

Decision of the FIBAA Accreditation and Certification Committee



5th Meeting on March 23, 2022

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|--|
| Project Number: | 21/015 |
| Higher Education Institution: | Tra Vinh University |
| Location: | Tra Vinh City, Vietnam |
| Study Programme: | Bachelor of Law Master of Business Administration (MBA) Master of Economics Management (MEM) |
| Type of Accreditation: | Initial accreditation |

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

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

Period of Accreditation: March 23, 2022 to March 22, 2027.

Conditions:

For all three above mentioned study programmes:

- Condition 1: The University ensures the correct conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015.
- Condition 2: The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS grading table.

Proof of meeting these conditions is to be supplied by December 22, 2022.

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on November 30th, 2022.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Tra Vinh University, Vietnam

Bachelor/Master programme:

Bachelor of Law

Master of Business Administration

Master of Economics Management

Qualification awarded on completion:

Bachelor of Law

Master of Business Administration (MBA)

Master of Economics Management (MEM)

General Information on the Study Programme

Brief description of the study programme:

The Bachelor programme of Law provides students with foundational knowledge in law with an application-oriented focus and skills and abilities to practice law in various fields. The programme equips students with analytical and communication skills in particular.

The Master programme of Business Administration provides students with specialised knowledge on management and corporate strategies, focusing on organisational operation, marketing, human resources and organisational behaviour. Moreover, the programme equips students with foreign language skills and supplementary analytical and problem-solving skills for their further career in the private sector.

The Master programme of Economics Management is designed to provide advanced knowledge of applied economics for public sector management at macro level. Students are equipped with skills in analysis of socio-economic management policies and strategic planning, as well as methodological and foreign language skills.

Type of study programme:

Bachelor programme

Master programme

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

Bachelor of Law: 3,5 years, 126 national CP

Master of Business Administration: 2 years, 60 national CP

Master of Economics Management: 2 years, 60 national CP

Mode of study:

Bachelor of Law: full-time

Master of Business Administration: part-time

Master of Economics Management: part-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

Bachelor programme: 174

Master programmes: one class, 50 students for each programme

Programme cycle starts in:

June and October

Initial start of the programme:

Bachelor of Law: 2009

Master of Business Administration: 2013

Master of Economics Management 2014

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Law, Master of Business Administration (MBA) and Master of Economics Management (MEM) was made between FIBAA and Tra Vinh University on March 2nd, 2021. On August 10th, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI has agreed with the chosen experts. The panel consisted of¹:

Dr. Thi Thu Ha Dinh

Thai Binh Duong University

Faculty of Economics and Law

Head of Finance - Banking Division (Financial management, Project preparation and appraisal, Financial analysis, Corporate finance)

Niklas Dörner

Vienna University of Economics and Business, Austria

Student of European Economic Studies (M.Sc.)

(completed: European Economic Studies (B.Sc.)

(Otto-Friedrich-University Bamberg))

Dipl.-Jurist LL.M (UK) Niko Härig

Lawyer (self-employed)

(Law, in particular corporate law, contract law, experience in in-house functions in various international companies)

Prof. Dr. Petra Jordanov

Hochschule Stralsund, University of Applied Sciences, Germany

Professor of Business Administration and Economics

(Business Administration, especially Financial Management and Human Resource Management, Economics, International Economics)

Prof. Dr. Alessio Paccas

University of Amsterdam, The Netherlands

Professor of Law and Finance (Law, Financial Law, Corporate Law & Economics, Microeconomics, Economics of Financial Regulation)

FIBAA project manager:

Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on 17th, 18th and 19th November 2021 in digital form via the online conference tool Zoom. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

¹ The names are presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on February 25, 2022. The statement on the report was given up on February 28, 2022, it has been taken into account in the report on hand.

Summary

For Bachelor programme

The Bachelor of Law offered by Tra Vinh University fulfils with few exceptions 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 March 23, 2022 and finishing on March 22, 2027, under condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

For Master programmes

The Master of Business Administration and Master of Economics Management offered by Tra Vinh University fulfil with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 23, 2022 and finishing on March 22, 2027, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

The panel members identified need for improvement regarding the following aspect: study and exam regulations (see chapters 3.2)². They recommend the accreditation on condition of meeting the following requirements:

For all three study programmes:

- Condition 1: The University ensures the correct conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015 (see Chapter 3.2).
- Condition 2: The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS grading table (see chapter 3.2).

Proof of meeting these conditions is to be submitted by December 22, 2022.

Furthermore, the quality requirements that have not been fulfilled –

- Interdisciplinary thinking (see chapter 3.1),
- Internationality of the student body (see chapter 3.4),
- Internationality of the faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4)

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

– are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where all three programmes could be further developed:

- Publishing the admission procedure in English on the University's website (see chapter 2.),
- Including more interdisciplinary thinking (see chapter 3.1),
- Increasing the number of courses that include ethical aspects (see chapter 3.1),
- Provide more support for students on their thesis (see chapter 3.1),
- Reviewing whether recognition of degrees and periods of study can be extended to foreign countries in order to promote international orientation (see chapter 3.2),
- Including more international contents into the programmes (see chapter 3.4),
- Hiring international staff (see chapter 3.4),
- Integrating more foreign language contents (see chapter 3.4),
- Increasing the number of professors in the three programmes and further qualify the faculty staff on a long-term basis (see chapter 4.1),
- Conceptualising a strategy with a focus on international research (see chapter 4.1),
- Improving the communication between programme director and quality assurance unit in order to work on the quality enhancement (see chapter 4.2),
- Increasing the regional focus of the cooperations with other academic institutions (see chapter 4.3),
- Implement a structured communication between the Committee, the faculty and the quality assurance department (see chapter 5.),
- Intensifying the communication between the programme directors and the quality assurance unit regarding the quality enhancement and reviews of the study programmes' curricula (see chapter 5.),
- Publishing the documents in English on the faculty websites (see chapter 5.).

For the Bachelor of Law programme, the panel recommends additionally:

- Integrating more specialisation into the programme (see chapter 3.1),
- Integrating four language courses into the compulsory courses (see chapter 3.4.),
- Subscribing to a database for international legal research (see chapter 4.4).

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

There are many criteria in which the programmes exceed the quality requirements:

- Counselling for prospective students (see chapter 2.2),
- Integration of theory and practice (see chapter 3.1),
- Multidisciplinary competences and skills (see chapter 3.5),
- Practical business experience of faculty (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),

- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Alumni Activities (see chapter 4.5).

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

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Information

Information on the Institution

Tra Vinh University (TVU), formerly Tra Vinh Community College (TVCC), was established in 2001 under the framework of an international development project titled the Vietnam-Canada Community College Project (VCCCP). Tra Vinh Community College was evaluated by the Vietnamese Ministry of Education and Training as a model of North America community college, according to the context of Vietnam. It was developed into Tra Vinh University in June 2006, a public University, which has applied the model of Canadian universities and colleges to the Vietnamese context.³

TVU states that they conduct scientific research and technological transfer in line with needs of the regional community and provide education based on labour market surveys and local economic conditions. In consultation with stakeholders including employers, skilled workers, scientists, lecturers and students, TVU states that it designs its study programmes to enhance learners' knowledge, skills and attitudes and ensure that learners are well equipped to enter the labour market.

In addition, TVU is promoting a lifelong learning model and offers equal learning opportunities. It has a department of Gender and Community representing the voice of female and ethnic minority students. Tra Vinh University believes that education and training are the foundation of society and that the results not only promote personal development, but also the development of the society. The study programmes of TVU are designed and developed on the basis of enhancing students' capacity of necessary knowledge, skills and attitudes, all which are consulted from the involved parties in order to ensure that students are well equipped to enter into the labour market. Tra Vinh University provides skills and training based on the following principles: Development of professional skills coupled with practice at laboratories, experimental fields, camps and practical experience. In addition to professional development, soft skills, professional ethics and social responsibility play an essential role.

Tra Vinh University is a public University in the Mekong Delta with ten doctoral programmes, 26 master's programmes and 55 undergraduate programmes within the 13 academic faculties. TVU views national and international collaboration as one of its primary strategies for development. Since its inception via the Vietnam-Canada Community College Project (VCCCP), the University has actively established partnerships and signed memorandums of understanding with 84 institutions in 18 countries to collaborate on training, research, conferences, student and lecturer exchanges, volunteer programmes and grants.

TVU has collaborated with many universities, businesses and individuals from countries like Japan, Germany, Australia, America, Canada and Israel. TVU is also the 151st member of Colleges and Institutions of Canada (CICan) and the founder of the Vietnam Association of Community Colleges (VACC). Regarding university rankings, in 2020, TVU ranked 39th among 178 participating universities in Vietnam and 2nd in the Mekong Delta according to Webometric's rankings. Within UI GreenMetric's rankings in 2020, TVU also ranked 129th

³ Decision 20/2006/QĐ-TTg by Vietnamese Ministry of Education and Training

worldwide and 2nd in Vietnam for universities that support sustainable development and the environment as the first green University in the Mekong Delta.

At the same time, the University has been officially recognised by the Association of University Leaders for a Sustainable Future (ULSF) as part of a system of 400 universities in 50 countries working together to build a sustainable environment in academic fields. Also, in 2020, the University ranked 86th for its impact on the community and 24th for its entrepreneurial spirit within the World's Universities with Real Impact (WURI) ranking. TVU has also achieved international accreditations. It became one of nine universities accredited with HEI standards by Vietnam's Ministry of Education and Training in 2019. The University has also been accredited by FIBAA for four programmes in Business Administration, Economics, Accounting and Finance-Banking as well as by AUN-QA for its Aquaculture and Animal Science programmes. As for its engineering programmes, TVU became an official member of the CDIO community in 2018 and is currently preparing for accreditation with ABET. Between 2016 and 2020, TVU faculty published more than 600 journal articles and completed over 200 research projects. To support the University's economic development goals within the province, some of these projects have been applied within communities and real-life contexts.

The Faculty of Economics and Law, which offers the Master of Business Administration, the Master of Economics Management and the Bachelor of Law programme, was established in 2014.⁴ The faculty is in line with TVU's vision and mission that focus on the practical application of professional knowledge and skills, ensuring a close match between learner abilities and employer requirements. From the initial phase of development and implementation to the final phase of job placement, all aspects of the faculty's programme design – from curricula, teaching methods, practicum placements and programme evaluations – are closely connected to employer demand.

The two branches managed by the faculty consist of a law group and an economics and business group. At present, the Faculty of Economics and Law offers 18 programmes, including six undergraduate programmes, nine master's programmes and three doctoral programmes. The Master of Business Administration (MBA) programme started the first enrollment in 2013 and the Master of Economic Management (MEM) in 2014, the Bachelor of Law programme in 2009. During the training period, the programmes are updated frequently referring to national regulations on Training and Education⁵ and the current demands of each programme based on feedback from stakeholders like employers, alumni, skilled employees and lecturers.

⁴ Decision No. 303/QĐ – DHTV

⁵ Decision No 45/2008/QĐ-BGDĐT, Circulation 08/2009/TT-BGDĐT, Circulation 10/2011/TT-BGDĐT, Circulation 15/2014/TT-BGDĐT, Circulation 25/2017/TT-BGDĐT and Decision 1982/QĐ-TTg in 2016

Further development of the programme, statistical data and evaluation results

The three programmes have undergone several iterations and changes since its introduction that are listed in the tables below.

Table 1: Development of Bachelor of Law programme

| Year | 2009 | 2010 | 2013 | 2015 | 2018 | 2022 |
|--------------------------|------------------------------------|--|---|--|---|--|
| Content | Newly developed | Program update and Adjustment according to credit system | Program update and Adjustment | Program update and Adjustment | Program update and Adjustment | Program update and Adjustment |
| Legal document | Training plan Program ⁸ | No: 283/QĐ-ĐHTV Issued Decision Program ⁹ | No: 784/QĐ-ĐHTV Issued Decision Program ¹⁰ | No: 5216/QĐ-ĐHTV Issued Decision Program ¹¹ | No:3449/QĐ-ĐHTV Issued Decision Program ¹² | No:2880/KH-ĐHTV Program update and Adjustment Plan ¹³ |
| Number of credits | 140 | 134 | 134 | 134 | 126 | Updating |
| Training duration | 8 semesters, 4 years | 8 semesters, 4 years | 8 semesters, 4 years | 8 semesters, 4 years | 7 semesters, 3 years 6 months | |
| Applied | 2009 to 2010 | 2011 to 2012 | 2013 to 2015 | 2016 to 2017 | 2018 to 2021 | 2022 |

Table 2: Development of Master programmes

| Programs | Year | 2012 | 2013 | 2015 | 2018 | 2020 |
|------------|----------------------|----------------------|-----------------|--|---------------------------------|---------------------------------|
| MBA | Content | New development | | Program's Update and adjustment | Program's Update and adjustment | Program's Update and adjustment |
| | Number of credits | 53 | | 60 | 60 | 60 |
| | Duration of training | 2 years | | 2 years | 2 years | 2 years |
| | Applied in | 2013 2014 2015 | | 2016 2017 2018 | 2019 2020 | 2021 2022 |
| MEM | Content | | New development | Update referring to MOET's circulation | Program update | Program update |
| | Number of credits | | 60 | 60 | 60 | 60 |
| | Duration of training | | 2 years | 2 years | 2 years | 2 years |
| | Applied in | | 2014 2015 | 2016 2017 2018 | 2019 2020 | 2021 2022 |

Table 3: Statistical data Bachelor of Law

| | | 2012-2016 | 2013-2017 | 2014-2018 | 2015-2019 | 2016-2020 | 2017 | 2018 | 2019 | 2020 |
|--|---|-----------|-----------|-----------|-----------|-----------|-------|-------|-------|-------|
| # Study Places offered by HEI | | 357 | 878 | 229 | 486 | 401 | 513 | 340 | 123 | 174 |
| # Applicants | ∑ | 342 | 522 | 182 | 370 | 201 | 238 | 105 | 48 | 72 |
| | f | 200 | 283 | 93 | 250 | 120 | 135 | 59 | 26 | 53 |
| | m | 142 | 239 | 89 | 120 | 81 | 103 | 46 | 22 | 19 |
| Application rate | | 95.80 | 59.45 | 79.48 | 76.13 | 50.12 | 46.39 | 30.88 | 39.02 | 41.38 |
| # First-Year Students (accepted applicants) | ∑ | 342 | 522 | 182 | 370 | 201 | 238 | 105 | 48 | 72 |
| | f | 200 | 283 | 93 | 250 | 120 | 135 | 59 | 26 | 53 |
| | m | 142 | 239 | 89 | 120 | 81 | 103 | 46 | 22 | 19 |
| Rate of female students | | 58.47 | 54.21 | 51.09 | 67.57 | 50.42 | 56.72 | 56.19 | 54.16 | 73.61 |
| # Foreign Students | ∑ | - | - | - | - | - | - | - | - | - |
| | f | - | - | - | - | - | - | - | - | - |
| | m | - | - | - | - | - | - | - | - | - |
| Rate of foreign students | | - | - | - | - | - | - | - | - | - |
| Percentage of occupied study places | | 95.80 | 59.45 | 79.48 | 76.13 | 50.12 | 46.39 | 30.88 | 39.02 | 41.38 |
| # Graduates | ∑ | 295 | 488 | 166 | 328 | 171 | | | | |
| | f | 176 | 256 | 95 | 196 | 101 | | | | |
| | m | 119 | 232 | 71 | 132 | 70 | | | | |
| Success rate (students who finished their studies) | | 86.26 | 93.49 | 91.21 | 88.65 | 85.07 | | | | |
| Dropout rate (students who dropped their studies) | | 13.74 | 6.51 | 8.79 | 11.35 | 14.93 | | | | |
| Average duration of study (year) | | 4.01 | 4.02 | 4.09 | 4.02 | 4.03 | | | | |
| Average grade of final degree | | 2.79 | 2.74 | 2.76 | 2.94 | 2.92 | | | | |

Table 4: Statistical data Master of Business Administration

| | | 2013-2015 | 2014-2016 | 2015-2017 | 2016-2018 | 2017-2019 | 2018-2020 | 2019-2021 | 2020-2022 |
|--|---|-----------|-----------|-----------|-----------|-----------|-----------|--|-----------|
| # Study Places offered by HEI | | 200 | 150 | 100 | 100 | 100 | 100 | 60 | 60 |
| # Applicants | ∑ | 193 | 131 | 28 | 100 | 17 | 28 | 8 | 7 |
| | f | 90 | 66 | 8 | 44 | 10 | 18 | 3 | 4 |
| | m | 103 | 65 | 20 | 56 | 7 | 10 | 5 | 3 |
| Application rate | | 96.5% | 87.3% | 28.0% | 100.0% | 17.0% | 28.0% | 13.3% | 11.7% |
| # First-Year Students (accepted applicants) | ∑ | 169 | 117 | 25 | 84 | 16 | 28 | 8 | 7 |
| | f | 79 | 59 | 7 | 37 | 9 | 18 | 3 | 4 |
| | m | 90 | 58 | 18 | 47 | 7 | 10 | 5 | 3 |
| Rate of female students | | 46.7% | 50.4% | 28.0% | 44.0% | 56.3% | 64.3% | 37.5% | 57.1% |
| # Foreign Students | ∑ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | f | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | m | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rate of foreign students | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of occupied study places | | 84.5% | 78.0% | 25.0% | 84.0% | 16.0% | 28.0% | 13.3% | 11.7% |
| # Graduates | ∑ | 169 | 117 | 25 | 84 | 16 | 28 | No statistics because the courses have not finished yet. | |
| | f | 79 | 59 | 7 | 37 | 9 | 18 | | |
| | m | 90 | 58 | 18 | 47 | 7 | 10 | | |
| Success rate (students who finished their studies) | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Dropout rate (students who dropped their studies) | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | | |
| Average duration of study | | 2 years | 2 years | 2 years | 2 years | 2 years | 2 years | | |

Table 5: Statistical data Master of Economics Management

| | | 2014- 2016 | 2015- 2017 | 2016- 2018 | 2017- 2019 | 2018- 2020 | 2019- 2021 | 2020- 2022 |
|---|----------|---------------|---------------|---------------|---------------|---------------|--|---------------|
| # Study Places offered by HEI | | 65 | 90 | 95 | 80 | 142 | 120 | 120 |
| # Applicants | Σ | 39 | 94 | 71 | 55 | 56 | 31 | 30 |
| | f | 16 | 32 | 34 | 23 | 25 | 14 | 15 |
| | m | 23 | 62 | 37 | 32 | 31 | 17 | 15 |
| Application rate | | 60.0% | 104.4% | 74.7% | 68.8% | 39.4% | 25.8% | 25.0% |
| # First-Year Students (accepted applicants) | Σ | 35 | 89 | 63 | 54 | 56 | 31 | 30 |
| | f | 14 | 30 | 32 | 22 | 25 | 14 | 15 |
| | m | 21 | 59 | 31 | 32 | 31 | 17 | 15 |
| Rate of female students | | 40.0% | 33.7% | 50.8% | 40.7% | 44.6% | 45.2% | 50.0% |
| # Foreign Students | Σ | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | f | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | m | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rate of foreign students | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of occupied study places | | 53.9% | 98.9% | 66.3% | 67.5% | 39.4% | 25.8% | 25.0% |
| # Graduates | Σ | 35 | 89 | 63 | 54 | 56 | No statistics because the courses have not finished yet. | |
| | f | 14 | 30 | 32 | 22 | 25 | | |
| | m | 21 | 59 | 31 | 32 | 31 | | |
| Success rate (students who finished their studies) | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Dropout rate (students who dropped their studies) | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | | |
| Average duration of study | | 2 years | 2 years | 2 years | 2 years | 2 years | | |
| Average grade of final degree | | 7.44 | 7.4 | 7.59 | 7.73 | 7.62 | | |

The number of students applying to study the law programme at TVU has decreased since 2012. Tra Vinh University continuously evaluated this development and attributes it to two reasons. Firstly, the government promulgated a decree⁶, which downsized and rearranged employment positions in governmental agencies and organisations and socio-political organisations, reducing the number of students wanting to become civil servants and public employees by nearly 50 % since 2015. Secondly, new universities have been licensed to provide law training, leading to the division of market share, especially in the Mekong Delta region where there are a number of law schools, including those at Kien Giang University, Tien Giang University, Cuu Long University and Dong Thap University.

Although the success rate of students admitted to the programme has remained relatively stable between 85 % and 93.5 %, some students are still unable to graduate from the programme. Reasons include changes to students' financial situations, companies and enterprises that attract students before graduation or students changing their career goals. To ensure students succeed in the programme, faculty members flexibly support and guide students by gathering their feedback, monitoring their challenges, using online tools and

⁶ Decree 108/2014/ND-CP dated November 20, 2014

platforms when face-to-face learning is untenable and reorganising classes and exams to meet learners' diverse needs according to regulations.

For the two Master programmes, the number of applicants has also reduced every year despite changes to the programmes between the cohorts down to 25 % in 2020. The graduate success rate is 100 % throughout the years, the average length of study is 2 years, an extension of the study duration is therefore rare. Foreign students have not participated in the study programme, yet.

Appraisal

The statistical data show a significant decline in application rates in all three study programmes that already started before the Covid-19 pandemic and has intensified since then. For the following years, Tra Vinh University plans to counteract this development and increase the number of students with improving the quality and the offers of the study programmes, especially with a more international focus. Furthermore, due to a new circular with national regulations for study programmes, the University already started the process of updating the curricula for all three programmes.

With regard to students in the two Master's programmes, there are no drop-outs, the success rate is 100 %. What is more, the students stay within the planned length of study which is two years. For the cohorts of 2019 and 2020, the programme is not finished, therefore, there are no graduated students as of yet.

For the Bachelor of Law programme, the drop-out rate is up to 15 % (latest data from 2016), despite the declining application rates. The reasons for students for dropping out of the programme are thoroughly evaluated and examined by the University, measures to support students are implemented accordingly. The planned study time of 3.5 years is only slightly exceeded on average.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

For all three programmes

TVU has three primary goals:

- To be a community-based University,
- To always value the success of learners and
- To always value and uplift female and ethnic minority students.

First, regarding being community-based, TVU's programmes are designed from market surveys and analyses of local economic contexts to meet the needs of local communities and businesses. The University's Programme Advisory Committee is made up of representatives of local agencies, businesses, students, experts and scientists, all of whom support the Faculty Council to jointly manage TVU's operation.

Second, TVU strives to support the success of learners by promoting lifelong learning, by providing equal opportunities to all students and by helping students become employed or self-employed after graduation.

And third, Tra Vinh University strives to support the needs of minorities and has a vision and a mission to guide University decision-making up to 2030.

TVU's vision is to be a University that achieves excellence in application. The University strives to be an institution that fosters more than the efficient transfer of knowledge but also the development of learners and communities through meaningful action and application.

TVU's mission is to offer multi-disciplinary and multi-level training to meet its learners' diverse needs, to advance and apply scientific research and to provide technology transfer and social services to its regional stakeholders and communities. With this mission, the University strives to increase learners' future employment opportunities, to improve the quality of life of communities and to promote local and national socio-economic development.

Programme objectives at TVU are based on four sources of reference, including the University's mission and mandates, stakeholder collaboration, Vietnam regulations and programmes at other schools. TVU's mission stipulates that programmes must be multi-level, multi-disciplinary and multi-modal, support scientific research and professional application and be community oriented.

Moreover, TVU operates under a community-based model that ensures each faculty includes the participation of community stakeholders in their Programme Advisory Committees (PACs) who contribute to surveys that provide comments and suggestions to define the objectives of the law programme. In addition, TVU must ensure that its programmes comply with the regulations of Vietnam's Ministry of Education and Training (MOET) and that it is regularly updated according to the needs of the labor market. TVU also ensures its

programme objectives are comparable with those at other universities with similar programmes.

Bachelor of Law

Within the Bachelor of Law programme, objectives are designed to provide students with foundational knowledge in law, sufficient skills and abilities to practice law effectively in various professional workplaces, as well as clear attitudes and values related to politics, ethics, social welfare and health.

After learning these knowledge, skills and attitudes, graduates shall be able to help Vietnam meet the development requirements of the nation while it is in the process of industrialising, modernising and integrating with other countries in the international community. With input from the law programme's Programme Advisory Committee (PAC), learning objectives are articulated at the programme and course levels using a six-level scale based on Bloom's Taxonomy.

Table 6: Learning Outcomes of Bachelor of Law

| National frameworks/standards | | Outcomes | |
|-------------------------------|--|-----------------------|--|
| Knowledge | <ul style="list-style-type: none"> - Having deep, wide and advanced practical and theoretical knowledge, within the scope of the program; - Knowledge on social science, political, and law. - IT knowledge as job demands | Basic knowledge | ELO1.1: Apply knowledge on political science, state theory, defense education for right awareness and actions in living, learning and working. ELO1.2: Apply language knowledge and skills at level of 3/6 of the foreign language proficiency framework for Vietnamese and basic level of applied information technology in working. |
| | <ul style="list-style-type: none"> - Knowledge on planning, organizing and observing in a certain field. - Knowledge on management, professional operation. | Specialized knowledge | ELO1.3: Apply knowledge on law into composing legal documents and dealing with the legal issues ELO1.4: Apply knowledge on law to solve the problem related to career field. ELO1.5: Apply knowledge on law system of different countries and international law to deal with the international issues |
| Skills | <ul style="list-style-type: none"> - Essential skills to solve complicated problems - Skills for leading entrepreneurships and creating employment for yourself and other - Critical thinking skills and being able to apply replacement measures in unidentified and changed environment | Basic skills | ELO2.7: scientific research implementation. ELO2.8: Effective time management ELO2.9: Critical thinking development in problem solving. ELO2.10: Effective Professional communication ELO2.11: Effective independent and group working |
| | <ul style="list-style-type: none"> - Skills to evaluate the quality of work after completing and implementing the results of team members. | Specialized skills | ELO2.1: Evaluation of actual law and law implementation ELO2.2: Real case solving ELO2.3: Legal advisory for community and customer ELO2.4: Contract negotiation. ELO2.5: Composing document, contract with national and international |

| | | | |
|------------------|---|------------------|---|
| | <ul style="list-style-type: none"> - Skill to communicate problems and solutions to others in the workplace; conveying and disseminating knowledge and skills in performing specific or complex tasks. - Having foreign language competence level 3/6 according to Vietnam's Foreign Language Competency Framework. | | <p>legal standards</p> <p>ELO2.6: Customers' right and benefit protection</p> |
| Attitudes | <ul style="list-style-type: none"> - Work independently or in a team in changing working conditions, take personal responsibility and responsibility towards the team. - Guide and supervise others to perform defined tasks. - Self-directed, draw professional conclusions and can defend personal views. - Plan, coordinate, manage resources, evaluate and improve the effectiveness of activities. | Attitudes | <p>ELO3.1: Strictly abide by the guidelines and lines of the Party, policies and laws of the State.</p> <p>ELO3.2: Perform a sense of responsibility, sense of discipline, honesty, self-discipline, and professional manners.</p> <p>ELO3.3: Follow professional ethics in professional activities.</p> <p>ELO3.4: Adapt to different working conditions and environments.</p> <p>ELO3.5: Show perseverance in finding out the truth of the cases.</p> <p>ELO3.6: Resolutely fight and prevent illegal acts.</p> <p>ELO3.7: Perform the lifelong learning spirit</p> |

The law programme's PAC supports TVU faculty in the process of developing, updating and reviewing the programme through surveys and discussions. Surveys commonly ask stakeholders what expected learning outcomes should be in the programme, allowing employers and skilled employees to identify the knowledge, skills and attitudes that TVU's law students should possess before graduation. This programme design process ensures that TVU objectively researches industry and market needs.

MBA and MEM programmes

The design of the MBA and MEM programmes' objectives are based on several sources of reference, including the University's mission and mandates, changing market demands for qualified professionals in Tra Vinh and neighboring provinces, Vietnam's qualifications framework regulations, objectives in similar programmes at other institutions and results from stakeholder surveys. Programme objectives are an integral part of the official programme descriptions for the MBA and MEM programmes, which undergo a strict process during programme development, evaluation and iteration. The programmes and its objectives are updated every two years on average according to the needs of the labour market and Vietnam's training regulations.

A Programme Advisory Committee (PAC) supports programme reviews which include stakeholders like managers of provincial departments and businesses as well as lecturers at higher education institutions with similar programmes. Based on each PAC's feedback, MBA and MEM programme objectives are written as expected learning outcomes (ELOs) using Bloom's taxonomy to target different learning domains and levels. Table 8 shows the list of learning outcomes of both programmes. Each learning outcome is referenced from general national regulations and based on the comments from the advisory committee.

Table 7: Learning Outcomes of MBA and MEM

| National frameworks/ standards | | Outcomes | | |
|--------------------------------|--|-------------------------------|--|---|
| | | Business Administration (MBA) | Economic management (MEM) | |
| Knowledge | - Having deep, wide and advanced practical and theoretical knowledge, mastering the basic principles and theories in the field of research in the programs; | Basic knowledge | - ELO1.1: Synthesizing knowledge of methodology, political institutions, laws and the impact of the micro and macro economy in management - ELO1.2: Systematizing knowledge of research methodology, knowledge systems, data analysis and forecasting of socio-economic indicators | - ELO1.1. Synthesizing knowledge of methodology, political institutions, laws and the impact of the micro and macro economy in management; - ELO1.2. Systematizing knowledge of research methodology, knowledge systems, data analysis and forecasting of socio-economic indicators |
| | - Having relevant interdisciplinary knowledge - Having general knowledge of administration and management | Professional knowledge | - ELO2.1: Systematizing knowledge about behavioral and cultural organization, leadership style and human resource management; - ELO2.2B: Systematizing knowledge of organizing and operating business related to production, finance, marketing and business strategy; - ELO2.3B: Synthesizing complementary management knowledge in receiving and processing information in the face of the ever-changing business environment; | - ELO2.1. Systematizing knowledge about behavioral and cultural organization, leadership style and human resource management; - ELO2.2E. Synthesizing management knowledge on building and planning of projects and finance. - ELO2.3E. Synthesizing knowledge about economics and economic management activities associated with the national development and international integration; - ELO2.4E. Systematizing knowledge on analysis, evaluation and policy making on state management, issues of globalization. |
| Skills | - Being able to analyze, synthesize, and evaluate data and information to come up with rational solutions. - Being able to impart research-based knowledge, discussing professional and scientific issues with peers and others. - Being able to organize, administer and manage | Basic skills | - ELO 3.1: Applying a variety of data analysis methods, choosing economic models in evaluating and proposing solutions for certain problems at institutional level; - ELO3.2: Applying leadership, negotiation, persuasion and other complementary skills in administration and management at institutional level; - ELO3.3: Using English in communicating, researching and managing | - ELO3.1. Applying a variety of data analysis methods, choosing economic models in evaluating and proposing solutions for certain problems at institutional level; - ELO3.2: Applying leadership, negotiation, persuasion and other complementary skills in administration and management at institutional level; - ELO3.3: Using English in communicating, researching and managing |

Appraisal:

The qualification objectives of the programmes 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 aspired level at graduation. 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) | | | MBA, MEM, BL | | |

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

Bachelor of Law

The faculty applies a variety of strategies to integrate international skills and competencies into the law programme, for example by developing international partnerships, standardising and benchmarking against other international outcomes and teaching international courses.

In the process of designing the programme, other programmes at national and international universities were used as references, including those at Chaing Mai University in Thailand,

the University of Law in Ha Noi and Nam Can Tho University. Therefore, several programme outcomes target international competencies (see chapter 3.4).

Regarding foreign language proficiency, students are required to complete four courses in general English or submit a B1 Certificate from the Common European Framework of Reference for Language (CEFR) in order to graduate.

TVU also hosts training events that develop students' international knowledge and skills, e.g., delivering training sessions on intellectual property and organising international talks and seminars for students to study and compare the legal system of Vietnam with those in other countries.

Moreover, the teaching staff at the faculty includes professors, associate professors and doctors who have been trained at international institutes and universities. They are also encouraged to regularly attend international conferences and seminars to add to their professional experience and improve their knowledge of international law.

In addition, to achieve its goals related to international integration, TVU also encourages its faculty to learn foreign languages, which further helps to internationalise the programme through English-taught courses and bilingual lectures. TVU has several international partners and participates in international associations, which also helps law students participate in international collaborations and events (see chapter 4.3).

MBA and MEM programmes

TVU designed the MBA and MEM programmes to meet the demand for professionals who can compete in international labour markets and use foreign languages, especially English. For this purpose, the programmes are being continuously improved to help students develop an international orientation that will serve them in their career.

The faculty refers to prestigious international universities and selects expected learning outcomes that target international competencies. The two programmes were designed following models at other universities which have compatible programmes in terms of structure and objectives. For example, designing the MEM programme, TVU integrated elements from such programmes as MPA in Economic Policy Management from Columbia University (USA) and from University of Twente (Netherlands). Similarly, the MBA programme integrated elements from the same programmes at College of Mount Saint Vincent (USA), Weber State University (USA) and Central Arkansas University (USA). In addition, the programmes are designed and updated to ensure the compatibility and connection with other domestic and foreign education institutions.

Besides referencing other international programmes, the MBA and MEM programmes also target competencies that help students develop an international orientation. For instance, graduates should be able to use English for communicating, researching and working, as well as be able to evaluate the impact of the business environment on the company's operations and propose proper action plans. Furthermore, graduates should be able to adapt the organisation's working environment and social context in global integration.

The MEM programme additionally expects the graduates to synthesise knowledge about economics and economic management activities associated with the national development

and international integration. For that purpose, international case studies are included into the courses (see chapter 3.4). In addition to the programmes' designs, the faculty also ensures that its lecturers and staff are qualified to teach international contents.

The teaching staff has diverse educational backgrounds and includes PhD holders, full professors and/or assistant professors who graduated from foreign institutions. They are committed to their personal and professional development by attending international conferences and seminars. Moreover, the faculty enhances lecturers' and students' foreign language abilities through courses delivered in English or in both English and Vietnamese.

What is more, TVU and the faculty participate in activities that help provide students with an international orientation, such as by organising extracurricular activities, by coordinating with foreign institutions and by incorporating practical learning experiences, such as field trips. Furthermore, TVU also coordinates with many foreign educational institutions to share resources and expertise for training, conducting scientific research, organising international forums and seminars, hosting volunteers and fundraising. Currently, the University has more than 80 international partners from over 18 countries such as Canada, Australia, Japan and the Philippines. In addition, TVU is the only Vietnamese member of Colleges and Institutes Canada (CICan).

Appraisal:

The panel has the view that the programmes' designs appropriately take into account the required international aspects, with respect to its graduates' employability. There are international aspects in all three study programmes, such as the cooperations with Higher Education Institutions or other organisations, e.g., the Samar State University (Philippines) and Nova Scotia Community College (Canada).

Furthermore, international case studies are integrated into the courses, mostly in comparison with regional problems. The international focus for students and graduates in all three programmes is mainly on the ASEAN region.

The language requirement for English is B1 for the Master programmes, the law programme does not require English language prerequisites, but integrates language courses into the programme. The panel suggests increasing further the language level in order to support the international orientation of the students and graduates. This is in the context of a more consistent approach to foreign language skills, more staff and students on a decent English level (see chapter 3.4 and 4.).

| | | 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) | | | MBA, MEM, BL | | |

1.3 Positioning of the study programme

Bachelor of Law

In the Mekong Delta region, there are currently eight universities offering Bachelor of Law programmes including Can Tho University, Southern Can Tho University, Long An University of Industrial Economics, Cuu Long University, Tay Do University, Tien Giang University, An Giang University and Kien Giang University.

Among these universities, TVU began its law programme in 2009 and offers students modern facilities, student-centered programmes, opportunities to conduct research and apply practical knowledge and skills as well as safe and supportive learning environments and communities. During the online conference, the panel learned that, in addition to the reasons already mentioned, students also paid attention to the reputation of the lecturers and the values of the University. In addition, the link between theory and practice was clearly emphasised. On this basis, TVU strives to develop its position within the educational market with improving the quality of its programmes and services by implementing international standards.

Based on TVU's vision, the general goal of the University is to be application-oriented, so the law programme is designed to help students apply their knowledge and skills in authentic and meaningful contexts. Within the programme, the number of practice hours accounts for at least 40 % of the total programme, which helps to balance the programme's credits between time students learn general and specialised knowledge and time they practice and develop professional skills.

After graduating from the law programme, TVU students commonly want to work in such jobs as investigators, lawyers, judges, notaries, court clerks, legal advisors and law teachers at high schools, colleges and universities. Graduates from the law programme have been recruited to work in state agencies, enterprises, attorney offices and notary offices not only in Tra Vinh province but also in the provinces inside and outside the Mekong Delta region. TVU continuously evaluates whether graduates find an adequate job.

The following table lists the results of researching graduate employment for the law programme from 2016 to 2020.

Table 8: Data on employment after graduation from Bachelor of Law programme

| Year of graduation | Number of graduates | Number of graduates have their jobs after one year from their graduation | Number of students have jobs | Percentage (%) |
|--------------------|---------------------|--|------------------------------|----------------|
| 2016 | 303 | 241 | 163 | 71.81 |
| 2017 | 598 | 481 | 384 | 79.83 |
| 2018 | 167 | 157 | 116 | 73.89 |
| 2019 | 328 | 320 | 234 | 73.13 |
| 2020 | 169 | To be researched in 2021 | | |

In Vietnam and in the Mekong Delta in particular, law graduates have a high employment rate. The percentage of graduates in the Bachelor of Law programme finding employment in a relevant field one year after graduation is more than 70 %. Feedback from students suggests several reasons why the remaining students do not find jobs after graduation. For instance, some students choose to continue with graduate studies in Vietnam or

internationally to further improve their qualifications, some students immigrate to other countries with their families where jobs in the legal field are harder to get or where their qualifications are less recognised; some students must participate in the army.

Moreover, in its strategic development plan, the University has outlined several goals for the graduates of the law programme. TVU wants to train students to become professionals with scientific and technical competence, ethics and self-reliance. Students must also actively contribute to Vietnam's socio-economic development and serve the needs of local, national and international communities. They must gain the capacity to self-study and self-train to continue developing their expertise to adapt to ongoing global trends and innovations in their fields. Therefore, the Bachelor of Law programme is at the core of TVU's strategic orientation.

MBA and MEM programmes

MBA and MEM courses have been developed based on the advice and counsel from other universities in Vietnam as well as from different stakeholders like subject matter experts, lecturers, skilled employees, employers and alumni. All of the courses are designed to assure that they meet national regulations, are compatible with other programmes in the national educational system and meet the required knowledge and skills needed for economic managers and other business professionals.

In general, similar programmes are offered by the Can Tho University, University of Economics Ho Chi Minh City, University of Economics and Law (Vietnam), National Academy of Public Administration (Vietnam) and Foreign Trade University (Vietnam). Besides benchmarking against similar programmes, the structures of MBA and MEM are also heavily influenced by stakeholder data. Ongoing development and adjustment of the programmes are based on survey data from stakeholders about the desired and achieved competencies of the graduates. Using this data, the programmes have been developed to balance theoretical knowledge, practical skills and professional attitudes for learners.

Applicants are students who have a Bachelor's degree but are also working professionals with at least two years of experience in a relevant field. Most MBA and MEM students are already employed and have relatively stable jobs. The learning needs of this group are to gain insight and understanding in the field they are working in. In addition, the courses in the programmes are designed to suit the needs of students, e.g., by making class hours flexible and on the weekend so that the learners can manage their work and studies.

Moreover, TVU always provides learners with an active and safe environment for learning, researching and engaging with communities in the surrounding region. During the online conference, the students also emphasised the roles and responsibilities of lecturers in how they help students in the learning and research process.

Tra Vinh is a relatively poor province in the Mekong Delta region, where the general labour force is large but the trained labour force is small. According to a report by the Ministry of Agriculture and Rural Development, the labour force in the Mekong Delta in 2017 reached 10.6 million, an increase of 0.45 % in the period between 2012 and 2017. Moreover, there is a big difference in the level of training, as 93 % of the labour force has elementary education while the rest have intermediate, college or higher educations.

There are 14 public universities and five non-public universities in the region, so that the demand and potential for human resource training in the Mekong Delta is very high. Due to this demand, TVU's MBA and MEM programmes strives to meet local and regional needs and improve the quality of human resources in the region.⁷

For both the MBA and MEM programmes, graduates are qualified to take up senior positions at enterprises, state agencies, financial institutions, research institutes and other national and international organisations. They can also become business leaders, analysts or senior specialists at foreign enterprises, companies and state agencies. Many graduates also choose academic careers by participating in research and teaching in the fields of business and management and by continuing with PhD studies.

TVU has identified the strategic development goal to facilitate high-quality learning, teaching and scientific research that are oriented towards real-world application to meet the local and national demands for socio-economic development. These objectives to develop human resources, serve communities, promote lifelong learning and foster application-oriented teaching are guiding principles within the MBA and MEM programmes' designs. TVU sees the MBA and MEM as foundational and important programmes within the University.

Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible. The University compares the programmes to other programmes on local and national level, the focus is on the Mekong-Delta region. The programmes are also designed referring to international universities. During the online conference, TVU informed the panel that the strategy for all three programmes is to further internationalise them in the next years in order to address students with an internationally-oriented interest. The panel welcomes this intention of the University.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The Bachelor of Law trains its graduates to work in the public legal system, but also as legal advisors in the private industry. The MBA programme qualifies its graduates towards the private sector, most graduates of the MEM programme find employment in the administration sector. Most of them work in companies in the region or for governmental institutions. Some graduates also work as lecturers in the respective study programme at TVU. The panel welcomes TVU's plan to further internationalise its study programmes to provide graduates with even more diverse career paths.

The study programme is convincingly integrated into the TVU's overall strategic concept. Each study programme's qualification goals are in line with the TVU's mission and strategic planning. The panel especially welcomes the contribution of the programmes to the society.

⁷ according to MOET's Official Dispatch No. 4348/BGDDTGDDH promulgated on August 26, 2015

| | | 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 | | | MBA, MEM, BL | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates („Employability“) | | | MBA, MEM, BL | | |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept | | | MBA, MEM, BL | | |

2. Admission

Bachelor of Law

The admission requirements in Vietnam are regulated by the Ministry of Education and Training (MOET), which also applies for Tra Vinh University.⁸ Accordingly, Vietnamese universities have to develop an admission scheme and publish it on their website and the Admissions Portal of the Ministry before applicants register for the National High School Graduation (NHSG) examination.

The scheme includes such information as the training details for each programme, official enrollment information for the two latest years, quality assurance information, as well as employment and financial information. According to MOET regulations, for each year of enrollment, TVU must update its entrance requirements and officially inform candidates.

For the 2019-2020 academic year, the applicants must provide a high school diploma (notarised/certified copy) or high school graduation certificate (for candidates who have just passed the graduation exam in the enrollment year) and a certificate of national high school exam scores (notarised/certified copy) or high school transcripts (notarised/certified copy) showing that the total score of required subjects must be higher than or equal to the entrance examination score for the Bachelor programme of Law, which is publicly announced on the University website.

Candidates must meet grade requirements in one of four subject clusters including A00 (math, physics, chemistry), A01 (maths, physics, English), C00 (language and literature, history, geography) or D01 (language and literature, math, English). Evaluating these combinations of subjects during enrollment ensures candidates are able to successfully begin the law programme and meet its learning objectives in early semesters. Professional experience is not required.

Applicants can apply via the online admission portal.⁹ In 2019, TVU held two rounds of admissions where candidates applied through one of three different avenues or modes: using the results of the 2019 exam, using their high school grades or using a combination of their entrance examination and an aptitude test. The law major only uses the first of these two modes of admission. Therefore, candidate selection is based on high school examination results.

Candidates can apply to multiple programmes by registering their programme aspirations, which they must list in order of priority from high to low in their application. In the first selection stage, candidates who meet grade prerequisites are reviewed with equal status according to their examination results. If a candidate meets enrollment prerequisites and applied to more than one institution or programme, they will only be admitted to the programme they ranked highest during registration.

⁸ Circular 02/2019/TT-BGDĐT, dated February 28, 2019, on the amendment and supplement of a number of articles of the Regulation on Admission of university and college of teacher's education prescribed in Circular 05/2017/TT-BGDĐT dated January 25, 2017; which was amended and supplemented in Circular 07/2018/TT-BGDĐT dated March 1, 2018, <http://thituyensinh.vn/> (Admission scheme of the Ministry of Education and Training)

⁹ <https://tuyensinh.tvu.edu.vn/>

Selection is based on each candidate's high school grades. The University uses each candidate's grade point average (GPA) from one of the subject clusters applicable to the programme of interest. Candidates can register for two majors in the same field of study and prioritise their aspirations from high to low. If too many applicants register for one major and exceed the publicised programme quota, the University selects candidates by first ensuring they meet minimum grade requirements and then by prioritising candidates based on their GPA until the programme quota is reached.

The enrollment results using this scoring scheme are announced on TVU's website and the Admission Portal website of MOET. In the case that candidates have the same admission score, priority is given to applicants with higher grades in math to ensure that candidates with analytical abilities will be given priority in the programme.

The law programme is taught in Vietnamese. Candidates are not required to be proficient in English, but they must hold a high school diploma or equivalent as a criterion for understanding basic English. Once in the programme, students have to take English language placement tests, which helps TVU meet MOET's objective for teaching and learning foreign languages in the national education system.¹⁰ Based on the results of the English language placement tests or prior English certificates, the University can exempt or reduce English course requirements that students must take in the programme (see chapter 3.4).

MBA and MEM programmes

According to the current regulations of Vietnam's Ministry of Education and Training (MOET), the MBA and MEM programmes' processes of admission and enrollment must adhere to the regulation on training at Master's level¹¹. Like these national regulations, TVU follows several national and internal regulations that dictate its admission practices for its Master's level programmes.¹² TVU's Training Office periodically reports the admission process and results to MOET via online software to be approved.

MBA and MEM candidates are required to have a Bachelor's degree within a programme similar or relevant to the enrolled programme or have an unrelated degree and complete supplementary knowledge courses.

There are three options for the required Bachelor's degree:

- a) The Bachelor's degree is determined to be the appropriate discipline for the graduate programme when it has the same name in the List of Vietnamese education and training level IV at the Master's level or the study programmes of these two disciplines at undergraduate level differ by less than 10 % of the total number of subjects of study or credits of the specialised knowledge block.
- b) The Bachelor's degree is determined to be the one closest to the discipline when it is in the same group of discipline in the List of Vietnamese education and training level III or the

¹⁰According to the Prime Minister's Decision No. 1400/QĐ-TTg, schools should implement: "comprehensive innovation of teaching and learning foreign languages in the national education system, implementing new foreign language teaching and learning programmes at all educational levels and training levels, [...]"

¹¹ see Circular No. 15/2014/TT-BGDĐT dated May 15, 2014

¹²Decision 141/2006/QĐ-TTg of the Prime Minister, dated June 19, 2006, circular 15/2014/TT-BGDĐT of the Minister of Education and Training, dated May 15, 2014, Decision 6069/QĐ-DHTV and Decision 6069/QĐ-DHTV

study programmes of these two disciplines at undergraduate level differ from 10 % to 40 % of the total number of periods or subjects of study or credits of the specialised knowledge block.

c) The Bachelor's degree is determined to be different from the discipline when it is not in the same group of discipline in the List of Vietnamese education and training level III.

Students with with Bachelor's degree that is considered appropriate are directly eligible to participate in the entry exam of the graduate programme. The list of these Bachelor degrees shall be identified by the Head of the Department and is published in the University's annual admission notice for graduate programmes and posted on the University's website. The Rector decides to change the list in accordance with the request of the Council for Science and Training.

Students with a Bachelor's degree in the discipline that is close to and the discipline that is different from the one which is trained for in the Master programme must complete supplement knowledge courses in the undergraduate programme before taking the entrance exam. For the Bachelor's degree in the discipline close to the Master discipline, these are courses in Development Economics, Economic policy analysis and International Economics. For the Bachelor's degree that is different, courses in Management, Microeconomics, Macroeconomics and Principles of economic statistics are also added. Students must pay tuition fees for supplement courses in accordance with the current regulation on tuition fee.

Moreover, candidates are required to have a minimum of two years of work experience in the field related to the programme. The conditions for professional working experience are specified by the Rector of Tra Vinh University. Accordingly, work experience must have been gained in the fields of management and economics. In the application, the candidate clarifies his/her experience in the curriculum vitae submitted. The University has established a committee to review candidates' application documents and decide whether work experience is sufficient.¹³

Furthermore, candidates must submit a health certification, background declaration, a student information form, admission notice, identity card, birth certificate and a 3x4 photo.

The entrance exam for the two Master's majors that cover three subject areas including basic subjects (math), basic specialised subjects (economics) and foreign languages (English). For candidates who must take the English test, they must demonstrate a foreign language proficiency level by scoring at least a three on the six-level foreign language competency framework for Vietnam issued by MOET.

Candidates who have foreign language proficiency in English are exempted from the foreign language exam if they meet one of the following criteria:

- a) holding a Bachelor's degree, Master's degree or doctoral degree that required full time training in a foreign country;
- b) holding a Bachelor's degree in an advanced programme approved by MOET or Elite Technology Programme (Vietnam-PFIEV), recognised by Commission des Titres d'Ingénieur (CTI, France) recognised degrees conferred by a Vietnamese and a foreign educational institution;
- c) holding a Bachelor's degree in a foreign language; and/or

¹³ according to Circular 15/2014/TT-BGDĐT of the Ministry of Education and Training

d) holding a certificate of foreign language proficiency of at least level three on the six level foreign language competency framework for Vietnam issued by MOET or equivalent, within two years from the date of issue to that of the registration for enrollment, issued by an educational institution authorised by MOET.

Table 9: Language requirements for MBA and MEM programme

| | IELTS | TOEFL | TOEIC | Cambridge Exam | BEC | BULATS | CEFR |
|---------|-------|------------------------------|-------|----------------|-------------|--------|------|
| Level 3 | 4.5 | 450 ITP 133 CBT 45 IBT | 450 | PET | Preliminary | 40 | B1 |

TVU’s website provides full enrollment information including time requirements to potential applicants and the wider community. After the admission results are available, successful applicants are notified through such information channels as posting on the website of the Graduate Department, emailing each candidate and sending a letter by post.

For all programmes

TVU’s Admissions Advisory Committee ensures the validity and accuracy of the information provided to the potential candidates and is headed by the Vice-Chancellor in charge of academics and includes the heads of related offices.

The Department for Communication and Community Engagement organises recruitment consulting activities. Enrollment requirements and counselling are publicly available on MOET’s website¹⁴, TVU’s general website¹⁵, the Faculty’s website¹⁶, Facebook¹⁷, Zalo or telephone.

Candidates can consult with TVU staff using one or more of these channels from 7am to 5pm every day. Furthermore, TVU posts admission announcements on newspapers and radio/TV stations regionally and nationally. **For the law programme**, enrollment counselling manual and posters are widely distributed to high schools in the area and neighboring provinces, as well as the Handbook for the law programme.

In addition, TVU creates partnerships with high schools and provides career counselling sessions for high school students on a regular basis. The Youth Union and students of the faculty provide career counselling and guidance to high school students in and out of the province through their activities. On the campus of TVU, potential applicants can get counselling at the consultation counter (Main campus) by a faculty staff and volunteer students or participate at a counselling session at the University.

TVU gives special attention to candidates who belong to vulnerable populations when they enroll to programmes at TVU. It describes priority policies for different groups, e.g., candidates who live in remote areas, who are disabled – for example, people recognised by the provincial People's Committee as having deformities as a result of toxic chemicals or are the offspring of chemical-infected war participants – or who belong to ethnic minorities, they

¹⁴<https://thi.moet.gov.vn/>

¹⁵<https://tuvensinh.tvu.edu.vn/>

¹⁶<https://el.tvu.edu.vn/>

¹⁷<https://www.facebook.com/KHOAKINHTELUAT/>

are given allowances or extra points on their entrance exam results according to the regulation. In case there are many candidates with the same score on the two entrance exams, successful candidates are determined in the order of priority as outlined by TVU's regulations and commitments. Female candidates are given priority to ensure gender equality. Afterwards, candidates with higher scores in the key subjects of the industry or major are given priority.

For the MBA and MEM programme additionally applies that those who are exempt from the foreign language test or who have a higher score in a foreign language subject are given priority. Under TVU regulations, candidates have the right to request retesting for their entrance exams.

Appraisal:

TVU has clearly defined the admission requirements. The national requirements regarding Bachelor and Master programmes are presented and taken into account.

Applicants have several possibilities to get information on the three study programmes. They can directly turn to a student counselling service at the faculty or the consultation desk on the campus for clarification of specific questions, of personal aptitude or of career perspectives. Personal and individual dialogue between applicants and TVU is provided by defined office hours, by telephone and via e-mail. Furthermore, the University ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

The selection procedure is transparent and ensures that qualified students are admitted for all three study programmes.

For the Bachelor degree programme, professional experience is not required. For the MEM and MBA, the required professional experience corresponds to the defined qualification profile of entrants and the study programme's objectives. Certified proof of experience must be shown at the time of the admission. For the MBA additionally applies that the two years of professional experience after the first higher education qualification are required to start the programme, which fulfills the requirements of the EQUAL MBA guidelines.

For the Bachelor of Law programme, a high school diploma as a proof of English language proficiency is required. A test of the English level is scheduled for students after starting the programme to support their further development. For the MBA and MEM programme, the admission requirements include an entrance test of the English language with a prescribed outcome of at least B1 level. This ensures that students are able to successfully complete the study programme.

The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. The panel recommends publishing the admission procedure in English on the University's website.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

Bachelor of Law

The design of the programme follows an educational philosophy that prioritises practical, ethical and responsible training. The structure shall ensure that the subjects continuously builds on students' prior knowledge and understanding and achieve the corresponding expected learning outcomes. Moreover, students shall gain practical skills with hands-on teaching methods and experiential learning tasks that mirror real-life tasks and challenges in the law field. All information related to the programme are on the websites of TVU and the Faculty of Economics and Law. The programme is evaluated and revised every two years.

The law programme includes a total of 126 national credits, which students must take over a duration of seven semesters over 3.5 years. The number of credits is consistent with national regulations for undergraduate programmes.¹⁸ Following the vision and missions of TVU, the law programme has been designed and structured to help students

- a) to acquire basic and specialised knowledge of law;
- b) to know how to effectively apply knowledge in practical and real-life contexts;
- c) to be oriented to develop their careers through lifelong study;
- d) to know how to build and develop harmoniously social relationships; and
- e) to meet the development requirements of Vietnam while it is in the process of industrialisation, modernisation and international integration.

Further articulated in Table 10, the structure of the law programme has two blocks of knowledge that include general education knowledge and specialised education knowledge.

Table 10: Structure of the Bachelor of Law programme

| No. | The program structure | Credit | Theory | Practice |
|-----------|--|------------|-----------|-----------|
| I | General education knowledge | 50 | 31 | 19 |
| 1.1 | Political theory | 10 | 10 | 0 |
| 1.2 | Social science – humanities | 16 | 10 | 6 |
| 1.3 | English competence | 13 | 8 | 5 |
| 1.4 | Math - Informatics - Science | 3 | 1 | 2 |
| 1.5 | Elective | 8 | 2 | 6 |
| II | Specialized education knowledge | 76 | 42 | 34 |
| 2.1 | Foundation knowledge | 4 | 3 | 1 |
| 2.2 | Specialized knowledge | 60 | 38 | 22 |
| | Compulsory* | 48 | 28 | 20 |
| | Elective* | 12 | 10 | 2 |
| 2.3 | Extracurricular skills | 2 | 1 | 1 |
| 2.4 | Graduation | 10 | 0 | 10 |
| | Total number of credits | 126 | 73 | 53 |

In the first year, the programme is designed with subjects in a general knowledge block that consists of political theory, foreign languages, as well as social science and humanities theory. These general subjects help students understand the theories, viewpoints, guidelines

¹⁸Circular No. 07/2015/TT-BGDĐT dated April 16, 2015

and policies of the Vietnamese Party and the State's laws to serve as a foundation for studying law specialisations in the following semesters.

In addition, students must study subject prerequisites to acquire foundational knowledge for further study and research within such courses as State and Law theory 1, State and Law Theory 2 and Constitutional Law.

The programme's curriculum is divided into different knowledge blocks. Initially, a basic knowledge block is designed for students to learn prior to a specialised knowledge block, e.g., content law is to learn before formal law. And a professional knowledge block is designed to be studied before or in parallel with other knowledge blocks.

Table 11: Curriculum overview Bachelor of Law

| No. | Title of Module | Credit Points per Semester | | | | | | | Workload | | Method of Teaching | Form and Examinations | Duration of |
|-----------|---|----------------------------|------|------|---|---|---|---|----------------|------------------|--------------------|--|-------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Hours in Class | Hours Self-Study | | | |
| S1 | 1st Semester | 21.25 | | | | | | | 275 | 362.5 | | | |
| | Compulsory subjects | 21.25 | | | | | | | 275 | 362.5 | | | |
| 1 | Non-English major 1 | 3.75 | | | | | | | 50 | 62.5 | L/G/P | Exam Paper (60 -120 Mins)/ Presentation/ Group Assignments | |
| 2 | Basic Principles of Marxism - Leninism | 6.25 | | | | | | | 62.5 | 120 | L/G/P | Exam Paper (90 -120 Mins)/ Presentation/ Group Assignments | |
| 3 | Basic Applied Informatics | 3.75 | | | | | | | 62.5 | 50 | L/G/P/Pr | Exam Paper (90 -120 Mins)/ Presentation/ Group Assignments | |
| 4 | General Psychology | 2.5 | | | | | | | 37.5 | 37.5 | L/G/P | Exam Paper (60 -120 Mins)/ Presentation/ Group Assignments | |
| 5 | General Sociology | 2.5 | | | | | | | 37.5 | 37.5 | L/G/P | Exam Paper (60 -120 Mins)/ Presentation/ Group Assignments | |
| 6 | Theory of State and Laws 1 | 2.5 | | | | | | | 25 | 50 | L/G/P | Exam Paper (60 -120 Mins)/ Presentation/ Group Assignments | |
| S2 | 2nd Semester | 20 | | | | | | | 262.5 | 337.5 | | | |
| | Compulsory subjects | 20 | | | | | | | 315 | 405 | | | |
| 7 | Non-major English 2 | | 5 | | | | | | 75 | 75 | L/G/P | Multiple choice test (90 Mins) & Practice speaking skills | |
| 8 | Ideologies of Ho Chi Minh | | 2.5 | | | | | | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments | |
| 9 | General Logics | | 2.5 | | | | | | 37.5 | 37.5 | L/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments | |
| 10 | Vietnamese practice | | 3.75 | | | | | | 50 | 62.5 | L/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments | |
| 11 | Theory of State and Laws 2 | | 2.5 | | | | | | 37.5 | 37.5 | L/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments | |
| 12 | History of the State and Vietnam's law | | 3.75 | | | | | | 37.5 | 75 | L/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments | |
| S3 | 3rd Semester | 25 | | | | | | | 350 | 400 | | | |
| | Compulsory subjects | 18.75 | | | | | | | 250 | 375 | | | |
| 13 | Revolutionary lines of Vietnamese Communist Party | | | 3.75 | | | | | 37.5 | 75 | L/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments | |
| 14 | Non-major English 3 | | | 3.75 | | | | | 50 | 62.5 | L/G/P | Multiple choice test (90 Mins) & Practice speaking skills | |
| 15 | Civil Law 1 | | | 2.5 | | | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (90 - 120 Mins)/ Project Essay | |
| 16 | Criminal Law: General | | | 3.75 | | | | | 50 | 62.5 | L/C/G/P | Exam Paper (75 - 90 Mins)/ Project Essay | |

| | | | | | | | | | | | |
|----------------------------|--------------------------------------|--------------|--|------|--|------|--|--------------|--------------|----------------|--|
| 17 | Commercial Law 1 | | | 2.5 | | | | 3.75 | 3.75 | L/C/G/P | Exam Paper (90 - 120 Mins)/ Project Essay |
| 18 | Constitutional Law | | | 2.5 | | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (60 - 120 Mins)/ Project Essay |
| Elective subjects | | 6.25 | | | | | | 100 | 87.5 | | |
| 19 | Economics | | | 2.5 | | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 20 | Law on Social security | | | 2.5 | | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 21 | Law on Inspection | | | 1.25 | | | | 25 | 12.5 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 22 | History of Legal doctrines | | | 1.25 | | | | 25 | 12.5 | L/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 23 | Vietnamese Cultural Foundation | | | 2.5 | | | | 37.5 | 37.5 | L/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| S4 | 4th Semester | 27.5 | | | | | | 400 | 425 | | |
| Compulsory subjects | | 21.25 | | | | | | 300 | 337.5 | | |
| 24 | Non-major English 4 | | | | | 3.75 | | 50 | 62.5 | L/G/P | Multiple choice test (90 Mins) & Practice speaking skills |
| 25 | Career approach and development | | | | | 2.5 | | 37.5 | 37.5 | L/C/S/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 26 | Criminal Law: Crimes | | | | | 2.5 | | 37.5 | 37.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 27 | Civil Law 2 | | | | | 2.5 | | 37.5 | 37.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 28 | Commercial Law 2 | | | | | 3.75 | | 50 | 62.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 29 | Administrative Law | | | | | 3.75 | | 50 | 62.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 30 | Marital Act | | | | | 2.5 | | 37.5 | 37.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| Elective subjects | | 6.25 | | | | | | 100 | 87.5 | | |
| 31 | Law on Competition | | | | | 1.25 | | 25 | 12.5 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 32 | Law on anti-corruption | | | | | 2.5 | | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 33 | Law on notarization | | | | | 1.25 | | 25 | 12.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 34 | Law on complaints and denunciations | | | | | 1.25 | | 25 | 12.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 35 | Civil liability outside the contract | | | | | 2.5 | | 37.5 | 37.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 36 | Law on e-commerce | | | | | 2.5 | | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| S5 | 5th Semester | 26.25 | | | | | | 350 | 437.5 | | |
| Compulsory subjects | | 20 | | | | | | 291.6 | 325 | | |
| 37 | Drafting legal documents | | | | | 2.5 | | 45 | 45 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 38 | Criminal Procedure Law 1 | | | | | 2.5 | | 45 | 45 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 39 | Civil Procedure Law 1 | | | | | 2.5 | | 30 | 60 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 40 | Land Law | | | | | 2.5 | | 45 | 45 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 41 | International Justice | | | | | 3.75 | | 60 | 75 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 42 | Banking Law | | | | | 2.5 | | 45 | 45 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 43 | Labor Law | | | | | 3.75 | | 50 | 62.5 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| Elective subjects | | 6.25 | | | | | | 75 | 112.5 | | |
| 44 | Law on administrative proceedings | | | | | 2.5 | | 37.5 | 37.5 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 45 | Criminology | | | | | 2.5 | | 25 | 50 | L/C/G/P/P r | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 46 | Law on import and export activities | | | | | 1.25 | | 25 | 12.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |

| | | | | | | | | | | | | |
|---|---------------------------------------|--------------|-----------|-----------|-------------|--------------|-----------|-------------|---------------|---------------|----------|--|
| 47 | Contract negotiation | | | | | 1.25 | | | 25 | 12.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 48 | Investment Law | | | | | 2.5 | | | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 49 | Comparative Law | | | | | 2.5 | | | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 56 | 6th Semester | 25 | | | | | | | 350 | 400 | | |
| | Compulsory subjects | 18.75 | | | | | | | 275 | 287.5 | | |
| 50 | Criminal Procedure Law 2 | | | | | 2.5 | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 51 | Civil Procedure Law 2 | | | | | 2.5 | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 52 | Public International Law | | | | | 2.5 | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 53 | Scientific research methods in law | | | | | 2.5 | | | 37.5 | 37.5 | L/C/G/P | Project Essay/ Presentation/ Seminar Paper |
| 54 | Law on State Finance | | | | | 3.75 | | | 50 | 62.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 55 | Environment Law | | | | | 2.5 | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 56 | Intellectual Property Law | | | | | 2.5 | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| | Elective subjects | 6.25 | | | | | | | 75 | 112.5 | | |
| 57 | Criminal psychology | | | | | 2.5 | | | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 58 | Law on Securities | | | | | 2.5 | | | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 59 | Law on urban administration | | | | | 2.5 | | | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 60 | Law on insurance business | | | | | 1.25 | | | 25 | 12.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 61 | Mediation, legal propaganda | | | | | 2.5 | | | 25 | 50 | L/C/G/P | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| 62 | International Trade Law | | | | | 2.5 | | | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 63 | Court profession | | | | | 1.25 | | | 25 | 12.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 64 | Science of criminal investigation | | | | | 1.25 | | | 25 | 12.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| 57 | 7th Semester | 12.5 | | | | | | | | | | |
| | Compulsory subjects | 12.5 | | | | | | | 375 | | | |
| 65 | Internship | | | | | | | 3.75 | 112.5 | | C/G/P/Pr | work evaluating |
| Case 1 | | | | | | | | | | | | |
| 66 | Thesis | | | | | | | 8.75 | 262.5 | | C/G/P/S | Seminar Paper |
| Case 2 | | | | | | | | | | | | |
| 67 | Or alternatives: | | | | | | | | | | | |
| | Minor thesis | | | | | | | 5 | 150 | | C/G/P/S | Seminar Paper |
| | Law sociology | | | | | | | 2.5 | 25 | 50 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| | Citizenship - Human rights | | | | | | | 1.25 | 25 | 12.5 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| TOTAL 157.5 credits (Excluded 8.25 credits GDTC&GDQP) | | 21.25 | 20 | 25 | 27.5 | 26.25 | 25 | 12.5 | 1987.5 | 2737.5 | | |

Note: L: Lecture course; C: Case-study; S: Seminar; G: Group-working; P: Presentation; Pr: Practice on the computer

The name of the law programme was determined based on the principles for designing programmes at TVU as well as the MOET's regulations.¹⁹ In Vietnam, Bachelor's degrees in the natural sciences, social sciences and humanities are normally named after the discipline

¹⁹Circular No. 24/2017/TT-BGDĐT, dated October 10, 2017 promulgating the List of Education and Training Level IV, undergraduate level

of study. Thus, after completing the law programme, TVU students are awarded a Bachelor of Law degree.

Integration of theory and practice

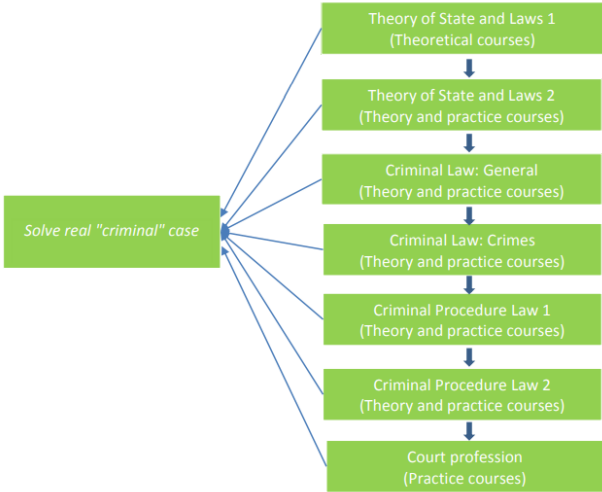
The law programme is designed to balance both theoretical and practical content that target the knowledge, skills and values articulated in the programme’s learning outcomes. This balance between theory and practice is achieved through in-class experiential learning activities and in-field activities and practicums.

This balance between theory and practice in the law programme is reflected within the theoretical courses, practical courses and courses with a combination of both. The latter are integral for helping students develop their professional knowledge and skills and account for the majority of courses in the programme.

Graduates must meet a number of professional and personal competency standards that reflect their ability to balance theoretical knowledge and practical skills in the field. For example, professional competencies include students’ abilities to solve cases, conduct scientific and legal research, as well as provide legal advice, while personal competencies include students’ abilities to communicate, start a business, contribute to and lead teams, as well as self-study. In addition, graduates must internalise professional attitudes and values that reflect their ability to balance theory and practice, e.g., by ensuring they comply with laws and regulations, are honest and apply professional ethics in their decision-making.

In addition, TVU also regularly organises extracurricular activities to develop students’ practical competencies and professional skills, such as “Youth and Law” contests, simulation courts, talks, legal clubs and on-campus legal consultations. These activities aim to not only help students apply the knowledge they learn from the programme within real-life contexts but also help students contribute to the broader community. For example, to solve real-life criminal cases during simulation courts and contests, students must learn how to apply the contents illustrated in the following figure.

Figure 1: Theory and practice in Bachelor of Law programme



Interdisciplinary thinking

The programme has 50 credits that focus on general knowledge based in multiple disciplines and this general knowledge block gives students foundational knowledge that is applicable to many other subjects and programmes. For example, courses on the theory of politics help students understand the views of Vietnam's Political Party which helps them broaden their understanding of state and law. Moreover, TVU has many student groups and organisations where law students can work and collaborate with other students from different disciplines. These groups and activities not only include those directly related to law but also include such groups and activities as English clubs, environmental clubs, volunteer associations, cultural associations, student unions, soft skill contents and small business incubators.

Ethical aspects

Ethics are integrated in the training goals and learning outcomes of the law programme and are taught and evaluated in such subjects as anti-corruption law, criminal psychology, citizenship and human rights, mediation and legal propaganda. Lecturers must integrate the teaching and formation of ethics and attitudes within their courses to help students demonstrate they can apply legal and professional ethics in practice.

In addition to regular courses, students' attitude and ethics are also assessed during internships at placement agencies or enterprises using a student internship evaluation form. This provides an objective measure of students' professional qualities and attitudes and it is also an important feedback tool that allows employers to suggest how the programme can better support students' ethical thinking and decision-making.

Methods and scientific practice

Learning how to conduct scientific research is compulsory in the law programme. In particular, the compulsory subject "Scientific Research Methods" provides students with the knowledge, methods and tools to conduct research. After completing this subject, students learn how to conduct a defensible scientific research project on their own, which they must demonstrate in a final course assessment.

In addition to this course, students are also required to apply the theoretical knowledge they acquired throughout the programme when conducting research in a specialised field during their final semester to complete their thesis. Lecturers who teach the subject "Scientific Research Methods in Law" as well as those who guide students when completing their theses and graduation essays all have knowledge, skills and experience related to conducting scientific research. Under the guidance of lecturers, students are encouraged to develop their theses and essays into articles that are publishable in scientific journals. To support research and publishing, the faculty has established a Scientific Research Club to create a secondary environment for students that supports their development as researchers and provides different opportunities to collaborate.

In addition, students can participate in many extra-curricular activities to improve their research skills such as seminars and training sessions on scientific research. When students are writing up and publishing their research, they must also follow TVU's regulations on

citation and anti-plagiarism. Graduation theses must clearly cite sources in accordance with TVU's regulations on intellectual property. Within the 2020-2021 academic year, a plagiarism tool was provided to all students conducting graduation theses and essays that allows them to self-check their work to detect and correct plagiarism errors. When required, thesis review committees can also use this tool or ask students to review their work to mitigate plagiarism errors.

Examinations and final thesis

To complete the programme, students must undergo two levels of assessment that include an end-of-course assessment and an end-of-course assessment. Both types of assessments are conducted according to a publicly issued process that aims to create objectivity, fairness and transparency. Accordingly, each subject has two assessment periods that each contribute 50 % to a student's grade: continuous assessment which evaluates students' learning during the course and post-course assessment which evaluates the students' overall learning in the subject.

For their graduation thesis or graduation essay, students only go through one evaluation of their final results by at least two independent lecturers. For each course, the assessment descriptions and tools are designed to closely align with the learning outcomes that have been provided in course syllabi and subject descriptions.

Near the end of the programme, theses are evaluated based on professional content which accounts for 70 % of the course's score and on the final presentation which accounts for 30 % of the course's score. After each student presents a summary of their thesis, two evaluating lecturers ask the student questions to assess the depth of the student's understanding and research before each lecturer marks the presentation and thesis independently.

If the two evaluators' scores differ by more than 1.5 points on a ten-point scale, they must agree on the score with written documentation to arrive at a final result. A passing score must be five or higher on a ten-point scale and is calculated by averaging the score of the two evaluators. The score is announced to students at the end of the reporting day, and if a student fails they must re-register to improve and represent their thesis within three to six months.

For the graduation internship, students are evaluated by the placement agencies based on provided tools and criteria.

Lecturers are encouraged to provide students with assessment descriptions and tools at the beginning of courses, which are shown on the course syllabus and published in course websites on TVU's eLearning platform. Student evaluation results are given to students in the classroom, on the eLearning platform, on the faculty's website, and the University's grade management system. Students have the right to complain or respond to assessment results within a specified time. They receive feedback from teaching staff through assessments or from their supervisor during student meetings. Course assessment is carried out using a variety of forms and methods depending on the targeted learning outcomes and content of each subject.

Regarding the final exams, lecturers submit their assessment scheme to an independent reviewer who then ensures it is objective, reliable and valid. Both the test developers and the reviewers must be involved in professional teaching and assigned by the Head of the Department.

MBA and MEM programmes

The structure of the programmes must be in line with the regulations issued by MOET regarding programme building, with the University's strategic goals and meet stakeholder requirements and the demands of the labour market.

Based on the objectives, the study programmes are divided into three parts, including general knowledge section, basic and specialised knowledge and a thesis. The programme duration is four semesters delivered over two years. Programme coherence is achieved through building knowledge, skills, competencies and experiences within integrated courses over the four semesters.

The first two semesters are comprised of courses that provide a foundation of compulsory knowledge and learning requirements. In the remaining two semesters, students combine all they have learned with practical experience to write a final thesis which must be relevant to their major.

The students need to show that the research problem meets the practical needs of their organisations or help solve socio-economic problems. Tables 12 and 13 present an overview of the structure of the MBA and MEM programmes.

In the first year, students are taught theoretical and philosophical knowledge, basic knowledge and specialised knowledge so they can prepare for writing their graduation thesis in the second year. The specific programme structure includes both compulsory units as well as elective units. While compulsory units teach basic and in-depth field knowledge as a foundation for students' specialisations, elective units include interdisciplinary knowledge that compliments students' specialisations.

Students can select the units based on their study plan developed at the beginning of the year. The number of credits in each course is used to measure student learning. The learning process, learning contents, and assessment methods are clearly shown in the subject descriptions. The learning outcomes are designed according to Bloom's Taxonomy to categorise and level each learning outcome and ensure they are also compatible with the matrix of programme learning outcomes.

Table 12: Curriculum Overview of MBA programme

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | Workload | | Method of Teaching | Form and Duration of Examinations |
|-----------|---|----------------------------|----|----|----|----------------|------------------|------------------------------|--|
| | | 1. | 2. | 3. | 4. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar | |
| S1 | 1st Semester | 22.50 | | | | 262.5 | 412.5 | | |
| | Compulsory subjects | 15.00 | | | | 187.5 | 262.5 | | |
| S 1.1 | Philosophy | 5.00 | | | | 50.0 | 100.0 | L/C/G | Exam Paper (90-120 Mins)/ Presentation/ Individual Essay |
| S 1.2 | Scientific research methods in business | 2.50 | | | | 37.5 | 37.5 | L/C/G/Pr | Exam Paper (90 - 120 Mins)/ Individual Assignments |
| S 1.3 | Applied economics in Business | 3.75 | | | | 50.0 | 62.5 | L/C/G | Exam Paper (90-120 Mins)/ Group Assignments/ Presentation |
| S 1.4 | Quantitative analysis in business | 3.75 | | | | 50.0 | 62.5 | L/C/G/Pr | Exam Paper (90-120 Mins)/ Presentation/ Group Essay |
| | Elective subjects | 7.50 | | | | 75.0 | 150.0 | | |
| S 1.5 | Advanced Quality Management | 2.50 | | | | 25.0 | 50.0 | L/C/G | Exam Paper (90-120 Mins)/ Presentation/ Group Essay |
| S 1.6 | Organizational behavior | 2.50 | | | | 25.0 | 50.0 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Essay |
| S 1.7 | Corporate law | 2.50 | | | | 25.0 | 50.0 | L/C/G | Exam Paper (60-180 Min)/ Individual Assignments/ Group Essay |
| S 1.8 | Statistics and forecasts in business | 2.50 | | | | 37.5 | 37.5 | L/C/G/Pr/S | Exam Paper (60-180 Min)/ Group Essay/ Presentation/ Seminar |
| S 1.9 | Business negotiation | 2.50 | | | | 25.0 | 50.0 | L/C/G | Exam Paper (60-180 Min)/ Group Essay/ Presentation |

| | | | | | | | | |
|-----------|---------------------------------------|--------------|--|--|--------------|--------------|------------|--|
| S 1.10 | International marketing | 2.50 | | | 25.0 | 50.0 | L/C/G | Exam Paper (60-180 Min)/ Group Essay/ Presentation |
| S 1.11 | Mergers and acquisitions | 2.50 | | | 25.0 | 50.0 | L/C/G | Exam Paper (60-180 Min)/ Group Essay/ Presentation |
| S 1.12 | Qualitative research methods | 2.50 | | | 25.0 | 50.0 | L/C/G/Pr/S | Exam Paper (90-120 Mins)/ Essay/ Presentation/ Seminar |
| S2 | 2nd Semester | 18.75 | | | 200.0 | 362.5 | | |
| | Compulsory subjects | 13.75 | | | 150.0 | 262.5 | | |
| S 2.1 | Advanced Marketing research | 3.75 | | | 37.5 | 75.0 | L/C/G/Pr | Exam Paper (60-180 Mins)/ Presentation/ Group Essay |
| S 2.2 | Advanced Human Resource Management | 3.75 | | | 37.5 | 75.0 | L/C/G | Exam Paper (60-180 Mins)/ Presentation/ Group Essay |
| S 2.3 | International Business Management | 2.50 | | | 37.5 | 37.5 | L/C/G/P | Exam Paper (60-180 Mins)/ Presentation/ Group Essay |
| S 2.4 | Corporate finance | 3.75 | | | 37.5 | 75.0 | L/C/G | Exam Paper (60-180 Mins)/ Presentation/ Group Essay |
| | Elective subjects | 5.00 | | | 50.0 | 100.0 | | |
| S 2.5 | Risk management | 2.50 | | | 25.0 | 50.0 | L/C/G/P | Exam Paper (60-180 Mins)/ Presentation/ Group Essay |
| S 2.6 | Business Ethics and Corporate Culture | 2.50 | | | 25.0 | 50.0 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Essay |
| S 2.7 | The art of leadership | 2.50 | | | 25.0 | 50.0 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Essay |
| S 2.8 | Information system management | 2.50 | | | 37.5 | 37.5 | L/C/G | Exam Paper (90-120 Mins)/ Presentation/ Essay |
| S 2.9 | Economic law | 2.50 | | | 25.0 | 50.0 | L/C/G | Exam Paper (90-120 Mins)/ Individual Essay |

| | | | | | | | | | |
|----------------------------|---------------------------------------|--------------|--------------|--------------|--------------|--------------|----------------|---------|--|
| S3 | 3rd Semester | | | 21.25 | | 212.5 | 425.0 | | |
| Compulsory subjects | | | | 11.25 | | 112.5 | 225.0 | | |
| S 3.1 | Advanced Strategic Management | | | 3.75 | | 37.5 | 75.0 | L/C/G/S | Exam Paper (90-120 Mins)/ Seminar Paper/ Project Essay |
| S 3.2 | Production and Operations Management | | | 3.75 | | 37.5 | 75.0 | L/C/G/P | Group Essay/ Exam Paper (90-120 Mins)/ Presentation |
| S 3.3 | Change management | | | 3.75 | | 37.5 | 75.0 | L/C/G | Group Essay/ Exam Paper (90-120 Mins)/ Presentation |
| S 3.4 | Academic English | | | | | | | L/C/G | Multiple choice test (90 Min) & Practice speaking skills |
| Elective subjects | | | | 10.00 | | 100.0 | 200.0 | | |
| S 3.5 | Logistics and Supply chain management | | | 3.75 | | 37.5 | 75.0 | L/C/G/P | Exam Paper (90-120 Mins)/ Group Essay/ Presentation |
| S 3.6 | Project management | | | 3.75 | | 37.5 | 75.0 | L/C/G | Exam Paper (90-120 Mins)/ Group Essay/ Presentation |
| S 3.7 | New product development management | | | 2.50 | | 25.0 | 50.0 | L/C/G | Exam Paper (90-120 Mins)/ Group Essay/ Presentation |
| S 3.8 | Brand management | | | 3.75 | | 37.5 | 75.0 | L/C/G | Exam Paper (90-120 Mins)/ Group Essay/ Presentation |
| S 3.9 | Start up a business | | | 2.50 | | 25.0 | 50.0 | L/C/G | Exam Paper (90-120 Mins)/ Individual Project/ Presentation |
| S4 | 4th Semester | | | | | 12.50 | 375.0 | | |
| S4.1 | Thesis | | | | | 12.50 | 375.0 | S/P | Thesis defense |
| Total | | 22.50 | 18.75 | 21.25 | 12.50 | 675.0 | 1,575.0 | | |

Remark: converted into ECTS; L: Lecture course; C: Case-study; S: Seminar; G: Group-working; P: Presentation; Pr: Practice on the computer

Table 13: Curriculum Overview of MEM programme

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | Workload | | Method of Teaching | Form and Duration of Examinations |
|-----------|--|----------------------------|--------------|----|----|----------------|------------------|------------------------------|--|
| | | 1. | 2. | 3. | 4. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar | |
| S1 | 1st Semester | 22.50 | | | | 250.0 | 425.0 | | |
| | Compulsory subjects | 15.00 | | | | 175.0 | 275.0 | | |
| S1.1 | Philosophy | 5.00 | | | | 50.0 | 100.0 | L/C/G | Exam Paper (90-120 Mins)/ Presentation/ Individual Assignments |
| S1.2 | Quantitative analysis | 3.75 | | | | 50.0 | 62.5 | L/C/G/Pr | Exam Paper (90-120 Mins)/ Group Assignments |
| S1.3 | Human resource management | 3.75 | | | | 37.5 | 75.0 | L/C/G | Exam Paper (60-180 Mins)/ Presentation/ Project Essay |
| S1.4 | Scientific research methods in economics | 2.50 | | | | 37.5 | 37.5 | L/C/G/Pr | Exam Paper (90 - 120 Mins)/ Individual Assignments |
| | Elective subjects | 7.50 | | | | 75.0 | 150.0 | | |
| S1.5 | State budget management | 3.75 | | | | 37.5 | 75.0 | L/C/G | Exam Paper (60 - 90 Mins)/ Project Essay |
| S1.6 | Advanced strategic management | 3.75 | | | | 37.5 | 75.0 | L/C/G/S | Exam Paper (90-120 Mins)/ Seminar Paper/ Project Essay |
| S1.7 | Supply chain management | 3.75 | | | | 37.5 | 75.0 | L/C/G/P | Exam Paper (90-120 Mins)/ Group Assignments/ Presentation |
| S1.8 | Advanced statistics | 3.75 | | | | 50.0 | 62.5 | L/C/G/Pr | Exam Paper (60-180 Mins)/ Group Assignments |
| S2 | 2nd Semester | | 21.25 | | | 237.5 | 400.0 | | |
| | Compulsory subjects | | 16.25 | | | 187.5 | 300.0 | | |
| S2.1 | Project management | | 3.75 | | | 50.0 | 62.5 | L/C/G | Exam Paper (90-120 Mins)/ Group Assignments/ Presentation |
| S2.2 | Applied economics in management | | 3.75 | | | 50.0 | 62.5 | L/C/G | Exam Paper (90-120 Mins)/ Group Assignments/ Presentation |
| S2.3 | Planning and financial management | | 3.75 | | | 37.5 | 75.0 | L/C/G | Exam Paper (60 - 120 Mins)/ Project Essay |

| | | | | | | | | |
|----------------------------|---|--|--------------|--------------|--------------|--------------|---------|--|
| S2.4 | Economic and regional management | | 2.50 | | 25.0 | 50.0 | L/C/G/P | Exam Paper (60 - 120 Mins)/ Group (Individual) Assignments/ Presentation |
| S2.5 | Advanced public finance | | 2.50 | | 25.0 | 50.0 | L/C/G | Exam Paper (60 - 120 Mins)/ Group Assignments |
| Elective subjects | | | 5.00 | | 50.0 | 100.0 | | |
| S2.6 | Economic law | | 2.50 | | 25.0 | 50.0 | L/C/G | Exam Paper (90-120 Mins)/ Individual Assignments |
| S2.7 | The art of leadership | | 2.50 | | 25.0 | 50.0 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Assignments |
| S2.8 | International financial policies and issues | | 2.50 | | 25.0 | 50.0 | L/C/G | Exam Paper (60 - 120 Mins)/ Assignments |
| S2.9 | Organizational behavior | | 2.50 | | 25.0 | 50.0 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| S3 | 3rd Semester | | | 18.75 | 187.5 | 375.0 | | |
| Compulsory subjects | | | 8.75 | | 87.5 | 175.0 | | |
| S3.1 | Academic English | | | | | | L/C/G | Multiple choice test (90 Mins) & Practice speaking skills |
| S3.2 | Advanced economic policy analysis | | 2.50 | | 25.0 | 50.0 | L/C/G/P | Exam Paper (90 - 120 Mins)/ Project Essay |
| S3.3 | Advanced state economic governance | | 3.75 | | 37.5 | 75.0 | L/C/G | Exam Paper (90 - 120 Mins)/ Project Essay |
| S3.4 | Research-oriented thesis design | | 2.50 | | 25.0 | 50.0 | L/C/G/S | Project Essay/ Presentation/ Seminar Paper |
| Elective subjects | | | 10.00 | | 100.0 | 200.0 | | |
| S3.5 | Business ethics and corporate culture | | 3.75 | | 37.5 | 75.0 | L/C/G/P | Exam Paper (90-120 Mins)/ Presentation/ Assignments |
| S3.6 | Natural resources - Environment management | | 2.50 | | 25.0 | 50.0 | L/C/G | Exam Paper (90-120 Mins)/ Presentation/ Assignments |
| S3.7 | Economics and industrial management | | 3.75 | | 37.5 | 75.0 | L/C/G/S | Exam Paper (60-120 Mins)/ Group Assignments/ |

| | | | | | | | | | |
|--------------|----------------------------|--------------|--------------|--------------|--------------|--------------|----------------|---------|---|
| S3.8 | Corporate finance | | | 3.75 | | 37.5 | 75.0 | L/C/G | Exam Paper (60 - 120 Mins)/ Group Assignments |
| S3.9 | Advanced public governance | | | 2.50 | | 25.0 | 50.0 | L/C/G/S | Exam Paper (60 - 90 Mins)/ Assignments/ Seminar Paper |
| S3.10 | Quality Management | | | 2.50 | | 25.0 | 50.0 | L/C/G | Exam Paper (90-120 Mins)/ Presentation/ Group Assignments |
| S4 | 4th Semester | | | | 12.50 | | 375.0 | | |
| S4.1 | Thesis | | | | 12.50 | | 375.0 | S/P | Thesis defense |
| Total | | 22.50 | 21.25 | 18.75 | 12.50 | 675.0 | 1,575.0 | | |

Remark: converted into ECTS; L: Lecture course; C: Case-study; S: Seminar; G: Group-working; P: Presentation; Pr: Practice on the computer

The MBA and MEM programmes shall aim to train learners in managerial positions, with high universality, towards compatibility with the standards of advanced programmes. Figure 2 shows the compatibility of the content of the MBA programme with the European Framework Standards (EQUAL) for the field of business and management. The content is suitable for learners working in enterprises and designed with a focus on strategy and leadership and organisations. Subjects relevant to external environment and management mainly equip the learners with basic knowledge.

Figure 2: Correlation MBA learning outcome and EQUAL

| MBA | |
|--|---|
| Strategy and Leadership (9 Subjects) 4-C; 5-O | External environment (8 Subjects) 3-C; 5-O |
| Organisations (12 Subjects) 5-C; 7-O | Management (2 Subjects) 2-O |

C: Compulsory electives O: Optional electives

The degrees and programme names are matched to the content of the curriculum, the programmes' objectives and learning outcomes. Also, they are formed on three main bases, including MOET's codes for level-four programmes²⁰, compatibility with the programme's objectives and learning outcomes, as well as job opportunities after graduation.

Integration of theory and practice

The MBA and MEM programmes are designed to ensure a balance between theoretical and practical content. The curricula are built with a combination of theory and practice using various teaching and learning methods including teaching theory via lecturers and readings,

²⁰Circular 15/VBHN-BGDDT dated May 8, 2014

supporting guided and independent practice via discussions and experiential activities and integrating knowledge and skills via essays and large assignments.

The duration of each unit in the curricula is also arranged with enough time for self-study and personal preparation. The programmes have a ratio of practical content to ensure that learners develop the capacity to apply theory in real-life contexts. In addition to their design, the MBA and MEM programmes integrate theory and practice through their implementation. Before teaching, lecturers must provide a course outline for each class in each unit, clearly describing how to allocate the corresponding number of theoretical and practical hours for each lesson. Course outlines are designed to balance the ratio between theory, practice and essays in each unit and clearly state the tasks and expectations of lecturers and students.

In teaching, lecturers link theory and practice through the use of discussion questions, case studies, presentations, essays and large assignments. Students are also asked to apply theory to real-life situations in their workplace. They have the opportunity to present their work, report in groups, practice in class and share personal views in each course unit.

In addition, students also learn practical knowledge and skills through field visits and have access to real-life examples. Lecturers for many of the courses are also managers from businesses, institutes and faculties domestic and overseas, giving students further opportunities to learn practical knowledge and skills.

Furthermore, all students in the two programmes are working in agencies and businesses, so they already have practical experience. Lecturers therefore create conditions for the students to reflect on real cases within their workplaces. In addition, the faculty also creates opportunities for the students to learn from real-life experience through field trips, especially in courses with essay writing. Students organise their field visits based on suggestions from lecturers and the faculty's support system. In addition, students also receive guidance, practical knowledge and professional skills from officials, experts and employees who work at the sites the students visit. During the online conference, the students expressed their satisfaction with the combination of theory and practice within the study programmes.

Interdisciplinary thinking

Interdisciplinary thinking is expressed in several ways in the MBA and MEM programmes. The programmes draw on a diversity of learners by allowing candidates to enroll who have university degrees in other disciplines after taking supplementary knowledge units. As well, at least two years of work experience in related fields is required. With a diverse and experienced student body, the knowledge, experience and backgrounds of learners contributes to interdisciplinary discussions and thinking in every class. It also helps learners expand their knowledge and practical skills when conducting interdisciplinary research for their graduation thesis. The training objectives and learning outcomes of the two programmes are also designed with reference to each other in order to demonstrate multidisciplinary thinking for learners. Accordingly, the units included in this curriculum can be elective or compulsory ones in another curriculum.

Ethical aspects

Ethics are integrated in the training goals and learning outcomes of the two master's programmes and are taught and evaluated in such subjects as philosophy, scientific

research methods, business ethics and corporate culture. The programmes' lecturers integrate the training of students' ethics and attitudes throughout the duration of the programme. Ethical issues are reflected in the compliance with the course evaluation regulations and are also reflected in the master's thesis, ensuring the regulations on citation and literature review, in which plagiarising and copying documents in any form are strictly prohibited, complying with the provisions of the law on intellectual property. The purchased Turnitin software is used to check plagiarism for all theses.²¹

Methods and scientific practice

Scientific research is a compulsory content in the MBA and MEM programmes. In particular, the compulsory unit Scientific Research Methods provides students with the necessary perspectives, perceptions, methods and tools to conduct scientific research in a defensible and scientific way. Other courses such as Quantitative Analysis, Statistics and Forecasting help students improve their ability to exploit and process data in research.

In addition, in order to supplement scientific research activities for students, the programme is also designed with many courses that use essay writing to support student progress and final assessments. All lecturers involved in teaching these courses have good knowledge and professional skills in scientific research activities, having many scientific research papers published in national and international journals. Students can engage in scientific research activities by taking part in their lecturers' projects with such tasks as data collection, data entry, coding and data processing.

In addition, students can attend conferences, thematic seminars, explanations and acceptance of university-level research projects and they are encouraged to participate in the implementation of university-level research projects as principal investigators. To promote scientific research among the students, the faculty has established a Science Research Club to encourage and create a productive environment for learning and scientific research. In addition to completing the Master's thesis as an independent scientific work, students are encouraged to publish articles in national and international journals by earning extra credit points for their thesis assessment. There has been an increasing trend in the number of MBA and MEM students who have published journal articles over the years (publication of 11 articles in 2016, 23 in 2017, and 21 in 2018).

Examinations and final thesis

Course assessments and the evaluation of final theses are implemented following an assessment process approved and signed by TVU's Rector and on the University website. To ensure constructive alignment of all curricula in the MBA and MEM programmes, assessment of all courses is aligned with teaching methods, the learning outcomes and the content in the course descriptions.

Assessments are designed with the objectives that the questions in the exams comprehensively reflect the knowledge and skills the students have accumulated during the learning process and the knowledge they have gained in the process of studying and researching; and that exam results will reflect whether the learning outcomes are well communicated and taught to students.

²¹All the theses meet regulations on citation and anti-plagiarism according to Decision No. 5602/QĐ-DHTV of TVU.

Each course unit has two separately partial assessments including progress assessments that account for 30-50 % of course grades and final assessments that account for 50-70 % of course grades. Progress assessments vary between courses but include exercises, essays, group essays, practice results, thematic reports, written tests and oral tests. Even if it is a group work, students are assessed individually.

Final assessments also come in diverse forms including paper-based essays, paper-based multiple-choice essays, presentations, individual essays, seminars, multiple-choice tests and oral tests.

In the first session of each course, students are provided with assessment information. The assessment forms for each learning outcome are also clearly shown in the course descriptions, which are published on the faculty's website. For final assessments, students are required to carry out a research topic relevant to their field and specialisation and complete a thesis. The thesis aims to help students integrate the knowledge they learned in the basic and specialised subjects. At the same time, the course helps students to apply the skills and experience they accumulated while studying and working, including skills related to researching, organising, managing, planning, using technology, communicating, presenting and working in teams.

Before starting their research, a Scientific Council is established to support and advise the students in designing and completing research proposals. After the approval of their proposal, the student conducts their studies and completes the thesis in six months. After completing the thesis, the students present their work to their committee. The thesis is evaluated through the Scientific Council established by the faculty which is comprised of five members. The members are lecturers of the University and visiting lecturers from other higher education institutions to ensure the quality of the thesis compared to other institutions in the region. The thesis is satisfactory when the average score of the panel is 5.5 points or higher. In case the thesis is unsatisfactory, the student can improve their thesis for a second defense within three months from their first defense.

Appraisal:

The curricula adequately 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 areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

However, for the **Law programme**, the panel recommends including more electives into the curriculum in order to offer more specialisation opportunities and attract more students.

The contents of **the master programmes** take into account the students' prior professional experience and refer to it within the courses. During the online conference, the panel learned that this is done intensively since the students emphasised this very strongly. For the MBA programme applies additionally that the contents of the programme are in line with the EQUAL MBA Guidelines, meaning that the areas of strategy and leadership, organisations, external environment and management are covered.

The degree and programme names of all three programmes correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples, e.g., with case studies in the courses. Furthermore, theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. **The three study programmes** include field trips to companies and organisations as well as simulations. The latter are especially an important part in the Bachelor of Law programme. Besides, the panel welcomes the legal consultation for members of the community in the region that is offered by the students of the law programme.

Regarding the Master programmes, practical elements are an essential part within the courses. The professional experience of the students as well as their current employment is taken into account.

With respect to interdisciplinary thinking, the panel is of the opinion that appropriate courses and content are lacking in all three study programmes and therefore recommends including more interdisciplinary content into the curricula. This is particularly necessary for the planned international focus of the study programmes, as most international literature in these research disciplines takes into account interdisciplinary content.

Ethical implications are appropriately communicated, there are courses on business ethics and corporate culture in both Master programmes, as well as, for instance, courses on anti-corruption law and public international law in the Bachelor programme. Since ethical aspects are a strong focus on international level, the panel recommends increasing the number of courses that include ethical aspects for all three study programmes and make them compulsory when progressing with the internationalisation of the programmes.

Students acquire methodological competences and are enabled to do scientific work on the required level, e.g., with the courses on thesis preparation.

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 variety of test formats. At this point, the panel remarks that many examinations are planned as group work and that a review of this approach towards more individual examinations is considered useful. However, the students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. In this regard, the panel recommends that the University might consider creating available thesis topics for student to refer to since some students encounter difficulties choosing their own thesis subjects. The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures.

| | 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) | | MBA, MEM, BL | | |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion) | | MBA, MEM, BL | | |
| 3.1.3* | Integration of theory and practice (Asterisk Criterion) | | MBA, MEM, BL | | |
| 3.1.4 | Interdisciplinary thinking | | MBA, MEM, BL | | |
| 3.1.5 | Ethical aspects | | MBA, MEM, BL | | |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion) | | MBA, MEM, BL | | |
| 3.1.7* | Examination and final thesis (Asterisk Criterion) | | MBA, MEM, BL | | |

3.2 Structure

Bachelor of Law:

| | |
|--|---|
| Projected study time | 7 semesters; 3,5 years |
| Number of Credit Points (CP) | 126 CP /157,5 ECTS (see condition in this chapter) |
| Workload per CP | 1 CP = 15 hours in class and 30 hours of self study |
| Number of courses | 53 |
| Time required for processing the final thesis and awarded CP | 1 semester (6 months); 8,75 CP |
| Number of contact hours | 1,890 hours |

The law programme is designed with 126 credits delivered over seven semesters in 3.5 years. The design is consistent with MOET regulations on the number of credits for Bachelor programmes, which must have at least 120 national credits. According to the provisions of MOET's national framework, one credit represents different durations of study depending on the types of learning. First, for theoretical courses, one credit is required to be equal to 15 hours of theoretical study and 30 hours of self-study. Second, for practical courses, one credit is equal to 30 hours of experiential learning (e.g. practice, experiments, projects, discussions) and 15 hours of self-study. And third, for final projects and theses, one credit represents 45 hours of completing an internship at an institution and/or completing essays, major assignments, projects and theses.

Each subject is represented by the number of credits, workload, teaching methods and assessment methods, illustrating how the courses each semester are sequenced.

In the first semester of each course, departments and academic advisors inform students about regulations on academic work so students can be proactive and selfdisciplined in

developing a study plan suitable to their individual circumstances. Academic regulations that outline the timing and organisation of courses each semester is publicly shared on the website of the Training Department. They state that each academic year is organised into three semesters including two main semesters and one summer semester. The summer semester, which is optional, helps students accumulate more knowledge or shorten their study time in the programme. Regulations also state how students can transfer to and from other faculties or study in two programmes at the same time to get a second degree. The temporary leave and retention of results from other HEI in Vietnam are also clearly stated in the regulations.

In the beginning of each course, students receive a detailed course description that clearly shows the duration and content of each lesson, required reference materials, teaching and learning methods as well as assessment details. The must

- a) express in detail the expected learning outcomes for students and the objectives of the course using Bloom's Taxonomy;
- b) describe the knowledge, skills and attitudes that are transferred to students in different modules and lessons;
- c) indicate appropriate teaching and learning methods that will best help students succeed; and
- d) clearly outline the course's assessment tasks, methods and tools. Designing courses at this level of detail helps to ensure that each subject's objectives meet the programme's learning outcomes and that courses are well integrated and sequenced.

After completing the class schedule in 15 weeks for a 60-hour course or 12 weeks for a 45-hour course, students are given two weeks to review and take the exam before the course's completion.

In addition, the Faculty of Economics and Law also holds a meeting with new students to introduce the curricula for each major and help students develop productive study habits and strategies. Each student is provided with an academic advisor who is a lecturer with expertise corresponding to their major. The advisor supports students throughout the programme to ensure students' learning needs are met, including reviewing training scores, providing guidance with study plans, registering for and withdrawing from courses and applying for tuition fee exemptions and reductions. On a monthly basis, the advisors meet with their classes at least once to support and respond to students' concerns. At the same time, students contribute to a Class Personnel Committee that attends monthly meetings with TVU's Student Affairs Department, helping the faculty gather student feedback to address their concerns by making improvements to the programme or support services.

MBA and MEM programmes

| | |
|--|--|
| Projected study time | 4 semesters, 2 years |
| Number of Credit Points (CP) | 60 CP / 75 ECTS (see condition in this chapter) |
| Workload per CP | 15 hours of class and 30 hours of self study |
| Number of courses | 21 |
| Time required for processing the final thesis and awarded CP | 1 semester (6 months); 12,5 CP |
| Number of contact hours | 900 hours Structured contact ensured by classes at weekday night time or at weekends. |

According to the provisions of the national standard framework, Master degree programmes must comply with a minimum number of units consisting of at least 60 national credits, with each unit being designed based on the objectives and learning outcomes of the study programme.

The MBA and MEM have a duration of two years. According to the provisions of the national standard framework, one credit is used to measure student workload and can represent three different ways to organise course work. One credit is required to be at least equal to 15 hours of theoretical study and 30 hours of guided self-study and personal preparation. It can also be equal to 30 hours of practice, experiment and discussion and 15 hours of self-study and guided personal preparation. Or it can represent 45 hours of interning at an institution and making essays, major assignments, projects, graduation theses, and/or dissertations.

The MBA and MEM programmes' designs and number of credits shall ensure that the workload for students is feasible and the durations of courses are publicly disclosed so that students can make appropriate study plans. The Graduate Department provides students with information about the overall study plan during the opening session of each course. The student handbook provides students with information about support units, which is sent to students immediately upon admission and is publicly available on the websites of the Graduate Department and the faculty.

Each course is taught according to the subject outline, which is also published on the website. Class schedules are organised in specific batches and notified directly to all students via student email and published on the website of the Graduate Department. To accommodate graduate students' needs within the MBA and MEM programmes, TVU arranges Master's classes on weekends to help students balance their time between work and study. The workload of the students during the two years of the MBA and MEM programme is designed in such a way that the students can do both.

Students must complete the regular courses in the first year, develop their thesis proposals, receive approval for their proposals, finalise their proposals, carry out their research, submit their thesis, complete the procedures for thesis defense and defend their thesis to receive their final grades and graduate.

For all programmes

Assessments are implemented according to the TVU regulations, which are published on the faculty's website. The content of assessments must be consistent with course objectives and

match the forms and methods specified in the course outline. The course assessment procedures for regular units include a progress assessment and final assessment. Progress assessments account for 30 % to 50 % of a course's grade. Forms of progress assessment can be exercises, essays, practice results, thematic reports, written tests and oral exams.

They are graded by the lecturers who share results with students prior to the end of the assessment period. The final exam score accounts for 50 % to 70 % of a course's grade and they usually take the form of written exams, oral exams or thematic reports. Students are notified of the final exam two weeks in advance on the Graduate Department's website.

Students who are absent from the final exam must receive a score of zero but can request to retake the exam a second time. The results of the whole unit assessment are published on the University's edusoft system and the University's student portal. The students can view their grades and contest them in case of errors in the grading process, which may lead to remarking exams or other assessments. In such a case, their test will be graded and announced by a panel of at least two other lecturers with the same expertise to ensure objectivity.

TVU ensures equality of opportunity to students both in its application process as well as in the support systems it provides to students during their studies. Students are given the same rights and responsibilities while providing additional support to students with special needs and circumstances.

TVU policies ensure that during enrollment, all candidates who are eligible for admission to the programme are allowed to participate without discrimination based on gender, religion, ethnicity or intersectional categories. During their studies, all students have equal opportunities to receive support that includes accommodation in dormitories, special assistants and advisors, health insurance and periodic check-ups, scholarships and tuition fee adjustments, fee reductions due to the Covid-19 pandemic and temporary study suspensions for students struggling with unforeseen personal problems.

Besides general support services are available to all students, TVU policy also supports students with special needs and/or who represent underprivileged minorities. Students can receive scholarships from organisations and individuals based on different criteria including poor household status, ethnicity, gender or children of people who provided meritorious service during Vietnam's revolution.

The levels of financial support depend on each student's situation and are adjusted annually (exemption up to 100 %). Following TVU policy, students representing ethnic minorities are also given accommodations to take time off to participate in cultural holidays. Lecturers are required to arrange additional classes and/or provide learning resources and activities to compensate for lost time. For courses and activities that require physical exertion or mobility, accommodations are also made for students with disabilities and health issues.

The University has a Gender and Ethnic Committee that provides advice and assistance to the University in planning, organising and implementing activities that support equality related to gender and ethnicity. The objectives of the Committee are to ensure fairness, to encourage women and ethnic minorities to study at TVU, and to help female and ethnic

minority students to confidently participate in activities in the University and surrounding communities.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. According to TVU regulations 1 national CP equals 45 hours of workload. Tra Vinh University converts the national CP into ECTS credits. According to TVU the 126 national CP of the Bachelor of Law correspond to 157.5 ECTS and the 60 CP of the Master programmes to 75 ECTS. However, the panel recommends adjusting the conversion of Credit-Points to ECTS according to the ECTS Users' Guide, i.e. that 1 ECTS equals 25-30 hours of workload. This would lead to the conversion that 126 CP of the Bachelor of Law would correspond to a total of 189 – 210 ECTS credits; for the Master's programmes, the 60 CP would correspond to 90 – 120 ECTS credits. The current conversion is not consistent with the the ECTS User's Guide 2015.

Therefore, the panel recommends the following **condition**:

- The University ensures the correct conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015.

What is more, the course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. Moreover, the MBA programme includes a substantial proportion of structured contact. The panel welcomes the efforts of the University in this regard that were emphasised by the students during the online conference.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account 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. There are several consecutive courses (e.g., Theory of State and Law 1&2), but there are examinations after each course. The Socialist Republic of Vietnam has not ratified the Lisbon Recognition Convention.²² However, the panel learned that the Tra Vinh University stipulates the recognition of degrees and periods of study at other national HEIs in its Regulations on Graduate Training. In this context, the panel recommends reviewing whether recognition can be extended to foreign countries in order to promote international orientation.

Regarding the credits, the University handed in documents which show the national credit system and the University's conversion to the European ECTS system. However, no Diploma Supplement according to the ECTS User's Guide 2015 has been presented to the panel members.

Therefore, the panel recommends the following **condition**:

²² <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

- The University provides a Diploma Supplement to the graduates according to the ECTS User's Guide 2015 including a description of the national (higher) education system and 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. When reviewing the workload, the University also takes into account evaluation findings.

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the application process, as well as the whole study period including examinations. Students in special circumstances, such as single parents, students with a migration background, students who belong to ethical minorities and/or are from so-called non-academic backgrounds and/or rural areas, 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) | | | MBA, MEM, BL | | |
| 3.2.2* | Study and exam regulations (Asterisk Criterion) | | | | MBA, MEM, BL | |
| 3.2.3* | Feasibility of study workload (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.2.4 | Equality of opportunity | | | MBA, MEM, BL | | |

3.3 Didactical concept

For all programmes

While still Tra Vinh Community College (TVCC), under a joint project between the Canadian and Vietnamese Community College Associations and Vancouver Island University, TVU implemented development programmes and activities that are practiced in Canada. The focus for TVU was to implement outcome-based programme design, learning-centered teaching and active and experiential learning. When TVCC became TVU in 2006, the University established a Teaching and Learning Center (TLC) modelled after Vancouver Island University's center. The TLC advises the Board of Directors on professional and academic development activities, providing feedback and support with programme design, managing and developing programmes, providing consultations and just-in-time support with teaching staff, developing and distributing resources on teaching and learning and helping staff improve their application of information technology and eLearning.

The student-centered teaching is integrated into the concept of all of its strategic planning and development activities. Therefore, the three study programmes incorporate a variety of teaching methods that are student-centered. These methods strive to make learners as

active as possible in all learning and assessment activities, in contrast to teacher-centered instruction, which is more traditional in Vietnam.

The law programme integrates student-centered instruction in several ways, for example by helping students practice giving legal advice in authentic situations in such areas as marriage, civil and commercial law, by organising simulation courts using authentic cases where students roleplay as different legal professionals, by helping students perform court operations as a court clerks, and by helping students practice such tasks as drafting legal documents, negotiating contracts, researching crime statistics and building case files.

In addition to supporting learning-centered instruction, all TVU lecturers are encouraged to integrate secondary curricula and lessons that teach students meta-learning and metacognition, or how to improve their learning and thinking processes to become independent, self-guided and self-correcting learners. The objectives of this secondary curricula are to enhance learners' self-reliance, to ensure students effectively use their self-study time, to diversify students' learning strategies to encourage deeper thinking and more productive teamwork, and to build awareness of how continuous lifelong learning is necessary for professionals after graduation.

The law programme also has facilities to support experiential learning activities. In particular, students can self-study and participate in organised activities in a practice room at TVU's Center for Legal Advice and Business Support. The practice room allows lecturers and students to develop their expertise performing such authentic legal tasks as consulting, supporting proceedings and supporting requests from litigants. This authentic practice helps students develop their professional skills and understanding of law practices, improve their professional behaviors and ethics and ready themselves for legal work after graduation.

The MBA and MEM programmes integrate student-centered instruction in several ways, for example by helping students practice in teams, complete cases, discuss and reflect on their real-life work experience, participate in seminars, develop their technological skills and present their knowledge and skills with reports and presentations. Regardless of their specialisations, all MBA and MEM students are trained to adapt their learning strategies to become independent professionals who can better meet the needs of employers after graduation.

Teaching and learning materials

Using a backwards design approach to curriculum development, teaching materials for all courses are selected to align as closely as possible with the programme's objectives and learning outcomes of each subject. The teaching materials for each course usually include required materials as well as optional references, which lecturers introduce to students in the first day of each course and are clearly documented in the course syllabi and subject descriptions.

All required teaching materials are available in the faculty library or in the department's bookcase. Electronic documents and other instructional media are also uploaded to course websites on TVU's eLearning platform or linked to from the library's website for students to access during the learning process. To ensure compliance with the programme's objectives and learning outcomes, teaching materials are reviewed and updated regularly in different ways.

According to ISO quality control regulations, departments must update materials before each semester or when programmes are reviewed and changed. In some cases, lecturers can also request to supplement and change teaching materials to match the subject's objectives and keep them up to date. And periodically, the TLC provides written requests to teachers to update materials or the University library coordinates with departments and faculties to update and supplement documents.

Besides resources in the library, TVU also has teaching materials that are circulated internally to students. These documents and textbooks are approved and promulgated by the Professional Council of the Faculty or the Rector of the University. During student course evaluations and programme reviews, course materials are reviewed to ensure that they continue to meet the learning needs of students and learning outcomes.

For the law programme, learning materials also cover the Vietnamese legal system, especially legal documents posted on the web portals of state agencies. In Vietnam, according to the provisions of the Law on Legal Dissemination and Education, legal information such as legal documents, administrative procedures and draft legal documents must be posted on the government websites. These include the websites of ministries, ministerial-level agencies, governmental agencies, the Supreme People's Court, the Supreme People's Procuracy, the State Audit, the Central Committee of the Vietnam Fatherland Front and central agencies of socio-political organisations, Provincial People's Councils and Provincial People's Committees.

Students also have access to learning materials such as collections of judgments and decisions of the Court after the trial of cases as well as case precedents that have been published by the Supreme People's Court. Students are provided with this resource through teaching activities or are guided by lecturers to search on websites managed by the government. These resources are extremely necessary for law students to learn and research the provisions of the Vietnamese law. Other resources such as videos, scenario skits and questionnaires are created through extracurricular activities organised for students.

Guest lecturers

The Faculty of Economics and Law regularly invites guest lecturers based on their relationships and cooperations. **The Law Department** therefore invites guests from legal organisations in South Vietnam, who work as lawyers, judges and prosecutors at state agencies or lecturers from notary offices, people's courts, attorney offices, universities and colleges, enforcement agencies and people's procuracy.

The MBA and MEM programmes invite guest lecturers who are managers, skilled professionals or lecturers at other institutes and faculties with many years of experience in the subject area to provide students with the opportunity to develop their practical skills, to hear different perspectives and to better understand how theory can be applied to practice.

Inviting guest lecturers allows students to improve their professional skills as well as their management and leadership skills by engaging in discussions about practical real-life situations shared by entrepreneurs, managers and business leaders. Besides participating in teaching, guest lecturers are also invited to guide students in the implementation of theses and participate in evaluation committees for proposals and theses.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process, both in class and in self study.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students; current case studies are integrated into the courses. They are student-oriented in all three programmes and encourage students to engage in further independent studies. The panel acknowledges the efforts of the University and has the view that they are doing very well in this regard.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice, e.g., lawyers and notaries in case of the law programme and managers in case of the MBA and MEM programme, or scientific work, e.g., from other HEIs. This helps to give students an insight into their possible future professional practice.

| | 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) | | MBA, MEM, BL | | |
| 3.3.2* | Course materials (Asterisk Criterion) | | MBA, MEM, BL | | |
| 3.3.3 | Guest lecturers | | MBA, MEM, BL | | |
| 3.3.4 | Lecturing tutors | | | | X |

3.4 Internationality

Bachelor of Law

To ensure the internationality of the programme, law students have to complete 13 credits in English courses. Moreover, students have to take courses which apply knowledge on law systems of different countries and international law to deal with international issues, e.g., „International trade law“, „International public law“, „International justice law“, „Comparative law“ and „Intellectual property law“.

In addition, the Law Department and the Faculty of Economics and Law also organise seminars that focus on international integration. For example, they hosted the seminar "Opportunities and challenges of the law industry for integration," with included foreign experts who advised on international study programmes and job opportunities and analysed the differences between national and international learning and working environments.

For a second example, they also hosted the seminar "Contemporary issues in the field of economics and law: from theory to practice," where students were taught processes and methods for researching and developing law in international contexts.

In addition to seminars organised within the faculty, law students also participate in seminars, cultural exchanges and international events organised by the University. Recent examples of such activities include the international online scientific conference “Covid-19 Global Challenges – The Economic and Financial Dimensions”, annual development projects with students from Nova Scotia Community College, the Vietnam-Canada Friendship Association's wrap-up conference in 2019, the Vietnam-Japan Cultural Festival in 2018 and exchanges and events between TVU and the Japan Happiness Union.

TVU students also regularly interact with international students through its international student exchange programme. For example, TVU organises Vietnamese classes for students of Vancouver Island University (VIU), supports exchanges and cooperation between TVU and James Cook University in Australia, and exchanges students with National Trung Hung University in Taiwan. The Faculty of Economics and Law also receives volunteers from other countries to work and participate in teaching activities.

These international activities are organised to help TVU students develop their intercultural competence by becoming more aware of and open to diverse perspectives and approaches when practicing law, by improving their awareness and flexibility when working across

cultures and between languages, by providing opportunities to work at foreign invested and multicultural enterprises and organisations.

MBA and MEM programmes

Internationality is also included in the Master programmes. The learning outcomes shall be compatible with the European standard framework (EQUAL) and programmes' design refers to programmes at prestigious universities around the world (see chapter 1.2). While the MBA and MEM programmes were designed using international programmes as examples, TVU also was required to follow Vietnam's regulations and national qualification framework for Master's degrees, so the programmes are adjusted and supplemented with courses specific to the political, economic and social contexts of the country.

Besides referencing other international programmes, some subjects in the curriculum focus specifically on international issues and topics. MBA and MEM candidates are mainly managers, cadres and civil servants who currently work in Vietnamese state agencies and enterprises. Their objectives and training needs are therefore to enhance their expertise in planning, analysing and evaluating business policies and strategies as well as managing issues belonging to local economic sectors. To integrate international and intercultural issues, many courses compare economic and businesses systems from different nations and cultures, using such teaching methods as case studies, seminars and discussions to help learners broaden their international perspectives towards such topics as development policy, economic policy analysis, economic and regional management, strategic planning, human resource management, marketing, finance, risk management, quality management, business negotiations, mergers and acquisitions, production and operating management and business ethics.

These are, for instance, integrated into the courses "Supply chain management" and "Policies and international financial issues" of the MEM programme, as well as „International Marketing“, "International business management" and "Logistics and supply chain management" of the MBA programme. In addition to including internationally-oriented subjects in the programmes, MBA and MEM students are encouraged to participate in or write papers for international scientific conferences. As well, to support the University's strategic goals for international economic integration, lecturers are encouraged to provide learning and referencing materials in English, to give bilingual lectures and to invite foreign lecturers to teach some courses.

For all programmes

Undergraduate and graduate programmes in Vietnam are mainly taught in Vietnamese, which is a fundamental barrier to attracting international students to study at universities in the country. Although the study programmes at TVU are designed with Vietnamese as the primary language of instruction for all subjects except English courses, the programmes are currently being internationalised by including bilingual teaching materials and lectures to help Vietnamese students improve their understanding of second languages and potentially attract international students. In its statement on the report, the University pointed out that they also expand their recruitment activities to neighbouring countries in the region in order to internationalise the student body.

Currently, the lecturers within the Faculty of Economics and Law are mainly Vietnamese. To internationalise the faculty, lecturers with doctoral degrees who have experience working in

foreign companies or training abroad are given priority to give lectures for graduate classes. Such lecturers help to improve the quality of the training activities and support international integration within the programmes by ensuring that students can access advanced teaching methods from developed countries.

Students also learn international perspectives through the lecturer's access data sources, learning materials and journal articles published in international publications. Furthermore, lecturers with international experience and training help students gain more knowledge and skills to work in multicultural environments by sharing their experiences learning and working abroad. **In the MBA programme**, the number of lectures with PhDs, work experience in foreign companies and research experience overseas accounts for over 40 % of teaching staff, while associate professors and professors account for 32 %. **In the MEM programme**, they account for over 70 % and over 50 % respectively.

Full-time and part-time lecturers of **the Master programmes** regularly attend international conferences and training courses and conduct international research and projects. Lecturers are also often connected to networks of scientific researchers that help to strengthen research activities and projects in the region and around the world. For example, in 2019, TVU organised an international conference attracting many experts from such countries as Indonesia, India, Myanmar and Malaysia with the aim of linking research activities between these countries.

To help TVU lecturers further develop international qualifications, they are also encouraged to participate in studying and conducting research abroad or participating in exchange programmes, inter alia, to improve their foreign language skills. The Faculty of Economics and Law has an annual training plan and incentive policies to attract highly qualified lecturers and help them improve their competencies by training abroad. All lecturers with a doctorate degree or higher must ensure a foreign language level in English equivalent to B2 according to European standards or equivalent, which is regulated by the Ministry of Education and Training.

In addition, to internationalise teaching staff, lecturers are encouraged to publish internationally. TVU has a policy to financially reward lecturers who publish articles in English and/or articles in international journals. In addition, the University also encourages lecturers to increase bilingual teaching at all levels. TVU's roadmap is to gradually increase English use in teaching and referencing materials by using bilingual teaching materials and teaching entirely in English in appropriate courses.

With regard to **the law programme**, students are expected to understand English at a basic level. One goal is to enhance students' English competence, since the application of skills in English helps students understand and apply laws on international level. The total number of credits and study hours in the law programme's English courses have increased over time. For example, the total credits for English courses in the programme was increased from 10 credits in 2016 to 13 credits in 2018 primarily due to increasing the number of practice hours.

Students learn English with experienced EFL teachers or foreign volunteers. Moreover, in line with the strategic goal of the University, the faculty encourages the use of English as a second language of instruction besides Vietnamese with bilingual lectures and English materials and course books. Based on the results of the English language placement tests or

prior English certificates, the University can exempt or reduce English course requirements that students must take in the programme.

There are three levels of English classes that correspond with each student's test results: "English 1" (less than 50 %), "English 2" (50 % to 79 %) and "English 3" (more than 79 %). Students are also exempt from taking these placement tests and English courses if they have already been certified from international organisations like Cambridge ESOL, IDP, EST, British Council, or institutions authorised by MOET.

To further enhance students' English competence with legal terminology, starting in the second semester of the 2019-2020 school year, subjects are required to have bilingual lectures with both Vietnamese and English, which are shared on course websites using TVU's eLearning platform. In addition to having access to bilingual lectures, law students have more opportunities to directly interact with foreign experts and volunteers from countries like Canada, France, Australia and the Philippines when participating in seminars, training programs and classes on soft skills.

The Law Department plans to organise a recurring contest called "English rhetoric" to give students new opportunities to facilitate meetings in English and exchange experiences and strategies in foreign language learning.

Students admitted to **graduate programmes** must achieve an English level of at least three or higher according to the six-level Foreign Language Competency Framework for Vietnam. Regarding the contents of the **MBA and MEM programmes**, students are required to prove English language level upon enrollment (see chapter 2.). With the language requirements, students should be able to read and understand English-written learning materials during their studies. In addition, English-written reference materials are compulsory in all courses of the Master's programmes, e.g., Scientific Research Methods, Quantitative Analysis and Supply Chain Management and Logistics. The faculty is gradually increasing teaching activities for students that are bilingual or in English. For example, by participating in seminars and training courses, students have more opportunities to directly interact with international experts and volunteers who visit the University and support the programme from Canada, France, Australia, the Philippines and other countries.

Moreover, TVU was certified by MOET in 2014 to teach, test and grant foreign language certificates. The University has also been recognised by the University of Cambridge ESOL Examinations Council as a training center for general English and academic English programmes, and can grant KET, PET, FCE and CAE certificates in Vietnam.

Appraisal:

International contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. However, there is no concrete framework for internationality in the three study programmes, yet. The panel therefore strongly recommends including more international contents into the programmes. These could be two or three electives added to the curricula with international content, e.g., intercultural management. These would give students more choices and a higher internationalisation of their studies.

The student body consists mostly of Vietnamese students, due to the fact that all courses, except for foreign languages classes, are taught in Vietnamese language. At the point of the online conference, there was no international student enrolled in any of the three programmes. However, the panel welcomes the efforts of the University to attract more foreign students in the future.

The faculty composes only of domestic lecturers, some of them with international experiences. When it comes to staff recruitment, the panel recommends hiring international staff in the next years; in particular English native speakers could enrich the programmes. In this context, the panel would like to encourage further cooperation with more foreign HEIs, for instance to attract visiting professors.

The panel welcomes that TVU and its three study programmes are already in the process of internationalisation. In this context, the panel formed the view that the programmes could further support students' English language proficiency. In order to read and analyse legal texts or publications in business and economic sciences, English skills from a higher level are required. Therefore, the panel recommends including more English language contents as an integral part of the curriculum. For the Law programme in particular, the panel recommends to integrate four language courses into the compulsory courses.

| | 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) | | | MBA, MEM, BL | | |
| 3.4.2 Internationality of the student body | | | | MBA, MEM, BL | |
| 3.4.3 Internationality of faculty | | | | MBA, MEM, BL | |
| 3.4.4 Foreign language contents | | | | MBA, MEM, BL | |

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of Law

Multidisciplinary skills are integrated in the law programme using several strategies. Particularly, the programme includes the module "Accessibility and career development skills," which is a compulsory course that helps students practice their communication skills so they can better access employment opportunities after graduation.

In addition to classes that directly focus on skill development, the programme has many practical classes. The types of professional skills taught in the law programme include such skills as communication, teamwork, presentation, critical thinking and problem-solving skills. For communication and teamwork skills, they are integrated in most courses in the programme.

Presentation and critical thinking skills are integrated in many subjects including Formal Law, Civil Procedure Law, Criminal Procedure Law, Administrative Procedure Law, Court Operations, Law on Complaints and Denunciations and Law on Inspection.

Critical thinking and problem-solving skills are also well integrated in such courses as Civil Law, Administrative Law, Constitutional Law, Commercial Law, Intellectual Property Law, Land Law as well as Marriage and Family Law.

To teach professional and multidisciplinary skills during the learning process, lecturers use several instructional strategies. For example, lecturers use peer-instruction and peer-assessment for group and individual presentations so that students can practice their presentation, critical thinking, teamwork and evaluation skills. Lecturers also use real-life situations when implementing scenario-, case- and problem-based learning so students can practice their critical thinking and problem-solving skills.

Besides learning multidisciplinary skills during law courses, students must also complete compulsory soft skill classes that are organised by the University's Teaching and Learning Center. Students must complete five soft skills credits such as in communication, time management and teamwork. These are a mandatory part of graduation requirements at the end of the programme, although not included in the student's cumulative GPA.

In addition, the University also organises different activities, e.g., by participating in competitions, simulation courts, rhetorical skill events and talks with experts. Students can also participate in activities organised by the University's many clubs including a scientific research club, legal club, foreign language club, environmental club and soft skills club.

MBA and MEM programmes

The MBA and MEM programmes emphasise multidisciplinary professional competencies through their training objectives, target students and curricula. Students of these programmes are all employees or managers at state agencies or enterprises, so such professional skills as leadership, communication, public speaking, persuasion, negotiation and conflict resolution are always prioritised in the programmes.

Many of the learning outcomes for both programmes clearly target professional skills to ensure that students are given many opportunities to acquire multidisciplinary skills throughout their two-year programme. Multidisciplinary skills and competencies are also clearly demonstrated in the MBA and MEM programme's learning outcomes, teaching methods and assessment methods.

In terms of teaching methods, lecturers integrate advanced teaching methods to promote learning-centered instruction and the central role of learners. For example, such activities include case study group work, presentations, seminars, as well as computer-based practice.

In addition to such experiential learning activities, lecturers always encourage the integration of the real-life issues that students are interested in or issues that arise at the organisations that students currently work in. For example, in the course Strategic Management, students have to apply knowledge and skills from the course to solve situations that arise at the organisations where they are currently working.

The course assessment includes exam papers, projects, essays, individual exercises, multiple choice tests and oral exams. Through such assessments, students' communication, public speaking skills and conflict resolution skills are enhanced. Communication, public speaking and conflict resolution skills are especially relevant to writing and presenting graduate theses. Students are encouraged to apply these skills to solve problems in their research and thesis development processes and to also use their professional skills to take up new initiatives at their work organisations. In addition, students present their research topics to lecturers, instructors and other learners in seminars within such subjects as Scientific Research Methodology, Thesis Design in the MEM programme or Qualitative Research Methodology in the MBA programme.

Appraisal:

Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile and in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures e.g., group assignments and (thesis) presentation.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|---|--------------|------------------------------|----------------------------|------------------------------------|------|
| 3.5* | Multidisciplinary competences and skills (Asterisk Criterion) | MBA, MEM, BL | | | | |

3.6 Skills for employment / Employability (Asterisk Criterion)

Bachelor of Law

One of the basic requirements of a training institution is to produce qualified and capable students who can meet the requirements of employers. TVU uses several strategies to continuously improve its study programme to meet employer requirements.

First, as discussed above, the programme links theory and practice by using experiential learning to help students develop their multidisciplinary skills and apply their learning in authentic work environments. For example, the faculty annually organises simulation courts to help students gain future professional experience in such positions as judges, court clerks, procurators, lawyers and jurors.

Furthermore, the faculty also ensures that employability skills are integrated within the law programme by using feedback from multiple types of stakeholders during the programme design and evaluation processes. Moreover, the programmes also directly supports employment skills within specific subjects. For example, Career Approach and Development Skills is a compulsory course that helps students gain familiarity with recruitment and employment processes.

As another example, in the programme's final year, students must complete an internship at placements which are suitable for their specialisation. During these internships, students develop experience working in authentic legal environments while lecturers continuously monitor and support them.

Fourth, in addition to using experiential learning, stakeholder involvement and direct instruction, the programme also helps students learn employment skills during extracurricular events organised by the University. Every year, TVU organises career orientation seminars, job fairs and business recruitment events, where employers visit the campus to market their companies and agencies to students. During these events, students can ask employers questions, discuss employment opportunities and exchange contact information, giving students a better chance of finding meaningful work directly after graduation.

MBA and MEM programmes

In the MBA and MEM programmes, most of the students are employed, so the objective of the programmes is to provide opportunities for the students to develop their positions or achieve promotions in their current careers. Therefore, the courses in the programmes are designed to equip students with advanced knowledge and skills in the professional fields of economic and business management.

In general, the MBA programme prepares its students for a further career in the private sector, the graduates of the MEM programme work, in most cases, in the administration sector. According to alumni survey data, over 30 % of students got promotions at work and noticed improved work efficiency after completing the programmes.

To advance MBA and MEM students' careers, the programmes are designed to improve students' professional knowledge and research ability so they are better able to propose effective evidence-based solutions within their current organisations and thereby be noticed for professional advancement and promotion.

TVU and the faculty conduct surveys to assess the current and future market demand prior to designing each programme. The surveys have two main goals including assessing the market's demand for the study programme as well as assessing graduate competencies that the programme should target. Such competencies include foundational and specialised disciplinary knowledge, professional skills and attitudes as well as ethical and social responsibilities which are required for managerial and leaderships positions in the economic and business fields. The survey questionnaire is sent to employers and skilled people in the field who currently work at agencies and businesses inside and outside the province.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses. The graduates of the Bachelor of Law programme seek to find employment after graduation, the graduates of the MBA and MEM programme seek to develop their positions or achieve promotions in their current careers. The University conducts a tracer study to evaluate the further career of graduates.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.6* | Skills for employment / Employability (Asterisk Criterion) | | | MBA, MEM, BL | | |

4 Academic environment and framework conditions

4.1 Faculty

The Faculty of Economics and Law was established under Decision No. 303/QD-DHTV dated February 17th, 2014, by TVU's Rector. There are currently five departments including accounting, finance-banking, economics, administration and law, and the central office. The faculty leader board consists of the Dean and four Deputy Deans. The faculty Dean is mainly responsible for research and academic activities. At the department level, the heads are directly responsible for programme management and development within their specialised fields.

The Scientific Research and Academic Council is comprised of representatives for the Dean deputies, department heads and the head of the faculty office who provide their feedback to the Dean on issues related to quality assurance improvements and the effectiveness of research and academic activities.

Moreover, the faculty also established sections which represent voices for youth and students. It has currently a trade union, an officials' union and a youth association.

The faculty has 86 academic staff members, 55 teach full-time while 31 consult as scientists, researchers and entrepreneurs who assist with graduate and post-graduate training.

In the Bachelor of Law programme, there are 24 full-time lecturers and ten part-time lecturers within the Law Department. They not only deliver courses but also support students, conduct research and complete administrative tasks.

The lecturer-to-student ratio in the Bachelor of Law programme is 1:24 (in 2020) to ensure that academic staff are not overworked and students receive the highest quality instruction possible. Out of the 126 credits in the law programme, full-time academic staff are responsible for at least 70 % of the programme's workload and each lecturer is responsible for teaching up to a maximum of three courses.

When delivering specialised courses, the Department also invites appropriate experts from enterprises and state agencies as guest lecturers. The programme therefore has three types of lecturers including full-time lecturers, part-time lecturers from other universities, as well as guest lecturers from enterprises and state agencies.

To ensure increased diversity and integration, TVU deems it necessary to strengthen faculty exchanges between universities. **For the MEM programme**, 50 % of lecturers (nine lecturers) are PhDs and Associate Professors with relevant expertise from TVU, while 50 % (nine lecturers) are PhDs, Associate Professors and Professors from partner universities and policy organisations like the Communist Journal, the Association of Science and Technology Unions of Dong Thap Province and the Institute of Economic Development.

For the MBA programme, to meet the objective of improving knowledge on business administration and management, faculty consist more of managers with practical hands-on experience. Entrepreneurs, business managers and experts in business administration from institutes and universities are given priority to be guest lecturers to focus on practical

experience and improve the quality of the programme. The MBA's full-time lecturers are responsible for about 30-45 % of the course volume (eight lecturers), while 55-70 % of courses are taught by the part-time lecturers (ten lecturers).

Recruitment of faculty members

All full-time and part-time lecturers who teach **in the three study programmes** are appraised by the faculty council, which includes evaluating the teaching plans they develop at the beginning of each academic year.

When recruiting full-time staff, the University's regulations outline specific hiring procedures which consist of making public announcements on mass media like TVU's website, examining applications, conducting interviews and signing employment contracts. Candidates with the highest qualifications in the specialist areas required by the position are prioritised, but other criteria are used including the candidate's teaching experience and qualifications as well as their contributions to scientific research.

To be qualified to teach courses in Vietnam's graduate programmes, full-time faculty members are vetted according to five criteria. First, they must hold a PhD degree and the rank of Associate Professor or Professor. Second, they must have professional qualifications within their own fields of study. Third, they must hold a certificate of pedagogical qualifications. Fourth, they must have obtained two post-graduate certificates relating to philosophy and methodology of higher education teaching. And fifth, faculty members must have the English competence level B2 or above according to the European Competency Framework.

What is more, practical experience as well as scientific capacity in the research areas of students is also to be considered. Most of the lecturers involved in teaching have practical experience and have published articles in specialised domestic and foreign journals.

For part-time lecturers from domestic and foreign institutes and universities, they must also meet a number of criteria. They must hold a PhD degree and the rank of Associate Professor or Professor, they must have appropriate expertise, and they must have pedagogical and scientific research skills, as well as practical experience in the field of their course.

In addition, TVU also invites a number of experts with many years of experience in businesses, corporations and government organisations to enhance practical knowledge related to the field of business and economic management. Such experts must hold a doctoral degree and demonstrate in their CVs that their practical experience can benefit the courses they teach.

Didactical qualification of faculty

The Faculty of Economics and Law continues to develop the skills and qualifications of its lecturers to enhance their professional qualifications, teaching methodologies and capacity to conduct scientific research, as well as raise their ranks as lecturers in Vietnam's educational system.

First, to improve lecturers' professional qualifications, TVU has an annual plan to support lecturers' professional development and training both domestically within Vietnam as well as at universities and institutes abroad. TVU regularly organises conferences and seminars so staff can share their experiences in searching for and applying to scholarship programmes. The University provides time off and financial support for lecturers who register with the University to apply to post-graduate programmes to improve their qualifications.

Second, to improve lecturers' teaching skills and methodologies, TVU's Teaching and Learning Center (TLC) is responsible for holding training sessions and distributing resources that help faculty members improve their instructional skills and lesson planning, their use of eLearning technologies and their integration of experiential learning.

Third, to improve their research, all lecturers must complete scientific research duties following TVU's requirements. The University encourages lecturers to participate in research activities and publish articles in international journals that are ranked by ISI and Scopus. Each lecturer publishes an average of one article per year in a specialised domestic or foreign journal.

To support lecturers' research and publications, TVU hosts local seminars and international scientific conferences and encourages lecturers to join domestic and international scientific conferences held at other universities.

Lecturers in the three study programmes are also encouraged to regularly develop their teaching qualifications by improving their competencies in such areas as outcomes-based instruction, active and experiential learning, course and programme design, class facilitation techniques, assessment design, information technology and eLearning.

Following MOET regulations, university lecturers in Vietnam must hold three different certificates to prove their pedagogical qualifications including a certificate in pedagogical methods, a certificate of post-graduate training in philosophy and a certificate in theory and methodology for university-level teaching.

Professional experience of faculty

All lecturers in the faculty are also encouraged to have practical experience in their areas of specialisation. Lecturers **in the law programme** often develop their professional expertise and experience, e.g. by participating in Tra Vinh provincial people's court proceedings, by taking part in scientific seminars at TVU and other universities, by participating in lawsuits and jury boards, by organising seminars with reputable speakers who specialise in various legal topics and by participating in professional training on international law.

Many of the programme's lecturers are hired already having professional experience and many also continue to practice law in some form at enterprises and state agencies. In addition to developing their practical experience, lecturers also are encouraged to continuously develop their practical understanding of law through scientific research. Lecturers in the law programme must annually publish scientific articles following TVU's regulations to improve their profiles as legal professionals, to contribute to Vietnam's legal system, and to become better able to teach students how to apply law in authentic contexts.

In the MBA and MEM programmes, the faculty prioritises lecturers with practical experience in business and economics. The faculty develops this practical experience, e.g., by chairing and/or participating in domestic and foreign projects that are implemented every year, for example the WACOP project, SME project and AMD project.

They also attend seminars and events at TVU and other organisations where lecturers and postgraduate students exchange research experiences in fields related to their study.

The faculty also actively cooperates with experts from agencies and businesses to share practical experiences. For example, such experts attend networking and training events, participate in teaching a number of specialised subjects in the programmes and facilitate field trips at companies to improve exchange between businesses and students.

These relationships with external agencies and businesses also support faculty training, as lecturers also participate in practical internships for an average of one month per year at agencies and enterprises to update their practical knowledge and experience. In addition, connections with businesses and organisations inside and outside the province are made to provide research data and support the implementation of projects associated with the local community.

Internal cooperation

Internal cooperation within the programmes is usually achieved through monthly meetings that focus on discussing, updating and adjusting teaching content and methods. The faculty's code of conduct further supports internal cooperation by outlining how lecturers are expected to collaborate. For example, it states that lecturers must share leadership of each course in the programme and regularly discuss content, provide mutual assistance, compile and review exam questions and answer keys.

Lecturer meetings are held to address relevant problems during teaching, to propose updates and revisions to course materials or experiential learning activities and to improve student support strategies over the upcoming months. While formal meetings are usually held in person, lecturers commonly use many other communication tools to quickly discuss pressing issues or solve problems including such tools as Google Meet, Zoom and Zalo.

Student support

The Faculty of Economics and Law's main office is the key administrative unit, consisting of five staff who provide support directly to students and support to lecturers in their administrative duties. The office helps students with class schedules, grades, scholarships and tuition fees, TVU policies and procedures, as well as graduation theses. It also receives student feedback and concerns about the programmes and facilitates communication with academic advisors and lecturers when needed.

The office's working hours are weekdays from 7-11am and 1-5pm, but staff are on duty every Saturday and Sunday to support students who take weekend classes. Students can also access necessary information through the faculty's website, by emailing support personnel, by using Facebook's communication tools or by using the Zalo app.

Academic advisors also play a key role in providing student support. Advisors consult with students to develop individualised learning plans, to follow-up and track progress, to give advice about study techniques and career goals and to solve problems students encounter in the programme. For the final thesis, the University also assigns a scientific supervisor to support and guide students from the stage of writing proposals to defending their graduation thesis.

In addition, the Graduate Department provides students with a Handbook and shares important information to help orient students to TVU and the programmes. Students can also access this information via email, Zalo, Facebook or the Graduate Department's website.

Each class is supported by a faculty member from the Graduate Department from the students' admission to their graduation. This person is responsible for providing technical and personal support, monitoring learning progress and answering questions students may have about their programme.

For special circumstances like natural disasters and epidemics, the University has additional financial support policies. For epidemics like Covid, the University exempts 30 % of students' tuition fees for credits that are moved to online learning environments and allows students extended time for tuition fee payments.

TVU also motivates students to excel in their studies and participate in extracurricular activities by giving scholarships to highperforming students. The distribution of scholarships is based on the GPA, which TVU also uses to identify students who might dropout or need extra support.

In addition to receiving tuition exemptions and scholarships, students can also get financial support, e.g., the government provides loans from the Social Policy Bank. All information are publicly available on TVU's Student Affairs Office website. Financial aid information is also shared through other communication channels including by academic advisors, in emails to students and on the faculty's website.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, 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 lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. However, the panel recommends increasing the number of professors in the three programmes and further qualification of the faculty staff on a long-term basis. In addition to that, the panel acknowledges the enrichment brought to the programmes by the part-time lecturers with whom the panel was able to speak during the online conference.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. However, the panel recommends conceptualising a

strategy with a focus on international research. This may support the plan of internationalising the programmes in the future.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. TVU 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 faculty members have above-average practical business experience and use them in their teaching activities to combine theory and practice within the programmes. The practical activities are related to the local community.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

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. In addition, the faculty members are available for the students outside the specified office hours as well, especially in the MBA and MEM programmes at weekends. The panel learned during the online conference that the students are fully content with the support they receive. The panel welcomes the University's measures to support students in all areas of their studies.

| | 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) | | | MBA, MEM, BL | | |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.1.4 Practical business experience of faculty | | MBA, MEM, BL | | | |
| 4.1.5* Internal cooperation (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.1.6* Student support by the faculty (Asterisk Criterion) | | MBA, MEM, BL | | | |
| 4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | X |

4.2 Programme management

For all programmes

The faculty's Dean takes the main responsibility for the study programmes, while the Department Heads provide support for the implementation of each programme by performing several main duties. They manage, adjust and update the programmes, curricula and teaching materials of the programmes, they organise professional activities and assign lecturers to each course and they plan personnel, documents, scientific research and other activities.

The Head of the department is the programme director who coordinates and makes key decisions. For instance, the programme director manages and updates the department's programmes and majors, including course syllabuses and teaching materials and they arrange lecturers for each course. They also oversee organisational planning within the department by organising professional activities, making personnel plans, planning scientific research activities and planning cooperation and outreach activities with businesses and enterprises.

The Head is ultimately responsible for ensuring the department provides a number of core services to students. It must provide first-year students with a full orientation to the programme and support them with their course registrations. The department also devises teaching assignment plans for lecturers which are sent to the Academic Office to use as a basis for course registrations.

Moreover, the department provides its regular and visiting lecturers with course outlines to standardise and assure the quality of curricula. In addition, the department periodically develops procurement plans based on required teaching materials and learning activities in the programme. It is also responsible for regularly holding professional meetings to review and adjust all aspects of the programme's design and delivery.

What is more, the departments make plans to assign lecturers and then send lecturer plans to the Graduate Department so they can be officially approved. At least two lecturers are put in charge of each course's implementation and these lecturers are in charge of performing a number of tasks. They provide course descriptions for home and guest lecturers to ensure quality and consistency and they periodically organise the procurement and compilation of materials and textbooks. They also organise professional meetings to adjust the course descriptions if necessary and recommend online documents and data sources of specialised journals.

In addition to the Dean, Heads and lecturers in charge of courses, the operation and management of the programmes are also supported by functional departments within the University, especially TVU's Testing Office, Quality Assurance Department and Teaching and Learning Center.

The Testing Office plays many different roles in how assessment is conducted throughout the University. First, the Testing Office supports the development of policies and procedures by developing examination procedures, advising the Rector on the promulgation of policy documents and monitoring the implementation of policy documents. Second, the Testing Office ensures that testing policies and practices follow MOET regulations. Third, the Testing

Office supervises the development and management of exam question banks, oral test questions and answer keys for all courses in the University. Furthermore, the Testing Office coordinates with relevant units to inspect and supervise all examinations, to solve problems and issues, to answer inquiries from lecturers and students, and to oversee appeal procedures.

What is more, the Teaching and Learning Center (TLC) is in charge of supporting teaching, learning and eLearning activities. It provides direct training and support to lecturers to improve teaching methods and programme and course design. The TLC also makes suggestions and recommendations to the TVU Rector Board regarding academic and professional development activities, coordinates with other units to improve infrastructure and learning technologies, and supports TVU departments in their applications to national and international standards organisations.

TVU's IT Development Unit supports IT infrastructure and services for the entire University, which includes managing server and network systems, supporting staff and faculty when building websites, staffing an IT helpdesk, repairing IT devices for staff, and providing IT services and solutions inside and outside of TVU. Both the TLC and IT units support TVU's eLearning system, which enables students to download course materials, interact with lecturers through online discussions, access videos and online lectures and submit assignments. Students are provided with usernames and passwords to login to their online courses and library accounts to access course-related references. In addition, learners can interact with each other and with the teachers through direct communication, online forums, e-mail or online meeting platforms like Google Meet and Zoom.

The faculty's organisational and administrative procedures follow a quality management system in accordance with ISO 9001:2015. At the beginning of each academic year, the faculty adopts its own action plan with quality assurance objectives and regularly monitors the implementation of its plan throughout the year. The faculty's administrative office plays a key role in implementing the faculty's management plans by supporting many things, including examinations, scientific research, cooperation with enterprises, student internships, students' rights, staff workloads and the quality of lecturer-student interactions. To specialise in teaching and learning activities, the faculty office is in charge of supporting all office administrative procedures related to such things as training activities, examinations, scientific research and thesis proposals.

In addition, the Graduate Department provides consultation for students related to enrollment, administrative procedures, policies and financial issues, theses and graduation activities. The management and operation of the Bachelor of Law, the MBA and MEM programmes is carried out in collaboration between the faculty and the Graduate Department.

Every year, training courses are provided for office support staff to improve their skills and competencies in performing office operations. For example, the courses focus on such topics as communication skills, software applications and information technologies. The faculty and the Graduate Department update a plan each year to improve the professional qualifications for office staff through postgraduate training courses.

Currently, every employee of staff supporting postgraduate students have Master's degrees or higher. Based on the functions and tasks of the Faculty Office and the Graduate Department, administrative and support duties are carefully assigned to each support staff.

Each staff person's duties are posted at the faculty's office, the Graduate Department's office and on the websites of each unit, making it easy for individuals and organisations to contact the right contact person. Each task and duty for the offices' staff are part of a planned implementation process that ensures the timeliness, transparency and efficacy of programme administration and support. Support services for students and lecturers can also be accessed via TVU's student information portal, which helps students view timetables, exam scores, thesis information, graduation information and University notifications.

Moreover, the University is currently improving its teaching and learning processes and tools to implement "one-stop" student support services that follow the smart university model to simplify how students access information and services from different units across the University. The "one-stop" system will be accessed online²³, which will have several advantages over TVU's current system. First, it will minimise the number of contact people for students and the public as all requests will be initially sent to one place. Second, it will improve the speed and transparency of TVU's procedures as all information and announcements will be available through one portal, which will further support TVU's achievement of ISO 9001:2015 standards and ISO-CERT certification. And third, it will be much more convenient for prospective, current and graduated students to access TVU's online and offline services to receive information or request consultations.

Appraisal:

The programme director 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. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The administrative staff acts as a service provider for students and faculty. What is more, the University has a Gender and Community Department, which works on representing and meeting the needs of the female and ethnic students.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development.

²³ <http://dichvucong.tvu.edu.vn>

| | 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) | | MBA, MEM, BL | | |
| 4.2.2 | Process organisation and administrative support for students and faculty | | MBA, MEM, BL | | |

4.3 Cooperation and partnerships

Formed out of an international project between Vietnam and Canada, TVU has always been especially effective at creating partnerships with other national and international institutions that improve the quality of training and provide students with additional opportunities for networking and learning. TVU has signed agreements with more than 60 international partners. These cooperation agreements help to advance training and research activities across the University, including the Faculty of Economics and Law, which plans to further develop relationships with relevant agencies, universities and institutes into the future.

In terms of cooperation with domestic training institutions, TVU is currently a member of the Vietnam Association of Community Colleges (VACC), and the President of the Association is also the Rector of TVU from its inception to the present. VACC is a professional organisation that represents the community colleges, universities, and other training organisations across Vietnam. In 2021, VACC includes 74 domestic and foreign members. For academic cooperation with international partners, the Faculty of Economics and Law is directly involved in a number of cooperation programmes. For example, the faculty organises and participates in research forums with universities in many Southeast Asian countries such as Malaysia, Indonesia, Thailand and the Philippines. The faculty also receives experts from partner universities in the Philippines to teach subjects in the graduate programmes.

TVU currently participates in cooperative activities with more than 200 domestic enterprises. These enterprises also help the faculty in many other ways by providing feedback when surveying training needs and programme designs, planning student internships for undergraduate students and organising field-visits for MBA and MEM students to learn practical experience.

These activities are systematically implemented and applied to each programme to closely link training activities with authentic, infield practice. Gathering survey feedback from these enterprises also provides important data to instructional designers within the programmes when reviewing and improving learning outcomes, teaching methods, curricula and internships opportunities. Besides TVU's relationships with general enterprises, the Law Department also has close relationships with state agencies, organisations and enterprises that specialise in law. These include such organisations as attorney associations, lawyer groups and legal assistance centers.

Some outcomes from these relationships include scholarships and study assistance programmes to help high achieving students and students in need. These relationships also

bring positive benefits to the community, e.g., students from the Faculty of Economics and Law participate in the Green Summer Volunteer Program and other activities that are organised by the Provincial Youth Union and the Youth Union. Law students also participate in community assistance activities by visit high schools to perform mock trials and by providing legal counselling in various communes, wards and towns to share legal information with the public. Such activities not only support TVU's mission to transfer knowledge into local communities but they also help students foster their professional growth, soft skills and social responsibility.

Appraisal:

The scope and nature of cooperation with HEI, business enterprises and other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

| | | 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) | | | MBA, MEM, BL | | |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | | MBA, MEM, BL | | |

4.4 Facilities and equipment

As the assessment could not take place on site due to Covid-19, the University submitted a video with an overview of the facilities. With a total area of over 50 hectares, TVU has three campuses that include 10 lecture halls and 168 classrooms.

The main campus including the Faculty of Economics and Law is located on the Southeast part of Tra Vinh City and has nine lecture halls and 87 classrooms. All rooms are constructed and furnished to meet the general standards of the University. The lecture halls and classrooms are equipped with projectors and audio speakers and/or large-screen TVs. On the main campus, there are 69 multimedia classrooms with 499 computers. In addition to lecture halls and teaching classrooms, TVU has many self-study spaces for students that are equipped with specialised books, computers, projectors, printers and free highspeed internet connections. For example, the Faculty of Economics and Law has a Legal Counselling Center that includes an office for students to study and practice legal exercises and activities which provide students with real-life experience practicing law.

Other facilities at TVU are offered to support students' studies and extracurricular activities. For example, a two-floor building near the LRC named Maker Space has a total area of 400m² that includes five rooms on the ground floor for students' common activities and five rooms on the second floor for lecturers' research activities. The Maker Space provides a creative and unstructured learning environment where students and lecturers can conduct research, exchange and iterate design ideas and manufacture new prototypes and products.

In partnership with local governments and international partners, TVU's main campus also has facilities to promote student entrepreneurship and local economic development, including a Small and Medium Enterprise Development Center and a Tra Vinh Business Incubator. These facilities help students and members of the wider community to develop their start-up ideas into realistic business plans, to find funding and investment, and to learn entrepreneurial skills like financial planning, marketing, developing supply lines and finding new markets. The staff at these centers also works closely with local governments.

There are many other facilities at TVU that support students' studies and extracurricular activities. Many students not only study at TVU but also live in the dormitories on Campus One, which has the capacity to house 4,300 students. TVU has a multifunctional sports hall and stadium which motivate students to join athletic clubs, compete in sports events and balance their studies with physical exercise.

To protect students and keep facilities safe, fire protection and crime prevention is taken seriously at TVU. Every year, the University holds training sessions on fire prevention to firefighting officers. In addition, there is security staff that ensures campus security and creates a safe environment for learners. What is more, the University's mission is also to continuously work towards being as green and environmentally sustainable as possible.

TVU also maintains digital infrastructure that includes information technology and eLearning hardware and software. TVU has an IT Development Unit that supports IT infrastructure and services for the entire University, which includes managing server and network systems, supporting staff and faculty when building websites, staffing an IT helpdesk, repairing IT devices for staff and providing IT services and solutions inside and outside of TVU for projects that require building web, desktop and smartphone applications.

TVU also uses many different online platforms and software systems. The software Edusoft includes modules that support different functions like student management, training programme management, grade management, degree management, multiple-choice exam management and student information management. To access all of TVU's systems like its Moodle eLearning platform, the EDesk document management application, library management software and camera supervision software, TVU gives each staff person an email address with the domain @tvu.edu.vn and a password which they use as a user account. In addition, applications like Google Workspace and Microsoft Office365 have been deployed for lecturers and students to support communications and online teaching and learning. TVU has 15 high-speed internet connections and a broadband leased-line and provides free continuous Wi-Fi to all office buildings, lecture halls, classrooms, dormitories and self-study areas.

Located on Campus One, TVU's Learning Resources Center (LRC) provides traditional library services for lecturers and students in all programmes during extended working hours

seven days per week from 7am to 9pm. With a total usable area of 5,167m² over five floors and 21 functional rooms, the LRC can serve about 1,000 students in rooms for group discussions, seminars, reading, eLearning as well as foreign language and Vietnamese practice. The building has a larger lecture room with 170 seats as well as a presentation room with 120 seats. The library is supported by a team of qualified managers and staff, which consists of 14 staff members who have four master's degrees and ten bachelor's degrees.

For digital books and resources, the LRC participates in an online sharing service with other Vietnamese colleges and universities. Students can access the LRC's services by using magnetic cards to go through various gates on each floor. It houses eLearning resource rooms with 250 computers and free highspeed internet. The LRC's computers are installed with such software as Microsoft Office 365, Adobe Reader, Mozilla Firefox, PhotoPad Image Editor, PhotoStage Slideshow, JAVA and antivirus applications like CCleaner and Kaspersky AntiVirus. LRC users apply to access computers for their studies and research through a website²⁴.

Students also bring their laptops to the LRC to use TVU's free unlimited Wi-Fi. The LRC's total storage area for books and other resources is nearly 2,000 square meters and contains nearly 95,282 books, over 120 journals and magazines, over 4,050 dissertations and theses and 25 digital collections. Through the National Department of Information on Science and Technology²⁵ the University also invests in international scientific data sources including ScienceDirect, IEEE Xplore, Digital Library, ACS, ISI Web of Knowledge, Springer Link, Proquest Central, IG Publishing and Scopus. Lecturers and students can access these electronic resources to support their teaching, learning and research activities.

Books searches, resource borrowing and returns are managed by Libol administration software. As previously discussed, law students also have access to a Legal Counselling Center, so in addition to using the main library, they can also access resources within the Law Department. The center has bookshelves with professional materials and resources that are regularly updated and modified based on the needs of students and law programme.

Appraisal:

Due to the Covid-19 pandemic, the panel was not able to visit Tra Vinh University on-site. Therefore, the panel was provided with videos showing the facilities as well as interviews with Tra Vinh University students. According to the panel, the number and size of teaching rooms and the equipment of all learning facilities shown in the video are in line with the needs described for the programmes. The rooms are equipped for disabled students and give them barrier-free access. According to the provided video, the campus is fully equipped with appropriate technology. Free access to a Wi-Fi network is available for students; for special contents of the curriculum (e.g. language practice), Tra Vinh University has appropriate rooms which possess the specific technical components needed. However, during the next re-accreditation process a special focus should be made on the facilities on-site. The panel welcomes that the students were all satisfied with the facilities provided.

²⁴ <http://tvu.tailieu.vn>

²⁵ accessible at <https://www.vista.gov.vn>

The opening hours of the library take students' needs sufficiently into account. Opening hours at weekends are particularly important for students on the MBA and MEM programmes to enable them to study while working. 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 programme is available in the library and also kept up to date. Beyond that, the panel recommends for the Bachelor of Law subscribing to a database for international legal research in order to foster the internationalisation of the programme.

| | 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) | | MBA, MEM, BL | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | MBA, MEM, BL | | |

4.5 Additional services

For all programmes

TVU continuously develops relationships with employers inside and outside the Southwest region of Vietnam to give its students opportunities to experience authentic internships, build their professional skills and networks and find employment after graduation. The University has a Career Support Center which is responsible for employment preparation, job placements and other support services for students and graduates. The center also offers training courses on such topics as completing job applications, participating in interviews, on-the-job problem solving and communication with employers.

In addition to the Career Support Center, the University also works with the Provincial Career Service Center which is managed by Tra Vinh province's People's Committee and is one of the two largest local job centers in the province. Annually, the center organises between one and two job fairs at TVU. For example, one job fair in 2020 attracted 20 enterprises and employers who conducted direct interviews with students and over 100 additional businesses that sent recruitment requirements for over 2,000 vacancies in various sectors. These events are not only important for local enterprises and employers to market themselves and recruit new graduates, but they are also important for students to remain motivated in their studies with prospects of future employment.

Every year, the Career Support Center, Faculty of Economics and Law and the Quality Assurance Department conduct surveys and gather employment statistics. Types of data gathered during this research include employment demand within different professional sectors, employment statistics for TVU graduates, as well as feedback from employers about the desired and actual competencies of graduates. These data and feedback are used to not only improve the study programmes but also improve TVU's support services, including its career counselling and placement services.

Alumni activities are regularly organised both by the Faculty of Economics and Law's Alumni Association for graduates of the faculty's programmes as well as by TVU's general Alumni Association for all university graduates. Alumni activities operate under the Alumni Association's charter which has authority under the Standing Executive Committee to carry out alumni activities that act as a bridge between different generations of students.

The associations have mandatory meetings once a year and meet throughout the year when required. Alumni activities are also important for gathering information that supports programme evaluation and development as well as career development for current students.

Periodically, alumni from the Bachelor of Law programme organise seminars and workshops with lecturers to connect with and support current students. During the seminars and workshops, the faculty facilitates discussions between alumni and current students to update and improve the programme so that graduates can better meet employers' requirements.

These events also help alumni and current students exchange contact information, ask and answer inquiries, give and receive employment and career advice, find internships and organise field trips.

For the MBA and MEM programme, alumni activities also include seminars that connect former and current students to share information about the programmes, internships and jobs, allowing current students to access recruitment information, potentially find more suitable job positions after graduation or start their own businesses. Such activities with alumni also help the faculty identify improvements to the MBA and MEM programmes to bring them in line with the demands of the labour market and ensure that new graduates meet changing requirements of employers.

In addition to facilitating exchange between past and current students, alumni activities also provide other benefits, for example by giving disadvantaged students financial support from contributions from the Alumni Association and its members.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources. TVU also brings its graduates in contact with representatives from business enterprises at regular events. Moreover, data on the employment of graduates are collected on a regular basis, reasons for longer periods for finding employment are evaluated thoroughly.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose.

| | | 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 | | | MBA, MEM, BL | | |
| 4.5.2 | Alumni Activities | | MBA, MEM, BL | | | |

4.6 Financing of the study programme (Asterisk Criterion)

The programmes are financed from tuition fees, science and technology transfer and revenues of other TVU services. Annually, the University allocates funds to the faculty based on the number of students in each programme, the number of required lecturers and extra funding required for student research and practical activities.

In case of unforeseen financial challenges or losses, the University also has backup sources of funding to cover expenditures to ensure each year's intake of students can be funded for the duration of the 3.5-year respectively 2-year programme so all students who register in the programme can graduate.

To support the University's mission to provide equal access to learning, TVU has several policies that provide financial support to different types of students which help them from the beginning to the end of their programmes. During the online conference, the University pointed out that they are aware of the declining application rates in all three programmes, but they can ensure sufficient finance of the programmes if they have at least ten students in a class. In case of less than ten students, they have also the possibility to reallocate the students from other programmes to guarantee that each student is able to graduate.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.6* | Financing of the study programme (Asterisk Criterion) | | | MBA, MEM, BL | | |

5 Quality assurance and documentation

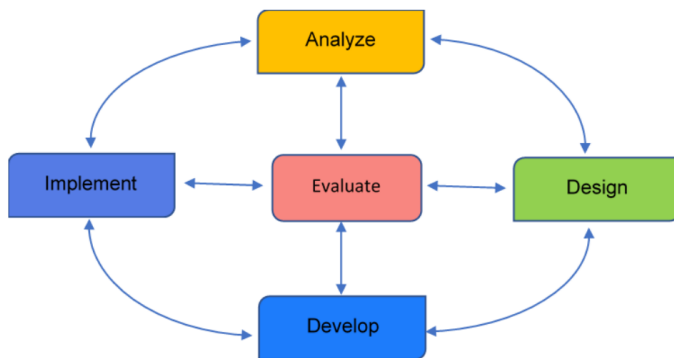
TVU uses an internal quality assurance (QA) system to monitor and improve all of the University's units to ensure that the overall quality of teaching and learning meets international standards. This system is based on the combination of ISO 9001 standards and the ASEAN University Network Quality Assurance (AUN-QA) framework, each of which help to outline QA standards and processes at programme and institutional levels. The details of TVU's internal quality assurance system are illustrated in Figure 5.

The University's internal QA system encourages every TVU member to continuously improve their work activities and processes by having clear roles and responsibilities and by following the Plan-Do-Check-Act (PDCA) model. At the Faculty of Economics and Law, the Dean is ultimately responsible for quality assurance within the Bachelor of Law, MBA and MEM programme and coordinates QA activities with the programme's Head, lecturers and management staff. One lecturer is assigned to be in charge of the Faculty's QA while two lecturers from each of the faculty's departments participate in the University's broader QA network and committees.

The University has an Advisory Committee consisting of stakeholders including local government officials, current students, alumni, lecturers, businesses, employers and researchers. These representatives participate in planning and reviewing QA systems and policies to ensure the University continuously improves at all levels. Several other units at TVU play an important role in planning and implementing QA policies and plans, including the Teaching and Learning Center (TLC), the Graduate Department and the Quality Assurance Department. These units coordinate with and support the faculty and departments in preparing and developing the study programmes, organising professional development activities and collecting feedback from stakeholders to update and improve the programme. The Programme Advisory Committee (PAC) plays an important role in ensuring QA policies and systems correlate with and support the goals and needs of different stakeholders.

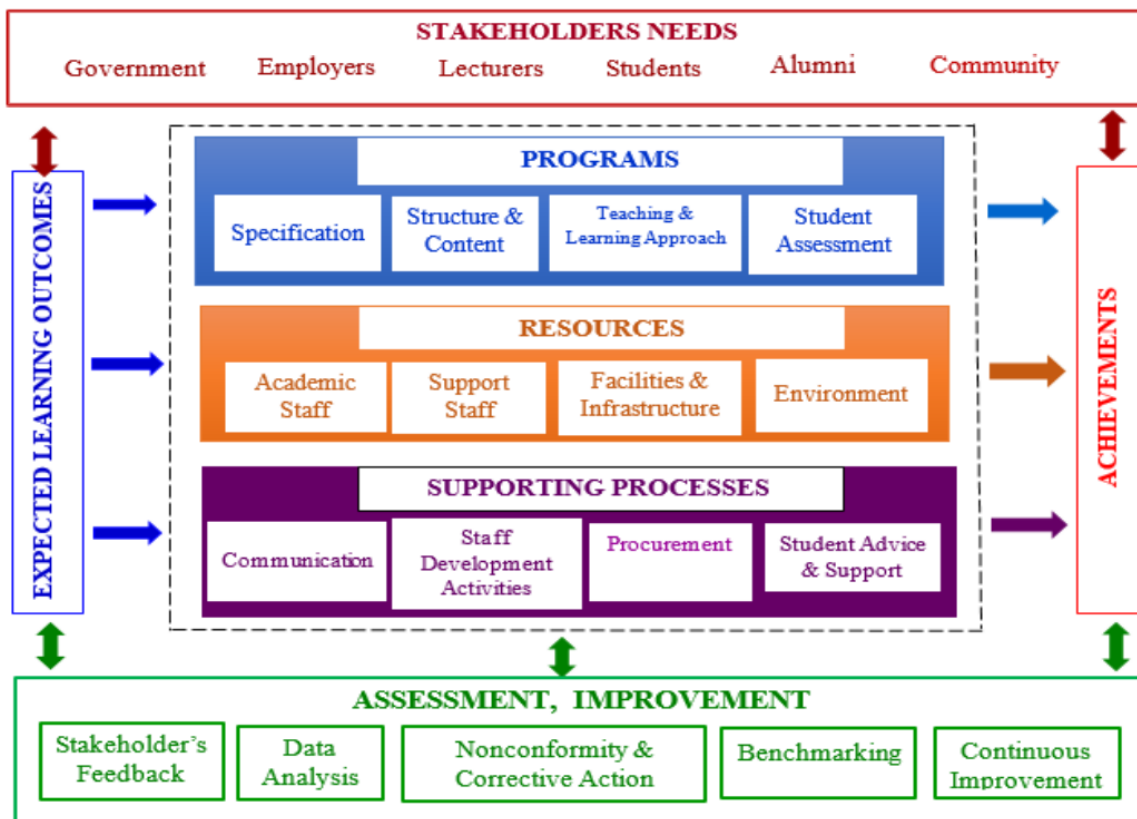
Furthermore, TVU departments use the ADDIE model to continuously evaluate and improve their instructional design processes. ADDIE begins with analysing the needs of students and other stakeholders by surveying and meeting with the study programme's PAC. After the PAC helps to define the programme's objectives, graduate competencies, expected learning outcomes and quality standards, ADDIE emphasises continuous evaluation as a core component that ensures quality standards are met. Using ADDIE when designing and updating the programmes ensures that curricula, teaching methods, learning activities and assessments are valid and constructively aligned, that they integrate principles of outcomes-based education and student-centered instruction and that they meet the needs of all stakeholders, especially the learning and employment needs of students.

Figure 3: ADDIE model for designing and evaluating study programmes



In addition to using ADDIE for instructional design, TVU uses a broader QA system at the institutional level to continuously evaluate and improve its programmes, institutional resources and support processes. As illustrated in Figure 4, The QA system includes several major elements including stakeholder needs, expected learning outcomes, programme elements, institutional resources, support processes as well as evaluation and improvement elements.

Figure 4: Quality assurance model



TVU units and departments have multiple advisory committees and external partners who provide feedback which supports programme design and evaluation. In addition to centralising stakeholders, the QA system prioritises the expected learning outcomes of each programme to ensure that all of TVU's programmes, institutional resources and support services are outcome-based. Based on the principle of backwards design, prioritising

outcomes helps TVU lecturers achieve constructive alignment between curriculum, teaching methods, learning activities and assessments at the programme, course and lesson level.

Furthermore, TVU's QA system includes elements that directly affect the products and services the University delivers to its students including such elements as its study programmes, institutional resources and support services.

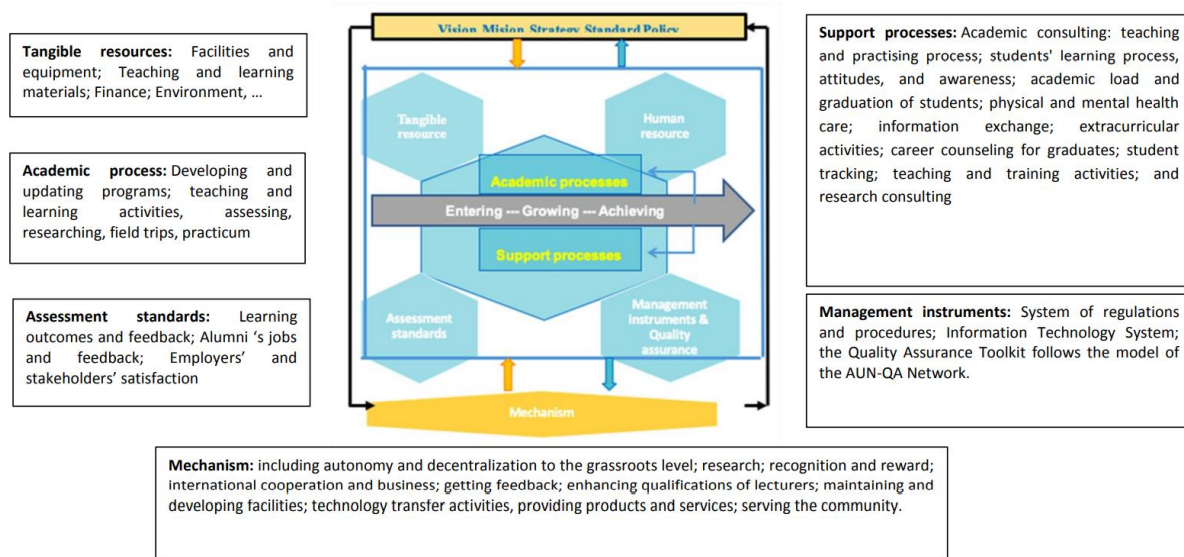
For study programmes, the QA system stresses the importance of evaluating and improving such programme elements as programme objectives, missions, descriptions, graduate competencies, course structures, teaching and learning methods, assessments, student workloads and graduate employment rates.

As for evaluating and improving institutional resources, the QA system highlights the need to systematically review academic and support staff, facilities and general learning and working environments. For evaluating support services, the QA system emphasises communication systems, staff development, procurement processes and student advising and support.

With the support of TVU's Quality Assurance Department, the Faculty of Economics and Law follow this QA system to collect data that will help them continuously evaluate and improve the quality of teaching and learning activities. By surveying stakeholders, meeting with PACs and holding events with alumni, professionals and guest lecturers, the faculty regularly collects data to measure such evaluation criteria as employer and graduate satisfaction, desired graduate competencies, student workload, graduation rates, employment rates, graduate job satisfaction, student support service quality and infrastructure gaps and needs.

With such data, the faculty is better able to benchmark itself against the performances of other faculties, identify areas for improvement, plan and implement corrective actions and evaluate the impacts of its actions following the PDCA cycle. The University's internal QA system and processes are reviewed periodically to ensure QA is implemented effectively, efficiently and in a timely manner. QA processes are reviewed during monthly briefings to the Rector Board, the Heads of administrative and support units, faculty Deans and department Heads. Lecturers must meet at least once a year to review internal accreditation for ISO 9001:2015, which is also reviewed by management. In addition, TVU's QA processes and documents are also externally evaluated and certified by Bureau Veritas Vietnam once a year and externally accredited at the faculty level by the Center for Educational Accreditation using MOET standards every five years.

Figure 5: System for internal quality assurance at TVU



TVU also regularly uses different QA instruments to gather data directly from students. They participate in the evaluation of their programmes at different levels and at different times through formal surveys and through informal communication between students, lecturers and support staff. The primary survey instruments used to formally gather data from students include post-course surveys and post-programme surveys.

For post-course surveys, students must provide feedback after each course is completed. All courses are required to have evaluation surveys, which are distributed in class either paper-based or accessed online through the Quality Assurance Department's student survey portal.

The post-course survey gathers data on such topics as teaching methods and activities, lecturer qualities, expected learning outcomes, assessment and examination tools and methods, study and research materials, resources, educational technologies and equipment. For all three study programmes, also the student workload is evaluated.

The QA Department collects, synthesises and reports this feedback to the Dean, the Department Head and the lecturer being reviewed as quickly as possible. For post-programme surveys, the QA Department also gathers data from graduates on such topics as the usefulness of the programme's expected learning outcomes, the programme's organisation and sequencing of knowledge and practice, the manageability of the programme's workload and the quality of student support services.

After receiving reports from the QA Department, the Dean and Department Heads hold meetings at the faculty and department levels to discuss survey results and potential corrective actions that may be required. Lecturers who receive negative feedback from students are asked to explain the potential causes and propose appropriate actions to improve their performance. In more severe cases, lecturers are also encouraged to consult with relevant units like the Teaching and Learning Center to develop and implement plans to improve their course designs and/or teaching methods and strategies.

In addition to participating in formal surveys, students also regularly give feedback to support staff, lecturers and academic advisors. Classes often elect student leaders who act as main

mediators to communicate collective issues or needs to lecturers and staff. Students are informed at the beginning of the programme that they can voice their needs and concerns through such channels as discussing them in-person with lecturers or with staff at the faculty office or department or via phone, email or social networks. When students communicate issues or challenges that are more severe or systemic, they are brought to the attention of department Heads who may choose to implement broader improvements to the programme or support services.

Department Heads also collect feedback from lecturers about the programmes. Monthly, the faculty's department Heads chair a meeting with lecturers to discuss and resolve problems, e.g., with the programme's structure, their courses, curricula or teaching methods or with other professional or administrative issues. These meetings also provide an opportunity for lecturers to exchange their teaching experiences with each other, to share research and professional development opportunities and to propose constructive ideas to improve their department's activities.

Also, on a monthly basis, the Dean hosts an official meeting with teaching staff to discuss issues related to general academic and professional affairs within the University. These meetings help lecturers learn about and discuss broader issues related to other units within TVU so they can participate in interdepartmental coordination and collaboration.

The meetings are integral to share information and coordinate within and between departments, as they notify lecturers about important information and updates, e.g., about policy changes or upcoming events. In addition to these meetings, lecturers are also encouraged to regularly provide feedback about testing and assessment regulations, internal annual expenditures and procurements, the faculty's activities and support services, as well as the study programme's development. When lecturers communicate issues or challenges that are more severe or systemic, they are brought to the attention of department Heads who may raise them in formal meetings to implement broader improvements to the programme or support services.

The faculty organises seminars to meet and interview alumni and businesses every two years on average. During these meetings, the faculty gathers feedback on such topics as the programme's structure and design, desired and achieved graduate skills and competencies and labour market trends. In addition to these panel interviews, other means of data collection are used including online and email surveys. The faculty cooperates with the QA Department to conduct annual surveys with alumni about their employment situations, the effectiveness of the programme in preparing the alumni for jobs, as well as their satisfaction with their current employment.

At the same time, the faculty also collects feedback from employers to assess their satisfaction on alumni's skills, competencies, attitudes and professional ethics. The QA Department reports this feedback from alumni and employers to the faculty's Dean and staff during meetings where they propose and plan adjustments, improvements and innovations for the programme and faculty's support services.

The Faculty of Economics and Law's Bachelor of Law, MBA and MEM programmes are officially and publicly issued to relevant parties according to MOET regulations. Students can

find relevant information about the programme including its facilities, quality assurance policies, teaching staff and certifications on the University's website.

In addition, more detailed information and documents about the programme can be found on the faculty's website such as administrative forms, course descriptions and objectives, regulations for final exams, final exam scores and lecturers' qualifications. At the beginning of each academic year, new students are encouraged to join an orientation event to better understand the University's regulations and rules. Besides orientation events, the Graduate Department notifies students with class schedules and lecturer name lists each semester.

The Graduate Department issues a Graduate Students' Handbook at the beginning of each academic year to provide students with necessary information including course codes and websites for the faculty and related departments for students to easily contact and exchange information. It also includes information about the programme framework, training plans, academic regulations, course assessments, thesis defense and graduation conditions. Students can find out more details about the current regulations on the Graduate Department's website.

In addition, the faculty's also contains the programme framework, detailed course outlines and corresponding references for each module. By looking at the study programme framework and course outline, learners can understand what they are expected to learn and plan their studies accordingly.

TVU and the faculty use different types of media to communicate with different stakeholders and promote programmes including such media as newspapers, television and social networking sites like Facebook, YouTube and TikTok. In particular, the TVU-Morning Coffee Programme and the Student-Faculty-Enterprise programme regularly provide information to various communities, for example to alumni and to businesses and organisations connected to TVU.

Appraisal:

During the online conference, the panel got insights into the quality assurance and development processes for the law programme, the MBA and MEM programmes that have been set up. Evaluations of the study courses, the lecturers and the University in general, as well as an analysis on student workload are carried out on a regular basis, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes and outcomes. Responsibilities are clearly defined. Additionally, graduates and representatives from the business world are included in the process since they also give feedback on the study programme. Success rate and graduate employment are taken into account.

The panel learned during the online conference that the quality assurance unit is responsible for gathering feedback from stakeholders (experts, employers and alumnis) to provide a report with an analysis on the content and objectives which will be taken into account in the course of the revision of the programmes. However, there is no direct contact to the Advisory Committee. In this regard, the panel recommends implementing a structured communication between the Committee, the faculty and the quality assurance department. Moreover, the panel remarks that an inclusion of the stakeholders and the quality assurance unit may

further improve the revision of the programmes. What is more, the panel recommends intensifying the communication between the programme directors and the quality assurance unit regarding the quality enhancement and reviews of the study programmes' curricula (see chapter 4.2).

Evaluation by the students, quality control by the faculty and external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

The study programmes' content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). Beyond that, the panel recommends publishing the documents in English on the websites in order to attract international students.

The University regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

Quality profile

HEI: Tra Vinh University, Vietnam

Bachelor / Master programme: Bachelor of Law (BL), Master of Business Administration (MBA), Master of Economic Management (MEM)

| | | 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) | | | MBA, MEM, BL | | |
| 1.2* | International orientation of the study programme design (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 1.3 | Positioning of the study programme | | | | | |
| 1.3.1 | Positioning of the study programme in the educational market | | | MBA, MEM, BL | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates („Employability“) | | | MBA, MEM, BL | | |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept | | | MBA, MEM, BL | | |
| 2 | Admission | | | | | |
| 2.1* | Admission requirements (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 2.2 | Counselling for prospective students | | MBA, MEM, BL | | | |
| 2.3* | Selection procedure (if relevant) | | | MBA, MEM, BL | | |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | MBA, MEM | | BL |
| 2.5* | Ensuring foreign language proficiency (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 2.6* | Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3. | Contents, structure and didactical concept | | | | | |
| 3.1 | Contents | | | | | |
| 3.1.1* | Logic and conceptual coherence (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.1.3* | Integration of theory and practice (Asterisk Criterion) | | MBA, MEM, BL | | | |
| 3.1.4 | Interdisciplinary thinking | | | | MBA, MEM, BL | |
| 3.1.5 | Ethical aspects | | | MBA, MEM, BL | | |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.1.7* | Examination and final thesis (Asterisk Criterion) | | | MBA, | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| | Criterion) | | | MEM, BL | | |
| 3.2 | Structure | | | | | |
| 3.2.1* | Modular structure of the study programme (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.2.2* | Study and exam regulations (Asterisk Criterion) | | | | Condition | |
| 3.2.3* | Feasibility of study workload (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.2.4 | Equality of opportunity | | | MBA, MEM, BL | | |
| 3.3 | Didactical concept | | | | | |
| 3.3.1* | Logic and plausibility of the didactical concept (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.3.2* | Course materials (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.3.3 | Guest lecturers | | | MBA, MEM, BL | | |
| 3.3.4 | Lecturing tutors | | | | | X |
| 3.4 | Internationality | | | | | |
| 3.4.1* | International contents and intercultural aspects (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.4.2 | Internationality of the student body | | | | MBA, MEM, BL | |
| 3.4.3 | Internationality of faculty | | | | MBA, MEM, BL | |
| 3.4.4 | Foreign language contents | | | | MBA, MEM, BL | |
| 3.5* | Multidisciplinary competences and skills (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 3.6* | Skills for employment / Employability (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4. | Academic environment and framework conditions | | | | | |
| 4.1 | Faculty | | | | | |
| 4.1.1* | Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.1.2* | Academic qualification of faculty (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.1.3* | Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.1.4 | Practical business experience of faculty | | | MBA, MEM, BL | | |
| 4.1.5* | Internal cooperation (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.1.6* | Student support by the faculty (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.1.7(*) | Student support in distance learning (only relevant and an Asterisk Criterion) | | | | | X |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| | for blended-learning/distance learning programmes) | | | | | |
| 4.2 | Programme management | | | | | |
| 4.2.1* | Programme Director (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.2.2 | Process organisation and administrative support for students and faculty | | MBA, MEM, BL | | | |
| 4.3 | Cooperation and partnerships | | | | | |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | MBA, MEM, BL | | |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | | MBA, MEM, BL | | |
| 4.4 | Facilities and equipment | | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 4.5 | Additional services | | | | | |
| 4.5.1 | Career counselling and placement service | | | MBA, MEM, BL | | |
| 4.5.2 | Alumni Activities | | MBA, MEM, BL | | | |
| 4.6* | Financing of the study programme (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 5 | Quality assurance and documentation | | | | | |
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 5.2 | Instruments of quality assurance | | | | | |
| 5.2.1 | Evaluation by students | | | MBA, MEM, BL | | |
| 5.2.2 | Evaluation by faculty | | | MBA, MEM, BL | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | MBA, MEM, BL | | |
| 5.3 | Programme documentation | | | | | |
| 5.3.1* | Programme description (Asterisk Criterion) | | | MBA, MEM, BL | | |
| 5.3.2 | Information on activities during the academic year | | | MBA, MEM, BL | | |