

Decision of the FIBAA Accreditation and Certification Committee



4th Meeting on November 26, 2021

PROGRAMME ACCREDITATION

Project Number:	20/001
Higher Education Institution:	Ton Duc Thang University
Location:	Ho Chi Minh City, Vietnam
Study Programme:	Sociology (degree: Bachelor of Sociology)
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: November 26, 2021 until November 25, 2026

Condition (see Chapter 3.2.1):

The University

- defines and calculates the summer internship between second and third year with the given workload and corresponding credits, embedding it into the curriculum;
- lays down an internship description with content, intended learning outcomes and assessment in conjunction with the given internship regulations.

Proof of meeting this condition is to be supplied by August 25, 2022

The condition is fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on September 28, 2022.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Ton Duc Thang University
Ho Chi Minh City, Vietnam

Bachelor study programme:

Sociology

Qualification awarded on completion:

Bachelor of Sociology

General Information on the study programme

Brief description of the study programme:

The Bachelor Sociology Programme (BSP) aims to provide learners with interdisciplinary knowledge of social sciences, skills, professional ethics, the spirit of discipline, and social devotion, in order to meet the requirements of the labour market and socio-economic development. Accordingly, the BSP's graduates are expected to succeed in the following within several years after graduation:

- PO1: Graduates have a strong political ideology and desire for life-long learning to contribute to the national and regional socio-economic development.
 - PO2: Graduates have a thorough grasp of the theoretical system, sociology research methods, and have the capacity to carry out the applied sociology research.
 - PO3: Graduates apply their critical thinking, reasoning skills and creativity to analyse, evaluate social problems, and propose recommendations as well as solutions.
 - PO4: Graduates demonstrate an ability to adapt flexibly to the labour market, build social relationships, and effectively work in groups in the workplace.
 - PO5: Graduates have a high-level of professionalism and discipline, ethical and social responsibility and respect for multicultural differences.
-

Type of study programme:

Bachelor programme

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

4 years, 134 Credit Points

ECTS: 192.6

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

One at a time, about 45 students

Programme cycle starts in:

summer and winter semester

Initial start of the programme:

1997

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Sociology was made between FIBAA and Ton Duc Thang University, Vietnam on May 20th, 2020. On January 4th, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

Prof. Dr. Stefan Fröhlich

University of Erlangen-Nuernberg, Germany

Professor of International Politics

(International Politics, International Relations, Transatlantic Relations, German Foreign Policy, International Organizations, International Political Economy)

Prof. Dr. Martin Heintel

University of Vienna, Austria

(Human Geography, Spatial Research and Planning, Regional Development, Policy, Management, Planning and Consulting, Urban Research, Political Geography, Geography of Rural Areas, Regional Research (globalization, regionalization, peripheries))

Prof. Dr. Mark Lutter

University of Wuppertal, Germany

Professor of Sociology

(Economic Sociology, Analytical Sociology, Social Network Analysis, Social Capital, Social Inequality, Sociology of Diffusion, Organizational Theory, Causal Inference, Quantitative Methods, Computational Social Science)

Prof. Dr. Raija Seppälä-Esser

Hochschule Kempten, University of Applied Sciences, Germany

Professor of Tourism Management

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

Dr. Ha Nguyen Duy Mong

Vietnam National University of HCMC

Lecturer (Faculty of Education, Faculty of English Linguistics and Literature, Faculty of Vietnamese Studies)

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

(Educational Management and Leadership, Culture studies, cross-cultural communication Linguistics and Literature)

Prof. Dr. Bodo Risch

Industrie- und Handelskammer Nord

Westfalen, Muenster, Germany

Former Deputy Chief Executive Officer

(General Economic Policy, International Economic Relations, Internationalization, Strategies/ International Management)

Katja Borowski

Hochschule Bremen

Student Tourism Management (B.A.)

FIBAA project manager:

Nora Winckel

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference. The online conference took place on June 25, 27- 28. may 2021 via the video conferencing tool Zoom. At the end of the online conference, the panel gave a short feedback on its impressions to representatives of the University. The assessment report based on this was delivered to the HEI for comment, it has been taken into account in the report at hand

Summary

The Bachelor of Sociology offered by Ton Duc Thang University, Vietnam fulfils with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26th, 2021 and finishing on November 25th, 2026, under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects modular structure of the study programme (see Chapter 3.2.1)¹. They recommend the accreditation on condition of meeting the following requirements:

Condition (see Chapter 3.2.1):

The University

- defines and calculates the summer internship between second and third year with the given workload and corresponding credits, embedding it into the curriculum;
- lays down an internship description with content, intended learning outcomes and assessment in conjunction with the given internship regulations.

Proof of meeting this condition is to be supplied by August 26, 2022

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

- Logic and conceptual coherence (see Chapter 3.1.1),
- Methods and scientific practice (see Chapter 3.1.7)
- Course materials (see Chapter 3.3.2)
- Academic qualification of faculty (see Chapter 4.1.2)

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

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

- Counselling for prospective students (see Chapter 2.2),
- Access to literature (see Chapter 4.4.2),
- Alumni activities (see Chapter 4.5.2),
- Programme description (see Chapter 5.3.1)

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

¹ These aspects are asterisk criteria which means that they are essential for the study programme.

Information

Information on the Institution

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

Currently, the University has 17 faculties, 15 centers for technology applications, three institutes, 70 research groups, two scientific journals, one foundation for science and technology as well as several laboratories. The total academic staff is 1.343 with more than 200 overseas professors and lecturers. There are 22.567 undergraduate students and 1.165 graduate students pursuing their studies at the University. The partnerships with 151 academic partners from different parts of the world allow the University to exchange students, staff and training collaborations. In addition, 3.939 international students are studying and exchanging culture at TDTU. The University considers the connection with international partners through strategic cooperation as an important prerequisite for its sustainable development.

As an applied research and multidisciplinary University, TDTU has currently undertaken a variety of teaching programmes, such as social sciences and humanities, applied sciences, natural sciences, technology and engineering, languages, arts and economics - finance. The University offers various programmes at the undergraduate and postgraduate levels that include 57 undergraduate programmes in which 17 high-quality programmes are taught in English, 13 international cooperation programmes, 18 Masters programmes and 27 doctoral programmes in which 21 programmes are joint international programmes. The teaching programmes are updated and revised on a regular basis in order to meet the needs of stakeholders and social development demands. The percentage of graduates from TDTU who have gained employment within a year after graduation has increased annually up to 100% in several programmes.

TDTU was ranked 207th among TOP 500 universities in Asia by QS Asia University Rankings 2020, awarded 4 out of 5 stars by QS Stars and ranked in TOP 250 universities of sustainable development in the world by UI Green Metric. In August 2019, TDTU has been the first Vietnamese university ranked 901-1000 by the Academic Ranking of World Universities (ARWU), known as Shanghai Ranking. Moreover, the University has been ranked 101-200 in 2019 and 301-400 in 2020 THE University Impact Rankings by the Times Higher Education and the 1st in Vietnam and the 960th place in the world in University Ranking by Academic Performance (URAP) in December 2019. Furthermore, in 2018, TDTU officially became an associate member of the ASEAN University Network Quality Assurance (AUN-QA).

The Department of Sociology and the Department of Vietnamese Studies belong to the Faculty of Social Sciences and Humanities (FSSH). The FSSH has three departments in total: Sociology, Social Work and Vietnamese Studies (Tourism and Travel, Tourism and Leisure Management, Tourism and Tourism Management, Vietnamese Language, Culture and Society). From the academic year 2016-2017, the Faculty recruited international students specialising in Vietnamese Language, Culture and Society and received international students to be interns or participate in short-term courses specialised in Tourism and Tourism Management.

Further development of the programmes, statistical data and evaluation results

The Bachelor of Sociology programme (BSP) started in 1997. The average length of study is 4 years. Initially, the BSP was designed in an application-oriented manner to provide high-quality human resources for Ho Chi Minh City and the southern provinces of Vietnam. Since then, the BSP has been reviewed and adjusted in 2015, 2017 and 2019 based on suggestions from stakeholders so that the quality of students can meet the needs of the labour market and demonstrating the internationalisation of the Sociology curriculum at TDTU. Each year the course syllabuses of all modules are adjusted and updated to improve the quality of training and ensure the output standards are met.

Table 2: Data of admission, drop-out and graduation rates (Academic years 2014-2019)

Cohort	Admitted		Drop-out	Graduates
	*Act.	+Currently		
2014 - 2018	79	27	24	34
2015 - 2019	82	48	22	28
2016 – 2020	44	34	9	16
2017 - 2021	78	63	16	-
2018	128	126	2	-
2019	86	85	-	-
Grand Total	497	383	73	78

* Actual Adm = Current Adm. - Net Transfer
 + Curr. Adm: Current Student data available in TDTU

The data of Table 2 show that the number of students enrolled has slightly increased over time. However, in the first 2 academic years, the number of dropouts is quite high. One of the reasons for this situation is that students do not meet the required English language proficiency. Therefore, TDTU is the first University in Vietnam whose students have to fulfil the minimum requirement of a TOEIC score of 500 from the academic year of 2015-2016.

To increase the number of students graduating in time, a number of measures have been taken. Immediately after being admitted, students are required to take an English placement test; moreover, in the first semesters, the schedules for English classes are flexible and suitable for each student. In addition, English competence is a prerequisite for specialised courses.

Appraisal

According to the statistical data provided, there is a variety in the applications, graduate and drop-out rates in the four study programmes. In the Bachelor programme Labor Relations the application rates are steady, the drop-out rates very low. The number of graduates finishing their studies in time varies, about 50% of the graduates extend the duration of their studies for various reasons. The data on the Bachelor of Sociology programme show slightly increasing application rates, as well as decreasing drop-out rates, whereas the Bachelor of Engineer in Urban and Regional Planning programme registers a decline in application rates. The reasons for this development are evaluated thoroughly by the University and measures are taken accordingly. The drop-out rate is therefore declining, moreover, the University implemented a

structure to increase support for their students in order to increase the number of graduates finishing in time. For the Bachelor of Vietnamese Studies in Tourism and Tourism Management, the applications rate is increasing and the drop-out rate is decreasing.

All programmes have their focus on the employability of graduates, the percentage of students who have taken up employment in a relevant field within one year is between 98 and 100%. The reasons for declining application rates in all programmes seem to be the language requirements to successfully complete the study programmes. Therefore, the panel welcomes the plans and measures of TDTU to increase students' English language proficiency. The reasons for dropping out or postponing the study programmes are evaluated on a regular basis resulting in measures to counteracting the trend and support the students.

Apart from this, the panel strongly recommends a distinction of gender in the statistical data in order to evaluate differences and problems for students during their studies in more detail.

What is more, all four study programmes are reviewed and improved in regular intervals, relevant stakeholders are included into the process.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The Bachelor Sociology Programme (BSP) aims to provide learners with interdisciplinary knowledge of social sciences, skills, professional ethics, the spirit of discipline, and social devotion, in order to meet the requirements of the labour market and socio-economic development. Accordingly, the BSP's graduates are expected to succeed in the following within several years after graduation:

- PO1: Graduates have a strong political ideology and desire for life-long learning to contribute to the national and regional socio-economic development.
- PO2: Graduates have a thorough grasp of the theoretical system, sociology research methods, and have the capacity to carry out the applied sociology research.
- PO3: Graduates apply their critical thinking, reasoning skills and creativity to analyse, evaluate social problems, and propose recommendations as well as solutions.
- PO4: Graduates demonstrate an ability to adapt flexibly to the labour market, build social relationships, and effectively work in groups in the workplace.
- PO5: Graduates have a high-level of professionalism and discipline, ethical and social responsibility and respect for multicultural differences.

The educational objectives of the BSP are developed in alignment with:

- Vietnamese Qualifications Framework (SOC1.1.3) and the European Qualifications Framework (SOC1.1.4);
- TDTU's Mission: "Education, Research and Creativity for Sustainable Development of Humanity", TDTU's Vision: "For development of humanity in a world of peace and happiness" and TDTU's graduate attributes: Discipline, Politeness, Professionalism, Creativity, and Devotion (SOC1.1.5).
- Survey results of employers' and alumni's needs.

To ensure completeness and updating of the study program educational objectives in accordance with the labour market and the needs of stakeholders, the study program educational objectives are regularly reviewed, updated, and adjusted every 4 years according to the university's regulations.

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 Bachelor level. They take into account the requirements of the national qualification framework.

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

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

The international orientation of the programme is clearly shown in the following points:

- The programme is developed based on comparison with the Sociology programmes of the National University of Singapore (NUS), the Cornell University and the University of California in the USA.
- The programme provides the students with the opportunity to experience cultural diversity, teaching methods, and practice opportunities through a series of activities, namely having internships from the summer after students have finished their second year. Students are also involved in international students' exchanges and participate in collaborative research projects with international students.
- Teaching staff are both Vietnamese and foreign and the curriculum is taught in both English and Vietnamese.
- Furthermore, the TOEIC score of 500 or higher is the minimum set English language requirement for graduates; therefore, students have access to updated knowledge in English, master global language skills to use when working in an intercultural environment.
- Some lecturers of the Department of Sociology who have access to research and training programs of overseas universities have received international funding for scientific research, such as (2018-2019) from the Newton Fund, the British Academy. These lecturers have participated in many international conferences. Academic staff has carried out research projects with Temple University, USA (2014) and National Chiao Tung University, Taiwan (2019-22) and have taught in some countries around the world.
- Several exchange programs' cooperation for students and lecturers with international universities have been signed (SOC1.2.3) as follows:
+ AOU with Purdue University Northwest, US;
+ MOU with National Chao Tung University, Taiwan.
- The library of International Material Data Base standards provides sufficient relevant course textbooks and reference materials. (SOC1.2.4).
- The Faculty of Social Sciences and Humanities plans to hold an International Workshop every two years. In 2021, the seminar on Innovations in the Social Sciences & Humanities will be held in December; meanwhile, the student and lecturer exchange program will be launched under the AOU and MOU signed with Purdue University Northwest (USA) and National Chao Tung University (Taiwan).

Appraisal:

International orientation of the programme is maintained and strengthened by fully English-language education. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

		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

The Faculty of Social Sciences and Humanities has reviewed and analysed the domestic, regional and international education market; referred to the Sociology curriculum of the University of Social Sciences and Humanities – Vietnam National University Ho Chi Minh City:

Table 1.3. The benchmarking SOC program of TDTU and the USSH, Vietnam National University, Ho Chi Minh City

Similarities	TDTU's Differences
<p>- Having the longest training period of BA in sociology in the South of Vietnam (from 1997 to present)</p> <p>Training period: 4 years on average and the number of credits is in accordance with the regulations of the Ministry of Education and Training of Vietnam</p> <p>- Objectives and Expected Learning Outcomes of the curriculum</p> <p>Training program structure: General knowledge block, major's basic knowledge block, specialized knowledge block</p> <p>- A team of qualified and experienced lecturers and many lecturers are trained from abroad</p> <p>- Focusing on research of lecturers and students</p>	<p>- High internationality :</p> <p>+) Foreign lecturers</p> <p>+) Learning materials & teaching languages: bilingual</p> <p>+) Cooperate in research with international students through students' research projects</p> <p>- High applicability and practicality :</p> <p>+) Students become field ship interns, practice at enterprises/agencies/organizations from the second academic year, and learn many basic and specialized courses;</p> <p>+) Participate in the research process in the research projects of Vietnamese agencies/organizations</p> <p>+) Students are developed an ability to handle and adapt to a multicultural working environment</p> <p>+) Graduate students can use English at the level of IELTS 5.0 or equivalent, MOS certificate of minimum 750 points to meet the requirements of work in the social sciences and humanities.</p>

Graduates from the Bachelor of Sociology can work in various fields as follows:

- **Business:** administrative assistants, advertising staff, data analytics staff, data entry managers, human resource managers, public relations staff, analytics market staff, advertising and market promotion, etc.
- **Government:** In all administrative levels (position as expert, consultant or analyst, etc. with a specific job of skills: writing a development project proposal, designing a survey form, collecting, analysing and reporting on collected data in the field, writing reports to government agencies: policy-makers,... Technical assistance and consultation in

surveys on census, analysing and conducting surveys on population, standard of living, socio-economics at the national level).

- Other sectors: non-governmental organizations, associations (in the position of project coordinator); Public opinion research organizations (in the position of expert, field research, coordinator and data analyst,...)
 - Media & publishing: journalists, article writers, or columnists, and editors, etc.
 - Research & teaching: researchers in research institutes; Lecturers in universities and colleges.

The study programme is developed in consistency with TDTU's vision and quality policy. With the strategic Goal: "to become an excellent research university in the world's TOP 200 universities", the Planning Department focuses on academic excellence and programme quality assurance. It is planned to increase international enrollment, exchange of international students, international cooperation in research, project implementation, etc. Those are the priority strategies that the BURP contributes to the achievement of the goals and mission of the university through website <https://tdtu.edu.vn/en/about/mission-vision-quality-policy>. In general, the curriculum is built to focus on developing the ability and capabilities of graduates to meet the practical work.

Appraisal:

In the view of the panel the study programme's position within the vietnamese education market is plausible. The orientation of the university being more international is an aspect that foster the attractiveness of the institution and the programme within Vietnam.

During the online conference the University has shown that the university steadily takes into account the potential future fields of employment for graduates.

The programme is convincingly integrated into the university's overall strategic concept and qualification goals are in line with the University's and the university'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

TDTU conducts admission only during one period from April to August each year. Admission requirements include academic requirements and English requirements. Since 2015, instead of an entrance exam, academic requirements are evaluated through results of the high school graduation examinations. The result (a combination of examination marks of three main subjects) is used as a criterion to qualify students for corresponding undergraduate programmes².

For the academic year 2019 - 2020³, TDTU enrolls students through three forms with the following steps:

1) Admission according to the results of High school learning process

Phase 1: Admission based on the learning results of five high school semesters (except for Semester 2, grade 12) for students of high schools who signed cooperation with TDTU on career guidance, training, and developing science and technology. Admission score is the total average score of five semesters of the subjects in the selection group. The average score is ≥ 6.00 .

Phase 2: Admission based on study results of six semesters of high school for students of high school who have not signed cooperation with TDTU in the country. Admission score is the total average score of six semesters of the subjects in the selection group and the average score is ≥ 6.00 .

2) Admission according to the results of the 2019 National high school graduation exam

The admission according to the results of the national high school exam is based on a combination of subjects: Math, Literature, English, and History.

The admission scores comply with the current regular university enrolment regulations of the Ministry of Education and Training (MOET). In which, the admission Score (40-point scale) is the total score of the subjects according to the selection group (one subject with multiplier coefficient 2).

3) Direct admission of the following subjects according to the enrolment regulations of the Ministry of Education and Training⁴. Candidates can register online at admission.tdtu.edu.vn.

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

Priority is given to candidates who have IELTS 5.0 or higher (or equivalent international certificate) and candidates from international schools.

² TDTU's Admission Regulations were issued in compliance with Circular No. 09/2020/TT-BGGĐT dated May 7, 2020, by the Ministry of Education and Training (MOET).

³ Every year, MOET issues regulations on university admissions, in which two main types of selection are cited. The selection can be based on the results of the current national high school exam, or based on the institution examination, selection or a combination of examination and selection. Each institution decides the type of how to select their students.

⁴ Details of direct admission notice and admission priority are available at admission.tdtu.edu.vn

Depending on the actual situation (the number of applications for each form), TDTU adjusts the selection criteria between the forms; or between the academic programmes and announces the results of admission for each form to ensure the best interests of candidates.

Candidates who are admitted according to the results of the high school learning process are only recognized for official admission and eligible to apply for admission when they have a valid Diploma (or decision).

To ensure foreign language proficiency, candidates who do not have Vietnamese nationality must take a TDTU Vietnamese proficiency test. For undergraduate programmes taught in Vietnamese language the students have to have a Vietnamese language proficiency certificate B2 CEFR. There are no English requirements for study programmes in Vietnamese. However, to meet the output standards, the University offers English classes including three preparatory English classes and three formal English classes. Students graduating from the standard programme of the University must meet the output standards that the University has announced (English skills standards of B2 level, IELTS 5.5, or equivalent international certificate). For undergraduate programmes taught in English language the students must pass an English test (IELTS 5.0 or above). Depending on the student's English test results, TDTU will arrange suitable English classes for the students.

The selection procedure is built according to the regulations of the Ministry of Education and Training, the general regulations of TDTU as well as the strategic objectives of the academic programme. The list of successful candidates is announced by TDTU's Department of Undergraduate Studies on the University's website and at the same time, TDTU also sends admission notice to each candidate's family.

Regarding counselling for prospective students, all information relating to admission criteria is published on the TDTU website. Every year, TDTU organizes admission counselling through many different forms. The University and the respective faculties select the appropriate admission counselling method/form based on the needs of each target group. Specifically:

The university advises admission through the 4-hour, 8-hour, and 24-hour programme. In each school year, high schools that have signed cooperation agreement with TDTU will bring their students to visit TDTU and receive advice from TDTU on the following contents:

- Introduction to TDTU.
- Introduce the profession, academic programmes of the University.
- Introduce the way of TDTU enrolment.
- Career guidance in the Faculties: the Faculty directly meet with students to introduce the Faculty, job opportunities, scholarship policies, internship programmes, practical as well as extracurricular programmes for students visiting TDTU.

In addition to organizing groups of high school students to visit TDTU, the University annually organizes admission counsellor groups including representatives of TDTU and the lecturers of the respective faculty directly to each class to advise careers for students.

Furthermore, students can find out information about enrolment and the study programmes through the entrance channels of TDTU as well as through social media pages such as Zalo, Facebook, and Livestream or receive advice by phone and e-mail.

Appraisal:

The panel has the view that the admission requirements are clearly defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn also for a personal dialogue, to a student counselling service for clarification of specific questions, of personal aptitude, or of career perspectives.

The selection procedure which is applied to all study programmes is transparent and ensures that qualified students are admitted.

The admission requirements as well as English preparatory language courses ensure that students are able to successfully complete the study programme.

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

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The expected learning outcomes are defined as follows:

Table 3.1. Mapping of the BSP’s programme learning outcomes and educational objectives (SOC2.1.2)

PLOs description	POs
PLO1: Apply the principles of Marxism-Leninism, Ho Chi Minh thought and the revolutionary way of the Communist Party of Vietnam and social theories in explaining contemporary social phenomena and issues. PLO2: Use sociological concepts, theories, and approaches to interpret data from fieldwork in a systematic way	PO1
PLO3: Apply sociological and interdisciplinary knowledge to participate in social criticism. PLO4: Have the ability to identify problems and provide information for policy making processes.	PO2
PLO5: Compose sociology investigations to plan, organise and manage work in different fields of work. PLO6: Implement a social research project to analyse causes and propose recommendations for addressing problems in specific fields.	PO3
PLO7: Use English at the level of IELTS 5.0 or equivalent and computer skills with MOS 750 to meet the requirements of work in the social sciences and humanities. PLO8: Demonstrate proactive communication and leadership to build, maintain and improve social relationships.	PO4
PLO9: Display professional ethics, adaptability and social responsibility. PLO10: Demonstrate ability for self-study and continuous improvement of professional skills.	PO5

With the aim of helping learners grasp a logical knowledge system, the courses are arranged from general education knowledge (First year curriculum); to fundamental specialised knowledge and some skills for learners to explore their capabilities and determine career goals through the actual profession semester (Second year curriculum); Specialized knowledge courses are organised in the third and fourth year helps learners to apply theoretical knowledge in the fields of social life, deepen their professional knowledge, explore their competencies & challenge themselves through scientific research activities, seminars, academic competitions. From Semester 2 of the fourth year, learners practice professional skills such as doing graduation thesis/graduation courses and participating in internships.

The structure of knowledge blocks of the Sociology program is shown in the graph below:

Table 3.7. An overview of the curriculum

Course Code	Title of Modules	Credit points per semester								Workload		Method of teaching	Form & Duration of Exam	Weight of Final Exam
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in class	Self-study			
	Semester 1	21								315	630			
302071	Culture in the Contemporary World	2								30	60	L/D/ Classroom Activities Field Work	Report	50%
302053	Introduction of Laws	2								30	60	L/D/ Classroom Activities	Essay (60 min)	50%
302004	Introduction to Psychology	3								45	90	L/D/ Classroom Activities		50%
001201	English Community 1	5								75	150		Essay, (60 min)	30%
302072	Environment and Society	2								30	60		Report (60 min)	50%
503021	Fundamentals of Informatics 1	2								30	60	L/Practice Computer	MOS Exam	100%
	Semester 2		16							210	420			
302075	Introduction to Sociology		4							60	120	L/D/ Classroom Activities	Quiz/ Essay (120 min)	50%

001202	English Community 2		5						75	150		Essay, (60 min)	30%
503022	Fundamentals of Informatics 2		2								L/Practice Computer	MOS Exam	100%
C01101	Statistics for Social Sciences		3						45	90	L/D/ Classroom Activities, Practice Computer	Report	50%
0101	Elective Group 1 (Department)		2						30	60	L/D/ Classroom Activities,	Essay (60 min)	50%
	Semester 3			20					300	600			
001203	English Community 3		5						75	150	L/D/ Class Activities, Practice	Essay (60 min)	30%
302076	Social Thought & Social Theory		3						45	90	L/D/ Classroom Activities, presentation, Q&A	Report	50%
302114	Quantitative Research Methods		3						45	90	L/D/ Classroom Activities, presentation, Q&A	Report	50%
302113	Anthropology and Human Conditions		3						45	90	L/D/ Classroom Activities, presentation, Q&A	Report	50%
302115	Informatics for Social Studies (SPSS)		3						45	90	L/Practice	Report	50%

306102	Philosophy of Marxism and Leninism				3					45	90	L/D/ Classroom Activities, presentation, Q&A	Quiz, Essay (120 Min)	50%
	Semester 4				16					240				
302079	Data Analysis in Social Research				3					45	90	L/D/ Classroom Activities, presentation, Q&A	Report	50%
302081	Social Policy and Social Planning				3					45	90	L/D/ Classroom Activities Field Work		50%
302082	Mass Media & Culture				3					45	90	L/D/ Classroom Activities, presentation, Q&A		50%
302084	Contemporary Sociological Theory				3					45	90	L/D/ Classroom Activities, Presentation, Q&A	Report	50%
306103	Political Economics of Marxism and Leninism				2					30	60	L/D/ Classroom Activities, presentation, Q&A	Quiz, Essay (90 min)	50%
0401	Elective Group 2 (Department)				2					30	60	L/D/ Classroom Activities,	Essay (60 min)	50%
	Summer Semester													
302110	Internship					0						Observation, Practice		
	Semester 5					17				255				
302085	Qualitative Data Analysis					2				30	60	L/D/ Classroom Activities	Report	50%

												Field Work		
302086	Sociology of Popular Culture					3			45	90	L/D/ Classroom Activities, presentation, Film,	Report	50%	
302087	Gender Studies					3			45	90	L/D/ Classroom Activities Field Work	Report	50%	
302093	Critical Thinking of Society					3			45	90	L/D/ Classroom Activities, presentation, Q&A	Report	50%	
302116	Qualitative Research Methods					2			30	60	L/D/ Classroom Activities Field Work	Report	50%	
306104	Scientific Socialism					2			30	60	L/D/ Classroom Activities, Q&A		50%	
0401	Elective Group 2 (Faculty)					2			30	60	L/D/ Classroom Activities, Q&A		50%	
	Semester 6					21			315					
302013	Sociology of Economy					3			45	90	L/D/ Classroom Activities, presentation, Q&A	Report	50%	
302015	Urban Sociology					3			45	90	L/D/ Classroom Activities		50%	
302017	Sociology of Family					3			45	90	Field Work		50%	
302089	Sociology of Tourism					3			45	90	L/D/ Classroom Activities, presentation, Q&A		50%	

302090	Sociology of Crime						3		45	90	L/D/ Classroom Activities, presentation, Q&A	Essay (60 min)	50%
306106	Ho Chi Minh Ideology						2		30	60	L/D/ Classroom Activities, Q&A	Quiz, Essay (90 min)	50%
306105	History of Vietnamese Communist Party						2		30	60	L/D/ Classroom Activities, Q&A		50%
0401	Elective Group 2 (Faculty)						2		30	60	L/D/ Classroom Activities, Q&A	Report(60 min)	50%
	Semester 7						15		225				
302016	Rural Sociology						3		45	90	L/D/ Classroom Activities, Q&A		50%
302088	Sociology of Work						3		45	90	L/D/ Classroom Activities, presentation, Q&A	Report	50%
302091	Sociology of Migration						3		45	90	L/D/ Classroom Activities, presentation, Q&A		50%
302094	Medical Sociology						3		45	90	L/D/ Classroom Activities,		50%
306107	Sociology of Organizations and Management						3		45	90	L/D/ Classroom Activities,		50%
	Semester 8						8		120				
302103	Graduation Internship							4		240	Field Work, Practice	Practice/Report	

302CM1	Professional practice skills								0				Oral (45 min)	
(302105)/(302104)	Thesis / Project or Specialized Elective Group								4	120	240	L/D/ Team Work/Field Work, Classroom Activities	Report	50%
	Total	21	16	20	16	17	21	15	8	2.295				

The Bachelor of Sociology programme reflects the Vietnamese Qualification Framework (SOC3.1.3); program educational objectives and expected learning outcomes as well as job market structure and job positions that learners will do after graduation.

Students are provided with opportunities to access social reality through a variety of activities and forms:

- In the summer semester of the second year, students have to go through a practical career at socio-political organizations, government agencies at all levels, enterprises, research institutes, NGOs,... where students may apply for job positions after graduation. After the internship phase, students reach the necessary qualities (expertise & skills) of each job position, as a basis for them to set specific goals that need to be achieved throughout the course.
- There is a rate of 5-10/45 lessons in each specialized course (Sociology of economy, Sociology of work; Social Policy and Social Planning, Gender studies, Sociology of family, etc.) taught by experts, those who have rich experiences related to the profession.
- Students are allowed to undertake small scientific research projects in specialized courses or participate in the implementation of specific work in scientific research projects of the lecturers.
- Annually, students participate in community projects (for example, Green Summer, humanitarian blood donation, Organizing Mid-Autumn Festival for poor children, etc.) during the summer holidays to develop awareness and responsibility towards the social community.

One of the expected results for sociology students is the ability to detect social problems in the fields of economic, cultural, and social activities as well as in everyday life, also, they have good knowledge in researching and proposing recommendations and solutions to adjust and create a positive change in society. Thus, interdisciplinary thinking of learners is developed throughout the curriculum. Moreover, interdisciplinary thinking is developed through teaching and learning activities. In particular, students work in groups, do group projects, or perform activities with students from other faculties, international students and instructors in different disciplines to analyse and solve problems in interdisciplinary nature

Sociology is the science of human behaviour and social organization, so ethics in sociological research is a strict requirement that must be fulfilled. Professional ethics is an indispensable content in modules related to research methods, data processing and analysis, writing scientific reports. The ethical rules include the rules of the research process, regulations of academic integrity when publishing research findings in journals and media, and the non-scientific use of research results. For example, in collecting field survey data, the safety, anonymity, and privacy of research guests and correspondents must be fully respected.

With the aim of the applied research orientation of the Sociology curriculum, there are 19/95 credits to provide knowledge of methodology, social theory and sociology, and specific research methods, thereby, the scientific research capacity of students is formed and systematically developed over the semesters.

Theoretical courses help students discover social problems that need research. Knowledge of courses: Qualitative Research Methods; Qualitative Data Analysis; Quantitative Research Methods is the basis for students to write research proposals and conduct Sociological surveys in the field. The collected quantitative and qualitative data (Database) will be processed by students on the basis of applying their learned knowledge of the courses: Data Analysis in Social Research; Informatics for Social Studies/ SPSS with the help of software SPSS and NVivo.

Besides the above activities, students participated in the science research prizes of the City and the Ministry of Education and Education, cooperated with international students and other experts in multi-disciplinary research projects.

Depending on the mapping of learning outcome of the course, different assessment methods are used which include quizzes, teacher-made exams, presentations, case studies, homework and classroom discussions. Four rounds of assessments are used to gauge students' performance for theory courses, they are continuous assessment 1 (weighs 10%), continuous assessment 2 (weighs 20%), mid-term assessment (weighs 20%), and final term evaluation (weighs 20%). For planning studio courses, one ground assessment, process evaluation which weighs 100% for final term is used to gauge students' performance. In practice, TDTU has the ISO management procedure of teaching and assessing students which all lecturers are required to follow for conducting questions and answers in the continuous assessment, mid-term assessment, and final term examination, and must strictly comply with the Examination Regulations of TDTU.

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

Appraisal:

The curricula generally reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The degree and programme names correspond to the contents of the curricula and the programmes' objectives. The panel appreciates the methodological approach of the faculty and encourage them to stay on that path. As soon as possible and useful in the Vietnamese education and job market, it could be a good idea to change from SPSS to an open source software. The university states that SPSS still is a popular and specialized software for processing social science data in Vietnam due to the fact that

The overall objectives of the study programmes as well as the presented teaching and learning materials demonstrate the achievement of Bachelor level. However, the panel recommends to update to update the literature and to offer a bigger variety of textbooks.

There is evidence that the study programme provides interdisciplinary thinking.

The panel formed the view that the university built a well-established link between planning theory and practice. Based on the interviews and the internship reports, the panel is confident that the internship strengthens the student's skills in their future profession.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats such as e.g. papers, project writings and written examinations. The panel is, based on the course material and the assessed documents during the online conference, confident that the students prove in their examinations their ability to do scientific work and the achievement of the study programme's qualification objectives. However they recommend to establish a final thesis for every student in order to enhance the scientific approach of the university (see Chapter 1.3).

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

3.2 Structure

Table 3.6. The contribution of projected study time in 4 years

Projected study time	4 Years
Number of Vietnamese Credit Point (CP)	134 CP (192.6 ECTS)
Workload per Vietnamese CP	15 working hours in class and 30 hours for self-study
Number of courses	95 (17 foundation + 19 core + 59 specialized courses + 1 final thesis)
Time required for processing the final thesis and awarded CP	2 months; 8 CP
Number of contact hours (Lecture)	1,890 (15 hrs/CP x 126 CP). This amount does not include the 8 CP thesis because during the thesis the students do

	not take units in the classroom, even though they regularly visit their advisors.
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The training program is taught in English and Vietnamese. Teaching methods and forms of assessment are described in the course outline and communicated to students from the first week of the semester. The training program takes place in 4 academic years (8 semesters) with a total of 134 credits. Each academic year consists of 2 main semesters and one summer semester. Each semester, students accumulate from 15 to 21 credits of which, each course from 2 to 3 credits.

As regulated, a lecture period in class has two hours of self-study. Each semester is structured as an average of 15 study weeks and 2 weeks for midterm and final exams. For example, a 3-credit module consists of 3 class periods and six hours of self-study (homework, reading materials, extra reading materials, presentations) per week. For undergraduate programs, the average total credit hours per week is 18 credit hours, consisting of two main components: general knowledge and specialized knowledge; both of them have compulsory and elective courses.

The academic load of students is calculated by credits. According to the national regulation, a credit equivalent to 15 theory periods; 30 - 45 periods of practice, experiment, or discussion; 45 - 90 hours of internship; 45 - 60 hours of thesis, unit work or graduate thesis. Regarding theory units or practical units, students shall spend at least 30 self-preparation hours to acquire a credit. The minimum CPs are regulated in the VQF. From that, the analysis of student workload takes place on a regular basis, which allows a certain level of flexibility depending on the experience (e.g. stakeholders' feedback) or need (e.g. curriculum review). TDTU calculates the ECTS according to its **Guidance on ECTS Transfer** which is based on national law. The calculation of ECTS is as follows:

- 01 theoretical credit, 01 learners needs to spend 15 learning periods x 50 minutes + 30 hours of self-study = 42.5 hours.

- 01 practical credit /experiment/discussion/basic internship/project/graduation thesis, 01 learner needs to spend 30 learning periods x 50 minutes + 30 hours of self-study = 55 hours.

4. The formula for calculating the credit conversion of TDTU to ECTS is as follows:

$$\text{- 01 TDTU theoretical credit} = \frac{42,5}{30} \text{ ECTS} = 1,42 \text{ ECTS}$$

$$\text{- 01 TDTU practical credit} = \frac{55}{30} \text{ ECTS} = 1,83 \text{ ECTS}$$

In order to internationalize the standards of the programme as well as make way for student mobility, TDTU has already introduced a relative grade from CPs to ECTS and reverse.

All course descriptions provide detailed information and contain elements, such as course content, name of the lecturer, teaching and learning methods, expected learning outcomes, the mode of teaching, the workload / the number of credit units (CU), and a list of literature.

The learning process and exam regulations are specified in **TDTU's Teaching and Learning regulations** and **Study Regulations**. Each semester includes 15 study weeks and 2-4 weeks for exam activities. In addition to the two main semesters, the university can organize additional semesters to help students be more flexible in their study plan, each extra semester lasts at least seven study weeks and two exam weeks. The maximum time a student is allowed to complete the programme is 8 official semesters + maximum six additional semesters, exceptions will be specifically considered to extend the maximum time to complete the programme.

Moreover, the assessment of students' learning outcomes is stipulated in the **Examination Regulations**. For theoretical or theoretical-practice units, depending on the unit, the final score is divided into evaluation sections: Continuous assessment 1 (10%), Continuous assessment 2 (20%), Mid-term assessment (20 %), and Final examination (50%). For continuous assessment, different assessment methods are used, such as class exercises, class participation, reports, presentations, etc. All forms of weighted exams are required to not exceed 50%. For practical subjects, projects, internships, career modules, assessment results are based on practice scores, attendance, business-assessed scores, reporting scores, or final exam scores. The selection of the assessment methods and weightings is proposed by the Faculty, approved by the University President, and mentioned in the detailed course outlines. It clearly regulates the assessment requirements of the subject, the form and content of exam questions, examination time, the number of exam questions and exam answers to ensure accuracy, fairness, transparency and the appropriateness of assessment types with the ELOs. Rubrics of units' assessment type is used as a tool to control the appropriateness of assessment forms with ELOs and cognitive levels based on Bloom's Taxonomy.

All course descriptions provide detailed information and contain elements, such as course content, name of the lecturer, teaching and learning methods, expected learning outcomes, the mode of teaching, the workload / the number of credit units (CU), and a list of literature.

The graduation internship follows **TDU's internship regulations** which contain the essential rules.

All information of examination including students list, exams time and venue is informed to students via the university website, student emails, and class representatives before the exam date. In the module descriptions, there is detailed advice and a clear timetable for students, which enables them to keep track. In the first year of study, a timetable is arranged for students by the university, with general knowledge subjects and skills for students to become familiar with the university's educational environment:

Table 3.7: Learning Capability Minimum and Maximum Credits for each Semester

Learning Capability Credits	Weak	Average	Above-Average	Good	Excellent
Min	10	14	14	14	14
Max	20	28	33	36	40

From semester 03, students are allowed to register their study plan; supervisors will advise and approve study plans in order to help students with different academic abilities.

Asides the registration of the credits for students, whenever problems occur which can prevent students from finishing their workload, students can contact their class' supervisor and the supervisor can contact other university's support staff (Student Affairs, Undergraduate Office). The system of exercises, tests and examinations is also carefully calculated to ensure that students are not overloaded in the learning process. Rubrics evaluates the results of learners not only to ensure the course is compatible with the ELOs but also helps to manage the workload of students properly. The contents of the exercises, tests and examinations are discussed before and after each semester to ensure that exercises or tests are suitable for students' abilities.

TDU 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 are particularly assisted depending on the circumstances. URP accepts students regardless of race, gender, class,

religion, sexual orientation, disability, or other aspects, as long as they are qualified to take their place on the programme. Students with disabilities have special access facilities to and within the buildings.

Appraisal:

The programme structure support the smooth implementation of the curriculum and help students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Units (CU) per module on the basis of the necessary student workload. In general, the module descriptions provide detailed descriptions of intended learning outcomes. Practical components as the graduation internship (one in the last year or Internship 1,2,3 and Graduation internship, are designed and integrated in such a way that CP can be acquired.

During the online conference and laid down in the curriculum of Sociology and Vietnamese Studies in Tourism and Tourism Management, the panel experienced, that the students of all programmes pass a compulsory internship during the summer vacation time between second and third year. They experienced that it follows the TDTU`s internship regulations. However, it is not credited or calculated with the given workload. The panel appreciates the impact for the future employment of the students, but it is necessary to include the internship in a measurable workload- and credit calculation. Thus, the panel recommends the following condition:

The University

- defines and calculates the summer internship between second and third year with the given workload and corresponding credits, embedding it into the curriculum;
- lays down an internship description with content, intended learning outcomes and assessment in conjunction with the given internship regulations.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. As stated above, the longer duration of the studies depends mainly on the different English language skills of the students and TDTU does its best helping the students compensate these. The panel wants to encourage TDTU to stay that course by counselling and supporting their students.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with a relative grading table and is indicated in the Diploma Supplement.

The panel formed the view that the TDTU ensures gender equality and non-discrimination. The TDTU confirmed that students with disabilities are provided with affirmative actions e.g. concerning time and formal standards/requirements throughout the programme and examinations. It is regulated and well described in the document "Regulations on organizing educational activities to support students with disabilities".

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

Within the Bachelor of Sociology programme, lecturers use many different teaching methods that are student-centred so that students can develop creativity and critical thinking. Teaching and learning methods are described in the syllabus of courses so that students understand the logic of the curriculum and their responsibilities and tasks. The teaching methods combine the following activities: lecturing with data presentation and PowerPoint, practice, group discussion, presentation, small survey exercises, data processing and data analysis. Many forms of delivery such as online, e-learning and face-to-face teaching are applied so that students are flexible in choosing suitable learning forms with their circumstances and interests to maximize the advantage of each teaching form. Teaching methods are selected to suit the expected learning outcomes of the knowledge and skills of each course. For example, for Informatics for social studies (SPSS), students have theory in class and practice on the computer. For most of the specialised courses, students will have a small survey exercise to practice the steps of the scientific research process. The final result of this exercise is a scientific report. Others may be asked to write a literature review by topic. All textbooks and learning materials of the courses are available in the library to support lecturers and students.

Lecturers have the responsibility to disclose all information including the course syllabus which briefly describes course's content, expected learning outcomes, learning materials, testing form, grading criteria and marking sheet. Students receive the information mentioned above on the University's e-Learning system wherein students have the right to give feedback on necessary information so that lecturers can make amendments. Lecturers can use the facilities offered by the University, such as blackboard, overhead projector, PowerPoint and computers to deliver lectures.

The course materials for the Sociology programme are created and selected to help students achieve the course learning outcomes. Based on the content, course materials such as textbooks, reading materials and other resources to prepare students for classroom activities and self-study are presented in the course syllabus by lecturers. New materials will always be supplemented and introduced online through the student portal. At the same time, lecturers directly introduce course materials from the first session of the courses and instruct students how to use the course materials through the TDTU library's service system. The diverse information resources at the INSPIRE Library include the Library's collection of documents and hundreds of millions of electronic information resources, with research articles from scientific journals, e-books, and various resources from publishers as well as many other University's open-access digital science information repositories in the world, meeting all teaching and learning as well as self-study and research needs of lecturers and students.

The Sociology programme invites many guest speakers from different universities and academies to organise seminars or take part in some classes in order to share their work experiences with students. These activities are held throughout the academic year. It includes full time and visiting foreign lecturers from various countries such as the US, Australia, England and Italy. They teach courses in English for students to have access to other teaching methods and gain global knowledge. Their presence not only contributes to improving the effectiveness

of the training programme but the quality of the students is also enhanced, meeting the needs of the domestic and international labour markets and ASEAN region, increasing employment opportunities for students after graduation.

Although students working as teaching assistants are not popular at TDTU, however, the Sociology department is interested in building this team at the Faculty to support students in their study. Duties of teaching assistants include translating the lecture contents of foreign lecturers, re-teaching students what they have learned in class, providing instructions for homework, or going on field tours with foreign lecturers and students since the first and second-year students often have difficulties in acquiring knowledge due to limited foreign language ability. To overcome this situation, there are a number of teaching assistants who are third-year students onwards and have good English skills and academic performance.

Appraisal:

The University and the respective Faculties of the four study programmes offer a range of materials and literature to support students' needs. 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 through their e-learning platform. They are user-friendly and encourage students to engage in further independent studies. Moreover, students have access to further material using the University's electronic library system and databases.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work (such as research institutions), but also, for example, from culture and politics. These are invited on a regular basis and according to a concept of the University and its Faculties. In particular, students are thus shown possible occupational fields and a practical reference is established. Since the visiting lectures are of high importance and an integral part in some courses, the panel welcomes the constant evaluation system of guest lecturers.

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives and learning outcomes. 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, e.g., through the University's e-learning system, where they can give constant feedback to the lecturers. Moreover, the panel welcomes the intention of the University to include lecturing tutors into the programme.

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

3.4 Internationality

Internationality and intercultural aspects are shown from the system of modules in the curriculum to knowledge, learning materials and teaching-learning methods as well as expected learning outcomes in the course syllabus of all courses including Culture in the contemporary world (302071), Anthropology and the conditions of human life (302113),

Environment and society (302072), Mass media and culture (302082), Modernization and Social change (302095), and Social critical thinking (302093). International exchange programmes and coordinated implementation of research projects with university students around the world are also annual activities. Moreover, international workshops and seminars held are also an opportunity for students and lecturers to access different scientific and cultural knowledge.

Although there are currently no foreign students in the programme, the students and lecturers have regularly exchange activities with international students and scientists through seminar activities, workshops, and annual international conferences.

AOU of Student Exchange Programme with Northwest Purdue University, USA, and MOU of Student Exchange Program with National Chao Tung University, Taiwan, is for a five year period (2019-2023). According to the implementation plan, the number of students and the study time are flexible based on the number of students who registered from both sides. The Faculty and Department collaborate with TDTU's [International Cooperation and Research for Development Institute \(INCREDI\)](#) to inform the courses in each semester for students of the two partner universities to register for the Exchange Programme. Currently, due to the impact of the COVID19 pandemic and the likely long-lasting situation, the Department of Sociology will discuss with partners methods to develop online learning forms for students.

The teaching staff in the study programme training includes those from Vietnam, Britain, and the USA. In addition, many lecturers have international experience having graduated from renowned universities in Russia, Netherlands, and Australia. Their study experiences abroad have been reflected in the contents of knowledge and how these contents are conveyed to students in the courses they teach. Similarly, most lecturers have international experience in conducting research overseas and participating in international seminars held in Vietnam or abroad.

In terms of foreign language content, students are required to complete English 1, English 2, and English 3 courses as prerequisites for registering sociology specialised courses.

Appraisal:

Students also have to get a min

imum IELTS certificate 5.0 as the requirement for them to graduate. This is aimed at fostering job opportunities for graduates and enhancing their ability to participate in international and regional labour markets. Most of the academic materials are qualified works at international level and written in English. These are the course materials for all courses which are used to provide theory in class and used as reading resources for all types of assignments such as reading, summarising, presenting contents of reading materials, and writing literature review.

	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		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4.4 Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Sociology is an experimental science with a wide range of applications. In the structure of the curriculum of some specialized courses as Sociology of Economy, Sociology of Work, Organizational and Management Sociology, Social Policy and Social Planning, Gender Studies, Sociology of Family, the university invites experts and enterprise representatives to classrooms to conduct seminars. At the same time, the skills of collecting, processing and analysing statistical data, writing research reports, and communication and teamwork skills are an indispensable part of the learning method of the courses: Quantitative research methods, qualitative research methods, data analysis in social sciences, statistics in social sciences (SPSS). Students will gain the above knowledge and skills in the curriculum through various forms of testing and undertaking small research projects in order to write final thesis reports.

Appraisal:

Content and learning outcomes of the curriculum and the didactical and methodological measures show that the students can acquire multidisciplinary competencies and skills. This is supported by means of suitable didactical and methodological measures.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

During the study period, students in the third year onwards are often chosen by the lecturers to participate in local community projects, or are introduced to organizations and research institutes to participate in research projects: collecting information in the field, processing statistical data sets. Students must independently undertake a small research project during the internship. The purpose of this activity is not only to test their ability to apply theoretical knowledge to a particular task, but also to provide students with opportunities to develop communication, collaboration and teamwork skills, conflict resolution, and leadership skills as they perform assigned tasks in multicultural work environments. It aims to create opportunities for students to expand their social relationships, grasp the need for knowledge and skills required for the job position, enabling them to have the best preparation to be able to find a job right after graduation. Many students after the internship are recruited by the internship agency or organization based on the results of completing their tasks as well as their working spirit and attitudes during the internship.

Appraisal:

The programmes are oriented towards developing working skills for students to strengthen their employability. The integration of theory and practice by internships and making use of

practitioner's expertise of the faculty help students to get an insight into the labour market and to find their own areas of interest.

These aspects promote students' employability and help them to develop initial professional competencies and skills.

		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

Lecturers participating in teaching of the Bachelor of Sociology programme include: 16 full-time lecturers (of which 9 are PhD), seven full-time lecturers from other Departments/Faculties (including six PhDs), ten visiting lecturers, including five PhDs. Among the full-time members of the faculty, there are ten teaching lecturers, six research lecturers, and a research group called GIST consisting of domestic and foreign professors. The number of lecturers per student is: 33 lecturers / 356 students. As for lecturers in the faculty, the number of lecturers is in line with the mandatory 1:25 ratio issued by the Ministry of Education and Training (MOET).

Currently, among 16 lecturers, there are three associate professors, eight doctors, five masters (two of whom are doctoral students).

All lecturers have obtained a Certificate of Teacher Training in accordance with the regulations of the Ministry of Education and Training. To update lecturers' pedagogical skills, lecturers are required to attend at least two university-level public lectures per semester from domestic and international institutions. In addition, Head of Faculty/Department and lecturers also conduct observations to comment on the teaching content and methods to improve the quality of teaching of the lecturers. In particular, the faculty regularly sends lecturers to attend training sessions on how to use remote teaching aids for students: using e-library, E-learning, Google Meet, and training on ensuring quality in online teaching. Lecturers are encouraged to attend domestic, international, online and offline workshops, conferences, and forums that are organised by TDTU to improve teaching skills.

TDTU has a strict and public process for lecturer recruitment. Lecturers of the Faculty are selected first based on their qualifications, competencies, and attitude towards education. Candidates interviewed by the Management Board of the Faculty must provide a trial lecture related to the field of the candidates. The trial lecture will be assessed on teaching style, teaching skill, and effective teaching method. The Management Board of the Faculty will assess the trial lecture. After that, the Dean will make a decision to recruit lecturers and send to the University's Recruitment Council. The University's Recruitment Council then conducts an interview and issues a decision to recruit candidates.

TDTU also has a process for recruiting visiting lecturers. The profile of visiting lecturers must meet the standards prescribed by TDTU: Lecturers from public universities have teaching experience of at least 200 periods and have the right qualifications for the teaching expertise. All records must be moderated through the levels of Head of Department and Head of Personnel Department. Faculty leader works with part-time lecturers at the beginning of the semester to disseminate the contents of the timetable, class, teaching period, midterm, final exam schedule, summary of the school's requirements, and copy of syllabus of the subject.

Lecturers of the Department of Sociology have practical experience through the implementation of scientific research projects both domestically and internationally. Some full-time lecturers and visiting lecturers have management experience while working as state civil servants or managing and operating enterprises. In addition, a number of senior lecturers are sent to work in enterprises to shorten the gap between training at the university and practical requirements. Practical experiences are applied, especially in teaching specialized courses through group discussion assignments and small research projects in the courses.

All lecturers and administrative staff of the Faculty always cooperate with each other in implementing study programmes, organising domestic and international conferences and seminars, organising professional training, implementing scientific research, instructing

students to do scientific research and co-publishing articles. Academic staff also cooperate to organise monthly academic and professional meeting, to conduct class observation to provide professional suggestions to improve teaching methods and content, to moderate the process of examining and evaluating courses, and to build plan outlines to effectively implement the study programme. Difficulties in the implementation process are shared and given solutions by lecturers in the Faculty's weekly meetings.

In addition, every year, the University organises meetings with all lecturers to update the achievements and announce new action plans such as Officials and Employees Conference, University Establishment Anniversary 23/09, Opening Ceremony, End-of-school-year Ceremony, Team building, etc.

Students are managed and supported as much as possible by the Faculty/Department. The Department assigns homeroom teachers (1st year, 2nd year) and Advisory lecturer (3rd year, 4th year) to each class, under the supervision of the Head of Department. A faculty academic advisor is assigned to students during four years of studying at the University. The academic advisor provides students with guidelines related to their courses, study plan, educates them on ethics aspects and instructs them how to balance between their studies and life.

Students may contact faculty and administrators for guidance and support either directly during office hours in the faculty office or indirectly through the faculty phone, faculty email, and individual faculty email provided to students during the first class of each subject.

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. However, supporting university's strategic ideas, the panel recommends to smoothly offering more space for the lecturers to do scientific research and a PhD.

The pedagogical and didactical qualification of the faculty staff correspond to the requirements and objectives of the study programme as well. TDTU ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

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

The faculty members cooperate with each other for the purpose of tuning the curriculum and lectures towards the overall qualification objectives. Meetings of all those teaching in the programme take place in the frame of conferences and in monthly meetings.

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

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

4.2 Programme management

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

- Developing a teaching plan
- Providing regulations on course registration
- Scheduling of courses for each semester based on the curriculum.
- Supervising the implementation of the teaching plan in coordination with the Department of Testing & Quality Assessment.

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

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

- Adjusting the curriculum (periodically updating) and course syllabus of courses managed by the department.
- Organizing and assigning tasks to full-time lecturers, expanding the network of visiting lecturers, organizing and implementing schedules.
- Monitoring the teaching progress of lecturers and teaching content of courses managed by the department.

- Organizing class observations, contributing professional comments to ensure the teaching quality of visiting lecturers.
- Coordinating with lecturers in the department to implement scientific research topics.
- Actively expanding relationships, developing international cooperation.
- Participating in discussions and exchanging ideas in academic sessions of teachers.
- Coordinating with lecturers to improve teaching methods.
- Working together with the Scientific Council of the Faculty to build a strategy for developing the study programme, to develop detailed programmes and courses' outlines, and to establish a system of textbooks for the study programme in teaching and doing research.
- Making teaching plans for the academic year and semesters under the approved framework programme and time requirements of the Department of Undergraduate Studies.
- Balancing learning time of classes managed by the Faculty; reasonably allocating teaching workload of lecturers.

TDTU has a team of general support staff from related departments and units for Faculty and students throughout the university in the teaching and learning process such as IT staff, practice support staff, dormitory department, librarian, and international cooperation staff.⁵

In addition, lecturers and students receive support from the Faculty's support staff. Advisory and Support Office provides support for academic related issues such as

- course registration (study plan, subject registration, schedule);
- subject assessment (exam schedule, postponement of exam, change of exam time, exam after postponement, re-examination, review of the exam after re-examination, English language exemption regulations, course exemption consideration);
- other tasks related to academic management such as temporary leave, drop out, transfer, change of training system, list of academic processing;
- answering questions related to training programs, studying major 2, internship and graduation

At the Faculty, there are administrative officials and academic advisors to support the learning needs of students. Administrative officials and lecturers also actively support students in learning, orienting, and timely support when students have difficulty in learning through direct

⁵ For the Bachelor programmes 127 persons are working as support staff at university level including the following areas: Academic Inspectorate Personnel, Computing and Computer services Personnel, Dormitory management Personnel, Enterprises Cooperation and Alumni Personnel, Equipment and Maintenance Personnel, Facility Management Personnel, Finance Personnel, Guard Team's Personnel, Health care Personnel, Inspire Library, International Affairs Personnel, Management of Science & Technology development Personnel, Public relation Personnel, Student Affairs Personnel, Testing & Quality Assessment Personnel, Undergraduate Studies Personnel

consultancy (one-to-one). In addition to direct consultancy and support, e-service support opportunities are used and added to one-to-one individual consultancy.

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

Every week, the Management Board of the Faculty holds progress meeting with all lecturers and administrative officials to track the work progress, give suggestions to improve and solve problems quickly, helping to improve teaching and management quality.

Appraisal:

The Head of Department with the support of the Scientific Council 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 at faculty and university level. Decision-making processes, authority, and responsibilities are clearly defined.

TDTU offers the administrative staff opportunities for continuous professional development. During the online conference, they highlighted the training in administrative tasks and communication workshops to stakeholders.

	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

The Department of Sociology cooperates with educational institutions both domestically and internationally through the following activities and programmes:

- Signing AOU for Student and Teacher Exchange Programmes with Purdue University Northwest, USA;
- Signing MOU to exchange students, lecturers, and research cooperation with National Chiao Tung University, Hsinchu – Taiwan, in the project “Migration, Logistics and Unequal Citizens in Contemporary Global Context”. CHCI-GHI 2021. The CHCI- Mellon Global Humanities Institute. Institute of Social Research and Cultural Studies. National Chiao Tung University, Taiwan (2019-21)
- Newton Mobility Grant Project NMGR1180418: Between Dark Heritages and Ecotourism: Postcolonial Ecologies in Vietnam (2018-2019);
- Co-organizing the International Conference ICESI 2016 with the Centre for Philosophy, Culture, and Society of Temple University, Philadelphia, USA (2016);

- Co-organizing ISHH-2019 with University of Warwick – United Kingdom and University of Trieste, Italy, National Chiao Tung University, Hsinchu – Taiwan; CHESS-Purdue University Northwest – USA, Universität Leipzig – Germany.

Currently, ISSH-2021 is scheduled to be held on 15-16 December 2021, with co-organizers including Ton Duc Thang University; The University of the South Pacific, Fiji; Jadavpur University, India; Higher School of Economic University Moscow, Russia; Pratt Institute, New York, USA; and Tricontinental: Institute for Social Research, Buenos Aires (Argentina), Johannesburg (South Africa), New Delhi (India) and São Paulo (Brazil).

From the above activities, a network of scientists has been formed to cooperate with the Faculty of Social Science & Humanities to implement research projects, organize international conferences, seminars, workshops, teaching, and student exchange.

In addition, the Department also cooperates with domestic academic institutions such as Southern Institute of Social Sciences, Ho Chi Minh City Institute for Research and Development, and Institute of Social Life in order to organize field trips and apprenticeship for students or participation in research projects.

The Department of Sociology cooperated with government organisations such as People's Committees at all levels, socio-political organisations, and private enterprises in Ho Chi Minh City. The purpose of these collaborative activities is to improve students' professional skills and qualifications as well as to enhance social networks for students, helping them quickly adapt to the labour market after graduation.

The department regularly collects feedback from organisations and enterprises about the actual situation of the profession and apprenticeship as well as the working performance of students to make reasonable adjustments to the curriculum. This regular collaboration has helped to improve the training curriculum to suit the needs of the labour market, in particular increase the number of discussions, practice for the programme as well as change the teaching methods of lecturers towards reducing lectures, enhancing discussion and self-study.

All of the above activities contribute to improving the quality of the curriculum and the development of the students' qualification and skills that are suitable to the employers' and society's needs.

Appraisal:

The panel formed the view that there is a good exchange between the Faculty / Department and other national and international universities. They are open-minded with regard to curriculum development, enhancement of the international environment, joint research, and joint conferences activities with other universities.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme.

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

4.4 Facilities and equipment

Facilities for teaching and learning activities are shared among all study programmes at TDTU. There are seven conference rooms and all classrooms are equipped with a projection screen, projector, speaker-microphone, and internet via LAN. The computer system consists of 18 servers and 2,350 computers, of which there are 2,100 computers for training activities. The campus is equipped with a Wi-Fi network with 18 FTTH lines and a total traffic of 1160Mbps. In addition to the common facilities of TDTU, each functional room of the Faculty is also equipped with Wi-Fi network to fully meet the needs of students and lecturers. The University has three large halls. Hall A can accommodate 1,500 people, often used for organizing international scientific conferences and major conferences of the university.

TDTU has the Department for Facility Management to manage, plan maintenance, repair, and purchase new equipment to ensure that all equipment is in good working condition. For equipment related to IT systems, they are managed by the Department for Computing and Computer Services management unit.

The University's Inspire Library has a space designed suitably to meet the diverse needs of students with five floors with a capacity of up to 3,000 people including shared study space with nine presentation rooms, eight individual research rooms, three group-based learning rooms, two movie rooms, online seminar room; space for information services including information kiosks, new document display area, computer access area, quick access point, automatic book borrowing and return station; learning exchange space including coffee area, reading and entertainment area, exhibition hall. The library is open 12 hours daily from Monday to Saturday to accommodate library use demand of the students. The library also offers an overnight study area for groups of 20 or more students in need.

Students can access two document types: Offline documents and online documents. With a resource of 426,491 fully catalogued book items, users of the Library can access through the Library's lookup system with an authorised account. The library's resources are diverse with various types such as print, electronic, CDs/DVDs, video, audio, map, drawing/description, etc. Students can also access 210 databases, including open-access databases and subscribed databases such as Web of Science, Scopus, ScienceDirect, Proquest, Springer, IEEE, and ACS integrated into a shared search interface for learning and research. In addition, students can also search and use external resources through the OCLC Global Interlibrary Borrowing Service provided by the Library, which allows the Library to connect and borrow interlibrary with more than 9,000 libraries around the world.

These resources for Sociology include 13,343 titles, of which there are 116 titles to be used officially and introduced in the syllabus; the number of databases is 92. **Appraisal:**

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the University's building. TDTU has provided a virtual tour presenting the University's premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of the University is ensured regarding the capacities for teaching, research, studies, and administration.

Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programmes are available in the library and kept up to date.

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

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

4.5 Additional services

Together with TDTU's Centre of Enterprise Cooperation and Alumni, the Faculty offers students additional services like career counselling and placement services, which are offered to the students and graduates to promote their employability. Center of Enterprise Cooperation and Alumni assists all TDTU students to not only find employment but to be career-ready. This career office offers a range of services, including the following: coordination of visits of employers to campus; aptitude and vocational testing; personal counselling; help in resume writing, interviewing, launching of job search; job listings; establishment of a permanent reference folder.

There are also some workshops organized by partner companies to introduce their internship programmes. Besides that, recruiting information is also posted on the University, Faculty and Department website. The Faculty and each Department assigns a lecturer to manage and support business cooperation. There is a lecturer in charge of employer cooperation, and a lecturer in charge of alumni.

The Department's Alumni Collaboration Officers regularly update the list of graduates of each intake and follow up information about career changes of alumni in the long term. The alumni activities plan is designed at the beginning of each academic year and alumni connections are made for maximum benefits to students. The opinion of alumni is also an important channel for consultation to improve the quality of the curriculum to meet social needs. There are seminars and exchanging sessions with lecturers to share their knowledge and experience on the job market through which lecturers can derive job market needs and adjust lecture content and curriculum. Career orientation seminars and teaching method innovation seminars are also held each semester, shared by entrepreneurs/alumni. Every year, alumni are invited to the Faculty to share and consult with current students on professional and career selection. Communication with alumni is done via email, phone, and Facebook. The Faculty uses its website and Facebook page to connect and transmit information to students and alumni.

Appraisal:

The panel appreciates that the University offers many services to the students and graduates to promote their employability such as organising events like workshops, seminars and job fairs. It particularly highlighted positively the measures that are set up by the University regarding their Alumni Network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme.

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

4.6 Financing of the study programme (Asterisk Criterion)

TDTU is a public university but financially autonomous, so tuition fees from students and financial contributions are the main source of income for TDTU. In its self-evaluation report TDTU states that its sustainable finances are based on a stable number of students and TDTU's reserve fund. Therefore, TDTU ensures the capital for necessary investment to cover the operating costs of the University as well as to ensure the continued financial capacity of the Bachelor programme.

Every year, the University also has a number of scholarship policies for students such as tuition fee exemption and reduction. There are among others scholarships for new students in provinces with comprehensive cooperation with the University, for excellent new students from the High School, for new students who won the first prize in the national science and technology contest in 2019 and enrolled at the University, as well as for siblings (same parents) who are studying the principal major at the University. There are also scholarships for international students offered at the University.

Appraisal:

Based on the information provided and the overall impression gained by the panel during the online conference, there are no major concerns about the financing of the study programme and the funding for the entire accreditation period.

	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

TDTU has developed a Quality Handbook (effective from 23/12/2019) which sets out the University's mechanisms for assuring academic quality and standards. The Department of Testing and Quality Assessment, the Department of Undergraduate Studies, Faculties, and other internal stakeholders implement this policy through academic legislations, procedures, processes, and review mechanisms. Regarding study programme quality assurance, the programme design, approval and review processes follow the regulations of TDTU. Furthermore, TDTU obtains feedback from external examiners (e.g. accreditation procedures) as an essential part of the quality assurance processes. External examiner inputs and recommendations are reported to the quality assurance committees both at the University and Faculty level for improvement.

TDTU is responsible for organizing and controlling the entire assessment process of the curriculum, such as evaluating (a) courses appropriate to social needs; (b) allocation of theoretical learning and practical learning; (c) scientific research and extracurricular activities for students; (d) examination regulations.

The institutional leaders, Faculties, Departments, Centers, individual staff members, and students are responsible for quality assurance and engage in quality assurance at all levels of the University. Stakeholders who participate in quality assurance process at TDTU include (1) students; (2) lecturers; (3) external stakeholders (alumni, employers).

The indicators of quality development assessment are shown through several criteria, specifically:

- The rate of students who are satisfied with the curriculum
- The rate of employed students after graduation
- The rate of successful graduates
- Number of candidates applying for admission each year
- The programme's expected learning outcomes

The proficiency of lecturers is assessed through the results of the student satisfaction survey. Students are required to evaluate four times in an academic year (held two times every semester). They evaluate before and after they know their final score in a semester. Before taking the exam, students are surveyed about factors such as the content of the lecture, teaching methods, and facilities for learning. After the exam, students are surveyed more about the exam, about the level and relationship between the exam and the subject content. All assessment forms are organized online on the Student Portal. The Department for Computing & Computer Services processes the data and then sends the aggregated results to the Department of Testing & Quality Assessment, and at the same time sends it back to the Faculty leaders. Faculty leaders are responsible for informing lecturers and working with each relevant case.

In addition to evaluating lecturers, students evaluate library activities, quality of services of each unit as well as the University's quality of services. The results of the quality assessment are communicated to lecturers and the departments-in-charge to improve and commit to changes in the content that needs to be adjusted to the curriculum and subsequent activities. Results of students' assessments are considered in order to change measures for improving quality. Survey forms are reviewed and evaluated, modified, and adjusted, as well as recorded appropriately.

In addition to the survey, students are provided a list of other channels (such as through email, e-learning system, phone) for reporting comments and feedbacks to e.g. the Dean of Faculty, Advisor, Faculty Secretary, Head of Department. Moreover, student dialogues are held periodically twice a semester to encourage students to express their concerns and questions about any academic issues, course scores, clubs, etc. Students can also meet directly with the Board of Faculty Managers on a weekly schedule.

Lecturers, after each teaching module, are also required to evaluate the quality of the materials and content related to the subject as well as propose improvement plans. The quality of service from relevant departments in the course of the lecturers' work is also required to be evaluated in order to consider the corresponding level of satisfaction of the trainers (AO09). All faculty's comments and suggestions will be carefully considered to serve as a basis for the process of adjusting and improving the quality of activities and services. All assessment forms are organized online on the Lecturer Portal. The Department for Computing & Computer Services processes the data and then sends the aggregated results to the Department of Testing & Quality Assessment, and at the same time sends it back to the Faculty leaders. Faculty leaders are responsible for informing lecturers and working with each relevant case.

External evaluation by alumni, employers and third parties are implemented as follows:

- Professionals/experts satisfaction familiar with, but who have not yet worked with TDTU
- Alumni satisfaction with TDTU
- Social satisfaction of TDTU
- Employer satisfaction with TDTU graduates
- Parental satisfaction with the operation quality at TDTU

For external evaluations, alumni and employers are required to evaluate the programme once in an academic year. Every year at the graduation ceremony, graduates rate their satisfaction with the entire programme teaching and teaching activities and other activities as well as contribute ideas for improvement. The Department also held yearly scientific meetings to seek feedback from employers and experts related to the study programmes for curriculum revision. All assessment forms are organized online on the website of the Centre of Enterprise Cooperation and Alumni. For the external evaluation feedback, surveys are conducted through online surveys, academic meetings, annual job fair, workshops, and scientific seminars. The comments from alumni, employers, and parents are collected for a three years period. Comments received form the basis for improving the programme and quality service.

Information on the educational objectives and content of the programme, its structure, and the admission requirements are published and available for online access on the website of the faculty. The course requirement, learning outcomes, assessment types, and materials are noticed to students on the portal "Elearning" which are provided to the students at least two weeks before the beginning of every semester. The study programme's content, syllabus, and other instructions have been produced in various formats, i.e., encompassing both printed and digital form. Those documents are dynamic and updated regularly. The staff, lecturers, and students have access to all information needed by accessing the Student/Lecturer portal.

For teaching activities, the Department of Undergraduate Studies develops teaching plans for the whole school year and arranges teaching schedules. Students are fully updated with information about the training chart and courses in each semester to meet the training progress through the Student portal.

Students are also regularly updated with information on union activities, social work, community service, and sports through different channels such as student email systems, message boards on the Faculty website, specialized clubs, head teacher-with-class activities, or regular student dialogues each semester.

Activities during the year are communicated with lecturers and stakeholders through initial briefings, weekly briefings, academic activities, journal club activities. Together with the Public Relations department of the University, the communication channels of the Faculty include fan page, website, email, telephone and direct interaction to the stakeholders inside and outside the Faculty.

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 student population. Through quality assurance instruments such as surveys and regular meetings, students and lecturers are involved in the quality management system.

Evaluation by students and lecturers 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, external evaluation by e.g. alumni and employers take place. The input obtained is used for further development of the programme and for curriculum review.

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, and ensures transparency. The announcements on the website and on internal platforms ensure that the prospective and current students, faculty, staff, parents, alumni, partners as well as the general audience are provided with information on Department's and University's activities and services.

		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: Ton Duc Thang University, Vietnam

Bachelor programme: Bachelor of Urban and Regional Planning (B.Eng.)

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
(Asterisk Criterion for cooperation programmes)					
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)		x			
5.3.2 Information on activities during the academic year			x		