

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:	Bachelor of Vietnamese Studies in Tourism and Tourism Management (degree: Bachelor of Vietnamese Studies)
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, Vietnam

Bachelor study programme:

Bachelor of Vietnamese Studies in Tourism and
Tourism Management

Qualification awarded on completion:

Bachelor of Vietnamese Studies

General Information on the study programme

Brief description of the study programme:

The programme aims to educate students to become graduates and professionals with good expertise, proficiency in professional skills and soft skills, and good usability of foreign languages to adapt to employers' needs in the tourism industry. The educational objectives of the study program as follows:

- Graduates become tourism managers, tourism specialists, or travel consultants who work in a multicultural environment.
 - Graduates demonstrate a start-up mindset, an ability to plan a business strategy and create a new tourism business on a small scale.
 - Graduates have critical and creative thinking skills, independent learning, an ability to work in groups, adapt to changes and desire for life-long learning.
 - Graduates participate in scientific projects and topics to seek solutions to improve tourism management efficiency in the country and internationally.
 - Graduates demonstrate high-level professionalism, social responsibility, discipline, professional ethics, and respect for differences and diversity.
-

Type of study programme:

Bachelor programme

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

4 years, 129 Credit Hours

ECTS: 180,34

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:

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 Vietnamese Studies in Tourism and Tourism Management 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 25, 2022

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

- Logic and conceptual coherence (see Chapter 3.1.1),
- Interdisciplinary thinking (see Chapter 3.1.4)
- 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)
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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 programme aims to educate students to become graduates and professionals with good expertise, proficiency in professional skills and soft skills, and good usability of foreign languages to adapt to employers' needs in the tourism industry. The educational objectives of the study program as follows:

- Graduates become tourism managers, tourism specialists, or travel consultants who work in a multicultural environment.
- Graduates demonstrate a start-up mindset, an ability to plan a business strategy and create a new tourism business on a small scale.
- Graduates have critical and creative thinking skills, independent learning, an ability to work in groups, adapt to changes and desire for life-long learning.
- Graduates participate in scientific projects and topics to seek solutions to improve tourism management efficiency in the country and internationally.
- Graduates demonstrate high-level professionalism, social responsibility, discipline, professional ethics, and respect for differences and diversity.

The programme's Educational Objectives (PEOs) have been clearly formulated based on an explicit procedure according to MoET's regulations and TDTU's regulations. They are also developed based on the specific requirements of the target group or stakeholders.

Table 2 Mapping of the program educational objectives and stakeholders' requirements

Stakeholders	PO1	PO2	PO3	PO4	PO5	PO6
TDTU's vision, mission and educational philosophy	F	F	F	F	F	F
VQF	F	F	F	F	M	M
Employers	F	F	F	F	M	M
Experts	F	F	F	F	F	F

* Note:

F – Fully fulfilled

M – Moderately fulfilled

P – Partially fulfilled

The educational objectives are periodically reviewed for completeness and updated to the labour market and the needs of stakeholders. Specifically, the program objectives are 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)

TDTU states, that the study programme is designed based on the reference to Tourism Management programs from Top 100 HEIs so that students are provided with updated knowledge and international higher education standards in the world. The study program's goals and expected learning outcomes reflect the knowledge, skills, and competencies required by employers around the globe. There are many courses in the curriculum taught in English. Furthermore, most of the materials used in teaching are in English. During the courses of study, students are also facilitated to participate in extracurricular activities, academic exchanges, cultural exchanges and experiences, etc. through many exchange programs such as inbound and outbound student exchanges in Thailand and Taiwan (IN01). The above international orientation is to ensure students have knowledge, skills, and understanding of global cultures and they can work in a global environment.

Appraisal:

The panel formed the view that the partially English-taught programme maintains a basic international orientation. The programme design sufficiently takes into account the required international aspects, with respect, too, to its graduates' employability. To strengthen this orientation see the following recommendations.

	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

Due to the substantial increase in the demand for human resources in tourism in parallel with the development of the national tourism industry, many universities in Vietnam participate in tourism specialized training, such as RMIT University with the Tourism & Hotel Management program, University of Social Sciences and Humanities with the program of Travel Administration and TDTU with BVS-MTTM. In which, TDTU is the only university and pioneer in training tourism management in Vietnam.

Compared to RMIT University and University of Social Sciences and Humanities, TDTU's tourism and tourism management program has the following advantages that make differences in the tourism industry:

The curriculum's structure is compatible with 80% of the Hong Kong Polytechnic curriculum's structure (top 100 HEIs in the world). The difference is that the Vietnamese studies curriculum integrates soft skills and political subjects to suit the Vietnamese context and to meet society's needs.

The curriculum's structure and content have strengthened the volume of more internships with many diverse forms: apprenticeship right from the second year to the final year of students. The training is the point-line internship (in terms of tour designing, tour organizing) integrated with a number of subjects to help learners access the profession very early.

The curriculum is flexibly designed with many groups of elective subjects, the curriculum content is highly international oriented and facilitates the linkage of the program with HEIs around the world.

Regarding the program's expected learning outcomes, TDTU requires graduates must also secure English with IELTS 5.5 and Informatics, etc. Furthermore, students must have an internship abroad and an international certificate.

The department steadily conducts surveys and consult stakeholders in order to grasp the needs and desires of the labour market in terms of student capacity after graduation. In addition, during the implementation phase, the study program periodically consulted employers to improve the content and activities of the training program to help students best meet the expectations of employers after graduation.

Furthermore, students are allowed to rub in the enterprise's actual tourism business conditions very early through practical activities, internships, and career apprenticeships. Experts with many years of experience in tourism management, from leading tourism businesses, are also regularly invited to share topics, partially or fully teach professional courses so that they can guide students to follow the actual developments of the tourism market for better study orientation.

Moreover, the cooperations with business partners contribute to the positioning in the job market.

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 programme 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.

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

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

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

Students of Vietnamese studies - majoring in Tourism and Tourism Management aims to the following expected learning outcomes as presented in Table 4:

Table 4. The Bachelor Tourism and Tourism Management Program's Expected Learning Outcomes

No	ELOs	POs
1	Apply the basic knowledge of social sciences in analysing and interpreting social phenomena and events related to the tourism sector.	PO1
2	Proficient in foreign languages and informatics with English level of IELTS 5.0 or above (or other equivalent certificates), MOS Certificate at 750 points.	PO1
3	Evaluate the economic, environmental, cultural and social impacts of tourism.	PO2
4	Apply the basic principles in providing quality travel services to satisfy customers' needs.	PO2
5	Propose management strategies for tourism businesses.	PO3
6	Create a business plan for the travel business.	PO3
7	Develop workflow of each department of the tourism business.	PO4
8	Analyse tourism development trends to meet the need of tourists.	PO4
9	Display logical thinking, system thinking, and independent research skills.	PO5
10	Demonstrate negotiation skills, teamwork, presentations, report writing, and defence of research results.	PO5
11	Demonstrate the spirit of self-discipline, responsibility, professional ethics and inquisitive, humble, and proactive attitudes at work.	PO5

The curriculum is structured as follows:

Table 8. The Curriculum Overview

Course Code	Title of Modules	Credit points per semester								Workload		ECTS	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		15								225	450	21,5			
302001	Introduction to Sociology	3								45	90	4,25	L/D/ Classroom Activities	Multiple Choice	50%
302053	Introduction of Laws	2								30	60	2,75	L/D/ Classroom Activities	Multiple Choice	50%
303001	World Civilizations History	3								45	90	4,25	L/D/ Classroom Activities	Constructed Response Test, Multiple Choice	50%
001411	English 1	5								75	150	7	L/D/ Classroom Activities	Constructed Response Test, Multiple Choice	50%
503021	Fundamentals of Informatics 1	2								30	60	3,25	L/Practice Computer	MOS Exam	50%
Semester 2			14							210	420	20			
303002	Introduction to Vietnam Culture		3							45	90	4,25	L/D/ Classroom Activities	Presentation, Constructed Response Test, Multiple Choice	50%
302031	Environment and Development		2							30	60	2,75	L/D/ Classroom Activities	Constructed Response Test	50%
303052	Ethics & Social Responsibility		2							30	60	2,75	L/D/ Classroom Activities	Constructed Response Test, Report	50%
001412	English 2		5							75	150	7	L/D/ Classroom Activities	Constructed Response Test,	50%

306103	Political Economics of Marxism and Leninism				2					30	60	2,75	L/D/ Classroom Activities	Multiple Choice	50%
302219	Research Methods in Tourism				3					45	90	4,25	L/D/ Classroom Activities	Essay, Report	50%
303126	Tourism Planning				3					45	90	4,25	L/D/ Classroom Activities	Presentation, Report	50%
0301	Elective course 1				2					30	60	2,75	L/D/ Classroom Activities	Presentation, Report, Constructed Response Test	50%
Summer Semester										60	120	3,75			
303091	Internship				0					60	120	3,75	Observation, Practice	Report	50%
Semester 5										16	240	480	22,75		
303061	Managing Tourism Businesses				3					45	90	4,25	L/D/ Classroom Activities	Presentation, Constructed Response Test	50%
303098	Consumer Behaviour in Tourism				2					30	60	2,75	L/D/ Classroom Activities	Presentation, Constructed Response Test	50%
303081	Managing Hospitality Businesses				3					45	90	4,25	L/D/ Classroom Activities	Constructed Response Test	50%
306104	Scientific Socialism				2					30	60	2,75	L/D/ Classroom Activities	Multiple Choice	50%
302220	Communication Skills in Tourism				2					30	60	2,75	L/D/ Classroom Activities	Presentation, Report, Oral Test	50%
303122	Tourism Management Practice				2					30	60	3,25	L/D/ Team Work/Field Work	Presentation, Report,	50%
0401	Elective course 2				2					30	60	2,75	L/D/ Classroom Activities	Presentation, Report	50%
Semester 6										25	300	600	28,5		

306106	Ho Chi Minh Ideology							2			30	60	2,75	L/D/ Classroom Activities	Multiple Choice	50%
306105	History of Vietnamese Communist Party							2			30	60	2,75	L/D/ Classroom Activities	Multiple Choice	50%
303068	Managing Human Resources in Tourism							3			45	90	4,25	L/D/ Classroom Activities	Presentation, Constructed Response Test	50%
303069	Destination Management							3			45	90	4,25	L/D/ Classroom Activities	Presentation, Report	50%
302211	Negotiation and Bargaining							1			15	30	1,5	L/D/ Classroom Activities	Presentation, Practice	50%
303119	Vietnam Tourism							2			30	60	3,25	L/D/ Classroom Activities	Presentation, Report	50%
302221	Event Organizing Skills							2			30	60	2,75	L/D/ Classroom Activities	Essay, Report	50%
303067	Marketing in Tourism							3			45	90	4,25	L/D/ Classroom Activities	Presentation, Report	50%
0501	Elective course 3							2			30	60	2,75	L/D/ Classroom Activities	Presentation, Report, Constructed Response Test	50%
Semester 7								12		180	360	16,75				
303073	Strategic Management in Tourism							3			45	90	4,25	L/D/ Classroom Activities	Presentation, Report	50%
303074	Delivering Service Quality							3			45	90	4,25	L/D/ Classroom Activities	Constructed Response Test	50%
B03027	Financial Management in Hospitality							2			30	60	2,75	L/D/ Classroom Activities	Constructed Response Test, Multiple Choice	50%

0601	Elective course 4							2		30	60	2,75	L/D/ Classroom Activities	Presentation, Constructed Response Test	50%
0701	Elective course 5							2		30	60	2,75	L/D/ Classroom Activities	Presentation, Report, Constructed Response Test	50%
Semester 8								10	210	420	18,25/15,75				
303103	Graduation Internship							4	120	240	7,25	Field Work, Practice	Report	50%	
303CM1	Professional practice skills							2	0	0	2	L/D/ Classroom Activities	Multiple Choice, Constructed Response Test	50%	
(0801)/(0802)	Thesis/Selection Group							6	90	180	0801: 11; 0802: 8,5	L/D/ Team Work/Field Work, Classroom Activities	Report	100%	
Total		15	14	16	19	16	25	12	10	1.950	3.900	182,25/179,75			

Programme's name and degree are based on vietnamese law and reflects content and outcomes.

The programme is developed to ensure a balance among the general subjects, the fundamental specialised subjects, and specialised subjects. In which, the number of specialized subjects accounted for 39.8%. In addition, employers also highly appreciate students' attitudes through internships (year 2), apprenticeships (year 4), and graduate students with job provisions.

Moreover, in the training program, there are a number of subjects in which entrepreneurs are invited to teach and share careers for students to set goals, build learning plans and work effectively upon graduation such as Marketing in Tourism, Managing Tourism Businesses , Principle of Tourism and both internships. Before inviting enterprises to teach, the Department develops a project for training courses at the Enterprise and Implementation plan at the beginning of each school year. Every year, the Department actively reviews and promptly adjusts plans to suit the actual situation. Students have very early access to Entrepreneurs from year 2 and the following years, including modules taught entirely by Enterprises Other subjects are taught 2/3 by Instructors and 1/3 by business experts, for example Principle of Tourism, Managing Tourism Businesses, Marketing in tourism. The above activities are supported and supervised by the faculty.

The practical activities allow the students to relate knowledge to professional practice and apply theoretical knowledge to solve practical problems. Also, the program is delivered by a variety of active teaching approaches such as small group discussions, individual work, expert exchange, and fieldwork in accordance with modern support facilities

The graduation thesis also helps students connect well with theory and practice. In addition, since 2015, the Tourism Department has also successfully organized the annual contest "Talent Guides" which attracting a large number of students inside and outside the university to participate .

Interdisciplinary thinking is integrated in the programme through courses which belong to the broad field of managing, e.g. marketing, human resources or event managing. Moreover, lectures combine many teaching methods in each lesson: lecturing, telling stories, playing role solving situations, etc. In addition, student assessment tasks are designed in a way that requires students to always think about all areas of social life to analyse and solve interdisciplinary problems.

Several courses that communicate ethical issues, positive attitudes and soft-skills to the first-year students such as Skills necessary for sustainable development and Ethics and social responsibilities. Ethical aspects are also adressed in the courses' expected learning outcomes that relate to students' attitudes and behaviours in the learning process and workplace.

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

A variety of student assessment methods are used to measure the programme and courses' expected learning outcomes, including formative assessment, midterm assessment, and end-of-term assessment. The student assessment methods used include process exercise, multiple-choice questions, presentation, constructed response including short answer test and

case studies, practical exercises, report, and graduation thesis which are specified in detailed syllabuses.

For final-year students, students are allowed to select either studying a course in replacement of a graduation thesis or doing a graduation thesis. Students who select to do a graduation thesis will follow the Procedures of Controlling the implementation of the final elective modules or graduation thesis. The graduation thesis is also assessed based on the assessment process and assessment criteria as specified in TDTU's procedures.

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. However, the panel recommend to modernise the programme e.g. by implementing digital transformation. Moreover, entrepreneurship would be an interesting topic in order to broaden student`s employment fields, given the goal the university defined.

The overall objectives of the study programmes as well as the presented teaching and learning materials demonstrate the achievement of Bachelor level.

The programme provides interdisciplinary thinking sufficiently. The panel sees more potential and recommends to strengthen the international scientific approach by a cooperation with/ orientation on the reserach fields of Urban and regional Planning.

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

The modular structure of Vietnamese Studies in Tourism and Tourism Management program is shown in the below table:

Table 7. An Overview of the Training Program

Projected study time	4 years
Number of Credits Points (CP)	129 CP ECTS: 180,34
Workload per CP	15 working hours in class and 30 hours for self-study
Number of modules	48
Time required for processing the final thesis and awarded CP	3 months (6 credits)
Number of contact hours	1.845 (15 hrs/CP x 123 CP). This amount does not include the 6 CP thesis because during the thesis the students do not take units in the classroom, even though they regularly visit their advisors.

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 programme takes place in 4 academic years (8 semesters) with a total of 129 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.

Along with this, the University could also refine the description of the graduation internship with the possibility making use of practice projects for a final thesis (compare the recommendation in 3.1.6).

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		
3.2.3* Feasibility of study workload (Asterisk Criterion)			x		
3.2.4 Equality of opportunity			x		

3.3 Didactical concept

The pedagogical approach to the study programme is student-centred whereby students have developed independence, self-directed learning, autonomy and activeness during their

participation in the course. The study programme integrates various teaching and learning methods, including lectures, group discussions, in-house practice, presentations, case studies and project-based learning. Teaching methods are selected in accordance with subjects' expected learning outcomes with the distribution of the number of theoretical and group discussion periods, the number of exercises, practice, the number of self-study periods and the form of teaching presented clearly stated in the courses' outline. Students are equipped with self-study skills in their first year subject Essential skills for sustainable development - self-study skills and during their learning journey at the University.

For subjects that require practical knowledge, the Department designs the curriculum with the enterprise teaching modules accounting for 1/3 of the total course time such as Principles of tourism, Attraction and Visitors Management, Managing tourism businesses and Marketing in tourism. In addition, students also have a practical career course in the second summer semester. For this module, students will get an internship at travel businesses, restaurants/hotels and prestigious long-time business partners of the Faculty. The internship lasts four weeks and is conceptualised under the business and instructors' supervision. To evaluate students' results in this module, enterprises will evaluate 50% of the points and instructors will evaluate 50% of the points through the actual student report. Furthermore, TDTU also supports modern facilities for learning activities such as library, group discussion room and an e-learning system. Lecturers support students' learning outside of the office hour through an online exchange forum, google classroom, google meet or Zoom.

A wide range of resources and textbooks for students include national and international resources from national and international publishers as well as open data access accounts provided by the World Libraries OCLC (Online Computer Library Center) from 9000 libraries around the world. Students are provided with course materials and lecture slides through the e-learning system before the start of each semester. Resources are periodically updated and supplemented by the library as required by the programme. All subjects' learning materials are English materials from the top 100 universities in the world. Students can easily find documents at the library or read online at the University's electronic library system. In addition, students are also required to do exercises by reading the textbooks to encourage students' ability to self-study and search for material. Regarding the subject lecture slides, the study programme also designed slides 100% in English, updated and adjusted them to suit the teaching practice before the first two weeks of each class in compliance with the University's regulations.

Building the visiting lecturers resource of the Department also plays a huge role in the implementation of the study programme. The Faculty and Department have a team of visiting lecturers from major training institutions with high professional qualifications and teaching experience. Each semester, the Department of Testing and Quality Assessment, Legal & Security Inspection Department, Department of Undergraduate Studies conduct class teaching observations to evaluate the teaching methods and quality of visiting lecturers and to provide feedback for their improvement. Moreover, for some highly practical specialised subjects, the study programme builds courses that invite experts in the tourism and hospitality industry to teach a number of chapters in the subjects as follows: Principles of tourism, Managing tourism business, Attracting & Visitors management, Marketing in Tourism. The Department also invites experts from reputable domestic and international enterprises who have at least three years of work experience in the field related to the subject of teaching. These visiting lecturers must also pass the minimum score according to three evaluation criteria including Teaching expert's expertise, position of work and characteristics of work agency. The visiting lecturers of the Department have teaching experience and practical experience working in the enterprise and providing students with new perspectives on careers as well as job opportunities for students.

Currently, the University has no regulations on the recruitment of lecturing tutors. However, the Faculty and Department have a plan in building this team in the near future to support improved students' study. The duties of tutors are expected to include: translating the lecture content of foreign lecturers, tutoring groups of students after theoretical class, guiding students to do homework or going to the field tour with foreign lecturers and students.

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 generally up to date, 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. However, the panel recommends to update the literature and to offer a bigger variety of textbooks. Along with that, TDTU may also check the consistency of the module descriptions. The titles of some of the courses could be refined, reflecting their goals and content and thus, avoiding some overlapping.

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

According to TDTU, the study programme is designed following the curriculum of Hong Kong Polytechnic School (Hongkong) and Seneca College (Canada). Therefore, all subjects are updated with international knowledge and English textbooks from leading authors and publishers in the world.

Particularly for extracurricular activities, the faculty regularly organises exchange activities with international students from universities around the world. Particularly in the academic year 2019-2020, the Travel Club of the department has cooperated with the STEP Forward Exchange organisation to exchange Korean students with students of tourism at Ton Duc Thang University. In addition, the department also organises cultural exchanges for students of Kangnam University (South Korea) and organises a short-term Korean language course for students to participate in Korea for three weeks.

The faculty cooperates with the INCREDI Institute to organise one semester teaching for international students in Tourism and Tourism Management. Teaching and learning is done entirely in English. Some subjects in the programme that international students study together with Vietnamese students include Marketing in Tourism (Course code: 303067), Hospitality management (Course code: 303081) and Sustainable tourism (Course code: 303080). Therefore, Vietnamese and international students have the opportunity to participate in learning, sharing in discussions and group work to improve their ability to communicate in foreign languages and practical knowledge while learning in a multicultural environment.

Moreover, the faculty recruited eight international students from Thailand and Malaysia who study with Vietnamese students in the English programme from academic year 2020-2021.

The Faculty invites foreign lecturers to teach the following subjects: World civilization (Course code: 303003) and Cultural Tourism (Course code: 303022). Currently, the Department of Tourism has three PhDs trained in Russia, seven lecturers with master's degree and one PhD trained in Taiwan, and one biological researcher from Australia with professional qualifications and fitting conditions of language proficiency. The teaching staff should ensure that students acquire the knowledge and practical experience in an international education environment to meet domestic and foreign businesses' recruitment needs.

The study programme's foreign textbooks are used for teaching and 100 % of the lecture slides are in English. For Vietnamese Studies in Tourism and Tourism Management programme, students are required to take a short course abroad in the summer semester of the second year to help students have the opportunity to exchange learning and practicing foreign languages in an international environment (Nakhon Pathom Rajabhat University (Thailand), Nanhua University (Taiwan)). At the end of the second year, students must complete English 3 (equivalent to IELTS 5.0) to be prerequisites to study specialized subjects taught in English. To achieve graduation requirements, students are encouraged to conduct a thesis in English to help students develop their professional qualifications and improve their capacity.

In addition to creating a learning environment in English, students are also given the opportunity to participate in English clubs and English-speaking competitions.

Appraisal:

International contents are, so far, sufficiently part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. The programme managers and lecturers should keep the goals of the tourism programme as well as international tourism (both inbound and outbound) in mind when refining goals and contents of the courses.

The international impacts on faculty and students by the exchanges promote the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The programme focuses on developing multi-core competencies for students such as communication, conflict resolution, research capacity and professional capacity.

These multidisciplinary competencies are built up during the learning process and through subjects in the curriculum, such as Methods of research in tourism, Communication skills in tourism, Event organizing skills and subjects in the group of Sustainable Development Skills:

Moreover, instructors use various teaching methods such as seminars, group work, presentations, project work, case studies to help develop multidisciplinary competencies for students. Also, students will have the opportunity to practice and apply multidisciplinary skills to specialized and practical subjects in the organization of the Travel Club, in building and organizing delivery events, in international culture, sports and arts activities, and building online tours for students of the program. Students' multidisciplinary capacities and practical experience are also developed through the process of completing their graduation thesis and participating in internships at companies.

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)

Beside the curriculum development under participation of employers, skills and working capacity of students are trained and developed through the integration of theory and practice by the internship in the second year and the 4th year of Apprenticeship. In addition, the curriculum is designed for a number of modules with the participation of enterprises teaching. Therefore, students are career-oriented very early and practically approach businesses, creating job opportunities after students graduate.

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

This department has a total of 33 teaching staff in 2019-2020 with eleven full-time lecturers of the department, 15 full-time lecturers of the Faculty of Social Sciences and Humanities and other faculties, and eight visiting lecturers in 2019-2020. To assist lecturers in student management, the Faculty has two support staff who are responsible for student discipline, feedback and teaching scheduling. The percentage of full-time lecturers with doctoral degrees is more than 40% and of which three lecturers are trained in Russia, eight lecturers trained in Taiwan, and one lecturer trained in Australia.

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.

According to the regulations of the Ministry of Education and Training, all lecturers working at universities must have certificates of pedagogical skills. TDTU regularly has specialized training programmes to help lecturers continuously update the pedagogical knowledge and skills and apply the latest methods and ideas with the support of the most modern technology in the classroom. TDTU also invites experts from universities and prestigious educational organisations in the world such as Singapore Quality Institute (SQI) to guide how to build curriculum and teaching methods to ensure the quality of online training (Workshop on the Quality Assurance of Online Training).

The Department of Tourism has a team of lecturers with practical experience in the field of tourism, including lecturers who have held senior positions such as Director of Cho Lon Tourism Company and management positions in tourism field. Also, the Faculty currently has one part-time lecturer participating in teaching and working in tourism businesses and the department will be continuing to recruit this type to suit the practical training needs of the study programme. Furthermore, in order to apply practical experiences in teaching activities, linking theory and professional practice, all lecturers are facilitated to participate in training courses of the tourism industry, exchange activities, and cooperate with businesses and Tourism Department.

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

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

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 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 Faculty of Social Sciences and Humanities constantly focuses on linking training and cooperating with domestic and foreign universities and research institutes. Currently, the Faculty has signed agreements with the Nakhon Pathom Rajabhat University (Thailand), the Nanhua University (Taiwan), and the Penghu University (Taiwan) in order to promote academic exchange and international conferences.

Besides, the Faculty of Social Sciences and Humanities and the Tourism and Tourism Management Department coordinated with the Departments of Science and Technology of the provinces in Vietnam to implement scientific research projects.

In addition, according to the quality target of the 2019-2020 academic year, the Faculty of Social Sciences and Humanities and the Tourism Department have built a communication network, network links/cooperation with professional associations, enterprises/alumni in Vietnam and abroad. The Faculty has signed cooperation agreements with domestic and foreign businesses to support training, coordinate internships, and organize events, seminars, support for student science, career orientation, and training in the skills needed for students to enter the labor market. The aim is to build bridges between students and employers, thereby expanding employment opportunities for students. Particularly, the Department of Tourism has cooperated with more than 30 travel companies, restaurants and hotels to support students in practical careers in 2nd year and apprenticeship in 4th year.

In 2020, TDTU and Faculty signed a comprehensive cooperation agreement with Saigon Tourist Travel company in many aspects such as providing accommodation for students having an intership, apprenticeships opportunities and inviting business experts to teach in the programme. They also help to reform the programme and adapt it to the employment needs of society.

Appraisal:

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

		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.

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 in Vietnamese Studies of Tourism and Tourism Management

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

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

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