Decision of the FIBAA Accreditation and Certification Committee

14th Meeting on June 14, 2024

PROGRAMME ACCREDITATION

Project Number:	23/026
Higher Education Institution:	Ho Chi Minh City University of Social Sciences and Humanities
Location	Ho Chi Minh City, Vietnam
Study Programme:	Master of Arts in Education Management Bachelor of Arts in Psychology Master of Arts in Clinical Psychology
Type of Accreditation	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited under one condition.

Period of Accreditation: June 14, 2024 until June 13, 2029.

Condition:

The University implements

a) a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
b) an anonymous evaluation system for students and lecturers.

Proof of meeting these conditions is to be supplied by March 13, 2025.

The condition is fulfilled.
The decision was made by the FIBAA Accreditation and Certification Committee on June 05, 2025

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:
University of Social Sciences and Humanities,
Vietnam National University, Ho Chi Minh City, Vietnam

Bachelor and Master programmes:
Master of Education Management
Bachelor of Psychology
Master of Clinical Psychology

Qualification awarded on completion:
Master of Arts in Education Management
Bachelor of Arts in Psychology
Master of Arts in Clinical Psychology

General information on the study programmes

Brief description of the study programmes:

1. The **Master of Education Management** aims to provide learners with specialised knowledge and interdisciplinary expertise in areas such as cultural studies, linguistics, psychology, sociology, and international studies. This shall equip them to address educational management activities within and outside the country, in the context of globalisation and digital transformation.
2. With a degree from the **Bachelor of Psychology,** students can work as assistants for human resources psychologists, assistants for clinical psychologists, research assistants, in the field of teaching psychology and school counselling. Students shall acquire fundamental skills in psychological practice, scientific thinking methods, moral qualities, and the capacity to apply psychological knowledge to reality and society.
3. The **Master of Clinical Psychology** is designed to train psychologists who can work in the practice and can do research of psychological science related to clinical psychology. The programme's objectives center around five aspects related to training in clinical psychology such as psychopathology, psychiatric evaluation, counselling-psychotherapy, practicum - supervision and scientific research.

Type of study programme:

1. Master of Arts in Education Management
2. Bachelor of Arts in Psychology
3. Master of Arts in Clinical Psychology

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

1. Master of Education Management: Study time is 2 years (four semesters) with a total of 120 ECTS credits (60 national credits).
2. Bachelor of Psychology: Study time is 4 years (eight semesters) with a total of 242 ECTS credits (121 Vietnamese credit points).
3. Master of Clinical Psychology: Study time is 2 years (four semesters) with a total of 120-124 ECTS credits (60-62 Vietnamese credit points), depending on the respective training plan 1 or 2.

Mode of study:

All programmes are full-time.

Didactic approach:

All study programmes have obligatory class attendance.

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

1. Master of Arts in Education Management: 38 places per intake

2. Bachelor of Arts in Psychology: 125 places per intake
3. Master of Arts in Clinical Psychology: 25 places per intake

Programme cycle starts in:

All three study programmes start in October each year.

Initial start of the programme:

1. Master of Education Management: 2009
2. Bachelor of Psychology: 2007
3. Master of Clinical Psychology: 2018

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Master of Arts in Education Management, the Bachelor of Arts in Psychology, and the Master of Clinical Psychology was made between FIBAA and the University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam on May 15, 2023. On July 5, 2023, the HEI submitted two self-evaluation reports, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Dagmar Bergs-Winkels
Alice Salomon University of Applied Sciences Berlin, Germany
Professor of Educational Science
(Pedagogy, childhood education, gifted education, educational science, practical support, empirical research methods)

Ute Beyer
Business Coaching and Therapy
Senior Expert Personnel Development/Competence Management,
Psychologist (Freelance)
(Psychology, psych. diagnostics, personnel development, therapy, competence management, AC, coaching, counseling)

Prof. Dr. rer. nat. Stephan Bongard
Goethe University Frankfurt, Germany
Associate Professor of Psychology
(Psychology, Psychological Assessment, Clinical Psychology, Psychotherapy, General Psychology, Biological Psychology, Differential Psychology)

Milena Kugel
University of Ulm, Germany
Student of Sustainable corporate governance (M.Sc.)
Graduated: Business Education (B.Sc.)

Prof. Dr. rer. nat. Linn Kühl
MSB Medical School Berlin, Germany
Professor of Clinical Psychology and Psychotherapy
(Psychology, Clinical Psychology, Psychotherapy, Cognitive Behavioral therapy)

[1] The panel is presented in alphabetical order.

Dr. Thi Thu Ha Dinh
Thai Binh Duong University
Head of Finance - Banking Division
(Member of Quality Assurance division of University of Economics Ho Chi Minh city and Nha Trang university, supporting university and schools in term of guideline constructing, self-report examining, on-site visit supporting to obtain international (AUN; FIBAA) as well as national quality certifications)

FIBAA project manager:
Nina Rotermund

The assessment is based on the self-evaluation reports, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on March 11-12, 2024 at the HEI's premises in the facilities of University of Social Sciences and Humanities in Ho Chi Minh City, Vietnam. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on June 3, 2024. The statement on the report was given up on June 7, 2024. It has been considered in the report at hand.

Summary

For the Master of Arts in Education Management

The Master of Arts in Education Management offered by the University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam fulfils with one exception the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 14, 2024 and finishing on June 13, 2029, 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 as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

For the Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology offered by the University of Social Sciences and Humanities, Ho Chi Minh City, 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 June 14, 2024 and finishing on June 13, 2029, 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 as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

For the Master of Arts in Clinical Psychology

The Master of Clinical Psychology offered by the University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam fulfils with one exception the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 14, 2024 and finishing on June 13, 2029, 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 as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

<u>For all three study programmes:</u>

The panel members identified need for improvement regarding the following aspect[2] *Quality assurance and quality development with respect to contents, processes and outcomes* due to missing anonymous evaluation for students and lecturers. They recommend the accreditation on condition of meeting the following requirement:

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

Condition (see chapter 5.1)**: The University implements**

a) a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
b) an anonymous evaluation system for students and lecturers.

Proof of meeting this condition is to be submitted by March 13, 2025.

For all three study programmes

The panel members also identified several areas where all three programmes could be further developed. They recommend the HEI:

- to invite more international guest lecturers to promote internationalisation (see chapter 3.3);
- to invest more in the academic promotion of their faculty (see chapter 4.1);
- to check and when necessary, improve the barrier-free access to all buildings on campus (see chapter 4.4).

For the Master of Education Management, the panel members additionally recommend:

- to invest in more marketing and more communication with employers, and to offer job fairs for students to find work in related fields of Education Management (see chapter 1.3).

For the Bachelor of Psychology, the panel members additionally recommend:

- to include courses where experimental research experience is taught (see chapter 3.1);
- to elaborate the scientific training strategy (see chapter 3.1).

For the Master of Clinical Psychology, the panel members additionally recommend:

- to add the correct and whole degree title in all relevant documents stating “Master of Arts in Clinical Psychology” instead of “Master in Clinical Psychology” (see chapter 3.1);
- to elaborate the scientific training strategy (see chapter 3.1).

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

There are criteria in which the programmes exceed the quality requirements.

For all three programmes

- Student support by the faculty (see chapter 4.1)

For the Master of Education Management additionally:

- Positioning of the study programme in the educational market (see chapter 1.3)
- Interdisciplinary thinking (see chapter 3.1)
- Ethical aspects (see chapter 3.1)
- Examination and final thesis (see chapter 3.1)

- Practical business experience of faculty (see chapter 4.1)
- Internal cooperation (see chapter 4.1)

The Master of Clinical Psychology additionally:

- Positioning of the study programme in the educational market (see chapter 1.3)
- Positioning of the study programme on the job market for graduates (Employability) (see chapter 1.3)
- Ethical aspects (see chapter 3.1)
- Practical business experience of faculty (see chapter 4.1)

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

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Information

Information on the Institution

The University of Social Sciences and Humanities (USSH) belongs to the Vietnam National University – Ho Chi Minh City (VNUHCMC), which is a public university with two campuses. Its leading educational philosophy is "Whole Person - Liberal and Multicultural Education". As its mission, it has defined the training of qualified human resources and the development of typical scientific works in social sciences and humanities. Moreover, it wants to strategically contribute to the economic and socio-cultural development of the country and to be a leading university in building an academic and liberal environment in social sciences and humanities.

The VNUHCMC originates from the former Saigon University that was founded in 1949 and whose Faculty of Letters and Faculty of Sciences were the predecessors of the University of Social Sciences and Humanities and the University of Sciences. In 1977, two years after Vietnam's liberation, the Faculty of Letters and Faculty of Sciences were merged into Ho Chi Minh City University. In 1996, this HEI was divided again into the currently known USSH and the University of Sciences.

Currently, the USSH has 946 lecturers and staff. Lecturers are professors, associate professors, doctors and master's degree holders. In 2021, the USSH had more than 16,000 students enrolled in 34 undergraduate programmes, 44 graduate programmes, and 15 international affiliated programmes.[3] USSH has more than 250 international partner universities and institutions which offer opportunities for short-term and long-term exchange programmes for students and lecturers. The USSH sees itself as a pioneer in opening new training programmes to meet social demands in Vietnam. Among the new study programmes are Vietnamese Studies, Oriental Studies, Anthropology, International Relations, Urban Studies, Spanish Linguistics and Literature, Italian Linguistics and Literature.[4]

Ten of the programmes have been evaluated by the ASEAN University Network and achieved quality standards according to their quality assurance (AUN-QA). Among them are the BA and MSc in Vietnamese Studies, BA in English Linguistics and Literature, BA in Literature, BA in Social Work, BA in History, and BA in Education. In 2016, the USSH fulfilled the requirements of the Vietnam National University Center for Education Accreditation (VNU-CEA) and was awarded national accreditation. According to the latest QS World University Rankings, VNUHCM is the only university in Vietnam to be ranked 251-300 for Modern Languages in 2022.

[3] See MEM self-evaluation report p. 7.
[4] Ibid.

Further development of the programmes

For the Master of Education Management

The Master of Education Management (MEM) belongs to the Faculty of Education (FoE) that was founded in 1999. It considers education as a means to change the world.[5] In its study programmes, the Faculty wants to produce and train teachers, researchers and management officers. The Master of Education started in the academic year 2009.

The study programme increased the number of available study place steadily. Whereas in 2018, it offered 26 places, the number reached a peak with 43 in 2020. Since 2021, the study programme has 38 study places for every intake. The MEM is an attractive study programme as the high application rate (ranging from 153 percent to 76 percent) reveals. The number of students that enrol varies from cohort to cohort. In 2018, 23 students started studying (88 percent), in 2020, 44 students enrolled (102 percent), but in 2022, 23 students were admitted accounting for 65 percent of all study places.

The majority of first-year students consists of women that account for 60 to 90 percent in different intakes. On the academic years starting in 2022, there was one international student. In general, the study programme has no international students. Students need more than two years to finish their studies. The success rate decreased throughout the academic years with 74 percent in 2018 and only 29 percent in 2020. The rather significant decrease was caused by the pandemic.

Table 1 Statistical data of the Master of Education Management

		1. Cohort 2018	2. Cohort 2019	3. Cohort 2020	4. Cohort 2021	5. Cohort 2022
Study Places offered by HEI		26	29	43	38	38
Applicants	∑	40	34	60	23	29
	f	25	25	44	19	18
	m	7	9	16	4	11
Application rate		153,85%	117,24%	139,53%	60,53%	76,32%
First-Year Students *(accepted applicants)*	∑	23	22	44	19	23
	f	18	17	32	18	15
	m	5	5	12	1	8
Rate of female students		0,782608696	0,772727273	0,727272727	0,947368421	0,652173913
Foreign Students	∑	0	0	0	0	1
	f	0	0	0	0	
	m	0	0	0	0	1
Rate of foreign students		0	0	0	0	0,043478261
Percentage of occupied study places		88,46%	75,86%	102,33%	50,00%	60,53%
Graduates	∑	17	11	13	0	0
	f	12	8	6		
	m	5	3	7		
Success rate *(students who finished their studies)*		73,91%	50,00%	29,55%	0,00%	0,00%
Dropout rate *(students who dropped their studies)*		0,26%	0,14%	0,07%	0,00%	0,00%
Average duration of study		3,27	2,5	2,18		
Average grade of final degree		7,75	7,78	7,76		

[5] See MEM self-evaluation report p. 10.

For the Bachelor of Arts in Psychology

The Department of Psychology was officially established on April 18, 2007 with the Decision number 69/QD-TCHC by the President of the University of Social Sciences and Humanities of Ho Chi Minh City. Beforehand, it was the Department of Educational Psychology at the Faculty of Education. The Department of Psychology offered a Bachelor of Psychology with three specializations, namely Industrial – Organizational Psychology, Counseling Psychology and Psychotherapy and Basic Psychology. USSH established the Faculty of Psychology in 2014 since the Department of Psychology grew and developed quickly. At the end of 2021, the Faculty started the project of establishing a Center for Behavioral Science Research, which VNUHCM approved.

The Faculty's organizational structure consists of three departments: Basic Psychology, Counseling Psychology and Psychotherapy and Industrial-Organizational Psychology. The Department of Basic Psychology provides courses in basic and general psychology for students of the Faculty as well as students at the entire university. The two departments, Counseling Psychology and Psychotherapy and Industrial-Organizational Psychology are in charge of training students with a particular orientation in applying psychology to the counselling and therapy and applying psychology in industry and organization.

The Faculty of Psychology intends to become a high-quality centre for training and doing research, providing highly skilled human resources in psychology for the society and other academic services to contribute to social planning and support for organizations and communities in the society with the aim to foster sustainable social development.

The number of applicants shows a steady number of interested students in the bachelor programme, while the number of admitted students firstly, slightly decreased and increased again in the last cohorts. Over the years, the study programme admitted more students than study places offered. This signals a high demand for graduates from the discipline. The majority of students is female. Over the last cohorts, there were no international students.

Table 2 Statistical Data of the Bachelor of Psychology

Study Programmes: Bachelor of Psychology

		Cohort 2018 - 2022	Cohort 2019 - 2023	Cohort 2020 - 2024	Cohort 2021 - 2025	Cohort 2022 - 2026	Cohort 2023 - 2027
# Study Places offered by HEI		100	120	125	125	125	125
# Applicants	∑	141	228	151	302	315	334
	f	96	146	112	234	264	271
	m	45	82	39	68	51	63
Application rate		141.00%	190.00%	120.80%	241.60%	252.00%	267.20%
# First-Year Students *(accepted applicants)*	∑	102	146	145	146	145	137
	f	80	108	111	127	112	109
	m	22	38	34	19	19	19
Rate of female students		78.43%	73.97%	76.55%	86.99%	77.24%	79.56%
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		102.00%	121.67%	116.00%	116.80%	116.00%	109.60%
# Graduates	∑	64	80	0	0	0	0
	f	52	62	0	0	0	0
	m	12	18	0	0	0	0
Success rate *(students who finished their studies)*		62.75%	54.79%	In progress	In progress	In progress	In progress
Dropout		9	13	15	16	21	2
Dropout rate *(students who dropped their studies)*		*8.82%*	*8.90%*	*10.34%*	*10.96%*	*14.48%*	*1.46%*
Average duration of study		4 years 4 months	4 years	NA	NA	NA	NA
Average grade of final degree		7.68	7.87	NA	NA	NA	NA

For the Master of Arts in Clinical Psychology

In 2018, in view of an increasing number of graduate studies in psychology in Vietnam and the social demands for expertise in psychology as such, the Faculty of Psychology proposed to develop a Master's programme in specialized psychology, starting with the Master of Clinical Psychology. By March 2019, the President of VNUHCM assigned the Faculty of Psychology to launch the Master of Clinical Psychology (area code 8310402) according to Decision No. 183/QD-XHNV-SĐH.

Although the demand for expertise in psychology increased in society, the number of applications had a high start and remained steady afterwards. In the first cohort of 2019-2020, the study programme admitted 40 applicants. In the following two cohorts, it offered only 25 study places and admitted about 60 to 64 percent of applicants. Female students outnumber male students. There are no international students enrolled in the Master of Clinical Psychology.

Table 3 Statistical Data for the Master of Clinical Psychology

Study Programmes: Master of Arts in Clinical Psychology

		1. Cohort 2019 - 2021	2. Cohort 2020 - 2022	3. Cohort 2021 - 2023	4. Cohort 2022 - 2024	5. Cohort 2023 - 2025
# Study Places offered by HEI		40	25	25	25	25
# Applicants	∑	43	90	74	81	132
	f	28	68	50	61	104
	m	15	22	24	20	6
Application rate		107.50%	360.00%	296.00%	324.00%	528.00%
# First-Year Students *(accepted applicants)*	∑	43	16	15	22	26
	f	28	13	10	16	20
	m	15	3	5	6	6
Rate of female students		65.12%	81.25%	66.67%	72.73%	76.92%
# Foreign Students	∑	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study		107.50%	64.00%	60.00%	88.00%	104.00%
# Graduates	∑	27	8	1	0	0
	f	17	6	1	0	0
	m	10	2	0	0	0
Success rate *(students who finished their studies)*		62.79%	50.00%	6.67%	0.00%	0.00%
Dropout students		2	1	1	0	0
Dropout rate *(students who dropped their studies)*		*4.65%*	*6.25%*	*6.67%*	*0.00%*	*0.00%*
Average duration of study		41.5 months	30 months	21 months	NA	NA
Average grade of final degree		7.69	8.01	8.32	NA	NA

Programme Description and Appraisal in Detail

1. Objectives

1.1. Objectives of the study programme (Asterisk Criterion)

The Master of Education Management

The objectives of the Master of Education Management (MEM) are aligned with the national qualification framework for Level 7, which corresponds to the master's degree level, encouraging learners to conduct 'creative research' as well as with the Vietnam's Law on Higher Education issued in 2018. It is open to students from different academic backgrounds. Students come from private schools and companies. Classes are offered at the weekend and in the evening during weekdays.

The MEM aims at training graduates with competences that allow them to work in various sectors. Graduates of the Master of Educational Management have various employment opportunities, such as:

- Leadership and management positions in public and private educational organizations,
- Managing specialized departments in administrative units and educational institutions (Departments, Offices, Centers...),
- Managing training and professional development activities in businesses,
- Coordinators in international educational organizations, NGOs,
- Entrepreneurship in providing educational services or organizing educational activities,
- Lecturers in educational institutions.

Students can also consider pursuing a doctoral degree after their graduation. Moreover, the programme intends to engage in international activities by collaborating with foreign partners, with the goal of providing high-quality human resources in the field of educational science.

Table 4 Programme learning outcomes of the Master of Education Management

No.		Learning outcomes
1. Knowledge	PLO 1.1	Analyze and critique issues in educational management based on scientific knowledge about organization, management, and administration in education

	PLO 1.2	Discover research problems and apply knowledge of methods and tools in researching a scientific research topic
	PLO 1.3	Applying interdisciplinary knowledge of philosophy, psychology, culture, economics, and sociology in educational management activities
2. Skills	PLO 2.1	Demonstrate systematic thinking in the process of organizing and managing activities at educational institutions
	PLO 2.2	Conduct assessment and outline plans to improve educational management activities in professional practice on the basis of applying industry, specialized and interdisciplinary knowledge;
	PLO 2.3	Successfully carrying out a scientific research or project on educational management;
	PLO 2.4	Know how to gather research-based knowledge to shed light on professional and scientific issues with colleagues and the community.
3. Autonomy and responsibility	PLO 2.1	Clearly define the method of leadership and management of educational activities to adapt to the change of environment;
	PLO 2.2	Forming objectivity and fairness; respect ethics, regulations, and laws; confidentiality, confidentiality; show empathy; responsible for work and others;
	PLO 2.3	Support, encourage, nurture, and promote the spirit of independent work, creativity, self-direction and innovation in schools.

For the Bachelor of Psychology

Based on the level 6 of the Vietnamese Qualification Framework, the Bachelor of Psychology teaches knowledge and fundamental skills in psychological practice, scientific thinking methods, moral qualities, psychological knowledge related to reality and society. The job profiles of the graduates of the Bachelor of Psychology are the following:

(1) Human resources psychologist's assistant: Students are able to apply the acquired knowledge to HR psychology jobs such as: analyzing individual behavioural problems in the organization, recruiting and evaluating personnel, training and developing personnel in the organization.
(2) Clinical psychologist's assistant: Students can apply their acquired knowledge to tasks of a clinical psychologist's assistant, like basic psychological assessment, initial diagnosis of psychological disorders and suggest interventions.
(3) Research assistant: Students will be able to conduct psychological research through quantitative and qualitative methods based on ethical principles in research.

(4) Teaching Psychology: Students will be able to teach the academic topics related to psychology at universities, associate colleges and vocational schools.
(5) School counselling: Students will be able to counsel students at schools.

Table 5 Programme learning outcomes of the Bachelor of Psychology

The programme learning outcomes
PLO1. Able to use both basic and broad knowledge of Vietnam's socio-political institutions, history and traditional culture, basic knowledge of social sciences as a foundation to thrive on gaining specialized expert knowledge as well as developing personal competence and values.
PLO2. Able to explain concepts, rules and key issues in psychology.
PLO3. Able to use acquired knowledge of psychology by comparing major branches in psychology; able to formulate research questions and research methods to find answers to them; able to explain complex behaviour by applying learned knowledge of psychology.
PLO4. Able to describe the different applications of psychology by making use of learned knowledge of psychology to explain social issues and evaluate the interaction between body and mind that has an effect on mental and physical health; able to suggest interventions appropriate for a particular context.
PLO5. Able to use academic reasoning and analysis to give solutions to psychological problems that an individual, group, or organization faces within their group or community.
PLO6. Able to use critical thinking skills and basic analysis of psychology, using scientific principles and psychological practices.
PLO7. Show an ability to self-study, do research on one's own as to the issues related to psychology after graduation and then the student can go on taking graduate study programmes.
PLO8. Able to work in a multidisciplinary team towards a common goal.
PLO9. Able to communicate effectively by written texts, emails, presentations related to a variety of subject matters in psychology.
PLO10. Comply with ethics in research and psychological practices; able to adapt psychological values to cultivate the community.
PLO11. Display a positive and active attitude towards learning; foster compassion, sincerity, empathy and respect for human beings to the fullest manner.
PLO12. Able to apply acquired knowledge to do a clinical psychology assistant's work: basic evaluating psychology, primarily diagnose psychological disorders and suggest interventions.
PLO13. Able to do research on psychology in both quantitative and qualitative methods with due care for research ethics.

<u>For the Master of Clinical Psychology</u>
The Master of Clinical Psychology is designed to train psychologists who can work in the practice and can do research of psychological science related to clinical psychology. The learning outcomes of the Master of Clinical Psychology are based on the Vietnam National Qualification Framework at level 7 for the master's programmes. It trains students in further foundational knowledge of clinical psychology, as well as theory and practice to support people of different ages (children, adolescents, adults and the elderly) who suffer mental health challenges.

Table 6 Programme learning outcomes of the Master of Clinical Psychology

The programme learning outcomes are as follows:

PLO1. Students are able to analyze the theoretical system that underlie psychopathology, theory of measurement and psychological assessment, counseling and psychotherapy, and the code of professional ethics.

PLO2. Students are able to relate psychological knowledge to other interdisciplinary knowledge such as sociology, social work, education, and medicine in the development and implementation of psychological intervention programmes.

PLO3. Students are able to apply general knowledge of clinical case management, case management, data management in research and psychological practicum.

PLO4. Students are able to implement, in an effective and accurate manner, tools, psychological assessment quizzes and technological applications in clinical psychology.

PLO5. Students are able to formulate psychological cases to develop support programmes or appropriate psychotherapy.

PLO6. Students are able to organize and manage a career-directed project or a clinical psychology research study that suits the national and international context.

PLO7. Formulate and develop a sense of self and relate to yourself, foster a respectful and safe working relationship and build cooperation with clients, family and colleagues who work in the same or multiple fields to facilitate support, therapy, and therapeutic supervision.

PLO8. Display professional and ethical working attitude in research, counseling and psychotherapy PLO9. Guide/show knowledge of preventive measures and care of mental health problems for individuals and communities.

Appraisal:

<u>For all three study programmes</u>

The panel appreciates the multifunctional set-up of the three study programmes. Their focus is on the employability of the students. The panel considers the objectives of the three programmes to be clear and aligned to the target groups. The objectives also take the expectations of the professional field into account. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific qualification objectives and skills that shall be acquired correspond with the aspired level at graduation. They consider 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)

For the Master of Education Management

The Master of Education Management reflects upon international aspects in its courses. For instance, the curriculum includes courses with a high level of internationalisation, such as Globalisation and Digital Transformation in Educational Management, Modern Approaches in Educational Management, and Effective School Management and Practical Management Education. Faculty members bring international experience to the classroom as well. They have earned degrees in from international universities and are actively involved in international research and publications.

During their study, students have the opportunity to participate in mutual international activities with educational institutions abroad, such as attending international conferences and international symposiums with Taiwan (ROC), Malaysia, and other countries.

For the Bachelor of Psychology and the Master of Clinical Psychology

Developing and revising the study programme, the USSH took the American Psychology Association's (APA) Manual on the goals and outcomes of Psychology as a reference. Courses like Character Psychology, History of Psychology, Psychoanalytic Assessment 1 and 2, Psychoanalytical Psychotherapy, Family Systems, Cognitive Behavioral Therapy use international textbooks and references.

At the Master of Clinical Psychology, the lecturers are supported by international guest speaker who come from Canada, Germany and the USA. Both the Bachelor of Psychology and the Master of Clinical Psychology benefit from academic exchange programmes, seminars and workshops organized by experts from around the world for the students. These events include for instance crisis intervention, using the Rorschach test, relaxation therapy, art therapy, customer psychology.

Appraisal:

With regard to the international orientation, the panel finds that the three study programmes are designed in an adequate way preparing the students for work in an international environment. Overall, the panel welcomes that the HEI seeks international accreditation which will be a benefit to attract international students.

		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

For Master of Education Management

In the region of Ho Chi Minh City, USSH is the sole non-teacher training institution offering a master's programme in Educational Management. It stands out by offering diverse and flexible admission criteria and enabling graduates from various disciplines to apply. The candidates usually also have working experiences.

To satisfy the employment demands of students in both educational and non-educational sectors, both domestically and internationally, the programme uses its flexible design focusing on essential skills in the field of education and teaching specialised knowledge in educational management, digital transformation, and international integration, which are considered important skills in the job market.

The MEM is aligned with the University's strategic concept through an interdisciplinary and international approach that incorporates courses from various fields such as educational studies, psychology, sociology, management science, information technology, and economics. The students and lecturers participate in teaching activities, scientific research, and community service that fosters the implementation of the philosophy of "Whole person - Liberal and Multicultural education" by the University.

For the Bachelor of Psychology and the Master of Clinical Psychology

The Bachelor's programme in Psychology was introduced amid the increasing demand for psychology practitioners in proportion to the growing problems of people's mental health. At the time of introduction, there were only a few institutions in Ho Chi Minh City that taught psychology and the programme was the only psychology major in the VNUHCM system.

As for the Master of Clinical Psychology, there are currently only two pilot training programmes in Master in Clinical Psychology recognized by the Ministry of Education and Training. The first one is the Master in Clinical Psychology at the Faculty of Psychology, HCMUSSH, VNUHCMC and the second one is the Master in Clinical Psychology for Children and Adolescents, taught at the University of Education, Vietnam National University in Ha Noi.

Regarding the job market, currently, there are high demands for human resources in psychology, especially amid global competition, after-pandemic treatment, environmental change, immigration, and multiculturalism. Besides, the demand for school psychological counselors is also very high. In 2020, the government decided to list the job as a psychologist (with the occupational code 26340) into the Vietnam Occupational Directory. This list is used for preparing statistics on the Vietnamese labor force, which would be then essentially needed for managing the labor force by occupation. From 2020, when the COVID-19 pandemic dominated, leading to increased psychological problems, the need for counseling and psychological support increased quickly. Hence, psychology became and will remain necessary and important as consequences of the pandemic still have some impact.

Main fields of occupation for students from the Bachelor of Psychology are research, psychological practice and consultation as well as teaching psychology. Graduates of the Master of Clinical Psychology have options to work as a clinical psychologist in hospitals or governmental or non-governmental healthcare, as school psychologists, as a researcher and as an independent counsellor.
The Faculty of Psychology integrates both study programmes into USSH's overall strategy by intending to build a high-quality training and research centre with a strive on international integration and cooperation. They foster interdisciplinary methods and sustainable social development.

Appraisal:

The panel was enthusiastic about the positioning of both the Master of Education Management and the Master of Clinical Psychology on the educational market. The HEI analysed the social and economic needs that demand qualified people in the educational and the psychological sector. The panel thinks that the Bachelor of Psychology lays the foundations for further studies and fulfills the standards on the educational and the job market. The developers of the Master of Clinical Psychology particularly excelled in positioning the study programme on the job market that has a high demand for highly-qualified psychology graduates.

For the **Master of Education Management**, the panel sees the potential to further enhance its position on the educational market and **recommends** the study programme to invest in more marketing and more communication with employers, and to offer job fairs for students to find work in related fields of Education Management.

All three study programmes are well-integrated into USSH's strategic concept. The panel finds them aligned with the University's mission and vision.

		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		MEM/ MCP	BP		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		MCP	MEM/BP		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

Admission requirements and selection procedure

For the Master of Education Management and the Master of Clinical Psychology

The Faculty of Education is responsible for the admission process for the Master of Education Management, the Faculty of Psychology is responsible for the Master of Clinical Psychology. They follow the general regulations on “Admission and Training Regulations for Master's Degree” issued by the Ministry of Education and Training (MOET) and the regulations on “Admission Regulations for Master's and Doctoral Degrees” promulgated by VNUHCM, and the regulations regarding “Admissions Regulations for Master's and Doctoral Degrees” issued by USSH. Based on the “Regulations on Admission for Master’s and Doctoral Degrees” from 2018 to 2022, and the “Plan for Admission to Master’s and Doctoral Degrees” implemented in 2021, 2022, and 2023 by USSH, the specific requirements for admission to the Master's degree programme in Educational Management are as follows:

For the Master of Education Management, the admission methods include a selection based on academic records and entrance examination. The expected admission quota is 35 students with an admission taking place twice a year. The admission can take place onsite (in case of natural disasters, epidemics, online admission or a combination of onsite and online admission will be conducted). For the Master of Clinical Psychology, there is direct admission, prioritized admission and exam-based admission. A tentative admission quota is 25 with an admission once a year. Admission applications are collected in April every year.

The dossiers include application form for postgraduate admission; letter of recommendation (if applicable); two scientific resumes; two certified copies of undergraduate degrees; two certified copies of undergraduate transcripts (for candidates undergoing selection process); research works (if applicable); supplementing scores (for candidates from related and different fields); two copies of foreign language certificates (if applicable); one health examination certificate; two ID photos (3x4).

The admission targets clearly define the requirements for three groups of candidates, including: (1) Candidates selected based on evaluation of their academic recording and interview results, comprising 20-60 % of the admission quota. Eligible candidates must have graduated or hold a recognized degree at the undergraduate level (or an equivalent level) in a relevant field to the applied programme. (2) Candidates who are required to take an entrance examination. These candidates must have graduated or hold a recognized degree at the undergraduate level (or an equivalent level). They are eligible to participate in the entry examination. (3) The candidates eligible for priority are indicated in detail in the admission plan as to who they are and the level of priority.

Examination formats for candidates taking the entrance examination include a foreign language test (English, French, Russian, German, Chinese, Japanese, Korean), a multiple-choice test, an essay, and an interview. For instance, the Master Education Management has a compulsory essay about topics from education studies, and another essay asking about fundamental knowledge of

the science of education management. The Master of Clinical Psychology tests as fundamental knowledge specific counselling theories and techniques and topics related to character psychology. The admission process consists of four phases as follows:
Phase 1: Initial screening
Phase 2: Interview
Phase 3: Evaluation score compilation
Phase 4: Announcement of successful candidates
In the last phase, the Secretariat of the Admission Committee verifies the documents submitted by the head of the specialized committee and prepares a list of candidates with an average evaluation score of ≥ 5.0, prioritized from highest to lowest for each programme. Based on the admission criteria outlined in the admission plan, the secretary submits the list of successful candidates for the council's approval, followed by the final approval of the rector of USSH. The evaluation scoring scale for candidates includes a dossiers evaluation with four points and proposal evaluation with 6.0 points. For instance, the average admission rate for the Master of Education Management over the last five years from 2018 to 2022 is 14.5 percent.

If an applicant fails the direct admission pathway, the candidate will be transferred to the next tier of admission through application screening. Those candidates who are under the admission by application screening method must meet the requirements for the subject matter
and foreign language proficiency. If the candidate fails to meet the requirements for the subject matter while foreign language proficiency is satisfactory, the application will be transferred to the tier of exam-based admission and reversely, if the foreign language proficiency is unsatisfactory while the subject matter is good enough, then the candidate will have to take the foreign language exam as a part of the University's entrance exams for master's programme admission to meet the requirements.

Candidates who take entrance exams must score at least 50 percent of each componential exam (this score already includes the priority score if there is any). The Admission Committee, upon looking at the quota and candidates' exam scores, will decide the cut-off (passing) score. If a few candidates share the same score (after the priority score is added to), the passing candidate will be decided based on the order of priorities.

If candidates have a bachelor's degree in the relevant fields of education management or education studies, or psychology, they are considered eligible. Moreover, candidates with a bachelor's degree in a field closely related to or different from the field they are applying for are required to acquire additional knowledge. For instance, for the Master of Education Management, candidates with a bachelor's degree in a different field are subject to different requirements: for those in the Social Sciences and Humanities field, a minimum of 15 credits is required, and for those outside the Social Sciences and Humanities field, a minimum of 20 credits is required. If an applicant holds a bachelor's degree in a psychology related major, they must take prerequisite courses that are equivalent to ten credits. If they have a final academic transcript without fundamental knowledge courses (that can meet the minimum number of credits) as predefined, they must take the missing credits.

After all the admission steps have been completed, a letter of study offer will be sent to the successful candidates. After that, they are invited to an academic orientation meeting in the first week.

For Bachelor of Psychology

The admission procedure is organized top-down under the guidance of the Ministry of Education and Training (MOET). The Ministry determines the general admission requirements which are implemented in the admission methods and quotas defined by VNUHCMC and USSH. USSH has set up an admission committee which regulates the specific requirements for its faculties. In 2015, the MOET has revised the admission procedure from the traditionally separated high school graduation and university entrance exams towards the national high school exam.

Combined with the HEI's admission conditions and criteria, there are five admission methods applied for the undergraduate programme:

1. Admission based on national high school graduation exam results as per regulations of the MOET. The MOET names a group of academic subjects required for enrolment. In addition, each study programme has a code which the required subject group is assigned to. Admission based on the results of the 2021 national high school examination make up 45-68 percent of the quota.
2. Prioritised admission and direct admission based on regulations of the MOET, making up 15- 20 percent of the quota.
3. Prioritised admission in accordance with the specific regulations of VNUHCM.
4. Admission based on the results of specific exams, such as the VNUHCM competency tests that was introduced in 2018 making up 35-50 percent of the quota; and
5. Admission based on high school academic transcripts for candidates graduating from foreign/overseas high school programmes.

The selection procedure is guided by the MOET's guidelines on the enrolment and admission of regular BA programmes, USSH's enrolment and admission process, and USSH's annual enrolment and admission schemes and also depends on the admission methods introduced above.

1. When admission is based on the national high school exam, the results of the subject blocks chosen by the student are relevant for enrolment.
2. According to the prioritised admission and direct admission based on regulations of the MOET, the selection is based on a ranking and the subjects or projects that obtain a prize at the national-level high school academic and talent contests.
3. In the prioritised admission in accordance with the specific regulations of VNUHCMC, admission depends on the average scores of candidates' academic results of the three years in high school combined with some sub-criteria such as good graduation ranks, good ethics, high-qualified personal statements, and achievements
4. Students who took the VNUHCMC competency tests must reach a certain score on the 1,200 score scale to be eligible.

The Office of Undergraduate Affairs prepares admission notices and application forms for newly admitted students. Based on results of the English proficiency tests, the Office arranges class

schedules for freshmen. The Office of Student Affairs receives freshmen's documents, issues student ID cards, and registers for health insurance and dormitory for them.

To ensure that the selection procedure is fair and transparent, the methods are reviewed and adjusted regularly, based on the USSH's annual reports.

For all three study programmes regarding counselling for prospective students

Prospective students can ask for counselling at the University and the respective Faculty level. At USSH, the Office of Undergraduate Affairs and the Office of Postgraduate Affairs, and the Office of Communication and Enterprise Relations are in charge of the counselling through different channels:

1. USSH Facebook and Youtube webpage that introduces all undergraduate and postgraduate programmes, publishes announcements, videos and online news, and updates the times for the counselling sessions which usually take place around March to June every year.
2. USSH publishes information about the University's annual admission quotas and methods in online newspapers such as Nguoi Lao Dong, Vietnamnet, Tuoi Tre.
3. USSH's admission website that went online in 2017, which also has QR-codes and links to other USSH's websites.
4. Brochures and leaflets distributed on the official Admission Counselling Days, which provide the admission hotline, contact numbers and links.
5. Open day or schools' visits organised by representatives of the Admission Counselling Committee.

For the Master of Education Management and the Master of Clinical Psychology regarding foreign language proficiency

The MOET stipulates the language proficiency level for candidates in the "Regulations on Admission and Training of Master's Degree", the VNUHCM defines it in the "Regulations on Admission for Master's and Doctoral Degree" and the USSH elaborates them in the "Admission Plan for Master's and Doctoral Degree at USSH", and the "Announcement on Master's Degree Admission at USSH". The announcement is updated annually on the website of the Postgraduate Department.

The foreign language proficiency level of candidates and the standards for the master's degree are specified as follows:

(1) Foreign language proficiency standard for admission: Candidates either participate in the foreign language examination or are exempted from it. The average percentage of candidates participating in the foreign language examination over a period of 5 years (from 2018 to 2022) is 54.0 percent. The average percentage of candidates exempted from the foreign language examination over a period of 5 years (from 2018 to 2022) is 46.0 percent. Foreign language exams (English, Russian, French, German, Chinese, Japanese, Korean) are conducted with a test equivalent to level 3 or higher on the Foreign Language Proficiency Framework of 6 levels used in Vietnam.

Table 7 Language proficiency requirements for master's degrees at USSH

English							
IELTS	4.5						
TOEFL	460 ITP	40 iBT					
(TOEIC4 skills)	Reading: 275, Listening: 275, Speaking: 120, Writing: 120						
Cambridge Exam	A2 Key: 140	B1 Preliminary: 140	B2 First: 140	B1 Business Preliminary: 140	B2 Business Vantage: 140	Aptis (British Council)	B1 (General)
Russian	ТРКИ-1						
French	DELF B1	TCF B1					
German	Goethe-Zertifikat B1	TELC Deutsch B1	DSD I	ÖSD-Zertifikat B1	TestDaF-TDN3	ECL B1	
Chinese	HSK Level 3						
Japanese	JLPT N4	NAT-TEST 3Q J-TEST (400)					
Korean	TOPIK II (Level 3)						

(2) Foreign language proficiency standard for graduation: Students must improve their language skills. Diplomas, certificates, and language proficiency certifications recognized as meeting the foreign language proficiency standard for the master's degree are specified in Article 3 of the "Regulations on Organization and Management of Master's Degree Training" at USSH. Diplomas recognized as meeting the foreign language proficiency standard for the master's degrees".

<u>For the Bachelor of Psychology regarding foreign language proficiency</u>

Foreign language requirements for undergraduate admission are determined by the examination score result of the corresponding admission method. After matriculating and completing admission procedures, students are required to participate in an entrance foreign language proficiency examination. If they do not meet the requirements, students can participate in foreign language courses. If students achieve the required level, they will be exempted from learning language courses in the following semesters depending on the results. This ensures students achieve the learning outcomes related to foreign language proficiency upon graduation.

<u>For the Master of Education Management and the Master of Clinical Psychology regarding transparency and documentation of the admission procedure and selection</u>

The admission plan and selection results are publicised on USSH's channels for easier to increase accessibility for the candidates and their parents. USSH store in its Admission Management System all the information about admission procedure such as admission data entry, acceptance list, management of admissions, reporting and statistics after each admission in a transparent and rigorous manner.

The transparency and the archiving of admission-related documents for the master's programme are shown in this components in the procedure: letter of offer, admission quota, admission plan, entry requirements, admission requirements, admission procedure which are all made public on the University's website, and filed at the Graduate Affairs Office which uses an admission management system. The Admission Committee's dossier coming from each admission is filed at the Graduate Affairs Office.

The admission procedure, from the letter of offer to the matriculation, is archived and made accessible to stakeholders and involved people. Each step of the matriculation procedure is described and made in hard copy, accessible to involved people. The enrolment procedure is transparent for all people. For matriculation, successful candidates will receive a letter of offer with guidance as to the enrolment procedure (e.g. timeline, place, tuition fee, etc.)

The Office of Student Affairs set up an admission portal in 2021 providing all necessary information about enrolment procedure for successful candidates with QR codes, click-to-call links, and the University's Facebook page to provide diverse admission information channels.

In the Admissions section on the website of the University and the Graduate Affairs Office, candidates can also find official documents related to the University's annual admission information. USSH has been in close link with the press to publicize its admission information and other activities, particularly, on major newspapers, to spread the information to involved people. Successful candidates can find sufficient information about the matriculation into Master in Clinical Psychology programme and the curriculum on FoP's official website. For instance, they can also get access to their needed information about matriculation and the curriculum of Master in Clinical Psychology programme on FoP's Facebook Fanpage. Besides, prospective candidates can use these communications to seek for counselling by typing in the comment box or by emailing.

For the Bachelor of Psychology

On the USSH's and MOET's websites, students are informed about the admission results. The USSH benefits from the Enrolment and Admission Management Software provided by the MOET. It also serves as an archive. Admission committees support the admission council with the documentation of the process.

Students who are admitted receive an admission notice and further guidelines for finishing the enrolment process. The steps include the payment of the tuition fees, the issuance of a student ID card and health insurance, and the arrangement of the classes. Admission results of each candidate can be accessed at https://tuyensinhdh.hcmussh.edu.vn/ without sending any results by post.

Appraisal:

The panel finds that the admission requirements for all three study programmes are defined clearly and comprehensibly. The national requirements are also presented and considered. With regard to the counselling, the panel considers the service in all faculties to be sufficient for clarification of specific questions, of personal aptitude, and of career perspectives. Personal dialogue between applicants and the HEI is provided by defined events, office hours, by telephone and via e-mail.

The panel noted that the selection of students from different disciplines demands a complicated selection process which USSH succeed to design and to implement in a transparent way. That way it ensures that qualified students are admitted. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

For the Master of Education Management regarding logic and conceptual coherence

The Master of Education Management consists of 60 credit points for compulsory and elective courses, not including the Philosophy course. The estimated duration is two year but not more than 48 months.

In the first semester, students learn the fundamentals of education management in courses like Theory of Organisation and Management, Management of the National Education System and School. In the next semester, they study Quality Management in Education, Human Resource Management in Education, Change Management in Education.

The compulsory courses deliver fundamental knowledge concerning management science and educational studies. Students can choose elective courses which they can select flexibly based on their needs and employment setting. For instance, the Faculty of Education (FoE) provides courses about curriculum development, partnership in education, and effective school management for students who have been working in the general education system. For students who work in private institutions or the private educational sectors, they offer courses like organizational behaviour, design-management and project evaluation in education.

Table 8 Curriculum overview of the Master of Education Management

Modul No.	Course codes	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final
			1.	2.	3.	4.	Hours in Class	Hours Self-	i.e. lecture course, seminar		
M1		**Semester 1**	**44**								
M 1.1		**General knowledge**	**8**								
	MC05	History of Vietnamese Culture (only for international students)	8				200	150	Lecture, seminar	Oral Test (70-90 minutes)	100%
M 1.2		**Basic and specialized knowledges**	**36**								
	GD6034	Research Methods in Educational Management	6				150	112,5	Lecture; Seminar; Task-based learning; Presentation, practice and production	Project Essay	70%
	GD6005	Theory of Organization and Management	4				100	75	Lecture; Teamwork; Practice	Individual Report	70%
	GD6031	Management of the National Education System and School	4				100	75	Lecture, Presentations, Teamwork;	Individual Report	70%
	GD6033	Designing and Developing school culture	4				100	75	Lecture, Presentations; Fieldtrips, Teamwork;	Group presentation and Final test	70%
	GD6032	Applied Statistics for Education	6				150	112,5	Lecture; Practical exercises; Group discussions; Project	Individual Essay	60%
	GD6009	Sociology of Education	6				150	112,5	Individual works; Group work; Debate and class discussion; Research	Essay	50%
		Research topic 1	6				150	112,5	Lecture, Task-based learning, Presentation, practice and production	Project Essay	100%

M2		**Semester 2**		**48**							
M 2.1		**General knowledge**		**8**							
	MC04	Philosophy		8			200	150	Lecture, seminar	Written Test (70-90 minutes)	100%
M 2.2		**Basic and specialized knowledges**		**40**							
	GD6037	Education Policy and Strategy		6			150	112,5	Lecture, Teamwork, Task-based learning, Presentation, Practice and production	Project Essay	70%
	GD6038	Human Resource Management in Education		6			150	112,5	Individual works, Problem based learning; Case studies; Group presentation; Research documents	Essay	70%
	GD6039	Quality management in education		6			150	112,5	Lecture, Presentations, Teamwork;	Individual Report	50%
	GD6041	Applied psychology in organizational and educational management		6			150	112,5	Discussion, Presentations Learning at stations; Teamwork;	Essay	60%
	GD6054	Application of Scientific Research in Educational Management		4			100	75	Lecture, Teamwork, Task-based learning, Presentation, Practice and production	Project Essay	70%
	GD6040	Practical management education		4			100	75	Individual works; Teamwork; Discussion, Presentations; Learning at stations	Project Essay	70%
		Research topic 2		8			200	150	Lecture, Teamwork, Task-based learning, Presentation, Practice and production	Project Essay	100%

M3		**Semester 3**			**54**						
M 3.1		**Basic and specialized knowledges**			**54**						
	GD6045	Finance Management in Education			6		150	112,5	Individual works; Teamwork; Discussion; Presentations	Essay	70%
	GD6046	Change Management in Education			4		100	75	Lecture; Individual works; Group discussion/teamwork; Group assignment; Presentation	Individual Essays	60%
	GD6048	Effective School Management			6		150	112,5	Lecture; Individual work; Teamwork; Group discussion and presentations	Project assignments (individual)	50%
	GD6012	Designing, Managing and Evaluating Educational Projects			6		150	112,5	Individual works, and group work; Debate and class discussion; Research; Project based learning	Project proposal	70%
	GD6013	Designing, Managing and Evaluating Curriculum			6		150	112,5	Teamwork discussion; Case stuty; Problem solving; Presentations;	Assignment	60%
	GD6049	Theories and Application of Organizational Behavior in Education			6		150	112,5	Group presentations; Case studies	Individual Essay	60%
		Globalization and digital transformation in educational management			4		100	75	Individual works; Teamwork; Discussion; Presentations; Learning at stations	Essay	70%

Modul No.	Course codes	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final
			1.	2.	3.	4.	Hours in Class	Hours Self-	i.e. lecture course, seminar		
		Modern approaches in educational management			6		150	112,5	Group work; Group presentation; Field trip; Individual papers	Essay	60%
		Research topic 3			10		500	375	Lecture; Seminar; Task-based learning, Presentation, Practice and production	Project Essay	100%
M4		Semester 4				24-30					
M 4.1		Internship				12				Application program by mode 2	100%
M 4.2		Graduation Project				12					100%
M 4.3		Master Thesis (Application)				24				Application program by mode 1	100%
M 4.4		Master Thesis (Research)				30				Research program	100%
total			44	48	54	30					

For the Bachelor of Psychology regarding logic and conceptual coherence

The Bachelor of Psychology has 53 courses, which it distinguishes as general knowledge, foundational disciplinary knowledge, applied disciplinary knowledge, and complementary knowledge. The design of the five clusters is aligned with the PLOs of the study programme (see chapter 1).

Table 9 Course cluster of the Bachelor of Psychology

No.	Knowledge clusters	Weighting	
		ECTS	%
1	General knowledge	54	22%
2	Foundational disciplinary knowledge	100	41%
3	Applied knowledge	60	25%
4	Complementary knowledge	8	3%
5	Field trips and practicum	20	8.5%
	Total	**242**	**100**

Table 10 Curriculum overview of the Bachelor of Psychology

Course codes	Title of Course	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8	Hours in Class	Hours Self-Study			
Semester 1		**38**								**340**				
DAI047	Marxist-Leninist philosophy	6								50	100	Lectures, presentations	Exam Paper (60 Min)	70%
DAI006	Environment and Development	4								35	65	Lectures, presentations	Exam Paper (60 Min)	70%
DAI012	Introduction to Vietnamese Culture	4								35	65	Lectures, presentations	Exam Paper (60 Min)	70%
DAI021	Introduction to Sociology	4								35	65	Lectures, presentations	Exam Paper (60 Min)	70%
DAI024	Introduction to Law	4								35	65	Lectures, presentations	Exam Paper (60 Min)	70%
TLH004	Anatomy and physiology of higher nervous activity	8								70	130	Lectures, group tutor,	Exam Paper (90 Min)	70%
TLH017	General Psychology	8								80	120	Lectures, Group homework, Discussion	Multiplechoice test (60 Min)	70%
Semester 2			**34**							**290**				
DAI048	Marxist-Leninist Political Economy		4							35	65	Lectures,	Exam Paper (60 Min)	70%
DAI051	Ideologies of Ho Chi Minh		4							35	65	Lectures,	Exam Paper (60 Min)	70%
DAI005	Statistics in Social Sciences		4							35	65	Lectures,	Exam Paper (60 Min)	70%
DAI049	Scientific Socialism		4							35	65	Lectures,	Exam Paper (60 Min)	70%
TLH031	Neuropsychology		6							50	100	Lectures, Group homework,	Exam Paper (90 Min)	60%
TLH007	History of Psychology		6							50	100	Lectures, project, video	Video, Presentation Group (120 Min)	60%
	Elective course 1 (General knowledge)		6							50	100	Lectures, presentations	Exam Paper (60 Min)	70%

Semester 3				**40**						**340**				
DAI050	History of the Vietnamese Communist Party			4						35	65	Lectures, presentations	Exam Paper (60 Min)	70%
DAI023	Introduction to Anthropology			4						35	65	Lectures, presentations	Exam Paper (60 Min)	70%
	Elective course 2 (General knowledge)			4						35	65	Lectures, presentations	Exam Paper (60 Min)	70%
TLH025	Psychology of Personality			6						50	100	Lectures, self-reflection, group discussion, case analysis.	Multiplechoice test (60 Min)	50%
TLH028	Developmental Psychology			6						50	100	lectures, projects, presentations	Project	60%
TLH065	Research methods in Psychology I			6						50	100	Lectures, group tutor, presentation	Proposal	70%
TLH041	Statistics in Psychology			6						50	100	Lectures, tutorial	Exam in Computer (60 Min)	60%
TLH061	Personal Project			4						35	65	Lectures, short individual presentation, case analysis by group.	Project	70%
Semester 4					**32**					**275**				
DAI020	Introduction to Logic				4					35	65	Lectures, presentations	Exam Paper (60 Min)	70%
TLH026	Cognitive Psychology				4					35	65	Lectures, presentations, discussion.	Multiplechoice test (60 Min)	50%
TLH034	Social psychology				6					50	100	Lectures, projects, presentations, student-centered approach	Essay Paper	60%
TLH066	Research methods in Psychology II				6					50	100	Lectures, tutorial	Posters	70%
TLH045	Professional Practice				4					35	65	Group tutor, field trip	Report Paper	100%
TLH048	Critical Thinking				4					35	65	Lectures, presentations, argumentative practices	Presentation	70%

	Elective course 1 (Basic Professional knowledge)				4					35	65	practices Lectures, presentations	Exam Paper (60 Min)	
Semester 5						**34**				**300**				
TLH001.2	Microskills in Counseling					6				50	100	lectures, practice, supervision	Role Play	70%
TLH003	Psychological Assessment					4				35	65	Lectures, case analysis, group work.	Exam Paper (60 Min)	70%
TLH013	Psychopathology					8				80	120	L/D/P	Exam Paper (60 Min)	70%
	Elective course 2 (Basic Professional knowledge)					4				35	65	Lectures, presentations,	Exam Paper (60 Min)	
TLH042	English for Psychology Majors					6				50	100	Lectures, group tutor,	Exam Paper (60 Min)	60%
TLH044	Psychology of Work					6				50	100	Lectures,	Essay Paper	70%
Semester 6							**32**			**300**				
TLH002.3	Theory and Practice of Counseling and Psychotherapy						8			80	120	Lectures, projects, presentations	Case Analysis Report Paper	50%
TLH060	Introduction to Clinical Psychology						10			90	160	Lectures, individual and group presentation, case analysis, group work.	Exam Paper (90 Min)	70%
TLH058.1	Industrial and Organizational Psychology						8			80	120	Lectures, short individual presentation, case analysis by group.	Essay Paper	70%
TLH029	Psychology of Management						6			50	100	Lectures, presentations, cases analysis	Essay Paper	70%
Semester 7								**24**		**200**				
TLH014	Developmental Psychopathology							6		50	100	Lectures, presentations	Exam Paper (60 Min)	70%
TLH037	School Counseling							6		50	100	Lectures, presentations, cases analysis	Exam Paper (60 Min)	60%
TLH055	Intervention and Psychotherapy for Children							6		50	100	Lectures, presentations, cases analysis	Exam Paper (60 Min)	60%

TLH051	Psychological Assessment Practice							6		50	100	Lectures, presentations, cases analysis	Exam Paper (60 Min)	50%
Semester 7								**16**		**135**				
TLH010	Group Dynamics							6		50	100	Lectures, projects, and presentations.	Exam Paper (60 Min)	70%
TLH043	Training and Personnel Development							4		35	65	Lectures, projects, and presentations.	Essay Paper	60%
TLH046	Management of Project							6		50	100	Lectures, projects, presentations	Project	70%
Semester 7								**16**		**70**				
	Elective course (Application Professional Knowledge)							4		50	100	Lectures, presentations	Exam Paper (60 Min)	
TLH006	Graduation thesis							12	300	20	280			100%
Semester 8									**16**	**135**				
TLH039.3	Professional Internship								16	160	240		Internship Report	100%

total	**38**	**34**	**40**	**32**	**34**	**32**	**16**	**16**	**2385**	**4690**

For the Master of Clinical Psychology regarding logic and conceptual coherence

Students of the Master of Clinical Psychology must earn 60 credits to complete the study programme, not including credits of the Philosophy course. The courses are distinguished between compulsory and elective ones. Within the compulsory cluster, courses intend to equip students with necessary knowledge for the future job. The study programme offers two training plans.

The knowledge cluster of Training Plan 1 consists of compulsory courses namely Clinical Psychopathology, Theory and Techniques of Clinical Psychological Counselling, Methodology and Research Methods in Clinical Psychology, Ethics in Research and Clinical Psychology Practice, Clinical Psychology Internship 1, which are research-oriented courses.

Training Plan 2 includes some research-oriented but more practice-oriented courses such as Psychology assessment 1 and 2. These courses shall equip students with the necessary skills to develop their chosen specialization when they select the elective courses.

The students of the Master of Clinical Psychology study for two years. The first year is dedicated to developing the students' self-awareness, whereas the second year focuses on research, application and practice of clinical psychology. They start working with clients in hospitals, psychological centres, schools and universities.

Table 11 Course Cluster for Training Plan 1 at the Master of Clinical Psychology

No.	Knowledge cluster	Weighting	
		ECTS	%
1	General knowledge	8	6.4%
2	Basic and specialized knowledge	92	74%
3	Final Thesis	24	19.6%
	Total	**124**	**100%**

Table 12 Course Cluster for Training Plan 2 at the Master of Clinical Psychology

No.	Knowledge cluster	Weight	
		ECTS	%
1	General knowledge	8	6.65%
2	Basic and specialized knowledge	86	72%
3	Internship	12	10%
4	Project	14	11.7%
	Total	**120**	**100%**

Table 13 Curriculum overview of the Master of Clinical Psychology

Course codes	Title of Course	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study			
Option 1										
Semester 1		**42**				**337,5**	**712,5**			
TL6001	Clinical Psychopathology	6				50	100	Lectures, presentations	Case Analysis Report Paper	70%
TL6003	Theory and techniques of clinical psychological counseling	8				62,5	137,5	Inspirational questions for open discussions, lectures, presentations, practicum	Case Presentation	60%
TL6006	Clinical psychology internship 1	10				75	175	Practicum	Case Presentation	100%
TL6011	Statistics in psychological research	6				50	100	Blended learning	Statistical analysis	70%
TL6007	Psychology assessment 1 (Elective)	6				50	100	Lectures, practical instruction	Case Analysis Report Paper	70%
TL6020	English for Clinical psychology (Elective)	6				50	100	Lectures, presentations	Exam Paper (60 Min)	70%

Semester 2			**44**			**362,5**	**737,5**			
TL6004	Methodology and Research methods in Clinical psychology		8			62,5	137,5	Lectures, presentations	Research Proposal	70%
TL6005	Ethics in research and clinical psychology practice		6			50	100	Inspirational questions for open discussions, lectures, presentations, practicum	Case Analysis Report Paper	60%
TL6019	Research Seminar		6			50	100	Lectures, practical instruction	Project	100%
TL6002	Psychiatry (Elective)		6			50	100	Lectures, Group homework, Discussion	Essay Paper	70%
TL6008	Psychoanalytic Psychotherapy approach (Elective)		6			50	100	Lectures, presentations	Essay Paper	70%
TL6014	School Intervention (Elective)		6			50	100	lectures, presentations, cases analysis	Essay Paper	60%
TL6016	Professional project (Elective)		6			50	100	Practicum	Project	100%
Semester 3				**24**		**200**	**400**			
TL6009	Cognitive-behavior therapy approach (Elective)			6		50	100	Lectures, presentations	Case Analysis Report Paper	70%
TL6010	Family therapy approach (Elective)			6		50	100	Lectures, projection, role playing	Case Analysis Report Paper	70%
TL6012	Art Therapy (Elective)			6		50	100	Lectures, discussion, Practicing exercise	Case Analysis Report Paper	70%
TL6015	Psychology assessment 2 (Elective)			6		50	100	Lectures, presentations, case analysis	Case Analysis Report Paper	70%
Semester 4					**36**	**325**	**575**			
TL6017	Clinical psychology internship 2				12	150	150	Practicum	Intership Report	100%
	Final thesis				24	175	425	Research	Thesis	100%

Option 2										
Semester 1		**38**				**312,5**	**637,5**			
TL6001	Clinical Psychopathology	6				50	100	Lectures, presentations	Case Analysis Report Paper	70%
TL6003	Theory and techniques of clinical psychological counseling	8				62,5	137,5	Inspirational questions for open discussions, lectures, presentations, practicum	Case Presentation	60%
TL6007	Psychology assessment 1	6				50	100	Lectures, practical instruction	Case Analysis Report Paper	70%
TL6015	Psychology assessment 2	6				50	100	Lectures, presentations, case analysis	Case Analysis Report Paper	70%
TL6011	Statistics in psychological research (Elective)	6				50	100	Blended learning	Statistical analysis	70%

TL6020	English for Clinical psychology (Elective)	6				50	100	Lectures, presentations	Exam Paper (60 Min)	70%
Semester 2			**48**			**387,5**	**912,5**			
TL6005	Ethics in research and clinical psychology practice		6			50	100	Inspirational questions for open discussions	Case Analysis Report Paper	60%
TL6006	Clinical psychology internship 1		10			75	175	Practicum	Case Presentation	100%
TL6002	Psychiatry (Elective)		6			50	100	Lectures, Group homework, Discussion	Essay Paper	70%
TL6004	Methodology and Research methods in Clinical psychology (Elective)		8			62,5	137,5	Lectures, presentations	Research Proposal	70%
TL6008	Psychoanalytic Psychotherapy approach (Elective)		6			50	100	Lectures, presentations	Essay Paper	70%
TL6014	School Intervention (Elective)		6			50	100	lectures, presentations,	Essay Paper	60%
TL6016	Professional project (Elective)		6			50	100	Practicum	Project	100%
TL6019	Research Seminar (Elective)		6			50	100	Lectures, practical	Project	100%
Semester 3				**18**		**150**	**300**			
TL6009	Cognitive-behavior therapy approach (Elective)			6		50	100	Lectures, presentations	Case Analysis Report Paper	70%
TL6010	Family therapy approach (Elective)			6		50	100	Lectures, projection, role playing	Case Analysis Report Paper	70%
TL6012	Art Therapy (Elective)			6		50	100	Lectures, discussion, Practicing exercise	Case Analysis Report Paper	70%
Semester 4					**26**	**325**	**325**			
TL6017	Clinical psychology internship 2				12	150	150	Practicum	Intership Report	100%
	Project				14	175	175	Practicum	Project	100%
Option 1	**total**	**42**	**44**	**24**	**36**	**1225**	**4137,5**			
Option 2	**total**	**38**	**48**	**18**	**26**	**1175**	**3712,5**			

For the Master of Education Management regarding the rationale of the degree and the programme name

The Master of Education Management is classified as the fourth level of education in the circular TT25/2017/TT-BGDDT, which defines the programme code with the number 8140114.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding the rationale of the degree and the programme name

The name of the training major is Psychology, decided by the Ministry of Education and Training with the major code 7310401 and announced as a study programme at the Faculty of Psychology before the admission period of each academic year. The degree name of the study programme is a Bachelor of Arts in Psychology. The name of the master's programme is Clinical Psychology, with the major code 8310402 as per the Decision number 183/QĐ-XHNV-SĐH. The degree awarded for the master's programme is a Master of Arts in Clinical Psychology.

For the Master of Education Management regarding integration of theory and practice

In the fourth semester, students participate in an internship to see how they can apply their theoretical knowledge to practical circumstances. During the on-site visit, the panel learned that students could do the internship at their own workplace or could go to a different institution. Most of the students decided to visit another institution to learn from another setting. The FoE will sign a contract with the institutions for the time of the internship.

For the Bachelor of Psychology regarding integration of theory and practice

At the Bachelor of Psychology, the applied disciplinary knowledge cluster contains two specializations: Clinical Psychology and Industrial & Organizational Psychology, with each specialization being designed with three compulsory and elective courses. Elective courses provide students with the knowledge, skills, and ability to do in-depth psychological practice that students are interested in and want to pursue after graduation.

Students have a professional practice and an internship that are placed in the third and the fourth semesters. In addition, there are two field trips, with each yielding 50 percent of the score. The first field trip takes place in Ho Chi Minh City and the surrounding provinces, totalling ten work hours; evaluated through written reports. For the second field trip, students are sent to psychology counselling and mental health support services across the country; the total field trip takes up to a week, after which students will write a trip report.

Moreover, a practicum programme lasting 10-12 weeks with 150 hours takes place during the eighth semester. Students are sent to various places, e.g. a company, a school, a hospital, an NGO, an education center, etc. to practice work. By this practicum, students can develop a better insight into their theoretical knowledge, bridging the gap between the acquired theoretical knowledge and the practice at work.

For the Master of Clinical Psychology regarding integration of theory and practice

Real-world problems and situations play a key role for students studying clinical psychology. In their lessons, lecturers integrate practical examples, or relevant real-life situations, to illustrate

each presented theory. For example, in the Psychopathology course, clinical cases are presented to illustrate the theoretical criteria. Compared to the Bachelor of Psychology, clinical cases used in the Master of Clinical Psychology are at a more intensive and complex level, such as those concerning a psychological trauma. In addition, case diagnosis and treatment planning must follow the mechanism of a field of clinical psychology that has been studied, for example, the psychoanalytic field, the cognitive-behavioural field, the systems field.

For the Master of Education Management regarding interdisciplinary thinking

The Master of Education Management ensures interdisciplinarity by including and referring to management science, education science, psychology, economics, ICT, or finance. For example, the course Human Resource Management in Education requires students to have knowledge of financial management, psychology, laws, and didactics to explain the current problem.

For the Bachelor of Psychology regarding interdisciplinary thinking

At the Bachelor of Psychology, interdisciplinary thinking is ensured by including disciplines like physiological sciences, education, society, culture in the subjects. For example, Physiology, Neuroscience, Law, Sociology, Management, Religion, Mathematical Statistics, Social Psychology, Gender Psychology, Developmental Psychology are courses crossing disciplines.

For the Master of Clinical Psychology regarding interdisciplinary thinking

Although the Master of Clinical Psychology puts more emphasis on specialised knowledge, it integrates interdisciplinary features which it demonstrates in the relation between psychology and neurophysiology, medical psychology in courses such as Clinical Psychopathology and Psychiatric Pathology.

In addition to that, extra-curricular activities, scientific research, internships, individual projects, essays and other activities of the Faculty of Psychology help students to develop interdisciplinary and transdisciplinary knowledge.

For the Master of Education Management regarding ethical aspects

Work ethics and academic integrity are important for students at the Master of Education Management. During their studies, they learn about codes of conduct, and good didactical behaviour and how to integrate them into the teaching-learning process. In addition, topics such as project management qualities, school leader task ethics, and researcher ethics are discussed as well.

For the Bachelor of Psychology regarding ethical aspects

Ethical aspects are conveyed in general courses like Research Methods in Psychology 1; Research Methods in Psychology 2. These courses not only deal with scientific integrity but also cover ethical questions for the study of psychology and for the working environment.

For the Master of Clinical Psychology regarding ethical aspects

Since the Master of Clinical Psychology is a clinical programme, professional ethics are expressed through the process of learning to work with clients and ethics in the process of self-reflection when learning in groups. The most important ethical principle is confidentiality (which is included in principle 1 of the APA's psychological professional code of conduct: benefit and no harm).

For all three study programmes regarding methods and scientific practice

Plagiarism is viewed as a wrongdoing that will be punished by USSH. USSH has clear regulations on how to prevent and detect plagiarism, for instance by using software like *Turnitin*. In case a student copies intellectual property in an unlawful way, they will be suspended or expelled.

In addition, every year, the University announces registration of student research topics from faculties in October. Students can apply as individuals or as a group with their research project.

For the Master of Education Management regarding methods and scientific practice

The course Research Methods in Educational Management is a compulsory course in the first semester of the study programme. It intends to prepare students to review related literature and studies and define the research problem. Throughout the programme, students can compile a variety of academic paperwork under the supervision of a lecturer that allows them to enhance and practice their research abilities from identifying the problem, defining the problem, conducting instrument, data collecting and treatment, and drafting a scientific report.
In addition to doing research, USSH and FoE regularly arrange conferences and workshops in which students are encouraged to participate in presenting their papers.

For the Bachelor of Psychology regarding methods and scientific practice

In courses like Research Methods in Psychology I, Research Methods in Psychology II, the Bachelor of Psychology teaches academic integrity in research and learning. Moreover, related to the field of Psychology, students are guided in detail on how to cite, ensuring that they do not violate regulations on plagiarism in research.

In internships and practicums, besides data collection method, students shall acquire practical research methods that are consistently applied in actual situations such as in observations or interviews. The products of internships and practicums are group or individually written reports.

For the Master of Clinical Psychology regarding methods and scientific practice

Students of the Master of Clinical Psychology must prepare a master thesis. For that matter, students will learn subjects such as Methodology and Research Methods in Clinical Psychology, Ethics in Research and Practice of Clinical Psychology. Students need to defend their outline before the committee before starting to work on the thesis and defend their thesis
before the grading committee.

For the Master of Education Management regarding examination and final thesis

All courses emphasize group work or projects with 35 percent of the time, case studies and problem-based learning with 35 percent, and lecture with 30 percent. This shall enhance the students' problem-solving and application skills. Evaluation refers to group presentations, essays, research papers, reflection papers, and projects. The results and the feedback are communicated in class or via the Learning Management System (LMS).

The final thesis has a clear procedure and defined assessment criteria that are publicly available. The steps are as follows:

- Students prepare and defend a research proposal in front of a group of panellists.
- They revise and defend the first chapter and the research instruments in front of the panellists.
- They complete the thesis, undergo the plagiarism check and proceed with all the required documents for final defence.
- The last version of the thesis will be re-examined in terms of contents, structure and quotation in accordance with international standards.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding examination and final thesis

At the Faculty of Psychology, teachers use process assessment, midterm and final assessment (maximum percentage of the midterm score is 50 percent, and of the final exam score is 50 percent) to assess the students. The midterm assessment will be assessed in the form of a group presentation or a test within 45 minutes. Lecturers return midterm scores before the end of the course, correcting assignments and making comments for students so they can gain experience. For the final assessment, depending on the course, students will be required to draft essays, do quizzes, produce posters, or projects. Students will receive feedback on the LMS (Learning Management System) and do weekly assignments there.

The final thesis in the Bachelor in Psychology programme is elective (6 credits). Students who are research-oriented and are planning to pursue a master's degree or study abroad in the future can choose to draft a thesis. However, a GPA of 7.0 (out of 10.0) is required to be eligible for the thesis. The thesis is conducted under the guidance of a supervisor and is evaluated based on specific criteria. The theses are also evaluated by academic panels, according to the regulations of the university. The evaluation criteria of graduation thesis state clearly how to perform and define the evaluation criteria for each section.

For Master students, the thesis is a compulsory course awarded with ten credits. A supervisor will guide and assist the student in writing the master's thesis. The examination procedure includes these steps:

Phase 1: The master's student prepares the thesis proposal and defends it before a panel of examiners. During the proposal defence the lecturers give feedback to the master's student about the proposal, so that student can revise and improve the contents and adjust the research methods for the next research stage. All of these are to make sure the final product meet both the course learning outcomes and programme learning outcomes.

Phase 2: After developing the outline, under the guidance of the supervisor, students begin to continue with compiling an overview of local and foreign literature on the research topic, building a theoretical framework, research methods and survey tool(s) for the topic, conduct survey / research and report the results.

Phase 3: The student defends the research in front of the thesis examination panel; the standards and evaluation criteria are publicly accessible. The regulations on thesis examination procedure are written and fully informed to students. Specifically, a master's candidate must complete the following steps:

- Write a request for thesis defence
- Go through plagiarism check
- The Faculty of Psychology submits the thesis defence application to the Office of Graduate Affairs, if the plagiarism check result is a 'pass'.
- The student defends the thesis before a panel of examiners; the regulations on thesis defence and evaluation criteria are established. If the thesis is failed, the candidate has from 1 to 6 months to revise and complete the thesis. After that, six copies of the revised thesis must be submitted to the supervisor and another request for thesis defence must be submitted again.
- If the thesis passes the examination, the master's candidate will receive copies of comments from all the panel members and have three weeks to revise the thesis.
- The successful candidate submits three copies of the revised thesis (wording on the cover page is gilded) as per request by the panel chair, supervisor, first examiner, plus CDs, one of which is for the University's library, one for the Faculty's graduate affairs assistant and one for the University's Office of Graduate Affairs.
- The last version of the thesis will be reviewed not only in terms of content but also in terms of presentation and citation according to international standards.

Appraisal

The panel finds that each of the curricula adequately reflects the qualification objectives of each study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation enable students to deepen their knowledge and to acquire additional competences and skills.

The names of the study programmes are nationally defined and recognised. During the on-site visit, the panel realised for the Master of Clinical Psychology that the University used different degree names in English on their official advertisement materials. For purposes of transparency and coherence and to avoid any misunderstanding, they **recommend** to **Master of Clinical Psychology** to revise the papers and add the correct and whole degree title stating "Master of Arts in Clinical Psychology", and not using Master in Clinical Psychology.

In all three study programmes, the courses connect theoretical knowledge with practical aspects. The panel applauds the Master of Clinical Psychology for meeting international standards. They note that it is above standards regarding the Vietnamese market. This became evident because employers said that USSH students were their first choice.

For the **Bachelor of Psychology**, the panel sees room for more experimental research that will help students to become familiar with scientific methods and gain a better understanding of how scientifically based psychological knowledge arises and develops. Therefore, they **recommend** including courses that teach experimental research experience.

The panel was impressed by the high degree of interdisciplinarity of the Master of Education Management. Linking education with management, finance and IT and other disciplines is a core feature of the programme. Given that the Bachelor of Psychology and the Master of Clinical Psychology have a clear subject, the panel appreciates that they both show sufficient references to other disciplines.

The two master programmes, the Master of Education Management and the Master of Clinical Psychology, pay particular attention to ethical aspects related to the job profiles of the students. The panel was enthusiastic that ethical aspects were an integral part of many courses. The Bachelor of Psychology offers essential references to ethical aspects on the required qualification level.

Regarding methods and scientific practice, all three study programmes integrate courses teaching research methods and pay attention to academic integrity. During the on-site visit, the panel was able to see which standard software programmes the Master of Education Management offers its students, such as SPSS. For the Bachelor of Psychology and the Master of Clinical Psychology, the panel sees potential in strengthening the methodological skills of students considering that USSH strives to become a leading research university. Therefore, they **recommend the Bachelor of Psychology and the Master of Clinical Psychology** elaborating a clear scientific training strategy.

All three study programmes have mid-term and final exams. The procedures are clearly defined and communicated to the students. At the Bachelor level, the thesis is not compulsory, but depends on the students' GPA and their intentions for their future academic or non-academic career. The Master of Education Management and the Master of Clinical Psychology have a compulsory final thesis. They have defined the support system and the graduation phases transparently. The panel particularly liked that the students of the Master of Education Management must present their research proposal and methodology in front of a panel and defend their final thesis after finishing the writing process.

		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		MEM	MCP/BP		
3.1.5	Ethical aspects		MEM/ MCP	BP		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)		MEM	BP MCP		

3.2 Structure

For the Master of Education Management

Project study time	3CP x 15 x 50 hrs + 900 hrs = 3,150 hrs (master by research) 3CP x 16 x 50 hrs + 720 hrs = 3,120 (master by coursework, mode 1) 3CP x 18 x 50 hrs + 360 hrs = 3,060 (master by coursework, mode 2)
Number of Credit Points (CP)	60
Workload per CP	50 hours/CP
Number of courses	15 (master by research) 16 (master by coursework, mode 1) 18 (master by coursework, mode 2)
Time required for processing the final thesis and awarded CP	15CP x 60 hrs = 900 hrs (master by research) 12CP x 60 hrs = 720 hrs (master by coursework, mode 1) 6CP x 60 hrs = 360 hrs (master by coursework, mode 2)
Number of contact hours)	All the courses have group projects which require group members to hold regular meetings to effectively work on the projects. Students are required to contact lecturers during weekly consultation hours to discuss course-related issues.

For the Bachelor of Psychology

Projected study time	4 years
Number of Credit Points (CP)	242 credits
Workload per CP	*1 credit* *~ 25 to 30 hours of study/practice/internship (including self-study hours)* *1 period ~ 60 minutes*
Number of clusters	*5*
Time required for processing the final thesis and awarded CP	*5 months*
Number of contact hours	*3,750*

For the Master of Clinical Psychology

Projected study time	2 years
Number of Credit Points (CP)	120 – 124 credits (ECTS)
Workload per CP	*1 credit* *~ 25 to 30 hours of study/practice/internship (including self-study hours)* *1 period ~ 60 minutes*
Number of clusters	*3 (option 1) & 4 (option 2)*
Time required for processing the final thesis and awarded CP	*12 months*
Number of contact hours	*1,240*

For all three study programmes concerning the conversion of national credit points into ECTS credit points

In 2021, the VNUHCMC has issued guidelines explaining the conversion of national credits into ECTS credits.[6]

One Vietnamese theory credit equals 1.5 ECTS credits. It consists of 15 class periods x 50 minutes plus 30 hours self-study which equals (12.5 hours + 30 hours) 42.5 hours. One Vietnamese practice credit equals 2 ECTS credits. It consists of 30 class periods x 50 minutes plus 30 hours self-study which equals (25 hours + 30 hours) 55 hours. USSH has chosen an average of 27.5 hours per ECTS credit as the basis for equivalent conversion at the University.

Different results in the ECTS credits' conversion of the total number of credits derive from the different weighing of theoretical and practical national credit points in the study programmes. For instance, in general, 121 national credits are allocated to undergraduate study programmes at USSH.

At the undergraduate level, compulsory courses that all students at the VNUHCM must attend are the courses Foreign Language, National Defence, Physical Education, and Computing. They are credited but not included in the calculation of the grade point average. At the graduate level, students must attend the course Philosophy.

For all three study programmes regarding study and exam regulations

The main semester has 15 weeks of lectures and additionally, one more week to study and two more weeks for the final exams. The mid-term exams usually take place in the fifth or sixth week, the final exam in week 17 or 18 of the semester. During the summer, in July and August, students who did not perform so well can catch up with lessons and re-take exams to relieve their burden during the regular semester.

Exams should not be too concentrated to a certain period of time to give students the possibility to study. Two exams that take less than 60 minutes can be set in one day (morning and afternoon), in case of longer exams, there should be only one per day. When there are more than fifty students taking an exam, there should be three proctors in the exam hall responsible for invigilation.

The national scoring system in Vietnam can be transferred into the ECTS system as illustrated in the following table:

[6] Cf. Guidelines on Conversion of Credits to the European Credit Transfer and Accumulation System, Vietnam National University, University of Social Sciences and Humanities, No. 35, August 30, 2021.

Table 14 Vietnamese scoring system and its equivalents in the ECTS

Band Descriptors	Scoring ladder (1-10)	Scoring ladder (1-4)	Letter scoring ladder
		Grade	Mark
Excellent	9.0 - 10	4,0	A+
Very good	8.0 - < 9.0	3,5	A
Good	7.0 - < 8.0	3,0	B+
Fair	6.0 - < 7.0	2,5	B
Average	5.0 - < 6.0	2,0	C
Fail	4.0 - < 5.0	1,5	D+
Fail	3.0 - < 4.0	1,0	D
	< 3,0	0,0	E

All mark sheets are sent to the Office of Educational Testing and Quality Assessment. The Office of Undergraduate Affairs publishes the results. If a student is not satisfied with the results of the grading, they can initiate a complaint procedure. The complaint procedure is regulated by the USSH and published on both the USSH's and faculty's website. Students must submit the "Result Review Application Form" which they must send to their faculty for review.

<u>For the Master of Education Management</u>

The FoE sets the final examination to specific courses and informs students publicly via their website. In some courses, the details of required papers or essays, as well as their timeline, are explicitly stated to all students in class. Feedback and paper results will be available via the student's personal account on the LMS.

<u>For the Bachelor of Psychology and the Master of Clinical Psychology</u>

The Faculty of Psychology has defined further rules for examination that they aligned with USSH's regulations:

- Students who skip two or more theoretical/practical sessions are not allowed to take the final exam.
- A retake of the midterm and final exams is not allowed.
- After receiving the published test scores for the course, if the student finds it unsatisfactory, he or she can file an appeal and submit it to the Office of Academic Affairs according to the deadline announced for each semester. Based on the list, the Faculty assigns and organizes re-examination within a maximum of five working days.
- If studying online, students must submit group/individual assignments on the LMS according to the deadline set on the system.

For all three study programmes regarding the feasibility of study workload

Students' actual workload can vary depending on the number of courses they register for. Each semester, students are recommended to take a minimum of 15 Vietnamese credits (approximately 30 ECTS credits). If they do not complete 15 Vietnamese credits, the students are not considered for scholarships. The students who failed can retake the courses in the summer semester. The duration of each semester with 17 to 18 weeks is considered to be adequate to allow students to prepare for the exams in the last two weeks of the semester.

Students at the Master of Education Management take 17-19 Vietnamese credits in the first semester, another 17-19 Vietnamese credits in the second semester, and the remaining 11-16 Vietnamese credits in the third semester. Those who have special requests to postpone their schooling will be advised and recommended a suitable plan to complete the programme.

For the Bachelor of Psychology, the number of credits is evenly distributed for each semester during the years of study. Accordingly, each semester, students need to achieve a maximum of 15 Vietnamese credits, equivalent to 30 ECTS. The Faculty of Psychology has proactively prepared the number of courses per semester for students to register between 14 and 18 Vietnamese credits and advises students to comply with the University's regulations stating, "14 credits for each semester, except for the last semester of the training programme, for students who are graded with fair or higher academic performance".[7] To seek help with academic issues, student can consult with their academic advisor. The Master of Clinical Psychology has distributed the number of credits evenly over two academic years. In the first year, students have to complete two courses in the general knowledge cluster and compulsory courses. In the second year, they complete elective courses, the practicum and complete the master's thesis.

For all three study programmes regarding the equality of opportunity

At USSH, all students have equal rights and obligations. Students with special physical needs, students whose parents have made significant contributions to the nation, and/or students with special economic background, students from an ethnic minority are supported financially or through a scholarship according to national policies. The Office of Students Affairs offers counselling and support.

According to the University's guidelines, disabled students can choose between written or oral exams in all courses. For students with problems concerning writing and spelling, a text-to-speech software is available. Information about the student support services, working hours, office rooms, telephone numbers, and emails of the support staff are provided in the Student Handbook.

During the conference, the panel learned that for instance, the Faculty of Education actively supports female students' return to school after maternity leave or offer virtual classes for students who suffered from cancer. At the Faculty of Psychology, around ten students graduated having a physical impairment (blind or deaf). Every year, FoP cooperates with the Student Affairs Office to

[7] See self-evaluation report of the Faculty of Psychology p. 59.

widely inform students of the annual support policy and how they can apply for support from this policy.

Appraisal

All three study programmes have a structure that supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of clusters and courses that take the necessary student workload into account. Practical components, like the internship or field trips, are integrated in the curriculum and rewarded with credits. The individual courses provide detailed descriptions of intended learning outcomes and the relevant information as defined in the ECTS Users' Guide.

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

The feasibility of the study workload is uniform in all three programmes and ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations. For students who are struggling with the contents they can relieve their burden by taking the extra lessons in the summer semester. In general, the panel formed the view that the workload will be manageable for those students who work ambitiously throughout their study time.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning formal requirements throughout the programme and examinations. Students in exceptional circumstances, such as from an ethnic minority or with parents who served the country, are particularly assisted. The panel encourages the Faculty's' efforts in providing a barrier-free environment for students and staff with impairments.

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

3.3 Didactical concept

For all three study programmes regarding the logic and plausibility of the didactical concept

The three study programmes uniformly follow a student-centered and problem-based learning approach. Common teaching methods applied in the courses are lectures and discussions, group work and presentations, projects, quizzes and games, like role-plays. For instance, presentations shall encourage students to actively practice the languages they are studying and to be more assertive in communication. Role plays also foster communicative skills. The practical component in form of the internship or the field trips is mandatory in all three programmes.

In addition, the Faculty of Education integrates modern teaching approaches with ICT application in their teachings. For example, in the courses Sociology of Education and Effective School Management, students can familiarise themselves with blended-learning modes so that they can access the course from anywhere at any time while lecturers closely supervise their learning. The majority of the courses employ active learning methods such as group work, case studies, debates, which allow students to develop knowledge and skills to improve their competency.

For all three study programmes regarding the course materials

All three programmes rely on textbooks and references, local and foreign specialized journals, theses and dissertations, undergraduate theses. During the conference, the panel learned that the USSH has access to the databases of the VNUHCMC. The students can access the databases anywhere and on any device.

In addition, the Faculty of Psychology has its own library to directly support faculty and students, including resources related to the area of Psychology and the closely relevant fields.

For the Master of Education Management regarding guest lecturers

The Faculty of Education systematically integrates guest lecturers into the teaching process. Guest lecturers come from school sectors such as principals, school leaders from general education, from the Vietnamese-Germany University, Ho Chi Minh City University of Education, Ho Chi Minh City University of Technology and Education, Thu Dau Mot University, School Education Management Officer Ho Chi Minh City. Furthermore, professionals from business and other industries are invited to conferences and seminars to share their experiences.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding guest lecturers

The Faculty of Psychology has a team of visiting lecturers who are psychologists, practitioners with high expertise, professionalism and teaching experience. The visiting lecturers all have master's degrees or higher. They teach at domestic and foreign colleges and universities, work in the counselling sector and in psychotherapy at hospitals and clinical psychology establishments in the country.

For all three study programmes regarding lecturing tutors

There are no student tutors at the USSH. Lecturers are academic advisors for students in case they need assistance regarding academic and non-academic issues. The faculty members in charge of academic advising shall have a master's degree or higher, more than two years of teaching experience, good moral character, sense of responsibility and enthusiasm in work.

In general, graduate students attend a programme orientation at the beginning of the first semester to be advised and address any questions about course enrolment, study plan, programme requirements, and research requirements.

Appraisal

The didactical concepts of all three study programmes are described and oriented towards the programmes' objectives, namely the employability of their students. They allow for the application of different teaching and learning methods. The panel appreciates that at the Master of Education Management has clearly described the didactical methods on distinct levels for students and teachers, which enables students to think "out of the box".

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

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. The panel sees room for more guest lecturers for all three study programmes regarding their motivation for internationalisation. They **recommend all study programmes** promoting their internationalisation through inviting more international guest lecturers.

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

3.4 Internationality

For the Master of Education Management regarding international contents and intercultural aspects

At the Master of Education Management, international elements are incorporated into teaching and learning activities to prepare students towards internationalisation and globalisation. The concept of organizational culture, international trends and arising problems, and regional culture, for example, are integrated into the course Change Management in Education, Human Resource Management in Education. The course Creating and Developing School Culture serves as a foundation for students to develop an intercultural, cross-cultural, and international cultural competence.

Lecturers provide materials such as English texts, to help students develop their points of view and reading skills in using international language for academic discussion. Through participation in international conferences, students are also encouraged to use English as a medium of communication.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding international contents and intercultural aspects

The contents of the Bachelor of Psychology and the Master of Clinical Psychology refer to standards set by the American Psychology Association. The Faculty of Psychology invites international experts to participate in academic exchange programmes, seminars, and workshops. For instance, at the Master of Clinical Psychology, international instructors teach the Art Therapy course.

For the Master of Education Management regarding internationality of student body

The Faculty of Education offers an international student exchange where students can go to attend academic activities in other countries and vice versa. However, the number of places is limited so that not all students have the opportunity to attend these events.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding internationally of student body

Given that both the Bachelor of Psychology and the Master of Clinical Psychology offer a subject with a domestic focus, their target group are Vietnamese students. However, the Faculty of Psychology is active in offering exchange programmes, such as a programme with Louvain University in Belgium where they cooperate in an Erasmus project.

For the Master of Education Management regarding internationally of faculty

The majority of FoE'S faculty members have graduated from various countries such as England, France, Germany, the United States, Thailand, the Philippines, Taiwan, and Japan with varied specializations. The Faculty also invites international guest speakers to give seminars.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding internationally of faculty

The Faculty of Psychology invites clinical psychologists and professors from universities from other countries such as the United States, France, Germany, Belgium, South Korea, Singapore to deliver lectures and workshops.

For the Master of Education Management regarding foreign language contents

Students must achieve foreign language proficiency standards such as IELTS through self-study. During the on-site visit, the panel learned that the teachers at the Master of Education Management use materials in English language. They are flexible in adjusting the course materials according to the developments and the students' needs.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding foreign language contents

Psychology is a field of study that requires access to a wide range of in-depth and up-to-date resources. Therefore, students are provided with foreign materials for reference during their learning process. Specifically, in some specialized courses where there are no Vietnamese textbooks available, students are required to use English textbooks, such as General Psychology, Critical Thinking, Developmental Psychology, English for Psychology Majors, Gender Psychology, and Cognitive Psychology.

During the on-site visit, the Master of Clinical Psychology explained how they use materials that were translated from English into Vietnamese so that students learn about international trends in their own language.

Appraisal

In all three study programmes, international contents are reflected in the curriculum. Students learn about current international trends and are thus prepared for the challenges in an international working environment. The courses contain practical examples so that students are enabled to act in an intercultural environment.

All three study programmes are directed at Vietnamese students in the first place. Therefore, international students do not apply for the study programmes per se. However, the study programmes offer exchange programmes or participation in international conferences as opportunities for their local students to go abroad.

The Faculties include teachers from different countries and teachers with international academic and professional experience who support the students in acquiring international competences and skills.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of all three study programmes. The panel points out that the two Master programmes have found an effective way to integrate English language materials into the courses. The panel wants to encourage them to continue using English course materials and to continue translating materials as well.

		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)

For all three study programmes

Critical thinking skills, problem solution, communication and teamwork skills belong to the key competencies taught at all three study programmes. The students can practice presentation skills and conflict handling, leadership skills in group projects or alongside the regular courses. To enhance it further, students regularly present the results of their group works in front of the class.

At the Faculty of Psychology, counselling skills play a vital role. Therefore, they teach students about the counselling process, specific principles and theoretical foundations of counselling work, and distinctive characteristics of diverse types of counselling. Moreover, to master the counselling with clients, the study programmes help students develop observation, listening, feedback skills as well as empathy.

Appraisal:

The students acquire communication and public-speaking skills, cooperation and conflict handling skills, as well as subject-specific skills in accordance with the learning outcomes defined in the course descriptions. This is supported by means of suitable didactical and methodological measures. The faculties ensure the acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge as well.

		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)

For the Master of Education Management

The Master of Education teaches a variety of disciplines and methods. They are familiar with management and psychological issues as well as have teaching and ICT skills. This interdisciplinary combination enables students to become productive at work and develop professional confidence. Besides that, many graduate students are working professionals already bringing much experience from the job market.

For the Bachelor Psychology and the Master of Clinical Psychology

The study programmes at the Faculty of Psychology teach students observation skills, listening skills, feedback skills, empathy skills, establishing a counselling relationship, designing and conducting psychological research, recognizing and analysing group dynamics, and organizational and personnel psychology skills, and the psychological operating mechanism of customers.

Appraisal:

The promotion of employability runs as a common thread of the study programmes through all their courses. Employability is fostered through the promotion of multidisciplinary competences and skills. For the Master of Education Management, the panel was impressed that the MEM offers opportunities to find jobs in a new areas because students convince with their flexibility. They encourage the study programme again to invest in a good marketing strategy to promote the study programme on the market (see chapter 1.3).

		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

For all study programmes regarding the structure and quantity of faculty and the academic qualifications

All matters regarding the academic requirements for lecturers at the undergraduate level, such as for human resource training at USSH, are determined in Circular No. 22/2017/TT-BGDĐT issued on September 6, 2017 by the Ministry of Education and Training (MOET) and Decision No. 622/QD-ĐHQG dated July 3, 2017 by the President of VNUHCM. For the master's degree level, Circular No. 17/2021/TT-BGDĐT issued on June 22, 2021 is valid.

USSH determines the employment regulations. They must be active in doing research by publishing one academic paper a year. A full-time lecturer is required to fulfil on average a teaching load of 270 periods (50 minutes/period) for courses in a BA programme. That means they are in charge of four to five courses of 45-60 periods within two semesters in an academic year of in total 36 weeks. This is equivalent to 6.25 hours per week. During the interview with the lecturers, the teaching staff confirmed this distribution of working hours.

For the Master in Education Management

The teaching staff at the Master of Education consists of four associate professors, eight PhD senior lecturers, and ten PhD lecturers. All lecturers are engaged in research, teaching and guiding post-graduate theses. They hold academic titles and degrees in accordance with the regulations mentioned above. Some lecturers have graduated from renowned institutions from Australia, China, Japan, the United Kingdom, France, the Philippines, Russia, Taiwan, Thailand, and the United States.

The permanent teaching at the Faculty of Education staff is supported by 36 visiting lecturers, including 15 associate professors, four PhD senior lecturers, and 17 PhD lecturers.

Table 14 Number of faculty involved in the Master of Education Management

	Faculty of Education members	USSH – VNU teaching staff	Visiting lecturers	Percentage (%)
Associate Professor	2	2	15	33 %
PhD senior lecturer	4	4	4	21 %
PhD junior lecturer	6	4	17	46 %
Total	12	10	36	100 %

For the Bachelor of Psychology and the Master of Clinical Psychology

According to the regulations cited above, among the full-time teaching staff at an undergraduate programme should be at least one doctoral degree holder in the same field who is responsible for leading and organizing the training programme. There should be at least ten full-time teaching staff members with a master's degree or higher in the same field or a closely related field, including at least one doctoral degree holder and four master's degree holders, or two doctoral degree holders and two master's degree holders in the registered field of study. At the master's level, teaching staff members must have a doctoral degree. There should be at least five appropriate doctoral degree holders as full-time teaching staff, including one professor or associate professor who is responsible for the development and organization of the training programme.

Currently, the Faculty of Psychology has one associate professor, six doctoral degree holders, seven doctoral candidates, and five master's degree holders in charge of teaching.

Table 15 Number of teaching staff involved in the Bachelor of Psychology and the Master of Clinical Psychology

	Full-time lecturers (from the Faculty of Psychology)	*Full-time lecturers (from other faculties)*	*Visiting lecturers (from outside the university)*
Master's degree holder	5		5
Doctoral candidates	7		
Ph.D. holders	6	2	5
Associate Professor	1		1
Medical Doctor			3

For all study programmes regarding pedagogical/didactical qualification of faculty

All lecturers must successfully complete the Certificate of Pedagogical Skills for University Teachers in accordance with the regulations set by the Ministry of Education and Training. Moreover, at USSH level, teachers are trained to use the latest technical teaching aids like smart boards, online tools for translation and learning. Every year, the department heads revise and update the syllabi and integrate new materials and innovative teaching and learning methods that teachers should implement. Hence, constant training is necessary for all staff involved in teaching.

For the Master of Education Management

Since 2015, the Faculty of Education has actively participated in projects related to the renewal of training programmes and teaching-learning approaches, following the so-called Conceive-Design-Implement-Operate (CDIO) approach and the so-called Education 4.0 project since 2018, initiated by VNUHCMC. All Faculty's teachers have attended training courses conducted by international

experts to enhance their skills in designing training programmes, improving teaching and learning methods, including flipped classroom training and blended learning.

For the Bachelor of Psychology and the Master of Clinical Psychology

All teaching staff at the Faculty of Psychology obtained the relevant pedagogical qualifications and certificates. They actively participate in training programmes aimed at improving their teaching skills, including workshops on innovative teaching methods, online teaching and e-learning platforms, and assessment techniques organized by the university and other institutions. Within the Faculty and each department, faculty members regularly exchange and share their teaching experiences as well.

For the Master of Education Management regarding practical business experience of faculty

The teaching staff engaged in the Master of Education Management brings leadership experience in the educational sector from positions including vice-president, dean/deputy dean, head/deputy head of quality assurance department, head of department or director of research center.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding practical business experience of faculty

Members of the Faculty of Psychology engage in projects and practical activities such as therapy and community counselling through the university's Counselling and Psychological Therapy Centre. For instance, during te Covid-19 pandemic, the faculty members collaborated with other faculties within the university to implement the "Mental Vaccine" project.

For the Master of Education Management regarding internal cooperation

At the Faculty of Education, collaboration is facilitated through regular staff meetings, training sessions, thematic academic activities, and scientific talks/seminars. The teaching staff provides feedback on curriculum improvements, syllabus updates, and other relevant topics. To improve the curriculum, the Faculty adheres to the Conceive-Design-Implement-Operate (CDIO) approach. Moreover, lecturers teach subjects a co-teaching format with two to three lecturers forming a team. Hence, there is close collaboration and frequent exchange of ideas among the lecturers during the design and implementation of the syllabus.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding internal cooperation

At the Faculty level, meetings are set for every Monday. Each department organises separate meetings taking place two to three times per semester. Furthermore, experienced faculty members are assigned to attend classes and provide feedback to junior faculty members as part of the annual schedule for classroom observation and professional development. There are also team-teaching groups of faculty members teaching the same subjects. They regularly come together to discuss teaching syllabi, lesson plans, classroom organization, and assessment methods.

For the Master of Education Management regarding student support by the faculty

Every academic year, the Faculty of Education organizes introduction sessions about the study programme to familiarize students with the training programme and provide study advice on study, research, and the thesis completion plan. All lecturers hold office hours during which their students can come for consultation regarding their theses and for study/research advice. These office hours are published through FOE's media channels. Since many postgraduate students are working professionals, lecturers also utilize online or more flexible communication means such as email, Zalo, Google Meet, or Zoom.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding student support by the faculty

The Faculty of Psychology has different channels and opportunities for communication in place to support students. At the beginning of each academic year, the Faculty introduces the curriculum and training programme to first-year students. In addition, they also offer consultation concerning internship programmes for fourth-year students.

They offer two field trips and one internship period for undergraduate students. Prior to each field trip or internship period, students register and receive a handbook with guidelines. The handbook covers the internship objectives, procedures, facility introduction, instructions for writing reports, and assessment criteria. A meeting is then held to explain and clarify the regulations, requirements, duration, and address students' inquiries. Faculty members are assigned as mentors to provide ongoing professional guidance throughout the internship process. Moreover, for the Bachelor of Psychology, every academic year, the Faculty encourages students to participate in scientific research by registering for research projects at the university and faculty levels. Faculty members support students in developing ideas and refining research proposals. For the master's programme, graduate students receive information about thesis advisors, including their expertise, research interests, ongoing projects, and proposed topics. The supervisors provide feedback and sign off on the thesis proposal until the defence before the panel of examiners.

Besides that, lecturers have designated office hours when students can come for consultation and advise. Online platforms to provide guidance and materials include besides the Learning Management System (LMS), some Facebook groups such as the USSH's FoP Fanpage and the academic advising group. Moreover, information is available on the website: https://hcmussh.edu.vn/tamlyhoc as well. Lecturers are available on email as well.

Appraisal

The panel holds the view that the structure and number of the staff at the two faculties correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculties' composition, consisting of full-time, part-time and visiting lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. However, the panel formed the view that if USSH wants to become a leading research university, the lecturers should be offered more opportunities to engage in international research projects. Therefore, the panel **strongly recommends** the faculties to invest more in the academic promotion of their faculty.

The pedagogical and didactical qualifications of the lecturers are defined and correspond to the requirements and objectives of the study programme. USSH verifies the qualifications of the faculty members by means of an established procedure. USSH also ensures that junior lecturers receive support by senior lecturers in developing their own skills in this field. Specific measures for further qualification of the faculty members are implemented through workshops and trainings.

All lecturers have practical experience either by working part-time in a non-academic field or by engaging in projects for a certain period of time during the year. The panel particularly applauds the lecturers teaching in the two Master programmes that they bring special working experience and engage in these sectors besides their teaching and research obligations. In doing so they ensure an integration of theory and practice in each of the study programmes.

Internal cooperation is facilitated by regular meetings of the faculty members. They cooperate with each other, for instance through co-teaching, for the purpose of tuning the courses towards the overall qualification objectives. For the Master of Education, the panel was impressed that they reflect upon and actively implement the Conceive-Design-Implement-Operate (CDIO) approach for their internal cooperation.

The panel is enthusiastic about the student support offered by both Faculties an integral part of the services and how internal and informal counselling on an individual basis between teachers and student is at place and how active teachers are in student support. It is offered on a regular basis and serves to help students study successfully but is also flexible when students need advice. The panel appreciates that the Master of Education pays attention to the fact that its graduate students are professionals at the same time and need more flexible hours regarding consultation. To help them further to align work and study, the panel encourages the Master of Education to continue promoting and developing a blended-learning teaching approach.

		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		MEM/ MCP	BP		
4.1.5*	Internal cooperation (Asterisk Criterion)		MEM	BP/MCP		
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

For the Master of Education Management regarding the programme director and administrative support for students and faculty

The Vice Dean of the Faculty of Education also serves as the programme director entrusted with the direct management of the master's training programme and the organisation of seminars, trainings and conferences. The programme director oversees the training activities within the programme, works closely with the Head of the Educational Management Department to coordinate various tasks such as assigning teaching duties, facilitating connections between supervisors and students, inviting visiting lecturers, forming thesis evaluation committees, and participating in the evaluation of theses. They monitor the update of the curriculum, and they coordinate with lecturers to update course outlines.

Administrative support is facilitated at the University level through the Graduate Affairs Office (GA), External Relations and Research Affairs Office (ERA), and Planning and Finance Office (P&F). The GA disseminates comprehensive documents, procedures, and forms to support postgraduate students throughout their training process. The GA and ERA organise the International Workshop on Social Sciences and Humanities for postgraduate students and doctoral candidates to present their research. Administrative support for faculty members is ensures by offices such as Human Resources and Organization, Administrative Affairs, Planning and Finance, and External Relations and Research Affairs provide the necessary staff and assistance for faculty members' teaching, research, and administrative tasks.

At the Faculty level, the Dean is responsible for the overall management of all degree programmes, while the Programme Director (PD) is assigned to directly coordinate one programme and an administrative staff member is responsible for student affairs.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding the programme director

At the University level, the Undergraduate Affairs Office is responsible for managing the undergraduate curriculum, while the Graduate Affairs Office is responsible for managing the curriculum of the master's programme. According to the assigned responsibilities within the Faculty's Executive Committee, the Vice Dean in charge of Academic Affairs is responsible for managing the undergraduate programme, and the Dean of the Faculty is responsible for managing the master's programme at the Faculty of Psychology.
The Faculty's Academic and Research Council, along with the university-level council, serves as an advisory body to provide suggestions for the curriculum. The Council consists of eleven members, including the Dean, Vice Deans, Heads of Departments, some faculty members who hold the titles of associate professors and doctors, and some external members who have relevant qualifications and experience in the faculty's professional development, as proposed by the Dean.

Like for the Faculty of Education, administrative support at the University level is provided by the Graduate Affairs Office (GA), External Relations and Research Affairs Office (ERA), and Planning and Finance Office (P&F). The GA disseminates comprehensive documents, procedures, and forms to support postgraduate students throughout their training process. The GA and ERA organise the International Workshop on Social Sciences and Humanities for postgraduate students and doctoral candidates to present their research. Administrative support for faculty members is ensures by offices such as Human Resources and Organization, Administrative Affairs, Planning and Finance, and External Relations and Research Affairs provide the necessary staff and assistance for faculty members' teaching, research, and administrative tasks. At the programme level, the Board of Deans, the Secretary, Academic Assistance Staff, and assistants support faculty members with administrative matters.

Appraisal

The panel considers the structure to be adequate. The programme directors are Vice Deans at each of the two faculties. They coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly.

The Deans, the faculty members and students are supported by the administration in the organisation of the study programmes. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students can approach the responsible persons and give feedback.

		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

For the Master of Education Management regarding cooperation with HEIs and other academic institutions as well as cooperation with other organisations

The Master of Education Management benefits from the academic and non-academic network of the Faculty of Education, of the USSH and the VNUHCMC. USSH is a founding member of the Association of Southeast Asian Teacher Education Network (AsTEN). AsTEN consists of ten member universities, including the National Institute of Education, NTU Singapore; Philippine Normal University, Philippines; Yangon University of Education, Myanmar; Universiti Pendidikan Sultan Idris, Malaysia; National University of Laos, Laos; Universitas Pendidikan Indonesia, Indonesia; National Institute of Education, Cambodia; Universiti Perguruan UgamaSeri Brunei Darussalam; and Kasetsart University, Thailand.

Non-academic partnerships involve the Ministry's Department of Education and Training, secondary schools, and educational institutions such as AUF (Agence Universitaire de la Francophonie) and Major Education. In addition, secondary schools and businesses in the education sector also provide opportunities for students to conduct research and investigate the current state of education for projects within their courses and master's theses.

For the Bachelor of Psychology and the Master of Clinical Psychology regarding cooperation with HEIs and other academic institutions as well as cooperation with other organisations

The Faculty of Psychology is active in collaborations about teaching and research with professors from universities, hospitals, and centres within and outside the country. For instance, recent projects include new discoveries in the interaction between the body and mind, the mother-child

relationship from a psychological perspective, positive parenting, caffeine, psychological assessment in children, psychotherapy and rehabilitation.

A cooperation related to the project “Identification, Assessment, and Intervention for Children with Learning Disorders in School Context” at the Belgian University of Liège and the University of Louvain offers scholarships for two faculty members to pursue their doctoral degrees in Belgium. Furthermore, the Faculty of Psychology and the USSH have signed MoUs with the Faculty of Social Sciences, University of Gdansk, Poland, with the Srinakharinwirot University, Thailand (2023), and a MoA about the Erasmus+ (2023) for research and exchange programmes.

The Faculty of Psychology has also collaborations for training with companies such as Heineken for short-term courses and with domestic organizations, such as such as Tuong Minh Specialized Center, Van An Center, hospitals, counselling centres, external companies, schools delivering specialized presentations, providing counselling and psychological therapy, and other networks to organize workshops and symposiums.

Appraisal

The panel comes to the view that the faculties are highly connected with the local and international academic and business world. The scope and nature of cooperation with other HEIs, other academic institutions and networks relevant for the programme are presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students’ qualification and skills.

The panel is impressed with the diverse cooperation with non-academic partners of all three study programmes. Cooperation with other organisations is actively promoted. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific cooperation in projects and through traineeships, they significantly contribute to the development of qualifications and skills and to the quality of the students’ development and employability.

		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

For all three study programmes

The visitation took place at the premises of USSH that prepared a tour through its facilities. So, the panel members were able to visit the facilities in person. The USSH has two campuses, the main campus in Dinh Tien Hoang, District 1 and the second campus in Thu Duc City nearby Ho Chi Minh City. The main campus for postgraduate students is located in the city center of Ho Chi Minh City, the campus in Thu Duc City hosts undergraduate programmes.

As of 2021, USSH had 224 large classrooms and lecture halls. The size of the classrooms varies from 20 to 90 seats. All classrooms, self-study areas, rooms for group study, and lecture halls are fully equipped with blackboards, screens, microphones, chalk, whiteboard markers, fans, air conditioners, Wi-Fi, and a sound system. Besides that, the USSH also provides computer rooms, language laboratories as well as experimental phonetics rooms at both campuses. Facilities are constantly improved to become more accessible, also for students with disabilities.

The Faculty of Psychology established a three-storey Center for Behavioural Science Research including an Applied Child Psychology Lab and an Applied Psychotherapy Lab to develop knowledge on human behaviour and psychology. They use the centre to offer the public access to advanced, scientific, and evidence-based services. During the on-site visit, students expressed their appreciation for this centre which allows them to apply therapy methods.

Moreover, each student is given an email account having the USSH's domain. With this domain, they can enjoy Google G-Suite for education and a free Microsoft Office 365 during their four-year study.

The USSH also has a library on each of the two campuses to provide learning materials. There are spacious, quiet reading rooms equipped with a fan and an air-conditioner. Opening hours of the

two libraries are from 8:00 am to 8:00 pm from Monday to Friday, and from 8:00 am to 5:00 pm on Saturday. Students can seek help from librarians there as well. Literature can be accessed online from the USSH Library via link https://thuvien.hcmussh.edu.vn/.

The USSH's libraries belong to the library system of the VNUHCM. They also have cooperative relationships with foreign libraries, such as the National Library of Korea, the National Taiwan Library, and AUNILO. The Central Library of VNUHCM opens from 8:00 am to 6:00 pm from Monday to Saturday. The Central Library and all its branches all have an Online Public Access Catalogue (OPAC). They offer access to more than twenty online databases with many reputable scientific databases of foreign publishers (ScienceDirect, ACS, IEEE Xplore, SpringerLink, SpringerOpen, Proquest Central). Especially, from 2019, users only need to use an intuitive online research platform (EBSCOhost) to search all materials in the library system.

Appraisal

Since an on-site conference was conducted, the panel was able to visit the University's premises and facilities. Based on the tour through the two campuses, the panel considers the quantity, quality, media and IT facilities of the teaching rooms provided to the faculties to meet the standards required for the programmes. The rooms are properly equipped for disabled students. Many give them barrier-free access. However, some entrances could be improved to ease the access for physically impaired students. Therefore, the panel **recommends** the USSH to check and when necessary, improve the barrier-free access to all buildings on campus.

Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available in all three faculties.

The opening hours of the libraries take students' needs sufficiently into account. Access to the literature and journals as well as to digital media is ensured. The libraries have relevant literature for the study programmes. The panel is enthusiastic about the VNUHCMC network of libraries and considers it a special asset for students to do research.

		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

For all three programmes

At the University level, the Office of Academic Affairs, the Office of Student Affairs, and the Office of Testing and Quality Assurance take care of daily student issues. The USSH organises a job counselling day for all students at the USSH. The USSH's Center for Human Resource Development offers courses and essential employment information for students. USSH regularly organizes programmes to provide opportunities for students to challenge themselves and develop their skills, such as the "Humanities Entrepreneur," E-talk, and C-tour programmes organized by the Career Counselling and Human Resource Development Center. Psychological support is provided through the counselling and therapy room at HCMUSSH,
with regular programmes tailored specifically for students of the Faculty/University.

The USSH has established the Alumni Liaison Committee to connect all graduates and to bring them together on the annual meeting or to present their careers to the current students.

Every year, the Faculty of Education and the Faculty of Psychology organize pre-course counselling sessions, the New Student Orientation session, for all undergraduate and postgraduate students during which they provide information on study progress, course selection, faculty members, and research directions. The Faculties also invites its alumni and employers to be presenters at conferences/seminars both domestically and internationally, participate in training sessions to impart skills to undergraduate students, and sharing career opportunities with students.

The Faculty of Psychology has established a Representative Board for Alumni to serve as a bridge between businesses and students. It also provides support to students during their studies, including close communication with graduates.

Appraisal:

The panel regards the career counselling and placement services offered to the students and graduates by USSH and the faculties to be suitable to promote their employability. The resources and activities for support are sufficient as well.

Alumni activities are organised on the university level and on the faculty level. Alumni organisations have been set up with the aim of developing an alumni network and are integrated into faculties' activities.

		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)

For all three study programmes

Being a part of the VNUHCM, the USSH is provided with guaranteed operating funds from the state budget and other lawful sources of income such as tuition fees, grants, projects, service activities, or technology transfer. Businesses, organisations and other sponsors give funding for scholarships, such as the Honda Scholarship, Lương Định Của Scholarship, or Lotte Scholarship. Students with merits, or students in need can apply for a scholarship. Fee waivers, reductions, and financial assistance programmes are available for students as well. The USSH's scholarship programmes are regularly updated on its website and via email sent to students, helping them quickly access the information.

Appraisal

For all three study programmes

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

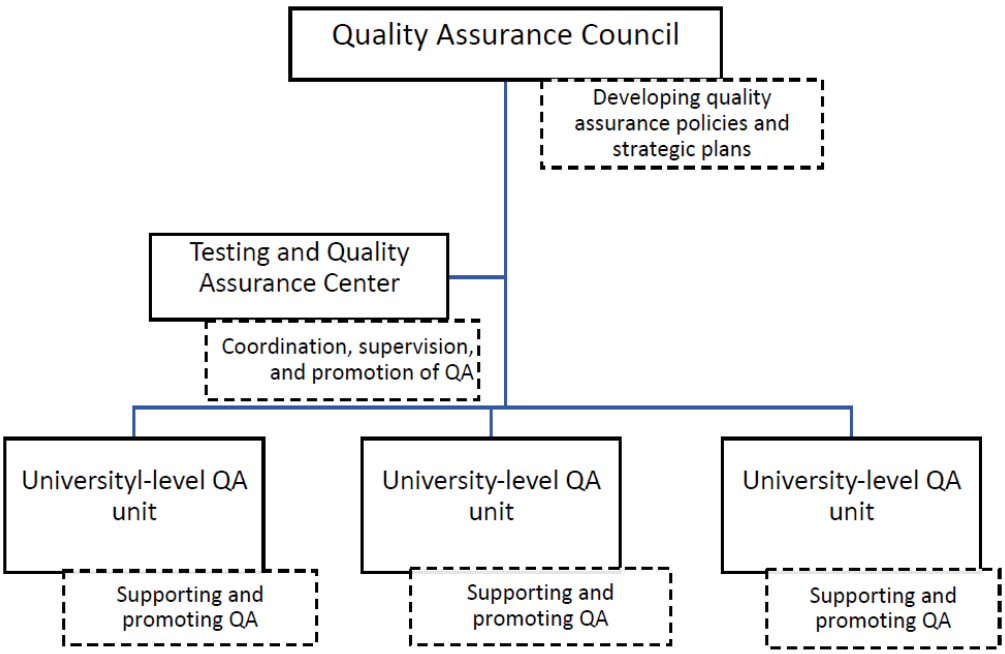
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

For all three study programmes regarding quality assurance and quality development with respect to contents, processes and outcomes

The VNUHCM set up the Centre of Quality Assurance and Assessment as the governing body that guides the quality assurance procedure at the lower level. It follows the so-called plan-do- check-act cycle. At the USSH, the Office of Educational Testing and Quality Assurance is in charge of coordination with the faculties and reports to the Board of Presidents. The USSH prints a handbook providing information on internal quality assurance procedures to the Quality Assurance Teams instituted on faculty level. According to MOET regulations, the quality of study programmes must be assessed very two years.

Table 16 Quality Assurance System at VNVHCMC



The faculties' Quality Assurance Teams work with their Academic Councils. They make plans to revise and update the training programme, arrange teaching staff and consulting personnel for students, and monitor the drop-out rate, teaching and learning results, and the learning circumstances via the quality assessment surveys or the students' feedback. The improvements on the basis of students' feedback are also communicated to students via the Dean or department head's talks with students' representatives/monitors. The feedback given by stakeholders like employers or alumni is forwarded to the responsible Academic Council that adjusts where necessary and submit the revised curriculum to the USSH's Academic and Training Council for approval.

Since the academic year 2023–2024, the USSH has been testing an online survey system for all courses so as to update continuous and complete data for the quality assurance process and improve the whole University's teaching quality. The system will further be designed to allow the

learners to know the results of each survey they conducted from their personal page on the University's website.

For all three study programmes regarding evaluation by students

The USSH has developed a system of surveys, including course surveys, programme surveys, graduate surveys, employer surveys, and working environment surveys.

Every semester students are asked to give their feedback about the courses. Questions concern objectives, learning outcomes, contents of the courses and of the curriculum, students' feedback on the lecturers' teaching practices, students' course satisfaction, and students' suggestions for teaching quality enhancement. Although the learner's workload for each course has not been quantified but by the open questions from the surveys, the learners have expressed their opinions about the compatibility between the workload (amount of knowledge, skills) and the duration (number of credits) of each course as well as their assessment on the appropriateness the workload in each course.

Each faculty summarises the survey results on their websites, the corresponding lecturers are also informed. Depending on the survey results, the heads of the departments talk to the lecturers about measures to be taken to improve the teaching.

The whole-cohort survey takes place once per academic year just for the students who are in the last year at university. Students of the fourth year are asked to do a programme survey, and six months after their graduation they are asked to participate in the graduation survey about the training output. The results are forwarded to the Academic Councils to discuss adjustments of the study plan.

Besides the formal surveys, there are also other forms of feedback channels on the faculty level. For instance, the Faculty of Psychology also collects students' opinions and suggestions through the annual dialogue programme namely "Dialogue for mutual development", through which the Faculty's Board of Deans and lecturers in different departments would participate to give answers to students' concerns and listen to their opinions to adjust teaching, academic affairs management and academic assistance.

For all three study programmes regarding evaluation by faculty

Faculty members can give their feedback continuously throughout the year during class observations and also during the department meetings. They are also invited to state their opinions during meetings of the Academic Councils. Moreover, they are asked to participate in surveys to evaluate the working environment at the faculties and at the USSH. The so-called Annual Meeting of Officials is held at the faculty and at the USSH's level. This conference is offered as a platform for faculty members to share their views with the deans.

For all three study programmes regarding external evaluation by alumni, employers and third parties

The opinion of employers and alumni is valued at the USSH and the faculties. They are asked to participate in surveys concerning the learning outcomes and required professional skills of graduates. The evaluation results by alumni will be collected as a reference to adjust the University and Faculties' academic strategies for meeting the requirements of the job market.

The employer survey is conducted every two years. Alumni are asked to give feedback six months after their graduation. In addition, the faculties biannually host the Employer and Alumni Conference where former students and current employers can state their opinions about the current training programme.

For all three study programmes regarding the programme documentation

The Faculties and the Graduate Affairs Office publish information about the study programmes is published for stakeholders in accordance with the "three principles of transparency" that Ministry of Education and Training (MOET) demands.

The study plan, academic calendar and curricula are printed and documented by the faculties or hung out on the bulletin board in front of the faculties. They are also made public on the faculties' websites or on leaflets. The course descriptions are handed out to students at the beginning of each course. Exam regulations and score control regulations are published on the websites as well. For the Faculty of Education and the Faculty of Psychology, learners can access information they need by visiting the website using this link: https://hcmussh.edu.vn/tamlyhoc.

For each course during the first meeting, the lecturer provides the course syllabus for students, and also takes some time to instruct them about the syllabus so that learners can grasp the course structure, learning materials, course schedule plan and instructional view of the lecturer. Programme testing and evaluation (scores, exam appeals, testing and assessment) are notified via email between lecturers and the class, via e-learning LMS system.

The faculties, the departments, and the Office of Undergraduate Affairs have a website and Facebook accounts on which they make announcements to keep their students informed about internal and extracurricular activities, scholarships, and career opportunities. In their annual reports, the faculties summarise the activities, events and achievements of the past year. USSH's official website (https://hcmussh.edu.vn/) offers new announcements from the university regarding the whole host of its activities, including events, conferences, new academic year admission, contests, academic affairs, scholarship, grants and titles. The USSH newsletter is presented in a variety of channels to increase popularity such as email, website, Youtube, Zalo, Tiktok, Facebook Fanpage, and LinkedIn.

Appraisal:

The panel regards the quality assurance and development procedure to be adequate. It is set up at all levels and systematically and continuously monitors and develops the quality of all study programmes with respect to its contents, processes, and outcomes. It considers the evaluation results and the analysis on of success rate, and graduate employment. Faculty members and student representatives participate in the respective committees to discuss further development procedures. Responsibilities are clearly defined. The Faculties and QA Departments develop a student evaluation survey. The Faculties involve students in the feedback and the relevant committee taking measures according to the results.

However, the panel indicated that the assessment of students' actual workload is not systematically analysed and evaluated. There is no student survey in the course evaluation forms, which includes a question regarding the workload for each course. A question to quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing in the course evaluations, which would enable the University to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course). The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course. Moreover, the panel also found that the surveys are not anonymous. The lecturers and students are asked to fill in their personal data.

Therefore, the panel recommends the following **condition**:
The University implements

a) a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
b) an anonymous evaluation system for students and lecturers.

The student evaluation is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated to the students on the websites and provide input for the quality development process. Quality control by the faculty is carried out on a regular basis as well. It is in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. External evaluations are also carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published. The HEI regularly publishes current news and information about the study programme.

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

Quality profile

HEI: University of Social Sciences and Humanities, Vietnam National University, Ho Chi Mini City

Bachelor / Master programme: Bachelor of Arts in Psychology
Master of Arts in Clinical Psychology
Master of Arts in Education 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		MEM/ MCP	BP		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		MCP	MEM/ BP		
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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking		MEM	MCP/ BP		
3.1.5	Ethical aspects		MEM/ MCP	BP		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)		MEM	BP/ MCP		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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		MEM/ MCP	BP		
4.1.5 *	Internal cooperation (Asterisk Criterion)		MEM	MCP/ BP		
4.1.6 *	Student support by the faculty (Asterisk Criterion)		X			
4.1.7 (*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1 *	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1 (*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
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					

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