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:	Labour Relations (degree: Bachelor of Labour Relations)
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:
Labour Relations

Qualification awarded on completion:
Bachelor of Labour Relations

General Information on the study programme

Brief description of the study programme:
The programme of TDTU ensures both the amount of knowledge and learning outcomes as prescribed by the MOET. It focuses on providing students with knowledge of personnel management and LR, collective bargaining, dispute resolution, labour dispute conciliation, and trade union management.

Type of study programme:
Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:
4 year/138 credit points
ECTS: 185.75

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:
80

Programme cycle starts in:
winter semester

Initial start of the programme:
2008

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Labour Relations 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 25, 27- 28. may 2021 via the video conferencing tool Zoom. At the end of the online conference, the panel gave a short feedback on its impressions to representatives of the University. The assessment report based on this was delivered to the HEI for comment, it has been taken into account in the report at hand

Summary

The Bachelor of Labour Relations 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 26, 2021 and finishing on November 25, 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)
  • Foreign language content (see Chapter 3.4.4)
  • 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)
  • Porgramme 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.

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[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 Faculty of Labor Relations & Trade Unions (LR&TU) was established in October 2009. It focuses on establishing relationships with the world's leading universities and lecturers, training a team of lecturers abroad with active teaching methods and the ability to study English textbooks and teach in English. The Faculty develops business relationships with many large enterprises and the Labour Confederation in the South. In training and research, the LR major attaches great importance to values of quality culture and reliability. In addition, the Faculty's annual training, research objectives and plans follow the University's mission, vision and philosophy.

Further development of the programmes, statistical data and evaluation results

In Vietnam, TDTU is the first University offering a Labor Relations Major that is related to human resource management, trade union, labour law and labour economics. The Faculty conducts surveys to collect opinions and feedback of alumni, parents, enterprises and society as a basis for reviewing and improving the programme in line with the development trend of Vietnamese society and the world. These activities are periodically conducted with the goal that students of the LR major after graduation are fully able to adapt and work in any domestic and foreign organisation. On the basis of the survey results, from 2009 to now, the programme has been adjusted three times: 2015, 2017 and 2019.

Since 2015, the study programme is designed based on Top 100 world leading universities in the major of LR such as Cornell University (USA), Illinois (USA) and MC Gill (Canada) to give students an opportunity to study under the programme of the world leading universities right in Vietnam. The number of students enrolled in the LR Major has steadily increased for the past years. Until now, the LR Major has trained eleven courses with nearly 1000 students.

Table 1: Data of admission, drop-out and graduation rates (Academic years 2015-2020)

Academic year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Admitted	88	82	82	129	82
Drop-out	4	5	13	3	2
Drop-out rate	4.55%	6.10%	15.85%	2.33%	2.44%
Graduates	72	71	78	82	77
On-time graduation	44	28	54	55	49
On-time graduation rate	52.4%	36.4%	78.3%	43.7%	61.3%
The employability of graduates within a year after graduation	100%	100%	100%	100%	Surveying
Number of students	360				

The quantity of admission through the years of the major is allocated based on the quota from the University. For the academic year with high dropout rate (2017-2018) and academic year with low on-time graduation rate (2016-2017), the main reasons for these are evaluated to be caused by high requirements of English competence of graduates, self-study ability and use of English-language learning materials. Therefore, the Faculty has different solutions to promote students' English ability, e.g., with a regulation in case of failing the required English outcome in the first 2 years, students will not be registered to continue studying but must focus on completing English to improve their language proficiency.

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 LR aims to provide students with knowledge and skills in international integration LR so that students after graduation can work in the LR field in a global environment. After graduation, graduates are able to apply basic knowledge of social sciences to LR management. In particular, graduates have the ability to apply their professional knowledge and skills in LR and at the same time have soft skills, positive attitude, and professional ethics to perform effectively works related to LR. Graduates also have the ability to self-study, ability to research for continuing the study at higher levels and develop their careers in the future.

The programme has 6 learning objectives, including:
- Graduates become LR specialists working in enterprises, trade unions, or state management agencies to contribute to the development of harmonious, stable and progressive domestic LR.
- Graduates are capable of planning, executing and controlling trade union affairs to build a strong trade union organisation and harmonious LR.
- Graduates are capable of planning, executing and controlling human resource management tasks to help enterprises actively build harmonious LR.
- Graduates are capable of researching, analyzing and solving problems related to LR.
- Graduates are capable of continuing to self-study, study and research at higher levels in LR and related fields.
- Graduates possess skills in terms of foreign languages, informatics, teamwork, negotiation, critical thinking, problem-solving, and professional ethics to work in an international environment.

The objectives of the TP are designed based on surveying the needs of all stakeholders including the employers.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

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

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

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

The programme is designed with the international orientation based on the reference of universities abroad, e.g. Cornell, Illinois and Mc Gill with the similarity comparison rate of 63.79% of subjects and study materials. Most of the textbooks and the TP's references are imported from abroad; thus, students must use English materials. Many subjects use lecture slides in English and are taught in English. Every year, the faculty invites foreign lecturers from universities of Harvard, Cornell and Illinois to teach students new knowledge of LR, associated with international context in English. The programme also accepts foreign students from Denmark, Korea, and Hungary to study subjects in the 1-semester programme. In particular, the faculty cooperates with Cornell University, in which every year there is a group of Cornell university's students who come to study, exchange cultures, and participate in the competition of debate and opposition with students of LR major of TDTU. The programme also focuses on taking students to Taiwan for study and cultural exchange with Taiwanese universities for a month (once in a year) in order to give students access to international training methods and the diversity of culture.

Appraisal:

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

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

1.3 Positioning of the study programme

The faculty analysed the domestic education market for its orientation and identified the outstanding points compared to other universities training LR major. Currently, these are the following universities:
- LR major of Vietnam Trade Union University.
- Human resource management major of the University of Labour and Social Affairs.
- Human resource management major of HCMC Open University.

The strength of the first programme is to teach about trade union, but the programme does not refer to foreign universities, has been created after TDTU's LR programme and mainly focuses on meeting human resources for the labour market in the North. The other programmes don`t refer to foreign programmes and does not have many subjects on LR, collective bargaining and labour dispute resolution.

The programme of TDTU ensures both the amount of knowledge and learning outcomes as prescribed by the MOET. In the view of the university, the highlights of TDTU's LR programme are that
- the programme is built based on benchmarking with the world-leading universities training in LR field.
- textbooks and references are selected from abroad.
- the high requirements in terms of knowledge, skills, foreign languages, and informatics.

- having the participation of foreign lecturers and the majority of lecturers are trained abroad.

Moreover, the programme at TDTU always has a higher admission score than other universities training in LR field, including Vietnam Trade Union University, University of Labour and Social Affairs, and HCMC Open University for the past 3 years

The programme aims to meet the needs of major enterprises, foreign enterprises in the region, and the labour confederation of provinces. Graduates from LR major shall work in the human resources department of companies representing the management side in LR, as employees of Labour Federations representing workers or working in State management agency on labour affairs. Thus, the programme is based on the reference to the world's leading programmes, is consulted by international LR professors and many subjects are taught in English. Students do an internship in major enterprises; learning outcomes focus on practical capabilities and English results of IELTS 5.5. Every year, the LR major surveys enterprises on satisfaction with graduates as a basis for the further development of the programme.

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

Appraisal:

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

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

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

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

2.   Admission

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

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[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 3.1 The mapping of PLOs, PEOs and GAs of LR programme

No.	Description of PLOs	PEOs	GAs
1	Analyze the worldview of Communism and LR-orienting policies of the Communist Party of Vietnam.	1, 6	3, 4
2	Analyze the knowledge of social and natural sciences which affect the LR field.	1, 6	3, 4
3	Demonstrate an ability to use foreign languages at work with an English level of IELTS 5.0 or equivalent, MOS Certificate of Information Technology 750.	1, 6	3
4	Analyze the principles, processes, methods of performing the works related to trade union and human resource management.	2, 3, 4, 5	3, 4
5	Plan and implement the works related to trade union and human resource management	2, 3, 4, 5	3, 4, 5
6	Monitor the works related to trade union and human resource management.	2, 3, 4, 5	3, 5
7	Apply critical thinking, teamwork and communication skills in union affairs and human resource management.	2, 3, 6	3, 4, 5
8	Negotiate and solve the issues of trade union and human resource management.	2, 3, 4, 6	3, 4, 5
9	Demonstrate professional ethics based on legal regulations and LR standards.	1, 6	1, 2
10	Demonstrate the sense of collective, social responsibility, and a sense of taking care of daily life of employees at work.	1, 6	1, 2

The programme'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:

Course code	Title of Course Unit	Credit Points per Semester								Workload			Method of Teaching i.e. lecture course, seminar	Form of Examinations	Weight of Final exam (%)
		1	2	3	4	5	6	7	8	Class periods	Exercise/ Practice periods	Hours Self-Study			
1st Semester															
701020	Microeconomics	3								45	0	90	Lecture and Discussion	Multiple choice question, Constructed response test	50
A03053	Vietnam Labour History	3								45	0	90	Lecture and Discussion	Constructed response test	60
302053	Introduction of Laws	2								30	0	60	Lecture and Discussion, group work, presentation	Multiple choice question	50
1411	English Community 1	5								75	0	150	High Tech and Student-centered	Multiple choice question, Practice test	40
2nd Semester															
503021	Fundamentals of Informatics 1		2							15	30	60	Presentation, Interpretation, Illustration, Discussion	Take the MOS International Certification Exam	100
A03054	Labour Economics		3							45	0	90	Lecture/Exercise/Group discussion	Multiple choice question	60
201039	Principles of Accounting		3							45	0	90	Lecturing, Puzzles & Work assignment, Writing/Speaking Exercises,	Multiple choice question, Constructed response test	50
702051	Principle of Management		3							45	0	90	Lecturing and discussing, Analysing case study	Multiple choice question	50
1412	English Community 2		5							75	0	150	High Tech and Student-centered	Multiple choice question, Practice test	40
306102	Philosophy of Marxism and Leninism		3							45	0	90	Lecture, Q&A, Presentation	Multiple choice question	50

3rd Semester

503022	Fundamentals of Informatics 2			2										15	30	60	Presentation, Interpretation, Illustration, Discussion	Take the MOS International Certification Exam	100
306103	Political Economics of Marxism and Leninism			2										30	0	60	Lecture, Q&A, Presentation	Multiple choice question	50
A03056	Vietnam Law and Stipulation of Trade Union			3										45	0	90	Lecture, Discussion & case study	Constructed response test	60
A03055	Managing and Resolving Conflict			2										30	0	60	Lecture, Q&A, Presentation	Constructed response test	60
C03103	Statistics in Business			3										45	0	90			
1413	English Community 3			5										75	0	150	High Tech and Student-centered	Multiple choice question, Practice test	40

4th Semester

306104	Scientific Socialism			2										30	0	60	Lecture, Discussion & Q&A	Multiple choice question	50
A03059	Leadership			3										45	0	90	Lecture, Discussion & case study	Constructed response test	60
A01118	LR Research			2										15	30	60	Lecture, Exercise & Discussion	Final Report	60
A03061	Cross Cultural Management			3										45	0	90	Lecture, Group Discussion & case study	Constructed response test	60
A03058	Organisational Psychology			3										45	0	90	Lecture, Discussion, Group Presentation	Constructed response test	60
A03082	Internship 1			1										0	30	30	Lecture, Discuss	Final Report	100
A03057	Negotiation: Theory and Practice			2										30	0	60	Lecture, Group Discussion	Constructed response test	60
A03060	Argument and Debate			2										30	0	60	Lecture, Discussion & Exercise	Constructed response test	60

5th Semester

Code	Course				Credits			Theory	Practice	Self-study	Teaching Method	Assessment	%
A03050	Organisational Behaviour				3			45	0	90	Lecture, Discussion & Group presentation	Constructed response test	60
A03065	Benefits Plan				2			30	0	60	Lecture, Discussion	Constructed response test	60
306105	History of Vietnamese Communist Party				2			30	0	60	Lecture, Discussion & presentation	Multiple choice question	50
A03066	Labour Code				3			45	0	90	Lecture, Discussion	Constructed response test	60
A03063	Introduction to Labour-Management Relations				3			45	0	90	Lecture, Discussion & Group presentation	Constructed response test	60
A03064	CBA and Contract Administration				2			30	0	60	Lecture, Discussion & Case study	Constructed response test	60
A01104	Administrative Office Management in LR				3			45	0	90	Lecture, Discussion	Constructed response test	60
A03083	Internship 2				1			0	30	30	Lecture, Discuss	Final Report	100
306106	Ho Chi Minh Ideology				2			30	0	60	Lecture, Discussion, Q&A	Multiple choice question	50

6th Semester

Code	Course				Credits			Theory	Practice	Self-study	Teaching Method	Assessment	%
A03069	Health and Safety				3			45	0	90	Lecture, Discussion & presentation	Constructed response test	60
A03070	Workplace Dispute Resolution				2			30	0	60	Lecture, Discussion & presentation	Constructed response test	60
L00040	Essential Skills for Sustainable Development				5			0	175	150			
A03068	Trade Unions Administration				3			45	0	90	Lecture, Discussion	Constructed response test	60
A01105	Human Resource Management and Labour Relations				3			45	0	90	Lecture, Discussion & Case study	Constructed response test	60
A03084	Internship 3				1			0	30	30	Lecture, Discuss	Final Report	100
A03067	Collective Bargaining				2			30	0	60	Lecture, Group Discussion & Presentation	Constructed response test	60

7th Semester																
A03073	Social Insurance							3		45	0	90	Lecture, Discussion	Constructed response test	60	
A03074	Writing in LR							2		15	30	60	Lecture, Discussion & Exercise	Final Report	60	
A03072	Career Theory and Development							2		30	0	60	Lecture, Discussion & Exercise	Constructed response test	60	
A03071	Compensation Management							3		45	0	90	Lecture, Discussion & Q&A	Constructed response test	60	
8th Semester																
A01CM1	Professional Skills Exam							2		0	0	60	Self-study	Multiple choice question, Constructed response test	100	
A03098	Graduation Internship							2		0	60	60	Seminar, Tutorial	Final Report	100	
BA	**Bachelor's Thesis/Practice Modules**							8								
	Total	13	19	17	18	21	19	10	12	1575	445	3630				

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

In addition to theoretical knowledge, including general education knowledge and professional education knowledge, professional practice is also emphasized in the curriculum design process. Specifically, each subject pays special attention to practice lessons and lessons learned at enterprises through the probation period, which includes three internship modules at enterprises, ending up with the graduation internship (5 credits). 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. The score marked by the Enterprises accounts for 40 % of the scores of apprenticeship for subjects of Internship 1,2,3 and Graduation internship.

Interdisciplinary thinking in terms of trade union, LR, society, governance, economics, and law are embedded in the curriculum through compulsory and elective courses such as Vietnam Labour History, Scientific Socialism, Labour Economics, Principles of Management, Statistics in Business, Introduction of Laws and Social Insurance. Teaching methods and teaching organisation of the programme combine lecturing, discussion about actual situation exercises, conducting reports on research and presentations. Thereby, students are instructed how to think and apply interdisciplinary knowledge to solve issues related to LR in practice.

The programme focuses on developing learners with professional ethics through studying relevant laws, working principles, and domestic as well as international LR standards. Ethical aspects are also integrated into many other courses such as Organisational Behaviour and Introduction to Labour-Management Relations.

A variety of student assessment methods are used to measure the programme and courses' expected learning outcomes, including formative assessment, midterm assessment, and end-of-term assessment. The student assessment methods used include process exercise, multiple-choice questions, presentation, constructed response including short answer test and case studies, practical exercises, report, and graduation thesis which are specified in detailed syllabuses.

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

Appraisal:

The curricula generally reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The degree and programme names correspond to the contents of the curricula and the programmes' objectives. However, the panel encourages the university, along with steady further development of the prorgamme, the re-arrangement of specific courses in order to sharpening the programme`s profile and to include a topic like contemporary globalisation in order to conceptualize the broader international context of LR. Moreover, the panel recommends more elaboration on qualitative and quantitative methods being used (new ones added: e.g. casual inference, casual analysis/experimental design)

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

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)	138 CP
Workload per CP	45 (15 working hours in class, 30 hours for self-study)
Number of modules	60
Time required for processing the final thesis and awarded CP	3 months; 8 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.)	2,040 (15 hrs/CP x 138 CP). This amount does not include the 8 CP thesis because during the thesis, students do not take units in classroom, even though they regularly visit their supervisors

The programme is a 4-year education with a total of 138 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.

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

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

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

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

TDTU 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 supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. 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. Nevertheless, the programme management agrees to clarify in the lecture outline/slides about the content and rules when students go for internship.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.

The feasibility of the study programme's 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.

Addendum for initial accreditation (if the programme has already been completed once) and re-accreditation: when reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

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

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

3.3 Didactical concept

The pedagogical concept of the study programme includes the application of a variety of teaching methods, such as projects, discussions and case studies, as well as the teaching modes face-to-face learning and e-learning. The number of participants in each class ranges from 45 to 90 students. Lecturers apply a student-centered teaching approach; students are encouraged to be proactive in their learning, especially in the process of self-study at home. The University provides adequate support, such as material facilities, means and technology to deliver the teaching. Teaching methods are selected to be compatible with expected learning outcomes, are specified in syllabus and are communicated to students in the first lecture. All teaching methods aim to promote the activeness of learners and enhance the lifelong learning capacity of learners. Teaching activities require students to self-study; take students to enterprises for probation and internship; create opportunities for students to participate in community activities; participate in extracurricular activities organised by the University and the Faculty. The pedagogical concept of the study programme is oriented in line with the programme educational objectives to produce dynamic and creative workers with soft skills to manage LR at enterprises. Through the use of various teaching methods such as case studies and practical projects, students will gain more confidence in solving actual problems in companies.

Lecturers are responsible for preparing their course materials for the courses they teach. Each lecturer has his or her own course teaching portfolio which includes course syllabus and course materials. The latter consist of the learning materials in use such as textbooks, online library materials, case studies, mini-exercises and group-based presentation report projects. Learning materials are regularly updated under the applicable law and the existing practical issues. The learning materials, lecture slides, and reference books are diverse. Each course has at least one main textbook, two main references and two further references. All are updated and provided online for students to access. In particular, for each course, lecturers update materials and design exercises on the University's e-learning system to ensure enough time for students to study at home

on their own. The main materials are textbooks and books in English for reference under the programmes of Top 100 universities in the world and are regularly updated. Law-related documents are regularly updated corresponding to the change in applicable laws, thereby helping students to self-study and solve specialised issues from many different perspectives.

For some subjects, a number of domestic and foreign practical experts are invited to participate in sharing practical experiences with students. Most domestic experts are trade union officers working for enterprises or federations or personnel officers or managers of enterprises who come to share topic-based experiences with students. Foreign experts come from many different scientific and practical fields such as Law, LR, Governance and Economics, as well as from several countries around the world such as the US, Canada and the Netherlands. The contribution of guest lecturers is an integral part of the effective implementation of the LR programme, since it does not only increases the practicality and application of the subject but also shows insights to employment opportunities for students.

The Faculty employs student assistants for other students in LR programme. In particular, lecturers assign a class monitor or some students with good learning capacity to be academic advisors in the class. The student academic advisors report the learning situation, distribute assignments of lecturers to groups or individuals. They also mentor, support and set up study groups for students with poor learning capacity.

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 generally oriented towards the intended learning outcomes and correspond to the required qualification level. They are 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.

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, group works or practical projects. Students are encouraged to take an active role in creating the learning process.
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

In terms of internationality, the study programme reflects various international and intercultural aspects. For example, the content of most specialised courses, such as Introduction to Labour-Management Relations (A03063), Managing and Resolving Conflict (A03055), Negotiation: Theory and practice (A03057) and Collective Bargaining (A03067) are related to international knowledge, thereby helping students have a global perspective and solve issues related to human resource management and Labour Relation in the context of international integration.

Additionally, there is a course in Cross Cultural Management (A03061) for building up students' multicultural management skills and solving issues in a multicultural environment. Furthermore, every year the faculty organizes international seminars, conferences and international student exchanges to encourage students to participate in communications and discussions. In particular, every January, there are student exchange programmes with US Cornell University's students, participating in study with faculty students.

Due to LR being a new study programme at TDTU, there a currently no international students. However, there are two to three international students who come to study some courses of the programme each semester. According to TDTU, the faculty has made great efforts for the past years to attract 137 international students from countries such as the USA, Hungary, Korea or Japan to exchange culture with the faculty's students.

The LR programme regularly implements plans for international cooperation and cooperation with universities around the world to ensure an increasing number of international students to participate in the programme in a sustainable way. The faculty regularly maintains relationships with existing partners to ensure increase in the number of international students yearly. In addition, the faculty also exchanges with new partners, by asking foreign experts or professors for contacting their university's international cooperation institute in favour to discuss the design of exchange and study programmes for foreign students at TDTU.

On average, the faculty invites one to two international lecturers each semester. The majority of international lecturers come from the US, Denmark and Netherlands. With the international experience of foreign lecturers, students should get the opportunity to access updated knowledge and news related to the study programme around the world and to grasp the global current situations and trends to be able to develop global thinking. The faculty takes many measures to attract international lecturers to work in LR programme such as maintaining and expanding relationships based with current lecturers, asking currently employed lecturers to recommend other colleagues; the Head of Faculty also joins international seminars and LR networks around the world to invite professors and experts. Furthermore, each year there will be one to two lecturers

studying in an international environment such as in Taiwan and France. The experience from their studies should bring an international dimension to the curriculum content and delivery of the courses.

In terms of foreign language content, the LR programme uses both Vietnamese and English as a medium of instruction. Most specialised courses of the study programme are taught with textbooks, references, and lecture slides in English.

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 sufficiently with the qualification objectives of the study programme. The panel encourages the programme management to broaden the use of English as teaching language, not only using slides in English in order to improving student`s language skills.

		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)

Multi-disciplinary competencies are integrated into the study programme through courses such as Vietnamese Labour History, Scientific Socialism, Labour Economics, Principle of Management, Statistics in Business, Labour Code, Introduction of Laws and Social Insurance. In addition, seminars, extracurricular practice lessons organized by the faculty give students the opportunity to exchange and discuss interdisciplinary thinking, develop multi-disciplinary competencies, and skills.
Students acquire skills of communication and public speaking as well as cooperation and conflict resolution skills through courses such as Managing and Resolving Conflict, Negotiation: Theory and

Practice, Argument and Debate, Cross Cultural Management, Collective Bargaining and Workplace Dispute Resolution and through teaching methodology of case studies, projects, discussions.

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)

The study programme ensures the employability of graduates and promotes job seeking for graduates through the integration of theory and practice and through the promotion of multidisciplinary competencies and skills specified in the curriculum.
Furthermore, the study programme allows students to actively apply acquired skills in new job areas and develop them further. Most courses are applying case studies, lecturers share experience in solving real situations, directly guide and build skills to solve practical issues for students.

Appraisal:

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

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

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

4. Academic environment and framework conditions

4.1 Faculty

The Faculty has twelve full-time lecturers, 28 full-time lecturers from other faculties, seven visiting lecturers, and two administrative officials. All together there are 47 teaching staff and two support staff. With 47 lecturers at the Faculty, the faculty/student ratio is 1:25 (the average number of students is 445 students of the whole course).

All teaching staff have corresponding degrees in Business Administration, Economic Management, LR and Law. Most full-time lecturers are trained abroad in countries such as the US, France, Singapore, and Taiwan (see self-evaluation report p. 31). All teaching staff undertake both research and teaching activities.

Category	Number of Staff	Percentage of PhDs
Associate Professor	1	100%
Full-time lecturer	12	42%
Visiting lecturers (university & abroad)	6	50%
Visiting full-time lecturers (other faculties)	28	18%
Total	47	

Currently, 42 % of lecturers of the Faculty have doctoral degree, 39 % have Masters, 15 % of lecturers are doctoral fellows and 4 % of lecturers have Bachelors degree (lawyers) with majors in Business Administration, Economic Management, LR, and Law. All lecturers of the Faculty meet the university programme teaching requirements.

TDTU has a strict and public process for lecturer recruitment. Lecturers of the Faculty are selected first based on their qualifications, competencies, and attitude towards education. The requirements of the lecturers based on the University's regulations include the following criteria:

- Master in Trade Union, LR major or major in Human Resource Management, Organisational Behaviour, Organisational Psychology, Labour Law, Business Administration
- Priority: Candidates with Ph.D.; achieving English IELTS >= 5.5 under the University's standard, proficiency in office computing
- Have relevant work experience and ability to teach subjects such as Cross Cultural Management and Organisational Behaviour

In addition to the criteria, the Faculty also highly respects candidates with research skills. Candidates interviewed by the Management Board of the Faculty must provide a trial lecture related to the field of the candidates. The trial lecture will be assessed on teaching style, teaching skill, and effective teaching method. The Management Board of the Faculty will assess the trial lecture. After that, the Dean will make a decision to recruit lecturers and send to the University's Recruitment Council. The University's Recruitment Council then conducts an interview and issues a decision to recruit candidates.

TDTU also has a process for recruiting visiting lecturers. The profile of visiting lecturers must meet the standards prescribed by TDTU: Lecturers from public universities have teaching experience of

at least 200 periods and have the right qualifications for the teaching expertise. All records must be moderated through the levels of Head of Department and Head of Personnel Department. Faculty leader works with part-time lecturers at the beginning of the semester to disseminate the contents of the timetable, class, teaching period, midterm, final exam schedule, summary of the school's requirements, and copy of syllabus of the subject.

Teaching staff are managed by the Management Board of the Faculty. All faculty members are lecturers with many years of experience in both teaching and management in the fields of LR and Human Resource Management. Members of the Management Board of the Faculty will guide, support and supervise lecturers to ensure the teaching quality.

Teaching staff employed at the Faculty of LRTU must demonstrate their teaching ability through the pedagogical qualifications, as promulgated by MOET's regulations that lecturers must have Certificate of Pedagogy. Teaching staff also focus on improving their expertise; sharing knowledge and teaching experience through monthly academic activities organised by the Faculty. Teaching staff also conduct research and share knowledge through Journal club meetings on research topics in the field of LR and human resource management held monthly by the Faculty. The Faculty also regularly organizes training courses on teaching method, assessment, quality assurance. It offers socio-economic seminars shared by speakers who are experienced and have specialised knowledge, and organizes training sessions to improve knowledge and pedagogical skill for lecturers.

The Faculty requires most of the lecturers to have professional experience in LR or human resource management fields. Lecturers instruct and share practical experiences with the students during the teaching process. Lecturers also have the opportunity to work with foreign lecturers specialised in LR to share their knowledge and practical experience in leadership method, argument and debate skills in LR principles, employee management in the multicultural environment of LR.

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 pro-gramme 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		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x

4.2 Programme management

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

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

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

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

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

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

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

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

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

Actively expanding relationships, developing international cooperation.

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

Coordinating with lecturers to improve teaching methods.

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

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

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

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

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

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

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

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

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

Appraisal:

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

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

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

4.3 Cooperation and partnerships

The Faculty is currently a partner of the Cornell University (USA) and the Nanhua University (Taiwan). For the Cornell University, the Faculty implements cooperation agreements that focus on the exchange of scientific materials and publications as well as organisitaion of Vietnamese and American cultural exchange student activities. Annually, there is a student delegation of the Cornell University who study and exchange knowledge and skills of debate and criticism at the Faculty. The Faculty's students participate in Debate and criticism summer camp (every 2 years) at Cornell University. The cost of the study trip of the Faculty's students to the US is fully funded by Cornell University.

For Nanhua University, the Faculty exchanges scientific materials, publications, and organises courses for the Faculty's students to exchange cultures with Taiwanese students, and organises a short-term course on Collective Bargaining in summer.

In addition, the Faculty also invites foreign professors from Harvard and the University of Illinois (USA) to give lectures and workshops for students.

All of the above activities aim to create conditions and environment for students to develop multicultural knowledge, knowledge of Labour Relations as well as skills in communication, negotiation and debate dealing with Labour Relations issues, and studying in English with a variety of teaching methods from foreign lecturers.

The Faculty has relations with 31 Confederations of Labour and 91 enterprises to introduce students to practical experience through internships. Every year, the Faculty plans to invite HR managers

and Trade Union experts to share with students about occupations/topics on Labour Relations, Human Ressource Management, salary and welfare for employees.

The Faculty also signed cooperation agreements with enterprises, thereby creating conditions for students to go to enterprises for four periods of internship during four academic years, contributing to the development of soft skills for students, strengthening knowledge and creating conditions for students to work in the real environment at the enterprises.

Appraisal:

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

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

4.4　Facilities and equipment

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

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

The University's Inspire Library has a space designed suitably to meet the diverse needs of students with 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 Library's resources for the LR major include 360 titles, of which there are 149 titles to be officially used and introduced in syllabus; the number of databases is 77.

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 AO09). All faculty's comments and suggestions will be carefully considered to serve as a basis for the process of adjusting and improving the quality of activities and services. All assessment forms are organized online on the Lecturer Portal. The Department for Computing & Computer Services processes the data and then sends the aggregated results to the Department of Testing & Quality Assessment, and at the same time sends it back to the Faculty leaders. Faculty leaders are responsible for informing lecturers and working with each relevant case.

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

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

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

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

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

Students are also regularly updated with information on union activities, social work, community service, and sports through different channels such as student email systems, message boards on

the Faculty website, specialized clubs, head teacher-with-class activities, or regular student dialogues each semester.

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

Appraisal:

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

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

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

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

Quality profile

HEI: Ton Duc Thang University, Vietnam

Bachelor programme: Bachelor of Labour Relations

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

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

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