Decision of the FIBAA Accreditation and Certification Committee

4th Meeting on November 26, 2021

PROGRAMME ACCREDITATION

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

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

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

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

Condition (see Chapter 3.2.1):
The University
- defines and calculates the summer internship between second and third year with the given workload and corresponding credits, embedding it into the curriculum;
- lays down an internship description with content, intended learning outcomes and assessment in conjunction with the given internship regulations.

Based on an Appeal procedure, the FIBAA Accreditation and Certification Committee revoked the condition at its meeting on March 23rd, 2022.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):
Ton Duc Thang University
Ho Chi Minh City, Vietnam

Bachelor study programme:
Bachelor of Urban and Regional Planning

Qualification awarded on completion:
Bachelor of Engineer in Urban and Regional Planning

General Information on the study programme

Brief description of the study programme:
The URPP is developed with a modern, flexible curriculum that focuses training on integrated planning, management, to meet the real needs of communities, companies and governments in the long term. Graduates are urban planning engineers with integrated planning thinking and capabilities.

Type of study programme:
Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:
4 years, 157 Credit
237.57 ECTS

Mode of study:
full-time

Didactic approach:
Study programme with obligatory class attendance

Double/Joint Degree programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
Four classes per year
30-35 students per class,
200 students per year

Programme cycle starts in:
winter semester

Initial start of the programme:
2005

Type of accreditation:
Initial accreditation

Procedure

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

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

Prof. Dr. Stefan Fröhlich
University of Erlangen-Nuernberg, Germany
Professor of International Politics
(International Politics, International Relations, Transatlantic Relations, German Foreign Policy, International Organizations, International Political Economy)

Prof. Dr. Martin Heintel
University of Vienna, Austria
(Human Geography, Spatial Research and Planning, Regional Development, Policy, Management, Planning and Consulting, Urban Research, Political Geography, Geography of Rural Areas, Regional Research (globalization, regionalization, peripheries)

Prof. Dr. Mark Lutter
University of Wuppertal, Germany
Professor of Sociology
(Economic Sociology, Analytical Sociology, Social Network Analysis, Social Capital, Social Inequality, Sociology of Diffusion, Organizational Theory, Causal Inference, Quantitative Methods, Computational Social Science)

Prof. Dr. Raija Seppälä-Esser
Hochschule Kempten, University of Applied Sciences, Germany
Professor of Tourism Management
(Tourism Management, Marketing, Marketing and Management of Destinations, Customer Relationship Management, Quality Management, Experience Design)

Dr. Ha Nguyen Duy Mong
Vietnam National University of HCMC
Lecturer (Faculty of Education, Faculty of English Linguistics and Literature, Faculty of Vietnamese Studies)
Head, Office of Educational Testing and Quality Assurance, University of Social Sciences and Humanities
(Educational Management and Leadership, Culture studies, cross-cultural communication Linguistics and Literature)

Prof. Dr. Bodo Risch
Industrie- und Handelskammer Nord
Westfalen, Muenster, Germany
Former Deputy Chief Executive Officer
(General Economic Policy, International Economic Relations, Internationalization, Strategies/ International Management)

Katja Borowski
Hochschule Bremen
Student Tourism Management (B.A.)

FIBAA project manager:
Nora Winckel

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference. The online conference took place on June 21st – June 23rd, 2021 via the video conferencing tool Zoom. At the end of the online conference, the panel gave a short feedback on its impressions to representatives of the University. The assessment report based on this was delivered to the HEI for comment, it has been taken into account in the report at hand

Summary

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

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

Condition (see Chapter 3.2.1):
   The University
- defines and calculates the summer internship between second and third year with the given workload and corresponding credits, embedding it into the curriculum;
- lays down an internship description with content, intended learning outcomes and assessment in conjunction with the given internship regulations.

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

The panel members identified several areas where the programme could be further developed:
- Logic and conceptual coherence (see Chapter 3.1.1),
- Methods and scientific practice (see Chapter 3.1.7)
- Course materials (see Chapter 3.3.2)
- Academic qualification of faculty (see Chapter 4.1.2)

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

There are criteria in which the programme exceeds the quality requirements:
- Counselling for prospective students (see Chapter 2.2),
- Access to literature (see Chapter 4.4.2),
- Alumni activities (see Chapter 4.5.2),
- Programme description (see Chapter 5.3.1)

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

---

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

Information

Information on the Institution

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

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

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

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

The Department of Urban and Regional Planning (URP) was founded in 2005 under the umbrella of Faculty of Civil Engineering that has been founded in 1997 as one of the oldest faculties of TDTU. There are four majors of Bachelor programmes in the Faculty of Civil Engineering including Bachelor of Urban and Regional Planning (BURP) that is offered since 2005. URP department focuses on integrated planning, urban management - design - simulation, transportation engineering and road safety. URP Department has set its strategy's goal to comply with TDTU's goal as "Developing into a prestigious university for education, scientific research and consultancy in the science of planning in Vietnam". The slogan of URP Department is "Planning by passion, planning for life".

Further development of the programmes, statistical data and evaluation results

The URP Department recognised planning as integral to its sustainable world, BURP therefore set a mission to provide professional employers for the job market in Vietnam. The programme content shall be up-to-date towards global standards but adapted to Vietnamese conditions, the structure of the programme also offering academic stability. The development of the programme has undergone many revisions and improvements since 2015, namely 1) the construction and selection of the study programme from Top 100 in 2015, 2) the evaluation and review of the study programme in 2017, 3) the evaluation and review of the learning outcomes, study programme and syllabus in 2019. All of the improvement actions and plans are reviewed annually. These aim at ensuring the quality and improvement of the curriculum that guarantees graduates to meet the needs of the labor market in the internationalisation context.

Table 3: Data of admission, drop-out and graduation rates (Academic years 2013-2021)

Academic Year	Student admission	Students studying	Students deferred	Graduates
2013-2014	340	113	124	44
2014 -2015	76	37	14	44
2015-2016	94	36	33	74
2016-2017	45	32	12	72
2017-2018	31	26	4	55
2018 -2019	29	26	3	214
2019-2020	20	20		120
2020-2021	32	24		31

The data in Table 3 shows that the number of student admissions decreases, which is caused by the change in admission policy. From 2015 onwards, the University sent a letter of admission to all students who failed to aspire from other majors, the number of students in these years was very high because they were students who wished to study at TDTU and they accepted to study not in their actual field of interest. Therefore, the admissions policy changed to enroll students who are truly interested in the field of URP. The number of graduate students is equally low due to them failing in English qualification, but increasing in 2019 and 2020. Reasons, such as unreasonable studying plans and studying methods and working part-time also contribute to this development. To resolve this problem, the Faculty increased the role of academic counselors in order to support and advise students during their studies.

Appraisal

According to the statistical data provided, there is a variety in the applications, graduate and drop-out rates in the four study programmes. In the Bachelor programme Labor Relations the application rates are steady, the drop-out rates very low. The number of graduates finishing their studies in time varies, about 50% of the graduates extend the duration of their studies for various reasons. The data on the Bachelor of Sociology programme show slightly increasing application rates, as well as decreasing drop-out rates, whereas the Bachelor of Engineer in Urban and

Regional Planning programme registers a decline in application rates. The reasons for this development are evaluated thouroughly by the University and measures are taken accordingly. The drop-out rate is therefore declining, moreover, the University implemented a structure to increase support for their students in order to increase the number of graduates finishing in time. For the Bachelor of Vietnamese Studies in Tourism and Tourism Management, the applications rate is increasing and the drop-out rate is decreasing.

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

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

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

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The BURP provides a modern and flexible curriculum, which focuses training and educating on integrated planning, urban management, and urban design which meets the real needs of communities, companies, and governments in the long term. Graduates are urban planning engineers with fully integrated planning thinking and capabilities.

The graduates are expected to be succeeding in the following aspects within several years after graduation
- PO1: Graduates will possess the ability of integrated planning, management, design to meet the real needs of public, private, civil society, international sectors in the long term;
- PO2: Graduates will assist communities, companies, and governments to integrate the environmental, economic, and social aspects of development from the scale of one local site, up to regional level;
- PO3: Graduates have the ability to do planning that deals with strategic work (long-term planning) according to structural and statutory components;
- PO4: Graduates will produce research and academic publications in the field of integrated planning, design, management, which would be recognizable nationally and internationally;
- PO5: Graduates will organize community participation through various planning approaches for the prosperity of the society;
- PO6: Graduates will develop cooperation, partnership, and networking with public, private, civil society, international sectors;
- PO7: Graduates will maintain good governance for URP projects, respect the ethical standards of the profession, and develop a strong and accountable organization through effective cooperation with potential partners.

The URP's Programme Educational Objectives (PEOs) have been clearly formulated based on an explicit procedure according to MoET's regulations and TDTU's regulations. They are also developed based on the specific requirements of the target group or stakeholders as follows:
1. To be in line with the Vietnamese Qualifications Framework and the EQF ;
2. Based on TDTU's mission and vision [see FUO4] and GAs of TDTU: Discipline; Politeness; Professionalism; Creativity; Devotion [FUO5];
3. Based on feedback from the stakeholders including employers, lecturers, alumni, and students in terms of knowledge, skills and attitude, and stakeholders' expectations of the graduates
4. To be benchmarked with the University of Queensland in the QS Global World Ranking #46 (2020)]

The relation between URP's Programme Objectives (POs) and the requirements of stakeholders is clearly identified. Moreover, the URP's POs are periodically reviewed for their adequacy and up-to-dateness, and are adapted accordingly.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the Bachelor level. They take into account the requirements of the national qualification framework.

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

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

According to TDTU's vision and mission statement, internationalisation is the core value of TDTU. TDTU in general and URPP in particular, believe that international orientation of the curriculum has a significant importance for the students' future employability. The international orientation of the study programme is exhibited through the study programme's educational objectives, learning outcomes, the content of the curriculum, student, faculty body, learning materials. In particular, the programme's educational objectives and learning outcomes reflect knowledge, skills and competencies required by both regional and global employers. The curriculum, extracurricular activities and course materials are also delivered in English. In addition, URP conducts regular exchanging students' programmes and international workshops with the cooperation universities as well as TDTU studios, seminars, workshops with foreign students, professors and experts. Those seminars and workshops are organized either in Vietnam or abroad which was funded by Erasmus and/or Korean Government. Moreover, international collaboration provides academic staff with the opportunity to study abroad every 3 months to improve their qualifications and learn from international teaching experience. Teaching staff also participate in international conferences, are involved in research projects, or produce joint publications with faculties from various universities in the world.

Appraisal:

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

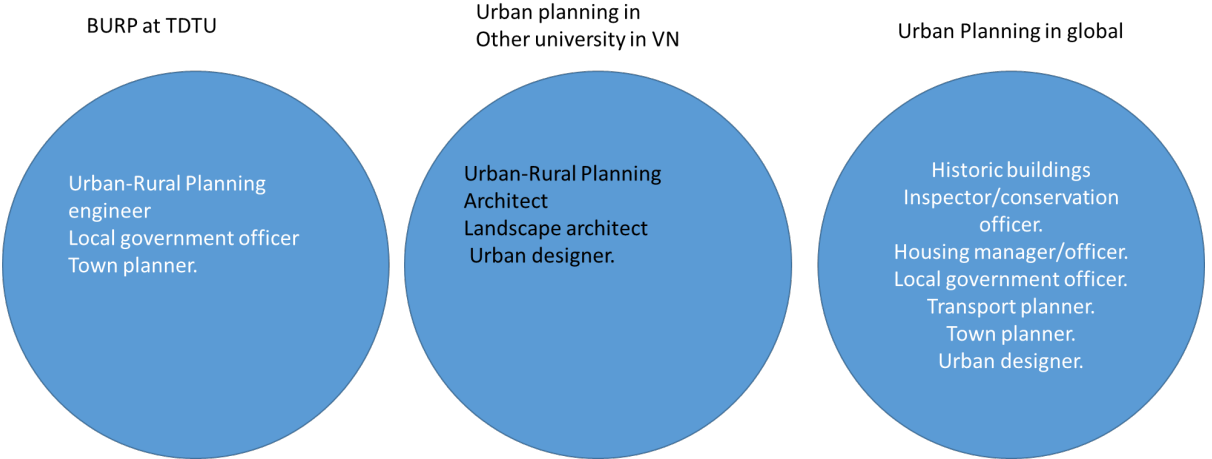|		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			x		

1.3   Positioning of the study programme

Over the past 15 years (since 2005), URP has always positioned the importance and uniqueness of the training industry in relation to the education market in Vietnam, in the region, and the world. URPP at TDTU aims to produce planning engineers with integrated planning and thinking skills; this is the only university in Vietnam that produces planning engineers. URPP develops based on the world's general standards of URP. The BURP has been revised since 2015, with a combination of the planning trend in the world.

The BURP has come into existence as a result of the joint effort of the university/faculty/department and analysed the domestic, regional and International Education market to see the highlights of the training programme and the uniqueness of their industry [see FM06]. The major of URP is trained at 6 universities in Vietnam as follows: Thu Dau Mot University, Ho Chi Minh City University of Architecture, Hanoi University of Architecture, National University of Civil Engineering, University of Science - Hue University, and TDTU. All the remaining 5 universities except TDTU trained architect degrees (5 years), only TDTU trained as engineers (4.5 years). The university that trains architects will be more about planning and design than planning and management. The training advantage is its shorter duration and more integrated programme. Therefore, admission requirements are also different, TDTU has 2 ways to enroll in natural subjects (literature, math, English, physics) or drawing for the gifted exam.

Currently, Hanoi University of Architecture and Ho Chi Minh City University of Architecture which are the pioneer universities of Urban and Rural Planning programme specialized in training architects of urban-rural planning, landscape architect and urban designer. Other universities have training in mastering architecture and planning, most have no specialization in planning, but only update a number of planning subjects to teach students. While urban planning programmes in global usually trains to be an urban planner or an urban planning engineer.

BURP at TDTU   Urban planning in   Urban Planning in global
                               Other university in VN

Urban-Rural Planning   Urban-Rural Planning   Historic buildings
engineer   Architect   Inspector/conservation
Local government officer   Landscape architect   officer.
Town planner.   Urban designer.   Housing manager/officer.
                                                                      Local government officer.
                                                                      Transport planner.
                                                                      Town planner.
                                                                      Urban designer.

The most important programme educational objective is that "Graduates are urban planning engineers with fully integrated planning thinking and capabilities to provide employees for the job market in Vietnam and Asia.

The URP creates opportunities for students to work early and practice with the enterprise through an internship or conducting local projects that help students to be able to find jobs right after graduation.
Some of the jobs opportunities available for graduates are working at public, private, civil society, and international sectors (such as institutes, centers, departments, companies, stakeholders, and NGOs) related to urban and regional planning/ design/ development/ management, land-use/ social/ spatial/ transportation planning, engineering and architectural

applications and design, technology for planning, project/ heritage/ environment management]. BURP developed a comprehensive programme in order to meet the actual needs of employers and satisfies the requirements of future jobs. Table 1.2 shows the employers that graduates have worked for in the past 3 years. In addition, the annual survey of employer satisfaction with graduates and training programmes serves as a basis for programme improvement to suit the requirements of employers Through the survey of the Center of Enterprise Cooperation and Alumni of TDTU, the number of students that have jobs is 100% over the years and the rate of working in the right majors has increased from 72.9% to 81.25%.

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

Appraisal:

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

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

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

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

2. Admission

TDTU conducts admission only during one period from April to August each year. Admission requirements include academic requirements and English requirements. Since 2015, instead of an entrance exam, academic requirements are evaluated through results of the high school graduation examinations. The result (a combination of examination marks of three main subjects) is used as a criterion to qualify students for corresponding undergraduate programmes[2].

For the academic year 2019 - 2020[3], TDTU enrols students through three forms with the following steps:

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

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

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

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

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

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

3) Direct admission of the following subjects according to the enrolment regulations of the Ministry of Education and Training[4]. Candidates can register online at admission.tdtu.edu.vn.

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

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

---

[2] TDTU's Admission Regulations were issued in compliance with Circular No. 09/2020/TT-BGGĐT dated May 7, 2020, by the Ministry of Education and Training (MOET).
[3] Every year, MOET issues regulations on university admissions, in which two main types of selection are cited. The selection can be based on the results of the current national high school exam, or based on the institution examination, selection or a combination of examination and selection. Each institution decides the type of how to select their students.
[4] Details of direct admission notice and admission priority are available at admission.tdtu.edu.vn

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

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

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

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

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

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

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

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

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

Appraisal:

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

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

The admission requirements as well as English preparatory language courses ensure that students are able to successfully complete the study programme. Nevertheless, measures should be taken to further enhance English language skills especially for applicants from outside HCMC.

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

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The expected learning outcomes are defined as follows:

Table 3.3. Mapping of The Expected Learning Outcomes (ELOs) with Programme Objectives (POs)

No	Description of ELOs	POs
1	ELO1: Able to apply a comprehensive, in-depth knowledge and skills as well as globalize perspective to integrated planning, design and management	1, 2
2	ELO 2: Able to implement of impact level of other fields (social, natural and law knowledge) to integrated planning, design and management	2
3	ELO 3: Able to analyze and design information and ideas, to communicate them clearly and smoothly, to use appropriate levels, styles and means of communication, and to participate effectively and appropriately with information, communication technologies.	1, 5
4	ELO4: Able to create a common outcome regarding URP by taking part effectively with others	5, 6
5	ELO5: Able to work, study and do research independently and collaboratively with others	1, 4
6	ELO6: Able to adapt innovatively to changing environments, to create ideas and solutions for innovating current practices	3, 7
7	ELO7: Able to identify, to analyse problems, and to apply critical thinking on integrated planning, design and management	1, 3
8	ELO8: Able to evaluate opinions, to make decisions, and to reflect critically on the justifications for decisions regarding URP	3, 5
9	ELO9: Able to demonstrate social and civic responsibility as well as knowledge and respect of ethical standards in any aspects of the programme	7
10	ELO10: Able to relate and identify the philosophical and social contexts of a discipline, knowledge of other cultures and time, and an appreciation of cultural diversity	7
11	ELO11: Able to use English effectively with IELTS 5.0 or equivalent and computer skills with MOS 750	1, 2

The BURP's curriculum is logically and scientifically designed in order to achieve the ELOs and GAs of TDTU. The contribution of the course clusters to the ELOs of the curriculum including rates, credit and sub-cluster course contributed to each ELOs. The contents of all courses are logically designed to meet all ELOs of the programme. Moreover, these ELOs are distributed in all courses to legally spread from the basic knowledge to the advanced knowledge mixed in each semester. The curriculum is built as follows:

Table 3.1 Curriculum overview of BURP

Semester 1

NO	Unit Code	Unit name	Credits	ETCS	Hours in Class	Hour in practice, discuss	Hours self-study	Form and Duration of examinations	weight of exam related to final grade
1	804163	Principles of Architectural Design	3	4.26	45	0	90	Short answer essay 120 minutes	50%
2	503021	Fundamentals of Informatics 1	2	3.25	30	0	60	Take the MOS International Certification Exam 75-90 minutes	100%
3	801039	Introduction of Civil Engineering	3	4.26	45	0	90	Constructed response test 75 minutes	50%
4	803059	Descriptive Geometry and Technical Drawing	3	4.67	30	30	90	Practice test 90 minutes	50%
5	001411	English 1	5	7.1	75	0	150	Multiple choice question, Practice test	40%
		TOTAL	16	23.54					

Semester 2

NO	Unit Code	Unit name	Credits	ETCS	Hours in Class	Hour in practice, discuss	Hours self-study	Form and Duration of examinations	weight of exam related to final grade
1	804090	Technique in Architecture	3	4.26	45	0	90	Short answer essay 90 minutes	50%
2	804091	Architecture Studio 1	3	5.49	0	90	90	Project	70%
3	503022	Fundamentals of Informatics 2	2	3.25	15	30	60	Take the MOS International Certification Exam 75-90 minutes	100%
4	302053	Introduction of Laws	2	2.84	30	0	60	Multiple choice question	50%
5	001412	English 2	5	7.1	75	0	150	Multiple choice question, Practice test	40%
6	306102	Philosophy of Marxism and Leninism	3	4.26	45	0	90	Multiple choice question	50%
7	803071	The city in history: Urban Spectacle from Europe to the New World	3	4.26	45	0	90	Report	50%
		TOTAL	21	31.46					

								Semester 3	
NO	Unit Code	Unit name	Credits	ETCS	Hours in Class	Hour in practice, discuss	Hours Self-Study	Form and Duration of examinations	weight of exam related to final grade
1	001413	English 3	5	7.1	75	0	150	Multiple choice question, Practice test	40%
2	803040	Introduction to Planning	3	4.26	45	0	90	Report	50%
3	804092	Architecture Studio 2	3	5.49	0	90	90	Project	100%
4	306103	Political Economics of Marxism and Leninism	2	2.84	30	0	60	Multiple choice question	50%
		TOTAL	13	19.69					

								Semester 4	
NO	Unit Code	Unit name	Credits	ETCS	Hours in Class	Hour in practice, discuss	Hours self-study	Form and Duration of examinations	weight of exam related to final grade
1	803047	Teamwork and Negotiation for Planners	3	4.26	45	0	90	Report	50%
2	803042	The Planning Challenge	3	4.26	45	0	90	Report	50%
3	803067	Community Planning and Participation	3	4.26	45	0	90	Report	50%
4	803060	Planning Studio 2	3	5..49	0	90	90	Project	100%
5	306104	Scientific Socialism	2	2.84	30	0	60	Multiple choice question	50%
6	601	Elective course 2	3	4.26	45	0	90	Report	50%
		TOTAL	17	25.37					

Semester 5

NO	Unit Code	Unit name	Credits	ETCS	Hours in Class	Hour in practice, discuss	Hours self-study	Form and Duration of examinations	weight of exam related to final grade
1	306106	Ho Chi Minh Ideology	2	2.84	30	0	60	Multiple choice question	50%
2	803046	Transport and Infrastructure Planning	3	4.26	45	0	90	Report	50%
3	306105	History of Vietnamese Communist Party	2	2.84	30	0	60	Multiple choice question	50%
4	803056	Cultural Heritage Management	3	4.26	45	0	90	Report	50%
5	803102	Planning Studio 3	6	10.98	30	0	60	Project	100%
6	803072	Urban Design	3	4.26	45	0	90	Report	50%
		TOTAL	19	29.44					

Semester 6

NO	Unit Code	Unit name	Credits	ETCS	Hours in Class	Hour in practice, discuss	Hours self-study	Form and Duration of examinations	weight of exam related to final grade
1	803050	Real Estate Development Planning	3	4.26	45	0	90	Report	50%
2	803051	Advanced Planning Theory	3	4.26	45	0	90	Report	50%
3	803052	Regional Economic Development Planning	3	4.26	45	0	90	Report	50%
4	803054	Geographic Information and Analysis	3	5.08	30	30	90	Practice test 90 minutes	50%
5	803062	Planning Studio 4	3	5.49	0	90	90	Project	100%
6	L00040	Essential Skills for Sustainable Development	5	7.1	0	160	150		
7	0401	Elective course 1	3	4.26	45	0	90	Report	50%
		TOTAL	23	34.71					

						Semester 7			
NO	Unit Code	Unit name	Credits	ETCS	Hours in Class	Hour in practice, discuss	Hours self-study	Form and Duration of examinations	weight of exam related to final grade
1	803049	Urban Policy and Related Laws	3	4.26	45	0	90	Report	50%
2	803053	Sustainable Cities	3	4.26	45	0	90	Report	50%
3	803041	Geographical Information System for Planning	3	4.67	30	30	90	Report	50%
4	803055	Applied Research Methods	3	4.67	30	30	90	Report	50%
5	803058	Tools for Environmental Assessment and Analysis	3	4.26	45	0	90	Report	50%
6	803104	Planning Studio 5	6	10.98	0	180	180	Project	100%
	TOTAL		21	33.1					

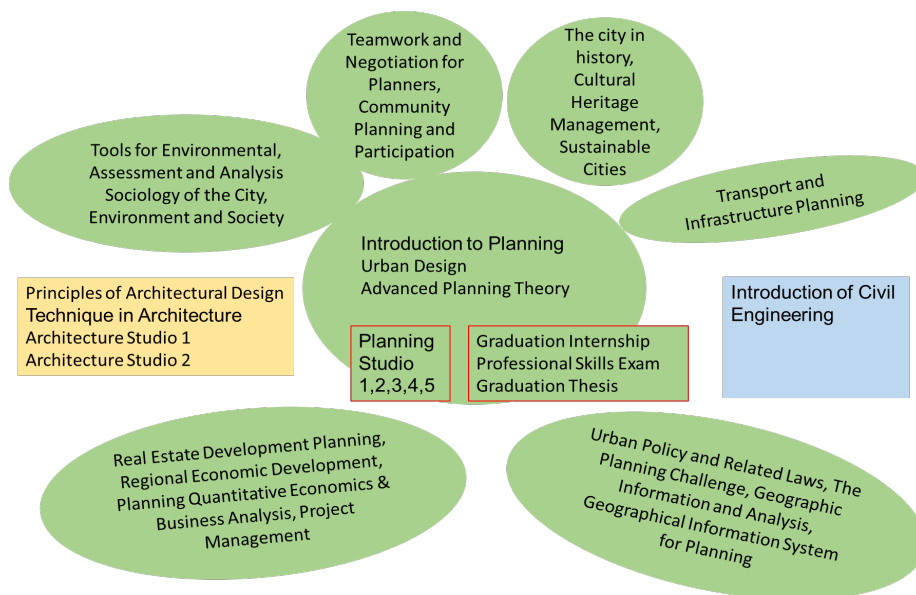|						Semester 8			
NO	Unit Code	Unit name	Credits	ETCS	Hours in Class	Hour in practice, discuss	Hours in self-study	Form and Duration of examinations	weight of exam related to final grade
1	803105 803099	Graduation Internship	6	10.98	0	180	180	Report	100%
2	803CM1	Professional Skills Exam	5	0	0	180	180	Project	100%
3	803100 803101	Graduation Thesis/ Planning Studio 6	10	18.3	0	300	300	Project	100%
	TOTAL		16	29.28					

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

URP provides a comprehensive theoretical system from use and extension of information technology, urban planning and management, land-use planning, urban design, transport and infrastructure planning, heritage and conservation, resource management, environmental monitoring, planning law and practice, local economic development, and policy making and implementation The main strategy of teaching is to highlight the theoretical aspects of the topics and enhance obtained knowledge through practical real application, studio topics per year changed to suit local designing. The relation has emphasized the application of integrated planning theory and the development of design skills through studios. The studio work and topic vary in complexity from simple, small-scale projects to comprehensive development schemes, often in "real-life" situations in conjunction with local authorities and community organizations and international trends.

Each project of design studio course usually takes 12-16 weeks, students must spend at least the first 4 weeks to understand the current situation, conduct interviews with local people and local officials to better serve the proposed solution later.

In addition, before doing a graduation thesis, all students take an internship of 6 credits, in which students apply both theoretical knowledge and practical skills to analyse realistic problems and recommend solutions at organisations and to complete their reports as well as oral presentation. It is a compulsory part of the tertiary program, exclusively for students from year 3 onwards, at state departments, enterprises, socio-political organizations, non-governmental organizations, etc. employing university-level workers with the right area of expertise that students have been studying; and in accordance with the University's standards for internship. During the internship, enterprises also comment, assess, and score the internship process in terms of knowledge, attitude and behaviour of students shown when working at the enterprises.

Interdisciplinary thinking is embedded in the curriculum through compulsory and elective courses which integrates knowledge and methods from different disciplines, using a real synthesis of approaches. BURP is built on 3 basic foundations: Construction (blue), Architecture (yellow), and planning (green), in which the main foundation is planning based on the main areas as follows:

Teamwork and Negotiation for Planners, Community Planning and Participation

The city in history, Cultural Heritage Management, Sustainable Cities

Tools for Environmental, Assessment and Analysis Sociology of the City, Environment and Society

Transport and Infrastructure Planning

Introduction to Planning
Urban Design
Advanced Planning Theory

Principles of Architectural Design Technique in Architecture
Architecture Studio 1
Architecture Studio 2

Planning Studio 1,2,3,4,5

Graduation Internship Professional Skills Exam Graduation Thesis

Introduction of Civil Engineering

Real Estate Development Planning, Regional Economic Development, Planning Quantitative Economics & Business Analysis, Project Management

Urban Policy and Related Laws, The Planning Challenge, Geographic Information and Analysis, Geographical Information System for Planning

The students discuss in various courses ethical aspects and behavior such as series courses of Essential Skills for Sustainable Development with regard to the profession of students, employees as well as ethics of scientific work. The respect of the ethical standards of the profession develops a strong and accountable organization through effective cooperation with potential partners. In addition, TDTU has issued a regulation procedure to control the implementation process of graduation thesis and TDTU's academic integrity policy and Plagiarism.

URP encourages students to engage in scientific research to create a premise for science fondness and studying higher education after graduation as follows:
- Students are provided one scientific method course named Applied Research Methods;
- Students are encouraged to participate in research projects, scientific research competition in Eureka awards, Loa Thanh awards, Planning Associations awards,
- Students are given opportunities to involve in real community projects so that they can develop research skills as a way of service learning,

- In the process of teaching, lecturers instruct students skills for research, motivate students to do final thesis, and do further study.

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

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

Appraisal:

The curricula generally reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The degree and programme names correspond to the contents of the curricula and the programmes' objectives. The panel had the impression that there is a very strong focus on history. They miss references to the present and a global perspective of urban development. On SE-Asia this would be e.g. "Megacitymanagement", on a global perspective the debate about "Global Cities". Thus, they recommend to add some topics like for example "contemporary planning cultures" or "new town management" to bring the programme up to date.

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

Interdisciplinary thinking is convincingly covered, ethical implications are communicated as well. The panel formed the view that the university built a well-established link between planning theory and practice. Based on the interviews and the internship reports, the panel is confident that the internship strengthens the student`s skills in their future profession.
All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats such as e.g. papers, project writings and written examinations. The panel is, based on the course material and the assessed documents during the online conference, confident that the students prove in their examinations their ability to do scientific work and the achievement of the study programme's qualification objectives. However they recommend to establish a final thesis for every student in order to enhance the scientific approach of the university (see Chapter 1.3)

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

3.2   Structure

Projected study time	4 years
Number of Credit Points (CP)	157 CP
Workload per CP	45 (15 working hours in class, 30 hours for self-study)
Number of modules	44 (12 General knowledge + 28 Specialized knowledge (120 ECTS)) Political science (11), Social science (2), Foreign Language (English) (15), Soft skills (5), Informatics (4)
Time required for processing the final thesis and awarded CP	3 months; 10 CP
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	2.310 (15 hrs. /CP x 157 CP). This amount does not include the 10 CP thesis because during the thesis, the students do not take units in classroom, even though they regularly visit their advisors.

The BURPP is a 4-year education with a total of 157 CPs which provides General and Specialized knowledge. The extra curriculum for skill development is also implemented along with the main curriculum via seminars and internship activities.

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

- 01 theoretical credit, 01 learners needs to spend 15 learning periods x 50 minutes + 30 hours of self-study = 42.5 hours.
- 01 practical credit /experiment/discussion/basic internship/project/graduation thesis, 01 learner needs to spend 30 learning periods x 50 minutes + 30 hours of self-study = 55 hours.

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

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

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

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

Regarding the recognition of degrees and periods of study at other HEIs, the Lisbon Recognition Convention is not ratified in Vietnam. However, students who had successfully completed courses at other universities locally and internationally, which have no substantial differences to the ones offered in the related programme, can have their results transferred (but not more than 50 % of the programme).

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

Moreover, the assessment of students' learning outcomes is stipulated in the **Examination Regulations**. For theoretical or theoretical-practice units, depending on the unit, the final score is divided into evaluation sections: Continuous assessment 1 (10%), Continuous assessment 2 (20%), Mid-term assessment (20 %), and Final examination (50%). For continuous assessment, different assessment methods are used, such as class exercises, class participation, reports, presentations, etc. All forms of weighted exams are required to not exceed 50%. For practical subjects, projects, internships, career modules, assessment results are based on practice scores, attendance, business-assessed scores, reporting scores, or final exam scores. The selection of the assessment methods and weightings is proposed by the Faculty, approved by the University President, and mentioned in the detailed course outlines.

It clearly regulates the assessment requirements of the subject, the form and content of exam questions, examination time, the number of exam questions and exam answers to ensure accuracy, fairness, transparency and the appropriateness of assessment types with the ELOs. Rubrics of units' assessment type is used as a tool to control the appropriateness of assessment forms with ELOs and cognitive levels based on Bloom's Taxonomy.

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

The graduation internship follows **TDTU´s internship regulations** which contain the essential rules.

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

Table 3.7 Learning Capability Minimum and Maximum Credits for each Semester

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

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

Asides the registration of the credits for students, whenever problems occur which can prevent students from finishing their workload, students can contact their class' supervisor and the supervisor can contact other university's support staff (Student Affairs, Undergraduate Office).

The system of exercises, tests and examinations is also carefully calculated to ensure that students are not overloaded in the learning process. Rubrics evaluates the results of learners not only to ensure the course is compatible with the ELOs but also helps to manage the workload of students properly. The contents of the exercises, tests and examinations are discussed before and after each semester to ensure that exercises or tests are suitable for students' abilities.

URP ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances are particularly assisted depending on the circumstances. URP accepts students regardless of race, gender, class, religion, sexual orientation, disability, or other aspects, as long as they are qualified to take their place on the programme. Students with disabilities have special access facilities to and within the buildings.

Appraisal:

The programme structure support the smooth implementation of the curriculum and help students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Units (CU) per module on the basis of the necessary student workload. In general, the module descriptions provide detailed descriptions of intended learning outcomes.

Practical components as the graduation internship (one in the last year or Internship 1,2,3 and Graduation internship, are designed and integrated in such a way that CP can be acquired.

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

The University

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

Along with this, the University could also refine the description of the graduation internship with the possibility making use of practice projects for a final thesis (compare the recommendation in 3.1.6). The university states, that the summer internship doesn`t take place in this programme.

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

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

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

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

3.3 Didactical concept

BURP employs a student-centered approach in the teaching and learning process. All teaching and learning methods and activities are organised to have a constructive alignment for the achievement of all the courses' learning outcomes and ELOs. Various teaching methods are used to enhance students' active learning and self-directed learning abilities. Credits in each semester are designed to allow students choose the best oriented learning strategy through a consultant system. The didactical concept of the study programme favors the application of different teaching and learning methods, using a combination of lectures with direct reading, practical training, field trips, data collection and analysis, case studies, games, video clips, project work, presentations, group discussions and internships.

The University provides support for teaching and learning facilities, besides, classrooms are well equipped with air conditioning, projectors, internet connection, design studios, labs and libraries that greatly support the learning process of the students. Platform diversity such as eLearning[5],

---

[5] http://elearning.tdt.edu.vn/

Google classroom and Facebook page[6] is effectively integrated into the teaching process for enhancing students' collaboration and engagement with their disciplines.

Lecturers are responsible for preparing their course materials for the course that they teach. All courses' materials are uploaded onto the library system for students' access within one week before class starts and will be updated by the lecturer during the course studying. Course materials provided for students are course outline, textbooks, e-books, e-library, case studies and recommended readings, which are regularly updated to reflect contemporary issues in the construction and urban planning field. Course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. Data, textbooks and resources are up-to-date and digitally accessible for all students. They are user-friendly and encourage students to engage in further independent studies. Library resources for Regional and Urban Planning Sector include 5,163 titles, of which 117 are officially used and introduced in syllabus, the number of available databases is 79.

Guest lecturers, who come from the industries are regularly invited. They help to enhance employment opportunities for students, thanks to their profound and practical insights, their contribution forms an integral part of the study programme's didactical concept. Moreover, the Faculty invites the executives, the specialists from Research Institutions and Design/Planning Entities to seminars to share practical experience with students. The purpose of these activities is to early orientate students, create and stimulate learning motivation for students, equip them with useful practical skills and develop a proper attitude towards their future career. Furthermore, international design studios and workshops give lecturers and students the opportunity to learn from others and reach international standards. Each semester, the Department of Testing and Quality Assurance, Legal & Security Inspectorate in cooperation with URP organise class observation sessions to evaluate the teaching methods and quality of visiting lecturers.

The BURP employs students' assistants. The selection procedure of tutors from the student body depends on two main criteria: first, the study result of students has to reach minimum "good qualification", and second, their activities score is at least 70/100. These criteria ensure that selected lecturing tutors have the ability to manage their study while still able to support other rather weak students. The BURP requires that tutorials following the lectures in each session provide students the opportunity to apply and share knowledge by doing a variety of in-class activities individually or in groups such as exercises, discussion and presentation. Lecturing tutors support the students in the learning process and help them develop competence and skills.

Appraisal:

The University and the respective Faculties of the four study programmes offer a range of materials and literature to support students' needs. The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are generally up to date and digitally accessible for the students through their e-learning platform. They are user-friendly and encourage students to engage in further independent studies. Moreover, students have access to further material using the University's electronic library system and databases. However, the panel recommends to update the literature, to offer a bigger variety of textbooks and to precise some course titles reflecting stronger the course`s content.

---

[6] https://www.facebook.com/URP.TDTU/

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

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives and learning outcomes. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process, especially with the use of the e-learning platform and social media.
In addition, lecturing tutors support the students in the learning process and help them develop competences and skills.

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

3.4 Internationality

According to TDTU, international contents are an integral part of the study programme, from that students are well prepared for the challenges in an international working environment. Thus, not only professional knowledge but also critical thinking skills, and students' point of view is taken into account. Therefore courses containing international knowledge are an important component of the programme, which can be named as follows:

- Urban history (Code: 803043), Advanced Planning Theory (803051): provide students with international knowledge about the background of their field of study
- Geographic Information and Analysis (Code: 803054), Geographical Information System for Planning (Code: 803041), Tools for Environmental Assessment and Analysis (Code: 803058): international tool for Planning
- Community Planning and Participation (Code: 803067), Cultural Heritage Management (code: 803056), The Planning Challenge (code: 803042), Sustainable Cities (code: 803053), Sociology of the City (code: 803065), Environment and Society (code: 803066): the international trends and needs of the construction environment.

Moreover, intercultural aspects are also taken into account. For example, International Parallel design studio with Hasselt University (Belgium) is becoming a regular activity. In these design

studios, students from BURPP and Ark of Hasselt University work in the same location, on a certain topic that is relevant for students from both countries for a whole semester. The result of the project will be assessed by jury members who consist of Belgian and Vietnamese lecturers. Three parallel design studios have been held with topics on "Climate change", "heritage" and "walkability". Besides, international workshop/ field trips to nearby countries also form part of ways of enhancing the intercultural aspect.

The faculty uses every opportunity to bring students to exchange for one or two semesters with foreign universities, or visit and work with universities in neighbouring countries such as Thailand, Myanmar, and Taiwan. There have been three students of URP exchange one to two semesters at Hasselt University, Belgium, and five students from URP participate in short-term workshop programmes in other countries.

International body of the students is still limited (only one student from Laos studying full time) due to many current objective conditions. Currently, the College of International Studies (CIS) of TDTU is working towards increasing the number of international students. In the meantime, the study programme strives to engage international students with short courses, workshops and seminars. Until now, there have been 105 international students participating in a workshop / short-term study at URP, from different countries like Belgium, Italy, Korea, and Myanmar.

At the moment, there is one adjunct professor from Belgium. The majority of Vietnamese lecturers study overseas for the Master programme, and many PhD candidates study in Taiwan, Australia and Belgium. Lecturers are encouraged to join international organisations and to create a pool of international experts to ensure the level of internationalisation. There have been eight turns of local lecturers traveling to other countries for teaching/cooperation. Visiting international lecturers is also an activity that the faculty strives to strengthen, since 2016, there have been 36 turns of international lecturers to teach/cooperate with the URPP.

The study programme uses both Vietnamese and English as a medium of instruction and teaching materials preparations. In addition to design of courses, learning materials are an important part of URPP 's concern, as it is the basis for ensuring programme content is updated to world standards. Out of 109 specialized units' learning materials, 68 are in English (62 %). All detailed syllabus and teaching slides of the specialised courses are in English. Moreover, English training for Vietnamese students is an important and compulsory component of the programme: English units account for 10 % of the programme and is a prerequisite before students do graduation projects at URP.

Appraisal:

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

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

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

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Students' multidisciplinary competencies are developed through different courses, such as Community Planning and participation, Teamwork and Negotiation for Planners and The Planning Challenge. In the curriculum, students are trained in multidisciplinary competencies such as communication, public speaking, cooperation, conflict resolution, leadership skills. Besides that, with class activities, students participate in group work and prepare presentations to improve and develop presentation, persuasion, and teamwork skills.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

In promoting employability through the integration of theory and practice, and through the promotion of multidisciplinary skills, the URPP aims to improve students' career skills by providing a range of opportunities:
- Organize seminars and thematic activities with specific topics. These seminars are conducted by guest lecturers from domestic and foreign businesses, organizations, and partner universities.
- Introduce students to internships (design consulting companies, departments, institutes, and urban management bureaus .

- Students are required to apply for internships at a company and write a report at the end of the internship

Appraisal:

The programmes are oriented towards developing working skills for students to strengthen their employability. The integration of theory and practice by internship and planning studio and making use of practitioner's expertise of the faculty
help students to get an insight into the labour market and to find their own areas of interest.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			x		

4.   Academic environment and framework conditions

4.1   Faculty

The URP Department has 20 full-time teaching staff in the academic year 2019-2020. In particular, there are eight lecturers from the URP Department, twelve lecturers from other Departments of Civil Engineering Faculty; the rate of full-time lecturers of the URP Department who obtain Doctoral degrees is 40 %. Moreover, there are 2 support staff for administrative work at the department and 34 lecturers from other faculties at TDTU who are teaching students of URP. This staff-to-student ratio meets the National standard for higher education institutions. Specifically, the staff-to-student ratio in the field of URP does not exceed 20 students to one lecturer.

The Department includes highly qualified Vietnamese lecturers who have extensive experience in studying and working overseas, together with international professors (see self-evaluation repor p. 30). The teaching staff also includes international visiting lecturers from countries with advanced educational systems and local lecturers, as evidenced in their CVs, graduating from educational institutions of developed countries.

There are two Adjunct Professors in URPP, who are the leading professors in planning, architecture, and transport of EU universities (see self-evaluation report p.32). They are advisors for academic activities and international cooperation, contributing significantly to the achievements of URPP until now. Besides, URPP connects with many visiting lecturers from famous universities as well as experts in the urban planning and architecture fields; they are an integral part of URP in training and teaching tasks. It aims to help students access more knowledge from many sources, especially, visiting lecturers with practical experience, who can help students acquire practical knowledge most effectively (see self-evaluation report p.32).
URPP highly appreciates applicants who have experience in urban planning, urban design, landscape design, research and publication. Applicants are interviewed by the Science Committee of TDTU and Civil Engineering Faculty and are required to deliver a trial lecture relating to their units. The trial lecture will be evaluated based on potential lecturers' teaching style, teaching skills; their course outlines are also to ensure the relevant content, reasonable structure, effective teaching activities and assessment methods towards ELOs. The University President, Dean and Head of Department will then make a decision on selecting the lecturers based on the performance of applicants.

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

URPP verifies the pedagogical and didactic qualifications of the teaching staff based on the government requirement about lecturer qualification. URPP always encourages and supports teaching staff to update and apply effective new learning and teaching methods. In addition, the Faculty organizes various activities to improve pedagogical skills and teaching skills of lecturers, such as holding monthly professional meetings so that lecturers can share the difficulties in

teaching or effective teaching experiences. TDTU also organises both online and face-to-face training courses on curriculum development, teaching methods, assessment, quality assurance, etc. to improve the knowledge and pedagogical skills of lecturers.

URPP's lecturers used to work at public and private agencies and organisations before coming to work at TDTU. They have applied their rich practical experience to the teaching process which helps students to connect well the theoretical and practical knowledge. In addition, TDTU cooperates with education agencies (around the world) to organize training courses on intensive education, educational innovation for lecturers every year to upgrade lecturers' knowledge and skills. Besides, URP also invites experts in planning, architecture, and related fields to organize seminars, which can help lecturers improve their professional qualifications, as well as students to gain practical knowledge from experts.

All lecturers and administrative staff of the Faculty always cooperate with each other in implementing study programmes, organising domestic and international conferences and seminars, organising professional training, implementing scientific research, instructing students to do scientific research and co-publishing articles. Academic staff also cooperate to organise monthly academic and professional meeting, to conduct class observation to provide professional suggestions to improve teaching methods and content, to moderate the process of examining and evaluating courses, and to build plan outlines to effectively implement the study programme. Difficulties in the implementation process are shared and given solutions by lecturers in the Faculty's weekly meetings.

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

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

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

Appraisal:

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

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty mem-bers are

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

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

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

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

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

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

4.2 Programme management

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

- Developing a teaching plan
- Providing regulations on course registration

- Scheduling of courses for each semester based on the curriculum.
- Supervising the implementation of the teaching plan in coordination with the <u>Department of Testing & Quality Assessment</u>.

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

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

- Adjusting the curriculum (periodically updating) and course syllabus of courses managed by the department.

- Organizing and assigning tasks to full-time lecturers, expanding the network of visiting lecturers, organizing and implementing schedules.

- Monitoring the teaching progress of lecturers and teaching content of courses managed by the department.

- Organizing class observations, contributing professional comments to ensure the teaching quality of visiting lecturers.

- Coordinating with lecturers in the department to implement scientific research topics.

- Actively expanding relationships, developing international cooperation.

- Participating in discussions and exchanging ideas in academic sessions of teachers.

- Coordinating with lecturers to improve teaching methods.

- Working together with the Scientific Council of the Faculty to build a strategy for developing the study programme, to develop detailed programmes and courses' outlines, and to establish a system of textbooks for the study programme in teaching and doing research.

- Making teaching plans for the academic year and semesters under the approved framework programme and time requirements of the Department of Undergraduate Studies.

- Balancing learning time of classes managed by the Faculty; reasonably allocating teaching workload of lecturers.

TDTU has a team of general support staff from related departments and units for Faculty and students throughout the university in the teaching and learning process such as IT staff, practice support staff, dormitory department, librarian, and international cooperation staff.[7]

---

[7] For the Bachelor programmes 127 persons are working as support staff at university level including the following areas: Academic Inspectorate Personnel, Computing and Computer services Personnel, Dormitory management Personnel, Enterprises Cooperation and Alumni Personnel, Equipment and Maintenance Personnel, Facility Management Personnel, Finance Personnel, Guard Team's Personnel, Health care Personnel, Inspire Library, International Affairs Personnel, Management of

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

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

At the Faculty, there are administrative officials and academic advisors to support the learning needs of students. Administrative officials and lecturers also actively support students in learning, orienting, and timely support when students have difficulty in learning through direct consultancy (one-to-one). In addition to direct consultancy and support, e-service support opportunities are used and added to one-to-one individual consultancy.

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

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

Appraisal:

The Head of Department with the support of the Scientific Council coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available at faculty and university level. Decision-making processes, authority, and responsibilities are clearly defined.

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

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

Science & Technology development Personnel, Public relation Personnel, Student Affairs Personnel, Testing & Quality Assessment Personnel, Undergraduate Studies Personnel

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

4.3 Cooperation and partnerships

The Faculty and URP Department have cooperation activities with international and local academic institutions in the field of educational activities as well as student and staff exchanges. URPP is also participating in the exchange programme of Erasmus+ Cooperation agreements including organisation of workshops and conferences as well as exchange lectures with international institutions such as Mandalay Technological Univerity (Myanmar), IMOB Institute and Faculty of Architecture and Arts of Hasselt University (Belgium), Trieste University (Italia), Handong Global University (South Korea), Bleking Institute of Technology (BTH, Sweden), Thammasat University (Thailand), Feng Chia University (Taiwan), Polytechnic University of Milan (Italia), Technology University of Eindhoven (Netherlands). This cooperation takes place every year and brings practical effects to URP lecturers and students about learning, teaching and research.

The agreements and memoranda of understanding focus on teaching and research activities such as joint research projects and common scientific initiatives, reciprocal exchange of staff and faculty, exchange of publications and reports, use of the research equipment with free access, academic mobility for students as well as organisation of symposia, conferences, and short courses.

In addition, there are signed memoranda of understanding (MOU) with business enterprises including
- MOU between the Southern Institute of Construction Planning and TDTU to cooperate in research and education and training, exchange of professional experience;
- MOU between TDTU and Global Platinum Company to cooperate in research and education and training, exchanging professional experience, and supporting job opportunities;
- MOU between Architecture research center (HCMC Department of Planning and Architecture) and Faculty of Civil Engineering (TDTU) to cooperate in education, research, training, exchange of professional experience, recruitment;
- Strategic cooperation agreement between IOT Link Company Limited and TDTU to cooperate in career development for students through projects with IOT Link.

Cooperation with agencies, enterprises and other organisations is actively promoted through meetings, cooperation exchanges, and enterprise's comments on the programme. These collaborations have more formative effects on the content of the programme and the profile of the graduate students such as collaborating on projects, offering interns, and participating in graduate project guidance.

Appraisal:

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

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

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

4.4 Facilities and equipment

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

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

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

library use demand of the students. The library also offers an overnight study area for groups of 20 or more students in need.

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

The University's INSPiRE Library has a catalogue of 5,163 books for Faculty of Civil Engineering, Planning Department

Appraisal:

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

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

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

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

4.5 Additional services

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

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

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

Appraisal:

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

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

4.6   Financing of the study programme (Asterisk Criterion)

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

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

Appraisal:

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

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

5. Quality assurance and documentation

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

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

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

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

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

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

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

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

Lecturers, after each teaching module, are also required to evaluate the quality of the materials and content related to the subject as well as propose improvement plans. The quality of service from relevant departments in the course of the lecturers' work is also required to be evaluates in order to consider the corresponding level of satisfaction of the trainers AOO9). All faculty's comments and suggestions will be carefully considered to serve as a basis for the process of adjusting and improving the quality of activities and services. All assessment forms are organized online on the Lecturer Portal. The Department for Computing & Computer Services processes the data and then sends the aggregated results to the Department of Testing & Quality Assessment, and at the same time sends it back to the Faculty leaders. Faculty leaders are responsible for informing lecturers and working with each relevant case.

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

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

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

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

For teaching activities, the Department of Undergraduate Studies develops teaching plans for the whole school year and arranges teaching schedules. Students are fully updated with information

about the training chart and courses in each semester to meet the training progress through the Student portal.

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

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

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the student population. Through quality assurance instruments such as surveys and regular meetings, students and lecturers are involved in the quality management system.

Evaluation by students and lecturers is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. In addition, external evaluation by e.g. alumni and employers take place. The input obtained is used for further development of the programme and for curriculum review.

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

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

Quality profile

HEI: Ton Duc Thang University, Vietnam

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

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

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

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