.
- **Faculty Self-Evaluation and Performance Review:** Each programme involves lecturers in self-evaluation, followed by formal school-level reviews at semester's end. Criteria include teaching effectiveness, advising, research, and administrative roles, supported by UEH's online evaluation systems.
- **Public and Transparent Standards:** UEH ensures all programmes adhere to public, measurable assessment standards. Survey results are stored electronically and available for review. Top-performing faculty are recognised annually with honours from UEH and awards from the Ministry of Education and Training (MOET).
- **Annual Programme Review and Continuous Improvement:** Programmes hold year-end reviews with faculty to discuss and evaluate curriculum effectiveness, incorporating feedback from students and external stakeholders for ongoing improvement.
- **Support from Functional Departments:** Faculty assess the quality of functional department support, which helps ensure optimal teaching, research, and engagement conditions. Regular departmental and school-wide meetings allow faculty to suggest course adjustments. Additionally, UEH's annual assessment, led by the president, includes individual self-evaluations and culminates in a university board review. High-scoring individuals receive public recognition and awards from MOET.

The president of UEH establishes evaluation criteria for all working units and staff, with an annual assessment process beginning with individual self-evaluations, progressing through the management unit, and concluding with the university board's review.

Lecturer assessments cover individual and unit performance. Evaluation results are publicly shared, with the top-scoring individuals receiving honours from UEH and awards from MOET.

External evaluation by alumni, employers and third parties

Business English (BE)

The SFL values input from alumni, employers, and other stakeholders, using periodic surveys with alumni and employers to refine the curriculum and better prepare graduates for the job market. Survey results are carefully analysed and shared with faculty members to guide curriculum development and quality improvements. Some organisations that offer internships or Enterprise Semesters also review the programme for continued relevance.

Travel and Tourism Management; Hospitality Management (HM); Events and Leisure Management (EM)

Previously informal, stakeholder feedback has recently been prioritised at UEH, with surveys now regularly sent to alumni and businesses, especially during student internships. The SoT also gathers feedback through meetings, seminars, and discussions, often with Q&A sections

to facilitate open dialogue. This input is shared with SoT leaders, lecturers, and students, fostering collaborative improvements in the curriculum and teaching methods.

Programme documentation

Programme description*

Business English (BE)

The BE programme documentation provides comprehensive details of the curriculum, including:

- Study Programme with its Outlines courses, credits, instructors' qualifications, learning outcomes, career opportunities, and a diagram showing course interrelations. Courses are organised by stages (general education, major, minor), with total credits displayed for the overall programme length. Documentation, accessible online and in print at SFL, includes specific instructor information and a clear summary of career paths post-graduation.
- Detailed Syllabi where each syllabus covers course content, learning outcomes, teaching methods, exam structures, grading, and study hours. The documents, also available in English for international stakeholders, are public on UEH's website.

Travel and Tourism Management (TM)

The TMP documentation includes curriculum, content, and exam schemes, made available to students through:

- Recruitment: Potential students receive brief curriculum outlines at advisory meetings and online.
- Enrolment: Detailed curriculum information is provided at orientation through handbooks and presentations, available thereafter through learning advisors, the SoT office, and UEH's website.
- Access to Lecturer Information: Students can find lecturer details, including CVs, on the UEH website.

Hospitality Management (HM)

The curriculum and exam schemes are documented and shared with students at several stages:

- Recruitment: Brief curriculum outlines are available online and during advisory meetings for prospective students.
- Enrolment: Enrolled students receive comprehensive details at orientation via handbooks and Q&A sessions. The full curriculum is accessible through advisors, the SoT office, and UEH's website.
- Lecturer Information: Programme details, including lecturer CVs, are also provided online.

Events and Leisure Management (EM)

Information is widely shared on UEH's website, brochures, and admission consultation platforms. An enhanced English version of programme records will soon be available. The curriculum undergoes a full review every 4- 5 year, with a biennial review of individual courses for quality improvement

Information on activities during the academic year

Each programme at UEH ensures that students are kept fully informed of various academic and extra-curricular activities throughout the year. Communication channels include emails, posters, banners, websites, social media platforms (such as Facebook), the Youth Union's fan

page, academic clubs, and the portals of the DSA and the Department of Marketing and Communication (DMC). Key activities include:

- Academic and Professional Events such as seminars, conferences, internships, corporate semesters, academic competitions, and career fairs.
- Extra-curricular and Cultural Activities such as volunteering, environmental initiatives (e.g., green summer campaigns), and celebration events.

The DMC manages and regularly updates communications across these channels. Monthly newsletters and updates on the UEH website provide information on current and upcoming events. UEH also complies with MOET regulations by publishing annual reports to ensure transparency and accountability.

Business English (BE)

Students are informed of activities through various channels, including emails, social media, all updates are also communicated to administrative staff, the Board of the SFL, and UEH's executive board to ensure thorough dissemination.

Travel and Tourism Management (TM)

TM students receive information on activities through a comprehensive online system and social media, including specific programme pages on Facebook. Following the year's end, activity summaries are compiled into newsletters and documents for promotional and recruitment purposes. At the close of each year, SoT prepares an explanation report for UEH to evaluate progress against set objectives, in alignment with MOET's reporting requirements.

Hospitality Management (HM):

Regular announcements, including course-related information and extra-curricular updates, are reiterated by academic advisors during scheduled meetings (twice per semester) to ensure thorough communication.

Information is also accessible through UEH's website, DSA's portal, and the Tourism Faculty Association's Facebook page, though the latter is updated less frequently due to limited staffing.

Events and Leisure Management (EM)

Completed activities are compiled into newsletters and promotional materials to enhance programme visibility.

Appraisal:

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

Evaluation by the students is carried out. At the same time, although students evaluate modules at the end of their programmes, there is no defined process about what happens with the results, and how these results are communicated. The panel suggests revisiting the PDCA (Plan, Do, Check, Act) cycle to ensure it is applied effectively. Thus, the panel **recommends** introducing an evaluation system that is clear, rigorous and sets up clear consequences based

on the evaluations. This approach would enhance accountability and ensure that feedback directly informs improvements in programme quality. Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. There is a regular feedback opportunity on the curriculum by industry leaders. An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure: the outcomes are communicated and provide input for the quality development process. . In addition, the evaluation results are translated into a list of measures to be taken and published in an appropriate manner.

Within the framework of controlling the implementation, it is ensured that the measures are implemented, reviewed and evaluated with regard to quality and faithfulness to the original objective, modified and adapted if necessary as well as documented.

The study programmes' content, curriculum and examination scheme have been suitably documented and published.

Press relations and network communication are actively maintained. In its annual report the HEI presents a summary of the activities of the academic year.

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

Quality profile

HEI: UEH

Bachelors:

Business English (BE)

Travel and Tourism Management (TM)

Hospitality Management (HM)

Events and Leisure Management (EM)

		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 programmex				
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)				n.r.
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)		TM, HM, EM	BE	
3.2	Structure				

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)				X	
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
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			BE	TM, HM, EM	
3.3.4	Lecturing tutors					
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)			BE	TM, HM, EM	
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		HM, TM, EM	BE		
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)					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		

		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					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students				X	
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties		X			
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)					
5.3.2	Information on activities during the academic year		X			